BOARD WORK SESSION

Thursday, May 5, 2022, 6:00 PM

Boardroom of the Instructional Support Center, 10300 Jones Road, Houston, TX 77065

AGENDA

1. **CALL TO ORDER**

1.A. The presiding officer will call the meeting to order.

1.B. Invocation

1.C. Pledge of Allegiance to the Flag of the United States of America.

2. **VISION & MISSION STATEMENT**

2.A. The District shall maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st century global leaders.

The District's vision is formed from the acronym LEAD - to Learn, Empower, Achieve, Dream ... LEAD

Presenter: Julie Hinaman, Board Vice President

3. **PUBLIC COMMENTS**

3.A. Patrons who have duly registered per policy BED (Local) may address the Board and make public comments on an agenda item during or before the board's consideration of the item. The Board may allow public comment on agenda items at all meetings. The Board will continue with the remaining agenda after the registered patrons have had an opportunity to speak. (To participate, registration is between 5:30 and 5:50 p.m. on the day of the Board meeting at the entrance to the CFISD Boardroom.)

Presenter: Leslie Francis

4. **RECOGNITIONS**

4.A. The Board will recognize Mike & Darlene Jarrar of Jarrar & Company, Inc. as the Volume Buyer for the 2022 CFISD Livestock Show & Sale.

Presenter: Denise Kubecka

4.B. The Board will recognize UIL State Tennis Finalist Class 6A Girls Doubles.

Presenter: Ray Zepeda

4.C. The Superintendent will make remarks and announcements including the honors and achievements earned by staff and students in recent weeks.

Presenter: Dr. Mark Henry

5. **BOARD COMMENTS**

5.A. Any Board member may make a comment during this portion of the agenda, without prior posting being required. Comment items may not pertain to the character of any students, staff or Board member and may not be discussed or deliberated upon at this meeting.

Presenter: Board of Trustees

6. **CITIZEN PARTICIPATION**

6.A. Patrons who have duly registered per policy BED (Local) may address the Board regarding matters of concern/interest to the district, other than the character of any student, staff or Board member, at regular board meetings. The Board may not act upon any matter that is not listed under the action item portion of the agenda. (To participate, registration is between 5:30 and 5:50 p.m. on the day of the Board meeting at the entrance to the CFISD Boardroom.)

Presenter: Leslie Francis

7. **REPORTS**

7.A. The administration will present an oral report on the preliminary budget for the 2022-2023 school year.
Presenter: Karen Smith

7.B. The district will provide an update on the Early Childhood Literacy and Mathematics Proficiency Plans and the College, Career, and Military Readiness Plans.
Presenter: Dr. Linda Macias, Dr. Ashley Clayburn

8. **ACTIONS ITEMS - CONSENSUS**

8.A. The Board will consider approving the minutes of the April 11, 2022 Regular Board Meeting.
Presenter: Holly Reichert

8.B. The Board will consider approving the minutes of the April 26, 2022 Special-Called Board Meeting.
Presenter: Holly Reichert

9. **ACTION ITEMS - NON-CONSENSUS**

9.A. The Board will consider nominations for the large district member position on the TASB Board of Directors for Region 4, Position F.
Presenter: Tom Jackson

9.B. The Board will consider approving the budget amendments for the period of January 1, 2022 through March 31, 2022.
Presenter: Karen Smith

9.C. The Board will consider approving the Instructional Materials Allotment and TEKS Certification for 2022-2023.
Presenter: Kristi Giron

9.D. The Board will consider approving on first reading additions, revisions or deletions to district policies:
Presenter: Dr. Deborah Stewart, Chairita Franklin, Dr. Linda Macias

9.D.1. EHBC (LOCAL) Special Programs: Compensatory/Accelerated Services (Revise)

9.D.2. EIE (LOCAL) Academic Achievement: Retention and Promotion (Revise)

9.D.3. FL (LOCAL) Student Records (Revise)

9.E. The Board will consider approving on second reading additions, revisions or deletions to district policies:
Presenter: Karen Smith, Dr. Deborah Stewart, Dr. Ify Ogwumike

9.E.1. CFD (LOCAL) Accounting: Activity Funds Management (Revise)

9.E.2. CQB (LOCAL) Technology Resources: Cybersecurity (Revise)

9.E.3. FDE (LOCAL) Admissions: School Safety Transfers (Revise)

9.F. The Board will consider approving the Memorandum of Understanding between Sam Houston State University and Cypress-Fairbanks ISD to provide a Master of Education Degree program with a focus on school counseling.
Presenter: Roy Garcia, Franklin Sampson

9.G. The Board will consider approving the First Amendment to the 2021-2022 Interlocal Agreements with Harris County Resources for Children and Adults.
Presenter: Roy Garcia, Franklin Sampson

9.H. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.
Presenter: Bill Powell, Amanda Boles

9.H.1. Athletic/All Activities Student Accident Insurance Renewal

9.H.2. Audiometers for Health Services
9.H.3. Portable Building Deck, Ramp, and Walkway Installations
9.H.4. Property Insurance Renewal
9.I. The Board will consider approving construction proposals and contracts paid from Bond Funds and M&O Funds to the recommended contractors and authorize the Superintendent or designee to execute all necessary documents related to such contracts as follows:
Presenter: Matt Morgan
9.I.1. 2021 Ben Bradley Police Building Renovation & Addition
9.I.2. 2022 CFFCU & Pridgeon Stadiums LED Displays
9.J. The Board will consider approving the superintendent's recommendation to give notice to Sheikkaye Lee that her employment with the District under a term contract is proposed for nonrenewal and authorize the President of the Board to notify Ms. Lee of the proposed action pursuant to 21.206 of the Texas Educator Code. [This item may be discussed in closed session pursuant to Sections 551.074 and 551.071.]
Presenter: Dr. Deborah Stewart, Chairita Franklin, Marney Collins Sims
10. **SUPERINTENDENT'S BRIEFING**
10.A. The Superintendent will provide information regarding district events and items of community interest.
Presenter: Dr. Mark Henry
11. **CLOSED SESSION**
If, during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this notice, then such closed session as authorized by Section 551.001 of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 through 551.084, of the Open Meetings Act.

11.A. There will be a Closed Session in accordance with Government Code Section 551.001 et. seq.

11.B. Section 551.071	11.C. For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law. For the purpose of consultation with the district's attorney concerning matters on which the attorney's duty to the district under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings laws.
11.D. Section 551.072	11.E. For the purpose of discussing the purchase, exchange, lease or value of real property.
11.F. Section 551.073	11.G. For the purpose of considering a negotiated contract for a prospective gift or donation.
11.H. Section 551.074	11.I. For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public

	officer or employee.
11.J. Section 551.076	11.K. To consider the deployment, or specific occasions for implementation, of security personnel or devices.
11.L. Section 551.0821	11.M. For the purpose of deliberating a matter regarding a public-school student if personally identifiable information about the student will necessarily be revealed.
11.N. Section 551.082	11.O. For the purpose of considering discipline of a public-school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
11.P. Section 551.083	11.Q. For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by section 13.901 of the Texas Education Code.
11.R. Section 551.084	11.S. For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

12. **ADJOURNMENT**

SUPERINTENDENT'S HONORS & ACHIEVEMENTS
May 9, 2022

1. **April highlight video**
   CFISD audio/video production students, in collaboration with our district video production team, recently compiled a highlight of CFISD happenings in the month of April. Please enjoy this brief video that illustrates how CFISD is **Bringing Out the Best**.

2. **DECA State**
   Congratulations to DECA students from Cy-Fair, Cypress Falls and Cypress Lakes high schools, who competed at the state conference Feb. 24-26 at the George R. Brown Convention Center. 28 students represented Cypress-Fairbanks ISD and 5 of those students made it to the top 4 which qualified them for the DECA International Career Development Conference.

3. **TAFE – Teach Tomorrow Summit**
   Teaching & Training students from Bridgeland HS, Cypress Creek HS, Cy-Fair HS, Cypress Ranch HS and Jersey Village HS competed in the 2022 state Texas Association of Future Educators (TAFE) competition in Dallas March 3-5. These aspiring educators showcased their creativity and expertise in teaching.

   Stephanie Loza from Cy-Fair received a $1,000 scholarship. **Alisa Cofer**, **Kristina Delgado**, **Zeke Felix** & **Melanie Reyna** were in the top 5! for the Professional Development category. **Ashlyn Brown** from Jersey Village won in 'Teacher Created Materials' and is now a National Qualifier, going to Washington D.C. to compete this summer.

4. **FBLA State**
   Congratulations to FBLA students from Bridgeland, Cypress Ranch, Cypress Ridge, Cypress Woods and Jersey Village high schools who competed at the State FBLA Conference March 23-25 at the Galveston Convention Center. Approximately 100 students represented CFISD, and 50 of those students placed in the top 5, which qualified them for the National FBLA Conference over the summer.

SUPERINTENDENT'S HONORS & ACHIEVEMENTS
May 9, 2022

5. SkillsUSA

Cosmetology students from Jersey Village, Cypress Lakes, Cypress Springs and Cypress Ridge high schools competed in the State SkillsUSA Competition in Corpus Christi on April 1-2. These students distinguished themselves by earning a 1st or 2nd place award in the various cosmetology related competitions from building salon mock-ups to nail art and braiding.

6. FCCLA state winners

Congratulations to **Evan Nguyen**, Cypress Ridge High School Advanced Culinary Arts student, for placing first in Mystery Basket; **Amalie Biehl**, Cypress Ranch High School Culinary Arts student, for placing first in Cupcake Presentation and **Kiersten Vincenti**, Cypress Ranch High School Culinary Arts student, for Placing 2nd in Cupcake Presentation at the Family, Career and Community Leaders of America (FCCLA) State Competition, held April 7-8 in Dallas.

FCCLA is a Career and Technical Student Organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system.

7. TSA State

Congratulations to CFISD Technology Student Association (TSA) students from Cy-Fair, Bridgeland, Cypress Creek, Cypress Park, Cypress Ranch, Cypress Springs, Cypress Woods, Jersey Village & Langham Creek high schools; and Cook, Hamilton & Spillane middle schools who placed 1st or 2nd at the State TSA Competition, held April 21-23 in Fort Worth. The district had approximately 400 projects and on site competition entries. Of those 400, CFISD had 183 place 1st and 154 place 2nd. It was a great competition for CFISD. **Cypress Woods TSA was named Division 6 State Champs**. **Spillane TSA was named Middle School UTE State Champ**.

SUPERINTENDENT'S HONORS & ACHIEVEMENTS
May 9, 2022

8. HOSA State

Congratulations to HOSA students from Bridgeland, Cy-Fair, Cypress Woods and Langham Creek high schools who competed at the State HOSA Conference April 20-22 at the Galveston Convention Center. Approximately 26 students represented CFISD and 11 of those students placed in the top two, qualifying them for the HOSA International Leadership Conference over the summer.

CFISD

PRELIMINARY GENERAL OPERATING BUDGET

2022-2023

FACTORS INFLUENCING BUDGET PROCESS

- STUDENT ENROLLMENT & ATTENDANCE
- COVID-19 PANDEMIC
- AVAILABLE FEDERAL FUNDING
- RECRUITMENT & RETENTION
- INCREASE IN PROPERTY VALUES
- INFLATION

BUDGET GOALS

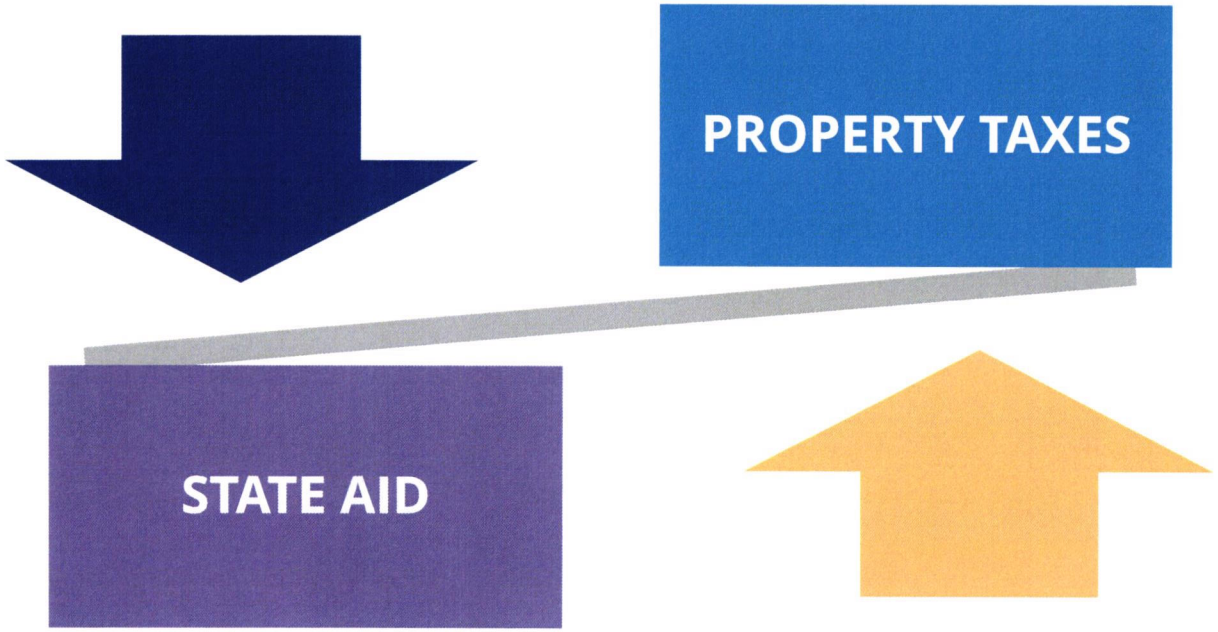
PRESERVE QUALITY OF INSTRUCTION AND SERVICES

RETAIN AND RECRUIT QUALITY STAFF

PRIORITIZE STUDENT AND STAFF SAFETY

PROTECT DISTRICT'S OPERATIONAL INFRASTRUCTURE

FUNDING OF SCHOOL DISTRICTS



FUNDING OF SCHOOL DISTRICTS

Property Taxes

- Values determined by Harris County Appraisal District
- Tax rate comprised of :
  - Maintenance and Operations (M&O)
  - Interest and Sinking (I&S)
- M&O rate capped
  - Voter-Approval Tax Rate Election
- Optional homestead exemption
  - 20%

State Aid

- Legislative state funding formula
- Influenced by:
  - Enrollment
  - Average Daily Attendance (ADA)
  - Special populations
  - Enrichment pennies
  - Property wealth
- Not adjusted for inflation
  - Basic allotment = $6,160

PROPERTY TAX PROPOSITIONS
May 7, 2022

Proposition 1

PASSED

- Property tax limit reduction for elderly and disabled residents
- Effective January 1, 2023
- District held-harmless

Proposition 2

- Increased state-mandated homestead exemption for school district property taxes
  - $25,000 to $40,000
- Effective January 1, 2022
- District mostly held-harmless

IMPACT OF HOMESTEAD EXEMPTIONS

$350,000 Home (State)

- Reduction of $40,000 in taxable value
- Decrease of $536 in property taxes*

$350,000 Home (Optional)

- Reduction of **additional** $70,000 in taxable value
- Decrease of **additional** $937 in property taxes*

Impact of Optional Homestead Exemption

- Reduction of $6.6B in taxable value
- Decrease of $88.3M in property taxes*

*Based on 2021 tax rate

TAXABLE PROPERTY VALUES (HCAD)

BUDGET YEAR	TAX YEAR	TAXABLE VALUE*	PERCENT CHANGE
2018-2019	2018	$50,523,561,289	3.19%
2019-2020	2019	$54,051,003,536	6.98%
2020-2021	2020	$57,053,354,475	5.55%
2021-2022	2021	$61,164,454,302	7.21%
2022-2023	2022	$69,133,880,997	13.03%

*Certified values as of April 2022 except for 2022-2023 (preliminary HCAD without $40,000 state homestead exemption)

STUDENT ENROLLMENT

BUDGET YEAR	ACTUAL ENROLLMENT	ENROLLMENT CHANGE	PERCENT CHANGE
2018-2019	116,512	144	0.12%
2019-2020	117,446	934	0.80%
2020-2021	115,801	(1,645)	(1.40)%
2021-2022	117,912*	2,111	1.82%
2022-2023	118,673**	761	0.65%

* Enrollment as of May 2, 2022
** Budget estimate

TEACHER SALARY COMPARISON 2021-2022

SCHOOL DISTRICT	0-YEAR SALARY	5-YEAR SALARY	10-YEAR SALARY	15-YEAR SALARY	20-YEAR SALARY
Aldine	$58,000	$59,250	$61,202	$63,077	$65,236
Cypress-Fairbanks	$58,500	$61,349	$64,425	$66,276	$69,708
Houston	$56,869	$58,012	$61,185	$62,841	$66,208
Katy	$56,700	$58,340	$60,885	$62,490	$64,310
Klein	$57,800	$58,900	$61,387	$63,537	$65,322
Spring	$57,425	$58,925	$60,425	$62,725	$65,225
Spring Branch	$59,000	$61,000	$63,790	$65,790	$67,790
Tomball	$56,700	$59,433	$61,896	$63,646	$65,596

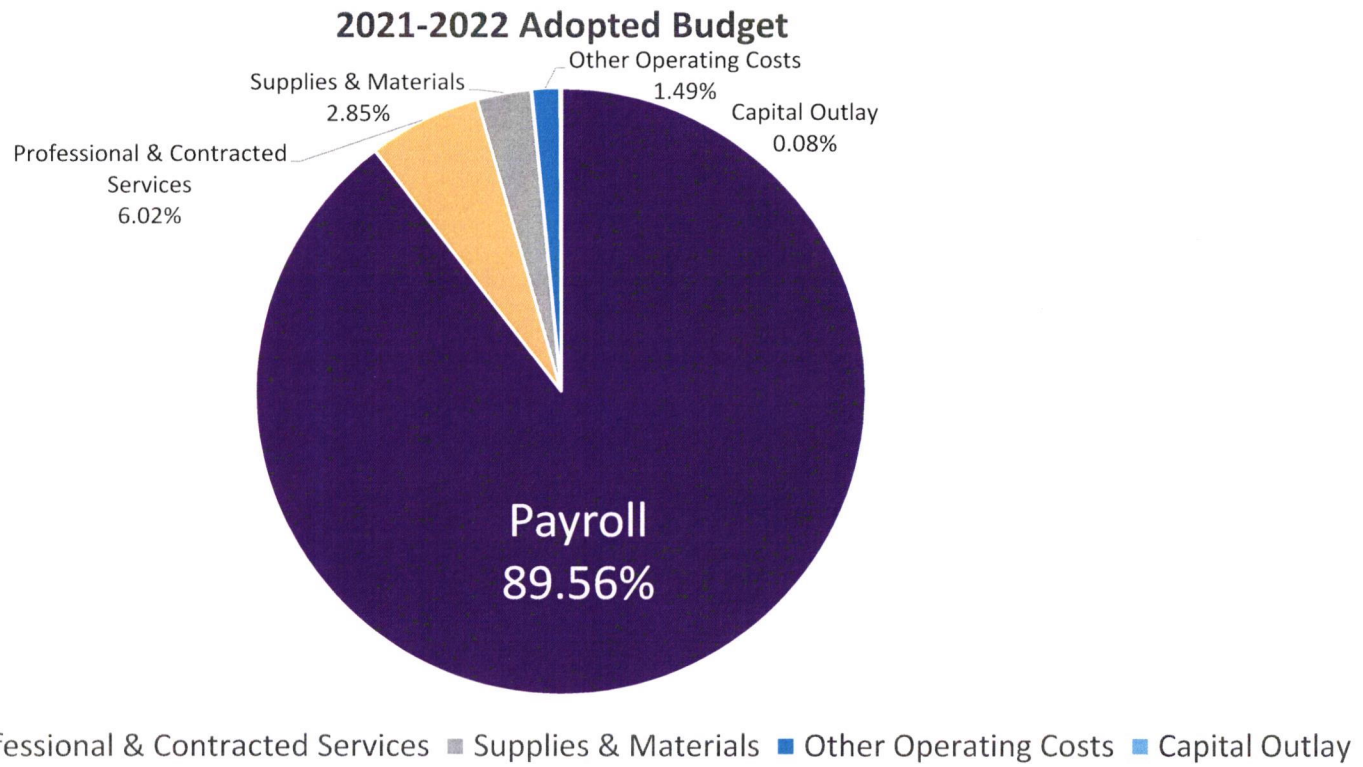
2021-2022 COMPENSATION SUMMARY

DESCRIPTION	2021-2022
Salary Increase	5% on Greater of Midpoint or Base
Retention Stipend	$1,000 Retention Stipend for Hourly & Paraprofessional Employees
Teacher Salaries	Leading in Region 4 Area
Local COVID-19 Leave	10 Days

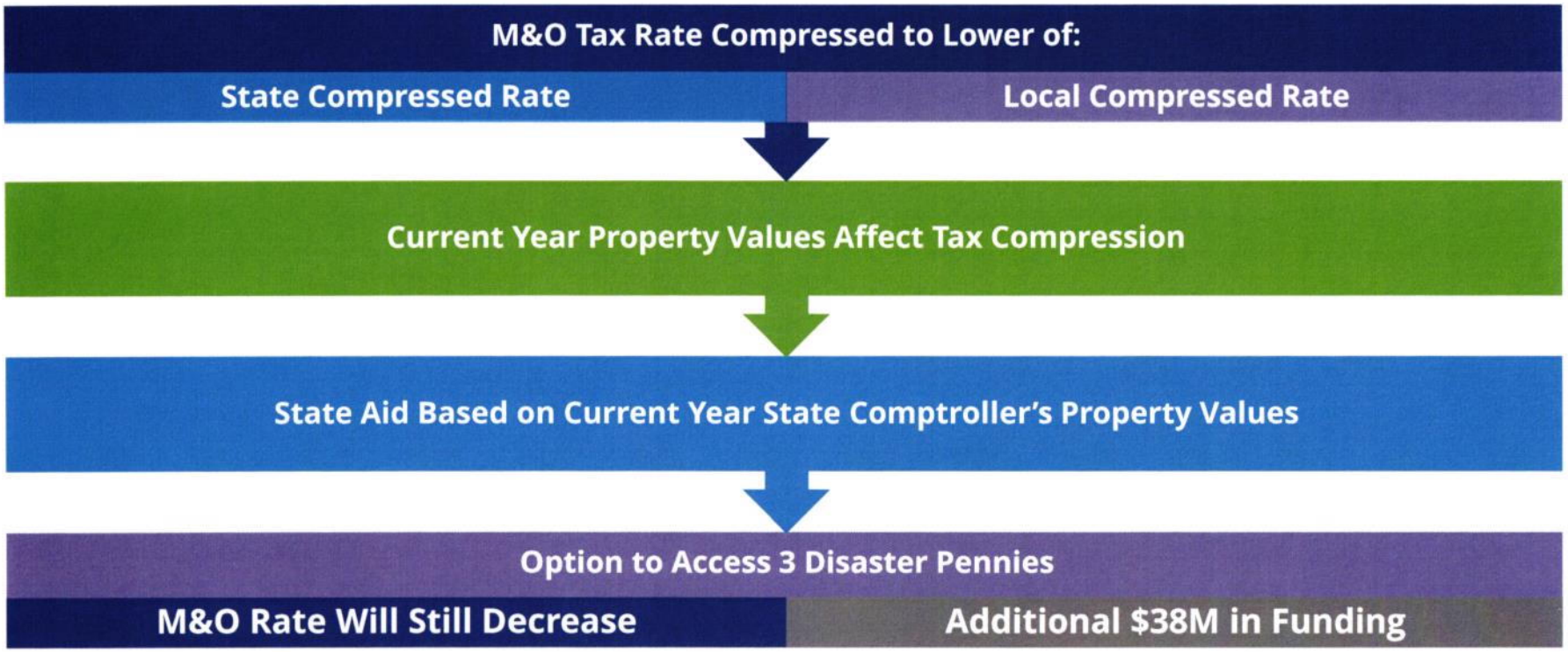
Health Insurance Premiums

	CFISD 2021-2022 Monthly Premiums	Decrease in Monthly Premiums	Proposed 2022-2023 Monthly Premiums
TRS-ActiveCare HD (High Deductible)			
Employee Only	$ 204	$ (22)	$ 182
Employee & Spouse	$ 773	$ (64)	$ 709
Employee & Children	$ 483	$ (41)	$ 442
Employee & Family	$ 965	$ (75)	$ 890
TRS-ActiveCare 2			
Employee Only	$ 775	$ -	$ 775
Employee & Spouse	$ 1,941	$ -	$ 1,941
Employee & Children	$ 1,197	$ -	$ 1,197
Employee & Family	$ 2,347	$ -	$ 2,347
TRS-ActiveCare Primary+			
Employee Only	$ 311	$ (46)	$ 265
Employee & Spouse	$ 885	$ (122)	$ 763
Employee & Children	$ 579	$ (81)	$ 498
Employee & Family	$ 1,188	$ (152)	$ 1,036
TRS-ActiveCare Primary			
Employee Only	$ 192	$ (22)	$ 170
Employee & Spouse	$ 740	$ (63)	$ 677
Employee & Children	$ 462	$ (42)	$ 420
Employee & Family	$ 925	$ (73)	$ 852
Scott & White HMO			
Employee Only	$ 317	$ (14)	$ 303
Employee & Spouse	$ 927	$ (38)	$ 889
Employee & Children	$ 647	$ (24)	$ 623
Employee & Family	$ 1,122	$ (43)	$ 1,079

General Fund Expenditures



Tax Rate and Property Values



COST OF BUDGET CONSIDERATIONS

DESCRIPTION	AMOUNT (MILLIONS)
Salary Increase of 2% on Greater of Midpoint or Base & Increase in Teacher Starting Salary to $60,000	$16.9
Substitute Pay Increase	$4.2
Stipends for Water Polo, Early Childhood SPED & Adaptive Behavior Paraprofessionals, Deaf Education Interpreters & Bilingual Teachers	$0.8
Increase in 230/260 Day Custodian Starting Pay to $12/Hour	$0.4
Additional Teachers & Paraprofessionals for Growth	$15.0

COST OF BUDGET CONSIDERATIONS

DESCRIPTION	AMOUNT (MILLIONS)
Increase in Benefits & TRS	$8.3
Increase in Fuel Costs	$1.9
Increase in Utility Costs	$0.7
Operating Costs to Open New Facilities	$5.5
Net Increase in Property Insurance, Software Licenses, Supplies, Contracted Services, Other Operating, etc.	$2.1

GENERAL FUND 2022-2023

DESCRIPTION	PRELIMINARY BUDGET
Local Revenues	$602,050,339
State Revenues	430,947,000
Federal Revenues	25,000,000
Total Revenues	$1,057,997,339
Expenditures	$1,134,986,539
Surplus (Deficit) Before Federal Funding	($76,989,200)
Federal Funding	$76,989,200
Surplus (Deficit) After Federal Funding	$0

QUESTIONS?

Adam

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 54% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
44%	46%	48%	51%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		28%	56%						35%		41%	48%	
2022	NA	30%	58%	NA	NA	NA	NA	NA	37%	NA	43%	50%	NA
2023	NA	32%	60%	NA	NA	NA	NA	NA	39%	NA	45%	52%	NA
2024	NA	35%	63%	NA	NA	NA	NA	NA	42%	NA	48%	55%	NA
2025	NA	38%	66%	NA	NA	NA	NA	NA	45%	NA	51%	58%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 57% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
47%	49%	51%	54%	57%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		30%	58%						37%		36%	49%	
2022	NA	32%	60%	NA	NA	NA	NA	NA	39%	NA	38%	51%	NA
2023	NA	34%	62%	NA	NA	NA	NA	NA	41%	NA	40%	53%	NA
2024	NA	37%	65%	NA	NA	NA	NA	NA	44%	NA	43%	56%	NA
2025	NA	40%	68%	NA	NA	NA	NA	NA	47%	NA	46%	59%	NA

Andre

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 56% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
46%	48%	50%	53%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	42%	48%	43%						36%		42%	47%	
2022	44%	50%	45%	NA	NA	NA	NA	NA	38%	NA	44%	49%	NA
2023	46%	52%	47%	NA	NA	NA	NA	NA	40%	NA	46%	51%	NA
2024	49%	55%	50%	NA	NA	NA	NA	NA	43%	NA	49%	54%	NA
2025	52%	58%	53%	NA	NA	NA	NA	NA	46%	NA	52%	57%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	35%	38%	57%						29%		38%	42%	
2022	37%	40%	59%	NA	NA	NA	NA	NA	31%	NA	40%	44%	NA
2023	39%	42%	61%	NA	NA	NA	NA	NA	33%	NA	42%	46%	NA
2024	42%	45%	64%	NA	NA	NA	NA	NA	36%	NA	45%	49%	NA
2025	45%	48%	67%	NA	NA	NA	NA	NA	39%	NA	48%	52%	NA

Ault

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 54% to 64% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
54%	56%	58%	61%	64%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		41%	62%						30%			57%	
2022	NA	43%	64%	NA	NA	NA	NA	NA	32%	NA	NA	59%	NA
2023	NA	45%	66%	NA	NA	NA	NA	NA	34%	NA	NA	61%	NA
2024	NA	48%	69%	NA	NA	NA	NA	NA	37%	NA	NA	64%	NA
2025	NA	51%	72%	NA	NA	NA	NA	NA	40%	NA	NA	67%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 61% to 71% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
61%	63%	65%	68%	71%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		44%	70%						50%			64%	
2022	NA	46%	72%	NA	NA	NA	NA	NA	52%	NA	NA	66%	NA
2023	NA	48%	74%	NA	NA	NA	NA	NA	54%	NA	NA	68%	NA
2024	NA	51%	77%	NA	NA	NA	NA	NA	57%	NA	NA	71%	NA
2025	NA	54%	80%	NA	NA	NA	NA	NA	60%	NA	NA	74%	NA

Bane

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 25% to 35% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
25%	27%	29%	32%	35%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		26%							25%		18%	27%	22%
2022	NA	28%	NA	NA	NA	NA	NA	NA	27%	NA	20%	29%	24%
2023	NA	30%	NA	NA	NA	NA	NA	NA	29%	NA	22%	31%	26%
2024	NA	33%	NA	NA	NA	NA	NA	NA	32%	NA	25%	34%	29%
2025	NA	36%	NA	NA	NA	NA	NA	NA	35%	NA	28%	37%	32%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 20% to 30% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
20%	22%	24%	27%	30%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		22%							20%		18%	22%	16%
2022	NA	24%	NA	NA	NA	NA	NA	NA	22%	NA	20%	24%	18%
2023	NA	26%	NA	NA	NA	NA	NA	NA	24%	NA	22%	26%	20%
2024	NA	29%	NA	NA	NA	NA	NA	NA	27%	NA	25%	29%	23%
2025	NA	32%	NA	NA	NA	NA	NA	NA	30%	NA	28%	32%	26%

Bang

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	35%	38%	53%						35%		46%	45%	33%
2022	37%	40%	55%	NA	NA	NA	NA	NA	37%	NA	48%	47%	35%
2023	39%	42%	57%	NA	NA	NA	NA	NA	39%	NA	50%	49%	37%
2024	42%	45%	60%	NA	NA	NA	NA	NA	42%	NA	53%	52%	40%
2025	45%	48%	63%	NA	NA	NA	NA	NA	45%	NA	56%	55%	43%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	26%	32%	57%						32%		41%	43%	26%
2022	28%	34%	59%	NA	NA	NA	NA	NA	34%	NA	43%	45%	28%
2023	30%	36%	61%	NA	NA	NA	NA	NA	36%	NA	45%	47%	30%
2024	33%	39%	64%	NA	NA	NA	NA	NA	39%	NA	48%	50%	33%
2025	36%	42%	67%	NA	NA	NA	NA	NA	42%	NA	51%	53%	36%

Birkes

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 63% to 73% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
63%	65%	67%	70%	73%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	54%	56%	74%		74%				51%		70%	63%	
2022	56%	58%	76%	NA	76%	NA	NA	NA	53%	NA	72%	65%	NA
2023	58%	60%	78%	NA	78%	NA	NA	NA	55%	NA	74%	67%	NA
2024	61%	63%	81%	NA	81%	NA	NA	NA	58%	NA	77%	70%	NA
2025	64%	66%	84%	NA	84%	NA	NA	NA	61%	NA	80%	73%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 65% to 75% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
65%	67%	69%	72%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	54%	50%	78%		81%				50%		63%	66%	
2022	56%	52%	80%	NA	83%	NA	NA	NA	52%	NA	65%	68%	NA
2023	58%	54%	82%	NA	85%	NA	NA	NA	54%	NA	67%	70%	NA
2024	61%	57%	85%	NA	88%	NA	NA	NA	57%	NA	70%	73%	NA
2025	64%	60%	88%	NA	91%	NA	NA	NA	60%	NA	73%	76%	NA

