



Waxahachie Independent School District
411 North Gibson Street
Waxahachie, TX 75165
972-923-4631
www.wisd.org
Meeting Live Stream: <https://www.youtube.com/waxahachieisd>

Regular Meeting | AGENDA
July 13, 2020
5:00 PM

A Regular Meeting of the Board of Trustees of Waxahachie Independent School District will be held July 13, 2020, beginning at 5:00 PM in the Waxahachie ISD Administration Building.

The subjects to be discussed or considered or acted 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.

I. BOARD MEETING - 5:00 P.M.

A. CALL TO ORDER

1. Announcement in the Boardroom by presiding officer that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner required by law.

II. CLOSED SESSION. Section 551.001 et seq. (if necessary)

- A. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including discussing complaints, hiring, resignation, termination, proposal for non renewal, proposal for termination, evaluation, promotion or demotion of personnel. Gov't Code 551.074
- B. Deliberating the purchase, exchange, lease or value of real property. Gov't Code 551.072
- C. Deliberation regarding security devices, personnel deployment, or security audits. Gov't Code 551.076.
 1. Safety and Security Audit.
- D. Consulting privately with the board's attorney concerning contemplated litigation. Gov't Code 551.071.
- E. Discussion regarding the duties and responsibilities of School Board members. Gov't Code 551.074.

III. RECONVENE TO OPEN SESSION

- A. Invocation and Pledges of Allegiance to the American and Texas Flags.
- B. Open Forum: Hearing of individuals or committees.
- C. Human Resources
 1. Consideration to approve the personnel report as recommended by the superintendent that include employment, retirements, resignations, positions changes, and potential additional positions.
- D. Recognitions. (No earlier than 6:00 P.M.)

IV. BOARD WORKSHOP

- A. Discussion of Board's Standing Operating Procedures.
- B. Consideration of Earlier Graduation Date.
- C. Consideration of District Testing Scores.
- D. Employee Opinion Survey Response/Plan.
- E. Clarification of Process of Discipline of an Employee.
- F. District Benchmarks and District Common Assessments Request.
- G. Community Based Accountability System Consideration.

V. REPORTS

- A. Project Manager Report.

- B. Public Health Guidelines for Reopening Public Schools.
- C. Review of the 2020-2021 Student Handbook and Student Code of Conduct.
- D. Child Nutrition No Change Policy for 2020-2021.
- E. Update regarding the Crisis Management Plan.
- F. Update on the November 3, 2020 Trustee Election.

VI. CONSENT AGENDA

- A. Consideration and approval of Minutes from previous meetings.
- B. Consideration to approve Monthly Financial Reports that include cash position, revenue reports, budget summary, tax collection report, bid report, purchase order requiring board approval, and proposed budget amendments.
 - 1. Financial Reports.
 - 2. Budget Amendments/Transfers/Purchase Order Approval.
- C. Consideration with possible action to approve an agreement between Arlington ISD and Waxahachie ISD for the 2020-2021 school year concerning services and reporting procedures for students with auditory impairments attending the Arlington Regional Day School Program for the Deaf.
- D. Consideration with possible action to approve the Adjunct Faculty Agreement with Texas A&M AgriLife Extension, 4-H Ellis County.
- E. Consideration and action to accept the safety and security audit as heard in Closed Session.
- F. Consideration with possible action to approve the 2020-2021 MOU between the University of Texas at Tyler and Waxahachie Global High School.
- G. Consideration with possible action to approve 2020-2021 Dual Credit/Concurrent Enrollment Program MOU between Navarro College and Waxahachie Global High School.
- H. Consideration with possible action to approve the 2020-2021 Student Code of Conduct.
- I. Consideration and action to approve updates to the WISD Multi-Hazard Emergency Operations Plan specifically including and incorporating changes to the District Crisis Management Plan.
- J. Consideration to name Lisa Mott to facilitate integrating state goals required under HB3 into the District Improvement Plan.
- K. Consideration with possible action to approve meal price changes for the 2020-2021 school year.
- L. Consideration with possible action to approve meal charge policy for the 2020-2021 school year.
- M. Consideration with action to approve a resolution declaring hazardous areas within school zones.

VII. ACTION ITEMS.

- A. Consideration and possible action to approve an electric provider for Waxahachie ISD.
- B. Consideration and action to approve the Superintendent Evaluation Document.

VIII. ADJOURN

Audience participation is limited to the time allotted for those individuals who submit a Public Comment Card indicating the agenda or non-agenda topic they wish to address. At all other times during Board Meetings, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer. Speaker presentation time will be set by the Board President at the Board dais. No action may be taken regarding the information received by the Board.

In accordance with state law, public comment may not be used to voice a complaint involving the naming of specific individuals, including but not limited to the names of district employees or students, even if the matter is listed on the agenda. Additionally, no information that may be reasonably linked to an individual person may be spoken about during public comment. All complaints may be directed through the appropriate administrative channels before being presented to the Board:

Students/Parents – Board Policy FNG(LOCAL);
 Employee – Board Policy DGBA(LOCAL); or,
 Community Member – Board Policy GF(LOCAL).

This agenda (one or more pages) is part of a document attached and entitled NOTICE OF MEETING in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. The Waxahachie ISD Administration Building, Board Room, 411 North Gibson Street, Waxahachie, Texas, 75165 is wheelchair accessible. A curb slope entry is available at the rear entrance.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020 _____ -

Subject: Human Resources Report _____



Background:

Consideration to approve the personnel report as recommended by the superintendent and as presented in closed session that includes employment, retirements, resignations, position changes, creation of new positions, and reclassification of existing positions.

Recommendation:

The Board is asked to approve the report as presented in closed session.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Recognitions



Background:

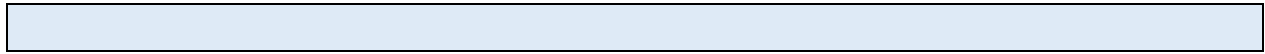
This month, we will recognize the following staff members on recent achievements:

- Lieutenant Josh Oliver on his recent promotion to lieutenant with the WPD
- Dr. Ryan Cavazos, Howard principal, on his recent successful doctoral dissertation defense.
- Dr. Phillip Morgan, Fine Arts Director, on his recent successful doctoral dissertation defense.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **July 13, 2020** _____

Subject: **Discussion of Board Standard Operating Procedures**



Background:

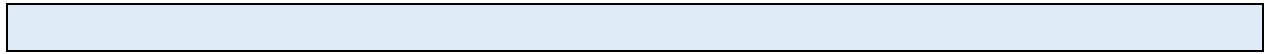
Attached is a current copy of the Board's Operating Procedures. It is time for the Board to update the procedures. The only changes that have been included are the addition of a Board annual calendar (as recommended by Dr. Spies) and a current listing of committee assignments.

After discussion and any changes made at the Board table, the Board will be asked to affirm their Operating Procedures.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **July 13, 2020** _____

Subject: **Discussion of Earlier Graduation Date**



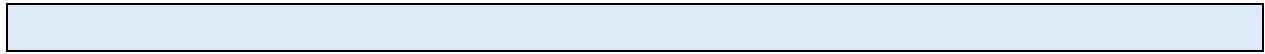
Background:

Mrs. Starnater asked that the district determine an earlier graduation than May 28th for the 2020-2021 school year.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: District Testing Scores



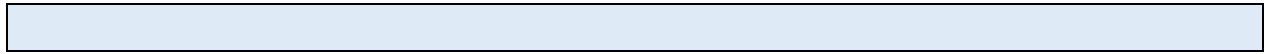
Background:

Mrs. Starnater asked that before the Board approves the district goals worked on at the Board's training session with Dr. Spies, the Board discuss further the scores for 2021 so as to make certain the Board takes into account the COVID-19 closure for 2019-20.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Employee Opinion Survey



Background:

Mrs. Starnater and Mrs. Timmermann asked for a report on addressing the survey topics where there was a significant decrease from the 2018-2019 school year.

Staff will address the topics during the Workshop portion of the meeting.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Process of Discipline of an Employee



Background:

Mrs. Starnater and Mrs. Kriegel asked:

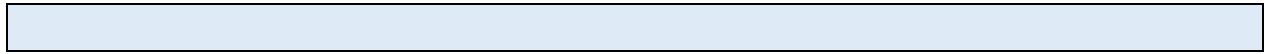
1. How does the process work for the discipline of an employee, specifically conversations, documentation, growth plans, non-renewal of contracts, etc...
2. How long does the process take?
3. Is training required for supervisors?
4. Is time/opportunity given for improvement?
5. Do personality conflicts have a place in district decisions?
6. Does the district run things by our Walsh Gallegos attorneys?

Mrs. Monica James, Executive Director of Human Resources, will be on hand to respond to these questions.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **July 13, 2020**

Subject: **District Benchmarks & District Common Assessments**



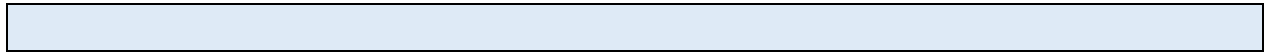
Background:

Mrs. Timmermann is recommending that teachers spend this year catching students up and not losing instructional time by having to give benchmarks and district common assessments.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Community Based Accountability System



Background:

Mrs. Timmermann requested that the Board consider implementing a Community-based Accountability System in Waxahachie ISD.

Attached is information about such a system as well as information from districts that have/are considering using a Community-based Accountability System.



[Home \(/\)](#) / [Texas Schools \(/texas-schools\)](#) / [Accountability \(/texas-schools/accountability\)](#)
/ [Academic Accountability \(/texas-schools/accountability/academic-accountability\)](#)

Local Accountability System

House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017) established the Local Accountability System (LAS) to allow districts and open-enrollment charter schools to develop local accountability system plans for their campuses. A district's local accountability plan provides stakeholders with detailed information about school performance and progress over time. Local accountability plans may vary by school type (elementary school, middle school, high school, and K-12) and by school group (magnet schools, early college high schools, etc.), but must apply equally to all campuses as applicable by school type and group. Once approved by the Texas Education Agency (TEA), it is expected that a plan be operational and relatively unchanged for three to five years.

Due to COVID-19-related uncertainty about school schedules, the local accountability team is temporarily adopting a flexible approach to district development of a local accountability plan.

TEA will offer webinar-style training for districts throughout the year and provide direct support to districts as a local accountability plan is developed and submitted for approval.

Please reach out with questions as information in published guides may change.

[Local Accountability System General Description \(/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539632251\)](#)

[Local Accountability System Frequently Asked Questions \(/sites/default/files/Local%20Accountability%20System_FAQ%20August%202020.pdf\)](#)

[Highlights of 2018-19 LAS Districts \(/sites/default/files/Highlights%20of%202018-19%20LAS%20Districts.pdf\)](#)

Related Content

[Local Accountability System District Resources \(/texas-schools/accountability/academic-accountability/performance-reporting/2020-local-accountability-system-development-materials\)](#)

Contact Information

Local Accountability System

Phone: (512) 463-9704 (tel:(512) 463-9704)

Fax: (512) 936-6431 (tel:(512) 936-6431)

LAS@tea.texas.gov (mailto:LAS@tea.texas.gov)

Local Accountability System

General Description



House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017) established the Local Accountability System (LAS) to allow districts and open-enrollment charter schools to develop local accountability system plans for their campuses.

Similar to the state accountability system ratings, a district's local accountability plan provides stakeholders with detailed information about school performance and progress over time. Local accountability plans may vary by school type (elementary school, middle school, high school, and K-12) and by school group (magnet schools, early college high schools, etc.), but must apply equally to all campuses as applicable by school type and group.

The creation and publication of a local accountability plan based on campus needs and goals allows a district to communicate priorities and demonstrates a commitment to achieving the components in the plan. The dissemination of local accountability plan ratings by TEA and the district signifies the importance of the local goals and documents progress at the campus level.

At the end of each school year, districts and open-enrollment charter schools assign overall and domain-specific letter grade ratings of A-F for each campus, according to performance outcomes, as outlined in the approved local accountability plan. Campuses with an overall rating of A, B, or C under the state accountability system for the applicable year of the plan may combine state and local accountability ratings with the state rating contributing at least 50 percent of the combined rating. The local accountability plan campus ratings do not affect the state accountability system rating at the district level.

Local Accountability System Plans

Local accountability plans are designed to measure student outcomes, or areas directly related to student outcomes, that are not included in the state accountability system.

Once approved by TEA, it is expected that a plan be operational and relatively unchanged for at least three to five years.

During the initial implementation year of the plan, the district may choose to examine campus results without officially combining the local accountability system campus ratings with the state accountability system campus ratings. Local accountability plans apply to all applicable campuses regardless of the state rating; however, campuses designated as D or F under the state accountability rating are not eligible to officially combine local accountability ratings with state ratings.

After the initial year, local ratings are combined with state ratings for campuses receiving C or higher on the state accountability rating for the applicable year of the plan. Campus ratings from the state accountability system, the local accountability system, and the combined rating will be posted on the TEA website as specified in the local accountability plan.

Example: **Defining a Priority Area**

A district chooses to publicly track student growth in early reading skills at the kindergarten through second grade levels.

Plan Components

Student outcomes, or areas directly related to student outcomes, are defined by plan components. Plans must contain a minimum of two components and a maximum of ten. Each component contributes a unique weight to the plan (5% to 60%) and is based on a measure, or set of measures, that:

- includes at least one year of baseline data, collected prior to plan implementation, that is used to create a campus rating system with levels of performance, with assigned standards for achieving differentiated levels;
- provides for the assignment of a letter grade of A, B, C, D, or F and allows for campus differentiation;
- meets standards for validity and reliability;
- is converted to a 30–100 scale when ratings are submitted to the agency, with A= 90–100; B= 80–89; C= 70–79; D= 60–69; and F=59 and below.

District Requirements

As defined by statute, participating districts and open-enrollment charter schools must:

- provide calculations for overall performance ratings that are capable of being audited by a third party; and
- make available a campus scorecard along with an explanation of the methodology used to assign performance ratings.

Authority

Texas Education Code (TEC), §39.0544
House Bill 22, 85th Texas Legislature, 2017

Example: **Selecting a Component Measure, Examining Baseline Status, and Creating the Campus Rating System**

Using results from standardized early reading indicators, the district analyzes three years of baseline data to show that, district-wide, approximately 80% of students are exiting kindergarten with a mastery of kindergarten skills.

The district uses the baseline data to set a scaling system for assigning campuses grades of A–F. The baseline average, 80%, is used to set the “C,” or mid-level range, at 75–84%. The cut points for the higher ranges are based on the component outcome and district goals.

In this example, the district set the “A” range to reflect 95–100% of students exiting with a mastery of kindergarten skills to align with district priorities of having all students enter first-grade with the necessary skills.

For kindergarten, the A–F rating system uses the percentage of students exiting kindergarten with a mastery of kindergarten skills.

A = 95–100%

B = 85–94%

C = 75–84%

D = 65–74%

F = 64% and below

This campus rating system results in 2 campuses at the A rating, 3 campuses at the B rating, 10 campuses at the C rating, 4 campuses at the D rating, and 2 campuses at the F rating.

period.

During the first year, districts participate in training opportunities sponsored by TEA to develop a plan. During this year, districts examine data, identify needs, develop a strategic plan, and determine data sources for measuring outcomes.

At least one year of baseline data for each data source is needed for inclusion in the plan. If at least one year of baseline data is not available, and the data source includes standards based on a nationally normed sample, that information may be used to set district goals as a substitution for baseline data.

Districts with approved plans move into an initial year of implementation. During the initial implementation year, officially combining local and state ratings for public dissemination is optional. In addition, districts may work with TEA to refine aspects of the plan for re-submission and finalization for the remaining three years of participation in the local accountability system.

After the initial year of implementation, the district plan is established, and local accountability ratings are required to be posted for each campus. For campuses receiving a "C" or higher on the state accountability system, the state and local accountability ratings are combined as outlined in the approved plan.

What if a district decides not to participate for the whole implementation period?

District participation is optional. There is no penalty for ceasing participation in the local accountability system. However, after one year of plan establishment, defined by TEA posting the officially combined state and local accountability system ratings for eligible campuses, the district is expected to participate for a minimum of an additional two years. If a district chooses not to participate for a minimum of two additional years, the plan will be considered void and a district will need to resubmit a plan(s) and receive approval from TEA to participate in the local accountability system at a later date.

How much of a commitment does participation require?

District commitment varies according to the individual characteristics and needs of districts. Interested districts are encouraged to learn more about the guidelines and complete a Notice of Interest (available on the TEA website) for additional information.

Does participation on the local accountability system require money?

There is no fee to participate in the local accountability system, however, district expenses vary according to the individual characteristics and needs of districts. Participation requires attending training sessions sponsored by TEA, developing a district-wide local accountability plan for different school types/groups, collecting data from participating campuses, calculating outcomes, and providing TEA with campus-level data during the summer following the school year for which the plan is applicable.

How many staff members do I need to dedicate to this?

The number of staff members dedicated to a local accountability plan varies according to the individual characteristics and needs of districts. Interested districts are encouraged to learn more about the guidelines and requirements of the local accountability system.

What are some examples of plan components?

The 2020 Local Accountability System Manual and appendices provide the most current information about process guidelines along with exemplars of plan components. Examples from previous years or other sources may no longer meet the current requirements of the local accountability system.

How does a district measure components and outcomes?

As required by statute, local accountability plan measures must contain levels that allow for differentiation (with assigned standards for achieving the differentiated levels) and provide for the assignment of a letter grade of A, B, C, D, or F. At least one year of baseline data measuring current levels is required. Current levels of achievement are used when assigning standards for achieving differentiated levels (i.e., campus letter grades) over the course of plan implementation.

What are the standards for reliability and validity?

Measures must also meet standards for reliability and validity. In terms of **specific measures, tests, or ratings**:

*A measure is considered **reliable** if it delivers consistent results across administrations.*

- ▶ Examples include forms of assessments that have been created and tested to be equivalent to each other and observational ratings conducted by trained and assessed raters who have reached a level of consistency with each other.

*A measure is considered **valid** if the resulting outcome represents what the test is designed to measure.*

- ▶ Examples include content-specific tests focused on the related content topic, surveys designed to capture beliefs and attitudes about certain topics, and rating protocols with clearly defined observational evidence.

Reliability and validity are closely related, and both must be evident for a measure, test, or rating to be included as component outcomes in a local accountability system plan.

*In terms of the **overall local accountability system plan**, in addition to including reliable and valid measures:*

- ▶ *A plan is considered **reliable** if it is applicable over time across campuses.*
- ▶ *A plan is considered **valid** to the degree that the results show progress toward meaningful local student outcome goals.*

For more information, please reference the following.

- ▶ Popham, W. James (2018). Assessment literacy for educators in a hurry. Alexandria, VA: ASCD.

How are components and domains weighted?

Domains are weighted as the summation of component weights.

Ex: a domain with 3 components of 10%, 50%, and 20% would have a weight of 80% of overall plan. The plan could have from one to four additional components across different domain(s) for the remaining 20%.

Components may carry a weight of 5% to a maximum of 60% for a total of two to ten components per school type plan.

The **overall** local accountability rating and the combined rating for each campus are presented on the TEA/report card website. Districts are required to include domain component descriptions and ratings on district/campus websites.

What are scaled score conversions?

Districts must use a **one-to-one correspondence** when converting campus ratings for each component to a 30 to 100 scale for local accountability ratings. The floor of 30 was selected to align with the state accountability system that uses this same scale for the F rating.

How does the local accountability system plan impact a campus rating? Can my rating go down?

At the end of each applicable school year, districts and open-enrollment charter schools assign overall and domain-specific letter grade ratings of A–F for each campus, according to performance outcomes, as outlined in the approved local accountability plan. Campuses with an overall rating of A, B, or C under the state accountability system for the applicable year of the plan may combine state and local accountability ratings with the state rating contributing at least 50% of the combined rating. A combined campus rating could change as a result of the local accountability system by going up or going down. Campuses that are not rated under the state accountability system are not eligible to combine state and local ratings. However, the local accountability data for paired campuses, and other campuses not rated under the state accountability system, may be displayed on TEA, district, and campus websites.

How does the local accountability system impact my district rating?

The local accountability system plan campus ratings do not affect the state accountability system district rating. District ratings are determined by campus state accountability system ratings only; these ratings do not include local accountability system ratings.

Highlights of the 2018–19 Local Accountability System

September 2019

Participating Districts

Twelve districts submitted local accountability plans to the Texas Education Agency (TEA) that outlined indicators of student outcomes across domains and components. Of these, two districts received plan approval and submitted data for 228 campuses.

District/Charter School	Number of Campuses
Dallas ISD	225
Snyder ISD	3
Total	228

Local Accountability System Campus Ratings

Of the 228 campuses participating in the local accountability system, 20 (9%) received an A rating, 81 (36%) received a B rating, 105 (46%) received a C rating, and 22 (10%) received a D rating based on the component and domain outcomes as specified in each district's local accountability system plan.

Local Accountability System Rating	Number of Campuses
A	20
B	81
C	105
D	22
Total	228

Combined Local and State Accountability System Rating

Of the 228 campuses participating in the local accountability system, 204 received a state accountability rating of C or higher and were therefore eligible for the combined local and state accountability rating. Of the 50 campuses rated an A on the state accountability system, 27 (57%) remained an A and 23 (46%) received a B. Of the 93 campuses rated a B on the state accountability system, 1 (1%) received an A, 72 (77%) remained a B, and 20 (22%) received a C on the combined overall rating. Of the 61 campuses rated a C on the state accountability system, 3 (5%) received a B and 58 (95%) remained a C when combined with local accountability ratings.

State Accountability Campus Rating	Combined State and Local Campus Grade			Number of Campuses
	A	B	C	
A	27	23		50
B	1	72	20	93
C		3	58	61
Total	28	98	78	204

For additional information, please visit:

tea.texas.gov/las.aspx;

txschools.gov; and

http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2019_Accountability_Rating_System

Creating a Meaningful Community-Based Accountability System

John Tanner, Test Sense

November 2016

In fall 2017, Texas will join 16 other states in implementing a public school rating system that assigns letter grades to schools and districts. By December 1, 2016, the Texas Education Agency (TEA) must adopt indicators showing how the A-F ratings will be determined, and by January 1, 2017, TEA must submit a report to the Texas House and Senate Education Committees showing the ratings that schools and districts would have been given if the system had been in place for the 2015–16 school year.

As we begin this important rule-making period, and as another Texas Legislature with authority to change the law that established Texas' A-F system prepares to meet, it is imperative that stakeholders know that the research is clear: A-F school rating systems fail as an indicator of school quality, but there is evidence that supports more meaningful kinds of accountability systems.

*This essay is the second in the Texas Accountability Series, a series of essays published by the Texas Association of School Administrators that: provides an overview of A-F systems and their failures; explains why, to be meaningful, school accountability must be community-based and not solely focused on compliance with state testing mandates; and addresses the misfit of state testing programs with school accountability. (See also "[The A-F Accountability Mistake](#)" and "[The Misfit Between Testing and Accountability](#).") Each of these essays was written by John Tanner, executive director of Test Sense and author of *The Pitfalls of Reform*.*

As additional issues related to school accountability arise, the series will be continued to ensure that Texas educators have the information they need to work with policymakers and the public in a meaningful way.

Executive Summary

Argument: Organizations consist of people, processes, and systems, all working together toward a defined benefit, frequently known as a mission or purpose. That benefit is the reason for the organization's existence. Accountability is the means by which an organization determines its success at providing the benefit, or achieving that mission or purpose. A meaningful accountability program requires each participant in an organization to ask the question: For what am I accountable and to whom?

The state of Texas has answered that question for every educator: accountability is to the state for high or rising test scores. This differs from how educators would answer that same question, given their specific assignments and spheres of influence. Their answers would be deeply influenced by local needs and conditions.

True accountability should be designed such that every educator answers the accountability question and then supplies evidence as to his or her effectiveness. It should support the professionalism of teachers, where most of the educational decisions about children are made. It should guide improvement along the way, rather than offer a post-mortem on a year of schooling derived from a single data collection point at the end of that year.

True accountability is shared. It assigns each task to the appropriate stakeholder with the authority to see it through. It is about improvement. It meets each student wherever he or she happens to be and then moves him or her toward a compelling future. True accountability

Preferred Citation: Tanner, J., (2016). Creating a Meaningful Community-Based Accountability System. The Texas Accountability Series. Austin, TX: The Texas Association of School Administrators

relies only upon information relevant to the task at hand rather than simply grasping at whatever data or information is available.

Conclusion: While it is likely that the state will continue to impose broad-brush judgments on schools in some form or another, schools recognize the disconnect between that broad brush and true accountability for the students placed in their care. True accountability for educators' decisions is necessarily local, necessitating the establishment of a meaningful community-based accountability system.

Defining Accountability

Accountability is all about asking and answering the following: For what am I accountable and to whom? Or, if it helps with the grammar, simply reverse it: To whom am I accountable and for what?

CEOs are responsible for generating profits for shareholders. Leaders of nonprofits are accountable to their boards of directors for carrying out their organizations' missions. Elected officials are accountable to represent and serve those who elected them. School leaders are responsible for a high-quality education for every child. Leaders must ask the accountability question with great regularity, and every leadership role must answer it in a variety of ways.

When it comes to public education, the question is particularly complex. Educational responsibility is a layered function, with the state, district, school, and teacher each taking on different roles. A student has needs that are social and emotional as well as academic, with outcomes that differ by grade, subject, and individual circumstances. Parents have a myriad of expectations regarding schooling for their children, and policymakers are accountable for providing the necessary resources and oversight.

“Educational responsibility is a layered function, with the state, district, school, and teacher each taking on different roles.”

A school is an organization that consists of people, processes, and systems that combine to get things done. All organizations exist to provide a benefit, often expressed as a mission or purpose. That benefit varies greatly depending on the type of organization it is and the relationship one has to the organization (e.g., employee, customer, shareholder, student, policymaker, or parent).

Formal accountability systems should be the means by which an organization checks the degree to which it is providing the intended benefit. A quality organization is one that can regularly be shown to provide the benefit. Part of every formal accountability program should be the requirement that if the benefit is not achieved changes will be encouraged or, in severe cases, required.

For What and to Whom?

For nearly a generation and a half the benefit desired by policymakers for Texas schools (and every other state that has adopted test-based accountability, which is all of them) has been high or rising state test scores in core academic subjects. When high or rising test scores don't appear, the state insists on changes within a school, starting with the processes but eventually moving on to the people. The recent requirement in Texas to translate test scores into school letter grades¹ is just another form of high or rising test scores as the defined benefit of education, as proven by states that have adopted such systems.²

This raises a question that needs to be addressed: Is it appropriate that our primary accountability in education is to the state for high or rising test scores in core academic subjects? The third essay in this series covers state testing methodologies in the context of school accountability, so that won't be repeated here.³ In summary, the answer is an unequivocal no. Tests based on the methodology underlying the State of Texas Assessments of Academic Readiness (STAAR) and all other state tests used for school accountability are designed to rank order students for the purpose of comparisons. They were never designed as a tool that could indicate some value as a result of a particular ranking, they cannot judge quality, and when a requirement exists for all students to cross a threshold on such a

test as a measure of success, that requirement equates to asking all students to be above average. That, of course, is absurd.⁴

“...starting with the child and asking, ‘For what am I accountable and to whom?’ immediately raises the stakes and the consequences rather than lowering them. But it places those stakes squarely at the point where education occurs.”

Answering the question: “For what and to whom?” represents the manner in which accountability should occur. By necessity, answering that question for an educator always starts with the child. This is not an aphoristic starting point or one meant to soften the impact of accountability. In fact, starting with the child and asking, “For what am I accountable and to whom?” immediately raises the stakes and the consequences rather than lowering them. But it places those stakes squarely at the point where education occurs.

Notice the richness of an education that comes into view should a teacher, a principal, and a superintendent each be given the challenge of answering that question. Answering the question, “For what and to whom?” requires meaningful objectives relevant to the student, the parents, and the community. It focuses educators on processes as well as

outcomes, each of which needs to be defensible within that community setting.

For the teacher, the accountability cannot help but be immensely personal. For elementary teachers in particular, the accountability is frequently to a specific child. For principals it often generates conversations about what can be done with the resources already in the school, and how to maximize that use given the unique needs of the students and the community. For superintendents it frequently goes to leadership, and ensuring that school leaders understand and can execute their roles in driving and supporting a meaningful educational agenda.

Note as well the believability of that accountability when accompanied by evidence designed to answer the question, “Was I successful?” To be believable the selection of evidence needs to be carried out when the accountability is determined, and then checked regularly for the purpose of progress and to inform when a change of direction may be needed. A good accountability

program in this regard is not one that performs a data collection at the end of a year in order to pass a post mortem judgment, but one that guides the process all along. Accountability should be about the degree to which each educator *is providing* the benefits of an education that falls within their sphere of influence.

“Accountability should be about the degree to which each educator *is providing* the benefits of an education that falls within their sphere of influence.”

“A true accountability system...assists in the creation of success in addition to evaluating the degree to which that success occurs.”

An accountability system that waits until after the end of schooling to render its judgment is completely illogical from this perspective. A true accountability system will work hand in hand with an educator as he or she works to deliver against it. It assists in the creation of success in addition to evaluating the degree to which that success occurs.

Overcoming an Unfit Fitness

It is worthwhile to note a prominent quote by former Gov. Jeb Bush, perhaps the country’s leading advocate for accountability tied to school letter grades based predominantly on test scores: “What gets measured gets done.”⁵ If high or rising test scores represent “getting it done,” which they now do, we should question how far that remains from a system that continuously asks, “for what and to whom?” High or rising test scores, however much the majority of Americans want to believe otherwise, represent an impoverished means for “getting it done.”

The philosopher Kenneth Burke refers to such a world that has, for a variety of reasons and often due to complexity, evolved into an illogical or even a bad thing masquerading as just the way things are. He refers to this as an “unfit fitness,” a world we risk striving for, believing it serves our own self-interests or offers a benefit to society, when it does nothing of the sort.⁶

Educational accountability in its current form, intentionally or unintentionally, promotes an unfit fitness. Policy makers have long been enamored of the statistical rigor⁷ in standardized test scores and made the mistake of presuming that such tests could serve their efforts. They placed the judgment of school quality into those instruments, wrongly believing that the elegance of the statistics was sufficient to take on whatever roles were assigned. In the end, the definition of fitness for a school evolved into this: A fit school is one where test scores are high or rising with the judgment determined by the state.

“That the definition of ‘success’ in the current system often goes against the student’s interests is bad enough, but it gets so much worse when the self-interest of a school or the teacher is the other option. A teacher should never be compelled to do what is wrong for a student in the interest of trying to keep his or her job.”

An unfit fitness compels actions that are frequently counterproductive in the name of being “fit.” An example is the dilemma of teachers torn between spending time on test prep in a school on the verge of sanctions over low test scores, or using that time for rich instruction. One of those is good for students but possibly bad in the short term for the school, while the other is bad for the students but may help the school escape near-term sanctions.

The fact that such a choice even exists is a clear sign of the unfit fitness described above. That the definition of “success” in the current system often goes against the student’s interests is bad enough, but it gets so much worse when the self-interest of a school or the teacher is the other option. A teacher should never

be compelled to do what is wrong for a student in the interest of trying to keep his or her job.

The unfit fitness notion is introduced here as both a warning and a challenge. Creating an unfit fitness is rarely intentional. But once in place, once it is perceived as a healthy (or relatively healthy) norm, changing it requires a mind shift of monumental proportions. Here, another philosopher, the pragmatist Richard Rorty, offers the only solution that has ever worked to do so: We need to learn to speak differently than before.⁸ We need to learn a new conversation, one that runs alongside the old for a while until it overtakes and eventually replaces it, rendering that old, unhealthy conversation obsolete.

“We need to learn to speak differently than before.”

It is the premise of this essay that defining the educational benefit — all or in part—through high or rising test scores creates an unfit fitness, one incapable of achieving the goals of education. It is particularly detrimental to our most vulnerable populations, who are frequently judged as less than their peers, when all they are guilty of is not yet having the same opportunities as those peers. It is time to start a new conversation regarding educational accountability. It is time to start inventing a new system.

“The adoption of the accountability question: ‘For what am I accountable and to whom?’ actually necessitates the adoption of a CBAS philosophy.”

Community-Based Accountability Systems

Texas educators have two choices going forward: One is to let accountability happen to them as a consequence of state action; the other is to create a new accountability paradigm, one based explicitly in the community and the students a school serves. Texas educational leaders have worked hard to opt for the latter.

In *Creating a New Vision for Public Education in Texas*, a consortium of Texas superintendents a decade ago outlined a rethinking of many of the processes and systems within education, as well as what must be done for a variety of stakeholders to realize the goals it lays out.⁹ It adopts — though not in so many words — the notion put forth here that an organization consists of people, processes, and systems that exist to produce an educational benefit, and that accountability must be about the degree to which the benefit was achieved.

In that same vein, Texas educators under the leadership of the Texas Association of School Administrators (TASA) have since led the charge for creating a Community-Based Accountability System (CBAS), which explicitly attempts to reposition the majority of accountability functions to the communities and students a school serves.¹⁰ This is exactly the right thing to do to generate a new conversation around accountability, one that can eventually eclipse the unfit fitness in the current system and replace it with something better.

The adoption of the accountability question: “For what am I accountable and to whom?” actually necessitates the adoption of a CBAS philosophy. Because the questions and the answers are intensely local in nature, elevating it to the level of accountability cannot be done through a generic compliance requirement imposed by the state.

Those compliance requirements are highly likely to continue, but the recognition that generic compliance and student learning are frequently antithetical to each other, forces a community into what should be a simple decision: compliance or learning? If the answer is learning, then that is where the focus needs to be. Elevating learning to the center of the educational conversation can only be done at the community level. Only through a CBAS can that learning be seen and believed by the community.

As stated earlier, a proper CBAS would add tremendous richness to the educational enterprise rather than water it down. It transfers the most meaningful accountability from the state compliance requirement that is far removed from actual learning, both in the measures selected and in their translation into judgments of quality, to the communities where learning actually occurs. It requires true leadership by superintendents, principals, and teachers to make public their understandings of what each is accountable for and to whom, and to then accept that accountability as their own. It elevates the professionalism of every educator who adopts it, while at the same time creating an intense focus on the specific needs of each and every student.

The CBAS approach represents the most exciting opportunity in twenty years to build a better mousetrap. It is not without its challenges, but we would be wise to vigorously pursue it. The only likely option is to let accountability happen absent the educational community, which would again be a shame.

Considerations for the Development of a Next-Generation Accountability System:

1. The accountability system should be established around student, not system benefits.
2. Accountability systems should separate compliance with the rules from improvement against the benefit.
3. Next-generation accountability should place an intense focus on supporting the professionalism of the teacher.

Building the Next-Generation Accountability System

If the next generation of accountability is to align the needs of students with the goals of accountability it will necessarily need to be based in the communities where public schools serve those students. Following are three recommendations regarding the *system*. These should be taken as conversational starters and not as end states. They have been subjected to a great deal of scrutiny over the years and have changed considerably from their original versions, long since lost in old notes and conversations. They are presented in the spirit of improving

them yet again, in what is their most public presentation yet.

