

Regular Meeting
Tuesday, February 20, 2024 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, and

551.072) Deliberation regarding real property

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 SESSION
 - 3.A. Pledges
 - 3.A.1. Pledge to the American Flag
 - 3.A.2. Pledge to the Texas Flag
 - 3.B. Prayer
Presenter: Board Trustee
4. COMMUNICATIONS/RECOGNITIONS
 - 4.A. New Hire Introduction
Presenter: Tierney Tinnin
 - 4.B. Board Recognitions
Presenter: Tierney Tinnin

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Board Recognitions

Information

BACKGROUND INFORMATION:

The Cedar Hill ISD Board of Trustees in collaboration with the district's Human Resources and Communications departments will recognize the new Plummer Elementary School Principal Dr. Trevena Nelson, and the \$3,500 donation from the Best Southwest Leadership Class.

RECOMMENDATION:

N/A

BOARD ACTION REQUIRED:

N/A

POLICY AUTHORIZATION:

N/A

CONTACT PERSON:

Mrs. Tierney Tinnin, Chief of Communications & Marketing
Ms. Hallema Jackson, Assistant Superintendent of Human Resources
Mrs. Denise Root, Executive Director of Cedar Hill Education Foundation

FUNDING SOURCE:

N/A

ENCLOSURES:

Presentation

BOARD RECOGNITIONS



SCHOLARS



STAFF



COMMUNITY

February 20, 2024



Dr. Trevena Nelson, Principal
Plummer Elementary School



Leadership Southwest -
Donation to CH
Education Foundation



BEST SOUTHWEST
PARTNERSHIP



THANK YOU



SCHOLARS



STAFF



COMMUNITY

February 20, 2024



5. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels.
6. PRESENTATIONS
 - 6.A. Youth Truth Survey Results
Presenter: Dr. Kisha McDonald

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 20, 2024

Presented by: Dr. Gerald B. Hudson, Superintendent of Schools

Subject: 2023-2024 Youth Truth Survey Results

Information

BACKGROUND INFORMATION: Youth Truth is an interactive survey administered at the 3rd through 12th grade levels for scholars and at all grade levels for families. The results of the survey from our third year of administering are available to the District and this presentation will provide an overview of those findings.

RECOMMENDATION:

Information Only

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON:

Dr. Kisha McDonald-Director of Family and Community Engagement

FUNDING SOURCE:

n/a

ENCLOSURES:

Supporting Documents

Youth Truth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

YouthTruth Survey 2023 Board Presentation Supporting Docs

Key Scholar Themes

Engagement - Measures the degree to which students perceive high expectations and feel engaged with their school and their education.

Academic Challenge (ES) - Measures the degree to which students feel their learning is challenging and relevant.

Academic Challenge (MS/HS) - Measures the degree to which students feel they are challenged by their coursework and teachers.

Instructional Methods (ES) - Measures the strategies and approaches students report their teachers using in class.

Culture (ES) - Measures the degree to which students experience an orderly, respectful classroom environment.

Culture (MS/HS) - Measures the degree to which students believe that their school fosters a culture of respect and fairness.

Belonging (ES) - Measures the degree to which students feel welcome at their school.

Belonging & Peer Collaboration (MS/HS) - Measures the degree to which students feel welcome at their school and have collaborative relationships with their classmates.

Relationships (ES) - Measures the degree to which students have strong, supportive relationships with their teachers.

Relationships (MS/HS) - Measures the degree to which students feel they receive support and personal attention from their teachers.

College & Career Readiness (HS) - Measures the degree to which students feel equipped to pursue college and careers.

Emotional & Mental Health - Measures how they feel about their lives, how they handle their emotions, and if they feel supported.

School Safety - Measures how safe they feel from harm while at school.

Student Voice & Leadership - Measures whether they feel comfortable speaking up, if they feel they are a leader, and if they are involved in activities to make their school a better place.

In Student's Own Words

Key Family Themes

General - Measures the degree to which families would recommend their child's school.

Engagement - Measures the degree to which families are engaged in their school and empowered to influence decision making.

Relationships - Measures the degree to which families experience positive relationships in their school based on respect, care and approachability.

Culture - Measures the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.

Communications & Feedback - Measures the degree to which there are open and effective lines of communication between families and schools.

Resources - Measures the degree to which families believe that their school deploys the necessary resources to support students.

School Safety - Measures the degree to which families believe that their school is a safe place for students.

In Their Own Words

YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

2023-2024

Student Survey Questions

YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

Content of this survey cannot be used without the expressed permission of YouthTruth®
youthtruthsurvey.org

YouthTruth

STUDENT SURVEY

A NATIONAL NONPROFIT

Contents

Student Survey – High School	3
Student Survey – Middle School	11
Secondary Student Survey Additional Topics	18
Project-Based Learning.....	18
STEM.....	18
Student Voice and Leadership.....	20
School Safety	20
Drugs and Alcohol.....	20
Emotional and Mental Health	21
Inclusion	21
Diversity.....	22
Student Survey – Elementary School.....	24
Elementary Student Survey Additional Topics	27
Project-Based Learning.....	27
STEM.....	27
Emotional and Mental Health	28
School Safety	28
Diversity, Equity, and Inclusion	28

Student Survey – High School

The high school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Areas for Improvement

- What do you **like** most about your school? (Please check one.) *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for college or my career; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one.) *(My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for college or my future career; Something else not listed; Nothing – I can't think of anything I dislike about my school)*

Students are invited to expand upon their answers to the above two questions in their own words via open text.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme and grade-level.

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- What I learn in class helps me outside of school.
- My teachers' expectations make me want to do my best.
- I try to do my best in school.
- I take pride in my schoolwork.
- I enjoy school most of the time.
- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (for example, which skills to improve).

Have you ever seriously considered dropping out of high school? *(Yes; No; I don't know)*

(If respondent answered yes to the dropping out question) Did you consider dropping out for any of the following reasons? (Yes; No; I don't know)

- I did not feel safe at school.
- I did not feel safe going to and from school.
- I did not feel like anyone cared if I stayed in school or not.
- I did not see how the work I was doing would help me in my life.
- I failed state or other standardized tests.
- I had fallen behind in school and felt like I couldn't catch up.
- I needed to work and make money instead of spending most of my day in school.
- I had personal problems at home.
- I had problems with other students at school.
- I was discouraged by an adult(s) at school.
- Other (please specify)

Academic Challenge – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- *The work that I do for my classes makes me really think.
- In most of my classes, we learn a lot almost every day.
- Most of my teachers want me to explain my answers – why I think what I think.
- *My teachers give me assignments that help me to better understand the subject.
- Most of my teachers don't let people give up when the work gets hard.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- *In order to receive a good grade, I have to work hard in my classes.
- *My teachers explain things in a way that I understand.

** Students are asked the four academic challenge questions noted above in the core survey in relation to their overall school experience. To dig deeper, the survey can be customized to ask variations of these same four questions about the following core subjects: English, math, science, and/or social studies. The optional subject specific add-on questions are as follows:*

Optional Add-on Questions: Academic Challenge: English

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- In order to receive a good grade in my English class, I have to work hard.
- My English teacher gives me assignments that help me to better understand the subject.
- The work that I do for my English class makes me really think.
- My English teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Math

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- In order to receive a good grade in my math class, I have to work hard.

- My math teacher gives me assignments that help me to better understand the subject.
- The work that I do for my math class makes me really think.
- My math teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Science

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- In order to receive a good grade in my science class, I have to work hard.
- My science teacher gives me assignments that help me to better understand the subject.
- The work that I do for my science class makes me really think.
- My science teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Social Studies

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- In order to receive a good grade in my social studies class, I have to work hard.
- My social studies teacher gives me assignments that help me to better understand the subject.
- The work that I do for my social studies class makes me really think.
- My social studies teacher explains things in a way that I understand.

Relationships – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers . . . (1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All)

- . . . make an effort to understand what your life is like outside of school.
- . . . are not just satisfied if you pass, they care if you're really learning.
- . . . connect what you're learning in class with your life outside of school.
- . . . try to be fair.
- . . . believe that you can get a good grade if you try.
- . . . are willing to give extra help on schoolwork if you need it.

Is there an adult from school... (Yes; No; I don't know)

- . . . who would be willing to help you with a personal problem.
- . . . you could ask to write you a recommendation for a job, program, scholarship, or college.

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

Belonging & Peer Collaboration – Describes the degree to which students have supportive, collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Most students are friendly to me.
- I really feel like part of my school's community.
- I can usually be myself around other students.

How often do you work with other students for your classes . . . (1= Very rarely; 2= Somewhat Rarely; 3= Sometimes; 4=Somewhat often; 5=Very often)

- . . . because your teachers ask or tell you to.
- . . . even when your teacher doesn't ask or tell you to.

Culture – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Discipline in this school is fair.
- My classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.)

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Adults at my school treat students with respect.
- Students from my school treat adults with respect.
- Adults at my school respect people from different backgrounds (for example, people of different races, ethnicities, and genders).
- I feel safe during school.

Are you part of school clubs, teams, or other groups (for example, sports, music, art, etc.)? (Yes; No)

Outside of school, are you part of clubs, sports teams, church/religious activities, or other groups? (Yes; No)

Obstacles to Learning – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? (Yes, this makes it hard to do my best; No, this does not apply to me or does not keep me from doing my best; I don't know)

- Limited or no internet access
- Not feeling safe at home
- Not feeling safe at school
- Limited or no access to a computer or device
- Distractions at home and family responsibilities
- Feeling depressed, stressed, or anxious
- My health or the health of my family members
- Extracurricular commitments
- My job
- Not having an adult to help me with my schoolwork
- Getting picked on or bullied
- My personal relationships
- Other (please specify)

College & Career Readiness – Describes the degree to which students feel equipped to pursue college and careers.

How strongly do you agree or disagree with the following statements? (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

- My school has helped me develop the skills and knowledge I will need for college-level classes.
- My school has helped me understand the steps I need to take in order to apply to college.
- My school has helped me figure out which careers match my interests and abilities.
- My school has helped me understand the steps I need to take in order to have the career that I want.

Do you want to go to college? (*Yes; No; I don't know*)

After you finish high school, what do you expect to do next? (*Join the military; Work full time at a job; Attend a 2-year college; Attend a 4-year college; Attend a trade/technical school; I don't know; Other [please specify]*)

This year, have you participated in any of the following services from your school? (*Yes; No; I don't know*)

- Help choosing classes needed to graduate
- College entrance exam preparation (SAT/ACT)
- Counseling about how to pay for college
- Counseling about how to apply to college
- Counseling about admissions requirements for different types of colleges
- Counseling about future career possibilities

(*If respondent answered yes to any of the above services*) You said you have participated in the following service(s) from your school this year. How helpful has each service been to you? (*1 = Not at all helpful; 2 = Not very helpful; 3 = Somewhat helpful; 4 = Helpful 5 = Very helpful*)

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? (*Yes; No; I don't know; Prefer not to say*)

Were you bullied . . . (*Yes; No; I don't know*)

- . . . **physically**? (For example, pushed, tripped, or hit you; taken or broken your belongings on purpose)
- . . . **verbally**? (For example, called you names or made fun of you; threatened you; made inappropriate comments to you)
- . . . **socially**? (For example, tried to get other students not to be friends with you; spread rumors or told secrets about you; embarrassed you in front of others)
- . . . through **cyberbullying**? (For example, mean text messages or emails; rumors sent by email or posted on social networking sites; pictures, videos, websites, or fake profiles)
- Other (please specify)

(If respondent answered yes to the bullying question) Students bully each other for a lot of reasons- and being bullied is not your fault. To help your school understand the problem, do you think it happened for any of the following reasons? *(Yes; No; I don't know; Prefer not to say)*

- Your sex or gender
- Your race or skin color
- Where your family is from
- How you look
- Your religion
- Because people assume your sexual orientation
- How much money your family has
- A disability that you have
- Other reasons (please specify)

(If respondent answered yes to the bullying question) When you were bullied, did you tell . . . *(Yes; No; I don't know)*

- . . . an adult from school?
- . . . an adult at home?
- . . . a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

Civic Readiness – Describes the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Helping others is important to me.
- In school I have learned how to make my school, my community, or the world a better place.
- In school I have learned how to evaluate the evidence that backs up people's opinions.
- Being actively involved in national, state, or local issues is important to me.
- It is important to vote.
- It is important to work with people with backgrounds and experiences that are different from mine.
- I can make a difference in my school, my community, or the world.
- I work with others to solve problems in my school or community.
- I have helped change things for the better in my school, my community, or the world.

(If respondent answered disagree or strongly disagree to "I have helped change things for the better in my school, my community, or the world") What has kept you from helping to change things for the better in your school, your community, or the world? (Did you want to get involved? What happened? What challenges did you face?) *(Open text)*

(If respondent answered neither agree nor disagree, agree, or strongly agree to "I have helped change things for the better in my school, my community, or the world") Think about a time when you helped to

change things for the better in your school, your community, or the world. (What made you want to get involved? What did you do? What challenges did you face?) (*Open text*)

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

Demographics

- What grade are you in? (*9th; 10th; 11th; 12th; Other*)
*Gender identity:
 - *Option 1 (recommended): How do you describe yourself? (Please check one) (Boy/Man; Girl/Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
 - *Option 2: How do you describe yourself? (Please check one) (Boy/Man; Girl/Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one) (*American Indian; Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander; White; Race or ethnicity not included above [optional, please describe]; Prefer not to say*)
- Do you identify as a person of color? (*Yes; No; Prefer not to say*)
- Choose the letter grade that corresponds with your cumulative grade point average (GPA) for all subjects in high school. (If your school does not grade on a scale using As, Bs, Cs, Ds and Fs, please choose the answer that you think best matches the grades you get at your school.) (*A+; A; A-; B+; B; B-; C+; C; C-; D+; D; D-; E/F; Prefer not to say*)
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) (*Yes; No; I don't know; Prefer not to say*)
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? (*Yes; No; I don't know; Prefer not to say*)

YouthTruth

STUDENT SURVEY

A NATIONAL NONPROFIT

- We will ask you about the main caregiver(s) in your home. These include parents, guardians, grandparents, etc. Think about your most educated caregiver. What is their level of education? *(Elementary or middle school; Some high school; High school graduate or equivalent (GED); Some college; Associate's degree or technical certificate; Finished college/bachelor's degree; Graduate degree; I don't know; Prefer not to say)*
- **At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I don't know; Prefer not to say)*
- ***Do you consider yourself to be . . . (Please check one) *(Bisexual*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say)* *A person who is attracted to both people of their own gender and other genders.
- ***Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) *(Yes; No; Prefer not to say)*
- ***Are you transgender? (Please check one) *(Yes; No; Prefer not to say)*

** Clients choose their preferred gender survey question version prior to surveying.*

***Districts or networks with fully implemented free lunch programs are invited to exclude this question.*

****These demographic questions are optional. Many districts choose to include these questions for high school students/some districts choose to include these questions for middle school students.*

Student Survey – Middle School

The middle school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Areas for Improvement

- What do you **like** most about your school? (Please check one.) *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for high school; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one.) *(My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for high school; Something else not listed; Nothing – I can't think of anything I dislike about my school)*

Students are invited to expand upon their answers to the above two questions in their own words via open text.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme and grade-level.

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I enjoy school most of the time.
- I take pride in my schoolwork.
- What I learn in class helps me outside of school.

Think about your time at school. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (For example, which skills to improve).
- My teachers' expectations make me want to do my best.

- I try to do my best in school.

Academic Challenge – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- *My teachers explain things in a way that I understand.
- In most of my classes, we learn a lot almost every day.
- *The work that I do for my classes makes me really think.
- Most of my teachers don't let people give up when the work gets hard.
- *My teachers give me assignments that really help me learn.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want me to explain my answers – why I think what I think.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- *In order to get a good grade, I have to work hard in my classes.
- I feel like I will be ready for high school classes when I finish middle school.