Black

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% to 68% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
58%	60%	62%	65%	68%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		47%	65%						45%		43%	61%	44%
2022	NA	49%	67%	NA	NA	NA	NA	NA	47%	NA	45%	63%	46%
2023	NA	51%	69%	NA	NA	NA	NA	NA	49%	NA	47%	65%	48%
2024	NA	54%	72%	NA	NA	NA	NA	NA	52%	NA	50%	68%	51%
2025	NA	57%	75%	NA	NA	NA	NA	NA	55%	NA	53%	71%	54%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 60% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
50%	52%	54%	57%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		45%	57%						42%		35%	54%	33%
2022	NA	47%	59%	NA	NA	NA	NA	NA	44%	NA	37%	56%	35%
2023	NA	49%	61%	NA	NA	NA	NA	NA	46%	NA	39%	58%	37%
2024	NA	52%	64%	NA	NA	NA	NA	NA	49%	NA	42%	61%	40%
2025	NA	55%	67%	NA	NA	NA	NA	NA	52%	NA	45%	64%	43%

Copeland

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 61% to 71% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
61%	63%	65%	68%	71%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	68%	48%	64%						53%			61%	
2022	70%	50%	66%	NA	NA	NA	NA	NA	55%	NA	NA	63%	NA
2023	72%	52%	68%	NA	NA	NA	NA	NA	57%	NA	NA	65%	NA
2024	75%	55%	71%	NA	NA	NA	NA	NA	60%	NA	NA	68%	NA
2025	78%	58%	74%	NA	NA	NA	NA	NA	63%	NA	NA	71%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% to 69% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
59%	61%	63%	66%	69%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	61%	43%	66%						50%			60%	
2022	63%	45%	68%	NA	NA	NA	NA	NA	52%	NA	NA	62%	NA
2023	65%	47%	70%	NA	NA	NA	NA	NA	54%	NA	NA	64%	NA
2024	68%	50%	73%	NA	NA	NA	NA	NA	57%	NA	NA	67%	NA
2025	71%	53%	76%	NA	NA	NA	NA	NA	60%	NA	NA	70%	NA

Danish

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	31%	45%							40%		52%	43%	41%
2022	33%	47%	NA	NA	NA	NA	NA	NA	42%	NA	54%	45%	43%
2023	35%	49%	NA	NA	NA	NA	NA	NA	44%	NA	56%	47%	45%
2024	38%	52%	NA	NA	NA	NA	NA	NA	47%	NA	59%	50%	48%
2025	41%	55%	NA	NA	NA	NA	NA	NA	50%	NA	62%	53%	51%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	18%	45%							34%		43%	38%	37%
2022	20%	47%	NA	NA	NA	NA	NA	NA	36%	NA	45%	40%	39%
2023	22%	49%	NA	NA	NA	NA	NA	NA	38%	NA	47%	42%	41%
2024	25%	52%	NA	NA	NA	NA	NA	NA	41%	NA	50%	45%	44%
2025	28%	55%	NA	NA	NA	NA	NA	NA	44%	NA	53%	48%	47%

Duryea

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 35% to 45% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
35%	37%	39%	42%	45%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	19%	40%							35%		38%	36%	
2022	21%	42%	NA	NA	NA	NA	NA	NA	37%	NA	40%	38%	NA
2023	23%	44%	NA	NA	NA	NA	NA	NA	39%	NA	42%	40%	NA
2024	26%	47%	NA	NA	NA	NA	NA	NA	42%	NA	45%	43%	NA
2025	29%	50%	NA	NA	NA	NA	NA	NA	45%	NA	48%	46%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 43% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
33%	35%	37%	40%	43%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	22%	36%							28%		31%	35%	
2022	24%	38%	NA	NA	NA	NA	NA	NA	30%	NA	33%	37%	NA
2023	26%	40%	NA	NA	NA	NA	NA	NA	32%	NA	35%	39%	NA
2024	29%	43%	NA	NA	NA	NA	NA	NA	35%	NA	38%	42%	NA
2025	32%	46%	NA	NA	NA	NA	NA	NA	38%	NA	41%	45%	NA

Emery

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	38%	43%							37%		43%	47%	30%
2022	40%	45%	NA	NA	NA	NA	NA	NA	39%	NA	45%	49%	32%
2023	42%	47%	NA	NA	NA	NA	NA	NA	41%	NA	47%	51%	34%
2024	45%	50%	NA	NA	NA	NA	NA	NA	44%	NA	50%	54%	37%
2025	48%	53%	NA	NA	NA	NA	NA	NA	47%	NA	53%	57%	40%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 29% to 39% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
29%	31%	33%	36%	39%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	25%	30%							27%		30%	30%	24%
2022	27%	32%	NA	NA	NA	NA	NA	NA	29%	NA	32%	32%	26%
2023	29%	34%	NA	NA	NA	NA	NA	NA	31%	NA	34%	34%	28%
2024	32%	37%	NA	NA	NA	NA	NA	NA	34%	NA	37%	37%	31%
2025	35%	40%	NA	NA	NA	NA	NA	NA	37%	NA	40%	40%	34%

Emmott

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 31% to 41% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
31%	33%	35%	38%	41%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	20%	36%							29%		29%	32%	30%
2022	22%	38%	NA	NA	NA	NA	NA	NA	31%	NA	31%	34%	32%
2023	24%	40%	NA	NA	NA	NA	NA	NA	33%	NA	33%	36%	34%
2024	27%	43%	NA	NA	NA	NA	NA	NA	36%	NA	36%	39%	37%
2025	30%	46%	NA	NA	NA	NA	NA	NA	39%	NA	39%	42%	40%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 36% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
26%	28%	30%	33%	36%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	12%	32%							24%		32%	27%	24%
2022	14%	34%	NA	NA	NA	NA	NA	NA	26%	NA	34%	29%	26%
2023	16%	36%	NA	NA	NA	NA	NA	NA	28%	NA	36%	31%	28%
2024	19%	39%	NA	NA	NA	NA	NA	NA	31%	NA	39%	34%	31%
2025	22%	42%	NA	NA	NA	NA	NA	NA	34%	NA	42%	37%	34%

Farney

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% to 65% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
55%	57%	59%	62%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		44%	59%						40%		50%	55%	
2022	NA	46%	61%	NA	NA	NA	NA	NA	42%	NA	52%	57%	NA
2023	NA	48%	63%	NA	NA	NA	NA	NA	44%	NA	54%	59%	NA
2024	NA	51%	66%	NA	NA	NA	NA	NA	47%	NA	57%	62%	NA
2025	NA	54%	69%	NA	NA	NA	NA	NA	50%	NA	60%	65%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 63% to 73% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
63%	65%	67%	70%	73%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		51%	65%						49%		65%	64%	
2022	NA	53%	67%	NA	NA	NA	NA	NA	51%	NA	67%	66%	NA
2023	NA	55%	69%	NA	NA	NA	NA	NA	53%	NA	69%	68%	NA
2024	NA	58%	72%	NA	NA	NA	NA	NA	56%	NA	72%	71%	NA
2025	NA	61%	75%	NA	NA	NA	NA	NA	59%	NA	75%	74%	NA

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 43% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
33%	35%	37%	40%	43%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	18%	32%	37%						27%		31%	38%	18%
2022	20%	34%	39%	NA	NA	NA	NA	NA	29%	NA	33%	40%	20%
2023	22%	36%	41%	NA	NA	NA	NA	NA	31%	NA	35%	42%	22%
2024	25%	39%	44%	NA	NA	NA	NA	NA	34%	NA	38%	45%	25%
2025	28%	42%	47%	NA	NA	NA	NA	NA	37%	NA	41%	48%	28%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	20%	43%	53%						37%		52%	47%	26%
2022	22%	45%	55%	NA	NA	NA	NA	NA	39%	NA	54%	49%	28%
2023	24%	47%	57%	NA	NA	NA	NA	NA	41%	NA	56%	51%	30%
2024	27%	50%	60%	NA	NA	NA	NA	NA	44%	NA	59%	54%	33%
2025	30%	53%	63%	NA	NA	NA	NA	NA	47%	NA	62%	57%	36%

Francone

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 24% to 34% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
24%	26%	28%	31%	34%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	20%	18%							22%		20%	24%	24%
2022	22%	20%	NA	NA	NA	NA	NA	NA	24%	NA	22%	26%	26%
2023	24%	22%	NA	NA	NA	NA	NA	NA	26%	NA	24%	28%	28%
2024	27%	25%	NA	NA	NA	NA	NA	NA	29%	NA	27%	31%	31%
2025	30%	28%	NA	NA	NA	NA	NA	NA	32%	NA	30%	34%	34%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 30% to 40% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
30%	32%	34%	37%	40%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	20%	27%							29%		34%	33%	21%
2022	22%	29%	NA	NA	NA	NA	NA	NA	31%	NA	36%	35%	23%
2023	24%	31%	NA	NA	NA	NA	NA	NA	33%	NA	38%	37%	25%
2024	27%	34%	NA	NA	NA	NA	NA	NA	36%	NA	41%	40%	28%
2025	30%	37%	NA	NA	NA	NA	NA	NA	39%	NA	44%	43%	31%

Frazier

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 23% to 33% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
23%	25%	27%	30%	33%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		19%							22%		20%	23%	
2022	NA	21%	NA	NA	NA	NA	NA	NA	24%	NA	22%	25%	NA
2023	NA	23%	NA	NA	NA	NA	NA	NA	26%	NA	24%	27%	NA
2024	NA	26%	NA	NA	NA	NA	NA	NA	29%	NA	27%	30%	NA
2025	NA	29%	NA	NA	NA	NA	NA	NA	32%	NA	30%	33%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		35%							43%		46%	44%	
2022	NA	37%	NA	NA	NA	NA	NA	NA	45%	NA	48%	46%	NA
2023	NA	39%	NA	NA	NA	NA	NA	NA	47%	NA	50%	48%	NA
2024	NA	42%	NA	NA	NA	NA	NA	NA	50%	NA	53%	51%	NA
2025	NA	45%	NA	NA	NA	NA	NA	NA	53%	NA	56%	54%	NA

Gleason

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% to 62% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
52%	54%	56%	59%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		36%	65%		82%				39%		46%	55%	41%
2022	NA	38%	67%	NA	84%	NA	NA	NA	41%	NA	48%	57%	43%
2023	NA	40%	69%	NA	86%	NA	NA	NA	43%	NA	50%	59%	45%
2024	NA	43%	72%	NA	89%	NA	NA	NA	46%	NA	53%	62%	48%
2025	NA	46%	75%	NA	92%	NA	NA	NA	49%	NA	56%	65%	51%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 56% to 66% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
56%	58%	60%	63%	66%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		41%	74%		86%				43%		51%	59%	44%
2022	NA	43%	76%	NA	88%	NA	NA	NA	45%	NA	53%	61%	46%
2023	NA	45%	78%	NA	90%	NA	NA	NA	47%	NA	55%	63%	48%
2024	NA	48%	81%	NA	93%	NA	NA	NA	50%	NA	58%	66%	51%
2025	NA	51%	84%	NA	96%	NA	NA	NA	53%	NA	61%	69%	54%

Hairgrove

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% to 62% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
52%	54%	56%	59%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		52%							51%		51%	49%	
2022	NA	54%	NA	NA	NA	NA	NA	NA	53%	NA	53%	51%	NA
2023	NA	56%	NA	NA	NA	NA	NA	NA	55%	NA	55%	53%	NA
2024	NA	59%	NA	NA	NA	NA	NA	NA	58%	NA	58%	56%	NA
2025	NA	62%	NA	NA	NA	NA	NA	NA	61%	NA	61%	59%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to 64% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
54%	56%	58%	61%	64%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		53%							54%		53%	53%	
2022	NA	55%	NA	NA	NA	NA	NA	NA	56%	NA	55%	55%	NA
2023	NA	57%	NA	NA	NA	NA	NA	NA	58%	NA	57%	57%	NA
2024	NA	60%	NA	NA	NA	NA	NA	NA	61%	NA	60%	60%	NA
2025	NA	63%	NA	NA	NA	NA	NA	NA	64%	NA	63%	63%	NA

Hamilton ES

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 67% to 77% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
67%	69%	71%	74%	77%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		64%	67%		75%				37%			69%	56%
2022	NA	66%	69%	NA	77%	NA	NA	NA	39%	NA	NA	71%	58%
2023	NA	68%	71%	NA	79%	NA	NA	NA	41%	NA	NA	73%	60%
2024	NA	71%	74%	NA	82%	NA	NA	NA	44%	NA	NA	76%	63%
2025	NA	74%	77%	NA	85%	NA	NA	NA	47%	NA	NA	79%	66%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 77% to 87% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
77%	79%	81%	84%	87%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		79%	72%		93%				63%			76%	80%
2022	NA	81%	74%	NA	95%	NA	NA	NA	65%	NA	NA	78%	82%
2023	NA	83%	76%	NA	97%	NA	NA	NA	67%	NA	NA	80%	84%
2024	NA	86%	79%	NA	100%	NA	NA	NA	70%	NA	NA	83%	87%
2025	NA	89%	82%	NA	103%	NA	NA	NA	73%	NA	NA	86%	90%

Hancock

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 54% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
44%	46%	48%	51%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	34%	45%							41%		56%	47%	35%
2022	36%	47%	NA	NA	NA	NA	NA	NA	43%	NA	58%	49%	37%
2023	38%	49%	NA	NA	NA	NA	NA	NA	45%	NA	60%	51%	39%
2024	41%	52%	NA	NA	NA	NA	NA	NA	48%	NA	63%	54%	42%
2025	44%	55%	NA	NA	NA	NA	NA	NA	51%	NA	66%	57%	45%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 53% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
43%	45%	47%	50%	53%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	32%	43%							42%		63%	45%	38%
2022	34%	45%	NA	NA	NA	NA	NA	NA	44%	NA	65%	47%	40%
2023	36%	47%	NA	NA	NA	NA	NA	NA	46%	NA	67%	49%	42%
2024	39%	50%	NA	NA	NA	NA	NA	NA	49%	NA	70%	52%	45%
2025	42%	53%	NA	NA	NA	NA	NA	NA	52%	NA	73%	55%	48%

Hemmenway

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 51% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
41%	43%	45%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	53%	30%							43%		30%	40%	43%
2022	55%	32%	NA	NA	NA	NA	NA	NA	45%	NA	32%	42%	45%
2023	57%	34%	NA	NA	NA	NA	NA	NA	47%	NA	34%	44%	47%
2024	60%	37%	NA	NA	NA	NA	NA	NA	50%	NA	37%	47%	50%
2025	63%	40%	NA	NA	NA	NA	NA	NA	53%	NA	40%	50%	53%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
35%	37%	39%	42%	45%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	34%	33%							34%		32%	31%	50%
2022	36%	35%	NA	NA	NA	NA	NA	NA	36%	NA	34%	33%	52%
2023	38%	37%	NA	NA	NA	NA	NA	NA	38%	NA	36%	35%	54%
2024	41%	40%	NA	NA	NA	NA	NA	NA	41%	NA	39%	38%	57%
2025	44%	43%	NA	NA	NA	NA	NA	NA	44%	NA	42%	41%	60%

Holbrook

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% to 68% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
58%	60%	62%	65%	68%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	38%	62%							55%		61%	61%	53%
2022	40%	64%	NA	NA	NA	NA	NA	NA	57%	NA	63%	63%	55%
2023	42%	66%	NA	NA	NA	NA	NA	NA	59%	NA	65%	65%	57%
2024	45%	69%	NA	NA	NA	NA	NA	NA	62%	NA	68%	68%	60%
2025	48%	72%	NA	NA	NA	NA	NA	NA	65%	NA	71%	71%	63%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 51% to 61% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
51%	53%	55%	58%	61%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	31%	55%							48%		56%	50%	53%
2022	33%	57%	NA	NA	NA	NA	NA	NA	50%	NA	58%	52%	55%
2023	35%	59%	NA	NA	NA	NA	NA	NA	52%	NA	60%	54%	57%
2024	38%	62%	NA	NA	NA	NA	NA	NA	55%	NA	63%	57%	60%
2025	41%	65%	NA	NA	NA	NA	NA	NA	58%	NA	66%	60%	63%

Holmsley

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 49% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
39%	41%	43%	46%	49%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		33%							36%		35%	38%	
2022	NA	35%	NA	NA	NA	NA	NA	NA	38%	NA	37%	40%	NA
2023	NA	37%	NA	NA	NA	NA	NA	NA	40%	NA	39%	42%	NA
2024	NA	40%	NA	NA	NA	NA	NA	NA	43%	NA	42%	45%	NA
2025	NA	43%	NA	NA	NA	NA	NA	NA	46%	NA	45%	48%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 50% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
40%	42%	44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		33%							36%		38%	38%	
2022	NA	35%	NA	NA	NA	NA	NA	NA	38%	NA	40%	40%	NA
2023	NA	37%	NA	NA	NA	NA	NA	NA	40%	NA	42%	42%	NA
2024	NA	40%	NA	NA	NA	NA	NA	NA	43%	NA	45%	45%	NA
2025	NA	43%	NA	NA	NA	NA	NA	NA	46%	NA	48%	48%	NA

Horne

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	28%	38%							43%		36%	45%	31%
2022	30%	40%	NA	NA	NA	NA	NA	NA	45%	NA	38%	47%	33%
2023	32%	42%	NA	NA	NA	NA	NA	NA	47%	NA	40%	49%	35%
2024	35%	45%	NA	NA	NA	NA	NA	NA	50%	NA	43%	52%	38%
2025	38%	48%	NA	NA	NA	NA	NA	NA	53%	NA	46%	55%	41%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
39%	41%	43%	46%	49%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	36%	28%							38%		35%	41%	31%
2022	38%	30%	NA	NA	NA	NA	NA	NA	40%	NA	37%	43%	33%
2023	40%	32%	NA	NA	NA	NA	NA	NA	42%	NA	39%	45%	35%
2024	43%	35%	NA	NA	NA	NA	NA	NA	45%	NA	42%	48%	38%
2025	46%	38%	NA	NA	NA	NA	NA	NA	48%	NA	45%	51%	41%

Jowell

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 50% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
40%	42%	44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	36%	37%							35%		39%	39%	43%
2022	38%	39%	NA	NA	NA	NA	NA	NA	37%	NA	41%	41%	45%
2023	40%	41%	NA	NA	NA	NA	NA	NA	39%	NA	43%	43%	47%
2024	43%	44%	NA	NA	NA	NA	NA	NA	42%	NA	46%	46%	50%
2025	46%	47%	NA	NA	NA	NA	NA	NA	45%	NA	49%	49%	53%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 47% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
37%	39%	41%	44%	47%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	36%	33%							35%		36%	37%	37%
2022	38%	35%	NA	NA	NA	NA	NA	NA	37%	NA	38%	39%	39%
2023	40%	37%	NA	NA	NA	NA	NA	NA	39%	NA	40%	41%	41%
2024	43%	40%	NA	NA	NA	NA	NA	NA	42%	NA	43%	44%	44%
2025	46%	43%	NA	NA	NA	NA	NA	NA	45%	NA	46%	47%	47%

Keith

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 64% to 74% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
64%	66%	68%	71%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		54%	60%						53%			64%	
2022	NA	56%	62%	NA	NA	NA	NA	NA	55%	NA	NA	66%	NA
2023	NA	58%	64%	NA	NA	NA	NA	NA	57%	NA	NA	68%	NA
2024	NA	61%	67%	NA	NA	NA	NA	NA	60%	NA	NA	71%	NA
2025	NA	64%	70%	NA	NA	NA	NA	NA	63%	NA	NA	74%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 71% to 81% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
71%	73%	75%	78%	81%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		59%	79%						61%			72%	
2022	NA	61%	81%	NA	NA	NA	NA	NA	63%	NA	NA	74%	NA
2023	NA	63%	83%	NA	NA	NA	NA	NA	65%	NA	NA	76%	NA
2024	NA	66%	86%	NA	NA	NA	NA	NA	68%	NA	NA	79%	NA
2025	NA	69%	89%	NA	NA	NA	NA	NA	71%	NA	NA	82%	NA

Kirk

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		30%							26%		27%	39%	36%
2022	NA	32%	NA	NA	NA	NA	NA	NA	28%	NA	29%	41%	38%
2023	NA	34%	NA	NA	NA	NA	NA	NA	30%	NA	31%	43%	40%
2024	NA	37%	NA	NA	NA	NA	NA	NA	33%	NA	34%	46%	43%
2025	NA	40%	NA	NA	NA	NA	NA	NA	36%	NA	37%	49%	46%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		32%							30%		35%	42%	24%
2022	NA	34%	NA	NA	NA	NA	NA	NA	32%	NA	37%	44%	26%
2023	NA	36%	NA	NA	NA	NA	NA	NA	34%	NA	39%	46%	28%
2024	NA	39%	NA	NA	NA	NA	NA	NA	37%	NA	42%	49%	31%
2025	NA	42%	NA	NA	NA	NA	NA	NA	40%	NA	45%	52%	34%

Lamkin

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% to 57% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
47%	49%	51%	54%	57%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	25%	40%	61%						35%		52%	46%	
2022	27%	42%	63%	NA	NA	NA	NA	NA	37%	NA	54%	48%	NA
2023	29%	44%	65%	NA	NA	NA	NA	NA	39%	NA	56%	50%	NA
2024	32%	47%	68%	NA	NA	NA	NA	NA	42%	NA	59%	53%	NA
2025	35%	50%	71%	NA	NA	NA	NA	NA	45%	NA	62%	56%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to 64% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
54%	56%	58%	61%	64%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	25%	53%	61%						35%		58%	54%	
2022	27%	55%	63%	NA	NA	NA	NA	NA	37%	NA	60%	56%	NA
2023	29%	57%	65%	NA	NA	NA	NA	NA	39%	NA	62%	58%	NA
2024	32%	60%	68%	NA	NA	NA	NA	NA	42%	NA	65%	61%	NA
2025	35%	63%	71%	NA	NA	NA	NA	NA	45%	NA	68%	64%	NA

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% to 57% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
47%	49%	51%	54%	57%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		36%							37%		43%	50%	
2022	NA	38%	NA	NA	NA	NA	NA	NA	39%	NA	45%	52%	NA
2023	NA	40%	NA	NA	NA	NA	NA	NA	41%	NA	47%	54%	NA
2024	NA	43%	NA	NA	NA	NA	NA	NA	44%	NA	50%	57%	NA
2025	NA	46%	NA	NA	NA	NA	NA	NA	47%	NA	53%	60%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 53% to 63% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
53%	55%	57%	60%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		45%							47%		53%	56%	
2022	NA	47%	NA	NA	NA	NA	NA	NA	49%	NA	55%	58%	NA
2023	NA	49%	NA	NA	NA	NA	NA	NA	51%	NA	57%	60%	NA
2024	NA	52%	NA	NA	NA	NA	NA	NA	54%	NA	60%	63%	NA
2025	NA	55%	NA	NA	NA	NA	NA	NA	57%	NA	63%	66%	NA

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 35% to 45% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
35%	37%	39%	42%	45%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		30%							27%		31%	39%	23%
2022	NA	32%	NA	NA	NA	NA	NA	NA	29%	NA	33%	41%	25%
2023	NA	34%	NA	NA	NA	NA	NA	NA	31%	NA	35%	43%	27%
2024	NA	37%	NA	NA	NA	NA	NA	NA	34%	NA	38%	46%	30%
2025	NA	40%	NA	NA	NA	NA	NA	NA	37%	NA	41%	49%	33%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 43% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
33%	35%	37%	40%	43%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		25%							27%		30%	31%	37%
2022	NA	27%	NA	NA	NA	NA	NA	NA	29%	NA	32%	33%	39%
2023	NA	29%	NA	NA	NA	NA	NA	NA	31%	NA	34%	35%	41%
2024	NA	32%	NA	NA	NA	NA	NA	NA	34%	NA	37%	38%	44%
2025	NA	35%	NA	NA	NA	NA	NA	NA	37%	NA	40%	41%	47%

Lowery

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% to 57% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
47%	49%	51%	54%	57%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		47%	58%						31%		48%	49%	39%
2022	NA	49%	60%	NA	NA	NA	NA	NA	33%	NA	50%	51%	41%
2023	NA	51%	62%	NA	NA	NA	NA	NA	35%	NA	52%	53%	43%
2024	NA	54%	65%	NA	NA	NA	NA	NA	38%	NA	55%	56%	46%
2025	NA	57%	68%	NA	NA	NA	NA	NA	41%	NA	58%	59%	49%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 48% to 58% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
48%	50%	52%	55%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		40%	65%						34%		55%	50%	39%
2022	NA	42%	67%	NA	NA	NA	NA	NA	36%	NA	57%	52%	41%
2023	NA	44%	69%	NA	NA	NA	NA	NA	38%	NA	59%	54%	43%
2024	NA	47%	72%	NA	NA	NA	NA	NA	41%	NA	62%	57%	46%
2025	NA	50%	75%	NA	NA	NA	NA	NA	44%	NA	65%	60%	49%

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 37% to 47% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
37%	39%	41%	44%	47%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	32%	36%							33%		38%	39%	28%
2022	34%	38%	NA	NA	NA	NA	NA	NA	35%	NA	40%	41%	30%
2023	36%	40%	NA	NA	NA	NA	NA	NA	37%	NA	42%	43%	32%
2024	39%	43%	NA	NA	NA	NA	NA	NA	40%	NA	45%	46%	35%
2025	42%	46%	NA	NA	NA	NA	NA	NA	43%	NA	48%	49%	38%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
35%	37%	39%	42%	45%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	20%	30%							31%		38%	38%	24%
2022	22%	32%	NA	NA	NA	NA	NA	NA	33%	NA	40%	40%	26%
2023	24%	34%	NA	NA	NA	NA	NA	NA	35%	NA	42%	42%	28%
2024	27%	37%	NA	NA	NA	NA	NA	NA	38%	NA	45%	45%	31%
2025	30%	40%	NA	NA	NA	NA	NA	NA	41%	NA	48%	48%	34%

McFee

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 51% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
41%	43%	45%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	49%	34%							38%		41%	42%	38%
2022	51%	36%	NA	NA	NA	NA	NA	NA	40%	NA	43%	44%	40%
2023	53%	38%	NA	NA	NA	NA	NA	NA	42%	NA	45%	46%	42%
2024	56%	41%	NA	NA	NA	NA	NA	NA	45%	NA	48%	49%	45%
2025	59%	44%	NA	NA	NA	NA	NA	NA	48%	NA	51%	52%	48%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	43%	34%							42%		43%	42%	43%
2022	45%	36%	NA	NA	NA	NA	NA	NA	44%	NA	45%	44%	45%
2023	47%	38%	NA	NA	NA	NA	NA	NA	46%	NA	47%	46%	47%
2024	50%	41%	NA	NA	NA	NA	NA	NA	49%	NA	50%	49%	50%
2025	53%	44%	NA	NA	NA	NA	NA	NA	52%	NA	53%	52%	53%

Metcalf

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 54% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
44%	46%	48%	51%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		42%							44%		45%	41%	
2022	NA	44%	NA	NA	NA	NA	NA	NA	46%	NA	47%	43%	NA
2023	NA	46%	NA	NA	NA	NA	NA	NA	48%	NA	49%	45%	NA
2024	NA	49%	NA	NA	NA	NA	NA	NA	51%	NA	52%	48%	NA
2025	NA	52%	NA	NA	NA	NA	NA	NA	54%	NA	55%	51%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% to 51% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
41%	43%	45%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		39%							39%		43%	42%	
2022	NA	41%	NA	NA	NA	NA	NA	NA	41%	NA	45%	44%	NA
2023	NA	43%	NA	NA	NA	NA	NA	NA	43%	NA	47%	46%	NA
2024	NA	46%	NA	NA	NA	NA	NA	NA	46%	NA	50%	49%	NA
2025	NA	49%	NA	NA	NA	NA	NA	NA	49%	NA	53%	52%	NA

Millsap

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 59% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
49%	51%	53%	56%	59%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		45%	56%						38%		50%	52%	38%
2022	NA	47%	58%	NA	NA	NA	NA	NA	40%	NA	52%	54%	40%
2023	NA	49%	60%	NA	NA	NA	NA	NA	42%	NA	54%	56%	42%
2024	NA	52%	63%	NA	NA	NA	NA	NA	45%	NA	57%	59%	45%
2025	NA	55%	66%	NA	NA	NA	NA	NA	48%	NA	60%	62%	48%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 60% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
50%	52%	54%	57%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		41%	63%						41%		40%	51%	46%
2022	NA	43%	65%	NA	NA	NA	NA	NA	43%	NA	42%	53%	48%
2023	NA	45%	67%	NA	NA	NA	NA	NA	45%	NA	44%	55%	50%
2024	NA	48%	70%	NA	NA	NA	NA	NA	48%	NA	47%	58%	53%
2025	NA	51%	73%	NA	NA	NA	NA	NA	51%	NA	50%	61%	56%

Moore

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% to 66% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
56%	58%	60%	63%	66%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		42%	58%						33%			63%	37%
2022	NA	44%	60%	NA	NA	NA	NA	NA	35%	NA	NA	65%	39%
2023	NA	46%	62%	NA	NA	NA	NA	NA	37%	NA	NA	67%	41%
2024	NA	49%	65%	NA	NA	NA	NA	NA	40%	NA	NA	70%	44%
2025	NA	52%	68%	NA	NA	NA	NA	NA	43%	NA	NA	73%	47%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% to 74% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
64%	66%	68%	71%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		58%	60%						49%			70%	47%
2022	NA	60%	62%	NA	NA	NA	NA	NA	51%	NA	NA	72%	49%
2023	NA	62%	64%	NA	NA	NA	NA	NA	53%	NA	NA	74%	51%
2024	NA	65%	67%	NA	NA	NA	NA	NA	56%	NA	NA	77%	54%
2025	NA	68%	70%	NA	NA	NA	NA	NA	59%	NA	NA	80%	57%

Owens

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 50% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
40%	42%	44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		37%							33%		30%	43%	35%
2022	NA	39%	NA	NA	NA	NA	NA	NA	35%	NA	32%	45%	37%
2023	NA	41%	NA	NA	NA	NA	NA	NA	37%	NA	34%	47%	39%
2024	NA	44%	NA	NA	NA	NA	NA	NA	40%	NA	37%	50%	42%
2025	NA	47%	NA	NA	NA	NA	NA	NA	43%	NA	40%	53%	45%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		35%							30%		39%	44%	24%
2022	NA	37%	NA	NA	NA	NA	NA	NA	32%	NA	41%	46%	26%
2023	NA	39%	NA	NA	NA	NA	NA	NA	34%	NA	43%	48%	28%
2024	NA	42%	NA	NA	NA	NA	NA	NA	37%	NA	46%	51%	31%
2025	NA	45%	NA	NA	NA	NA	NA	NA	40%	NA	49%	54%	34%

Pope

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 85% to 95% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
85%	87%	89%	92%	95%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		74%	86%									86%	
2022	NA	76%	88%	NA	NA	NA	NA	NA	NA	NA	NA	88%	NA
2023	NA	78%	90%	NA	NA	NA	NA	NA	NA	NA	NA	90%	NA
2024	NA	81%	93%	NA	NA	NA	NA	NA	NA	NA	NA	93%	NA
2025	NA	84%	96%	NA	NA	NA	NA	NA	NA	NA	NA	96%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 83% to 93% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
83%	85%	87%	90%	93%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		78%	80%									85%	
2022	NA	80%	82%	NA	NA	NA	NA	NA	NA	NA	NA	87%	NA
2023	NA	82%	84%	NA	NA	NA	NA	NA	NA	NA	NA	89%	NA
2024	NA	85%	87%	NA	NA	NA	NA	NA	NA	NA	NA	92%	NA
2025	NA	88%	90%	NA	NA	NA	NA	NA	NA	NA	NA	95%	NA

