

Called Meeting
Monday, January 3, 2022 6:30 PM

Third Floor Training Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

Agenda

1. CALL TO ORDER
FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.
2. CLOSED SESSION
Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney,
551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee
551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.
3. PUBLIC COMMENTS
The Board encourages comments about the District from members of the public. Anyone who has signed up to speak in advance of the meeting in accordance with procedures may do so at this time. Each participant should address the Board from the podium microphone, stating their name and address before speaking. The Board asks that each participant's comments pertain to District business and be no longer than three (3) minutes. Copies of presentations should be made available to all Trustees and the Superintendent.
4. LONE STAR GOVERNANCE
Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.
4.A. LSG Goals 1 & 4

Cedar Hill Independent School District

BOARD OF TRUSTEES

Meeting Date: January 3, 2022

Presented by: Dr. Gerald Hudson, Superintendent

Subject: Lone Star Governance Quarterly Report - Goals 1 and 4

Information Item

BOARD GOAL:

- Increase the percentage of scholars graduating College Career & Military Ready
- Increase the percentage of scholars participating in extra-curricular or co-curricular activities

BACKGROUND INFORMATION:

The CHISD Board of Trustees is engaged in the Lone Star Governance (LSG) model, which produced the District Student Outcome Goals (SOG) and Superintendent Constraints. The LSG process includes a quarterly review of progress toward the goals and monitors district adherence to the constraints. This presentation provides a progress report on the Student Outcome Goals 1 and 4 using data available from August - December 2021.

RECOMMENDATION:

None

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

AE (Local)

CONTACT PERSON:

Tellauance Graham, Asst. Superintendent of Student Services
Dr. Courtney Jackson, Executive Director of Counseling

FUNDING SOURCE:

None

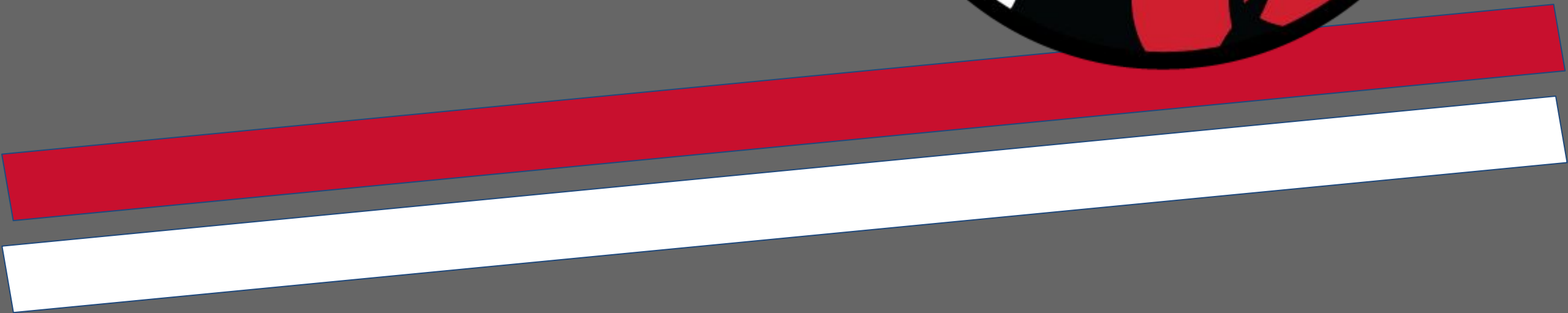
ENCLOSURES:

Lone Star Governance Presentation

Lone Star Governance

**Cadence of
Accountability**

Goals 1 & 4





Goal 1

Increase the percentage of scholars who are CCMR ready.



Goal 1 | Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024

Annual Targets

19-20 School Year 53%
20-21 School Year 59%
21-22 School Year 64%
22-23 School Year 69%
23-24 School Year 75%

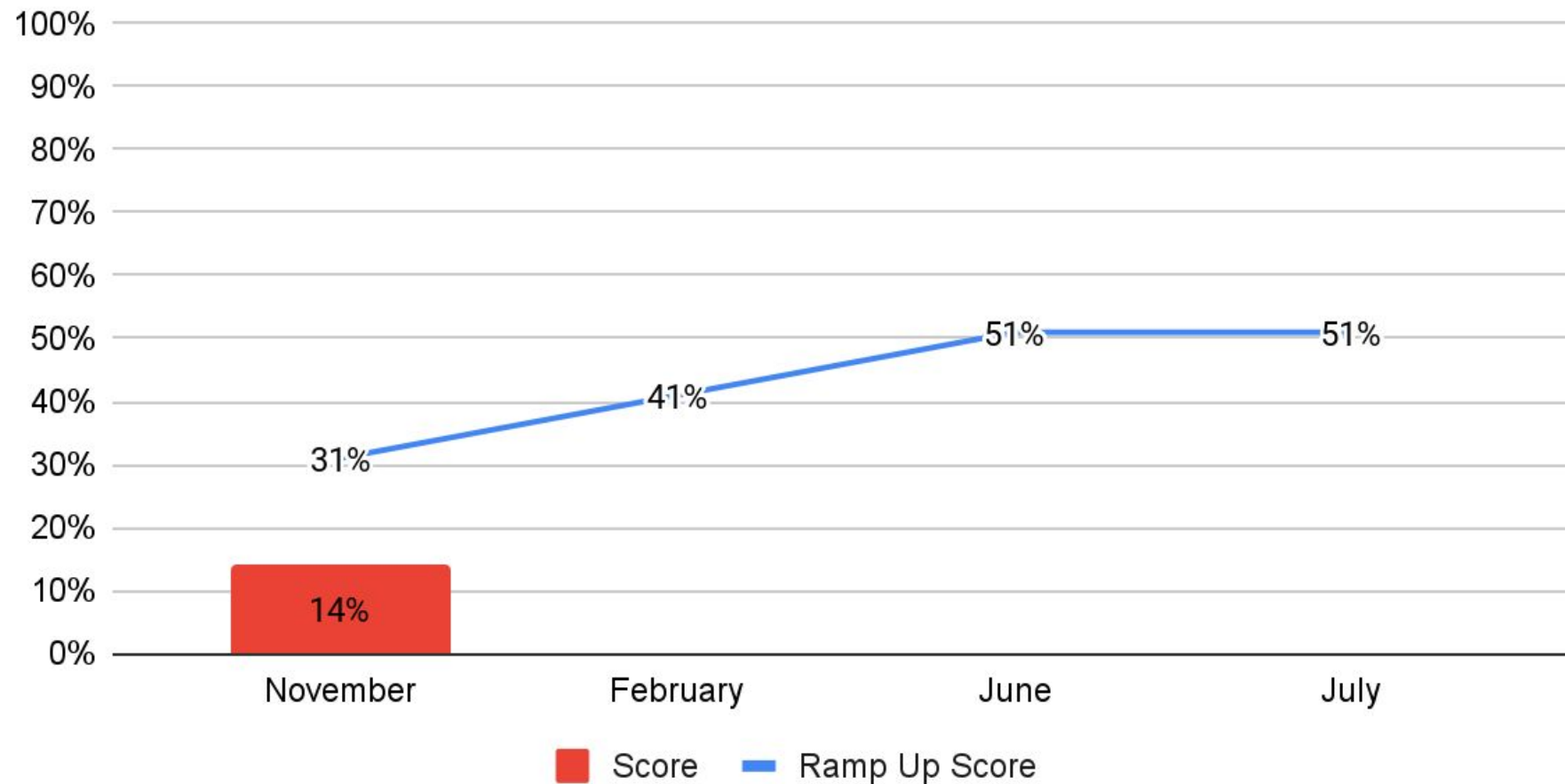
Goal Progress Measure

% of scholars who meet the PSAT, SAT, ACT, or TSIA standard for College Readiness or take a College Prep Course in ELAR and Math



% of scholars that meet the SAT, ACT, AP, Dual Credit or TSIA standard for College Readiness - District

% of scholars that meet the SAT, ACT, AP, Dual Credit or TSIA standard for College Readiness



Ramp Up Target

- 3% or more above ramp up target
- at or above ramp up target by 2%
- within 10% of ramp up target
- below 10% of ramp up target

Final Status for this Measure

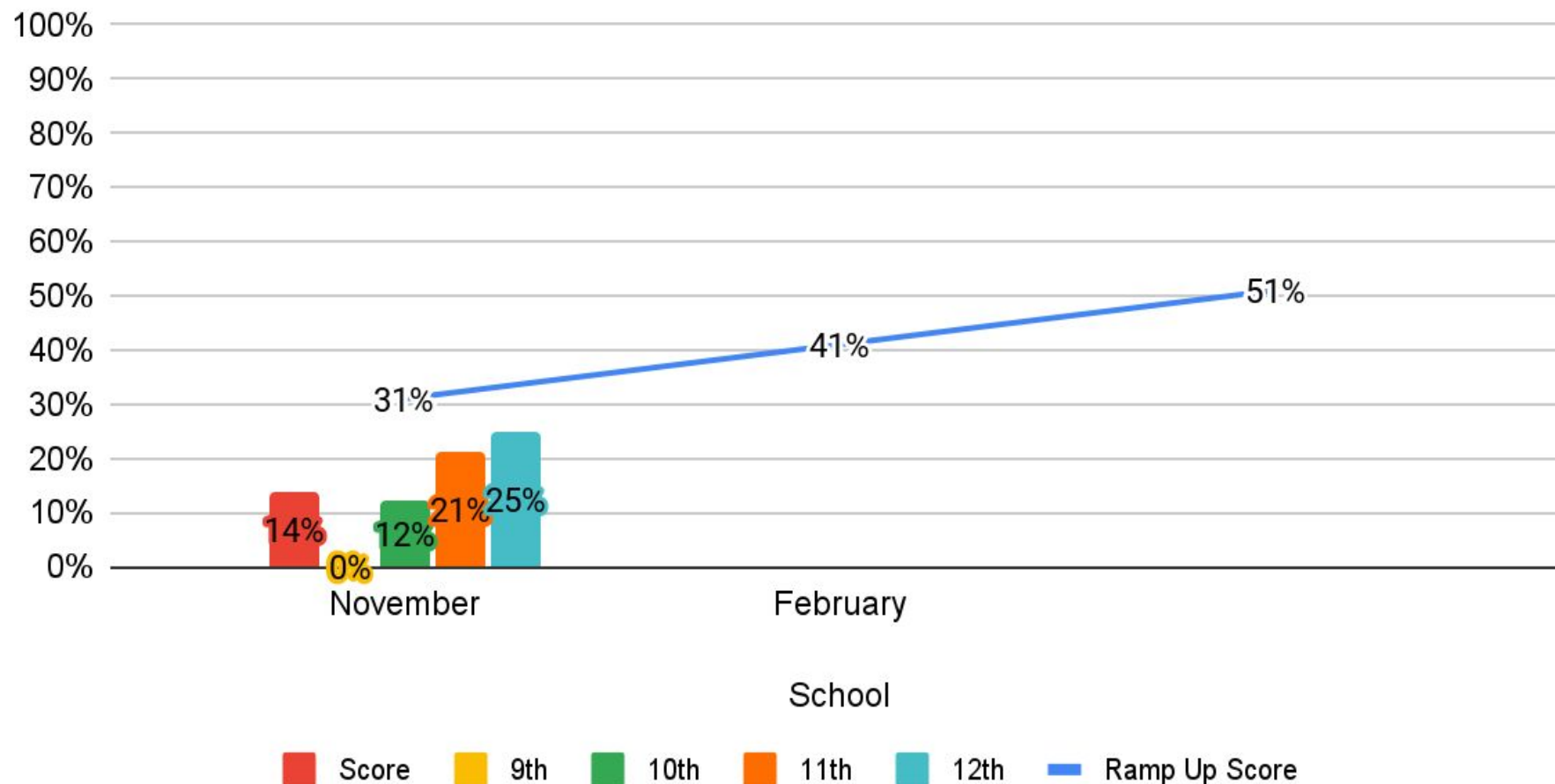
- ≥ 52%
- 41% - 51%
- 31% - 40%
- ≤ 30%

Annual Target:

51%

% of scholars that meet the SAT, ACT, AP, Dual Credit or TSIA standard for College Readiness - Grade level

% of scholars that meet the SAT, ACT, AP, Dual Credit or TSIA standard for College Readiness



Ramp Up Target

Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure

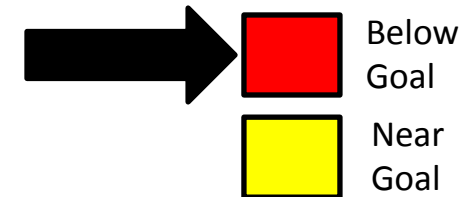
Blue	≥ 52%
Green	41% - 51%
Yellow	31% - 40%
Red	≤ 30%

Annual Target:

51%

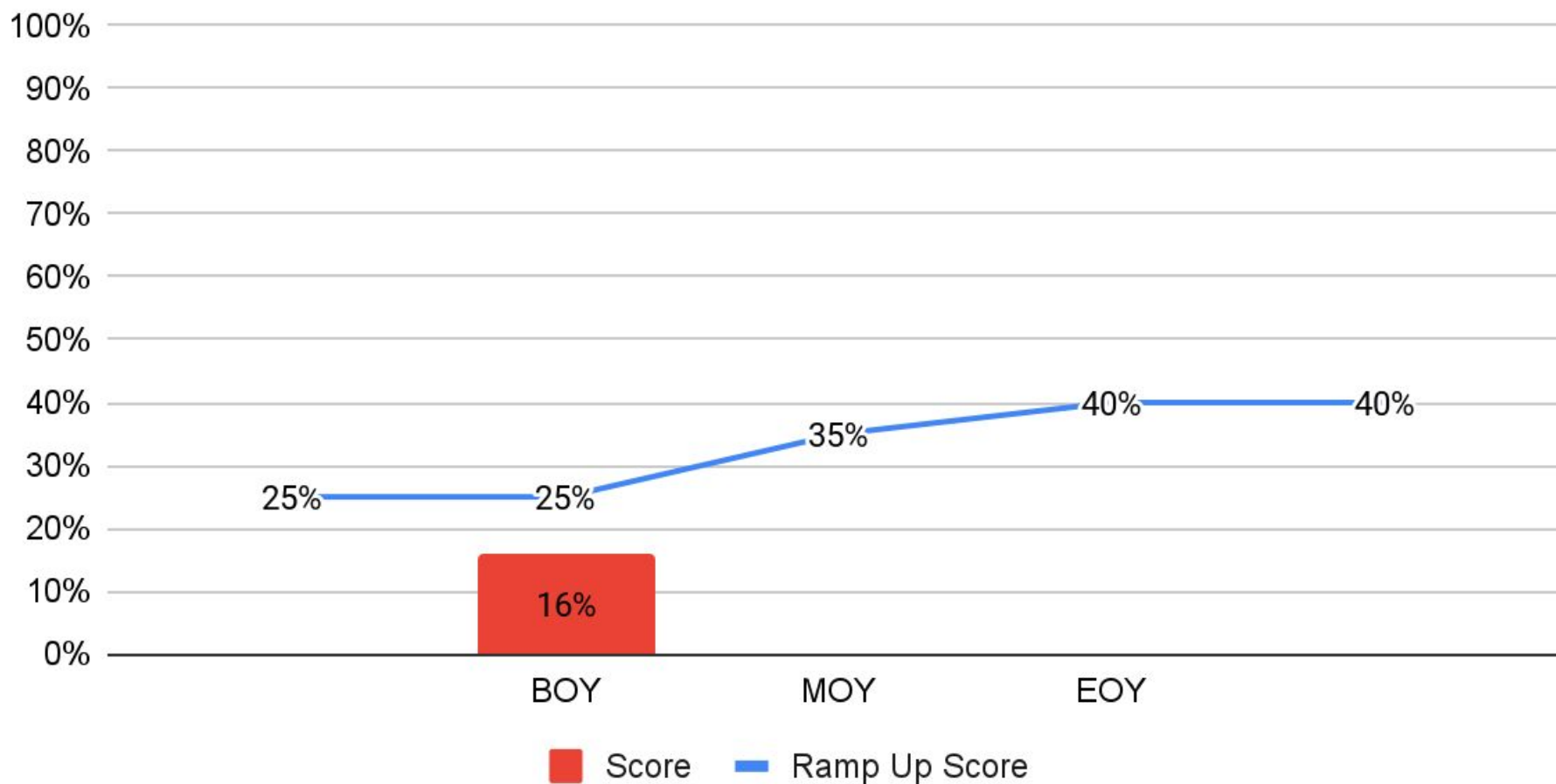
% of scholars that meet the SAT, ACT, AP, Dual Credit or TSIA standard for College Readiness

- **What is the problem?** The TSI indicator for CCMR is below our target
- **What is the root cause of the problem?**
 - This cohort had a limited opportunities to take these assessments
 - CHISD did not administer TSIA or SAT during the spring of 2020.
 - AP exams were administered, but many scholars did not perform at the target
 - 2021 only those scholars who selected face-to-face instruction or who signed up to attend the AP exam, SAT, and/or TSIA participated, so our numbers were lower than normal. 2021 - 62% (541 tested) of enrolled scholars; 2020 68% (671 tested) of enrolled scholars; 2019 89% (816 Tested) of enrolled scholars
- **Impact statement of the problem?** If this continues, our scholars are limited on opportunities after high school.
- **Action to be taken**
 - Integrated test prep for TSIA and SAT.
 - TSIA 8-12
 - SAT 11th and 12th
 - Texas College Bridge all seniors without a point
- **When will you give your team an update?** I will provide an update after our next testing cycle



LSG/SOG #1 % of student projected to meet college indicators in SAT in MAP Math 6+ (District)

% of student projected to meet college indicators on SAT in MAP Math 6+ (District)



Ramp Up Target

3% or more above ramp up target
at or above ramp up target by 2%
within 10% of ramp up target
below 10% of ramp up target

Final Status for this Measure

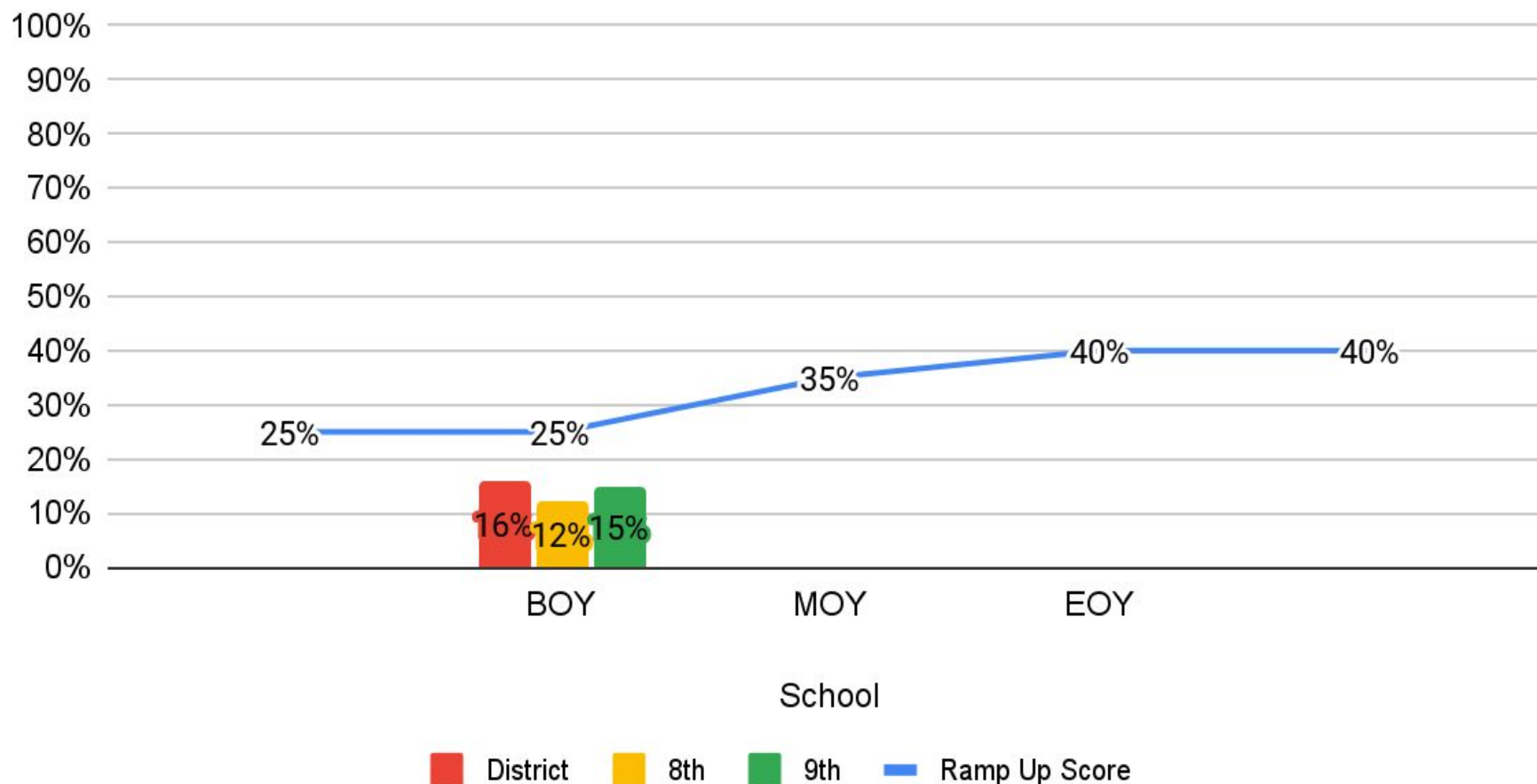
≥ 41%
35-40%
25-34%
≤ 24%

Annual Target:

40%

LSG/SOG #1 % of student projected to meet college indicators in SAT in MAP Math 6+ (by Grade)

% of student projected to meet college indicators in SAT on MAP Math 6+ (Campus)



Ramp Up Target

- 3% or more above ramp up target
- at or above ramp up target by 2%
- within 10% of ramp up target
- below 10% of ramp up target



Final Status for this Measure

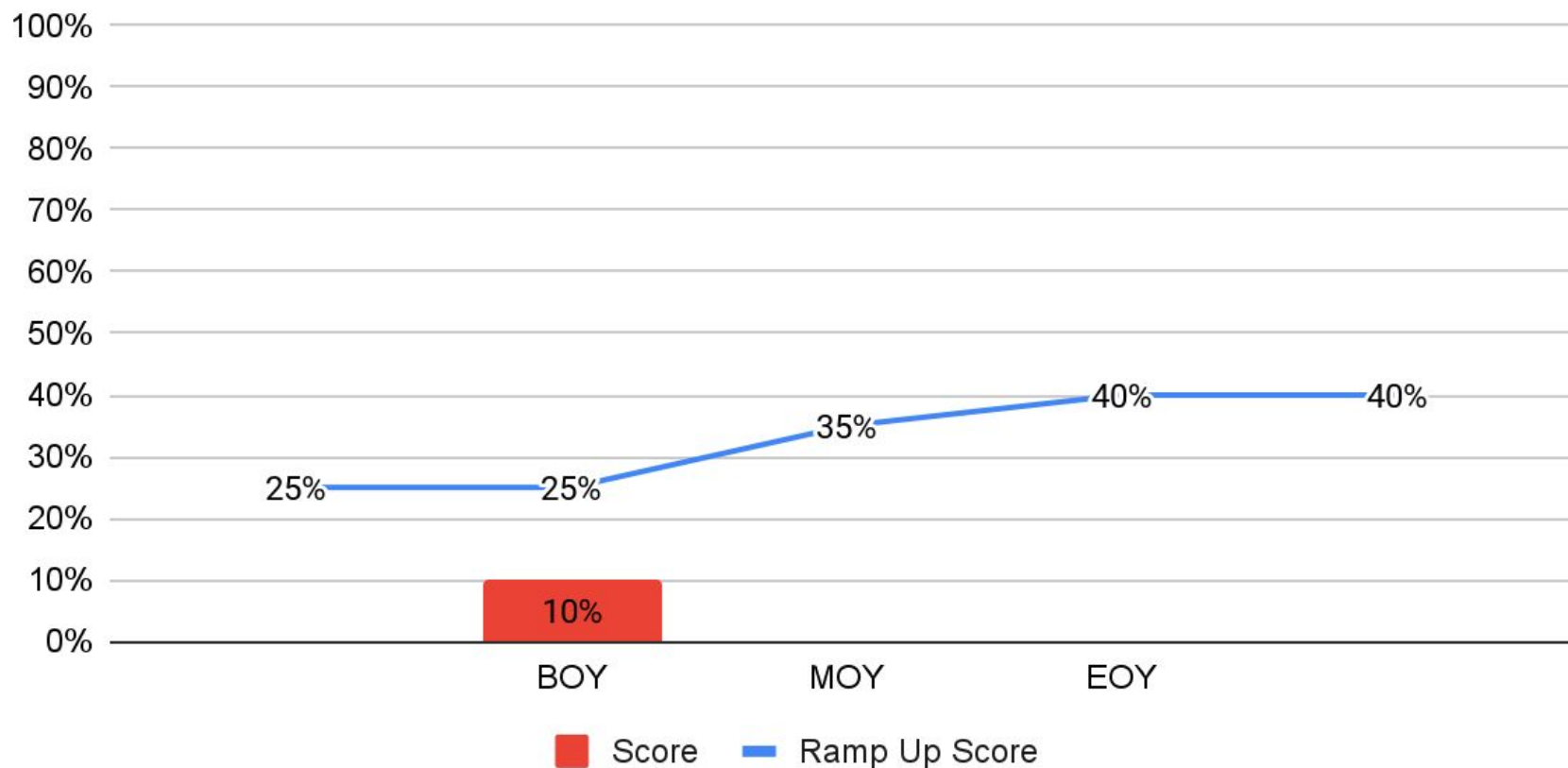
- ≥ 41%
- 35-40%
- 25-34%
- ≤ 24%

Annual Target:

40%

LSG/SOG #1 % of student projected to meet college indicators in ACT in MAP Math 6+ (District)

LSG/SOG #1 % of student projected to meet college indicators in ACT on MAP Math 6+ (District)



Ramp Up Target

■	3% or more above ramp up target
■	at or above ramp up target by 2%
■	within 10% of ramp up target
■	below 10% of ramp up target

Final Status for this Measure

■	≥ 41%
■	35-40%
■	25-34%
■	≤ 24%

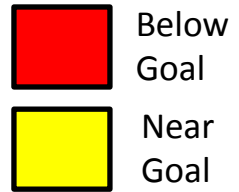
Annual Target:

40%

LSG/SOG #1 % of student projected to meet college indicators in ACT/SAT in MAP Math 6+ (District)

- What is the problem?

- Scholars are not meeting college indicator target measures on the ACT/SAT based on the MAP Math 6+ data



- What is the impact statement of the problem (includes the root cause)

- Teachers and students have not made a connection between the the TEKS and the CCR standards.

- Action to be taken (should directly address the root cause, only include new actions you will be taking to make a mid-course correction or nothing at all if it is a special cause)

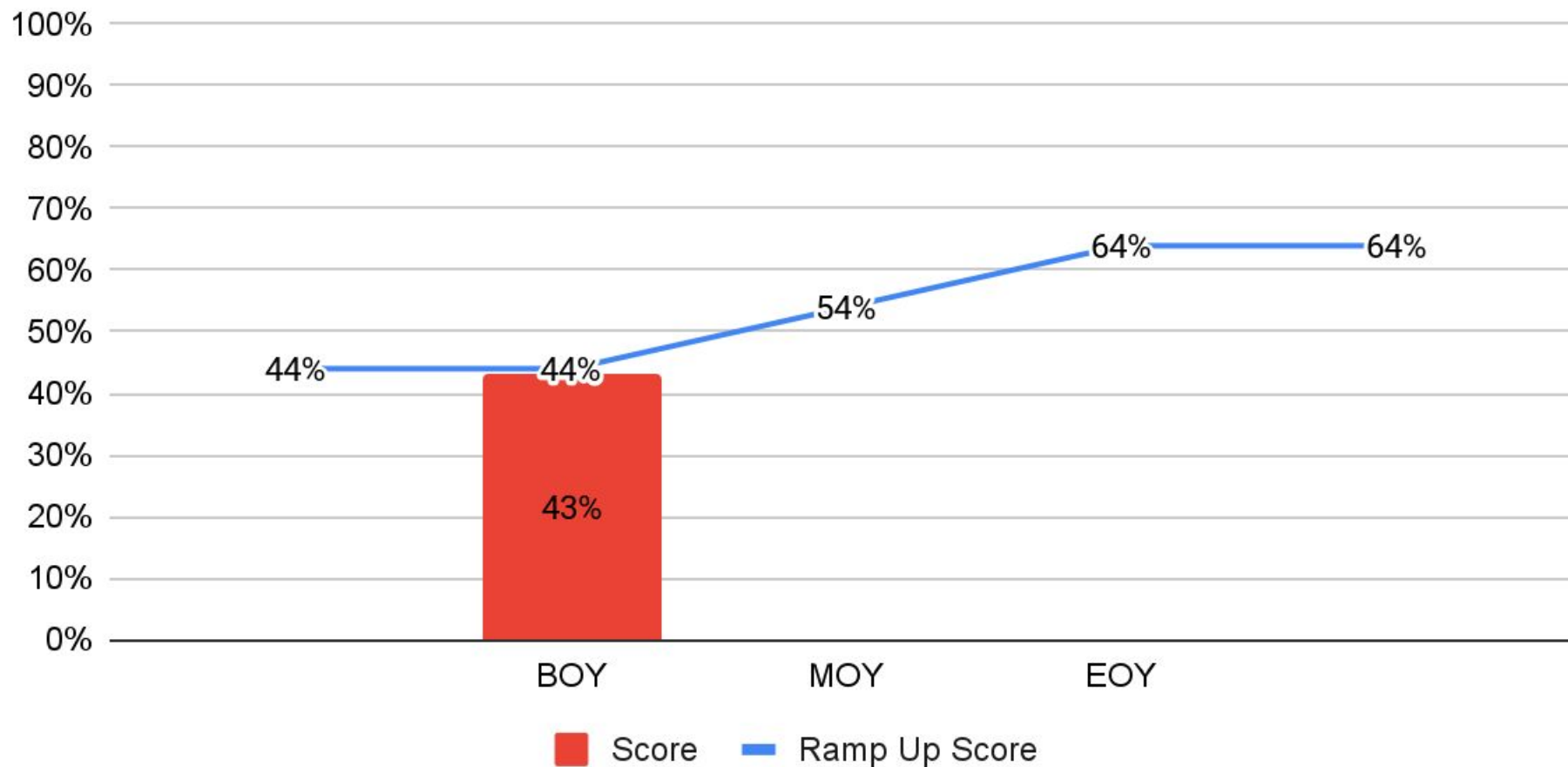
- Teachers will embed needed skills during the Daily Math block based on the NWEA learning continuum
- During PD/PLC teachers will make connections between the TEKS and CCR standards.

- When will you give your team an update?

- An update will be provided after the MOY assessment.

