

Agenda of Regular Meeting

The Board of Trustees Westwood Independent School District

A Regular Meeting of the Board of Trustees of Westwood Independent School District will be held June 14, 2021, beginning at 6:30 PM Westwood Administration Office.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Due to health and safety concerns related to COVID-19 coronavirus, the meeting will be conducted by video-conference. At least a quorum of the Board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.123 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

An electronic copy of the agenda packet is attached to the online notice www.westwoodisd.net. Members of the public who desire to address the Board regarding an item on this agenda must comply with the following registration procedures: send a request through Zoom Chat from 6:15 pm – 6:30 pm the day of the meeting. Including name and topic.

1. **CALL TO ORDER AND ESTABLISH QUORUM**
2. **ROLL CALL**
3. **INVOCATION**
4. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
5. **ACTION ITEMS**
Presenter: Board
 - A. Board to consider and approve the agenda as presented
Presenter: Board
6. **PUBLIC COMMENTS**
Presenter: Board
7. **INFORMATION ITEMS**
Presenter: Board
 - A. Curriculum Moment
Presenter: Christine Bedre

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: Curriculum Moment

Administrator Responsible: Christine Bedre, M.Ed

Summary:

- Recap of Westwood University participation by staff, districts and topics covered.

https://docs.google.com/presentation/d/1b-xs8hEmCIhPTV5sRDJ0pGRMp_BDZ1KWp4AT29ZBd1Q/edit?usp=sharing

Administration's Recommendation:

N/A

Board Approval Required

YES

NO



TOTAL PARTICIPATION

DAY 1: 55

DAY 2: 58

DAY 3: 57

TOTAL 170

PARTICIPATING DISTRICTS

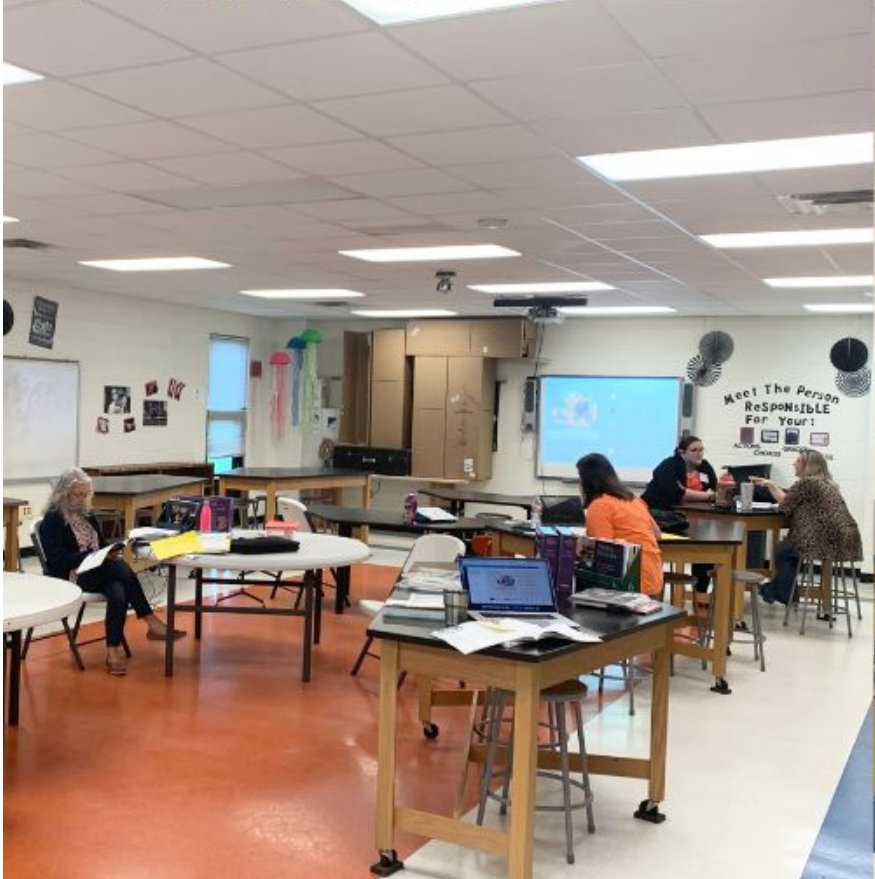
- WESTWOOD ISD
- FRANKSTON ISD
- CAYUGA ISD
- NECHES ISD
- ESC 7 (REGION 7 SERVICE CENTER)
- ACSEC (AN. CO. SPED CO OP)

TOPICS COVERED

- NEW PRE-K MATERIALS
- GIFTED & TALENTED
- K-5 WRITING
- SPECIAL EDUCATION + INCLUSION & LIFE SKILLS GOALS
- READER / WRITER WORKSHOP FOR 6-8TH GRADE
- CLASSROOM MANAGEMENT
- UNDERSTANDING THE TEKS (TEACHER CLARITY)
- 4-8TH GRADE SOCIAL STUDIES
- ICVE (CTE COURSES)
- PARAPROFESSIONAL TRAINING + LIFE SKILLS AND INCLUSION
- CPI (CRISIS PREVENTION INSTITUTE)
- CONNECTING CROSS-CURRICULAR CONTENT IN SECONDARY CTE
- TECH TOOLS



@WESTWOODISD
#WWWay
#WWEnergyBus







B. Campus and District Improvement Plans
Presenter: Christine Bedre

Westwood Independent School District

Westwood Primary

2021-2022 Campus Improvement Plan



Mission Statement

Westwood Primary teachers and staff will work in collaboration with parents and community members to provide rigorous learning opportunities, support, resources, and guidance for all students. It is our mission to ready all students to become productive community members who will give back to the community and the next generation.

Vision

Westwood Primary will strive to provide a safe, child-centered learning environment created in partnership with our families, the school, and the community to enable our students to become lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood Primary is a PK-2nd grade Title I campus located in the rural community of Palestine, Texas. This campus is the only early childhood campus in Westwood ISD serving Pk-2nd grade students. It was built in 1978 and additions were added in 1979, 1980 and 2011. Westwood Primary served 357 students for the 2020-2021 school year in grades Pre-Kindergarten to 2nd grade including one Head Start unit. In the 2019-20 school year, the campus served 410 students, which is a decrease of 15%. The campus ended the 2019-2020 year with a 93.31% attendance rate in March due to COVID closure. For the 2020-2021 school year, the campus had a 94% attendance rate.

Due to restrictions related to the pandemic, Westwood Primary offered both virtual and in-person learning during the 2020-2021 school year with approximately 90% of the students attending in-person at the beginning of the year and approximately 98% attending in person by the 6th six weeks period. All grade levels serve students in self-contained classroom settings. We began the year with a virtual teacher per grade level, but due to student numbers and staffing, the campus moved to serving virtual and in-person students in each classroom.

Our economically disadvantaged student population has remained steady throughout the last three years: 2019-2020-73.9%, 2018-2019-74% and 2017-2018-75.3%. The mobility rate at Westwood Primary for the 2019-2020 school year was 18.5% which was an increase of 1.4% from the previous year and an increase of 3% from 2017-2018.¹¹ Westwood Primary has one LIFE Skills classroom. This year, the ECSC classroom was dissolved due to a lack of student enrollment. Westwood Primary serves a diverse population of students and offers supports for English as Second Language (ESL), Gifted & Talented, Special Education, and Economically Disadvantaged students.

Based on the 2019-2020 TEA Texas Academic Performance Report, our campus Retention Rates are as follows: Kindergarten-4.4% (a decrease of 4.2% from the following year), 1st grade- 1.2% (a decrease of 2%), and 2nd grade- 2.1% (a 1% increase). There were not any retentions for the 2020-2021 school year.

The average years of experience for our teachers is 5.3 years. About 5.9% of staff members hold Master's degrees. As of 2021, we had only one male staff member with 8.9% (an increase of 3%) of our staff representing minority ethnic groups.

Ethnic Distribution 2019-2020	Mobility Rate
African American	20% 2.7%
Hispanic	24.1% 5.4%
White	51.7% 8.1%
American Indian	.5%
Asian	.7%
Pacific Islander	0%
Two or more races	3%

Demographics Strengths

Westwood Primary is comprised of a diverse student body. We are continuing to build a culture of transparency, collaboration and progress monitoring to ensure continuous improvement. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teacher the whole child. We strive to nurture students' academic growth and support their social emotional health. We encourage goal setting for all our students and celebrate progress along the way throughout each child's educational journey.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The high mobility rate throughout the years has caused gaps in academic progress. **Root Cause:** Students moving in and out of the district, especially this year due to the COVID pandemic, creates gaps in learning and academic progress.

Problem Statement 2: The high mobility rate has created difficulties in identifying students who may have learning disabilities. **Root Cause:** It is difficult to identify specific academic needs for those students moving in and out of the district throughout the school year. Without consistent data, it is hard to determine if they have gaps in instruction or have a specific learning disability.

Student Learning

Student Learning Summary

STAR Reading Data

	READNG FALL			EARLY SPRING		
	Students	Scale Score	Grade Equivalent	Students	Scale Score	Grade Equivalent
KINDER	10	104	1.5	10	103	1.5
1ST	84	74	1.0	82	75	1.0
2ND	96	153	2.0	94	209	2.4

Early Lit STAR Data

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	FALL			EARLY SPRING		
	STUDENTS	SCALE SCORE	Grade Equivalent	STUDENTS	SCALE SCORE	Grade Equivalent
Pre-K	60	401		71	549	
Kinder	81	560.8	.5	79	585	.6
1st	80	592	.6	37	618	.7
2nd	17	622	.7	3	588	.5

STAR Math Data

	MATH FALL			EARLY SPRING		
	STUDENTS	SCALE SCORE	Grade Equivalent	STUDENTS	SCALE SCORE	Grade Equivalent
1ST	93	313	.9	92	334	1.2
2ND	96	437	2.3	95	471	2.7

Student Learning Strengths

Per 2020-2021 data, Westwood Primary School is showing growth in Reading and Math. Other areas of strength identified by CNA Committee:

District Vertical Planning Days scheduled into calendar

Common ELAR curriculum support resources in K-2

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students will have gaps in learning and possibly show marginal growth due to COVID 19 absences and lack of consistent virtual learning participation.

Root Cause: COVID health and wellness guidelines from TEA & CDC resulted in high absences due to illness or quarantine. Some families lacked consistent technology at home.

Problem Statement 2: Improvement will continue next year on utilization of TEKS objective driven lesson plans and formative assessments. **Root Cause:** Lesson plans 14 sometimes lacked consistency with components such as differentiation, TEKS, HOT, F & P and assessments.

School Processes & Programs

School Processes & Programs Summary

We implemented PLCs every Wednesday with fidelity in 2020-2021. The campus Effective Schools Framework Focus Area #3, Data-driven instruction, was a priority. Data driven instruction was evidenced by teachers able to disaggregate data and apply it to lessons through differentiation, small group and lesson adjustments. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and summative student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

We completed our second year with CHAMPS in all grades PreK-2. This year we added a Social Emotional Learning class to our rotations schedule for Specials. It is shared with the Art block. Our campus Effective Schools Framework Focus Area #1, a Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, was a priority this year. All staff and students are taught, practice and reinforce/model positive behavior expectations with a common language through Energy Bus Principles and CHAMPS.

We include teacher teams and appropriate district supervisors in our hiring process in order to recruit highly qualified staff. Our Superintendent meets with each recommended teacher candidate for hiring approval. We strive to hire highly qualified teachers who put students first and adhere to TEKS and research best practices. New Teachers attend Westwood ISD's New Teacher Academy and a mentor is assigned to ensure success in the classroom. Teachers who are new to the profession attend monthly support meetings with district directors over curriculum and instruction.

We provide support and coaching to help teachers grow professionally. An Instructional Coach position was added during the 2019-2020 school year to support curriculum, instruction and assessment. Staff development is provided through Eduhero, Westwood University, Region Service Center, In-Service PD, and Professional Conferences. ¹⁵

School Processes & Programs Strengths

We conduct our RTI meetings collaboratively. We include Admin and Teachers in order to ensure that individual student needs are met and learners are set up for success. During the 2019-2020 school year, a district RTI coordinator was assigned to support Response to Intervention data meetings. Our campus RTI teacher and teacher assistant continue to work with identified Tier 3 students in a small group setting.

The Master schedule is designed to include an Intervention block. This reduced our student to teacher ratio for small group instruction and enabled our staff to meet the needs of individual students.

Our campus Effective School Framework Focus Area #2, Objective-driven daily lesson plans with formative assessments, was a priority for the 2019-2020 school year. Teachers created objective driven daily plans with formative assessments aligned to state standards. All teachers created and submitted lesson plans that included clear objectives, opening activities, differentiated paths of instruction to a clearly defined goal, paths that meet specific needs of students with disabilities and English learners, and daily formative assessments. Campus leaders reviewed lesson plans frequently for alignment to standards, the scope and sequence, the expected level of rigor, and provided teachers with feedback and lesson planning support.

A campus Book Study over Relentless by Hamish Brewer as well as a leadership book study on the book, Dare to Lead by Brene Brown further enhanced our campus culture and climate.

Other strengths identified by CNA Committee:

- Effective hiring process with interview team and superintendent
- Thorough New Hire Training

- CHAMPS implementation has made an impact on student behavior
- New SEL specials class has made a significant difference in student behavior as well as coping with COVID trauma
- PLC meetings and RTI meetings to drive instruction
- Campus events such as Kona Ice, virtual Music Programs, CARE Club, Coffee with the Principal, Backpack Program, Awards and Read Across America
- All teachers are required to complete yearly GT training
- An instructional coach is available to assist teachers as needed

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Response to Intervention (RTI) should be focused not only on interventions for low performing TEKS but also on behavior, extensions and higher level thinking activities as well. This includes planned intervention/extension activities and fluid groupings that change with student progress. **Root Cause:** RtI intervention program lacks consistently in program design and processes for academic, behavior and attendance concerns.

Problem Statement 2: Data analysis and intervention should be implemented with more fidelity and student engagement. **Root Cause:** Teachers need more time, training and practice on data disaggregation and intervention based on data. Consistency and fidelity is needed with the implementation of student data folders/notebooks.

Problem Statement 3: We must offer virtual and face to face instruction to all students due to COVID. Several students did not follow virtual learning guidelines, thus were required to return to campus after the 3rd six weeks. **Root Cause:** Families have fears and concerns about health and well-being due to the pandemic situation. 16

Problem Statement 4: Staff and students frequently quarantined this year due to COVID, causing loss of learning and instructional time. The campus shut down for two weeks in the winter due to high quarantined numbers. **Root Cause:** Staff and students have had COVID-related symptoms and direct exposure to COVID-positive individuals this school year.

Perceptions

Perceptions Summary

At Westwood Primary, we prepare all students to be actively engaged in meaningful and relevant work for success in the 21st century. We believe that we are service providers to our learners and families. Expectations, values and beliefs are outlined through our Energy Bus principles we teach monthly. Classroom environments are structured to promote a conducive setting for learners to complete assignments and interact with others. For the 2020-2021 school year, flexible innovative furniture was provided to all six first grade classrooms.

Social-emotional learning was implemented this school year to eligible learners and students in PreK-K during the Spring semester.

We maintain communication with our stakeholders via school messenger, school correspondence, marquee, email, Facebook, Twitter, Parent Square, and our campus website. Campus communication is shared with parents in English and Spanish. Parents are encouraged to volunteer at the school. The campus is in compliance with Title I Parent Involvement policies such as sharing a School/Parent Family Compact and hosting an annual Title I Meeting.

We host Meet the Teacher Night before school begins for the year. We offer a variety of activities and programs to involve parents and the community throughout the school year. Invitations to Coffee with the Principal, Head Start Meetings and other committee invitations are offered to parents during the school year where parents can voice ideas and concerns.

A parent survey was conducted in the fall via Parent Square in which one parent participated.

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Perceptions Strengths

Westwood Primary School has a comprehensive Family Engagement Plan. This year, with COVID restrictions, most campus events were held virtually. We have hosted several virtual family and community events this school year such as Open House, Read Across America, Science Night with Dad, Math Night with Dad, Coffee with the Principal, Head Start Parent meetings, Music Programs, ESL Family Night, and Holiday Celebrations. Family engagement projects were held this year such as Pumpkin Project, Black History Month coke bottle project, Family Turkey Feather, and Christmas ornament. Kona Ice was help on campus for students only. May Awards were held on campus with two guests per student attending. Parents are invited to be involved in school decision making by participating in parent meetings held throughout the year. Various forms of communication are in place for all stakeholders in English and Spanish. We frequently recognize students for perfect attendance through incentives and public recognition. Students of the Month for Pk-2 grade and Teacher of the Month are celebrated through a shared video at monthly School Board Meetings.

Other strengths:

SEL program, Energy Bus and CHAMPS

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of parental involvement regarding academics, behavior and school correspondence. **Root Cause:** COVID 19 guidelines have

not allowed the campus to have visitors or hold large gatherings. For virtual or phone communication, different demographic factors may exist (e.g. work schedule, language barrier; relationship level).

Priority Problem Statements

Problem Statement 2: Response to Intervention (RTI) should be focused not only on interventions for low performing TEKS but also on behavior, extensions and higher level thinking activities as well. This includes planned intervention/extension activities and fluid groupings that change with student progress.

Root Cause 2: RtI intervention program lacks consistently in program design and processes for academic, behavior and attendance concerns.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a lack of parental involvement regarding academics, behavior and school correspondence.

Root Cause 3: COVID 19 guidelines have not allowed the campus to have visitors or hold large gatherings. For virtual or phone communication, different demographic factors may exist (e.g. work schedule, language barrier; relationship level).

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals





Goal 1: Student Academic Achievement - Improve and support learning for all students by providing meaningful and relevant educational opportunities.

Performance Objective 1: Achievement of all students, as measured by assessments and classroom performance, shall continually improve. Emphasis is placed on reading, writing and math.

Evaluation Data Sources: Renaissance STAR testing, CBA's, local grades, TPRI, LLI, F & P progress tests, teacher observations, family and community involvement records.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Renaissance Flow 360 applications (Star Reading, Star Early Literacy, Star Math), and Accelerated Reader 360 to drive instruction, practice, and formative assessment. TEKS Resource System and the Fountas & Pinnell Classroom will be used as well to support learning opportunities for all students.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				22
Strategy 2 Details	Reviews			
<p>Strategy 2: Use performance data and progress monitoring to drive instruction and RTI. Intensive small group instruction to target specific gaps in learning will occur during the school day. A variety of instructional materials to be used for all interventions:</p> <ul style="list-style-type: none"> - Mentoring Minds - LLI - Learning A-Z programs - Imagine Learning <p>Staff Responsible for Monitoring: Teachers, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Tier I: Students struggling with universal or core instruction for all students will be identified through progress monitoring and a variety of grade level data results. The classroom teacher will implement intervention strategies for a minimum of six weeks with progress documentation. After six weeks an RTI data meeting will be held to analyze data to determine placement in the RTI tiers.</p> <p>Staff Responsible for Monitoring: Teachers, RTI Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Tier II: Struggling students will work in small groups within the classroom with the classroom teacher. Interventions will be used for a six week period with progress documentation. After this time period, if the student is still not making adequate progress the RTI Team will review the data and decide whether or not to move the student to Tier III.</p> <p>Staff Responsible for Monitoring: Teachers, RTI Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Tier III: Students will work individually or in very small groups in the RTI lab during their scheduled time period. Time span for Tier III will vary. If the student is still not making adequate progress the student may be referred for further evaluation.</p> <p>Staff Responsible for Monitoring: RTI Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Ongoing assessment such as CBA's, progress tests, Renaissance Star Reading & Math, Renaissance Star Early Lit, TPRI, and LLI will be administered throughout the school year to target TEKS.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: All test results will be analyzed to determine weaknesses in the area of curriculum and/or instruction and to make data driven decisions when placing students in available programs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Counselor, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Student participation in AR Point Clubs will be promoted.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
Strategy 9: Kindergarten and 1st grade students flagged on the dyslexia screener through TPRI will be evaluated for dyslexia. Students who qualify will then be eligible for the Dyslexia program. Staff Responsible for Monitoring: 504 Committee, Dyslexia Teacher Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Students will use Interactive Notebooks across the curriculum on a regular basis beginning no later than the 2nd week of school as a tool to scaffold academic content. Strategy's Expected Result/Impact: Reading, Writing, Comprehension Staff Responsible for Monitoring: Teacher, Support Team, Admin Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 2: Campus Environment- Promote an environment that engages and connects students to each other and with staff. Students thrive when they are engaged in learning and feel a sense of belonging in our school.

Performance Objective 1: Create safe and inclusive opportunities- Create meaningful and positive relationships with all students; Know and practice all safety protocols.

Evaluation Data Sources: Safety and security reports; drill logs; discipline data; CHAMPS data





Strategy 1 Details	Reviews			
Strategy 1: Utilize a Campus Crisis Management Plan and complete all safety drills as directed by WISD Safety and Security Department. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All visitors will be required to check in at the office using our campus Raptor Visitor System and present a valid photo ID before entering the building in order to detect possible offenders. Staff Responsible for Monitoring: Reception Staff, Raptor Building Level Users	Formative			Summative
	Nov	Jan	Mar	June
				25
Strategy 3 Details	Reviews			
Strategy 3: All students leaving campus early will be required to be signed out in the office by a parent. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All campus exterior doors will remain locked from the outside during school hours. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: CHAMPS will be utilized across all grade levels as a proactive and positive approach to classroom management. Students will be recognized for achievements through Energy Bus principles and public recognition on a regular basis. Staff Responsible for Monitoring: All Staff, Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Information will be made available to parents and students concerning possible health issues associated with school such as flu, head lice, and pinkeye. Staff Responsible for Monitoring: School Nurse	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: All parents will be required to show a Pick-Up Ticket at afternoon pick-up for safety purposes. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 2: Campus Environment- Promote an environment that engages and connects students to each other and with staff. Students thrive when they are engaged in learning and feel a sense of belonging in our school.

Performance Objective 2: Promote attendance in PK-2 grade to meet and/or exceed 96%.

Evaluation Data Sources: PEIMS reports





Strategy 1 Details	Reviews			
Strategy 1: Parents will be informed of legal and local attendance policies as well as the consequences of poor attendance. Staff Responsible for Monitoring: PEIMS Clerk	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance letters will be mailed out each six week period for students who have excessive absences, tardies, and/or early sign-releases. Staff Responsible for Monitoring: PEIMS Clerk	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Student Perfect Attendance recognition every 6 weeks on TV foyer monitor. Staff Responsible for Monitoring: PEIMS Clerk Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students with perfect attendance will be rewarded each six weeks with an ice cream coupon. Staff Responsible for Monitoring: PEIMS Clerk Counselor	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Human Capital & Resource Stewardship - Recruit, retain and maintain a highly-qualified staff by nurturing talents through meaningful professional learning and encouraging the management of resources in a fiscally responsible way while meeting student needs.

Performance Objective 1: Staff are encouraged to embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.

Evaluation Data Sources: Teacher surveys, lesson plans, staff meetings agendas, and decreased teacher absences.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will participate in training sessions and apply new learning to meet the pre-determined needs of the campus.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Teachers, Admin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade levels will have one full day at the end of each marking period, student free, to dis-aggregate data and plan instruction unless participating in the Reading Academy.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Teachers, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June²⁸
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate and apply new learning of instructional technology applications.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Technology Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will apply PLC protocols that utilize data gathered from Formative and Summative Assessments to design instruction and adjust based on student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Employees' children will automatically qualify for our full day pre-k program. Staff Responsible for Monitoring: Admin, PEIMS clerk TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Parents/guardians will be notified if their child's teacher(s) are not certified. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Staff development /Team meetings will be held only once a month after school. Team building, Social-Emotional checks, and/or professional activities will be a focus at staff meetings. Staff Responsible for Monitoring: Admin, Counselor TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Staff with perfect attendance will receive recognition and an incentive every 6 weeks. Staff Responsible for Monitoring: Secretary, Admin TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Grade level teams will meet weekly to collaboratively plan and access grade level data. Staff Responsible for Monitoring: Grade Level Chairs, Instructional Coach, Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 3: Human Capital & Resource Stewardship - Recruit, retain and maintain a highly-qualified staff by nurturing talents through meaningful professional learning and encouraging the management of resources in a fiscally responsible way while meeting student needs.

Performance Objective 2: Staff use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals.

Evaluation Data Sources: Staff attendance rates; lesson plans; walkthrough data; coaching feedback; materials costs

Strategy 1 Details	Reviews			
Strategy 1: K- 2 grade will utilize Fountas and Pinnell resources and materials for ELAR instruction. Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers participate in professional learning sessions in the area of Instruction, Curriculum and Technology that are offered onsite by a district staff facilitator. Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				30
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided an opportunity to acquire and maintain G/T certification. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will be provided an opportunity to acquire ESL certification with reimbursement by the district when certification is acquired. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Paraprofessionals in grades PK-2 will help teachers manage the classroom, lead appropriate instructional activities, and assist students through small group or one-on-one research based interventions recommended by the classroom teacher. Staff Responsible for Monitoring: Teachers Paraprofessionals Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
Strategy 6: Instructional Coach will meet with each grade level regularly to discuss vertical alignment, lesson plans, assessment data, resource allocations, and academic concerns. Staff Responsible for Monitoring: Instructional Coach, Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Google Drive, Parent Square, Email, Telephone, School Mail will be used to share committee minutes, meeting agendas, and other information to appropriate/applicable persons. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Teachers will engage in a book study to be discussed and analyzed throughout the year at scheduled times. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				31
Strategy 9 Details	Reviews			
Strategy 9: Teachers will utilize the Guided Reading Books and Literacy Library materials to support teaching and learning goals. Staff Responsible for Monitoring: Instructional Coach, Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Community Engagement - Through intentional partnerships with parents, local businesses and the community, we will develop stronger bonds with our stakeholders and create relationships to benefit the achievement of all students.

Performance Objective 1: Westwood Primary will create an environment that is conducive to parental and community involvement to promote student learning and related academic success.

Evaluation Data Sources: Community/family surveys, volunteer records; business partner records.

Strategy 1 Details	Reviews			
<p>Strategy 1: A campus Meet the Teacher/Orientation Night will be held before school starts to allow families to meet the child's teacher face to face and familiarize new students and their families with the campus. Parent and Family Engagement Policy will be shared.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Admin</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A teacher contact with parents and students, prior to school starting, to begin building relationships and connecting parents to school.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				32
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent conferences will be held at least twice a year via telephone, virtual format or in person if allowable to discuss progress toward specific learning and behavior goals.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Stakeholder participation in multiple events throughout the school year that provide positive experiences for participants. Examples are not limited to: Storybook Character Pumpkins; Family Turkey Feathers, Pumpkin Patch In-a-Box, Teacher Appreciation, virtual Read Alouds, virtual Music Programs, and other virtual events or family projects.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff will help organize virtual or pre-recorded parent programs or informational items focusing on culture, making good choices, and strengthening the family.</p> <p>Strategy's Expected Result/Impact:</p> <p>Staff Responsible for Monitoring: Head Start Site Staff, Counselor, Admin</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Inform parents and students about careers and college opportunities during College and Career Week.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Use of social media to promote events and recognize students.</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 4: Community Engagement - Through intentional partnerships with parents, local businesses and the community, we will develop stronger bonds with our stakeholders and create relationships to benefit the achievement of all students.

Performance Objective 2: Communicate with all stakeholders to understand diverse perspectives: Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others. Represent the campus and profession in a positive manner.





Evaluation Data Sources: Campus surveys; parent conferences; staff attendance at after-school events; participation in district Energy Bus initiative.

Strategy 1 Details	Reviews			
Strategy 1: Counselor provides required training to staff, guidance lessons to classes, and meets with students in small groups and/or individually. Staff Responsible for Monitoring: Counselor, Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Coffee with the Principal Chats in a virtual format welcoming parents and community members to ask questions, share feedback and develop relationships with campus administrators and staff. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
				34
Strategy 3 Details	Reviews			
Strategy 3: Staff are dedicated to the Seven Principles of The Energy Bus and are purposeful and persistent with developing rapport, establishing trust, building relationships with students and creating a positive campus culture. Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure parents feel supported and confident sending their children to the Primary School. Staff members will actively collaborate and communicate with stakeholders inside/outside the school to support the campus mission and vision. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June

Goal 5: Technology - Stay current with technological hardware, software, and learner-centered use of technology in all classrooms.

Performance Objective 1: Teachers will integrate student-centered technology throughout the curriculum.

Evaluation Data Sources: Lesson Plans; Walkthrough data; coaching conferences; technology usage reports

Strategy 1 Details	Reviews			
Strategy 1: We will examine possibilities for new educational software and technology equipment to continue to update our campus. Staff Responsible for Monitoring: Technology Staff, Admin Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff participation in training and application of instructional technology and use of equipment. Staff Responsible for Monitoring: Technology Staff, Admin Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Computer lab and iPads will be utilized to implement the Technology TEKS. Staff Responsible for Monitoring: Computer Lab staff, Teachers Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				35

State Compensatory

Personnel for Westwood Primary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abena Prempeh	Head Start Aide	Westwood Primary	1
Angelia Fredrickson	Pre-K Aide	Westwood Primary	1
Beth Boger	Pre-K Teacher	Westwood Primary	1
Bonnie Starr	Pre-K Aide	Westwood Primary	1
Cassidee Bruton	Pre-K Teacher	Westwood Primary	1
Diana Rodriguez	Pre-K Aide	Westwood Primary	1
Karen Enoch-Whaley	RtI Aide	Westwood Primary	1
Misti Warren	Pre-K Aide	Westwood Primary	1
Patricia Catala-Cano	Head Start Teacher	Westwood Primary	36 1
Roxy Wendland	Classroom Aide	Westwood Primary	1
Shametris Owens	Classroom Aide	Westwood Primary	1
Talia Hodge	Pre-K Teacher	Westwood Primary	1
Terri Flusche	Classroom Aide	Westwood Primary	1
Vacancy	Pre-K Teacher	Westwood Primary	1
Vacancy	Pre-K Aide	Westwood Primary	1
Vacancy	Dyslexia Teacher	Westwood Primary	1
Virginia Gayso	Pre-K Teacher	Westwood Primary	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Cox	Instructional Coach	Instruction	1
Amy Camp	Response to Intervention	Intervention	1
Vacant	Computer Lab Paraprofessional	Intervention	1

Addendums

Westwood Independent School District

Westwood Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Westwood Elementary Panthers will receive a quality, competitive, innovative education that promotes well-rounded, career-oriented lifelong learners who are intrinsically motivated!

Vision

We build high expectations that are academically and socially driven through positive relationships that share a common goal.

Value Statement

40

We value parents as children's first and best teachers. We value those who teach, lead, serve, and learn by example. We value empowering students to exceed expectations in an engaging, inspiring, and challenging learning environment. We value building relationships with all stakeholders. We value self-discipline and reflection. We value open and honest communication delivered with kindness and compassion.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood Elementary serves students in grades 3-6 of Westwood ISD in Palestine, TX. The following population counts are based on the 2017-2016 Texas Academic Performance Report (TAPR) released from TEA.

Overall Population Counts

- Total Students: 471
- Grade 3 Population: 135
- Grade 4 Population: 103
- Grade 5 Population: 121
- Grade 6 Population: 112

Race and Ethnicity Rate

42

- African American: 84 (17.8%)
- Hispanic: 126 (26.8%)
- White: 232 (49.3%)
- American Indian: 5 (1.1%)
- Two or More Races: 24 (5.1%)

Sub-Populations

- Economically Disadvantaged: 310 (65.8%)
- Non-Educationally Disadvantaged 161 (34.2%)
- ELL: 32 (6.8%)
- At-Risk: 258 (54.8%)

The reported mobility rate of Westwood Elementary students is a total of 101 students which equates to 19.2% of the total student population. The overall retention rate is 6.2% of the student population with the highest occurrences of retention happening in third grade. The average class size is between 19-20 students per class.

Westwood Elementary has a staff that consists of 48 total members. 32 of which are teachers, 2 professional support staff, and 3 campus level administrators (Principal, Assistant Principal, and Counselor. 12 Instructional Support Paraprofessionals also are on staff. Within the staff include 2 minority members. Most teachers hold a bachelor degree while 3 of which hold a masters degree. Most of the staff have 1-5 years of experience in education

Demographics Strengths

Staffing allocations are carefully arranged to foster high achievement for students. A top priority is to create class sizes that are at an achievable capacity. All staff members participate in quality professional training to ensure the implementation of instructional programs.

It is noted that the retention rate decreases once students have made the transition from the primary campus after a successful third grade year. Learning gaps show closure rates once students make that transitional year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students in grades 3-6 struggle in basic foundational skills which effects student performance on curriculum based measures, benchmarks, and STAAR assessments. **Root Cause:** Students are struggling due to lack of experiences, exposure, stamina, problem solving, and inferencing skills.

Student Learning

Student Learning Summary

Westwood Elementary Spring 2017 STAAR Performance Data

The following represents students that performed At Grade Level or Above.

- Reading 2016: 65% 2017: 67%
- Math 2016: 63% 2017: 66%
- Writing 2016: 58% 2017: 48%
- Science 2016: 57% 2017: 47%

During the 2017-2018 school year RTI systems were implemented along with a personalized instruction hour each day. STAR Math and Reading Screeners were measured in BOY, MOY, and EOY intervals to track student progress. Based on this measurement tool significant growth was recorded throughout the campus; many students showing 2-3 years growth in performance.

Student Learning Strengths

44

With the implementation of Campus Blitz (personalized instruction) students were able to be grouped with students that are identified needing the same on-level instruction. These groups are designed with a small group teaching model to provide quality support to meet the needs of students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students show wide gaps in learning and are identified as missing critical foundational skills that prohibit their successful on state mandated grade level content. **Root Cause:** Students lack foundational skills needed to master grade level concepts.

School Processes & Programs

School Processes & Programs Summary

Westwood Elementary partners with a variety of companies/programs to assist students and also partners with Anderson County Special Education Co-Op to assist our special education student population. Campus counseling services and related assistance is available. Outside community services include ACCESS and outside counseling, therapist, and psychologist as needed.

Instructional

- TEKS Resource System
- Renaissance Learning
- Reading A-Z
- Istation / TPRI
- Imagine Learning (ESL)
- Brain Pop
- Discovery Education
- Edmentum (Study Island, Plato, ESL Reading Smart, Reading Mate)
- Flocabulary
- HARCOURT

-PEARSON

- MCGRAW HILL
- Moving with Math
- LLI

-Project Wisdom

-Mentoring Minds Motivation Series

Personnel (recruit/support/retain)

- New Teacher Academy (3 days) for all new staff to the district
- Mentor teacher/program for NTP teachers
- Point of Contact for seasoned teachers new to the district
- New to Profession (NTP) Meetings at the central office (monthly) (one hour each)
- Campus and district level coaching and support to complete certifications, requirements, and help in the classroom.
- Eduhero online professional learning (district-wide)

Administrative

- New Leaders
- New Principals Academy
- Administrative Organizations / Conferences for professional development (TEPSA, TASSP, TASA, TCWSE)

District Processes & Programs Strengths

- Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, as a set curriculum.
- District vertical alignment was implemented in the 2017-2018 school year (two half days).

School Processes & Programs Strengths

Westwood Elementary has implemented TEKS Resource System as a set curriculum. Utilizing the Scope and Sequence with fidelity ensures that all content is taught and scaffolded in a method that increases student performance. The school counselor provides "Words of Wisdom" each morning to students as a method of character development. A personalized instruction hour that provides intervention and extension opportunities is built into the instructional schedule with the intent of providing targeted instructional growth points for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus STAAR Score results were 64% at Approaches Grade Level or Above. **Root Cause:** Lack of intervention systems to support learners in closing achievement gaps.

Perceptions

Perceptions Summary

The staff of Westwood Elementary believe that effective partnerships with all stakeholders is essential to student success. It is imperative to build positive relationships with all. Home visits were implemented during the 2017-2018 school year. The following communication platforms are used:

- Skyward Student Management System
- Twitter
- Facebook
- Call Systems
- BAND (staff only)
- School Website
- Remind
- Class Dojo
- Conferences/Report Card Pickup

Perceptions Strengths

47

The focus on building effective partnerships is a priority. Building positive relationships through consistent and transparent communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack internal motivation and have become use to the feeling of not being successful. **Root Cause:** Staff lack in understanding circumstances of students from low economic backgrounds.

Priority Problem Statements

Problem Statement 1: Students in grades 3-6 struggle in basic foundational skills which effects student performance on curriculum based measures, benchmarks, and STAAR assessments.

Root Cause 1: Students are struggling due to lack of experiences, exposure, stamina, problem solving, and inferencing skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students show wide gaps in learning and are identified as missing critical foundational skills that prohibit their successful on state mandated grade level content.

Root Cause 2: Students lack foundational skills needed to master grade level concepts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus STAAR Score results were 64% at Approaches Grade Level or Above.

Root Cause 3: Lack of intervention systems to support learners in closing achievement gaps.

Problem Statement 3 Areas: School Processes & Programs

48

Problem Statement 4: Students lack internal motivation and have become use to the feeling of not being successful.

Root Cause 4: Staff lack in understanding circumstances of students from low economic backgrounds.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

49

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices





Goals

Goal 1: Westwood Elementary aspires to develop students who display strong character and are logical, ethical decision makers.

Performance Objective 1: By May 2022, given character education directly correlated to TEC 29.906, a decrease of 10% in discipline referrals will be documented.

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement character education programs for K-12 such as ESTEEM, DARE, Project Wisdom, etc. to emphasize and promote positive citizenship traits.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop, implement, and evaluate current programs and policies that are used to prevent and decrease incidents of harassment, bullying, and dating violence.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselor Campus Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The SHAC shall meet on a regular basis to review Coordinated School Health Program and additional health related programs.</p> <p>Staff Responsible for Monitoring: Superintendent Federal/Special Programs Director School nurse(s) SHAC Committee</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Recruit knowledgeable and motivational speakers to provide positive examples to students. Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: To increase STAAR performance scores by 10 percentile points in all subject areas.

Performance Objective 1: By May 2022, academic standards will result in a 10% increase in the area of masters grade level on the Texas state assessment.

Evaluation Data Sources: STAAR/TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards





Strategy 1 Details	Reviews			
Strategy 1: Restructure the instructional schedule to increase student learning time. Staff Responsible for Monitoring: Campus Administration Campus Leadership Team Instructional Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize a personalized instruction hour, Panther Academy, to provide both intervention and extension opportunities to learners that support their individual learning level. Strategy's Expected Result/Impact: Improved performance by students on assessments data. Staff Responsible for Monitoring: Campus Administration Instructional Coach RTI Coordinator SPED Staff Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				53
Strategy 3 Details	Reviews			
Strategy 3: Implement RTI systems that monitor student performance and utilize data to determine instructional plans to close learning gaps Staff Responsible for Monitoring: Campus Administration Instructional Staff RTI Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Use Curriculum Based Measurements to track student performance and use data as a guide to instructional design practices. Staff Responsible for Monitoring: Campus Administration Campus Counselor Instructional Staff Campus Leadership Team Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement a system of monitoring lesson plans for correct alignment and high levels of rigor that provides quality feedback to maximize student learning outcomes. Staff Responsible for Monitoring: Campus Administration Campus Leadership Team Instructional Coach Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 3: Westwood Elementary recruits a highly effective teaching staff with the idea of achieving a staff reflective of the Westwood ISD student body and that serve as role models both inside and outside the classroom.

Performance Objective 1: Westwood Elementary will provide a professional and positive learning environment by recruiting, employing, retaining, supporting, and commending excellent staff.

Evaluation Data Sources: Feedback surveys (new teacher academy, mentor program, and new to profession meeting attendance), certification monitoring, job fair attendance/recruitment data, job advertisement data through specific websites.

Strategy 1 Details	Reviews			
Strategy 1: Survey feedback will be evaluated each six weeks cycle with quality reflective conversations and restructure opportunities as needed. Staff Responsible for Monitoring: Campus Administration Campus Counselor Instructional Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide orientation and mentoring services for teachers recently hired by the district. Staff Responsible for Monitoring: District Administration Campus Administration Campus Mentor Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Recognize staff members who exemplify a positive role model through attendance, appearance, and professional & interpersonal communication Staff Responsible for Monitoring: District Administration Campus Administration Mentor Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 4: Develop a school environment that is safe, orderly, and positive for all that focuses on student success.

Performance Objective 1: To promote a positive school climate and promote partnerships for students, staff, and community members.

Evaluation Data Sources: Safety Audit
 Discipline Records
 Lesson Plans
 Safety Drill Logs





Strategy 1 Details	Reviews			
Strategy 1: Development of EOP and Reunification Plans Staff Responsible for Monitoring: District Administration Campus Administration Campus Staff District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly safety drills that simulate a vareity of possible situations Staff Responsible for Monitoring: District Administration Campus Administration Campus Staff District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	Jugg
Strategy 3 Details	Reviews			
Strategy 3: Continuation of "Project Wisdom" Year Two implementation to provote character development. Staff Responsible for Monitoring: Campus Administration Campus Counselor Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide team bonding oppourtunities for faculty and staff that encourage out of school activities amongst one another. Staff Responsible for Monitoring: Campus Administration Campus Counselor Campus Staff	Formative			Summative
	Nov	Jan	Mar	June

Goal 5: By the end of the 2021-2022 school year, 50% of the special education population will show growth of at least one year in mathematics and reading.

Performance Objective 1: Develop and implement personalized instructional plans.

Evaluation Data Sources: LLI Progress Monitoring
 Moving With Math Progress Monitoring
 Diagnostic and Screening Data Platforms
 RTI Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Implement an Inclusion/ Co-Teaching Model to emphasize the least restrictive environment for special education students. Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op	Formative			Summative
	Nov	Jan	Mar	June
				57
Strategy 2 Details	Reviews			
Strategy 2: Training sessions that educate professionals on SPED laws and codes. Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use of Campus BLITZ that promotes closing gaps in foundational skills. Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use of a variety of data sets to monitor student goals from IEPs, TEK Mastery, etc. Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jayci Mannix	Computer Lab Paraprofessional	Intervention	1
Katelynn Hutchens	Instructional Paraprofessional	Intervention	1
Kathy Elton	Response to Intervention	Intervention	1
Kayla Warren	Instructional Coach	Instruction	1
Trisha Howell	Instructional Paraprofessional	Intervention	1

Addendums

Westwood Independent School District

Westwood Junior High

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Board Approval Date: June 14, 2021
Public Presentation Date: July 12, 2021

Mission Statement

The staff of Westwood Junior High will work in partnership with families and community members to provide academically and socially enriched opportunities, support, and guidance for all students. It is our continued mission to ready our students to become civically responsible members of the community in the future.

Vision

Westwood Junior High will promote a secure, learner focused environment that works collaboratively with parents, community members and staff in order to prepare future ready students in a positive and engaging educational manner.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Students have shown gaps in math coming from the 6th grade to 7th grade for the past 5 years, showing a weakness in foundational math skills and a lack of endurance in work habits. Student population shows an average of 1 to 3 year below grade level math ability, excluding those students that are placed in advanced math.

Student Achievement Strengths

We have seen an increase in student growth for 8th grade core subject STAAR performance.

Problem Statements Identifying Student Achievement Needs

64

Problem Statement 1: There is a significant gap in incoming 7th grade math skills. **Root Cause:** Inconsistent math instruction in the students previous years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Due to inconsistent staffing and inexperienced teachers, the curriculum is not tightly aligned with instruction. We have seen a drastic drop in math scores this year.

Curriculum, Instruction, and Assessment Strengths

The RtI process in place did yield a 35-40% improvement in student Tier 1 placement at the conclusion of the 2020-2021 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Due to inconsistency in classroom instruction and inexperienced core teachers, the students have not made adequate growth and STAAR scores reported 24.7% passing rate for 7th grade math (73 students testing). **Root Cause:** Two new classroom teachers in the math department that were not using a tightly aligned curriculum. There were a large number of home-based students during the first semester of the year and 1 teacher was out multiple days due to COVID quarantine.

School Context and Organization

School Context and Organization Summary

39% of the teaching staff were out multiple days due to athletic and or band events, or family leave. Due to lack of substitutes available, paraprofessionals were used to cover classes with high frequency. This resulted in lack of instruction happening in class and the virtual students were not receiving effective instruction while the teacher was away. In addition, we had several staff members that were out due to COVID circumstances.

School Context and Organization Strengths

Paraprofessionals are adept and filling in for teachers as needed.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There are 39% of our staff that are obligated to dual responsibilities, which has resulted in a less than effective or consistent instructional program on campus. **Root Cause:** Too many teachers out of the classrooms very frequently fulfilling other job requirements.

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Priority Problem Statements

Goals

Goal 1: Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) so that students are continually showing academic growth and are prepared for college, career, and military readiness.

Performance Objective 1: By May 2022, the overall STAAR scores in each tested subject area for 7th and 8th grade will report a 10% increase in the "meets" designation.





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: 6 week progress monitoring to identify at-risk student & TEK objectives that need to be addressed to meet criteria to advance in Tier identification.</p> <p>Strategy's Expected Result/Impact: Increased number of students being successful in Tier 1 classroom instruction.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	68			

Goal 1: Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) so that students are continually showing academic growth and are prepared for college, career, and military readiness.

Performance Objective 2: By the end of the 2021-2022 school year, we will have an 20 % increase in students receiving Tier 1 instruction (RtI) in their reading and math classes.