Post

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 37% to 47% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
37%	39%	41%	44%	47%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	28%	29%	56%						34%		35%	35%	42%
2022	30%	31%	58%	NA	NA	NA	NA	NA	36%	NA	37%	37%	44%
2023	32%	33%	60%	NA	NA	NA	NA	NA	38%	NA	39%	39%	46%
2024	35%	36%	63%	NA	NA	NA	NA	NA	41%	NA	42%	42%	49%
2025	38%	39%	66%	NA	NA	NA	NA	NA	44%	NA	45%	45%	52%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 59% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
49%	51%	53%	56%	59%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	37%	42%	68%						45%		52%	50%	47%
2022	39%	44%	70%	NA	NA	NA	NA	NA	47%	NA	54%	52%	49%
2023	41%	46%	72%	NA	NA	NA	NA	NA	49%	NA	56%	54%	51%
2024	44%	49%	75%	NA	NA	NA	NA	NA	52%	NA	59%	57%	54%
2025	47%	52%	78%	NA	NA	NA	NA	NA	55%	NA	62%	60%	57%

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% to 68% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
58%	60%	62%	65%	68%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	50%	47%	67%						51%		58%	59%	57%
2022	52%	49%	69%	NA	NA	NA	NA	NA	53%	NA	60%	61%	59%
2023	54%	51%	71%	NA	NA	NA	NA	NA	55%	NA	62%	63%	61%
2024	57%	54%	74%	NA	NA	NA	NA	NA	58%	NA	65%	66%	64%
2025	60%	57%	77%	NA	NA	NA	NA	NA	61%	NA	68%	69%	67%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 53% to 63% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
53%	55%	57%	60%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	30%	51%	61%						46%		60%	56%	40%
2022	32%	53%	63%	NA	NA	NA	NA	NA	48%	NA	62%	58%	42%
2023	34%	55%	65%	NA	NA	NA	NA	NA	50%	NA	64%	60%	44%
2024	37%	58%	68%	NA	NA	NA	NA	NA	53%	NA	67%	63%	47%
2025	40%	61%	71%	NA	NA	NA	NA	NA	56%	NA	70%	66%	50%

Reed

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 43% to 53% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
43%	45%	47%	50%	53%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		38%							39%		37%	44%	
2022	NA	40%	NA	NA	NA	NA	NA	NA	41%	NA	39%	46%	NA
2023	NA	42%	NA	NA	NA	NA	NA	NA	43%	NA	41%	48%	NA
2024	NA	45%	NA	NA	NA	NA	NA	NA	46%	NA	44%	51%	NA
2025	NA	48%	NA	NA	NA	NA	NA	NA	49%	NA	47%	54%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 53% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
43%	45%	47%	50%	53%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		40%							37%		43%	44%	
2022	NA	42%	NA	NA	NA	NA	NA	NA	39%	NA	45%	46%	NA
2023	NA	44%	NA	NA	NA	NA	NA	NA	41%	NA	47%	48%	NA
2024	NA	47%	NA	NA	NA	NA	NA	NA	44%	NA	50%	51%	NA
2025	NA	50%	NA	NA	NA	NA	NA	NA	47%	NA	53%	54%	NA

Rennell

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% to 63% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
53%	55%	57%	60%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		47%	44%		75%				41%		49%	53%	48%
2022	NA	49%	46%	NA	77%	NA	NA	NA	43%	NA	51%	55%	50%
2023	NA	51%	48%	NA	79%	NA	NA	NA	45%	NA	53%	57%	52%
2024	NA	54%	51%	NA	82%	NA	NA	NA	48%	NA	56%	60%	55%
2025	NA	57%	54%	NA	85%	NA	NA	NA	51%	NA	59%	63%	58%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 66% to 76% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
66%	68%	70%	73%	76%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		53%	64%		85%				56%		65%	68%	59%
2022	NA	55%	66%	NA	87%	NA	NA	NA	58%	NA	67%	70%	61%
2023	NA	57%	68%	NA	89%	NA	NA	NA	60%	NA	69%	72%	63%
2024	NA	60%	71%	NA	92%	NA	NA	NA	63%	NA	72%	75%	66%
2025	NA	63%	74%	NA	95%	NA	NA	NA	66%	NA	75%	78%	69%

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 51% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
41%	43%	45%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	44%	39%							37%		36%	42%	38%
2022	46%	41%	NA	NA	NA	NA	NA	NA	39%	NA	38%	44%	40%
2023	48%	43%	NA	NA	NA	NA	NA	NA	41%	NA	40%	46%	42%
2024	51%	46%	NA	NA	NA	NA	NA	NA	44%	NA	43%	49%	45%
2025	54%	49%	NA	NA	NA	NA	NA	NA	47%	NA	46%	52%	48%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 46% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
36%	38%	40%	43%	46%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	30%	36%							32%		30%	38%	31%
2022	32%	38%	NA	NA	NA	NA	NA	NA	34%	NA	32%	40%	33%
2023	34%	40%	NA	NA	NA	NA	NA	NA	36%	NA	34%	42%	35%
2024	37%	43%	NA	NA	NA	NA	NA	NA	39%	NA	37%	45%	38%
2025	40%	46%	NA	NA	NA	NA	NA	NA	42%	NA	40%	48%	41%

Robison

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% to 70% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
60%	62%	64%	67%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		63%	62%						50%			62%	
2022	NA	65%	64%	NA	NA	NA	NA	NA	52%	NA	NA	64%	NA
2023	NA	67%	66%	NA	NA	NA	NA	NA	54%	NA	NA	66%	NA
2024	NA	70%	69%	NA	NA	NA	NA	NA	57%	NA	NA	69%	NA
2025	NA	73%	72%	NA	NA	NA	NA	NA	60%	NA	NA	72%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 70% to 80% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
70%	72%	74%	77%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		67%	73%						62%			71%	
2022	NA	69%	75%	NA	NA	NA	NA	NA	64%	NA	NA	73%	NA
2023	NA	71%	77%	NA	NA	NA	NA	NA	66%	NA	NA	75%	NA
2024	NA	74%	80%	NA	NA	NA	NA	NA	69%	NA	NA	78%	NA
2025	NA	77%	83%	NA	NA	NA	NA	NA	72%	NA	NA	81%	NA

Sampson

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 77% to 87% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
77%	79%	81%	84%	87%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		62%	80%									77%	
2022	NA	64%	82%	NA	NA	NA	NA	NA	NA	NA	NA	79%	NA
2023	NA	66%	84%	NA	NA	NA	NA	NA	NA	NA	NA	81%	NA
2024	NA	69%	87%	NA	NA	NA	NA	NA	NA	NA	NA	84%	NA
2025	NA	72%	90%	NA	NA	NA	NA	NA	NA	NA	NA	87%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 76% to 86% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	83%	86%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		69%	78%									79%	
2022	NA	71%	80%	NA	NA	NA	NA	NA	NA	NA	NA	81%	NA
2023	NA	73%	82%	NA	NA	NA	NA	NA	NA	NA	NA	83%	NA
2024	NA	76%	85%	NA	NA	NA	NA	NA	NA	NA	NA	86%	NA
2025	NA	79%	88%	NA	NA	NA	NA	NA	NA	NA	NA	89%	NA

Sheridan

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 44% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
34%	36%	38%	41%	44%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	30%	36%							33%		31%	37%	27%
2022	32%	38%	NA	NA	NA	NA	NA	NA	35%	NA	33%	39%	29%
2023	34%	40%	NA	NA	NA	NA	NA	NA	37%	NA	35%	41%	31%
2024	37%	43%	NA	NA	NA	NA	NA	NA	40%	NA	38%	44%	34%
2025	40%	46%	NA	NA	NA	NA	NA	NA	43%	NA	41%	47%	37%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
39%	41%	43%	46%	49%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	33%	42%							34%		38%	41%	33%
2022	35%	44%	NA	NA	NA	NA	NA	NA	36%	NA	40%	43%	35%
2023	37%	46%	NA	NA	NA	NA	NA	NA	38%	NA	42%	45%	37%
2024	40%	49%	NA	NA	NA	NA	NA	NA	41%	NA	45%	48%	40%
2025	43%	52%	NA	NA	NA	NA	NA	NA	44%	NA	48%	51%	43%

Swenke

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 68% to 78% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
68%	70%	72%	75%	78%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		67%	63%									68%	
2022	NA	69%	65%	NA	NA	NA	NA	NA	NA	NA	NA	70%	NA
2023	NA	71%	67%	NA	NA	NA	NA	NA	NA	NA	NA	72%	NA
2024	NA	74%	70%	NA	NA	NA	NA	NA	NA	NA	NA	75%	NA
2025	NA	77%	73%	NA	NA	NA	NA	NA	NA	NA	NA	78%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% to 79% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
69%	71%	73%	76%	79%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		67%	70%									70%	
2022	NA	69%	72%	NA	NA	NA	NA	NA	NA	NA	NA	72%	NA
2023	NA	71%	74%	NA	NA	NA	NA	NA	NA	NA	NA	74%	NA
2024	NA	74%	77%	NA	NA	NA	NA	NA	NA	NA	NA	77%	NA
2025	NA	77%	80%	NA	NA	NA	NA	NA	NA	NA	NA	80%	NA

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 38% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
28%	30%	32%	35%	38%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		26%							24%		23%	27%	31%
2022	NA	28%	NA	NA	NA	NA	NA	NA	26%	NA	25%	29%	33%
2023	NA	30%	NA	NA	NA	NA	NA	NA	28%	NA	27%	31%	35%
2024	NA	33%	NA	NA	NA	NA	NA	NA	31%	NA	30%	34%	38%
2025	NA	36%	NA	NA	NA	NA	NA	NA	34%	NA	33%	37%	41%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% to 42% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
32%	34%	36%	39%	42%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		32%							30%		36%	32%	33%
2022	NA	34%	NA	NA	NA	NA	NA	NA	32%	NA	38%	34%	35%
2023	NA	36%	NA	NA	NA	NA	NA	NA	34%	NA	40%	36%	37%
2024	NA	39%	NA	NA	NA	NA	NA	NA	37%	NA	43%	39%	40%
2025	NA	42%	NA	NA	NA	NA	NA	NA	40%	NA	46%	42%	43%

Walker

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	28%	46%							38%		45%	46%	28%
2022	30%	48%	NA	NA	NA	NA	NA	NA	40%	NA	47%	48%	30%
2023	32%	50%	NA	NA	NA	NA	NA	NA	42%	NA	49%	50%	32%
2024	35%	53%	NA	NA	NA	NA	NA	NA	45%	NA	52%	53%	35%
2025	38%	56%	NA	NA	NA	NA	NA	NA	48%	NA	55%	56%	38%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
35%	37%	39%	42%	45%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	19%	34%							28%		33%	38%	21%
2022	21%	36%	NA	NA	NA	NA	NA	NA	30%	NA	35%	40%	23%
2023	23%	38%	NA	NA	NA	NA	NA	NA	32%	NA	37%	42%	25%
2024	26%	41%	NA	NA	NA	NA	NA	NA	35%	NA	40%	45%	28%
2025	29%	44%	NA	NA	NA	NA	NA	NA	38%	NA	43%	48%	31%

Warner

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 72% to 82% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
72%	74%	76%	79%	82%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		72%	69%		85%				50%		81%	72%	75%
2022	NA	74%	71%	NA	87%	NA	NA	NA	52%	NA	83%	74%	77%
2023	NA	76%	73%	NA	89%	NA	NA	NA	54%	NA	85%	76%	79%
2024	NA	79%	76%	NA	92%	NA	NA	NA	57%	NA	88%	79%	82%
2025	NA	82%	79%	NA	95%	NA	NA	NA	60%	NA	91%	82%	85%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 70% to 80% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
70%	72%	74%	77%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		59%	71%		85%				50%		78%	71%	67%
2022	NA	61%	73%	NA	87%	NA	NA	NA	52%	NA	80%	73%	69%
2023	NA	63%	75%	NA	89%	NA	NA	NA	54%	NA	82%	75%	71%
2024	NA	66%	78%	NA	92%	NA	NA	NA	57%	NA	85%	78%	74%
2025	NA	69%	81%	NA	95%	NA	NA	NA	60%	NA	88%	81%	77%

Wells

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 80% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
70%	72%	74%	77%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		70%	68%									74%	63%
2022	NA	72%	70%	NA	NA	NA	NA	NA	NA	NA	NA	76%	65%
2023	NA	74%	72%	NA	NA	NA	NA	NA	NA	NA	NA	78%	67%
2024	NA	77%	75%	NA	NA	NA	NA	NA	NA	NA	NA	81%	70%
2025	NA	80%	78%	NA	NA	NA	NA	NA	NA	NA	NA	84%	73%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 71% to 81% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
71%	73%	75%	78%	81%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		70%	68%									75%	64%
2022	NA	72%	70%	NA	NA	NA	NA	NA	NA	NA	NA	77%	66%
2023	NA	74%	72%	NA	NA	NA	NA	NA	NA	NA	NA	79%	68%
2024	NA	77%	75%	NA	NA	NA	NA	NA	NA	NA	NA	82%	71%
2025	NA	80%	78%	NA	NA	NA	NA	NA	NA	NA	NA	85%	74%

Willbern

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% to 60% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
50%	52%	54%	57%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	23%	53%							45%		50%	51%	47%
2022	25%	55%	NA	NA	NA	NA	NA	NA	47%	NA	52%	53%	49%
2023	27%	57%	NA	NA	NA	NA	NA	NA	49%	NA	54%	55%	51%
2024	30%	60%	NA	NA	NA	NA	NA	NA	52%	NA	57%	58%	54%
2025	33%	63%	NA	NA	NA	NA	NA	NA	55%	NA	60%	61%	57%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 53% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
43%	45%	47%	50%	53%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	27%	38%							36%		45%	44%	37%
2022	29%	40%	NA	NA	NA	NA	NA	NA	38%	NA	47%	46%	39%
2023	31%	42%	NA	NA	NA	NA	NA	NA	40%	NA	49%	48%	41%
2024	34%	45%	NA	NA	NA	NA	NA	NA	43%	NA	52%	51%	44%
2025	37%	48%	NA	NA	NA	NA	NA	NA	46%	NA	55%	54%	47%

Wilson

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 50% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
40%	42%	44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		33%							34%		36%	43%	
2022	NA	35%	NA	NA	NA	NA	NA	NA	36%	NA	38%	45%	NA
2023	NA	37%	NA	NA	NA	NA	NA	NA	38%	NA	40%	47%	NA
2024	NA	40%	NA	NA	NA	NA	NA	NA	41%	NA	43%	50%	NA
2025	NA	43%	NA	NA	NA	NA	NA	NA	44%	NA	46%	53%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		31%							32%		34%	38%	
2022	NA	33%	NA	NA	NA	NA	NA	NA	34%	NA	36%	40%	NA
2023	NA	35%	NA	NA	NA	NA	NA	NA	36%	NA	38%	42%	NA
2024	NA	38%	NA	NA	NA	NA	NA	NA	39%	NA	41%	45%	NA
2025	NA	41%	NA	NA	NA	NA	NA	NA	42%	NA	44%	48%	NA

Woodard

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 57% to 67% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
57%	59%	61%	64%	67%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	53%	48%	68%						46%		57%	58%	52%
2022	55%	50%	70%	NA	NA	NA	NA	NA	48%	NA	59%	60%	54%
2023	57%	52%	72%	NA	NA	NA	NA	NA	50%	NA	61%	62%	56%
2024	60%	55%	75%	NA	NA	NA	NA	NA	53%	NA	64%	65%	59%
2025	63%	58%	78%	NA	NA	NA	NA	NA	56%	NA	67%	68%	62%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 52% to 62% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
52%	54%	56%	59%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	47%	31%	73%						40%		43%	54%	44%
2022	49%	33%	75%	NA	NA	NA	NA	NA	42%	NA	45%	56%	46%
2023	51%	35%	77%	NA	NA	NA	NA	NA	44%	NA	47%	58%	48%
2024	54%	38%	80%	NA	NA	NA	NA	NA	47%	NA	50%	61%	51%
2025	57%	41%	83%	NA	NA	NA	NA	NA	50%	NA	53%	64%	54%

Yeager

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	36%	18%	79%						24%		17%	44%	26%
2022	38%	20%	81%	NA	NA	NA	NA	NA	26%	NA	19%	46%	28%
2023	40%	22%	83%	NA	NA	NA	NA	NA	28%	NA	21%	48%	30%
2024	43%	25%	86%	NA	NA	NA	NA	NA	31%	NA	24%	51%	33%
2025	46%	28%	89%	NA	NA	NA	NA	NA	34%	NA	27%	54%	36%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
39%	41%	43%	46%	49%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	39%	25%	71%						28%		19%	44%	30%
2022	41%	27%	73%	NA	NA	NA	NA	NA	30%	NA	21%	46%	32%
2023	43%	29%	75%	NA	NA	NA	NA	NA	32%	NA	23%	48%	34%
2024	46%	32%	78%	NA	NA	NA	NA	NA	35%	NA	26%	51%	37%
2025	49%	35%	81%	NA	NA	NA	NA	NA	38%	NA	29%	54%	40%

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 80% to 88% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
80%	82%	84%	86%	88%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	65%	73%	88%		89%			73%	66%		46%	83%	58%
2021-22	2022-23	67%	75%	90%	NA	91%	NA	NA	75%	68%	NA	48%	85%	60%
2022-23	2023-24	69%	77%	92%	NA	93%	NA	NA	77%	70%	NA	50%	87%	62%
2023-24	2024-25	71%	79%	94%	NA	95%	NA	NA	79%	72%	NA	52%	89%	64%
2024-25	2025-26	73%	81%	96%	NA	97%	NA	NA	81%	74%	NA	54%	91%	66%

Cypress Creek

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 76% to 84% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	82%	84%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	60%	75%	82%		91%			84%	71%		71%	81%	56%
2021-22	2022-23	62%	77%	84%	NA	93%	NA	NA	86%	73%	NA	73%	83%	58%
2022-23	2023-24	64%	79%	86%	NA	95%	NA	NA	88%	75%	NA	75%	85%	60%
2023-24	2024-25	66%	81%	88%	NA	97%	NA	NA	90%	77%	NA	77%	87%	62%
2024-25	2025-26	68%	83%	90%	NA	99%	NA	NA	92%	79%	NA	79%	89%	64%

Cypress Falls

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 70% to 78% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
70%	72%	74%	76%	78%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	58%	65%	83%		89%			73%	64%	73%	53%	75%	49%
2021-22	2022-23	60%	67%	85%	NA	91%	NA	NA	75%	66%	75%	55%	77%	51%
2022-23	2023-24	62%	69%	87%	NA	93%	NA	NA	77%	68%	77%	57%	79%	53%
2023-24	2024-25	64%	71%	89%	NA	95%	NA	NA	79%	70%	79%	59%	81%	55%
2024-25	2025-26	66%	73%	91%	NA	97%	NA	NA	81%	72%	81%	61%	83%	57%

Cypress Lakes

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 73% to 81% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
73%	75%	77%	79%	81%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	65%	72%	79%		85%		82%	86%	70%		59%	77%	55%
2021-22	2022-23	67%	74%	81%	NA	87%	NA	84%	88%	72%	NA	61%	79%	57%
2022-23	2023-24	69%	76%	83%	NA	89%	NA	86%	90%	74%	NA	63%	81%	59%
2023-24	2024-25	71%	78%	85%	NA	91%	NA	88%	92%	76%	NA	65%	83%	61%
2024-25	2025-26	73%	80%	87%	NA	93%	NA	90%	94%	78%	NA	67%	85%	63%

Cypress Ranch

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 88% to 96% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
88%	90%	92%	94%	96%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	76%	84%	90%		97%			74%	79%		82%	90%	74%
2021-22	2022-23	78%	86%	92%	NA	99%	NA	NA	76%	81%	NA	84%	92%	76%
2022-23	2023-24	80%	88%	94%	NA	100%	NA	NA	78%	83%	NA	86%	94%	78%
2023-24	2024-25	82%	90%	96%	NA	100%	NA	NA	80%	85%	NA	88%	96%	80%
2024-25	2025-26	84%	92%	98%	NA	100%	NA	NA	82%	87%	NA	90%	98%	82%

Cypress Ridge

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 76% to 84% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	82%	84%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	71%	73%	87%		92%			93%	75%		66%	79%	63%
2021-22	2022-23	73%	75%	89%	NA	94%	NA	NA	95%	77%	NA	68%	81%	65%
2022-23	2023-24	75%	77%	91%	NA	96%	NA	NA	97%	79%	NA	70%	83%	67%
2023-24	2024-25	77%	79%	93%	NA	98%	NA	NA	99%	81%	NA	72%	85%	69%
2024-25	2025-26	79%	81%	95%	NA	100%	NA	NA	100%	83%	NA	74%	87%	71%

Cypress Springs

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 72% to 80% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
72%	74%	76%	78%	80%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	66%	73%	73%		94%			86%	73%		61%	75%	59%
2021-22	2022-23	68%	75%	75%	NA	96%	NA	NA	88%	75%	NA	63%	77%	61%
2022-23	2023-24	70%	77%	77%	NA	98%	NA	NA	90%	77%	NA	65%	79%	63%
2023-24	2024-25	72%	79%	79%	NA	100%	NA	NA	92%	79%	NA	67%	81%	65%
2024-25	2025-26	74%	81%	81%	NA	100%	NA	NA	94%	81%	NA	69%	83%	67%

Cypress Woods

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 85% to 93% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
85%	87%	89%	91%	93%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	70%	79%	89%		91%			68%	72%		69%	87%	67%
2021-22	2022-23	72%	81%	91%	NA	93%	NA	NA	70%	74%	NA	71%	89%	69%
2022-23	2023-24	74%	83%	93%	NA	95%	NA	NA	72%	76%	NA	73%	91%	71%
2023-24	2024-25	76%	85%	95%	NA	97%	NA	NA	74%	78%	NA	75%	93%	73%
2024-25	2025-26	78%	87%	97%	NA	99%	NA	NA	76%	80%	NA	77%	95%	75%

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 75% to 83% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
75%	77%	79%	81%	83%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	64%	71%	87%		91%			88%	72%		62%	78%	53%
2021-22	2022-23	66%	73%	89%	NA	93%	NA	NA	90%	74%	NA	64%	80%	55%
2022-23	2023-24	68%	75%	91%	NA	95%	NA	NA	92%	76%	NA	66%	82%	57%
2023-24	2024-25	70%	77%	93%	NA	97%	NA	NA	94%	78%	NA	68%	84%	59%
2024-25	2025-26	72%	79%	95%	NA	99%	NA	NA	96%	80%	NA	70%	86%	61%

Langham Creek

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 76% to 84% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	82%	84%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	70%	72%	85%		84%			82%	70%		49%	80%	53%
2021-22	2022-23	72%	74%	87%	NA	86%	NA	NA	84%	72%	NA	51%	82%	55%
2022-23	2023-24	74%	76%	89%	NA	88%	NA	NA	86%	74%	NA	53%	84%	57%
2023-24	2024-25	76%	78%	91%	NA	90%	NA	NA	88%	76%	NA	55%	86%	59%
2024-25	2025-26	78%	80%	93%	NA	92%	NA	NA	90%	78%	NA	57%	88%	61%

Early Childhood and College, Career, & Military Readiness Proficiency Plans

May 5, 2022

CFISD FOR ALL
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1

Texas Education Code §11.185 – Early Childhood Literacy and Mathematics Proficiency Plans

Required Components

Each Elementary Campus	3rd Grade STAAR (CFISD selected the Meets grade level standard or higher)	Targets by student group (25 or more students)	Annual goals for 5 years	Annual Report to Board of Trustees	Plans posted on campus & district websites	Targeted Professional Development for campuses not meeting targets
		African American Hispanic White American Indian Asian Pacific Islander Two or More Economically Disadvantaged English Learner Special Education				

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Texas Education Code §11.186 – College, Career, and Military Readiness (CCMR) Plans

Required Components

Each High School Campus	CCMR Indicators Evaluated	Data by student group (25 or more students)	Annual Goals for 5 Years	Annual Report to Board of Trustees	Plans posted on campus & district websites

African American
Hispanic
White
American Indian
Asian
Pacific Islander
Two or More
Economically Disadvantaged
English Learner
Special Education

3

3

District Level Website Access

- www.cfisd.net
- Our district
- School ratings
- Select Campus Level
- Select campus
- Select 2021-22 school year
- Click on Campus Improvement Plan
  - Data tables included with STAAR targets

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Campus Level Website Access

- Campus website
- Our school
- About us
- School ratings
- Select campus
- Select 2021-22 school year
- Click on Campus Improvement Plan
  - Data tables included with STAAR targets

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Development Process

- Collaboration:
  - Texas Education Agency, Region 4, Surrounding Districts
  - CFISD Curriculum Team
  - Principals
    - Leadership Symposium
    - Principal Round Table
- Focus:
  - "Returning to Whole"

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Early Childhood Literacy

Baseline 2018-19 STAAR Data... Return to Whole

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 54% by June 2025.

Yearly Target Goals

2021	+2	2022	+2	2023	+3	2024	+3	2025
44%		46%		48%		51%		54%

Closing the Gaps Student Groups Yearly Targets

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2021		28%	56%						35%		41%	48%	
+2	2022	NA	30%	58%	NA	NA	NA	NA	NA	37%	NA	43%	50%	NA
+2	2023	NA	32%	60%	NA	NA	NA	NA	NA	39%	NA	45%	52%	NA
+3	2024	NA	35%	63%	NA	NA	NA	NA	NA	42%	NA	48%	55%	NA
+3	2025	NA	38%	66%	NA	NA	NA	NA	NA	45%	NA	51%	58%	NA

3rd Grade Meets grade level or higher

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Early Childhood Math

Baseline 2018-19 STAAR Data... Return to Whole

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 57% by June 2025.

Yearly Target Goals

2021	+2	2022	+2	2023	+3	2024	+3	2025
47%		49%		51%		54%		57%

Closing the Gaps Student Groups Yearly Targets

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2021		30%	58%						37%		36%	49%	
+2	2022	NA	32%	60%	NA	NA	NA	NA	NA	39%	NA	38%	51%	NA
+2	2023	NA	34%	62%	NA	NA	NA	NA	NA	41%	NA	40%	53%	NA
+3	2024	NA	37%	65%	NA	NA	NA	NA	NA	44%	NA	43%	56%	NA
+3	2025	NA	40%	68%	NA	NA	NA	NA	NA	47%	NA	46%	59%	NA

3rd Grade Meets grade level or higher

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College, Career, and Military Readiness

Baseline Class of 2019 Data... Return to Whole

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 80% to 88% by June 2025.

Yearly Target Goals

2021		2022		2023		2024		2025
80%	+2	82%	+2	84%	+2	86%	+2	88%

Closing the Gaps Student Groups Yearly Targets

	Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2020-21	2021-22	65%	73%	88%		89%			73%	66%		46%	83%	58%
+2	2021-22	2022-23	67%	75%	90%	NA	91%	NA	NA	75%	68%	NA	48%	85%	60%
+2	2022-23	2023-24	69%	77%	92%	NA	93%	NA	NA	77%	70%	NA	50%	87%	62%
+2	2023-24	2024-25	71%	79%	94%	NA	95%	NA	NA	79%	72%	NA	52%	89%	64%
+2	2024-25	2025-26	73%	81%	96%	NA	97%	NA	NA	81%	74%	NA	54%	91%	66%

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Timeline

- March 2020: Traditional in-person instruction moved to Learning at Home.
- May 2020: STAAR/EOC Cancelled
- September 2020: CFISD Fully Open — Face-to-Face (47%) and CFISD Connect (53%) — 2nd Marking Period
- January 2021: STAAR and CCMR Proficiency plans approved by the board
- April/May 2021: STAAR/EOC Administered (no virtual option)
- August 2021: CFISD Fully Open — Temporary Virtual Learning (Grades K-6) (+/- 3,500)
- November 2021 and February 2022: STAAR and Reading Level data shared with the Board of Trustees

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3rd Grade Reading Target Data (Meets or Higher)

3rd Grade Student Group	Total Targets Set 2020	Total Evaluated 2021	Met or Exceeded Target		Missed Target	
			#	%	#	%
All	55	55	20	36%	35	64%
African American	26	18	7	39%	11	61%
Hispanic	55	55	18	33%	37	67%
White	27	21	10	48%	11	52%
Eco Dis	51	48	18	38%	30	63%

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3rd Grade Math Target Data (Meets or Higher)

3rd Grade Student Group	Total Targets Set 2020	Total Evaluated 2021	Met or Exceeded Target		Missed Target	
			#	%	#	%
All	55	55	0	0%	55	100%
African American	26	18	2	11%	16	89%
Hispanic	55	55	3	5%	52	95%
White	27	21	1	5%	20	95%
Eco Dis	51	48	0	0%	48	100%

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Class of 2020-21 CCMR Data

Student Group	Total Targets Set 2020	Total Evaluated 2021	Met or Exceeded Target		Missed Target	
			#	%	#	%
All	10	10	0	0%	10	100%
African American	10	10	0	0%	10	100%
Hispanic	10	10	0	0%	10	100%
White	10	10	0	0%	10	100%
Eco Dis	10	10	0	0%	10	100%

NOTE: Bridgeland and Cypress Park had 2021 data but did not have targets set due to lack of 2019 data.

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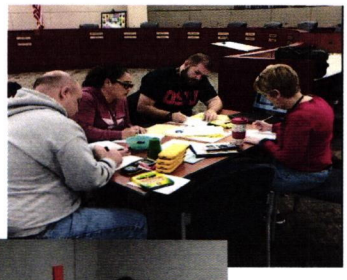
Required Professional Development: Building Teacher Capacity

- Digital Learning Conference
- New Teacher Literacy Academy
- August Professional Development
- Just in Time Professional Development
- Closing the Gaps Teacher Academies
- Weekly Content Common Planning
- Teacher Workdays
- Teacher Share Sessions
- Model Teacher Program



CFISD

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Recommendations for Moving Forward

- Leave all targets as currently approved
- Revisit targets in 2022-23 after 2022 STAAR and revise as needed
- Continue professional development

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Early Childhood and College, Career, & Military Readiness Proficiency Plans

May 5, 2022

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CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

APRIL 11, 2022
REGULAR BOARD MEETING MINUTES

The Cypress-Fairbanks Independent School District Board of Trustees convened in Regular Session on Monday, April 11, 2022, in the Boardroom of the Cypress-Fairbanks Independent School District Instructional Support Center, located at 10300 Jones Road, Houston, Texas.

1. Call to Order

1.A. Board President Tom Jackson called the meeting to order at 6:00 p.m.

The following Board members were present: Tom Jackson, Julie Hinaman, Gilbert Sarabia, Debbie Blackshear, Dr. Natalie Blasingame, Scott Henry and Lucas Scanlon.

Mr. Jackson recognized CLC members Tana Lam, Ryan Irving and former CFISD Board member, Bob Covey, who were in the audience.

1.B. Dr. Doug Krengel, Pastor of The Family of Faith Lutheran Church, delivered the invocation.

1.C. The following Cypress Springs High School AFJROTC cadets presented the colors for the meeting: Carrying the US Flag, Color Guard Commander Cadet Captain Preston Grant; carrying the Texas Flag, Cadet Technical Sergeant Jasmine Diaz, U.S. Guard, Cadet 2nd Lieutenant Shane Garza and the Texas Guard, Cadet 2nd Lieutenant Karen Garcia. These cadets presented the colors under the direction of Major (Retired) Jerome Frederick and Technical Sergeant (Retired) Marvin Waterman.

2. Vision and Mission Statement

2.A. Board President Tom Jackson read the District's Vision and Mission Statement.

Board President Jackson announced that the Board would proceed with the **Public Comments** portion of the agenda.

Before continuing with the Public Comments portion of the agenda, Mr. Jackson reminded the audience of the new process for Public Comments and Citizen Participation. Patrons who have registered to speak this evening may see the order of names listed on the screens on each side of the Boardroom. Before names are called, each speaker is asked to move forward and sit in one of the two reserved seats on the front row.

3. Public Comments

3.A. Patrons who have duly registered per policy BED (Local) may address the Board and make public comments on an agenda item during or before the board's consideration of the item. The Board may allow public comment on agenda items at all meetings. The Board will continue with the remaining agenda after the registered patrons have had an opportunity to speak. (To participate, registration is between 5:30 and 5:50 p.m. on the day of the Board meeting at the entrance to the CFISD ISC Boardroom.)

1. Dr. Cameron Crowson addressed the Board regarding Agenda Item 9.K.3. and the need for more up-to-date materials for CTE teachers, along with more textbooks and instructional software for preparing students for industry and careers.