LSG/SOG #1 % of student projected to meet college indicators in SAT MAP Reading/Language Arts (District)

% of student projected to meet college indicators in SAT on MAP Reading MAP



Ramp Up Target	
■	3% or more above ramp up target
■	at or above ramp up target by 2%
■	within 10% of ramp up target
■	below 10% of ramp up target

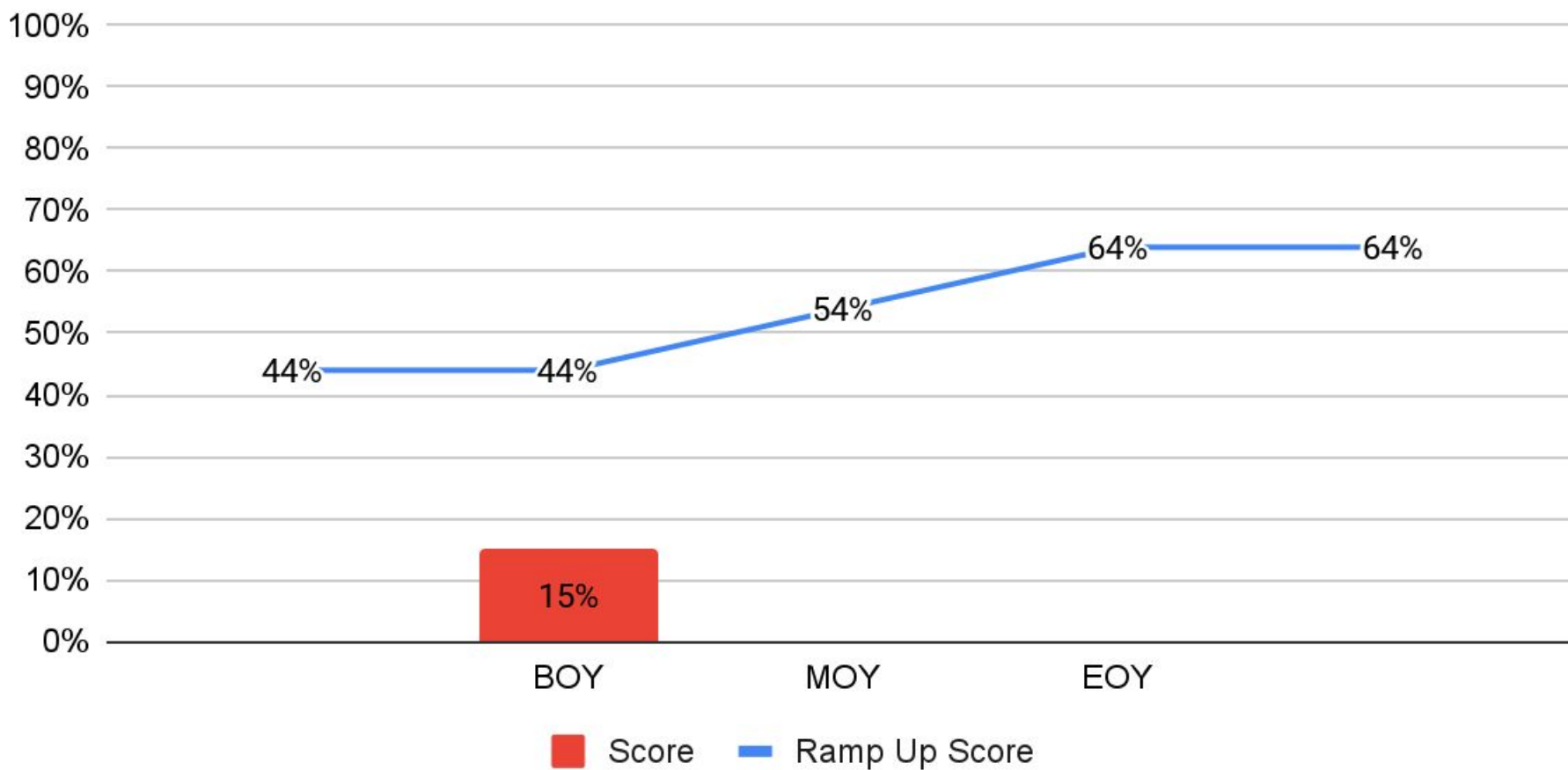
Final Status for this Measure	
■	≥ 65%
■	55%-64%
■	45%-54%
■	≤ 44%

Annual Target:

64%

LSG/SOG #1 % of student projected to meet college indicators in ACT MAP Reading/Language Arts (District)

% of student projected to meet college indicators in ACT on MAP Reading MAP



Ramp Up Target

- 3% or more above ramp up target
- at or above ramp up target by 2%
- within 10% of ramp up target
- below 10% of ramp up target

Final Status for this Measure

- ≥ 65%
- 55%-64%
- 45%-54%
- ≤ 44%

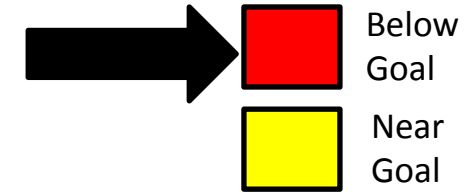
Annual Target:

64%

LSG/SOG #1 % of student projected to meet college indicators in ACT/SAT in MAP English Language Arts (District)

- What is the problem?

- Scholars are not meeting college indicator target measures on the ACT based on the MAP
MAP Projected Proficiency



- What is the impact statement of the problem (includes the root cause)

- Teachers are not providing activities and lessons that address the college readiness level of instructions

- Action to be taken (should directly address the root cause, only include new actions you will be taking to make a mid-course correction or nothing at all if it is a special cause)

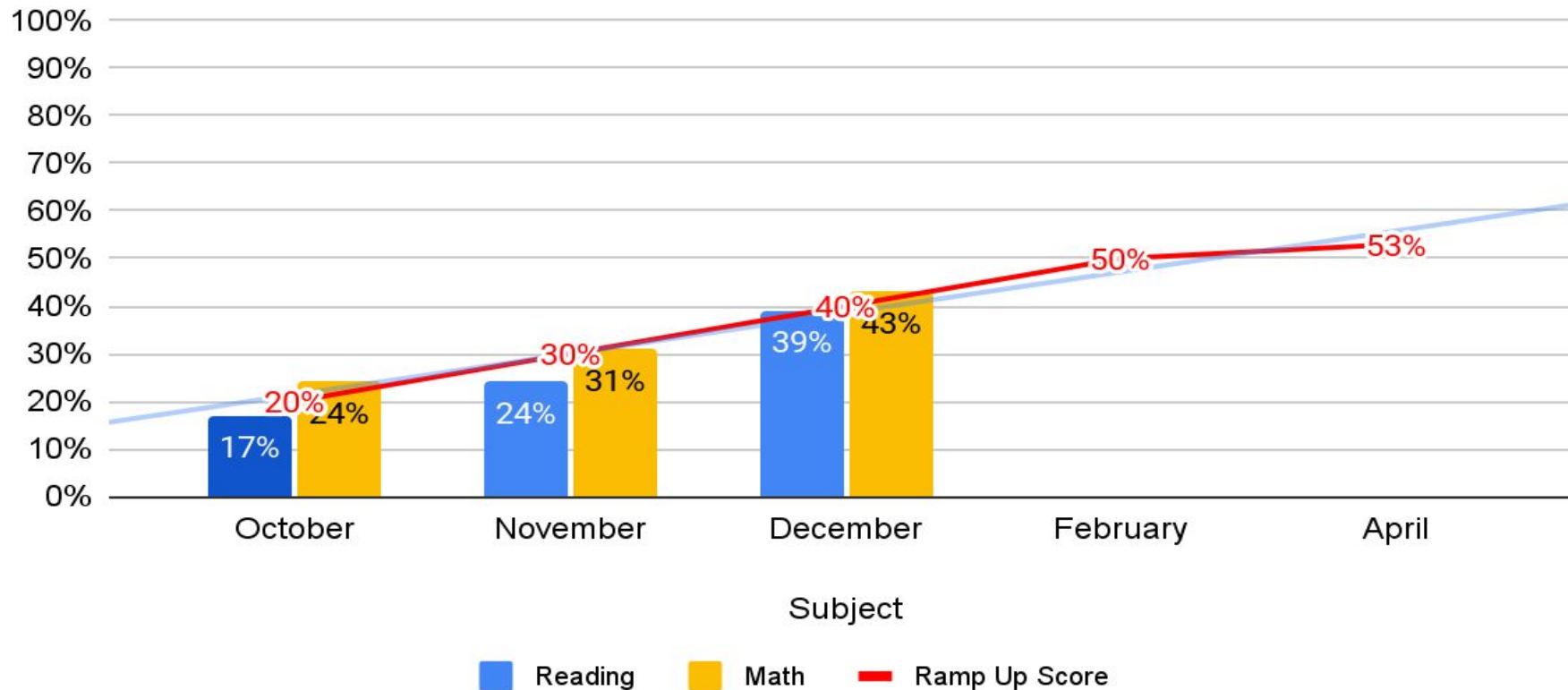
- Provide instruction to teachers in the requirements of ACT College Readiness to help them identify the level of instruction and activities as necessary
- Include resources in Resource Alignment Documents that included in HMH that are specifically designed to meet the ACT CCMR levels of performance

- When will you give your team an update?

- An update will be provided after the MOY assessment.

Texas College Bridge Enrollment By Subject

% seniors without a CCMR making progress on the Texas College Bridge Prep Course



Ramp Up Target	
Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure	
Blue	≥54 %
Green	43% - 53%
Yellow	32% - 42%
Red	≤ 31%