* Students are asked the four academic challenge questions noted above in the core survey in relation to their overall school experience. To dig deeper, the survey can be customized to ask variations of these same four questions about the following core subjects: English, math, science, and/or social studies. The optional subject specific add-on questions are as follows:

Optional Add-on Questions: Academic Challenge: English/Language Arts

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my English/Language Arts class makes me really think.
- In order to get a good grade in my English/Language Arts class, I have to work hard.
- My English/Language Arts teacher gives me assignments that really help me learn.
- My English/Language Arts teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Math

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my math class makes me really think.
- In order to get a good grade in my math class, I have to work hard.
- My math teacher gives me assignments that really help me learn.
- My math teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Science

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my science class makes me really think.
- In order to get a good grade in my science class, I have to work hard.
- My science teacher gives me assignments that really help me learn.
- My science teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Social Studies

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my social studies class makes me really think.
- In order to get a good grade in my social studies class, I have to work hard.
- My social studies teacher gives me assignments that really help me learn.
- My social studies teacher explains things in a way that I understand.

Do you want to go to college one day? (*Yes; No; I don't know*)

Culture – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

Are you part of clubs, teams, or other groups (for example, sports, music, art, etc.)? (*Yes, No*)

Outside of school, are you part of clubs, sports, teams, church/religious activities, or other groups? (*Yes, No*)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Discipline in this school is fair.
- I think my classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.).

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Adults at my school treat students with respect.
- Students from my school treat adults with respect.
- Adults at my school respect people from backgrounds (for example, people of different races, ethnicities, and genders).
- I feel safe during school.

Obstacles to Learning – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? (*Yes, this makes it hard to do my best; No, this does not apply to me or does not keep me from doing my best; I don't know*)

- Limited or no internet access
- Not feeling safe at home
- Not feeling safe at school
- Limited or no access to a computer or device
- Distractions at home and family responsibilities
- Feeling depressed, stressed, or anxious
- My health or the health of my family members
- Extracurricular commitments

- Changing from elementary to middle school
- Not having an adult to help me with my schoolwork
- Getting picked on or bullied
- My personal relationships
- Other (please specify)

Belonging & Peer Collaboration – Describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

- I can usually be myself around other students.
- Most students are friendly to me.
- I really feel like a part of my school's community.

How often do you work with other students for your classes . . . (*1 = Very rarely; 2 = Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often*)

- . . . because your teachers ask or tell you to?
- . . . even when your teacher doesn't ask or tell you to?

Relationships – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers . . . (*1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All*)

- . . . are willing to give extra help on schoolwork if you need it?
- . . . try to understand what your life is like outside of school?
- . . . are not just satisfied if you pass, they care if you're really learning?
- . . . believe that you can get a good grade if you try?
- . . . try to be fair?
- . . . connect what you're learning in class with your life outside of school?

Is there an adult from school who would be willing to help you with a personal problem? (*Yes; No; I don't know*)

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? (*Yes; No; I don't know; Prefer not to say*)

Were you bullied . . . (*Yes; No; I don't know*)

- . . . **physically**? (For example, pushed, tripped, or hit you; taken or broken your belongings on purpose)

- . . . **verbally**? (For example, called you names or made fun of you; threatened you; made inappropriate comments to you)
- . . . **socially**? (For example, tried to get other students not to be friends with you; spread rumors or told secrets about you; embarrassed you in front of others)
- . . . through **cyberbullying**? (For example, mean text messages or emails; rumors sent by email or posted on social networking sites; pictures, videos, websites, or fake profiles)
- Other (please specify)

(If respondent answered yes to the bullying question) Students bully each other for a lot of reasons- and being bullied is not your fault. To help your school understand the problem, do you think it happened for any of the following reasons: *(Yes; No; I don't know; Prefer not to say)*

- Your sex or gender
- Your race or skin color
- Where your family is from
- How you look
- Your religion
- Because people assume your sexual orientation
- How much money your family has
- A disability that you have
- Other reasons (please specify)

(If respondent answered yes to the bullying question) When you were bullied did you tell . . . *(Yes; No; I don't know)*

- . . . an adult from school?
- . . . an adult at home?
- . . . a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

Civic Readiness – Describes the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Helping others is important to me.
- In school I have learned how to make my school, my community, or the world a better place.
- It is important to vote.
- I can make a difference in my school, my community, or the world.
- I work with others to solve problems in my school or community.
- I have helped change things for the better in my school, my community, or the world.

(If respondent answered disagree or strongly disagree to "I have helped change things for the better in my school, my community, or the world") What has kept you from helping to change things for the better in your school, your community, or the world? (Did you want to get involved? What happened? What challenges did you face?) *(Open text)*

(If respondent answered neither agree or disagree, agree, or strongly agree to “I have helped change things for the better in my school, my community, or the world”) Think about a time when you helped to change things for the better in your school, your community, or the world. (What made you want to get involved? What did you do? What challenges did you face?) (Open text)

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

Demographics

- What grade are you in? *(5th; 6th; 7th; 8th; Other)*
- *Gender Identity:
 - *Option 1 (recommended): How do you describe yourself? (Please check one.) (Boy/Man; Girl/Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
 - *Option 2: How do you describe yourself? (Please check one.) (Boy/Man; Girl/Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one.) *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander; White; Race or ethnicity not included above [optional, please describe]; Prefer not to say)*
- Do you identify as a person of color? *(Yes; No; Prefer not to say)*
- In your current classes, what have most of your grades been? (If your school does not grade on a scale using As, Bs, Cs, Ds and Fs, please choose the answer that you think best matches the grades you get at your school.) *(Mostly As; Mostly Bs; Mostly Cs; Mostly Ds or below; I don't know; Prefer not to say)*
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) *(Yes; No; I don't know; Prefer not to say)*
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at

school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? *(Yes; No; I don't know; Prefer not to say)*

- We will ask you about the main caregiver(s) in your home. These include parents, guardians, grandparents, etc. Think about your most educated caregiver. What is their level of education? *(Elementary or middle school; Some high school; High school graduate or equivalent (GED); Some college; Associate's degree or technical certificate; Finished college/bachelor's degree; Graduate degree; I don't know; Prefer not to say)*
- **At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I don't know; Prefer not to say)*
- ***Do you consider yourself to be: (Please check one) *(Bisexual*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say)* *A person who is attracted to both people of their own gender and other genders.
- ***Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) *(Yes; No; Prefer not to say)*
- ***Are you transgender? (Please check one) *(Yes; No; Prefer not to say)*

** Clients choose their preferred gender survey question version prior to surveying.*

***Districts or networks with fully implemented free lunch programs are invited to exclude this question.*

****These demographic questions are optional. Many districts choose to include these questions for high school students/some districts choose to include these questions for middle school students.*

Secondary Student Survey Additional Topics

Additional topic modules on a variety of subjects can be added to customize the core middle and/or high school surveys. Each additional topic module adds about 5 minutes in survey length. To keep surveys a manageable length, the maximum number of additional topic modules that can be added is 2.

Project-Based Learning – Describes students’ experiences collaborating on, improving, and presenting projects. Themes include the frequency of real-world discussions, and the integration of PBL across subject areas.

During the **past month**, how often have you done the following? (1 = *Very rarely*; 2 = *Somewhat rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- Discussed real-world issues that need solutions with other students
- Discussed real-world issues that need solutions with your teacher
- Worked with other students to design a solution to a real-world problem
- Revised a project with other students to make it better
- Revised a project with your teacher to make it better
- Shared or presented your project(s)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In school, I can find solutions to problems that I haven’t been taught how to solve.
- Outside of school, I think about how to solve problems using lessons I learned in class.
- The projects that we do in school help prepare me for careers that interest me.
- The projects that we do in school help prepare me for college.
- I care more about what I’m learning when I feel like I’m solving a real-world problem.
- I learn lessons more deeply with projects than with other types of assignments.
- I have learned how to work well with other students by participating in group projects.
- Doing projects makes me a better student (for example, I get better grades; I understand the subject better).

Are projects the main way you learn in the following subjects? (*Yes; No; I don’t know*)

- Math
- English/Language Arts
- Science
- Social Studies or History

STEM – Describes students’ experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In the future, I see myself becoming a scientist, engineer, mathematician, or working with technology.

- I would choose to take additional courses in math or science even if they were not required.
- My teachers make connections between what I learn in my math, English, social studies, and science classes.
- I will use what I learn in math and science classes once I've graduated from high school.
- My school has made me more interested in pursuing a career in math, science, technology or engineering.
- I understand how math, science, technology and engineering are used in various careers.

Have you taken part in any of the following experiences? *(Yes; No; I don't know)*

- Participating in an internship
- Hearing from professionals in the science, technology, engineering, and math fields
- Having a professional mentor
- Attending field trips or summer camp
- Participating in science, technology, engineering or math competitions or fairs

(If respondent answered yes to the experiences question.) If so, how helpful have these experiences been to you in understanding how math, science, technology, and engineering are used in various careers? *(1 = Not at all helpful; 2 = Not very helpful; 3 = moderately helpful; 4 = Helpful 5 = Very helpful)*

During this school year, how frequently have you engaged in the following activities either in or out of school? *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Participated in group projects that involve building or designing
- Worked with a group to design a solution to a problem
- Independently found a solution to a problem that I haven't been taught how to solve
- Applied lessons I've learned in class to solving a problem
- Worked with students and community groups to address issues in my community

I use technology during school to do the following activities: *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Create a digital portfolio
- Conduct simulations
- Analyze data
- Design solutions to problems
- Conduct research
- Share ideas, questions, and issues with other students online
- Other (please specify)

I use technology outside of school to do the following activities: *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Create a digital portfolio
- Conduct simulations
- Analyze data
- Design solutions to problems
- Conduct research
- Share ideas, questions, and issues with other students online
- Other (please specify)

Student Voice and Leadership – Describes how students share their ideas and make a difference at school. Themes include comfort level speaking up about school issues, and whether adults in school listen to students’ recommendations.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I’ve seen adults in my school listen to the voices and ideas of youth when making decisions.
- I feel comfortable speaking up about school issues with students at my school.
- I feel comfortable speaking up about school issues with adults at my school.
- I feel like I can make a difference at my school.
- I think I have what it takes to be a leader in my school.
- I participate in activities, groups, or clubs to help make my school a better place.
- I would like to work with adults to improve my school.
- I speak up about school issues to help make my school a better place.

School Safety – Describes students’ level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment.

How strongly do you agree or disagree with the following statements? (1 = *Not at all*; 2 = *Not Very Much*; 3 = *Somewhat*; 4 = *A moderate amount*; 5 = *Very much*) I feel safe from harm . . .

- . . . during my classes.
- . . . in the hallways, bathrooms, and locker rooms at my school.
- . . . on school property outside my school building.
- . . . going to and from school (for example, on the school bus/public transportation, walking to and from school).
- . . . in the neighborhood I live in.
- . . . in my home.

During school, how often do the following happen? (1 = *Never or almost never*; 2 = *Somewhat rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Always or almost always*)

- Students go out of their way to treat other students badly.
- There is conflict based on race, culture, religion, sexual orientation, gender, or disabilities.
- Students get into physical fights.
- I must be ready to fight to defend myself.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In my school, there are clear rules against hurting other people (for example, hitting, pushing, or tripping).
- Adults at my school try to stop bullying/harassment.
- I usually try to help other students who are being bullied/harassed.

Note: Questions about bullying are included as part of the core student survey.

Drugs and Alcohol – Describes recent usage of intoxicants or substances. Examples include cigarettes, alcohol, and marijuana.

During the past month, how often did you . . . *(Never; 1-3 times a month; About once a week; 2-3 days a week; 4-5 days a week; 6-7 days a week)*

- . . . smoke cigarettes or chew tobacco?
- . . . use electronic cigarettes, hookah pens, vape pens or other vaping devices?
- . . . have at least one drink of alcohol (One drink = one beer, one shot, one mixed drink)?
- . . . use marijuana (pot, weed, hash)?
- . . . misuse a medicine (for example, cough syrup, Ritalin, painkillers) to get high?
- . . . use any other illegal drug or pill to get high?
- . . . misuse any other legal substance (for example, paint or glue) to get high?

Emotional and Mental Health – Describes signs of depression, as well as students’ consideration of suicide. Themes include students’ approaches to coping and ability to find help at school.

In the last twelve months, have you . . . *(Yes; No; I can’t remember)*

- . . . talked to a school counselor, a therapist, or a psychologist because you were upset, stressed, or having problems?
- . . . ever felt so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- . . . seriously considered attempting suicide?

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)* When I’m feeling upset, stressed, or having problems . . .

- . . . I know someone outside of school who I can talk to about it.
- . . . my school has programs or services that can help me.
- . . . I know some ways to make myself feel better or cope with it.

Think about your life lately. How happy have you been feeling this week? *(1 = Never happy; 2 = Rarely happy; 3 = Sometimes happy; 4 = Often happy; 5 = Happy all the time)*

Think about your life lately. How relaxed have you been feeling this week? *(1 = Never relaxed; 2 = Rarely relaxed; 3 = Sometimes relaxed; 4 = Often relaxed; 5 = Relaxed all the time)*

Think about your life lately. How sad have you been feeling this week? *(1 = Never sad; 2 = Rarely sad; 3 = Sometimes sad; 4 = Often sad; 5 = Sad all the time)*

Think about your life lately. How stressed have you been feeling this week? *(1 = Never stressed; 2 = Rarely stressed; 3 = Sometimes stressed; 4 = Often stressed; 5 = Stressed all the time)*

Overall, how do you feel about your life? *(Five point sad to happy emoticon scale)*

Inclusion – Assesses students’ school experiences through the lens of value. It is recommended to pair the Inclusion module with the Diversity module (below). Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

I feel like I can talk to **students** from my school about . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . my religion, faith, or spiritual beliefs.
- . . . my sexual orientation (for example, gay, straight, bisexual, etc.).
- . . . a disability I have.
- . . . my gender.
- . . . how much money my family has.
- . . . my race and/or ethnicity.
- . . . where my family is from.

I feel like I can talk to **adults** at my school about . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . my religion, faith, or spiritual beliefs.
- . . . my sexual orientation (for example, gay, straight, bisexual, etc.).
- . . . a disability I have.
- . . . my gender.
- . . . how much money my family has.
- . . . my race and/or ethnicity.
- . . . where my family is from.

Students from my school value people of different . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

Adults at my school value people of different . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

Diversity – Assesses students’ school experiences through the lens of representation & social justice. It is recommended to pair the Diversity module with the Inclusion module (above). Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

Think about your school. How often do you see people of diverse backgrounds . . . (1= *Very rarely*; 2= *Somewhat Rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- . . . in artworks, posters, or pictures?
- . . . in publications (for example, school paper, yearbooks, etc.)?
- . . . in textbooks and other class materials?
- . . . in your classmates' work (for example, their projects or presentations)?
- . . . during school events?

Think about your school. How often do you learn about the lives and experiences of people of different... (1= *Very rarely*; 2= *Somewhat Rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- . . . religions, faiths, or spiritual beliefs?
- . . . sexual orientations (for example, gay, straight, bisexual, etc.)?
- . . . abilities (for example, people with disabilities)?
- . . . genders?
- . . . incomes (for example, how much money someone makes)?
- . . . races and/or ethnicities?
- . . . countries?

My school teaches me about how people have been treated differently because of their. . . (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes).
- . . . races and/or ethnicities.
- . . . countries.

How strongly do you agree or disagree with the following statements: (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My school makes me interested in getting to know people of diverse backgrounds.
- My school encourages students to speak out against racism.
- My school clearly communicates how to report acts of discrimination.

Student Survey – Elementary School

The elementary school student survey (for students in grades 3 and above) asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Weaknesses

- What do you **like** most about your school? (Please check one) *(My teacher wants me to try hard and do my best; My teacher cares about me and helps me; Students show respect in class; My class makes me really think; I like the way we learn in class; Something else; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one) *(My teacher lets me give up and not do my best; My teacher doesn't care about me or help me very much; Students don't show much respect in class; My class doesn't really make me think; I don't like the way we learn in class; Something else; Nothing – I can't think of anything I dislike about my school)*

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education.