2. Ayse Indemaio addressed the Board regarding Agenda Item 9.K.3. Ms. Indemaio shared her concerns with the book, *Flamer*, in CFISD libraries and a certain state representative and action group supporting the book.

3. Danni Rae Moss addressed the Board regarding Agenda Item 9.K.3. Ms. Moss shared her concerns with the book, *Flamer*. Ms. Moss asked the Board how the content of the book is acceptable for students in the district.

5. Alexie Swirsky addressed the Board regarding Agenda Item 9.K. Ms. Swirsky shared parts of a letter to Governor Abbott sent by Commissioner Morath expressing his concerns over inappropriate materials being found in school libraries.

6. Monica Dean addressed the Board regarding Agenda Item 9.K.3. Ms. Dean shared her concerns with the English III unit book, *The Glass Castle*. Ms. Dean asked the district to "clean-up" campus and online libraries.

7. Donna Stallone addressed the Board regarding Agenda Item 9.K. Ms. Stallone shared her concerns with the library book, *Flamer*, and asked for case studies showing that the content in the book is helpful to students compete in a global market.

8. Julie Rix addressed the Board regarding Agenda Item 9.D. and shared her concerns regarding funds available programs.

9. Stacey DeMyer addressed the Board regarding Agenda Item 7.A. Ms. DeMyer shared her concerns on the stabilization of CFISD student population and incoming charter schools potentially leading to negative consequences for CFISD's funding.

10. Dr. Tara Cummings shared her concerns for the endorsement of certain anti-public ed political candidates. Dr. Cummings stated that the primary priority and factors in CFISD (public ed vs charter schools) is opportunity for all and equitable educational opportunities.

11. Judi DeHaan expressed her concerns regarding transparency surrounding board decisions and the recent lack of subsequent attachments and links to the online board meeting agendas.

Mr. Jackson announced that **Item 4.A.** under the **Recognitions** portion of the agenda was presented at the Board Work Session on Thursday, April 7, 2022. We will now proceed with **Items 4.B. through 4.E.** under **Recognitions.**

4. <u>Recognitions</u>

4.B. The Board recognized Bridgeland High School student, Cadet Major Tomas Caruso, Cy-Fair High School AFJROTC Unit, for being selected to attend the Miami Dade College summer flight program.
Presenter: Sharon Hogue

4.C. The Board recognized Cypress Ridge High School AFJROTC Cadet Donny Ho for receiving a 3-year Army ROTC scholarship.
Presenter: Sharon Hogue

4.D. The Board recognized Cypress Falls High School AFJROTC students for earning the 1st Place Silver Tier Award, All Services Division in the National Cyber Patriot XIV Competition.
Presenter: Sharon Hogue

4.E. Superintendent Dr. Henry made remarks and announcements including the honors and achievements earned by staff and students in recent weeks.
Presenter: Dr. Mark Henry

Dr. Henry also commented on how successful last Saturday's Superintendent's Fun Run was and what a great community event it has become. He shared that not only is it an important event to raise scholarship money for students, but it helps bring the community together. Dr. Henry thanked all the volunteers who helped and supported the event and the community for the great turnout. A presentation was made to the Cy-Fair Educational Foundation for funds raised through the Fun Run totalling $125,000.

Roy Garcia, Chief Officer for School Leadership, introduced the new principal for Kirk Elementary School, Katie Ford, and the new principal for Andre Elementary School, Carmen Lozano.

Mr. Jackson announced that the Board would review the **Addendum** which was posted to the April 2022 Board Meeting Agenda on Friday, April 8, 2022.

Addendum

The Board will consider approving the naming of Elementary School #57.
Presenter: Dr. Mark Henry

Superintendent Dr. Henry made the recommendation for naming Elementary School #57 after Leora Sue McGown. Dr. Henry introduced Ms. McGown, and Ms. McGown greeted the audience and introduced her family and friends.

Mr. Jackson called for a recess at 7:01 p.m.

Mr. Jackson called the meeting back to order at 7:18 p.m. and announced that the Board would proceed with the **Board Comments** portion of the agenda.

5. Board Comments

5.A. Any Board member may make a comment during this portion of the agenda, without prior posting being required. Comment items may not pertain to the character of any students, staff or Board member and may not be discussed or deliberated upon at this meeting.

Board member Scott Henry shared that he had visited several campuses this past month. Mr. Henry relayed an encouraging message to all students as the year comes to a close by saying, "don't let the noise of others drown your inner voice, have the courage to follow your heart, your intuition and be strong. Don't give up, hard work is still ahead of you. Finish strong."

Board member Dr. Natalie Blasingame proposed that the Board review the current policy on number of speakers allowed during Citizen Participation. Dr. Blasingame stated that she previously asked that "discipline" be placed on the agenda, and she also requested a literacy level report for the June Board meeting. Dr. Blasingame shared that she attended the Salute to the Stars Gala.

Board member Gilbert Sarabia shared that he attended the annual AFJROTC Pass and Review and recently attended the NSBA conference in San Diego. Mr. Sarabia expressed his appreciation and how proud he was of Dr. Macias and Dr. Henry for giving a great presentation on CFISD's College Academy at the conference.

Board member Lucas Scanlon highlighted a few exciting happenings and key observations he made during his visit to Watkins Middle School. Mr. Scanlon thanked principal Dr. Abe Lozano and Director of Instruction Dr. Felicia Hayes for the opportunity to visit the campus and share their approach to education. Mr. Scanlon assured teachers the Board stands behind them and will continue to support them.

Board member Debbie Blackshear shared that due to her continuing Covid-related recovery, she was unable to attend Salute to the Stars but expressed her appreciation, respect and honor to those teachers, to all teachers, support staff and the administration. She congratulated the district on another successful Superintendent's Fun Run. Ms. Blackshear shared that she recently visited Swenke ES and Salyards MS by phone.

Board member Julie Hinaman thanked CFO Karen Smith and her team for ensuring CFISD has access to federal funds for the benefit and needs of students and teachers. Ms. Hinaman shared that she recently attended the first board of directors meeting for TASB and shared her visits to the Carlton Center, Coffee with Cops, Willbern ES Spring Festival, Salute to the Stars and the Superintendent's Fun Run.

Board member Tom Jackson shared that he attended the Salute to the Stars honoring the Teachers of the Year and also attended the NSBA 2022 Conference in San Diego this month. He attended several JROTC recognitions and military banquets for five CFISD high schools. Mr. Jackson also commented on the Superintendent's Evaluation and what a superb job Dr. Henry has done in leading the district.

Mr. Jackson announced that the Board would proceed with the **Citizen Participation** portion of the agenda.

6. Citizen Participation

6.A. Patrons who have duly registered per policy BED (Local) may address the Board regarding matters of concern/interest to the district, other than the character of any student, staff or Board member. The Board may not act upon any matter that is not listed under the action item portion of the agenda. (To participate, registration is between 5:30 and 5:50 p.m. on the day of the Board meeting at the entrance to the CFISD ISC Boardroom.)

1. Jen Williams, Cy-Fair Civic Alliance, thanked the district and the CFISD librarians for following the protocol on all books of concern throughout the district. Ms. Williams spoke on the importance of digital citizenship and social media monitoring among parents and students.

2. Monica Dean shared her concerns on a recent survey her child was asked to participate in – the Political Topology quiz – and how this survey, given without parental consent, could lead to the exploitation of children.

3. Tana Lam spoke on the supreme court's ruling on the first amendment rights for children and how local school boards have broad discussion in the management of school affairs but exercised in a manner that comports with the transcendent imperatives of the first amendment.

4. Julie Rix stated that the human sexuality class which is a part of the science curriculum must be removed from every grade. Ms. Rix asked how this class contributes to students becoming contributing members of society.

5. Ryan Lam shared his experiences as an LGBTQA student at Bridgeland High School. Mr. Lam stated that gay and transgender people should feel safe at school.

6. Stacey DeMyer addressed the Board as an advocate for the creation of a diversity, equity and inclusion committee in the district, as recommended in the equity audit report. Ms. DeMyer asked the district to consider forming this committee with a focus on DEI as soon as possible.

7. Jill Milkovisch addressed the Board regarding off-campus PE. Ms. Milkovisch provided a detailed informational document explaining the two types of off-campus PE established by DEA – Category 1 and Category 2.

8. Norman Woodward shared with the Board how he conducted a random survey around the Cy-Fair area to find that there is a 60/40 - 70/30 participation rate of schools flying their flags. Mr. Woodward asked the Board to please address this issue out of respect for our national flag.

9. Ayse Indemaio addressed the Board on CFISD and community leadership. Ms. Indemaio shared information on members of the Cy-Fair Civic Alliance, a post from a community member on the book *Flamer* and an alleged assault upon her at the January 2022 board meeting.

10. Mark Goloby made comments on how the Board defers some of the conduct of the audience during Board meetings to the district's general counsel. Mr. Goloby stated that he has filed an ethics complaint against general counsel.

Mr. Jackson announced that the **Reports** portion of the agenda was presented at the Board Work Session on Thursday, April 7, 2022, and that the Board would proceed with the **Consensus Action Items** portion of the agenda.

8. ACTIONS ITEMS - CONSENSUS

8.A. The Board will consider approving the minutes of the March 10, 2022 Regular Board Meeting.
Presenter: Holly Reichert

The following **Non-Consensus Action Items** were moved to **Consensus** during the Board Work Session on Thursday, April 7, 2022.

9. ACTION ITEMS – NON-CONSENSUS

9.D. The Board will consider approving the restatement of the Interlocal Participation Agreement (IPA) with the Texas Association of School Boards (TASB) Risk Management Fund to enable participation in one or more of the Fund's available programs and authorize the superintendent or designee to execute all necessary documents related to the TASB Risk Management Fund.
Presenters: Karen Smith, Amanda Boles

9.E. The Board will consider approving the superintendent's contract recommendations to issue probationary, term and annual contracts for the 2022-2023 school year for teachers, administrators and paraprofessionals.
Presenters: Dr. Mark Henry, Dr. Deborah Stewart, Chairita Franklin, Marney Collins Sims

9.F. The Board will consider approving an Interlocal Agreement between Harris County and Cypress-Fairbanks ISD for COVID-19 rapid-antigen tests.
Presenters: Bevin Gordon, Scott Hudson

9.G. The Board will consider approving on first reading additions, revisions or deletions to district policies:
Presenters: Karen Smith, Dr. Deborah Stewart, Dr. Ify Ogwumike

9.G.1. CFD (LOCAL) Accounting: Activity Funds Management (Revise)
9.G.2. CQB (LOCAL) Technology Resources: Cybersecurity (Revise)
9.G.3. FDE (LOCAL) Admissions: School Safety Transfers (Revise)

9.H. The Board will consider approving on second reading additions, revisions or deletions to district policies:
Presenters: Bill Powell, Matt Morgan, Roy Garcia, Dr. Linda Macias

9.H.1. CH (LOCAL) Purchasing and Acquisition (Revise)
9.H.2. CHE (LOCAL) Purchasing and Acquisition: Vendor Disclosures and Contracts (Delete)
9.H.3. EFD (LOCAL) Instructional Resources: Field Trips (Delete)
9.H.4. EHB (LOCAL) Curriculum Design: Special Programs (Add)
9.H.5. EHBAA (LOCAL) Special Education: Identification, Evaluation and Eligibility (Add)
9.H.6. FMF (LOCAL) Student Activities: Contests and Competition (Delete)

9.I. The Board will consider approving a Memorandum of Understanding for one of the district's university partners, Abilene Christian University (ACU).
Presenter: Roy Garcia

9.J. The Board will consider approving construction proposals and contracts paid from bond funds to the recommended contractor and authorize the superintendent or designee to execute all necessary documents related to such contract as follows:
Presenter: Matt Morgan

9.J.1. 2022 Ben Bradley Police Department & Telge ELC Portable Relocation Infrastructure

9.K. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.
Presenter: Bill Powell

9.K.1. Athletic Equipment and Supplies
9.K.2. Hazardous Waste Disposal
9.K.3. Instructional Materials - Textbooks, eBooks, Workbooks, and Teacher Materials
9.K.4. Printing Services

Mr. Jackson asked if any Board member wished to remove one or more of these items for further discussion. Upon hearing no further discussion or comments, Mr. Jackson asked for a motion to approve the consensus action items as recommended or amended.

Board member Lucas Scanlon made a motion
to approve the consensus action items as presented.
Board member Julie Hinaman seconded.
Motion passed by a 7 to 0 vote.

Mr. Jackson announced that the following **Non-Consensus Action Items** remained on **Non-Consensus.**

9.A. The Board will consider the adoption of an order authorizing the issuance of the Cypress-Fairbanks Independent School District unlimited tax school building and refunding bonds, which may be Issued in one or more series levying a tax and providing for the security and payment thereof, providing for the award of the sale thereof in accordance with specified parameters and enacting other provisions relating thereto.
Presenters: Karen Smith, Terrell Palmer, Jonathan Frels

Mr. Jackson asked for a motion to approve this non-consensus item as recommended or amended.

Board member Lucas Scanlon made a motion
to approve the consensus action items as presented.
Board member Scott Henry seconded.
Hearing no questions from the Board, **Motion passed by a 7 to 0 vote.**

9.B. The Board will consider the adoption of orders authorizing the conversion of the Cypress-Fairbanks Independent School District variable rate unlimited tax school building bonds, Series 2014 B-1, 2015 B-3, and 2017 A-2 to a new rate period, authorizing the preparation of a remarketing memorandum and enacting other provisions relating thereto.
Presenters: Karen Smith, Terrell Palmer, Jonathan Frels

Mr. Jackson asked for a motion to approve this non-consensus item as recommended or amended.

Board member Julie Hinaman made a motion
to approve the consensus action items as presented.
Board member Debbie Blackshear seconded.
Hearing no questions from the Board, **Motion passed by a 7 to 0 vote.**

9.C. The Board will consider modification of attendance boundaries for Andre Elementary School for the 2022-2023 School Year.
Presenters: Teresa Hull, Kristi Giron

Mr. Jackson asked for a motion to approve this non-consensus item as recommended or amended.

Board member Lucas Scanlon made a motion
to approve the consensus action items as presented.
Board member Dr. Natalie Blasingame seconded.
Hearing no questions from the Board, **Motion passed by a 7 to 0 vote.**

9.L. The Board will consider approving the extension of the existing Lease Agreement between Cypress-Fairbanks ISD and Miller Oil & Gas. This item was discussed in closed session, pursuant to Section 551.072, at the Board Work Session on Thursday, April 7, 2022.
Presenters: Roy Sprague, Marney Collins Sims

Mr. Jackson asked for a motion to approve this non-consensus item as recommended or amended.

Board member Lucas Scanlon made a motion
to approve the consensus action items as presented.
Board member Gilbert Sarabia seconded.
Hearing no questions from the Board, **Motion passed by a 7 to 0 vote.**

Mr. Jackson announced that the Board would proceed with the **Superintendent's Briefing** portion of the agenda.

10. Superintendent's Briefing
10.A. Superintendent Henry provided information regarding district events and items of community interest.

Mr. Jackson announced that **Agenda Item 11.A.**, **Duties of a Public Official**, under the **Discussion** portion of the agenda, was discussed in closed session during the Board Work Session on Thursday, April 7, 2022.

Mr. Jackson thanked everyone for attending the meeting and thanked those who were viewing from home.

11. Closed Session
No closed session.

12. Adjournment
The April 7, 2022 Regular Board Meeting was adjourned at 8:29 p.m. by Board President Jackson.

Thomas I. Jackson
President, Board of Trustees

Gilbert Sarabia
Secretary, Board of Trustees

Approved: May 9, 2022

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

APRIL 26, 2022
SPECIAL-CALLED BOARD MEETING MINUTES

The Cypress-Fairbanks Independent School District Board of Trustees convened in a Special-Called Board Meeting on Tuesday, April 26, 2022, in the Zone of the Richard E. Berry Center, located at 8877 Barker Cypress Road, Houston, Texas.

1. Call to Order

1.A. Board President Tom Jackson called the meeting to order at 3:00 p.m.

The following Board members were present: Tom Jackson, Julie Hinaman, Gilbert Sarabia, Debbie Blackshear, Dr. Natalie Blasingame, Scott Henry and Lucas Scanlon.

2. Public Comments

2.A. Patrons who have duly registered per policy BED (Local) may address the Board and make public comments on an agenda item during or before the board's consideration of the item. The Board may allow public comment on agenda items at all meetings. The Board will continue with the remaining agenda after the registered patrons have had an opportunity to speak. (To participate, registration is between 2:30 and 2:50 p.m. on the day of the Special-Called Board meeting at the entrance to the Zone at the Richard E. Berry Center.)

There were no public comments.

3. Board Training – Team of Eight Training

3.A. In accordance with the provisions of the Texas Education Code, Section §11.159, the general counsel will conduct continuing education for Board members under Texas Administrative Code, Title 19, Section 61.1: Continuing Education for School Board Members, related to team building. [This matter may be discussed in closed session pursuant to Texas Gov. Codes § 551.071 and 551.074.]
Presenter: Marney Collins Sims

Board President Jackson called for a motion to move to closed session for the Team of Eight Training.

Board member Dr. Natalie Blasingame made a motion to move into closed session.
Board member Julie Hinaman seconded.
Motion passed by a 7 to 0 vote.

4. Closed Session

4A. The Team of Eight training convened in closed session at 3:06 p.m.

5. Adjournment

5.A. The April 26, 2022 Special-Called Board Meeting was adjourned at 6:15 p.m. by Board President Jackson.

Thomas I. Jackson
President, Board of Trustees

Gilbert Sarabia
Secretary, Board of Trustees

Approved: May 9, 2022

TASB NOMINATION FORM

This is to serve as the nomination of a member of our local board to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

Our school district's board of trustees understands:

1. *Expenses incurred for the candidate to attend the Nominations Committee interview will be the responsibility of the candidate's local school district.*
2. *The local board's nomination of one of its trustees shall be considered the district's endorsement for that Director position.*
3. *A TASB Director's attendance at regular TASB Board meetings is important.*
4. *Lodging and transportation expenses incurred by TASB Directors attending regular spring, summer and December Board meetings are reimbursed by the Association and transportation expenses and three nights' lodging incurred attending the Convention Board meeting are reimbursed by the Association.*

This nomination was approved by our board of trustees at a duly called meeting on _____.
(Date)

_____
Signature of board president or officer *(If candidate is the board president or officer, must be signed by another officer)*

PRINTED NAME (of officer): _____

TITLE (of officer): _____

WILLINGNESS TO SERVE (to be completed by the candidate)

I, _____, confirm my willingness to serve, if elected, as a member of the TASB Board of Directors for Region ____, Position ____.

_____
Signature of candidate

This form is to be used to nominate a member of your Local Board as a candidate to fill a position on the TASB Board of Directors.

Form A, B, & C, must be received by TASB on or before June 30, 2022.

RETURN TO: **E-mail: boardcommunications@tasb.org**
FAX: 512.467.3554

Interviews will be held at TASB Headquarters in Austin on September 9-10, 2022.

ARTICLE VI. BOARD OF DIRECTORS

SECTION 1. ASSOCIATION REGIONS.

The Association Regions shall correspond to the ESC region boundaries.

SECTION 2. QUALIFICATIONS, NOMINATION, ENDORSEMENT, AND ELECTION OF DIRECTORS.

A. Each voting Director shall be a trustee of the governing board of a school district that is an Active Member, except as provided below:

(1) The President and the Immediate Past President.

(2) The ESC *ex officio* Director, in accordance with Article VI, Section 4F.

B. No Active Member shall have more than one candidate running for a Director position before the Delegate Assembly, even if more than one Director position is subject to an expiring term or vacancy within the Active Member's Region. No person shall be a candidate for more than one Director position in an election before the Delegate Assembly.

C. For purposes of this section, an Active Member school district with an average daily attendance (ADA) meeting the requirements of Article VI, Section 4C(1), shall be treated as an Association Region and referred to in these Bylaws as a Large District.

D. Nominations and endorsements shall be accepted in accordance with the following requirements, in chronological order within the time frames and deadlines set out in Board policy:

(1) Active Members in any Association Region in which there are expiring terms or vacancies in Director positions shall be notified by the date established through Board policy that the Active Member may nominate one of its trustees as a candidate for a Director position in which the term is expiring or a vacancy exists within the Active Member's Region.

(2) The Nominations Committee's chair, or designee, shall have received the following in writing in the Austin office of the Association by the deadline established through Board policy:

(a) The Active Member's nomination, in such form as required by the Association, which shall include a verification by the Active Member's board president or other board officer as to the date of board action.

(b) Candidate information required by the Association, which shall include (i) the candidate's written confirmation of his or her intent to be nominated as a candidate and willingness to serve if elected, (ii) biographical information, and (iii) responses to the questionnaire(s) developed by the Association.

(3) A listing of all candidates running for Director positions shall be sent to the superintendent and board president of each Active Member in each Association Region in which there are any expiring terms or vacancies in Director positions by the date established through Board policy. The candidate listing also shall be posted on the Association's website. Candidates, Directors, Delegates, and Active Members shall be subject to any campaign protocols or regulations established through Board policy.

(4) Active Member endorsements of candidates shall be received in the Austin office of the Association by the deadline established through Board policy in order for such endorsements to be considered. An Active Member may endorse only one candidate for each open Director position within its Association Region. Only candidates who have complied with the requirements of Article VI, Section 2D(2), may be endorsed. Endorsements adopted by an Active Member before the Association sends the list of candidates pursuant to Article VI, Section 2D(3), or endorsements that are not on the endorsement form provided by the Association in a given year shall not be accepted. An Active Member's nomination of one of its trustees [Article VI, Section 2D(2)] shall be considered the Active Member's endorsement for that Director position.

(5) If a majority of the Active Members in an Association Region endorses the same candidate, that candidate shall be elected to the Director position and shall take office at the completion of the final official session of the annual convention during the year in which the Director was elected.

(6) If no candidate receives endorsements from a majority of the Active Members in the candidate's Association Region [Article VI, Section 2D(4)], the official annual Delegate Assembly list of nominees shall include the following:

(a) Candidates nominated by the Nominations Committee [Article VIII, Section 2H].

(b) Candidates receiving endorsements from at least 25 percent but less than a majority of the Active Members in an Association Region.

(7) Thereafter nominations may be made by the candidate's Delegate, provided the following conditions are met:

(a) The candidate's nomination was submitted in compliance with Article VI, Section 2D(2).

(b) The candidate interviewed with the Nominations Committee, unless the Committee waived the need for an interview based on criteria set out in Board policy.

(c) The candidate's intent and consent to run for the position by this alternate means is received in the Austin office of the Association five days prior to the annual Delegate Assembly.

E. Except for a Director position filled in accordance with Article VI, Section 2D(5), the official annual Delegate Assembly list of nominees shall be prepared by the Nominations Committee as provided in these Bylaws [Article VIII, Section 2I]. The election shall comply with these Bylaws

and any rules and procedures adopted for the Delegate Assembly at the start of the meeting. Such rules and procedures may allow uncontested nominees to be deemed elected without a vote.

F. If there is more than one nominee for a Director position, the nominee receiving the majority of the votes of the Delegates shall be elected. If no nominee receives a majority vote of the Delegates, a runoff election shall be conducted between the two nominees receiving the greater numbers of votes, and the election shall be repeated for that position as many times as necessary to obtain a majority.

SECTION 3. DUTIES. The Board shall supervise, control, and direct affairs of the Association in accordance with the Articles of Incorporation, Bylaws, beliefs, and Advocacy Agenda approved by the Delegate Assembly. The Board shall:

A. Actively promote the mission, beliefs, and purposes of the Association.

B. Adopt the Association's budget and have discretion in the disbursement of the Association's funds.

C. Receive any devise, bequest, donation, or gift — either for real or personal propery — and hold the same in absolute title or in trust; and invest, reinvest, and manage such property consistently with the mission and purposes of the Association.

D. Establish such Board policies as it deems appropriate in fulfilling its responsibilities under these Bylaws.

E. Appoint such agents as it may consider necessary.

SECTION 4. COMPOSITION.

A. The Association's governing body shall be composed of Directors from Large Districts or Association Regions. No Active Member shall have more than one individual serving on the Board.

B. All Directors shall represent their respective Association Regions, except the President, President-Elect, and Immediate Past President.

C. By virtue of student enrollment, individual Active Members or Association Regions may be eligible for a Director position as follows:

(1) (a) Not more than 14 Active Members shall be entitled to Large District Director positions. To qualify for a Large District Director position, the Active Member shall have had at least 1.25 percent of the total state ADA for two consecutive school years. If more than 14 Active Members qualify for Large District Director positions under this provision, the 14 Active Members with the largest ADA shall qualify.

(b) If the Active Member's ADA falls below 1.25 percent of the total state ADA for two consecutive school years or if an Active Member has qualified for a Large District Director position and that Active Member is no longer one of the 14 school districts with the ADA required under Article VI, Section 4C(1)(a), the Active Member's entitlement to a Large District Director position shall end with the expiration of the current representative's term.

(2) (a) An Association Region shall be entitled to Regional Director positions for each 4.25 percent or fraction thereof of the total state ADA contained within the Association Region for two consecutive school years and after the ADA of each Active Member qualifying for a position by virtue of Article VI, Section 4 C(1), has been subtracted. Notwithstanding the foregoing, an Association Region shall be entitled to no more than three Regional Director positions.

(b) If an Association Region becomes entitled to multiple positions by this provision and then fails to sustain sufficient ADA for the entitlement over two consecutive school years, a Regional Director position shall be eliminated as follows:

i. If a vacancy exists in the Regional Director position, that position shall be eliminated.

ii. If there is more than one vacancy in the Regional Director positions, the vacant position with the first expiring term shall be eliminated.

iii. If there is no vacancy in the Regional Director positions, the existing position with the first expiring term within the Region shall be eliminated at the end of that term.

iv. If there is no vacancy and more than one Regional Director position having the first expiring term in the same year, the position being held by the individual with the least tenure as a Regional Director shall be eliminated at the end of that term.

v. If there is no vacancy and more than one Regional Director position having the first expiring term in the same year and being held by individuals with the same tenure, there shall be a drawing of lots to determine which Regional Director position shall be eliminated at the end of the term.

D. All calculations under this section shall be based on ADA data furnished by the Texas Education Agency available as of April 1 preceding the annual Delegate Assembly.

E. The Executive Director shall be a nonvoting *ex officio* Director and shall not be counted in the quorum of the Board.

F. The ESC boards shall be represented by one voting *ex officio* Director selected by a process and for a term prescribed by guidelines established by the ESC boards, but shall not be counted in the quorum of the Board.

SECTION 5. DURATION OF OFFICE.

A. Unless stated in these Bylaws otherwise, a Board year or annual period relating to a Director or the business of the Board commences at the official close of the annual convention and ends after the same event in the next year.

B. The term of office of each Director shall be three years and shall begin at the completion of the final official session of the annual convention during which the Director was elected by the annual Delegate Assembly.

C. Terms of Directors shall be staggered to allow, to the extent possible, for the election of one-third of the Directors each year. New Director positions shall be assigned to terms to retain this balance; however, if this is not possible, the assignment of terms shall be decided by drawing of lots.

D. Upon election to a three-year term, a Director may be reelected to no more than three additional terms. For purposes of determining a Director term limit, service time attaches to the individual and not the Association Region with which the Director is associated.

E. Upon election or succession to the office of President-Elect, the Director position previously held shall be declared vacant and a successor elected, except as provided in Article VI, Section 4A. Once elected President-Elect, the term limit that applies to a Director position shall no longer apply and shall not prevent the individual from completing the term of one year as President-Elect, one year as President, and one year as Immediate Past President.

SECTION 6. RESIGNATION AND REMOVAL.

A. A Director may resign by submitting a letter of resignation to the President. The resignation shall become effective upon receipt by the President.

B. A Director who is absent from three consecutive regularly scheduled Board meetings or from three consecutive regularly scheduled Standing Committee meetings may be removed from the Director position by a majority vote of all Directors. A Large District Director removed pursuant to this section shall be ineligible to serve for the remainder of the term to which the Director was elected.

C. Any Director may be removed by a two-thirds vote of the Board when, in the Board's judgment, the best interests of the Association would be served by removal.

SECTION 7. MEETINGS.

A. The Board shall hold at least four regular meetings that shall be spread throughout the year, with one taking place during the summer and the last meeting taking place during the week of the annual Delegate Assembly. The Executive Committee of the Board shall determine the dates and locations of the meetings for the upcoming Board year and report the meeting schedule to the Board before the Board year commences. The Board also shall be given 30 days' notice before each regular meeting by electronic means or by any other means accessible to the Directors.

B. Additional meetings of the Board may be called by the President or by the written request of a majority of the Board, provided that a written notice is sent to each Director at least 10 days before the meeting.

C. A meeting of the Board or a committee may be conducted in person or by alternate means, such as teleconference, videoconference, virtual, or any other means by which each participant can communicate with all other participants.

SECTION 8. QUORUM AND VOTING.

A. A quorum shall consist of a majority of the Board.

B. Unless required otherwise by law, the Articles of Incorporation, or these Bylaws, a vote required or permitted to be taken shall be based on the "present and voting" parliamentary standard. No proxy voting shall be permitted.

C. Any action required to be taken at a meeting of Directors, or any action which may be taken at a meeting of the Directors or any committee, may be taken without a meeting if a consent in writing, setting forth the action to be taken, shall have been signed or executed by the number of Directors or committee members as would be necessary to take that action at a meeting at which Directors or members of the committee were present and voted. The Board, by policy or resolution, may increase the number of votes required for an action taken by written consent. A written consent shall be signed or executed and dated by each Director or committee member, and consent may be provided in multiple counterparts. Directors or committee members may provide written consent by facsimile, email (from the email address of record), or any other form of written action from the Director or committee member.

SECTION 9. VACANCIES. The Board may fill vacancies that occur in Director positions by electing an individual, by majority vote, to fill the vacancy until the next annual Delegate Assembly, in accordance with Board policy. At that time, a candidate shall be elected by the annual Delegate Assembly to fill the unexpired term in accordance with Article VI, Section 2D.