Evaluation Data Sources: Ren. Learn STAR data, benchmark results, progress monitoring data points, RtI groupings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on analyzing and focusing on TEKS and implement strategies to address each TEK as intended planning for student expectations to be achieved at mastery level.</p> <p>Strategy's Expected Result/Impact: Assessment data indicates students achieving mastery level on TEKS.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training within each department on identifying indicators/qualifiers for each Tier level and conduct BOY, MOY & EOY progress monitoring sessions for teachers to analyze data to classify students in each RtI Tier.</p> <p>Strategy's Expected Result/Impact: Teacher awareness of individual student needs and improved student success in the classroom.</p> <p>Staff Responsible for Monitoring: Quenton Woods, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				69
Strategy 3 Details	Reviews			
<p>Strategy 3: All staff members will participate in book study, If You Don't Feed the Students, They S.T.A.R.V.E. Begin the study at the beginning of August of 2021 and complete by the end of the 2nd 6-week of fall 2021.</p> <p>Strategy's Expected Result/Impact: Shared vision across campus to promote equality for all students and address gaps in instructional practices .</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 2: Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

Performance Objective 1: We will maintain an 85% retention rate of staff members within the district with the continued support in the areas of mentoring, professional development, opportunities for continued education and advancement into leadership roles.





Evaluation Data Sources: Percent of contracts returned in March and number of staff remaining on campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide new staff members with a mentor to assist in all areas their first year in the district or on the junior high campus as applicable.</p> <p>Strategy's Expected Result/Impact: Support and retain staff members.</p> <p>Staff Responsible for Monitoring: Administration, Asst. Superintendent of Leadership and Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for staff to attend virtual and face-to-face trainings throughout the year, including teacher led trainings on campus.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of staff in the classroom and in leadership roles. Build teacher capacity.</p> <p>Staff Responsible for Monitoring: Administration, Asst. Superintendent of Leadership and Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				70
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue the distribution of bi-annual retention incentives to staff members that are given in December and June.</p> <p>Strategy's Expected Result/Impact: Retaining staff members across the district.</p> <p>Staff Responsible for Monitoring: Administration, Assistant Superintendent of Finance</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 2: Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

Performance Objective 2: Build leadership capacity in all areas across campus to ensure equability of instruction and shared vision for our students, staff and campus.





Evaluation Data Sources: Staff participation numbers in leading trainings, PLCs, classroom visits, conducting coaching sessions with fellow staff. T-TESS evaluations. Retention numbers.

Strategy 1 Details	Reviews			
Strategy 1: Provide formal and informal opportunities for all instructional staff to engage in leadership practices. Strategy's Expected Result/Impact: Develop leadership capacity and promote content & instructional effectiveness across campus. Staff Responsible for Monitoring: Administrators, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training in coaching sessions and schedule for teachers to participate each six week period. (Get Better Faster) Strategy's Expected Result/Impact: Improved instructional practices and staff gaining expertise in their areas. Staff Responsible for Monitoring: Administration, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
				71
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

Performance Objective 3: All staff members will attend a minimum of 18 hours of staff development including social and emotional learning, content focused strategies, and equitable instruction across campus.





Evaluation Data Sources: Staff Portfolios, Certificates of Completion, Eduhero Reports, Westwood University Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all staff members professional development opportunities through Region 7, ACSEC, Westwood University and other avenues as applicable.</p> <p>Strategy's Expected Result/Impact: Increased capacity and effectiveness of staff.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Assistant Superintendent of Leadership and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for all teachers in Get Better Faster in the fall of 2022-2023 school year and use in unison with coaching sessions in the classrooms.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity and effectiveness in the classroom. Build a team of collaborative teachers with a shared vision for our campus.</p>	Formative			Summative
	Nov	Jan	Mar	June
				72
Strategy 3 Details	Reviews			
<p>Strategy 3: All staff members will participate in book study, If You Don't Feed the Students, They S.T.A.R.V.E. Begin the study at the beginning of August of 2021 and complete by the end of the 2nd 6-week of fall 2021.</p> <p>Strategy's Expected Result/Impact: Build communication among staff and increase awareness of inequality across campus. Develop plan for improved expectations for all students.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 3: Westwood Junior High will promote parent and community engagement through a variety of programs, events and trainings that will help build a collaborative team of committed partners working together to provide the best in educational opportunities for all of our students.

Performance Objective 1: Events will be a minimum of 6 events scheduled during the 2021-2022 school year that will provide parents and community members the opportunity to participate in campus trainings, celebrations, academic exhibits.





Evaluation Data Sources: Campus calendar, sign in sheets, Google Forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create schedule prior to the first of the 2021-2022 school year to be shared that includes events for the year and the purpose of each event.</p> <p>Strategy's Expected Result/Impact: Increased events for the campus and community.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide trainings for parents in the area of social emotional learning, including cyber bullying, sexting, self-harming, vaping.</p> <p>Strategy's Expected Result/Impact: Promote the development of students who display strong character and ethical decision making skills.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, District Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
				73
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 4: Westwood Junior High will strive to maintain are inviting, safe, and secure for the students, staff and visitors.

Performance Objective 1: By May 2022 Westwood Junior High will have conducted 100% of safety drills and required trainings.





Evaluation Data Sources: Documentation files kept by Administrative Assistant

Strategy 1 Details	Reviews			
Strategy 1: Provide training for all staff members at the start of the school year with drill procedures and assigning roles to administrative teams. Strategy's Expected Result/Impact: All staff prepared for drills Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Schedule all drills prior to the school year and share with Safety Team in Google Calendar Strategy's Expected Result/Impact: Ensuring that all required drills are preplanned to be completed in alignment with semesters. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				74

Goal 4: Westwood Junior High will strive to maintain an inviting, safe, and secure environment for the students, staff and visitors.

Performance Objective 2: Ensure that all staff are utilizing RAPTOR Emergency System with 80% accuracy.





Evaluation Data Sources: RAPTOR reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide RAPTOR training in the back to school training in August 2021, with practice drills conducted before the first day of school.</p> <p>Strategy's Expected Result/Impact: Knowledgeable and trained staff in the use of RAPTOR and who to contact should the system not work.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet with Safety Team prior to the start of 2021-2022 school year and establish duties for each.</p> <p>Strategy's Expected Result/Impact: Cohesive Safety Team that are prepared to deal with issues or drills that may arise.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				75

Goal 4: Westwood Junior High will strive to maintain are inviting, safe, and secure for the students, staff and visitors.

Performance Objective 3: The campus will provide training for all staff and inform parents of the policies and procedures for medical treatment plans, food allergy awareness and treatment, bullying, dating violence , and Stop the Bleed.





Evaluation Data Sources: Eduhero reports. Meeting sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Eduhero courses completed by staff. Strategy's Expected Result/Impact: Increased knowledge of policies and procedures. Staff Responsible for Monitoring: Administration , Nurse, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Schedule parent trainings related to bullying including cyberbullying and sexting.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				76

Goal 5: Westwood Junior High adheres to district protocols and procedures to ensure financial stability and accuracy.

Performance Objective 1: Periodic reviews of budget expenditures that will ensure stability and continuity of services, supplies and resources throughout the school year.

Evaluation Data Sources: accurate budget expenditures, with no excessive expenditures

Strategy 1 Details	Reviews			
Strategy 1: Materials inventory kept up-to-date Strategy's Expected Result/Impact: Instructional needs readily available for teaching staff. Staff Responsible for Monitoring: Administrative Assistant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Annual review of renewals and expenditures to ensure utilization and relevance to campus goals. Strategy's Expected Result/Impact: Efficiency in expenditures. Staff Responsible for Monitoring: Administration, Administrative Assistant	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				77

Addendums

Westwood Independent School District
Westwood High School
2021-2022 Campus Improvement Plan



Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

At WISD, we believe:

1. In academic excellence for all students
2. In developing leaders at all levels
3. Every person is a leader--they lead from where they are
4. Our students want to excel and have pride in accomplishments
5. Pride and tradition are foundational to our success
6. Students have a place to belong
7. Parental involvement is welcome and parents are encouraged to have a voice
8. Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
9. In being the best
10. We are all part of the Panther Family

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Vision

Westwood ISD...Where Panthers excel today and lead tomorrow

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Goal 2: Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models.	7
Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2022 will see 95% of all seniors with an accountability point.	9
Goal 4: Westwood High School follows district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations.	13
Goal 5: Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students.	15
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Priority Problem Statements

Problem Statement 1: LEP and Spec Ed populations continue to score at or below state average on STAAR

Root Cause 1: Early implementation of inclusion model and very few teachers with ESL experience or certification

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student TSI testing availability and passing rate needs to increase

Root Cause 2: Lack of early testing availability and poor preparation

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: A lack of student/teacher involvement in groups, clubs, and academic and extracurricular activities

Root Cause 3: Staff retention issues that lead to inconsistent faculty leadership, sponsorship, and recruitment.

Problem Statement 3 Areas: School Culture and Climate

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Problem Statement 4: Difficulties in staff recruitment remain an issue at the High School campus.

Root Cause 4: A lack of quality applicants to draw from in certain areas and an inability of new staff/coaches to commit long term to a district or continue to commute.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Inconsistent implementation of district wide instructional practices involving TEKS Resource, Eduphoria, data collection, and appropriate instructional rigor.

Root Cause 5: Transition into one to one instruction as well as synchronous learning slowed growth in these areas.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

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Goals

Goal 1: Westwood High School teaches the Texas Essential Knowledge and Skills (TEKS) so that student scores, attendance, completion and graduation rates, and college and career readiness standards exceed state standards

Performance Objective 1: By May 2022 English STAAR scores will see a 10% increase towards the Approaches designation in all groups.

Targeted or ESF High Priority





Evaluation Data Sources: Local Assessments and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Adhere to TEKS Resource System and implement effective aligned instruction in the classroom Strategy's Expected Result/Impact: Create assessments and instruction aligned to appropriate State Standards in ELA Staff Responsible for Monitoring: Administration and Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train teachers on analyzing and breaking down the TEKS and implement strategies to deliver instruction at the necessary rigor Strategy's Expected Result/Impact: Steady growth in formal unit assessments Staff Responsible for Monitoring: Administration and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 3) Identify appropriate groupings of students to receive targeted instruction during 2nd Period Strategy's Expected Result/Impact: Measured growth of all groups on Benchmarks and Formal Assessments Staff Responsible for Monitoring: Campus Admin and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement researched based instructional strategies through new PD opportunities geared toward English STAAR success Strategy's Expected Result/Impact: Students use new strategies focused on reading and writing skills. Staff Responsible for Monitoring: Dist/Campus Admin and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Westwood High School teaches the Texas Essential Knowledge and Skills (TEKS) so that student scores, attendance, completion and graduation rates, and college and career readiness standards exceed state standards

Performance Objective 2: Increase attendance rates to 97% for the 2021-22 school year.





Evaluation Data Sources: PIEMS reports/data

Strategy 1 Details	Reviews			
Strategy 1: PEIMS monitoring to identify students with attendance issues. Strategy's Expected Result/Impact: Prevent students from losing credit and/or Truancy issues/charges Staff Responsible for Monitoring: PEIMS director, Campus Admin, and campus PEIMS director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student incentives and awards each six weeks Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: PEIMS and Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				85

Goal 2: Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models.

Performance Objective 1: Retain 90% of overall HS staff by the end of 2021-22 school year (2018 saw 64% of staff loss and at the end of 2021 staff loss was at 15%)





Evaluation Data Sources: Signed Contracts 2021

Strategy 1 Details	Reviews			
Strategy 1: Recruit quality educators at local, state, and national online and on-site job fairs. Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level. Staff Responsible for Monitoring: Campus administrators and teachers. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide mentor opportunities to train new and/or struggling teachers and administrators. Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level. Staff Responsible for Monitoring: Campus administrators and teachers. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 2: Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models.

Performance Objective 2: Build staff instructional capacity through continued implementation and supervision of district instructional practices that build a teacher support system from admin and peers.





Evaluation Data Sources: T-TESS reports, Get Better Faster model, and staff mentoring programs

Strategy 1 Details	Reviews			
Strategy 1: Implementation of the Observation Feedback model by Instructional coach and administrators. Strategy's Expected Result/Impact: Providestaff the opportunity to share effective instructional strategies among their peers. Staff Responsible for Monitoring: Campus and district teachers and administrators. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and provide a structured PLC model that provides guidance for all departments' planning days. Strategy's Expected Result/Impact: Campus departments provide support of new and veterans teachers. Staff Responsible for Monitoring: Campus and district teachers and administrators. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				87
Strategy 3 Details	Reviews			
Strategy 3: Provide all new and/or struggling teachers with trained mentors in a structured and tracked mentorship program. Strategy's Expected Result/Impact: New teachers will provide quality education to their students. Staff Responsible for Monitoring: Campus and district teachers, administrators, and mentors.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2022 will see 95% of all seniors with an accountability point.

Performance Objective 1: By May 2022 95% of juniors will have taken all parts of the TSI test.





Evaluation Data Sources: TSI scores, implementation and grades from English and Math college prep programs, and Dual Credit scores.

Strategy 1 Details	Reviews			
Strategy 1: Continue to grow course offerings through the Dual Credit Partnership with TVCC and increase 10th grade dual credit enrollment. Strategy's Expected Result/Impact: Graduating seniors can have as many as 36 or more college credit hours/reach more students through dual credit and 6 hour requirement Staff Responsible for Monitoring: Dist/Campus Admin and HS Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer TSI testing to all seniors and retest opportunities as a TSI approved testing center Strategy's Expected Result/Impact: Increase total number of students reaching TSI passing standards. Staff Responsible for Monitoring: counselor, campus admin	Formative			Summative
	Nov	Jan	Mar	June
				88
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2022 will see 95% of all seniors with an accountability point.

Performance Objective 2: By May 2022 four of the 7 CTE pathways will establish and maintain community partnerships for field experience.





Evaluation Data Sources: CTE and TEA pathway guidelines and completion data.

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement CTE strands that lead into industry based/TEA approved certification opportunities. Strategy's Expected Result/Impact: Allow students to complete industry certifications in areas such as CNA, Tech based certs, and Vet Tech/Welding Staff Responsible for Monitoring: Campus admin, special programs coordinator, CTE teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2022 will see 95% of all seniors with an accountability point.

Performance Objective 3: Pre AP/AP courses and teachers will align PD and curriculum to better prepare students for the rigor of Dual Credit and AP exams.





Evaluation Data Sources: Dual Credit passing rates as well as AP pass rates.

Strategy 1 Details	Reviews			
Strategy 1: Pre AP/AP teachers will attend new College Board training to receive curriculum and instructional strategies to better prepare and align to AP tests. Strategy's Expected Result/Impact: Raised rigor and passing numbers in AP tests such as World History, Biology, and Calculus Staff Responsible for Monitoring: Campus/Dist Admin, classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2022 will see 95% of all seniors with an accountability point.

Performance Objective 4: By May 2022 the Inclusion Model will continue to progress to help increase Special Ed STAAR scores by 10% in all areas towards the Approaches designation.

Evaluation Data Sources: RTI data, Weekly meetings with Inclusion updates, local assessment scores, STAAR scores.

Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize the COOP and Region 7 for inclusion support for teachers in Math and English Strategy's Expected Result/Impact: Create a team teaching model that integrates supports for students in need while maintaining an appropriate level of rigor Staff Responsible for Monitoring: Dist/campus admin, Spec Ed COOP, inclusion and classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Math and English Inclusion teachers will be involved in weekly department meetings and planning days. Strategy's Expected Result/Impact: Incremental increases in formal assessments and benchmarks as well as RTI data Staff Responsible for Monitoring: Campus/ Dist Admin, inclusion and classroom teachers in math and English	Formative			Summative
	Nov	Jan	Mar	June
				91
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 4: Westwood High School follows district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations.





Performance Objective 1: Periodic reviews of grant money and overall expenditures to ensure that funds are being properly utilized in appropriate areas.

Evaluation Data Sources: Monthly budget reports.

Goal 4: Westwood High School follows district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations.

Performance Objective 2: Staff will receive ongoing training in timely and effective ways to request and obtain funds.





Evaluation Data Sources: Travel requests, Activity Account Disbursements, department budget requests, and grant money requests

Strategy 1 Details	Reviews			
<p>Strategy 1: Create in person training and video postings of proper district approved steps in requesting and obtaining funds as well as travel</p> <p>Strategy's Expected Result/Impact: Timely requests for funds and travel by all staff</p> <p>Staff Responsible for Monitoring: Admin Assistant, campus princ, dist financial advisor, dist C&I</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 5: Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students.

Performance Objective 1: By May 2022 100% of all district and state safety drills will have been completed and documented.





Evaluation Data Sources: State documentation sheets.

Strategy 1 Details	Reviews			
Strategy 1: Monthly and yearly safety procedures will be put on the campus calendar and executed and involve all staff and students Strategy's Expected Result/Impact: Create awareness and proficiency in execution of drills Staff Responsible for Monitoring: Asst Principal, Princ, Maintenance Director	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students.

Performance Objective 2: By May 2022 there will be a 10% decrease in discipline violations resulting in a loss of class time (DAEP, Suspension, or ISS).

Evaluation Data Sources: Skyward entries and PIEMS data

Strategy 1 Details	Reviews			
Strategy 1: Regular admin walk-throughs in classes as well as peer observations and mentoring of struggling teachers Strategy's Expected Result/Impact: Decrease classroom referrals Staff Responsible for Monitoring: Classroom teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Addendums

Westwood Independent School District

District Improvement Plan

2021-2022



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Mission Statement

Westwood ISD... We prepare future ready students in a positive and engaging educational environment.

Vision

Westwood ISD... Where Panthers excel today and lead tomorrow.

Core Beliefs

At WISD, we believe:

In academic excellence for all students
In developing leaders at all levels
Every person is a leader - they lead from where they are
Our students want to excel and have pride in accomplishments
Pride and tradition are foundational to our success
Students have a place to belong
Parental involvement is welcome and parents are encouraged to have a voice
Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
In being the best
We are all a part of the Panther family

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Westwood Independent School District students are described in the attached 2019-2020 TAPR report on pages 23 and 24. The report displays both the State of Texas and WISD. The student attendance rate has stayed consistent around the 95.6%. This rate is equal to or higher than the regional and state rate. Campuses offer proactive incentives encouraging students to attend school and educate parents on the importance of consistent school attendance. Campuses present perfect attendance awards at the end of the school year and on awards nights to recognize students for their hard work and efforts. As part of campus intervention for students with attendance problems, PEIMS clerks send home warning letters, call parents, and schedule attendance meetings with the parents to increase awareness of potential attendance issues. On every campus, the attendance committee has been formed to consider attendance issues and prevent truancy.

Programs for special student populations continue to be an area of focus for all campuses. Teachers are being challenged to increase their certifications to include English as a Second Language (ESL), Special Education, and training in other high-demand areas such as Gifted and Talented (GT). In the 2019-20 school year, the district served 212 students with disabilities.

The district currently serves 92 English learners through an English as a Second Language program. In the school year 2019-20, zero of the 84 identified ELs met reclassification criteria. Of the 84 students, 22 were served through a content-based program, 50 through a pull-out program, and 12 through an alternative language program. The alternative language program is in place due to some students not being served by an ESL certified teacher during the school year. Although not certified, these teachers are required to go through Sheltered Instruction training provided by the regional service center.

The district currently serves 42 Gifted & Talented students. Students are identified through a referral and formal assessment process. GT-trained classroom teachers teach identified gifted learners.

According to the latest data on the 2019-2020 TAPR, 26.9% of the WISD student population are identified as students with disabilities.

Based on the past two years of data, there is a decrease in the retention of highly qualified teachers. The staff retention rate for 2018-2019 was 63%, and 2017-2018 was 68%. Providing quality staff development both on- and off-site, district funding of specialized certification areas, continuing quality intensive mentoring programs, increase payment of campus mentors, the addition of district instructional coaches, weekly team/grade level meetings for instructional planning as well as other programs will continue to build and grow.

The last district average for teacher's salaries was \$40,781, which is \$13,341 less than the state average. WISD has a lower teaching salary than surrounding schools. Some additional stipends are offered but not bonus pay.

Strategies and structures are in place to build capacity at the WISD mentoring program. The district will continue to strive to offer common planning periods for department and grade levels and implement district and campus vertical alignment days. District and campus administration support and regional support with enhanced course offerings to better curriculum and instruction. In the Summer of 2021, WISD will continue to offer Westwood University face-to-face, providing high-quality professional development options.

Demographics Strengths

WISD has a held high attendance rate of 96% for the past 5 years.

The staff demographics are beginning to mirror the student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district's mobility percentage is at 16.1%. This is above the state average at 15.3%. **Root Cause:** The district does not fully implement teacher training and programs and services that attract and keep students from all demographics.

Student Learning

Student Learning Summary

- Diagnostically, students' understandings are checked, and subsequent instruction is planned.
- TEA's Data-Driven Instruction model is being used in K-12 (emphasized in the 2019-2020 school year in tested subjects) to ensure re-teach low-tested TEKS. Exit tickets are created, used, and evaluated to monitor student performance (growth).
- Instructional coaches have been added to the WISD teaching and learning team to assist campuses and teachers with teaching and learning, data, re-teachers, professional development, and much more. (19-20 school year)
- Implementation of a new ELAR curriculum from kindergarten through eighth grade. (during the 19-20 school year)
- Extensive ELAR training for Kindergarten through eighth-grade teachers was held in the district, emphasizing reader/writer workshop instructional model, phonics, and guided reading. (19-20 school year)
- Consulting with ELAR specialist on implementation of curriculums Kindergarten through eighth grade. (19-20 school year)
- Implementation of Exploros in grades 4-8 for social studies contents supplemental resources and training for teachers. (2021-2022 school year)
- Implementation of PK-high school STEMScopes Science to assist with science instruction as well as training for teachers plus the addition of STEMScopes Math for grades K-5. (2021-2022 school year)
- TEXguides and Implementing the TEKS Resource System pacing guides were implemented to assist teachers with pacing sequences and activities. (19-20 school year)
- Hired Response to Intervention (RTi) director for all campuses to assist with tracking student progress, tiering student levels, implementation of remediation, and behavior intervention.
- Implementation of Exact Path remediation in RTi tier 2 students in the classroom on the Elementary (math only), Junior High, and High School campuses.
- Implementation of additional guided reading for tier 2 students at the primary and elementary to intervene with reading.
- Implementation of Freckle math for the supplement at the Primary and Elementary campuses.
- Continuation of LLI (Leveled Literacy Intervention) for Primary and Elementary campuses for tier 3 reading RTi.
- Assessment of learning, or summative assessment, provides teachers and students with information about the attainment of content knowledge.
- Formative assessments are embedded into the district curriculum for each unit. These formative assessments help the teacher gauge the level of learning for each unit. Examples of formative assessments are projects and performances, writing assignments, tests, hands-on learning, and asking questions.
- Looking district-wide from 2018 and 2019 STAAR assessments, gains are visible across all reporting categories (approaches, meets, masters) for science and social studies.

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Student Learning Strengths

- The graduation rate is 6.1% higher than the state average.
- RHSP/SAP/FHSP-E/FHSP-DLA Graduates increased for the district by .2% and is 4.2% higher than the state average.
- College, Career, and Military Readiness increased from 5.5% from the 2017-2018 school year to the 2018-2019 school year.
- Dual credit - credits earned are 6.1% higher than the state average.
- Career/Military Ready graduates increased from 33.7% in 2018 to 46.6% in 2019 and are 6.5% higher than the state average.
- Graduates with completed IEP and Workforce Readiness increased from 5.9% in 2018 to 8.3% in 2019 and is 6% higher than the state average.
- Graduates completing a CTE Coherent Sequence of coursework aligned with Industry-Based Certifications increased from 46.5% in 2018 to 77.8% in 2019, leading the state average by 22.2%.
- Graduates completing CTE coherent Sequence increased 3.9% from 2018 (82.2%) to 2019 (86.1%), leading the state by 27.1%.
- TSIA results for Reading increased drastically for the subject area of reading from 46.5% in 2018 to 55.6% in 2019. Mathematics and both subject areas held a steady increase. Both reading and math combined to lead the state average by 17.3%
- Both SAT and ACT Scores increased to be equal or comparable to the state average.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance from third grade to high school is consistently below the region and state averages. **Root Cause:** Inconsistency of reading curriculum and Tier 1 instruction across grade levels and campuses.

Problem Statement 2: Student performance from third-grade to seventh-grade scores are lower than the region and state averages. **Root Cause:** Inconsistency of data-driven instruction across grade levels from K-12th grade.

District Processes & Programs

District Processes & Programs Summary

Instructional/Curricular (Offered within the district on various campuses)

WISD partners with a variety of companies/programs to assist students and also partners with Anderson County Special Education Co-Op to assist our special education student population. Campus counseling services and related assistance is available, along with offering PRS (pregnancy-related services) for WISD students. The increase of Industry-Based Certification offerings continues at the high school level. Outside community services include ACCESS and outside counseling, therapist, and psychologist as needed.

In the 2019-2020 school year, each campus underwent the Effective School Framework needs assessment. Campus administration worked collaboratively to create a small or large gap approach for the identified areas. The campuses will utilize data to implement into daily leadership and data-driven instruction. ESF framework will be reflected in campus needs assessment as well as improvement plans.

Curriculum Programs:

- TEKS Resource System as a district curriculum utilizing pacing guides and TEXGuides for aligned activities
- Renaissance Learning for Reading and Mathematics Assessment + online ebooks for PK-8th grade
- Pre-Kindergarten-Circle Testing
- Kindergarten-second grade - TPRI assessment (mClass)
- Imagine Learning (ESL support)
- Brain Pop (all campuses)
- Discovery Education (All campuses)
- STEMscopes Math and Science plus kits for the 2021-2022 school year to utilize as a supplement with specific TEKS in TEKS Resource System.
- Exploros for grades 4-8th to assist with specific TEKS in TEKS Resource System for social studies instructional content.
- Edmentum (Exact path, Study Island, Plato, ESL Reading Smart)
- Flocabulary (elementary only)
- Benchmark Ready to Advance for PK
- Benchmark Assessment System for ELAR RTi intervention point of data and guidance for guided reading for grades K-5.
- Fountas and Pinnell Classroom + Guided Reading for grades K-5
- Lucy Calkins Reader/Writer Workshop + Classroom libraries and book clubs for grades 6-8.
- Classroom libraries and book clubs from Booksource for grades 9-12

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-HARCOURT

-PEARSON

-MCGRAW HILL

-*Intervention*: Fountas and Pinnell: Leveled Literacy Intervention and Guided Reading (grades 1-6)

Personnel (recruit/support/retain)

- Recruitment and Retention bonuses in the fall and spring semester.
- New Teacher Academy (3 days) for all new staff to the district
- Free Pre-Kindergarten for staff children
- Mentor teacher/program for NTP teachers
- Point of Contact for seasoned teachers new to the district
- New to Profession (NTP) Meetings at the central office (monthly) (one hour each)
- Campus and district-level coaching and support to complete certifications, requirements, and help in the classroom
- Instructional coaching assistance by the WISD teaching and learning team
- Eduhero online professional learning (district-wide)

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Administrative

-New Principals Academy (via ESC 7)

-Administrative Organizations / Conferences for professional development
(TEPSA, TASSP, TASA, TCWSE)

District Processes & Programs Strengths

-Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, as a set curriculum.

-District vertical alignment days were continued and transition into planning days for horizontal alignment between teams for the 2020-2021 and 2021-2022 school year allowing teachers more time for preparation.

- All campuses implemented intervention during the school day for reading/mathematics.
- Westwood Primary and Elementary implemented a standard intervention block for all grade levels on the master schedule.
- Westwood Elementary implemented PAATH class as a special rotation to assist with extending the learning due to COVID-19.
- Westwood ISD has focused on RTI across all four campuses with the help of the RTi Director.
- High School, Junior High School, Elementary, and Primary Campuses implemented PLCsfor all subject/grade levels.
- Utilization of instructional coaches across the district with a focus on core subjects (reading and mathematics)
- Pre-k through 8 recently adopted a new ELAR curriculum that has an emphasis on balanced literacy.
- District PD provided throughout the school year on identified needs
- Westwood Primary School implemented a Robotics Program for GT students.

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Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: All campuses are currently performing lower than the region and state percentages on state assessments. **Root Cause:** Implementation of various new programs across the district without time to systemically implement and show evidence of growth in student learning due to COVID-19.

Perceptions

Perceptions Summary

Instructional, Curricular, Personnel (recruit/support/retain), Organizational, and Administrative:

WISD programs and processes include the Skyward student management system, parent meetings sign-in sheets, scheduled parent conferences, family engagement, community food program grants, district, and community Google surveys.

Current Communication Model:

WISD Audiences:

- Internal:
 - Pre-K - 12th Grade students
 - WISD Staff (district, campus, auxiliary, paraprofessional, professionals, substitutes, and volunteers)
 - WISD Board of Trustees
- External:
 - Parents
 - Taxpayers
 - Stakeholders
 - Media
 - Civic/Business Leaders
 - Neighborhood Groups / Realtors
 - Prospective Residents of the District
 - Neighboring School Districts
 - Legislators

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WISD Communication Channels (Both Internal and External):

- The Westwood ISD website (www.westwoodisd.net)
- Individual campus websites

- Westwood ISD Facebook/Twitter Accounts/Instagram/YouTube
- "Westwood Way" SMORE by the superintendent
- Eduphoria/Skyward
- Local Media (Palestine Herald Press, KYYK, 98.3)
- Community Surveys (Posted on the district/campus website and sent through school messenger)
- Safe School - online reporting platform open to the public
- SMORE
- Parent Square APP and Website for all communication

Perceptions Strengths

- A plan for the future is in place which includes evaluation of building use and technical applications.
- The district uses many means of communication in order to keep students, teachers, and families apprised of school programs and plans.
- Teachers are provided in-service opportunities in order to “backward plan” in order to more prepare students to successfully master the teaching objectives.
- Teachers are encouraged to find ways to praise student success. *New teachers are provided mentors and administrative support.
- Teachers are given feedback via leadership walks and learning walks, in which administrators and instructional leaders provide help to teachers with regard to meeting state standards.
- WISD schools are proactive in creating a warm and friendly environment for both staff and students.
- Syncing capabilities for Synchronous learning by students who are Home Based Learners.

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community. **Root Cause:** Families and communities lack awareness of becoming more involved in cultivating partnerships with campuses or the district.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

110

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals





Goal 1: Westwood ISD aspires to develop students who display strong character and are logical, ethical decision makers.

Performance Objective 1: By May 2022, character education, social-emotional guidance, and discipline referrals will show a decrease of 10% in disciplinary classroom removals.

Evaluation Data Sources: Discipline Referral Data (Skyward, TSDS)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a character program for K-12 to emphasize and promote positive character traits.</p> <p>Strategy's Expected Result/Impact: Positive behavior reinforcement characteristics in students.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Explore research based programs and implement those that will prevent and decrease incidents related to mental health, suicide, harassment, bullying, and dating violence.</p> <p>Strategy's Expected Result/Impact: Students will have a clear understanding of proper social interactions and well being.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Campus Teachers</p>	Formative			Summative ¹¹²
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The SHAC shall meet on a regular basis to review and make recommendations pertaining to the Coordinated School Health Program, policies, and additional health related programs.</p> <p>Strategy's Expected Result/Impact: District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year.</p> <p>Staff Responsible for Monitoring: District Administration Federal/Special Programs Director School nurse(s) SHAC Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All WISD campuses will participate in age appropriate community service programs.</p> <p>Strategy's Expected Result/Impact: Instill the importance of public service to the local community in both students and staff.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus School Organizations Parent Volunteers Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Explore various district and community opportunities to recognize students, staff members, and stakeholders for exhibiting positive character traits.</p> <p>Strategy's Expected Result/Impact: Exposure of positive character traits in the community from our students and others who are showcased; therefore, increasing the display of positive characteristics in others.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Campus Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Recruit knowledgeable and motivational speakers and/or programs to provide positive character examples to students and staff.</p> <p>Strategy's Expected Result/Impact: To give students and staff exposure to various positive interactions throughout the school year resulting in higher morale across the district.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses.</p> <p>Strategy's Expected Result/Impact: To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Develop a calendar of events targeting Energy Bus principles, strategies and team-building activities throughout the school year at both the campus and district level.</p> <p>Strategy's Expected Result/Impact: Provide continued activities that focus on personal responsibility and positivity.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Continue implementation of the ESTEEM program in grades 5-9. This curriculum addresses in-depth 12 risky behaviors and 9 character-building skills as well as many other pertinent topics.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Continued implementation of Pregnancy-Related Services for students who are pregnant and/or in the postpartum period to the student adjust academically, mentally, and physically to stay in school.</p> <p>Strategy's Expected Result/Impact: The student is provided with support from the district that will help keep them from dropping out of school.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 2: Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

Performance Objective 1: By the end of the 2021-2022 school year; 100% of students in each subgroup will show growth in both the reading and mathematics state assessments.





Targeted or ESF High Priority

Evaluation Data Sources: STAAR state assessment results reflecting subgroups in the State Accountability, RDA and TAPR report

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize TEKS Resource System aligned curriculum with Implementing the TEKS pacing tools and TEXGuide activities to ensure alignment of instructional delivery based on TEKS with an emphasis on the performance assessments to monitor student growth.</p> <p>Strategy's Expected Result/Impact: Monitoring growth between performance assessments in TEKS Resource System units and re-teaches.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Classroom Teachers ESC 7 - Curriculum Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
				115
Strategy 2 Details	Reviews			
<p>Strategy 2: Reimplement a cohesive district assessment calendar for 2021-2022, including CBA (curriculum-based assessments), local benchmarks, Benchmark Assessment BOY/MOY/EOY, TPRI, CLI Engage Circle, and AP, SAT, ACT, TSIA, and any other exams used to monitor student growth and progress.</p> <p>Strategy's Expected Result/Impact: To create consistency and awareness across the district related to local and state assessments.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches District Testing Coordinator Teacher Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase use of both local and state data collected to provide evidence of learning to assist with targeted intervention.</p> <p>Strategy's Expected Result/Impact: Targeted intervention groups created to increase student growth in both reading and mathematics.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches RTI Director RTI Interventionist Classroom Teachers Instructional Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize and continue various campus intervention programs to assist at-risk students with academic success in english language arts and reading as well as mathematics.</p> <p>Strategy's Expected Result/Impact: Students served through intervention programs will show growth on both local and state assessments.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration RTi Director Campus Counselors Classroom Teachers Title I Staff Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
				116
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide continued professional development, coaching, and modeling of both instructional strategies and technology.</p> <p>Strategy's Expected Result/Impact: Increase usages of instructional programs, applications, and usage of available technology devices across district classrooms.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Technology Staff Teacher Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide administrators, teachers, and paraprofessionals high quality, ongoing professional development aligned to the TEKS that is student-centered and student led.</p> <p>Strategy's Expected Result/Impact: Ensure quality instruction as shown on T TESS and data.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue participation in Title III SSA with Region 7 ESC for services to ensure high academic standards for LEP students. (PBMAS)</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Continue to refine current processes and instruction across the district for RtI that adheres to addressing student learning needs.</p> <p>Strategy's Expected Result/Impact: Reduction of the number of students served in Tier two and three .</p> <p>Staff Responsible for Monitoring: Campus Administration District RtI coordinator Campus RtI Teachers</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				117
Strategy 9 Details	Reviews			
<p>Strategy 9: Partner with inclusion specialist to implement inclusion strategies assisting students served through Special Education, Section 504, and ESL with grade-level curriculum and testing.</p> <p>Strategy's Expected Result/Impact: Consistency of instruction and use of designated supports daily.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Anderson County Special Education Co-op Diagnosticians Counselors Testing Specialist Campus Teachers</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Continue the Action Coaching framework with instructional coaches across the district assisting teachers with teaching and learning strategies by modeling, coaching, and feedback resulting in higher student engagement.</p> <p>Strategy's Expected Result/Impact: Growth of students in both reading and mathematics as well as student engagement as shown by discipline referrals.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Pilot the implementation of student-led parent conferences focusing on reading and mathematics progress in multiple grade levels.</p> <p>Strategy's Expected Result/Impact: Student ownership of progress and parent support/engagement</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				118

Goal 2: Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

Performance Objective 2: Westwood ISD will implement measures to increase the number of students that meet college, career, and military readiness standards (CCMR).

Evaluation Data Sources: Increased number of student enrollment in post-secondary institutions, number of students intending to enlist in the military, Industry-Based Certifications and endorsements, and increase participation and performance on TSI, SAT, ACT, and ASVAB.

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance professional development to inform faculty of CCMR standards and develop campus specific plans for implementation.</p> <p>Strategy's Expected Result/Impact: CCMR standards will be implemented in daily teaching and learning.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors College and Technical Career Education Department (CTE)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a Programs of Study for students and parents including information about each high school pathway, courses, aligned dual credit courses, industry-based certificates, and workforce information including potential jobs and pay to better prepare students for post-secondary education.</p> <p>Strategy's Expected Result/Impact: Students will understand how to be better prepared for their post-secondary setting.</p> <p>Staff Responsible for Monitoring: District Administration CTE Coordinator Campus Administration Campus Counselors Campus Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide an informational parent guide consisting of meetings, dates, and upcoming opportunities. (ie. College application procedures, FASFA application, scholarship opportunities, available industry based certifications, and military careers.</p> <p>Strategy's Expected Result/Impact: Parents and students will be informed of possible post-secondary opportunities with an increase in participation.</p> <p>Staff Responsible for Monitoring: Campus Administrators CTE Coordinator Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Host College Week throughout the district. Encourage all students and employees to wear college colors all week.</p> <p>Strategy's Expected Result/Impact: The district will have a culture of college, career and military awareness and readiness.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration CTE Coordinator Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to pay for students' first attempt at SAT/ACT tests or TSI upon completion of online prep sessions, as available, to better prepare students for the exams. Offer ASVAB for all interested students.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for college and military.</p> <p>Staff Responsible for Monitoring: Campus Administrator Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue Dual-Credit partnerships with local colleges/universities.</p> <p>Strategy's Expected Result/Impact: Students will graduate from high school having already completed several college courses.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Increase PAP and AP course offerings for students and training for appropriate staff members.</p> <p>Strategy's Expected Result/Impact: Higher pass rate of students on the AP exam.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors Campus Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Create an age-appropriate college and career fair to enhance student connection to real world opportunities in grades K-12.</p> <p>Strategy's Expected Result/Impact: Deeper exposure to college and career opportunities for students.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: District Administration
Campus Administration
CTE Coordinator
Campus Counselors



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 3: Westwood ISD will recruit, support, and retain teachers and principals through a systemic evaluation process resulting in a decrease in teacher and principal turnover rate.

Performance Objective 1: 100% of all students will be taught by highly effective and qualified teachers as well as paraprofessionals will be high quality and SBEC certified.

Evaluation Data Sources: Certification data of teachers from SBEC, Equity Plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to all new paraprofessionals to ensure high quality assistance. Strategy's Expected Result/Impact: Students and teachers will be provided with high quality assistance from paraprofessionals. Staff Responsible for Monitoring: District Administration Human Resource Specialist Campus Administrators Administrative Assistants</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Westwood ISD will pay above the state-base for certified teachers to attract quality applicants. Strategy's Expected Result/Impact: Westwood ISD will attract high quality applications by paying above state -base. Staff Responsible for Monitoring: Superintendent District Administration Payroll Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to provide extra local leave days for staff use and to offer a "Buy Back" plan for unused local leave days. Strategy's Expected Result/Impact: Staff will use local leave days only when necessary resulting in high staff attendance. Staff Responsible for Monitoring: Superintendent Payroll Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Plan and execute Campus and District employee celebrations. Strategy's Expected Result/Impact: Higher staff morale. Staff Responsible for Monitoring: District Administration Campus Administration Campus Action Teams</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.</p> <p>Strategy's Expected Result/Impact: Students will pursue an education in teaching and return to Westwood ISD to teach.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct recruitment activities to ensure highly qualified personnel in all positions. Participate in local university job fairs, postings on multiple sites/organizations, virtual job fairs, and maintain active website.</p> <p>Strategy's Expected Result/Impact: Recruitment of high quality personnel.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.</p> <p>Strategy's Expected Result/Impact: Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Mentor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June¹²³
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide professional development in areas identified by needs assessments and those required by the state (conflict resolution, discipline management, technology integration, violence prevention and intervention, blood-borne pathogens exposure control).</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration School Nurse(s)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide stipends to secondary math, science, and Spanish teachers.</p> <p>Strategy's Expected Result/Impact: Help recruit high demand teaching areas to fill hard to staff positions.</p> <p>Staff Responsible for Monitoring: District Administration</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 10 Details	Reviews			
<p>Strategy 10: Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate.</p> <p>Strategy's Expected Result/Impact: To ensure all teaching staff are highly qualified within their teaching field.</p> <p>Staff Responsible for Monitoring: District Administration Human Resource Specialist Campus Administration Campus teacher mentors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Recognize staff members who exemplify a positive role model through attendance, appearance, and professional & interpersonal communication.</p> <p>Strategy's Expected Result/Impact: Recognition of exemplary staff member to model to others.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Mentor Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div> <div style="text-align: right; margin-top: 10px;">124</div>				

Goal 4: Westwood ISD works to improve superintendent-board-faculty-community relationships/partnerships through open communication.

Performance Objective 1: Westwood ISD will increase board, staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

Evaluation Data Sources: Parental, staff, and community participation through logs, feedback, and surveys.





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to expand the school district's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the local newspaper, the school district's website, videos, Facebook, Twitter, and other up and coming media sources.</p> <p>Strategy's Expected Result/Impact: Transparent communication with all stakeholders.</p> <p>Staff Responsible for Monitoring: Superintendent, Technology Director, District Administration Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Actively encourage parents and community members to participate in school activities by publicizing events and maintaining district/campus activity calendars on the website and on the district's Facebook account.</p> <p>Strategy's Expected Result/Impact: Connection of weekly/daily information for parents and students; therefore, increasing parent and community support.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Technology Director Campus Webmasters</p>	Formative			Summative
	Nov	Jan	Mar	June ^{12⁵}
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Substitute Teacher Orientation to inform substitutes of Westwood ISD policies and procedures. Provide training on interpersonal skills and relationships with students.</p> <p>Strategy's Expected Result/Impact: Model and communicate procedures, positivity, and mentoring of students to community assisting in the absence of teachers.</p> <p>Staff Responsible for Monitoring: District Administration Human Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Host activities to involve parents and community such as Meet the Teacher, Meet the Panthers, Open Houses, curriculum nights, career days, family nights, STAAR nights, Coffee with the Counselors/Principals, Facebook Live, Zoom meetings, and Google Hangouts.</p> <p>Strategy's Expected Result/Impact: Increase in parental engagement.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administration Counselors Testing Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Consistently include parents in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Parent input and engagement in district/campus processes and procedures.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Create and implement a volunteer program to execute across the district.</p> <p>Strategy's Expected Result/Impact: Increase of parent involvement at various campuses.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Human Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 5: Westwood ISD ensures fiscal stability so that resources remain available for proper academic operations.

Performance Objective 1: Westwood ISD will operate in a fiscally sound manner.

Evaluation Data Sources: Audits and reports





Strategy 1 Details	Reviews			
Strategy 1: Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts. Strategy's Expected Result/Impact: Maintain transparent and sound communication. Staff Responsible for Monitoring: District Administration Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

Performance Objective 1: Westwood ISD will implement best practices for safe and orderly schools.

Evaluation Data Sources: Surveys, SHAC, counseling records, building, and maintenance reports safety evaluations, discipline records.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue the long-range steering committee & facility assessment discussion, and explore next steps for district buildings.</p> <p>Strategy's Expected Result/Impact: Increase student safety and performance.</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Finance and Operations Director of Maintenance</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide and track CPR/First Aid/Health required training for coaches, band directors, cheerleader sponsor, bus drivers, and high school seniors.</p> <p>Strategy's Expected Result/Impact: 100% of required participants will be CPR/First Aid certified.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Athletic Director Campus Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
				128
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure each campus has a trained Crisis Prevention Intervention core team.</p> <p>Strategy's Expected Result/Impact: Proactive safety across the district with 100% trained staff teams.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Director of Maintenance Campus Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct, shared pride in accomplishments and appearance, and include counseling, character education, DARE, Red Ribbon activities, and Energy Bus character tickets (fuel your ride).</p> <p>Strategy's Expected Result/Impact: Bringing awareness to students and staff to ensure safety post K-12 education.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Law Enforcement</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.</p> <p>Strategy's Expected Result/Impact: Continue a culture of proactive school health and safety awareness across the district.</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director SHAC members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Review campus and district safety plans to include:</p> <ul style="list-style-type: none"> - Table Top Scenario Drills - Required Campus Drills - Emergency Management Drills - Child Abuse Awareness - Level of implement web-based visitor management and tracking software on all campuses (i.e. Raptor) - Develop an emergency preparedness plan - Continue and expand the Guardian Program - Add surveillance equipment as needed - Additional outside WiFi access points - AED Defibrillator placement and training <p>Strategy's Expected Result/Impact: Preparation in the event of an emergency 100% of staff and students respond appropriately.</p> <p>Staff Responsible for Monitoring: District and Campus Administrators Site Based Decision Making Team Superintendent Safety Audit Coordinator Technology Director Transportation Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				129
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 6: Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

Performance Objective 2: Utilize technology consistently in the delivery of instruction that engages students in a way that is consistent and natural in the learning process and is aligned to the TEKS and the WISD adopted curriculum.