Do you like going to school? *(No, hardly ever; Sometimes; Yes, very much)*

Think about your teacher. *(No, hardly ever; Sometimes; Yes, very much)*

- Does your teacher want you to do your best?
- Do you think your teacher wants you to work your hardest?

Relationships – Describes the degree to which students report that they have strong supportive relationships with their teachers.

Think about when your teacher helps you with schoolwork. *(No, hardly ever; Sometimes; Yes, very often)*

- Does your teacher ask you to keep trying when the work gets hard?
- Does your teacher give you extra help if you need it?
- Do you like how your teacher treats you when you need help?

Think about your teacher. *(No, hardly ever; Sometimes; Yes, very often)*

- Do you think your teacher cares about you?
- Is your teacher fair to you?
- Does your teacher treat you with respect?
- Does your teacher ask you about your life outside of school?

When you are upset, is there an adult from school you can talk to? *(No; Sometimes; Yes)*

Culture – Describes the degree to which students experience an orderly, respectful classroom environment.

Think about students in your class. *(No, hardly ever; Sometimes; Yes, very often)*

- Do students stay busy in class?
- Do students behave in class?
- Do students from your class treat the teacher with respect?

Academic Challenge – Describes the degree to which students feel their learning is challenging and relevant.

Think about the work you do in school. *(No, hardly ever; Sometimes; Yes, very often)*

- Do you learn interesting things in school?
- Does what you learn in school help you in your life?
- Does your schoolwork make you really think?
- When you make a mistake, does your teacher help you correct it?

Instructional Methods – Describes the strategies and approaches students report their teachers using in class.

Think about when your teacher is helping you. *(No, hardly ever; Sometimes; Yes, very often)*

- Does your teacher let you explain your ideas?
- Does your teacher tell you that you can do well if you try?
- Does your teacher ask you if you understand what you are learning?
- Does your teacher ask you to show your work?

Belonging – Describes the degree to which the students feel a sense of belonging at school.

Think about students at your school. *(No, hardly ever; Somewhat; Yes, very often)*

- Can you be yourself with other students?
- Are students friendly to you?

Think about your school.

- Do you feel like an important part of your school? *(No, hardly ever; Somewhat; Yes, very often)*
- Do you feel safe at school? *(No, not very safe; Somewhat; Yes, very safe)*

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

Has anyone bullied you at school in the last year? *(Yes; No; I don't know; Skip this question)*

(If respondent answered yes to the bullying question) When you were bullied did someone . . . (Yes; No; I don't know)

- . . . tell rumors or lies about you?
- . . . call you mean names?

- ... hurt your body?
- ... post something mean about you online?
- Other (please specify)

(If respondent answered yes to the bullying question) Students bully each other for a lot of reasons – and being bullied is not your fault. Do you think it happened because... (Yes, No, I don't know)

- ... how you look?
- ... your race or skin color?
- ... you are a boy?
- ... you are a girl?
- ... you are different than most boys?
- ... you are different than most girls?
- ... how much money your family has?
- ... you physically can't do what other kids can do?
- ... you learn differently than other students?
- ... your religion?
- ... where your family is from?
- Other
- Prefer not to say

(If respondent answered yes to the bullying question) When you were bullied, did you tell... (Yes; No; I don't know)

- ... a grown-up from school?
- ... a grown-up at home?
- ... a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help: If these questions make you feel sad or scared about anything, please talk to your teacher or a grown up you trust.

Demographics

- What grade are you in? (Please check one.) *(3rd; 4th; 5th, Other)*
- *Gender Identity:
 - *Option 1 (recommended): Are you a ... (Boy; Girl; Something other than a boy or girl [optional, please describe]; Skip this question)*
 - *Option 2: Are you a... (Boy; Girl; Skip this question)*
- What is your race? *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Native Hawaiian or Pacific Islander; White; Two or more races; Other; I don't know; Skip this question)*

** Clients choose their preferred gender survey question version prior to surveying.*

Elementary Student Survey Additional Topics

Additional topic modules on a variety of subjects can be added to customize the core elementary school student survey. Each additional topic module adds about 5 minutes in survey length. To keep surveys a manageable length, the maximum number of additional topic modules that can be added is 2.

Project-Based Learning – Describes students’ experiences collaborating on, improving, and presenting projects. Themes include the frequency of real-world discussions, and the integration of PBL across subject areas.

These questions ask about projects you do in class. (*No, not at all; Sometimes; Yes, very much*)

- Does what you learn during school help you think about what you want to do when you grow up?
- Can you figure out how to solve problems even if you haven’t been taught how?
- Does your teacher use examples that connect to life outside of school?
- Do group projects make you a better student? (For example, you learn more.)

How much do you do these things during your classes? (*Not very much; Sometimes; A lot*)

- Work on projects with other students
- Present projects to your class
- Choose what kinds of projects you would like to work on
- Think about other ways to solve a problem
- Talk with classmates about problems in the real world
- Work on a first draft of a project to make it better

Additional questions: (*No, not at all; Sometimes; Yes, very much*)

- Do the things that you learn in one subject help you in other subjects?
- Do the things that you learn during class help you outside of school?
- Does your teacher use examples that connect to what you learn in other subjects?

STEM – Describes students’ experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

The next questions have to do with math and science at your school: (*Yes; No; I don’t know*)

- Do your teachers connect what you learn in different subjects?
- Do people who use math or science in their jobs visit your school?
- Have you ever worked on a project for a math or science fair?
- Would you learn math and science even if you didn’t have to?
- When you grow up, do you want a job in science, engineering, math, or technology?

Have you learned math or science . . . (*Yes; No; I don’t know*)

- . . . on field trips?
- . . . at summer camps?
- . . . at after-school activities?

How often do you . . . (*Not very much; Sometimes; A lot*)

- . . . do hands-on projects about math or science?
- . . . use things like computers or iPads at your school?
- . . . use things like computers or iPads for schoolwork?

Emotional and Mental Health – Describes signs of depression, as well as students’ consideration of suicide. Themes include students’ approaches to coping and ability to find help at school.

When I’m feeling upset . . . (*Yes; Sometimes; No*)

- . . . there is an adult outside of school I can talk to.
- . . . I know some ways to make myself feel better.

How happy have you been feeling this week? (*Never happy; Sometimes happy; Happy all the time*)

How relaxed have you been feeling this week? (*Never relaxed; Sometimes relaxed; Relaxed all the time*)

How sad have you been feeling this week? (*Never sad; Sometimes sad; Sad all the time*)

How stressed have you been feeling this week? (*Never stressed; Sometimes stressed; Stressed all the time*)

Think about your life lately. Overall, how do you feel about your life? (*Sad to happy emoticon scale*)

School Safety – Describes students’ level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment.

These questions ask you about safety at your school. (*No, not very safe; Somewhat safe; Yes, very safe*)

- Do you feel safe in the hallways of the school?
- Do you feel safe in the bathrooms of the school?
- Do you feel safe on the playground?
- Do you feel safe going to school?

Diversity, Equity, and Inclusion – Assesses students’ school experiences through the lens of value and representation.

We are going to ask you about your background. Your background is made up of things about you. For example, it can be your skin color, religion, where your family is from and more. (*No, hardly ever; Sometimes; Yes, very often*)

- Can you talk to **students** from your school about your background?
- Can you talk to **adults** from your school about your background?

Now, we are going to ask you about the backgrounds of others. Someone's background is made up of things about them. For example, it can be their skin color, religion, where their family is from and more. (*No, hardly ever; Sometimes; Yes, very often*)

- Do **students** from your school value people of different backgrounds?

YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

- Do **adults** from your school value people of different backgrounds?
- Do you see people of different backgrounds in class materials?
- Do you often learn about people of different backgrounds?
- Does your school make you want to get to know students of different backgrounds?

YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

2023-2024

Family Survey Questions

YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

Content of this survey cannot be used without the expressed permission of YouthTruth®
youthtruthsurvey.org

YouthTruth

STUDENT SURVEY

A NATIONAL NONPROFIT

Contents

Family Survey Questions..... 3

Family Survey Additional Topic..... 7

Family Survey Questions

The Family Survey includes questions that gather parents' and guardians' feedback about their child's school and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Overall strengths and areas for improvement, recommend rate, and indexed qualitative comments are also included.

General

What do you like most about this school? *(Friendly and supportive teachers and staff; Strong academic programs; Support services and programs for parents and families; Strong extracurricular programs; Great supplies and/or facilities; Nothing; Other)*

What is one area in which this school could improve? *(Teachers and staff could do more to be friendly and supportive; Stronger academic programs; More/better support services and programs for families; Stronger extracurricular programs; Better supplies and/or facilities; Nothing; Other)*

Parents/guardians are invited to provide details in their own words regarding their answers to the above two questions.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My child is getting a high-quality education at this school.
- I would recommend this school to parents seeking a school for their child.

Culture – Describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I am proud of my school.
- Discipline in this school is fair.
- My school runs smoothly.
- My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders).
- I feel valued by my school.
- My school creates a friendly environment.
- My school's policies are administered fairly and consistently.
- I believe in my school's mission.

Engagement – Describes the degree to which families are engaged in their school and empowered to influence decision-making.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Parent/family members are included in planning school activities.
- I feel engaged with my school.
- I feel represented by parent/family groups (for example, Parent-Teacher Association, School Site Councils, Advisory Councils, etc.) at my school.
- I feel empowered to play a meaningful role in decision-making at my school.
- I feel informed about important decisions regarding my school.

Relationships – Describes the degree to which families experience positive relationships in their school based on respect, care, and approachability.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Teachers treat families with respect.
- Families and teachers care about each other.
- Teachers and students care about each other.
- I feel comfortable approaching the school administration about my concerns.
- School administrators treat families with respect.
- I feel comfortable approaching teachers about my child's progress.

Communication & Feedback – Describes the degree to which there are open and effective lines of communication between families and schools.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I receive information about what my child should learn and be able to do.
- I receive regular feedback about my child's progress.
- Teachers clearly communicate expectations for my child's progress.

School Safety – Describes the degree to which families believe that their school is a safe place for students.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My child is safe from bullying during school.
- My child's learning environment is safe.
- My child is safe from violence at school.

Resources – Describes the degree to which families believe that their school deploys the necessary resources to support students.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- My school sets high expectations for students.
- My school provides the guidance necessary to help my child succeed.
- My school has the resources necessary to achieve learning goals.
- My school has the resources necessary to prepare my child for the future.

Demographics

- How many children do you have attending this school? (Just to remind you: if you have multiple children at this school, you may complete the survey again so you have the opportunity to respond about each child that attends the school.) (1 ;2; 3; 4 or more)
- Which grade is your child in? (Preschool; TK; Pre-K Kindergarten; 1st; 2nd; 3rd; 4th; 5th; 6th; 7th; 8th; 9th; 10th; 11th; 12th; 13th; Other [please specify])
- What is your relationship with your child? (Parent; Guardian; Other [please specify])
- *Gender identity:
 - Option 1 (recommended): How do you describe yourself? (Please check one.) (Man; Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)
 - Option 2: How do you describe yourself? (Please check one (Man; Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)
- How would you describe your race and/or ethnicity? (Please check one) (American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above [optional, please describe]; Prefer not to say)
- Do you identify as a person of color? (Yes; No; Prefer not to say)
- Does your child have an IEP (individualized education program or plan), receive special education services, or receive 504 services? (Yes; No; I don't know; Prefer not to say)
- What is the primary language spoken in your home? (Chinese; English; Korean; Spanish; Tagalog; Russian; Vietnamese; Other [please specify])
- What is the highest level of education that you have completed? (Elementary or middle school; Some high school; High school or equivalent [GED], Some college; Associate degree or technical certificate; Bachelor's degree; Graduate degree; I don't know; Prefer not to say)
- **At school, is your child able to receive lunch for free or at a lower price? (Yes; No; I don't know; Prefer not to say)
- ***Do you consider yourself to be: (Please check one) (Bisexual*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say) *A person who is attracted to both people of their own gender and other genders.
- ***Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) (Yes; No; Prefer not to say)
- ***Are you transgender? (Please check one) (Yes; No; Prefer not to say)

YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

**Clients choose their preferred gender survey question version prior to surveying.*

***Districts or networks with fully implemented free lunch programs are invited to exclude this question.*

****Clients choose whether to include or exclude these optional demographic survey questions.*

Family Survey Additional Topic

The following additional topic module can be added to customize the core Family Survey. The optional module adds about 5 minutes in survey length.

Diversity, Equity, and Inclusion – Assesses parents’ and guardians’ school experiences through the lens of value, representation, and social justice.

My school puts practices in place that include families of diverse backgrounds in community conversations (for example, state of the school, town hall, listening sessions, etc.). *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

Think about your school. How often do you see people of diverse backgrounds . . . *(1 = Very rarely; 2 = Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- . . . in artworks, posters, or pictures?
- . . . in publications (for example, newsletter, newspapers, yearbooks, etc.)?
- . . . in materials sent by the school?
- . . . during school events (for example, virtual school activities, school fairs, sporting events, etc.)?

Adults at my school value people of different . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My school provides resources in the language(s) my family needs.
- My school encourages families to speak out against racism.
- My school clearly communicates how to report acts of discrimination.

Cedar Hill Independent School District - Synthesis Report - November 2023

Generated on February 8, 2024



415-286-9538
hello@youthtruthsurvey.org

131 Steuart Street, Suite 501
San Francisco, CA 94105

youthtruthsurvey.org

The online version of this report can be accessed at youthtruth.surveyresults.org

SNAPSHOT OF FEEDBACK 1

- Snapshot of Feedback: Average Ratings 3**
- Engagement 4**
 - Education Quality 6**
 - Expectations 8**
- Relationships 10**
 - Respect for Students..... 12**
 - Respect for Staff 14**
 - Teacher's Care..... 16**
- Culture 18**
 - Respect for Different Backgrounds 20**
 - Is Discipline Fair?..... 23**
- Belonging 25**
- Response Rates 27**

SNAPSHOT OF FEEDBACK

Youth Truth

STUDENT SURVEY

A NATIONAL NONPROFIT

This report synthesizes feedback from 5650 respondents across multiple stakeholder groups and/or school levels at Cedar Hill Independent School District. The overall response rate was 61%.

- First, in the Snapshot of Feedback section, this report shows high-level feedback for every survey theme asked of each stakeholder group.
- Next, in the Alignment Across Groups section, the report introduces the survey themes that are included in all three YouthTruth surveys (student, family, and staff), highlighting ratings across stakeholder groups and school levels for these specific themes: Engagement, Relationships, and Culture.
- Finally, in the subsequent sections, the report examines each theme and question asked across stakeholder groups in greater detail.

This report does not include data on questions that are not asked of all three stakeholder groups (students, family, and staff members). For those questions, if applicable, please refer to your Student Survey Report(s), Family Survey Report(s), and/or Staff Survey Report(s).

Snapshot of Feedback: Percent Positives

The table below shows the proportion of positive ratings for each survey theme from each participating stakeholder group at Cedar Hill Independent School District.*

Colors are used to show the theme's percentile rank.** See the key below.

In the table below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

PERCENTILE RANKING KEY



Selected Subgroup: Elementary				
Survey Theme	Student	Percent Change	Family	Percent Change
Engagement	78%		63%	
Relationships	62%	-3	77%	-3
Culture	12%	-2	63%	-10
Academic Challenge	50%		NA	
Belonging	24%		NA	
Instructional Methods	54%	+1	NA	
College & Career Readiness	NA		NA	
Communication & Feedback	NA		66%	-3
School Safety	NA		49%	-6
Resources	NA		55%	-10
Professional Development & Support	NA		NA	

0th-24th

25th-49th

50th-74th

75th-100th

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever, 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Snapshot of Feedback: Average Ratings

Snapshot of Feedback: Average Ratings

The table below shows the average ratings on each survey theme from each participating stakeholder group at Cedar Hill Independent School District.