The first recommendation is that **the accountability system be established around student, not system benefits**. As has been stated repeatedly, a school is an organization consisting of people, processes, and systems, tasked with the responsibility of producing a benefit related to the students it serves. But what is that benefit? *What is each educator and each educational institution accountable for and to whom?* What evidence is needed to answer questions regarding the benefit? And most important of all, where is the student in all this?

The second recommendation is this: **Accountability systems should separate compliance with the rules from improvement against the benefit**. Compliance in this sense represents the *minimum* requirements for existing as a school. Schools are necessarily bureaucratic institutions and as such owe allegiance to the requirements that enable their existence. However, accountability of yesteryear (and today) was *only* about compliance: the bureaucratic requirement for high or rising test scores. Compliance of a variety of sorts will still need to exist going forward, but it will be important to separate the compliance components from the improvement components. As was stated earlier, generic compliance and actual improvement are almost always antithetical to each other in the context of student learning.

“...generic compliance and actual improvement are almost always antithetical to each other in the context of student learning.”

The third recommendation is this: **Next-generation accountability should place an intense focus on supporting the professionalism of the teacher**. This is critical for several reasons: First, teachers are the key to the future success of public education. Second, if teaching and learning remains a compliance activity to meet state requirements, it is highly unlikely to support large numbers of a very diverse student population achieving at very high levels. Third, teachers at present are faced with a level of diversity and the need to differentiate instruction that goes far

beyond anything seen in our nation’s past. And fourth, teaching is a profession and deserves to be treated as such.

Consider the community-based nature of each of these. Each is accomplishable but only at the local level, and yet the results would be far richer and more comprehensive than what the state could ever require. It moves the state requirements into the category of compliance, which in turn signals that if improvement is the goal the answers must come from elsewhere. And it decentralizes the process, calling on teachers as professionals to act as the most critical component of the entire system.

The effort in creating a next-generation accountability should always be a principled one. It should not simply accept what exists and modify it ever so slightly, or rename something and pretend the new name signals a new thing. Nor should it adopt measures uncritically, or presume that all the weight should be placed on English and math teachers yet again, no matter that literacy and numeracy are profoundly important.

A report presented to the Oklahoma Department of Education offers three principles that would be hard to argue against.¹¹ Still Texas is a unique state and these too should be considered as conversational starters and not the final word on the topic:

Shared accountability should be a basic rule. This refers to the assignment of educational tasks to the appropriate stakeholder with the authority to see the task through, along with public accountability for each role. A program that distributes accountability in this regard is recognizing that multiple parts of the organization must perform their role effectively.

Adaptive improvement should be the basis for all improvement efforts. Adaptive improvement is the idea that

Guiding Principles for a Next-Generation Accountability System:

- **Shared accountability** should be a basic rule.
 - **Adaptive improvement** should be the basis for all improvement efforts.
 - **Informational significance** should ground every decision regarding data and information.
-

part of accountability is about meeting the student where they are and moving them to a future point with the benefit of an education as the goal. This requires two things not a part of the current system: a defined benefit and a starting point aligned with each student's needs. Adaptive improvement insists that we do the same at the school level. Schools do not come as one-size-fits-all with similar students or a similar capacity to advance student learning, but instead are as varied and diverse as the students they serve. Adaptive improvement at the school level requires us to recognize this fact and be prepared in a far-reaching way to offer support.

Informational significance should ground every decision regarding data and information. This principle will likely feel the most different in practice of the three. Educators and stakeholders need actionable information pertinent to their sphere of influence and assigned accountability. Information can be for reasons of compliance or improvement. It can target the public or policymakers, or it can provide parents with meaningful insights into their child's school. Teachers need to be able to regularly hold a mirror up to their practice to gauge where their own improvement is needed. Principals and superintendents need to be held accountable for ensuring these sorts of things take place, and the proper resources are available. The commissioner of education needs information that allows him or her to understand their effectiveness in carrying out that very important role.

Conclusion

Meaningful accountability should be a basic function of any organization that intends to provide a benefit to those it serves. Accountability should indicate the degree to which the benefit occurred, and then promote changes within the organization whenever necessary. Accountability should guide the people, the processes, and the systems that make up an organization, and do so with as much nuance as is necessary to enable good decisions. Accountability should be an active part of the process, not merely a post-mortem surprise.

A proper school accountability program will require every educator to consider the question: for what am I accountable and to whom. A Community-Based Accountability System represents the clearest path forward for doing just that, for the simple reason that the most critical points of accountability are to students, their parents, and then their communities, in that order. The more local the accountability, the more likely it is to have the desired effect, and the richer the educational experience can be for all our children.

Notes

¹ Texas House of Representatives (2015). HB 2804. Retrieved from <http://www.legis.state.tx.us/tlodocs/84R/billtext/pdf/HB02804F.pdf#navpanes=0>. For a good summary of the A-F provision, see <http://www.tasanet.org/Page/707>.

² See Tanner, J., (2016). *The A-F Accountability Mistake*. The Texas Accountability Series. Austin, TX: Texas Association of School Administrators.

³ See Tanner, J., (2016). *The Misfit Between Testing and Accountability*. The Texas Accountability Series. Austin, TX: Texas Association of School Administrators.

⁴ Many want to argue this point, stating that the test content is derived from the lists of content in state standards, or that the tests are *criterion referenced*, or that they are not normed as are commercially available test instruments, and thus they are different. A few minutes on the STAAR websites at TEA quickly disproves these arguments. The underlying methodology for STAAR and every state test used for accountability is one designed to rank order students against the differences in their test performance, the names or the common understandings notwithstanding.

⁵ Cited in Howe, K.R. & Murray, K. (2015). *Why School Report Cards Merit a Failing Grade*. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/why-school-report-cards-fail>. Howe and Murray pulled the quote from the Utah school grading website which has since been discontinued.

⁶ Burke, K., (1954). *Permanence and Change: An Anatomy of Purpose*. Berkley and Los Angeles, CA: University of California Press.

⁷ Tanner, J., *The Pitfalls of Reform: Its Incompatibly with Actual Improvement*. Lanham, MD: Rowman and Littlefield. In *Pitfalls* I point out that rigor is an odd choice for a term to apply to any aspect of education. The actual definition has to do with an unyielding harshness, as in “the rigors of winter,” or as a qualification of good science as an indicator of precision, which is the meaning here. Only in education has the term moved away from its actual meaning to indicate something akin to “higher,” or “better,” and use in that sense is prolific. I argue in that we would be best to select different terms that say what we actually mean. A “more rigorous” accountability program than what we already have in place, in the actual sense of the term, is the last thing anyone needs.

⁸ Rorty, R., (1989). *Contingency, Irony, and Solidarity*. Cambridge: Cambridge University Press.

⁹ Texas Association of School Administrators, (2008). *Creating a New Vision for Public Education in Texas: A Work in Progress for Conversation and Further Development*. Austin, TX: Texas Association of School Administrators.

¹⁰ Texas Association of School Administrators. *Community Based Accountability System: A process-Based Framework for Community-Based Accountability*. Austin, TX: Texas Association of School Administrators.

¹¹ Adams, C.M., Forsyth, P.B., Ford, T.G., Ware, J.K., Barnes, L.B., Khojasteh, J., Mwavita, M., Olsen, J.J., & Lepine, J.A. (2015). *Next Generation School Accountability*. A Report Commissioned by the Oklahoma State Department of Education. Oklahoma Center for Education Policy (The University of Oklahoma) and The Center for Educational Research and Evaluation (Oklahoma State University).

Community-Based Accountability: Answering the Question, What Do We Value?

Karen G. Rue, Ed.D.

Superintendent of Schools

Rob Thornell, Ed.D.

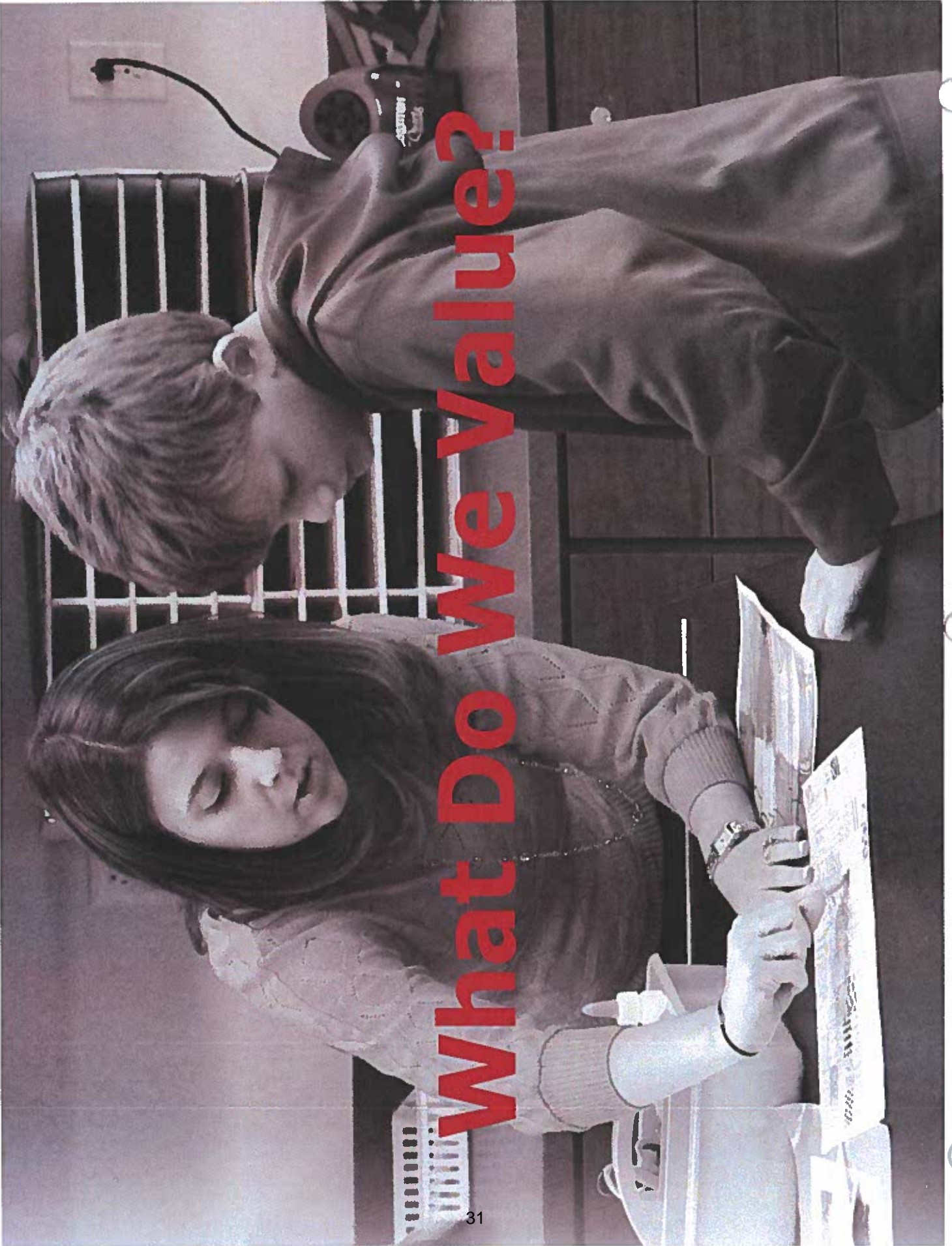
Assistant Superintendent for Curriculum and Instruction

Jerhea Nail

Executive Director of Communications and Government Relations

<http://www.nisdtx.org/Presentation>

What Do We Value?



About Northwest ISD

- Encompasses 234 square miles
- 27 campuses (17 elementary schools, 5 middle schools, 2 comprehensive high schools, 1 accelerated high school, special programs center, and community-based youth residential program)
- 14 towns and cities
- 3 counties (Denton, Tarrant, and Wise)
- Third fastest growing district in Texas
- Approximately 15% built out
- Economic stimulus – Alliance Texas
- 59 active developments
- 3,352 total employees (2,064 full-time employees, 1,288 contract employees and substitutes)
- Growth-
 - 2000 - 5,373 students
 - 2012 - 17,800 students
 - 2014- 20,050 students projected



Core Beliefs

1. Kids come first
2. Continuous improvement is essential for future success
3. The success of each student is the shared responsibility of students, families, schools, and communities
4. Environment influences learning

Vision

The best and most sought-after school district where every student is future ready:

- Ready for college
- Ready for the global workplace
- Ready for personal success

Mission

Northwest ISD, in partnership with parents and community, will engage all students in a premier education, preparing them to be successful, productive citizens.

Strategic Goals

Goal 1

Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Goal 2

Northwest ISD will recruit, develop, retain, and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

Goal 3

Northwest ISD will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Goal 4

Northwest ISD will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

Goal 5

Northwest ISD will invest resources to ensure that students, parents and the community receive optimal educational services.



Learning | Pride | Excellence

Northwest

INDEPENDENT SCHOOL DISTRICT

WWW.NISD.TX.018

Every Student Future Ready

Profile of a Graduate

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be **future ready**: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:

Ready for College

To prepare to be **future ready**, a student who graduates from NISD will:

- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

Ready for the Global Workplace

To prepare to be **future ready**, a student who graduates from NISD will:

- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibly to a changing global community.

Ready for Personal Success

To prepare to be **future ready**, a student who graduates from NISD will:

- Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.
- Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.



Skills for Success

- Critical Thinking and Problem Solving
- Collaboration and Leadership
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination



Why Northwest ISD Community-Based Accountability?

Does the current Texas accountability system provide guidance and clarity for accountability for student learning in Northwest ISD toward achievement of the **NISD Graduate Profile**?

Community-Based Accountability

- More challenge; aligned to the graduate profile
- Less overreliance on standardized testing
- District accountable to the community's values
- Renewed focus on the most important person: the student



Every Student Future Ready

Community-Based Accountability is:

- A locally developed system of evidence of student learning
- A strategic and customized form of measuring student achievement
- Rigorous descriptive reporting to parents and community members

Community-Based Accountability is not:

- A way to escape from standardized testing
- A tool to pass judgment on individual students

Bill McKenzie please note: Jeb Bush says schools test too much!



By Rodger Jones/Editorial Writer
rmjones@dallasnews.com
8:30 am on October 21, 2013 | Permalink

My friend Bill McKenzie, whose intoxicant of choice is standardized school-test data, should make sure to read the **ABC News transcript of a Jeb Bush interview** that aired yesterday.

In it, Bush — one of the nation's strongest pushers of "data-driven" school reform — seemed to admit public education has gone overboard with high-stakes testing regimes. Here's an excerpt from Bush's interview with ABC correspondent Jon Karl:

KARL: ... So standards means testing.

BUSH: Yep.

KARL: And you hear a common complaint, we test too much.

BUSH: Right.

KARL: We study to the test. Do you agree with that? Do we test too much?

BUSH: I think we do test too much. You could have fewer tests and achieve the desired results of transparency and accountability for sure.

So we now have the GOP's most outspoken champion of No Child Left Behind conceding an important point that had been made by many educators nationwide.

From this moment forward, Bill should never equate a de-emphasis of high-stakes standardized testing with a willingness to back off high standards. Framing things that way presents a false choice.

What does the alternative look like? It's under construction now, by a consortium of local school districts. They reject the notion that the quality of a school can be measured by that one fateful day in the spring when students sit down with the answer sheets to statewide tests.

Read **Jeff Weiss's recent story about the project**, undertaken by the Texas High Performance Schools Consortium, despite the veto of legislation by Gov. Rick Perry that would have given them vital leeway. What a disappointment that was. I would have guessed that Perry would honor local control in the



Jeb Bush (file)

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Texas Education Agency wants \$30 mil to pilot alternative to STAAR



By Jeffrey Weiss [Follow @jeffreyweiss](#)
JWeiss@dallasnews.com
4:28 pm on September 23, 2014 | [Permalink](#)

48
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A few months from now, the Texas legislature will be busy hashing out laws and budgets. Which means that state agencies are busy up their budget requests. The Texas Education Agency has included something officially titled "Assessment Pilot & Accountability Workgroup Exceptional Item #4

I can't improve on the clearly written explanation it offers. I'll boldface the sentence that raised my eyebrows most

General Description

To implement a collaborative pilot program between districts and TEA to develop and implement an integrated diagnostic measure of student learning that will reduce the emphasis on student assessments. The pilot program will operate alongside a workgroup of stakeholders from across the state to develop an accountability system that is less reliant on student test scores

Justification

This exceptional item serves as a starting point for initiating a conversation about taking Texas schools and students into the next era of education by collaboratively developing a new tool for gauging student learning

Stanford: Why do states still try to judge teachers by test scores?

Resize text A A A

Posted 6:00 p.m. Sunday, Aug 10, 2014

Email 0 Share 2 Tweet 0 Show This 5

By Jason Stanford - Special to the American-Statesman

The problem with a lie -- even one that everyone agrees with -- is that eventually you can't ignore the truth. Enron can't paper over debt and crashes. The housing bubble pops. Now, as the rush towards using standardized test scores to evaluate teachers turns into a retreat, it might be time to face that standardized tests are a lousy way to hold schools accountable.

We've been using bubble tests to hold schools and students accountable for a long time, mostly without anyone asking tough questions about whether the scores were valid measures of what a student learned. Controversy over student testing was slow to develop and then mostly concerned the number of tests and the harsh consequences. We never asked whether the thermometer really measured the temperature, so to speak, even though our education system is based upon the validity of these tests.



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In this Section

Deputy's funeral procession to travel this morning through North Austin



Hero mom dies protecting her baby daughter

Rick Perry made 'mockery' of justice

Diane Ravitch's blog

A site to discuss better education for all

« [Charters Will Blitz Philadelphia with PR Campaign](#) [The First Day of School on an Island in Maine](#) »

Yong Zhao: Why Marc Tucker Is Wrong: The Case Against High-Stakes Testing

By [dianoravitch](#)

September 21, 2014 // 8

Marc Tucker recently published a position paper arguing that our current system of test-based accountability, testing every student every year in grades 3-8, has failed and that we need a new approach. His approach, as Anthony Cody argued, would test at transition points but would still have high stakes and would test more subjects. Tucker wrote a post criticizing Cody and me and arguing that high-stakes testing is necessary to raise test scores and improve education.

Yong Zhao here [weighs in with a brilliant response to Tucker](#), sharply disagreeing with him on the value of high-stakes testing.

Zhao points to Tucker's inconsistency thus

"Why does one who condemns test-based accountability system so much want more test-based accountability? The inconsistency exemplified by Marc Tucker does not make sense to me at all. Yet it is widespread so it must make sense in some way. I try to put myself in the shoes of Tucker and other similarly minded people and learned the chain of reasoning underlying their inconsistency:

Premise #1: Education quality matters to individual and national prosperity

Core Themes

- Academic Preparation and College Readiness
- Personal Growth and Success
- Citizenship and Community Service
- Student, Parent, Community, and Staff Satisfaction

Profile of a Graduate

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Community-Based Accountability Handbook

TABLE OF CONTENTS	
• CORE BELIEFS	ii
• PROFILE OF A GRADUATE	iii
• PRINCIPLES OF LEARNING, TEACHING, AND CURRICULUM	iv
• GENERAL INFORMATION and BACKGROUND	1
• INDICATORS AND MEASURES	3-6

Northwest ISD Community-Based Accountability Handbook

<http://www.nisdbx.org/cms/lib/TX21000351/Centricity/Domain/46/CBAS%20Handbook%201%202029%2014.pdf>



Every Student Future Ready

www.nisdtx.org

Community-Based Accountability

With a vision of preparing future-ready students, Northwest ISD is working to create a transformational shift in education. By listening to the characteristics and standards that the NISD community values, the district is developing a local standard that looks beyond test scores to help assess student learning. A committee of NISD students, teachers, parents, and administrators created this Community-Based Accountability and measures of success focusing on four community values: Academic Preparation and College Readiness; Personal Growth and Success; Citizenship and Community Service; and Student, Parent, Community, and Staff Participation.

Academic Preparation and College Readiness

- District common assessments
- College/Post-secondary entry and success
- PSAT readiness assessment participation rate and percentage that score College Career Readiness
- SAT/ACT admission assessments participation rate and percentage that score College Career Admission level
- Participation in student projects and demonstrations (Night of No Limits, Techno Expo, etc.)
- NISD Academy participation and retention rates
- Dual Credit participation and passing rates
- Advanced Placement (AP) participation and passing rates
- Gifted and Talented participation rate(*)
- Second language acquisition participation and retention rates(*)
- Digital learning environment(*)

Personal Growth and Success

- Survey to measure student engagement
- Extra-curricular and co-curricular participation and retention rates
- Number of students recognized at local, state, and national level (including but not limited to current Trustee Awards of Excellence guidelines)
- Workplace internship participation rate and number of hours(*)

Citizenship and Community Service

- Service learning projects participation rate
- Number of students earning Green Cord program at high school level
- Volunteer and community service participation rate and number of hours

Student, Parent, Community, and Staff Participation

- Survey to measure student engagement
- Survey to measure parent engagement
- Number of participants and contributed volunteer hours/dollars/services to measure Partners in Education growth rates
- Survey to measure staff engagement

(*) As determined in actions of the 83rd Texas Legislature, 2013 (House Bill 51 data will be reported to the Texas Education Agency in August of each year.

CBA with Data Collection Responsibilities

The following measurements will be reported on the community dashboard at appropriate intervals.

(*)As determined in actions of the 83rd Texas Legislature, 2013 (House Bill 5), data will be reported to the Texas Education Agency in August of each year.

Community Values	Proposed Indicators of Success	Measures	Community Reported Measures (Dashboard)	Graduate Profile Alignment	Who is collecting/developing and how
Academic Preparation and College Readiness	State of Texas Assessments	End of Course Exams (EOC), STAAR Assessments at various grade levels	Texas Education Agency (TEA)-Annual District Report cards	Ready for College	Exec. Dir. Of Curriculum & Staff Development, Director of Assessment; Curriculum Coordinators
	NISD District Assessments	NISD will create a blueprint for locally-developed assessments which includes increased writing components, multi-step problems, and performance based assessments	Passing rate for state accountability student groups on blueprint identified assessments. Reported beginning in the fall of 2014.	Ready for Personal Success Ready for Global Workplace	Document of template to be developed.
Early Literacy	Early Literacy	The blueprint will be created during 2013-14. Implementation of the blueprint will begin in 2014-15 with data reporting on the community dashboard beginning in Fall of 2014	Number of students reading at or above grade level on End-Of-Year (EOY) assessment	Ready for College	Exec. Dir. Of Curriculum & Staff Development, Elem. ELA Coordinator
	College Post-secondary Entry and Success	K-3- DRA2 4-5- ORI College acceptance & attendance	College acceptance and attendance data as collected by the National Clearinghouse; Reporting categories include: College enrollment, persistence, and degree attainment (2 year, 4 year, trade school or additional certification)	Ready for College Ready for Personal Success	Exec. Dir. Of Secondary Education and HS Counselors
		High School Endorsement Plans*	Person(s) Responsible: High School Counselors Number of students participating in each endorsement plan as indicated by enrollment for the 2014-2015 school year.	Ready for College	HS Counselors via electronic RGP*
		In response to HB5, NISD will designate five graduation endorsements plans during the 2013-2014 school year to be implemented during the 2014-2015 school year	Person(s) Responsible: High School Counselors	Ready for Personal Success Ready for Global Workplace	
		Readiness Assessments*	Readiness Assessments	Ready for College	Advanced Academics Coordinator

Academic Preparation and College Readiness

Indicators of Success:

- *State of Texas Assessments (state-required)*
- Locally Developed Assessments (*blueprint TBD 2014*)
- College/Post-secondary Entrance and Success
(*9 measures*)
- Career Readiness/21st Century Workforce (*2 measures*)
- Student Projects/Demonstrations (*2 measures; capstone TBD*)

Personal Growth and Success

Indicators of Success:

- Co-curricular Engagement (*3 measures*)
- Extra-curricular Engagement and Awards/Recognitions (*1 measure*)
- Workplace Internships (*1 measure*)

Citizenship and Community Service

Indicators of Success:

- Volunteering and Community Service (*1 measure*)
- Service Learning (*1 measure*)

Student, Parent, Community, and Staff Satisfaction

Indicators of Success:

- Student Satisfaction Survey (*1 measure*)
- Parent and Community Involvement (*4 measures*)
- Staff Engagement (*1 measure*)

Northwest ISD Community Dashboard

Northwest ISD Data Dashboard

Community-Based Accountability

Welcome to Northwest ISD's Data Dashboard. This interactive, mobile-friendly website will provide student, staff and district operational data in one convenient location. Northwest ISD believes establishing a premier education for our students requires a partnership with our community. During the 2012-2013 school year, a committee of students, parents, community members, staff and administrators identified community values and proposed measures of success in Northwest ISD. In June 2013, the NISD Board of Trustees unanimously passed the Community Based Accountability Measures of Success.

Community based accountability measures student achievement in areas including SAI/ACT scores, internships, college scholarships, dual credit courses, volunteer and community outreach, community partnerships and more. The data dashboard's highly visual format provides easy access to a variety of information including community-based accountability, human resources, fiscal data, community relations and state assessments.

"Together, we are transforming a new public education," said Superintendent of Schools Karen G. Ruehl, D.O.

2007 Texas St.
Jacks, Texas 76037
817-215-0000 or 1-800-448-3226

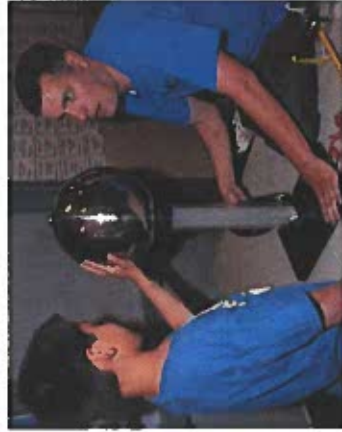
Northwest
INDEPENDENT SCHOOL DISTRICT

every student future ready

Future-Ready Innovators

Over and over, executives told me that the heart of critical thinking and problem solving is the ability to ask the right questions. As one senior executive from Dell said, 'Yesterday's answers won't solve today's problems.'

Tony Wagner, *Creating Innovators*



Every Student Future Ready

**Northwest**
INDEPENDENT SCHOOL DISTRICT

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Creating a Transformational Shift in Education



- Mission: School Transformation
 - <http://www.tasenet.org/domain/111>
- Texas High Performance Consortium
 - www.texaspsc.org
- CED Report: *Digital Learning*
 - [http://www.ced.org/pdf/Digital Learning Issue Brief Final.pdf](http://www.ced.org/pdf/Digital_Learning_Issue_Brief_Final.pdf)



Community-Based Accountability: **Answering the Question,** **What Do We Value?**

Karen G. Rue, Ed.D.
Northwest ISD

<http://www.nisdtx.org/Presentation>
superintendent@nisdtx.org

817-215-0030



Community-Based Accountability

Learn about FBISD's development of Community Based Accountability System (CBAS)

Fort Bend ISD is committed to providing an exceptional educational system where all students can reach their full potential, in accordance with the skills and attributes of the FBISD Profile of a Graduate.

Our Board strongly believes that the District is accountable to the community for fulfilling the Hopes and Dreams they have for their children and their futures. The A-F accountability system, which is driven by a singular accountability measure drawn from a child's performance on state assessments, is a partial accounting and does not adequately represent the comprehensive work of the district regarding developing the whole child.

With this in mind, FBISD is proud to be one of more than 50 districts in the state that have joined together to build a better accountability framework – with our community– so that we can measure success in a way that is more meaningful and productive, and goes beyond mere snapshot data from high-stakes standardized tests.

About the CBAS development:

Fort Bend ISD has joined the Texas Public Accountability Consortium, or TPAC, with more than 50 other school districts across Texas to create a truer accountability framework to assess the District's progress and measure its success.

District staff meet regularly with leaders from other Districts to identify and establish the components of a true accountability system that go beyond STAAR test scores to measure how districts prepare students for futures beyond what they can imagine.

Throughout the 2018-19 school year, a design team including Grayle James as Board Representative, along with FBISD administrators, teachers and campus leaders has worked to develop the District's CBAS Framework including the development of key questions. Following this work, six campuses signed on to pilot the system during the 2019-20 school year, with an additional ten campuses beginning their learning about CBAS in anticipation of implementing the CBAS framework in 2020-21. The remaining campuses will engage in learning in 2020-21 so that by 2021-22 district-wide implementation will be in place.

About the CBAS Framework

Components of the CBAS include seven pillars, compared to the state's accountability system, which is based on a single STAAR (State of Texas Assessments of Academic Readiness) assessment. These pillars were developed by TPAC, in partnership with school leaders throughout the state and country, and represent the standards of effective schools.

Seven Pillars

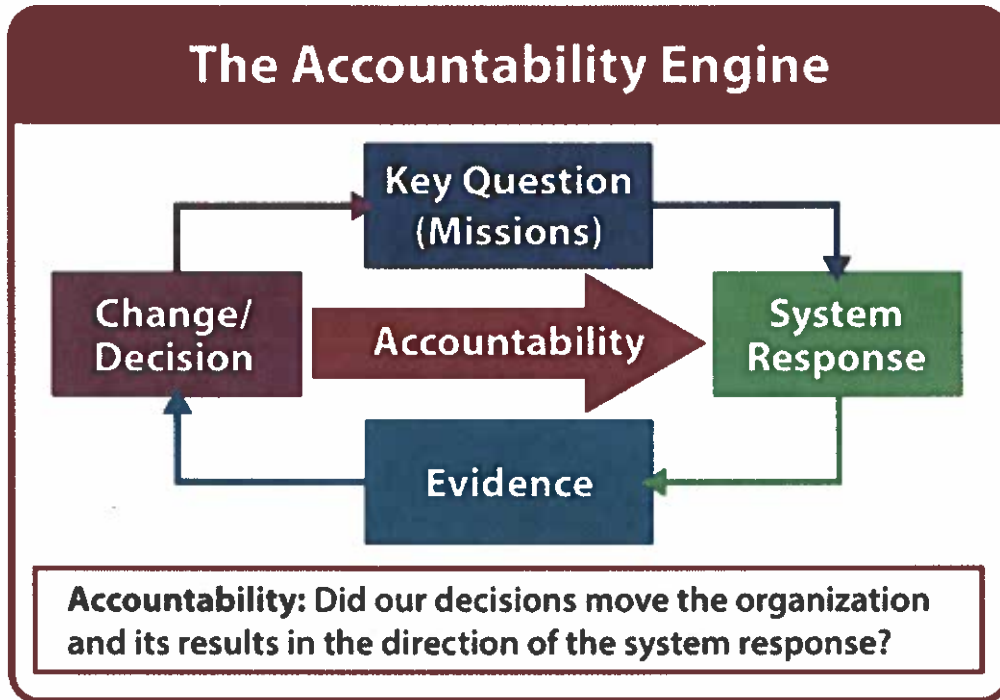
The seven pillars include:

- o student learning and progress,
- o student readiness,
- o engaged and well-rounded students,
- o community engagement and partnerships,
- o professional learning and quality staff,
- o fiscal and operational systems, and
- o the safety and well-being of our students.

State Accountability (A-F system)	Community-Based Accountability
 <p>Accountability Based on:</p>  <p>Standardized test</p> <p>+</p>  <p>Student's performance on a single day</p>	 <p>Accountability Based on:</p> <ul style="list-style-type: none">o Student Learning and Progresso Student Readinesso Engaged and Well-Rounded Studentso Community Engagement and Partnershipso Professional Learning and Quality Staffo Systems and Operationso Safety and Well-Being of our Students

Accountability Engine

The accountability engine defines the process we undertake to assess our priorities in order to ensure our decisions are focused on reaching our intended outcomes. As such, the accountability engine includes establishing what we are trying to accomplish and defining evidence we will accept that we are accomplishing this important work.



QUESTIONS OR COMMENTS ABOUT CBAS?

Contact us via [Let's Talk!](#)

FREQUENTLY ASKED QUESTIONS

[Expand All](#)

How do students benefit from a Community-Based Accountability System? >

How is Fort Bend ISD involving the community as it develops this local accountability system? >

How will a community based accountability system measure whether a campus is meeting the goals of the District and its community? >

How do we know if a campus is on track to meet its goals, and what happens if it isn't? >

Midlothian ISD's process according to their video:

- Year long process to address Culture, Vision, and Goals
- How to improve/support
- ~ 5000 participated through summits, surveys, think tanks, and focus groups (teachers, staff, community members)
- 120 core members
- Chose five categories with 19 key indicators

Performance Tracker

CATEGORY

Academic Excellence

MEASURES

Enrollment in Pre-Advanced Placement AP/Dual credit courses*

College hours earned by graduating seniors (Dual Credit completion, Advanced Placement 3+ on exam)

Performance on SAT and ACT

Early math progress indicators - Tier 1 kindergarten students**

Early literacy progress indicators - Tier 1 kindergarten students**

Early math progress indicators - Tier 1 1st & 2nd grade students**

Early literacy progress indicators - Tier 1 1st & 2nd grade students**

College Career Military Readiness Accountability

Career Technology Education Certifications

Scholarship dollars earned by graduating seniors

GOAL

Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment in Pre-Advanced Placement AP/Dual credit courses*	9,472 enrollments	10,775 enrollments			
College hours earned by graduating seniors (Dual Credit completion, Advanced Placement 3+ on exam)	AP: 1,290 hours earned DC: 4,541 hours earned	AP: 1,871 hours earned DC: 5,312 hours earned			
Performance on SAT and ACT	SAT: 1080 ACT: 22	SAT: 1111 ACT: 22			
Early math progress indicators - Tier 1 kindergarten students**		91%			
Early literacy progress indicators - Tier 1 kindergarten students**		82%			
Early math progress indicators - Tier 1 1st & 2nd grade students**		92%			
Early literacy progress indicators - Tier 1 1st & 2nd grade students**		84%			
College Career Military Readiness Accountability	90	92			
Career Technology Education Certifications	16	75			
Scholarship dollars earned by graduating seniors	\$5.3 million	\$8.65 million			

CATEGORY

Finance

MEASURES

Fund balance percentage in comparison to overall operating budget

Achieve Superior Rating by Texas Education Agency's Financial Integrity Rating System of Texas

Bond projects completed on budget and time

GOAL

Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Fund balance percentage in comparison to overall operating budget	41.56%	36.7%			
Achieve Superior Rating by Texas Education Agency's Financial Integrity Rating System of Texas	Superior Rating	Superior Rating			
Bond projects completed on budget and time	100%	100%			

* MS Pre AP and Algebra I. HS Pre AP, AP/Dual Credit ** Students on track to meet grade level expectations. Newly integrated measurement systems are in place with data coming for the 2019-2020 school year.