Evaluation Data Sources: Increase technology usage of both devices and instructional programs/APPS as evident through classroom observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Executing a district-wide plan to modernize technology. Strategy's Expected Result/Impact: Cohesive plan to phase in throughout multiple years, meeting the needs of learners. Staff Responsible for Monitoring: District Administration Campus Administration Director of Technology District Technology Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development plan for both instructional technology and general technology program use. Strategy's Expected Result/Impact: Increased usage of technology within daily instruction as observed through walkthroughs. Staff Responsible for Monitoring: District Administration Campus Administration Technology Director Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Piloting of digital portfolios with various grade level teachers and students. Strategy's Expected Result/Impact: Gradual building of student work through a digital component. Staff Responsible for Monitoring: District Administration Campus Administration Technology Director Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increased emphasis of tying technology to curriculum/integration such as Google Classroom, NearPod, Flip Grid, etc. Staff Responsible for Monitoring: District Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Campus Administration
Instructional coaches
Teachers



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abena Prempeh	Head Start Aide	Westwood Primary	1
Angelina Frederickson	Westwood Primary	Pre-K Aide	1
Ashlyn Jones	Classroom Aide	Westwood Elementary	1
Beth Boger	Pre-K Teacher	Westwood Primary	1
Bonnie Starr	Pre-K Aide	Westwood Primary	1
Cassidee Bruton	Pre-K Teacher	Westwood Primary	1
Diana Rodriquez	Pre-K Aide	Westwood Primary	1
Ebony Mickens	Classroom Aide	Westwood High School	1
Haley Avery	Instructional Coach	Westwood Junior High and High School	132 1
Jaclyn Schitoskey	RtI Teacher	Westwood Elementary	1
Karen Enoch-Whaley	RtI Aide	Westwood Primary	1
Kasie Ardry	Classroom Aide	Westwood Elementary	1
Misti Warren	Classroom Aide	Pre-K Aide	1
Patricia Catala-Cano	Head Start Teacher	Westwood Primary	1
Quentin Woods	RtI Coordinator	District	1
Roxy Wendland	Classroom Aide	Westwood Primary	1
Shametris Owens	Classroom Aide	Westwood Primary	1
Talia Hodge	Pre-K Teacher	Westwood Primary	1
Terri Flusche	Classroom Aide	Westwood Primary	1
Vacancy	Dyslexia Teacher	Westwood Primary	1
Vacancy	Pre-K Teacher	Westwood Primary	1
Vacancy	Pre-K Aide	Westwood Primary	1
Virginia Gayso	Pre-K Teacher	Westwood Primary	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Cox	Primary Instructional Coach	Instruction	1
Amy Camp	Primary Teacher	Reading and Math Intervention	1
Heather Thompson	Elementary Paraprofessional	Computer Lab	1
Jermaine Williams	Elementary Paraprofessional	Intervention	1
Katelynn Hutchens	Elementary Paraprofessional	Intervention	1
Kathy Elton	Elementary Teacher	Reading and Math Intervention	1
Kayla Warren	Elementary Instructional Coach	Instruction	1
Vacant	Primary Paraprofessional	Computer Lab	1

Addendums

2019-20 Texas Academic Performance Report

District Name: **WESTWOOD ISD**

District Number: **001908**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	75%	57%	43%	52%	64%	-	-	-	*	36%	-	64%	30%	53%	55%
	2018	77%	77%	67%	53%	64%	71%	*	-	-	60%	39%	*	64%	76%	66%	56%
At Meets Grade Level or Above	2019	45%	42%	31%	21%	16%	42%	-	-	-	*	27%	-	35%	15%	30%	18%
	2018	43%	42%	29%	24%	20%	32%	*	-	-	40%	28%	*	28%	32%	26%	11%
At Masters Grade Level	2019	27%	25%	18%	14%	8%	25%	-	-	-	*	9%	-	21%	5%	17%	0%
	2018	25%	23%	18%	12%	16%	21%	*	-	-	20%	6%	*	16%	24%	17%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	54%	43%	40%	64%	-	-	-	*	27%	-	60%	30%	51%	36%
	2018	78%	78%	59%	47%	56%	63%	*	-	-	60%	33%	*	56%	68%	58%	67%
At Meets Grade Level or Above	2019	49%	47%	24%	14%	8%	36%	-	-	-	*	18%	-	29%	5%	24%	9%
	2018	47%	44%	28%	24%	32%	27%	*	-	-	40%	28%	*	26%	32%	26%	22%
At Masters Grade Level	2019	25%	23%	6%	7%	0%	9%	-	-	-	*	9%	-	7%	5%	8%	0%
	2018	23%	20%	11%	6%	12%	11%	*	-	-	20%	6%	*	9%	16%	12%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	74%	58%	38%	52%	69%	-	-	-	*	35%	*	59%	58%	54%	40%
	2018	73%	72%	60%	38%	57%	65%	*	-	-	*	25%	*	60%	61%	54%	55%
At Meets Grade Level or Above	2019	44%	43%	31%	19%	26%	36%	-	-	-	*	25%	*	30%	33%	24%	20%
	2018	46%	43%	33%	19%	37%	34%	*	-	-	*	13%	*	33%	33%	26%	9%
At Masters Grade Level	2019	22%	20%	17%	14%	4%	23%	-	-	-	*	10%	*	18%	15%	8%	0%
	2018	24%	21%	11%	6%	9%	14%	*	-	-	*	0%	*	10%	12%	8%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	63%	48%	61%	69%	-	-	-	*	40%	*	60%	70%	61%	60%
	2018	78%	79%	61%	35%	54%	72%	*	-	-	*	11%	*	61%	59%	52%	27%
At Meets Grade Level or Above	2019	48%	46%	43%	38%	36%	48%	-	-	-	*	30%	*	41%	48%	39%	20%
	2018	49%	47%	25%	18%	14%	34%	*	-	-	*	11%	*	28%	18%	16%	0%
At Masters Grade Level	2019	28%	26%	20%	19%	14%	21%	-	-	-	*	10%	*	20%	21%	15%	0%
	2018	27%	23%	8%	6%	6%	11%	*	-	-	*	0%	*	10%	3%	5%	0%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	64%	57%	57%	43%	62%	-	-	-	*	25%	*	53%	67%	56%	20%
	2018	63%	60%	55%	35%	43%	65%	*	-	-	*	11%	*	56%	53%	48%	45%
At Meets Grade Level or Above	2019	35%	31%	28%	24%	25%	30%	-	-	-	*	20%	*	31%	21%	23%	10%
	2018	39%	35%	23%	6%	23%	26%	*	-	-	*	11%	*	22%	26%	16%	18%
At Masters Grade Level	2019	11%	8%	9%	0%	4%	13%	-	-	-	*	10%	*	11%	3%	5%	0%
	2018	11%	8%	1%	0%	0%	2%	*	-	-	*	0%	*	1%	0%	0%	0%

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District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

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Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	77%	67%	73%	82%	-	*	-	*	33%	*	80%	69%	74%	55%
	2018	84%	83%	75%	57%	65%	86%	*	-	-	67%	50%	*	77%	67%	67%	71%
At Meets Grade Level or Above	2019	54%	50%	34%	33%	33%	34%	-	*	-	*	7%	*	35%	33%	28%	9%
	2018	54%	50%	40%	29%	15%	50%	*	-	-	56%	25%	*	44%	22%	27%	0%
At Masters Grade Level	2019	29%	26%	16%	11%	18%	15%	-	*	-	*	0%	*	14%	19%	14%	0%
	2018	26%	23%	13%	14%	5%	16%	*	-	-	11%	25%	*	16%	0%	11%	0%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	77%	61%	76%	82%	-	*	-	*	33%	*	77%	75%	71%	82%
	2018	91%	91%	82%	64%	75%	89%	*	-	-	89%	75%	*	84%	72%	78%	71%
At Meets Grade Level or Above	2019	58%	56%	31%	17%	27%	35%	-	*	-	*	7%	*	31%	31%	25%	18%
	2018	58%	56%	45%	21%	35%	52%	*	-	-	67%	38%	*	47%	39%	36%	29%
At Masters Grade Level	2019	36%	34%	17%	11%	18%	17%	-	*	-	*	0%	*	13%	25%	13%	0%
	2018	30%	28%	16%	14%	5%	23%	*	-	-	11%	13%	*	20%	0%	9%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	69%	56%	61%	77%	-	*	-	*	27%	*	73%	61%	63%	36%
	2018	76%	75%	64%	50%	45%	75%	*	-	-	67%	50%	*	66%	56%	56%	0%
At Meets Grade Level or Above	2019	49%	46%	31%	11%	33%	34%	-	*	-	*	7%	*	32%	28%	28%	9%
	2018	41%	38%	17%	14%	15%	18%	*	-	-	22%	25%	*	20%	6%	9%	0%
At Masters Grade Level	2019	24%	21%	11%	0%	18%	11%	-	*	-	*	0%	*	8%	17%	11%	9%
	2018	17%	14%	5%	7%	0%	5%	*	-	-	11%	13%	*	6%	0%	0%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	59%	54%	40%	62%	*	-	-	86%	30%	*	65%	40%	50%	14%
	2018	69%	66%	54%	38%	59%	59%	*	-	-	40%	24%	*	62%	35%	44%	33%
At Meets Grade Level or Above	2019	37%	34%	29%	15%	27%	34%	*	-	-	29%	10%	*	30%	25%	18%	0%
	2018	39%	34%	32%	14%	35%	39%	*	-	-	20%	24%	*	38%	18%	33%	17%
At Masters Grade Level	2019	18%	15%	12%	15%	13%	10%	*	-	-	14%	0%	*	12%	10%	8%	0%
	2018	19%	15%	13%	0%	11%	22%	*	-	-	0%	12%	*	15%	9%	11%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	80%	70%	38%	60%	78%	*	-	-	86%	30%	*	68%	75%	62%	57%
	2018	77%	75%	66%	55%	63%	74%	*	-	-	80%	39%	*	70%	59%	56%	69%
At Meets Grade Level or Above	2019	47%	44%	24%	15%	27%	22%	*	-	-	57%	20%	*	27%	15%	20%	0%
	2018	44%	40%	31%	14%	29%	44%	*	-	-	0%	22%	*	34%	24%	29%	31%
At Masters Grade Level	2019	21%	17%	6%	8%	7%	6%	*	-	-	0%	0%	*	6%	5%	2%	0%
	2018	18%	15%	16%	9%	16%	20%	*	-	-	0%	11%	*	17%	12%	15%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	75%	57%	48%	65%	65%	*	-	-	0%	26%	*	60%	48%	47%	18%
	2018	74%	73%	63%	57%	64%	67%	*	-	-	67%	10%	*	64%	59%	59%	50%

District Name: WESTWOOD ISD
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 District Number: 001908

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At Meets Grade Level or Above	2019	49%	46%	32%	19%	35%	40%	*	-	-	0%	11%	*	34%	26%	25%	0%
	2018	48%	45%	36%	30%	33%	46%	*	-	-	0%	10%	*	37%	33%	29%	17%
At Masters Grade Level	2019	29%	27%	17%	5%	15%	27%	*	-	-	0%	5%	*	19%	13%	13%	0%
	2018	29%	25%	16%	9%	18%	21%	*	-	-	0%	10%	*	15%	19%	9%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	57%	38%	62%	70%	*	-	-	29%	33%	*	61%	46%	54%	67%
	2018	72%	72%	55%	50%	52%	61%	*	-	-	67%	36%	*	56%	52%	51%	60%
At Meets Grade Level or Above	2019	43%	41%	16%	0%	14%	30%	*	-	-	0%	11%	*	18%	13%	11%	11%
	2018	40%	38%	12%	5%	19%	14%	*	-	-	0%	9%	*	13%	10%	9%	20%
At Masters Grade Level	2019	17%	16%	3%	0%	0%	9%	*	-	-	0%	6%	*	2%	8%	3%	0%
	2018	18%	16%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	70%	55%	43%	58%	63%	*	-	-	29%	16%	*	56%	52%	48%	36%
	2018	69%	68%	*	*	-	-	-	-	-	-	*	*	*	-	*	-
At Meets Grade Level or Above	2019	42%	39%	29%	19%	25%	42%	*	-	-	0%	11%	*	34%	16%	23%	0%
	2018	43%	40%	*	*	-	-	-	-	-	-	*	-	*	-	*	-
At Masters Grade Level	2019	18%	15%	12%	0%	8%	23%	*	-	-	0%	5%	*	12%	13%	10%	0%
	2018	15%	11%	*	*	-	-	-	-	-	-	*	-	*	-	*	-
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	76%	83%	74%	72%	-	*	-	80%	33%	*	76%	76%	75%	64%
	2018	86%	86%	79%	73%	92%	77%	*	-	-	80%	38%	-	81%	74%	80%	67%
At Meets Grade Level or Above	2019	55%	51%	42%	42%	45%	46%	-	*	-	0%	17%	*	46%	29%	38%	29%
	2018	49%	48%	40%	27%	32%	45%	*	-	-	60%	0%	-	47%	26%	38%	0%
At Masters Grade Level	2019	28%	25%	16%	0%	23%	22%	-	*	-	0%	0%	*	18%	10%	13%	7%
	2018	27%	25%	18%	9%	12%	20%	*	-	-	40%	0%	-	16%	20%	20%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	86%	83%	84%	80%	83%	-	-	-	100%	46%	*	86%	74%	83%	79%
	2018	86%	86%	89%	73%	93%	91%	*	-	-	*	38%	-	92%	82%	93%	88%
At Meets Grade Level or Above	2019	57%	54%	47%	32%	47%	58%	-	-	-	20%	23%	*	48%	44%	44%	29%
	2018	51%	50%	57%	36%	55%	62%	*	-	-	*	8%	-	61%	44%	53%	50%
At Masters Grade Level	2019	17%	15%	8%	0%	13%	10%	-	-	-	0%	0%	*	7%	11%	11%	7%
	2018	15%	15%	11%	18%	14%	9%	*	-	-	*	0%	-	10%	15%	13%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	62%	50%	65%	66%	-	*	-	*	27%	*	61%	67%	60%	57%
	2018	76%	75%	68%	58%	64%	72%	*	-	-	80%	31%	-	74%	56%	66%	33%
At Meets Grade Level or Above	2019	51%	46%	33%	21%	26%	44%	-	*	-	*	9%	*	30%	43%	27%	0%
	2018	52%	49%	33%	17%	20%	42%	*	-	-	20%	0%	-	38%	22%	34%	17%
At Masters Grade Level	2019	25%	21%	11%	13%	3%	16%	-	*	-	*	9%	*	13%	0%	7%	0%
	2018	28%	24%	7%	0%	4%	10%	*	-	-	0%	0%	-	10%	0%	11%	0%

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District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

Texas Education Agency
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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	66%	54%	54%	48%	56%	-	*	-	*	27%	*	56%	43%	48%	43%
	2018	65%	61%	57%	17%	64%	63%	*	-	-	60%	8%	-	58%	56%	54%	33%
At Meets Grade Level or Above	2019	37%	33%	19%	17%	16%	24%	-	*	-	*	9%	*	19%	19%	18%	7%
	2018	36%	31%	22%	8%	32%	24%	-	-	-	0%	0%	-	26%	14%	21%	17%
At Masters Grade Level	2019	21%	18%	5%	0%	3%	10%	-	*	-	*	0%	*	4%	10%	6%	0%
	2018	21%	17%	10%	0%	16%	11%	*	-	-	0%	0%	-	13%	6%	13%	17%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	58%	42%	65%	60%	*	*	-	71%	8%	*	61%	49%	55%	45%
	2018	65%	67%	60%	32%	59%	73%	-	*	-	*	28%	*	62%	56%	58%	35%
At Meets Grade Level or Above	2019	50%	48%	40%	19%	49%	45%	*	*	-	43%	4%	*	41%	37%	40%	27%
	2018	44%	43%	36%	23%	26%	49%	-	*	-	*	8%	*	36%	38%	36%	6%
At Masters Grade Level	2019	11%	10%	4%	0%	3%	6%	*	*	-	0%	0%	*	4%	2%	2%	0%
	2018	7%	6%	3%	0%	0%	6%	-	*	-	*	4%	*	3%	4%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	68%	58%	48%	63%	63%	-	*	-	*	14%	-	61%	46%	60%	55%
	2018	67%	68%	69%	63%	56%	79%	*	*	-	67%	17%	*	69%	67%	73%	38%
At Meets Grade Level or Above	2019	49%	48%	38%	24%	23%	54%	-	*	-	*	10%	-	39%	36%	38%	9%
	2018	48%	48%	47%	43%	30%	56%	*	*	-	67%	0%	*	50%	39%	49%	8%
At Masters Grade Level	2019	8%	6%	3%	0%	0%	6%	-	*	-	*	10%	-	4%	0%	4%	0%
	2018	8%	7%	1%	0%	0%	2%	*	*	-	0%	0%	*	0%	3%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	83%	50%	97%	86%	*	*	-	*	32%	*	86%	73%	86%	86%
	2018	83%	83%	86%	83%	83%	87%	-	*	-	*	37%	-	86%	86%	85%	70%
At Meets Grade Level or Above	2019	61%	53%	59%	33%	68%	61%	*	*	-	*	9%	*	63%	43%	55%	57%
	2018	55%	50%	61%	46%	59%	67%	-	*	-	*	11%	-	64%	55%	67%	50%
At Masters Grade Level	2019	37%	31%	40%	22%	58%	38%	*	*	-	*	9%	*	46%	20%	35%	29%
	2018	32%	27%	34%	21%	24%	45%	-	*	-	*	0%	-	33%	36%	33%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	94%	84%	93%	97%	-	*	-	*	70%	-	95%	93%	95%	57%
	2018	87%	88%	78%	70%	78%	79%	-	*	-	*	38%	*	80%	73%	77%	*
At Meets Grade Level or Above	2019	62%	60%	62%	26%	60%	76%	-	*	-	*	30%	-	64%	57%	61%	29%
	2018	59%	56%	51%	40%	33%	67%	-	*	-	*	0%	*	50%	53%	46%	*
At Masters Grade Level	2019	25%	21%	25%	0%	17%	37%	-	*	-	*	10%	-	29%	14%	26%	0%
	2018	24%	19%	29%	10%	22%	42%	-	*	-	*	0%	*	27%	33%	23%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	89%	82%	85%	92%	*	-	-	100%	42%	*	90%	83%	90%	57%
	2018	92%	91%	87%	80%	79%	94%	-	*	-	*	40%	*	92%	69%	88%	67%
At Meets Grade Level or Above	2019	73%	70%	61%	46%	50%	72%	*	-	-	67%	8%	*	60%	63%	60%	43%
	2018	70%	67%	59%	50%	47%	72%	-	*	-	*	20%	*	60%	56%	62%	17%

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Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	38%	27%	14%	30%	32%	*	-	-	17%	0%	*	26%	29%	33%	29%
	2018	40%	35%	21%	20%	11%	25%	-	*	-	*	10%	*	22%	19%	18%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	77%	67%	56%	65%	72%	40%	100%	-	59%	30%	66%	69%	61%	63%	51%
	2018	77%	76%	68%	54%	64%	74%	46%	71%	-	72%	32%	60%	69%	63%	63%	51%
At Meets Grade Level or Above	2019	50%	47%	36%	24%	33%	43%	10%	50%	-	25%	14%	24%	38%	32%	32%	15%
	2018	48%	45%	36%	25%	31%	42%	17%	43%	-	35%	14%	38%	38%	30%	32%	17%
At Masters Grade Level	2019	24%	21%	14%	6%	13%	18%	10%	30%	-	7%	5%	15%	14%	12%	12%	3%
	2018	22%	19%	12%	7%	9%	15%	0%	29%	-	8%	5%	11%	12%	11%	11%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	62%	53%	63%	67%	*	*	-	50%	25%	64%	66%	53%	58%	45%
	2018	74%	74%	65%	50%	63%	72%	56%	*	-	64%	28%	58%	67%	61%	62%	47%
At Meets Grade Level or Above	2019	48%	45%	35%	25%	33%	42%	*	*	-	20%	13%	29%	37%	31%	30%	15%
	2018	46%	44%	37%	27%	29%	44%	33%	*	-	40%	13%	42%	39%	31%	33%	10%
At Masters Grade Level	2019	21%	18%	12%	6%	11%	16%	*	*	-	5%	5%	21%	13%	9%	10%	1%
	2018	19%	17%	11%	5%	9%	15%	0%	*	-	10%	6%	11%	11%	11%	10%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	71%	54%	70%	77%	*	*	-	67%	35%	71%	72%	65%	67%	67%
	2018	81%	81%	72%	58%	68%	78%	38%	*	-	80%	38%	63%	73%	70%	67%	63%
At Meets Grade Level or Above	2019	52%	49%	37%	23%	34%	43%	*	*	-	33%	17%	21%	39%	31%	32%	20%
	2018	50%	47%	38%	23%	35%	46%	13%	*	-	37%	18%	38%	40%	33%	34%	27%
At Masters Grade Level	2019	26%	24%	16%	10%	17%	18%	*	*	-	9%	6%	7%	16%	15%	13%	4%
	2018	24%	21%	15%	10%	12%	18%	0%	*	-	9%	4%	13%	15%	14%	13%	5%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	67%	56%	50%	51%	62%	*	-	-	45%	21%	*	54%	59%	52%	29%
	2018	66%	64%	55%	39%	43%	65%	*	-	-	*	20%	*	56%	53%	49%	45%
At Meets Grade Level or Above	2019	38%	35%	29%	21%	25%	35%	*	-	-	18%	15%	*	32%	19%	23%	5%
	2018	41%	38%	24%	11%	23%	26%	*	-	-	*	20%	*	22%	26%	18%	18%
At Masters Grade Level	2019	14%	12%	10%	0%	6%	17%	*	-	-	9%	8%	*	11%	8%	8%	0%
	2018	13%	9%	2%	6%	0%	2%	*	-	-	*	10%	*	2%	0%	1%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	75%	62%	72%	81%	-	*	-	67%	39%	60%	76%	73%	71%	50%
	2018	80%	79%	68%	58%	59%	74%	*	*	-	73%	38%	80%	72%	59%	63%	29%
At Meets Grade Level or Above	2019	54%	51%	42%	20%	39%	52%	-	*	-	11%	14%	20%	42%	41%	37%	9%
	2018	51%	48%	31%	22%	20%	39%	*	*	-	20%	7%	40%	33%	25%	25%	6%
At Masters Grade Level	2019	25%	21%	16%	5%	13%	22%	-	*	-	0%	6%	20%	17%	12%	14%	3%
	2018	23%	19%	10%	6%	6%	14%	*	*	-	7%	3%	20%	11%	7%	8%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	79%	71%	69%	63%	74%	*	*	-	80%	35%	*	72%	64%	65%	48%
	2018	78%	76%	69%	56%	70%	72%	*	*	-	71%	22%	*	72%	60%	67%	50%

District Name: WESTWOOD ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	51%	40%	33%	29%	48%	*	*	-	40%	9%	*	39%	42%	36%	19%
	2018	53%	49%	37%	34%	39%	38%	*	*	-	14%	9%	*	41%	27%	37%	17%
At Masters Grade Level	2019	33%	28%	16%	8%	14%	21%	*	*	-	10%	0%	*	15%	20%	17%	10%
	2018	31%	26%	15%	13%	14%	15%	*	*	-	0%	4%	*	16%	10%	14%	8%

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Texas Education Agency Texas Academic Performance Report 2019-20 District Progress

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		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	47	30	33	58	-	-	-	*	33	*	49	40	40	33
	2018	63	62	63	78	61	62	*	-	-	*	63	*	64	62	60	36
Grade 4 Mathematics	2019	65	65	75	75	70	78	-	-	-	*	70	*	74	78	72	56
	2018	65	65	66	74	60	69	*	-	-	*	67	*	69	59	66	55
Grade 5 ELA/Reading	2019	81	80	80	91	68	83	-	*	-	*	73	*	83	72	79	65
	2018	80	79	71	81	70	68	*	-	-	78	83	*	69	81	71	86
Grade 5 Mathematics	2019	83	83	78	83	85	75	-	*	-	*	77	*	80	74	77	85
	2018	81	81	79	100	80	76	*	-	-	67	67	*	85	56	78	100
Grade 6 ELA/Reading	2019	42	40	40	46	37	40	*	-	-	43	38	*	41	39	36	143
	2018	47	43	38	23	44	42	*	-	-	30	29	*	44	23	33	7
Grade 6 Mathematics	2019	54	51	41	38	47	41	*	-	-	36	25	*	35	61	48	36
	2018	56	53	63	33	62	74	*	-	-	80	61	*	64	61	63	73
Grade 7 ELA/Reading	2019	77	80	73	67	76	76	*	-	-	57	68	*	76	65	68	73
	2018	76	74	66	61	70	68	*	-	-	50	50	*	67	65	62	64
Grade 7 Mathematics	2019	62	66	55	50	63	56	*	-	-	36	67	*	56	50	56	61
	2018	67	70	61	60	60	67	*	-	-	58	82	*	65	53	64	57
Grade 8 ELA/Reading	2019	77	76	70	75	68	66	-	*	-	90	50	*	71	68	70	71
	2018	79	79	81	80	85	81	*	-	-	70	62	-	79	88	79	70
Grade 8 Mathematics	2019	82	83	73	72	73	70	-	-	-	100	64	*	75	65	76	75
	2018	81	83	81	90	80	78	*	-	-	*	85	-	80	83	91	71
End of Course English II	2019	69	67	66	69	60	69	-	*	-	*	59	-	69	55	66	92
	2018	67	67	74	68	65	82	*	-	-	67	59	-	77	64	71	67
End of Course Algebra I	2019	75	69	70	57	80	70	*	*	-	*	29	*	75	50	66	58
	2018	72	68	80	70	74	85	-	*	-	*	38	-	82	76	79	56
All Grades Both Subjects	2019	69	68	65	65	66	67	25	100	-	54	56	80	67	61	64	62
	2018	69	69	69	65	66	72	54	*	-	66	60	69	70	64	68	60
All Grades ELA/Reading	2019	68	67	64	64	60	66	*	*	-	55	54	92	66	57	61	59
	2018	69	67	65	62	64	67	64	-	-	61	53	58	66	62	62	53
All Grades Mathematics	2019	70	69	67	65	72	67	*	*	-	53	58	68	68	64	67	65
	2018	70	70	72	67	68	76	42	*	-	72	66	81	74	66	73	66

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	35%	35%	29%	40%	*	-	-	25%	16%	32%	22%
	2018	38%	39%	31%	21%	33%	35%	*	-	-	*	19%	27%	31%
Mathematics	2019	45%	45%	41%	36%	45%	40%	*	-	-	50%	20%	37%	50%
	2018	47%	48%	41%	29%	40%	48%	*	-	-	60%	21%	37%	32%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	64%	50%	61%	68%	-	*	-	*	7%	62%	144 20%
Students Requiring Accelerated Instruction														
	2019	22%	24%	36%	50%	39%	32%	-	*	-	*	93%	38%	80%
STAAR Cumulative Met Standard														
	2019	86%	85%	76%	67%	73%	81%	-	*	-	*	29%	73%	20%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	67%	44%	64%	75%	-	*	-	*	14%	62%	40%
Students Requiring Accelerated Instruction														
	2019	17%	17%	33%	56%	36%	25%	-	*	-	*	86%	38%	60%
STAAR Cumulative Met Standard														
	2019	90%	89%	76%	61%	76%	81%	-	*	-	*	29%	71%	80%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	66%	70%	68%	66%	-	*	-	40%	27%	67%	30%
Students Requiring Accelerated Instruction														
	2019	22%	24%	34%	30%	32%	34%	-	*	-	60%	73%	33%	70%
STAAR Cumulative Met Standard														
	2019	85%	84%	75%	83%	74%	72%	-	*	-	80%	27%	75%	50%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	81%	79%	83%	77%	79%	-	-	-	80%	42%	80%	70%
Students Requiring Accelerated Instruction														
	2019	18%	19%	21%	17%	23%	21%	-	-	-	20%	58%	20%	30%
STAAR Cumulative Met Standard														
	2019	88%	86%	83%	83%	80%	83%	-	-	-	100%	42%	83%	70%

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Texas Education Agency
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Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	77%	67%	-	-	-	-	-	35%	25%	36%	64%	35%	37%
	2018	77%	76%	68%	-	-	-	-	-	34%	34%	31%	56%	34%	35%
At Meets Grade Level or Above	2019	50%	47%	36%	-	-	-	-	-	9%	13%	8%	0%	9%	8%
	2018	48%	45%	36%	-	-	-	-	-	3%	3%	3%	22%	3%	5%
At Masters Grade Level	2019	24%	21%	14%	-	-	-	-	-	3%	0%	3%	0%	3%	3%
	2018	22%	19%	12%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	62%	-	-	-	-	-	29%	38%	27%	50%	29%	31%
	2018	74%	74%	65%	-	-	-	-	-	26%	31%	18%	40%	26%	28%
At Meets Grade Level or Above	2019	48%	45%	35%	-	-	-	-	-	9%	13%	8%	0%	9%	8%
	2018	46%	44%	37%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
At Masters Grade Level	2019	21%	18%	12%	-	-	-	-	-	2%	0%	2%	0%	2%	2%
	2018	19%	17%	11%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	71%	-	-	-	-	-	54%	13%	63%	*	54%	54%
	2018	81%	81%	72%	-	-	-	-	-	49%	50%	40%	*	49%	50%
At Meets Grade Level or Above	2019	52%	49%	37%	-	-	-	-	-	11%	13%	11%	*	11%	10%
	2018	50%	47%	38%	-	-	-	-	-	7%	8%	0%	*	7%	11%
At Masters Grade Level	2019	26%	24%	16%	-	-	-	-	-	2%	0%	3%	*	2%	2%
	2018	24%	21%	15%	-	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	67%	56%	-	-	-	-	-	7%	-	7%	-	7%	7%
	2018	66%	64%	55%	-	-	-	-	-	*	*	-	*	*	20%
At Meets Grade Level or Above	2019	38%	35%	29%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	41%	38%	24%	-	-	-	-	-	*	*	-	*	*	0%
At Masters Grade Level	2019	14%	12%	10%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	9%	2%	-	-	-	-	-	*	*	-	*	*	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	75%	-	-	-	-	-	28%	-	28%	*	28%	38%
	2018	80%	79%	68%	-	-	-	-	-	17%	10%	*	-	17%	17%
At Meets Grade Level or Above	2019	54%	51%	42%	-	-	-	-	-	6%	-	6%	*	6%	5%
	2018	51%	48%	31%	-	-	-	-	-	0%	0%	*	-	0%	0%
At Masters Grade Level	2019	25%	21%	16%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	23%	19%	10%	-	-	-	-	-	0%	0%	*	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	79%	71%	-	-	-	-	-	36%	-	36%	-	36%	36%
	2018	78%	76%	69%	-	-	-	-	-	44%	*	60%	-	44%	44%
At Meets Grade Level or Above	2019	55%	51%	40%	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	53%	49%	37%	-	-	-	-	-	11%	*	20%	-	11%	11%
At Masters Grade Level	2019	33%	28%	16%	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	31%	26%	15%	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	65%	-	-	-	-	-	58%	-	58%	*	58%	59%
	2018	69%	69%	69%	-	-	-	-	-	56%	59%	25%	80%	56%	58%
All Grades ELA/Reading	2019	68%	67%	64%	-	-	-	-	-	53%	-	53%	*	53%	54%
	2018	69%	67%	65%	-	-	-	-	-	56%	57%	*	*	56%	59%
All Grades Mathematics	2019	70%	69%	67%	-	-	-	-	-	64%	-	64%	*	64%	65%

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Bilingual Education/English as a Second Language

(Current EL Students)

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	2018	State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	72%	-	-	-	-	-	56%	62%	*	*	56%	57%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	35%	-	-	-	-	-	22%	-	22%	-	22%	22%
	2018	38%	39%	31%	-	-	-	-	-	28%	28%	-	*	28%	31%
Mathematics	2019	45%	45%	41%	-	-	-	-	-	53%	-	53%	*	53%	50%
	2018	47%	48%	41%	-	-	-	-	-	33%	33%	-	*	33%	32%

Texas Education Agency
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	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	94%	89%	96%	95%	100%	63%	-	94%	96%	92%	87%
Not Included in Accountability													
Mobile	4%	6%	6%	10%	4%	5%	0%	38%	-	6%	4%	7%	12%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	1%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	147 0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	99%
Included in Accountability	94%	95%	92%	92%	94%	91%	100%	78%	-	93%	90%	90%	86%
Not Included in Accountability													
Mobile	4%	4%	7%	8%	4%	8%	0%	22%	-	7%	7%	9%	10%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	-	0%	3%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	1%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report

District Name: WESTWOOD ISD

County Name: ANDERSON

District Number: 001908

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.8%	95.6%	95.8%	96.2%	95.2%	96.6%	98.4%	-	94.9%	94.6%	95.2%	97.1%
2017-18	95.4%	95.7%	95.7%	96.5%	95.8%	95.3%	94.5%	*	-	95.6%	94.7%	95.0%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	0.4%	2.3%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.7%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.4%	0.5%	2.2%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
2017-18	1.9%	0.9%	0.4%	1.0%	1.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	92.4%	96.1%	95.2%	94.1%	97.1%	-	*	-	*	100.0%	95.3%	100.0%
Received TxCHSE	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.7%	3.2%	1.3%	0.0%	0.0%	2.9%	-	*	-	*	0.0%	2.3%	0.0%
Dropped Out	5.9%	4.0%	2.6%	4.8%	5.9%	0.0%	-	*	-	*	0.0%	2.3%	0.0%
Graduates and TxCHSE	90.4%	92.8%	96.1%	95.2%	94.1%	97.1%	-	*	-	*	100.0%	95.3%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	96.0%	97.4%	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Class of 2018													
Graduated	90.0%	93.3%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	3.8%	2.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	5.7%	3.5%	1.0%	4.2%	0.0%	0.0%	*	-	-	0.0%	0.0%	2.0%	*
Graduates and TxCHSE	90.4%	93.7%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Graduates, TxCHSE, and Continuers	94.3%	96.5%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.4%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Received TxCHSE	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	3.6%	1.0%	4.2%	0.0%	0.0%	*	-	-	0.0%	0.0%	2.0%	*
Graduates and TxCHSE	92.8%	95.9%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Graduates, TxCHSE, and Continuers	93.9%	96.4%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Class of 2017													
Graduated	92.0%	94.7%	99.0%	100.0%	100.0%	98.4%	-	*	-	*	100.0%	95.8%	*
Received TxCHSE	0.6%	0.7%	1.0%	0.0%	0.0%	1.6%	-	*	-	*	0.0%	4.2%	*
Continued HS	1.1%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	95.4%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.8%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency
Texas Academic Performance Report

District Name: WESTWOOD ISD

County Name: ANDERSON

District Number: 001908

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	95.0%	99.0%	100.0%	100.0%	98.4%	-	*	-	*	100.0%	95.8%	*
Received TxCHSE	0.7%	0.8%	1.0%	0.0%	0.0%	1.6%	-	*	-	*	0.0%	4.2%	*
Continued HS	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	95.8%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	96.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Class of 2016													
Graduated	92.1%	94.5%	94.5%	95.2%	100.0%	92.1%	-	-	-	-	87.5%	96.1%	*
Received TxCHSE	0.8%	0.9%	4.6%	4.8%	0.0%	6.3%	-	-	-	-	0.0%	2.0%	*
Continued HS	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.6%	4.4%	0.9%	0.0%	0.0%	1.6%	-	-	-	-	12.5%	2.0%	*
Graduates and TxCHSE	92.9%	95.4%	99.1%	100.0%	100.0%	98.4%	-	-	-	-	87.5%	98.0%	*
Graduates, TxCHSE, and Continuers	93.4%	95.6%	99.1%	100.0%	100.0%	98.4%	-	-	-	-	87.5%	98.0%	*
													149
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.4%	96.1%	95.2%	94.1%	97.1%	-	*	-	*	100.0%	95.3%	100.0%
Class of 2018	90.0%	93.3%	98.0%	92.0%	100.0%	100.0%	*	-	-	100.0%	91.7%	96.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	65.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	45.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	4.6%	1.4%	0.0%	0.0%	3.0%	-	*	-	*	0.0%	2.5%	*
Class of 2018	5.0%	5.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.2%	90.4%	94.7%	93.8%	84.8%	-	*	-	*	0.0%	92.5%	*
Class of 2018	82.0%	83.9%	91.6%	86.4%	89.5%	93.9%	*	-	-	*	11.1%	89.6%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	88.7%	91.8%	94.7%	93.8%	87.9%	-	*	-	*	0.0%	95.0%	*
Class of 2018	86.8%	89.0%	91.6%	86.4%	89.5%	93.9%	*	-	-	*	11.1%	89.6%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	25.5%	*	-	*	-	-	-	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	4.4%	1.4%	0.0%	0.0%	3.0%	-	*	-	*	0.0%	2.6%	*
2017-18	4.9%	5.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	83.1%	90.1%	95.0%	92.3%	84.8%	-	*	-	*	0.0%	92.1%	*
2017-18	81.5%	83.5%	90.8%	85.7%	90.9%	92.2%	-	-	-	*	11.1%	86.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: WESTWOOD ISD

County Name: ANDERSON

District Number: 001908

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	87.3%	91.5%	95.0%	92.3%	87.9%	-	*	-	*	0.0%	94.7%	*
2017-18	85.1%	87.8%	89.9%	85.7%	87.0%	92.2%	-	-	-	*	10.0%	86.4%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	72	100.0%	355,615	100.0%
By Ethnicity:				
African American	21	29.2%	43,953	12.4%
Hispanic	13	18.1%	180,673	50.8%
White	33	45.8%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	3	4.2%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	2	2.8%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	7	9.7%	51,579	14.5%
Foundation H.S. Program (Endorsement)	1	1.4%	15,160	4.3%
Foundation H.S. Program (DLA)	64	88.9%	285,538	80.3%
Special Education Graduates	6	8.3%	27,598	7.8%
Economically Disadvantaged Graduates	39	54.2%	186,364	52.4%
LEP Graduates	5	6.9%	25,189	7.1%
At-Risk Graduates	26	36.1%	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	69.4%	66.7%	50.0%	77.3%	-	*	-	*	100.0%	66.7%	20.0%
2017-18	65.5%	64.5%	63.9%	59.1%	65.2%	65.7%	-	-	-	60.0%	70.8%	63.3%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.5%	41.7%	42.9%	23.1%	48.5%	-	*	-	*	0.0%	41.0%	0.0%
2017-18	50.0%	42.8%	40.6%	31.8%	43.5%	47.1%	-	-	-	0.0%	0.0%	28.9%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	51.5%	55.6%	57.1%	23.1%	66.7%	-	*	-	*	16.7%	56.4%	20.0%
2017-18	58.2%	48.1%	49.5%	40.9%	47.8%	58.8%	-	-	-	0.0%	0.0%	37.8%	*
Mathematics													
2018-19	48.6%	40.3%	44.4%	47.6%	30.8%	45.5%	-	*	-	*	0.0%	41.0%	20.0%
2017-18	46.0%	37.5%	35.6%	31.8%	43.5%	37.3%	-	-	-	0.0%	0.0%	24.4%	152 *
Both Subjects													
2018-19	44.2%	35.9%	38.9%	42.9%	23.1%	42.4%	-	*	-	*	0.0%	38.5%	0.0%
2017-18	42.1%	32.7%	34.7%	31.8%	43.5%	35.3%	-	-	-	0.0%	0.0%	24.4%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.1%	29.2%	19.0%	23.1%	39.4%	-	*	-	*	0.0%	25.6%	0.0%
2017-18	20.7%	27.7%	32.7%	27.3%	39.1%	35.3%	-	-	-	0.0%	0.0%	24.4%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	8.0%	5.6%	0.0%	0.0%	12.1%	-	*	-	*	0.0%	7.7%	0.0%
2017-18	20.4%	7.6%	5.9%	0.0%	4.3%	9.8%	-	-	-	0.0%	0.0%	2.2%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	1.4%	0.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	1.0%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	50.2%	46.5%	42.9%	38.5%	50.0%	-	*	-	*	100.0%	44.9%	20.0%
2017-18	28.7%	37.3%	33.7%	34.1%	34.8%	30.4%	-	-	-	60.0%	70.8%	40.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	11.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	4.8%	7.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: WESTWOOD ISD

County Name: ANDERSON

District Number: 001908

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.1%	8.3%	4.8%	7.7%	12.1%	-	*	-	*	100.0%	5.1%	0.0%
2017-18	1.7%	1.9%	5.9%	13.6%	8.7%	2.0%	-	-	-	0.0%	50.0%	11.1%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	74.0%	77.8%	76.2%	69.2%	78.8%	-	*	-	*	66.7%	74.4%	40.0%
2017-18	38.7%	52.6%	46.5%	40.9%	52.2%	41.2%	-	-	-	100.0%	50.0%	46.7%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	6.3%	2.8%	0.0%	0.0%	3.0%	-	*	-	*	0.0%	5.1%	0.0%
2017-18	4.3%	4.9%	6.9%	4.5%	0.0%	9.8%	-	-	-	20.0%	8.3%	11.1%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	2.6%	3.0%	1.0%	0.0%	4.3%	0.0%	-	-	-	0.0%	8.3%	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	153 *

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: WESTWOOD ISD
County Name: ANDERSON
District Number: 001908

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	36.2%	55.6%	57.1%	23.1%	66.7%	-	*	-	*	16.7%	56.4%	20.0%
2017-18	32.1%	33.5%	46.5%	40.9%	47.8%	52.9%	-	-	-	0.0%	0.0%	35.6%	*
Mathematics													
2018-19	24.7%	25.8%	41.7%	47.6%	30.8%	39.4%	-	*	-	*	0.0%	41.0%	20.0%
2017-18	23.7%	24.5%	32.7%	27.3%	43.5%	33.3%	-	-	-	0.0%	0.0%	24.4%	*
Both Subjects													
2018-19	18.8%	20.3%	36.1%	42.9%	23.1%	36.4%	-	*	-	*	0.0%	38.5%	0.0%
2017-18	18.1%	19.0%	31.7%	27.3%	43.5%	31.4%	-	-	-	0.0%	0.0%	24.4%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	76.1%	86.1%	85.7%	84.6%	84.8%	-	*	-	*	83.3%	84.6%	60.0%
2017-18	58.4%	76.2%	82.2%	77.3%	78.3%	84.3%	-	-	-	100.0%	66.7%	84.4%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	3.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	154.0%
2017-18	2.0%	2.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Mathematics													
2018-19	7.3%	5.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	3.9%	3.6%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Both Subjects													
2018-19	2.6%	2.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	11.7%	7.0%	2.1%	13.3%	7.5%	*	20.0%	-	0.0%	n/a	9.2%	n/a
2018	25.8%	11.6%	11.3%	14.0%	12.8%	10.8%	-	*	-	0.0%	n/a	8.0%	n/a
English Language Arts													
2019	14.5%	6.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	n/a	0.0%	n/a
2018	15.3%	6.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
Mathematics													
2019	7.4%	2.4%	4.3%	0.0%	10.0%	5.4%	*	0.0%	-	0.0%	n/a	5.7%	n/a
2018	7.3%	2.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
Science													
2019	10.4%	3.9%	3.2%	2.1%	3.3%	3.2%	*	20.0%	-	0.0%	n/a	4.6%	n/a
2018	10.8%	4.0%	9.7%	11.6%	12.8%	8.6%	-	*	-	0.0%	n/a	5.7%	n/a
Social Studies													
2019	13.9%	5.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	n/a	0.0%	n/a
2018	14.5%	5.4%	1.6%	2.3%	0.0%	2.2%	-	*	-	0.0%	n/a	2.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.8%	23.1%	*	*	42.9%	-	*	-	-	n/a	25.0%	n/a
2018	50.7%	42.4%	28.6%	0.0%	20.0%	50.0%	-	-	-	-	n/a	0.0%	n/a
English Language Arts													
2019	41.2%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	42.0%	0.0%	-	*	0.0%	-	-	-	-	n/a	0.0%	n/a
2018	52.8%	40.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	40.3%	50.0%	*	*	*	-	*	-	-	n/a	*	n/a
2018	38.0%	32.6%	27.8%	0.0%	20.0%	50.0%	-	-	-	-	n/a	0.0%	n/a
Social Studies													
2019	46.3%	31.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	34.4%	*	*	-	*	-	-	-	-	n/a	*	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	54.2%	44.4%	57.1%	30.8%	39.4%	-	*	-	*	n/a	43.6%	n/a
2017-18	74.6%	55.7%	40.6%	54.5%	21.7%	39.2%	-	?	-	40.0%	n/a	28.6%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	33.6%	31.3%	8.3%	*	53.8%	-	*	-	*	n/a	23.5%	n/a
2017-18	37.9%	32.6%	31.7%	25.0%	80.0%	30.0%	-	*	-	*	n/a	21.4%	155 n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1046	1024	961	*	1066	-	*	-	*	n/a	1023	n/a
2017-18	1036	1051	1023	975	*	1075	-	*	-	*	n/a	1014	n/a
English Language Arts and Writing													
2018-19	517	530	519	484	*	542	-	*	-	*	n/a	515	n/a
2017-18	521	532	512	491	*	553	-	*	-	*	n/a	519	n/a
Mathematics													
2018-19	510	516	505	477	*	524	-	*	-	*	n/a	508	n/a
2017-18	515	519	510	484	*	522	-	*	-	*	n/a	495	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.0	20.6	18.4	*	22.0	-	*	-	-	n/a	20.1	n/a
2017-18	20.6	19.9	20.5	19.3	*	20.4	-	-	-	-	n/a	20.4	n/a
English Language Arts													
2018-19	20.3	19.8	20.2	18.1	*	20.3	-	*	-	-	n/a	19.2	n/a
2017-18	20.3	19.5	21.0	18.6	*	21.7	-	-	-	-	n/a	21.4	n/a
Mathematics													
2018-19	20.4	19.7	20.5	17.6	*	23.6	-	*	-	-	n/a	21.0	n/a
2017-18	20.6	19.6	19.4	18.8	*	18.4	-	-	-	-	n/a	18.7	n/a
Science													
2018-19	20.8	20.4	21.2	19.6	*	23.2	-	*	-	-	n/a	21.0	n/a
2017-18	20.9	20.2	20.3	20.8	*	19.5	-	-	-	-	n/a	20.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: WESTWOOD ISD