PERCENTILE RANKING KEY



Selected Subgroup: Elementary		
Survey Theme	Student	Family
Engagement	2.69	3.62
Relationships	2.5	3.98
Culture	1.95	3.7
Academic Challenge	2.4	NA
Belonging	2.21	NA
Instructional Methods	2.45	NA
College & Career Readiness	NA	NA
Communication & Feedback	NA	3.7
School Safety	NA	3.56
Resources	NA	3.62
Professional Development & Support	NA	NA

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

• Engagement

The table below shows the percent of positive responses on the Engagement theme.* Since stakeholder groups have different types of interactions with their school, there is some variation in the definition of engagement. The Engagement theme is defined as follows:

- **Elementary School Student:** the degree to which students perceive high expectations and feel engaged with their school and their education.
- **Secondary School Student:** the degree to which students perceive themselves as engaged with their school and their education.
- **Family:** the degree to which families are engaged in their school and empowered to influence decision making.
- **Staff:** the degree to which staff feel engaged in their work and empowered to influence their schools.

Colors are used to show the theme's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

PERCENTILE RANKING KEY



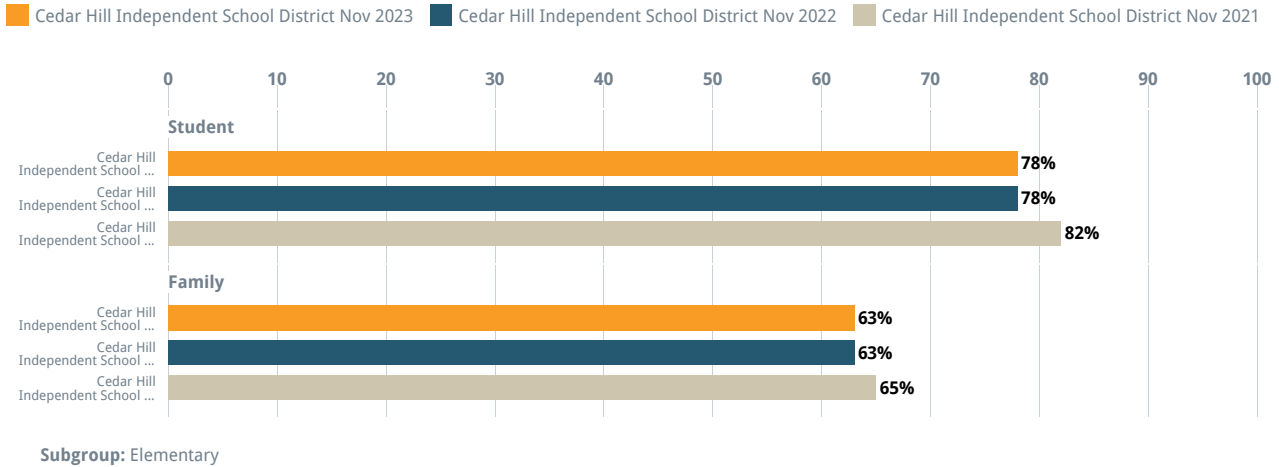
Selected Subgroup: Elementary

Survey Theme	Student	Percent Change	Family	Percent Change
Engagement	78%		63%	

Selected Subgroup: Elementary

Survey Theme	Student	Family
Engagement	2.69	3.62

Percent Positives on Engagement



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Education Quality

The table below shows the percent of positive responses to questions about education quality.* These questions differ somewhat between surveys:

- **Elementary & Middle School Student:** no equivalent question
- **High School Student:** "I am getting a high quality education at this school." (In **Engagement** section)
- **Family:** "My child is getting a high quality education at this school." (In **General** section)
- **Staff:** "Students are getting a high quality education at this school." (In **General** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%

PERCENTILE RANKING KEY



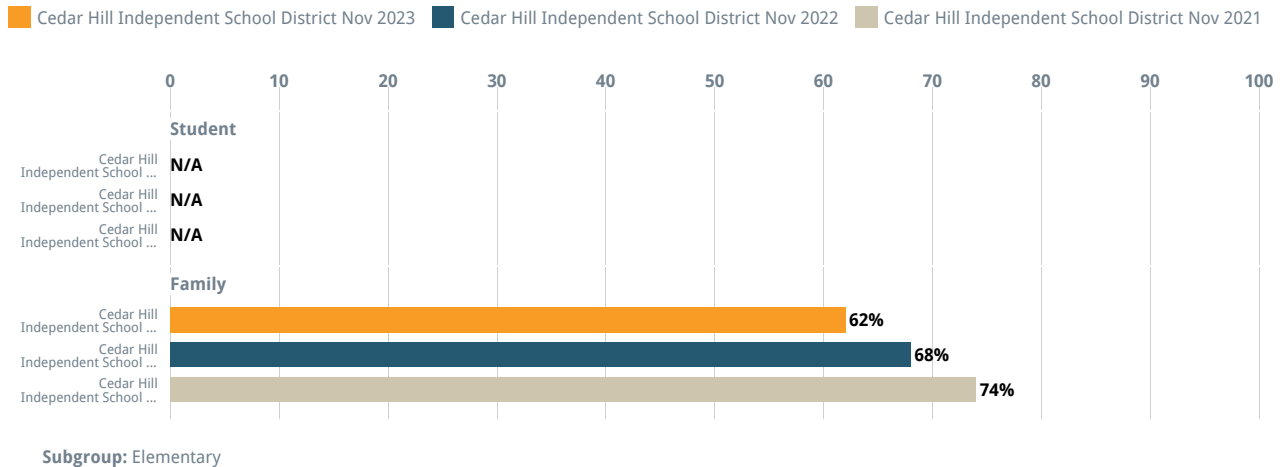
Selected Subgroup: Elementary

Question	Student	Percent Change	Family	Percent Change
Education Quality	NA		62%	-6

Selected Subgroup: Elementary

Question	Student	Family
Education Quality	NA	3.58

Percent Positives on Education Quality



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Expectations

The table below shows the percent of positive responses to questions about expectations.* These questions differ somewhat between surveys:

Elementary School Students: "Does your teacher ask you to keep trying when the work gets hard?" (In Engagement section)

Secondary School Students: "Most of my teachers don't let people give up when the work gets hard." (In Academic Rigor section)

Family: "My school sets high expectations for students." (In Resources section)

Staff: "My school sets high expectations for students." (In Culture section)





Colors are used to show the question's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

PERCENTILE RANKING KEY

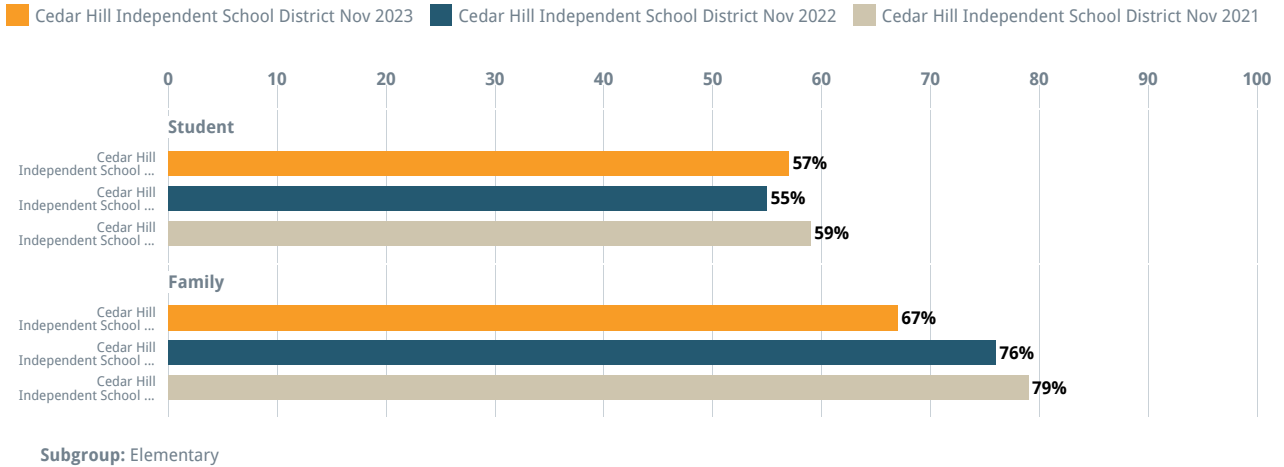


Selected Subgroup: Elementary				
Question	Student	Percent Change	Family	Percent Change
Expectations	57%	+2	67%	-9

	0th-24th		25th-49th		50th-74th		75th-100th
---	----------	---	-----------	---	-----------	---	------------

Selected Subgroup: Elementary		
Question	Student	Family
Expectations	2.45	3.77

Percent Positives on Expectations



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

• Relationships

The table below shows the percent of positive responses on the Relationships theme.* Since stakeholder groups have different types of interactions with their school, there is some variation in the definition relationships. The Relationships theme is defined as follows:

- **Elementary School Students:** the degree to which students have strong, supportive relationships with their teachers.
- **Secondary School Students:** the degree to which students feel they receive support and personal attention from their teachers.
- **Family:** the degree to which families experience positive relationships in their school based on respect, care and approachability.
- **Staff:** the degree to which staff experience positive relationships in their school based on respect, care and approachability.

Colors are used to show the theme's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

PERCENTILE RANKING KEY



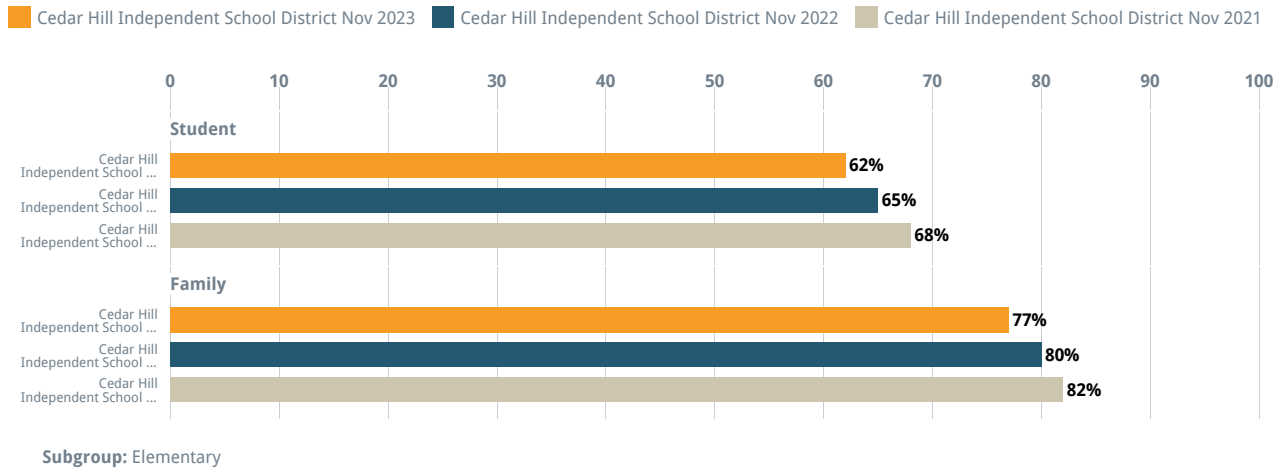
Selected Subgroup: Elementary

Survey Theme	Student	Percent Change	Family	Percent Change
Relationships	62%	-3	77%	-3

Selected Subgroup: Elementary

Survey Theme	Student	Family
Relationships	2.5	3.98

Percent Positives on Relationships



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Respect for Students

The table below shows the percent of positive responses to questions about respect for students.* These questions differ slightly between surveys:

- **Elementary School Students:** "Does your teacher treat you with respect?" (In **Relationships** section)
- **Secondary School Students:** "Adults from my school treat students with respect." (In **Culture** section)
- **Family:** no equivalent question
- **Staff:** "Staff treat students with respect." (In **Relationships** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

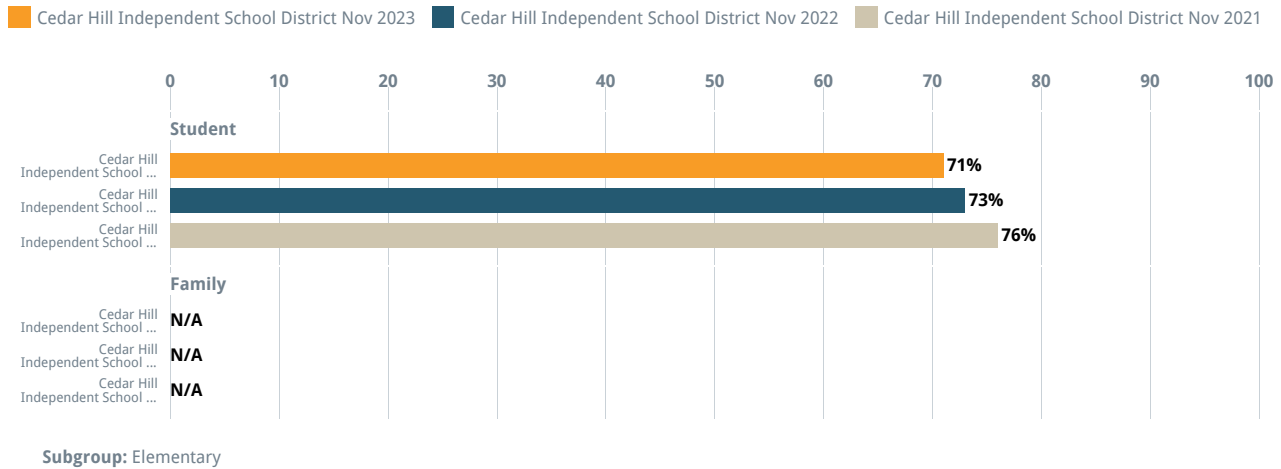
PERCENTILE RANKING KEY



Selected Subgroup: Elementary				
Question	Student	Percent Change	Family	Percent Change
Respect for Students	71%	-2	NA	

Selected Subgroup: Elementary		
Question	Student	Family
Respect for Students	2.63	NA

Percent Positives on Respect for Students



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Respect for Staff

The table below shows the percent of positive responses to questions about respect for staff members.* These questions differ slightly between surveys:

- **Elementary School Students:** "Do students in your class treat the teacher with respect?" (In **Culture** section)
- **Secondary School Students:** "Students from my school treat adults with respect." (In **Culture** section)
- **Family:** No equivalent question.
- **Staff:** "Students treat staff with respect." (In **Relationships** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

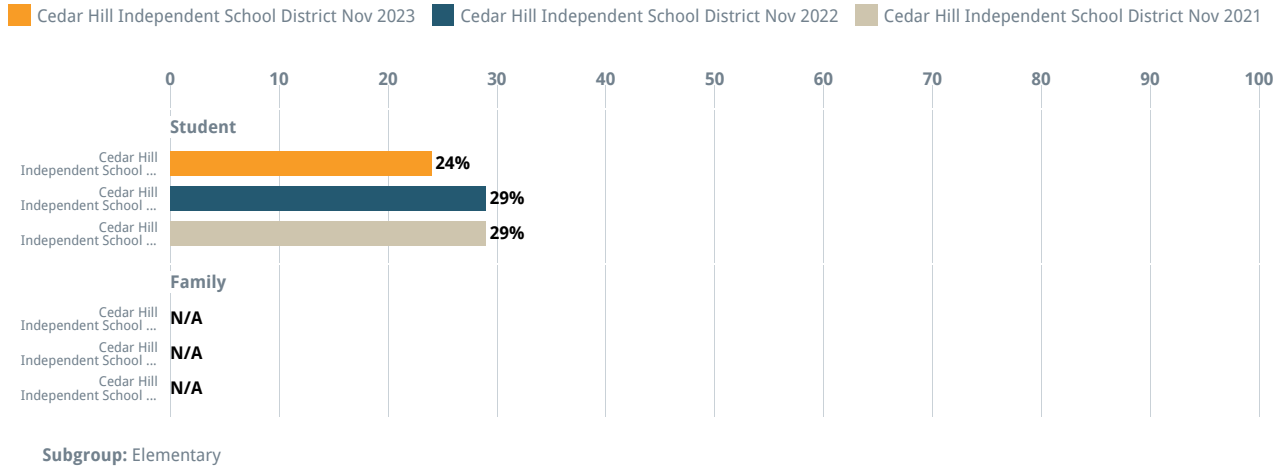
PERCENTILE RANKING KEY



Selected Subgroup: Elementary				
Question	Student	Percent Change	Family	Percent Change
Respect for Staff	24%	-5	NA	