MISD Performance Tracker

CATEGORY

Social Emotional & Safety & Security

MEASURES

Reduction of Safety and Security Reports

Number of students participating in extracurricular activities

Positive responses to safety and security survey questions

Overall parent satisfaction as measured by district survey

Community service hours completed by graduating seniors

GOAL

Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reduction of Safety and Security Reports	37 reports/ 8 confirmed	27 reports/ 9 confirmed			
Number of students participating in extracurricular activities	5,116 students	5,377 students			
Positive responses to safety and security survey questions	60% based on three questions	70% based on four questions			
Overall parent satisfaction as measured by district survey	85% satisfied (7% no opinion)	86% satisfied (8% no opinion)			
Community service hours completed by graduating seniors	15,903 hours	15,455 hours			

CATEGORY

Human Resources

MEASURES

Overall employee satisfaction as measured by district survey

Market pay system for employees by TASB

GOAL

Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall employee satisfaction as measured by district survey	87% satisfied (9% no opinion)	89% satisfied (7% no opinion)			
Market pay system for employees by TASB	90% market rate	98% market rate			

CATEGORY

Communications/ Partnerships

MEASURES

Volunteer hours*

Community partnerships

Community engagement as measured by participation in district survey

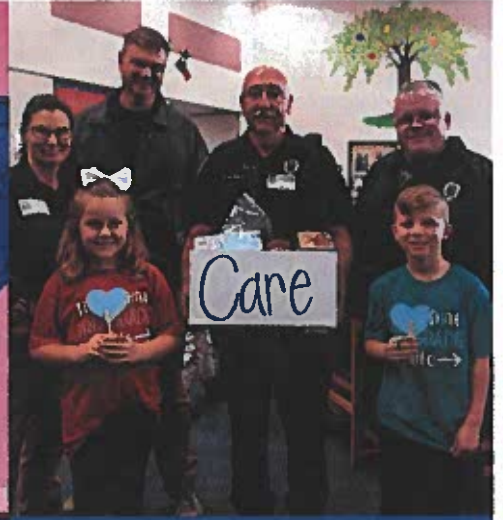
GOAL

Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Volunteer hours*		system implementation			
Community partnerships	34 partners	95 partners			
Community engagement as measured by participation in district survey	7,940	8,428			



VISIONARY LEADERS IN EDUCATION



THE CLEAR CREEK INDEPENDENT SCHOOL DISTRICT 2018-19 COMMUNITY BASED ACCOUNTABILITY REPORT

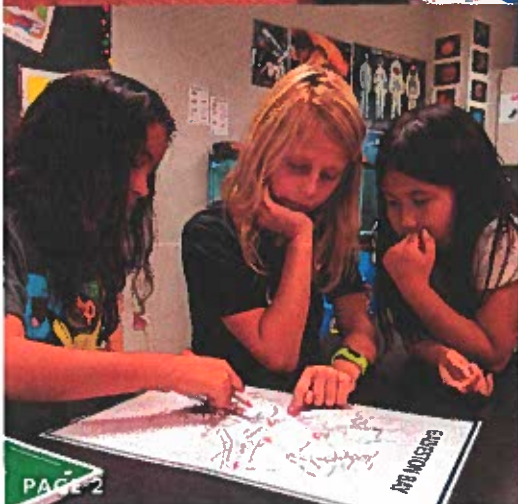
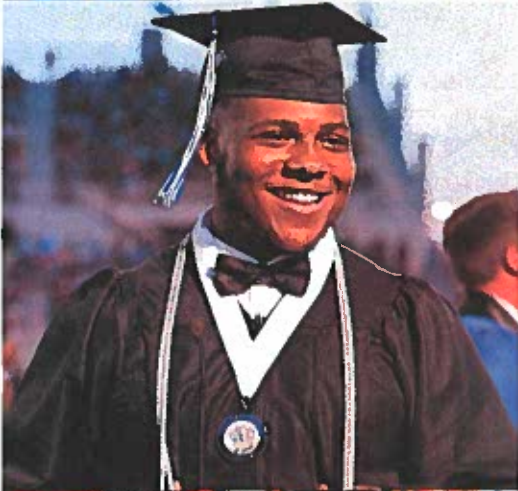
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VISIONARY LEADERS IN EDUCATION

TABLE OF CONTENTS

Community Report Card	3
A Message to Our Community.....	4
Quality of Teaching Staff	5
Academics	6
Fine Arts & Athletics	6
College Entrance Exam Scores.....	6
Graduation Rates.....	6
Career & Technical Education Participation	7
Post-Secondary Decisions.....	7
Youth Truth Survey	7
District Financial Snapshot.....	8
Discipline.....	9
Classroom Sizes.....	9
Demographics.....	10
STAAR Achievement.....	10
Campus Enrollment.....	11
District Mission, Core Values, and Beliefs.....	12



If You Had to Give Clear Creek ISD a Grade, Would You Give It...

A	51%
B	37%
C	7%
D	2%
F	1%
Unsure	2%

Updated School Facilities

A	52%
B	37%
C	9%
D	0%
F	1%
Unsure	1%

Size of Classes

A	34%
B	41%
C	18%
D	4%
F	1%
Unsure	2%

Student Access to Technology

A	64%
B	29%
C	4%
D	1%
F	1%
Unsure	2%

Helping Educate Students to Become Persons of Character

A	54%
B	33%
C	9%
D	2%
F	1%
Unsure	2%

Strong College Preparatory Programs

A	44%
B	31%
C	6%
D	1%
F	0%
Unsure	17%

Providing For the Physical, Mental, and Emotional Health of the Students

A	38%
B	41%
C	15%
D	1%
F	2%
Unsure	4%

School Safety

A	55%
B	35%
C	7%
D	1%
F	1%
Unsure	1%

The Career and Technical Education Programs Offered in the Classroom

A	43%
B	35%
C	8%
D	2%
F	0%
Unsure	11%

Quality of Teaching Staff

A	51%
B	37%
C	9%
D	1%
F	1%
Unsure	1%

Having High Student Achievement

A	60%
B	31%
C	6%
D	0%
F	1%
Unsure	2%

Competitive Athletic Programs

A	43%
B	34%
C	9%
D	2%
F	1%
Unsure	11%

High Scores on National Tests Such As Act and SAT

A	39%
B	29%
C	6%
D	0%
F	0%
Unsure	25%

Student Achievement on State Standardized Tests Known as STAAR

A	48%
B	35%
C	6%
D	1%
F	0%
Unsure	9%

Comprehensive Fine Arts Programs

A	40%
B	44%
C	8%
D	1%
F	1%
Unsure	6%

Addressing the Concerns of Parents

A	41%
B	40%
C	14%
D	2%
F	3%
Unsure	1%

Encouraging Citizen Involvement with Schools in the Community

A	39%
B	40%
C	13%
D	2%
F	1%
Unsure	4%

Providing Parent Education Opportunities to Help Parents Work with Children on Academics

A	27%
B	38%
C	23%
D	6%
F	1%
Unsure	5%





Top row: Win Weber, Scott Bowen, Page Rander, Arturo Sanchez, Jennifer Broddle
Bottom row: Jay Cunningham, Dr. Greg Smith, Dr. Laura DuPont

WE BELIEVE... THE MEASURE OF ANY COMMUNITY IS THE SUCCESS OF ITS CHILDREN

A Message to Our Community
Dr. Laura DuPont, CCISD Board President

Welcome to the sixth edition of the Clear Creek Independent School District Community Based Accountability Report, a document that reflects the characteristics you, our taxpayers, have told us are important in determining the success of your local schools. This success is measured through a multitude of subsets from academic achievement and student participation rates in various programs to safe learning environments and strong financial management of tax dollars.

This report provides the community a transparent and comprehensive look at all areas of public education in the 13 municipalities and two counties Clear Creek ISD proudly serves. It is an annual report with trend data to ensure we are moving

our education system forward to meet the needs of a diverse learning community.

Clear Creek ISD has been actively leading the discussions locally, regionally, and across Texas on the importance of measuring student success beyond Texas' State Assessments of Academic Readiness (STAAR). Our collective efforts have led to more school districts developing their own community report as well as legislative momentum in support of unique indicators that may not necessarily apply to all 1,100 school districts in Texas.

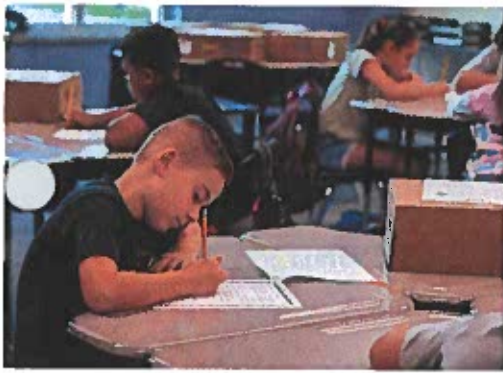
When we asked our taxpayers how they would judge the quality of their local school district, they indicated the following in order of importance.

How the District performed against these indicators are included in this 2018-2019 Community Based Accountability Report.

Quality of Teaching Staff	99%
Having High Student Achievement	97%
School Safety	96%
Helping Educate Students to Become Persons of Character	96%
Strong College Preparatory Programs	96%
Student Access to Technology	96%
Size of Classes	95%
Variety of Educational Opportunities that Meet the Needs and Interests of All Students	94%
High Scores on SAT/ACT	91%
Student Achievement on STAAR	68%

Source: 2018 Baseline and Associates





QUALITY OF TEACHING STAFF

During the 2018-2019 school year, the Clear Creek Independent School District retained 87.4% of its professional staff, which is a decline from previous years. Over the past five years, Clear Creek ISD has maintained a workforce of approximately 5,000 employees.

CCISD PROFESSIONAL STAFF RETENTION/ RESIGNATION RATES

2013/14	
RETENTION.....	87.8%
RESIGNATION.....	12.2%
2014/15	
RETENTION.....	88.0%
RESIGNATION.....	12.0%
2015/16	
RETENTION.....	87.9%
RESIGNATION.....	12.1%
2016/17	
RETENTION.....	88.3%
RESIGNATION.....	11.7%
2017/18	
RETENTION.....	88.0%
RESIGNATION.....	12.0%
2018/19	
RETENTION.....	87.4%
RESIGNATION.....	12.6%

PERCENTAGE OF TEACHERS BY HIGHEST DEGREE AND EXPERIENCE

EXPERIENCE	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
FIRST YEAR	5.4%	4.8%	8.9%	3.6%	5.1%	5.7%
1-5 YEARS	26.1%	24.9%	24.9%	24.8%	25.2%	24.6%
6-10 YEARS	22.1%	23.8%	23.0%	25.0%	22.5%	21.6%
11-20 YEARS	30.1%	30.8%	29.2%	30.8%	30.5%	30.8%
20+ YEARS	16.1%	15.7%	13.9%	15.8%	16.7%	17.3%
NO DEGREE	0.4%	0.4%	0.6%	0.4%	0.9%	0.7%
BACHELOR DEGREE	75.7%	75.0%	74.7%	74.8%	74.1%	74.5%
MASTER DEGREE	23.5%	24.1%	24.1%	24.2%	24.4%	24.2%
DOCTORATE	0.4%	0.5%	0.6%	0.7%	0.6%	0.6%

Source (2018-19): 2018-19 TAPR, TEA

DISTRICT AND STATE STAFF COMPARISONS

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
TEACHERS						
DISTRICT	2,503.7 / 51.7%	2,503.6 / 51.9%	2,443.6 / 49.9%	2,466 / 50.4%	2,497.9 / 49.5%	2,531.9 / 49.2%
STATE	334,510.5 / 51.0%	342,191.8 / 50.8%	347,272.1 / 50.5%	352,746.1 / 50.0%	356,838.1 / 50.1%	358,450.1 / 49.8%
PROFESSIONAL SUPPORT						
DISTRICT	583.9 / 12.0%	603.6 / 12.5%	683.5 / 13.9%	619.3 / 12.6%	727.9 / 14.4%	724.8 / 14.1%
STATE	61,075.2 / 9.3%	65,119.0 / 9.7%	67,755.2 / 9.8%	70,392.1 / 10.0%	69,681.8 / 9.8%	72,848.5 / 10.1%
CAMPUS ADMINISTRATION						
DISTRICT	129.2 / 2.7%	132 / 2.7%	126.3 / 2.6%	127 / 2.6%	123.4 / 2.4%	126.2 / 2.5%
STATE	19,207.1 / 2.9%	19,679.9 / 2.9%	20,170.5 / 2.9%	20,492.1 / 2.9%	21,435.0 / 3.0%	21,812.7 / 3.0%
CENTRAL ADMINISTRATION						
DISTRICT	39.1 / 0.8%	38.2 / 0.8%	39.6 / 0.8%	35.6 / 0.7%	40.8 / 0.8%	44.5 / 0.9%
STATE	6,785.4 / 1.0%	6,995.1 / 1.0%	7,340.2 / 1.1%	7,613.2 / 1.1%	8,102.4 / 1.1%	8,268.8 / 1.1%
AUXILIARY STAFF						
DISTRICT	1,237.1 / 25.5%	1,234.3 / 25.6%	1,283.3 / 26.2%	1,285.2 / 26.2%	1,253.9 / 24.8%	1,316.9 / 25.6%
STATE	172,953.7 / 26.3%	311,862.3 / 46.3%	179,800.9 / 26.1%	185,820.3 / 26.4%	183,852.0 / 25.8%	183,830.1 / 25.5%

Source (2018-19): 2018-19 TAPR, TEA



ACADEMICS

The students in CCISD outperform the state and national peers on college entrance exams.

The following charts outline the District's participation rates and performance indicators of students who took Advanced Placement courses and exams; Dual Credit College Hours; Career and Technical Education (CTE) coursework; and ACT, SAT and PSAT exams.

Source (CCISD): OnPoint tabulated data from uploaded AP Student Datafiles downloaded from The College Board, 2018 and 2019

% OF AP TESTERS WHO SCORE 3 OR HIGHER

YEAR	CCISD	STATE	GLOBAL
2013/14	71%	49%	60%
2014/15	73%	52%	61%
2015/16	68%	50%	61%
2016/17	64%	46%	58%
2017/18	64%	48%	59%
2018/19	63%	49%	60%

COLLEGE HOURS EARNED / # OF STUDENTS

	13/14	14/15	15/16	16/17	17/18	18/19
COLLEGE HOURS EARNED						
1-6	244	256	298	246	223	249
7-12	666	645	698	650	603	548
13-18	112	100	88	95	54	66
19-24	72	76	68	65	66	62
25-30	36	49	23	36	43	42
31-36	12	11	0	14	9	7
37-43	1	2	0	0	0	0

TOTAL STUDENTS

1143 1146 1175 1106 998 974

FINE ARTS AND ATHLETICS

CCISD offers fine arts and athletics/ physical education from Kindergarten through 12th grade. As students move into high school, the opportunities grow tremendously. When asked to grade the quality of these programs, students and parents responded as follows:

FINE ARTS

STUDENTS: 77% A OR B

PARENTS: 77% A OR B

WELLNESS AND PHYSICAL EDUCATION

STUDENTS: 77% A OR B

PARENTS: 80% A OR B



SAT & ACT PERFORMANCE BY COLLEGE-BOUND SENIORS

In March 2016, the maximum score changed from 2400 to 1600.

CLASS OF	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
SAT SCORES						
DISTRICT	1574	1588	1576	1138	1148	1163
STATE	1437	1432	1410	1393	1020	1036
GLOBAL	1498	1497	1490	1060	1060	1068

ACT SCORES

DISTRICT	23.6	24.1	23.5	23.4	23.8	24.3
STATE	20.9	20.8	20.9	20.6	20.7	20.6
NATIONAL	20.9	21.0	21.0	20.8	21.0	20.8

PSAT PERFORMANCE

PSAT SCORES	2015/16 Jr/Soph	2016/17 Jr/Soph	2017/18 Jr/Soph	2018/19 Jr/Soph
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EVIDENCE-BASED READING & WRITING

DISTRICT	588 / 484	576 / 482	590 / 485	575 / 479
STATE	484 / 452	489 / 456	484 / 453	482 / 449
GLOBAL	513 / 472	513 / 471	512 / 470	509 / 467

MATHEMATICS

DISTRICT	588 / 482	570 / 470	580 / 476	556 / 469
STATE	487 / 456	490 / 458	479 / 450	474 / 447
GLOBAL	505 / 466	505 / 465	501 / 462	494 / 458

TOTAL SCORE

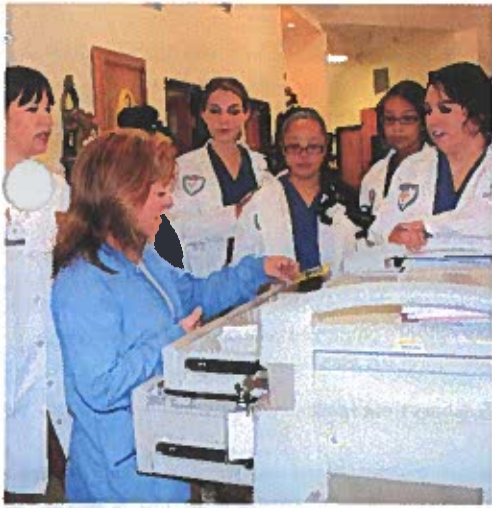
DISTRICT	1176 / 966	1146 / 952	1170 / 960	1131 / 948
STATE	971 / 908	979 / 914	963 / 903	956 / 897
GLOBAL	1019 / 938	1018 / 936	1013 / 932	1004 / 925

GRADUATION RATES

The District's overall graduation rate exceeds region and state averages. Graduation rates are reported one year following the actual cohort graduation.

The following graduation rates reflect the percentage of students who graduated in June 2018.

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
ALL STUDENTS						
CCISD	2,839	2,841	3,073	2,964	3,018	3,079
TEXAS	328,584	333,286	339,626	350,605	334,424	386,548
GRADUATED						
CCISD	97.0%	96.9%	97.1%	96.8%	97.1%	95.9%
TEXAS	88.0%	88.3%	89.0%	89.1%	89.7%	90.0%
CONTINUED						
CCISD	1.8%	1.7%	1.9%	2.0%	1.6%	2.3%
TEXAS	4.6%	4.3%	4.1%	4.2%	4.0%	3.8%
DROPPED OUT						
CCISD	0.9%	1.0%	0.8%	0.9%	1.2%	1.5%
TEXAS	6.6%	6.6%	6.3%	6.2%	5.9%	5.7%



POST-SECONDARY DECISIONS

The 2019 graduates voluntarily shared their individual post-secondary college/university choices.

COLLEGE	ATTENDING
San Jacinto College	627
University of Houston	187
Texas A&M University	121
University of Houston, Clear Lake	94
The University of Texas, Austin	85
Texas State University	79
Blinn College - All Campuses	58
Sam Houston State University	48
College of the Mainland	42
Texas Tech University	36
The University of Texas, San Antonio	31
The University of Texas, Dallas	28
Texas A&M University, Galveston	27
University of North Texas	25
Alvin Community College	22
Baylor University	21
Stephen F. Austin State University	18
The University of Oklahoma	14
The University of Alabama	12
Louisiana State University	12
Texas Southern University	12
University of Houston, Downtown	10
Lamar University	10
Austin Community College	9
Prairie View A&M University	9
Rice University	9
Texas A&M University, Corpus Christi	9
Houston Baptist University	8
Houston Community College System	7
University of Mary Hardin-Baylor	7
Trinity University	7
Galveston College	6
Tarleton State University	5
The University of Texas, Arlington	5
University of the Incarnate Word	5

2013/14 CTE PARTICIPATION

	CCISD TOTAL	CTE PARTICIPATION/%
9TH	3276	1617 / 49.4%
10TH	3190	2112 / 66.2%
11TH	2967	2321 / 78.2%
12TH	2795	2376 / 85.0%
TOTAL	12228	8426 / 68.9%

2014/15 CTE PARTICIPATION

	CCISD TOTAL	CTE PARTICIPATION/%
9TH	3361	1827 / 54.4%
10TH	3239	2224 / 68.7%
11TH	3083	2421 / 78.5%
12TH	2975	2553 / 85.8%
TOTAL	12658	9025 / 71.3%

2015/16 CTE PARTICIPATION

	CCISD TOTAL	CTE PARTICIPATION/%
9TH	3440	1680 / 48.8%
10TH	3226	2406 / 74.6%
11TH	3177	2609 / 82.1%
12TH	2888	2506 / 86.8%
TOTAL	12731	9201 / 72.3%

2016/17 CTE PARTICIPATION

	CCISD TOTAL	CTE PARTICIPATION/%
9TH	3551	1707 / 48.1%
10TH	3274	2422 / 74.0%
11TH	3096	2555 / 82.5%
12TH	2963	2539 / 85.7%
TOTAL	12884	9223 / 71.6%

2017/18 CTE PARTICIPATION

	CCISD TOTAL	CTE PARTICIPATION/%
9TH	3581	1937/54.1%
10TH	3329	2459/73.9%
11TH	3201	2443/76.3%
12TH	2854	2177/76.3%
TOTAL	12965	9016/69.5%

2018/19 CTE PARTICIPATION

	CCISD TOTAL	CTE PARTICIPATION/%
9TH	3667	1809/49.3%
10TH	3421	2777/81.2%
11TH	3205	2784/86.9%
12TH	3112	2816/90.5%
TOTAL	13405	10186/76.0%



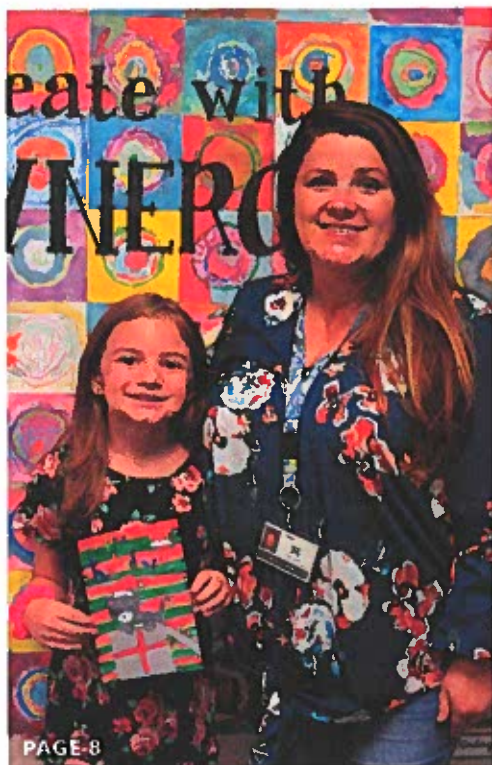
2019 CCISD YOUTH TRUTH SURVEY

In May 2019, the non-profit research organization Youth Truth surveyed students, staff, and families at CCISD elementary, intermediate, and high schools about their perceptions of their school based on engagement, academic rigor, relationships, belonging/peer collaboration, culture, and academic support services. Except for elementary school students who used a 3-point Likert scale, all respondents answered questions using a 5-point Likert scale. For all questions, the higher scores represented positive attitudes and the lower numbers represented negative attitudes.

Elementary Students	%	Average Rating 1 to 3 (Low to High)	Elementary Staff	%	Average Rating 1 to 5 (Low to High)	Elementary Families	%	Average Rating 1 to 5 (Low to High)
Does your teacher want you to do your best?	95%	2.95	I feel my work contributes to the goals of my school.	92%	4.36	My school's employees are committed to the success of the school.	87%	4.25
						Teachers treat families with respect	89%	4.33
Intermediate Students	%	Average Rating 1 to 5 (Low to High)	Intermediate Staff	%	Average Rating 1 to 5 (Low to High)	Intermediate Families	%	Average Rating 1 to 5 (Low to High)
How many of your teachers believe that you can get a good grade if you try?	75%	4.13	I feel my work contributes to the goals of my school.	89%	4.21	My school's employees are committed to the success of the school.	76%	3.93
						Teachers treat families with respect	78%	3.98
High School Students	%	Average Rating 1 to 5 (Low to High)	High School Staff	%	Average Rating 1 to 5 (Low to High)	High School Families	%	Average Rating 1 to 5 (Low to High)
Many of my teachers believe I can get a good grade if I try.	78%	4.14	I feel my work contributes to the goals of my school.	90%	4.25	My school's employees are committed to the success of the school.	76%	3.93
						Teachers treat families with respect	77%	3.81

DISTRICT FINANCIAL SNAPSHOT

The Clear Creek Independent School District receives funding from multiple sources, with the primary source of revenue (nearly 70%) coming from local property values.



CCISD BUDGET:

	2017/18	2018/19
TAX RATE PER \$100 VALUATION	\$1.40	\$1.40
FUND BALANCE	\$68,910,264	\$74,709,561
TOTAL ANNUAL BUDGET	\$335,052,994	\$346,576,577
INSTRUCTIONAL BUDGET	\$210,574,628	\$217,353,855
STUDENT ENROLLMENT	42,008	42,043
AVERAGE EXPENDITURE PER STUDENT	\$7,976	\$8,243

BUDGET STATISTICS: GENERAL FUND

	2017/18	2018/19
% OF REVENUE FROM LOCAL SOURCES	67.7%	70.5%
% OF REVENUE FROM STATE SOURCES	30.7%	27.9%
% OF REVENUE FROM FEDERAL SOURCES	1.5%	1.7%
AS A PERCENT OF TOTAL EXPENDITURE BUDGET:		
SALARIES AND BENEFITS	87.5%	87.3%
INSTRUCTION AND RELATED SERVICES	66.4%	66.2%
GROUNDS AND FACILITIES MAINTENANCE	8.8%	8.6%
CAMPUS ADMINISTRATION	6.3%	6.1%
STUDENT TRANSPORTATION	3.5%	3.4%
GUIDANCE AND COUNSELING SERVICES	3.5%	3.8%
EXTRACURRICULAR AND COCURRICULAR	2.2%	2.2%
DATA SERVICES	2.1%	2.1%
GENERAL ADMINISTRATION	2.1%	2.2%
SECURITY	1.1%	1.5%
HEALTH SERVICES	1.0%	1.0%
INSTRUCTIONAL ADMINISTRATION	0.9%	0.9%
OTHER	72	1.1%

Source: 2018 Baseline and Associates

DISCIPLINE

Overall, CCISD's student discipline rates are less than state and regional averages.

	2013/14			2014/15			2015/16		
	STATE	REGION	CCISD	STATE	REGION	CCISD	STATE	REGION	CCISD
TOTAL STUDENTS	5,289,752	1,185,786	42,041	5,371,933	1,214,070	42,862	5,440,722	1,234,862	43,273
DISCIPLINE POPULATION	649,224	160,699	3,941	616,987	150,525	3,939	598,389	140,936	3,816
DISCIPLINE POPULATION %	12.3%	13.6%	9.4%	11.5%	12.4%	9.2%	11.0%	11.4%	8.8%
EXPULSIONS	3,937	855	11	3,883	812	18	3,824	784	5
EXPULSIONS %	0.076%	0.072%	0.026%	0.072%	0.067%	0.042%	0.070%	0.063%	0.012%
SUSPENSIONS (IN SCHOOL)	1,083,949	294,868	7,636	1,012,169	276,416	7,499	982,563	262,673	8,083
SUSPENSIONS (IN SCHOOL)%	20.5%	24.9%	18.2%	18.8%	22.8%	17.5%	18.1%	21.3%	18.7%
SUSPENSIONS (OUT OF SCHOOL)	439,799	133,340	1,186	417,522	119,925	1,290	408,873	112,942	1,282
SUSPENSIONS (OUT OF SCHOOL)%	8.31%	11.24%	2.82%	7.77%	9.88%	3.01%	7.52%	9.15%	2.96%
FIREARMS VIOLATIONS	152	44	0	117	25	0	138	36	0
FIREARMS VIOLATIONS %	0.003%	0.004%	0.000%	0.002%	0.002%	0.000%	0.003%	0.003%	0.000%
ALCOHOL	2,250	383	27	2,362	408	9	2,441	436	16
ALCOHOL%	0.043%	0.032%	0.064%	0.044%	0.034%	0.021%	0.045%	0.035%	0.037%
CONTROLLED SUBSTANCE	24,278	5,113	120	23,252	5,150	125	22,850	4,824	136
CONTROLLED SUBSTANCE%	0.459%	0.431%	0.285%	0.433%	0.424%	0.292%	0.420%	0.391%	0.314%

	2016/17			2017/18			2018/19		
	STATE	REGION	CCISD	STATE	REGION	CCISD	STATE	REGION	CCISD
TOTAL STUDENTS	5,500,606	1,250,858	43,929	5,536,631	1,250,998	44,099	5,574,620	1,244,939	44,210
DISCIPLINE POPULATION	575,031	142,115	4,187	561,084	132,355	3,851	591,447	142,670	4,263
DISCIPLINE POPULATION %	10.5%	11.4%	9.5%	10.1%	10.6%	8.7%	10.610%	11.5%	9.6%
EXPULSIONS	3,671	792	15	3,931	751	17	4,929	749	20
EXPULSIONS %	0.067%	0.063%	0.034%	0.071%	0.060%	0.039%	0.088%	0.060%	0.045%
SUSPENSIONS (IN SCHOOL)	952,505	261,046	9,005	902,313	228,380	7,557	1,128,906	281,377	9,877
SUSPENSIONS (IN SCHOOL)%	17.3%	20.9%	20.5%	16.3%	18.3%	17.1%	20.3%	22.6%	22.3%
SUSPENSIONS (OUT OF SCHOOL)	388,204	109,396	1,538	356,357	97,369	1,416	437,515	113,219	2,053
SUSPENSIONS (OUT OF SCHOOL)%	7.06%	8.75%	3.50%	6.44%	7.78%	3.21%	7.85%	9.09%	4.64%
FIREARMS VIOLATIONS	184	50	0	203	62	N/A*	222	70	N/A*
FIREARMS VIOLATIONS %	0.003%	0.004%	0.000%	0.004%	0.005%	N/A*	0.004%	0.006%	N/A*
ALCOHOL	2,818	558	44	3,276	517	23	3,165	579	27
ALCOHOL%	0.051%	0.045%	0.100%	0.059%	0.041%	0.052%	0.057%	0.047%	0.061%
CONTROLLED SUBSTANCE	22,406	4,562	142	22,596	4,888	201	25,483	5,510	129
CONTROLLED SUBSTANCE%	0.407%	0.365%	0.323%	0.408%	0.391%	0.456%	0.457%	0.443%	0.292%

Source: https://rptsrv1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_District_Summaries.html

*N/A indicates fewer than 5 incidents. The number is masked to comply with privacy regulations.

CLASSROOM SIZES

CCISD's average class size for each grade level is comparable to the state's average.

GRADE	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
	CCISD	STATE	CCISD	STATE	CCISD	STATE	CCISD	STATE	CCISD	STATE	CCISD	STATE
KINDERGARTEN	20.1	19.4	20.0	19.2	20.2	18.9	20.1	18.9	19.9	18.7	19.9	18.9
GRADE 1	19.2	19.5	18.6	19.3	19.1	19.1	19.1	19.1	19.4	18.8	19.1	18.8
GRADE 2	18.4	19.3	18.5	19.3	19.3	19.1	19.3	19.1	19.6	18.8	19.1	18.7
GRADE 3	18.4	19.3	18.5	19.3	19.3	19.1	19.3	19.1	19.6	19.0	20.1	18.9
GRADE 4	18.3	19.3	18.6	19.1	19.1	19.0	19.1	19.0	19.3	19.2	20.0	19.2
GRADE 5	20.2	21.2	21.3	20.8	22.4	20.8	22.4	20.8	23.2	21.2	23.3	21.2
GRADE 6	18.4	20.6	18.3	20.3	19.0	20.4	19.0	20.4	15.6	20.3	18.1	20.4
7-12: ELA	18.4	17.4	18.8	17.2	17.8	17.1	17.8	17.1	14.4	16.7	16.6	16.6
7-12: MATHEMATICS	19.0	18.1	19.7	18.1	18.3	18.1	18.3	18.1	15.1	17.9	17.3	17.8
7-12: SCIENCE	19.9	19.1	20.2	19.1	18.9	19.1	18.9	19.1	15.8	19.0	18.3	18.9
7-12: SOCIAL STUDIES	19.8	19.6	20.1	19.6	18.9	19.5	18.9	19.5	15.6	19.3	17.6	19.3

Source: 2018-19 TAPR, TEA



CCISD DEMOGRAPHICS

YEAR	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
AFRICAN AMERICAN	8.2%	8.1%	8.1%	8.2%	8.3%	8.2%
AMERICAN INDIAN	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%
ASIAN	9.8%	9.8%	9.8%	9.7%	9.7%	9.6%
HISPANIC	28.0%	28.7%	29.4%	30.6%	30.9%	31.4%
PACIFIC ISLANDER	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%
TWO OR MORE RACES	3.50%	3.80%	4.30%	4.60%	4.50%	4.7%
WHITE	50.1%	49.3%	48.1%	46.7%	46.1%	45.8%
AT RISK	36.5%	37.5%	37.5%	39.7%	45.5%	40.1%
BILINGUAL/ESL EDUCATION	9.2%	9.8%	10.2%	10.6%	11.2%	12.2%
ECONOMICALLY DISADVANTAGED	27.5%	27.0%	27.6%	28.4%	29.2%	28.7%
ENGLISH LEARNER	9.2%	9.8%	10.2%	10.6%	11.2%	12.0%
GIFTED & TALENTED EDUCATION	9.0%	9.5%	9.9%	10.3%	10.6%	10.8%
SPECIAL EDUCATION	9.5%	9.6%	9.6%	9.6%	9.9%	10.4%

Source: 2018-19 TAPR

STAAR ACHIEVEMENT CCISD VS. STATE

SUBJECT	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
	CCISD	STATE	CCISD	STATE	CCISD	STATE	CCISD	STATE	CCISD	STATE	CCISD	STATE
READING												
APPROACHES	89%	76%	88%	77%	85%	73%	83%	72%	84%	74%	83%	75%
MEETS	62%	45%	61%	46%	62%	46%	59%	44%	60%	46%	60%	48%
MASTERS	26%	15%	28%	17%	28%	17%	28%	19%	28%	19%	29%	21%
MATH												
APPROACHES	87%	78%	92%	81%	85%	76%	87%	79%	87%	81%	86%	82%
MEETS	53%	39%	67%	48%	56%	43%	58%	46%	58%	50%	59%	52%
MASTERS	25%	17%	38%	20%	28%	19%	31%	22%	30%	24%	33%	26%
WRITING												
APPROACHES	84%	72%	81%	72%	78%	69%	75%	67%	74%	66%	75%	68%
MEETS	47%	35%	45%	34%	50%	41%	43%	36%	50%	41%	46%	38%
MASTERS	12%	8%	13%	9%	19%	15%	15%	11%	17%	13%	18%	14%
SCIENCE												
APPROACHES	90%	78%	87%	78%	87%	79%	86%	79%	85%	80%	87%	81%
MEETS	63%	43%	60%	44%	61%	47%	63%	49%	62%	51%	65%	54%
MASTERS	26%	14%	27%	16%	26%	16%	29%	19%	33%	23%	33%	25%
SOCIAL STUDIES												
APPROACHES	88%	76%	85%	78%	84%	77%	85%	77%	83%	78%	87%	81%
MEETS	58%	39%	56%	44%	60%	47%	62%	49%	62%	53%	66%	55%
MASTERS	27%	15%	29%	19%	33%	22%	39%	27%	39%	31%	44%	33%

CCISD CAMPUS ENROLLMENT

Campus Name	2011/12	2015/16	2016/17	2017/18	2018/19
Clear Brook High School	2,534	2,220	2,253	2,195	2,254
Clear Creek High School	2,103	2,286	2,325	2,348	2,382
Clear Falls High School	1,735	2,578	2,591	2,666	2,768
Clear Horizons ECHS	376	453	451	442	443
Clear Lake High School	2,682	2,396	2,383	2,319	2,315
Clear Path Alternative School	50*	63	70	85	86
Clear Springs High School	2,371	2,529	2,616	2,715	2,806
Clear View High School	200	209	199	213	208
Bayside Intermediate	625	768	817	819	874
Brookside Intermediate	812	790	775	810	891
Clear Creek Intermediate	824	795	794	804	756
Clear Lake Intermediate	1,046	977	969	926	930
Creekside Intermediate	847	945	952	939	913
League City Intermediate	445	1,038	1,108	1,069	1,066
Seabrook Intermediate	1,047	1,027	1,019	1,019	958
Space Center Intermediate	1,149	975	938	978	1,030
Victory Lakes Intermediate	884	1,040	1,075	1,092	1,124
Westbrook Intermediate	1,349	1,147	1,135	1,204	1,141
Armand Bayou Elementary	487	509	520	548	571
Bauerschlag Elementary	851	930	929	938	936
Bay Elementary	729	751	739	730	711
Brookwood Elementary	537	713	741	750	755
Clear Lake City Elementary	591	583	595	584	597
Ed White Elementary	461	521	602	608	640
Falcon Pass Elementary	626	636	615	616	608
Ferguson Elementary	645	772	803	757	695
Gilmore Elementary	891	789	858	880	863
Goforth Elementary	599	757	809	889	892
Greene Elementary	760	723	751	724	673
Hall Elementary	618	891	853	861	860
Hyde Elementary	570	642	632	652	650
Landolt Elementary	857	884	867	858	850
League City Elementary	449	587	614	630	497
Mcwhirter Elementary	973	787	869	879	901
Mossman Elementary	882	917	961	963	985
North Pointe Elementary	756	770	756	745	798
Parr Elementary	753	806	850	837	836
Robinson Elementary	575	504	496	485	477
Ross Elementary	689	691	636	623	633
Stewart Elementary	631	825	852	872	806
Ward Elementary	618	584	586	579	552
Weber Elementary	902	909	925	929	933
Wedgewood Elementary	782	758	768	725	722
Whitcomb Elementary	720	750	720	702	653
Clear Creek ISD Total	39,037	41,225⁵	41,819	42,008	42,042

Source: Campus TAPR, TEA

*Total enrollment includes enrollment at JJAEPs Studenta at Clear Path Alternative School were enrolled at their home campus during the 2011-12 school year

OUR MISSION

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

CORE VALUES

Trustworthiness: Act with honesty in all that you do.