County Name: ANDERSON

District Number: 001908

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	40.5%	43.3%	38.1%	42.1%	44.7%	*	66.7%	-	50.0%	6.3%	42.2%	13.3%
2017-18	43.4%	39.5%	47.4%	46.2%	41.2%	51.5%	*	16.7%	-	42.9%	9.3%	48.2%	5.6%
English Language Arts													
2018-19	17.8%	16.0%	7.1%	6.2%	5.3%	7.9%	*	16.7%	-	7.7%	0.0%	7.0%	0.0%
2017-18	17.3%	15.0%	10.2%	7.5%	10.6%	11.9%	*	16.7%	-	0.0%	0.0%	7.2%	0.0%
Mathematics													
2018-19	20.4%	19.3%	13.6%	14.3%	10.8%	13.8%	*	50.0%	-	0.0%	0.0%	11.4%	0.0%
2017-18	20.7%	19.5%	15.0%	14.0%	12.8%	16.3%	*	0.0%	-	25.0%	5.3%	16.9%	0.0%
Science													
2018-19	21.7%	21.3%	15.5%	19.5%	12.2%	14.4%	*	50.0%	-	15.4%	4.4%	17.0%	7.1%
2017-18	21.2%	21.1%	25.0%	25.0%	25.0%	25.5%	*	0.0%	-	30.8%	5.4%	24.8%	5.9%
Social Studies													
2018-19	23.6%	14.9%	25.0%	13.9%	27.0%	28.7%	*	0.0%	-	35.7%	0.0%	23.0%	6.7%
2017-18	22.8%	15.2%	24.0%	22.8%	22.9%	26.7%	*	16.7%	-	0.0%	0.0%	22.7%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													156
2017-18	53.4%	51.1%	48.5%	68.2%	47.8%	45.1%	-	-	-	0.0%	25.0%	44.9%	*
2016-17	54.6%	52.6%	42.6%	47.4%	33.3%	40.3%	*	*	-	*	10.0%	46.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	56.8%	63.8%	28.6%	90.0%	73.9%	-	-	-	-	*	42.9%	-
2016-17	59.2%	53.9%	69.2%	37.5%	*	83.3%	-	*	-	*	*	50.0%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: WESTWOOD ISD

County Name: ANDERSON

District Number: 001908

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,514	100.0%	5,479,173	100.0%	1,514	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	3	0.2%	16,848	0.3%	3	0.2%	25,883	0.5%
Pre-Kindergarten	89	5.9%	248,413	4.5%	89	5.9%	249,226	4.5%
Kindergarten	98	6.5%	383,585	7.0%	98	6.5%	384,114	7.0%
Grade 1	115	7.6%	391,175	7.1%	115	7.6%	391,449	7.1%
Grade 2	101	6.7%	388,370	7.1%	101	6.7%	388,675	7.1%
Grade 3	113	7.5%	391,565	7.1%	113	7.5%	391,795	7.1%
Grade 4	110	7.3%	399,883	7.3%	110	7.3%	400,111	7.3%
Grade 5	115	7.6%	417,272	7.6%	115	7.6%	417,444	7.6%
Grade 6	116	7.7%	422,605	7.7%	116	7.7%	422,740	7.7%
Grade 7	94	6.2%	423,421	7.7%	94	6.2%	423,545	7.7%
Grade 8	119	7.9%	411,170	7.5%	119	7.9%	411,272	7.5%
Grade 9	123	8.1%	448,929	8.2%	123	8.1%	449,122	8.2%
Grade 10	125	8.3%	406,785	7.4%	125	8.3%	407,044	7.4%
Grade 11	98	6.5%	376,894	6.9%	98	6.5%	377,208	6.9%
Grade 12	95	6.3%	352,258	6.4%	95	6.3%	354,312	6.4%
Ethnic Distribution:								
African American	296	19.6%	691,582	12.6%	296	19.6%	692,925	12.6%
Hispanic	370	24.4%	2,892,928	52.8%	370	24.4%	2,899,504	52.8%
White	768	50.7%	1,477,699	27.0%	768	50.7%	1,483,688	27.0%
American Indian	11	0.7%	19,999	0.4%	11	0.7%	20,062	0.4%
Asian	6	0.4%	250,065	4.6%	6	0.4%	250,463	4.6%
Pacific Islander	0	0.0%	8,466	0.2%	0	0.0%	8,481	0.2%
Two or More Races	63	4.2%	138,434	2.5%	63	4.2%	138,817	2.5%
Sex:								
Female	735	48.5%	2,673,270	48.8%	735	48.5%	2,678,619	48.8%
Male	779	51.5%	2,805,903	51.2%	779	51.5%	2,815,321	51.2%
Economically Disadvantaged	970	64.1%	3,303,974	60.3%	970	64.1%	3,309,610	60.2%
Non-Educationally Disadvantaged	544	35.9%	2,175,199	39.7%	544	35.9%	2,184,330	39.8%
Section 504 Students	90	5.9%	376,734	6.9%	90	5.9%	376,956	6.9%
English Learners (EL)	92	6.1%	1,112,674	20.3%	92	6.1%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	11	0.6%	82,551	1.5%				
Students w/ Dyslexia	58	3.8%	224,619	4.1%	58	3.8%	224,741	4.1%
Foster Care	18	1.2%	17,393	0.3%	18	1.2%	17,451	0.3%
Homeless	3	0.2%	78,178	1.4%	3	0.2%	78,296	1.4%
Immigrant	8	0.5%	126,747	2.3%	8	0.5%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	861	56.9%	3,568,526	65.1%	861	56.9%	3,576,850	65.1%
Military Connected	3	0.2%	105,751	1.9%	3	0.2%	105,787	1.9%
At-Risk	806	53.2%	2,773,390	50.6%	806	53.2%	2,776,481	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: WESTWOOD ISD

County Name: ANDERSON

District Number: 001908

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent

Students by Instructional Program:								
Bilingual/ESL Education	84	5.5%	1,128,904	20.6%	84	5.5%	1,129,558	20.6%
Career & Technical Education	407	26.9%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	335	76.0%	805,496	50.8%	335	76.0%	806,117	50.8%
Gifted & Talented Education	42	2.8%	444,125	8.1%	42	2.8%	444,196	8.1%
Special Education	212	14.0%	577,868	10.5%	212	14.0%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	212		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	128	60.4%	245,216	42.4%				
Students with Physical Disabilities	30	14.2%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	32	15.1%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				158
Mobility (2018-19):								
Total Mobile Students	238	16.1%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	4.4%	1.6%	12.5%	5.5%
Grade 1	1.2%	2.9%	0.0%	4.9%
Grade 2	2.1%	1.6%	4.0%	2.0%
Grade 3	2.2%	0.9%	0.0%	0.8%
Grade 4	2.0%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	1.2%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	1.0%	0.4%	0.0%	0.6%
Grade 9	1.0%	7.8%	14.3%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	5,686	0.2%

District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	16.9	19.0
Grade 1	18.7	18.9
Grade 2	19.6	18.8
Grade 3	18.6	19.0
Grade 4	17.8	19.2
Grade 5	18.7	20.9
Grade 6	22.0	20.4
Secondary:		
English/Language Arts	17.4	16.4
Foreign Languages	16.8	18.7
Mathematics	16.3	17.8
Science	16.1	18.8
Social Studies	14.8	19.3

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: WESTWOOD ISD
County Name: ANDERSON
District Number: 001908

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	245.9	100.0%	734,726.4	100.0%
Professional Staff:	132.7	54.0%	468,132.4	63.7%
Teachers	113.4	46.1%	363,121.3	49.4%
Professional Support	9.0	3.7%	74,698.8	10.2%
Campus Administration (School Leadership)	6.3	2.5%	21,960.1	3.0%
Central Administration	4.0	1.6%	8,352.3	1.1%
Educational Aides:	48.5	19.7%	78,096.8	10.6%
Auxiliary Staff:	64.7	26.3%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	3.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	54.1	22.0%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	7.4	6.5%	39,132.5	10.8%
Hispanic	3.0	2.6%	102,099.7	28.1%
White	100.0	88.2%	209,453.0	57.7%
American Indian	1.0	0.9%	1,239.6	0.3%
Asian	1.0	0.9%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	1.0	0.9%	4,165.2	1.1%
Males	32.4	28.6%	86,302.4	23.8%
Females	81.0	71.4%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	93.6	82.5%	266,596.3	73.4%
Masters	19.8	17.5%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.0	6.2%	26,878.7	7.4%
1-5 Years Experience	37.5	33.1%	101,305.8	27.9%
6-10 Years Experience	22.2	19.5%	70,305.4	19.4%
11-20 Years Experience	28.9	25.5%	106,767.7	29.4%
Over 20 Years Experience	17.9	15.7%	57,863.9	15.9%
Number of Students per Teacher	13.4	n/a	15.1	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.0	6.2
Average Years Experience of Principals with District	4.8	5.3
Average Years Experience of Assistant Principals	1.0	5.3
Average Years Experience of Assistant Principals with District	1.0	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers	10.6	11.1
Average Years Experience of Teachers with District:	3.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$31,997	\$49,868
1-5 Years Experience	\$39,810	\$52,823
6-10 Years Experience	\$45,901	\$55,756
11-20 Years Experience	\$53,580	\$59,308
Over 20 Years Experience	\$51,465	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$45,862	\$57,091
Professional Support	\$58,834	\$67,352
Campus Administration (School Leadership)	\$75,947	\$82,512
Central Administration	\$102,933	\$108,367
Instructional Staff Percent:	59.2%	64.6%
Turnover Rate for Teachers:	38.1%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: WESTWOOD ISD
 County Name: ANDERSON
 District Number: 001908

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.3%	23,626.0	6.5%
Career & Technical Education	7.4	6.5%	18,120.4	5.0%
Compensatory Education	4.4	3.8%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	91.7	80.9%	257,548.7	70.9%
Special Education	5.9	5.2%	33,620.4	9.3%
Other	3.6	3.2%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2021-22 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are over age for their current grade level.

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The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Westwood ISD
Region: 7

Priority for Service (PFS) Action Plan

Filled Out By: Tiffany Carwell
Date: June 3, 2021

School Year: 2021-22

***Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).*

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<u>Goal(s):</u> 100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.	<u>Objective(s):</u> To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2021-July 2022	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make 	ongoing	MEP staff	calendars, meeting notes

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individualized home and /or community visits to update parents on the academic progress of their children.			
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

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LEA Signature

Date Completed

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates 167
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Westwood ISD and ESC Migrant Contacts	September, 2020 and April, 2021	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Westwood ISD and ESC Migrant Contacts	September, 2020 and April, 2021	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters 168
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Westwood ISD and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	Westwood ISD and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Westwood ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2020- November 1, 2020. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	169 Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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**Identification and Recruitment
Action Plan 2021-2022**

Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2021	NGS forms	170 Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2021	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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**Identification and Recruitment
Action Plan 2021-2022**

Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Westwood ISD	September - October 2020	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Westwood ISD	November, 2020	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Westwood ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Westwood ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form ¹⁷²

- C. School Health Advisory
 - Presenter:** Tiffany Carwell

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: School Health Advisory Council Update

Administrator Responsible: Tiffany Carwell

Summary: Annual report on the School Health Advisory Council.

Administration's Recommendation: No action needed. Information only item.

Board Approval Required YES NO X

School Health Advisory Council Update 2020-2021

Tiffany Carwell
June 14, 2021

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SHAC Annual Overview

Meetings

- Mondays before School Board Meeting
 - Sept-Feb
- We were able to hold five meetings with an option to join via Zoom

Topics Addressed

- ESTEEM
 - Tonya Waite: new Health TEKS
- Health Services
 - Flu clinic
 - COVID Updates
- Food Services
 - Healthful foods and snacks
 - Student sampling
- Staff Training:
 - Cyber Security
- Mental Health
 - Gaggle Overview
- Vaping

Future Topics

- Vaping
- Mental Health and Social Emotional needs of students and staff
- Continued coordination with local organizations

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#WWEnergyBus

- D. Finance Update
- E. 2021-2022 School Operations

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: 2021 - 2022 School Operations

Administrator Responsible: Wade Stanford

Summary: As we begin preparation for the 2021-2022 school year, the Board of Trustees and District Administration will begin discussing relevant topics and work collaboratively to establish procedures. During this meeting we will discuss COVID Mitigation practices and Home-Based Learning.

Administration's Recommendation: N/A

Board Approval Required

YES

XNO

F. CTE Course Offerings for Westwood Junior High
Presenter: Christine Bedre/Kelly Green

Junior High Career & Technical Education Course Offerings

7th Grade

- ❑ Business Information Management

CTE Master Course List

8th Grade

- ❑ Principles of Agriculture
- ❑ Principles of Health Science ¹⁸⁰
- ❑ Principles of Business, Marketing & Finance
- ❑ Principles of Law Enforcement
- ❑ Principles of Education
- ❑ Interpersonal Studies (Semester)



@WESTWOODISD
#WWWay
#WWEnergyBus

- G. ESSER II notice of intent to apply
Presenter: Tiffany Carwell/Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: ESSER II - Notice of Intent to Apply

Administrator Responsible: Tiffany Carwell and Kyle Johnson

Summary: Notification to the school board of the district's intent to apply for ESSER II federal funding.

Administration's Recommendation: Information only item

Board Approval Required YES NO

Public Notice of Intent to Apply for Federal Grant Funds

Westwood ISD will apply for Title I, Title II, Title III(SSA), Title IV, Title V (RLIS), Federal Grants for the August 2021-September 2022 and will apply for ESSER II, ESSER III Federal Grants for the August 2020- September 2024. Westwood ISD plans to use these funds to support the intent and purpose of said grant.

Intent to apply for ESSA Consolidated Grant should include:

Title Program	Intent and Purpose	Summary of planned expenditures
Title I, Part A	The purpose of Title I A is to provide all children a significant opportunity to receive a fair, equitable, and high quality education, and to close educational achievement gaps.	Salaries of coaches, strategists, interventionists, paraprofessionals Professional development for teachers and staff Programs and supplies that supplement the core curriculum
Title II, Part A	The purpose of Title II is to increase student achievement consistent with the challenging state academic standards, improve quality and effectiveness of teachers, principals and other school leaders.	Stipend for teachers who serve as mentors to new to profession teachers Professional development for teachers, principals and leadership teams
Title III, ELA	The purpose of Title III is to help ensure that English learners, including immigrant children and youth attain English proficiency and develop high levels of academic achievement and assist teachers, administrators, and other school leaders in developing and enhancing their capacity to provide effective instructional programs.	The district will apply as part of a Signed Service Agreement with Region 7 which will provide services to the district including professional development and training to staff to support them in meeting the needs of students served in our English as a Second Language program.
Title IV	The purpose of Title IV is to improve academic achievement of all students by providing a well-rounded education, improve school conditions for student learning, and improve technology to enhance academic and digital	Resources for academic achievement

	literacy.	
Title V, RLIS	The purpose of Title V, RLIS, is to help meet the needs of rural school districts that lack personnel and resources.	Resource for students and teachers
ESSER Funds	The purpose of ESSER funds is to provide districts with emergency relief funds to address the impact COVID- 19 has had and continues to have on elementary and secondary schools.	<p>Summer learning and accelerated learning opportunities</p> <p>Teachers, coaches and staff to reduce classroom size and address learning loss</p> <p>Address facility and sanitization needs to combat the spread of COVID-19</p> <p>Resources and technology to address learning loss</p>
IDEA	The purpose of IDEA-B is to provide special education and related services to children with disabilities ages 3–21.	Services and resources for students with disabilities

To provide stakeholder input on these grants and possible use of funds, please submit your feedback:

<https://www.schoolobjects.com/forms/public/welcome.aspx?fid=dcc7f383-e257-4ffc-889d-6b6e132fb616&orgid=66dbf2c8-35e4-4adb-9bbf-53d709c569d3>

Aviso público de la intención de solicitar fondos de subvenciones federales

Westwood ISD solicitará el Título I, Título II, Título III (SSA), Título IV, Título V (RLIS), Subvenciones federales para agosto de 2021-septiembre de 2022 y solicitará ESSER II, Subvenciones Federales ESSER III para agosto de 2020 a septiembre de 2024. Westwood ISD planea usar estos fondos para respaldar la intención y el propósito de dicha subvención.

La intención de solicitar la Subvención Consolidada de la ESSA debe incluir:

Título	Intención y propósito	del programa Resumen de los gastos planificados
Título I, Parte A	El propósito del Título IA es brindar a todos los niños una oportunidad significativa de recibir una educación justa, equitativa y de alta calidad, y para cerrar las brechas en los logros educativos.	Salarios de entrenadores, estrategias, intervencionistas, paraprofesionales Desarrollo profesional para maestros y personal Programas y suministros que complementan el plan de estudios básico
Título II, Parte A	El propósito del Título II es aumentar el rendimiento estudiantil de acuerdo con los exigentes estándares académicos estatales, mejorar la calidad y la eficacia de maestros, directores y otros líderes escolares.	Estipendio para maestros que sirven como mentores de maestros nuevos para profesiones Desarrollo profesional para maestros, directores y equipos de liderazgo
Título III, ELA	El propósito del Título III es ayudar a garantizar que los estudiantes de inglés, incluidos los niños y jóvenes inmigrantes, alcancen el dominio del inglés y desarrollen niveles altos del rendimiento académico y ayudar a los maestros, administradores y otros líderes escolares a desarrollar y mejorar su capacidad para proporcionar programas educativos efectivos.	El distrito aplicará como parte de un Acuerdo de servicio firmado con la Región 7 que proporcionará servicios al distrito, incluido el desarrollo profesional y la capacitación del personal para ayudarlos a satisfacer las necesidades de los estudiantes que se sirven en nuestro programa de inglés como segundo idioma.

Título IV	El propósito del Título IV es mejorar el rendimiento académico de todos los estudiantes al proporcionar una educación integral, mejorar las condiciones escolares para el aprendizaje de los estudiantes y mejorar la tecnología para mejorar la alfabetización académica y digital.	Recursos para el rendimiento académico
Título V, RLIS	El propósito del Título V, RLIS, es ayudar a satisfacer las necesidades de los distritos escolares rurales que carecen de personal y recursos.	Recursos para estudiantes y maestros
Fondos ESSER	El propósito de los fondos ESSER es proporcionar a los distritos fondos de ayuda de emergencia para abordar el impacto que COVID-19 ha tenido y sigue teniendo en las escuelas primarias y secundarias.	<p>Aprendizaje de verano y oportunidades de aprendizaje acelerado</p> <p>Maestros, entrenadores y personal para reducir el tamaño del aula y abordar la pérdida de aprendizaje</p> <p>Abordar las necesidades de instalaciones y desinfección para combatir la propagación de COVID-19</p> <p>Recursos y tecnología para abordar la pérdida de aprendizaje</p>
IDEA	El propósito de IDEA-B es proporcionar educación y servicios relacionados para niños con discapacidades de 3 a 21 años.	Servicios y recursos para estudiantes con discapacidades

Para proporcionar comentarios de las partes interesadas sobre estas subvenciones y el posible uso de los fondos, envíe sus comentarios:

<https://www.schoolobjects.com/forms/public/welcome.aspx?fid=dcc7f383-e257-4ffc-889d-6b6e132fb616 & orgid = 66dbf2c8-35e4-4adb-9bbf-53d709c569d3>

H. ESSER III — use of funds plan
Presenter: Tiffany Carwell/Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: ESSER III - Use of Funds Plan

Administrator Responsible: Tiffany Carwell and Kyle Johnson

Summary: Presentation over the planned use of funds for ESSER III.

Administration's Recommendation: Information item only

Board Approval Required YES NOx

Westwood ISD
Elementary and Secondary School Emergency Relief (ESSER) III Program
Use of Funds Plan

Westwood ISD will use the ESSER III grant funds to address the impact COVID-19 has had on education. The district will use at least 20% of the funding to specifically address the missed opportunities for learning by providing a more robust summer school program each summer within the ESSER III grant timeline. In addition to summer school, an after-school program will be put into place that extends the learning day for students who need additional support. Teaching staff will be added to reduce class size where needed. Additionally, the district will seek out hiring interventionists to assist with small group learning and intervention to focus on gaps in learning. The district also plans to use ESSER III funding to increase training and awareness of mental health and social emotional issues affecting both students and staff, further supporting counselors in meeting these needs. WISD will put a program in place district-wide to address mental health and social-emotional issues for both students and staff. Finally, WISD plans to replace HVAC systems to provide better air quality for our students and staff.

Westwood ISD

Primaria y Secundaria Ayuda de Emergencia de la Escuela (ESSER) III Programa de Uso de los fondos del Plan

Westwood ISD utilizarán los fondos de la subvención ESSER III para tratar el impacto COVID-19 ha tenido en la educación. El distrito utilizará al menos el 20% de los fondos para abordar específicamente las oportunidades de aprendizaje pérdidas al proporcionar un programa de escuela de verano más sólido cada verano dentro del cronograma de la subvención ESSER III. Además de la escuela de verano, se implementará un programa extracurricular que extiende el día de aprendizaje para los estudiantes que necesitan apoyo adicional. Se agregará personal docente para reducir el tamaño de las clases cuando sea necesario. Además, el distrito buscará contratar intervencionistas para ayudar con el aprendizaje en grupos pequeños y la intervención para enfocarse en las brechas en el aprendizaje. El distrito también planea utilizar los fondos de ESSER III para aumentar la capacitación y la conciencia de los problemas de salud mental y socioemocionales que afectan tanto a los estudiantes como al personal, apoyando aún más a los consejeros en la satisfacción de estas necesidades. WISD pondrá en marcha un programa en todo el distrito para abordar los problemas de salud mental y socioemocionales tanto para los estudiantes como para el personal. Finalmente, WISD planea reemplazar los sistemas HVAC para proporcionar una mejor calidad de aire para nuestros estudiantes y personal.

8. **ACTION ITEMS**

A. Board to consider consent agenda

1. Minutes of Regular Board Meeting on May 10, 2021, and Special Board Meeting May 24, 2021

OFFICIAL MINUTES OF THE BOARD OF TRUSTEES OF THE WESTWOOD ISD, #908,
ANDERSON COUNTY, STATE OF TEXAS

Time & Date: 6:30 pm., May 10, 2021

Place: Westwood High School Cafeteria

Purpose: Regular Board Meeting

Members Present: Dr. Carolyn Booker, Mike Kelly, Ronnie Stanhope, Bryan Jones, Leonard Armstrong (Zoom), Angela Choate and Jeff Cooper

Members Absent:

Others Present: Wade Stanford, Kyle Johnson, Brenda Bing, Christine Bedre, Edwin Schuessler, Kim Gilbreath, Richard Bishop, Shayla Skief and Tiffany Carwell, see sheet for others in attendance.

1. Call to Order and Establish Quorum

Presider Dr. Carolyn Booker called the meeting to order at 6:30 pm.

2. Roll Call

3. **Invocation** was given by Dr. Carolyn Booker.

4. Pledge Allegiance/Texas Pledge

5. Action Item: - presented by the board.

On a motion by Ronnie Stanhope and a second by Mike Kelly the board voted unanimously to approve the agenda as presented.

6. **Recognition of Students and Faculty** - Shayla Skief recognized band members, Richard Bishop recognized State Qualifiers Shawn Miller and Jaysa Coney. Wade Stanford recognized the District Paraprofessional of the Year, Brenda Bing. Videos sent in by campus principals to recognize students and Paraprofessionals of the month of May.

- a. Primary-
- b. Elementary
- c. Junior High
- d. High School

7. **Public Comments** – none

8. Brenda Bing to swear in District 1 and 4 board of trustees - May 1, 2021 uncontested board election: Angela Choate and Leonard Armstrong

9. Information Items:

A. Curriculum Moment presented by Christine Bedre.

-Mrs. Bedre gave an update on Summer Extended Learning 2021. She said that the Summer Reading Challenge will be happening again this year. She went through the schedule for summer extended learning at the High School campus, which includes credit recovery, test prep and re-testing, extended learning, and 9th grade jump start. The Junior High will have extended learning and no jump start to 7th grade. No re-test this summer at the JH level. Primary and Elementary will do a Jump Start to 21-22 school year. No re-test this summer at the elementary. Will include field trips and hands-on activities?

B. Finance Update presented by Kyle Johnson

-Mr. Johnson gave an update on the budget FYTD compared to the last 2 years by function. He also discussed the possibility of 1-time purchases during the summer for maintenance, band, athletics, and transportation.

C. Health Service Update presented by Kim Gilbreath.

-Nurse Gilbreath gave an update on all the different screenings that had occurred in the district throughout the year (vision, hearing and spinal). She also updated the board on total office visits for the year and an update on COVID cases for the school year. She talked about how each campus will have a nurse next year, which will help with COVID and social-emotional issues.

D. Human Resources Report presented by Wade Stanford.

-Mr. Stanford gave an update on Human Resource needs and hiring processes for the district. Gave the number of staff in each district department and on each campus. Discussed funding sources for general education and federal funds. Hiring process was discussed and the chain of command for this process was discussed. Finished the presentation with projected 21-22 staffing, which included staffing to help reduce the spread of COVID and to help with unfinished learning due to COVID.

E. ESSER III Application Review and Use of Funds Information presented by Kyle Johnson.

-Mr. Johnson informed the board the intent to apply for the ESSER III federal funds. He discussed conducting an ESSER Deep Dive in June to present the application and plan to use the funds to the board before the district officially applies for the funds.

10. ACTION ITEMS -

A. On a motion by Mike Kelly and a second by Angela Choate the board voted f/a unanimously to revise the mask mandate for graduation, making them optional during the 2021 graduation ceremony.

B. On a motion by Dr. Carolyn Booker and a second by Ronnie Stanhope the board voted f/a unanimously to approve the FSMC Contract Renewal for the 2021-2022 school year with SFE.

C. On a motion by Mike Kelly and a second by Dr. Carolyn Booker the board voted f/a unanimously to approve the Board Goals.

D. On a motion by Ronnie Stanhope and a second by Brian Jones the board voted f/a unanimously to approve the consent agenda

10D1. Minutes of Regular Board Meeting, April 19, 2021, and Special Board Meeting-Team of 8, May 3, 2021

10D2. Fundraisers - none

11. Closed Session - President Dr. Carolyn Booker sent the meeting into closed session at 8:37 pm

11A. Acknowledge Teacher Contracts

11B. Possible discussing of real property for the district.

11C. Texas Government Code: 551.072

-Discussing purchase, exchange, lease, or value of real property

12. The president stated the board would go into closed session at 8:37 pm.

The president stated the board would come out of closed session at 8:43 pm.

13. Discussion and possible approval of action arising from closed session.

13A. On a motion by Jeff Cooper and a second by Ronnie Stanhope the board voted unanimously to approve naming a real estate agent to represent the school district.

14. Future agenda items request and events.

15. ADJOURNMENT - President Carolyn Booker adjourned the meeting at 8:50 p.m.

Special Board Meeting

Monday, May 24, 2021 12:00 PM
Westwood Administration Office

Leonard Armstrong: Present
Carolyn Booker: Present
Angela Choate: Present
Jeff Cooper: Present
Bryan Jones: Absent
Mike Kelly: Present
Ronnie Stanhope: Absent

1. CALL TO ORDER AND ESTABLISH QUORUM
2. ROLL CALL
3. INVOCATION
4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

5. ACTION ITEMS

Presenter: Board

- A. Board to consider and approve the agenda as presented

Presenter: Board

Action(s):

The agenda was approved as presented. This motion, made by Mike Kelly and seconded by Jeff Cooper, Passed.

Voting Detail:

Leonard Armstrong: Yea
Carolyn Booker: Yea
Angela Choate: Yea
Jeff Cooper: Yea
Bryan Jones: Absent
Mike Kelly: Yea
Ronnie Stanhope: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

6. PUBLIC COMMENTS

Presenter: Board

Discussion: None

7. Closed Session

Discussion: The president stated to board would go into closed session at 12:03 pm

The president stated the board would come out closed session at 12:20 p.m.

- A. Possible discussing of real property

- B. Discussion of open assistant principal position at the primary

8. Discussion and possible approval of action arising from closed session

- A. Discussion and possible action to purchase real property 11.27 acres on West Point Tap Rd.

Action(s):

The board approved the purchase of real property 11.27 acres on West Point Tap Road which should benefit the school district. This motion, made by Angela Choate and seconded by Jeff Cooper, Passed.

Voting Detail:

Leonard	Yea
Armstrong:	
Carolyn Booker:	Yea
Angela Choate:	Yea
Jeff Cooper:	Yea
Bryan Jones:	Absent
Mike Kelly:	Yea
Ronnie Stanhope:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

- B. Discussion and possible action to approve assistant principal at Westwood Primary

Action(s):

The board approved offering an administrator contract to Nola Beard for assistant principal at the primary for the 2021-2022 school year. This motion, made by Jeff Cooper and seconded by Angela Choate, Passed.

Voting Detail:

Leonard	Yea
Armstrong:	
Carolyn Booker:	Yea
Angela Choate:	Yea
Jeff Cooper:	Yea
Bryan Jones:	Absent
Mike Kelly:	Yea
Ronnie Stanhope:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

1. **ACTION ITEMS**

- a. Discussion and possible action to approve Resolution of the Board regarding ESSER III and Policy CB (LOCAL) State and Federal Revenue Services

Action(s):

Board approved Resolution regarding ESSER III and Policy CB (Local) this will allow allocation of the Elementary and Secondary Emergency Relief (ESSER III) Fund, which should be used to respond to the pandemic and to address student learning loss as a result of COVID-19. The Board of Trustees will govern and oversee the management of the funds. CB (Local) will allow the approval of grant and award plans by the Superintendent. The District made available the notice of federal grant applications and will publish information on the District's website as required by TEA. This motion, made by Mike Kelly and seconded by

Leonard Armstrong, Passed.

Voting Detail:

Leonard Armstrong:	Yea
Carolyn Booker:	Yea
Angela Choate:	Yea
Jeff Cooper:	Yea
Bryan Jones:	Absent
Mike Kelly:	Yea
Ronnie Stanhope:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

9. **Adjournment**

Discussion: The president, Dr. Carolyn Booker adjourned the meeting at 12:26 pm.

Board Secretary

2. Staff Development Waiver



Waivers

2020-2021 Application for Staff Development Minutes Waiver

Waiver ID: 62429

Application Information

Category: Expedited

Creator: Christine Bedre, District Editor

Status: Draft

Creation Date: 5/17/2021

Approving Superintendent:

Assigned To: Christine Bedre

LEA Contact

Full Name: Christine Bedre

Phone: (903) 729-1776

Email: chbedre@westwoodisd.net

LEA Information

LEA: WESTWOOD ISD (001908)

Address: P O BOX 260, PALESTINE, TX 75802-0260

Phone: (903) 729-1776

Date of LEA Board of Trustees Approval

Date:

Information

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

Requested Years

2021-2022

LEA Attachments (0)

There are no LEA attachments.

Westwood ISD Action Item Information

Meeting Date: June 14, 2021

Subject: Staff Development Waiver for the 2021-2022 School Year

Administrator Responsible: Christine Bedre, M.Ed

Summary:

Texas Education Code (TEC) §25.081 allows for school districts to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

Administration’s Recommendation:

The administration recommends the approval of the Staff Development Waiver for the 2021-2022 school year.

Board Approval Required **YES** **NO**

- B. Board to consider Proud Panther 2021
Presenter: Wade Stanford

Proud Panther: Nominating Form for Board Recognition

Guidelines for Nomination:

Nominations will be accepted for nomination from December 16 – February 10, 2021, for consideration by the selection committee for inclusion on the Proud Panther Hall of Recognition for that school year.

Nominees are considered based on the significant contributions they have made to our community, state, nation, or the world.

Nomination forms should provide as much detail as possible regarding the nominee, including background information, supporting evidence for the nomination, special honors, and notable achievements. Incomplete submissions and those without sufficient information may not be considered.

Nominee's Biographical Information

Please complete the following below.

Name of Nominee: *

Lynn Calcote

Home Address of Nominee including city, state, zip code: *

412 Sycamore Street, Palestine, TX 74801

Home or Cell Phone Number: *

unknown to me

Email Address:

unknown to me

Year Attended Westwood Schools (if applicable):

NA

Profession/Area of Achievement: *

Westwood ISD Librarian

Nominee's Area of Distinction - please check all that apply *

- Student
- Staff
- Administrator
- Donor
- Supporter
- Alumni – Year Graduated
- Retired Staff – Years of Service
- Community Member

Nominator's Information

Please complete the following below.

Name of Nominator: *

Karen Plumb

The home address of nominator including city, state, and zip code: *

216 South Magnolia Street, Palestine, TX 75801

Home or cell phone number: *

903.922.3414

E-mail:

kbplumb@westwoodisd.net

Submission Date: *

MM DD YYYY

01 / 08 / 2021

Relation to Nominee (if any)

friend and former colleague

Related Information

Please fill out the questions below.

Nominators should focus on the following questions when preparing their nomination form and include all relevant

information regarding the candidate's humanitarian and/or significant professional contributions. Please discuss supporting information regarding the candidate's biography, legacy, and contributions that address the question:

"Why should this candidate be included in the Proud Panther Hall of Recognition?"

Lynn Calcote is a dynamic person. As Westwood High School's librarian, her dynamism profoundly impacted the lives of students, their families, teachers and information seekers in our community.

What has the candidate done beyond their career to make a lasting contribution to enrich their community, state, nation, or the world? In what ways have they given back?

Lynn Calcote was keenly aware how Westwood High School's library served the students and teachers as a conduit to access information and to learn. With Lynn Calcote at the helm, our library encouraged social inclusion and equity. Lynn Calcote fostered civic engagement via library's holdings. Her leadership bridged access to resources, which opened students' eyes to civic involvement. Lynn Calcote promoted economic vitality within the community via student internships among the professional communities of Anderson County.

Have they made such a profound contribution professionally that they are recognized as a leader in their field?

Yes, Lynn Calcote is recipient of Library Science leadership designations.

Attachments:

Please attach information that illustrates how the nominee meets the criteria for the area of distinction for which he/she has been nominated.

The following are important considerations:

- Be specific when answering the above questions and preparing supporting evidence.
- List all special honors and other notable achievements.
- Include recommendations or testimonials from others, if helpful.
- Additional letters of recommendations, newspaper clippings, nominee's resume, etc. can be attached below.

Attachment Upload



Proud Panther: Nominating Form for Board Recognition

Guidelines for Nomination:

Nominations will be accepted for nomination from December 16 – February 10, 2021, for consideration by the selection committee for inclusion on the Proud Panther Hall of Recognition for that school year. Nominees are considered based on the significant contributions they have made to our community, state, nation, or the world.

Nomination forms should provide as much detail as possible regarding the nominee, including background information, supporting evidence for the nomination, special honors, and notable achievements. Incomplete submissions and those without sufficient information may not be considered.

Nominee’s Biographical Information

Please complete the following below.

Name of Nominee: *

Lynn Calcote

Home Address of Nominee including city, state, zip code: *

412 S Sycamore St, Palestine, TX 75801

Home or Cell Phone Number: *

903-723-0268

Email Address:

.....

Year Attended Westwood Schools (if applicable):

.....

Profession/Area of Achievement: *

Librarian/Teacher

.....

Nominee's Area of Distinction - please check all that apply *

- Student
- Staff
- Administrator
- Donor
- Supporter
- Alumni – Year Graduated
- Retired Staff – Years of Service
- Community Member

Nominator's Information

Please complete the following below.

Name of Nominator: *

Edna Stanhope

The home address of nominator including city, state, and zip code: *

102 Lazy Ln Palestine, TX 75803

Home or cell phone number: *

903-388-0496

E-mail:

estanhope@westwoodisd.net

Submission Date: *

MM DD YYYY

01 / 15 / 2021

Relation to Nominee (if any)

NA

Related Information

Please fill out the questions below.

Nominators should focus on the following questions when preparing their nomination form and include all relevant information regarding the candidate’s humanitarian and/or significant professional contributions. Please discuss supporting information regarding the candidate’s biography, legacy, and contributions that address the question:

“Why should this candidate be included in the Proud Panther Hall of Recognition?”

Mrs. Lynn Calcote has been a Westwood supporter since she was hired as a Biology teacher 30 plus years ago. She retired as our district librarian. She was a devoted supporter of our extra-curricular events. You would always see her in the stands during football, volleyball, and basketball games waiving something orange or white cheering our kids on. As the librarian, Lynn made sure to visit the other district campuses to help promote literacy and to further the joy of reading in students. She would read to them, show them how to shelve books, or just sit and color with them in the library talking with them. She always has the best interest in the kids in mind.

What has the candidate done beyond their career to make a lasting contribution to enrich their community, state, nation, or the world? In what ways have they given back?

Have they made such a profound contribution professionally that they are recognized as a leader in their field?

Attachments:

Please attach information that illustrates how the nominee meets the criteria for the area of distinction for which he/she has been nominated.

The following are important considerations:

- Be specific when answering the above questions and preparing supporting evidence.
- List all special honors and other notable achievements.
- Include recommendations or testimonials from others, if helpful.
- Additional letters of recommendations, newspaper clippings, nominee’s resume, etc. can be attached below.

C. Board to consider resolution in conjunction with Edgar Manual

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: Resolution for the WISD School Board to approve revision to the WISD Business Operations Manual to include revisions related to EDGAR

Administrator Responsible: Mr. Johnson

Summary: Consider and Adopt the Resolution Approving that WISD staff have reviewed and revised the WISD Business Operations Manual to include revisions related to EDGAR and acknowledges that these procedures are used for all expenditures regardless of the funding source.

Administration's Recommendation: District to take action in **“adopting the Resolution Approving that WISD staff have reviewed and revised the WISD Business Operations Manual to include revisions related to EDGAR and acknowledges that these procedures are used for all expenditures regardless of the funding source.”**

Board Approval Required

YES

NO

Westwood ISD State & Federal Grants Manual



2020 - 2021

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General Information

The district has established fiscal procedures that apply to all financial transactions regardless of the funding source. **Procedures that relate directly and/or indirectly to federal and state grant compliance are indicated with a (†).** A separate section in this Business Operations Manual will include specific procedures related to acquiring, expending, and managing grant funds.

In accordance with School Board Policy, BP Local, the Superintendent and administrative staff shall be responsible for developing and enforcing procedures for the operation of the District. These procedures shall constitute the administrative regulations of the District and shall consist of guidelines, handbooks, manuals, forms, and any other documents defining standard operating procedures. The Superintendent shall approve this State and Federal Grants Manual on an annual basis, or as appropriate, if federal, state or local changes in regulations or policy warrant immediate changes. **Administrative regulations [procedures] are subject to Board review but shall not be adopted by the Board.**

The Business Operations Manual references administrative regulations that are our written procedures. These regulations are numbered and can be located on the district's website under [Departments, Business and Finance](#).

Business Department Mission

The Mission of the Westwood Independent School District Business Office is to provide support to all District students, staff, parents, and the community and to ensure that all business operations are supportive of the instructional goals and objectives of the district.

The Business Division's primary goal is to protect the assets of the district and to ensure that all financial transactions are performed in accordance with generally accepted accounting practices.

Business Department Staff

The Business Department staff shall perform multiple roles; however, adequate controls of separation of duties shall be maintained at all times. The staff consists of:

Kyle Johnson, Assistant Superintendent
of Finance and Operations
ktjohnson@westwoodisd.net

903-723-9327

Caitlin Cheatham, Payroll Specialist
cncheatham@westwoodisd.net

903-723-0420

Hollie Castaneda, Human Resource Specialist
hcastaneda@westwoodisd.net

903-723-0420

Pam Walding, Accounts Payable Clerk
pwalding@westwoodisd.net

903-729-7866

Britni Calzada, Administrative Asst.
bcalzada@westwoodisd.net

903-729-1758

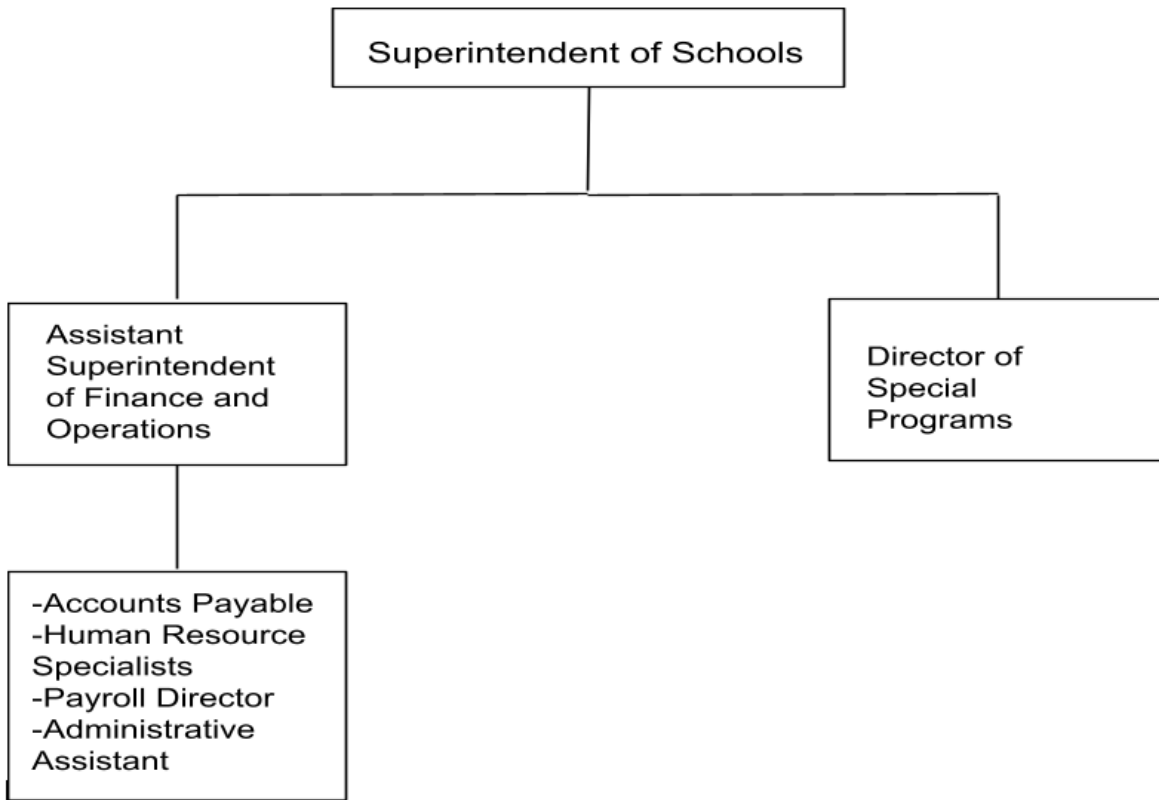
All Business Department staff are expected to comply with the:

- Code of Ethics and Standard Practices for Texas Educators [[Board Policy DH](#)],
- [School Board Policy CAA Local](#) regarding fraud,
- [Westwood ISD Code of Conduct \(Employee Handbook\)](#),
- [Confidentiality Agreement](#), and
- [Westwood ISD Acceptable Use Guidelines](#).

Each staff member shall have an up-to-date job description on file in the Human Resources department. In addition, each staff member should receive and sign a job description and corresponding evaluation instrument during the annual evaluation process. Changes to job descriptions should be made when substantial changes occur in job duties or responsibilities.

Organization Chart

WESTWOOD ISD ORGANIZATIONAL CHART



General Ledger Maintenance (†)

General ledger entries shall be made on an on-going basis as needed. End-of-the-month and end-of-the-year entries shall be made on a timely basis. End-of-the-year entries shall be made prior to the audit field work by the district’s external audit firm.

The Assistant Superintendent of Finance and Operations and/or Accounts Payable Clerk shall be responsible for monitoring the general ledger maintenance on an ongoing basis. The general ledger shall be reviewed for accuracy in areas such as, but not limited to the following:

- Cash and investment balances equal the respective bank or investment monthly statements
- Aged purchase orders, receivables and payables
- Verify that fund accounts are in balance
- Verify that bank account reconciling items are posted to the general ledger

Journal Entries (†)

All general ledger entries shall be in balance (debits shall equal credits). All journal entries shall be numbered for tracking purposes. An automated numbering system shall be utilized by the district. The Assistant Superintendent of Finance and Operations and/or Accounts Payable Clerk shall be authorized to create journal entries and shall be authorized to post journal entries to the general ledger.