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

LEARN • EMPOWER • ACHIEVE • DREAM

BOARD BUDGET REVIEW

FISCAL YEAR 2021-2022
QUARTER 3

10300 Jones Road
Houston, Texas 77065

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENTS
FOR THE THREE MONTHS ENDED 3/31/22

	GENERAL	FOOD SERVICE	SPECIAL REVENUE FUNDS	DEBT SERVICE	BOND FUNDS	ENTERPRISE FUND
Recommended Amendments to Estimated Revenues Increase (Decrease):						
Local/State/Federal Estimated Revenue - General Fund	$ 6,296,239	$	$	$	$	$
Local/Federal Estimated Revenue - Food Service		1,880,498				
Local/State/Federal Estimated Revenue - Grant Funds			8,996,056			
Local Revenue/Other Resources - Debt Service				142,152,377		
Enterprise Fund						(326,166)
TOTAL REVENUE AMENDMENTS	$ 6,296,239	$ 1,880,498	$ 8,996,056	$142,152,377	$ -	$ (326,166)
Recommended Amendments to Appropriations Increase (Decrease):						
Allocate funds for new classrooms	$ 12,500	$	$	$	$	$
Allocate funds for additional TRS On-Behalf	1,700,000					
Allocate funds for athletic uniforms	240,000					
Allocate funds for additional maintenance expenditures	294,900					
Roll forward E-Rate funding	4,038					
Allocate funds for increase in Harris County Appraisal District assessments	99,083					
Food Service		(19,139,107)				
Grant/Special Revenue Funds - Appropriations			11,390,481			
Debt Service				142,255,000		
Capital Outlay					59,562,040	
Enterprise Funds						(1,794,008)
Function Transfers - Campuses and Departments:						
Function 11, Instruction	59,042					
Function 12, Instructional Resources & Media Services	(388)					
Function 13, Curriculum & Instructional Staff Development	(5,531)					
Function 21, Instructional Leadership	(16,095)					
Function 23, School Leadership	5,577					
Function 31, Guidance, Counseling, & Evaluation Services	(5,000)					
Function 32, Social Work Services	(25,000)					
Function 36, Cocurricular/Extracurricular Activities	(8,605)					
Function 41, General Administration	(4,000)					
Function 51, Plant Maintenance & Operations	(35,000)					
Function 53, Data Processing Services	35,000					
Function 61, Community Services	(1,279,449)					
Function 81, Facilities Repair and Maintenance	1,279,449					
TOTAL EXPENDITURE AMENDMENTS	$ 2,350,521	$ (19,139,107)	$ 11,390,481	$142,255,000	$ 59,562,040	$(1,794,008)
NET EFFECT ON FUND BALANCE	$ 3,945,718	$ 21,019,605	$ (2,394,425)	$ (102,623)	$ (59,562,040)	$ 1,467,842
FUND BALANCE RECAP:						
Audited Fund Balance at June 30, 2021	$ 520,264,135	$ 9,662,593	$ 8,276,256	$117,594,111	$695,557,945	$ 545,137
Adopted 2021-22 Budget - revenues over (under) expenditures	(88,461,976)					192,249
Budget Amendments Approved in 1st Quarter	1,649,823				(60,903,451)	
Budget Amendments Approved in 2nd Quarter	10,963,427			6,704,792	(19,859,592)	
Recommended Amendments this Budget Review	3,945,718	21,019,605	(2,394,425)	(102,623)	(59,562,040)	1,467,842
Revised Projected Fund Balance at June 30, 2022	$ 448,361,127	$ 30,682,198	$ 5,881,831	$124,196,280	$555,232,862	$ 2,205,228
PROJECTED FUND EQUITY COMPONENTS:						
Non-Spendable	$ 4,357,339	$	$	$	$	$
Restricted		30,682,198	206,609	124,196,280	555,232,862	
Committed	6,072,472		5,675,222			
Assigned	127,402,015					
Unassigned Fund Balance	310,529,301					2,205,228
Revised Projected Fund Balance at June 30, 2022	$ 448,361,127	$ 30,682,198	$ 5,881,831	$124,196,280	$555,232,862	$ 2,205,228

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
EXPLANATIONS OF BUDGET AMENDMENTS
FOR THE THREE MONTHS ENDED 3/31/22

Recommended Amendments to Estimated Revenues:

General Fund

- Local Revenue - Adjust to reflect no-cost summer school for 2022
- Local Revenue - Adjust to reflect higher than anticipated dual credit revenue
- Local Revenue - Record insurance proceeds for Winter Storm Uri
- State Revenue - Increase budget for TRS On-Behalf payments
- Federal Revenue - Indirect cost on various grant awards
- Federal Revenue - Addition of Child Care Reimbursement grant
- Other Resources - Proceeds from the sale of equipment higher than expected

Food Service

- Local Revenue - Adjust food service revenue due to reduced a la carte sales to students
- State Revenue - Adjust revenue for anticipated reimbursement from TEA
- Federal Revenue - Adjust revenue for Supply Chain Assistance Funding as well as higher reimbursement rates

Special Revenue Funds

- Local/State/Federal Estimated Revenue - Increase/(decrease) due to change in allocations
  (See breakdown by fund below)

Debt Service

- Local Revenue - Adjust for interest income
- Other Resources - Adjust for the refunding and remarketing of bonds

Enterprise Fund

- Local Revenue - Adjust program revenue due to lower student enrollment

Recommended Amendments to Appropriations:

General Fund

- Instruction - Allocate funds for additional kindergarten classrooms
- Various functions - Increase budget for TRS On-Behalf payments
- Cocurricular/Extracurricular Activities - Allocate funds for 2022-23 athletics uniforms with long lead times
- Plant Maintenance and Operations - Allocate funds for summer projects
- Data Processing - Roll forward E-Rate funding from prior year for current year projects
- Intergovernmental - Allocate funds for increase in Harris County Appraisal District quarterly assessments
- Function Transfers:
  1. Reallocate funds to cover additional print center testing materials
  2. Reallocate funds for supplemental staffing needs
  3. Reallocate funds for curriculum writing costs
  4. Reallocate funds for technology supplies
  5. Reallocate community engagement funds for installation of scoreboard ribbons at district stadiums

Food Service

- Payroll - Decrease appropriations due to unfilled positions and lower participation
- General Supplies - Decrease appropriations due to lower than anticipated food costs due to lower participation

Special Revenue Funds

- Increase/(decrease) in estimated revenues and appropriations required to facilitate grant awards are as follows:

1.	Fund 224 – IDEA – Part B, Formula	$ 3,155,959
2.	Fund 225 – IDEA – Part B, Preschool	70,594
3.	Fund 263 – ESSA, Title III, Part A, English Language Acquisition & Enhancement	444,330
4.	Fund 284 – ARP, IDEA B	4,990,088
5.	Fund 285 – ARP, IDEA B, Preschool	229,510
6.	Fund 410 – Instructional Materials Allotment	105,575
	Total Grant/Special Revenue Funds Appropriations	8,996,056
	• Instructional Materials Allotment – Record IMA expenditures	2,394,425
	Total Grant/Special Revenue Funds Revenues and Appropriations	$ 11,390,481

Debt Service

- Other Uses – Adjust for the refunding and remarketing of bonds

Bond Funds

- Establish budget for construction, renovations and equipment purchases

Enterprise Fund

- Community Service – Adjust expenditures due to lower student enrollment and staffing shortages

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

BUDGET AMENDMENTS

REVENUES/OTHER RESOURCES/OTHER USES BY MAJOR OBJECT & EXPENDITURES BY FUNCTION

FOR THE THREE MONTHS ENDED 3/31/22

		GENERAL	FOOD SERVICE	SPECIAL REVENUE FUNDS	DEBT SERVICE	BOND FUNDS	ENTERPRISE FUND
Recommended Amendments to Estimated Revenues/ Other Resources - Increase (Decrease):							
BY MAJOR OBJECT:	Major Object No.						
Local and Intermediate Sources	5700	$ 3,549,814	$ (13,186,042)	$	$ 93,510	$	$ (326,166)
State Program Revenues	5800	1,700,000	(200,134)	105,575			
Federal Program Revenues	5900	696,425	15,266,674	8,890,481			
Other Resources	7000	350,000			142,058,867		
TOTAL REVENUE AMENDMENTS - By Major Object		$ 6,296,239	$ 1,880,498	$ 8,996,056	$142,152,377	$ -	$ (326,166)
Recommended Amendments to Appropriations/ Other Uses - Increase (Decrease):							
BY FUNCTION:	Function No.						
Instruction	11	$ 1,771,542	$	$ 2,677,195	$	$	$
Instructional Resources & Media Services	12	(388)					
Curriculum & Instructional Staff Development	13	(5,531)		1,849,795			
Instructional Leadership	21	(16,095)		3,423,091			
School Leadership	23	5,577					
Guidance, Counseling, & Evaluation Services	31	(5,000)		3,380,555			
Social Work Services	32	(25,000)					
Student Transportation	34					4,385,095	
Food Services	35		(19,139,107)				
Cocurricular/Extracurricular Activities	36	231,395					
General Administration	41	(4,000)					
Plant Maintenance & Operations	51	259,900				4,572,334	
Security & Monitoring Services	52					2,010,000	
Data Processing Services	53	39,038					
Community Services	61	(1,279,449)		59,845			(1,794,008)
Facilities Repair and Maintenance	81	1,279,449				48,594,611	
Other Intergovernmental Charges	99	99,083					
Other Uses	00				142,255,000		
TOTAL EXPENDITURE AMENDMENTS- By Function		$ 2,350,521	$ (19,139,107)	$ 11,390,481	$142,255,000	$ 59,562,040	$(1,794,008)
NET EFFECT ON FUND BALANCE		$ 3,945,718	$ 21,019,605	$ (2,394,425)	$ (102,623)	$ (59,562,040)	$ 1,467,842

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2022

SCHEDULE 26

GENERAL FUND (199)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes	548,111,938					-	548,111,938
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees	4,617,900			(365,000)		(365,000)	4,252,900
5740	Other Revenues from Local Sources	7,341,853		350,000	3,914,814		4,264,814	11,606,667
5750	Revenues from Co-Curricular Services	3,179,900					-	3,179,900
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	563,251,591	-	350,000	3,549,814	-	3,899,814	567,151,405
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues	354,678,331					-	354,678,331
5820	State Program Revenues from TEA			38,278			38,278	38,278
5830	State Program Revenues from Others	59,700,000			1,700,000		1,700,000	61,400,000
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	414,378,331	-	38,278	1,700,000	-	1,738,278	416,116,609
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA		25,344	12,379,312	153,438		12,558,094	12,558,094
5930	Federal Revenues Distributed by Others	19,500,000			542,987		542,987	20,042,987
5940	Federal Revenues Distributed Direct by Federal	500,000	2,000,000				2,000,000	2,500,000
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	20,000,000	2,025,344	12,379,312	696,425	-	15,101,081	35,101,081
5000	Total Revenues	997,629,922	2,025,344	12,767,590	5,946,239	-	20,739,173	1,018,369,095
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property	200,000			350,000		350,000	550,000
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	200,000	-	-	350,000	-	350,000	550,000
	TOTAL REVENUES AND OTHER RESOURCES	997,829,922	2,025,344	12,767,590	6,296,239	-	21,089,173	1,018,919,095
	EXPENDITURES:							
11	Instruction	707,951,346	(2,475,981)	425,756	1,771,542		(278,683)	707,672,663
12	Instructional Resources and Media Services	8,857,641		1,271	(388)		883	8,858,524
13	Curriculum Development and Instructional Staff	13,531,114	39,924	35,998	(5,531)		70,391	13,601,505
21	Instructional Leadership	9,050,174	(5,815)	4,999	(16,095)		(16,911)	9,033,263
23	School Leadership	54,109,379	(216)	2,233	5,577		7,594	54,116,973
31	Guidance, Counseling and Evaluation Services	43,566,394	(111,574)	5,650	(5,000)		(110,924)	43,455,470
32	Social Work Services	1,375,217		(10,000)	(25,000)		(35,000)	1,340,217
33	Health Services	12,748,445					-	12,748,445
34	Student (Pupil) Transportation	45,299,358					-	45,299,358
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities	22,831,061	458,204	11,201	231,395		700,800	23,531,861
41	General Administration	19,966,395	193,986	(147)	(4,000)		189,839	20,156,234
51	Plant Maintenance and Operations	92,122,512	180,862	(16,047)	259,900		424,715	92,547,227
52	Security and Monitoring Services	13,664,127	3,496				3,496	13,667,623
53	Data Processing Services	21,626,785	1,296,603	43,273	39,038		1,378,914	23,005,699
54	Distribution and Warehouse Operations	2,797,599		800			800	2,798,399
61	Community Services	9,092,126	254,587	1,299,176	(1,279,449)		274,314	9,366,440
71	Debt Service						-	-
81	Facilities Acquisition and Construction	335,000	541,445		1,279,449		1,820,894	2,155,894
93	Payments to Fiscal Agent	1,666,600					-	1,666,600
95	Payments to Juvenile Justice Alternative Pgms	55,000					-	55,000
99	Intergovernmental	5,645,625			99,083		99,083	5,744,708
00	Other Uses						-	-
6000	Total Expenditures	1,086,291,898	375,521	1,804,163	2,350,521	-	4,530,205	1,090,822,103
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	1,086,291,898	375,521	1,804,163	2,350,521	-	4,530,205	1,090,822,103
	NET EFFECT ON FUND BALANCE	(88,461,976)	1,649,823	10,963,427	3,945,718	-	16,558,968	(71,903,008)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2022

INSTRUCTIONAL MATERIALS ALLOTMENT

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources						-	-
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	-	-	-	-	-	-
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA		5,853,548		105,575		5,959,123	5,959,123
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	5,853,548	-	105,575	-	5,959,123	5,959,123
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	-	5,853,548	-	105,575	-	5,959,123	5,959,123
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	-	5,853,548	-	105,575	-	5,959,123	5,959,123
	EXPENDITURES:							
11	Instruction		5,853,548		2,500,000		8,353,548	8,353,548
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
54	Distribution and Warehouse Operations						-	-
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	5,853,548	-	2,500,000	-	8,353,548	8,353,548
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	5,853,548	-	2,500,000	-	8,353,548	8,353,548
	NET EFFECT ON FUND BALANCE	-	-	-	(2,394,425)	-	(2,394,425)	(2,394,425)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2022

FOOD SERVICE FUND (240)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts	30,000					-	30,000
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources	134,625					-	134,625
5750	Revenues from Co-Curricular Services	16,550,087			(13,186,042)		(13,186,042)	3,364,045
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	16,714,712	-	-	(13,186,042)	-	(13,186,042)	3,528,670
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA	274,677			(200,134)		(200,134)	74,543
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	274,677	-	-	(200,134)	-	(200,134)	74,543
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA	64,547,740			15,266,674		15,266,674	79,814,414
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	64,547,740	-	-	15,266,674	-	15,266,674	79,814,414
5000	Total Revenues	81,537,129	-	-	1,880,498	-	1,880,498	83,417,627
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	81,537,129	-	-	1,880,498	-	1,880,498	83,417,627
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services	80,519,844			(19,139,107)		(19,139,107)	61,380,737
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations	1,017,285					-	1,017,285
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
54	Distribution and Warehouse Operations						-	-
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	81,537,129	-	-	(19,139,107)	-	(19,139,107)	62,398,022
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	81,537,129	-	-	(19,139,107)	-	(19,139,107)	62,398,022
	NET EFFECT ON FUND BALANCE	-	-	-	21,019,605	-	21,019,605	21,019,605

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2022

SPECIAL REVENUE FUND

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts			3,457,767			3,457,767	3,457,767
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources		37,605				37,605	37,605
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	37,605	3,457,767	-	-	3,495,372	3,495,372
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues			1,405,305			1,405,305	1,405,305
5820	State Program Revenues from TEA		21,222	62			21,284	21,284
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	21,222	1,405,367	-	-	1,426,589	1,426,589
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA		17,139,650	212,194,840	8,890,481		238,224,971	238,224,971
5930	Federal Revenues Distributed by Others			569,071			569,071	569,071
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	17,139,650	212,763,911	8,890,481	-	238,794,042	238,794,042
5000	Total Revenues	-	17,198,477	217,627,045	8,890,481	-	243,716,003	243,716,003
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	-	17,198,477	217,627,045	8,890,481	-	243,716,003	243,716,003
	EXPENDITURES:							
11	Instruction		7,538,601	195,829,052	177,195		203,544,848	203,544,848
12	Instructional Resources and Media Services		5,562	280,001			285,563	285,563
13	Curriculum Development and Instructional Staff		5,175,188	11,143,435	1,849,795		18,168,418	18,168,418
21	Instructional Leadership		933,376	4,891,433	3,423,091		9,247,900	9,247,900
23	School Leadership			608,125			608,125	608,125
31	Guidance, Counseling and Evaluation Services		190,044	4,182,582	3,380,555		7,753,181	7,753,181
32	Social Work Services			507			507	507
33	Health Services		119,752	792,607			912,359	912,359
34	Student (Pupil) Transportation			445,590			445,590	445,590
35	Food Services			505,721			505,721	505,721
36	Cocurricular/Extracurricular Activities			5,073			5,073	5,073
41	General Administration			81,385			81,385	81,385
51	Plant Maintenance and Operations		3,110,000	(2,306,649)			803,351	803,351
52	Security and Monitoring Services		13,169	245,049			258,218	258,218
53	Data Processing Services			231,076			231,076	231,076
54	Distribution and Warehouse Operations			15,725			15,725	15,725
61	Community Services		112,785	676,333	59,845		848,963	848,963
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	17,198,477	217,627,045	8,890,481	-	243,716,003	243,716,003
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	17,198,477	217,627,045	8,890,481	-	243,716,003	243,716,003
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2022

DEBT SERVICE FUND (599)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes	245,753,947					-	245,753,947
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources				93,510		93,510	93,510
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	245,753,947	-	-	93,510	-	93,510	245,847,457
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA	3,095,982		41,403			41,403	3,137,385
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	3,095,982	-	41,403	-	-	41,403	3,137,385
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal	422,160					-	422,160
5950	Shared Services Arrangements				.		-	-
5900	Total Federal Program Revenues	422,160	-	-	-	-	-	422,160
5000	Total Revenues	249,272,089	-	41,403	93,510	-	134,913	249,407,002
	OTHER RESOURCES:							
7911	Sale of Bonds			5,000,000	97,755,000		102,755,000	102,755,000
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds			15,612,760	3,923,867		19,536,627	19,536,627
7949	Other Resources			91,670,000	40,380,000		132,050,000	132,050,000
7999	Transfers in						-	-
7000	Total Other Resources	-	-	112,282,760	142,058,867	-	254,341,627	254,341,627
	TOTAL REVENUES AND OTHER RESOURCES	249,272,089	-	112,324,163	142,152,377	-	254,476,540	503,748,629
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
54	Distribution and Warehouse Operations						-	-
61	Community Services						-	-
71	Debt Service	249,272,089					-	249,272,089
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses			105,619,371	142,255,000		247,874,371	247,874,371
6000	Total Expenditures	249,272,089	-	105,619,371	142,255,000	-	247,874,371	497,146,460
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	249,272,089	-	105,619,371	142,255,000	-	247,874,371	497,146,460
	NET EFFECT ON FUND BALANCE	-	-	6,704,792	(102,623)	-	6,602,169	6,602,169

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2022

CAPITAL PROJECTS FUND

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources		99,364	111,781			211,145	211,145
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	99,364	111,781	-	-	211,145	211,145
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	-	-	-	-	-	-
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	-	99,364	111,781	-	-	211,145	211,145
	OTHER RESOURCES:							
7911	Sale of Bonds			120,405,000			120,405,000	120,405,000
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds			12,595,000			12,595,000	12,595,000
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	133,000,000	-	-	133,000,000	133,000,000
	TOTAL REVENUES AND OTHER RESOURCES	-	99,364	133,111,781	-	-	133,211,145	133,211,145
	EXPENDITURES:							
11	Instruction		1,397,433	20,915,289			22,312,722	22,312,722
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation		6,143,326		4,385,095		10,528,421	10,528,421
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations		787,326		4,572,334		5,359,660	5,359,660
52	Security and Monitoring Services		28,633	900,000	2,010,000		2,938,633	2,938,633
53	Data Processing Services		3,604,861	12,693,288			16,298,149	16,298,149
54	Distribution and Warehouse Operations						-	-
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction		49,041,236	118,462,796	48,594,611		216,098,643	216,098,643
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	61,002,815	152,971,373	59,562,040	-	273,536,228	273,536,228
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	61,002,815	152,971,373	59,562,040	-	273,536,228	273,536,228
	NET EFFECT ON FUND BALANCE	-	(60,903,451)	(19,859,592)	(59,562,040)	-	(140,325,083)	(140,325,083)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2022

Data Control Codes		ENTERPRISE FUND						
		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees	6,642,193			(326,166)		(326,166)	6,316,027
5740	Other Revenues from Local Sources						-	-
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	6,642,193	-	-	(326,166)	-	(326,166)	6,316,027
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	-	-	-	-	-	-
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	6,642,193	-	-	(326,166)	-	(326,166)	6,316,027
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	6,642,193	-	-	(326,166)	-	(326,166)	6,316,027
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
54	Distribution and Warehouse Operations						-	-
61	Community Services	6,449,944			(1,794,008)		(1,794,008)	4,655,936
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	6,449,944	-	-	(1,794,008)	-	(1,794,008)	4,655,936
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	6,449,944	-	-	(1,794,008)	-	(1,794,008)	4,655,936
	NET EFFECT ON FUND BALANCE	192,249	-	-	1,467,842	-	1,467,842	1,660,091

Response Summary:

2022–2023 Allotment & TEKS Certification Form

In accordance with TEC 31.04, school districts and charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charters will be unable to order 2022−23 instructional materials through EMAT until the certification has been received by the Texas Education Agency (TEA).

Complete the form below, indicating the instructional materials the district has adopted or plans to adopt for the 2022–23 school year for each grade level and core subject or core course.

Form Instructions:
The certification must be ratified by the LEA's board of trustees or governing body in an open, public-noticed meeting. The recommended steps are included below:

1. Gather information – Start by downloading a sample copy of the online survey to assist with collecting the information needed to complete the form. This can be found on the Instructional Materials and Implementation website. The form asks LEAs to indicate the instructional materials the LEA has adopted or plans to adopt for the 2022–23 school year for each grade level and core subject or core course, and some additional questions about instructional materials and local adoption procedures.

2. Complete online form for approval - The superintendent may identify a district representative to complete this survey. This may be the instructional materials coordinator or another district representative. *Note: the form will not be considered finalized until the superintendent submits final approval.*

- At the end of the survey, click *Generate Response Summary* to download and print a PDF version of the completed form which will be needed to complete step 3.
- After the PDF is generated, click *Next* to submit the draft of the survey. This will automatically send a copy of the survey to the superintendent's email address provided in the survey, with instructions for submitting final approval (step 4 below).

3. Obtain local board approval - The LEA may take the PDF version of the completed form to the board meeting to obtain approval. *Note: board signatures are not required to be uploaded or submitted, so LEAs should plan to maintain documentation at the local level.*

4. Superintendent to submit approved version - After the district representative completes the form, the superintendent will get an email requesting approval of the completed form. Using a link in the email, the superintendent may go into the form and make any changes to the draft based on the local board meeting. Once the form is completed accurately, the superintendent may select *Approve* on the last page of the survey to officially submit the LEA's response to TEA.

If you have any questions or concerns, please submit a Help Desk Ticket on the Instructional Materials and Implementation website.

Background Information

Name. Enter your name below.

First and Last Name	Diane Hopmann

Email. Enter your email address below.

Email	diane.hopmann@cfisd.net

Role. Select the role that best describes your position at your district or charter.

- Instructional Materials Coordinator

District and Region. Select your region and district from the list below.

ESC Region	ESC 04 - Houston
District Name and Number	ESC 04 - Houston ~ CYPRESS-FAIRBANKS ISD (101907)

District Information

Superintendent Name. Enter the superintendent's name below.

First and Last Name	Mark Henry

Superintendent Email. Enter the superintendent's email address below.

Email	mark.henry@cfisd.net

Board Pres Name. Enter the school board president's name below.

First and Last Name	Tom Jackson

Board Pres Email. Enter the school board president's email address below.

Email	board@cfisd.net

Board Meeting Date. Enter the date of the school board meeting at which the TEKS Certification Form will be presented and approved.

Date (MM/DD/YYYY)	05/09/2022

Reading Language Arts TEKS Certification

English RLACoverage . Does your district have materials to cover 100% of the English K-5 RLA TEKS?

- Yes

RLA K-5 Core . Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for K-5 English RLA instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

Achieve3000	**Supplemental**
Amira	**Supplemental**
Amplify - ***Amplify Texas Elementary Literacy Program (TEA Available Materials)***	**Supplemental**
Amplify Reading Texas	**Supplemental**
District Created Materials	**Curriculum**, **Instructional Materials**
HMH - ***Texas Houghton Mifflin Harcourt Into Reading***	**Instructional Materials**, **Supplemental**
Teacher Developed Materials	**Supplemental**
Other ***(Enter as "Publisher - Title")*** ***HMH - Fountas and Pinnell***	**Supplemental**

Spanish RLA Coverage. Does your district have materials to cover 100% of the Spanish K-5 RLA TEKS?

- Yes

SLAR Core. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for K-5 Spanish RLA instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

Amplify - ***Amplify Texas Lectoescritura en Espanol (TEA Available Materials)***	**Supplemental**
Amira	**Supplemental**
District Created Materials	**Curriculum**, **Instructional Materials**
HMH - ***Texas Houghton Mifflin Harcourt ¡Arriba la lectura!***	**Instructional Materials**, **Supplemental**
Teacher Developed Materials	**Supplemental**

Coverage RLA 6-8. Does your district have materials to cover 100% of the 6–8 RLA TEKS?

- Yes

RLA 6-8 Core. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 6-8 RLA instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

Achieve3000	**Supplemental**
Amplify - ***Amplify ELAR Texas (TEA Available Materials)***	**Supplemental**
Amplify Reading Texas	**Supplemental**
District Created Materials	**Curriculum**, **Instructional Materials**
HMH - Texas Houghton Mifflin Harcourt Into Literature	**Instructional Materials**, **Supplemental**

iStation	**Supplemental**
Teacher Developed Materials	**Supplemental**
Other ***(Enter as "Publisher - Title")*** ***Stenhouse - Patterns of Power***	**Curriculum, Instructional Materials**

Coverage RLA 9-12 . Does your district have materials to cover 100% of the Grades 9–12 RLA TEKS?

- Yes

RLA 9-12 Core. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 9-12 RLA instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

Achieve3000	**Supplemental**
District Created Materials	**Curriculum, Instructional Materials**
McGraw-Hill School Division - ***StudySync Texas***	**Instructional Materials, Supplemental**
Teacher Developed Materials	**Supplemental**

RLA TRR Request. Would you request all RLA products listed previously and/or other products used by Texas educators be reviewed for quality?

- Request that all RLA materials listed above receive quality reviews

Mathematics TEKS Certification

Coverage Math K-5. Does your district have materials to cover 100% of the grades K–5 math TEKS?

- Yes

Math K-5 Core. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades K-5 mathematics instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

District Created Materials	**Curriculum, Instructional Materials**
HMH - ***Texas Go Math!***	**Instructional Materials, Supplemental**
IXL Math	**Supplemental**
ST Math	**Supplemental**
Teacher Developed Materials	**Supplemental**
Other ***(Enter as "Publisher - Title")*** ***Learning A - Z***	**Supplemental**

Coverage Math 6-8. Does your district have materials to cover 100% of the grades 6–8 math TEKS?

- Yes

Math 6-8 Core. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 6-8 mathematics instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

District Created Materials	**Curriculum, Instructional Materials**
HMH - Texas Go Math!	**Instructional Materials, Supplemental**
IXL Math	**Supplemental**
Teacher Developed Materials	**Supplemental**
Other (Enter as "Publisher - Title") Learning A - Z	**Supplemental**

Coverage Math 9-12. Does your district have materials to cover 100% of the grades 9–12 math TEKS?

- Yes

Core Math 9-12. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 9-12 mathematics instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

District Created Materials	**Curriculum, Instructional Materials**
HMH - HMH Algebra 1/Algebra 2/Geometry	**Instructional Materials, Supplemental**
McGraw-Hill - Texas Algebra 1/Algebra 2/Geometry/Precalculus	**Instructional Materials, Supplemental**
Savvas (formerly Pearson Education, Inc.) - Texas Algebra 1/Algebra 2/Geometry/Precalculus	**Instructional Materials, Supplemental**
Teacher Developed Materials	**Supplemental**
Other (Enter as "Publisher - Title") Pearson - Mathematical Models and Applications	**Instructional Materials, Supplemental**

Math TRR Request. Would you request all math products listed previously and/or other products used by Texas educators be reviewed for quality?

- Request that all math materials listed above receive quality reviews

Social Studies TEKS Certification

Coverage SS K-5. Does your district have materials to cover 100% of the grades K–5 social studies TEKS?

- Yes

Core SS K-5. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades K-5 social studies instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

District Created Materials	**Curriculum, Instructional Materials**
Teacher Developed Materials	**Supplemental**
Other ***(Enter as "Publisher - Title")*** ***Teacher Created Materials***	**Instructional Materials**

Coverage SS 6-8. Does your district have materials to cover 100% of the grades 6–8 social studies TEKS?

- Yes

Core SS 6-8. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 6-8 social studies instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

District Created Materials	**Curriculum, Instructional Materials**
McGraw-Hill School Education LLC - ***World Cultures and Geography/Texas History/US History***	**Instructional Materials, Supplemental**
Teacher Developed Materials	**Supplemental**

Coverage SS 9-12. Does your district have materials to cover 100% of the grades 9–12 social studies TEKS?

- Yes

Core SS 9-12. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 9-12 social studies instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

District Created Materials	**Curriculum, Instructional Materials**
McGraw-Hill School Education LLC - ***United States Government/US History/World Geography/World History***	**Instructional Materials, Supplemental**
Teacher Developed Materials	**Supplemental**
Other ***(Enter as "Publisher - Title")*** ***McGraw Hill - Economics***	**Instructional Materials, Supplemental**

SS TRR Request. Would you request all social studies products listed previously and/or other products used by Texas educators be reviewed for quality?

- Request that all social studies materials listed above receive quality reviews

Science TEKS Certification

Coverage Science K-5. Does your district have materials to cover 100% of the grades K–5 science TEKS?

- Yes

Core Science K-5. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades K-5 science instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

Discovery Education, Inc. - Discovery Education Science Techbook	**Supplemental**
District Created Materials	**Curriculum, Instructional Materials**
HMH - Texas ScienceFusion	**Instructional Materials, Supplemental**
HMH - Texas ScienceFusion (Spanish)	**Instructional Materials, Supplemental**
LAZEL, Inc. dba ExploreLearning - ExploreLearning Science Gizmos	**Supplemental**
STEMscopes, Incorporated - STEMscopes 2.0	**Supplemental**
Teacher Developed Materials	**Supplemental**

Coverage Science 6-8. Does your district have materials to cover 100% of the grades 6–8 science TEKS?

- Yes

Core Science 6-8. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 6-8 science instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

Discovery Education, Inc. - Discovery Education Science Techbook	**Supplemental**
District Created Materials	**Curriculum, Instructional Materials, Supplemental**
HMH - Texas ScienceFusion	**Instructional Materials, Supplemental**
LAZEL, Inc. dba ExploreLearning - ExploreLearning Science Gizmos	**Instructional Materials, Supplemental**
STEMscopes, Incorporated - STEMscopes 2.0	**Supplemental**
Teacher Developed Materials	**Supplemental**

Coverage Science 9-1. Does your district have materials to cover 100% of the grades 9–12 science TEKS?

- Yes

Core Science 9-12. Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 9-12 science instruction to ensure coverage of 100% of the TEKS.

Note: Materials are in alphabetical order

District Created Materials	**Curriculum, Instructional Materials, Supplemental**
LAZEL, Inc. dba ExploreLearning - ExploreLearning Science Gizmos	**Instructional Materials, Supplemental**
McGraw-Hill Education - Texas Glencoe Biology/Texas Chemistry/IPC/Physics	**Instructional Materials, Supplemental**
Savvas (Pearson Education, Inc.) - Pearson/Savvas Biology/Chemistry, Texas Edition	**Instructional Materials, Supplemental**
STEMscopes, Incorporated - STEMscopes 2.0, Biology/Chemistry/Physics	**Supplemental**
Teacher Developed Materials	**Supplemental**
Other (Enter as "Publisher - Title") Pivot Interactives	**Instructional Materials, Supplemental**

Sci TRR Request. Would you request all science products listed previously and/or other products used by Texas educators be reviewed for quality?

- Request that all science materials listed above receive quality reviews

Phonics Informational Questions

House Bill (HB) 3, 86th Texas Legislature, 2019, requires all Texas school districts provide phonics curriculum that uses systematic, direct instruction in kindergarten through third grade to ensure all students obtain necessary early-literacy skills. The commissioner of education is in the process of developing a recommended list of phonics programs in accordance with House Bill 3, 86th Texas Legislature, 2019, to ensure all students obtain necessary early literacy skills and that districts have access to phonics materials that include systematic direct instruction and integrated reading instruments. Phonics programs will undergo the Texas Resource Review process to determine inclusion on the commissioner's recommended list in accordance with 19 Texas Administrative Code §74.2001.

This section of the form is not evaluative and data will be used to help inform TEA on what additional resources or services are needed to support LEAs in providing students direct, systematic phonics instruction.

Phon: Curriculum Use. Select the statement that best describes how phonics materials are selected for use within your district.

- We select phonics material at the district-level, and all campuses are required to use the same phonics curriculum.

Type of Phonics#1. Select the statement(s) that reflect(s) the type of phonics material used in your district.

Select all that apply
- For English Phonics

Our district covers phoncs as part of our core RLA approach	Check all that apply
Our district uses additional supplemental products to support phonics instruction	Check all that apply

Type of Phonics#2. Select the statement(s) that reflect(s) the type of phonics material used in your district.

Select all that apply
- For Spanish Phonics

Our district covers phoncs as part of our core RLA approach	Check all that apply
Our district uses additional supplemental products to support phonics instruction	Check all that apply

Phonics Product. Select all materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades K-3 phonics instruction.

If your district or charter does not use the materials listed, select "Other" and enter the Publisher and Title, separated by a dash, in the text box below.

Amplify - Amplify Texas Skills Unit (TEA Available Materials)	**Supplemental**
Heinemann - Fountas & Pinnell	**Curriculum, Instructional Materials**
HMH - Into Reading	**Instructional Materials**
Neuhaus Education Center - Reading Readiness	**Supplemental**

Phonics TRR Request. Would you request all phonics products listed previously and/or other products used by Texas educators be reviewed for quality?