Respect: Value yourself and others.

Responsibility: Own your choices.

Fairness: Play by the rules and consider the needs of others.

Caring: Be kind to others.

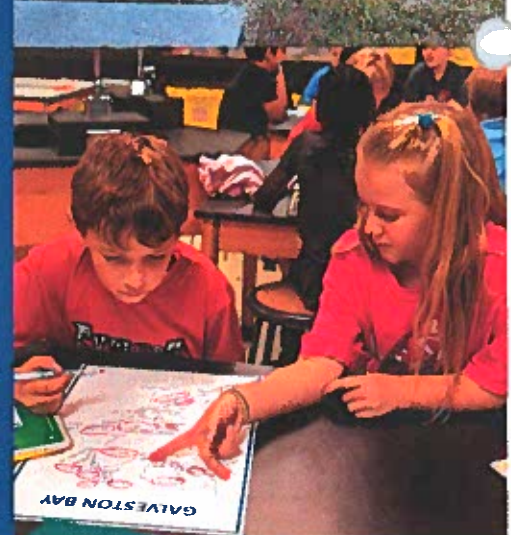
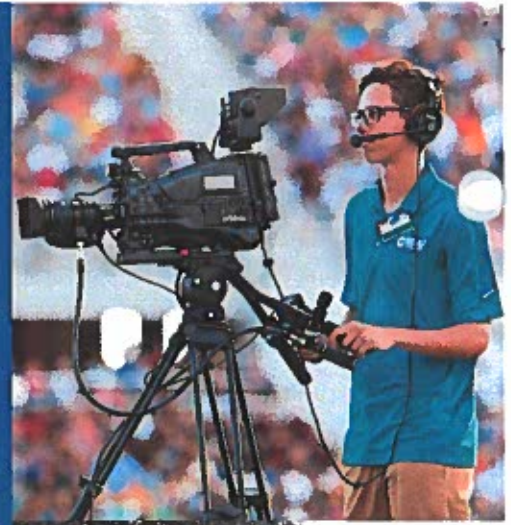
Citizenship: Work to improve your school, community, and country

OUR BELIEFS

1. People flourish only in a culture based on integrity.
2. Today's experiences are as valuable as tomorrow's opportunities.
3. One's heartfelt passion creates limitless possibilities.
4. Trust is built on what we do, not just what we say.
5. Shared responsibility is essential to community success.
6. Each person bears the responsibility to create his or her future.
7. Each person possesses unique talents and creative ability.
8. Everyone deserves to be physically and emotionally safe.
9. Relationships are critical to meaningful teaching and learning.
10. Respect for diversity strengthens community.
11. The measure of any community is the success of its children.
12. Each person deserves compassion and respect.

OBJECTIVES

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning goals.
- Each student actively enriches and advances his or her community and greater society.



Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Project Manager Report



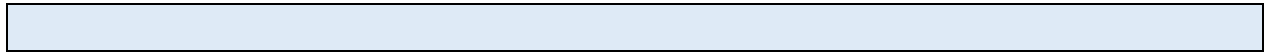
Background:

Mikel Craig will provide the Board an update on the progress of various major projects.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **July 13, 2020**

Subject: **Public Health Guidelines for Reopening Public Schools**



Background:

Dr. Bonny Cain will provide information from the Texas Education Agency regarding the opening of schools for the 2020-21 school year.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **July 13, 2020**

Subject: **2020-2021 WISD Student Handbook and Student Code of Conduct**



Background:

Annually the WISD Student Handbook and Student Code of Conduct are updated with any changes or adjustments needed. This year's student handbook has only one addition which is subtitled "Parking and Parking Permits (Secondary Grade Levels Only) on page 95. The Code of Conduct saw no changes.

Recommendation:

Board Review for any questions.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: "No Change" Policy



Background:

With the district taking numerous precautions to keep students and staff safe during the COVID-19 pandemic, one additional step that is being implemented is a "no change" policy in the cafeteria.

This policy is for the 2020-2021 school year only and is aimed at reducing the physical interactions between students and staff.

When a student presents funds for payment and change is due back to them, the District's policy for 2020-2021 is to put the appropriate change on the students account instead of returning actual cash money. At any time, parents can request reimbursement of part or all of their child's account by contacting the food service manager on the appropriate campus.

To further help reduce the interactions between students and staff, all parents are encouraged to monitor their students account activity online at www.myschoolbucks.com, where they can also load additional funds on their student's accounts as necessary.

Mr. Kahlden will be on-hand to answer questions about this policy.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: **Presentation of Multi-Hazard Emergency Operation Plan/Crisis Management Plan**

Background of District Crisis Management Plan:

The Board of Trustees implemented a multi-hazard emergency operations plan in full compliance with Section 37.108 of the Education Code prior to the 2016-17 school year. Each campus has a hard copy of this plan within a binder, which also includes campus floor plans and other campus specific information as needed. The binders also include the form used by campus principals to track campus drills and two documents regarding bomb threat procedures previously approved by the Board. Each campus also has a copy of the district's suicide risk protocol and intervention manual and homicide protocol.

Prior to the beginning of the 2018-19 school year, the Board of Trustees adopted the Standard Response Protocol and Standard Reunification Method authored by the "I Love U Guys" Foundation and approved by the Texas School Safety Center as a compliment to the procedures contained within the district's crisis management plan. Each campus has multiple hard copies of the materials provided by the "I Love U Guys" Foundation regarding lockdown and evacuation procedures utilizing the Standard Response Protocol and Standard Reunification Method.

Each campus has multiple sets of the materials published by the "I Love U Guys" Foundation, and emergency packets outlining the Standard Response Protocol and Standard Reunification Method are located in each classroom. The Waxahachie Police Department also has multiple copies of these materials.

Multi-Hazard Emergency Operations Plan for 2020-21 school year:

With the passage of Senate Bill 11 in 2019, the Texas Legislature made substantial changes to Chapter 37 of the Education Code which governs and impacts safety and security in schools. Throughout the school year, we awaited updates from the TEA Commissioner, the Texas School Safety Center and the Texas Association of School Boards to fully implement the new legislative mandates designed to make our campuses safer. These mandates included changes affecting the district's multi-hazard emergency operations plan.

Due to the length of time to develop new comprehensive plans, followed by the statewide response to the COVID-19 pandemic, the Texas School Safety Center was unable to offer training regarding new requirements for the multi-hazard emergency operations plan until May 2020. In May, Lt. Josh Oliver, Lee Auvenshine, Jenny Bridges and Lyssa Ridlehuber attended training conducted by the Texas School Safety Center. During this training, the Texas School Safety Center provided its newly approved template for multi-hazard emergency operations plans. The template includes numerous blank appendices which will be later published by the Texas School Safety Center.

The district has developed a new multi-hazard emergency operations plan utilizing the template provided by the Texas School Safety Center. This plan incorporates the district's issue-specific crisis management plan, which was previously approved by the Board, within Appendix 6 located at pages 31-112 of the plan. The newly developed plan includes the blank appendices which will be completed once published and provided by the Texas School Safety Center.

Action by District Crisis Management Team to Approve Plan:

The District Crisis Management Team serves as the district's school safety and security committee in compliance with Section 37.109 of the Education Code. This team is responsible for maintaining and updating the crisis management plan, among other functions. At its most recent meeting on June 17, 2020, the District Crisis Management Team approved the multi-hazard emergency operations plan, including the district's issue-specific crisis management plan located within Appendix 6.

Throughout the year, Lt. Oliver along with district administration will make appropriate changes as necessary and keep a record of all changes. Notification of any necessary changes will be presented at meetings to the District Crisis Management Team throughout the upcoming year.

Confidentiality of Multi-Hazard Emergency Operations Plan:

To protect against the potential vulnerability of staff and students in response to a specific crisis, multi-hazard emergency operations plans are confidential pursuant to Section 37.108 of the Education Code and not subject to public disclosure under the Public Information Act.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **July 13, 2020**

Subject: **Update on Rescheduled School Trustee Election**



Background:

At the April 13, 2020 board meeting a postponement of the May 2, 2020 Trustee Election to November 3, 2020, was ordered due to the COVID-19 pandemic. Amendments to the original Order of Election must be made prior to August 17, 2020, the 78th day before the November 3, 2020 Election Day. The revisions will include the change of election date, changes in early voting locations, and changes in early voting dates and hours. The early voting information should be provided by Ellis County Elections at the beginning of August. An amended Order of Election will be presented for approval at August 10, 2020 board meeting.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020 _____ -

Subject: Minutes _____



The following minutes for June, 2020 are included for the Board:

- June 8, 2020
- June 24, 2020
- June 25, 2020
- June 29, 2020

Recommendation:

The minutes listed above be approved as presented.

Minutes June 8, 2020
Board of Trustees Regular Meeting
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met June 8, 2020, in the school district boardroom. Board President Dusty Autrey called the meeting to order at 5:00 P.M. All trustees were present. District staff present included WISD Superintendent Dr. Bonny Cain, Deputy Superintendent Lee Auvenshine, Assistant Superintendent Ryan Kahlden, Dr. Susan Holt, Dr. David Averett, Lisa Mott, Monica James, and Jacob Perry, as well as other administrators. The Board entered closed session at 5:00 P.M. to discuss personnel, hiring, pending litigation, security matters, or duties and responsibilities of School Board Members. (Gov't Code 551.001, 551.074).

The Board reconvened to Open Session at 5:59 P.M. Trustee Judd McCutchen gave the invocation and Trustee Kim Kriegel led the pledges to the American and Texas flags.

In Open Forum:

- Greg Pickett addressed the board in support of Jeremiah leppert.
- Mitchell Draeger addressed the board in support of Jeremiah leppert.
- Keri Bickerstaff addressed the board in support of Jeremiah leppert.

Melissa Starnater made motion to approve the personnel report as presented in closed session. Clay Schoolfield seconded and the motion passed 7-0.

During Board Workshop trustees discussed the upcoming TASB Delegate Assembly to be held in the fall. Jacob Perry presented four options for repairing the heating and cooling system at Howard Junior High and costs involved. Assistant Superintendent Ryan Kahlden gave a brief presentation on the Texas economy and the effect COVID-19 has had. He also discussed some of the issues that may be faced when budgeting for the 2020-2021 school year.

Reports presented:

- Project Manager Mikel Craig presented updates on Max H. Simpson Elementary and the Agriscience facility. Playgrounds and basketball court are going in at Simpson, classrooms and offices are almost ready. Awnings for Simpson as well as Wilemon and at WHS in the Life Skills entrance area were discussed. At the Agriscience facility, sod, trees, and the irrigation system are going in.
- Dr. Walker with Stetson & Associates reported to the board on their departmental review of WISD's special education department. She explained the process used during the review and presented an action plan with recommendations.
- Luz Cadena with TASB joined the meeting virtually to address any questions the board may have after reviewing the compensation study that was presented at the May board meeting.
- Mr. Kahlden discussed the quotes received for Managed Technology Services.
- Dr. Cain and Deputy Superintendent Lee Auvenshine updated the board on items required due to the COVID-19 shutdown, including technology devices and waivers.

Consent Agenda Item F was removed for discussion. Debbie Timmermann made a motion to approve consent items A-E. John Rodgers seconded and the motion carried 7-0. The consent agenda items were:

- Minutes from May meetings
- Financial reports
- E-Rate Resolution
- Annual Investment report as presented at the May meeting
- TEKS IMA certification

Judd McCutchen made a motion to approve Unified Connexions as the Managed Technology Services provider. Debbie Timmermann seconded. After discussion, Mr. McCutchen amended the motion to specify engaging Unified Connexions as the Managed Technology Services provider for a three-year contract. Kim Kriegel seconded the amendment. The amendment carried 7-0. The amended motion to engage Unified Connexions as the Managed Technology Services provider for a three-year contract carried 7-0.

Adjustments to the 2020-2021 academic calendar were discussed including changing professional development days to student days, adding minutes to the school day, and moving a bad weather day in order to build surplus minutes into the calendar if another COVID-19 shutdown occurs. Principals that were in attendance shared opinions from their staff meetings. After much discussion, Trustee Debbie Timmermann made a motion for the teacher start date to be August 10, 2020 and the student start date to be changed to August 13, 2020. Trustee Clay Schoolfield seconded. The motion carried 7-0.

President Autrey thanked the administrative team and high school staff for the amazing graduation ceremonies that occurred on Friday and Saturday nights.

Clay Schoolfield made a motion to adjourn. Debbie Timmermann seconded. The motion carried 7-0.

The meeting adjourned at 8:55 P.M.

Dusty Autrey, President

Judd McCutchen, Secretary

Minutes June 24, 2020
Board of Trustees Special Meeting & Workshop
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met June 24, 2020, in the school district boardroom. Board President Dusty Autrey called the meeting to order at 5:00 P.M. All trustees and WISD Superintendent Dr. Bonny Cain were present.

The superintendent requested the Human Resources report and agenda item be tabled.

No one spoke in Open Forum.

Dr. John Spies, Educational Consultant, led the board and superintendent training.

Trustee Clay Schoolfield made a motion to adjourn, Trustee Kim Kriegel seconded and the motion carried 7-0.

The meeting adjourned at 8:05 P.M.

Dusty Autrey, President

Judd McCutchen, Secretary

Minutes June 25, 2020
Board of Trustees Special Meeting & Workshop
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met June 25, 2020, in the school district boardroom. Board President Dusty Autrey called the meeting to order at 5:00 P.M. Six trustees and WISD Superintendent Dr. Bonny Cain were present. Trustee Judd McCutchen was absent. The board entered closed session at 5:00 P.M.

The board reconvened to Open Session at 5:30 P.M.

No one spoke in Open Forum.

Trustee Kim Kriegel made a motion to approve the Human Resources report as presented in Closed Session. Trustee John Rodgers seconded and the motion passed 6-0.

Trustee Melissa Starnater made a motion to approve the purchase order exceeding \$50, 000. Trustee Debbie Timmermann seconded and the motion passed 5-0. Trustee Kim Kriegel was absent from the room during the vote.

Dr. John Spies, Educational Consultant, led the board and superintendent training.

Trustee Clay Schoolfield made a motion to adjourn, Trustee Debbie Timmermann seconded and the motion carried 6-0.

The meeting adjourned at 8:10. P.M.

Dusty Autrey, President

Judd McCutchen, Secretary

Minutes June 29, 2020
Board of Trustees Special Meeting & Workshop
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met June 29, 2020, in the school district boardroom. Board President Dusty Autrey called the meeting to order at 3:00 P.M. All trustees and WISD Superintendent Dr. Bonny Cain were present. Deputy Superintendent Lee Auvenshine, Executive Directors David Averett, Lisa Mott, and Monica James as well as other administrators were present. There was no need for Closed Session.

No one spoke in Open Forum.

There were no Human Resources items to approve.

Executive Director of Elementary Learning Lisa Mott addressed the board on calendar plans and Executive Director of Secondary Learning Dr. David Averett addressed the status of district technology devices.

Trustee Judd McCutchen made a motion to approve the 2020-21 Academic Calendar as presented by Lisa Mott, with a bad weather day changed from June 2, 2021 to April 2, 2020 and the addition of ten instructional minutes to each day. Trustee Clay Schoolfield seconded. After discussion, the motion passed 5-2 with Trustees Kim Kriegel and John Rodgers against.

Trustee Kim Kriegel made a motion to authorize up to \$300,000 for technology devices, Trustee Clay Schoolfield seconded and the motion carried 7-0.

Trustee Clay Schoolfield made a motion to adjourn, Trustee Melissa Starnater seconded and the motion carried 7-0.

The meeting adjourned at 3:57 P.M.

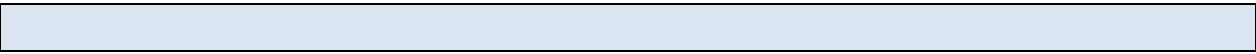
Dusty Autrey, President

Judd McCutchen, Secretary

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Budget and Finance



Background:

General Operating Cash Position Report, Cash Projection Reports, followed by report showing cash position for multiple funds including G/O, I&S, Capital Projects and Enterprise Funds. Investment Reports for all funds included. Revenue and Expense reports shown by summary and by function and object.

Recommendation:

Review and approve the monthly Financial Reports as presented.

**GENERAL OPERATING
CASH POSITION
AS OF MAY 31, 2020**

Actual Invested Funds:	\$35,119,190.20
Actual Cash Balance:	<u>\$ 602,291.53</u>

Total Cash Balance (May 31,2020): \$35,721,481.73

Estimated June 20 Tax Revenue:	\$ 335,400.00
Estimated June 20 State/Other Revenue:	\$ 3,525,600.00
Estimated June 20 Payroll Expenses:	\$ -6,105,360.00
Estimated June 20 A/P Expenses:	<u>\$ -1,985,400.00</u>

Projected Cash Balance end (June 30th): \$ 31,491,721.73

There are no anticipated cash flow problems for the District.

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2019-20
(updated with monthly actuals)

Projected 2019-20 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 22,938,565	\$ 29,445,499	\$ 29,254,009	\$ 28,681,205	\$ 42,465,634	\$ 53,310,242	\$ 50,198,691	\$ 45,131,095	\$ 40,544,070	\$ 35,721,482	\$ 31,491,722	\$ 28,431,802	
Local Tax Revenue	\$ 156,775	\$ 65,897	\$ 2,766,900	\$ 21,062,624	\$ 18,067,034	\$ 4,749,925	\$ 693,257	\$ 231,535	\$ 251,992	\$ 335,400	\$ 280,400	\$ 97,964	\$ 48,759,802
State/Other Revenue	\$ 14,447,809	\$ 7,609,514	\$ 4,451,808	\$ 919,079	\$ 443,926	\$ 495,995	\$ 1,693,176	\$ 2,979,205	\$ 2,169,029	\$ 3,525,600	\$ 4,640,800	\$ 5,475,800	\$ 48,851,740
Payroll Expenses	\$ (6,104,115)	\$ (6,203,769)	\$ (6,194,703)	\$ (6,533,509)	\$ (6,119,783)	\$ (6,209,609)	\$ (6,186,975)	\$ (6,027,143)	\$ (6,079,132)	\$ (6,105,360)	\$ (6,105,470)	\$ (6,275,300)	\$ (74,144,867)
Accounts Payable	\$ (1,993,534)	\$ (1,663,232)	\$ (1,596,809)	\$ (1,663,765)	\$ (1,546,569)	\$ (2,147,861)	\$ (1,267,055)	\$ (1,770,621)	\$ (1,164,477)	\$ (1,985,400)	\$ (1,875,650)	\$ (2,485,650)	\$ (21,160,623)
Ending Balance	\$ 29,445,499	\$ 29,254,009	\$ 28,681,205	\$ 42,465,634	\$ 53,310,242	\$ 50,198,691	\$ 45,131,095	\$ 40,544,070	\$ 35,721,482	\$ 31,491,722	\$ 28,431,802	\$ 25,244,616	\$ (95,305,490)

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2019-20
(original projections)
(September actual)

Projected 2019-20 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 22,938,565	\$ 29,445,499	\$ 29,379,948	\$ 28,960,148	\$ 38,885,048	\$ 51,226,968	\$ 49,256,678	\$ 43,032,868	\$ 39,121,528	\$ 33,911,028	\$ 30,226,018	\$ 28,425,398	
Local Tax Revenue	\$ 156,775	\$ 465,300	\$ 3,875,200	\$ 17,375,400	\$ 19,730,250	\$ 4,750,360	\$ 1,200,550	\$ 639,450	\$ 475,600	\$ 335,400	\$ 280,400	\$ 97,964	\$ 49,382,649
State/Other Revenue	\$ 14,447,809	\$ 7,450,300	\$ 3,874,600	\$ 800,750	\$ 695,470	\$ 760,450	\$ 550,490	\$ 3,650,400	\$ 2,765,000	\$ 3,680,400	\$ 5,600,250	\$ 5,345,300	\$ 99,003,868
Payroll Expenses	\$ (6,104,115)	\$ (6,105,550)	\$ (6,204,300)	\$ (6,375,650)	\$ (6,108,400)	\$ (6,205,800)	\$ (6,109,450)	\$ (6,250,790)	\$ (6,475,300)	\$ (6,105,360)	\$ (6,105,470)	\$ (6,275,300)	\$ (74,425,485)
Accounts Payable	\$ (1,993,534)	\$ (1,875,600)	\$ (1,965,300)	\$ (1,875,600)	\$ (1,975,400)	\$ (1,275,300)	\$ (1,865,400)	\$ (1,950,400)	\$ (1,975,800)	\$ (1,595,450)	\$ (1,575,800)	\$ (2,100,650)	\$ (22,024,234)
Ending Balance	\$ 29,445,499	\$ 29,379,949	\$ 28,960,148	\$ 38,885,048	\$ 51,226,968	\$ 49,256,678	\$ 43,032,868	\$ 39,121,528	\$ 33,911,028	\$ 30,226,018	\$ 28,425,398	\$ 25,492,712	\$ (96,449,719)

Projections based on these assumptions:

The beginning balance is based on the adjusted 8/31/19 cash balance of \$645,066 plus the actual invested balance of \$22,293,499.

Tax revenue is based on total taxes budgeted for 19-20 and divided per month based on 18-19 collections.

Tax revenue includes General Operating only - not I&S, and includes budgeted amount for current, delinquent and penalties.

State/Other revenue based on budgeted revenue for General Operating and Federal/State Special Programs.

The September amounts are actuals. The October thru August are projected amounts. These projections do not include Child Nutrition, Lighthouse for Learning, Child Care Center, Student Activity Campus Activity, Interest and Sinking or Capital Projects - which all have separate bank accounts.

Payroll expenses are based on September's actual payroll expense and certain fluctuations anticipated throughout the 19-20 year - including substitutes and retiree payoffs.

Accounts payable amounts for September are actual. October through August are projected amounts. These projections only include General Operating and Federal/State Special Programs.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
CASH POSITION
FOR THE PERIOD ENDED
APRIL 2020

	<u>LOCAL MAIN</u>	<u>I & S</u>	<u>OSCB ESCROW</u>	<u>CAPITAL</u>	<u>ENTERPRISE</u>	<u>TOTAL</u>
Beginning Balances	04/30/20 \$ 678,535.04	\$ 261,509.48	\$ -	\$ 332,335.72	\$ 1,088,152.88	\$ 2,360,533.12
Add: Deposits	\$ 7,167,365.03	\$ 28.09	\$ -	\$ 1,581,431.38	\$ 330,792.94	\$ 8,779,617.44
Less: Disbursements	<u>\$ (7,243,608.54)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (1,581,395.68)</u>	<u>\$ -182,768.74</u>	<u>\$ (9,007,772.96)</u>
Ending Balances	05/31/20 \$ 602,291.53	\$ 261,537.57	\$ -	\$ 332,371.42	\$ 936,177.08	\$ 2,132,377.60
Add: Investments	\$ 35,119,190.20	\$ 13,432,883.80	\$ 1,383,943.04	\$ 6,835,017.77	\$ 50.00	\$ 56,771,034.81
TOTALS	\$ 35,721,481.73	\$ 13,694,421.37	\$ 1,383,943.04	\$ 7,167,389.19	\$ 936,177.08	\$ 58,903,412.41

PERCENTAGE OF CURRENT YEAR REVENUES
General Operating and Interest & Sinking

	<u>Total Levy</u> (Budgeted)	<u>5/31/2020</u>	<u>Percentage</u>
2018-19 Tax Collections			
Current	\$ 61,076,286	\$ 60,248,259.19	98.64%
Prior Yr. Delinquent	\$ 390,000	\$ 185,640.28	47.60%
Penalties	\$ 330,000	\$ 457,632.14	138.67%
2019-20 Tax Collections			
Current	\$ 65,922,774	64,669,350.50	98.10%
Prior Yr. Delinquent	\$ 390,000	446,812.40	114.56%
Penalties	\$ 330,000	245,549.02	74.41%
2018-19 Other Revenue	\$ 36,828,156	24,633,708.63	66.89%
2019-20 Other Revenue	\$ 44,496,311	34,484,022.48	77.50%
2018-19 Total Revenue	\$ 98,624,442	85,525,240.24	85.72%
2019-20 Total Revenue	\$ 111,139,085	99,845,734.40	89.84%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY RATE	YIELD COST	PROJ. INT.	PAR
5/1/2020	G/O	POOL	TASB LONE STAR	\$38,885,453.84	0.313	\$38,885,453.84	\$10,337.14	\$38,895,790.98
5/5/2020	G/O	POOL	TEX-POOL	\$980,081.62	0.269	\$980,081.62	\$223.50	\$980,305.12
5/6/2020	G/O	POOL	TASB LONE STAR	-\$166,722.81		-\$166,722.81	\$0.00	-\$166,722.81
5/7/2020	G/O	POOL	TASB LONE STAR	\$26,467.54	0.313	\$26,467.54	\$5.45	\$26,472.99
5/7/2020	G/O	POOL	TASB LONE STAR	-\$376,656.48		-\$376,656.48	\$0.00	-\$376,656.48
5/8/2020	G/O	POOL	TASB LONE STAR	\$15,018.72	0.313	\$15,018.72	\$2.96	\$15,021.68
5/8/2020	G/O	POOL	TASB LONE STAR	\$2,450.52	0.313	\$2,450.52	\$0.48	\$2,451.00
5/11/2020	G/O	POOL	TASB LONE STAR	\$53,028.20	0.313	\$53,028.20	\$9.09	\$53,037.29
5/11/2020	G/O	POOL	TASB LONE STAR	\$6,264.16	0.313	\$6,264.16	\$1.07	\$6,265.23
5/11/2020	G/O	POOL	TASB LONE STAR	\$5,885.50	0.313	\$5,885.50	\$1.01	\$5,886.51
5/11/2020	G/O	POOL	TASB LONE STAR	\$1,432.33	0.313	\$1,432.33	\$0.25	\$1,432.58
5/11/2020	G/O	POOL	TASB LONE STAR	\$675.00	0.313	\$675.00	\$0.12	\$675.12
5/11/2020	G/O	POOL	TASB LONE STAR	\$83,787.45	0.313	\$83,787.45	\$14.37	\$83,801.82
5/11/2020	G/O	POOL	TASB LONE STAR	\$103,493.91	0.313	\$103,493.91	\$17.75	\$103,511.66
5/12/2020	G/O	POOL	TASB LONE STAR	\$1,800.26	0.313	\$1,800.26	\$0.29	\$1,800.55
5/13/2020	G/O	POOL	TASB LONE STAR	\$12,913.09	0.313	\$12,913.09	\$1.99	\$12,915.08
5/14/2020	G/O	POOL	TASB LONE STAR	\$3,356.48	0.313	\$3,356.48	\$0.49	\$3,356.97
5/14/2020	G/O	POOL	TASB LONE STAR	\$17,931.14	0.313	\$17,931.14	\$2.61	\$17,933.75
5/14/2020	G/O	POOL	TASB LONE STAR	-\$33,858.16		-\$33,858.16	\$0.00	-\$33,858.16
5/18/2020	G/O	POOL	TASB LONE STAR	-\$211,514.25		-\$211,514.25	\$0.00	-\$211,514.25
5/19/2020	G/O	POOL	TASB LONE STAR	\$9,354.35	0.313	\$9,354.35	\$0.96	\$9,355.31
5/20/2020	G/O	POOL	TASB LONE STAR	\$2,307.04	0.313	\$2,307.04	\$0.22	\$2,307.26
5/21/2020	G/O	POOL	TASB LONE STAR	\$7,040.85	0.313	\$7,040.85	\$0.60	\$7,041.45
5/21/2020	G/O	POOL	TASB LONE STAR	\$9,719.90	0.313	\$9,719.90	\$0.83	\$9,720.73
5/21/2020	G/O	POOL	TASB LONE STAR	-\$165,131.94		-\$165,131.94	\$0.00	-\$165,131.94
5/21/2020	G/O	POOL	TASB LONE STAR	-\$24,108.06		-\$24,108.06	\$0.00	-\$24,108.06
5/22/2020	G/O	POOL	TASB LONE STAR	-\$26,249.58		-\$26,249.58	\$0.00	-\$26,249.58
5/22/2020	G/O	POOL	TASB LONE STAR	-\$11,939.48		-\$11,939.48	\$0.00	-\$11,939.48
5/22/2020	G/O	POOL	TASB LONE STAR	-\$5,624,333.98		-\$5,624,333.98	\$0.00	-\$5,624,333.98
5/22/2020	G/O	POOL	TASB LONE STAR	\$3,231.36	0.313	\$3,231.36	\$0.25	\$3,231.61
5/26/2020	G/O	POOL	TASB LONE STAR	\$1,866,421.00	0.313	\$1,866,421.00	\$80.03	\$1,866,501.03
5/27/2020	G/O	POOL	TASB LONE STAR	\$4,669.94	0.313	\$4,669.94	\$0.16	\$4,670.10
5/28/2020	G/O	POOL	TASB LONE STAR	\$4,798.27	0.313	\$4,798.27	\$0.12	\$4,798.39
5/28/2020	G/O	POOL	TASB LONE STAR	\$15,444.70	0.313	\$15,444.70	\$0.40	\$15,445.10
5/28/2020	G/O	POOL	TASB LONE STAR	\$32,014.00	0.313	\$32,014.00	\$0.82	\$32,014.82
5/28/2020	G/O	POOL	TASB LONE STAR	-\$78,716.86		-\$78,716.86	\$0.00	-\$78,716.86
5/28/2020	G/O	POOL	TASB LONE STAR	-\$115,848.83		-\$115,848.83	\$0.00	-\$115,848.83
5/29/2020	G/O	POOL	TASB LONE STAR	-\$32,480.07		-\$32,480.07	\$0.00	-\$32,480.07
5/29/2020	G/O	POOL	TASB LONE STAR	-\$242,726.05		-\$242,726.05	\$0.00	-\$242,726.05
5/29/2020	G/O	POOL	TASB LONE STAR	\$12,769.56	0.313	\$12,769.56	\$0.22	\$12,769.78
6/1/2020	G/O	POOL	TASB LONE STAR	\$9,952.43		\$9,952.43	\$0.00	\$9,952.43
6/2/2020	G/O	POOL	TASB LONE STAR	\$25,480.29		\$25,480.29	\$0.00	\$25,480.29
6/3/2020	G/O	POOL	TASB LONE STAR	\$9,700.15		\$9,700.15	\$0.00	\$9,700.15

**Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY RATE	YIELD COST	PROJ. INT.	PAR
6/4/2020	G/O	POOL	TASB-LONE STAR	\$ 16,309.64	IN TRANSIT	\$ 16,309.64	\$0.00	\$16,309.64
5/29/2020	G/O	POOL	TEX-POOL	\$ 223.51	INTEREST	\$ 223.51	\$0.00	\$223.51
			SUB-TOTAL:	\$ 35,119,190.20		\$ 35,119,190.20		
5/1/2020	I&S	POOL	TASB-LONE STAR	\$13,255,218.26	**5/31/20	0.313	\$3,523.71	\$13,258,741.97
5/6/2020	I&S	POOL	TASB-LONE STAR	\$ 9,513.11	**5/31/20	0.313	\$2.04	\$9,515.15
5/7/2020	I&S	POOL	TASB-LONE STAR	\$ 5,415.25	**5/31/20	0.313	\$1.11	\$5,416.36
5/8/2020	I&S	POOL	TASB-LONE STAR	\$ 880.64	**5/31/20	0.313	\$0.17	\$880.81
5/11/2020	I&S	POOL	TASB-LONE STAR	\$ 18,961.63	**5/31/20	0.313	\$3.25	\$18,964.88
5/12/2020	I&S	POOL	TASB-LONE STAR	\$ 4,596.38	**5/31/20	0.313	\$0.75	\$4,597.13
5/13/2020	I&S	POOL	TASB-LONE STAR	\$ 1,174.44	**5/31/20	0.313	\$0.18	\$1,174.62
5/14/2020	I&S	POOL	TASB-LONE STAR	\$ 6,040.27	**5/31/20	0.313	\$0.88	\$6,041.15
5/18/2020	I&S	POOL	TASB-LONE STAR	\$ 3,357.39	**5/31/20	0.313	\$0.37	\$3,357.76
5/19/2020	I&S	POOL	TASB-LONE STAR	\$ 795.51	**5/31/20	0.313	\$0.08	\$795.59
5/19/2020	I&S	POOL	TASB-LONE STAR	\$ 84,408.29	**5/31/20	0.313	\$8.69	\$84,416.98
5/20/2020	I&S	POOL	TASB-LONE STAR	\$ 2,499.15	**5/31/20	0.313	\$0.24	\$2,499.39
5/21/2020	I&S	POOL	TASB-LONE STAR	\$ 3,456.72	**5/31/20	0.313	\$0.30	\$3,457.02
5/22/2020	I&S	POOL	TASB-LONE STAR	\$ 1,140.93	**5/31/20	0.313	\$0.09	\$1,141.02
5/26/2020	I&S	POOL	TASB-LONE STAR	\$ 1,678.18	**5/31/20	0.313	\$0.07	\$1,678.25
5/27/2020	I&S	POOL	TASB-LONE STAR	\$ 1,716.45	**5/31/20	0.313	\$0.06	\$1,716.51
5/28/2020	I&S	POOL	TASB-LONE STAR	\$ 5,517.37	**5/31/20	0.313	\$0.14	\$5,517.51
5/29/2020	I&S	POOL	TASB-LONE STAR	\$ 4,514.23	**5/31/20	0.313	\$0.08	\$4,514.31
5/29/2020	I&S	POOL	TASB-LONE STAR	\$ 3,530.25	INTEREST	\$ 3,530.25	\$0.00	\$3,530.25
6/1/2020	I&S	POOL	TASB-LONE STAR	\$ 9,156.87	IN TRANSIT	\$ 9,156.87	\$0.00	\$9,156.87
6/2/2020	I&S	POOL	TASB-LONE STAR	\$ 3,473.12	IN TRANSIT	\$ 3,473.12	\$0.00	\$3,473.12
6/3/2020	I&S	POOL	TASB-LONE STAR	\$ 5,839.36	IN TRANSIT	\$ 5,839.36		
			SUB-TOTAL:	\$13,432,883.80		\$13,432,883.80		
5/1/2020	QSCB	POOL	TASB-LONE STAR	\$1,383,576.30	**5/31/20	0.313	\$367.80	\$1,383,944.10
5/29/2020	QSCB	POOL	TASB-LONE STAR	\$366.74	INTEREST	\$366.74		
			SUB-TOTAL:	\$1,383,943.04		\$1,383,943.04		
5/1/2020	BLDG.	POOL	TASB-LONE STAR	\$8,420,609.70	**5/31/2020	0.313	\$2,238.50	\$8,422,848.20
5/5/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 86.75	WITHDRAWAL	-\$ 86.75	\$0.00	
5/7/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 1,563,719.37	WITHDRAWAL	-\$ 1,563,719.37	\$0.00	
5/14/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 1,881.66	WITHDRAWAL	-\$ 1,881.66	\$0.00	
5/21/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 1,189.15	WITHDRAWAL	-\$ 1,189.15	\$0.00	
5/22/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 6,112.76	WITHDRAWAL	-\$ 6,112.76	\$0.00	

**Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY RATE	YIELD COST	PROJ. INT.	PAR
5/28/2020	BLDG.	POOL	TASB-LONE STAR	-\$ 14,518.75	WITHDRAWAL	-\$ 14,518.75	\$0.00	
5/29/2020	BLDG.	POOL	TASB-LONE STAR	\$ 1,916.51	INTEREST	\$ 1,916.51	\$0.00	
				\$6,835,017.77		\$6,835,017.77		
			TOTAL INVESTED:	\$56,771,034.81				
			total does not include					
			scholarship investments					
5/1/2020	SCH.	POOL-PLUS	TASB-LONE STAR	\$907,606.87	0.981	\$907,606.87	\$756.35	\$908,363.22
4/30/2020	SCH.	POOL-PLUS	TASB-LONE STAR	\$754.30	interest	\$754.30		
			SCHOLARSHIP TOTAL:	\$908,361.17		\$908,361.17		

I HEREBY CERTIFY THAT THIS IS A TRUE AND CORRECT SUMMARY OF THE DISTRICT'S INVESTMENTS AS OF 05/31/2020. INVESTMENTS REPRESENTED IN THIS REPORT ARE IN COMPLIANCE WITH THE ADOPTED WISD INVESTMENT STRATEGY AND POLICY.