Selected Subgroup: Elementary		
Question	Student	Family
Respect for Staff	2.03	NA

Percent Positives on Respect for Staff



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Teacher's Care

The table below shows the percent of positive responses to questions about respect for staff members.* These questions differ slightly between surveys:

- **Elementary School Students:** "Do you think you teacher cares about you?" (In **Culture** section)
- **Secondary School Students:** No equivalent question.
- **Family:** "Teachers and Students care about each other." (In **Relationships** section)
- **Staff:** "Staff and students care about each other." (In **Relationships** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

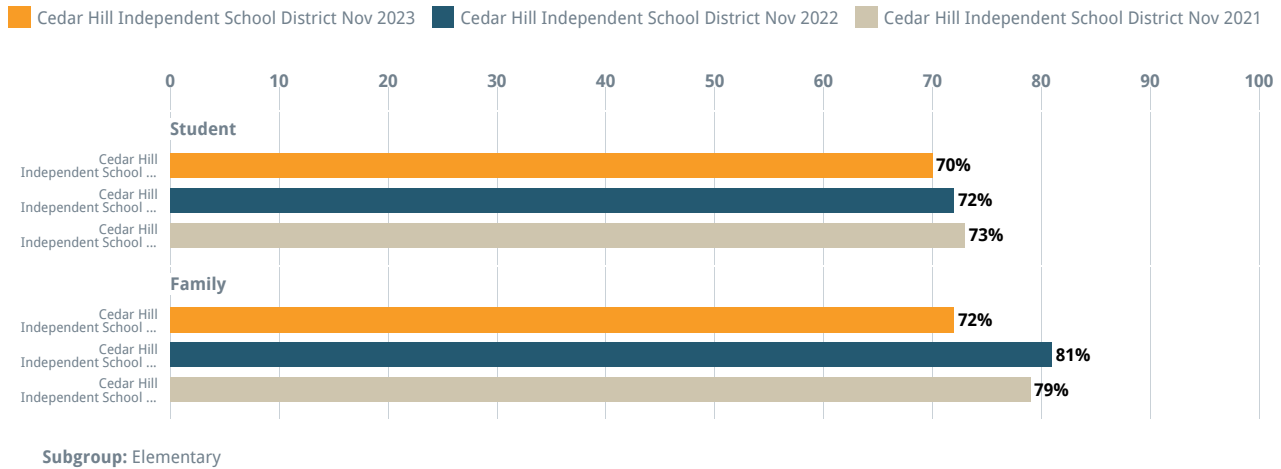
PERCENTILE RANKING KEY



Selected Subgroup: Elementary				
Question	Student	Percent Change	Family	Percent Change
Does your teacher care about you?	70%	-2	72%	-9

Selected Subgroup: Elementary		
Question	Student	Family
Does your teacher care about you?	2.61	3.85

Teacher's Care Percent Positive



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

• Culture

The table below shows the percent of positive responses on the Culture theme.* Since stakeholder groups have different types of interactions with their school, there is some variation in the definition of culture. The Culture theme is defined as follows:

- **Elementary School Students:** the degree to which students experience an orderly, respectful classroom environment.
- **Secondary School Students:** the degree to which students believe that their school fosters a culture of respect and fairness.
- **Family:** the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.
- **Staff:** the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.

Colors are used to show the theme's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

PERCENTILE RANKING KEY



Selected Subgroup: Elementary

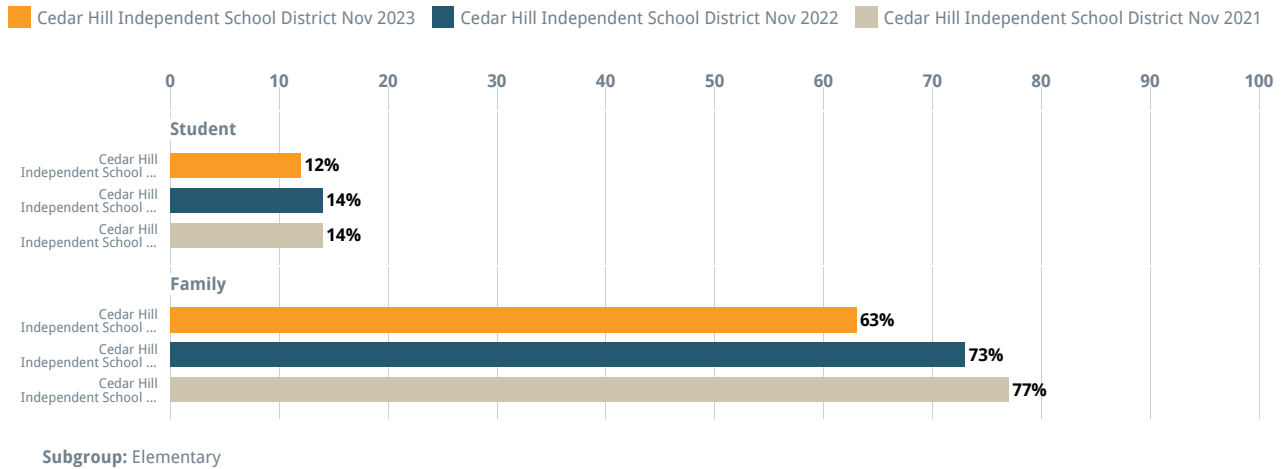
Survey Theme	Student	Percent Change	Family	Percent Change
Culture	12%	-2	63%	-10

0th-24th 25th-49th 50th-74th 75th-100th

Selected Subgroup: Elementary

Survey Theme	Student	Family
Culture	1.95	3.7

Percent Positives on Culture



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Respect for Different Backgrounds

The table below shows the percent of positive responses from respondents to questions about respect for different backgrounds.* These questions differ slightly between surveys. Here are the questions:

- **Elementary School Students:** No equivalent question.
- **Secondary School Students:** "Adults in my school respect people from different backgrounds (for example, people of different races, ethnicities, and genders)." (In **Culture** section)
- **Family and Staff:** "My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders)." (In **Culture** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

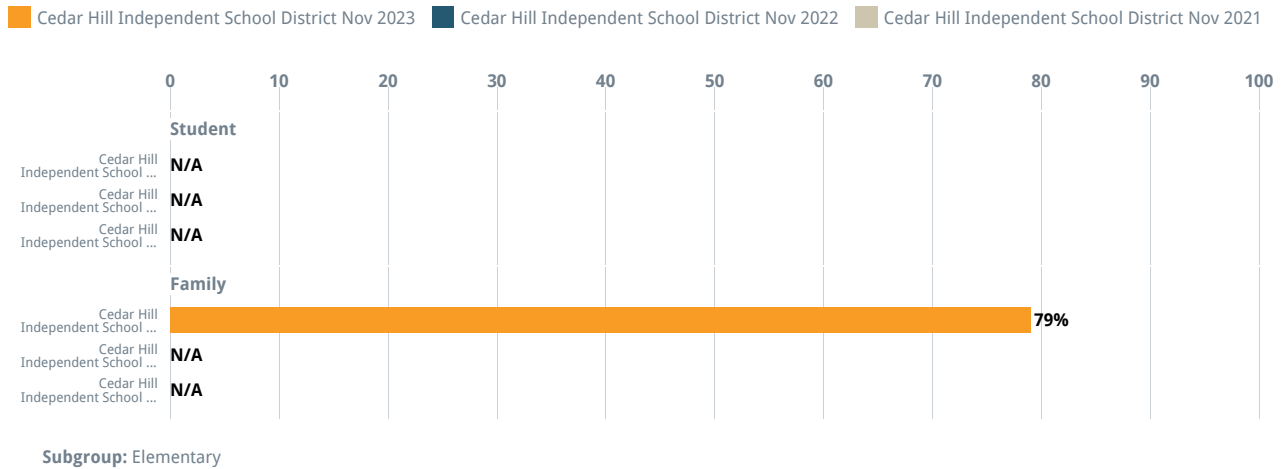
PERCENTILE RANKING KEY



Selected Subgroup: Elementary				
Theme	Student	Percent Change	Family	Percent Change
Respect for Different Backgrounds	NA		79%	

Selected Subgroup: Elementary		
Theme	Student	Family
Respect for Different Backgrounds	NA	4.06

Percent Positives on Respect for Different Backgrounds



Student Different Backgrounds Percent Positives: Adults from my school respect people of different backgrounds.

Selected Cohort: None			
Theme	Elementary	Middle	High
Respect for Different Backgrounds		59%	49%

Family Percent Positives: My school respects people of different backgrounds.

Selected Cohort: None			
Theme	Elementary	Middle	High
Respect for Different Backgrounds	79%	65%	70%

Staff Percent Positives: My school respects people of different backgrounds.

Selected Cohort: None			
Theme	Elementary	Middle	High
Respect for Different Backgrounds			

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Is Discipline Fair?

The table below shows the percent of positive responses from respondents to questions about discipline.*

- **Elementary School Students:** no equivalent question
- **Secondary School Students:** "Discipline in this school is fair." (In **Culture** section)
- **Family:** "Discipline in this school is fair." (In **Culture** section)
- **Staff:** "Discipline in this school is fair." (In **Culture** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

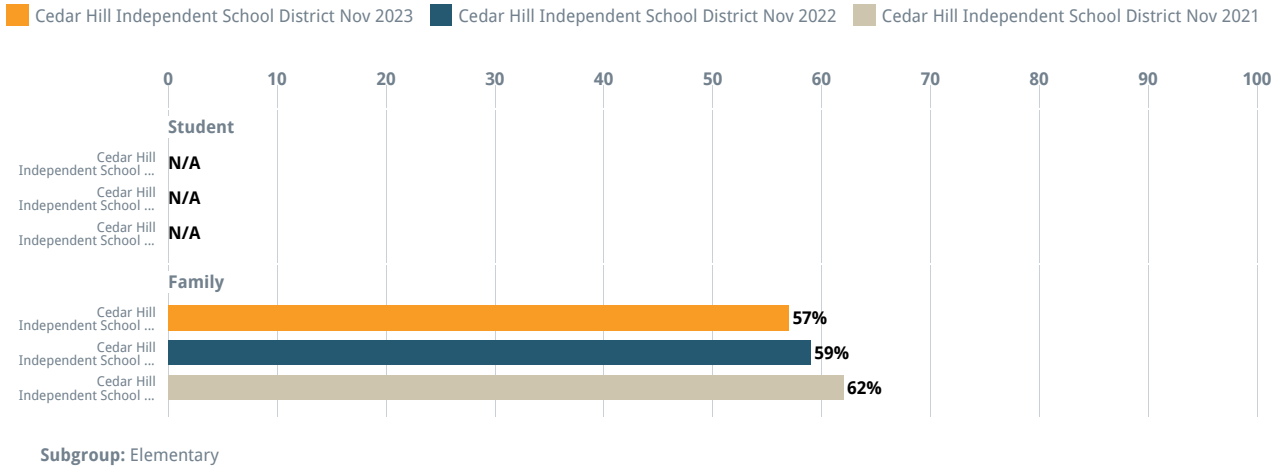
PERCENTILE RANKING KEY



Selected Subgroup: Elementary				
Question	Student	Percent Change	Family	Percent Change
Is Discipline Fair?	NA		57%	-2

Selected Subgroup: Elementary		
Question	Student	Family
Is Discipline Fair?	NA	3.53

Percent Positives on Discipline



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

• **Belonging**

The table below shows the percent of positive responses on the Belonging theme.* Since stakeholder groups have different types of interactions with their school, there is some variation in the definition of belonging. The Belonging theme is defined as follows:

- **Elementary School Students:** the degree to which students feel welcome at their school.
- **Secondary School Students:** the degree to which students feel welcome at their school and have collaborative relationships with their classmates.
- **Family:** No equivalent measure.
- **Staff:** No equivalent measure.

Colors are used to show the theme's percentile rank.** See the key below for what each color means.

In the tables below, Percent Change refers to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 79% followed by a +5 Percent Change, indicates that the previous survey round's percent positive was 74%.

PERCENTILE RANKING KEY

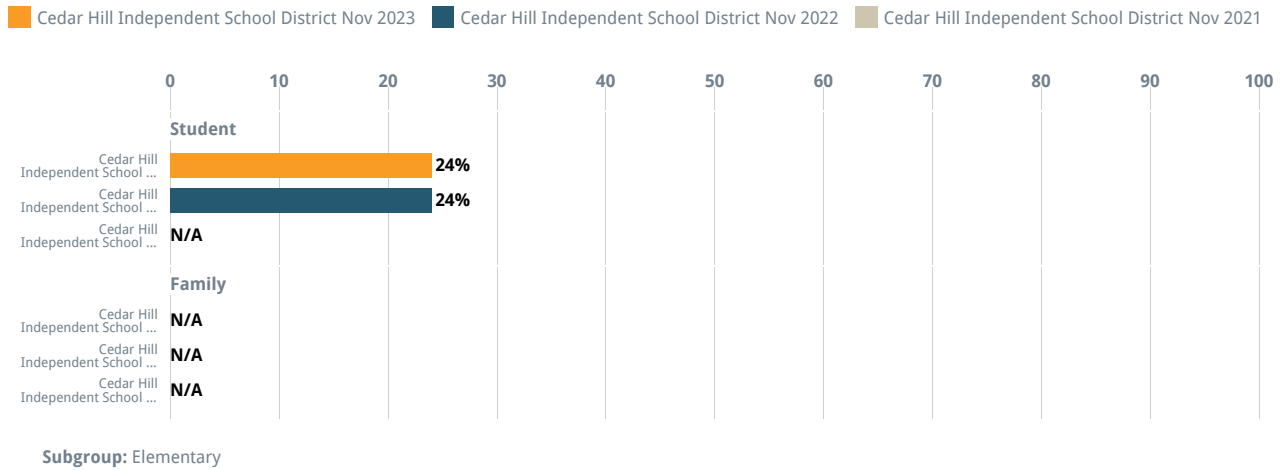


Selected Subgroup: Elementary				
Survey Theme	Student	Percent Change	Family	Percent Change
Belonging	24%		NA	

0th-24th 25th-49th 50th-74th 75th-100th

Selected Subgroup: Elementary			
Survey Theme	Student	Family	
Belonging	2.21	NA	

Percent Positives on Belonging



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will be **highlighted in green.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: No, hardly ever 2: Sometimes, 3: Yes, very often. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Response Rates

YouthTruth gathered the following numbers of responses from Cedar Hill Independent School District. The overall response rate was 61%.

*Percentages over 100% are likely the result of fluctuations in enrollment between the time enrollment numbers were shared and survey completion. This does not indicate that anyone took the survey more than once.