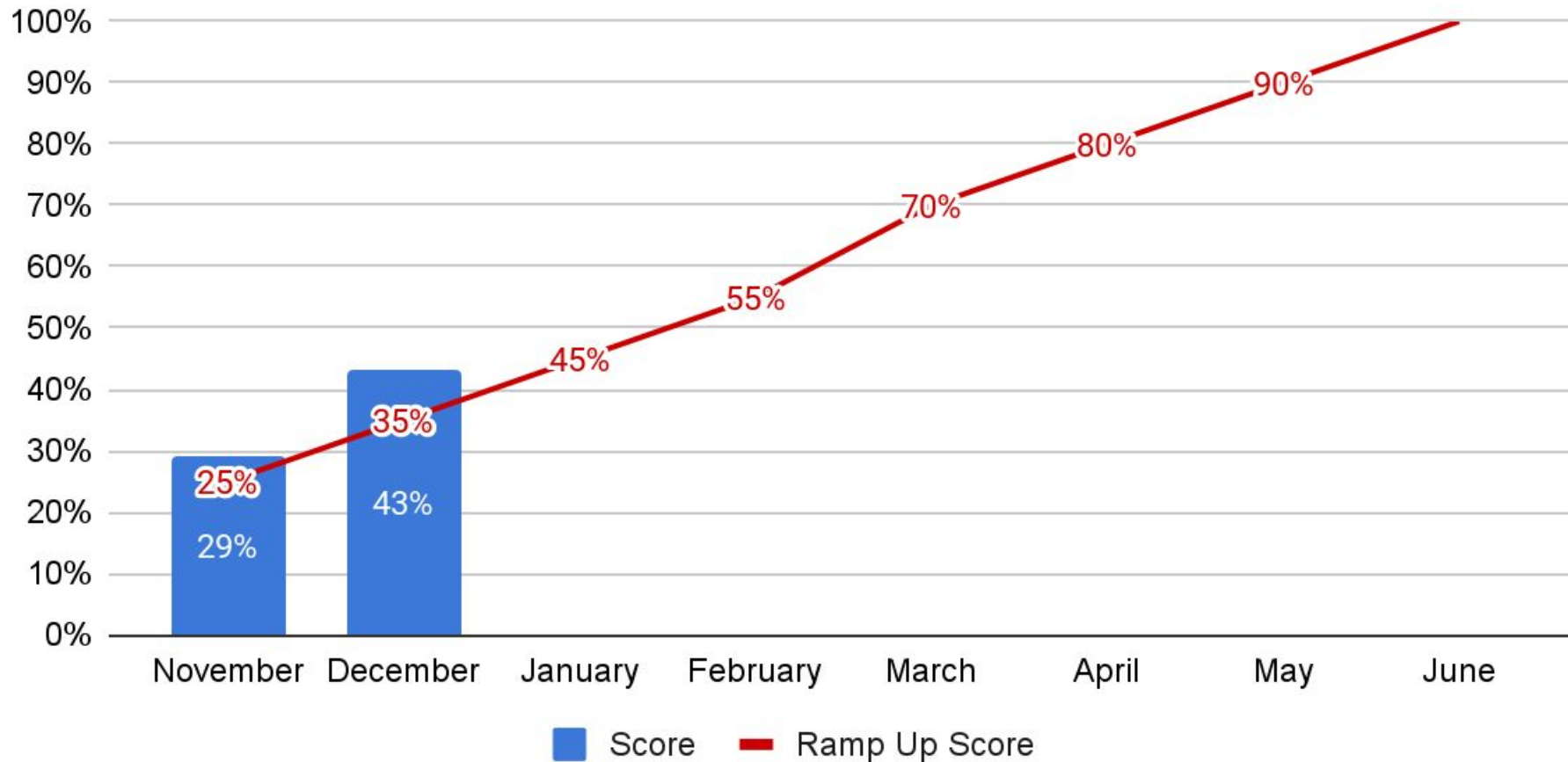
Annual Target:
53%

* Number of Seniors without a CCMR = 461 CHHS scholars - 0 Collegiate scholars

* Texas College Bridge (TCB) consists of online college preparatory courses in English and Math. Upon completion, scholars receive credit for the CP course, earn a TSI waiver, and receive a CCMR for state accountability.

% of senior scholars completing FAFSA (Federal Application for Free Student Aid) - District

% of senior scholars completing FAFSA (Federal Application for Free Student Aid)



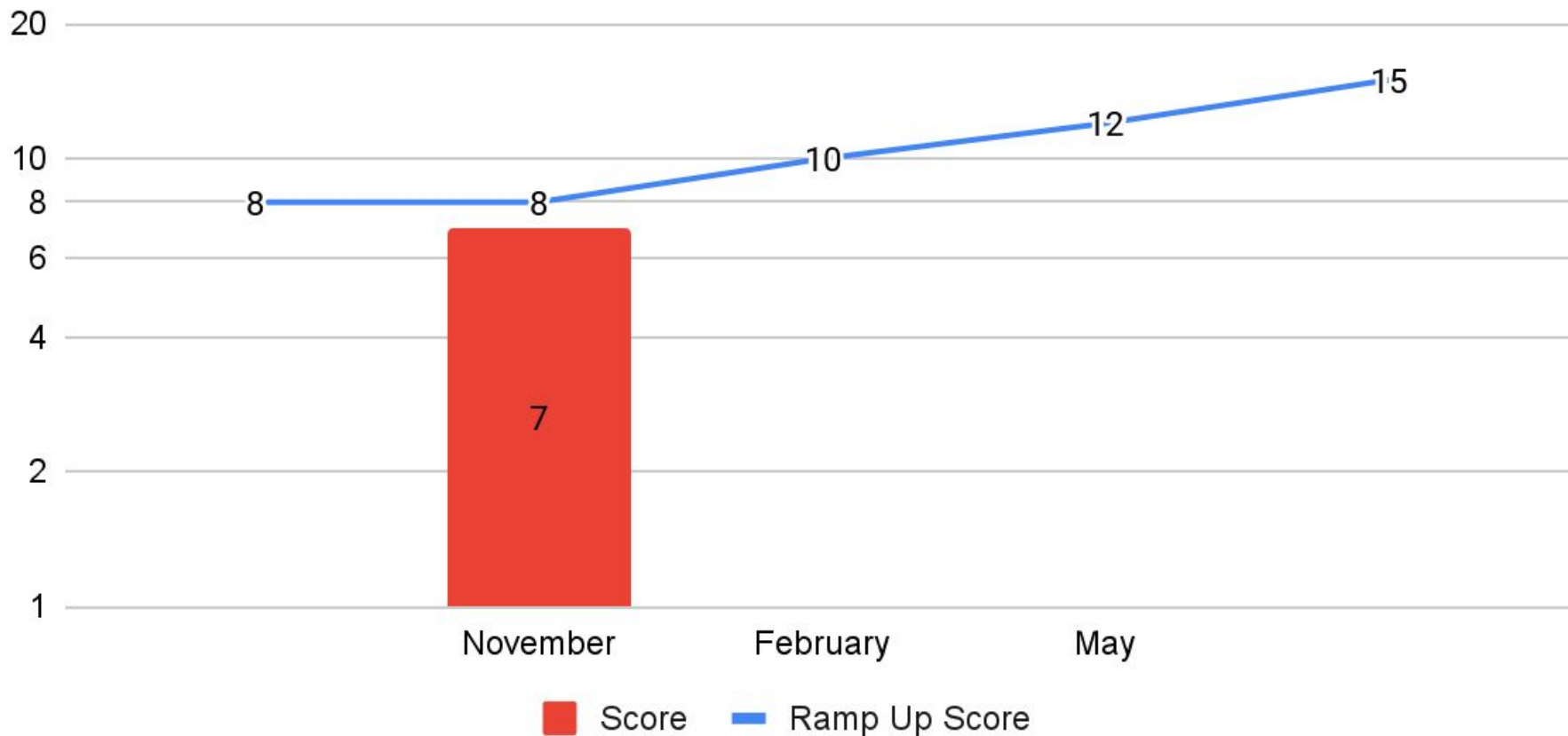
Ramp Up Target	
Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure	
Blue	≥ 100%
Green	90% - 99%
Yellow	80% - 89%
Red	≤ 79%

Annual Target: 100%

% of scholars participation in CTSO's - District

Scholars participation in CTSOs



Ramp Up Target

- 3% or more above ramp up target
- at or above ramp up target by 2%
- within 10% of ramp up target
- below 10% of ramp up target

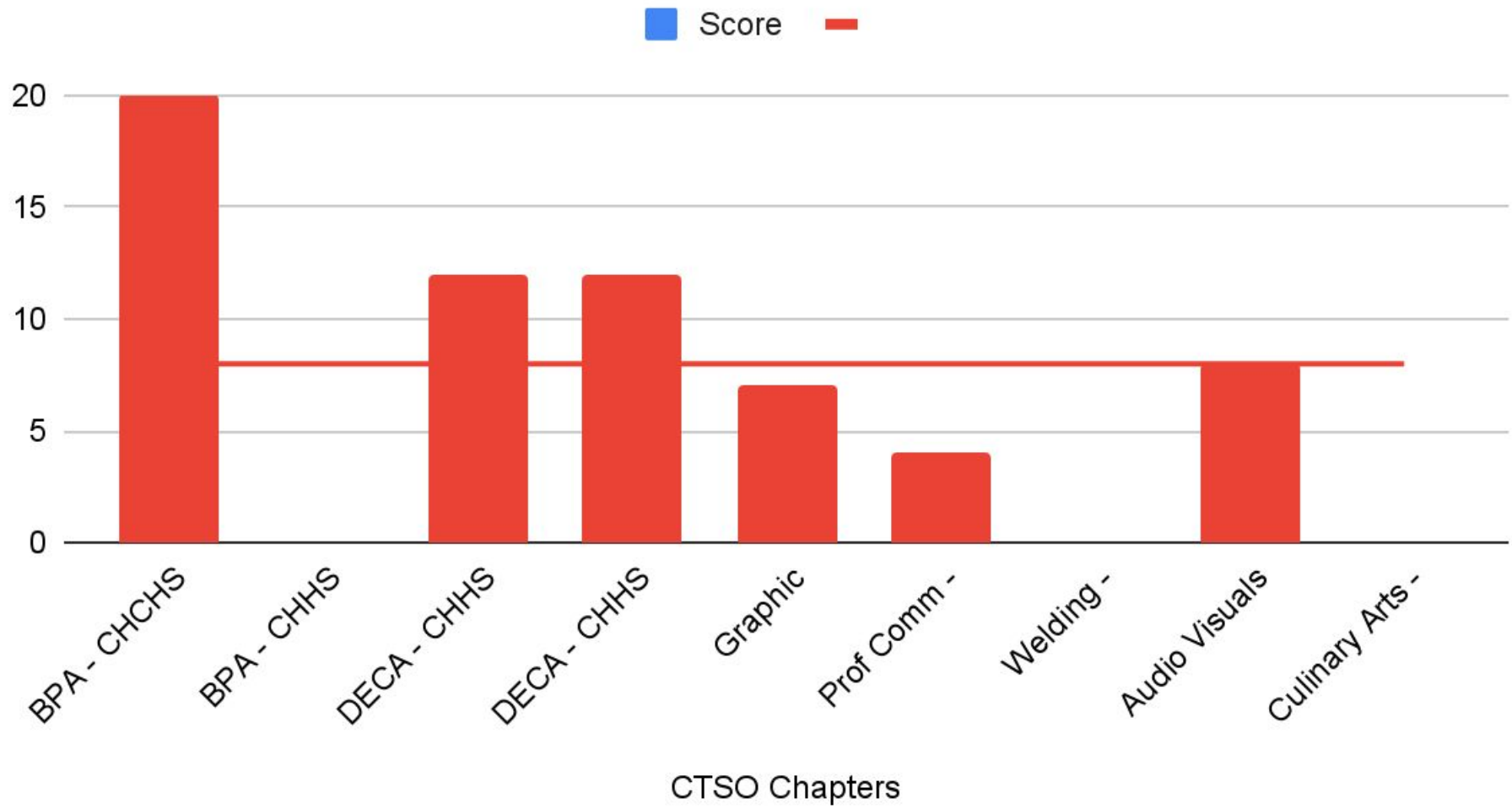
Final Status for this Measure

- ≥ 15
- 8
- 6 - 7
- ≤ 5

**Annual Target:
15 per chapter**

% of scholars participation in CTSO's

Scholars Participation in CTSOs



Ramp Up Target

- 3% or more above ramp up target
- at or above ramp up target by 2%
- within 10% of ramp up target
- below 10% of ramp up target