RYAN CAHLDEN, ASST. SUP. FOR BUSINESS & FINANCE

WENDY ROSS, DIRECTOR OF ACCOUNTING

**Pool interest calculated on a per month basis using month end balance.

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
00 LOCAL/INTER. SOURCES	48,978,775.76	0.00	50,224,455	51,051,490	2,072,714.24	95.94		
00 STATE PROGRAM REV.	31,775,549.33	0.00	41,254,505	43,878,449	12,102,899.67	72.42		
00 FEDERAL PROG. REV.	1,118,821.19	0.00	2,000,000	2,000,000	881,178.81	55.94		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER RESOURCES	770.30	0.00	0	0	-770.30	0.00		
00 gen	81,873,916.58	0.00	93,478,960	96,929,939	15,056,022.42	84.47		
-- Revenue	81,873,916.58	0.00	93,478,960	96,929,939	15,056,022.42	84.47		
00	0.00	0.00	0	0	0.00	0.00		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
00	0.00	0.00	0	0	0.00	0.00		
00 gen	0.00	0.00	0	0	0.00	0.00		
11 PAYROLL COSTS	34,083,148.92	0.00	52,427,633	52,064,646	17,981,497.08	65.46		
11 PRO./CONTRACTED SVC.	591,218.71	58,042.31	1,028,282	1,080,920	431,658.98	60.07		
11 SUPPLIES	1,278,607.67	493,174.21	1,564,547	2,820,757	1,048,974.62	62.81		
11 OTHER OPERATING EXP.	60,565.51	35,780.97	560,395	416,637	320,290.02	23.12		
11 CAPITAL PROJECTS	11,600.00	5,800.00	19,410	17,400	0.00	100.00		
11 INSTRUCTION	36,025,140.81	592,797.49	55,600,267	56,400,360	19,782,420.70	64.93		
12 PAYROLL COSTS	719,849.55	0.00	1,184,014	1,184,014	464,164.45	60.80		
12 PRO./CONTRACTED SVC.	0.00	15,500.00	16,730	16,750	1,250.00	92.54		
12 SUPPLIES	88,978.67	61,155.72	115,570	151,070	935.61	99.38		
12 OTHER OPERATING EXP.	2,440.00	0.00	3,200	2,680	240.00	91.04		
12 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
12 INST. RESOURCES & ME.	811,268.22	76,655.72	1,319,514	1,354,514	466,590.06	65.55		
13 PAYROLL COSTS	574,966.35	0.00	747,966	746,816	171,849.65	76.99		
13 PRO./CONTRACTED SVC.	53,346.30	0.00	63,000	60,548	7,201.70	88.11		
13 SUPPLIES	12,455.21	391.58	53,430	409,021	396,174.21	3.14		
13 OTHER OPERATING EXP.	67,690.21	4,676.46	111,588	123,900	51,533.33	58.41		
13 CURRICULUM DEV. & INS	708,458.07	5,068.04	975,984	1,340,285	626,758.89	53.24		
21 PAYROLL COSTS	1,409,900.29	0.00	1,971,687	1,960,987	551,086.71	71.90		
21 PRO./CONTRACTED SVC.	3,246.33	0.00	6,700	6,700	3,453.67	48.45		
21 SUPPLIES	11,371.35	9,557.40	13,500	27,357	6,428.25	76.50		
21 OTHER OPERATING EXP.	19,459.15	1,798.66	33,700	32,341	11,083.19	65.73		
21 INSTRUCTIONAL LEADER	1,443,977.12	11,356.06	2,025,587	2,027,385	572,051.82	71.78		

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD		
23 PAYROLL COSTS	4,041,699.49	0.00	5,782,170	5,783,242	1,741,542.51	69.89		
23 PRO./CONTRACTED SVC.	18,889.02	0.00	9,500	26,042	7,152.98	72.53		
23 SUPPLIES	56,500.22	11,409.19	69,201	84,337	16,427.59	80.52		
23 OTHER OPERATING EXP.	18,683.48	75.00	76,080	56,814	38,055.52	33.02		
23 SCHOOL LEADERSHIP	4,135,772.21	11,484.19	5,936,951	5,950,435	1,803,178.60	69.70		
31 PAYROLL COSTS	1,961,208.12	0.00	2,806,138	2,806,139	844,929.88	69.89		
31 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
31 SUPPLIES	42,499.05	4,084.10	110,712	55,014	8,430.85	84.68		
31 OTHER OPERATING EXP.	2,888.82	822.82	13,605	11,163	7,451.36	33.25		
31 GUIDANCE & COUNSELIN	2,006,595.99	4,906.92	2,930,455	2,872,316	860,812.09	70.03		
32 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
32 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
32 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
32 SOCIAL WORK SERVICES	0.00	0.00	0	0	0.00	0.00		
33 PAYROLL COSTS	772,466.22	0.00	1,194,294	1,194,294	421,827.78	64.68		
33 PRO./CONTRACTED SVC.	5,000.00	1,241.00	3,400	7,495	1,254.00	83.27		
33 SUPPLIES	37,168.38	3,338.61	32,055	50,187	9,680.01	80.71		
33 OTHER OPERATING EXP.	4,578.92	905.16	6,830	6,830	1,345.92	80.29		
33 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00		
33 HEALTH SERVICES	819,213.52	5,484.77	1,236,579	1,258,806	434,107.71	65.51		
34 PAYROLL COSTS	1,714,945.46	0.00	2,019,530	2,019,530	304,584.54	84.92		
34 PRO./CONTRACTED SVC.	91,037.45	18,599.11	99,300	127,700	18,063.44	85.85		
34 SUPPLIES	187,525.75	62,398.34	284,381	263,673	13,748.91	94.79		
34 OTHER OPERATING EXP.	106,350.76	547.17	70,900	76,900	-29,997.93	139.01		
34 CAPITAL PROJECTS	390,632.00	78,927.50	291,986	573,494	103,934.50	81.88		
34 PUPIL TRANSPORTATION	2,490,491.42	160,472.12	2,766,097	3,061,297	410,333.46	86.60		
35 PAYROLL COSTS	22,752.77	0.00	0	0	-22,752.77	0.00		
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
35 FOOD SERVICES	22,752.77	0.00	0	0	-22,752.77	0.00		
36 PAYROLL COSTS	1,974,907.66	0.00	2,914,823	2,914,823	939,915.34	67.75		
36 PRO./CONTRACTED SVC.	166,332.87	14,126.65	181,689	174,738	-5,721.52	103.27		
36 SUPPLIES	182,489.11	103,511.72	290,084	363,710	77,709.17	78.63		
36 OTHER OPERATING EXP.	341,953.97	44,937.76	591,482	475,340	88,448.27	81.39		
36 CAPITAL PROJECTS	0.00	23,216.00	0	23,216	0.00	100.00		

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
36 COCURR./EXTRACURR.AC	2,665,683.61	185,792.13	3,978,078	3,951,827	1,100,351.26	72.16		
41 PAYROLL COSTS	1,735,082.35	0.00	2,312,032	2,297,832	562,749.65	75.51		
41 PRO./CONTRACTED SVC.	400,235.24	45,090.49	425,657	415,457	-29,868.73	107.19		
41 SUPPLIES	70,712.79	24,645.28	54,200	108,380	13,021.93	87.98		
41 OTHER OPERATING EXP.	103,343.23	8,868.15	201,643	201,863	89,651.62	55.59		
41 CAPITAL PROJECTS	0.00	0.00	25,300	15,300	15,300.00	0.00		
41 GENERAL ADMINISTRATI	2,309,373.61	78,603.92	3,018,832	3,038,832	650,854.47	78.58		
51 PAYROLL COSTS	3,309,845.29	0.00	4,406,403	4,386,403	1,076,557.71	75.46		
51 PRO./CONTRACTED SVC.	1,813,984.94	93,931.78	2,316,845	2,346,726	438,803.28	81.30		
51 SUPPLIES	500,017.20	61,829.40	555,438	657,088	95,241.40	85.51		
51 OTHER OPERATING EXP.	722,082.34	589.75	473,000	473,800	-248,872.09	152.53		
51 CAPITAL PROJECTS	200,633.37	43,989.50	305,532	262,401	17,778.13	93.22		
51 PLANT MAINTENANCE &	6,546,563.14	200,340.43	8,057,218	8,126,418	1,379,514.43	83.02		
52 PAYROLL COSTS	798,821.19	0.00	1,089,343	1,074,343	275,521.81	74.35		
52 PRO./CONTRACTED SVC.	23,292.02	18,950.50	186,000	492,500	450,257.48	8.58		
52 SUPPLIES	21,865.28	3,188.00	16,800	25,300	246.72	99.02		
52 OTHER OPERATING EXP.	1,820.37	324.75	3,865	3,865	1,719.88	55.50		
52 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
52 SECURITY & MONITORIN	845,798.86	22,463.25	1,296,008	1,596,008	727,745.89	54.40		
53 PAYROLL COSTS	712,387.34	0.00	886,814	866,614	154,226.66	82.20		
53 PRO./CONTRACTED SVC.	212,549.04	7,965.00	274,683	282,883	62,368.96	77.95		
53 SUPPLIES	243,954.05	91,500.19	356,632	413,518	78,063.76	81.12		
53 OTHER OPERATING EXP.	8,533.01	896.81	38,989	19,103	9,673.18	49.36		
53 CAPITAL PROJECTS	0.00	0.00	50,000	50,000	50,000.00	0.00		
53 DATA PROCESSING SERV.	1,177,423.44	100,362.00	1,607,118	1,632,118	354,332.56	78.29		
61 PAYROLL COSTS	178,569.02	0.00	237,300	237,300	58,730.98	75.25		
61 PRO./CONTRACTED SVC.	345.00	1,286.00	1,781	1,781	150.00	91.58		
61 SUPPLIES	2,050.61	453.39	15,241	15,241	12,737.00	16.43		
61 OTHER OPERATING EXP.	1,972.25	3,416.85	10,908	10,908	5,518.90	49.41		
61 COMMUNITY SERVICES	182,936.88	5,156.24	265,230	265,230	77,136.88	70.92		
71 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00		
71 DEBT SERVICES	0.00	0.00	0	0	0.00	0.00		
81 PRO./CONTRACTED SVC.	0.00	2,800.00	0	0	-2,800.00	0.00		

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD \$		
81 SUPPLIES	0.00	0.00	0	0	0.00	0.00		
81 CAPITAL PROJECTS	3,518,933.49	1,694,922.85	925,000	5,919,349	705,492.66	88.08		
81 FACILITIES ACQ. & CO	3,518,933.49	1,697,722.85	925,000	5,919,349	702,692.66	88.13		
91 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
91 CONT.INST.SVCS.\PUBL	0.00	0.00	0	0	0.00	0.00		
99 PRO./CONTRACTED SVC.	394,458.66	0.00	500,000	500,000	105,541.34	78.89		
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
99 Other Governmental C	394,458.66	0.00	500,000	500,000	105,541.34	78.89		
-- Expense	66,104,841.82	3,158,666.13	92,438,918	99,295,180	30,031,670.05	69.76		
Grand Revenue Totals	81,873,916.58	0.00	93,478,960	96,929,939	15,056,022.42	84.47		
Grand Expense Totals	66,104,841.82	3,158,666.13	92,438,918	99,295,180	30,031,670.05	69.76		
Grand Totals	15,769,074.76	3,158,666.13	1,040,042	2,365,241	14,975,647.63	-666.70	Loss	

Number of Accounts: 12460

***** End of report *****

FC OBJ	2019-20		2019-20		2019-20 Comment	2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	FYTD %
00 LOCAL/INTER. SOURCES	0.00	0.00	0.00	0.00		0.00	0.00
00 STATE PROGRAM REV.	316,554.50	0.00	265,802.00	1,087,799.00		771,244.50	29.10
00 FEDERAL PROG. REV.	1,598,566.39	0.00	2,853,096.00	3,936,108.00		2,337,541.61	40.61
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
00 OTHER RESOURCES	0.00	0.00	0.00	0.00		0.00	0.00
00 gen	1,915,120.89	0.00	3,118,898.00	5,023,907.00		3,108,786.11	38.12
-- Revenue	1,915,120.89	0.00	3,118,898.00	5,023,907.00		3,108,786.11	38.12
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
00 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
00 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
00	0.00	0.00	0.00	0.00		0.00	0.00
00 gen	0.00	0.00	0.00	0.00		0.00	0.00
11 PAYROLL COSTS	787,336.02	0.00	1,301,039.00	1,362,835.00		575,498.98	57.77
11 PRO./CONTRACTED SVC.	171,664.46	31,458.50	324,048.00	361,815.00		158,692.04	47.45
11 SUPPLIES	370,592.61	22,908.02	198,509.00	1,069,888.00		676,387.37	34.64
11 OTHER OPERATING EXP.	19,666.44	3,636.84	50,311.00	57,618.00		34,314.72	34.13
11 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
11 INSTRUCTION	1,349,259.53	58,003.36	1,873,907.00	2,852,156.00		1,444,893.11	47.31
12 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
12 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
12 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
12 INST. RESOURCES & ME	0.00	0.00	0.00	0.00		0.00	0.00
13 PAYROLL COSTS	18,829.41	0.00	9,498.00	26,040.00		7,210.59	72.31
13 PRO./CONTRACTED SVC.	37,886.15	200.00	10,914.00	56,214.00		18,127.85	67.40
13 SUPPLIES	0.00	0.00	46,818.00	46,818.00		46,818.00	0.00
13 OTHER OPERATING EXP.	27,872.53	2,947.15	114,500.00	169,437.00		138,617.32	16.45
13 CURRICULUM DEV.& INS	84,588.09	3,147.15	181,730.00	298,509.00		210,773.76	28.34
21 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
21 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
21 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
21 OTHER OPERATING EXP.	840.28	65.95	1,459.00	907.00		0.77	92.64
21 INSTRUCTIONAL LEADER	840.28	65.95	1,459.00	907.00		0.77	92.64
23 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00

FC OBJ	2019-20		2019-20		2019-20 Comment	Unencumbered	
	FYTD Activity	Amount	Original Budget	Revised Budget		Balance	FYTD \$
23 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
23 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
23 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
23 SCHOOL LEADERSHIP	0.00	0.00	0.00	0.00		0.00	0.00
31 PAYROLL COSTS	721,220.57	0.00	1,124,096.00	1,171,532.00		450,311.43	61.56
31 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
31 SUPPLIES	16,271.23	10,188.79	25,000.00	461,267.00		434,806.98	3.53
31 OTHER OPERATING EXP.	4,363.59	125.00	15,000.00	15,000.00		10,511.41	29.09
31 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
31 GUIDANCE & COUNSELIN	741,855.39	10,313.79	1,164,096.00	1,647,799.00		895,629.82	45.02
32 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
32 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
32 SOCIAL WORK SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
33 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
33 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
33 HEALTH SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
34 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
34 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
34 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
34 CAPITAL PROJECTS	78,927.50	0.00	0.00	80,000.00		1,072.50	98.66
34 PUPIL TRANSPORTATION	78,927.50	0.00	0.00	80,000.00		1,072.50	98.66
35 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
35 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
35 FOOD SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
36 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
36 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
36 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
36 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
36 COCURR./EXTRACURR.AC	0.00	0.00	0.00	0.00		0.00	0.00
41 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
41 GENERAL ADMINISTRATI	0.00	0.00	0.00	0.00		0.00	0.00
51 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00

FC OBJ	2019-20		2019-20		2019-20 Comment	2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	FYTD %
51 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
51 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
51 PLANT MAINTENANCE &	0.00	0.00	0.00	0.00		0.00	0.00
52 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
52 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
52 SUPPLIES	0.00	0.00	67,235.00	67,235.00		67,235.00	0.00
52 CAPITAL PROJECTS	0.00	0.00	77,374.00	77,374.00		77,374.00	0.00
52 SECURITY & MONITORIN	0.00	0.00	144,609.00	144,609.00		144,609.00	0.00
53 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
53 DATA PROCESSING SERV	0.00	0.00	0.00	0.00		0.00	0.00
61 PAYROLL COSTS	0.00	0.00	506.00	506.00		506.00	0.00
61 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
61 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
61 COMMUNITY SERVICES	0.00	0.00	506.00	506.00		506.00	0.00
71 DEBT SERVICE	0.00	0.00	0.00	0.00		0.00	0.00
71 DEBT SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
81 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
81 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
81 FACILITIES ACQ. & CO.	0.00	0.00	0.00	0.00		0.00	0.00
-- Expense	2,255,470.79	71,530.25	3,366,307.00	5,024,486.00		2,697,484.96	44.89

Grand Revenue Totals	1,915,120.89	0.00	3,118,898.00	5,023,907.00		3,108,786.11	38.12
Grand Expense Totals	2,255,470.79	71,530.25	3,366,307.00	5,024,486.00		2,697,484.96	44.89
Grand Totals	340,349.90	71,530.25	247,409.00	579.00		411,301.15	????????
	Loss	Loss	Loss	Loss		Profit	

Number of Accounts: 10725

***** End of report *****

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %	Unencumbered Balance	FYTD %
00 LOCAL/INTER. SOURCES	17,335,149.66	0.00	17,260,125	17,260,125	-75,024.66	100.43	-75,024.66	100.43
00 STATE PROGRAM REV.	334,450.00	0.00	300,000	300,000	-34,450.00	111.48	-34,450.00	111.48
00 FEDERAL PROG. REV.	52,343.12	0.00	100,000	100,000	47,656.88	52.34	47,656.88	52.34
00 OTHER RESOURCES	249,875.04	0.00	0	0	-249,875.04	0.00	-249,875.04	0.00
00 gen	17,971,817.82	0.00	17,660,125	17,660,125	-311,692.82	101.76	-311,692.82	101.76
-- Revenue	17,971,817.82	0.00	17,660,125	17,660,125	-311,692.82	101.76	-311,692.82	101.76
00 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00	0.00	0.00
00	0.00	0.00	0	0	0.00	0.00	0.00	0.00
00 gen	0.00	0.00	0	0	0.00	0.00	0.00	0.00
71 DEBT SERVICE	6,059,041.75	0.00	17,660,125	17,660,125	11,601,083.25	34.31	11,601,083.25	34.31
71 DEBT SERVICES	6,059,041.75	0.00	17,660,125	17,660,125	11,601,083.25	34.31	11,601,083.25	34.31
-- Expense	6,059,041.75	0.00	17,660,125	17,660,125	11,601,083.25	34.31	11,601,083.25	34.31
Grand Revenue Totals	17,971,817.82	0.00	17,660,125	17,660,125	-311,692.82	101.76	-311,692.82	101.76
Grand Expense Totals	6,059,041.75	0.00	17,660,125	17,660,125	11,601,083.25	34.31	11,601,083.25	34.31
Grand Totals	11,912,776.07	0.00	0	0	11,912,776.07	0.00	11,912,776.07	0.00
	Profit				Loss			

Number of Accounts: 28

***** End of report *****

FC OBJ	2019-20		2019-20		2019-20	Unencumbered	2019-20
	FYTD Activity	Amount	Original Budget	Revised Budget			
00 LOCAL/INTER. SOURCES	164,271.07	0.00	256,000	256,000		91,728.93	64.17
00 STATE PROGRAM REV.	4,114.10	0.00	5,679	5,679		1,564.90	72.44
00 OTHER RESOURCES	0.00	0.00	0	0		0.00	0.00
00 gen	168,385.17	0.00	261,679	261,679		93,293.83	64.35
--- Revenue	168,385.17	0.00	261,679	261,679		93,293.83	64.35
00	0.00	0.00	0	0		0.00	0.00
00 gen	0.00	0.00	0	0		0.00	0.00
11 PAYROLL COSTS	0.00	0.00	0	0		0.00	0.00
11 SUPPLIES	1,189.15	190,532.31	0	200,000		8,278.54	0.59
11 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
11 INSTRUCTION	1,189.15	190,532.31	0	200,000		8,278.54	0.59
12 SUPPLIES	0.00	99,918.28	0	100,000		81.72	0.00
12 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
12 INST. RESOURCES & ME	0.00	99,918.28	0	100,000		81.72	0.00
35 SUPPLIES	0.00	0.00	0	0		0.00	0.00
36 FOOD SERVICES	0.00	0.00	0	0		0.00	0.00
36 SUPPLIES	0.00	0.00	0	0		0.00	0.00
36 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
36 COCURR./EXTRACURR.AC	0.00	0.00	0	0		0.00	0.00
51 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
51 SUPPLIES	0.00	0.00	0	0		0.00	0.00
51 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
51 PLANT MAINTENANCE &	0.00	0.00	0	0		0.00	0.00
52 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
52 SUPPLIES	0.00	0.00	0	0		0.00	0.00
52 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
52 SECURITY & MONITORIN	0.00	0.00	0	0		0.00	0.00
71 DEBT SERVICE	0.00	0.00	0	0		0.00	0.00
71 DEBT SERVICES	0.00	0.00	0	0		0.00	0.00
81 PAYROLL COSTS	60,604.19	0.00	75,456	75,456		14,851.81	80.32

FC OBJ	2019-20		2019-20		Unencumbered Balance	2019-20 Comment	2019-20
	FYTD Activity	Amount	Original Budget	Revised Budget			
81 PRO./CONTRACTED SVC.	6,690.27	0.00	0	0	-6,690.27		0.00
81 SUPPLIES	2,255.00	0.00	0	0	-2,255.00		0.00
81 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00		0.00
81 CAPITAL PROJECTS	12,813,160.31	1,273,243.86	21,700,000	21,400,000	7,313,595.83		59.87
81 FACILITIES ACO. & CO	12,882,709.77	1,273,243.86	21,775,456	21,475,456	7,319,502.37		59.99
-- Expense	12,883,898.92	1,563,694.45	21,775,456	21,775,456	7,327,862.63		59.17

Grand Revenue Totals	168,385.17	0.00	261,679	261,679	93,293.83		64.35
Grand Expense Totals	12,883,898.92	1,563,694.45	21,775,456	21,775,456	7,327,862.63		59.17
Grand Totals	12,715,513.75	1,563,694.45	21,513,777	21,513,777	7,234,568.80		59.10
	Loss	Loss	Loss	Loss	Loss		

Number of Accounts: 225

***** End of report *****

FC OBJ	2019-20		2019-20		2019-20		2019-20	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD	FYTD	FYTD
00 LOCAL/INFER. SOURCES	1,514,759.13	0.00	1,857,116	1,857,116	342,356.87	81.57		
00 STATE PROGRAM REV.	81,719.15	0.00	149,197	149,197	67,477.85	54.77		
00 FEDERAL PROG. REV.	0.00	0.00	0	0	0.00	0.00		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER RESOURCES	1,751,161.89	0.00	2,441,404	2,441,404	690,242.11	71.73		
00 gen	3,347,640.17	0.00	4,447,717	4,447,717	1,100,076.83	75.27		
-- Revenue	3,347,640.17	0.00	4,447,717	4,447,717	1,100,076.83	75.27		
11 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
11 INSTRUCTION	0.00	0.00	0	0	0.00	0.00		
35 PAYROLL COSTS	1,341,738.59	0.00	2,078,060	2,078,060	736,321.41	64.57		
35 PRO./CONTRACTED SVC.	3,695.36	9,134.00	10,000	13,200	370.64	97.19		
35 SUPPLIES	1,477,250.56	246,791.69	1,880,700	1,960,700	236,657.75	87.93		
35 OTHER OPERATING EXP.	2,524.00	0.00	11,000	7,800	5,276.00	32.36		
35 CAPITAL PROJECTS	0.00	0.00	80,000	0	0.00	0.00		
35 FOOD SERVICES	2,825,208.51	255,925.69	4,059,760	4,059,760	978,625.80	75.89		
51 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
51 PRO./CONTRACTED SVC.	2,186.46	0.00	88,440	88,440	86,253.54	2.47		
51 PLANT MAINTENANCE &	2,186.46	0.00	88,440	88,440	86,253.54	2.47		
61 PAYROLL COSTS	246,156.61	0.00	233,940	233,940	-12,216.61	105.22		
61 PRO./CONTRACTED SVC.	19,786.40	3,182.80	12,923	29,505	6,535.60	77.85		
61 SUPPLIES	16,623.90	3,102.03	22,250	26,446	6,720.07	74.59		
61 OTHER OPERATING EXP.	194.00	51.75	5,012	1,204	958.45	20.41		
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
61 COMMUNITY SERVICES	282,760.91	6,336.58	274,125	291,095	1,997.51	99.31		
-- Expense	3,110,155.88	262,262.27	4,422,325	4,439,295	1,066,876.85	75.97		
Grand Revenue Totals	3,347,640.17	0.00	4,447,717	4,447,717	1,100,076.83	75.27		
Grand Expense Totals	3,110,155.88	262,262.27	4,422,325	4,439,295	1,066,876.85	75.97		
Grand Totals	237,484.29	262,262.27	25,392	8,422	33,199.98	2,819.81		
	Profit	Loss	Profit	Profit	Profit	Profit		

FC OBJ	2019-20 FYTD Activity	Encumbered Amount	2019-20 Original Budget	2019-20 Revised Budget	Unencumbered Balance	2019-20 FYTD %
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Number of Accounts: 964

***** End of report *****

WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF MAY 2020

GENERAL FUND	YTD ACTUAL	ORIGINAL BUDGET	REVISED BUDGET	YTD %	PRIOR YTD %
REVENUES	81,873,916.58	93,478,960	96,929,939	84.46%	84.24%
EXPENDITURES	66,104,841.82	92,438,918	99,295,180	66.57%	64.67%
SPECIAL PROGRAMS					
REVENUES	1,915,120.89	2,974,289	5,023,907	38.12%	47.13%
EXPENDITURES	2,255,470.79	3,221,698	5,024,486	44.89%	46.90%
INTEREST & SINKING					
REVENUES	17,971,817.82	17,660,125	17,660,125	101.76%	99.83%
EXPENDITURES	6,059,041.75	17,660,125	17,660,125	34.31%	37.62%
CAPITAL PROJECTS					
REVENUES	168,385.17	261,679	261,679	64.35%	98.43%
EXPENDITURES	12,883,898.92	21,775,456	21,775,456	59.17%	10.50%
ENTERPRISE FUNDS					
REVENUES	3,347,640.17	4,447,717	4,447,717	75.27%	83.90%
EXPENDITURES	3,110,155.88	4,422,325	4,439,295	70.06%	74.43%

Waxahachie ISD 2019-20 Budget Summary May 2020

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	YTD Actual Gen. Fund 1XXX	Amended State-Fed Programs	YTD Actual State-Fed Programs	Amended Debt Serv. 5XXX	YTD Actual Debt Serv. 5XXX	Amended Cap. Proj. 6XXX	YTD Actual Cap. Proj. 6XXX	Amended Ent. Fund 7XXX	YTD Actual Ent. Fund 7XXX
REVENUES											
5700 LOCAL & INTER. SOURCE REVENUE	50,224,455	51,051,490	48,978,776			17,260,125	17,335,150	256,000	164,271	1,857,116	1,514,759
5800 STATE PROGRAM REVENUES	41,254,505	43,878,449	31,775,549	1,087,799	316,555	300,000	334,450	5,679	4,114	149,197	81,719
5900 FEDERAL REVENUES	2,000,000	2,000,000	1,118,821	3,936,108	1,598,566	100,000	52,349				
7900 OTHER RESOURCES/TRANSFERS			770				249,875			2,441,404	1,751,162
TOTAL REVENUES	93,478,960	96,929,939	81,873,917	5,023,907	1,915,121	17,660,125	17,971,824	261,679	168,385	4,447,717	3,347,640
APPROPRIATIONS BY FUNCTION											
00 TRANSFERS BETWEEN FUNDS											
11 INSTRUCTIONAL RESOURCES & MEDIA SER	55,600,267	56,400,360	36,025,140.81	2,852,156	1,349,260			200,000	1,189		
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,319,514	1,354,514	811,268.22					100,000			
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	975,984	1,340,285	708,458.07	298,509	84,588						
21 INSTRUCTIONAL LEADERSHIP	2,025,587	2,027,385	1,443,977.12	907	840						
23 SCHOOL ADMINISTRATION	5,936,951	5,950,435	4,135,772.21								
31 GUIDANCE AND COUNSELING SERVICES	2,930,455	2,872,316	2,006,595.99	1,647,799	741,855						
32 SOCIAL WORK SERVICES		0	0.00								
33 HEALTH SERVICES	1,236,579	1,258,806	819,213.52								
34 STUDENT (PUPIL) TRANSPORTATION	2,766,097	3,061,297	2,490,491.42	80,000	78,928						
35 FOOD SERVICES		0	22,752.77							4,059,760	2,825,209
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	3,978,078	3,951,827	2,665,683.61								
41 GENERAL ADMINISTRATION	3,018,832	3,038,832	2,309,373.61								
51 PLANT MAINTENANCE AND OPERATION	8,057,218	8,126,418	6,546,563.14							88,440	2,186
52 SECURITY & MONITORING SERVICES	1,296,008	1,596,008	845,798.86	144,609							
53 DATA PROCESSING SERVICES	1,607,118	1,632,118	1,177,423.44								
61 COMMUNITY SERVICES	265,230	265,230	182,936.88	506						291,095	282,761
71 DEBT SERVICE		0	0.00			17,660,125	6,059,042				
81 FACILITIES	925,000	5,919,349	3,518,933.49					21,475,456	12,882,710		
99 OTHER	500,000	500,000	394,458.66								
TOTAL APPROPRIATIONS AND TRANSFERS	92,438,918	99,295,180	66,104,842	5,024,486	2,255,471	17,660,125	6,059,042	21,775,456	12,883,899	4,439,295	3,110,156
TOTAL REVENUES OVER (UNDER) APPROPRIATIONS	1,040,042	(2,365,241)	15,769,075	(579)	(340,350)	-	11,912,782	(21,513,777)	(12,715,514)	8,422	237,484

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Budget and Finance

Presented by: Ryan Kahlden

Background:

Presented for Board consideration and approval are multiple budget transfers/amendments, a purchase order over \$50,000 and Region 18 ESC Purchasing Cooperative Resolution.

Recommendation:

Review and approve as presented.

Waxahachie ISD 2019-20 Proposed Budget Amendments for July 2020

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	Proposed Budget Increases Gen. Fund 1XXX	Proposed Budget Amendments- (Decreases) Gen. Fund 1XXX	Proposed Revised Budget Gen. Fund 1XXX	Explanation
REVENUES						
5700 LOCAL & INTER. SOURCE REVENUE	50,224,455	51,051,490			51,051,490	
5800 STATE PROGRAM REVENUES	41,254,505	43,878,449			43,878,449	
5900 FEDERAL REVENUES	2,000,000	2,000,000			2,000,000	
7900 OTHER RESOURCES						
TOTAL REVENUES	93,478,960	96,929,939	-	-	96,929,939	
11 INSTRUCTIONAL RESOURCES & MEDIA SER	55,600,267	56,831,360	18,271	(7,798)		Move \$3,798 from 11 to 23 for Admin furniture purchase at Marvin. Move \$4,000 from 11 to 13 for teacher training at HS. Move \$3,637 from 13 to 11 for extra duty pay at Coleman. Move \$7,490 from 23 and \$1,597 from 31 into 11 for Coleman supply purchase. Move \$3,889 from 13 to 11 for bilingual supply purchase in curriculum. Move \$1,392 from 13 to 11 extra duty pay at Finley. Move \$256 from 31 to 11 extra duty pay at Finley.
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,319,514	1,354,514				
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	975,984	1,340,285	4,000	(8,928)		Move \$1,392 from 13 to 11 for extra duty pay at Finley. Move \$4,000 from 11 to 13 for teacher training at HS. Move \$3,637 from 13 to 11 for extra duty pay at Coleman. Move \$3,889 from 13 to 11 for bilingual supply purchase in curriculum.
21 INSTRUCTIONAL LEADERSHIP	2,025,587	2,027,385				
23 SCHOOL ADMINISTRATION	5,936,951	5,950,435	3,798	(7,490)		Move \$3,798 from 11 to 23 for admin furniture expense at Marvin. Move \$7,490 from 23 to 11 for supply purchase at Coleman.
31 GUIDANCE AND COUNSELING SERVICES	2,930,455	2,872,316		(1,933)		Move \$256 from 31 to 11 for extra duty pay at Finley. Move \$80 from 31 to 36 at Coleman. Move \$1,597 from 31 to 11 for supply purchase at Coleman.
32 SOCIAL WORK SERVICES						
33 HEALTH SERVICES	1,236,579	1,258,806	25,000			Increase to Nurses budget per R. Kahlden by \$25,000 for equipment.
34 STUDENT (PUPIL) TRANSPORTATION	2,766,097	3,061,297				

Waxahachie ISD 2019-20 Proposed Budget Amendments for July 2020

36 COCURRICULAR/EXTRACURRICULAR ACTIV.	3,978,078	3,951,827	80			Move \$80 from 31 to 26 at Coleman.
41 GENERAL ADMINISTRATION	3,018,832	3,038,832				
51 PLANT MAINTENANCE AND OPERATION	8,057,218	8,126,418	37,000			Move \$37,000 from 81 to 51 for Maint related supplies/repairs.
52 SECURITY & MONITORING SERVICES	1,296,008	1,596,008				
53 DATA PROCESSING SERVICES	1,607,118	1,632,118				
61 COMMUNITY SERVICES	265,230	265,230				
71 DEBT SERVICE						
81 FACILITIES	925,000	5,919,349		(37,000)		Move \$37,000 from 81 to 51 to cover cost of Maint related repairs/supplies.
99	500,000	500,000				
TOTAL APPROPRIATIONS	92,438,918	99,726,180	88,149	(63,149)	99,751,180	
	Yes	No				
Approved by Board:		Date:		Signed:		

Region 18 Education Service Center Purchasing Cooperative

The Region 18 ESC Purchasing Cooperative was formed to reduce the cost of purchasing and bidding. Region 18 ESC, on behalf of the school districts that are members of the Region 18 ESC Purchasing Cooperative, solicits “discount/percent off” RFP from vendors.