Combined Response Rates

Selected Cohort: None			
Group	Survey Population	Number of Responses Received	Response Rate
Student	5041	4737	94%
Family	4202	913	22%
Total	9243	5650	61%

High School Student Response Rates

Selected Cohort: None			
School	Survey Population	Number of Responses Received	Response Rate
Cedar Hill Collegiate High School	294	307	104%
Cedar Hill High School	2148	1724	80%
Total	2442	2031	83%

High School Family Response Rates

Selected Cohort: None			
School	Survey Population	Number of Responses Received	Response Rate
Cedar Hill Collegiate High School	264	51	19%
Cedar Hill High School	1824	458	25%
Total	2088	509	24%

Middle School Student Response Rates

Selected Cohort: None			
School	Survey Population	Number of Responses Received	Response Rate
Bessie Coleman Middle School	521	547	105%
Collegiate Academy Middle School	297	281	95%
W.S. Permenter Middle School	510	472	93%
Total	1328	1300	98%

Middle School Family Response Rates

Selected Cohort: None			
School	Survey Population	Number of Responses Received	Response Rate
Bessie Coleman Middle School	465	66	14%
Collegiate Academy Middle School	275	76	28%
W.S. Permenter Middle School	456	48	11%
Total	1196	190	16%

Elementary School Student Response Rates

Selected Cohort: None			
School	Survey Population	Number of Responses Received	Response Rate
Collegiate Prep Elementary School	241	269	112%
High Pointe Elementary School	232	370	159%
Highlands Elementary School	217	203	94%
Lake Ridge Elementary School	178	200	112%
Plummer Elementary School	196	177	90%
Waterford Oaks Elementary School	207	187	90%
Total	1271	1406	111%

Elementary School Family Response Rates

Selected Cohort: None			
School	Survey Population	Number of Responses Received	Response Rate
Collegiate Prep Elementary School	229	12	5%
High Pointe Elementary School	152	53	35%
Highlands Elementary School	149	31	21%
Lake Ridge Elementary School	110	78	71%
Plummer Elementary School	139	13	9%
Waterford Oaks Elementary School	139	27	19%
Total	918	214	23%

6.B. Teacher Induction & Mentoring Efficiency Report
Presenter: Dr. Cherron Montgomery

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Efficiency Report Teacher Induction / Mentoring

Information

BACKGROUND INFORMATION:

The first year of teaching can be overwhelming, not only for those new to the profession, but also for those who are new to the district. Research has shown that beginning teachers need support during their transition into professional practice and that teaching is one of the only professions that require beginners to do the same work as experienced teachers. The goals of the induction program will provide a structured support system for teacher retention in our district.

RECOMMENDATION:

Information Only

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON:

Dr. Cherron L. Montgomery, Executive Director of Teaching and Learning

FUNDING SOURCE:

None

ENCLOSURES:

[Teacher Induction / Mentoring Slide Deck](#)



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT

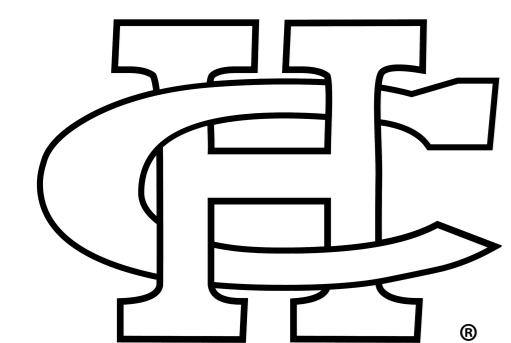
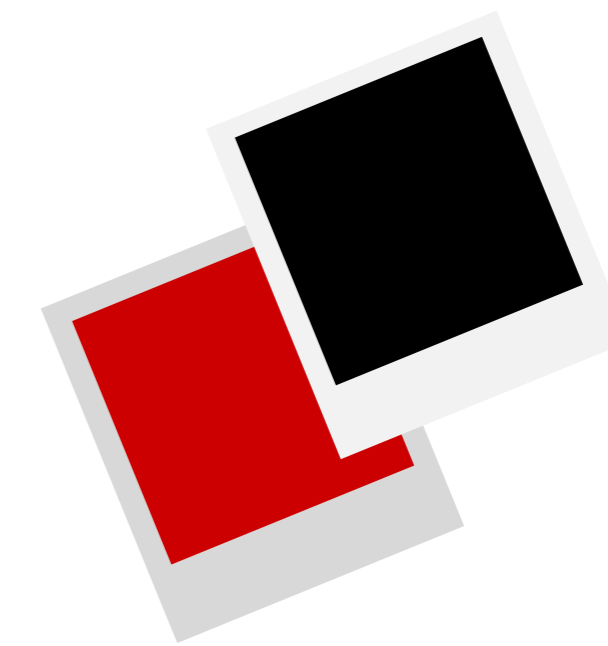
Teacher Induction and Mentoring Support 2023-2024

Dr. Cherron Montgomery
Executive Director of Teaching and Learning



Executive Summary

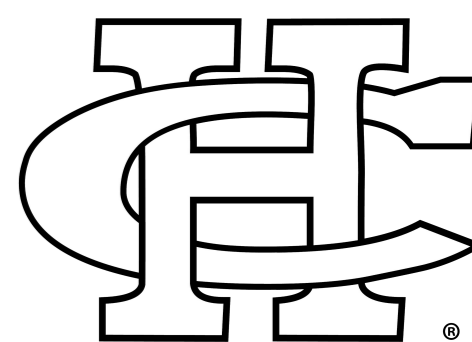
The TIPS (Teacher Induction Program for Success) Program is a structured program with three major components for teachers with **less than two years** of teaching experience. A strategic focus on **orientation, mentoring, and professional development** provide initial induction and ongoing support for new teachers on every campus in the district. The partnership established between **mentors and mentees** assist induction-year teachers in providing a quality education for students while they transition into our professional learning community.



New Teacher Induction Theory of Action

If we provide quality induction and continuing support to incoming teachers focused on research based best practices and job-specific skills and strategies, then we will impact scholar academic growth by increasing teacher effectiveness.

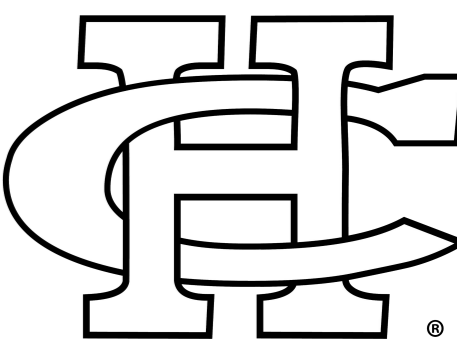
Teacher Preparation + Effective Instruction = Improved Scholar Outcomes



PROGRAM GOALS

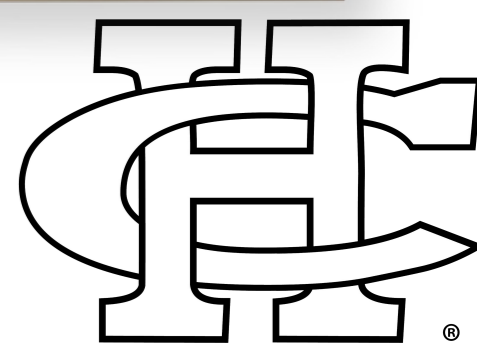
The specific program goals are:

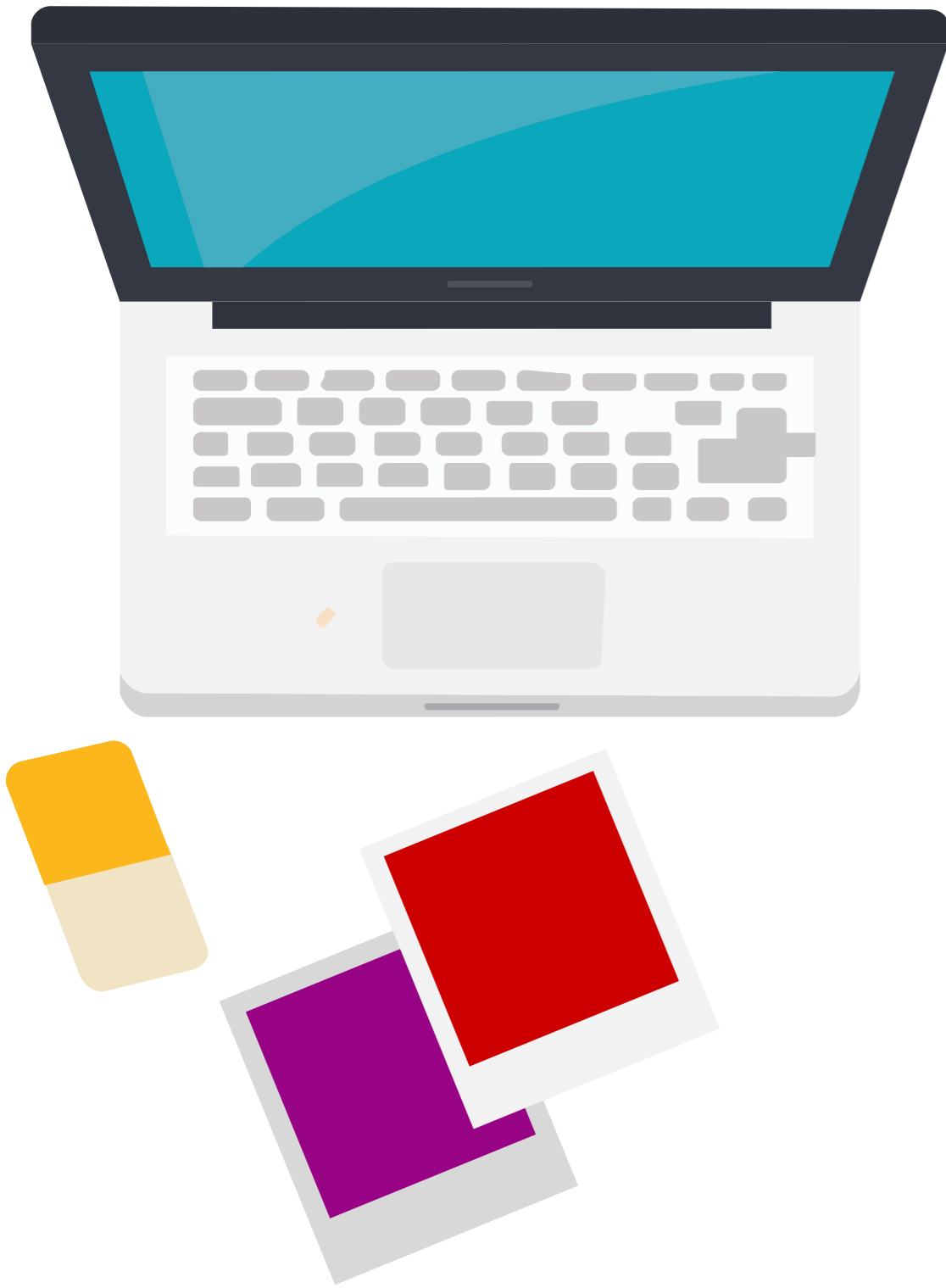
- To provide new teachers with the opportunity to become familiar with the district's employees, resources, and support service
- To provide new teachers with professional support and guidance that will enhance teaching performance and student achievement
- To provide personal and professional growth of experienced teachers through collaboration with new teachers and other mentor teachers
- To provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities within the school district.



NEW TEACHER INDUCTION NUMBERS

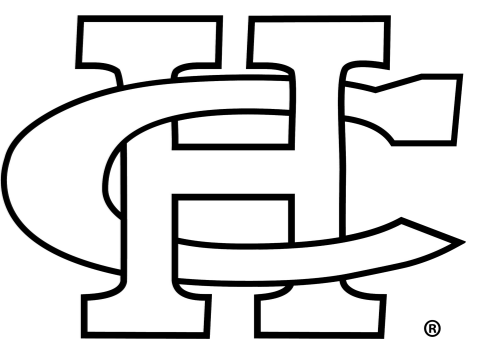
	2022-2023	2023-2024
Mentors (K-12)	66	33
Mentees (0-3yrs)	76	68
*Mentor/Mentee Session Facilitators		12
Grow Your Own (IWU)	7	13





The focus during the 2023-2024 school year are to restructure the Mentor / Mentee delivery methods to improve upon attendance and provide a clearer method of support.

The developed Scope and Sequence of learning provides focus areas for the professional development and supports needed throughout the year.



2023-2024

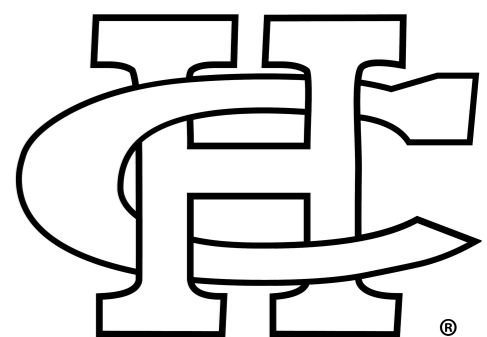
TIPS PROFESSIONAL LEARNING OUTLINE



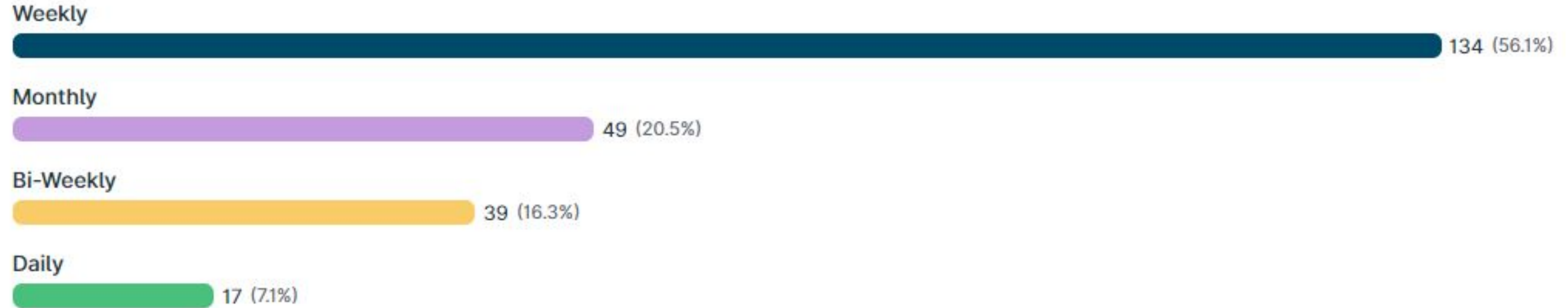
Bryant K. Jackson	Richardson Tyler-Johnson	Plummer Prep
German	Sennett	WOE Highlands
Valdez	Morales	Lake Ridge HighPointe
Randall Ephriam	Burchfield Williams	Permenter Coleman
White	Jones Crump	CHHS CACHS