Select all that apply.
- Request that all phonics materials listed previously receive quality reviews

Additional Informational Questions

TRR (a). Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?
- Yes

TRR (b). In which subject areas have you used the TRR to obtain information about the quality of products?
- English reading language arts
- Prekindergarten

Assessments#1. Select the assessment platform (if any) your district leverages for unit/module, diagnostic, or interim, and for which type of assessments.
- Select the assessment(s) your district requires or encourages in the platform(s) below.

Other ***(Enter platform below)*** ***mClass - Amplify Reading***	Diagnostic

CIPA.

The Children's Internet Protection Act

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

It is the intent of the Legislature that the State Board of Education ensure that any instructional materials and technology purchased using funds disbursed from the State Instructional Materials and Technology Fund meet the requirements for certification under 47 U.S.C. Sections 254(h)(5)(B) and (C) to the extent the certification is applicable to those materials. (See S.B. No. 1, General Appropriations Act, Eighty-seventh Legislature)

Does your district or charter have a filter or a monitor in place to ensure that students accessing digital instructional materials do not have access to obscene or harmful content?

- Yes

Resources. What resources and/or PD would you like for TEA to provide to LEAs to support adoption purchasing and/or implementation of instructional materials?

N/A

~~Dropout Reduction Plan~~

~~A dropout reduction and recovery plan shall be developed at each school as part of the campus improvement planning process.~~

Each ~~principal shall serve as the campus at-risk coordinator and focus his or her annual campus improvement plan's at-risk component toward dropout reduction and recovery efforts.~~

~~Each campus shall:~~

~~1. Identify the number of students who dropped out the preceding school term.~~

~~Identify the number of students currently assessed by the campus at-risk committee as being "at-risk" according to state and local standards.~~

~~2. Identify strategies that will retain these students in school.~~

~~3. Identify appropriate services to meet the needs of at-risk students.~~

~~3. Develop a plan to recover students who have stopped attending school but have not officially withdrawn. The goal of the outreach plan should be to encourage the~~ student who has~~to return to full-time enrollment or to complete graduation requirements through some other means.~~

~~Accelerated / Compensatory Services~~

~~Students at all grade levels who have~~ been identified as being at risk of dropping out of school, who is~~are~~ not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment~~,~~ shall be provided accelerated and/or compensatory educational services. ~~The principal shall ensure that each identified student is receiving services.~~

Accelerated Instruction

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Accelerated Learning Committee

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.

~~The campus at-risk/dropout reduction and recovery plan shall include compensatory-funded programs; drug education programs;~~

counseling/guidance programs; ESL/bilingual programs; special academic courses; accelerated instruction for quick accumulation of credits; an extended school day for high school students, including 0 and 8 period, night school, correspondence and/or on-line courses; summer school; scheduling, such as double-period classes that accommodate students with credit deficiencies; and any other programs designed to reduce student dropout.

Sce-Funded Programs

As part of the District's comprehensive dropout reduction and recovery plan, state compensatory education (SCE) funds shall be used to provide supplemental academic services/staff to support students identified as being at risk of dropping out of school according to the state's at-risk criteria listed in EHBC(LEGAL) and the local criteria defined in the section below.

Student achievement data and SCE-funding levels shall be reviewed annually to determine which of the following personnel/services may be coded as SCE programs:

- Summer school for LEP students in grades 1–12 (staff, transportation, materials);
1. Supplemental instructional support staff for LEP students (e.g., curriculum coaches; Vietnamese/Chinese itinerant teachers; bilingual/ESL curriculum development and implementation coaches; language enrichment teachers);
1. Small group reading intervention teachers (SGRI);
1. Elementary/secondary reading specialists;
1. Elementary/secondary content curriculum coaches/interventionist;
1. Compensatory education home instruction (CEHI);
1. Courses designed for accelerated instruction;
1. Secondary alternative learning center and elementary SOS program;
1. Elementary/secondary supplemental at-risk staff allocations;
1. Secondary academic achievement specialists; and
1. Director of instruction helping teachers.

Local At-Risk Criteria

In accordance with lawEducation Code 29.081(g), effective July 1, 2017, the following local at-risk criteria have been established to extend by ten percent the list of students eligible to be considered for the state compensatory educationSCE services noted below.

In addition to the state at-risk criteria, content specialists may provide supplemental support services to an elementary or ~~/~~secondary student~~students~~ who meets~~meet~~ one or more of the following~~local at-risk criteria noted below~~:0)

1. Failed a content (English/language arts, math, science, or social studies) readiness test;

2. STAAR-content exam score equals below 110 percent~~%~~ of the passing standard; or

~~3.~~ Reading below grade level.

~~**Board Approval**~~

~~Dropout reduction and recovery programs shall be included in every campus improvement plan and subject to Board approval.~~

~~**Dropout Recovery / Dropout Reduction Evaluation**~~

~~The services provided each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period.~~

~~As part of the annual evaluation of campus improvement plans, principals or designees shall:~~

~~1. Evaluate the effectiveness of their dropout reduction/recovery program(s) in meeting the needs of at-risk students;~~

~~2. Determine the number of students needing services the next school year; and~~

~~3. Include appropriate changes based on data in their next campus improvement plan.~~

~~**Parental Involvement**~~

~~Parents shall be encouraged to participate in the planning of educational services for their child and shall be frequently informed about their child's academic progress. Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.~~

~~[See EIE]~~

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery ~~of the curriculum~~ shall be determined as follows:~~in accordance with this policy.~~

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten–Grade 1

In ~~Elementary: General Guidelines~~

~~At the end of each school year, principals shall collaborate with faculty, support staff, and designated committees to review and confirm individual student placement decisions for the next school year. Placement options include promotion, placement, and retention. Report card data, standardized assessments, permanent records, and other pertinent student information shall be used to make final placement decisions for students who do not meet full promotion standards as defined below.~~

~~Accelerated Instruction~~

~~If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grade 5 shall be subject to all provisions of GRADE ADVANCEMENT TESTING, below.~~

~~**Promotion Standards Met**~~

~~A student who meets the academic standards for promotion may not be retained by the school or the parent.~~

General Education Students

Promotion

K–1

To be promoted at the end of kindergarten and grade 1, promotion to the next grade level shall be based onfirst grade, a student must earn an end-of-year grade of satisfactory in reading, language arts, and mathematics.

Grades 2–5

In To be promoted at the end of grades 2–5, promotion to the nexta student must earn an end-of-year grade level shall be based on a gradeaverage of at least 70 or above in language arts, mathematics, science, and social studies.

Grades 6–8

In grades 6–8,Placement

A student who does not meet full promotion tostandards may be placed in the next grade level if performance data indicate that the student could be successful with continued instructional accommodations and/or support services.

Individual corrective plans shall be written for each placed student and shall be monitored closely throughout the next school year.

[See EHBC]based on an overall average of 70 on a scale of 100 based on course-

Retention

A student who does not meet full promotion standards may be retained in the current grade level if performance data indicate that the student would not be academically successful at the next grade level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts/reading (an average grade for language artseven with continued instructional accommodations and reading),/or support services.

Individual corrective plans shall be written for each retained student and shall be monitored closely throughout the year of retention.

[See also FB]

Bilingual / ESL Students

Promotion

To be promoted, a bilingual/ESL student must earn end-of-year averages of at least 70 in language arts, mathematics, science, and social studies. A bilingual student may demonstrate Texas Essential Knowledge and Skills (TEKS) mastery in either the student's home language or English language arts.

Grades 9–12

Grade-Placement

A bilingual/ESL student (beginner, intermediate, and advanced) who does not meet full promotion standards may be placed in the next grade level advancement for if performance data show sufficient progress toward achieving English proficiency and mastery of TEKS.

Retention

A bilingual/ESL student (beginner, intermediate, and advanced) may be retained if performance data do not show sufficient progress toward achieving English proficiency and mastery of TEKS, even with extra time and extensive use of ESL strategies and materials.

Language Proficiency Assessment Committee (LPAC)

The campus's Language Proficiency Assessment Committee (LPAC) shall collaborate with the at-risk committee to make end-of-year placement decisions for all bilingual/ESL students and to monitor their progress throughout the year until English proficiency is attained.

Special Considerations

When making retention decisions, the following sources of information should be considered by the campus at-risk committee, the admission, review, and dismissal (ARD) committee (prior to and reviewed at staffings and ARDs), and the LPAC committee:

1. The severity/extent of the academic deficits.
2. The length of time these deficits have been present.
3. Documentation that other corrective interventions have not been effective in helping the student reach grade-level standards, individualized education program (IEP) goals, or English proficiency.
4. Parent input.

[See also EHBE and EKBA]

Special Education Students

To be promoted, a special education student must earn an end-of-year grade average of at least 70 in language arts, mathematics, science, and social studies.

Promotion

Placement

A special education student who does not meet full promotion standards may be placed in the next grade level if the ARD committee determines that the student could be successful with the supports and services outlined in the IEP.

Retention

A special education student who does not meet full promotion standards and who has not demonstrated progress toward mastery of annual IEP goals may be retained in the current grade level as determined by the ARD committee if performance data indicate that the student would not be academically successful at the next grade level, even with supports and services outlined in the IEP.

[See also EHBA series and EKB]

~~Summer School for All Placed and Retained Students~~

~~Students who have been placed or retained at the end of a school year shall be strongly encouraged to attend summer school or to secure private tutoring to maintain and/or accelerate academic progress. The results of these extended-year learning experiences shall be reviewed when the new school year begins in August. Placement decisions shall be reaffirmed or changed at that time.~~

~~Exceptions to This Policy~~

~~Principals may submit a campus waiver to request an exception to any part of this policy if or when needs assessment data support an alternative approach. Waivers shall be evaluated and reviewed on an annual basis.~~

~~Middle School: General Guidelines~~

~~At the end of each school year, principals shall collaborate with faculty, support staff, and designated committees to review and confirm individual student placement decisions for the next school year. Placement options include promotion, placement, and retention. Report card data, standardized assessments, permanent records, and other pertinent student information shall be used to make final placement decisions for students who do not meet full promotion standards as defined below.~~

~~Accelerated Instruction~~

~~If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grade 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING, below.~~

~~Promotion Standards Met~~

~~A student who meets the academic standards for promotion may not be retained by the school or the parent.~~

~~Academic Standards Promotion~~

~~To be promoted from one grade level to the next, a student~~ in grades 9–12~~6–8 must meet the following academic requirements:~~

~~1. The student must attain an overall average of 70 or above for the year in all courses taken (including electives); and~~

~~2. The student must attain a yearly average of 70 or above in three of the following subjects: language arts/reading, mathematics, social studies, and science.~~

~~Note:~~ ~~Language arts/reading~~ shall be earned by~~averaged together for a single grade.~~

~~*Exception*~~

~~A student who fails the same core subject in consecutive years may not be promoted or placed unless the student takes and passes the core subject in summer school, or the student demonstrates mastery of the~~ course ~~objectives through options determined by the school committee.~~

[See also EHBC]

Mandatory Retention

A student in grades 6–8 shall be retained if:

1. The student's yearly overall average is less than 70 (determined by calculating the average of the final grades in each course); and/or

2. The student's yearly average in two or more of the core subjects (language arts/reading, mathematics, social studies, and science) is less than 70.

Exceptions

A student must attend summer school to earn a sufficiently high average in one (or two) courses (including electives) when failing averages in these courses have prevented the student's promotion. If the student earns a summer school average in the one or two courses that result in an overall 70 average for the year, then the student may be promoted to the next highest grade and not be required to repeat the grade level failed in the preceding regular term.

A student who fails two or three of the core subjects must attend summer school. If the student earns an average of 70 or above in courses attempted, he or she may be promoted to the next highest grade and not be required to repeat the grade level failed in the preceding regular term. (The school committee shall determine such students' schedules based upon academic needs.)

Academic Placement

The middle school committee—principal, assistant principal, director of instruction, and counselor—shall determine academic placement for students who fail to meet promotion standards. Factors contributing to the staff's decision include:

1. The student's academic history, i.e., previous retention and performance on state assessments;

2. The student's achievement in summer school and accelerated programs;

3. The student's age and maturity level; and

4. Possible physical and mental disabilities of the student. [See FB]

The ARD committee shall determine promotion, retention, and placement for identified special education students. [See also EHBA series and EKB]

~~Procedures to Follow When Retaining or Placing Students~~

~~A student in grades 6–8 who fails to meet promotion standards shall be retained or placed in a program designed to accelerate the student's academic achievement. The school committee shall follow these procedures when retaining or placing a student:~~

~~1. Assess the student's needs.~~

~~2. Determine which option or program best fits the student's needs.~~

~~3. Notify the parents of each student who is retained or placed and describe for them the student's needs and the recommended plan to accelerate the student's progress.~~

~~4. Evaluate the student's progress in the accelerated program.~~

~~5. Report grades to parents, indicating the grade level at which the student is performing.~~

~~6. Provide for student exit from a program when appropriate.~~

~~Failure to Meet Established Standards~~

~~The District may select from the following alternatives when a student fails to meet the established standards for promotion:~~

~~1. The student may be required to repeat the grade level.~~

~~*Exceptional Cases*~~

~~2. A student may be retained a second time within grades 6–8 if the school committee recommends it. (This committee shall consist of the principal, the assistant principal, the counselor, and the director of instruction.)~~

~~*First Alternative If Retention Not Possible*~~

~~3. The student may be required to participate in a special summer program to accelerate his or her academic progress. Participation and accomplishment of acceptable levels of achievement are required before the student may be promoted to the next grade level.~~

~~*Second Alternative If Retention Not Possible or Feasible*~~

~~4. The student may be required to participate in a special summer program to accelerate his or her academic progress and may be placed in the next grade level if the committee determines that the student is achieving at his or her maximum ability. This alternative shall be subject to these provisos:~~

~~a. The student's placement in the course(s) should neither disrupt nor complicate learning for other students.~~

~~b. The school committee must inform the student's parent or guardian that he or she has not been promoted to the next grade level, but rather has been "placed" there.~~

c. The school committee must also inform the parent or guardian about the achievement level necessary to ensure student success in the grade level in which the child has been "placed".

Third Alternative If First and Second Alternatives Not Possible or Feasible

5. The student may be placed in a special program for concentrated instruction on basic skills in language arts, reading, mathematics, science, and social studies.

Senior High: General Guidelines

A student shall be promoted from one grade level to the next solely on the basis of academic achievement.

A student must learn the TEKS of each course of study well enough to earn an average of at least 70.

Accelerated Instruction

If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law.

Failure to Meet Established Standards

Students unable to earn a passing average in a course of study during the regular school year may repeat the course in summer school or during the following school year.

Each student must be enrolled for three credits. each semester in grades 9–12. [See EIEED]

Classification Standards / Grade Placement

For students who entered grade 9 before the 2011–12 school year, a student shall be promoted from one grade level to the next based on meeting the following criteria:

1. Grade 9 — promotion from middle school.

2. Grade 10 — one year of attendance and five credits earned, including English I and Algebra I. In other situations, the student has earned five credits and, during grade 10, shall be enrolled in the necessary semesters of English I, Algebra I, and all other courses required for promotion from grade 10 to grade 11.

3. Grade 11 — two years of attendance and ten credits earned, including English II, Integrated Physics and Chemistry or Biology, and World History. In other situations, the student has earned ten credits and, during grade 11, shall be enrolled in the necessary semesters of English II, Integrated Physics and Chemistry or Biology, World History, and other courses required for graduation as well as achieved success on the state-mandated exit-level test.

4. Grade 12 — three years of attendance and 16 credits earned, including the courses previously identified in items 2 and 3 above plus English III. In other situations, the student has earned 16 credits and, during grade 12, shall be enrolled in the necessary semesters of the courses identified in items 2 and 3 above plus English III and other courses required for graduation, or the student has a plan in place for early graduation.

Beginning with students who entered grade 9 in the 2011–12 school year, a student shall be promoted from one grade level to the next based on the following criteria:

1. Grade 9 — promotion from middle school.

2. Grade 10 — one year of attendance and five credits earned, including English I and Algebra I.

3. Grade 11 — two years of attendance and 11 credits earned.

4. Grade 12 — three years of attendance and 17 credits earned or the student has a plan in place for early graduation.

[See EIF for related information]

Reclassification

A student who is retained in grade 9, 10, or 11 may be reclassified at the end of the first semester if the student meets the standards for promotion to the next grade level.

[See EHBC for related information]

Classification Standards / Grade Placement (For High School Students New to CFISD)

Using the District's criteria for promotion listed above, high school students who are new to CFISD shall be placed in the appropriate grade level based on the number of credits earned, completion of course prerequisites, and results of state-mandated assessments, when available.

Note: Students moving from other districts may take courses in a different sequence; however, students should be enrolled in the courses necessary for success on the state-mandated assessments to be administered in the grade level in which they are placed.

To be classified a senior, a student who moves to the District after completing grade 11 must be able to develop a schedule that allows the student to complete all requirements for graduation by the end of the spring term or summer school.

Additional Requirements for Elementary and Middle School Students

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.

Grade Advancement Testing

Definition of 'Parent'

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

No Alternate Assessment Instrument

The District shall use only the statewide assessment instrument for the third testing opportunity.

Standards for Promotion upon Appeal

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and

2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

~~Transfer Students~~

~~When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.~~

~~If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.~~

~~*Assignment of Retained Students*~~

~~In the event a student is not promoted to or placed in the next grade level, the District shall assign the student nevertheless to an age-appropriate campus, unless:~~

~~1. The student's parent requests that the student be assigned to the same or a similar campus setting; or~~

~~2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include recommendations from the student's teachers.~~

~~Reducing Student Retention~~

~~The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC~~]

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The principal or designee is custodian of all general education records for currently enrolled students. The special education director is custodian of special education records for current and former students. The Superintendent or designee is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by an accelerated learning~~a grade placement~~ committee convened for the student.
5. Health services record, including:
    a. The results of any tuberculin tests required by the District.

b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

c. Immunization records. [See FFAB]

6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular business hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents

may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular business hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;

4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the time line provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

Records Responsibility for Students in Special Education

The director of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the office of special education.

Procedure to Amend Records

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

Directory Information

The District has designated the following categories of information as directory information: student name; address; photograph; month and year of birth; degrees, honors, and awards received; schools attended; dates of attendance; grade level; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

Fiduciary Responsibility

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds (public) and custodial (agency) activity funds in accordance with state law and local policy, District approved accounting practices and procedures, and the Texas Education Agency (TEA) *Financial Accountability System Resource Guide*.

Agency Custodial Activity Funds

The Superintendent or designee or designee shall ensure that agency custodial activity accounts are maintained to manage all class funds, organization funds, and any other funds raised and collected by student clubs or organizations from students for a school-related purpose, as well as employee group funds. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Agency Custodial activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

Use and Expenditure

Funds collected by student groups shall be used only for purposes authorized by the student club or organization. or upon approval of the sponsor. The principal and sponsoror designee shall manage and approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students. Employee group agency custodial funds generated by and for employees shall be used at the group's discretion.

District and Campus Activity Funds (Public)

The Superintendent or designee shall ensure District accounting practices and procedures addressestablish regulations governing the expenditure of District and campus activity funds (public) generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose. For purposes of GASB 54, all campus activity fund (public) balances shall be classified as special revenue committed fund balances.

Approval

Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.

Carryover Funds

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If a club oran organization ceases to function or exist, the unexpended funds of the organization shall be credited to the public activity fund operation account.

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Plan

The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator

The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency ~~(TEA)~~ in cybersecurity matters ~~and as required by law report to TEA breaches of system security~~.

Training

The Board delegates to the Superintendent or designee the authority to:

1. Determine the cybersecurity training program to be used in the District; ~~annually completed by each employee and Board member; and~~
2. Verify and report compliance with ~~staff~~ training requirements in accordance with guidance from the Department of Information Resources; and
3. ~~2.~~ Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications

Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District~~District's cybersecurity coordinator~~ shall disclose a breach involving sensitive, protected, or confidential student information as required by~~to TEA and parents in accordance with~~ law.

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
   a. Attempted murder;
   b. Indecency with a child;
   c. Aggravated kidnapping;
   d. Aggravated assault on someone other than a District employee or volunteer;
   e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
   f. Aggravated robbery; or
   g. Continuous sexual abuse of a young child or disabled individual~~children~~.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

SAM HOUSTON STATE UNIVERSITY AND CYPRESS-FAIRBANKS ISD
AGREEMENT FOR M.ED. IN SCHOOL COUNSELING

This Agreement ("Agreement") is made and entered into by and between Sam Houston State University ("SHSU"), an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS) located at Huntsville, Texas 77340, and Cypress-Fairbanks Independent School District ("CFISD") with administrative offices located at 10300 Jones Road, Houston, Texas 77065. CFISD and SHSU may be referred to as Party, individually, and collectively as Parties.

Whereas, there is a need to develop, implement, and evaluate creative ways and means for school counselor; and
Whereas, SHSU and CFISD are interested in partnering to provide a program to prepare certified school counselor; and
Whereas, the off-site location ensures adequate physical facilities and resources that appropriately serve the needs of the educational programs offered at this location. This includes the following:

1. Adequate classroom space for graduate level students to include appropriate arrangements for seating and desk work.
2. Access to technology, such as minimum of one teacher computer with Wi-Fi available for all- teachers and students.
3. Adequate parking spaces for students adjacent to the facility.

Whereas the CFISD provides an appropriate instructional setting for graduate level courses. The classroom settings are purposefully designed for adult learning and presentation of instruction for the CFISD students in the program. The physical instructional setting can be configured as either an individual classroom and/or a large group instruction hall depending on the use of the room dividers/accordion walls. There are adequate desk and chairs for the size (on average, 15 students) of the SHSU cohorts that utilize the facility. There is at minimum an instructor computer available with Wi-Fi access. Wi-Fi is available for all students. Additional technology, such as a promethean board or document camera is available upon request. The classroom technology includes projection to screen capabilities. Additional individual student accommodations will need to be determined by SHSU student services office. The students have access to restroom facilities. There is always an CFISD contact on site to notify if assistance is needed. All students attending classes at this site are informed of and provided access to the university resources such as: library resources, research assistance, and other student services.

Whereas the off-site location takes reasonable steps to provide a healthy, safe, and secure environment for the campus constituents participating and offering educational programs at this location. The safety and security of the institution's students and faculty at this site is the responsibility of the CFISD Police Department.

1. The CFISD Police Department officers are available, if needed, to offer assistance to SHSU faculty and students using the CFISD facility.

Whereas safety precautions may include features such as: Upon entering a facility, SHSU students are stopped at the reception area and must present identification before gaining admittance into the building. After closing of the ISD regular hours, the doors to the facility are locked. Some locations may provide on-site security. CFISD has its own ISD police department that is responsible for the security of its facilities. The ISD police are available if needed. Depending on traffic and time of day, response time is given as within minutes to a maximum of 15-20 minutes. The facility parking lots are well-lighted and are located directly adjacent to the instructional facility. The facilities provided are clean and well taken care of. COVID protocols, such as wearing mask and social distancing are followed.

Now, therefore, in consideration of the mutual promises and covenants contained herein, and other good and valuable consideration, the parties hereto agree as follows:

1. **Master of Education Degree.** SHSU and CFISD agree to participate and cooperate in providing a Master of Education Degree (the "MEd Program" or "Program") with a focus on School Counseling. To participate in these programs, the applicant must meet published standards described here: http://catalog.shsu.edu/graduate-and-professional/college-departments/education/counselor-education/school-counseling-med/#admissiontext. The individuals selected to participate in the MEd Program will be current employees of CFISD and other qualified applicants as approved by the school district.

   At least fifteen (15) students must be enrolled in MEd School Counseling cohort to proceed. Upon enrollment of the minimum number of students enrolled in the Program, SHSU will provide faculty and instruction and other educational support services for the Program. CFISD will provide all facilities required for the teaching of the MEd and MA Program. The tuition rate for each of the courses required to complete the program will be set according to the published Graduate Tuition and Fee schedule (https://www.shsu.edu/dept/cashiers/cost/). However, should a particular cohort drop below ten (10) students, the SHSU reserves the right to dissolve the cohort and offer the remaining classes on SHSU Huntsville and The Woodlands campuses.

2. **Representations and Services Provided by SHSU.** SHSU agrees to:
   a. Ensure that all participating students and coursework meet SHSU requirements.
   b. Provide new student orientation and advising.
   c. Provide all marketing materials for CFISD distribution.
   d. Provide access to learning resources such as the university library, computer labs, and technology.
   e. Award Masters in Education degrees to those students who successfully complete the school counseling program.

3. **Obligations of and Facilities to be provided by Cypress-Fairbanks ISD.** ISD agrees to:
   a. Provide locations for interest meetings, classes, and supplemental sessions.
   b. Cooperate with SHSU faculty and staff in recommending students for the programs.
   c. Distribute marketing materials to CFISD teachers.
   d. Provide professional and educational support to the program.

e. Provide students in the M.Ed. Program with access to on-site computer and other classroom technology.
f. Collaborate with SHSU in evaluating the program (s).

4. Student Requirements.
SHSU will select the applicants to participate in the program (s). Students seeking admission to the ***M.Ed. Program*** must meet university requirements: http://catalog.shsu.edu/graduate-and-professional/college-departments/education/counselor-education/school-counseling-med/#admissiontext

5. Term of Agreement. The term of this Agreement shall begin on August 15th, 2022 (first day of semester) and shall end on last day of summer session, 2025. However, this Agreement may be terminated at any time prior to the expiration date upon mutual written agreement of the parties, or by either party giving at least sixty (60) days' prior written notice to the other party. In such an event, the Agreement shall terminate at the end of the then current semester. Either Party may immediately terminate this MOU for cause in the event that the other Party (a) fails to satisfactorily perform its obligations under this MOU; (b) commits an act or omission that adversely affects a student; (c) becomes insolvent or commits acts of bankruptcy; and/or (d) in the event that the other Party loses its academic accreditation. In the event of breach or default subject to the ability to cure, the Party alleging the breach will provide the other Party written notice of such breach and will provide that Party twenty (20) calendar days in which to cure or otherwise comply. If the Party alleged to have committed a breach fails to cure within such twenty (20) day period or otherwise fails to comply in a manner that is satisfactory to the Party alleging the breach, the Party alleging the breach has the right to terminate the MOU immediately at any time thereafter and the right to seek any other remedy available to the Party for such breach. CFISD shall have the right to terminate this MOU in the event of any material changes in the degree programs or the academic or admission standards applicable thereto. The term of this MOU may be amended in writing upon approval of the Parties.

6. For purposes of the Agreement, pursuant to the Family Educational rights and Privacy Act of 1974 (FERPA) SHSU hereby designates CFISD as a school official with a legitimate educational interest in the educational records of students who participate in educational programs with Facility to the extent that such records are required or provided to Facility to facilitate this Agreement. Facility agrees to maintain the confidentiality of the educational records in accordance with the provisions of the FERPA.

7. Financial Obligation. SHSU shall pay any and all compensation to Program faculty and staff. Payment of tuition and fees is the responsibility of the individual student, not CFISD

8. Relationship of the Parties. It is understood and agreed that SHSU is an independent employer, and neither it nor any employees or agents contracted by it shall be deemed for any purpose to be employees or agents of CFISD. SHSU assumes full responsibility for the actions of such personnel while performing services incident to this Agreement, and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), workers' compensation, disability benefits and like requirements and obligations. Likewise, CFISD assumes full responsibility for its employees.

9. **No Waiver of Immunity.** Neither CFISD nor SHSU waives or relinquishes any immunities or defenses, if any, on behalf of themselves, their trustees, officers, employees, and agents as a result of the execution of this Agreement and performance of the functions or obligations described herein.

10. **Authorization of Agreement.** Each party represents to the other that the execution of this Agreement has been duly authorized and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

11. **Non-Discrimination**. No student shall be discriminated against on the basis of race, creed, ancestry, sex, national origin, marital status, citizenship, color, religion, age, disability, veteran's status, sexual orientation or gender identity in any aspect of this program. The parties, their respective employees, and others acting by or through them shall comply with all federal, state, and Texas State University System policies and laws prohibiting discrimination, harassment, and sexual misconduct. Any breach of this covenant may result in termination of this Agreement.

12. **No Waiver.** No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

13. **Notice.** Any notice required to be given under the provisions of this Agreement shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses, or sent by facsimile to the number listed below:

To SHSU:

Seth Olson, Ph.D.
Chair, Department of Counselor Education
Sam Houston State University
Box 2119
Huntsville, TX 77341-2119
sxo036@shsu.edu
(936) 294-3336

To Cypress-Fairbanks ISD:

Mark Henry, Ed.D.
Superintendent
Cypress-Fairbanks ISD
10500 Jones Road
Houston, Tx 77065
mark.henry@cfisd.net
(281) 897-4000

Either party may designate a different address by giving the other party the (10) days' prior written notice in the manner provided above.

14. **No Assignment.** No assignment of this Agreement or of any duty or obligation of performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

15. **Section Headings.** The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

16. Public Information Act: SHSU strictly adhere 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. The Parties are required to make any information created or exchanged with the State pursuant to this Agreement, that is not otherwise excepted from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the State. The following format(s) shall be deemed to be in compliance with this provision: electronic files in Word, PDF, or similar generally accessible format.

17. Governing Law, Jurisdiction, and Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas applicable to contracts made and wholly performed within such State (without regard to the conflicts of choice of law principles thereof). The parties irrevocably consent to the jurisdiction of the State of Texas, and agree that any court of competent jurisdiction sitting in the County of Walker, State of Texas, shall be an appropriate and convenient place of venue, and shall be the sole place of venue to resolve any dispute with respect to this Agreement.

18. Complete Understanding. This Agreement shall constitute the complete understanding of SHSU and Cypress-Fairbanks ISD, and may not be modified in any manner without the express written consent of both parties. This Agreement is the final, complete and exclusive expression of the agreement between the parties and supersedes and replaces in all respects any prior oral or written agreements between the parties.

In Witness Whereof, SHSU and CFISD have executed this Agreement as of the date of last signature below.

Stacey Edmonson, Ed.D.
Date
Dean, College of Education
Sam Houston State University

Mark Henry, Ed.D.
Date
Superintendent
Cypress-Fairbanks ISD

Michael T. Stephenson, Ph.D.
Date
Provost and Senior Vice President
Sam Houston State University

FIRST AMENDMENT TO THE INTERLOCAL AGREEMENT

This First Amendment to the Interlocal Agreement, made and entered into effective upon final execution (the "**Effective Date**"), by and between CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT ("**District**"), and HARRIS COUNTY ("**County**"), a body corporate and politic under the laws of the State of Texas, on behalf of Harris County Resources for Children and Adults ("**HRCA**"), collectively referred to herein as the "**Parties**" or individually as "**Party**".

RECITALS

On or around July 20, 2021, Parties entered into an Interlocal Agreement (the "Interlocal Agreement"), attached hereto as Exhibit A and incorporated herein, for County to provide eighteen (18) Youth Service Specialist to District.

Pursuant to the terms of the Interlocal Agreement, the Parties now desire to enter into this First Amendment to the Interlocal Agreement ("First Amendment") in order to allow the District to utilize federal funds to make reimbursement payments to the County as required under the terms of the Interlocal Agreement and in accordance with federal law.

AGREEMENT

Unless specifically stated to the contrary, terms used but not defined in this First Amendment shall have the meanings assigned to them in the Interlocal Agreement. Except as amended by this Amendment, the Interlocal Agreement remains unchanged. The Parties hereto agree amend Section III of the Interlocal Agreement by adding the following provisions:

N. As applicable, County agrees to comply with Sections 40 U.S.C. 3702 and 3704 Contract Work Hours and Safety Standards Act, as supplemented by Department of Labor regulations (29 CFR Part 5).

O. County agrees to comply with all applicable standards, order or regulations issued pursuant to Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387).

P. County certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

Q. County certifies that during the term and after the term of the Agreement that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). County further certifies that:

No Federal appropriated funds have been paid or will be paid for on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the County shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.

County shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding $100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

R. As applicable, County agrees to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act, where applicable.

S. County agrees not purchase equipment, services, or systems that use "covered telecommunications", as defined by 2 CFR §200.216, equipment or services as a substantial or essential component of any system, or as critical technology as part of any system.

T. County agrees that to the greatest extent practicable it will provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products).