All payroll general journals shall be interfaced to the finance system by the Assistant Superintendent of Finance and Operations. The Payroll Specialist and the Assistant Superintendent of Finance and Operations shall verify that the pre-post payroll general journals and the finance payroll general journals are in balance and posted accurately to the general ledger. All payroll general journals must be posted to the finance general ledger no later than the actual pay date.

All changes to the general ledger should be posted within the same month as the changes occurred, if possible, or as soon as practicable. At times, prior to closing the month, additional reconciling journal entries may be posted in accordance with the creation and approval guidelines.

The financial reports and check payment list shall not be approved by the School Board.

All reports are available for audit purposes including, but not limited to, the following:

- Cash General Journal
- General Journal
- Check Payments & Check Register
- Detail General Ledger
- Summary General Ledger

The Assistant Superintendent of Finance and Operations shall review a Summary General Ledger on a monthly basis to ensure the accuracy of fund accounting.

Data Entry and Validation (†)

All data entry shall be from the appropriate source document(s). All data entry shall be validated (verified) with the source documents. A system of checks and balance shall be in place to ensure that all postings to the general ledger result in the desired outcome. For example, a cash receipt journal shall be validated to ensure that the total amount deposit matches the posted cash receipt journal.

Ongoing, daily data entry validation greatly increases the accuracy of the fund accounting and facilitates reconciliation of the monthly bank statements with the general ledger.

General Ledger Transaction (Minimum Data Required) – (†)

All general ledger financial transactions shall require the following minimum data:

- **Date of the general ledger transaction** – the date of the transaction should be within the posting month and within the posting fiscal year.
- **Account code(s)** – the proper account code shall be used for all transactions
- **Journal [transaction] number** – the number assigned should be manually or automatically assigned in a sequential order. A log of the journal numbers utilized each fiscal year should be available in a manual or automated form. Automated, system-generated general ledger entries shall be easily distinguished from manual general ledger entries.
- **The credit and debit amounts**– the total debits must match the total credits
- **Reason for the general ledger transaction** – the reason should explain the reason for the transaction such as cash receipt number, adjustment to budget/expense, etc.
- **Supporting document** – supporting documentation, if any, shall be available for audit tracking purposes

All general ledger payroll transactions shall require the following minimum data:

- **Check date** – the system-generated general ledger transaction should reflect the check date as part of the journal entry number
- **Account code(s)** – the account codes charged for all payroll disbursements, including liability accounts, should exist in the general ledger prior to posting the system-generated journal entries. [Note: During the payroll posting process, the payroll department must print and verify that all payroll accounts exist on the general ledger. If accounts do not exist on the general ledger, the accounts should be verified for accuracy and if accurate, the list of account codes must be submitted to the Assistant Superintendent of Finance and Operations to ensure that the appropriate accounts are created in the finance system.

End of Month Process

Within 20 days after the end of the month, all end-of-month reports should be printed and verified and the end-of-month process completed. There are three (3) steps in completing the End-of-Month process as listed below:

- Reconciliation of all bank accounts
- Reconciliation of all investment pool accounts
- EOM Activities (Report Generation & Verification)

The Finance EOM Checklist should be utilized to ensure that all critical steps are followed during the EOM Process.

End of Fiscal Year Process

All changes to the general ledger should be posted within the same month as the changes occurred, if possible, or as soon as practicable. Within 30 days after the fiscal year, all end-of-fiscal year reports should be printed and verified for audit purposes.

All end-of-fiscal year adjustments should be posted to the general ledger prior to closing out the fiscal year. Prior to the start of the audit field work, the following adjustments shall be posted to the general ledger:

- **Reconcile all cash and investment accounts** – all cash and investment accounts shall match the corresponding bank or investment general ledger balances as of August 31st, as reflected on the respective monthly statement.

- **Reconcile all revenue accounts with amounts received and/or earned as of August 31st** – All measurable revenue should be posted to the general ledger. For example, all state aid earned as of the most recent Summary of Finance report from TEA shall be posted to the appropriate state revenue accounts.
- **Reconcile all grant revenue and expenditures** – the revenue and expenditures in every grant program (state and federal) should equal. The excess revenue if any should be reclassified to a payable (218X) to the granting agency, unless the excess revenue is an advance payment (deferred revenue-2310). If expenditures exceed revenue, the amount due from the granting agency should be posted to the revenue account and accounts receivable accounts (124X).
- **Reconcile the final amended budget** – verify that all budget amendments (at the functional level) have been posted to the general ledger. The sum of the original budget, plus all budget amendments during the fiscal year shall equal the final amended budget.
- **Reconcile and post all accounts receivables** – all funds due from other sources, as of August 31st, shall be posted to the general ledger. The receivables shall be measurable and expected to be received within 60 days after the end of the fiscal year in accordance with the district's accounting standards.
- **Reconcile and post all accounts payables** – all payables due to others (vendors especially), as of August 31st, shall be posted to the general ledger. The amounts due for all goods and/or services received as of August 31st are classified as accounts payable and paid during the next fiscal year. The district has established a September 20th cut-off for prior year accounts payables, unless the accounts payable expense exceeds \$10,000 and is known prior to the end of the audit field work. [Note. The accounts payable account (2110) in the prior fiscal year and the next fiscal year must be in balance, except for construction retainage, if any.]
- **Reconcile all accrued wages and benefits as of August 31st** – All accrued wages and benefits (object codes 2161 and 2211) shall be posted to the general ledger, especially for all wages earned in August but scheduled to be paid in the next fiscal year (after September 1st).
- **Reconcile all prepaid expenses as of August 31st** – All prepaid expenses shall be posted to the general ledger to object code 1410. A prepaid expense is typically one that represents a disbursement of funds (payment) for goods or services that will be received or utilized in the next fiscal year. For example, a maintenance agreement that has a term of January 1st through December 31st, would have an expense for 6 months in the current fiscal year and a prepaid expense of 6 months at the end of the fiscal year. [Note. The prepaid expenses should be cleared in the next fiscal year by posting the expense to the appropriate expense account code(s).
- **Reconcile the fixed assets ledger with all fixed asset additions, deletions, or changes** – All assets (as defined in the [Fixed Asset Procedures](#)) acquired during the fiscal year shall be added to the fixed asset ledger in Skyward. All assets disposed of (sold or lost) shall be removed from the fixed asset ledger. Changes, if any, to the location, value, or category of assets shall be posted to the fixed asset ledger in Fund Code 901.
- **Reconcile the fund balance as of August 31st** – All changes, reductions, additions, and/or designations [restricted, committed, assigned, etc.] of fund balance accounts shall be posted to the general ledger. All budgetary fund balance accounts (object code 3700) shall be posted to the appropriate fund balance account (typically object code 3600). Note. Changes to the budgeted and committed fund balances should be supported by minutes of Board approval. The Superintendent and the Assistant Superintendent of Finance and Operations are authorized by the School Board to assign fund balances.

Segregation of Duties (†)

At a minimum, the business office staff shall operate under a segregation of duties, including but not limited to, the following:

- **Endorsement of checks** – The same staff member shall not prepare **and** endorse accounts payable or payroll checks.
- **Bank reconciliations** – The same staff member shall not prepare cash disbursements, cash deposits, or other cash transactions **and** reconcile the district's bank accounts.
- **Purchasing and Receiving functions** – The same staff member shall not serve as the final approver of a purchase order **and** verify receipt of the goods.
- **Contract Management** – The same staff member shall not approve a contract for goods or services **and** have sole approval authority to disburse the payment for the contracted goods or services.

Retention of Records (†)

All financial records for the current fiscal year shall be retained for audit purposes in accordance with the district [Local Records Retention Schedules \(GR and SD\)](#). Destruction of records, at the expiration of the records, shall also be in accordance with the district's Local Records Retention Schedule. Note: The Destruction Schedule [list of all records destroyed] is a permanent document. Unless a record that has been destroyed is specifically listed on a Destruction Schedule, it is presumed to still exist. The local retention period or federal retention period, whichever is longer, shall prevail.

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a **period of three years** from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. **[2 CFR 200.333]**

The district shall maintain grant-related records in a combination of paper and electronic formats. The following records shall be maintained in format(s) specified below:

- Grant applications and grant award notifications (Paper and PDF files)
- Grant revenues and expenditures (Skyward)
- Grant purchasing records (Skyward Requisition & Finance systems, paper, PDF and Excel files)
- Grant expenditure draw-downs (reimbursements) – Paper, PDF, and Excel files

In accordance with federal regulations, the district shall maintain the grant-related records in an open and machine-readable format. Specifically, the district shall use the following formats to store electronic data. **[2CFR 200.335]**

- Microsoft products such as Word, Excel, Access, etc. and/or Google documents in Google Drive
- Financial Management System, Skyward Finance, HR, Assets, Purchasing, etc. modules

The Records Custodian for the financial records of the district is the Administrative Assistant to the Assistant Superintendent of Finance and Operations. All questions related to the retention, destruction, and/or addition of new record series shall be directed to the District's Records Management Officer (RMO).

Data System Security & Access to Records (†)

Business department staff handles and/or processes a substantial amount of confidential information. All staff is strictly prohibited from revealing confidential information to an unauthorized individual. Unless required by Federal, state, and local statute, the district is not required to permit public access to their records. The district shall make all grant-related records available for access to the federal granting agency and/or pass-through entity upon request.

All business office staff shall sign a [Confidentiality Agreement](#) on an annual basis. Among the most critical information is documentation related to employee's Personally-Identifiable Information (PII) such as health, benefits, financial, family members, or other personal information. Violators will be subject to discipline, employment termination, and/or may be reported to the appropriate legal authorities. Violations of some protected information, such as health or medical information, is also protected by federal laws, such as HIPPA.

Unless notified otherwise by the federal granting agency, the district shall retain all financial and program records related to the grant award in accordance with the federal grant. Upon request from the federal granting agency, the district shall transfer the records to the requesting federal agency. **[2 CFR 200.334]**

The business office staff shall be authorized to access the district's financial and/or payroll system(s) for job-related purposes only. Use of the systems for personal reasons or benefit will result in disciplinary action, up to and including employment termination.

Each staff member shall take appropriate steps to ensure that their respective computer system is managed in a controlled environment to prevent unauthorized access. At no time (including lunch breaks) shall a computer system be logged on to a financial data system while unattended by the respective staff member. All computer systems shall revert to a screen lock after 15 minutes of nonuse.

Assignment of Access and Passwords (†)

Access to data systems shall be based on the specific job duties and responsibilities of each staff member. Except for limited exceptions, staff will not be given unilateral access to all modules in the financial and payroll system. For example, a payroll staff member will not have access to the human resources system unless the access is limited in scope and "read-only". These restrictions to unilateral access are designed to prevent complete autonomy which could lead to fraud.

Each staff member shall be responsible for securing their assigned (selected) password. At no time shall passwords be shared with others or posted in visible locations within the staff member's work space. Violators of this restriction shall be subject to disciplinary action, including but not limited to employment termination.

Data system access to the authorized modules, shall be determined by the Assistant Superintendent of Finance and Operations, Assistant Superintendent of Curriculum and Instruction, Director of Technology, PEIMS Coordinator and Director Special Programs. Each staff member shall have access to their respective database(s) and tabs within a database based on their position. Security roles will be established and assigned with the specific access to each module. In the event that a staff member gains access, due to human or software error, that he/she is not entitled to, it is the responsibility and duty of

the staff member to notify the Director of Technology, Assistant Superintendent of Finance and Operations, PEIMS Coordinator, Assistant Superintendent of Curriculum and Instruction or Special Programs Coordinator regarding the ability to access the restricted database or module(s).

Revoking Access (†)

Access to data systems are subject to change and/or revocation when changes occur to a staff member's position, duties or responsibilities. Access to data systems are also subject to revocation when a staff member violates the [Acceptable Use Policy](#). Each staff member shall sign an Acceptable Use Policy annually.

Business Staff Training (†)

Every staff member will be scheduled to attend at least one training and/or conference opportunity per year.

An annual training calendar shall be developed that may include, but is not limited to, topics in the following areas:

- **Account coding**
- **Payroll and Human Resources Compliance Issues**
- **PEIMS Data Reporting and Quality**
- **GASB**
- **Audit requirements**
- **Legal changes, such as Purchasing**
- **State and Federal Grants Management**
- **Data system (software)**
- **Travel Guidelines**
- **Election Laws**

Staff members that have attained TASBO certification status will be afforded an opportunity to attend at least 20 hours per year (for a total of 60 every 3 years) through TASBO or a TASBO-approved CEU provider. Training opportunities for other certification or licensing programs, such as a CPA, shall be provided in a manner that seeks to meet the continuing education requirements for that specific certification or license.

Additional training requests should be submitted to the Superintendent. It is the employee's responsibility to request additional training that he/she feels will be beneficial in performing the assigned job tasks. At times, the immediate supervisor may also recommend or direct that a staff member attend specific training to improve their skills or comply with a Growth Plan.

In an effort to support compliance of fiscal policies and procedures, the business office shall conduct annual training for campus and department administrative and support staff, as appropriate. The Director of Curriculum shall be responsible for developing the training calendar. Critical training areas shall include, but not be limited to:

- **Activity Account Management**
- **Budget Development Process**
- **Cash Management**
- **State and Federal Grants Management**

State and Federal Grant Management (†)

The Department of Contracts, Grants and Financial Administration (CGFA) at the Texas Education Agency is responsible for overseeing all phase of federal and state contracts and grants awarded to TEA grantees, including independent school districts, or LEAs. The department houses the following divisions:

- Grants Administration Division
 - Provides centralized administration of all formula and discretionary state-appropriated funds and federal grant funds awarded to TEA.
- Federal Fiscal Compliance and Reporting Division
 - Oversees activities of federal grant programs to determine whether organizations are in compliance with fiscal requirements to ensure that grant recipients spend funds in the manner specified by the grant program.
- Federal Fiscal Monitoring Division
 - Monitors the expenditures of federal grant recipients to ensure federal funds are used for authorized purposes in compliance with federal statutes, regulations, and terms and conditions of the federal awards.

Compliance with all federal and state grant requirements is essential to ensure that all granted funds remain with the district. Failure to comply with grant requirements may result in denial of reimbursement requests and/or requests from the granting agency to return a portion or in some cases all grant funds. The Texas Education agency acts as the pass-thru entity for many of the United States Department of Education (USDE) federal grants.

[TEA Grant Opportunities](#) are posted on the TEA webpage to provide administrative guidance, timelines, due dates, program-specific guidelines, use of funds, and many more resources.

Federal Regulations for Federal Grant Awards

All federal grant funds are subject to the compliance with Administrative (EDGAR) and Programmatic (ESSA, IDEA, etc.) regulations for each federal grant award.

Title 34 of the Code of Federal Regulations (34 CFR), known as the [Education Department General Administrative Regulations \(EDGAR\)](#), pertains to TEA grants. For a complete description of the federal regulations that apply to federal education grant awards, visit [USDE's EDGAR website](#). Refer to the [EDGAR Materials and Resources](#) page of the TEA website for details on new federal regulations, including their effective/applicability date, purpose, a list of the OMB circulars they replace, and links to related TEA grantee guidance.

For state-administered federal grants, TEA shall notify the district on the Notice of Grant Award (NOGA) of the applicable administrative regulations.

When the district's local policies and/or procedures conflict with the federal regulations, the district shall comply with the more restrictive regulations in all aspects of federal and state grants management.

Overview of the Education Department General Administrative Regulations (EDGAR). The EDGAR, as amended on December 26, 2014, includes six (6) subparts and multiple appendices under 2 CFR Part 200 of EDGAR as noted below:

- Subpart A – Acronyms and Definitions
- Subpart B – General Provisions
- Subpart C – Pre-award Requirements
- Subpart D – Post-award Requirements
- Subpart E – Cost Principles
- Subpart F – Audit Requirements
- Appendices – I through XI

Generally, 2 CFR Part 200 applies to all programs under the Every Student Succeeds Act (ESSA) and may apply to other US Department of Education grants. **NOTE. The Title VII (Impact Aid) Program is specifically excluded from 2 CFR Part 200. [Reference: 34 Part 299.2]**

The EDGAR in its entirety can be accessed at: [Education Department General Administrative Regulations \(EDGAR\) and Other Applicable Grant Regulations](#).

Technical assistance and interim guidance can be accessed at: [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards | U.S. Department of Education](#). Interim guidance should be monitored to ensure that additional requirements or flexibilities issued via an OMB Memorandum, but not codified in the EDGAR are known and complied with.

To ensure consistency with the EDGAR, the district shall utilize the acronyms and definitions included in the EDGAR for general terms related to the management of federal grant funds. The [EDGAR Acronyms and Definitions](#) can be found in **CFR 200.0** through **200.1**, respectively.

Programmatic regulations for each of the district's federal grant awards are hyperlinked in the List of Grant Awards for easy access to the Fiscal Guidelines, Allowable Costs, and/or other programmatic regulations.

At the District level, managing State and Federal Grants shall be a collaborative process between the Finance (Accounting, Budgeting, Purchasing, Payroll, etc.), Human Resources and Grant Management Departments. Each respective department shall be responsible for their duties and responsibilities as they relate to the management of state and/or federal grants. The duties of each department are listed below in general terms. Additional, specific duties and responsibilities may be listed within an area of compliance within this Manual.

Finance Department

- Assisting the Grant Manager with budgeting grants funds. Preparing and posting the initial budget and all amendments to the general ledger.
- Assisting the Human Resources department with determining the payroll distribution code(s) for all grant-funded staff.
- Preparing all grant-related financial reports (monthly, quarterly and/or annual).
- Preparing all financial records for the annual financial audit and single audit, as appropriate.
- Ensuring compliance with the FASRG in coding all payroll and non-payroll expenditures.
- Adjusting the general ledger, as appropriate, after the Grant Manager's reconciliation of the time and effort reports, as appropriate if adjustments are necessary
- Managing the day-to-day cash needs for grant expenditures and drawing-down cash reimbursements, as appropriate

- Managing all purchasing in compliance with the grant periods and allowable cost principles
- Retaining all financial records for the required length of time (5 years) for audit purposes
- Managing all fixed assets and ensuring compliance with the inventory and disposition federal guidelines
- Developing and maintaining all salary schedules to ensure consistency between local and non-local pay rates (Includes base salaries, stipends and extra-duty rates of pay)

Human Resources Department

- Assisting the Grant Manager with the recruitment and hiring of all grant-funded staff
- Maintaining audit-ready HR employee files for financial audit or single audit purposes, as appropriate
- Retaining all personnel records for the required length of time (5 years) for audit purposes

Grant Management or Special Program Department

- Working cooperatively with the campus administrative staff to ensure that all grant activities are collaboratively planned and appropriate to each campus.
- Providing supporting documentation for budgeted grants funds. And, submitting all grant amendments to the finance department to facilitate budget amendments.
- Assisting the Finance department with determining the payroll distribution code(s) for all grant-funded staff.
- Preparing all grant-related programmatic (evaluation) reports (monthly, quarterly and/or annual).
- Receiving and monitoring the time and effort reports, as appropriate, and submitting adjustments, if any, to the finance department
- Monitoring the spending thresholds throughout the grant period to ensure that the grant activities are being conducted systematically throughout the grant period
- Reviewing and approving all purchasing and contractual commitments in compliance with the grant periods and allowable cost principles
- Retaining all grant records for the required length of time (7 years) for audit purposes
- Providing information to the Human Resources department regarding the number and type of grant-funded positions approved in the grant application by the granting authority
- Determining the position title, Role ID and other salary information for use in completing the grant application
- Ensuring that all grant-funded staff meet the Highly Qualified Staff federal guidelines, as appropriate (And, all state certification requirements)
- Ensuring that all grant-funded staff have a job description with the grant-related duties and funding. (And, that all grant-funded staff sign a job description on an annual basis)
- Preparing the Highly Qualified Staff Annual Report and conducting the required public notice or hearing, as appropriate

Payroll Department

- Maintaining audit-ready payroll employee files for financial audit or single audit purposes, as appropriate

- Assisting the Grant Manager with determining the position title, Role ID and other salary information for use in completing the grant application
- Retaining all payroll records for the required length of time (5 years) for audit purposes
- Assisting the Human Resources & Grants departments with determining the payroll distribution code(s) for all grant-funded staff.
- Receive and review Time and Effort documentation to compare to payroll distribution records.

All departments shall provide staff training for their respective staff and other staff, as appropriate, regarding the grant management duties and responsibilities for each staff member.

Part I – State Grants

State Programs – Allotments

The Texas Education Agency's State Funding Division is responsible for administering the [Foundation School Program](#) (FSP) and wealth equalization provisions of the Texas Education Code. In addition to the FSP Basic Allotment, the district receives state program allotments to meet the needs of specific student populations. The special program allotments shall be used to **supplement** (beyond the basic program) the academic needs of students enrolled in a special program.

State Program allotments are estimated and paid to school districts through a Summary of Finance template created by the Texas Education Agency. The actual state allotments are calculated as noted below in each respective section. A settle-up process occurs at the end of each fiscal year – funds owed to a district are paid by TEA and funds owed by a district are paid to TEA (or TEA reduces the following fiscal year funds by the amount owed to the state).

A percentage of each state allotment must be spent on “direct” expenditures for the given special program. The current percentages and program intent code (PIC) are noted below by program:

▪ Special Education	55%	PIC 23
▪ Career & Technical Education	55%	PIC 22
▪ State Compensatory Education (SCE)	55%	PIC 24-30 (except 25& 27)
▪ Bilingual/ESL Education	55%	PIC 25
▪ Dyslexia	100%	PIC 37
▪ Early Education Allotment	100%	PIC 36
▪ CCMR Outcomes Bonus	55%	PIC 38

Note. The district shall use PIC 30 – the Primary and Elementary campuses operate a Title I Schoolwide Program.

Budgeting Special Program Allotments

The per-pupil expenditures of federal, state and local funds, including actual personal expenditures and actual non-personnel expenditures must be in compliance with federal regulations [ESSA and 34 CFR]. As a best practice, the district shall ensure that the appropriate program intent code (PIC) and campus/department organization codes are used during the budget and expenditure processes. Expenditures coded to PIC 99 (undistributed) and Organization Code 999 will be distributed by TEA using a methodology that may include: student enrollment by campus, staff FTEs, square footage of buildings (for functions such as 34, 35, 51, etc.), or other methodology as may be determined by TEA.

During the budget process, the estimated state allotment shall be calculated by the Assistant Superintendent of Finance and Operations based on prior year special program enrollment and average daily attendance (ADA). The estimated state allotment by special program shall be provided to the Special Program Coordinator as noted below. The Special Programs Coordinator has global oversight of all state special programs. These special program administrators shall be responsible for the programmatic compliance in their respective program(s). Programmatic compliance shall include, but not limited to: program eligibility, program design, instructional delivery, entry/exit procedures, professional development, certification, and other requirements.

- | | |
|---|--|
| ▪ Special Education | Director of ACSEC/Assistant Superintendent of Finance |
| ▪ Career & Technical Education | CTE Director/Assistant Superintendent of Curriculum |
| ▪ CCMR Outcome Bonuses | CTE Director/Assistant Superintendent of Curriculum |
| ▪ *Gifted & Talented Education | Special Programs Coordinator |
| ▪ State Compensatory Education (SCE) | Asst Superintendent of Finance/Campus Principals |
| ▪ Bilingual/ESL Education | Special Programs Coordinator/ Assistant |
| ▪ Superintendent of Finance | |
| ▪ Dyslexia Allotment | Special Programs Coordinator/ Assistant |
| ▪ Superintendent of Finance | |
| ▪ **High School Allotment | Assistant Superintendent of Finance/High School |
| ▪ Principal | |

*PIC 21 is not a direct state-funded program as of HB 3 (2019) but should continue to be used to classify GT-related expenses.

**PIC 31 was discontinued with HB 3 (2019), but residual funds (if any) should continue to be coded to PIC 31 until 100% of the aggregate High School Allotment since its inception has been expensed.

The finance department, specifically the Assistant Superintendent of Finance and Operations, shall be responsible for the financial compliance in each of these special programs. Financial compliance shall include, but not limited to: budgeting development & monitoring, approval of expenditures, financial reporting to TEA, financial audit, and other requirements.

As part of the budget adoption process, the Assistant Superintendent of Finance and Operations shall verify that the proposed budget includes appropriations in each of the special programs of *no less* than the percentages stated above as required direct expenditures for each special program. [Note. If the District does not budget to compliance, it may not spend to compliance.]

Throughout the fiscal year and at the end of the fiscal year, the Assistant Superintendent of Finance and Operations, shall calculate the periodic and final spend percentages for each special program. The allocated expenditures by program intent code (PIC) shall be used to determine compliance. In the event that direct expenditures fall below the mandated percentages, the Assistant Superintendent of Finance and Operations shall ensure that the deficit amount is budgeted in the following fiscal year.

Program Intent Codes (PICs)-FASRG

The mandated program intent codes (as defined in the FASRG) are classified as Basic or Enhanced. The PICs in these classifications for regular and special program allotments are noted below:

Basic Services – PIC 1X

- PIC 11 Basic Educational Services

Enhanced Services – PIC 2X – 3X

- PIC 21 Gifted & Talented
- PIC 22 Career & Technical Education
- PIC 23 Special Education
- PIC 24 Accelerated Education (State Compensatory Education)
- PIC 25 Bilingual and ESL Education

- PIC 26 Non-Disciplinary Alternative Education Program
- PIC 28 Disciplinary Alternative Education Program – Basic
- PIC 29 Disciplinary Alternative Education Program – SCE Supplemental
- PIC 30 Title I, Part A Schoolwide Activities related to SCE (Campuses with 40% or more educationally disadvantaged students)
- PIC 31 High School Allotment (discontinued funding 2018-2019)
- PIC 32 Prekindergarten, Regular
- PIC 33 Prekindergarten, Special Education*
- PIC 34 Prekindergarten, State Compensatory**
- PIC 35 Prekindergarten, Bilingual/ESL***
- PIC 36 Early Education Allotment (New in 2019-2020)
- PIC 37 Dyslexia (New in 2019-2020)
- PIC 38 College, Career and Military Readiness (CCMR) – (New in 2019-2020)
- PIC 43 Dyslexia, Special Education (New in 2020-2021)*

*PIC codes used in Special Education mandated spending requirement

**PIC codes used in State Compensatory Education mandated spending requirement

***PIC codes used in Bilingual/ESL mandated spending requirement

If the “intent” of particular course or program is one of the Enhanced Services, the appropriate PIC shall be used for the expenditures even if an incidental student(s) benefit from the program. For example, the salary of a Bilingual Instructional Aide should be paid 100% from PIC 25, if the intent of his/her position is to support Bilingual students even though 1 or 2 non-Bilingual students also benefit from a small group instructional setting.

Student Special Program Enrollment Reporting (PEIMS)

The special program enrollment shall be reported to TEA through the PEIMS data submissions. Campus principals shall be responsible for developing procedures to identify the entry and exit of students into the state mandated special programs. The procedures shall comply with the Texas Education Code, Chapter 29 for each respective special program. The entry and withdrawal of students in special programs shall be in accordance with the district’s Attendance Accounting Procedures Handbook, TEA’s *Student Attendance Accounting Handbook (SAAH)* and the *Texas Student Data Standards (TSDS)*.

Upon enrollment and throughout the school year, the Student Information System (Skyward) shall be used to record student enrollment in each special program. The student enrollment record shall include the entry and exit date(s) for all special programs that generate state funding.

The PEIMS Annual Timelines shall be used to ensure that prior to the submission of the Fall, Summer and Extended Year PEIMS Student Data that all students are properly coded in their respective special programs. The Director of PEIMS shall review the appropriate TSDS reports prior to all PEIMS Submissions to ensure that the student special program enrollment is accurate and reasonable compared to the historical data. The reports listed on the table below include some, but not all, of the reports that each principal shall review and sign-off on before the submission of PEIMS data to TEA.

Submission	Report #	Report Name
Fall	PDM1-120-002	LEP/BL/ESL and Parental Denial Students
	PDM1-120-003	Student Program Roster
	PDM1-120-005	Student Data Review
	PDM1-120-009	Disaggregation of PEIMS Student Data
Summer	PDM3-120-004	Disaggregation of PEIMS Summer Attendance Data
	PDM3-120-013	Special Programs Attendance Data
	PDM3-120-015	Previous Year Average Daily Attendance Data
Extended Yr	PDM4-120-001	Extended School Year (ESY) Services Roster
	PDM4-120-004	Bilingual/ESL Summer School Roster

Staff Full-time Equivalent (FTEs) and Payroll Account Coding At the beginning of each school year, the salaries of all staff should be determined based on their position and assignment. Specifically, we need to know the following:

- What the employee will do? Determines the function code
- What is the FLSA status of employee? Determines the object code [Exempt staff – 6119 and Non-exempt staff – 6129]
- Where the employee will work? Determines the organization code (may be split)
- Who will benefit? Determines the population served or PIC (may be split)

Determining the correct payroll account distribution code(s) is critical to ensure that all payroll costs are expensed in the correct account code(s). This is extremely important for staff assigned on a partial or full time basis to support a special program. Only the payroll costs for services whose intent is to serve one or more special program may be charged to the special program PIC.

Best Practice to ensure accuracy of Staff FTEs by special program:

By 9/15, each school year, the Campus Principals shall prepare a Master Schedule that is sent to the PEIMS Director. The PEIMS Director prepares the Staff FTEs report that is based on the campus Master Schedule. The Master Schedule shall reflect the names of all staff, the position, and the assignment(s) by PIC code. For example, a teacher that teacher 4 special education classes and 4 career and technical education courses, should have .5 FTEs in PIC 23 and .5 FTEs in PIC 22. [Note. The master schedule shall reflect the teaching assignment for all teachers and every course section shall reflect the “intent”, or population served code. The population served codes ([PEIMS Population Served Code Table 030 in Exhibit Section](#)) and program intent codes are correlated below:

- Population Served Code 04 PIC 21 Gifted & Talented
- Population Served Code 05 PIC 22 Career & Technical Education
- Population Served Code 06 PIC 23 Special Education
- Population Served Code 03 PIC 24 Accelerated Education (State Compensatory Education)
- Population Served Code 02 PIC 25 Bilingual Education
- Population Served Code 07 PIC 25 ESL Education
- Population Served Code 03 PIC 26 Non-Disciplinary Alternative Education Program
- Population Served Code 03 PIC 28 Disciplinary Alternative Education Program – Basic
- Population Served Code 03 PIC 29 Disciplinary Alternative Education Program – SCE Supplemental
- Population Served Code 03 PIC 30 Title I, Part A Schoolwide Activities related to SCE (Campuses with 40% or more educationally disadvantaged students)

All staff assigned to support all students, not specifically served in a special program, shall be coded as basic population served (01) and the basic program intent code (11).

Department Directors shall work with the PEIMS Director to also submit a Staff FTE report for non-campus administrative staff at the beginning of each fiscal year. The PIC codes for the non-campus staff shall reflect what they do, where they are assigned to work, and the special program(s) that they support.

The Staff FTEs reports shall be submitted to the Finance Department at the beginning of each fiscal year. The Assistant Superintendent of Finance and Operations shall verify the Staff FTEs and ensure that funds are budgeted in the appropriate payroll account codes. Budget changes and/or amendments, if any, shall be prepared by Assistant Superintendent of Finance and Operations. [Note. The minimum spend percentages shall be verified again to ensure that the budgeted amount by PIC still meets or exceeds the minimum spend percentage by special program.]

After approval of the Staff FTEs reports, the Assistant Superintendent of Finance and Operations shall submit the Staff FTEs to the payroll department for the purpose of updating the payroll distribution record(s) of each district employee.

Campus Principals and Department Directors shall be responsible to ensure that any changes to staff assignments are submitted to the HR Specialist and the Assistant Superintendent of Finance and Operations within five (5) days of the assignment change. The prior process of verifying the FTEs/account codes, approval of the FTE report, and submission of the reports to the payroll department shall occur upon the receipt of assignment changes.

The staff FTEs by special program shall be reported to TEA through the PEIMS data submissions. Campus principals shall be responsible for developing procedures to ensure that all staff, especially instructional staff, has the correct populated served code in the campus master schedule. The procedures shall comply with the district's PEIMS Manual, TEA's *Student Attendance Accounting Handbook (SAAH)* and the *Texas Student Data Standards (TSDS)*.

The Student Information System (Skyward) shall be used to create the district/campus master schedule, instructor records, and course/section records. Specifically, every course record shall reflect the correct Service ID (as noted on TEDS Code Table C022 Service-ID); and, every section course record shall reflect the correct Population Served Code (as noted on TEDS Code Table C030 Population-Served-Code).

The PEIMS Annual Timelines shall be used to ensure that prior to the submission of the Fall and Summer PEIMS Staff Data that all staff are properly coded in their respective special programs. The campus principals shall review the appropriate TSDS reports prior to all PEIMS Submissions to ensure that the staff data by special program enrollment is accurate and reasonable compared to the historical data. The reports listed on the table below include some, but not all, of the reports that each principal shall review and sign-off on before the submission of PEIMS data to TEA.

Submission	Report #	Report Name
Fall	PDM1-110-004	Staff FTE Summary
	PDM1-110-005	Student and Staff Counts by Service ID
	PDM1-110-006	Staff FTE by ROLE ID
	PDM1-110-007	Payroll Information by Program Intent Code 21 thru 25

PDM1-111-001	Individual Staff Profiles (PIC Code and Pop Served should match)
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State Allotment Program Expenditures Compliance

Throughout the fiscal year and at the end of the fiscal year, the Assistant Superintendent of Finance and Operations, shall calculate the periodic and final spend percentages for each special program. The allocated expenditures by program intent code (PIC) shall be used to determine compliance. In the event that direct expenditures fall below the mandated percentages, the Special Programs Coordinator and Assistant Superintendent of Finance and Operations shall ensure that the deficit amount is budgeted in the following fiscal year. The deficit amounts, if any, shall be provided by the Assistant Superintendent of Finance and Operations to the Special Program Administrators no later than October 1st for planning and budgeting purposes. The Special Program Administrators shall submit the proposed budget to the Assistant Superintendent of Finance and Operations no later than November 1st of the following fiscal year.

The TEA Special Allotments Monitoring Program (SAMP) methodology and expenditure rate calculation worksheet shall be used by the finance department, specifically the Assistant Superintendent of Finance and Operations, to ensure compliance with required spend percentages. The SAMP shall include the supplemental state allotment programs: 1.) Special Education, 2.) Compensatory Education, 3.) Bilingual Education, 4.) Career and Technology Education, 5) Dyslexia, 6) Early Education, and 7) CCMR. The Gifted and Talented expenditures (PIC 21) will also be monitored by the TEA.

Upon receipt of a TEA Preliminary SAMP report, the Assistant Superintendent of Finance and Operations shall review the report and submit any additional information to TEA within 10 days of the report. If the results of a TEA Special Allotments Monitoring Program report indicate that the district did not over a period of three (3) fiscal years, utilize the state allotment program funds in accordance with TEC, TAC or TEA guidelines, the Assistant Superintendent of Finance and Operations shall develop a Corrective Action Plan. If the Corrective Action Plan indicates that the district must return state allotment program funds to TEA, the funds shall be submitted to TEA within the allotted time period. If the Corrective Action Plan indicates that the district shall correct operational procedures related to the budgeting and expensing of state allotment program funds, the Assistant Superintendent of Finance and Operations shall draft and implement the operational procedures.

State Allotment Program Legal Requirements (TEC excerpts)

State laws, specifically Chapter 29 and Chapter 48 include requirements related to program eligibility and allowable funds. Excerpts from each state allotment program fund requirements are noted in the following sections.

Gifted and Talented

The Gifted and Talented program must adhere to state law, Texas Education Code (TEC) 29.121 and TEC 42.156. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, and program services. Chapter 42 addresses the funding weight(s) and allowable costs.

Specifically, each school district shall identify students eligible for the GT program and serve the students in an appropriate manner to obtain state funds. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The

attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

While there is no direct GT allotment on the Summary of Finances, there still exists the statutory requirement to offer a GT program. Districts should continue to report expenditures to the GT PIC code (21) through PEIMS reporting.

Each school district must annually certify to the commissioner that the district has established a program for gifted and talented students as required by Chapter 29 and that the program is consistent with the state plan developed under Section 29.123

The Special Program Administrator with oversight responsibility to certify the Gifted & Talented special program data prior to submission to TEA shall be the Special Programs Coordinator.

Career and Technical Education (CTE)

The Career and Technical Education program must adhere to state law, Texas Education Code (TEC) 29.181 and TEC 48.106. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, and program services. Chapter 48 addresses the funding weight(s) and allowable costs.

Specifically, each school district shall identify students eligible for the CTE program and serve the students in an appropriate manner to obtain state funds. The Master Schedule shall serve as the official document to support that each student was enrolled in a CTE course. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

The Special Program Administrator with oversight responsibility to certify the CTE special program data prior to submission to TEA shall be the CTE Director.

Special Education

The Special Education program must adhere to state law, Texas Education Code (TEC) 29.003 and TEC 48.102. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, and program services. Chapter 48 addresses the funding weight(s) and allowable costs.

Specifically, each school district shall identify students eligible for the Special Education program and serve the students in an appropriate manner to obtain state funds. The student's Individualized Education Plan (IEP) shall serve as the official document to support that each student is eligible for special education, the type of instructional arrangement, and the number of contact hours to be served in a special education setting. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

The Administrator with oversight responsibility to certify the Special Education program data prior to submission to TEA shall be the Director of Anderson County Special Ed SSA.

Compensatory Education (SCE)

The Compensatory Education program must adhere to state law, Texas Education Code (TEC) 29.081 and TEC 48.104. Chapter 29 addresses the programmatic guidelines related to eligibility, “at risk” identification, and program services. Chapter 48 addresses the funding formula and allowable costs. The SCE program is funded based on fall PEIMS snapshot count of enrolled students who are reported as economically disadvantaged and the census-based weight associated each identified student’s home address. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The campus administrator (Principal) and the Child Nutrition Administrator shall be responsible for the collection, maintenance and verification of student home address and free/reduced lunch eligibility respectively.

Specifically, each school district shall identify students eligible for the Compensatory Education program and serve the students in an appropriate manner to obtain state funds. There are thirteen (14) at risk indicators in state law. Districts may also use compensatory education funds to support students who are identified as economically disadvantaged, even if they are not identified as at risk. The Campus Principal at each campus shall be responsible for identification of all at risk students. The at-risk student enrollment shall be reported to TEA through the PEIMS Fall Submission.

The SCE program compliance is unlike the other special programs in that it requires specific documentation as outlined in the Financial Accounting System Resource Guide (FASRG) Module 9. The District Improvement Plan (DIP) and Campus Improvement Plans (CIP) are the primary source of documentation for the expenditure of SCE funds. According to TEA, annually within 150 days after the last day permissible to send data for the PEIMS data FINAL Midyear resubmission 2 (typically late July), the District shall electronically submit a PDF version of the DIP and at least two (2) CIPs through the TEAL system. The determination regarding which CIPs to submit to TEA shall be based on the TEA guidelines in the FASRG, Module 9.1.2 Summary of Filing Requirements. The District’s submission dates shall be as noted below to ensure compliance with this critical requirement.

- **Campus Principals shall submit their CIPs to the Special Programs Director in early June before they leave for the summer.**
- **The Special Programs Director shall update the DIP by June 30th**
- **The Special Programs Director shall submit the DIP and CIPs to the Assistant Superintendent of Finance and Operations for submission through TEAL by the required deadline.**

Financial guidelines related to supplement not supplant, targeted-assistance versus school-wide campus expenditures, staffing formulas, job descriptions, time and effort, student case counts, local identification criteria and allowable costs are described in Module 6 State Compensatory Education.

Bilingual and ESL

The Bilingual and ESL program must adhere to state law, Texas Education Code (TEC) 29.053 and TEC 48.105. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, and program services. Chapter 48 addresses the funding weight(s) and allowable costs.

Specifically, each school district shall identify students eligible for the Bilingual or ESL program and serve the students in an appropriate manner to obtain state funds. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH).

Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

The Special Program Administrator with oversight responsibility to certify the Bilingual and ESL special program data prior to submission to TEA shall be the Special Programs Coordinator.

New Allotments created by HB 3, 86th Legislative Session

House Bill 3 created three new allotments that will require financial reporting: the dyslexia allotment, the college, career and military readiness (CCMR) outcomes bonus, and the early education allotment. The FASRG has been updated in April 2021 with final rules related to the use of these allotments, but the allotments and statutory language around their use are described below.

The use of the dyslexia allotment must be in accordance with TEC 48.103 and can be used only for a student who is receiving services in accordance with an IEP under Section 29.005 or a plan developed under Section 504, is receiving instruction that meets dyslexia criteria established by the State Board of Education and is provided by a person with specific training in providing that instruction, or that is permitted to use modifications in the classroom or accommodations in the administration of assessment instruments on the basis of having dyslexia or a related disorder. School districts are prohibited from using more than 20 percent of the dyslexia allotment to contract with a private provider to provide supplemental academic services recommended in the student's IEP or 504 plan. Students may not be excused from school to receive these supplemental services. At least 100 percent of the dyslexia allotment must be used in accordance with TEC 48.103.

The use of the early education allotment must be in accordance with TEC 48.108 and can only to fund programs and services designed to improve student performance in reading and math in grades prekindergarten through three, including programs and services designed to assist the district in achieving the goals from the district's early childhood literacy and mathematics proficiency plans adopted under TEC 11.185. At least 100 percent of the early education allotment must be used in accordance with TEC 48.108.

At least 55 percent of the college, career and military readiness outcomes bonus must be used in accordance with TEC 48.110 in grades 8 through 12 to improve college, career and military readiness outcomes.

Part II - Federal Grants

Acronyms and definitions related to federal grant management are listed in the EDGAR, Subpart A, 200.0 through 200.1, respectively, and may be accessed at: [Education Department General Administrative Regulations \(EDGAR\) and Other Applicable Grant Regulations](#).

These acronyms and definitions are used throughout this manual. One of the most critical definitions is that of a “non-federal entity”. When this definition is used it refers to the “school district”, as a recipient of a federal grant award.

General Provisions:

The District shall comply with all General Provisions of EDGAR (Subpart B). Specific areas of compliance are noted below:

Federal Regulations (EDGAR)

1. The district shall execute an organizational conflict of interest disclosure (signed by the Superintendent) only if the district enters into a relationship with an outside entity as described in the EDGAR organizational conflict regulations. **[2 CFR 200.318(c)(2)] At this time, the district has no such relationships** [Note. EDGAR requires that if a non-Federal entity has a parent, affiliate, or subsidiary organization (that is not a state, local government, or Indian tribe), the non-Federal entity must also maintain written standards of conduct covering organizational conflicts of interest.]
2. The district uses the [Standard CIQ form](#) from the Texas Commission of Ethics to be used to disclose employee conflicts related to purchasing, contract management or other expenditure of federal grant funds. [EDGAR requires that **employees engaged in the selection, award and administration of contracts disclose conflicts to the district.**] **2 CFR 200.318(c)(1)**

State Regulations (State Law)

The District has established conflict of interest policies [School Board Policy BBFA, CAA, CB, CBB and DBD).

1. School Board Policy DBD Legal states: A local government officer (defined as the School Board and Superintendent) shall file a conflicts disclosure statement with respect to a vendor if the vendor enters into a contract with the district or the district is considering entering into a contract with the vendor and the officer has a conflict of interest or has accepted gifts in excess of \$100 in the aggregate in a 12-month period.
2. School Board Policy DBD Legal states: The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Local Regulations (Local Board Policy and/or Procedures)

1. School Board Policy CB Local states: Each employee, board member or agent of the district who is engaged in the selection, award or administration of a contract supported by a federal grant or

award and who has a potential conflict of interest as defined at Code of Federal Regulations, Title 2, section 200.318, shall disclose to the district, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. In addition, each employee, board member or agent of the district shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

2. School Board Policy DBD Local states: Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest, as defined by Local Government Code 171.002, shall file an affidavit with the Superintendent; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.

Other Conflict of Interest Requirements

1. The district shall comply with all additional conflict of interest requirements required by the federal granting agency and/or the pass-through entity (TEA).
 - a. The District shall disclose in writing to the granting agency and/or pass-through entities any potential conflict of interest concerning the expenditure of federal or state grant funds. The TEA Division of Grants Administration Conflict of Interest Disclosure Form shall be used to disclose the potential conflict.
 - b. The District shall disclose in writing to the granting agency and/or pass-through entities any violations of federal criminal law including fraud, bribery, or gratuity violations affecting a federal grant award. Upon detection of any fraud, abuse or waste with federal grant funds, the District shall promptly notify the proper legal authorities and pursue appropriate criminal and/or civil actions. The TEA Division of Grants Administration Conflict of Interest Disclosure Form shall be used to disclose the violation(s).
 - c. The Superintendent shall be responsible for overseeing, reporting, and documenting any fraud, abuse, or waste of federal grant funds.
 - d. The Superintendent shall be responsible for completing the Certification Statement on the TEA Division of Grants Administration Conflict of Interest Forms.
 - e. The District shall reclassify fraudulent expenditures made with federal grant awards to local district funds, i.e. the General Fund on a temporary basis and shall seek to recover the funds for fraudulent expenditures from the individual(s) perpetrating the fraud.