September
October
November
January
February
March
May



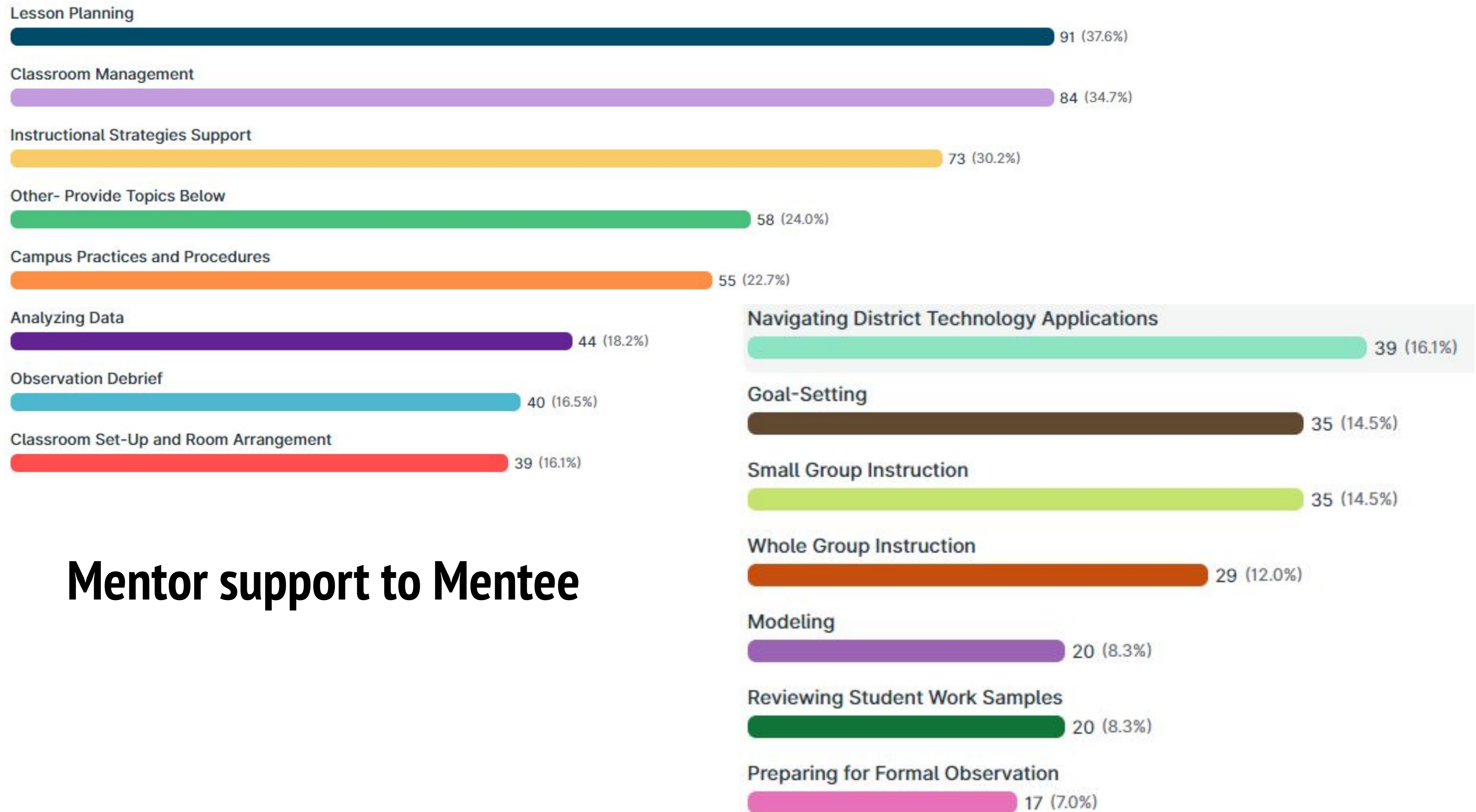
Frequency of Meetings with Mentee



Total responses **239**

Mentor / Mentee

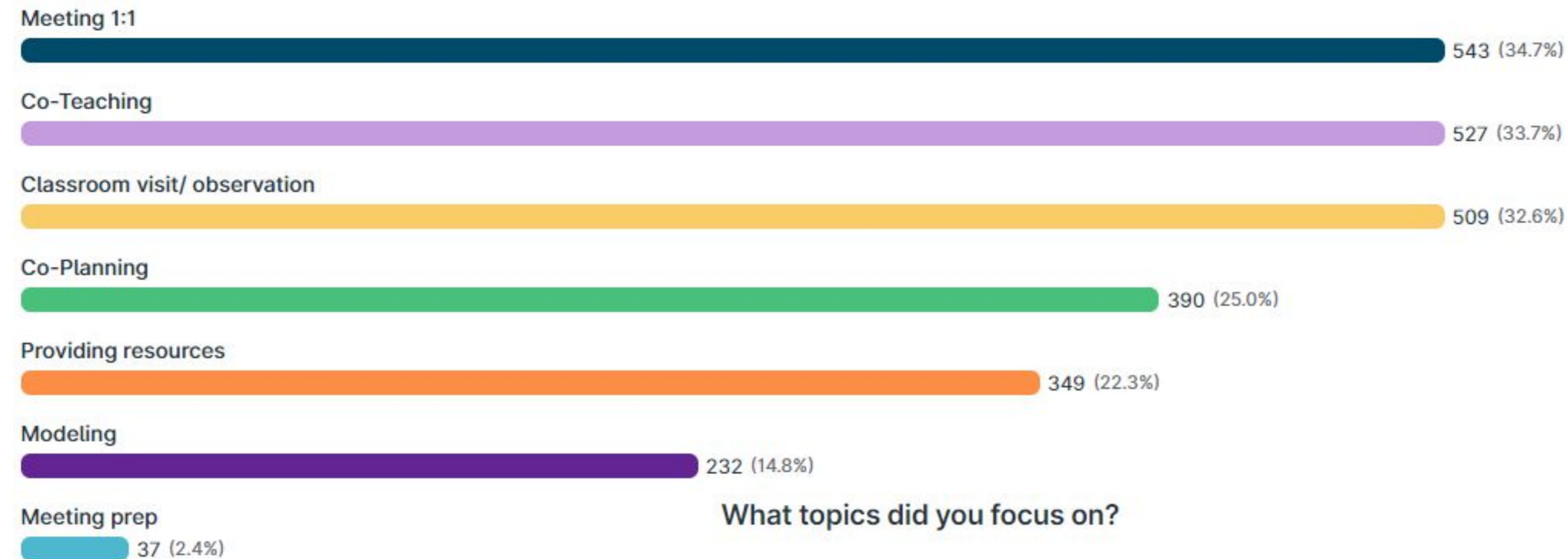
90%



Mentor support to Mentee

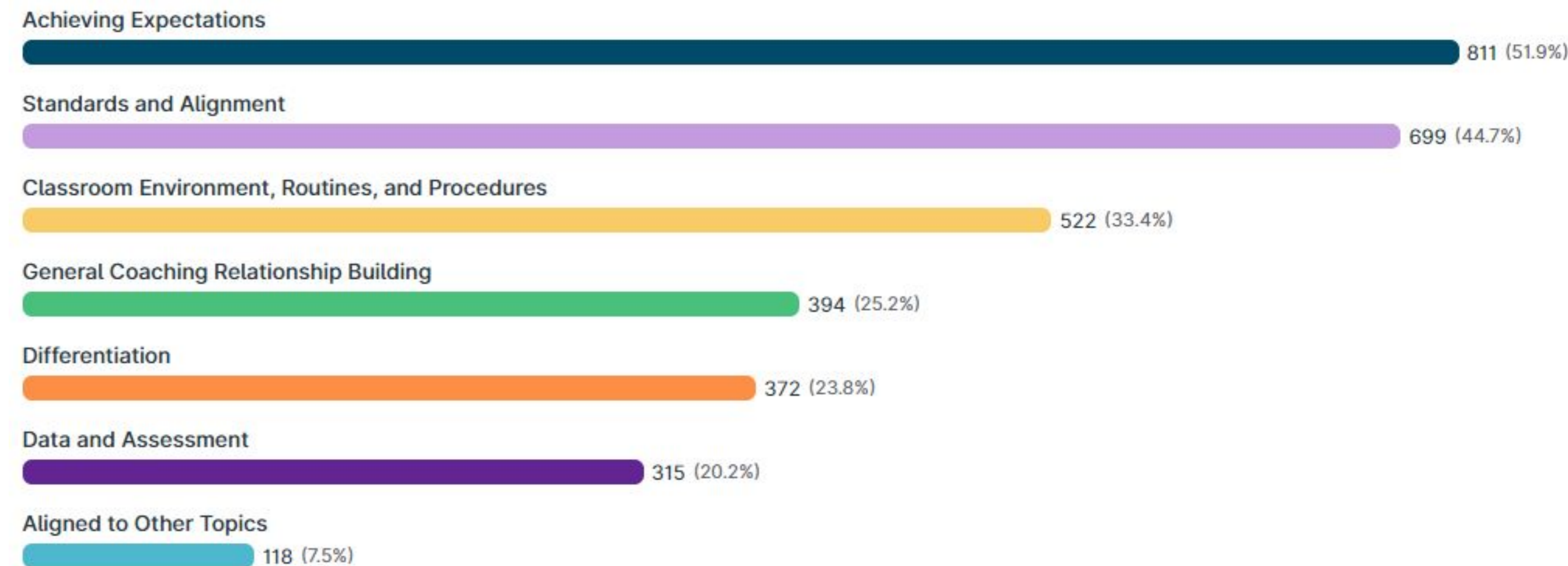
Type of support

Drill i



What topics did you focus on?

Drill i



AI / IF Campus Support

Please rate the following as it relates to how you were supported on your campus:

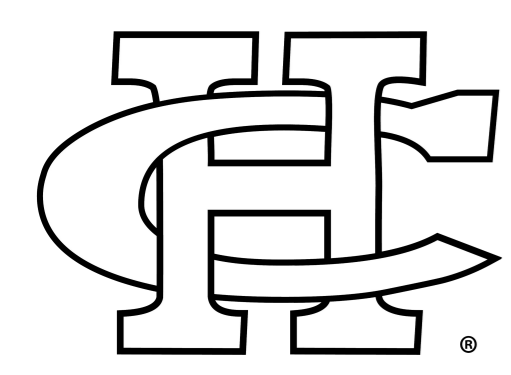
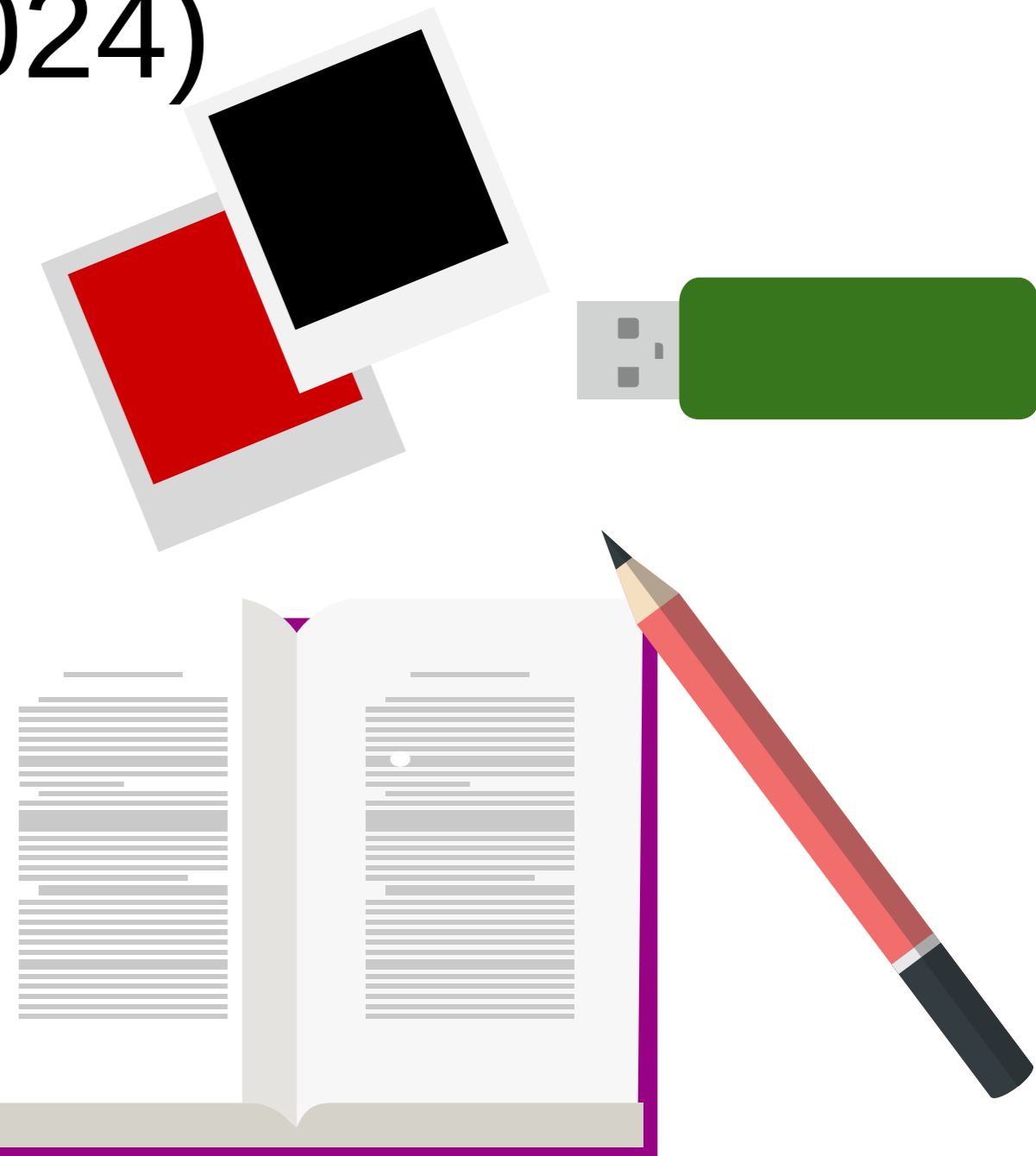
Add group by +

Questions	All
Campus Mentor	99% (222)
My IF/AI	99% (351)
My Campus Administration (AP/Principal)	95% (333)
My Team	98% (345)
CHISD Academics Team	96% (285)
CHISD Adminsitration	93% (271)
District PD	97% (304)
Campus PD	95% (303)
Support with Special Education	91% (267)
RTI Support	97% (314)
Discipline Concerns	92% (298)

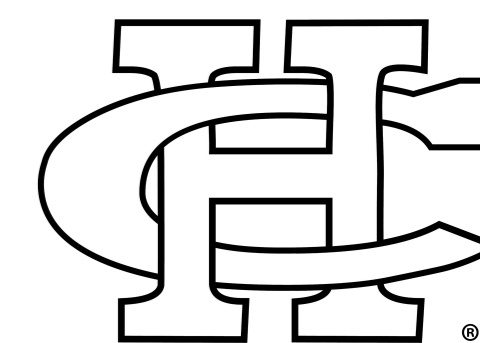
**End of Cycle Feedback:
Very Supportive
Somewhat Supportive
Not Supportive
No Support**

NEXT STEPS

- Improvement Survey (April 2024)
- Program Review (May 2024)
- EOY Impact and Program - Partner with HR (June 2024)



QUESTIONS



6.C. May 2024 Bond Election
Presenter: Josh Skains

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: May 2024 Bond Election - Capital Improvements

Information

BACKGROUND INFORMATION:

On February 12, the Cedar Hill ISD Board of Trustees voted to include a Bond Election on the May 4 ballot. Registered voters residing within Cedar Hill ISD boundaries will be asked to consider a \$282.4 million proposal that will provide funding for capital improvements at every campus, a new transportation facility and buses, and renovations to strengthen CHISD's Academic Pathways in Fine Arts, Biomedical Science, and STEM. Leading up to the election, CHISD leaders will provide the Board and community with a closer look at district facility needs; the first topic will cover Capital Improvements included in the bond proposition.

RECOMMENDATION:

Information Only

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON:

Josh Skains, Executive Director of Operations

FUNDING SOURCE: None

ENCLOSURES:

May 2024 Bond Election Capital Improvements Presentation

7. LONE STAR GOVERNANCE

Founded on research, 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.

7.A. Goals 2 & 3

Presenter: Dr. Shemeka Millner- Williams

7.B. Campus Spotlight

7.B.1. Collegiate Academy Middle School

Presenter: Tyesha L. Smith & John Edmun

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Campus Spotlight: Collegiate Academy Middle School

Information

BACKGROUND INFORMATION:

Presenting campus highlights and progress on the Lone Star Governance goals for 2023-2024 school year

RECOMMENDATION:

Information Only

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON:

Mr. John Edmun, Principal

Ms. Tyesha Lowe Smith, Executive Director of School Leadership

FUNDING SOURCE:

None

ENCLOSURES:

Spotlight Presentation

8. CONSENT AGENDA

8.A. Minutes from Previous Board of Trustee Meetings

Presenter: Courtney Lackey Wilson

Regular Meeting
Tuesday, January 16, 2024 6:30 PM Central

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

1. CALL TO ORDER at 6:31 PM.

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.

Trustees present are Gayle Sims, Dr. Denise Roache-Davis, Robert Riggs, Cheryl Wesley, Carma Morgan, and Denisha Williams. Ramona Ross-Bacon is absent.

Recess to Closed Session at 6:33 PM.

Ramona Ross-Bacon arrived at 6:33 PM.

2. CLOSED SESSION opened at 6:38 PM.

Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney, and

551.072) Deliberation regarding real property

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

1. Superintendent Evaluation

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.

Closed Session closed at

Reconvened in to Public Session at 7:37 PM.

3. PUBLIC SESSION

3.A. Pledges led by Robert Riggs

3.A.1. Pledge to the American Flag

3.A.2. Pledge to the Texas Flag

3.B. Prayer led by Carma Morgan.