For their response to be considered, vendors are required to submit a completed response form and catalog information. After approval of the response by the Purchasing Committee, each school district will receive one (1) copy of the approved vendor list (vendors). This information is also available on the Region 18 website at www.esc18.net.

Participation in the Purchasing Cooperative is voluntary and the membership fee is based on the previous year Fall PEIMS Enrollment Report for the school districts located in Region 18 or a flat fee for school districts outside of Region 18. Membership in the Purchasing Cooperative allows school districts to make purchases from vendors listed on the Approved Vendor list without having to separately bid items. There are numerous vendors who respond to the Region 18 ESC Purchasing Cooperative Discount RFP.

All participating school districts must first pass a board resolution agreeing to the participation in the Region 18 Purchasing Cooperative. The Resolution may be for a one (1) year period or the Resolution may provide for a yearly extension until designated by the superintendent or his designee.

Every year an Interlocal Agreement must be executed to allow membership in the Purchasing Cooperative. Region 18 ESC will invoice school districts for the membership fee, when provided with a purchase order number. Invoices will be issued after September 1 unless requested otherwise by the school district.

EDGAR, TEA & HB 1295

This is to serve as certification of the Region 18 ESC Purchasing Cooperative's compliance with EDGAR and TEA (FASRG) policies. As a program of the Education Service Center, Region 18 located in Midland, Texas, the Region 18 ESC Purchasing Cooperative is required by law to follow the most restrictive procurement rules in current effect.

For micro-purchases below \$10,000, federal rules apply. In addition, per state rules, any Local Education Agency is best served with a local policy identifying a threshold below \$50,000 for which they do not require a competitive process. For purchases between \$10,001 and \$49,999, federal rules require price or rate quotations from an adequate number of qualified sources, making the federal rules more restrictive than those required by the State of Texas. At \$50,000 and above, state rules become more restrictive and must be followed. At \$250,000 and above, the federal rule is most restrictive in regard to the cost/price analysis and must be followed in conjunction with state rules. The Region 18 ESC Purchasing Cooperative is unable to conduct the cost or price analysis in this final category because the exact purchase is only determined by our member(s) causing the analysis to be conducted by them once the exact purchase is determined. As such, there may be times you will need to do your own cost/price analysis due to it being impracticable or impossible for the Region 18 ESC Purchasing Cooperative to perform one as required by law.

Department of Education General Administrative Regulations -- 2 CFR 200.318(e) -- encourages non-federal entities to enter into state and local intergovernmental or inter-entity agreements where appropriate for procurement, or use of common or shared goods and services to foster greater economy and efficiency. The Region 18 ESC Purchasing Cooperative must follow the same state and federal procurement rules that would apply if an LEA made the procurement themselves along

with the appeals process, full and open competition, and ensuring adequate competition.

Because at the time of procurement the Region 18 ESC Purchasing Cooperative is unable to determine which of its contracts will be used by our member(s) using federal funds, we will competitively procure each and every contract awarded under Section 44.031 of the Texas Education Code and will comply with EDGAR on every procurement action.

Concerning Texas HB 1295, as each LEA has their own Board Policies and their own thresholds where board action is required, the Region 18 ESC has not initiated the Certificate of Interested Parties (Form 1295). As such compliance with HB 1295 will be the responsibility of each member for purchases that meet the requirements as stated in HB 1295 and found on the State of Texas Ethics Commission website.

I verify that the Region 18 ESC Purchasing Cooperative has followed the most restrictive state or federal procurement rules.

Paula O'Neil
Interim Purchasing Specialist
Region 18 Education Service Center

**Region 18 Education Service Center
Interlocal Agreement
Cooperative Purchasing**

PURPOSE

The Purpose of the Region 18 Education Service Center Cooperative Purchasing Program is to reduce the cost of purchasing and bidding. Region 18 ESC, on behalf of the school districts, other local education institutions and local government agencies that are members of the Region 18 ESC Purchasing Cooperative, solicits discount bids from vendors

TERM

The term of this agreement will be from June 23, 2019, to June 22, 2020.

RIGHT

Region 18 Education Service Center is granted the right to issue cooperative discount bids on behalf of this school district.

RESPONSIBILITIES

The Region 18 Education Service Center Purchasing Cooperative Committee is responsible for the following:

- determining commodities for cooperative purchasing
- awarding bids in accordance with the competitive bidding procedures for Texas public schools
- approving vendors

Region 18 Education Service Center is responsible for the following:

- issuing invitations to bid
- posting legal notices
- tabulating bids for the Cooperative Purchasing Committee and school districts
- providing participating districts with procedures for purchasing from the cooperative

Participating school districts are responsible for the following:

- taking board action to approve membership in the cooperative
- paying the appropriate membership fee to Region 18 Education Service Center
- providing a signed Interlocal agreement to Region 18 Education Service Center
- following ordering procedures as established, submitting purchase orders directly to the vendors
- seeking resolution of all problems regarding billing, deliveries, quality / quantity with vendors

District Name Waxahachie ISD

Superintendent or Designee's Printed Name _____ Date _____

Superintendent or Designee's Signature _____

RESOLUTION

WHEREAS, the School District, Local Education Agency or Local Government Agency, pursuant to the authority granted by Title 7, Chapter 791 Interlocal Cooperation Contracts Act of the Texas Government code, as amended, desires to join and participate in the described Cooperative Purchasing Program, coordinated and administered by Region 18 Education Service Center,

WHEREAS, Waxahachie ISD is of the opinion that participation in this program will be highly beneficial to the taxpayers of this district through the anticipated savings to be realized;

WHEREAS, the fees for the Cooperative as stated in the Interlocal Agreement shall be paid to Region 18 Education Service Center for the reimbursement of expenses incurred in the administration of the Cooperative;

NOW THEREFORE, BE IT RESOLVED, that Waxahachie ISD of Ellis County hereby joins and elects to participate in the Region 18 Education Service Center Cooperative Purchasing Program and that Waxahachie ISD is authorized and directed to sign and deliver all necessary requests and other documents in connection therewith for and on behalf of the Waxahachie ISD. In addition, Waxahachie Independent School District reserves the right to purchase directly from independent vendors not on the Region 18 Education Service Center Cooperative Purchasing Program approved bid list during the period that bids are in effect.

FURTHERMORE, that the terms of this agreement be for one (1) year from June 23 of the resolute year and shall automatically be renewed for one (1) year on each anniversary if the Superintendent or his designee agrees to the Interlocal Agreement for that term.

Purchasing Cooperative Product Categories

- Athletic Equipment & Repair
- Athletic Trainer Equipment
- Automotive Parts, Supplies & Repair
- Cloth Goods, Footwear, Letter Awards, Letter Jackets/Sweaters
- Computer/Technology Hardware & Service
- Computer/Technology Software
- Electronics Equipment & Service (Audio/Visual, etc.)
- Facility Equipment, Services & Supplies
- Furniture (Office, Classroom, Cafeteria, etc.)
- Health Services Equipment Supplies & Service
- Janitorial Supplies
- Library Materials & Supplies
- Musical Instruments, Supplies & Service
- Network Equipment, Supplies & Service
- Office Machines & Service
- Office Supplies
- Paper (Copy, Construction, Carbon, Art, etc.)
- Personnel Administration
- Physical Education Equipment & Service
- Plaques, Trophies, Engraving & Awards
- Playground Equipment, Supplies & Service
- Printing Services
- Promotional Materials (Promotional Materials, Fundraising, etc.)
- School Supplies (Instructional Supplies, Instructional Equipment, STAAR/ TEKS Materials, Textbooks, etc.)
- Transportation Services
- Uniforms (Athletic, Music, etc.)
- Utility Services
- Vocational Supplies, Equipment & Service

**REGION 18 EDUCATION SERVICE CENTER
2018-2019 PURCHASING COOPERATIVE
MEMBERSHIP FEES**

The Region 18 Education Service Center Purchasing Cooperative membership fees for the 2019-2020 year are listed below. The current membership fee schedule has remained unchanged since 1998-1999. The membership fees for schools in Region 18 are based on the previous year Fall PEIMS Enrollment Report, as set forth below. The membership fee for schools outside of Region 18 is \$850.00 per year.

Region 18 Schools

Tier I (Enrollment less than 200) \$450.00
Tier II (Enrollment 200 - 1000) \$550.00
Tier III (Enrollment 1001 - 2000) \$650.00
Tier IV (Enrollment 2001 - 5000) \$750.00
Tier V (Enrollment greater than 5000) \$850.00

Schools & Members Outside of Region 18

All Schools & Members Outside of Region 18 \$900.00

COPIES
 WHITE VENDOR
 YELLOW RECEIVING

INVOICE TO:
 WAXAHACHIE ISD
 411 N. GIBSON STREET
 WAXAHACHIE, TX 75165
 TAX NBR: 75-6002723
 PHONE: 972-923-4631
 FAX NBR: 972-923-4658

REQ. NUMBER: 9260020206
 VENDOR KEY : THOMAS B003
 PAGE NUMBER: 1
 REQ. DATE : 07/07/2020
 SHIP DATE : 07/07/2020
 SHIP VIA : BEST WAY
 FISCAL YEAR: 2019-2020
 ENTERED BY : TURNEBRE001

PRINTED 07/07/2020

COMPANY: THOMAS BUS GULF COAST GP, INC 8806 MISSISSIPPI ST HOUSTON, TX 77029		DELIVER TO: WISD TRANSPORTATION 631 SOLON ROAD WAXAHACHIE, TX 75165 ATTN: BRESHARN TURNER
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QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	2021 78 PASSENGER FREIGHTLINER SCHOOL BUS	99317.00000	99317.00
1	EACH	ADDITION: 3RD EVAPORATOR	1936.00000	1936.00
1	EACH	BUYBOARD FEE	800.00000	800.00
TOTAL				102,053.00

 #
 # This is a Requisition and not an official Purchase Order. #
 # The District is not financially responsible for #
 # the unauthorized purchases made with a Requisition. #
 #####

P.O.: 9260020206 ACCOUNT SUMMARY (FOR INTERNAL USE)		VENDOR KEY : THOMAS B003
ACCOUNT		AMOUNT
199 E 34 6499 00 926 0 99 000		800.00
199 E 34 6631 00 926 0 99 000		101,253.00

Waxahachie ISD
BOARD OF TRUSTEES

Date: **July 13, 2020**

Subject: **Contract for Educational Services - Arlington Regional Day School for the Deaf**



Background:

The purpose of the cooperative is to effectively provide special education services for the hearing impaired. The Arlington Regional Day School for the Deaf is able to efficiently provide services that Waxahachie ISD does not have the practical capacity to provide to students suffering significant hearing impairments.

Recommendation:

Administration recommends approval of the agreement with the Arlington Regional Day School for the Deaf to provide services to significantly hearing impaired students.

ARLINGTON INDEPENDENT SCHOOL DISTRICT

Non-Member Contract for Educational Services from the Arlington Regional Day School for the Deaf 2020-2021

This document represents the Agreement between the Arlington Independent School District ("AISD") and Waxahachie ISD for the 2020-2021 school year concerning services and reporting procedures for students with Auditory Impairments attending the Arlington Regional Day School Program for the Deaf ("Arlington RDSPD").

LEA members who elect to participate in this agreement agree that:

1. General Covenants and Principles

1.1 The purpose of this Agreement is to create a cooperative arrangement whereby AISD and Waxahachie ISD may provide for the efficient delivery of legally required special education and related services to eligible students with hearing impairments. It is agreed and understood that any student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Arlington RDSPD, subject to Admission, Review and Dismissal (ARD) Committee recommendations for auditory impairment classroom placements.

1.2 The SSA members and non-members do not intend by entering this Agreement, or otherwise, to create a separate or additional legal entity.

1.3 The Arlington RDSPD's administrative offices will be located in Arlington, Texas.

1.4 The Arlington RDSPD will operate under the AISD school calendar and under the policies and procedures of AISD.

1.5 The Arlington RDSPD will be operated in compliance with federal and state law, including the Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 1401 et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S. C. § 794; the Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.; Chapter 29 of the Texas Education Code; implementing regulations for all applicable statutes; section 1.3 of the *Financial Accounting and Reporting Module of the Financial Accountability System Resource Guide (FASRG)* and the Arlington ISD RDSPD operating guidelines. All special education terms and acronyms used in this Agreement shall have the meanings and definitions provided to such terms and acronyms as set out in Chapter 33 of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq., 34 CFR Part 300, Chapter 30 of the Texas Education Code, and 19 TAC § 89.1001 et seq.

Such terms and acronyms shall include, but not be limited to, FAPE or Free Appropriate Public Education, Child Find, IEP or Individualized Education Program, LEA or Local Education Agency, LRE or Least Restrictive Environment, Special Education, Evaluations, Eligibility Determinations, Educational Placements, Procedural Safeguards, SEA or State Education Agency, MOE or Maintenance of Effort, ESEA or Elementary and Secondary Education Act, and ARD or Admission, Review and Dismissal Committee.

1.6 Should a Local Education Agency (LEA) seek to become a member district of the Arlington ISD RDSPD SSA, a written request must be provided to the Arlington ISD RDSPD SSA designee for Management Board consideration 30 days before the notification to TEA of pending reconfiguration changes effective for the subsequent year is due. It is agreed that any reconfiguration is subject to TEA timelines and approval by the parties to this Agreement. Any reconfiguration is subject to approval by each member district's Board of Trustees.

1.7 Students from districts other than those SSA members who are parties to this Agreement may be considered for services upon written request to the AISD special education director. A contract for services will be negotiated between the Arlington RDSPD and non-member district. Non-member districts or other non-member entities (e.g., charter schools) will be responsible for all costs under a separate agreement with the RDSPD if the RDSPD agrees to provide such services.

1.8 The Arlington ISD and Waxahachie ISD agree to cooperatively operate their special education programs under the authority of Texas Government Code, Section 791.001 et seq. and the terms of this Agreement for the purpose of providing efficient delivery of legally required special education and related services to eligible students having hearing impairments.

1.9 For students whose ARDC determines that placement at a centralized RDSPD campus is needed in order to receive a free appropriate public education (FAPE), the Arlington RDSPD will provide a continuum of placement options from mainstream to homebound, communication access during the instructional day as described in the students' IEP, which may include teachers who use the child's preferred mode of communication, communication facilitators or interpreters in classes in which the teacher does not use the child's preferred mode of communication. The Arlington RDSPD will also provide Assistive Listening Devices, Speech therapy, Audiology and Interpreting as Related Services as required by the students' IEP, and individual re-evaluations as determined by the ARDC.

1.10 The Arlington RDSPD, through the AISD Board, may purchase goods and services necessary to administer and operate the RDSPD.

2. Fiscal Agent

2.1 AISD, an accredited Texas public school district, shall serve as the Fiscal Agent for the Arlington RDSPD.

2.2 The Fiscal Agent is responsible for applying for, receiving, collecting, expending, and distributing all funds, regardless of source, in accordance with the budget adopted by the Arlington RDSPD. The Fiscal Agent shall provide accounting services, reports, and shall perform any other responsibilities required by Arlington RDSPD policies.

2.3 The Fiscal Agent will account for salaries and expenses of Arlington RDSPD personnel, Arlington RDSPD operating expenses, IDEA Part B funds, IDEA Part C funds, State Deaf Funds, and any other funding received for the purposes of furthering this program. The Fiscal Agent will maintain personnel records and payroll systems for all Arlington RDSPD personnel who are its employees.

2.4 The Fiscal Agent will prepare and submit any reports or applications required by federal or state law or Arlington RDSPD policy including PEIMS and other student data reports. RDSPD will assume responsibility for reporting eligible students and will be accountable for results related to federal and state accountability measures including FAPE and AYP.

2.5 The Fiscal Agent may negotiate contracts with outside services providers for special education and related services for students with disabilities in accordance with law and Fiscal Agent policies. The Fiscal Agent shall require each service provider to comply with federal and state laws as referenced in Paragraph 1.5 of this Agreement.

2.6 RDSPD SSA Member and participating Non-Member districts shall follow PEIMS enrollment guidance and accounting practices as outlined in the Texas Accounting Handbook regarding Shared Services Arrangements in section 4.11. The Fiscal Agent, SSA members and participating non-members must provide a PEIMS 011 record. Waxahachie ISD may report participation in more than one RDSPD SSA. Waxahachie ISD must indicate the fiscal agent county district number in the E0777 data element on the PEIMS 011 record.

3. Management

3.1 The special education director or designee of the Fiscal Agent shall report the annual status of the Arlington RDSPD to the special education director of each respective member and participating non-member.

3.2 All assets purchased with Arlington RDSPD funds are for the express use of the students attending such Day School Program and will be managed by AISD as Fiscal Agent for the Arlington RDSPD; however, title to such property shall be vested in AISD. Repairs to any property or equipment shall be paid from Arlington RDSPD funds. If any property becomes unusable or surplus, then AISD may dispose of such property and the proceeds thereof, if any, shall be returned to Arlington RDSPD.

4. Personnel

4.1 The chief administrator of the Arlington RDSPD will be the AISD special education director or designee. The AISD special education director or designee shall serve under a contract with the Fiscal Agent and be subject to the personnel policies of the Fiscal Agent. Administrative decisions regarding operation of the RDSPD instructional program, including but not limited to, RDSPD centralized locations, RDSPD personnel assignments, related services and professional development, and approved budgeted expenditures consistent with the

Fiscal Agent's policy, are within the authority of the AISD special education director.

4.2 The Fiscal Agent shall maintain public records for purposes of the Texas Public Information Act and the Local Government Records Act.

4.3 Any hearing on RDSPD personnel, including employee grievances, terminations, or non-renewals is the responsibility of and will be held in accordance with the policies of AISD with whom the employee has a contractual relationship.

4.4 Arlington RDSPD personnel are employed by the Fiscal Agent and are subject to the personnel policies of the Fiscal Agent and any Arlington RDSPD operating guidelines and procedures and salary schedule.

4.5 The Arlington RDSPD ensures all individuals providing services contemplated under this Agreement and the RDSPD program must be appropriately certified or licensed to perform the applicable service.

5. Participating Non-Members General Obligations

5.1 Participating non-members agree that any funds assessed under Arlington RDSPD policies or other legal requirements will be remitted within sixty (60) calendar days of receiving a written statement from the Fiscal Agent.

5.2 Each participating non-member will be liable for any cost associated with its residentially-placed students.

5.3 Each participating non-member agrees to cooperate with the Fiscal Agent in maintaining the proper fiscal and student records for the Arlington RDSPD operations.

5.4 Participating non-members are ultimately responsible for the education of all students with auditory impairments within their district boundaries, whether the child is served in the local program, Arlington RDSPD, or other placements. Any services provided, under any of these arrangements, are subject to an ARD committee decision.

5.5 Participating non-member is responsible for the employment and payment of personnel serving students who have auditory impairments in their respective districts who do not reside in the Arlington ISD or attend the RDSPD. Upon written request, the Arlington ISD RDSPD SSA will provide Audiological, Parent Advisory and / or Itinerant services according to the fee schedule.

5.6 If an ARD committee determines that an RDSPD student receiving services at an AISD site requires, for example, a one-on-one paraprofessional (or additional staff), additional specialized equipment, or related services, the referring SSA member district shall be liable for all costs associated with such staff, equipment, or services and shall reimburse the Fiscal Agent in full for all such costs. These individual excess direct student costs, incurred based upon an ARD committee's decision, will be billed monthly to the individual member district and includes, but is not limited to, interpreter services for extracurricular activities and school-

sponsored activities and events that occur before and after the school day. This time is defined by the services performed outside of the normally scheduled working hours of the interpreter as reflected on the fiscal agent's school calendar as well as any time during weekends or holidays. Costs associated with DAEP and/or JJAEP student placements will also be billed individually to the member district as an individual excess direct student cost, e.g., interpreter services and any other RDSPD services provided to a non-member district's student who is assigned to one of AISD's DAEP schools or who is expelled and attends JJAEP under AISD's Memorandum of Understanding with Tarrant County JJAEP. Any services that must be provided at a location other than an Arlington ISD RDSPD regular campus will also be billed individually to the member district as an individual excess direct student cost, e.g., a homebound student. Non-members shall reimburse AISD within sixty (60) days of receipt of billing.

6. Fiscal Practices

6.1 Payment will be determined in the following manner:

- (a) The Fiscal Agent will estimate the shortage of funds between actual costs for Arlington RDSPD and those expenses paid by federal or state funds on an annual basis.

In addition to federal and state funds generated by regulation, the Fiscal Agent will receive a prorated contribution from SSA members to offset shortfalls in program funds for operating the Arlington RDSPD in accordance with student IEPs. The rate determined by dividing the difference between the amount of the program costs and the amount received in federal and state deaf funds by the number of students in the Arlington RDSPD.

Arlington RDSPD will invoice participating districts once in the Fall and once in the Spring of each year. The Fall Invoice will be based on the RDSPD student count on the PEIMS snapshot date in October of the current school year. The student count for the spring billing will be based on the number of students served on the first Friday of March of the current school year. Students who are under age three or who are served itinerantly one or more times per week in the member district will be counted as one-half full-time equivalent students.

Arlington RDSPD will invoice participating districts for audiological services after services are rendered. Audiological service fees will be provided to each SSA member no later than June 1 of each year.

- (b) The determination of excess costs for each school year in which this Agreement remains in effect shall be furnished by the Fiscal Agent to each SSA member no later than June 1 of each year.

6.2 The annual Arlington RDSPD budget shall be prepared by the Fiscal Agent's director of special education for approval by the Fiscal Agent's board of trustees. The Fiscal Agent shall be responsible for all required federal and state reporting related to Arlington RDSPD activities.

6.3 There will be an audit of Arlington RDSPD financial matters each year by the firm who annually audits the accounts of the Fiscal Agent. The responsibility (scheduling and financial obligations) for this audit will reside with the Fiscal Agent.

7. Risk of Loss

7.1 Except as otherwise provided in this Agreement, each participating non-member bears its own risk of loss. "Loss" includes, but is not limited to, damage to or loss of personal and/or real property, costs of administrative hearings, litigation expenses, awards of damages, court costs, attorneys' fees, and settlement costs.

7.2 Legal fees, expenses, and other costs incurred due to complaints, grievances or litigation by parents and/or students participating in the Arlington RDSPD will be assumed by the participating non-member district in which the student resides. Participating non-members have the right to select their own legal counsel for handling of such complaints, grievances and/or litigation, Fiscal Agent and Arlington RDSPD agree to cooperate in good faith in such matters. Further, if the Fiscal Agent incurs legal fees, expenses, and other costs regarding a student, the participating non-member district in which the student resides, will reimburse the Fiscal Agent for the fees it has incurred, including without limitation, any and all costs of litigation, attorneys' fees, costs of court (including mediation or arbitration), damages, costs of settlement paid by the Fiscal Agent, or any other liability of any kind assessed against the Fiscal Agent.

7.3 Uncontrollable costs that impact the Fiscal Agent will be shared on a pro-rata basis by the participating non-member districts according to the percentage of contribution established in operation of funds, e.g., if employees of the RDSPD cause an increase in worker's compensation or unemployment compensation, the Management Board may consider assessing a prorated portion of the excess costs from each SSA member and participating non-member district consistent with other shared expenses.

7.4 Each SSA member and participating non-member district will insure its owned or leased vehicles used in the transportation of students with disabilities within the statutory maximum limits of school district liability for motor vehicle accidents.

8. Transportation

8.1 Transportation for eligible students to the Arlington RDSPD will be provided by the SSA member and participating non-member district in which the student is a resident, private transportation provided by parents or their agents, or by contracted transportation in accordance with the law. Contracted transportation will be provided/paid for by the SSA member and participating non-member district in which the student is a resident.

9. Legal Responsibilities

9.1 SSA member and participating non-member districts are solely responsible for the provision of a FAPE to the students who reside in their respective districts.

9.2 SSA member and participating non-member districts are responsible for legal costs, court costs and attorneys' fees, resulting from complaints, grievances, administrative proceedings, administrative hearings, and litigation directly involving students who reside in their respective districts. SSA member and participating non-member districts have the right to select their own legal counsel for handling of such complaints, grievances and/or litigation, and the SSA members and participating non-member districts, Fiscal Agent and Arlington RDSPD agree to cooperate in good faith in such matters

9.3 Each SSA member and participating non-member districts shall be responsible for legal fees, costs, and expenses incurred due to complaints, grievances, or litigation arising from an employee with whom such district has a contract (e.g., teacher) or with whom such district has an employment relationship (e.g., paraprofessional). Participating districts have the right to select their own legal counsel for handling of such complaints, grievances, and/or litigation, and the participating districts, Fiscal Agent and Arlington RDSPD agree to cooperate in good faith in such matters.

9.4 The legal responsibilities stated herein shall survive the expiration of this Agreement.

9.5 The RDSPD's ability to serve the SSA members' and participating non-members' students will require the sharing of records. For this reason, the participating districts designate the RDSPD as a "school official" with a legitimate educational interest in the educational records of students assigned to the RDSPD. Similarly, RDSPD designates the participating districts as "school officials" with a legitimate educational interest in the educational records of their respective students. Confidentiality of the records maintained by the participating districts and the RDSPD will be maintained in accordance with the Family Education Rights and Privacy Act and will only be disclosed and/or discussed with school officials who have a legitimate educational interest in the records.

10. The Agreement

10.1 This Agreement will be approved annually by the participating independent school districts' Special Education Director or designee.

10.2 This Agreement will apply to and bind the representatives and successors in interest of the parties to this Agreement.

10.3 This Agreement is governed by the laws of the State of Texas.

10.4 If any provision of this Agreement becomes or is held to be invalid or unenforceable, the invalid or unenforceable provision will not invalidate the remaining provisions. The parties agree that all remaining provisions of this Agreement will remain in effect.

10.5 Citations of and references to any specific federal or state statute or administrative regulation in this Agreement include any amendment to or successor to that statute or regulation.

ARLINGTON INDEPENDENT SCHOOL DISTRICT

Patty Bustamante

Patty Bustamante (May 22, 2020 15:44 CDT)

May 22, 2020

Patty Bustamante, Executive Director of Support Services

Date

Program Contact: Patty Bustamante
Coordinator Regional Day School Program for the Deaf
Address: Enterprise Centre, 690 E. Lamar Blvd., Suite 200
Arlington, TX 76011
Phone/Email: 682.867.0804 pbustama@aisd.net

Kecic Mays

(SWT)

President, Arlington ISD Board of Trustees

May 21, 2020

Date

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

Audrey Thomas, Director of Special Populations

Date

Program Contact: Audrey Thomas
Director of Special Populations
Address: 1000 US Hwy.77 North
Waxahachie, Texas 75165
Phone/Email: (972) 923-4638 athomas@wisd.org

President, Waxahachie ISD Board of Trustees

Date

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: **4-H Adjunct Faculty Agreement (Texas A&M AgriLife Extension)**



Background:

The resolution is an Adjunct Faculty Agreement between Waxahachie ISD and Texas A&M Extension Service/4-H Ellis County providing sponsored activities and participation of WISD students.

Recommendation:

That the Board approve the resolution agreement between Waxahachie ISD and Texas A&M AgriLife Extension/4-H as presented.

TEXAS A&M AGRI LIFE EXTENSION

Waxahachie ISD
Dr. Bonny Cain
Superintendent
411 N Gibson Street
Waxahachie, TX 75165

701 S. I-35 E.
Waxahachie, TX 75165
(972) 825-5175 | Fax: (972) 825-5184
Email: ellis-tx@tamu.edu
<http://Ellis.AgriLife.org/>

June 11, 2020

On behalf of the 4-H members of Ellis County, we hereby respectfully request that the 4-H organization, by the attached Resolution, be sanctioned as an extracurricular activity. We ask the enclosed Resolution to be presented for consideration at the next scheduled meeting of the Board of Trustees of the Superintendent. We further request that questions regarding this Resolution be directed to us in a timely manner so that we may prepare and present an appropriate response so as not to delay action on this request.

We also request that the Ellis County Extension faculty be recognized as adjunct faculty members for Superintendent for the 2020-2021 school year. The following faculty are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a master's degree.

Mark Arnold
County Extension Agent
Agriculture & Natural Resources

Page Bishop
County Extension Agent
4-H & Youth Development

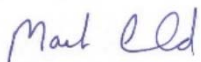
Liz Espie
County Extension Agent
Family & Community Health

Jade Edgar
County Extension Agent
Better Living for Texans

Finally, we request that a signed copy of the Resolution, Adjunct Faculty Agreement, and a copy of the minutes of the Board meeting be forwarded to us for our files.

Thank you and the Board of Trustee members for your consideration of this request.

Sincerely,



Mark Arnold
County Extension Agent
Agriculture & Natural Resources



Page Bishop
County Extension Agent
4-H & Youth Development



Liz Espie
County Extension Agent
Family & Community Health



Jade Edgar
County Extension Agent
Better Living for Texans

Enclosures: 2
GS

RESOLUTION
regarding
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date the duly elected Board of Trustees of the school district meeting in public with a quorum present and certified, did adopt this resolution that recognizes the Ellis County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district whose rulings shall be final.

Approved this _____ day of _____, 2020.

(For Board of Trustees, Waxahachie ISD)

(Superintendent, Waxahachie ISD)



701 South I-35E, Suite 3
Waxahachie, TX 75165
Phone: 972-825-5175
Fax: 972-825-5184
Email: ellis-tx@tamu.edu

ADJUNCT FACULTY AGREEMENT

THE STATE OF TEXAS
COUNTY OF ELLIS

On this date, at a regularly scheduled and posted meeting came the Board of Trustees of Waxahachie ISD, herein after referred to as "District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual as an adjunct faculty member of Waxahachie ISD.

Upon consideration and vote of _____ in favor to _____, is hereby named as adjunct faculty member of the Waxahachie ISD, subject to the following conditions and provisions of such appointment, to wit:

31. This appointment shall commence on the ____ day of _____ and end on the ____ day of _____, being the end of the 2020-2021 academic year.
32. Adjunct faculty member will receive no compensation, salary, or remuneration from Waxahachie ISD.
33. Adjunct faculty member is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
34. Adjunct faculty member shall be under the direct supervision of the District Extension Administrator of District 8, TAEX District.
35. Adjunct faculty member shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment, and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member shall direct the activities and participation of students of school/school district in sponsored and approved activities as designated from time to time by adjunct faculty member for which notice shall be given to Waxahachie ISD administrative personnel. Adjunct faculty members' activities and participation with students of the Waxahachie ISD are directed, supervised, and controlled by and through supervisory personnel of the Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Director or County Extension Director. Adjunct faculty member is not the employee of Waxahachie ISD, and Waxahachie ISD does not nor shall not supervise,

direct or control the activities and/or participation of such Ellis County Extension Agent(s) who has been herein designated as an adjunct faculty member.

This appointment is made by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21(k)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

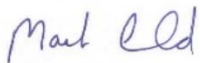
This appointment of the herein named Ellis County Extension Agent(s) (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Waxahachie ISD or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this _____ day of _____, 2020.

Waxahachie ISD

By: _____

Adjunct Faculty Appointment Accepted By:



Mark Arnold
County Extension Agent
Agriculture & Natural Resources



Page Bishop
County Extension Agent
4-H & Youth Development



Liz Espie
County Extension Agent
Family & Community Health



Jade Edgar
County Extension Agent
Better Living for Texans

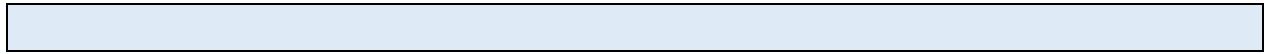
Approved:

By: County/District Extension Director, District 8
Texas A&M AgriLife Extension Service

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Security Audit



Background:

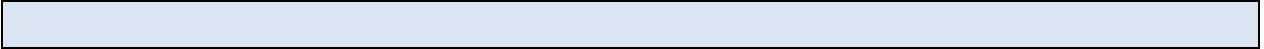
The Safety & Security Audit and Goals for Improvement were presented in Closed Session.

Recommendation:

Administration recommends approval of the Safety and Security Audit Report and the Goals for Improvement as presented in Closed Session.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020
**MOU with University of
Texas at Tyler & Global**
Subject: High School



Background:

The University of Texas at Tyler (UT Tyler) and Waxahachie ISD (Global High School) are partnering to provide eligible high school student with the opportunity to enroll in UT Tyler courses and receive simultaneous academic credit (dual credit) from the UT Tyler and Waxahachie ISD (Global High School). Results of the dual credit/concurrent enrollment courses will be noted on transcripts from both institutions.

Recommendation:

Approve the 2020-2021 MOU between the University of Texas at Tyler and Global High School.

Memorandum of Understanding for UT Tyler Dual Credit/Concurrent Enrollment Program The University of Texas at Tyler and Waxahachie Global High School

The University of Texas at Tyler (UT Tyler) and Waxahachie Global High School are partnering to provide eligible high school students with the opportunity to enroll in UT Tyler courses and receive simultaneous academic credit from the UT Tyler and Waxahachie Global High School. Results of the dual credit/concurrent enrollment courses will be noted on transcripts from both institutions.

Students will be eligible to participate in dual credit/concurrent enrollment courses if they meet state eligibility requirements (THECB Title 19, part 1, Chapter 4, Subchapter D, Rule 4.85) and the admission requirements of UT Tyler's dual credit/concurrent enrollment program.