Final Status for this Measure

- ≥ 15
- 8
- 6 - 7
- ≤ 5

**Annual Target:
15 per chapter**

Goal 4



Increase the percentage of scholars participating in extra and/or co-curricular activities



Goal 4

Increase the percentage of scholars participating in extra-curricular or co-curricular from 50% to 90% by August 2024

Annual Targets

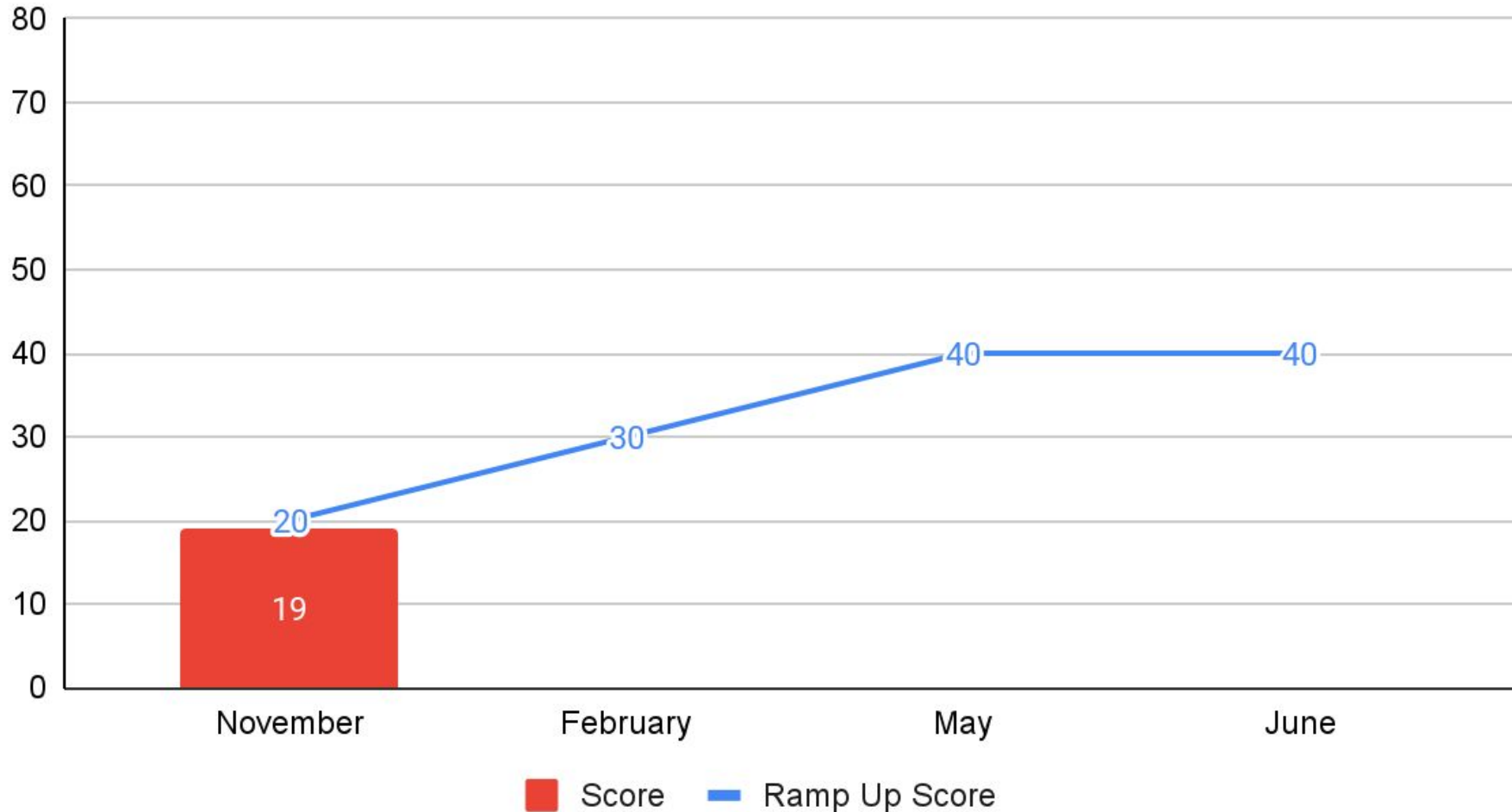
19-20 School Year 50%
20-21 School Year 60%
21-22 School Year 70%
22-23 School Year 80%
23-24 School Year 90%

Goal Progress Measure

% of scholars participating in athletics, fine arts, clubs and/or organizations in CHISD

Number of clubs and/or organization offered at secondary (District Data)

Number of clubs and organizations- Secondary



Ramp Up Target

- 3% or more above ramp up target
- at or above ramp up target by 2%
- within 10% of ramp up target
- below 10% of ramp up target

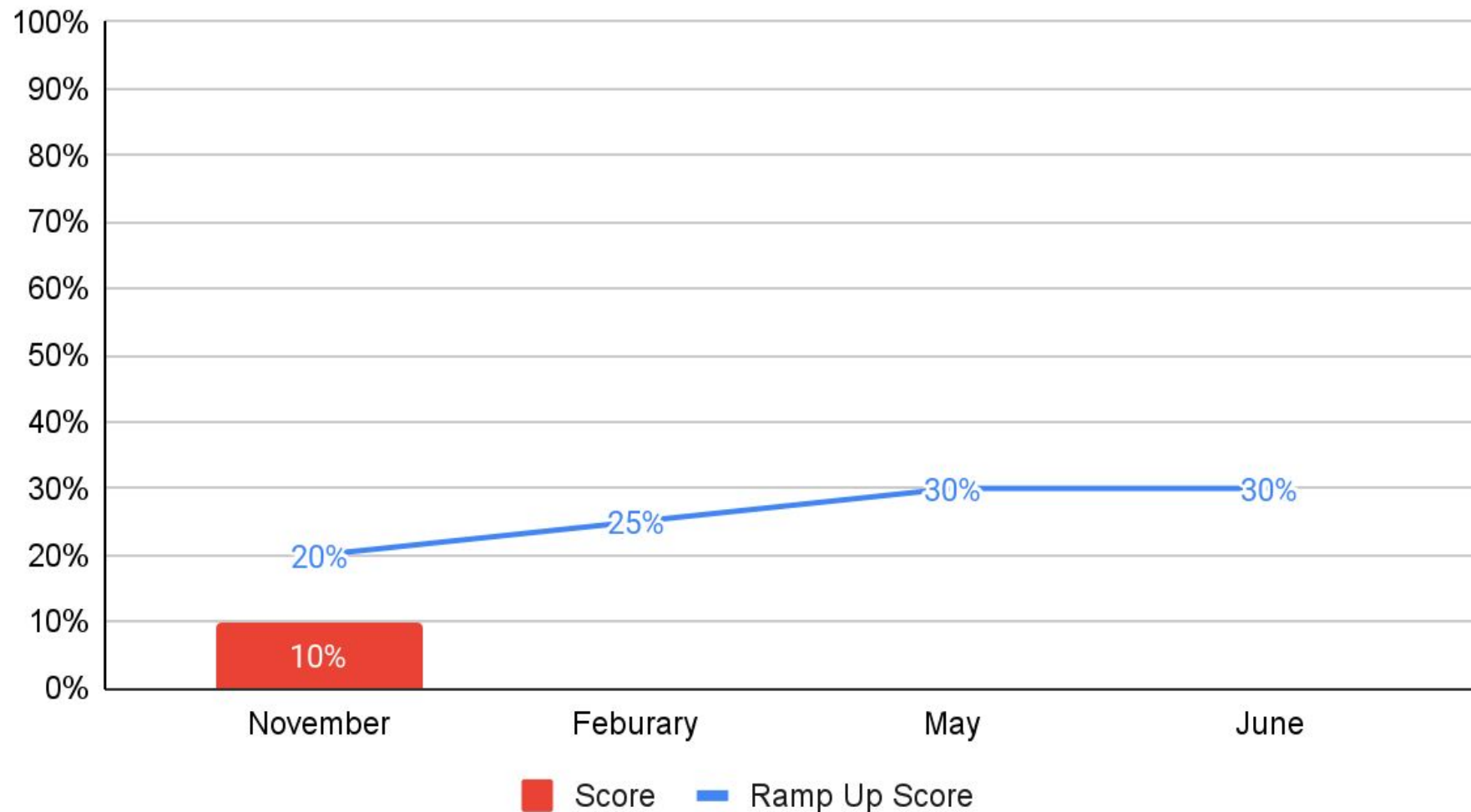
Final Status for this Measure

- ≥ 42%
- 39% - 41%
- 36% - 38%
- ≤ 35%

Annual Target: 40%

% of scholars participating in clubs and/or organizations at secondary (District Data)

% of Scholars in Clubs and Organizations - Secondary



Ramp Up Target

- 3% or more above ramp up target
- at or above ramp up target by 2%
- within 10% of ramp up target
- below 10% of ramp up target

Final Status for this Measure

- $\geq 32\%$
- 29% - 31%
- 27% - 28%
- $\leq 26\%$

Annual Target: 30%

% of scholars participating in clubs and/or organizations at secondary

- **What is the problem?** There are not enough Clubs and Organizations offered at each campus
- **What is the root cause of the problem?**
 - Some campuses are still not implementing certain clubs and organizations due to Covid
 - Not enough teachers have volunteered to sponsor a club or organization.
 - Some campuses have had a high turnover of teachers that normally sponsor clubs and organizations
 - Some campus personnel do not believe clubs and organizations have an impact on student achievement
- **Impact statement of the problem?** If this continues, our scholars will have limited exposure to extra curricular activities that could impact attendance, grades, self-awareness, relationship skills and innovative thinking.
- **Action to be taken**
 - Define what a club or organization participation means
 - Develop a district handbook for clubs and organizations
 - Set district expectations for the number of clubs and organizations on each campus
 - Partner with TI and United Way to continue to add more STEM clubs
- **When will you give your team an update? Quarterly**