U. County agrees that it will comply with the record retention requirements detailed in 2 CFR § 200.333. County further agrees that it will retain all records as required by 2 CFR § 200.333 for a period of three years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

V. County certifies that it will comply with the mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (42 U.S.C. 6321 et seq.; 49 C.F.R. Part 18) as applicable

.

W. County certifies that the it is in compliance with all applicable standards, orders, regulations, and/or requirements issued pursuant to the Clean Air Act of 1970, as amended (42 U.S.C. 1857(h)), Section 508 of the Clean Water Act, as amended (33 U.S.C. 1368), Executive Order 117389 and Environmental Protection Agency Regulation,40 CFR Part 15.

X. County agree to take all necessary affirmative steps set forth in 2 CFR 200.321 to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.

Y. County agrees that all contracts it awards pursuant to the Agreement shall be bound by the foregoing terms and conditions.

EXECUTED in multiple counterpart originals effective as of the Effective Date first set forth above.

CYPRESS-FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

By: _____
Printed Name: _____
Title: _____
Date: _____

By: _____
Printed Name: _____
Title: _____
Date: _____

HARRIS COUNTY

By: _____
Printed Name: Lina Hidalgo
Title: County Judge
Date: _____

APPROVED AS TO FORM:
CHRISTIAN D. MENEFEE
COUNTY ATTORNEY

By: _____
Sam Kirchhoff
Assistant County Attorney
CA File: 22GEN1475

EXHIBIT A
INTERLOCAL AGREEMENT
(follows behind)

INTERLOCAL AGREEMENT
(Youth Service Specialists for Cypress-Fairbanks ISD)

I.
PARTIES

The parties to this Agreement are the **CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT** (District), and HARRIS COUNTY (County), a body corporate and politic under the laws of the State of Texas, on behalf of Harris County Resources for Children and Adults (HCRCA).

II.
PURPOSE

A. The purpose of this Agreement is to allow the County and District to provide specialized services to students and families in District that are currently not available. District has received a commitment from the County to assist the District in providing voluntary social services as quickly as possible to District students and their families who are in crisis.

B. The County, through HCRCA, operates a Community Youth Services program (CYS). As a participant in the CYS program, District will pay a portion of the cost of one or more Youth Service Specialists (YSS), including salary, benefits, and any additional expenses incurred in providing the services to children and families within District. The program will allow youth to obtain needed social services without the expense or the stigma of juvenile court intervention and leaves financial responsibility and authority with the family as much as possible.

C. District has examined and is familiar with such special services, as set forth below, and the rules and guidelines applicable thereto and wants one or more YSS to provide services from a District facility.

III.
COUNTY OBLIGATIONS

A. During the term of this Agreement, HCRCA shall provide the services of **eighteen (18)** YSS for the following purposes:

To provide crisis counseling and consultation to students and families in District selected from referrals by District authorities, parents, social service agencies, interested parties and the students themselves;

To provide follow up to appropriate referrals from the Texas Department of Family and Protective Services ('TDFPS') and the Youth Service Center;

To assist families in voluntary facility placements outside of the home;

To provide resource information to District personnel concerning services for District students and families;

To provide, when requested by a family, referrals to appropriate County services;

To serve as a liaison between HCRCA, Harris County Juvenile Probation Department, and the District;

To attend CYS unit, division, or agency meetings deemed necessary by HCRCA and/or the District;

To attend training functions, orientation or other meetings that are deemed necessary by HCRCA and/or the District;

To make home visits when it is deemed necessary for the best interest of the family by HCRCA and/or the District;

To provide additional counseling and social services deemed necessary for the best interest of the family by HCRCA and/or the District; and

To keep, manage, and organize all reports, information, records and other written materials necessary for the completion of the above-listed services; such reports, information, records, and other written material to be furnished upon request to appropriate District and TDFPS personnel, unless such information is protected under any state or federal law. All reports, information, records and other written material created and maintained by HCRCA shall be and remain the sole and exclusive property of HCRCA.

The range of activities for each YSS will be strictly limited to the duties and responsibilities outlined in this Agreement. Further, each YSS will work exclusively with District residents and his or her activities will be bound by the geographic borders of the District.

B. **Paula Wilkes**, a CYS supervisor or another Harris County designee, ("the County supervisor") will be fully responsible for:

1. The supervision of the YSS, including casework and compliance with District and County policies and procedures;
2. Approving any leave taken and prepare bi-weekly time sheets;
3. Conduct an annual review of the YSS' activities with the District designee and reviewing their evaluation of service; and
4. Providing follow up with District designee regarding YSS performance during the year.

If District becomes concerned or dissatisfied with any Youth Service Specialist's behavior or performance, the District designee must promptly contact the County Supervisor responsible for the supervision of the employee or the Administrator responsible for the oversight of this Agreement. Upon receiving necessary documentation from the District designee to support the presented concern or recommended action, the County Supervisor or Administrator along with the

District designee will determine the necessary and appropriate action or process to resolve the personnel or performance issue.

C. The YSS will report periodically to **Roy Garcia** of the District or other District designee ("the District Supervisor") for consultation concerning the activities of the YSS.

D. The County shall be responsible for determining such daily items as scheduled hours, sick leave, annual leave, compensatory time, and time away from the office for workshops, training, and/or staff meetings, as well as providing Workers' Compensation Insurance. The County is solely responsible for paying and agrees to pay State and Federal payroll and/or any other employment taxes that may be owed by or on behalf of each YSS, including federal income taxes, social security, and Medicare taxes on each YSS.

E. Each YSS will work a minimum of forty (40) hours per week during each month of this Agreement. To accommodate working parents, the hours will not necessarily be from 8:00 a.m. to 5:00 p.m. Each YSS will inform the appropriate District designee in advance of his or her work schedule, whereabouts, and any adjustments to the work schedule. In addition, consideration shall be given to the District's work schedule.

F. Each YSS hired under this Agreement will remain an employee of the County. The County will provide the benefits to which other "regular" County employees are entitled, as that term is defined in the current Harris County Personnel Regulations. However, the YSS will not observe Harris County holidays falling on days when the District schools are in session. In the event that inclement weather forces the District to hold classes on a day reserved by the District as a bad weather day, County reserves the right to negotiate the work schedule for those days. This Agreement is not intended to create or establish the relationship of employer and employee between District and any YSS. No YSS shall be considered an agent of District nor have any authority to bind District in any manner.

G. Each YSS will be bound by the practices and procedures described in the HCRCA personnel manual. Each YSS should also be aware of any applicable District policies and procedures.

H. The County Supervisor will prepare an annual evaluation of each YSS' activities according to agency policy and will request comments from the District's personnel to be included in the annual evaluation.

I. The County Supervisor will also submit an annual report of each YSS's activities to the District's designee to outline what services each YSS has provided during the term of the Agreement.

J. The County agrees to observe and comply with all applicable federal, state, and local statutes, ordinances, rules, and regulations, including Executive Order 11246, entitled Equal Employment Opportunity, as amended by Executive Order 11375, and as supplemented in Department of Labor Regulations (41 CFR Part 60).

K. The County agrees that the District, the Texas Education Agency, and Comptroller General of the United States, or any of their duly authorized representatives, shall have access to any books, documents, papers, and records of the County which are directly pertinent to this specific Agreement, for the purpose of making audit, examination, excerpts, and transcriptions, unless prohibited by law. The County agrees to maintain all required records for six years after the District makes final payment and all other pending matters are closed.

L. The County agrees to provide periodic reports to the District on the number of students and families served under this Agreement. The County will also provide other statistical data reasonably available to it that may be requested by the District.

M. No YSS has been convicted of a disqualifying offense identified in Texas Education Code §22.085. Upon receipt of information that any YSS has been convicted of a disqualifying offense identified in the Texas Education Code Section, the County will notify District and remove such employee from any direct contact with students and from any District campus. **TEC §22.0834(d) CERTIFICATION:** The County certifies to District that, prior to any YSS commencing or continuing work under this Agreement, the County has complied with Texas Education Code §22.0834 that the County has received all criminal history record information relating to each YSS and has ensured the following:

(a) each YSS has submitted to a national criminal history record information review before being employed or serving in a capacity described by Texas Education Code §22.0834(a);

(b) the information required by the Texas Department of Safety for obtaining national criminal history record information, which may include fingerprints and photographs, has been sent to the Texas Department of Safety for each YSS; and

(c) the County has obtained all criminal history record information for each YSS through the criminal history clearinghouse as provided by Government Code §411.0845.

IV.
OTHER COUNTY SERVICES

In addition to YSS personnel costs, Harris County provides an array of children and youth services. Therefore, based on the availability of grant and County funds, County may, at its discretion, provide the following services to students and families at **no additional cost** to District. Although prices are listed below, such prices merely indicate the costs to Harris County:

- Individual and Family Therapy ($75.00 per session/maximum 6 sessions per family in the office and $100 per session in the home)
- Group Therapy Services ($25.00 per child/10 children per group)
- Parent/Teen Survival Program services ($32,000 annual program costs)
- Donated Funds ($3,000-6,000 annually to assist with emergency basic needs)
- BEAR - Be a Resource for CPS Kids: a 501(c)(3) public/private partnership that provides goods and services to children involved with CPS in Harris

County. The CYS program receives school supplies, school uniforms, lice shampoo, baby car seats and baby cribs (for teen parents), and Christmas gifts.

- Access to Kinder Emergency Shelter (at $137.30 per day/per child): The shelter provides youth 12-17 years old who are in crisis with a safe, short-term, home like environment until they can be returned home or other alternative placement. The youth and the parent must both agree to the 30-day placement.
- Community Resource Coordination Group (CRCG): made of up of representatives from child serving agencies in Harris County that come together to discuss difficult cases of youth whose complex needs cannot be met by one agency. CRCG attempts to develop a plan for coordinated use of community services to meet the child/family needs.

The YSS can also access an array of other youth services provided by HCRCA (based on eligibility requirements).

V.
DISTRICT OBLIGATIONS

During the term of this Agreement, the District shall:

1. Provide suitable office space for each YSS provided under this Agreement and make such office space within the District available as needed for the performance of the duties set forth in Section III of this Agreement;

2. Identify a District Information Technology Department liaison to provide technical assistance and consultation to the Harris County Universal Services Department personnel on all information technology related issues;

3. Provide ongoing access to internet and secured (https) Harris County websites, to include but not limited to Citrix, VPN, and Harris County e-mail, for the performance of the duties set forth on Section III of this Agreement, and add Harris County secured (https) sites to District's list of approved sites to ensure ongoing access during changes and/or upgrades to District security protocols;

4. Observe and comply with all applicable federal, state, and local statutes, ordinances, rules, and regulations in the performance of this Agreement;

5. Provide administration/coordination as appropriate through the applicable District Departments;

6. Provide appropriate educational materials, resources, pamphlets and brochures to distribute to students and parents as appropriate;

7. Promptly contact the County Supervisor responsible for the supervision of the YSS or the Administrator responsible for the oversight of this Agreement if District becomes concerned or dissatisfied with any YSS's behavior or performance. The District

designee will be responsible for presenting any necessary documentation to support the presented concern or recommended action, and if needed, shall be available for participation in any meetings related to this process. District must inform the County Supervisor or Administrator prior to any ongoing investigation arising from the YSS behavior or performance. The County Supervisor or Administrator along with the District designee will determine the necessary and appropriate action or process to resolve the personnel or performance issue; and

8. Provide in-service training to each YSS on District policy, procedures and programs.

VI.
METHOD OF PAYMENT

A. District agrees to reimburse County an annual standard fee, as calculated by HCRCA. The annual standard fee includes one-half of the average cost of the salary, fringe benefits, mileage, and cellular phone stipend and telephone cost for one YSS. For the term of this Agreement, the annual standard fee per YSS is **FORTY-ONE THOUSAND THREE HUNDRED THIRTY EIGHTY AND NO/100 DOLLARS ($41,338.00)**, which is rounded to **$3,444.83 per monthly billing period** (for 12 months). However, the County shall reduce each invoice by a prorated amount for every day that a position is unfilled and corresponding services not rendered, and District shall only pay the equal monthly installment reduced by the prorated amount. However, the County reserves the right to fill any vacant position with qualified HCRCA relief staff to fulfill contractual obligations pursuant to this Agreement.

B. On or about the 15th day of each calendar month following the delivery of the services provided by the County under this Agreement, the County will submit to the District a statement for services provided during the previous calendar month. Further, failure of Harris County to make demand for payments due is not a waiver of District's obligation to make timely payments.

C. The District shall begin processing such billing statement promptly upon receipt and agrees to pay same within thirty (30) days of receipt of the statement, except as otherwise provided under section 2251.021 of the Texas Government Code. Payment shall be due and payable at the office of the County Treasurer, 1001 PRESTON ST STE 652, HOUSTON TX 77002-1816.

D. Notwithstanding anything in this Agreement to the contrary, the cost of such services to the District will not exceed a grand total for this Agreement of **$744,084.00**, which shall be paid by District over no more than 12 months. District shall pay to County **$62,007.00** per calendar month.

E. Prior to the execution of this Agreement, the District has been advised by the County and the District understands and agrees that the County is paying the salaries, benefits, and other costs of the YSS from the funds provided by the District as described in subsection A. County has not appropriated additional funding to cover any expenses, costs, or liabilities arising from this Agreement.

VII.
TERM

The term of this Agreement shall begin on **August 1, 2021,** and end (unless the term of this Agreement is sooner terminated in accordance with the provisions hereof) on **July 31, 2022.**

VIII.
TERMINATION PROVISIONS

A. Either Party may terminate this Agreement without cause, prior to the expiration of the term set forth above, upon 30 days written notice to the other Party. HCRCA is authorized to give notice for County. Such notice must specify the effective date of termination and the District is only liable for those services actually completed up to the date of termination.

B. Upon notice of termination from the District to the County, the County shall stop work under the Agreement on the date and to the extent specified in the notice of termination.

C. Within 30 days after the effective date of such termination, the County will submit its termination statement for the month in which termination occurs in the manner set forth above for monthly billing statements and District shall process the billing statement in the manner set forth above for monthly billing statements.

IX.
MANDATORY HIPAA BUSINESS ASSOCIATE PROVISIONS

1) HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT ("HIPAA")

HIPAA. To the extent District serves as a business associate of County pursuant to HIPAA, District's Responsibilities Regarding Use and Disclosure of Protected Health Information (PHI) are as follows:

A. Definitions.

1. "Confidential Information" is information that has been deemed or designated confidential by law (i.e., constitutional, statutory, regulatory, or by judicial decision).

2. "Protected Health Information" ("PHI") is defined in 45 C.F.R. § 164.501 and is limited to information created or received by Contractor from or on behalf of the County.

3. "Electronic Protected Health Information" ("EPHI") shall mean individually identifiable health information that is transmitted by or maintained in electronic media.

4. "Security Incident" shall mean the unauthorized access, use, disclosure, modification, or destruction of Confidential Information, including, but not limited to, PHI and EPHI, or interference with the systems operations in an information system, including, but not limited to, information systems containing EPHI. This definition includes, but is not limited to, lost or stolen transportable media devices (e.g., flash drives, CDs, PDAs, cell phones, and cameras), desktop and laptop computers, photographs, and paper files containing Confidential Information, including, but not limited to, PHI and EPHI.

B. General.

1. District agrees to hold all PHI and EPHI confidential except to the extent that disclosure is required by Federal or State law, including the Texas Public Information Act, TEX. GOV'T CODE ANN. §§ 552.001 *et seq.*, as amended.

2. District agrees to be bound by and comply with all applicable Federal and State of Texas licensing authorities' laws, rules, and regulations regarding records and governmental records, including the Privacy and Security Requirements. Compliance with this paragraph is at District's own expense.

3. District agrees to cooperate with state and federal agencies and to make appropriate personnel available for interviews, consultation, grand jury proceedings, pre-trial conferences, hearings, trials, and any other process, including investigations, required as a result of District's services to the County. Compliance with this paragraph is at District's own expense.

4. The terms used in this BAA shall have the same meaning as those terms in the Privacy and Security Requirements.

C. Representation. District represents that it is familiar with and is in compliance with the Privacy and Security Requirements, which include Federal and State of Texas requirements governing information relating to HIV/AIDS, mental health, and drugs or alcohol treatment or referral.

D. Business Associate. District is a "Business Associate" of the County as that term is defined under the Privacy and Security Requirements.

1. *Nondisclosure of PHI.* District agrees not to use or disclose PHI received from or on behalf of the County or created, compiled, or used by District pursuant to this Agreement other than as permitted or required by this BAA, or as otherwise required by law.

2. *Limitation on Further Use or Disclosure.* District agrees not to further use or disclose PHI or EPHI received from or on behalf of the County or created, compiled, or used by District pursuant to this BAA in a manner that would be prohibited by the Privacy and Security Requirements if disclosure was made by the

County, or if either District or the County is otherwise prohibited from making such disclosure by any present or future State or Federal law, regulation, or rule.

3. *Safeguarding PHI.* District agrees to use appropriate safeguards to prevent use or disclosure of PHI other than as provided for by this BAA or as required by State or Federal law, regulation, or rule.

4. *Safeguarding EPHI.* District agrees to implement and use administrative, physical, and technical safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of EPHI that it creates, receives, maintains, or transmits on behalf of the County. These safeguards shall include the following:

   a) Encryption of EPHI that District stores and transmits;

   b) Implementation of strong access controls, including physical locks, firewalls, and strong passwords;

   c) Use of updated antivirus software;

   d) Adoption of contingency planning policies and procedures, including data backup and disaster recovery plans; and

   e) Conduct of periodic security training.

5. *Reporting Security Incidents.* District agrees to report to the County any Security Incident **immediately** upon becoming aware of such. District further agrees to provide the County with the following information regarding the Security Incident as soon as possible, but no more than five (5) business days after becoming aware of the Security Incident: (1) a brief description of what happened, including the dates the Security Incident occurred and was discovered; (2) a reproduction of the PHI or EPHI involved in the Security Incident; and (3) a description of whether and how the PHI or EPHI involved in the Security Incident was rendered unusable, unreadable, or indecipherable to unauthorized individuals either by encryption or otherwise destroying the PHI or EPHI prior to disposal. If District determines that it is infeasible to reproduce the PHI or EPHI involved in the Security Incident, the District agrees to notify the County in writing of the conditions that make reproduction infeasible and any information the District has regarding the PHI or EPHI involved.

   District agrees to cooperate in a timely fashion with the County regarding all Security Incidents reported to the County.

   The County will review all Security Incidents reported by District.

District will take the following steps in response, to the extent necessary or required by law, including, but not limited to: (1) notifying the individual(s) whose PHI or EPHI was involved in the Security Incident, either in writing, via telephone, through the media, or by posting a notice on the County's website, or through a combination of those methods, of the Security Incident, and (2) providing the individual(s) whose PHI or EPHI was involved in the Security Incident with credit monitoring services for a period of time to be determined by the County, at no cost to the individuals.

The County, to the extent necessary or required by law, will provide notice of the Security Incident, as required by law, to the Secretary of the United States Department of Health and Human Services ("HHS").

District agrees to reimburse the County for all expenses incurred as a result of District's Security Incidents, including, but not limited to, expenses related to the activities described above.

6. *EPHI and Subcontractors.* District shall require any agent to whom it provides PHI or EPHI, including a subcontractor, to agree to implement reasonable and appropriate safeguards to protect such PHI or EPHI. Further, District agrees to give the County at least sixty (60) days advance notice of its intent to provide PHI or EPHI to an agent located outside of the United States.

7. *Subcontractors and Agents.* District shall require any subcontractor or agent to whom District provides PHI or EPHI received from or on behalf of the County or created, compiled, or used by District pursuant to this BAA, to agree to the same restrictions and conditions that apply to District with respect to such PHI and EPHI.

8. *Reciprocal Disclosures.* The Parties agree that the Parties may reciprocally disclose and use PHI or EPHI for initial and continuing eligibility and compliance determinations related to the provision of benefits, for auditing and legal compliance purposes, and for compliance with laws, regulations, and rules related to the provision of medical or drug benefits to persons who may be eligible for such benefits under the Medicare Prescription Drug Benefit Program, Part D, or other federal or State of Texas programs. The County agrees:

   a) to be bound by these provisions with regard to PHI or EPHI received from District;

   b) to restrict access to such PHI or EPHI to the County's Chief Financial Office, the County's Controller, the County's Compliance Officer, the Harris County Attorney's Office, and designated employees of the County's Benefits Department for legal and auditing services; and

   c) to take disciplinary action against any employee whose willful act violates these provisions and results in an unlawful disclosure of PHI or EPHI.

9. *Mitigation.* District agrees to mitigate, to the extent practicable, any harmful effect that is known to District of a use or disclosure of PHI or EPHI by District, or by a subcontractor or agent of District, resulting from a violation of this BAA, including violations of the Privacy and Security Requirements stated herein. District also agrees to inform the County in advance of its actual mitigation and of the details of its mitigation plan, unless doing so would cause additional harm.

10. *Notice – Access by Individual.* District agrees to notify the County in writing within three (3) business days of any request by an individual for access to the individual's PHI or EPHI and, upon receipt of such request, direct the individual to contact the County to obtain access to the individual's PHI. Upon request by the County, District agrees to make available PHI and EPHI to the County or, as directed by the County, to an individual in accordance with 45 C.F.R. § 164.524.

11. *Notice – Request for Amendment.* District agrees to notify the County in writing within three (3) business days of any request by an individual for an amendment to the individual's PHI or EPHI and, upon receipt of such request from the individual, direct the individual to the County to request an amendment of the individual's PHI or EPHI. District agrees to make available upon request PHI and EPHI for amendment and to incorporate any amendments to PHI and EPHI agreed to or directed by the County in accordance with 45 C.F.R. § 164.526.

12. *Notice – Request for Accounting.* Upon receipt of any request from an individual for an accounting of disclosures made of the individual's PHI or EPHI, District agrees to notify the County in writing within three (3) business days of any such request, and upon receipt of such request from the individual, direct the individual to the County for an accounting of the disclosures of the individual's PHI or EPHI. District agrees to make available upon request the information required to provide an accounting of disclosures in accordance with 45 C.F.R. § 164.528. Pursuant to 45 C.F.R. § 164.528(a), an individual has a right to receive an accounting of certain disclosures of PHI or EPHI in the six (6) years prior to the date on which the accounting is requested.

13. *HHS Inspection.* Upon written request, District agrees to make available to HHS or its designee, District's internal practices, books, and records relating to the use and disclosure of PHI and EPHI received from, or created or received on behalf of, the County in a time or manner designated by HHS for purposes of HHS determining the County's compliance with the Privacy and Security Requirements.

14. *County Inspection.* Upon written request, District agrees to make available to the County and its duly authorized representatives during normal business hours District's internal practices, books, records and documents relating to the use and disclosure of confidential information, including, but not limited to, PHI and EPHI received from, or created or received on behalf of, the County in a time and manner designated by the County for the purposes of the County determining compliance

with the Privacy and Security Requirements. District agrees to allow such access until the expiration of four (4) years after the services are furnished under the contract or subcontract or until the completion of any audit or audit period, whichever is later. District agrees to allow similar access to books, records, and documents related to contracts between District and organizations related to or subcontracted by District to whom District provides confidential information, including, but not limited to, PHI and EPHI received from, or created or received on behalf of, the County.

15. *PHI or EPHI Amendment.* District agrees to incorporate any amendments, corrections, or additions to the PHI or EPHI received from or created, compiled, or used by the County pursuant to this BAA when notified by the County that the PHI or EPHI is inaccurate or incomplete, or that other documents are to be added as required or allowed by the Privacy and Security Requirements.

16. *Documentation of Disclosures.* District agrees to document disclosure of PHI or EPHI and information related to such disclosures as is necessary for the County to respond to a request by an individual for an accounting of disclosures of PHI or EPHI in accordance with 45 C.F.R. § 164.528, as amended.

17. *Termination Procedures.* Upon termination of this BAA for any reason, District agrees to deliver all PHI or EPHI received from the County or created, compiled, or used by District pursuant to this BAA within thirty (30) days from the date of termination, or, if specially requested to do so by the County in writing, to destroy all PHI or EPHI within the time frame determined by the County, which will be no less than thirty (30) days from the date of the notice of termination. This provision applies when District maintains PHI or EPHI from the County in any form. If District determines that transferring or destroying the PHI or EPHI is infeasible, District agrees:

    a) to notify the County of the conditions that make transfer or destruction infeasible;

    b) to extend the protections of this BAA to such PHI or EPHI; and

    c) to limit any further uses and disclosures of such PHI or EPHI to those purposes that make the return, or transfer to the County, or destruction infeasible.

18. *Notice-Termination.* Upon written notice to District, the County may terminate any portion of the Agreement under which District maintains, compiles, or has access to PHI or EPHI. Additionally, upon written notice to District, the County may terminate the entire Agreement if the County determines, at its sole discretion, that District has repeatedly violated a Privacy or Security Requirement.

E. Survival of Privacy Provisions. District's obligations with regard to PHI and EPHI shall survive termination of this BAA and the Agreement.

F. Amendment Related to Privacy and Security Requirements. The Parties agree to take such action as is necessary to amend this BAA if the County, in its reasonable discretion, determines that amendment is necessary for the County to comply with the Privacy and Security Requirements or any other law or regulation affecting the use or disclosure of PHI or EPHI. Any ambiguity in this BAA shall be resolved to permit the County to comply with the Privacy and Security Requirements.

G. **Indemnification. District agrees to indemnify and hold harmless, to the extent allowed by law, the County and its officers, employees, and agents (individually and collectively "Indemnitees") against any and all losses, liabilities, judgments, penalties, awards, and costs (including costs of investigations, legal fees, and expenses) arising out of or related to:**

1. **a breach of this BAA relating to the Privacy and Security Requirements by District; or**

2. **any negligent or wrongful acts or omissions of District or its employees, directors, officers, subcontractors, or agents, relating to the Privacy and Security Requirements, including failure to perform their obligations under the Privacy and Security Requirements.**

To the extent that this indemnification conflicts with Texas law, such indemnity is void.

H. This BAA survives the termination of the Agreement and expires six (6) years after its termination.

X.
MISCELLANEOUS

A. Any notice required or permitted to be given by the County to the District hereunder may be given by certified or registered United States Mail, postage prepaid, return receipt requested, addressed to:

Attn: Roy Garcia, Associate Superintendent, Administration and Leadership Development
P.O. Box 692003
Houston, Texas 77269-2003

Any notice required or permitted to be given by the District to the County hereunder may be given by certified or registered United States Mail, postage or fee prepaid, return receipt requested, addressed to:

Attn: Executive Director
Harris County Resources for Children and Adults
2525 Murworth Drive
Houston, Texas 77054-1603

Such notice shall be considered given and complete upon deposit in the United States Mail. Either party may designate a different address by giving the other party ten (10) days written notice in the manner provided above.

B. Neither the District nor the County waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein.

C. This Agreement shall be construed according to the laws of the State of Texas. The parties consent to the jurisdiction and venue of the courts of Houston, Harris County, Texas for any action under this Agreement. The exclusive forum for any action arising under this agreement is a state or federal court of competent jurisdiction in Texas.

D. This instrument contains the entire Agreement between the Parties relating to the rights herein granted and the obligations herein assumed. This Agreement supersedes any prior contract between the parties with regard to the terms and provisions contained herein. This Agreement may be modified only by a written instrument signed by both parties.

E. If any provision of this Agreement is held invalid, such invalidity shall not affect other provisions or applications of the Agreement which can be given effect without the invalid provision or application and to this end the provisions of this Agreement are declared to be severable.

F. To the extent that the County will come into possession of student records and information, and to the extent that the County will be involved in the survey, analysis or evaluation of students incidental to this Agreement, the County agrees to comply with all requirements of the Family Educational Rights and Privacy Act. In the event that, pursuant to the Texas Public Information Act (PIA), District is required to furnish District records that are in the possession of the County, the County agrees to furnish such information and records as required by the PIA, subject to the County's right to establish any exceptions to the PIA.

G. E-Mail Addresses. Each party affirmatively consents to the disclosure of its e-mail addresses that are provided to the other party. This consent is intended to comply with the requirements of the Texas Public Information Act, TEX. GOV'T CODE ANN. § 552.137, *et seq.*, as amended, and shall survive termination of this Agreement. This consent shall apply to e-mail addresses provided by each party and agents acting on each party's behalf and shall apply to any e-mail address provided in any form for any reason whether related to this Agreement or otherwise. However, neither party can consent to disclosure of a third party's email addresses, such as those of students or their families.

H. This Agreement may be executed in multiple originals.

[EXECUTION PAGE FOLLOWS]

CY-FAIR INDEPENDENT
SCHOOL DISTRICT

By: Bob R. Covey
Printed Name: Bob R. Covey
Title: CFISD Board President
Date: 6-24-21

By:
Printed Name: Mark Henry
Title: CFISD Superintendent
Date: 6-24-21

APPROVED AS TO FORM:

By: _____
Printed Name: _____
Title: _____
Date: _____

HARRIS COUNTY

By: _____
LINA HIDALGO
COUNTY JUDGE

APPROVED AS TO FORM:
CHRISTIAN D. MENEFEE
COUNTY ATTORNEY

By: Sam Kirchhoff
Sam Kirchhoff
Assistant County Attorney
C.A. File 21GEN0821

ORDER OF COMMISSIONERS COURT
Authorizing an Interlocal Agreement

The Commissioners Court of Harris County, Texas, met in regular session at its regular term at the Harris County Administration Building in the City of Houston, Texas, on July 20, 2021, with all members present except none.

A quorum was present. Among other business, the following was transacted:

ORDER AUTHORIZING EXECUTION OF AN INTERLOCAL AGREEMENT BETWEEN HARRIS COUNTY AND CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

Commissioner Ellis introduced an order and moved that Commissioners Court adopt the order. Commissioner A. Garcia seconded the motion for adoption of the order. The motion, carrying with it the adoption of the order, prevailed by the following vote:

Vote of the Court	Yes	No	Abstain
Judge Hidalgo	☑	☐	☐
Comm. Ellis	☑	☐	☐
Comm. Garcia	☑	☐	☐
Comm. Ramsey	☑	☐	☐
Comm. Cagle	☑	☐	☐

The County Judge thereupon announced that the motion had duly and lawfully carried and that the order had been duly and lawfully adopted. The order adopted follows:

IT IS ORDERED that:

1. The Harris County Judge is authorized to execute the Interlocal Agreement between Harris County and **Cypress-Fairbanks ISD** for Harris County Resources for Children and Adults to provide the services of eighteen (18) Youth Services Specialist(s), who will deliver the services specified in the Agreement to children and families within the District at a cost to each Party of **$744,084.00** (which is **$41,338.00** annually per community youth services worker).

2. All Harris County officials and employees are authorized to do any and all things necessary or convenient to accomplish the purposes of this order.

Presented to Commissioners Court

July 20, 2021

Approve: E/G

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

To: **Bill Powell**
Assistant Superintendent for Support Services

From: **Jennifer Chiu**
Director of Procurement Services

Date: **April 14, 2022**

Re: **Athletic/All Activities Student Accident Insurance Renewal**
Contract Renewal #21-08-1520RFP-3

Item Description	**The Brokerage Store**
Athletic/All Activities Student Accident Insurance Renewal	**$434,480.00**

Recommendation: **The Brokerage Store**

Funding: **M & O Funds**

Estimated Expenditure: **$434,480.00**

pm

Memo

To: Jennifer Chiu

From: Amanda Boles

CC: Karen Smith, Bill Powell, Jaime Decantillon

Date: April 25, 2022

Subject: **Athletic/All Activities Student Accident Insurance**

Each year, the District purchases Athletic/All Activities Student Accident Insurance and Athletic Catastrophic Student Accident Insurance and provides parents the option to purchase Individual Voluntary Student Accident Insurance.

In June 2020, the Board awarded the contract for Athletic/All Activities Student Accident Insurance, the Individual Voluntary Student Accident Insurance, and the Athletic Catastrophic Student Accident Insurance to The Brokerage Store. The Athletic/All Activities Student Accident Insurance and the Individual Voluntary Student Accident Insurance are underwritten by Ameritas Life Insurance Corporation. The Athletic Catastrophic Student Accident Insurance is underwritten by Zurich American Life Insurance Company. Administration is recommending that the Board approve a one-year renewal of $434,480 with The Brokerage Store effective August 1, 2022 at the existing per occurrence limits and deductibles. This renewal is an increase of $33,500 (8.35%) from the prior year due to increases in claims over the last 5 years.