UT Tyler and Waxahachie Global High School are committed to ensuring the success of dual credit/concurrent enrollment students by aligning our dual credit/concurrent enrollment program with the following statewide dual credit/concurrent enrollment goals.

1. UT Tyler and Waxahachie Global High School will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit/concurrent enrollment. Examples of information shared and provided include: a) an inventory of the dual credit courses offered and their alignment with the UT Tyler general education undergraduate core and academic major requirements; b) tuition and fee schedules; c) documentation of how dual credit/concurrent enrollment courses influence students' federal aid opportunities; and d) sample timelines to complete a baccalaureate degree with and without dual credit/concurrent enrollment courses. UT Tyler will post documentation of materials on the UT Tyler website enabling easy access for Waxahachie Global High School administration, parents, and students. Waxahachie Global High School will share these resources with students and parents.
2. UT Tyler will provide dual credit/concurrent enrollment students with supports for a successful transition to UT Tyler such as a Canvas course for students and parents, degree plan for the desired major, etc.
3. UT Tyler will provide dual credit/concurrent enrollment students with services and supports to enhance their opportunities for successfully completing a course and make timely progress toward earning a baccalaureate degree. These services include supports such as: academic advising, tutoring, and supplemental instruction.
4. UT Tyler will work to ensure the quality and rigor of dual credit/concurrent enrollment courses by working regularly with the dual credit/concurrent enrollment teacher/facilitator, reviewing instruction provided by UT Tyler faculty and administrators, initiating consistent communication between UT Tyler faculty and Waxahachie Global High School administrators and instructors, seeking feedback from Waxahachie Global High School administrators, and utilizing student evaluations to ensure high quality levels for all students.

Courses

UT Tyler and Waxahachie Global High School will grant simultaneous credit for the course(s) listed in Appendix A. Delivery methods for the dual credit/concurrent enrollment courses are also outlined in Appendix A.

UT Tyler will ensure the courses offered to Waxahachie Global High School students are equivalent to other sections of courses with respect to the content, materials, instructional activity, contact time, standard of grading, and method/rigor of evaluation of student performance. The syllabi for the course

will be developed by UT Tyler faculty in the academic department/school and approved by the chairperson/director of the department/school.

Course Structure

Online courses will be taught through a partnership with a faculty member at UT Tyler and an instructor at Waxahachie Global High School. The UT Tyler faculty will serve as the official instructor of record and will provide the content of the course. The high school instructor will serve as a facilitator to deliver content and assist students with application and comprehension of material. The UT Tyler faculty or support staff and Waxahachie Global High School instructor will communicate regularly to ensure students are learning the course content. The course will be delivered via UT Tyler's Learning Management System (Canvas) and the students and Waxahachie Global High School instructor/facilitator will have access to the respective course shell.

In the event that the Waxahachie Global High School teacher has been credentialed according to the requirements for The University of Texas at Tyler's standards, the dual credit/concurrent enrollment course will be taught online or in a face-to-face setting. The credentialing requirements align with The Commission on Colleges of the Southern Association of Colleges and Schools requirements. The credentialed teacher will be required to assign and submit the student work and grading for all undergraduate general core curriculum assignments at the conclusion of each course as appropriate.

Funding

Fees for tuition and additional course fees (if applicable) for course(s) for the 2020-2021 academic year are not charged for Waxahachie Global High School students. The Waxahachie Global High School are responsible for purchasing required textbooks. Students will be responsible for the fee when requesting an official transcript. Students should also be aware that UT Tyler does not provide transcripts if the student has a financial hold (owes money to the University).

Student Eligibility

To be eligible for admission to the UT Tyler's dual credit program, an applicant must be a registered student at Waxahachie Global High School. As noted in Texas statute, a high school student is not limited to registering for a certain number of credit hours per semester and students in 9th, 10th, 11th, and 12th grades are eligible to participate upon completion of the application for admission and appropriate registration documents. However, students should understand that all courses taken may not apply to the degree plan for their intended major due to misalignment of course selection. In addition, students and their parents should understand that all dual credit courses count toward a student's lifetime allotment of federal financial aid. Students are required to submit an application and course(s) request list, official high school transcripts, and official scores on the Texas Success Initiative (TSI) and/or additional scores (ACT, SAT, STAAR, PSAT) in order to be eligible to enroll in courses. Students must meet college readiness standards in certain sections of the TSI depending on the course(s) in which they wish to enroll.

Minimum Enrollment

UT Tyler reserves the right to request a minimum enrollment for each course depending on course demand and availability of UT Tyler faculty. Minimum enrollment requirements may differ among departments depending on staffing needs. Minimum enrollment requirements (if applicable) will be communicated to Waxahachie Global High School by the end of April, 2020.

Application Process

UT Tyler staff will work with the Waxahachie Global High School administration and school counselor to ensure all paperwork is accurate and completed in a timely fashion for students to engage in the required orientation and coursework.

Course Selection Process

Waxahachie Global High School must work with the students and parents to determine appropriate courses. School counselors, parents, and each student should carefully use the dual credit/concurrent enrollment course inventory information and degree plan information based upon the student's intended major provided by UT Tyler to ensure that the courses taken are appropriate for the student's academic and career goals. Waxahachie Global High School personnel must work with UT Tyler staff and advisors to determine that each student meets the prerequisites for the courses selected. Waxahachie Global High School should also make sure to discuss with the student and parent that the course is appropriate and aligns with the degree requirements for the student's desired major.

Student Services

The dual credit/concurrent enrollment courses will follow traditional university procedures in faculty selection, course content, course evaluation, transcription of credit, student grading, and student support services. Students will have access to online and on-campus resources available to traditional students at UT Tyler. These services include but are not limited to tutoring, advising, and library resources. Dual credit/concurrent enrollment students are also held to the same university policies regarding academic integrity and behavior as traditional students.

Academic Policies

Regular academic policies applicable to courses taught at UT Tyler must also apply to dual credit/concurrent enrollment courses for Waxahachie Global High School students. Policies include the appeal process for disputed grades, drop policy, syllabus distribution, academic suspension/probation policies, and grade replacement policies. More information regarding UT Tyler academic policies can be found at <http://www.uttyler.edu/catalog/>.

Dates and Deadlines

Dual credit/concurrent enrollment students must adhere to the dates and deadlines with regard to application, registration, adding/dropping/withdrawing from courses, and assignments. Pertinent dates and deadlines will be provided on the course syllabus as required by policy. All dates and deadlines for the Academic Calendar can be found on the UT Tyler website at <http://www.uttyler.edu/academics/academic-calendar.php>. In addition, tuition due dates and refund policies follow the UT Tyler schedule each semester, which can be found at <http://www.uttyler.edu/catalog/tuition/index.php>.

High School Instructor/Administrator Training

All high school faculty acting as facilitators and/or instructor of record for UT Tyler dual credit/concurrent enrollment must attend a required workshop on the UT Tyler campus in order to connect with UT Tyler faculty and receive current information pertaining to the successful operation of UT Tyler dual credit/concurrent enrollment courses. This includes, but is not limited to, Canvas training, entering grades, managing rosters, and college advising. In addition, the high school instructor of record and/or facilitator must provide the content covered in course sections taught by UT Tyler faculty.

Student Training

All dual credit/concurrent enrollment students must complete a Canvas course designed exclusively for dual credit students prior to starting any UT Tyler dual credit/concurrent enrollment courses. This orientation will provide important information such as strategies for success as a college student, understanding important policies and procedures for UT Tyler students, navigating in Canvas, contacting your UT Tyler faculty member, understanding higher education vocabulary, offices on campus, resources, and more.

Timeline for MOU

This agreement shall remain valid for the 2020-2021 academic year or until one or both parties deem it necessary to terminate.

AS SIGNED BY:

**Waxahachie Global High School
Representative**

**The University of Texas at Tyler
Representative**

Signature

Signature

Title

Title

Date

Date

Signature

Signature

Title

Title

Date

Date

Appendix A: Waxahachie Global High School Courses and Delivery methods:

College Course	High School Equivalent Course	College Credit Hours	Tuition	Duration of course	Delivery Method*
BIOL 1106	General Biology 1 Lab	1	\$0	Fall 2020	1
BIOL 1306	General Biology 1	3	\$0	Fall 2020	1
CHEM 1111	General Chemistry 1 Lab	1	\$0	Fall 2020	1
CHEM 1311	General Chemistry 1	3	\$0	Fall 2020	1
MATH 1314	College Algebra	3	\$0	Fall 2020	1
MATH 1342	Statistics 1	3	\$0	Fall 2020/Spring 2021	1
MATH 2312	Precalculus	3	\$0	Fall 2020	1
MATH 2413	Calculus 1	4	\$0	Year-Long	1
BIOL 1107	General Biology 2 Lab	1	\$0	Spring 2021	1
BIOL 1307	General Biology 2	3	\$0	Spring 2021	1
CHEM 1112	General Chemistry 2 Lab	1	\$0	Spring 2021	1
CHEM 1312	General Chemistry 2	3	\$0	Spring 2021	1

Delivery Methods

1. ***High School Campus (high school teacher):*** A credentialed high school instructor teaches the course on the high school campus and serves as the Instructor of Record. These courses are only offered during Fall, Spring, or Year-Long terms.
2. ***Online or Hybrid Dual Credit (UT Tyler faculty):*** Online or hybrid dual credit course taught at the high school with UT Tyler faculty as instructor of record and high school teacher as facilitator/coach. This method also includes hybrid courses with online content and face-to-face requirements at either high school or college campus. These courses are offered in Fall, Spring, or Year-Long terms. Some courses could be available online during Summer terms.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: MOU with Navarro College & Global High



Background:

Navarro College and Waxahachie ISD (Global High School) are partnering to provide eligible high school student with the opportunity to enroll in Navarro College courses and receive simultaneous academic credit (dual credit) from Navarro College and Waxahachie ISD (Global High School). Results of the dual credit/concurrent enrollment courses will be noted on transcripts from both institutions.

Recommendation:

Approve the 2020-2021 MOU between Navarro College and Global High School.

Memorandum of Understanding

Navarro College and the Waxahachie Independent School District

For 2020-2021 Waxahachie Global High School

This Memorandum of Understanding is hereby entered into by and between Navarro College, a political subdivision, (hereinafter called "the College" or NC), acting by and through its President; and the Independent School District, a Texas political subdivision (hereinafter called "the School District" or "the ECHS"), acting by and through its Superintendent.

PREAMBLE

WHEREAS the parties of this Memorandum of Understanding desire to establish the agreement between the School District and Navarro College, the goal will be to provide dual enrollment for dual credit college courses for high school students, serving grades 9-12. The majority of the student population of the School District will be composed of first-generation college students, low-income families, at-risk students, disadvantaged groups, students who may not have received the academic preparation necessary to meet for credit colleges entrance standards, students who are English language learners, and students for whom the cost of college is prohibitive. Potential students for the ECHS will be screened through an application process to determine motivation and commitment to the rigor of a pre-college and college level curricula.

WHEREAS traditionally, Early College High Schools are small schools with enrollments between 400-500 or fewer students (100-125 students per grade cohort), which provide the students the opportunity to earn both a high school diploma and up to two years of transferable college credits (60) and/or a certificate or an associate's degree;

WHEREAS Early College High Schools prepare this population of high school students for successful career and educational futures through a full integration of high school, college, high demand/high skill career preparation, improve academic performance, and increase high school and college/university completion rates;

WHEREAS both the School District and NC are willing and able to participate in the facilitation of this program to benefit the students the program seeks to assist.

NOW, THEREFORE, in consideration of the covenants and conditions and provisions set forth herein, the parties hereto agree as follows:

GOALS

GOAL 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of ECHS, including enrollment and fee policies.

- Update the website at <https://www.navarrocollege.edu/admissions/dual-credit/> to include information regarding Early College High School benefits to students, such as cost, convenience, access, transfer of credit.
- Develop collaborative information sessions for students and parents at NC and the School District.

GOAL 2: ECHS programs will assist high school students in the successful transition to, and acceleration through, postsecondary education.

- Provide a summer bridge program for new and transitioning Early College High School (ECHS) students.
- Guide students from application through completion at NC through clear pathways, advising and career planning.

GOAL 3: All ECHS students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

- Provide academic advising for all ECHS students after each student completes 15 hours of college credit.
- Provide face-to-face and/or on line access to advising, disability services, and tutoring for ECHS students.

GOAL 4: The quality and rigor of ECHS courses will be sufficient to ensure student success in subsequent courses.

- Academic Advisory Committee: a committee comprised of NC faculty, deans, and department chairs will develop processes and procedures to ensure academic integrity of college courses, including content, instruction and rigor.
- High School Accountability Committee: a committee comprised of school district designated representatives.

STATEMENT OF GENERAL DUTIES AND OBLIGATIONS

- **GOVERNANCE**
 - **TEXAS ADMINISTRATIVE CODE:** Governance of the ECHS is provided in Texas Administrative Code (TAC), Title 19, Part 1, Chapter 4, Subchapter G. Additional laws governing Dual credit are found in Subchapter D.
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=T&app=9&p_dir=N&p_rloc=102475&p_tloc=&p_ploc=1&pg=13&p_tac=&ti=19&pt=1&ch=4&rl=85](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=N&p_rloc=102475&p_tloc=&p_ploc=1&pg=13&p_tac=&ti=19&pt=1&ch=4&rl=85), and
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=158398&p_tloc=&p_ploc=1&pg=23&p_tac=&ti=19&pt=1&ch=4&rl=85](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=158398&p_tloc=&p_ploc=1&pg=23&p_tac=&ti=19&pt=1&ch=4&rl=85)
- **APPLICATION FOR ECHS:** The ECHS established under this agreement is to be governed by state and federal laws and regulations, as well as School District and College policies requirements. The School District shall apply, at its sole discretion, to the Texas Education Agency for the establishment and continual approval of an Early College High School designation. Responsibilities of the College are subject to approval of the NC Leadership Team. Failure to apply or seek approval from the Texas Education Agency shall not be a breach of this Memorandum of Understanding (MOU).
- **PRINCIPAL:** The ECHS Principal will be appointed by the Superintendent of the School District, and will be an employee of the School District. The School District will be responsible for payment of benefits, if any, to the administrator, and the administrator shall not be entitled to receive employee benefits from the College, including but not limited to, unemployment compensation, workers' compensation, health insurance and retirement benefits. The School District assumes full responsibility for workers' compensation insurance and for payment of all federal, state and local taxes or contributions, including, but not limited to, unemployment insurance, Medicare and income taxes with respect to the administrator. Should the school administrator position become vacant, the need to appoint a new administrator arises, following all School District Human Resources Policies, and Procedures, NC, upon approval by the School District, will have the opportunity to be represented on the administrator search committee and take part in the selection process. The School District agrees to assign the ECHS Principal as soon as a qualified candidate is identified and hired.
- This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.

LOCATION OF CLASSES

Navarro College Waxahachie Campus
1900 John Arden Drive
Waxahachie TX 75165

Waxahachie Global High School
275 Indian Drive
Waxahachie TX 75165

INSTRUCTIONAL CALENDAR:

- The instructional calendar of the ECHS will contain and reflect all of the College's major holidays and campus closings. All ECHS students and faculty are required to follow the NC academic calendar and deadlines. The entire college-level course must be taught within the NC academic term.

COURSES AND CURRICULUM

- **PROVISION OF ELIGIBLE COURSES:** The ECHS will provide all courses for high school only credit. The College will award transcript credit for dual credit courses that have been approved by NC and the ECHS, provided that courses shall be evaluated and approved through the College curriculum approval process, and shall be taught at the college level. Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses.
- **COMPOSITION OF CLASS:** Dual credit courses may be comprised of ECHS and dual credit students only or of ECHS, dual credit and college credit students. Exceptions for a mixed class that combines college credit and high school credit-only students may be allowed only when the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions outlined in the TAC, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85 listed below:
 - If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
 - If the high school credit-only students are College Board Advanced Placement students. (ACGM and WECM student learning outcomes for the College course will supersede additional content required for College Board advanced placement exams.)
 - If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credits. (Please note that NC does not articulate credit. Therefore, all NC career and technical dual credit course sections are for dual credit only and may not be mixed with regular high school students.)
- **DEGREE PLAN:** The College will approve Associate of Arts, Associate of Science, and Associate of Applied Science degrees and Certificates in which ECHS students may enroll. Career planning and academic advising will guide students toward selection of a degree plan. Students must declare a major and receive advising after taking 15 hours of college credit.
- **COURSES OF STUDY AND CURRICULUM:** NC and the ECHS shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum as defined by the Texas Administrative Code (TAC Sub. D, Rule 4.28), an associate's degree or up to 60 credit hours towards a baccalaureate degree during grades 9-12. Selected courses must be from the declared and approved degree plan.
 - The ECHS will provide students with academic, social, and student support services in the high school course of study.

- The ECHS is responsible for ensuring that state course requirements for high school graduation are fulfilled.
 - The ECHS will provide students access to instructional materials on or before the first class day according to the College academic calendar.
 - The College will provide students with academic and student support services for the college level course of study.
 - The College shall ensure that curricula offered for college credit and comparable courses offered by the College are equivalent with respect to the curriculum, materials, instructional activity, and method/rigor of evaluation of student performance. (TAC Sub. G, Rule 4.157)
 - The College will regularly update the ECHS counselor and principal regarding College curricular changes.
- **COLLEGE COURSES:**
 - Dual credit courses under the governance and assessment of NC are college level classes in curricula, content, rigor, grading and weighting, and instruction during the college term, which may provide both college transcript credit and high school credit.
 - Dual credit courses must follow the NC departments' established syllabi, as well as the grading/weighting of assignments, exams, labs and projects to maintain the academic integrity and rigor of the college course.
 - The School District may not impose additional curricular requirements on the college class or the instructor of record for the college course.
 - Dual credit courses use the College's approved learning management system and gradebook. The gradebook must be kept up to date weekly for students to maintain awareness of status in the course.
 - All evaluations and observations of NC College classes and dual credit professors must be completed by a NC department chair or faculty member designated by the department chair. School District evaluations taking place cannot change the college curriculum, rigor, grading, weighting or pedagogy.
 - **COURSE COMPLIANCE:** Designated NC personnel will monitor the quality of instruction in order to assure compliance with the standards established by NC. Regardless of location, dual credit courses will be equivalent in all aspects. Syllabi, course outlines, and departmental requirements will be completed by the College as determined for courses that are offered for college credit. Coursework is expected to be college level and not include additional high school assignments or projects.
 - **TRANSCRIPTION OF CREDIT:** The College and the School District will transcript dual credit courses for both college credit and high school credit, respectively, immediately upon student completion of the performance required in each course and the professor entering grades by the submission deadline.
 - **ADMINISTRATION OF STATEWIDE INSTRUMENTS AND COLLEGE ASSESSMENTS:** The School District and ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39 and shall adopt a policy

that requires a student's performance on an end-of-course assessment instrument for a course listed in this subsection in which the student is enrolled when required by the state. In addition, The School District must administer the Texas Success Initiative (TSI) college placement exam beginning with (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able to do so.

FACULTY

- **PROVISION OF FACULTY:** The ECHS will provide and be responsible for evaluation and assessment of instructors and staff for high school credit-only courses conducted at the ECHS. The College will credential, and where appropriate provide instructors for all dual-credit courses, provided each class meets the minimum (16) and maximum allotments as indicated by NC standards. Internet classes without the minimum of sixteen students may be paired with an internet section from another NC section in order to provide the course and faculty. The ISD will be responsible for payment of the college course section(s), at the adjunct rate, comprised of (16) or more ECHS students, enrolled on the NC campus, online, or if a non-embedded faculty member is sent to the ECHS.
- **HIRING AND SELECTION OF FACULTY:** The College shall select and/or approve instructors of all college-level curricula offered for college credit in an ECHS. These instructors must be regularly employed faculty members of the College or meet the same standards indicated in the NC Board Policy Manual (OBA-Regulation). All college-level faculty must complete the hiring process at NC in addition to being hired by the School District. A criminal background check must be provided for all professors as required by Texas Government Code Chapter 411. (TAC, Title 19, Part 1, Ch. 4, Subchapter G, 4.156) TRS benefits for full-time faculty will be provided by the full-time employment institution.
- **SUPERVISION AND EVALUATION OF FACULTY:** The School District will provide, and will be responsible for, the evaluation, assessment, and approval of teachers and staff for high school credit-only courses. The College shall supervise and evaluate instructors of college-level curricula offered for college credit using the same or comparable procedures used for faculty at the College Campus. (TAC, Title 19, Part 1, Ch. 4, Subchapter G, 4.156)
- **GOVERNANCE:** Faculty of the College are responsible to the College. Faculty of the School District are responsible to both the College and the School District as follows:
 - The College governs the curriculum, content, rigor, textbook, resources, grading/weighting, instruction, and evaluation of college-level teaching.
 - The School District governs all non-academic and School District aspects of employment.
 - Faculty of college credit courses are required to follow the departmentally established syllabi, timelines and weighting of course assignments/ testing/labs to maintain the integrity of college courses. Dual credit and ECHS faculty must attend College department meetings as required by the Department Chair.

- **HUMAN RESOURCES:** The School District will collaborate with the College to ensure that all School District faculty applying to teach dual credit courses meet the credential requirements as stated in the College's Board Policy Manual (OBA-Regulation). The School District is required to agree to full information sharing in the event of an investigation of a personnel matter regarding dual credit faculty.
 - Academic complaints or grievances against any dual credit faculty member should follow the NC Grievance Policy in the NC Board Policy Manual (FLDB-Regulation).
 - Complaints or concerns against or proposed removals of dual credit faculty teaching a College course are required to be reported to the Director of School District Partnerships, as well as, the appropriate Department Chair, Dean, and the College's Office of Human Resources to the attention of Human Resources Assistant Director of Employee Relations and Compliance for investigation (DL-Regulation).
 - The School District will comply with Title IX of the Education Amendments 1972 regulations as stated in the College's Board Policy, Freedom from Discrimination, Harassment, Retaliation and Sexual Misconduct and the School District Title IX policy in resolving complaints.
 - The College and the School District will work collaboratively and timely to share all information necessary in the event of an investigation of a personnel matter.
 - Reassignment of dual credit faculty for dual credit courses currently being offered should not impede the progress of the course and should occur only under extreme circumstances. As the credit granting authority of the college course, NC retains the right to approve, reassign, and/or end association with credentialed faculty teaching its courses.
 - Any termination or suspension of employment with the School District will automatically cause termination or suspension from the College.
 - NC reserves the right to end association with any dual credit professor employed by the School District who refuses to abide by NC departmental and College standards, who continues to exhibit poor performance, receives poor evaluations, and/or violates NC Board Policy, processes and/or procedures.
 - NC acknowledges and understands that nothing in this MOU is intended to give NC any authority to employ or release any employee of the School District from the School District, and that any decisions regarding the employment of School District employees may only be made by, and are at the sole discretion of the School District.

- **PROFESSIONAL DEVELOPMENT FOR ECHS FACULTY:** The ECHS and NC shall provide opportunities for dual credit faculty and higher education faculty to collaborate through planning, teaching, and professional development. The ECHS will, provide common planning time for dual credit instructional faculty and other appropriate staff, including school leaders and, when possible, higher education faculty. The college requires all dual credit faculty to complete professional development requirements of adjunct faculty in compliance with Board Policy (DK-Regulation). Additionally, dual credit faculty employed by the School District may be provided by NC.

- A full-time NC faculty mentor to assist with College procedures and standards.
 - Annual professional development sessions.
- **RESPONSIBILITIES OF FACULTY:** All full-time, adjunct, dual credit and ECHS faculty must follow the job description and requirements of NC faculty as designated in NC Board Policy and as found in the Addendums of this MOU, including, but not limited to the following aspects:
 - **ENROLLMENT REPORTING, VERIFICATION AND ATTENDANCE:** All full-time, adjunct, dual-credit faculty are required to report enrollment according to the NC Academic Calendar deadline. Enrollment reporting completes verification of rosters for the College. Only students on the College roster will receive college credit for the course. Faculty must verify rosters between the High School and the College. Dual credit faculty must keep accurate records of attendance, including last date of attendance for students who receive a grade of F.
 - **GRADEBOOKS:** Faculty are required to maintain college credit grades in the current gradebook system of the College. Faculty are required to complete NC's online or face-to-face gradebook training before classes begin. All full time and adjunct faculty are required to maintain accurate grades using the grading rubric set by the specific NC department. Faculty are required to deliver final grades according to the NC Academic Calendar.
 - **GRADE REPORTING:** All full-time, adjunct, and dual credit faculty are required to report final semester grades according to the NC Academic Calendar. Faculty are not required by the College to report 6-week or 9-week grades. Faculty must maintain letter and numeric grading for the College and the ECHS, respectively. The only official grades currently assigned at NC are mid-term and final course number grades. NC does not assign progress grades to our college students. All course-grading conventions are stipulated in each instructor's course syllabus. Students are responsible for managing their status in their college course(s) and for reporting progress to their high school official. Students may obtain their current grade or course standing by the gradebook method outlined in their course syllabi. Grades provided by students should only be used as an academic check for intervention purposes and to monitor student success. As always, faculty report academic or behavioral concerns through NC's Care Report system as appropriate.
 - **ASSESSMENT REPORTING:** Faculty are required to administer and evaluate student assessment materials, both general education and department level, as well as collect and report data to the respective Department Chair.
 - **SICK LEAVE:** Faculty requiring absence due to illness should prepare a college-level assignment/project for students to complete in place of a face-to-face class. The assignment should be equivalent in length to a traditional class time. In the event that an extended administrative/FMLA/sick leave of more than 3 days or cumulative absences that extend more than 3 days over a semester involves a SCHOOL DISTRICT employee/NC adjunct, it is

the responsibility of the School District to inform the appropriate Department Chair or Dean within 24 hours.

- GRADING PERIODS AND POLICIES:** Semester grades and grading policies are outlined in each professor's course syllabus and posted in the online learning management system, as well as on the College website. ECHS students will be informed by the course instructor regarding academic progress/grade status prior to the last day to Drop/Withdraw deadline at the College. Students should speak with the course instructor, request support services, including tutoring, prior to withdrawal from the college course. ECHS students struggling to maintain a passing grade should weigh the pros and cons of withdrawing from the class. Withdrawal from the college course does not result in a withdrawal from the high school course or ECHS. ECHS personnel are responsible for advising ECHS students concerning academic progress in the high school component of the program. The School District may request a grade report from students, if necessary.
- FINAL GRADE REPORTS:** All grade reports for students will be produced and disseminated electronically through the student portal of NC following the end of NC's academic semester. Semester and cumulative GPAs will be reflected on grade reports. All transcript corrections are updated prior to the next grade reporting period. It is the responsibility of the College Registrar to ensure that all applicable security and confidentiality requirements for the reporting and posting of grades and the maintenance of transcripts are met. Grade reports to the School Districts will occur within one week of the end of the semester.
- WEIGHTING, GPA, AND ACADEMIC STANDING:** The ECHS shall follow School District policy as to the weighting system of college grades for the ECHS student's final high school grade point average (GPA). ECHS students are expected to meet academic standards for coursework completed through NC as defined in the College's Academic Catalog.
- GRADING METRIC:** NC utilizes the following grading policy, and provides final grades to the School District. Faculty will maintain letter and numeric grades for use by the College and the ECHS, respectively.

Grade	Interpretation	Grade points Per Semester hour
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Minimum Passing	1.0
F	Failing	0.0
I	Incomplete	Not Computed
W	Withdrawal	Not computed

- UIL ELIGIBILITY:** As the College does not provide six (6) week or nine (9) week grades, the College recommends that the high school review the UIL and TEA rules regarding eligibility of students enrolled in dual credit courses.

STUDENT ENROLLMENT REQUIREMENTS AND ACADEMIC POLICIES

- **STUDENT ELIGIBILITY:** Students accepted to the ECHS are eligible to participate in dual credit courses within their declared major upon meeting the minimum passing scores on the assessment instruments as listed in Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter D, § 4.85.
- **ENROLLMENT PROCESS:** The College will assist with enrollment for all ECHS students eligible for dual credit courses. ECHS students must follow the College's Admissions, Advising, and Registration requirements as stated in the College Catalog found on the NC website.
- **CONTINUED ENROLLMENT:** Enrollment in dual credit courses is contingent upon the following:
 - An ECHS student will maintain academic standards for coursework completed through NC.
 - If a student's academic standards placing them on Academic Probation or Suspension, the student will be required to meet with the appropriate academic dean for approval to register for the upcoming term.
 - An ECHS student whom has failed a course will be allowed to have one repeat of the course with tuition and fees waived by NC. Any attempts after the first repeat of the course, the student will assume the financial responsibility for the tuition and fees of the course(s) retaking.
 - An ECHS student who is indebted to NC for any reason will not be allowed to register until all financial obligations due to the College are cleared.
- **COURSE OFFERINGS:** The ECHS administrator's office and counseling center, working with the College's Early College High School Programs and Service Office, will maintain a schedule of courses that will be offered to every cohort class for planning and advising and will share information regarding student enrollment.
- **STUDENT ATTENDANCE POLICIES:** ECHS students will be required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Therefore, absences, dismissal of classes, and early release (except in emergency or inclement weather or when related to state-mandated assessments), are in violation of the contract between the ECHS, the College and the Texas Higher Education Coordinating Board (THECB). Students absent from NC classes due to competitive athletic events and/or competitive academic extracurricular high school activities abide by the same policies as all other NC students in giving prior notice to the professor and submitting or completing assignments before the absence. <https://navarrocollege.edu/handbook/>
- **STUDENT CONDUCT:** ECHS students will be required to adhere to the regulations of the College regarding facilities and equipment usage, NC and School District codes of conduct and policies, and are subject to appropriate action taken by the School District and the College. <https://navarrocollege.edu/handbook/>

- **STUDENT COMPLAINTS:** Student grievance or complaint procedures for handling student complaints, regarding the college course, are applicable to all students including those enrolled in ECHS courses. Early College students with complaints shall follow the procedures as stated in the Student Grievance or Complaint Procedures as published in the College Student Handbook. <https://navarrocollege.edu/handbook/table-of-contents/administrative-policy-and-college-credit-policy/student-grievance-procedures/>
- **WITHDRAWAL FROM ECHS:** Students withdrawing at any time during a semester from the ECHS will be dropped from all college courses.

STUDENT SUPPORT, TEXTS AND RESOURCES

- **SERVICES FOR STUDENTS:** Specific services, programs, and activities that may be used by dual credit students include the following: Academic Advising, Navarro Campus Applications, Alerts and the Immediate Notification System, Career Planning, Computer Lab Center/Technical Assistance Center, Computers and Information Technology Service Desk, NC Student Portal, Distance Education (Online Degrees Website, Testing, Surveys, Calling Online Students), Google Apps, Student Support Services (Counseling, Disability Services, Tutoring, Testing Services, University Transfer Center, Library/Learning Resource Center), and Student Programs and Activities (Athletic Events, Clubs/Organizations and Honor Societies).
- **ACADEMIC ADVISING:** The College and School District shall offer comprehensive college advising services for all dual credit and ECHS students consisting of group advising using NC Student Planning, face-to-face or online advising with the College's ECHS advisor. Academic advising for each student includes interpretation of test scores, selection of a major field of study, development of an educational plan, selection of courses and confirmation of final coursework.
 - The College will provide academic and workforce advising consistent with the policies of the Office of Academic Advising. <https://navarrocollege.edu/handbook/?s=Academic+Advising>
 - The School District will provide information to NC to verify student eligibility to enroll in dual credit courses.
- **DISABILITY SERVICES:** The College and the School District will adhere to the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008. Accommodations for a dual credit student will be reviewed after the student has requested accommodations through his/her Apache Access (Campus Life, Support Services, Request Accommodations) then meets with the Director of Disability Services or College designee may coordinate class accommodations with the College faculty pending the outcome of discussing the request and needs with the student. <https://www.navarrocollege.edu/support-services/disability-services/>

- **TUTORING:** The College provides free tutoring to all NC students in a face-to-face and online format. All tutors have been trained and are eager to help students succeed in college. <https://www.navarrocollege.edu/support-services/learning-commons/>

BOOKS, DIGITAL RESOURCES AND SUPPLEMENTAL MATERIALS

The School District must provide all textbooks {printed or digital resources}, lab equipment, required workforce equipment, software, materials and supplemental materials needed for ECHS students taking dual credit courses and regular college courses on or before the first class day. The College approves and updates textbooks as indicated in NC Board Policy. The following procedures must be strictly observed:

- The College Office of School District Partnerships must provide the School District a list of approved textbooks, digital resources and supplemental materials for the following academic year by May 1.
- Students attending classes on the College campus or via internet must have the current text and materials as required for all NC students enrolled in the course.
- Textbooks and materials purchased by the ECHS for college courses on the ECHS campus may be used for a period of up to three (3) years from the date of purchase if bought in the first year of the approved cycle. If the text is not purchased in the first year of the three-year cycle, the textbook will be approved for the remaining years of the cycle.

FACILITIES AND TEACHING ENVIRONMENT

Early College courses included in this Memorandum will be taught on the School District's campus, the NC campus, or by distance education. For Early College courses taught exclusively to high school students on the high school campus, and for Early College courses taught electronically, NC shall comply with applicable rules and procedures for offering courses at a distance as related to Approval of Distance Education Courses and Programs for Public Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions.

- **ECHS FACILITIES:** The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction that includes the following:
 - The School District will ensure that College faculty and ECHS students have appropriate access to all available instructional resources and essential technology;
 - The School District shall permit access to the College's electronic learning resources when the course is taught at the School District; and
 - The School District shall meet the required safety standards and have material/equipment that comply with College science or workforce program requirements.

- **TEACHING ENVIRONMENTS:** The School District will ensure that the classroom environment is conducive to college-level learning by:
 - Designating a classroom for the college dual credit classes;
 - Assuring no interruptions take place in the College dual credit class while in session, such as removing students for high school activities or making announcements except for emergencies.
 - Meeting each course for the appropriate number of college contact hours.

FUNDING, COSTS, TRANSPORTATION, SAFETY

- **FUNDING AND AVERAGE DAILY ATTENDANCE (ADA):** The ECHS shall generate ADA funds for the School District from the attendance of students, which will be used to provide funding for the operations and expenditures of the high school as authorized by the Texas Education Code.
- **TUITION AND FEES:** The College waives all student tuition and course fees of NC college courses for ECHS students. The College does not waive tuition and fees for courses that have already been successfully completed (repeat courses}.
- **FOOD SERVICE:** The School District will provide meals for all students and staff as appropriate under State and Federal Law and School District rules and procedures. The School District may purchase food on college visit days from NC's Food Services Department.
- **SAFETY:** If any high school student, professor, or administrator should experience an accident or sudden illness while on the premises of the College, the response to such incidents will be based upon the guidelines and operational procedures of the School District and the regulations of the College as well as any other agreements between the two entities.