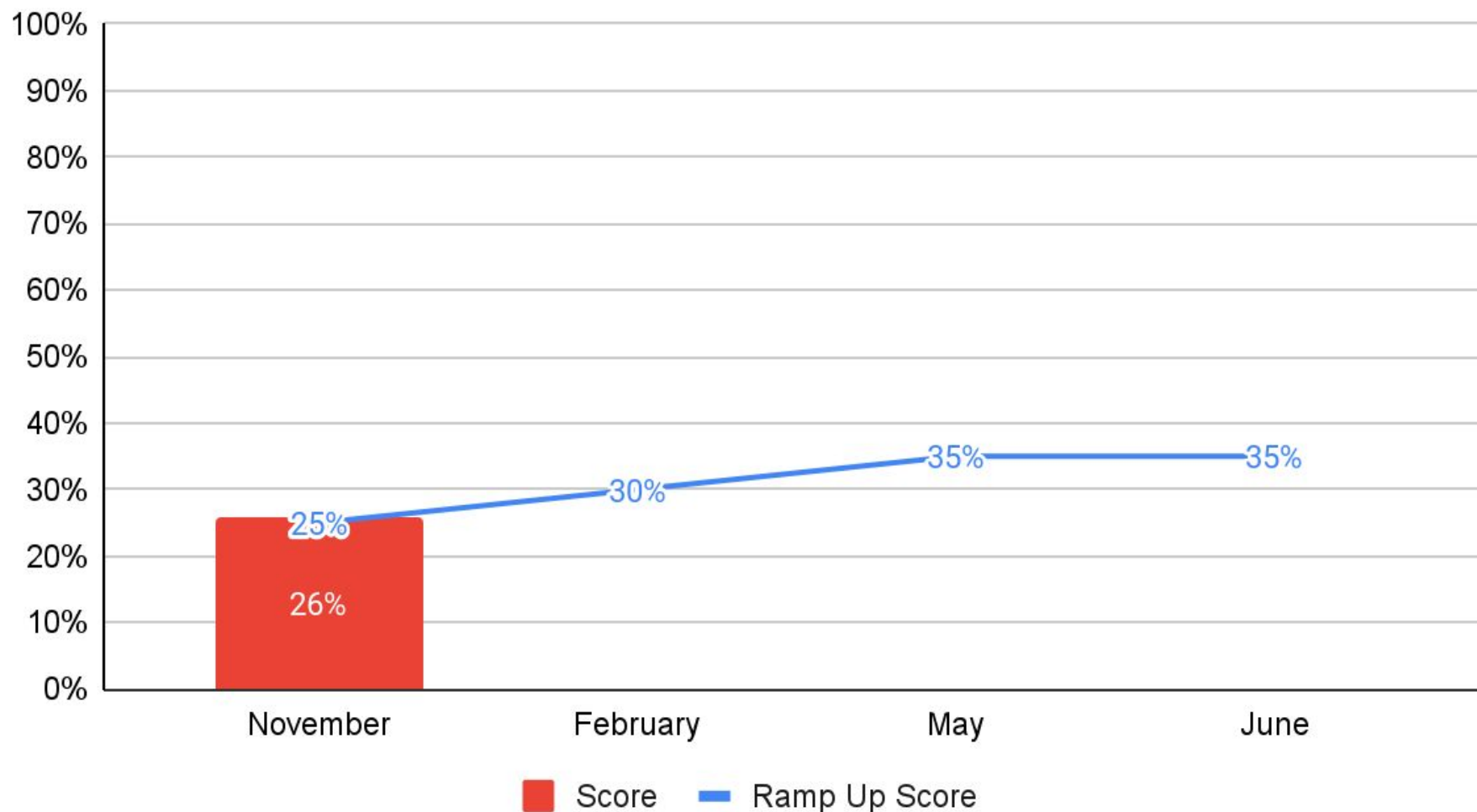
Below
Goal



Near
Goal

% of scholars participating in athletics (District Data)

% of Scholars in Athletics - Secondary



Ramp Up Target

3% or more above ramp up target
at or above ramp up target by 2%
within 10% of ramp up target
below 10% of ramp up target

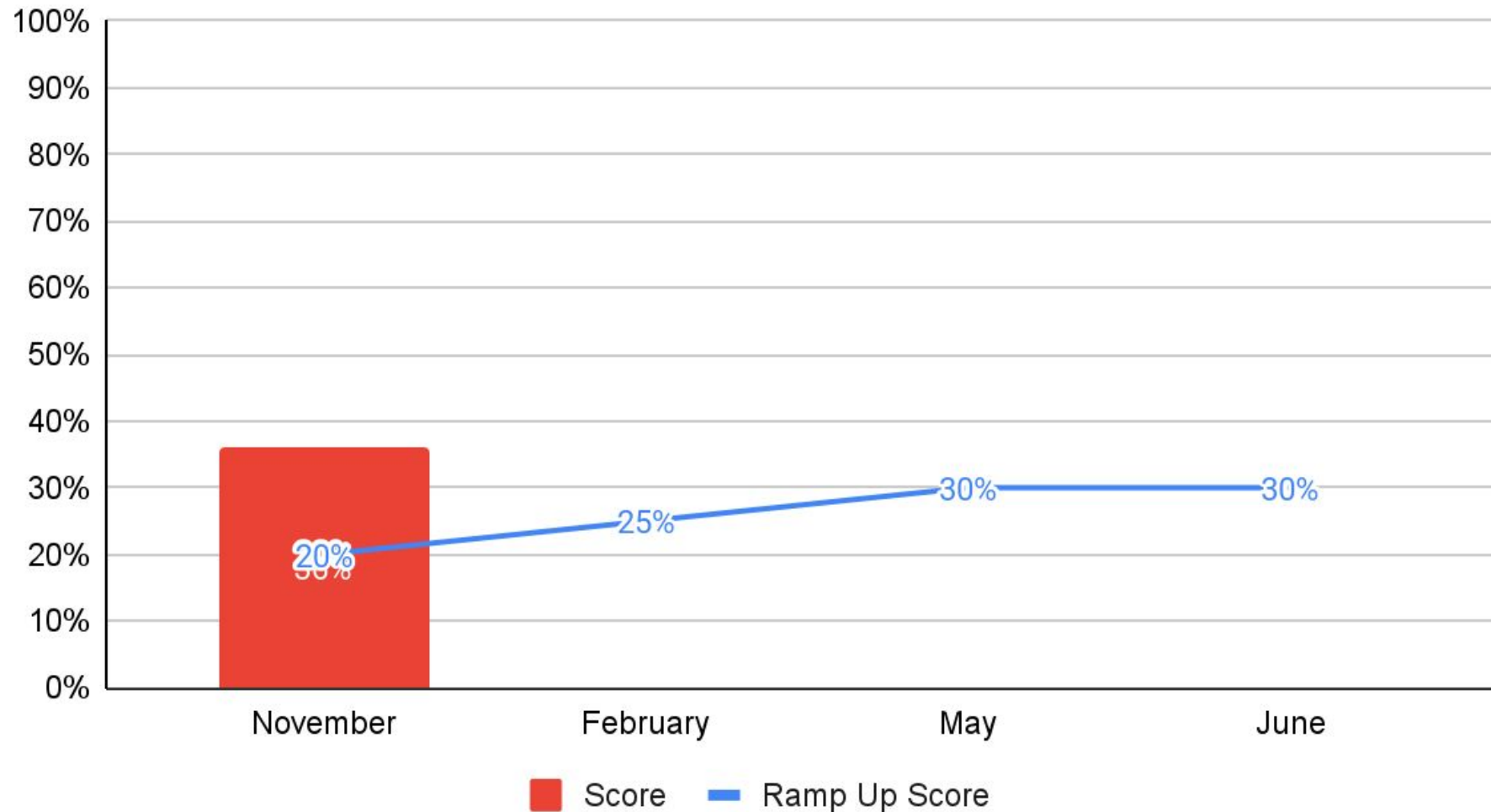
Final Status for this Measure

$\geq 37\%$
34% - 36%
31% - 33%
$\leq 30\%$

**Annual Target:
35%**

% of scholars enrolled in at least 1 extra curricular fine arts program (District Data)

% of Scholars in Fine Arts - Secondary



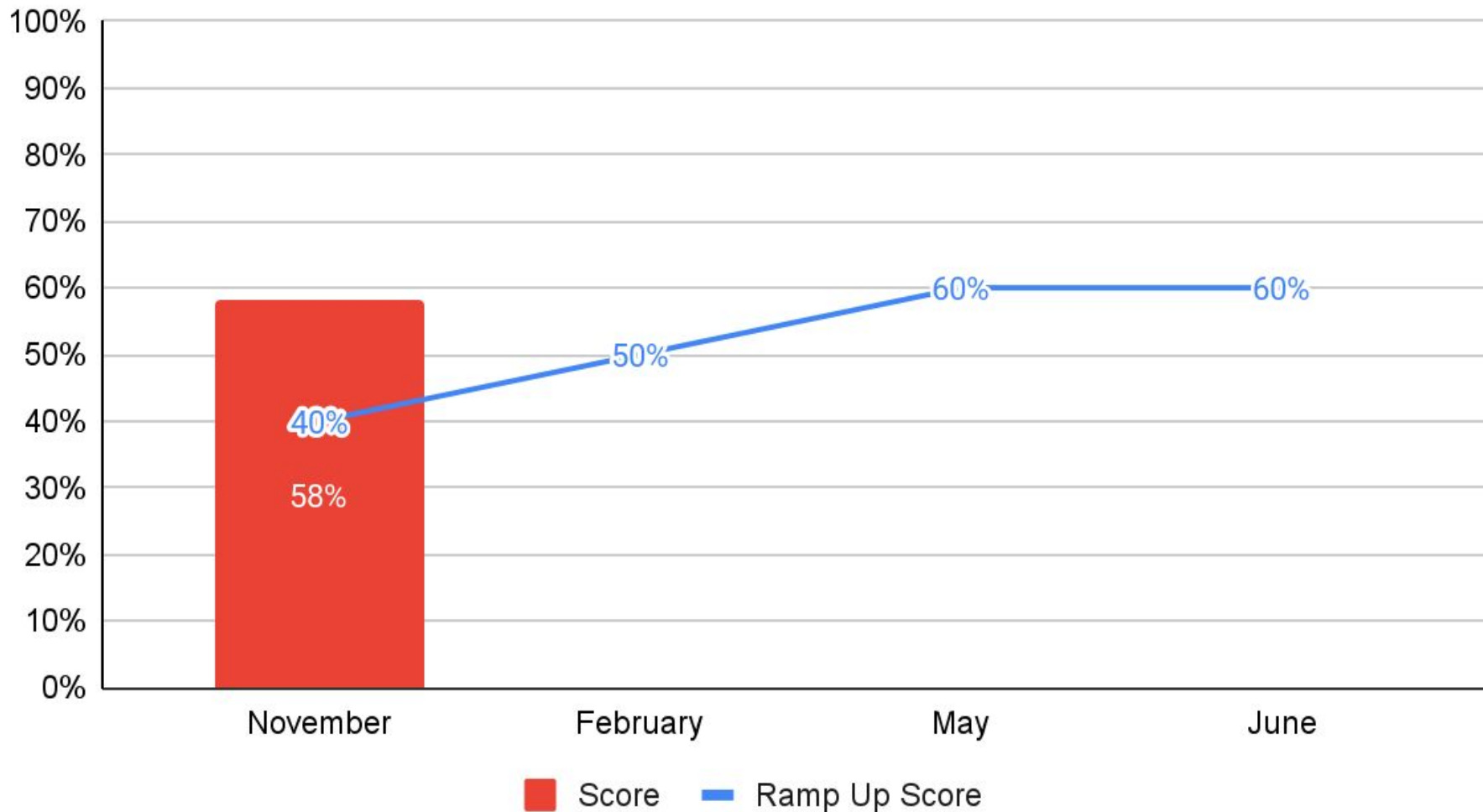
Ramp Up Target	
Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure	
Blue	≥ 32%
Green	29% - 31%
Yellow	27% - 28%
Red	≤ 26%

Annual Target: 30%

% of scholars participating in clubs and/or organizations at secondary

% of Scholars in Extracurricular/Co-Curricular - Secondary



Ramp Up Target	
Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure	
Blue	≥ 65%
Green	50% - 64%
Yellow	40% - 59%
Red	≤ 39%

Annual Target: 60%

QUESTIONS?