If you have any questions, feel free to contact me at (281) 897-3858. Thank you.

THE BROKERAGE STORE, INC.

INVOICE

BILL TO	MAIL TO	
Cypress-Fairbanks ISD 10300 Jones Rd. Houston, TX 77269	The Brokerage Store, Inc. 4091 De Zavala Rd., 3 San Antonio, TX 78249	Invoice Date 4/6/2022 Agent David Cates

PREMIUMS DUE BY SEPTEMBER 1, 2022

	SCHOOL YEAR:	COVERAGE:	PLAN:				TOTAL:
Student/Athletic Accident Insurance							
	2022-2023	GROUP UIL	Texas U&C	$750 Deductible			$413,000
		CATASTROPHIC	CAT Only				$21,480
						BALANCE DUE	**$434,480**

Please return the portion below with your payment.

REMITTANCE

Customer	Cypress-Fairbanks ISD
Amount Enclosed	$

Make check payable to:
The Brokerage Store, Inc.
4091 De Zavala Rd., #3
San Antonio, TX 78249

PHONE (210)366-4800
FAX (210)366-1388
E-MAIL rochelle@thebrokeragestore.com
WEB SITE www.thebrokeragestore.com

APPLICATION FOR STUDENT/ATHLETIC ACCIDENT INSURANCE GRADES PK-12

THE BROKERAGE STORE

Send completed form to:
The Brokerage Store
4091 De Zavala Rd., #3 * San Antonio, TX 78249

Ameritas
Ameritas Life Insurance Corp.
Lincoln, Nebraska

SCHOOL/DISTRICT INFORMATION

School/District Cypress-Fairbanks ISD DIST. CLASS. _____

Address 10300 Jones Rd.
Street

City Houston County _____ State TX Zip 77269

DATE INFORMATION Effective Date 08/01/2022 Termination Date 07/31/2023

_____ 1st Day of School _____ Last Day of School _____ 1st Day of Football Practice

SCHOOLS THAT PROVIDE COVERAGE ON A GROUP BASIS

A: GROUP COVERAGES **PREMIUMS**

[X] 1. Group UIL Coverage: Plan (Texas U&C $750 Deductible) $ 413,000

[ ] 2. All School Coverage: Plan (_____)
(Includes UIL Activities)
Enrollment grades PK- 12 ( ) @ $ _____ = $ _____

TOTAL PREMIUM = **$** 413,000

SCHOOLS THAT OFFER COVERAGE ON A VOLUNTARY BASIS

B: VOLUNTARY COVERAGES: (See Brochure) **ENROLLMENT FORMS NEEDED**

[ ] 1. Voluntary Sports/UIL Activities Coverage: Plan (**Basic**)
Estimated number of Interscholastic UIL Participants 7-12 _____ (_____)

[ ] 2. Voluntary Student Coverage: Plan (**Basic**)
Estimated Total Enrollment in grades PK-12 (No Sports) _____ (_____)

It is agreed and understood that: (**applies only to voluntary coverages**)
a. The school will offer coverage to all students in the school system.
b. Voluntary Sports and UIL Activities Coverage are available only if the school installs the Voluntary or Group Student Coverage.
c. A School Official will complete the School's section of each claim form for school related injuries.
d. O**nly one student accident plan will be offered by the district.**

WARNING: Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison

Applied for by:

_____
Print Name of School Official Phone Number E-mail Address

_____
Signature of School Official Title Date

Agent Signature: _____ Telephone# _____

Administered by:
STUDENT ASSURANCE SERVICES INCORPORATED
Stillwater, Minnesota

2022 Enrollment Form for Catastrophic Coverage

Underwritten by Zurich

The Brokerage Store, Inc., 4091 De Zavala Rd., Suite 3 San Antonio, TX 78249

Participant Information:

Name of Participating School or District: Cypress-Fairbanks ISD

Address: 10300 Jones Rd. City: Houston State: TX ZIP: 77269

Number of Schools Junior High: 18 Senior High: 12

Estimated Number of Students Grades K-8: Grades 9-12:

Eligible Classes Junior High: (•) Yes ( ) No Senior High: (•) Yes ( ) No

___ Class I: All enrolled Students of the School or School District, including all sports and activities (includes student coaches, student trainers and student managers). Football: ( ) Yes ( ) No

X Class II: All enrolled Students of the School or School District, while participating in gym classes and extracurricular school activities, including intramural and interscholastic sports, such as football, band members, cheerleaders, majorettes, student coaches, student trainers and student managers. Coverage also includes supervised travel to and from such games and practice sessions. Football: (•) Yes ( ) No

Benefits:

X Accident Medical Expense (AME) Benefit Amount - Excess Coverage $10,000,000

X Accidental Death & Dismemberment (AD&D) ($10,000 Death, $20,000 Dismemberment)

___ Catastrophic Cash Benefit (Maximum Benefit Amount $500,000)

Rates:

See Page 2

Premium:

Total Premium: $ 21,480

Requested Effective Date:

The Effective Date will be the requested dates assuming We have accepted the risk and received the attached enrollment form. If the acceptance of the enrollment form or the enrollment form is not received prior to the requested effective date, the Effective Date will be the date We accept the Enrollment Form. The Expiration Date of the policy will be one (1) year from the Effective Date.

08 / 01 / 2022

Month Day Year

Approval for Enrollment:

The authorized signer of this application represents to the best of his or her knowledge and belief that the statements set forth herein are true and include all material information. Signing of this application does not bind Zurich to offer nor the authorized signer to accept insurance, but it is agreed this questionnaire and any attachments thereto shall be the basis of the insurance.

Officer's Name (print): _____ Signature: _____

Title (print): _____ Date: _____

General Statement:

Any person who knowingly and with intent to defraud any insurance company or another person files an application for insurance or statement of claim containing any materially false information, or conceals for the purpose of misleading information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime and subjects the person to criminal and civil penalties.

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
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To: **Bill Powell**
Assistant Superintendent for Support Services

From: **Jennifer Chiu**
Director of Procurement Services

Date: **April 14, 2022**

Re: **Audiometers for Health Services**
Annual Contract #22-06-8050RFP

The following proposals were received and opened at 3:00 p.m., Tuesday, April 19, 2022, as advertised and specified in documents concerning **Annual Contract #22-06-8050RFP Audiometers for Health Services.** The proposals received are located on page 2.

Recommendation based on Health Services Department's evaluation of overall best value to the District.

Recommendation:	**R-B Instruments, Inc.**
Funding:	**Activity Funds, Grant Funds, M & O Funds**
Estimated Expenditure:	**$125,000.00**
Contract Term:	**June 1, 2022 - May 31, 2023**
Renewal:	**2 Years**

pm

Earscan 3 Manual Audiometer with accessories. Price per each
Dimensions: (L x W x H) 5.8 x 3.6 x 1.3 in (14.7 x 9.1 x 3.3 cm)
Line 1 **Weight: 9.8 oz. (0.28 kg) Power:4 AA alkaline batteries, AC Adapter**
Display: Backlit 128 x 64 Graphic LCD Standards:ANSI S3.6-1996
Warranty: 5 year, limited

SUPPLIER	UOM	Unit Price
R-B Instruments, Inc.	EA	**$729.00**
e3 Texas Special Instruments	EA	$793.25
School Health Corporation	EA	$989.17

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To: **Bill Powell**
Assistant Superintendent for Support Services

From: **Jennifer Chiu**
Director of Procurement Services

Date: **April 14, 2022**

Re: **Portable Building Deck, Ramp, and Walkway Installations**
Annual Contract #22-06-5200R-RFP

The following proposals were received and opened at 3:00 p.m., Wednesday, April 6, 2022, as advertised and specified in documents concerning **Annual Contract #22-06-5200R-RFP Portable Building Deck, Ramp, and Walkway Installations.** The proposals received are located on pages 2-3.

Recommendation based on Facilities and Construction Department's evaluation of overall best value to the District.

Recommendation:	**Stone Building Systems, Inc.**
Funding:	**Bond Funds, M & O Funds**
Estimated Expenditure:	**$200,000.00**
Contract Term:	**June 1, 2022 - May 31, 2023**
Renewal:	**2 Years**

pm

Line 1 **8'-0" x 16'-0" deck and 5'-0" (Clear Width) x 30'-0" ramp per portable building. Pricing to be with pressure treated plywood decking surface.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Square Foot	**$23.75**
JR Thomas Group, Inc.	Square Foot	$75.25

Line 2 **8'-0" x 16'-0" deck and 5'-0" (Clear Width) x 30'-0" ramp per portable building. Pricing to be with 2x6 pressure treating pine decking surface.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Square Foot	**$26.75**
JR Thomas Group, Inc.	Square Foot	$88.00

Line 3 **8'-0" x 16'-0" deck extension to existing deck with pressure treated plywood decking surface.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Square Foot	**$25.50**
JR Thomas Group, Inc.	Square Foot	$75.25

Line 4 **8'-0" x 16'-0" deck extension to existing deck with 2x6 pressure treated decking surface.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Square Foot	**$28.50**
JR Thomas Group, Inc.	Square Foot	$88.00

Line 5 **5'-0" (Clear Width) wide ramp extension to existing deck/ramp with pressure treated plywood decking surface.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Linear Foot	**$142.50**
JR Thomas Group, Inc.	Linear Foot	$385.00

Line 6 **5'-0" (Clear Width) wide ramp extension to existing deck/ramp with 2x6 pressure treated decking surface.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Linear Foot	**$160.50**
JR Thomas Group, Inc.	Linear Foot	$410.00

Line 7 **5'-0" (Clear Width) wide stair includes prep and paint.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Each	**$1,150.00**
JR Thomas Group, Inc.	Each	$2,100.00

Line 8 **5'-0" wide elevated walkway between decks with pressure treated plywood decking.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Linear Foot	**$142.50**
JR Thomas Group, Inc.	Linear Foot	$420.00

Line 9 **5'-0" wide elevated walkway between decks with 2x6 pressure treated decking surface.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Linear Foot	**$160.50**
JR Thomas Group, Inc.	Linear Foot	$445.00

Line 10 **5'-0"x 5'-0" ramp landing for ramps over 30'-0" long and intermediate landings, with pressure treated plywood decking.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Square Foot	**$23.75**
JR Thomas Group, Inc.	Square Foot	$97.00

Line 11 **5'-0"x 5'-0" ramp landing for ramps over 30'-0" long and intermediate landings, with 2x6 pressure treated decking surface.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Square Foot	**$26.75**
JR Thomas Group, Inc.	Square Foot	$102.00

Line 12 **Second ramp handrail per linear foot.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Linear Foot	**$30.75**
JR Thomas Group, Inc.	Linear Foot	$165.00

Line 13 **PRICE to repaint walkway surfaces with medium grey color slip resistant paint.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Square Foot	**$6.50**
JR Thomas Group, Inc.	Square Foot	$7.00

Line 14 **5'-0"x 5'-0" stair landing with 5'-0" wide stairs and handrail to comply with ADA/ Texas Accessibility Standards/current IBC code with adopted City of Houston Amendments.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Each	**$1,950.00**
JR Thomas Group, Inc.	Each	$4,500.00

Line 15 **Unit cost for treated wood sidewalk (2X4, 2X6, 2X8, etc.) constructed on-grade.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Square Foot	**$15.00**
JR Thomas Group, Inc.	Square Foot	$82.00

Line 16 **Construct two new ADA / Texas Accessibility Standards / current IBC code with adopted City of Houston Amendments compliant restrooms inside existing portable building including partial partition demolition, if needed, and construction of new restrooms.**

SUPPLIER	UOM	PRICE
Stone Building Systems, Inc.	Each Restroom Pair	**$23,900.00**
JR Thomas Group, Inc.	Each Restroom Pair	$78,970.00

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To: **Bill Powell**
Assistant Superintendent for Support Services

From: **Jennifer Chiu**
Director of Procurement Services

Date: **April 14, 2022**

Re: **Property Insurance Renewal**
Contract #18-05-1560RFP-5

Item Description	McGriff, Seibels & Williams
Property Insurance Renewal	**$5,961,010.00**

Recommendation: **McGriff, Seibels & Williams**

Funding: **M & O Funds**

Estimated Expenditure: **$5,961,010.00**

pm

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To: Jennifer Chiu

From: Amanda Boles

Date: April 25, 2022

Re: Property Insurance Request for Proposal #18-05-1560RFP-5
Contract Award Recommendation

The Board awarded the property insurance contract to McGriff, Seibels & Williams in 2018. The Request for Proposal allowed renewal of coverage for additional years if service is satisfactory and both parties agree upon renewal terms.

Administration is requesting that the Board approve the property insurance renewal of existing property with McGriff, Seibels & Williams at a premium of $5,961,010, an increase of 19.35% over the prior year. There will be 4 new buildings added to this policy once they are completed in the 2022-2023 fiscal year including the Transportation Center # 6, McGown Elementary, the Mark Henry, Ed.D. Administration Building and the Visual Performing Arts Center. The estimated cost to add these 4 facilities at a premium of $0.1816 per $100 of insurable value is approximately $340,000. These premiums will be invoiced separately throughout the 2022-2023 fiscal year once the construction of the facility is complete.

The premium reflects increases seen by school districts and property owners across the state associated with historic building damage claims. There were 20 separate billion dollar weather and climate disasters that impacted the United States during 2021, which is only 2 less than the annual record of 22 in 2020. Calendar year 2021 is the seventh consecutive year (2015-2021) in which 10 or more billion dollar weather and climate disaster events have impacted the United States.

The insurance policy will cover physical loss to the District's $3.282 billion of total insured property values. The initial estimates for this year's increase was 25%; however, our insurance broker was able to engage with over 50 insurance carriers and pools to provide competitive responses. The most competitive renewal program will be led by two incumbent carriers (Berkshire Hathaway and Chubb/Westchester), although the entire placement requires the participation of 16 different carriers for a renewal premium of $5,961,010. Despite the District's large claims (2016 Flood, 2017 Harvey, 2021 Winter Storm Uri) resulting in over $22 million in property insurance claims, the District maintains a low premium rate competitive with its peer group.

Feel free to contact me if you have any questions. Thank you.

Cc: Karen Smith
Bill Powell
Jaime Decantillon

Cypress-Fairbanks Independent School District

Property & Windstorm Insurance

June 1, 2022-23

	Expiring Program	Renewal Program
Policy Period	06/01/2021 to 06/01/2022	06/01/2022 to 06/01/2023
Total Insured Values	$3,280,033,996	$3,282,098,696
Primary Underwriter	Berkshire / National Fire & Marine Insurance Company ETAL	Berkshire / National Fire & Marine Insurance Company ETAL
LIMITS:		
All Other Perils (AOP) Limit	$250,000,000	$250,000,000
All Other Wind/Hail	$250,000,000	$250,000,000
Named/Numbered Wind/Hail	$50,000,000	$50,000,000
Flood Per Occurrence & Annual Aggregate, Except:	$50,000,000	$50,000,000
Flood: FEMA Zones A & V Per Occurrence & Annual Aggregate	$15,000,000	$15,000,000
Earthquake Per Occurrence & Annual Aggregate	$50,000,000	$50,000,000
Named Flood - Per Occurrence and Annual Aggregate:		
Zones A&V	$15,000,000	$15,000,000
All Other Zones	$50,000,000	$50,000,000
Equipment Breakdown (Boiler & Machinery)	100,000,000	100,000,000
Terrorism	$100,000,000	$100,000,000
DEDUCTIBLES:		
AOP - Any One Occurrence	$100,000	$100,000
Wind/Hail:		
Unnamed Wind/Hail	$100,000	$100,000
Named/Numbered Storm	3% per Damaged Building/Unit Value ($250,000 Minimum Deductible and $10,000,000 Maximum Deductible per Occurrence)	3% per Damaged Building/Unit Value ($250,000 Minimum Deductible and $10,000,000 Maximum Deductible per Occurrence)
All Other Flood	$100,000	$100,000
Zones A & V	Max NFIP Limits (whether purchased or not)	Max NFIP Limits (whether purchased or not)
Time Element Flood Deductible	$100,000 Per Occurrence	$100,000 Per Occurrence
Named/Numbered Storm Flood:	Greater of the Flood Deductible or the Named Storm Deductible	Greater of the Flood Deductible or the Named Storm Deductible
Equipment Breakdown (Boiler and Machinery)	$100,000	$100,000
Earthquake	$100,000	$100,000
Estimated Annual Premium	**$4,994,400**	**$5,961,010**

The above exhibit is intended as a coverage summary, and does not change, alter or amend the terms and conditions of the actual insurance policies

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Facilities & Construction Department
11430 Perry Road, Houston, TX 77064

Matt Morgan
Assistant Superintendent, Facilities & Construction

TO: Dr. Mark Henry
The Board of Trustees

FROM: Matt Morgan

DATE: April 28, 2022

RE: **2021 BEN BRADLEY POLICE BUILDING RENOVATION & ADDITION**
CYPRESS-FAIRBANKS I.S.D. PROPOSAL NO. 20-11-5491R-RFP
CONSTRUCTION CONTRACT AWARD RECOMMENDATION

The District received a total of seven (7) proposals from interested contractors on Thursday, April 26, 2022, for the above referenced project. Attached you will find the proposal tabulation form summarizing the proposal submitted and a recommendation letter from PBK Architects dated April 28, 2022.

Our department has carefully evaluated the submitted proposal and hereby recommends to the Board of Trustees, to award the construction contract to G.T.T. General Contractors, Inc. in the amount of $12,734,500.00, which represents the Base Proposal, Alternates 1, 3B, 4, 5, 6A, and 7D. The project is being funded from Bond Funds. G.T.T. General Contractors, Inc. has the highest ranking based upon the proposed price and scoring of the published criteria and therefore provides the best value to the District.

The scope of work for this project includes an interior renovation and a 23,000 SF addition to the existing CFISD Police Station. The interior renovation includes relocation of the main dispatch office and upgraded finishes. The addition will include a training center, offices, expanded sally port, vehicle car bays, locker rooms, a qualification range, and a K-9 unit. On-site improvements include fence and gate replacement, a new surface parking lot, and covered walkways.

G.T.T. General Contractors, Inc. is a Conroe, Texas based contractor that has successfully executed projects for many school districts in the Texas Gulf Coast area and neighboring school districts.

If you should have any questions, please do not hesitate to call.

MM/rlc

cc: Roy Sprague, AIA, CSI, ALEP, NCARB
Severin “Jody” Doebele
Joshua Solis, P.E.
Project File 1.9

PROPOSAL TABULATION SHEET

Proposal Date/Time: Tuesday, April 26, 2022 at 2:00 P.M. Base Proposals / Alternate Proposals at 3:00 P.M.

2021 Ben Bradley Police Building Renovation & Addition

Cypress-Fairbanks Independent School District

Cypress-Fairbanks Independent School District Project No. 20-11-5491R-RFP / PBK Project No. . P2111200AR

	Bartlett-Cocke General Contractors	DivisionOne Construction	Recommended Proposer G.T.T. General Contractors, Inc.	ICI Construction	Millennium Project Solutions	Paradigm Construction	Patriot Contracting
Proposal Bond (Section AD)	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Total Base Proposal	**$13,200,000.00**	**$12,900,000.00**	**$12,301,000.00**	**$14,750,000.00**	**$12,459,000.00**	**$12,124,000.00**	**$11,877,747.00**
Addenda Acknowledged: 1 – 4	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
ALTERNATES							
Alternate Number 1: Contractor's Adjustment to Base Proposal	-$205,000.00	-$450,000.00	-$330,000.00	-$550,000.00	-$185,000.00	-$184,000.00	-$150,000.00
Alternate Number 2: Solatube	$31,500.00	$38,000.00	$40,000.00	$63,000.00	$43,276.00	$41,000.00	$31,164.00
Alternate Number 3A: Chillers by Carrier	$270,000.00	$216,000.00	$265,000.00	$280,000.00	$287,000.00	$266,000.00	$261,414.00
Alternate Number 3B: Chillers by Daikin	$264,000.00	$261,000.00	$260,000.00	$275,000.00	$240,000.00	$261,000.00	$255,852.00
Alternate Number 3C: Chillers by Trane	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Alternate Number 4: Site Lighting	$20,000.00	$25,000.00	$13,000.00	$28,000.00	$29,350.00	$13,000.00	$30,981.00
Alternate Number 5: Carpet and Rubber Base Replacement	$49,000.00	$18,000.00	$17,500.00	$24,000.00	$23,000.00	$21,000.00	$18,068.00
Alternate Number 6A: Building Controls – Automated Logic Corporation	$253,000.00	$250,000.00	$248,000.00	$270,000.00	$220,000.00	$249,000.00	$244,728.00
Alternate Number 6B: Building Controls, Unify Energy Solutions - Houston	$399,000.00	$265,000.00	$390,000.00	$340,000.00	$380,000.00	$393,000.00	$385,761.00
Alternate Number 7A – Packaged, Outdoor, Central-Station Air Handling Units – Aaon RN	$385,000.00	$380,000.00	$375,000.00	$420,000.00	$370,000.00	$380,000.00	$372,654.00
Alternate Number 7B – Packaged, Outdoor, Central-Station Air Handling Units – Carrier	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Alternate Number 7C – Packaged, Outdoor, Central-Station Air Handling Units – Trane Horizon	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Alternate Number 7D – Packaged, Outdoor, Central-Station Air Handling Units – Daikin: Rebel or Roofpak Model	$230,000.00	$227,000.00	$225,000.00	$245,000.00	$215,009.00	$227,000.00	$216,000.00
FINAL BASE PROPOSAL + ALTERNATE NUMBERS	**$13,811,000.00**	**$13,231,000.00**	**$12,734,500.00**	**$15,042,000.00**	**$13,001,359.00**	**$12,711,000.00**	**$12,493,376.00**
PROPOSER RANK	4	3	1	7	2	5	6

11 Greenway Plaza, 22nd Floor
Houston, Texas 77046
Toll-free: 1-800-938-7272
Fax: 713-961-4571
PBK.com

April 28, 2022 **VIA: E-MAIL**

Mr. Matt Morgan
Assistant Superintendent of Facilities & Construction
Cypress-Fairbanks Independent School District
11430-B Perry Road
Houston, Texas 77064

RE: 2022 CFFCU & Pridgeon Stadiums LED Displays
Cypress-Fairbanks Independent School District
CFISD Proposal Number: TBD
PBK Project Number: 220180

Dear Mr. Morgan,

The District received a proposal from LED Partners, dated April 20, 2022 for the above referenced project. Attached you will find the proposal summary. The scope of the project as mentioned above includes the LED signage ribbons and infrastructure for the home and visitor sides of both CFFCU Stadium and Pridgeon Stadium.

Upon a thorough review of the proposal by District administrators, along with a detailed evaluation by PBK and their engineering staff, PBK hereby recommends to the Board of Trustees, to award the contract to LED Partners in the amount of $1,123,709.40. After careful review, we believe the proposal as submitted represents the best value for the District. All parties teamed with Cypress-Fairbanks ISD staff to confirm the proposal contained fair and accurate pricing, ensuring the maximum value to the District was achieved.

LED Partners is a Houston area-based company that has successfully completed numerous projects in the Texas region, including several for the District.

We would like to express our sincere thanks to you and your staff, the Board of Trustees, Dr. Henry and the Cypress-Fairbanks Independent School District administrative staff for allowing us the exciting opportunity to be part of this important project.

We look forward to a successful partnership with the District and LED Partners in the construction of the 2022 CFFCU and Pridgeon Stadiums LED Displays project.

If you should have any questions, please do not hesitate to call.

Sincerely,
PBK Architects, Inc.

Brandon Ross, AIA, LEED AP BD+C
Partner

Cc: Mr. Jody Doebele, Cypress-Fairbanks ISD
Mr. Jesse Clayburn, Cypress-Fairbanks ISD
Mr. Matt Sickorez, LEAF Engineers
Ms. Meagan Luebeck, PBK
File 4C

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
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Facilities & Construction Department
11430 Perry Road, Houston, TX 77064

Matt Morgan
Assistant Superintendent, Facilities & Construction

TO: Dr. Mark Henry
The Board of Trustees

FROM: Matt Morgan

DATE: April 28, 2022

RE: **2022 CFFCU & PRIDGEON STADIUMS LED DISPLAYS**
CYPRESS-FAIRBANKS I.S.D. TIPS CONTRACT 21-07-1063
CONSTRUCTION CONTRACT AWARD RECOMMENDATION

The District received a proposal from LED Partners, dated April 20, 2022, for the above referenced project. Attached you will find the proposal summary along with a recommendation letter from PBK Architects dated April 28, 2022.

Our department has carefully evaluated the submitted proposal and hereby recommends to the Board of Trustees, to award the contract to LED Partners in the amount of $1,123,709.40. The project is being funded from M & O Funds. PBK Architects, its consultants and Cypress-Fairbanks ISD staff worked to confirm the proposal contained fair and accurate pricing, ensuring the maximum value to the District was achieved.

The scope of the project includes the LED signage ribbons and infrastructure for the home and visitor sides of both CFFCU and Pridgeon Stadiums.

LED Partners is a Houston, Texas based contractor that has successfully executed projects for many school districts in the Texas area, including Cypress-Fairbanks ISD and neighboring school districts.

If you should have any questions, please do not hesitate to call.

MM/rlc

cc: Roy Sprague, AIA, CSI, ALEP, NCARB
Severin “Jody” Doebele
Bobby Galvan
Project File 1.9

LED PARTNERS
DIGITAL DISPLAYS

LED OEM Partners
11857 Cutten Rd.
Houston TX 77066
United States

Proposal # INV-002037

Balance Due
$1,123,709.40

Proposal Date : 04.20.2022

CFISD PO : 0000

TIPS CONTRACT # 210205

CFISD
11430-B Perry Road
Houston, Texas 77064

Berry Center and Pridgeon Stadium - Base Proposal

#	Item & Description	Qty	Unit Cost	Line Total
	Berry Center Stadium - Ribbon Boards			
1	3' x 241' Full Color LED Sign-10mm - 80 x 7,296 Pixel Matrix. 3 LED's per pixel (1R, 1G, 1B) Full-color weather-resistant LED display; capable of producing over 4 trillion colors. 10,000 NIT brightness. Front serviceability. 160-degree horizontal viewing angle.	2	236,900.00	473,800.00
2	Ultra HD LED Video Processor • 10 Ethernet ports of output provide 6.5 million pixels of loading capacity • A single unit can output a maximum width of 10,240 pixels, with a maximum height of 8,192 pixels • Inputs − 1x HDMI 1.4 (IN & LOOP) − 1x HDMI 1.4 − 1x DVI (IN & LOOP) − 1x DVI − 1x 3G-SDI (IN & LOOP) − 1x 10G optical fiber port (OPT1) • Outputs − 1x HDMI 1.3 − 10x Gigabit Ethernet ports − 2x Fiber outputs OPT 1 copies the output on 10 Ethernet ports. OPT 2 copies or backs up the output on 10 Ethernet ports	2	0.00	0.00
3	Installation Will be installing the subframe on concrete horizontal wall using 1/2" x 5" wedge anchors. LED units will be installed using 3/8" x 3" bolts.	2	18,130.00	36,260.00

#	Item & Description	Qty	Unit Cost	Line Total
4	Substructure Subframe will be manufactured using 4" x 4" x 1/4" horizontal and 2" x 2" x 1/4" aluminum angle verticals which will be the attachment point.	2	22,660.00	45,320.00
5	Equipment Rental Articulating Boom Lift, 135 ft., 4WD Traveling Measurements: (H) 12'6' x (W) 8' x (L) 45' Unit Weight: 45,000 lbs. Outrigger Distance: 18'	1	3,500.00	3,500.00
6	Equipment Rental 23 Ton National Crane Traveling Measurements: (H) 12'6' x (W) 8' x (L) 35' Unit Weight: 38,000 lbs. Outrigger Distance: 23'6"	1	2,060.00	2,060.00
	Pridgeon Stadium - Ribbon Boards			
7	3' x 203' Full Color LED Sign-10mm - 80 x 6,144 Pixel Matrix. 3 LED's per pixel (1R, 1G, 1B) Full-color weather-resistant LED display; capable of producing over 4 trillion colors. 10,000 NIT brightness. Front serviceability. 160-degree horizontal viewing angle.	2	221,450.00	442,900.00
8	Ultra HD LED Video Processor • 10 Ethernet ports of output provide 6.5 million pixels of loading capacity • A single unit can output a maximum width of 10,240 pixels, with a maximum height of 8,192 pixels • Inputs − 1x HDMI 1.4 (IN & LOOP) − 1x HDMI 1.4 − 1x DVI (IN & LOOP) − 1x DVI − 1x 3G-SDI (IN & LOOP) − 1x 10G optical fiber port (OPT1) • Outputs − 1x HDMI 1.3 − 10x Gigabit Ethernet ports − 2x Fiber outputs OPT 1 copies the output on 10 Ethernet ports. OPT 2 copies or backs up the output on 10 Ethernet ports	2	0.00	0.00
9	Installation Will be installing the subframe on concrete horizontal wall using 1/2" x 5" wedge anchors. LED units will be installed using 3/8" x 3" bolts.	2	18,130.00	36,260.00

#	Item & Description	Qty	Unit Cost	Line Total
10	Substructure Subframe will be manufactured using 4" x 4" x 1/4" horizontal and 2" x 2" x 1/4" aluminum angle verticals which will be the attachment point.	2	22,660.00	45,320.00
11	Equipment Rental Articulating Boom Lift, 135 ft., 4WD Traveling Measurements: (H) 12'6' x (W) 8' x (L) 45' Unit Weight: 45,000 lbs. Outrigger Distance: 18'	1	3,500.00	3,500.00
12	Equipment Rental 23 Ton National Crane Traveling Measurements: (H) 12'6' x (W) 8' x (L) 35' Unit Weight: 38,000 lbs. Outrigger Distance: 23'6"	1	2,060.00	2,060.00
CFISD Stadium Warranty				
13	Warranty-Parts & On-Site Service (5) Year "Unlimited" Warranty - Covers Parts, Labor and Onsite Service	1	0.00	0.00
14	Warranty LED Partners will provide (2) technicians on-site for (4) hours for (6) special events throughout each calendar year. The event must be scheduled (30) days prior to the event date. This service is included in the on-site warranty. In addition to the above warranty, LED Partners will create an emergency service call rate that will be available for all events.	1	0.00	0.00

Sub Total	1,090,980.00
Performance Bond (3%)	32,729.40
Total	**$1,123,709.40**
Balance Due	**$1,123,709.40**

Notes

Scope of Work Not Included - Provided by Others

- The installation prices do not cover protecting the surface area of the installation sites.
- Running the required electrical for selected LED screens.
- Running the required fiber optic cables for the required data for each LED screen.

Print Name & Signature

Title & Date

SUPERINTENDENT'S BRIEFING
May 9, 2022

1. **Art show**

   We celebrated student artists on April 26 at the Berry Center for the K-12 Student Art Show. Here is a brief video recap of the event.

2. **Career Fair**

   The CFISD Career Fair was held April 28, welcoming nearly 1,000 community members to the Berry Center to meet and greet campus and department administrators. It was our first in-person career fair since 2019.

3. **School Nurse Day**

   National School Nurses Week is set for May 9-13, and School Nurse Day is May 11. We thank our 92 school nurses, 5 licensed vocational nurses and 57 clinic assistants for going above and beyond over the last two years to keep our schools safe and our students healthy.

4. **Paraprofessional Day**

   This Wednesday, May 11, is designated as Public School Paraprofessional Day. We know that CFISD schools would not be as excellent as they are without the hard-working paraeducators on our campuses and in our support facilities.

5. **Police Week**

   The week of May 15-21 is designated as National Police Week, and May 15 is Peace Officers Memorial Day. We thank our local agencies, and especially our CFISD police department, for ensuring the safety and protection of our students and staff.

6. **Graduation**

   Graduation ceremonies for all 12 high schools will be held at the Berry Center May 24-28, as we plan to recognize more than 9,000 Class of 2022 graduates. The full graduation schedule is available on our website. Remember that traffic will be heavy in the Barker-Cypress corridor during this time.

SUPERINTENDENT'S BRIEFING
May 9, 2022

7. **Summer programs**

   From camps to academies to mobile libraries, there are many extracurricular options available for students this summer. Visit the "Summer in CFISD" block on our website to learn more.

8. **Summer break**

   The last day of school of the 2021-2022 school year is set for May 26. May 27 will be a professional day for staff. We wish a safe and restful summer for all of our students and staff!