CONFIDENTIALITY, STUDENT RECORDS AND DATA SHARING

- **FERPA:** In accordance with the Family Education Rights and Privacy Act {FERPA) (20 U.S.C.§1232g) and School District Board Policy series FL, all records relating to students which are generated or maintained by either party shall be considered educational records in accordance with applicable laws and policies. All parties shall maintain the confidentiality of these records, and all education records, in accordance with all applicable state, federal and local laws and regulations, including FERPA and School District Board Policy series FL. FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without the consent of either the parents or the student under §99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review and education records maintained by the School District, including records that the College disclosed. The College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

- CONFIDENTIALITY AND SAFEGUARDING OF NC RECORDS:** Under this agreement the School District may: (1) create, (2) receive from or on behalf of NC, or (3) have access to, records or record systems (collectively, "NC Records"). Among other things, NC records may contain Social Security Numbers or data protected or made confidential or sensitive by applicable laws, including the Gramm-Leach-Bliley Act {Public Law No: 106-102}, the Texas Identity Theft Enforcement and Protection Act {ITEPA}, and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA). If NC records are subject to FERPA, 1) NC will designate the School District as a NC official with a legitimate educational interest in NC records, and (2) the School District will acknowledge that its improper disclosure or re-disclosure of personally identifiable information from NC records will result in the School District's exclusion from eligibility to contract with NC for at least five (5) years. The School District represents, warrants, and agrees that it will: (1) hold NC records in strict confidence and will not use or disclose NC records except as {a} permitted or required by this Memorandum of Understanding (MOU), {b} required by applicable laws, or {c} otherwise authorized by NC in writing; (2) safeguard NC records according to reasonable administrative, physical and technical standards (such as standards established by (i) the National Institute of Standards and Technology and (ii) the Center for Internet Security, as well as the Payment Card Industry Data Security Standards) that are no less rigorous than the standards by which the School District protects its own confidential information; (3) continually monitor its operations and take any action necessary to assure that NC records are safeguarded and the confidentiality of NC records is maintained in accordance with all applicable laws, including FERPA, ITEPA and the Gramm-Leach Bliley Act, and the terms of this Agreement; and (4) comply with NC's rules, policies, and procedures regarding access to and use of NC's computer systems. At the request of NC, the School District agrees to provide NC with a written summary of the procedures used to safeguard and maintain the confidentiality of NC records.
- PUBLIC INFORMATION:** NC strictly adheres to all statutes, court decisions and the opinions of the Texas Attorney General with respect to disclosure of public information under the Texas Public Information Act, Chapter 552, Texas Government Code.
- NOTICE OF IMPERMISSIBLE USE:** If an impermissible use or disclosure of any NC records occurs, the School District will provide written notice to NC within one (1) business day after the School District's discovery of that use or disclosure. The School District will promptly provide NC with all information requested by NC regarding the impermissible use or disclosure.
- RETURN OF NC RECORDS:** The School District agrees that within thirty (30) days after the expiration or termination of this Memorandum of Understanding for any reason, all NC records created or received from or on behalf of NC, will be (1) returned to NC, with no copies retained by School District; or (2) if return is not feasible, records will be destroyed. Twenty (20) days before destruction of any NC records, the contractor will provide NC with written notice of the School District's intent to destroy NC records. Within five (5) days after destruction, the School District will confirm to NC in writing of the destruction of NC records. Any such destruction will be done in compliance with the requirements of ITEPA or the Gramm-Leach Bliley Act.
- DATA AGREEMENT:** The School District and NC agree to collect data associated with Early College as required for reporting purposes and to share the data with the appropriate agencies,

or as needed for internal purposes for use by either entity. In addition, the School District and NC agree to share any data required for the successful completion of the Early College students' graduation plans. When applicable, NC's Institutional Review Board (IRS) will be conferred with when requesting and sharing data.

- **PROVISION OF DATA:** The School District and NC will collect, review, and share via secure method the following aggregated/disaggregated data: number of credit hours taken and earned; number of credit hours dropped; GPAs; state assessment results; SAT/ACT, PSAT, CLEP, and TSI readiness by grade level; qualifications of the ECHS staff; location(s) where courses are taught, final semester grades; and any other data needed to provide appropriate services for the student's education. Provisions for implementing program improvements will be based on the collection, review, and sharing of the following data: NC's data; the School District's data; articulation of high school students in four-year colleges/universities and level of entry and enrollment/retention rates; and leaver codes and attrition rates, by grade level.
- **POINTS OF CONTACT:** The School District will provide the College with a District-level point of contact, as well as a campus-level point of contact. NC's Director of School District Partnerships will be the primary point of contact for all ECHS data collection for the College.
- **STUDENT GRADES:** The NC Registrar will be responsible for collection and sharing of all student grades.
- **SURVEYS:** When selected, the School District's ECHS students enrolled in dual credit courses will participate in instructional success and facility satisfaction surveys and other local or national surveys administered to the School District's students.
- **COLLEGE RECORDS AUTHORIZATION:** A student may authorize the parent(s) to view and discuss his or her grades, attendance, and other necessary information; the parent(s) will be allowed to confer with NC faculty, administration and employees. This authorization release is accepted with submission of the Student/Parent Consent form on the NC website. In accordance with the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232g) and School District Board Policy series FL, all records relating to students which are generated or maintained by either party shall be considered educational records in accordance with applicable laws and policies. All parties shall maintain the confidentiality of these and all education records in accordance with all applicable state, federal and local laws and regulations, including FERPA and School District Board Policy series FL.
- **STUDENT DIRECTORY INFORMATION:** Upon enrolling in a dual credit course, the ECHS student's information will become part of the College's student directory information and subject to the Texas Public Information Act. Students will be able to designate release of directory information at both the College and ECHS. Collecting and sharing data between the College, ECHS and the School District will follow College and the School District procedures and policies to provide support for decision making processes.

STATEMENT OF GENERAL TERMS AND CONDITIONS

- **SUSTAINABILITY:** The School District and NC will develop a plan for yearly evaluation of the ECHS program that will include, but is not limited to, attendance and retention rates, GPA of high school credit only courses and college courses, satisfactory progress in college courses, adequate progress toward the college-readiness of the students in the program, articulation of high school students into four year colleges and universities, attrition rates by grade level and student participation in activities at the College.

- **DISCONTINUATION OF ECHS OPERATION:** Should the School District or the College elect to discontinue the operation of the ECHS, the provision for serving the students will include the following:
 - The ECHS may discontinue operation at the end of the school year in which only 9th grade and 10th grade cohorts are enrolled. ECHS students in the 9th and 10th grade will be received by the School District.
 - An ECHS with 11th grade and 12th grade cohorts must continue operation through those cohorts scheduled graduation from the ECHS but may elect not to enroll any additional students in the ECHS, unless such students would be added to already existing cohorts within the ECHS. While in the process of discontinuing operation, the ECHS must continue to meet all applicable standards and regulations as mandated by the Texas Education Agency (TEA).

- **AMENDMENT:** The parties to this MOU acknowledge that it may be necessary to amend and/or modify this MOU from time to time in order to address additional concerns or issues that arise as the program progresses. However, no amendment, modification or alteration of the terms of this MOU shall be binding unless the same is in writing, dated subsequent to the date hereof and duly executed by an authorized representative of the parties hereto.

- **TERM, RENEWAL AND TERMINATION OF AGREEMENT:** This MOU, for the operation of SCHOOL DISTRICT Early College High School will be in effect, pending continued approval and reaffirmation by TEA. This Agreement will be reviewed on an annual basis. During any fiscal year, the College and/or the School District reserves the right to terminate this MOU upon service of written notice to the other party no later than the first business day in November. If notice of termination is given, the contract will terminate at the end of the fall semester in that fiscal year during which the terminating party gives the other such written notice and after the provisions for serving students through the discontinuation process of the School District ECHS, as outlined in this MOU, have been fulfilled.

- **SEVERABILITY:** If any clause or provision of this Memorandum of Understanding is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this agreement, including any renewals, then in the event it is the intent of the parties hereto that the remainder of this agreement shall not be affected thereby, and it is also the intent of the parties to this agreement that in lieu of each clause or provision of this agreement that is illegal, invalid or unenforceable, there be added as part of this agreement a clause or provision

as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

- **NON-DISCRIMINATION:** Any discrimination by either party or their agents or employees on account of race, color, sex, age, religion, disability, or national origin in relation to the performance of any obligations or duties under this Memorandum of Understanding is prohibited.
- **NOTICES:** Notices to the parties hereto required or appropriate under this agreement shall be deemed sufficient if in writing and mailed, registered or certified mail, postage prepaid, addressed to:

Waxahachie Global High School
Bonny Cain, Superintendent
11134 County Road 2249
Waxahachie TX 75165

Navarro College Waxahachie Campus
Jeanette Underwood, Dean of Dual Credit
1900 John Arden Drive
Waxahachie TX 75165

- **TEXAS LAW TO APPLY:** This MOU shall be construed under and in accordance with the laws of the State of Texas. Exclusive venue for any action arising from this Agreement will lie in the state courts located in Ellis County, Texas. NC agrees that it will not file any lawsuit against the School District without first having exhausted the complaint procedure.
- **FORCE MAJEURE:** Neither party to this agreement shall be required to perform any term, condition, or covenant in this agreement so long as performance is delayed or prevented by force majeure, which shall mean acts of God, strikes, lockouts, material or labor restrictions by a governmental authority, civil riots, floods, and any other cause not reasonably within the control of either party to this agreement and which by the exercise of due diligence such party is unable, wholly or in part, to prevent or overcome. If by reason or force majeure, either party is prevented from full performance of its obligations under this agreement, written notice shall be provided to the other party within three days.
- **CAPTIONS:** The captions contained in this agreement are for convenience of reference only and in no way limit or enlarge the terms and conditions of this agreement.
- **AUTHORITY:** The signers of this agreement hereby represent and warrant that they have authority to execute this agreement on behalf of each of their respective entities.
- **COMMITMENT OF CURRENT REVENUES ONLY (NO APPROPRIATION):** In the event that during any term hereof, the governing body of any party anticipates not appropriating, or does not appropriate, sufficient funds earmarked to meet the obligations of such party for a succeeding fiscal year, the non-appropriating party covenants to give written notice of non-appropriation to the other party. Such notice shall entitle both parties to terminate the agreement for the subsequent fiscal year beginning September 1st. The parties intend this provision to be a

continuing right to terminate this Agreement at the expiration of each budget period of each party hereto pursuant to the provisions of the Tex. Loc. Govt. Code Ann. §271.903.

- **INDEMNIFICATION:** TO THE FULLEST EXTENT PERMITTED BY LAW, BOTH PARTIES WILL AND DO HEREBY AGREE TO INDEMNIFY, PROTECT, DEFEND WITH RESPECTIVE COUNSEL, AND HOLD HARMLESS THEIR RESPECTIVE AFFILIATED ENTERPRISES, BOARD OF TRUSTEES, OFFICERS, DIRECTORS, ATTORNEYS, EMPLOYEES, REPRESENTATIVES AND AGENTS (COLLECTIVELY "INDEMNITEES") FROM AND AGAINST ALL DAMAGES, LOSSES, LIENS, CAUSES OF ACTION, SUITS, JUDGMENTS, EXPENSES, AND OTHER CLAIMS OF ANY NATURE, KIND, OR DESCRIPTION, INCLUDING REASONABLE ATTORNEYS' FEES AND COSTS INCURRED INVESTIGATING, DEFENDING OR SETTLING ANY OF THE FOREGOING (COLLECTIVELY "CLAIMS") BY ANY PERSON OR ENTITY, ARISING OUT OF, CAUSED BY, OR RESULTING FROM EITHER PARTY'S PERFORMANCE UNDER OR BREACH OF THIS AGREEMENT AND THAT ARE CAUSED IN WHOLE OR IN PART BY ANY NEGLIGENT ACT, NEGLIGENT OMISSION OR WILLFUL MISCONDUCT OF EITHER PARTY, ANYONE DIRECTLY EMPLOYED BY EITHER PARTY OR ANYONE FOR WHOSE ACTS AS EITHER PARTY MAY BE LIABLE. THE PROVISIONS OF THIS SECTION WILL NOT BE CONSTRUED TO ELIMINATE OR REDUCE ANY OTHER INDEMNIFICATION OR RIGHT WHICH ANY INDEMNITV HAS BY LAW OR EQUITY.
- **VENUE; GOVERN ING LAW:** Ellis County, Waxahachie, Texas, will be the proper place of venue for suit on or in respect to this Agreement. This Agreement and all of the rights and obligations of the parties and all of the terms and conditions will be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas
- **COMPLIANCE WITH LAW:** The School District is aware of, fully informed about, and in full compliance with its obligations under all applicable, federal, state and local laws, regulations, codes, ordinances, and orders with those of any other body or authority having jurisdiction ("Applicable Laws"), including Title VI of the Civil Rights Act of 1964, as amended (42 USC 2000(D)), Executive Order 11246, as amended (41 CFR 60-1 and 60-2), Vietnam Era Veterans Readjustment Act of 1974, as amended (41 CFR 60-250), Rehabilitation Act of 1973, as amended (41 CFR 60-741), Age Discrimination Act of 1975 (42 USC 6101 et seq.), Non-segregated Facilities (41 CFR 60-1), Fair Labor Standards Act of 1938, Sections 6, 7, and 12, as amended, Immigration Reform and Control Act of 1986, Utilization of Small Business Concerns and Small Business Concerns Owned and Controlled by Socially and Economically Disadvantaged Individuals (PL 95-507), Americans with Disabilities Act of 1990 (42 USC 12101 et seq.), Civil Rights Act of 1991, Occupational Safety and Health Act of 1970, as amended (PL 91-596), Immigration and Nationality Act (8 United States Code 1324a), and all other applicable laws. The School District represents and warrants that neither the School District nor any firm, corporation or institution represented by the School District, nor anyone acting for that firm, corporation or institution, (1) has violated the antitrust laws of the State of Texas, Chapter 15, Texas Business and Commerce Code, or Federal antitrust laws, or (2) has communicated directly or indirectly the content of the School District's response to NC's procurement solicitation to any competitor or any other person engaged in a similar line of business during the procurement process for this Agreement.

- **TOBACCO FREE POLICY:** NC provides a friendly, tobacco-free environment at all of its sites and satellite facilities.

- **WEAPONS POLICY:** Texas Penal Code 46.03 Places Weapons Prohibited and Penal Code 46.035 Unlawful Carrying of a Handgun by License Holder identify premises where handguns are not permitted by Texas Statutes.
 - A person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, illegal knife, club or prohibited weapon listed in Section 46.05 (a) on the physical premises of a school or educational institution, any grounds or building on which an activity sponsored by a school or education institution is being conducted or a passenger transportation vehicle of a school or educational institution, whether the school or educational institution is public or private.
 - A license holder is prohibited from carrying a concealed handgun on Navarro College campus premises where prohibited by law and where prohibited by NC policy.

- **LIMITATIONS:** THE PARTIES ARE AWARE THAT THERE ARE CONSTITUTIONAL AND STATUTORY LIMITATIONS ON THE AUTHORITY OF A SCHOOL DISTRICT AND TJC TO ENTER INTO CERTAIN TERMS AND CONDITIONS THAT MAY BE A PART OF THIS AGREEMENT, INCLUDING THOSE TERMS AND CONDITIONS RELATING TO LIENS ON A SCHOOL DISTRICT AND NC'S PROPERTY; DISCLAIMERS AND LIMITATIONS OF WARRANTIES; DISCLAIMERS AND LIMITATIONS OF LIABILITY FOR DAMAGES; WAIVERS, DISCLAIMERS AND LIMITATIONS OF LEGAL RIGHTS, REMEDIES, REQUIREMENTS AND PROCESSES; LIMITATIONS OF PERIODS TO BRING LEGAL ACTION; GRANTING CONTROL OF LITIGATION OR SETTLEMENT TO ANOTHER PARTY; LIABILITY FOR ACTS OR OMISSIONS OF THIRD PARTIES; PAYMENT OF ATTORNEYS' FEES; DISPUTE RESOLUTION; INDEMNITIES; AND CONFIDENTIALITY (COLLECTIVELY, THE "LIMITATIONS"), AND TERMS AND CONDITIONS RELATED TO THE LIMITATIONS WILL NOT BE BINDING ON A SCHOOL DISTRICT AND NC EXCEPT TO THE EXTENT AUTHORIZED BY THE LAWS AND CONSTITUTION OF THE STATE OF TEXAS.

SIGNATURES

SIGNATURES: The terms and provisions, as outlined above, are true and exact to the best of the knowledge by the parties whose signatures appear below and their assignees. This Agreement constitutes the entire agreement of the parties, and replaces and supersedes any prior verbal understandings, written communications or representations related to the subject matter contained in this Agreement. In the event any portion of this Agreement is deemed illegal or unenforceable, the entire remaining portion of this Agreement shall remain valid and in effect. A waiver by either party of any breach or default by the other party is not a waiver of any other breach of default of this Agreement that may occur. This Agreement, including any rights or obligations hereunder, may not be assigned or otherwise transferred, to any third party without the express written consent of the other party. This Agreement is nonexclusive between the parties; both parties have the right to enter into similar relationships with any other party. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

IN WITNESS THEREOF, the parties have duly approved this MOU, executed in duplicate originals on;

Date: _____

Navarro College

By: _____

Dr. Kevin G. Fegan, District President

Date: _____

Waxahachie ISD

By: _____

Dr. Bonnie Cain, Superintendent of Schools

WAXAHACHIE GLOBAL ECHS: DUAL CREDIT CROSSWALK- 2019-2020							
Navarro College ID	Navarro College Course Title	Credit Hours	HS Course	HS Credits	Grade	Code	AAR Code
ARTS 1301	Art Appreciation	3	Art I	0.5	9	3500100	Fine Arts
BIOL 1406/1407	Biology for Science Majors I & II	8	SCRID I or SCRID II	1	11/12	13037200/13037210	Science
BIO 1408/1409	Biology for Non-Science Majors I and II	8	SCRID I or SCRID II	1	11	13037200/13037210	Science
BIOL 2401/2402	Anatomy & Physiology I & II	8	SCRID I or SCRID II	1	12	13037200/13037210	Science
CHEM 1411/1412	General Chemistry I and II	8	SCRID I or SCRID II	1	12	13037200/13037210	Science
COSC 1301	Intro to Computing	3	BIM I	0.5	10	13011400	Tech Apps
ECON-2301	Principles-Economics Macro	3	Economics	0.5	12	3310300	Social Studies
EDUC 1301	Introduction-Teaching Profession	3					
EDUC 2301	Introduction- Special Populations	3					
ENGL-1301/1302	Composition I & II	3	English III	1	11	3220300	English
ENGL-2322/2311	British Literature I & Business Tech Writing	6	English IV	1	12	3220400	English
GEO 1401/1402	Earth Science of Non-Science Majors I&II	8					
GOVT-2305	Federal Government	3	United States Government	0.5	12	3330100	Social Studies
GOVT 2306	Texas Government	3	SSADV I or SSADV II	0.5	11/12	03380001/03380021	Other Elective
HIST-1301/1302	United States History I & II	6	United States History	1	11	3340100	Social Studies
MATH-1314	College Algebra	3	Pre Calculus	0.5	11/12	3101100	Math
MATH-1316	Plane Trigonometry	3	Pre Calculus	0.5	11/12	3101100	Math
MATH 1314	College Algebra	3	Independent Study in Math I or II	0.5	11/12	03102500/03102501	Math
MATH-1342	Elem. Statistical Methods	3	Independent Study in Math I or II	0.5	11/12	03102500/03102501	Math
MATH-2412	Pre-Calculus	4					
MATH 2413	Calculus I	4	Independent Study in Math I or II	0.5	12	03102500/03102501	Math
MATH 2414	Calculus II	4	Independent Study in Math I or II	0.5	12	03102500/03102501	Math
PHYS 1403/1404	Stars and Galaxies and The Solar System	8	Astronomy	1	11	03060100	Science
PSYC 2301	General Psychology	3	Psychology	0.5	10	03350100	Social Studies
SOCI 1301	Intro to Sociology	3	Sociology	0.5	10	03370100	Social Studies
SPAN 1411	Beginning Spanish III	4	Spanish III	1	11/12	03440300	Foreign Lang
SPAN 1412	Beginning Spanish IV	4	Spanish IV	1	11/12	03440400	Foreign Lang
SPCH 1315	Public Speaking	3	Public Speaking I	0.5	9	03240900	Speech

Delivery Methods

- 1 High School Campus (high school teacher): A credentialed high school instructor teaches the course on the high school campus and serves as the Instructor of Record.
- 2 Online or Hybrid Dual Credit (Navarro College faculty) Online or hybrid dual credit course taught at the high school with UT Tyler faculty as instructor of record and high school teacher as facilitator/coach. This method also includes hybrid courses with online content and face-to-face requirements at either high school or college campus.

Waxahachie ISD
BOARD OF TRUSTEES

Date: **July 13, 2020**

Subject: **2020-2021 WISD Student Code of Conduct**



Background:

Annually the WISD Student Code of Conduct is updated with any changes or adjustments required by law. This year's student code of conduct saw no changes.

Recommendation:

Consideration with possible action to approve the 2020-2021 WISD Student Code of Conduct as presented under Reports.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: **Approval of Multi-Hazard Emergency Operation Plan/Crisis Management Plan**



Background:

The district has developed a new multi-hazard emergency operations plan utilizing the template provided by the Texas School Safety Center. This plan incorporates the district's issue-specific crisis management plan, which was previously approved by the Board, within Appendix 6 located at pages 31-112 of the plan. The newly developed plan includes the blank appendices which will be completed once published and provided by the Texas School Safety Center.

Recommendation:

Administration recommends approval of the multi-hazard emergency operations plan as presented under Reports, including the district's issue-specific crisis management plan, as previously approved by the District Crisis Management Team.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Facilitator for HB3



Background:

With the state's Evaluating and Improving Student Outcomes (EISO) training, there are many components. One such component is school trustee training, which has occurred. An additional component is that each school district list three specific goals in the District Improvement Plan (DIP) in the area of Early Childhood literacy proficiency, Early Childhood mathematics proficiency, and College/Career/Military readiness. These areas will be included in this fall's DIP.

Another component is the requirement that an administrator be assigned to shepherd the three added DIP areas and be approved by the Board of Trustees.

Recommendation:

That Mrs. Lisa Mott, Executive Director of Elementary Education, be assigned the task of incorporating the added areas and ensure they receive necessary focus.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Meal Pricing



Background:

In accordance with guidelines from the U.S. Department of Agriculture, Waxahachie ISD must annually review the operating resources for the School Breakfast and National School Lunch programs using the Meal Equity Calculator. The Meal Equity Calculator calculates an average meal price for all meals served across the District and in combination with expenditures and program guidelines, tells the District what the average pricing needs to be for the next year.

In accordance with the Meal Equity Calculator, the District needs to raise the average meal price \$0.21, but regulations only require an average \$0.10 price increase. At this time, Mr. Kahlden is recommending the meal prices be adjusted to those shown in the table below for the 2020-2021 school year.

Meal Type	2019-20 Price	2020-21 Price
Breakfast - Elem	\$1.75	\$1.75
Breakfast - JH	\$1.75	\$1.75
Breakfast - HS	\$1.75	\$1.75
Breakfast - Adult	\$3.00	\$3.00
Lunch - Elem	\$2.70	\$2.80
Lunch - JH	\$2.90	\$3.00
Lunch - HS	\$3.00	\$3.35
Lunch - Adult	\$4.50	\$4.50

Recommendation:

Adjust meal prices as recommended for 2020-2021 school year.

Waxahachie ISD – Campus Meal Prices 2020-2021

	<u>Breakfast</u>	<u>Lunch</u>
Waxahachie High School	\$1.75	\$3.35
Global High School	\$1.75	\$3.35
Coleman Junior High	\$1.75	\$3.00
Finley Junior High	\$1.75	\$3.00
Howard Junior High	\$1.75	\$3.00
Northside Elementary	\$1.75	\$2.80
Dunaway Elementary	\$1.75	\$2.80
Shackelford Elementary	\$1.75	\$2.80
Wedgeworth Elementary	\$1.75	\$2.80
Felty Elementary	\$1.75	\$2.80
Clift Elementary	\$1.75	\$2.80
Marvin Elementary	\$1.75	\$2.80
Wilemon STEAM Elementary	\$1.75	\$2.80
Turner PK Academy	\$1.75	\$2.80
Simpson Elementary	\$1.75	\$2.80
<i>Adult Pricing @ All Campuses</i>	<i>\$3.00</i>	<i>\$4.50</i>

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-

7442; or (3) email: program.intake@usda.gov.
This institution is an equal opportunity provider.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Meal Charge Policy



Background:

The current meal charge policy allows students to overdraw their meal accounts by \$10.00 before they are served an alternate meal. When a student's account balance falls below \$0.00, the district sends notifications home to parents to alert them to the low balance. When the account reaches \$5.00 overdrawn, the District attempts to contact the listed parent/guardian by phone and/or email to ensure they are aware of the overdrawn account. When the account reaches \$10.00 overdrawn, the District sends a certified letter to the address in Skyward to ensure the parent has been informed of the delinquency.

Once a student's account balance is negative, he/she is not allowed to charge ala carte or snack items to their accounts. When a student's balance exceeds the \$10.00 limit, he/she is served an alternate meal until the balance is resolved.

There are no recommended changes to the meal charge policy, this is strictly a matter of recordkeeping for our anticipate Texas Department of Agriculture (TDA) audit this year.

Recommendation:

Approve meal charge policy as presented.

Waxahachie ISD 2020-21 Charge Policy

- Students will be allowed to charge up to \$10.00 (menu meals only).
- All students, over the charge limit of \$10.00, will receive a sack lunch.
- Snacks or ala carte items will not be sold to students with a negative balance.
- WISD Student Nutrition will make every attempt to notify parents by phone, mail and/or email, with student information available.
- All students are setup with a meal account and parents are encouraged to setup low balance notifications at www.myschoolbucks.com.
- Prompt remediation of an insufficient account is expected and appreciated.
- **Payment plans** may be set-up through WISD Student Nutrition 972-923-4630.

Lunch Applications

Your child may qualify to receive Free or Reduced-Price meal benefits.

Visit www.myschoolapps.com to fill out your 2020-2021 Free & Reduced-Price meal application online or www.wisd.org for a link or to print a paper application.

Applications are available at all campus locations, cafeterias and Student Nutrition Services, 631 Solon Rd. Waxahachie, TX 75165.

A new application must be completed each school year.

You may apply for meal benefits at any time during the school year.

Previous school year's meal benefit **expires 30 days** after the beginning of the new school year.

Charges made before an application for Free or Reduced-Price Meals is processed are the parent's responsibility and must be paid in a timely manner. Your child's meal benefit is not retroactive.

Please call 972-923-4630 if you have any questions, need assistance with applications or need help setting up a payment plan for your student's outstanding lunch charges.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Hazardous Area Declaration

A RESOLUTION DECLARING 14 AREAS AS HAZARDOUS FOR STUDENTS TO
WALK TO AND FROM SCHOOL
THUS REQUESTING APPROVAL FOR BUS TRANSPORTATION FROM THE
COMMISSIONER OF THE TEXAS EDUCATION AGENCY

Background:

Texas Education Code 48.151 (d) A district or county may apply for and on approval of the commissioner receive an additional amount of up to 10 percent of its regular transportation allotment to be used for the transportation of children living within two miles of the school they attend who would be subject to hazardous traffic conditions if they walked to school. Each board of trustees shall provide to the commissioner the definition of hazardous conditions applicable to that district and shall identify the specific hazardous areas for which the allocation is requested. A hazardous condition exists where no walkway is provided and children must walk along or cross a freeway or expressway, an underpass, an overpass or a bridge, an uncontrolled major traffic artery, an industrial or commercial area, or another comparable condition.

Recommendation:

That the Board approve the resolution as presented.

**A RESOLUTION DECLARING 14 AREAS AS HAZARDOUS FOR STUDENTS TO
WALK TO AND FROM SCHOOL
THUS REQUESTING APPROVAL FOR BUS TRANSPORTATION FROM THE
COMMISSIONER OF THE TEXAS EDUCATION AGENCY**

WHEREAS, The Board of Trustees for Waxahachie Independent School District has placed great emphasis on the safety of all students on all phases of the school programs.

WHEREAS, The Board of Trustees for Waxahachie independent School District has reviewed the School District for hazardous areas, as provided in the Texas Education Code 48.151(d), and determined that 15 hazardous areas exist:

1. Clift Elementary School attendance zone has a hazardous area that is South of S. Getzendaner St. West of Martin Luther King Jr. BLVD to Graham St. East of Brackens St. Then North of N. Getzendaner St. to Cleaver Rd. Along Cleaver Rd. East over HWY 287 to Just North and South on FM 878 from FM 879 South to Meagan St. North. Students would have to cross a major roadway of Martin Luther King Jr. BLVD, HWY 287 and cross BNSF railroad tracks to get to the Clift Elementary School campus.
2. Coleman Junior High School attendance zone has a hazardous area South West of BNSF railroad tracks parallel of Odom St. which includes Patrick St. and Todd St. to the Southwest of the BNSF railroad tracks, then north past N. Gibson Ave. Students would have to cross the BNSF railroad tracks to get to the Coleman Junior High School campus.
3. Dunaway Elementary School attendance zone has a hazardous area that is North of Rogers St. East of Interstate HWY 35E to just South West of the BNSF railroad tracks due to no walkways or sidewalks and would require the crossing of a major roadway of Rogers St. to get to the Dunaway Elementary School campus.
4. Dunaway Elementary School attendance zone has a hazardous area that is North East of BNSF railroad tracks North of S. Elm St. South West of W. main St. South of Getzendaner Memorial Park. Students would have to cross BNSF railroad tracks to get to the Dunaway Elementary School campus.
5. Dunaway Elementary School attendance zone has a hazardous area that is West of Interstate 35E north and South of FM 876 then North of FM 66 West to Howland Ln. Students would have to cross Interstate 35E to get to the Dunaway Elementary Campus.

6. Felty Elementary School attendance zone has a hazardous area that is South of Broadhead Rd. West of Garden Valley Rd. East of HWY 287 N and North of FM 878. This area is hazardous due to an incomplete sidewalk or walkway at Broadhead Rd. and Garden Valley Rd. just North East of Garden Valley Rd. to get to the Felty Elementary School campus. *Review of declared Hazardous area upon completion of sidewalk or walkway at the intersection Broadhead Rd. and Garden Valley Rd. in Felty Elementary School attendance zone.*
7. Finley Junior High School attendance zone has a hazardous area that is North of Water Garden Dr. East of Brown St. West of Grove Creek due to lack of walkways or sidewalks and required to cross a major roadway without pedestrian traffic control devices to get to the Finley Junior High Campus.
8. Marvin Elementary School attendance zone has a hazardous area West of BNSF railroad tracks. Students would have to cross railroad tracks to get to the Marvin Elementary School campus.
9. Marvin Elementary School attendance zone has a hazardous area that is North West of US77 (Ferris Ave) East of BNSF railroad tracks. Students would have to cross a major roadway to get to the Marvin Elementary School campus. *Review of declared Hazardous area upon possible pedestrian traffic study to warrant placement of crossing guard and or school zone covering the intersection of W Marvin Ave and US77 (Ferris Ave) in the Marvin Elementary School attendance zone.*
10. Northside Elementary School attendance zone has a hazardous area that is West of US77 North to HWY287. Students would have to cross a major roadway to get to the Northside Elementary School campus.
11. Northside Elementary attendance zone has a hazardous area South East of Mustang Creek and lack of walkways or sidewalks. Students would have to cross Mustang Creek to get to the Northside Elementary School campus.
12. Shackelford Elementary School attendance zone has hazardous areas South of Butcher Rd. East of Marie Dr. and North of Butcher Rd. East of Sanger Creek Way and also North of Panorama Loop West of Sanger Creek Way and East of US77 due to lack of walkways or sidewalks in the areas identified.
13. Simpson Elementary School attendance zone has a hazardous area West of US77 from the Blue Lake Villas and Hunter Cove Apartment complexes. Students would have to walk through an industrial area and cross US77 to get to the Simpson Elementary School campus.

14. Wedgeworth Elementary School attendance zone has a hazardous area just West of the BNSF railroad tracks West and East of Interstate 35E South of HWY 287. Students would have to cross railroad track and or Interstate 35E to get to the Wedgeworth Elementary School campus.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees has declared the above 15 areas to be hazardous and do respectfully request approval from the Commissioner of the Texas Education Agency for additional finding as provided by the Texas Education Code 48.151(d).

ADOPTED ON the 13th day of July, 2020

ATTEST:

Board of Trustees

Waxahachie Independent School District

Dusty Autrey

BOARD PRESIDENT

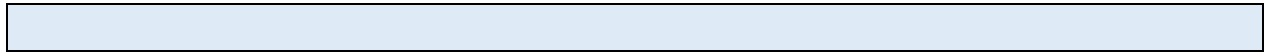
Judd Mc Cutchen

BOARD SECRETARY

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: **Broker for Electricity Contract utilizing Reverse Auction method**



Background:

In the spring, Trustees requested an RFP for Retail Electric Broker to conduct a reverse auction on behalf of Waxahachie ISD to secure a competitive rate per kWh for electricity for up to 15 years. We posted the requested RFP and received three responses: Maximum Power, Texzon Utilities, and Tradition Energy.

Maximum Power – A power broker located in Frisco and Allen, Texas with approximately 30,000 commercial customers in addition to municipalities, school districts, and institutions of higher education. They offer two fee options: (a) a flat \$2,000 per contracted year fee or (b) a \$0.0005 per kWh fee that is added to the negotiated rate. Based on current usage, this fee would be approximately \$8,000 annually.

Texzon Utilities – A power broker located in Waxahachie, Texas with experience conducting reverse auctions for clients. Over the past three years, Texzon has contracted 610 million kWh to schools and governmental entities. For their services, Texzon adds a fee of \$0.00125 per kWh to the negotiated electric rate from the provider, which based on current usage works out to approximately \$20,000 annually.

Tradition Energy – A power broker with offices in Texas but primarily based in Connecticut. A member of the OMNIA and US Communities purchasing cooperatives with 13.6 billion kWh under contract and had 86 power generators bid on contracts in 2019. In Texas, Tradition Energy has recently worked with more than 270 educational entities to secure energy contracts on over 1.2 billion kWh.

Prior to this requested RFP, the District had secured competitive pricing from Texzon and Tradition Energy and Tradition was able to produce the lower rate for electricity due in part to their purchasing cooperative affiliation and ability to not pass along a fee with the secured rate.

Ranking of Responses:

Based on the information provided in the responses, I have ranked the responses as follows:

1. Tradition Energy
2. Maximum Power
3. Texzon Utilities

Recommendation:

Proceed with Tradition Energy to secure an electric contract for up to 15 years using the reverse auction method. District also seeks authority to execute contract with entity that returns the lowest qualified rate as a result of the reverse auction, assuming rate is below \$0.038 per kWh for a period not to exceed 180 months.

Waxahachie ISD
BOARD OF TRUSTEES

Date: July 13, 2020

Subject: Superintendent Evaluation Document



Background:

Dr. John Spies has been working with the Board of Trustees on Board training, setting/affirming Board/Superintendent goals, and the Board's desired evaluation instrument for the superintendent.

Attached is:

1. The coversheet from Dr. Spies that summarized his request
2. The Superintendent Evaluation instrument (please note that the year 2020 was purposely skipped due to TEA's canceling of state testing)
3. The recommended changes in the WISD goals for 2019-2024 to also reflect the lack of inclusion of year 2020 due to TEA's canceling state testing

Recommendation:

That the Board adopt the recommendation of Dr. Spies as a result of his work with the WISD Board of Trustees and superintendent.