5. INFORMATION

These items are presented to the Board for information only. No presentations will be made unless specifically requested by the Board.

5.A. Policy CE (Local)

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: January 3, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Recommended Revision to Board Policy CE (Local)

Information

BACKGROUND INFORMATION:

The proposed change to CE (Local) aligns fund balance requirements to the following:

- A commonly referenced guideline is three months of expenditures should be kept in fund balance. This guideline is included by the Texas Education Agency (TEA) in the Financial Integrity Ratings System of Texas (Schools FIRST).
- The Government Finance Officers Association (GFOA) recommends an unassigned fund balance of "no less than three months of regular general revenue operating expenditures."

The current policy requires two months of expenditures in fund balance, and the proposed policy establishes a requirement of three months of expenditures. This proposed change was vetted with the Policy Committee on December 9, 2021.

RECOMMENDATION:

N/A

BOARD ACTION REQUIRED:

N/A

POLICY AUTHORIZATION:

BF(Local) - Board Policies

CONTACT PERSON:

Janine Fields, Chief of Staff

FUNDING SOURCE:

N/A

ENCLOSURES:

CE (Local) Revised

ANNUAL OPERATING BUDGET

CE
(LOCAL)

Fiscal Year	The District shall operate on a fiscal year beginning July 1 and ending June 30.
Budget Planning	Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the District- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month's activities.
Budget Meeting	<p>The annual public meeting to discuss the proposed budget and tax rate shall be conducted as follows:</p> <ol style="list-style-type: none">1. The Board President shall request at the beginning of the meeting that all persons who desire to speak on the proposed budget and/or tax rate sign up on the sheet provided.2. Prior to the beginning of the meeting, the Board may establish time limits for speakers.3. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget and/or the tax rate.4. No officer or employee of the District shall be required to respond to questions from speakers at the meeting.
Authorized Expenditures	The adopted budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the District's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent or designee who shall ensure that funds are expended in accordance with the adopted budget.
Budget Amendments	The Board shall amend the official budget before exceeding a functional expenditure category.
Financial Policy and Objectives	<p>In order to meet its mission, the District depends on its property tax collections for the majority of its funding. Additionally, the District receives limited state aid and grant revenues. The District receives its revenues at various intervals during the year, and the majority of its revenue is received through tax collections in late January and February of each year.</p> <p>The District recognizes the importance of maintaining its financial integrity; therefore, it has developed this policy to support its mission, goals, and objectives.</p>

ANNUAL OPERATING BUDGET

CE
(LOCAL)

Financial Stability | In seeking to fulfill its mission, the District shall maintain a high level of financial stability and shall not compromise long-term financial integrity to achieve short-term benefits. In an effort to provide adequate cash flow for its operations, maintain a strong credit rating, and plan for the unanticipated extraordinary costs, the District shall strive to maintain in the general fund a minimum unassigned fund balance of ~~three~~ months of average spending for a year plus the projected cash flow deficit totals for each month, July through January.

Deleted: two

Funds from Operations | The District's general fund shall provide adequate funding to support the following:

5. Cash flow needs;
6. Quality instructional programs;
7. Bond ratings;
8. Unfunded state-mandated costs;
9. Changes in state funding formulas that impact cash flow; and
10. Unanticipated extraordinary costs.

Revenue | The District's revenue levels shall be evaluated annually with the administration's recommendations giving consideration to the following:

11. Cash flow needs;
12. Bond ratings;
13. Operating requirements;
14. Current business connections, including the local economy;
15. Economic projections, including property values, the state's economy, legislative issues, and the like;
16. Student growth assumptions; and
17. The projected level of expenditures.

General Operating Fund Expenditures | All expenditures from the general fund shall maintain the following priorities of obligation:

18. Payments of all legal and reasonable expenditures relating to maintenance and operations of the District's general fund.
19. Payments to special revenue funds that require a matching amount for the federal or state grants, including the child nutrition fund and the construction fund.

ANNUAL OPERATING BUDGET

CE
(LOCAL)

Reporting The District shall prepare financial operations reports in accordance with the following:

- Monthly financial reports shall be provided to the Board.
- A quarterly cash flow report comparing actual to estimated cash amounts shall be provided to the Board.
- An annual audit shall be conducted by an external professional auditing firm that includes the necessary details for reconciling the District's financial operations for the year. The audit report shall be submitted for review and approval by the Board after the end of the fiscal year.

Order of Expenditure The order of spending and availability shall be to reduce funds from the listed areas in the following order: restricted, committed, assigned, and unassigned. Negative amounts shall not be reported for restricted, committed, or assigned funds.

Fund Balance Target | The District shall strive to maintain an unassigned fund balance at fiscal year-end in the general fund equal to a minimum of three months of the average spending for a year plus the projected cash flow deficit totals for each month, July through January.

In the event the unassigned balance falls below target level, the Board shall, within 24 months, adopt a written plan to restore the balance to the target level.

Deleted: two

Definitions
Fund Balance Fund balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet.

Fund Balance of the General Fund The fund balance of the general fund, one of the governmental fund types, is of primary significance because the general fund is the primary fund, which finances most functions in the District. The fund balance of the general fund shall mean the gross difference between general fund assets and liabilities reflected on the balance sheet.

The five classifications of fund balance of the governmental types are as follows.

Non-Spendable Fund Balance Nonspendable fund balance shall mean the portion of the gross fund balance that is not expendable (such as inventories) or that is legally earmarked for a specific use (such as the self-funded reserves program).

Examples of fund balance reserves for which the fund balance shall not be available for financing general operating expenditures include:

- Inventories;

ANNUAL OPERATING BUDGET

CE
(LOCAL)

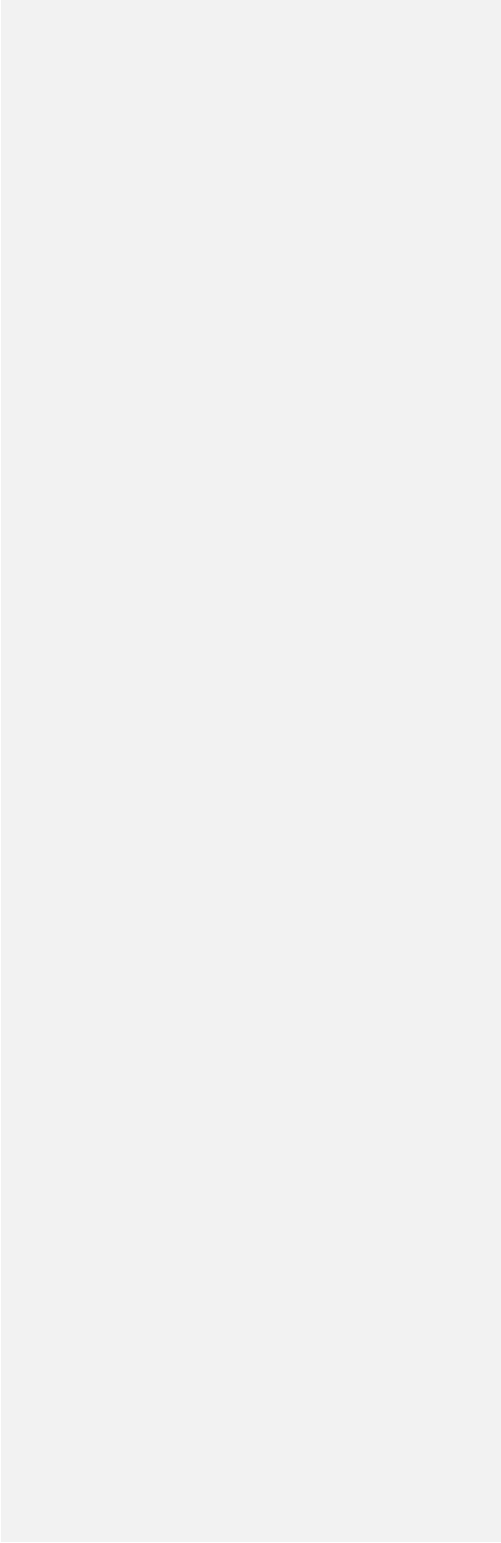
	<ul style="list-style-type: none">• Prepaid items;• Deferred expenditures;• Long-term receivables; and• Outstanding encumbrances.
Restricted Fund Balance	<p>Restricted fund balance shall include amounts constrained to a specific purpose by the provider, such as a grantor.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Child nutrition programs;• Technology programs;• Construction programs; and• Other granting agencies.
Committed Fund Balance	<p>Committed fund balance shall mean the portion of the fund balance that is constrained to a specific purpose by the Board.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Potential litigation, claims, and judgments; and• Campus activity funds. [See CFD]
Assigned Fund Balance	<p>Assigned fund balance shall mean the portion of the fund balance that is spendable or available for the appropriation but has been tentatively earmarked for some specific purpose by the Board, the Superintendent, or the financial officer.</p> <p>In current practice, such plans or intent may change and may never be budgeted or result in expenditures in future periods of time.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Insurance deductibles;• Program start-up costs; and• Other legal uses.
Unassigned Fund Balance	<p>Unassigned fund balance shall include amounts available for any legal purpose. The portion of the total fund balance in the general fund shall be available to finance operating expenditures.</p> <p>The unassigned fund balance shall be the difference between the total fund balance and the total of the nonspendable fund balance,</p>

Cedar Hill ISD
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ANNUAL OPERATING BUDGET

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(LOCAL)

restricted fund balance, committed fund balance, and the assigned
fund balance.



6. BOARD DISCUSSION
7. SUPERINTENDENT'S REPORT
8. ADJOURN