Conflict of Interest Forms:

- Standard CIQ Form from the Texas Ethics Commission
- [Conflict of Interest Disclosure \(CIS\)](#) – Texas Ethics Commission
- [Conflict of Interest Disclosure Form](#) - TEA Division of Grants Administration
- [Mandatory Disclosure Form](#) - TEA Division of Grants Administration

All district employees are prohibited from soliciting gifts or tokens from vendors or other parties who are affected by (or have an interest in) a federal grant award.

In addition, all district employees are prohibited from accepting *unsolicited* gifts or tokens from vendors or other parties who are affected by (or have an interest in) a federal grant award that exceed an nominal (individual) value of \$25 [IRS business gift limit] and an aggregate value of \$100 [or current Conflict of Interest limit, whichever is less] in a fiscal year. The unsolicited gifts or tokens may be a

nominal meal, vendor exhibit promotional items, calendars, or other nominal value items not specifically excluded below:

- Items prohibited at a public elementary and secondary schools such as drugs, tobacco or alcohol products

District employees who violate this administrative directive shall be subject to disciplinary action, up to and including termination of employment with the district. Violations that exceed the federal Conflict of Interest thresholds shall be reported to the federal granting agency and/or pass-through entity by the Superintendent.

Pre-Federal Award Requirements:

The federal awarding agency and pass-through entities, in accordance with **2 CFR 200.332**, are required to evaluate the risk of the District in respect to financial stability, quality of management system, history of performance (grants), audit reports and ability to effectively implement the grant program.

To comply with this requirement, the Federal Fiscal Monitoring Division at TEA conducts an annual risk assessment of all subrecipients, including local educational agencies, to determine their potential risk of noncompliance. Based upon the outcome of the risk assessment, subrecipients are assigned a risk level of low, medium, or high.

The division updates the risk assessment model annually to ensure that risk indicators and weights reflect current risks, such as economic conditions; political conditions; regulatory changes; unreliable information; financial problems that could lead to diversion of grant funds; loss of essential personnel; loss of accreditation; rapid growth; new activities, products, or services; and organizational restructuring.

The risk assessment criteria include indicators and weights derived from multiple sources. Each subrecipient is allotted points based upon these criteria, and assigned a risk level of high, medium, or low based on the total number of points allotted.

The current TEA criteria to determine the risk level is available on the TEA website at: [Annual Federal Fiscal Risk Assessment | Texas Education Agency](#).

The effects of the district's risk level determined by TEA may impact the districts in the following ways:

- *Differentiated Grant Negotiation.* TEA uses a differentiated grant negotiation process for federal grant applications. Organizations with a medium or high-risk level are subject to a more stringent grant negotiation review than those with a low risk level.
- *Subrecipient Monitoring.* Each year, TEA selects subrecipients for fiscal monitoring, according to their risk levels. The higher your organization's risk level, the more likely you are to be selected for monitoring.

The Assistant Superintendent of Finance and Operations shall obtain the district's risk assessment level by accessing the GFFC Reports and Data Collections secure application on an annual basis.

The District shall implement strategies as noted below to ensure that its risk level for federal grants management is determined to be "low":

1. Timely submission of all required programmatic and financial reports
2. Timely and consistent submission of reimbursement requests as an indication that the district is regularly spending the federal grant funds to conduct approved grant activities
3. Complying with the federal grant award fiscal guidelines and allowable cost principles
4. Ensuring that all grant-related staff are properly trained in their respective grants management role on at least an annual basis.
5. Developing and implementing district policies and procedures for all critical business functions
6. Developing and implementing grant management procedures and internal controls

If the District is determined to be a “high risk” district, it shall comply with all of the additional requirements as imposed by the federal granting agency and/or pass-through entity. In addition, the District shall develop and implement strategies to correct the identified deficiencies in an effort to move to a “low risk” entity status.

No pre-award expenses or obligations shall be made by the District prior to the approval of the federal granting agency or pass-through entity. [2 CFR 200.458] Non-authorized pre-award expenses, if any, shall be paid from local District funds, i.e. the General Fund.

Grant Application Process

The district may be eligible to apply for “entitlement” or “competitive” federal grant funds.

Federal entitlement grant funds include, but are not limited to, Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), and Carl D. Perkins. The “maximum” and/or “final” entitlement awards for the district are posted on the TEA Grants Management webpage at: [Administering a Grant | Texas Education Agency](#). The Grant Manager shall obtain the annual entitlement amounts and begin the grant development process with the appropriate stakeholders.

A list of competitive grants administered by the TEA are also posted on the TEA Grants Management webpage at: [ProgramSearch \(state.tx.us\)](#). The Grant Manager shall obtain the competitive grant information to determine whether the grant(s) is appropriate for the district. Some competitive grants may have matching-funds and/or in-kind payment requirements which may place a burden on the district’s available financial resources.

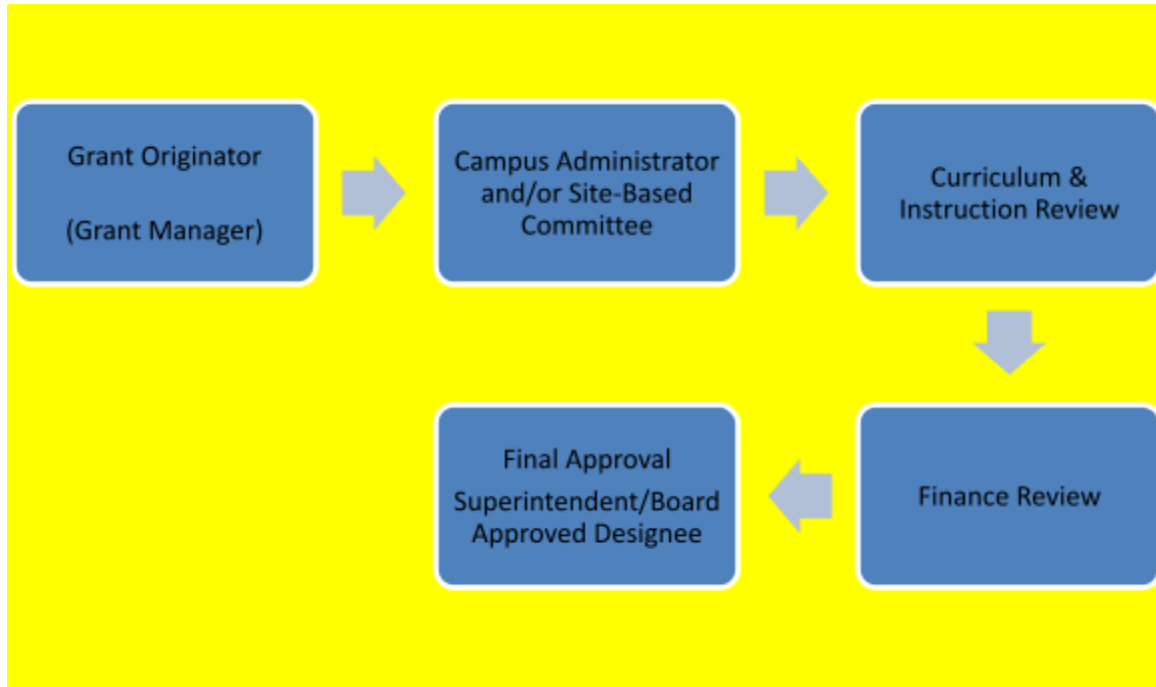
TEA’s Grant Opportunities webpage provides a wealth of information related to available grants such as:

- **General and Fiscal Guidelines**
- **Program Guidelines**
- **Program-Specific Provisions and Assurances**
- **General Provisions and Assurances**
- **Debarment and Suspension Certification**
- **Lobbying Certification**
- **Sample Application**
- **Deadlines and Due Dates for: grant application, amendments and grant reporting.**

All district staff involved in the management of federal grant awards shall be aware of these resources.

The school district’s grant application process for federal grants is illustrated below on a flowchart. As noted on the flowchart, all grant applications must be reviewed by the finance department, curriculum

department and grants management department. In addition, all grant applications that will support student instruction at one or more campuses, must be developed in collaboration with the respective campus principal(s). Specific grant activities to support the academic program at a campus should be reflected in the Campus Improvement Plan.



The final approval of a grant application shall be the Superintendent/Board approved designee.

The Grants Manager shall work collaboratively with the finance department to ensure that all grant budget schedules are completed using the correct account code structure (as appropriate); the district's purchasing, travel, and other procedures; and are adequately documented if prior approval is required by the granting agency or pass-through entity (TEA).

The Grants Manager shall obtain pre-approval for the following activities which have been identified by the granting agency or pass-through entity (TEA);

- [Student educational field trips](#) – TEA Division of Grants Administration form
- [Hosting or sponsoring conferences](#) - TEA Division of Grants Administration form
- [Out-of-state travel](#) - TEA Division of Grants Administration form
- [Request for Approval of Special or Unusual Costs](#) – TEA Division of Grants Administration form
- [Request for Approval of Participant Support Costs](#) – TEA Division of Grants Administration form

An approved copy of a pre-approval form, if required, shall be attached to the purchase order for audit purposes.

Grants that require matching or in-kind district contributions shall be evaluated for overall impact on the district's current and future local funds.

No federal grant funds shall be budgeted, encumbered, or spent until either of the following has occurred:

- grant has been approved by the granting agency and a Notice of Grant Award (NOGA) has been issued to the district; or
- the entitlement grant has been received by the district and the grant application has been submitted to TEA

[NOTE: TEA allows federal grant expenditures from the grant application “stamp-in date”; however, expenditures that require TEA’s specific approval are not approved until the NOGA is issued.]

The grant application shall be the source document to create the original budget. The Assistant Superintendent of Finance and Operations shall review the grant application, especially the Budget Schedules, and only budget allowable expenditures and object categories. Reserved funds, if any, shall be included in the original budget.

The finance department shall notify the grants management department when the funds have been budgeted and are ready for expenditure by the appropriate campus or department.

General Provisions and Assurances

General Provisions and Assurances apply to all grants administered by TEA. Additional provisions and assurances may apply to specific grants. The Grants Manager shall inform all staff involved in the expenditure of grant funds of the provisions and assurances for each grant program, as appropriate.

Numerous resources are available on TEA’s Provisions and Assurances webpage at:

http://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/Provisions_and_Assurances/

- [General Provisions and Assurances \(The New EDGAR\)](#)
- [Debarment and Suspension \(The New EDGAR\)](#)
- [Lobbying Certification \(The New EDGAR\)](#)

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion

The district must not award a contract [required for all federal grants, regardless of dollar amount] to a vendor which is debarred or suspended or is otherwise excluded from or ineligible for participation in federal grant award programs. [2 CFR 200.213]

The finance department [purchasing] shall verify the eligibility of each vendor with this certification requirement by requesting that the vendor execute a Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion for Covered Contracts and Grants Form before awarding a contract and/or issuing a purchase order. A copy of the Certification Form shall be maintained with the contract and/or purchase order for audit purposes.

The finance department [purchasing] shall monitor ongoing contracts to verify the contractor’s compliance with the debarment, suspension, ineligibility and voluntary exclusion provisions. In the event that a vendor is suspended or debarred during a contract, the district shall continue the contract in force until the contract lapses. The contract term shall not include any extensions to the original term of the contract.

Lobbying Certification

For all federal grants in excess of \$100,000, the district shall certify on the grant application that no federal grant funds are expended for the purpose of lobbying. [Appendix II – H1] The grants

management and finance departments shall jointly execute a [Lobbying Certification Form](#) [Standard Form – LLL: Disclosure of Lobbying Activities], as applicable, if the district used funds other than federal grant funds for lobbying activities.

The Grants Manager shall ensure that all contract award documents with federal grant funds contain the appropriate lobbying certification language.

Budgeting Grant Funds

The finance department shall budget grant funds in the appropriate fund code as authorized by [Financial Accountability System Resource Guide](#), or the granting agency, as appropriate. In addition, the object expenditure codes noted on the grant application shall be consistent with the budgeted account codes.

Federal grant funds shall be budgeted and available for use no later than 30 days after receipt of the NOGA or from the stamp-in date.

For example, if the grant application included \$2,000 for “6219 Professional Services”, the budget shall include an appropriation for Professional Services in object code 6219. However, if the intent was to expend funds to pay a Math Consultant, the grant application may need to be amended to move the “6219 Professional Services” funds to the correct object code “6299 Other Professional Services”. All expenditures shall be made from the correct FASRG object code.

Budget amendments, if any, shall be approved by the grants management department to ensure that the reclassification of funds is allowable under the grant management guidelines related to budget amendments. Some grants allow a transfer of funds, up to 25% of the grant award, but only within the same object class and if the new object code does not require specific approval from the granting agency.

The TEA Grants Division has developed guidance related to “[When to Amend](#)” grants administered by the TEA. The guidance document is posted on the TEA website at: http://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx.

The guidance document contains the following guidance:

1. Use Table 1 for federally funded grants and for grants funded from both federal and state sources.
2. Use Table 2 for state-funded grants. Refer to the “Select Grantees” column if the NOGA is for over \$1 million.

In addition to TEA’s guidelines, federal regulations require that the district amend the grant application when we deviate from the original scope or grant objectives. Other amendments may be necessary when the district changes the designated Grant Manager, disengages from grant activities for more than three (3) months, or a 25% reduction in the time devoted by a grant manager.

The Grant Manager shall monitor the need for amendments at least quarterly throughout the grant period and at least one (1) month prior to the grant amendment deadline, if applicable. If an amendment is necessary for any of the reasons specified by the pass-through entity (TEA) or in federal regulations, the Grant Manager shall initiate the amendment process and collaborate with the finance

department prior to submission of the grant amendment. The approval process of a grant amendment shall be the same as the grant application process.

The finance department shall be responsible for ensuring that the finance system budget corresponds to the most recent grant NOGA.

Standards for Financial and Program Management

The District must comply with all requirements of federal grant awards including the provisions of the Federal Funding Accountability and Transparency Act (FFATA) and the Financial Assistance Use of Universal Identifier and Central Contractor Registration (CCR). **[2 CFR 200.211]**

FFATA Reporting

The district shall report the following for all federal grant awards, as appropriate. The Grants Manager shall be responsible for collecting and reporting the information.

1. The following data about sub-awards greater than \$25,000
 - a. Name of entity receiving award [entity = district]
 - b. Amount of award
 - c. Funding agency
 - d. NAICS code for contracts / CFDA program number for grants
 - e. Program source
 - f. Award title descriptive of the purpose of the funding action
 - g. Location of the entity (including congressional district)
 - h. Place of performance (including congressional district)
 - i. Unique identifier of the entity and its parent; and
 - j. Total compensation and names of top five executives (same thresholds as for primes)
2. The Total Compensation and Names of the top five executives if:
 - a. More than 80% of annual gross revenues from the federal government, and those revenues are greater than \$25M annually and
 - b. Compensation information is not already available through reporting to the SEC.

Financial Management

The District's financial management system, Skyward Finance System, shall be utilized to record, expend and track all federal grant revenues and expenditures. The financial management system shall be maintained in a manner that provides adequate internal controls over the data integrity, security and accuracy of the financial data. **[2 CFR 200.302(a)]**

The financial management system must contain information pertaining to all federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation. All expenditures of federal grant funds shall be in accordance with the district's written procedures such as cash management, accounts payable, purchasing, travel, allowable costs, capital asset tracking, contract management, and other procedures, as appropriate. In addition, the district shall include written procedures to implement the requirements of 2 CFR 200.305 Payments. **[2 CFR 200.302(b)(6)]**

Records Retention

The financial management system shall be utilized to store, maintain, and report all required federal grant information. **[2 CFR 200.334]** Consequently, the district shall ensure that access to the data is restricted to authorized individuals in accordance with the district's Data Security and Access policies. In addition, the district shall retain all federal grant records for a period of seven (7) years in accordance with the district's Local Records Retention Plan (GR and SD). [Note: The district's retention period exceeds the three (3) year retention period required in the EDGAR.] The district's Record Management Officer (RMO) shall be responsible to ensure that all records are retained, stored and accessible, as appropriate.

List of Federal Grant Awards

A list of all federal grant awards shall be maintained to include all EDGAR required data (denoted with an *) and district-required information listed below: [List of all federal grant awards with the required identification information is included in the Exhibit Section] **[2 CFR 200.302(b)(1)]**

- The CFDA title and number*,
- Federal award identification number and year*,
- Name of the Federal agency*, and
- Name of the pass-through entity*, if any.
- Grant period (start and end of the grant award)
- Grant award (dollar amount of award)
- Grant manager for each grant (Generally, the Asst. Superintendent for C&I shall serve as the Grant Manager, unless otherwise noted)
- Applicable federal regulations (OMB A-87 or EDGAR, based on the date of grant award)

On at least a monthly basis, the Special Programs Coordinator, shall review the status of each federal grant fund. The review shall include a comparison of budget to expenditures. **[2 CFR 200.302(b)(5)]**

Internal Controls

Internal controls, defined in **2 CFR 200.1**, is a process, implemented by the district, designed to provide reasonable assurance regarding the achievement of objectives in the following categories.

- Effectiveness and efficiency of operations
- Reliability of reporting for internal and external use; and
- Compliance with applicable laws and regulations.

The district's [Internal Control Procedures](#) over financial management, developed in accordance with the Internal Control Integrated Framework (COSO) and [TEA's Internal Controls Guidance Handbook](#), shall be made available to all staff involved in the management of federal grant funds. **[2 CFR 200.303]** TEA's Internal Controls Guidance Handbook provides a general overview of internal controls as they relate to the federal grants TEA awards. According to the Handbook, the district must have an effective system of internal controls in place to prevent, detect and reduce the risks of fraud, waste and abuse of federal grant awards.

The internal control procedures shall be reviewed on at least an annual basis and updated as appropriate. If any weakness in an internal control is detected, the internal control procedures shall be

revised to incorporate the weakness(es) at either the annual review or as the need arises dependent upon the severity (materiality) of the weakness.

The Assistant Superintendent of Finance and Operations shall be responsible for the annual review and update of the Internal Control Procedures.

Bonds

If the granting agency requires that the district obtain bonding and/or insurance for a specific project, the district shall ensure that the bonds are obtained from a company that holds a certificate of authority as specific in 31 CFR Part 223, Surety Companies Doing Business with the United States. The Superintendent shall be responsible for obtaining insurance and/or bonding, as appropriate.

Payment from the Granting Agency and to Vendors

Payments to vendors shall be made promptly in accordance with federal regulations and state law. Specifically, in accordance with the Texas Prompt Payment Act, the district shall pay all invoices within 30 days of receipt of the goods/services and the invoice, whichever is later.

The district has determined that it will not accept advanced payments for federal grant funds. Acceptance of advanced payments require depositing of the funds in an interest-bearing bank account, tracking of interest earnings, and return of all investment earnings in excess of \$500 per year to the granting agency. **[2 CFR 200.305(9)]**

The district shall seek reimbursement for federal grant expenditures, rather than using an advanced payment method. Consequently, the district shall prepare and submit a “draw-down” of federal grant funds only after the payments have been made and distributed to the vendor via mail, e-payables or other delivery method. The draw-down of expended funds shall be net of all rebates, refunds, contract settlements, audit recoveries and interest earned, as appropriate. The Assistant Superintendent of Finance and Operations shall be responsible for preparing the draw-down of federal grant funds. All draw-downs shall be posted to the cash account upon receipt of the receivable.

The Assistant Superintendent of Finance and Operations shall reconcile the negative cash in each federal fund and reconcile this amount to the total amount expensed in that account for the reporting period prior to completing the on-line [or manual] draw-down procedure. To ensure that the district does not draw down any advanced funds, the draw down shall occur after the 10th of the following month to ensure that all payroll-related liabilities, such as federal taxes and Texas Teacher Retirement System deposits, have been disbursed from the districts bank accounts. The draw-down of payroll expenditures shall be net of all accrued wages (object code 2161) and payroll liabilities (object code 2211).

All expenditures must meet the Obligation Rules (Title 34, 76.707). Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in 2 CFR 200, Subpart E of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere.

The Assistant Superintendent of Finance and Operations shall strive to “draw-down” federal grant funds only a monthly, or at least quarterly basis. **TEA requests that LEAs make timely draw-downs to ensure that funds are being used and that grant activities are being met throughout the grant period.**

Cost sharing or matching funds

The Grant Manager over each federal grant award shall ensure that requirements for cost sharing and/or matching funds are approved through the grant approval process prior to the submission of the grant. At

a minimum, the Grant Manager and the Assistant Superintendent of Finance and Operations must approve the commitment of all cost sharing and matching grant funds.

If cost sharing or matching funds are required as part of a federal grant award, the required direct or in-kind expenditures should be recorded and tracked on the general ledger. If matching grant funds are required in the General Fund (Fund 199), the district shall utilize a sub-object to separately track the expenditures for reporting and compliance purposes.

All staff paid with cost sharing and matching funds, shall be subject to the Time and Effort Documentation requirements.

Cost sharing and matching funds that are as a result of donated services or supplies, shall be recorded and tracked in accordance with the federal regulations (CFR 200.306).

Program Income

The district will not generate any program income as part of a federal grant award.

Period of performance (Obligations)

All allowable grant expenditures shall be incurred during the grant period, i.e. begin date and end date of the federal grant award as designated on the Notice of Grant Award (NOGA). The Grant Manager shall notify the appropriate departments, such as Purchasing, Human Resources, Finance, Payroll, etc. of the grant periods for each federal grant award to ensure compliance as noted below:

- No employee shall be hired and paid from federal grant funds except during the federal grant period
- No purchase obligation shall be made from federal grant funds except during the federal grant period
- No payroll or non-payroll expenditures shall be made from federal grant funds except during the federal grant period.

The district's Purchasing Deadlines have been established to facilitate the purchase of all goods and service within the fiscal year and/or grant period. The purchasing deadline for non-federally funded purchases is mid-May of each fiscal year. The purchasing deadline for federally funded purchases will follow this same deadline, unless the deadline is adjusted to fall within the grant's period of performance. At a minimum, the purchasing deadlines for federally-funded purchases shall end approximately two (2) months prior to the end of the grant period to ensure **receipt** and **use** of the goods or services for the intended grant activities.

All obligations with federal grant funds must occur during the grant period. Obligations that occur before or after the grant period are not allowable costs. The obligations must be liquidated in accordance with the grant deadlines, especially as they relate to the final draw-down of federal grant funds. **[2 CFR 200.309]**

Guidance regarding the obligation of federal grants funds [Title 34 76.707] can be found in [TEA's General and Fiscal Guidelines. Excerpt from the guidelines is noted below:](#)

An obligation occurs depending upon the expenditure, as described in the following table.

If the Obligation Is For—	The Obligation Is Made—
Acquisition of real or personal property	On the date the grantee makes a binding written commitment to acquire the property
Personal services by an employee of the grantee	When the services are performed
Personal services by a contractor who is not an employee of the grantee	On the date on which the grantee makes a binding written commitment to obtain services
Performance of work other than personal services	On the date on which the grantee makes a binding written commitment to obtain the work
Public utility services	When the grantee receives the services
Travel	When travel is taken
Rental of real or personal property	When the grantee uses the property

The Grant Manager shall monitor the expenditures during the grant period to ensure that the funds are spent in a systematic and timely manner to accomplish the grant purpose and activities. The following timeline shall be used as a general guide for spending thresholds for a grant period of 15 months. The optimal spending thresholds noted below may be adjusted based on programmatic needs. For example, if the federal grant will be used for summer activities such as summer school, a larger percentage of the grant may need to be withheld for those specific activities.

- Within 3 months of the grant start date 25%
- Within 6 months of the grant start date 50%
- Within 9 months of the grant start date 75%
- Within 12 months of the grant start date 100%

Procurement Standards/Expenditure of Grant Funds

Procurement with and expenditure of grant funds shall be through the documented purchasing, finance or payroll department processes in place for non-grant funds and shall have additional requirements as noted below to ensure full compliance with federal regulations, specifically the Procurement Standards in **EDGAR 2 CFR Part 200.318-200.327**.

The district shall comply with the general procurement requirement of the EDGAR (2 CFR 200) **effective July 1, 2018 and amended in November 2020**. The district shall utilize a purchase order and encumbrance system to manage the expenditure of all federal grant funds unless other methods such as credit cards, petty cash, direct payments, etc. are authorized in the district's operating procedures. All purchases shall be in accordance with the district's School Board Policies (CH Legal and Local) and the district's [Purchasing Procedures](#). **The district purchasing procedures shall comply with all federal, state, and local procurement requirements. If a conflict arises between the federal, state and local requirements, the stricter requirement shall prevail.**

The district shall adhere to state law and federal guidelines related to competitive procurement of grant purchases. Specifically, the district shall comply with the Texas Education Code, Chapter 44 regarding the authorized competitive procurement options available to school districts. In addition, any competitive procurement requirements specific to a federal grant must also be adhered to for all grant purchases. For

example, a federal grant may require that all purchases and/or contracts that exceed \$100,000 be approved by the granting agency before approval of a purchase order or contract.

Additional compliance with federal guidelines may include specific approval for purchases from sole sources vendors, non-appropriate cancellation language in multi-year contracted purchases, vendor selection criteria, and other guidelines specific to a federal grant.

The district shall utilize the Financial Accountability System Resource Guide (FASRG) Account Code Structure to record all payroll and non-payroll expenditures. Additional guidance regarding the FASRG Account Code Structure is available on the TEA Website (www.tea.texas.gov) and the district's Chart of Accounts Reference Guide.

The Grant Manager for each federal grant shall be responsible for the programmatic and evaluation compliance and the Assistant Superintendent of Finance and Operations shall be responsible for the financial compliance. A **List of Grant Managers** by federal grant is included in the Exhibit section. The use of "Grant Manager" throughout this document shall refer to the specific Grant Manager by federal grant as listed on this document.

Federal Regulations - Education Department General Administrative Regulations (EDGAR)

The district shall adhere to the **Education Department General Administrative Regulations (EDGAR)** and any additional grant-specific cost principles. The 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards include numerous requirements of the grantee.

All refunds, rebates, discounts, or other credits to grant expenditures shall be posted to the finance general ledger as soon as the credit is known. [Note. It is essential to post all credits to the general ledger on a timely basis to ensure that the district does not draw-down grant expenditures in excess of actual expenditures net of all credits.]

Additional information related to the EDGAR is located at:
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

State-Administered Federal Grant Guidelines and Requirements

The district shall also adhere to General and Fiscal Guidelines established by the Texas Education Agency. The guidelines for grants awarded before and after December 26, 2014 are hyperlinked below:

- [General and Fiscal Guidelines \(through December 26, 2014\)](#)
- [General and Fiscal Guidelines: EDGAR \(after May 1, 2020\)](#)

The district shall also adhere to grant-specific cost requirements established by the Texas Education Agency. The grant-specific guidelines for current district grants are hyperlinked under the Grant Opportunities webpage at: [Guidelines, Provisions, and Assurances | Texas Education Agency](#)

- **2020-2021 ESSA Consolidated Federal Grant Program Guidelines**
 - ESEA Title I, Part A Improving Basic Programs
 - ESEA Title II, Part A Teacher/Principal Training

- o ESEA Title III, Part A English Language Acquisition
 - IDEA, Part B Formula and Preschool
 - Carl Perkins, Career and Technical Basic Grant

Local Guidelines Related to Unallowable Costs - Optional

The district has developed local guidelines related to unallowable costs with federal grant funds. The unallowable costs are noted below or in the Exhibit Section.

Unallowable Costs

- Snacks that do not meet the Smart Snack federal and/or state guidelines (Copy of USDA Smart Snack Standards included in the Exhibit Section).
- Commercial printing in color, unless it is deemed necessary to accomplish grant activities
- Meals (during a Working Lunch or Professional Development) that exceed \$20 per person [maximum amount per EDGAR, but the district could elect a lesser amount]
- Educational field trips to an amusement park for recreational purposes only
- Consultant fees in excess of \$2,500 per day [no maximum in EDGAR, but there may be a grant-specific maximum], unless an exception is authorized by the Superintendent

Procurement Tracking and Documentation

The Federal Programs Director in conjunction with the Assistant Superintendent of Finance and Operations shall be responsible for ensuring compliance with all federal, state and local procurement requirements and for ensuring that the district maintains an up-to-date procurement history to include, but not limited to, the information below for all federal-funded purchases (**2 CFR 200.318(i)**).

- *Rationale for the method of procurement
- *Selection of contract type
- *Contractor selection or rejection
- *Basis for the contract price
- List of all procurements by type
- Like-item category (commodity code)
- Advertisement date(s) of the procurement
- Release date of the procurement specifications
- Selection criteria for vendors
- Opening date of the procurement
- List of vendors submitting a proposal/bid
- Selection of Vendor
- Date of contract award
- Begin date of contract
- End date of contract
- Contract Amount

*EDGAR-specific provisions [2 CFR 200.318(i)].

The procurement history records and other procurement records shall be retained in accordance with the federal, state and/or local retention periods, whichever is greater. The procurement records shall be made available to the federal granting agency, pass-through entity (TEA), and auditors, as appropriate.

Purchasing Efficiency Strategies

All purchases shall be purchased from a variety of qualified vendors with the ability to perform successfully under the terms and conditions of a proposed procurement. The district shall strive to avoid acquisition of unnecessary or duplicative items **(2 CFR 200.318(d))**.

The district shall implement the following strategies to maximize federal grant funds:

- Consolidation of purchases to obtain volume pricing, as appropriate
- Evaluate the cost efficiencies of leases versus purchases of equipment
- Utilize cooperative purchasing agreements, as appropriate, to obtain volume pricing **(2 CFR 200.318(e))**
- Utilize federal or state excess/surplus property supplies or equipment in lieu of purchasing new supplies or equipment, as appropriate **(2 CFR 200.318(f))**
- Utilizing value-engineering in construction projects to seek cost reductions **(2 CFR 200.318(g))**
- Develop vendor selection criteria to select the best vendor **(2 CFR 200.318(h))**
- Develop a tracking system of all informal and formal procurements **(2 CFR 200.318(i))**
- Avoid “time and materials” contracts if other alternatives exist **(2 CFR 200.318(j)(1))**
- Monitor vendor performance to ensure that the vendor provides the services and/or goods, as appropriate **(2 CFR 200.318(k))**
- Ensure that all contract and vendor disputes are resolved in the most advantageous manner
- Minimize the risk of jurisdictional issues by ensuring that all contracts would be litigated in a court within the county, city and/or state, as appropriate

The district has determined that its procurement systems comply with the Procurement Standards or the district may complete a review of the procurement system to self-certify that the procurement system is efficient and effective **(2 CFR 200.325)**. The Federal Programs Director in conjunction with the Assistant Superintendent of Finance and Operations shall oversee the completion of the self-certification. The results of the certification shall be distributed to all grant management staff. If deficiencies are noted, the Assistant Superintendent of Finance and Operations shall develop a Corrective Action Plan to remedy the deficiencies, as appropriate.

Conflict of Interest

The Superintendent shall execute an Organizational Conflict of Interest document to disclose if any conflicts exist in the application, receipt of, or expenditure of federal grant funds.

The Grant Manager, Assistant Superintendent of Finance and Operations, and Department Directors/Coordinators shall each execute a Conflict of Interest Form to disclose a conflict of interest, as appropriate, related to the awarding of a contract or substantial expenditures with federal grant funds. Substantial expenditures shall be defined as a purchase in excess of \$25,000. **No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. In addition, no employee, officer or agent of the district may neither solicit nor accept gratuities, favors or anything of monetary value from contractors or parties to subcontractors. All employees shall comply with the Educators’ Code of**

Ethics. Violators of the Code of Ethics shall be subject to disciplinary action, including but not limited to, termination of employment with the district.

Vendor Competition

The finance/purchasing department shall be responsible for selecting and awarding contracts to vendors that are qualified to provide the goods and/or services to be purchased with federal grant funds. The vendor selection process shall ensure that the district does not restrict competition among qualified vendors **(2 CFR 200.319)**.

Vendor Selection Criteria

The district has selected vendor qualification criteria that includes, but is not limited to, the following:

- Past experience with the district
- Cost of goods and services, including future costs of maintenance
- Vendor's financial stability and position as it relates to the ability to provide the goods and/or services
- Small, minority, woman-owned, local, or labor surplus area firms

The district shall not restrict vendor competition by requiring any of the following as selection criteria: **[2CFR 200.319]**.

- Unreasonable requirements, such as excessive experience or bonding, brand name products or geographic preferences that would unduly restrict competition among qualified vendors
- Arbitrary restrictions that are not essential to the bid/proposal specifications

Vendor Management

A vendor database shall be maintained by the finance department in the Skyward finance system. The district's [Adding/Renewing Vendors Procedures](#) shall be adhered to for all purchases. Vendor selection shall include the following criteria:

- Has not been debarred or suspended from contracting under federal grants
- Is licensed or registered with the State of Texas to perform the contracted services, as appropriate
- Has obtained the minimum insurance limits and/or bonding established by the district, as appropriate
- Has disclosed any felony convictions and/or criminal history, as appropriate

All vendors shall complete the appropriate vendor forms as required by federal or state regulations and the district. The district requires that every vendor have the following documents on file:

- Vendor application file (new vendors)
- Form W-9
- Conflict of Interest Questionnaire
- Felony Conviction Notice
- Fingerprinting (If working directly with students)
- Criminal Background and Fingerprinting (if working directly or indirectly with students)

- Certificate of Insurance (with the District as additional insured) if services will be rendered on district property

Bid and Proposal Specifications

The district shall develop written bid/proposal specifications that are provided to every qualified vendor to ensure consistency in the procurement process. A vendor that is allowed to assist with the development of specifications shall be ineligible to submit a proposal for the specific procurement as this may provide a barrier to open, competition among the qualified vendors. **[2 CFR 200.319(b)]** The bid/proposal documents must include guidance to vendors regarding the following:

- Time, date and place of bid/proposal opening
- Anticipated award date, as applicable
- Written specifications and addendums, as appropriate
- List of all bid/proposal required documents such as CIQ, Felony Conviction Notice, etc.
- Bid/Proposal Sheet
- Bid/Proposal evaluation criteria, including the weights, as applicable

The district's specifications shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. **[2 CFR 200.319(b)(6)]**.

The Assistant Superintendent of Finance and Operations shall oversee all bid/proposal documents before release to the vendor to ensure the documents comply with the federal requirements.

Procurement Methods

The district shall use one of the procurement methods allowed by federal regulations to procure goods and services with federal grant funds. In addition, the district shall comply with state purchasing laws and local Board Policy, CH Legal and Local.

The procurement method shall be determined based on the type of goods or services to be purchased with federal grant funds. The Assistant Superintendent of Finance and Operations/Grant Manager shall be responsible for selecting the appropriate procurement method for each procurement.

The district shall adhere to the *most restrictive* federal regulations, state laws, local policies and/or procedures when the guidance documents are in conflict. [CFR 200.403(c)]

Procurement Levels and Requirements

The district has developed and implemented a Purchasing Levels and Requirements Chart for non-federal and federally-funded purchases. The chart includes the following data:

- Purchase Commitment Amount
- Support [Documentation] Required

- Additional Forms Required, if any
- RFP/RFQ Requirement
- Board Approval Requirement
- Advertising Requirement

Illustration #2 – Westwood ISD Purchasing Levels and Requirements

WESTWOOD I.S.D. PURCHASING LEVELS AND REQUIREMENTS					
Purchase Commitment Amount	Support Required	Additional Forms	RFP/RFQ	Board Approval	Advertising
For individual purchases Less than \$5,000.00	1 QUOTE	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
For individual purchases of \$5,000.01 to \$50,000.00 using a purchasing co-op.	2-3 QUOTES	ATTACH QUOTES	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
For purchases over \$50,000.00 when NOT using a purchasing co-op.	FORMAL BIDS (Education Code 44.031)	BID RESPONSE FORMS	REQUIRED	AGENDA ITEM REQUIRED	REQUIRED * two (2) consecutive weeks
PURCHASING COOPERATIVE > \$50,000	2-3 QUOTES	ATTACH QUOTES	NOT REQUIRED	AGENDA ITEM REQUIRED	NOT REQUIRED
For purchases over \$250,000.00	FORMAL BIDS (Education Code 44.031) (EDGAR)	BID RESPONSE FORMS	REQUIRED	AGENDA ITEM REQUIRED	REQUIRED * two (2) consecutive weeks
SINGLE ITEM SOLE SOURCE PURCHASE > \$50,000	1 QUOTE	SOLE SOURCE AFFIDAVIT	NOT REQUIRED	AGENDA ITEM REQUIRED	NOT REQUIRED

Note. The threshold shall be determined by expenditures for “like-items” in the aggregate over a fiscal year (September 1st through August 31st). The Assistant Superintendent of Finance and Operations shall review expenditures from all district funds (local, state and federal) by “like-item” on at least a quarterly basis to monitor that the district does not exceed any “like-item” categories. The district has elected to use a coding system for “like-items” that is similar to the State of Texas Procurement Commodity Codes, plus locally defined codes that may not exist on the Commodity Codes. A copy of the district’s [Like-Item \(Commodity Codes\)](#) Categories are in the Exhibit Section. In addition, vendors in the finance system shall be coded to a primary vendor category.

The ‘like-item’ categories shall be entered in the finance system, (such as Skyward Business System), as vendor categories and shall be indicated on every purchase order as illustrated below. The sample requisition indicates that the supplies for the playground equipment have been coded to Like-Item Category #11-80 – Playground Equipment and the vendor is a member of Region 7 Purchasing COOP.

Requisition Master Information

Requisition Master Information | Requisition Detail Lines/Accounting

Requisition Master Information


Requisition Setup Information

Requisition Number: **0000020950**
 Requisition Group: **(951) Maintenance PO Group**
 Fiscal Year: **2020 - 2021 September 1, 2020-August 31, 2021**
 Accounting: **Account allocation by total requisition amount.**

Requisition Information

* Batch Number: 19
 * Description: playground parts

* Vendor: CHILD'S PLAY INC. 10661 SHADY TRAIL DALLAS TX 75220
 * Ship To: WESTWOOD PRIMARY 1701 W POINT TAP RD PALESTINE TX 75803
 Attention: JOSHUA SHULTZ
 * Due Date: 05/19/2021 Wednesday
 Ship Date: 05/19/2021 Wednesday
 Ship Via:
 Contract: R7 REGION 7 PURCHASING COOP
 CommCode: 11-80 INSTRUCTIONAL-PLAYGROUND EQ



The Assistant Superintendent of Finance and Operations shall review annual expenditures from all district funds (local, state and federal) after the close of the fiscal year to determine if any additional “like-item” categories should be added for the following fiscal year. The budgeted funds by like-item categories may also be helpful in planning for large expenditures in a particular like-item category in a given fiscal year.

Micro-Purchase Procedures

Micro-purchases may be awarded without soliciting competitive price or rate quotations if the non-Federal entity considers the price to be reasonable based on research, experience, purchase history or other information and documents it files accordingly [2 CFR 200.320(a)(1)(ii)].

The school district is responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of risk, and its documented procurement procedures. The micro-purchase threshold used by the school district must be authorized or not prohibited under State or local laws or regulations. School districts may establish a threshold higher than the Federal threshold. [2 CFR 200.320(a)(1)(ii) and (iii)].

The Assistant Superintendent of Finance and Operations shall conduct an evaluation on an **annual basis** of the district’s internal controls, TEA-assigned risk level and documented procurement procedures to determine the appropriate micro-purchase threshold. The Self-Certification of Micro-Purchase Threshold form shall be submitted to the Superintendent at least 30 days prior to the start of each fiscal year for his/her review and consideration. The approved threshold shall be documented in the State and Federal Grants Manual to ensure that all stakeholders are aware of the approved micro-purchase threshold.

Micro-Purchase Procedures – Less than \$10,000

The Procurement by Micro-purchase may be the most frequently used method due to the frequent purchase of goods or services that are less than \$10,000 in the aggregate, as defined in **CFR 200.1** and

the granting agency. The district shall purchase goods and services under this method from among qualified vendors, but will not competitively procure the micro-purchases, unless in the aggregate in a 12-month period (fiscal year), the district exceeds federal or state law thresholds [**2 CFR 200.320 (a)**], or the district's threshold in Board Policy CH Legal or Local.

The finance/purchasing department shall distribute micro-purchases equitably among qualified vendors to the maximum extent possible and shall ensure that the price is reasonable.

Micro-Purchase Procedures – Up to \$49,999

As of November 12, 2020, **2 CFR 200.320(a)(1)(iv)** states that a *Non-Federal entity increase to the micro-purchase threshold up to \$50,000*. Non-Federal entities may establish a threshold higher than the micro-purchase threshold identified in the FAR in accordance with the requirements of this section. The non-Federal entity may self-certify a threshold up to \$50,000 on an annual basis and must maintain documentation to be made available to the Federal awarding agency and auditors in accordance with §200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following:

- (A) A qualification as a low-risk auditee, in accordance with the criteria in §200.520 for the most recent audit;
- (B) An annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or,
- (C) For public institutions, a higher threshold consistent with State law.

The district's Board Policy CH Local has a \$50,000 threshold for Board approval of purchases.

The district has not elected to self-certify a threshold up to \$49,999 in accordance with Texas law (TEC 44.031). The Superintendent shall complete the Self-Certification of Increased Micro-purchase threshold Form (**Rogers, Morris & Grover 2021**) on an annual basis at least 30 days prior to the start of each fiscal year. A copy of the form is included in the Exhibit Section.

Small Purchase Procedures - \$10,000 - \$249,999

Small Purchase Procedures

The **Procurement by Small Purchase Procedures** shall be used by the district when the purchase of goods or services do not exceed \$250,000, the Simplified Acquisition Threshold (**CFR 200.1**). The purchasing department shall require written, emailed, or faxed quotations from at least three (3) qualified vendors for all small purchases, i.e. purchases that do not exceed \$50,000 [the state law threshold which requires a competitive procurement]. Note. The quotes can be from three (3) separate vendors within a qualified purchasing cooperative or different purchasing cooperatives to meet both the EDGAR and state law requirements for competitive procurement.

The district shall use a Small Purchase Quotation Form to document the quotations from vendors. A copy of the Small Purchase Quotation Form shall be filed with the appropriate purchase order. The Small Purchase Quotations shall be tabulated by the Assistant Superintendent of Finance and Operations on a Quotes Tabulation Form.

The district shall strive to obtain small purchases from qualified vendors under a Cooperative Purchasing Program [**2 CFR 200.318 (e)**]. Even though these cooperative purchasing programs have competitively

procured the vendor contracts, the district shall compare the pricing among the vendors to select the best quality and price.

The Cooperative Purchasing programs shall provide an EDGAR compliance certification on an annual basis. If the Cooperative fails to provide the certification, the district shall not purchase goods or services through the Cooperative with federal grant funds. Reminder: District must still obtain at least 2 quotes from cooperatives to ensure compliance.

The district is currently participating in the following cooperative purchasing programs:

- **TASB Buy Board**
- **ESC 4 – OMNIA/TCPN**
- **ESC 6, EPIC Purchasing Co-Op**
- **ESC 7 Purchasing Co-Op**
- **ESC 2, Goodbuy Co-Op**
- **ESC 8 – Interlocal Purchasing System (TIPS)**
- **State of Texas Co-Op Purchasing Program (TxSmartBuy)**

Sealed Bid Procedures

The Procurement by Sealed Bids (formal advertising) method shall be used by the district when the purchase of goods or services exceed \$50,000 if the acquisition of the goods or services lends itself to a fixed price contract and the selection of the successful bidder can be made principally on the basis of price [**2 CFR 200.320 (b)(1)**]. The district shall comply with the sealed bid requirements, as defined by the EDGAR, as noted below:

- Bids must be solicited from an adequate number of bidders, but no less than two (2) bidders
- Bids must be publicly advertised and bidders shall be provided an adequate amount of time to prepare and submit their bid. Local criteria shall include:
 - The district shall publicly advertise all bids in accordance with state law, i.e. at least two (2) times in two separate weeks
 - The district shall provide no less than ten (10) days for bidders to prepare and submit their bids
- Bids must contain detailed specifications to ensure that bidders have a clear understanding of the goods or services that the district is seeking to purchase
- Bids must specify the time, date, and district location where bids will be opened publicly
- Bids must be awarded based on a fixed price contract to the lowest responsive and responsible bidder. The district shall consider discounts, transportation costs, and life cycle costs only if these factors were included in the bid specifications. The district will consider payment discounts because the district does routinely take advantage of payment discounts.
- Bids will be evaluated, ranked, and a recommendation for award made to the School Board at a regularly scheduled board meeting.
 - If no bidder is recommended, the district shall reject all bids and evaluate whether to modify the bid specifications to initiate a new bid process
- The district shall notify the successful bidder and process the contract documents and/or purchase orders, as appropriate
- The district shall notify all of the unsuccessful bidders to ensure that qualified bidders are encouraged to submit bids during future bid opportunities

***Note. The state regulations (TEC Chapter 44) related to competitive procurement shall be implemented at a \$50,000 threshold even though the federal regulations allow greater flexibility.**

Competitive Proposal Procedures

The Procurement by Competitive Proposal method shall be used by the district when the acquisition of the goods or services exceeds \$250,000 and does not lend itself to a fixed price contract [**2 CFR 200.320 (b)(2)**]. The district shall comply with the competitive proposal requirements, as defined by the EDGAR, as noted below:

- Requests for Proposals (RFP) must be publicly advertised
- The RFP shall identify the evaluation factors and their weight in awarding the proposal
- Proposals shall be solicited from an adequate number of bidders, but no less than two (2) qualified vendors
- Proposals shall be evaluated, ranked, and a recommendation for award made to the School Board at a regularly scheduled board meeting [**2 CFR 200.320(b)(2)(ii)**]
 - The district shall utilize the Competitive Sealed Proposal Process Checklist
 - The district shall develop an instrument to evaluate each proposal and rank the proposals based on the evaluation scores
 - The district shall evaluate each proposal by committee or no less than two (2) district staff with knowledge of the RFP specifications
 - In accordance with state law, the vendor who is ranked highest as providing the “proposal most advantageous to the district” shall be notified of the potential award
 - The district may negotiate with the vendor only as it relates to potential cost savings
 - If the district and vendor cease to negotiate, the district shall notify the vendor in writing before starting to negotiate with the 2nd highest ranked vendor.
- The district shall notify the successful proposer and process the contract documents and/or purchase orders, as appropriate
- The district shall notify all of the unsuccessful proposers to ensure that qualified bidders are encouraged to submit bids during future bid opportunities

Noncompetitive Proposal Procedures

The Procurement by Noncompetitive Proposal method shall be used by the district when the purchase of goods or services is from a “sole source vendor”. A sole source vendor is defined as a vendor that meets the following requirements:

- The goods or services are only available from a single source
 - The district shall acquire and maintain a copy of a vendor’s sole source letter which specifies the statutory or other reason for its sole source status
- A public exigency or emergency will not permit a delay resulting from the competitive solicitation process
 - The district shall declare a public exigency or emergency prior to making such as purchase of goods or services under this method

- The granting agency or pass-through entity authorized the use of a non-competitive proposal method
 - The district shall obtain written approval/authorization from the granting agency or pass-through entity.
- After solicitation of a number of sources, competition is determined to be inadequate
 - The district shall determine that competition is inadequate if after two (2) solicitations of bids and/or proposal, only one vendor is responsive to the solicitations

Note. TEA has approved Education Service Centers in the non-competitive proposal category.

Other Procurement Guidelines

Vendor Preferences

In accordance with state purchasing laws, the district shall comply with the Texas Education Code (TEC Chapter 44) if the procurement guidelines are stricter under state law than federal regulations. Regardless of the procurement method, the district shall encourage small, minority, woman-owned and labor surplus area firms to compete with other qualified vendors by implementing strategies to encourage their participation [**2 CFR 200.322**].

As appropriate, and in accordance with **2 CFR 200.322**, the district should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

The CFO shall ensure that vendor preferences are included in all specifications, purchase orders and contracts, as appropriate.

Vendor Restrictions

In accordance with **2 CFR §200.216** that prohibitions certain telecommunications and video surveillance services or equipment, the CFO and the Director of Technology shall review and approve all telecommunication contracts for goods and services with federal grant funds to include the following:

(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

- (1) Procure or obtain;
- (2) Extend or renew a contract to procure or obtain; or
- (3) Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115-232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).
 - (i) For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by

Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

(ii) Telecommunications or video surveillance services provided by such entities or using such equipment.

(iii) Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

The district shall comply with the federal regulations related to the procurement of recovered materials [2 CFR 200.323] and the Solid Waste Disposal Act.

For all purchases that exceed the Simplified Acquisition Threshold of \$250,000, the district shall perform a cost or price analysis with every procurement [2 CFR 200.324]. Secondly, all purchases that exceed this threshold shall comply with federal bonding requirements such as [2 CFR 200.326]:

- Bid guarantee from each bidder of five percent (5%) of the contract price
- Performance bond on the part of the contractor for 100% of the contract price
- Payment bond on the part of the contractor for 100% of the contract price.

The CFO shall be responsible to ensure that all purchases above this threshold are guaranteed with the appropriate bid guarantee, performance bond and payment bond.

All contracts shall contain the applicable provisions described in 2 CFR 200 Appendix II [2 CFR 200.327]. In addition, all contracts for services and/or goods purchased with federal grant funds shall be subjected to the same review and approval process as all other district contracts. The Contract Procedures and Contract Review Checklist are applicable to all federally funded contracts.

The district shall retain all records related to the procurement of goods and services in accordance with federal, state and local requirements. In addition, all procurement records shall be available for inspection and/or audit during the life of the records. The district shall maintain all procurement records for five (5) years in accordance with the district's Local Records Retention Schedule.

Property Standards

The district shall safeguard all property (assets and inventory) purchased with federal grant funds under the same guidelines as property purchased with local funds. Additional insurance for property purchased with federal grant funds shall be acquired if specifically required by a federal grant award. The Assistant Superintendent of Finance and Operations shall oversee the acquisition of insurance for all federally funded property.

Title to federally-owned property remains vested in the Federal Government. The district must submit annually an inventory listing of federally-owned property in its custody to the Federal awarding agency. Upon completion of the Federal award or when the property is no longer needed, the district must report the property to the Federal awarding agency for further Federal agency utilization [2 CFR 200.312].

Federally-funded Capital Assets

Real Property

The district has not and will not use federal grant funds to purchase real property. At the present time, the district operates several district facilities that are owned by the Department of Education. The district shall insure the DOE-owned buildings for loss in the same manner as locally-owned facilities.

If the district owns and/or purchases real property, the title to the real property acquired or improved under a federal award will vest upon acquisition with the district **[2 CFR 200.311(a)]**.

The district may use federal grant funds to purchase capital assets (tangible and intangible assets) and supplies if approved by the granting agency. The district shall not use federal grant funds to purchase intangible property (defined in **[2 CFR 200.1]**). If the district purchases intangible property, the title to the intangible assets vest upon acquisition with the district **[2 CFR 200.315]**.

The federally-funded capital assets shall be used only for the authorized purposes and shall be disposed of, at the end of the useful life or end of the grant period, in accordance with the grant award guidelines **[2 CFR 200.313]**. The district shall not use the federally-funded capital assets to generate program income. The purchase of capital assets shall be recorded in object code 663X in accordance with the FASRG and any local-use account codes.

Equipment and Supplies

The federally-funded supplies shall be used only for the authorized purposes. Supplies shall include all non-assets such as consumable supplies and non-consumable inventory (equipment with a unit cost from \$1,000 to \$4,999). Any residual (unused) supplies, in excess of \$5,000 in total aggregate value, at the end of the grant program or project may be used for any other federal grant program. **[2 CFR 200.314]** Otherwise, the supplies shall be retained by the district or sold but must reimburse the granting agency for the district use or sale of the supplies. The district shall implement purchasing deadlines for the purchase of federally-funded supplies to ensure that residual supplies are not available at the end of the grant period or project. The purchasing deadlines are posted on the Business webpage at www.westwoodisd.net. The purchase of supplies shall be recorded in object 639X, in accordance with the FASRG and any local-use account codes.

Capitalization Policy and Definitions

The district shall utilize the same capitalization policy for non-grant and grant-funded asset purchases. The district's capitalization threshold for assets is \$5,000 per unit cost. The district has adopted the EDGAR (CFR 200.12) definitions of property as noted below:

- *Capital assets* means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. **(CFR 200.1)**.
- *Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. **(CFR 200.1)**
- *Computing devices* means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. **(CFR 200.1)**
- *General purpose equipment* means equipment which is not limited to research, medical, scientific or other technical activities.

- o Examples include office equipment and furnishings, modular offices, telephone networks, information technology equipment and systems, air conditioning equipment, reproduction and printing equipment, and motor vehicles.
- *Information technology systems* means computing devices, ancillary equipment, software, firmware, and similar procedures, services (including support services), and related resources. **(CFR 200.1)**
- *Special purpose equipment* means equipment which is used only for research, medical, scientific, or other technical activities.
 - o Examples of special purpose equipment include microscopes, x-ray machines, surgical instruments, and spectrometers.
- *Supplies* means all tangible personal property other than those described in **§200.1** Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. **(CFR 200.1)**

Acquisition Cost

The district has also adopted the EDGAR definition of Acquisition cost as noted below:

- *Acquisition cost* means the cost of the asset including the cost to ready the asset for its intended use. Acquisition cost for equipment, for example, means the net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Acquisition costs for software includes those development costs capitalized in accordance with generally accepted accounting principles (GAAP). Ancillary charges, such as taxes, duty, protective in transit insurance, freight, and installation may be included in or excluded from the acquisition cost in accordance with the non-Federal entity's regular accounting practices. **[CFR 200.1]**

The district shall utilize the invoice cost, and all related costs, to record the cost of the equipment on the fixed asset database.

Inventory Items

The district has also defined “inventory items” as items with a unit cost between \$100 and \$4,999. These items shall have a tag affixed to the item for inventory tracking and insurance purposes only. Inventory items shall include computing devices within these costs. The district shall track these items for insurance purposes and shall conduct an annual inventory of these items to the extent possible.

The district has also defined technology-related “walkable” or “personal use” items with a unit cost less than \$1,000 as the following (these items shall be tracked by the Technology Department).

- iPads
- Chromebooks
- Computers with a cost under \$1,000

Consumable supplies, including the walkable and personal items with a unit cost less than \$1,000, shall be made from object code 6399 accounts. The consumable supplies shall be tracked by the campus or department making the purchase.

Identifying and Tracking Federally-Funded Assets

Title to federally funded equipment and supply purchases shall be retained by the district, unless otherwise notified by the granting agency. **[2 CFR 200.313(a)]** As district property, the district shall affix a tag, inventory, and dispose of all assets (non-grant and grant-funded) according to the district's fixed asset procedures. **[Fixed Asset Procedures]** The district procedures shall include the recording of all assets on a database with the following information:

- 1) **District-issued tag (or identification number)**
- 2) **Date of acquisition**
- 3) **Description of asset**
- 4) **Serial number, or other identifying number**
- 5) **Funding source, i.e. fund code**
- 6) **Federal use of asset (percentage)**
- 7) **Cost of asset (acquisition cost)**
- 8) **Use and condition of the asset (New, Used, etc.)**
- 9) Life of asset
- 10) **Location of asset (building and room number)**
- 11) Depreciation of asset
- 12) **Owner of asset title, typically the district**
- 13) **Disposition data including the date of disposal and sale price of property**

Note. Bold items are required by federal regulations (EDGAR, 2 CFR 200.313(d)(1))

Maintaining Asset Inventory & Records

All federally-funded assets shall be maintained in an operable state. If repairs are necessary, the district may pay for the repairs of the federally-funded assets with federal grant funds, unless expressly restricted by the granting agency. All federally-funded capital assets shall have a tag affixed to the assets to distinguish the assets from non-federally funded assets.

The district fixed asset procedures shall include an annual inventory (or more frequently if required by a granting agency) of all assets and reconciliation of the inventory reports. [Note. Federal requirements CFR 200.313(d)(1) requires an inventory at least once every 2 years.] The district's annual inventory of assets shall be conducted by 8/1 each fiscal year. Lost, damaged, or stolen assets shall be recorded on the fixed assets database with the date of the loss. The disposition records such as the loss report (police report for thefts) shall be maintained with the asset records.

In addition, the district shall track all grant-funded asset purchases by grant, or fund code, as appropriate. The disposal of grant-funded assets shall be in accordance with federal guidelines and grant-specific guidelines, if any. At a minimum, the disposition date, reason and sale price of all federally-funded assets shall be recorded in the fixed assets database. **[2 CFR 200.313(d)]**

During the life of the asset, the district shall ensure that all assets purchased with federal grant funds are insured against loss. The costs to insure and maintain (repair) assets purchased with federal grant funds are generally allowable costs, unless specifically prohibited by a granting agency. **[2 CFR 200.310]**

The Accounts Payable/Purchasing Specialist shall be responsible for maintaining the fixed asset database (Skyward Asset Management System) of all district assets, including all federally-funded assets.

Cost Principles

All grant expenditures must be allowable under the Federal Cost Principles (2 CFR 200 – Subpart E), the grant application program assurances, the granting agency's policies, and the district policies and procedures.

The [General Provisions for Selected Items of Cost \(Cost Principles\)](#) are available on the Department of Education EDGAR webpage.

The district shall adhere to the Cost Principles for federal grants [EDGAR SUBPART E] and any additional grant-specific cost principles. General criteria affecting the allowability of costs includes, but may not be limited to, the following: **[2 CFR 200.403] and [2 CFR 200.320(b)(7)]**

- Costs must be reasonable and necessary **[2 CFR 200.404]**
 - A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.
 - Necessary is defined as costs needed to carry out the grant activities
- Be allocable to Federal awards **[2 CFR 200.405]**
- Be authorized or not prohibited under State or local laws or regulations.
- Conform to any limitations or exclusions set forth in these principles, Federal laws, terms and conditions of the Federal award, or other governing regulations as to types or amounts of cost items.
- Be consistent with policies, regulations, and procedures that apply uniformly to both Federal awards and other activities of the governmental unit.
- Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
- Except as otherwise provided for in EDGAR, be determined in accordance with generally accepted accounting principles.
- Not be included as a cost or used to meet cost sharing or matching requirements of any other Federal award in either the current or a prior period, except as specifically provided by Federal law or regulation.
- Be the net of all applicable credits.
- Be adequately documented.

The district shall utilize the [Allowability/Allocability of Costs Worksheet](#) to verify that all proposed obligations and expenditures meet the Cost Principles. If the Worksheet reflects that the proposed obligation and/or expenditure is not allowable and/or allocable to a federal grant award, the district shall not make the obligation/purchase with the federal grant funds. Other funds, such as local funds, may be used to make the obligation/expenditure, as appropriate.

Cost Allocation Plan and Indirect Cost Rate

A cost allocation plan or an indirect (F&A) cost rate, whether submitted to a Federal cognizant agency for indirect costs or maintained on file by the district, must be certified by the district using the Certificate of Indirect Costs. The certificate must be signed on behalf of the district by the Superintendent or Assistant Superintendent of Finance and Operations.

All district costs with federal grant funds, whether direct or indirect, shall meet the minimum requirements of allowability as specified in the **2 CFR 200.403**. In addition, the costs must meet the general provisions for selected items of cost (**2 CFR 200.420**). Specific items not listed within these procedures shall be evaluated by the Grant Manager and Assistant Superintendent of Finance and Operations on a case-by-case basis for allowability. The general cost allowability rules for specific items of cost listed within these procedures shall apply to all federal grant funds, unless more restrictive allowability rules are required by a particular federal grant award.

The district shall adhere to the more restrictive allowability rules when a conflict arises between the general allowability rules, the program-specific allowability rules, and the district's allowability rules.

The same expense allocation formula shall be used for non-federal and federal funded expenditures. Purchases shall be expensed to the appropriate fiscal year and/or grant period, as appropriate. For example, if the district purchases a subscription or maintenance agreement that covers a twelve-month period from January 1st through December 31st, only the current year expenditure and/or current grant period expenditure shall be posted to the general ledger, as appropriate. In this scenario, the following expenses would be posted to the general ledger.

Current fiscal year	January to August	8 months	Object code 6XXX
	September to December	4 months	Object code (1410)

The district has elected to use federal grant funds for both compensation/benefits and non-compensation expenditures.

Total Cost

The total cost of a federal award is the sum of allowable direct and allocable indirect costs less any applicable credits. **[2 CFR 200.402]** All refunds, rebates, discounts, or other credits to grant expenditures shall be posted to the finance general ledger as soon as the credit is known. The district shall ensure that all known credits have been posted to the general ledger prior to the drawdown on federal grant reimbursements.

The district shall post all credits [discounts, rebates, refunds, etc.] to the general ledger on a timely basis to ensure that the district does not draw-down grant expenditures in excess of actual expenditures net of all credits. Otherwise, the district may be considered to have drawn-down funds under an advanced cash method. The Assistant Superintendent of Finance and Operations shall ensure that all applicable known credits have been posted to the general ledger prior to preparing and submitting a federal grant draw-down request from the granting or pass-through entity.

District costs generally fall under two major categories:

- 1) compensation/benefits; and**
- 2) non-compensation (supplies, services, travel/miscellaneous or equipment).**



Compensation and Benefit Costs

Compensation and benefits (payroll expenditures) are allowable costs for personal services rendered by district employees during the period of performance under the federal grants.

All payroll expenditures shall in accordance with federal cost principles and Department of Labor regulations, such as the Fair Labor Standards Act (FLSA). All payroll expenditures shall be paid in accordance with the federal cost principles. First and foremost, the payroll expenditures must be authorized on the grant application and the duties assigned must be directly related to grant activities. The Grants Manager shall provide a copy of the Payroll Summary to each of the departments noted above upon approval of the grant application.

Compensation Plan

The School Board approved Teacher Hiring Pay Scale, Mid-Point Pay Scale and Stipend/Extra Duty Pay Scale shall be used to compensate all district staff whether paid from local, state or federal grant funds. In addition, the district shall provide the same employer-provided benefits for all district staff whether paid from local, state or federal grant funds.

The compensation for grant-funded staff shall be allocated to the respective grant program (fund) based on the single and/or multiple cost objectives performed by the grant-funded staff. If a grant-funded staff member performs non-grant activities during the day or beyond the normal work day, the compensation for the non-grant activities shall be paid from non-grant funds. Grant-funded staff with more than one cost objective, shall comply with the Time and Effort documentation requirements. Incentive payments, such as performance, perfect attendance, safety, etc. for grant-funded staff shall be allowable with federal grant funds if they are based on the same criteria as non-federal grant funded staff.

Allowable Compensation Costs

Compensation costs shall be allowable if:

- The costs are reasonable for the services rendered and conforms to the established district compensation and benefit plans for expenditures with all other funds, i.e. local funds [2 CFR 200.430(a)(1)],
- The employees have been employed in accordance with the district's established Hiring Procedures [2 CFR 200.430(a)(2)], and
- The costs are supported by the appropriate timekeeping, absence tracking, time & effort certifications, or other documentation [2 CFR 200.430(a)(3)], as appropriate,

- Federally-funded employees shall report all outside employment or professional services rendered to other entities. The external employment and/or professional services shall not conflict with the federally-funded activities with the district **[2 CFR 200.430(c)]**,
- Incentive compensation, such as stipends, awards, early resignation incentive, attendance incentive, etc. are in accordance with the district's written plans for each of these incentives **[2 CFR 200.430(f)]**,
 - Stipend compensation for other non-federal grant award duties shall be supported by a Supplemental Duties Job Description/Pay Notice. The additional duties shall not conflict with the federally-funded activities with the district.

Substitute Teachers

Salary expenditures for substitute teachers are allowable for approved teacher positions. The finance and payroll departments shall ensure that the expenditures for substitute teacher costs are budgeted and expensed from the appropriate account code(s). The School Board approved Substitute Pay Scale shall be used to compensate all substitute teachers whether paid from local, state or federal grant funds.

Stipends and Extra Duty Pay

Stipend and extra duty pay expenditures are allowable for authorized and approved activities. A schedule or work log shall be maintained to substantiate the stipend and/or extra duty pay. NOTE: It is recommended by the TEA that a job description for each stipend role include the duties related to the grant purpose and the grant funding source.

The School Board approved Stipend and Extra Duty Pay Schedule as set forth in the Compensation Plan shall be used to compensate all district staff (exempt and non-exempt) whether paid from local, state, or federal grant funds.

The Assistant Superintendent of Finance and Operations and Payroll Clerk shall ensure that the expenditures for stipend and extra duty pay are budgeted and expensed from the appropriate account code(s). The stipend and extra duty pay rates shall be the same as the rates used for similar locally funded activities. For example, if a teacher stipend for attending a 1-day professional development activity funded through local funds during a non-scheduled work day is \$150 per day, the teacher stipend for attending a federally-funded 1-day professional development activity should be \$150 per day, too.

Allowable Benefit Costs

District costs for fringe benefits, whether paid from local, state or federal grant funds shall be allowable as noted below **[2 CFR 200.431]**:

- All benefit costs shall be in accordance with the district's written **Summary of Employee Benefits**, except for any benefits that may be specifically excluded in a federal grant award
- All leave benefits shall be in accordance with the district's written Leaves and Absences Policy (DEC Legal and Local) **[2 CFR 200.431(b)]**
- The benefit costs shall be distributed equitably at the same allocation rate (percentage) as the base compensation
- The benefit costs were earned and paid during the grant period
- All benefit costs shall be allowable under the Internal Revenue Service, Fringe Benefits Guide (and subjected to taxes, as required by federal statute)

Non-Allowable Benefit Costs

The district shall **not** charge any benefit costs to a federally-funded grant if the benefit costs are **not** in accordance with district's written Summary of Employee Benefits, School Board Policy, **2 CFR 200.431**, or other written benefit plan(s). The district has established the following as **non-allowable** benefit costs:

- Severance or settlement agreement payouts to current and/or previous federally-funded grant staff [NOTE. These costs are allowed subject to strict guidelines – district option to include or exclude.] **2 CFR 200.431(i)**
- Optional pension plans (other than the mandatory Teacher Retirement System of Texas contributions). [NOTE. These costs are allowed subject to strict guidelines – district option to include or exclude.] **2 CFR 200.431(g)**
- Automobile costs or allowance for an employee's personal use of a vehicle (regardless of whether the benefit is taxable to the employee) **2 CFR 200.431(f)**

Documentation of Compensation and Benefit Costs

In addition, to the time and effort reporting requirements, the district shall support all compensation and benefit costs paid with federal grant funds shall be supported by the following documentation **CFR 200.430(i)**:

- **Exempt staff**
 - Employment agreement, contract, or reasonable assurance, as appropriate
 - Job description signed by the employee with language similar to: *Funded by Title I, Part A with the primary purpose of supporting grant activities aimed at improving academic achievement for students struggling to meet state standards.*
 - *Supplemental duties, if any, shall be supported by a Supplemental Duties Job Description/Pay Notice*
 - Absence records, if any
 - Time and Effort documentation, as appropriate (Semi-Annual Certification, Periodic Time and Effort, or the Substitute System for Time and Effort)
- **Non-Exempt staff**
 - Employment agreement, contract, or reasonable assurance, as appropriate
 - Job description signed by the employee with language similar to: *Funded by Title I, Part A with the primary purpose of supporting grant activities aimed at improving academic achievement for students struggling to meet state standards.*
 - Absence records, if any
 - Time and Effort documentation, as appropriate (Semi-Annual Certification, Periodic Time and Effort, or the Substitute System for Time and Effort)
 - Timekeeping records (actual work hours per workweek) in accordance with the FLSA and the district's Timekeeping Procedures.

[Note. The Payroll Specialist shall ensure that the Role ID and object codes reflected on the grant application (Payroll Summary) are consistent with the HR, payroll, finance and PEIMS records.]

Timekeeping Records

All payroll expenditures with federal grant funds shall comply with EDGAR regulations such as the period of performance (200.77) and compensation (200.430).

The Payroll department shall ensure that all timekeeping records are properly submitted before payroll disbursements are made to federally-funded staff. The timekeeping records for exempt staff may include supplemental pay sheets for additional assignments such as summer school, tutoring, professional development, etc. in accordance with the Supplemental Pay Procedures.

The timekeeping records for non-exempt staff shall comply with the FLSA [2 CFR 200.430(i)(3)]. Specifically, all non-exempt work hours must be submitted in accordance with the [Timekeeping Procedures](#) and recorded through the district's timekeeping system, Skyward.

The Grant Manager, District PEIMS Coordinator, HR Administrator and Payroll Managers shall work collaboratively to ensure that the Role ID and salary object codes reflected on the grant application (Payroll Summary) are consistent with the HR, payroll, finance, and PEIMS records.

Approval of Payroll Expenditures

The process of approving payroll expenditures from grant funds shall be a collaborative process between the campus or department, Human Resources, Grants Management, and Finance [Purchasing, Budgeting, Accounting and Payroll] departments. Each campus and/or department plays an essential role in ensuring that all federal grant requirements are met.

Selection of Grant-Funded Staff

The Grants Manager shall work collaboratively with the appropriate stakeholders (campuses and departments) to identify all staff needed to accomplish the grant activities. The Grant Manager shall work collaboratively with the Finance Department to obtain estimated salaries for proposed grant-funded staff prior to the completion of the grant application. And, the Grant Manager shall provide a copy of the Payroll Summary of each grant program to each of the campuses and departments noted above upon approval of the grant application.

The process of approving payroll expenditures from grant funds shall be a collaborative process between the campus or department, Human Resources, Grants Management, and Finance [Purchasing, Budgeting, Accounting and Payroll] departments. Each campus and/or department plays an essential role in ensuring that all federal grant requirements are met.

The School Board approved Teacher Hiring Scale and Compensation Plan shall be used to compensate all district staff whether paid from local, state or federal grant funds. In addition, the district shall provide the same employer-provided benefits for all district staff whether paid from local, state or federal grant funds.

The compensation for grant-funded staff shall be allocated to the respective grant program (fund) based on the single and/or multiple cost objectives performed by the grant-funded staff. If a grant-funded staff member performs non-grant activities during the day or beyond the normal work day, the compensation for the non-grant activities shall be paid from non-grant funds. Grant-funded staff with more than one cost objective, shall comply with the Time and Effort documentation requirements. Incentive payments,

such as performance, perfect attendance, safety, etc. for grant-funded staff shall be allowable with federal grant funds if they are based on the same criteria as non-federal grant funded staff.

New Positions

New grant-funded positions shall be created only when a job description has been developed and approved by the Superintendent and the Grant Manager. The Grant Manager shall ensure that the position is approved on the grant application and that adequate funds exist to fill the position. The finance and payroll departments shall be notified to ensure that the position is budgeted on the general ledger and the position is paid using the correct payroll account distribution codes.

New Hires

New staff hired for work in positions that are wholly or partially funded with federal grant funds, shall be hired when a position and funding are both available. Upon separation of an employee, the home campus or department of the position shall initiate a request to replace the position.

The Grants Manager shall review the request to ensure that the position is still authorized and necessary. Changes to the job description, if any, shall be made at this time. The Assistant Superintendent of Finance and Operations, shall review the request to ensure that adequate funds exist in the appropriate account code(s). If funds do not exist, the Assistant Superintendent of Finance and Operations shall notify the Grants Manager to determine if funds will be re-appropriated to the account code(s). After approval from the Grants Manager and Assistant Superintendent of Finance and Operations, the position shall be advertised.

The screening and selection process shall include a review of the recommended applicant to ensure that he/she meets the highly qualified requirements under the Every Student Succeeds Act (ESSA), as appropriate, or any other grant-specific credentials.

Upon employment, the new hire shall receive and sign a copy of his/her respective job description to include the grant funding source. NOTE: If the position is funded with a short-term grant fund, the employee shall be notified in writing when the grant funding will lapse, especially if their position will lapse at the end of the grant.]

Transfer of Personnel

When staff in a position funded with grant funds is recommended for transfer to another campus, department, or assignment, the grants management, human resources, and finance departments shall work collaboratively to ensure that the appropriate staff allocations and funding changes are made at the time of the transfer. The home campus or department shall initiate the request for the transfer, especially if it is a teaching assignment change at a campus. The grants management, human resources and finance departments must evaluate the requested transfer to ensure that the staff allocations, highly qualified staff requirements, and funding source changes are in compliance with grant requirement.

For example, if an elementary principal requests to transfer a Title I Reading teacher to a Pre-Kindergarten regular classroom teacher, the following considerations should be evaluated by the respective departments: 1) HR – ensure that a vacancy exists in a PK teacher position and that the teacher recommended for transfer is certified to teach PK; 2) Grants management – ensure that the grant strategies and activities can be accomplished in a timely manner after filling the vacancy that would be created by the transfer; and 3) Finance department – ensure that funds exist for the additional

PK teacher slot and change the payroll account distribution code(s) from Title I to PK as of the effective date of the transfer.

Job Description for all grant funded staff

The HR Administrator and Grant Manager shall develop and distribute a job description to all district staff that is wholly or partially funded with grant funds. The job description shall include the funding source(s) and the job duties as they relate to the grant position. The grant-funded staff shall sign the job description at employment and on an annual basis, or at a minimum, when the funding source, job title or other change occurs in the employment or assignment of the staff member.

The job description and assignment shall be supported by documentation such as grade books, master schedule, etc.

Roster of all grant funded staff

The HR Administrator and Grant Manager shall maintain an up-to-date roster of all grant funded staff to include the position title, annual salary, and funding source(s) by percentage. The roster of grant funded staff shall include all staff paid with non-federal grant funds whose compensation/benefits are paid as part of a matching or cost sharing requirement of a federal grant fund.

The home campus or department, human resources, and finance departments shall work collaboratively to ensure that the roster accurately reflects that data maintained in their respective area of responsibility. Discrepancies, if any, in the roster shall be brought to the attention of the grants management department.

The review of the roster shall include, but not be limited to the following:

- 1) Campus or department – ensure that the grant funded staff are assigned in the position title as noted on the roster. The master schedule or assignment of instructional staff must support the position title and funding source.
- 2) Human Resources – ensure that the position title and salary are correct as noted on the roster. In addition, the HR department shall ensure that each grant funded staff member has a signed job description on file for the position title noted on the roster. And, the HR department shall ensure that all grant-funded staff meet the state’s Certification or are Highly Effective, as appropriate.
- 3) Finance – ensure that the funding source(s) and salary are correct as noted on the roster. In addition, the finance department shall ensure that the payroll distribution account code(s) are in accordance with the FASRG.
- 4) Grant Manager – ensure that the positions are authorized on the grant application and that the PEIMS Staff Data submitted to TEA is consistent with the position title, Role ID and object code.

The review shall occur on at least a quarterly basis throughout the school year to ensure that the roster of grant funded staff is accurate and up-to-date throughout the year.

NOTE: It is critical that at least one of the reviews coincide with the submission of the Fall PEIMS Staff Data to ensure that accurate data is submitted as of the October snapshot date.

Budgeting of grand funded staff

The roster of grant funded staff shall be the basis for budgeting of grant funded staff. The percentage of time in each funding source shall be utilized by the finance department to create and enter the salary portion of the grant budget. The percentages shall also be utilized by the payroll department to enter the payroll distribution account code(s).

In addition, the finance department shall ensure that the Grant Personnel Schedule of the grant application matches the budget and payroll account code(s). For example, if the Grant Personnel Schedule for Title I, Part A includes a position of a "008 – Counselor (6119)", the budget and payroll account code distribution shall be entered in a 6119 object code.

The grants management, human resources and finance departments shall work collaboratively to adjust the budget and payroll account code distributions of grant funded staff if the time and effort documentation consistently reflects that the percentage(s) across the funding source(s) is not a true reflection of the normal work schedule.

Time and Effort Documentation

District staff funded wholly or partially with federal grant funds shall comply with federal guidelines related to time and effort. The grant funded staff, their immediate supervisors, grants management, human resources, and finance departments shall be aware of the federal guidelines related to time and effort documentation. On at least an annual basis, all impacted staff shall be trained by the grants management department and/or attend appropriate training from an outside source.

The district shall collect and monitor time and effort documentation for district employees only. **Time and effort documentation does not apply to Independent Contractors.**

The district shall comply with all federal time and effort documentation guidelines. The following requirements shall apply to all district staff funded wholly or partially from federal grant funds, including staff funded through non-federal grant funds as part of a cost sharing or matching requirement.

Time and effort requirements for staff funded 100% from one grant (or working 100% of their time in a single cost objective)

The staff funded 100% from one grant source do not have to maintain periodic time and effort records. However, all employees must certify in writing, at least semi-annually, that they worked solely on the program for the period covered by the certification. The employee and his/her immediate supervisor must sign the Semi-Annual Certification Form.

The timeline for semi-annual certifications shall be once per academic semester to coincide with teaching assignments each semester. The immediate supervisor shall submit all signed semi-annual certifications to the grant management department as noted below:

- 1) 1st Certification – due 1 week after the start of the 1st semester
- 2) 2nd Certification – due 1 week after the start of the 2nd semester

The Grant Manager review shall consist of the following:

- 1) A review of the certification forms to ensure that every staff member and supervisor has certified that their schedule is 100% grant related

- 2) A test sampling of staff assignments, i.e. master schedule, duty schedule, etc. to verify the schedule is 100% grant related

*The 2nd semester certification for 10-month employees shall be due on the last working day of the school year. Submission of the required certification shall be part of a campus or department staff member's check out procedures.

The Grant Manager review shall consist of the following:

- 1) A review of the certification forms to ensure that every staff member and supervisor has certified that their schedule is 100% grant related
- 2) A test sampling of staff assignments, i.e. master schedule, duty schedule, etc. to verify the schedule is 100% grant related

The Grant Manager shall collect and review all Semi-Annual Certification Forms. Any certifications that reflect a percentage other than 100% shall be forwarded to the finance department for adjustment of the grant payroll expenditures for the certification period. NOTE: Steps should also be taken to ensure that the staff member's work schedule is adjusted to 100% grant related, or is changed from the semi-annual certification method to time and effort reporting.]. The Grant Manager shall file the certifications for audit purposes.

The finance department shall prepare a journal ledger entry to correct the account distribution code(s) as appropriate. The Assistant Superintendent of Finance and Operations shall post the entry to the finance general ledger.

Time and effort requirements for staff split funded (funded from more than one (1) cost objective and/or grant programs)

Time and effort applies to employees who do one of the following:

- 1) Do not work 100% of their time in a single grant program
- 2) Work under multiple grant programs
- 3) Work under multiple cost objectives

These employees are required to maintain a Time and Effort Worksheet or to account for their time under a substitute system. Employees must prepare time and effort reports at least monthly to coincide with the district pay periods. Such reports must reflect an *after-the-fact* distribution of 100 percent of the *actual* time spent on each activity and must be signed by the employee and their immediate supervisor. Charges to payroll must be adjusted to coincide with preparation and submission of the interim expenditure report required for TEA discretionary grants.

Grant-funded staff under this category shall complete a Time and Effort Worksheet (sample in Exhibit Section) to include the date, grant source, percentage worked in the grant source per day and the summary for the month (or pay cycle). The staff member and his/her immediate supervisor shall sign the time and effort report. The timeline for time and effort reports shall be once per month to coincide with the monthly payroll cycles as noted below:

Monthly payroll [25th of the month] – Time & Effort reports are due by the 10th of the month for the prior month.

The immediate supervisor shall submit all signed time and effort reports to the Grant Manager.

The Grant Manager review shall consist of the following:

- 1) A review of the time and effort reports to compare the summary percentage of grant-related work per funding source to the budgeted percentage utilized to charge the monthly (or semi-monthly) payroll charges
- 2) A test sampling of staff assignments, i.e. master schedule, duty schedule, etc. to verify the percentage of grant-related work per funding source
- 3) If the time and effort report reflects the same percentage, the report may be filed for audit purposes
- 4) If the time and effort report reflects a different percentage, the report shall be reconciled to reflect the correct payroll charges by grant funding source and forward the reconciliation to the finance department for adjustment of the payroll charges on the general ledger.

The finance department shall prepare a journal entry to reclassify the expenditures as noted on the reconciliation of the time and effort report(s). According to federal regulations, the final amount charged to each grant award must be accurate, allowable and properly allocated. The finance department shall post all variances to the general ledger. NOTE: The finance department should use caution to avoid excess drawdown of grant funds due to unallowable payroll costs if timely adjustments to the general ledger as not posted prior to the drawdown of funds.]

Time and Effort Substitute System

The US Department of Education (USDE) and the Texas Education Agency (TEA) have authorized the use of a substitute system for time and effort.

The district has not opted to use the Time and Effort Substitute System at this time.

Non-Payroll Expenditures

Direct non-payroll expenditures include contracted services, supplies, travel and equipment. The expenditure of federal grant funds for non-payroll costs shall adhere to the district's purchasing policies and procedures. In addition to the normal purchasing process, all grant funds must be approved by the Grants Manager for each respective grant program, as appropriate.

All purchases with federal grant funds shall be in accordance with the Purchasing Procedures.

Purchase Requisitions

Purchase requisitions must be itemized with detailed descriptions, prices, delivery details, delivery/completion date, detailed vendor info, bid number, or quote information (where applicable), along with justification, terms, and conditions critical to the order. Requisitions submitted without adequate detail will be returned to the originator.

Purchase Orders

The primary method for all purchases is to issue a Purchase Order. Once issued by the district and accepted by the vendor, the Purchase Order is a binding written agreement between the District and the Vendor. The types of purchase orders are noted below:

- Single PO – One-time purchase of goods and/or services where need is identified, ordered, received and PO is closed immediately.
- Open purchase orders:
 - Annual PO – For annual contracts such as annual service contracts, subscriptions, etc. The PO shall include a description of the goods and/or services with specified annual quantity, unit of measure, and price.
 - Monthly PO - As needed purchase of small dollar items that are expected to be purchased from a particular vendor throughout the year.

Both types of purchase orders [Single and Open] may be utilized with federal grant funds, subject to the approval of the purchase in accordance with the PO approval path.

Specific instructions related to specialized purchases are included in the Purchasing Procedures. Specific instructions include, but are not limited to, the following categories of purchases:

- Apple Purchases
- Amazon Purchases
- Walmart and Sam's Club
- Lowe's and Home Depot
- Credit cards such as the PCard, Travel Card and American Express
- Technology purchases

All district approved vendors shall be notified via a Vendor Notification of PO Requirement Letter that all purchases made on behalf of the district are to be initiated by the issuance of a purchase order.

Approval of Purchase Orders

The district shall utilize the Skyward Purchasing Module to manage the expenditure of all federal grant funds unless other methods such as credit cards, petty cash, direct payments, etc. are authorized in the district's operating procedures.

The approval levels noted below are part of the Skyward Purchasing Module approval path.

- Campus principal or department head – Initial approval
- Accounts Payable – Second approval
- Assistant Superintendent of Finance and Operations – Final approval

The district shall adhere to the normal approval path for purchase orders with non-grant funds. The Grant Manager and Assistant Superintendent of Finance and Operations shall ensure that all purchase orders have been competitively procured as required by law; and, that the expenditure (PO) has been approved by the governing body, as appropriate [Note. School Board Policy CH Local has established the threshold of contract approval by the School Board at \$50,000.]

Contracts/purchases that are approved by the School Board shall also meet the Form 1295 Certificate of Interested Parties filing instructions. The vendor shall provide a notarized Form 1295 prior to the issuance of a purchase order. After approval of the purchase order and/or contract, the Assistant Superintendent of Finance and Operations shall access the Texas Ethics Commission website to acknowledge the Form 1295.

In addition, all purchase orders with grant funds shall be reviewed and approved by the appropriate Grant Manager.

The Grant Manager review of purchase requisitions/purchase orders shall consist of the following:

- 1) The expenditure is *reasonable* and *necessary* (as defined in federal grant guidelines). (NOTE: A test of whether an expense is necessary may include the verification that the expenditure is to perform a strategy or activity in the District or Campus Improvement Plans.)
- 2) The expenditure is not required by state law or local policy.
- 3) The expenditure has been approved in the grant application, if specific approval is required from the granting agency
- 4) The expenditure meets the allowable costs principles.
- 5) The expenditure is allowable and approved in the grant application and is consistent with the grant purpose
- 6) The expenditure is supplemental and not supplanting a local expenditure (NOTE: Refer to compliance issues related to supplement and supplant for additional guidance.)

Purchase Order Deadline

In an effort to meet all obligation and liquidation requirements of grant funds, the district has established a mid-May purchase order deadline. This deadline shall be adhered to by all purchase order originators. A campus principal or department head may impose an earlier deadline for their respective campus or department.

A different purchase order deadline may be required for federal grant funds to ensure that all purchases occur within the grant period (obligation period).

Receipts of Goods and/or Services

All district staff shall ensure that receipt of all goods and services is properly documented and provided to Accounts Payable prior to issuing payment to the vendor. No payment shall be made to a vendor for goods and/or services unless the receipt of the goods and/or services have been verified and documented by the campus/department Requestor.

The district receives all goods under a decentralized receiving system. The campus/department Requestor shall receive, open, and verify the receipt of all ordered goods. Signed documentation and packing lists, if any, shall be forwarded to the Accounts Payable Clerk for payment through the Accounts Payable Procedures.

For acceptance of services, the requestor shall inspect that the work has been accomplished according to the agreed upon terms and conditions and scope of work. Acceptance of partial completion should not be made unless previously agreed upon by the district and vendor in the contract and/or agreement for services.

Receipt of partial orders shall be allowable subject to the Partial Purchase Order Receipt Procedures. Payments for partial shipments shall be made within the 30-day payment period.

All shipment errors such as shortages, overages, damages, etc. shall be reported by the campus/department Requestor to the Accounts Payable Clerk. The campus/department Requestor shall be responsible for vendor relations and shall address and resolve the issues with the vendor.

Non-Purchase Order Purchases

The district shall utilize non-purchase order methods to obtain goods such as credit cards, petty cash, direct payments, etc. as authorized in the district's business procedures. All of the purchases shall be subject to pre-approval by the originator (campus principal or department head), Accounts Payable Clerk, Assistant Superintendent of Finance and Operations and Grant Manager.

- Credit cards (may be used for federal grant purchases if pre-approved prior to the purchase),
- Petty cash, and
- Payment Authorization

Credit Card Purchases with Grant Funds

The district may use district-issued credit cards to make purchases with federal grant funds.

An original, detailed receipt shall be required for all credit card purchases with federal funds. If the purchaser does not submit an original, detailed receipt for audit purposes, the expenditure and/or reimbursement may not be charged to a federal fund. At no time shall district credit cards be used to withdraw cash.

The Grant Manager shall review and approve all credit card expenditures.

The Grant Manager administrative review shall consist of the following:

- 1) Original, detailed receipt includes an itemized list of what was purchased
- 2) The purchaser has documented a valid reason for the purchase which is consistent with the grant guidelines
- 3) The credit card purchase meets the allowable costs principles.

NOTE: The district shall not reimburse any purchases made with a non-district credit card, except for travel-related expenditures, as appropriate.

Fraudulent credit cards purchases made with federal grant funds shall be grounds for disciplinary action, up to and including termination of employment. The appropriate legal authorities shall also be notified for criminal prosecution, as appropriate. Accidental use of a credit card to make an unauthorized purchase with federal grant funds may be subject to similar disciplinary action but shall require immediate (within 2 days from date of discovery) restitution to the district. **[Note. The fraudulent or accidental charges may not be charged to a federal grant fund, nor drawn-down as expenditures.**

Petty Cash Purchases with Grant Funds

The district shall not use a petty cash account to make purchases with federal grant funds.

NOTE: The district shall not reimburse any purchases made with personal cash funds, except for travel-related expenditures, as appropriate.

Payment Authorization Form (PA)

In the event that a purchase order is not appropriate for a payment as noted in the Check Request Procedures, the requestor shall submit a Payment Authorization Form. These procedures shall not be used for products or services already received by the requestor. The Payment Authorization Form shall be approved and coded by the appropriate budget manager and approved by the Campus principal/department head and the appropriate Grant Manager.

Approval of Disbursements/Expenditures

The Accounts Payable Clerk shall adhere to the [Accounts Payable Procedures](#) for all check disbursements. Specifically, all checks issued by the district shall be verified, recorded, approved, issued, and reconciled by multiple individuals to ensure segregation of duties. The same procedures shall be used to issue payments to vendors from local, state and federal grant funds.

Payments for goods and services shall be made within thirty (30) days of receipt of the goods and/or services **and** an invoice in accordance with the Texas Prompt Payment Act.

In addition to the normal approval path of district expenditures, all grant expenditures shall be approved by the Assistant Superintendent of Finance and Operations and/or the Grant Manager under the following circumstances:

- 1) Invoice amount exceeds the purchase order by 10% or \$200
- 2) Payment of an invoice will be paid by an account code(s) other than the original account code(s) that were used to encumber the purchase order
- 3) Travel expenditures, if not encumbered through the purchase order system
- 4) Non-purchase order payment such as petty cash, credit card, direct invoice, reimbursement, etc.
- 5) Reclassification of a prior expenditure from one account code(s) to another

TEA Guidelines Related to Specific Costs

The district shall adhere to TEA's Guidelines Related to Specific Costs as published to the TEA website. A copy of the guidelines shall be made available to all staff with authority to initiate and/or authorize a purchase or expenditure with federal grant funds. In addition, all staff with authority to initiate and/or authorize a purchase or expenditure, such as campus bookkeepers, campus and department administrators, business office staff, and grant department staff shall receive a copy of the latest guidelines. The guidelines shall be incorporated in the annual training for all of these staff members. These guidelines shall be posted on the District's website as a resource when expending federal grant funds.

Note: Districts may develop and implement more restrictive guidelines, as appropriate, based on local policies and procedures.

Local Guidelines Related to Unallowable Costs

The district has developed local guidelines related to unallowable costs with federal grant funds. Although some of these costs may be allowable under the federal or state regulations, the district has determined that expenditures shall be unallowable with federal grant funds. The unallowable costs are noted below or in the Exhibit Section.

Unallowable Costs

- o Snacks that do not meet the Smart Snack federal and/or state guidelines or are on the Do Not Buy List
- o Meals (during a Working Lunch or Professional Development) that exceed \$10 per person
- o Educational field trips to an amusement park
- o Incentives & Awards [Refer to Incentive Procedures]

Selected Items of Cost – Contracted Services

Contracted services generally include services provided by a non-district employee. On rare occasions, a district employee may meet the Internal Revenue Service (IRS) rules for an independent contract. Contract originators shall utilize the Independent Contractor or Employee Determination Checklist to determine the worker status prior to submitting a contract for consideration. To ensure compliance with the IRS worker classification regulations, the final worker status classification shall be reviewed and approved by Assistant Superintendent of Finance and Operations before the worker begins services.

All contracted services shall be in compliance with the Professional Services Costs federal regulations [2 CFR 200.459]. Federal regulations require that professional and consultant services be rendered by individuals of a particular professional or that possess a special skill who are not employees of the district.

Contracted Services - Definitions

A *contract* is defined in EDGAR as a legal instrument by which the district purchases property or services needed to carry out the project or program under a federal grant award [2 CFR 200.1].

Professional services are defined in the Texas Government Code (Chapter 2254) as services within the scope of the practice or accounting, architecture, land surveying, medicine, optometry, professional engineering, real estate appraising or professional nursing. In addition, it includes professional services in these areas by a person who is licensed or registered in the state.

Other *contracted services* shall be defined as services by a non-employee or entity that do not meet the professional services definition.

The district's [Contract Management Procedures](#) shall be adhered to in procuring, evaluating, selecting and awarding, and monitoring contracts.

Contract Review and Approval

All contracts and professional services agreements funded with federal grant funds shall be reviewed and approved in accordance with the district policies and procedures for all non-grant funds. For example, if School Board Policy requires that all contracts that exceed \$50,000 be approved by the Board of Trustees, all federal grant contracts that exceed \$50,000 shall also be approved by the Board.

The Assistant Superintendent of Finance and Operations and/or the Federal Programs Director shall review and approve all contracts. The review shall consist of the district's [Contract Review Checklist](#) and any other requirements specific to the contract and/or federal grants.

Federal Regulations Review

The Grant Manager and Federal Programs Director shall review and approve all contracted/consultant services agreements for compliance with federal regulations regarding professional service costs (**2 CFR 200.459**). The contract review shall consist of the following:

- 1) Consultant and/or contractor has not been suspended or debarred
- 2) The contract and/or funds have been approved in the grant application, if specific approval is required from the granting agency
- 3) The contract's nature and scope of service is directly related to the federal grant award activities [**2 CFR 200.459(b)(1)**]
- 4) The past pattern of costs, particularly in the years prior to federal awards [**2 CFR 200.459(b)(3)**]
- 5) The contract does not contain any proposal costs [not allowable under federal regulations]
- 6) Whether the proposed contracted services can be performed more economically by direct employment rather than contracting [**2 CFR 200.459(b)(6)**]
- 7) Capability of the proposed vendor to perform the required services
- 8) The qualifications of the contracting firm or individual and the customary fees charged by the proposed vendor [A Resume, Vita or Statement of Qualifications shall be required for all contracts with Independent Contractors.] [**2 CFR 200.459(b)(7)**]
- 9) The contract and/or consultant agreement meets the allowable costs principles.
- 10) A contract subject to Davis Bacon has the appropriate contract language
- 11) The contract and/or consultant agreement fee for services do not exceed any federal grant or local limits

In addition, all contracts must contain applicable provisions described in *Appendix II to Part 200 Contract Provisions for non-Federal Entity Contracts Under Federal Awards* [**2 CFR 200.327**].

All contracts with federal grant funds shall include the 2 CFR Section 200 Required Provisions Addendum for Contracts Funded by US Federal Grants (Rogers, Morris & Grover 2021).

The final approval authority for all contracts shall be the Superintendent, unless the contract is over \$50,000, then the final approval authority shall be the Board of Trustees through approval at a regularly scheduled or special board meeting.

Contract Form and Required Contract Provisions

Unless the contractor provides a contract form, the district shall utilize the [Consultant Services Agreement](#) to execute a contract for services. The agreement (contract) shall include the following at a minimum, but may include other contract provisions, as appropriate.

- Services to be provided
- Service date(s)
- Contract Rate of Pay – Hourly, Daily, or Flat Amount

- Contract Term – Days, Months or other term length
- Fingerprinting/Senate Bill 9 Compliance
- Independent Contractor Status
- Certificate of Insurance Requirements
- Indemnification clause
- Confidentiality
- Termination clause
- Governing law
- Signatures

All district contracts for professional services to be funded through a federal grant award shall comply with the following contract provisions as recommended in the Texas Education Agency's Guidance and Best Practices for Professional Services Contracts:

- The contract is only effective upon receipt by the district of the NOGA from the awarding agency.
- The contract period is aligned to the grant period of availability as stated on the NOGA from the awarding agency (period of availability).
- All services will be completed during the effective dates of the contract.
- All services will be invoiced monthly after services are received (rather than paid lump sum at the beginning of the period of availability before services are rendered) and paid upon verification of receipt of services.
- The regulations for procurement in **2 CFR 200.318-327** are followed in issuing the contract.
- All professional services provided under the contract will follow the provisions of **2 CFR 200.459** Professional service costs.
- The contract identifies the funding sources that will be charged for the services provided, including the specific amount and/or percentage of the total contract amount to be charged to each funding source.
- The contract identifies and lists only reasonable, necessary, and allocable services to be provided during the period of availability of the funding sources listed in the contract.
- The administrative costs charged to the grant in the contract must comply with any limitations for administrative costs for funding sources (if applicable).
- The contract specifies that the invoice provided by the contractor will include the list of services provided, dates of services, and location(s) where services were provided during the billing period.

In addition, the contract provisions shall include:

- The contract shall not have multi-year extensions without a “non-appropriation of funds” cancellation clause
- The contract extensions, if included, shall restrict the contract renewals and/or extensions to either a “sole discretion of the district” or “mutual agreement” and not an “automatic renewal”.
- All products created as a result of the district shall be vested in the district and the district shall retain all intellectual property rights

Contractual Obligation

The date the district executes (signs) a contract for professional services shall be defined as the “obligation date”. The district cannot obligate federal grant funds, except during the grant period in compliance with **EDGAR 34 CFR 75.703**, the district shall not execute a contract prior to, or after, a grant period; otherwise, the costs of the professional services shall be unallowable under the federal cost principles.

The district shall not execute a Letter of Intent to Contract with a third party prior to the issuance of a Notice of Grant Award (NOGA), as deemed appropriate.

Selected Item of Cost - Travel Expenditures

The district may use federal grant funds for travel costs. All travel-related expenditures from grant funds shall comply with the allowable federal cost principles [**2 CFR 200.475**], the State Tex-Travel Guidelines, School Board Policy (DEE Legal and Local) and the district’s Travel Guidelines and Procedures.

The travel-related expenditures with grant funds shall fall within the grant period, unless a specific exception is allowable by the granting agency.

Federal regulations (**2 CFR 200.475**) define travel costs as: *expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity [district]. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-Federal entity's non-federally-funded activities and in accordance with non-Federal entity's written travel reimbursement policies.* The district has determined that all travel costs shall be paid to the travel and expensed using a per diem basis.

The allowable rates of reimbursement shall be the lesser of the federal rates or local rates. For example, if the federal rate of reimbursement for mileage is 58 cents but the local rate established in Board Policy DEE Local is 28 cents, the maximum rate of reimbursement for mileage with federal funds shall be the local rate of 28 cents. The district has elected to use a set mileage rate [as established in Board Policy DEE Local] or [as established by the General Services Administration (GSA)].

The travel-related expenditures with grant funds shall fall within the grant obligation period, unless a specific exception is allowable by the granting agency.

NOTE. No travel expenditures shall be recorded on the general ledger for a federal grant fund until AFTER the travel event has occurred and the actual travel expenditures are known and supported by documentation. Travel pre-paid or advanced expenditures shall be recorded in the general operating fund or a pre-paid account (object code 1410) in the federal grant fund. Pre-paid or advanced travel expenditures, if any, shall not be drawn-down for reimbursement until AFTER the travel event.

Travel Expenditures with Grant Funds (Staff)

The district shall reimburse federal grant-related travel expenses that are reasonable and necessary. Each official and employee of the district has a responsibility to limit travel to purposes that are clearly essential, directly related to federal grant activities, and to consider the most economical means of accomplishing travel. Travelers are encouraged to evaluate the options: driving versus flying, carpooling instead of flying, sharing of rooms when feasible.

The following guidelines shall apply to the expenditure of grant funds for staff, student and/or parent travel, as appropriate.

- All travel expenditures shall be reasonable and necessary to carry out the federal grant activities
- A completed [Travel Authorization/Settlement form](#) for all travel expenses
- Submission of a purchase requisition for all anticipated travel expenditures to encumber the anticipated expenditures
- Submission of documentation and receipts to support *actual* travel expenditures within 10 days of the travel event, as required by the travel procedures
- Travel expenses shall not be recorded as travel expenses in a federal grant fund until “after the travel event” in compliance with the Obligation Rules.
 - The district has chosen to record travel expenses as “pre-paid expenses (1410)” until after the travel event in the respective federal grant.
 - After the travel event, the prepaid expenses shall be posted as expenses to a 64XX account via general journal.

Travel Expenditures with Grant Funds (Students)

Educational field trip expenditures require pre-approval from the federal granting agency or pass-through entity. Requests for educational field trip travel shall be submitted on TEA Division of Grants Administration Request for Specific Expenditure Approval: Educational Field Trips for TEA-administered federal grants or the federal granting agency, as appropriate. The Grant Manager shall prepare and submit the pre-approval forms in accordance with local travel procedures.

Allowable Travel Expenditures

- Registration fees – registration fees shall be allowable if the event is directly related to grant activities. Registration fees may be expensed only during the grant period as travel expenditures (64XX). In accordance with TEA guidance, the district may pay for registration fees as contracted services (6299) before the travel event. The district has elected to expense registration fees using a contracted services account. Recreational or social events subject to an additional fee, above and beyond the registration fee, shall not be allowed with local, state, or federal grant funds.
- Meals – meal expenses for overnight travel (in accordance with local travel guidelines) shall be allowed for district employees and students. **Non-overnight travel meals expenses shall not be allowed.** The district shall advance or reimburse meal expenses, subject to the GSA limits or local limits, on an accountable per diem basis. The traveler shall submit a written certification [Travel Authorization/Settlement Form] with detailed receipts for work-related meals and shall return the unused meal funds [if any] to the district. The meal per diems shall be adjusted in accordance with IRS regulations regarding the day of departure/return and meals provided as part of the registration fee.
- Lodging – lodging expenses for overnight travel (in accordance with local travel guidelines) shall be allowed if reasonable, necessary and directly related to federal grant activities. The district shall pay for lodging expenses up to the GSA limits with federal grant funds. The district shall pay the actual cost of lodging in excess of GSA limits only with local funds, i.e. General Fund. Receipts shall be required for all lodging expenses. Recreational or personal services such as gyms, spas, etc. shall not be allowed with local, state or federal grant funds.

- Transportation – transportation expenses shall be allowed for *reasonable* expenses such as flights, rental car, taxi, shuttle, mileage reimbursement, etc. (in accordance with local travel guidelines) and federal grant regulations [2 CFR 200.475(e)]. Receipts shall be required for all transportation expenses to the extent that a receipt is available. Transportation expenses shall be reasonable, necessary and limited to the guidance in the cost principles.

Unallowable Travel Expenditures

The following travel expenditures shall be unallowable with federal, state and local funds:

- Supplies and/or other conference resources. [This type of expense may be allowable as a supply expenditure if a purchase order is submitted and approved before the travel event, typically an Open PO not to exceed a specified amount.]
- Alcoholic drinks or beverages
- Entertainment expenses, such as in-room movies, fee-based hotel amenities such as gyms, spas, etc.
- Expenses for spouses or other non-district employees
- Expenses due to the traveler’s failure to cancel a registration or travel arrangements (except for extenuating circumstances – if allowed due to extenuating circumstance only local funds may be used for the expenses)
- Hotel Internet charges (unless expense is work-related and pre-approved on travel authorization – if allowed, the charges shall be expensed to local funds)
- Non-substantiated or fraudulent travel reimbursement requests shall be non-allowable travel expenses from federal, state or local funds. Travelers who submit fraudulent travel reimbursement requests shall be subject to disciplinary action, up to and including termination of employment.

In addition, in accordance with EDGAR, no federal, state or local funds shall be used for travel expenditures of non-district staff such as spouses. “Family-friendly” travel costs such as dependent care costs [2 CFR 200.475(c)(1)] may be allowable with federal grant funds under EDGAR, the district shall not allow any “family-friendly” travel expenditures with federal grant funds.

Out-of-State Travel

Out-of-state staff travel expenditures require pre-approval from the federal granting agency or pass-through entity. Requests for out-of-state travel shall be submitted on TEA Division of Grants Administration Request for Specific Expenditure Approval: Out-of-State Travel or other federal granting agency prior to the travel event. The district shall not allow out-of-state travel with federal grant funds.

The Grant Manager shall prepare and submit the pre-approval forms and submit approved forms with the Travel Authorization Form.

Review and Approval of Travel Expenditures

The Grant Manager shall review and approve all travel-related expenditures paid with federal grant funds if the expenditure is referred by the Accounts Payable Clerk for secondary approval.

The Grant Manager review shall consist of the following:

- 1) All original, detailed receipts include an itemized list of what was purchased
- 2) The traveler has documented a valid reason for the travel which is consistent with the grant guidelines and purpose
- 3) The travel expenditures meet the allowable cost principles.
- 4) The travel is not for the Superintendent or other individual (non-employee such as family member, School Board, etc.).
- 5) The travel is for students during an educational field trip or other approved activity in accordance with grant guidelines and purpose
- 6) The travel is not for a contractor or consultant for *their* professional development
- 7) The travel was approved by the granting agency, as appropriate (for example: out-of-state and educational field trip travel)

Financial Monitoring and Reporting

The district shall ensure that all grant funds are consistently monitored throughout the grant period [2 CFR 200.329]. The monitoring shall include, but not be limited to:

- Compliance with federal requirements such as cost principles, audit, reporting requirements, etc.
- Compliance with account coding in accordance with the FASRG
- Monitoring of grant expenditures are properly documented and meet all allowable costs
- Monitor grant performance such as internal controls, audit findings, over/under expenditures, etc.
- Implement strategies to deter, mitigate, and eliminate waste and fraud in the expenditure of grant funds

Monitoring of Grant Purchases and Expenditures

The Grant Manager shall monitor the expenditures during the grant period to ensure that the funds are spent in a systematic and timely manner to accomplish the grant purpose and activities. The following timeline shall be used as a general guide for spending thresholds for a grant period of 15 months. The optimal spending thresholds noted below may be adjusted based on programmatic needs. For example, if the federal grant will be used for summer activities such as summer school, a larger percentage of the grant may need to be withheld for those specific activities.

- Within 3 months of the grant start date 25%
- Within 6 months of the grant start date 50%
- Within 9 months of the grant start date 75%
- Within 12 months of the grant start date 100%

The district shall maintain documentation to support all grant expenditures and provide the documentation upon request to the district's external auditors, granting agency or other oversight agency, as appropriate.

In accordance with **2 CFR 200.329(b)(1)**: *the non-Federal entity [district] must submit performance reports at the interval required by the Federal awarding agency or pass-through entity to best inform improvements in program outcomes and productivity. Intervals must be no less frequent than annually*

nor more frequent than quarterly except in unusual circumstances, for example where more frequent reporting is necessary for the effective monitoring of the Federal award or could significantly affect program outcomes. Annual reports must be due 90 calendar days after the reporting period; quarterly or semiannual reports must be due 30 calendar days after the reporting period. Alternatively, the Federal awarding agency or pass-through entity may require annual reports before the anniversary dates of multiple year Federal awards. The final performance report will be due 90 calendar days after the period of performance end date. If a justified request is submitted by a non-Federal entity, the Federal agency may extend the due date for any performance report.

The Grant Manager shall be responsible for compiling and submitting all federal program performance reports as required by the federal granting or pass-through agency.

Auditing findings or deficiencies shall be addressed in a timely manner upon receipt of the notification. The finance, human resources, and grant management staff shall work collaboratively to develop and implement a Corrective Action Plan to resolve the findings or deficiencies. The Superintendent, or designee, shall approve the Corrective Action and monitor the timely implementation of corrective strategies.

The district shall disclose to the granting agency if any federal grant funds have been subject to fraud to district staff and/or contractors (vendors) [**2 CFR 200.113 Mandatory Disclosure**]. Corrective actions, as appropriate, shall be implemented to remedy the loss of grant funds due to fraud.

Draw-Down of Grant Funds

The district shall on at least a monthly basis [on or around the 10th of the following month, or as allowed or required by the grant guidelines, draw-down grant funds that have been spent in accordance with the grant guidelines. The draw-down shall be for all allowable and documented expenditures to date, less grant funds received to date, as verified by a financial general ledger.

NOTE: The expenditures shall be net of all refunds, rebates, discounts, credits, and other adjustments, if any. Rebates from corporate card programs shall also be applied to federal grant awards based on an allocation method (percentage of expenditures by fund group).

The district has opted to operate under the cash reimbursement program guidelines; therefore, the district shall submit a draw-down of federal grant funds only when the following has occurred:

- The expenditure has been made as evidenced by distribution of a paycheck to a grant funded staff member or mailing, e-paying, or delivering a payment to a vendor.
- Monthly payroll liability payments such as federal taxes, Social Security/Medicare taxes, Teacher Retirement System, wage garnishments, and insurance/elective deductions have been distributed, as appropriate.
- Accrued wages (2161) and accrued liabilities (2211) shall be deducted from the expenditures reflected on the general ledger. [The accrued wages and liabilities represent future disbursements.]

At no time shall the district draw-down any “advanced” cash payments.

Review and Approval of Draw-down Request for Reimbursement

The Assistant Superintendent of Finance and Operations and Grant Manager review shall consist of the following:

- 1) A review of the detailed general ledger for any unusual charges or reclassification of expenditures
- 2) A test sampling of either unusual or large expenditures to ensure that the expenditures were reviewed and approved by all designated staff
- 3) Monitor the percentage of expenditures-to-date to ensure that the grant funds are expended on a timely basis throughout the grant period. [NOTE: The federal granting or oversight agency may disallow grant fund expenditures that appear to be made outside of the grant period or so late in the grant period that the district and its student did not benefit from the delayed expenditure.]
- 4) Authorize [in writing] the finance department to draw-down signing the Federal Grant Fund Expenditure Reimbursement Drawdown Certification Form (wording below).
 - a. ***By signing this report, we certify to the best of our knowledge and belief that the reports are true, complete, and accurate, and the expenditures, disbursements and cash receipts are the purposes and objectives set forth in the terms and conditions of the federal award. We are aware that any false, fictitious, or fraudulent information or omission of any material fact, may subject us to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise.***

Upon approval from the Grants Manager, the Assistant Superintendent of Finance and Operations shall prepare the paper and/or electronic draw-down request. The amount of the receivable shall be recorded on a Draw Down Amount and Account Codes spreadsheet by the Assistant Superintendent of Finance and Operations. This form and a copy of all supporting documentation such as the detailed general ledger, approval from the grant management department, and other supporting documentation shall be filed for audit purposes. Once the money is deposited to the district's bank account the Accounts Payable Clerk shall post the to the finance general ledger.

If additional documentation of an electronic draw-down is required by the granting agency, the Assistant Superintendent of Finance and Operations shall comply with the additional requirements. For example, TEA as an oversight agency, at times requests supportive information related to a drawn down such as a detailed general ledger, narrative justification, or summary of expenditures by object code. Upon a request from the TEA, the Assistant Superintendent of Finance and Operations shall respond to the request within the allotted time to avoid designation as a "high risk" grantee.

Note. TEA issues a Risk Assessment to each district on an annual basis. The district's most recent Risk Assessment is "Low".

The Assistant Superintendent of Finance and Operations shall be responsible to ensure that the requested draw down amount does not exceed a grant-specific draw down amount, or percentage. [NOTE: The ESSA draw down percentage is 20% per month and aggregates each month.]

Final Draw-down Request for Reimbursement

The final draw-down of grant funds from the granting agency shall be made within the allowable timeframe. Unless the Federal awarding agency or pass-through entity authorizes an extension, a

non-Federal entity must liquidate all obligations incurred under the Federal award not later than 90 calendar days after the end date of the period of performance as specified in the terms and conditions of the Federal award [2 CFR 200.343(b)]. The grant liquidation guidelines shall be adhered to in making final payment for all goods and services received and *placed into service* before the end of the grant period.

The final draw down process shall be the same as a monthly or periodic draw down, except that all refunds, rebates, credits, discounts, or other adjustments to the general ledger must be recorded in the general ledger prior to submitting the final draw down request. The final draw-down shall be reviewed and approved in the same manner as a periodic draw-down.

NOTE: There shall be no outstanding purchase orders or pending liquidations at the time of the final draw down of grant funds.]

The district shall promptly refund any balances of unobligated cash that the Federal awarding agency or pass-through entity paid in advance or paid and that are not authorized to be retained by the district for use in other projects [2 CFR 200.343(d)].

Certification of Draw-down Requests for Reimbursement

Federal regulations (CFR 200.415) require that the district certify the accuracy of the annual and fiscal reports or vouchers requesting payments be signed by the authorized individual(s). The Grant Manager and Assistant Superintendent of Finance and Operations shall jointly certify every draw-down of funds, including the final expenditure report (draw-down of funds) as noted below:

By signing this report, we certify to the best of our knowledge and belief that the reports is true, complete, and accurate, and the expenditures, disbursements and cash receipts are the purposes and objectives set forth in the terms and conditions of the federal award. We are aware that any false, fictitious, or fraudulent information or omission of any material fact, may subject us to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise.

Missed Deadline for Draw-down Requests for Reimbursement

If a final draw-down deadline is missed, the Federal Programs Director shall contact the granting or pass through agency to determine if a process exists to request a filing deadline extension.

NOTE: TEA has developed procedures to request an extension for filing expenditure reports. The request form must be completed, signed by the Superintendent, and filed with TEA within 30 days of the final expenditure report deadline.

Recording Draw-down Requests for Reimbursement Receivables

The receivable from the granting agency shall be handled in the same manner as the Review and Approval of Draw-down Request for Reimbursement as stated above.

NOTE: The revenues realized and the expenditures should be equal at the time of the final draw down of grant funds.

Receipt of Grant Funds

All district staff, especially those assigned with federal grant duties, shall adhere to the Cash Management Procedures. Specifically, all cash received by the district shall be deposited, recorded and reconciled by multiple individuals to ensure segregation of duties.

The district shall record all grant fund receivables upon receipt from the granting agency. The receipt of grant funds shall be posted to the general ledger to the appropriate receivable account code. In the event that the grant funds received do not match the recorded receivable, the Assistant Superintendent of Finance and Operations shall contact the granting agency to determine the discrepancy. If the granting agency has reduced and/or increased the grant funds paid to the district, a general ledger adjustment shall be posted to the appropriate revenue and receivable accounts. The Accounts Payable Clerk shall prepare the adjusting journal ledger entry and the Assistant Superintendent of Finance and Operations shall post the entry to the finance general ledger.

The district shall not maintain grant funds in a separate bank account. The district has not elected to draw down federal grant funds under the advanced cash reimbursement program guidelines, i.e. after the delivery of the payment to the payee. Bank account interest shall not]be earned, recorded, nor returned to the granting agency as a result of the cash reimbursement program.

Tracking and Recording Grant Funds

On at least a monthly basis, the Accounts Payable Clerk shall review all pending receivables. Aged receivables, defined as greater than 60 days from the date of recording, shall be investigated and resolved by contacting the granting agency. The Assistant Superintendent of Finance and Operations shall be notified if aged receivables are not resolved within 90 days of recording the receivable.

At the end of the fiscal year, all known and measurable receivables shall be recorded to the general ledger to the appropriate grant code. The Accounts Payable Clerk shall prepare the journal ledger entry and the Assistant Superintendent of Finance and Operations shall post the entry to the finance general ledger.

Grant Compliance Areas

The district shall ensure that it is in compliance with all provisions and assurances of all grant programs. In addition, the district shall comply with grant requirements such as *supplement not supplant*, comparability, indirect cost, and maintenance of effort spending levels.

Supplement, Not Supplant

The term —supplement, not supplant is a provision common to many federal statutes authorizing education grant programs. There is no single supplement, not supplant provision. Rather, the wording of the provision varies depending on the statute that contains it.

Although the definition may change from statute to statute, supplement not supplant provisions basically require that grantees use state or local funds for all services required by state law, State Board of Education (SBOE) rule, or local policy and prohibit those funds from being diverted for other purposes when federal funds are available. Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with state and local funds. Federal funds are not permitted to be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services. [\[TEA Supplement, Not Supplant Handbook, 2019\]](#)

The Penalties for supplanting are often severe. All federal funds involved in a supplant normally must be returned to the federal government. Since audits are usually conducted after the grant period has ended, there is often no other alternative correction action available other than returning the funds. [Excerpt: TEA Supplant, Not Supplant Handbook, 2019]

The district process to ensure that all grant funded activities are supplemental shall be a collaborative effort between the grants management and finance [purchasing] departments. Both departments shall receive training and be aware of the supplement not supplant provisions.

TEA has established “presumptions of supplanting”. In other words, there are three (3) scenarios in which the US Department of Education will presume that a supplant has occurred, unless the grantee can rebut the presumption with documentation. The burden of proof is on the district.

1. Providing Services Required Under State or Local Law
2. Providing Same Services as Those Provided in Prior School Year with State or Local Funds
3. Providing the Same Services in Federal and Non-Federal Programs

The Grants Manager shall review and approve all purchase orders (and non-purchase order payments). The Grant Manager review shall include a determination if the planned purchase and/or expenditure meet one of the following guidelines:

- 1) The grant funds will be used to enhance, expand, or extend required activities. Examples may include before/after tutoring, additional research-based instructional programs, or other supplemental expenditures not required by state law or local policy.
- 2) The grant funds will be used for specific grant activities included the grant application that are above and beyond the activities funded with local funds
- 3) The grant funds will be used to supplemental grant activities as noted on the DIP or a CIP.

Program-specific supplement, not supplant provisions shall be complied with in addition to the overall federal funds requirements.

Comparability

Comparability of services is a fiscal accountability requirement that applies to local educational agencies (LEAs) that receive funds under Title I, Part A of the Every Student Succeeds Act (ESSA). The intent of the comparability of services requirement is to ensure that an LEA does not discriminate (either intentionally or unintentionally) against its Title I schools when distributing resources funded from state and local sources simply because these schools receive federal funds. [\[TEA Title I, Part Comparability of Services Guidance Handbook, 2017\]](#)

The Grant Manager shall conduct the comparability test on an annual basis and complete the Title I Part A Comparability Assurance Document (CAD). NOTE: If the district determines that it is exempt from the comparability requirements, the Grant Manager shall note the exemption on the CAD and submit it to TEA. If the district is not exempt, the Grant Manager shall complete and submit the Comparability Computation Form (CCF) to TEA by the mid-November annual deadline.

In completing the CAD and CCF, the Grant Manager shall follow the process outlined below [and illustrated on the workflow]

- 1) Determine if the district is exempt from the comparability requirement. If so, complete and submit CAD and stop here.
- 2) If not exempt, the comparability testing process should continue as noted below:
 - a. List all campuses in the CCF comparability testing
 - b. Identify all campuses on the CCF as Title I Part A, skipped, or non-Title I Part A
 - c. Determine whether to include dedicated EE and/or PK campuses in the comparability testing
 - d. Select test method 1, 2, or 3 and use it consistently to all campuses being tested
 - e. Complete the CAD for review by the grant management department. After review and approval by the grants management department, the CAD and CCF should be forwarded to the Superintendent for signature.
 - f. Submit the CAD and CCF to TEA by the mid-November deadline

If TEA determines that the district is non-compliant, the finance and grants management departments shall work collaboratively to address the non-compliance. In addition, the district shall adjust the budgets as appropriate to until the district is in compliance with the comparability requirement.

Indirect Cost

Grantees must have a current, approved federal indirect cost rate to charge indirect costs to the grant. The indirect cost rate is calculated using costs specified in the grantee's indirect cost plan. Those specified costs may not be charged as direct costs to the grant under any circumstances. [\[TEA Indirect Cost Guidance\]](#)

The district shall apply for an indirect cost rate through the federal granting agency or pass-through entity (TEA) in accordance with the current regulations. The Assistant Superintendent of Finance and Operations shall complete and submit an Indirect Cost Rate Proposal by the established deadline as specified by the pass-through entity (TEA) on the Indirect Cost webpage at: <http://tea.texas.gov/index4.aspx?id=3842>

The district's Indirect Cost Rate, or the maximum allowable rate, whichever is less shall be used to post Indirect Costs for federal funds to the General Fund. The Assistant Superintendent of Finance and Operations shall prepare a general ledger entry for the indirect costs. The Assistant Superintendent of Finance and Operations shall post the entry to the finance general ledger.

Maintenance of Effort

The district shall comply with the Every Student Succeeds Act (ESSA) and Individuals with Disabilities Act (IDEA) maintenance of effort requirements.

ESSA MOE

Federal statute requires that local education agencies (LEAs) receiving Title I, Part A funds must continue to maintain fiscal effort with state and local funds. An LEA may receive its full Title I, Part A entitlement if either the combined fiscal effort per student or the aggregate expenditures for the preceding fiscal year

was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. Maintenance of Effort (MOE) is determined using state and local operating expenditures by function, excluding expenditures for community services, capital outlay, debt service, and supplementary expenses as a result of a Presidential declared disaster, as well as any expenditures from funds provided by the federal government. [[ESSA LEA MOE Handbook](#)]

The Assistant Superintendent of Finance and Operations shall compute the MOE using the TEA [ESSA LEA MOE Determination Calculation Tool](#) during the budget adopted process and at the end of the fiscal year. Non-compliance with ESSA MOE will result in a reduction of ESSA funds in the exact proportion by which the district fails to meet the MOE requirement; therefore, the finance department shall plan for the reduction of grant funds at the local level. If the ESSA MOE falls below the required level, the finance and grant management departments shall collaborate to develop a plan to bring the district into compliance with the MOE requirements.

IDEA-B MOE

An LEA that accepts IDEA-B funds is required under IDEA-B to expend, for services to students with disabilities, at least an amount equal to 100% of the state and/or local funds it expended on students with disabilities during the previous year. Federal law provides four methods of demonstrating compliance (or “maintaining effort”), as described in the Methods of Determining Compliance section. [[TEA IDEA-B MOE Guidance Handbook, 2014](#)]

The Assistant Superintendent of Finance and Operations shall compute the MOE using the [TEA IDEA-B LEA MOE Calculation Tool](#) during the budget adopted process and at the end of the fiscal year. Non-compliance with IDEA-B MOE will result in a reduction of IDEA-B funds in the exact proportion by which the district fails to meet the MOE requirement; therefore, the finance department shall plan for the reduction of grant funds at the local level. If the IDEA-B MOE falls below the required level, the finance and grant management departments shall collaborate to develop a plan to bring the district into compliance with the MOE requirements.

NOTE: The finance department shall code all special education expenditures that qualify as exceptions to a specific sub-object for tracking purposes. For example, if the district makes a long term purchase of equipment for a special education student, the district should track that expense separately to apply that cost as an exception during the MOE calculation.

As part of the IDEA-B grant application process, the Special Education Director will need to know the prior year Special Education expenditures and the next fiscal year budgeted Special Education Expenditures. The Assistant Superintendent of Finance and Operations shall provide these amounts to the Special Education Director upon request to ensure that the most accurate amounts are reflected in the grant application. Changes to these amounts, as they are known, by the Assistant Superintendent of Finance and Operations shall be submitted to the Special Education Director, as appropriate.

Single Audit

In compliance with 2 CFR 200, Subpart F – Audit Requirements, the district shall engage an independent audit firm to conduct a Single Audit of federal awards. The scope of the Single Audit shall require the following:

- The audit must be conducted in accordance with GAGAS and cover the entire operations of the district during the audit period,

- Determination if the financial statements are presented fairly in all material aspects in accordance with generally accepted accounting practices,
- Evaluate the internal controls over federal programs including testing to determine the risk level,
- Determination if the district has complied with federal statutes, regulations, and terms and conditions of the federal awards,
- Follow up on prior audit findings, and
- Submit the Data Collection Form.

Upon receipt of the Single Audit, the Assistant Superintendent of Finance and Operations and Federal Programs Director shall determine if the audit contains any Corrective Actions of Questioned Costs.

- If there are any Corrective Actions, an Action Plan to remedy the deficiencies shall be developed and implemented by the Assistant Superintendent of Finance and Operations and Federal Programs Director.
- If there are any Questioned Costs, an Action Plan to reclassify the un-allowed expenses shall be developed and implemented by the Assistant Superintendent of Finance and Operations and Federal Programs Director.

The Assistant Superintendent of Finance and Operations shall electronically submit the Single Audit to the Federal Audit Clearinghouse at the end of the fiscal year. Verification of the submission shall be maintained for audit purposes.

Reporting Requirements

The district shall ensure that all reporting requirements for grant programs are met within the established timelines. A master list of all activity, progress, evaluation, and expenditure reports shall be created to include the grant program, report due, responsible person(s), and due date. Completion of the reports may require the collaboration of several departments; however, the ultimate responsibility for the reporting requirement shall be as noted below:

- 1) Programmatic reports such as activity, progress and evaluations – Grants Management department
- 2) Expenditure reports such as interim, draw down and final expenditure reports – Finance department
- 3) Compliance reports such as Comparability, Maintenance of Effort, Indirect Cost, etc. – Grants Management Department and Finance department
- 4) Highly Qualified Staff reports – Grants Management Department
- 5) **The Grant Manager shall monitor the overall master list to ensure that all reporting requirements have been completed by the appropriate campus and/or department.**

Remedies for Non-Compliance

The district may be subject to consequences due to non-compliance with federal regulations. The district shall strive to maintain compliance, but shall respond appropriately to all notifications of non-compliance from the federal granting agency or pass-through agency (TEA).

Grant Closeout Procedures

The district shall submit all grant closeout documents to the granting agency or pass-through agency, as appropriate [2 CFR 200.344]. Grant closeout procedures shall include, but not be limited to:

- Ensure that no obligations are made after the grant period end date
- Liquidate all obligations incurred during the grant period
- Submit the final grant program performance report, if any
- Submit the final grant expenditure report, if any
- Drawdown all the expended grant funds (reimbursement request) – Match the grant expenditure draw-downs with the finance general ledger
- Certify that the final drawdown of federal grant funds are accurate (Certification)
- Refund any excess grant funds, interest, or other payables to the granting agency or pass-through agency
- Account for any real and/or personal property on hand at the end of the grant period

The Federal Programs Director must ensure that all grant close-out provisions are met on a timely basis and resolved with the awarding agency to avoid a termination of the grant award.

Under **2 CFR 200.344(h)**, if the non-Federal entity does not submit all reports in accordance with this section and the terms and conditions of the Federal Award, the Federal awarding agency must proceed to close out with the information available within one year of the period of performance end date.

Grant Awards

List of Grant Awards (including Grant Manager, grant funding source, grant period, and grant amount]

Grant Title/#	Award Date	CFDA #	Grant Period	Amount	Grant Manager
Title I, Part A	09/11/2020	84.010A	7/30/2020 - 9/30/2021	\$336,854.00	Special Programs Coordinator
Title II, Part A	09/11/2020	84.367A	7/30/2020 - 9/30/2021	\$43,786.00	Special Programs Coordinator
Title IV, Part A	09/11/2020	84.424A	7/30/2020 - 9/30/2021	\$28,621.00	Special Programs Coordinator
Title V, RLIS	11/07/2020	84.358B	10/21/2020 - 9/30/2021	\$28,695.00	Special Programs Coordinator
ESSER I	03/13/2020	84.425D	07/06/2020 - 09/30/2022	\$312,661.00	Special Programs Coordinator/As sistant Superintendent of Finance and Operations

Forms, Exhibits & Procedures

Forms/Exhibits	Page #	Procedures	Page #
Confidentiality Agreement		Fixed Asset Procedures	
Acceptable Use Policy		Internal Control Procedures	
PEIMS Population Served Table C030		Purchasing Procedures	
Local Government Officer Conflict of Interest Form		Adding/Renewing Vendors Procedures	
Lobbying Certification Form LLL		Contract Management Procedures	
Vendor Application Form/Package		Hiring Procedures	
IRS Form W-9		Timekeeping Procedures	
Conflict of Interest Questionnaire		Accounts Payable Procedures	
Felony Conviction Form		Travel Guidelines & Procedures	
Fingerprinting Form – Vendors		Cash Management Procedures	
Contract Review Checklist			
Allowability/Allocability Costs Worksheet			
Supplemental Duties Job Description and Pay Notice			
Summary of Employee Benefits			
Teacher Hiring Schedule			
Compensation Plan			
Personnel Requisition Form			
Personnel Recommendation Form			
Semi-Annual Certification of Time and Effort			
Time & Effort Worksheet			
Travel Authorization/Settlement Form			
Petty Cash Voucher			
Procurement Card Transaction Report			
WISD Employee Handbook			
PEIMS Manual			
Commodity Code List			

D. Board to consider paying employees for local days not used during the 2020-2021 school year.

Presenter: Wade Stanford

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: Consider Paying staff members for unused local days for the 2020-2021 School Year.

Administrator Responsible: Wade stanford

Summary: The District has paid staff members \$50 per day for unused local days for approximately eleven years. The maximum potential cost of this payment for the 2020-2021 school year is \$12,600.

Administration's Recommendation: The District recommends paying staff \$50 per day for unused local leave days in the 2020-2021 school year at an estimated cost of \$12,600.

Possible Motion:

I move that Westwood ISD pay staff \$50 per day for unused local leave days in the 2020-2021 school year at an estimated cost of \$12,600.

Board Approval Required

XYES

NO

- E. Board to consider one time purchase of athletic equipment, scoreboard, and visitors bleacher for high school gym.
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: Approval of One-Time Athletic Purchases

Administrator Responsible: Mr. Johnson

Summary: The district is proposing to use excess funds in the General Fund that will not be used for normal district purchases or day-to-day expenses to purchase new scoreboards for the high school gym, the baseball field and the softball field. The current high school gym scoreboards will be moved to the junior high gym. Also, proposing to purchase new visitor bleachers to be installed in the high school gym that meet code for ADA accessibility and that provide more seating capacity for visiting teams.

Administration's Recommendation: Following board policy CH Local, which states "The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place the district would recommend a motion that the board would **"approve the one-time purchase of the new scoreboards for the baseball field, the softball field and the high school gym and the purchase of the visitor bleachers in the high school gym."**

Board Approval Required

YES

NO

Purchasing Authority

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Purchasing Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

Competitive Bidding

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

Competitive Sealed Proposals

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Electronic Bids or Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

Responsibility for Debts

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

Purchase Commitments

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

Personal Purchases

District employees shall not be permitted to make purchases for personal use through the District's business office.

- F. Board to consider budget amendment for the 2020-2021 school year
Presenter: Kyle Johnson
- G. Board to consider and possibly adopt TASB Advocacy Resolution

Advocacy Resolution

Please note:

- Your district may propose a new resolution or a resolution adopted by a previous Delegate Assembly. **Resolutions must be submitted on this form.** Attachments will not be considered, and each resolution must have its own district rationale supporting its adoption.
- Express each proposal as a **short, simple sentence** stating the position you wish TASB to take regarding a matter of interest to your school district.
- Use copies of this form if submitting more than one resolution.
- Express in **paragraph form** your district’s rationale for the proposed resolution in the “statement of reasons” section below.
- The language of the proposal and rationale will be edited for length, style, and clarity. Substantive changes in the language of the proposed resolution or amendment shall be referred to the district for approval by a district representative.
- Similar submissions will be combined. Each district will then appear as a cosponsor of the combined proposal.

Proposed resolution: WISD advocates for legislation that repeals the amendment notion that would limit school district fund balances. The bill would force school districts to do one of four things if they have excess fund balance: buy down local debt, reduce M&O tax rates, provide supplemental employee compensation, or pay deferred maintenance. If a district still has excess fund balance, the commissioner of education would have the ability to reduce its state aid.

Statement of reasons: Districts have been relying on fund balances to pay for pandemic-related costs, even as the state is sitting on \$18 billion of federal pandemic relief aid intended to help districts address those very costs. Some districts had to rely on fund balances to recover from the winter storms this February. Many districts rely on healthy fund balances to secure the best interest rates for construction projects and other items that save taxpayers money. Some districts need fund balances to address ongoing expenses, such as district employee salaries, especially if the district operates on a July fiscal year or relies primarily on property taxes for district revenue.

I hereby certify that the above proposed resolution was approved by our board on _____.
(Date of meeting)

Board president’s signature _____

Name of school district Westwood Independent School District

County-district number _____

Please e-mail your board’s proposed resolution(s) by June 15, 2021, to Athena Frangeskou with TASB Governmental Relations at athena.frangeskou@tasb.org.

Advocacy Resolution

Please note:

- Your district may propose a new resolution or a resolution adopted by a previous Delegate Assembly. **Resolutions must be submitted on this form.** Attachments will not be considered, and each resolution must have its own district rationale supporting its adoption.
- Express each proposal as a **short, simple sentence** stating the position you wish TASB to take regarding a matter of interest to your school district.
- Use copies of this form if submitting more than one resolution.
- Express in **paragraph form** your district’s rationale for the proposed resolution in the “statement of reasons” section below.
- The language of the proposal and rationale will be edited for length, style, and clarity. Substantive changes in the language of the proposed resolution or amendment shall be referred to the district for approval by a district representative.
- Similar submissions will be combined. Each district will then appear as a cosponsor of the combined proposal.

Proposed resolution: Mental Health and Safety - TASB calls upon the Texas Legislature to increase state funding for access to proactive mental health services and support in public schools to improve the physical safety and psychological well-being of our students and staff, especially as they cope with additional anxiety related to COVID-19. This includes access to services for all students in a school setting; the ability for districts to provide students with targeted interventions; and the establishment of a collaborative network of school and mental health professionals to better identify and meet the needs of students and their caregivers.

Statement of reasons: _____

I hereby certify that the above proposed resolution was approved by our board on June 14, 2021.
(Date of meeting)

Board president’s signature _____

Name of school district Westwood Independent School District

County-district number 001-908

Please e-mail your board’s proposed resolution(s) by June 15, 2021, to Athena Frangeskou with TASB Governmental Relations at athena.frangeskou@tasb.org.

Advocacy Resolution

Please note:

- Your district may propose a new resolution or a resolution adopted by a previous Delegate Assembly. **Resolutions must be submitted on this form.** Attachments will not be considered, and each resolution must have its own district rationale supporting its adoption.
- Express each proposal as a **short, simple sentence** stating the position you wish TASB to take regarding a matter of interest to your school district.
- Use copies of this form if submitting more than one resolution.
- Express in **paragraph form** your district’s rationale for the proposed resolution in the “statement of reasons” section below.
- The language of the proposal and rationale will be edited for length, style, and clarity. Substantive changes in the language of the proposed resolution or amendment shall be referred to the district for approval by a district representative.
- Similar submissions will be combined. Each district will then appear as a cosponsor of the combined proposal.

Proposed resolution: Governance - TASB calls upon the Texas Legislature to recognize and preserve the right of public-school boards to associate and collaborate with each other and to communicate the needs of their students and schools, both directly and through representative organizations, with lawmakers.

Statement of reasons: School board members deserve a voice - As locally elected Texas school board members, we find calls from some lawmakers to ban "taxpayer-funded lobbying" disturbing. We live in, care about, and are involved in our community. To say that we are advocating against the interests of the very taxpayers who elected us is absurd. Most school board members have full-time jobs in addition to their board service. We don't have time to decipher and track the hundreds of education-related bills introduced each session. Banning local governments from joining associations that hire lobbyists would seriously limit our ability to advocate for what's best for our schools. As a constituent, I am asking you to oppose a ban on "taxpayer-funded lobbying" because it would censor community voices and be detrimental to Texas public school students.

I hereby certify that the above proposed resolution was approved by our board on June 14, 2021.
(Date of meeting)

Board president’s signature _____

Name of school district Westwood Independent School District

County-district number 001-908

Please e-mail your board’s proposed resolution(s) by June 15, 2021, to Athena Frangeskou with TASB Governmental Relations at athena.frangeskou@tasb.org.

H. Board to consider 2021-22 Compensation Plan Effective Date
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: June 14, 2021

Subject: 2021-22 Compensation Plan Effective Date

Administrator Responsible: Mr. Johnson

Summary: Consider and Authorize All 2021-22 Contracts or Work Schedules Beginning on or After July 1, 2020 Be Paid the Salary as Established in the 2021-22 Compensation Plan to be Adopted at a Later Date

Administration's Recommendation: The district would recommend a motion to **“Authorize All 2021-22 Contracts or Work Schedules Beginning on or After July 1, 2020 Be Paid the Salary as Established in the 2021-22 Compensation Plan to be Adopted at a Later Date.”**

Board Approval Required YES NO

9. **CLOSED SESSION**
10. Superintendent Evaluation
11. Board to consider district of innovation contract
12. Board to consider Assistant Superintendent of Curriculum and Instruction/Leadership Contract.
13. Board to vote in open session on items discussed in closed session
 - A. Superintendent's evaluation
 - B. Consider District of Innovation Contract for the 2021-2022 school year
 - C. Consider contract for Assistant Superintendent of Curriculum and Instruction/Leadership Contract
14. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the ~~Texas Open Meetings Act~~, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(Legal)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

For the Board of Trustees