4. COMMUNICATIONS/RECOGNITIONS

4.A. Board Appreciation

4.B. New Hire Introduction

5. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels. **There were no public comments.**

6. PRESENTATIONS

6.A. SB 763 Presentation

6.B. Innovation DER

6.C. Longhorn Futures Committee

7. LONE STAR GOVERNANCE

Founded on research, 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.

8. ACTION ITEMS

8.A. Senate Bill 763 Action

Dr. Denise Roache-Davis makes the motion to postpone the voting on Senate Bill 763 until the next board meeting. Ramona Ross-Bacon seconds the motion. Unanimously approved 7-0.

9. CONSENT AGENDA

Cheryl Wesley makes the motion to approve the Consent Agenda as presented. Carma Morgan seconds the motion. Unanimously approved 7-0.

9.A. Minutes from Previous Board of Trustee Meetings

9.B. Vendor List for - RFP # 23-24-01 Teaching Aids, Instructional Materials, and Related Services

9.C. Vendor List for - RFP # 23-24-02 Catering and Food Related Services

9.D. Budget Amendment

9.E. Bond Redemption Resolution

10. BOARD DISCUSSION

10.A. Upcoming Events

10.B. Training and Event Recaps

11. SUPERINTENDENT'S REPORT

11.A. Employment Retirements Resignations Terminations

11.B. Financial Report

11.C. Purchases Over \$50,000

12. ADJOURN at **8:27 PM.**

Called Meeting
Thursday, January 25, 2024 6:30 PM Central

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

1. CALL TO ORDER at 6:31 PM

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.

Trustees present are Gayle Sims, Dr. Denise Roache-Davis, Ramona Ross-Bacon, Robert Riggs, Carma Morgan, and Denishea Williams. Cheryl Wesley is absent.

Recess to Closed Session at 6:33 PM.

2. CLOSED SESSION opened at 6:40 PM

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.

Closed Session closed at 7:37 PM.

4. ACTION ITEMS

4.A. Superintendent Evaluation

Carma Morgan makes the motion to approve the Superintendent's Evaluation. Denishea Williams seconds the motion. Unanimously approved 6-0.

4.B. Superintendent Contract

Dr. Denise Roache-Davis makes the motion to approve the Superintendent's Contract. Robert Riggs seconds the motion. Unanimously approved 6-0.

5. ADJOURN at 7:44 PM.

Called Meeting
Monday, February 12, 2024 6:30 PM Central

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

1. CALL TO ORDER at 6:35 PM

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. **Trustees present are Gayle Sims, Robert Riggs, Carma Morgan, Cheryl Wesley, and Denishea Williams. Dr. Denise Roache-Davis and Ramona Ross-Bacon are absent.**

Recess to Closed Session at 6:6 PM.

2. CLOSED SESSION opens at 6:42 PM.

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.

Romana Ross-Bacon arrived at 7:14 PM.

Closed Session closed at 7:27 PM.

Reconvene to Public Session at 7:32 PM.

4. Presentations

4.A. 2024-2025 Calendar Presentation

5. ACTION ITEMS

5.A. Order to Call Trustee Election 2024

Cheryl Wesley makes the motion to approve an order to call a Board of Trustee election on May 4, 2024. Robert Riggs seconds the motion. Unanimously approved 6-0.

5.B. Election Order – Bond

Robert Riggs makes the motion to approve an order calling a bond election to be held on May 4, 2024. Carma Morgan seconds the motion. Unanimously approved 6-0.

5.C. Senate Bill 763

Denishea Williams makes the motion to affirm the district’s practice to allow chaplains in schools in their current capacity and to decline policy that would allow their employment by the district. Ramona Ross-Bacon seconds the motion. Unanimously approved 6-0.

6. ADJOURN at 7:54 PM.

8.B. Vendor List for - RFP # 23-24-01 Teaching Aids, Instructional Materials, and Related Services

Presenter: Mrs. Carla Settle

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Consideration of Vendor List for Teaching Aids, Instructional Materials, and Related Services pursuant to RFP 23-24-01

Dates: Open Date 8/15/23 Close Date 6/30/24 2:00 P.M.

Consent

BACKGROUND INFORMATION:

This is the legal requirement that will keep the District in compliance with Texas Education Code 44.031. The bid process allows procurement of goods and services at the best value with the use of public funds. Staff advertised and requested proposals for the purchase of Teaching Aids, Instructional Materials, and Related Services. The bid was designed to establish a discount from the vendor's regularly published price list and compare other cost related factors such as shipping and fees. The term of the contract will be the date after the award was made through June 30, 2027. This bid is a "Multiple Award RFP" and will allow additional vendors to respond and be awarded throughout the year. Each month, a new list of responsive bidders will be presented to the Board for approval. Proposed vendors are included in the RFP 23-24-01 Bid Tabulation for the purchase of Teaching Aids, Instructional Materials, and Related Services.

RECOMMENDATION:

Administration recommends approval of vendors for the purchase of Teaching Aids, Instructional Materials, and Related Services through June 30, 2027 as per the attached list.

BOARD ACTION REQUIRED:

Motion to approve the vendor list for the purchase of Teaching Aids, Instructional Materials, and Related Services through June 30, 2027 as per the attached list.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition
CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Carla Settle, Chief Finance Officer
Patricio Contreras, Purchasing Manager

FUNDING SOURCE:

2023-2024 Budget

ENCLOSURES:

Attached

Proposal Tabulation - RFP # 23-24-01
Teaching Aids, Instructional Materials, and Related Services

	Age of Learning	Pitsco Education	GL Group, Inc. DBA Booksource
	101 N. Brand Blvd Glendale, CA 91203	915 E. Jefferson Pitsburg, KS 66762	1230 Macklind Ave. St. Louis, MO 63110
Product/Service Provided	My Reading Academy	Hands on learning for Science, Teachnology, Robotics, Engeering, Math K-12	Trade Books, Classroom Libraries
Minimum Order	No	No	No
Accepts Pos	Yes	Yes	Yes
Discount	Yes, 5%	Yes, 4% off website prices	Yes, 0-25% off depending on order
Consultant/PD Fees	Yes, \$3,500.00 (3, 2 hour sessions)	No	No
Shipping	No	Yes	Yes, \$9.99 flat rade
HUB	No	No	No
EDGAR	Yes	No	Yes
EPCNT/CTPA	Yes		
All Required Forms Completed, Signed and Returned	Yes	Yes	Yes
Email	K12Bids@AofL.com	Orders@pitsco.com	Service@booksource.com

Proposal Tabulation - RFP # 23-24-01
Teaching Aids, Instructional Materials, and Related Services

	WREM Literacy Group dba Beyond the Basics		
	2030 Chevella Dr.		
	Dallas, TX 75232		
Product/Service Provided	Tutoring, Intervention, Professional Development, Educational Consulting		
Minimum Order	No		
Accepts Pos	Yes		
Discount	No		
Consultant/PD Fees	Yes, \$200.00 per hour for Consulting/plus materials per person		
Shipping	Yes, based on USPS mail rates		
HUB	No		
EDGAR	Yes		
EPCNT/CTPA	Yes		
All Required Forms Completed, Signed and Returned	Yes		
Email	njackson@wrembeyondthebasics.org		

8.C. Vendor List for - RFP # 23-24-05 Maintenance and Facilities
Presenter: Carla Settle

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Consideration of Vendor List for Miscellaneous Contracted Services for Maintenance and Facilities pursuant to RFP 23-24-05

Dates: Open Date 2/1/24 Close Date 6-30-24 2:00 P.M.

Consent

BACKGROUND INFORMATION:

This is the legal requirement that will keep the District in compliance with Texas Education Code 44.031. The bid process allows procurement of goods and services at the best value with the use of public funds. Staff advertised and requested proposals for the purchase Miscellaneous Contracted Services for Maintenance and Facilities. The bid was designed to establish a discount from the vendor's regularly published price list and compare other cost. The term of the contract will be the date after the award was made through June 30, 2027. This bid is a "Multiple Award RFP" and will allow additional vendors to respond and be awarded throughout the year. Each month, a new list of responsive bidders will be presented to the Board for approval. Proposed vendors are included in the RFP 23-24-05 Bid Tabulation for Miscellaneous Contracted Services for Maintenance and Facilities.

RECOMMENDATION:

Administration recommends approval of vendors Miscellaneous Contracted Services for Maintenance and Facilities through June 30, 2027 as per the attached list.

BOARD ACTION REQUIRED:

Motion to approve the vendor list for Miscellaneous Contracted Services for Maintenance and Facilities through June 30, 2027 as per the attached list.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition
CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Carla Settle, Chief Finance Officer
Patricio Contreras, Purchasing Manager

FUNDING SOURCE:

2023-2024 Budget

ENCLOSURES:

Attached

Proposal Tabulation - RFP # 23-24-05
Miscellaneous Contracted Services for Maintenance and Facilities

	Temprature Control Systems, LLC	
	10315 Brockwood Rd.	
	Dallas, TX 75238	
Product/Service Provided	HVAC Parts, Controls, Swithces	
Minimum Order	No	
Accepts Pos	Yes	
Discount	No	
Consultant/PD Fees	No	
Shipping	Yes, Freight line item	
HUB	No	
EDGAR	Yes	
EPCNT/CTPA	Yes	
All Required Forms Completed, Signed and Returned	Yes	
Email	d.whitewell@tempraturecontrolsystems.com	

Proposal Tabulation - RFP # 23-24-05
Miscellaneous Contracted Services for Maintenance and Facilities

Product/Service Provided	
Minimum Order	
Accepts Pos	
Discount	
Consultant/PD Fees	
Shipping	
HUB	
EDGAR	
EPCNT/CTPA	
All Required Forms Completed, Signed and Returned	
Email	

8.D. Resolution for January 16, 2024- Snow Day Auxiliary Staff Pay
Presenter: Hallema Jackson

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Inclement Weather Resolution

Consent

BACKGROUND INFORMATION:

Safety precautions due to impassable roads and severe cold weather caused Cedar Hill ISD to close all campuses and support buildings on January 16, 2024. Although the District was closed, some categories of essential workers are required to report to work on-site during District closure. This resolution requests full compensation for all employees and allows for premium pay, which is the rate of one and one-half times their regular rate of pay, for any on-site work done by non-exempt employees who were required to work during the emergency closure, as defined by board policy DEA (LOCAL).

RECOMMENDATION:

Administration recommends that the board consider approval of a Resolution allowing compensation for staff members due to time missed on the inclement weather day..

BOARD ACTION REQUIRED:

Administration recommends that the Board approve the Inclement Weather Resolution presented by the administration.

POLICY AUTHORIZATION:

DEA(LOCAL)

CONTACT PERSON:

Hallema Jackson, Assistant Superintendent of Human Resources

FUNDING SOURCE:

As provided in the district budget per the CHISD compensation plan.

ENCLOSURES:

Under separate cover.



Cedar Hill Independent School District

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE CEDAR INDEPENDENT SCHOOL DISTRICT, HEREBY DECLARING A PUBLIC PURPOSE FOR THE EXPENDITURE OF DISTRICT FUNDS DUE TO INCLEMENT WEATHER

- WHEREAS,** the District recognizes the value and benefit of encouraging its employees to be models for students in the District; and
- WHEREAS,** the District maintains the safety of all students and staff as a top priority of the District; and
- WHEREAS,** the Board is authorized by Texas Education Code section 45.105 to expend funds of Cedar Hill Independent School District (“Cedar Hill ISD” or “District”) for purposes necessary in the conduct of the public schools as determined by the Board; and
- WHEREAS,** the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work; and
- WHEREAS,** the Board finds that a need exists to address wage payments for employees who are idled; and
- WHEREAS,** the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and
- WHEREAS,** the Board concludes that continuing wage payments to all designated employees, as identified by the Superintendent or designee, contractual and non-contractual, salaried and non-salaried, who suffer a loss in pay due to an emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen; and
- WHEREAS,** as to non-exempt employees who are called on to work on-site during an emergency closing, the Board further concludes that payment of these employees at a premium rate, otherwise defined as premium pay, one and one-half times their regular rate of pay, as provided in this resolution and defined in Board policy DEA (Local), serves the public purpose of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE CEDAR HILL INDEPENDENT SCHOOL DISTRICT THAT THE TRUSTEES ADOPT THE FOLLOWING ORDER THAT:

1. The findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.
2. The Board of Trustees of Cedar Hill Independent School District authorizes continued wage payments to all designated employees, as identified by the Superintendent or designee, contractual and non-contractual, salaried and non-salaried, who are instructed not to report to work during an emergency closing.
3. The authority granted by this resolution to continue wage payments to idled employees and to pay a premium rate of time and a half to non-exempt employees who provide emergency-related services is effective for any emergency closures during the third week of January 2024, unless the Board takes action to authorize payment for a longer duration or modify the resolution at a later date.
4. It is hereby found, determined, and declared that sufficient written notice of the date, time, place, and subject of the meeting of the Cedar Hill ISD Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution, and the subject matter thereof has been discussed, considered and formally acted upon. The Cedar Hill ISD Board further ratifies, approves, and confirms such written notice and posting thereof.
5. This Resolution shall take effect immediately upon its passage, and is retroactive to any dates Cedar Hill ISD closed due to inclement weather in January of 2024.

IT IS SO RESOLVED.

PASSED, APPROVED, AND ENACTED by the Board of Trustees of the Cedar Hill Independent School District, Cedar Hill, TX, on February 20, 2024, at a duly constituted meeting for which notice was timely given.

Gayle Sims, President
Board of Trustees
Cedar Hill Independent School District

ATTEST:

Ramona Ross-Bacon, Secretary
Board of Trustees
Cedar Hill Independent School District

8.E. Adoption of 2024-2025 District Calendar

Presenter: Shemeka Millner-Williams

8.F. Designation of Investment Officers

Presenter: Carla Settle

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Designation of Investment officers for the Cedar Hill Independent School District

Consent Item

BOARD GOAL:

This is a legal requirement to remain in compliance with TEA and GASB regulations regarding the Public Financial Information Act (PFIA).

BACKGROUND INFORMATION:

In accordance with current adopted Board Investment Policy, the investment officers are named after the correlated training as has been completed. PFIA Training must be completed by each investment officer once every two years.

RECOMMENDATION:

Adopt the resolution designating Investment Officers of Cedar Hill Independent School District.

BOARD ACTION REQUIRED:

Motion to approve the "Designation of Investment Officers for Cedar Hill Independent School District."

POLICY AUTHORIZATION:

CDA (LEGAL) and CDA (LOCAL) – Other Revenues/Investments

CONTACT PERSON(S):

Carla Settle, Chief Financial Officer
Paula McBride, Executive Director of Finance

Funding Source:

N/A

ENCLOSURES:

Attached

9. BOARD DISCUSSION

9.A. Upcoming Events

9.B. Training and Event Recaps

10. SUPERINTENDENT'S REPORT

10.A. Employment Retirements Resignations Terminations

Presenter: Hallema Jackson

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Employment, Retirements, and Resignations
of Professional Staff

Information

BACKGROUND INFORMATION:

The following employment, retirements, resignations, and terminations reports have been submitted for board information.

RECOMMENDATION:

N/A

BOARD ACTION REQUIRED:

N/A

POLICY AUTHORIZATION:

DC (LEGAL and LOCAL) Employment Practices
DFE (LEGAL and LOCAL) Resignation

CONTACT PERSON:

Ms. Hallema Jackson, Assistant Superintendent of Human Resources

FUNDING SOURCE:

N/A

ENCLOSURES:

Under separate cover

New Hires Ending 01.31.24

Name	Position Plan	Position	Campus	Hire Date
JOHNSON, TY MARSHALL	EM 2023-2024	TEACHER	001 CEDAR HILL HIGH	01/08/2024
REESE, ZACHERY	EM 2023-2024	TEACHER	105 HIGHLANDS ELEMENTARY	01/08/2024
RODRIGUEZ, ROSA LILIA	EM 2023-2024	TEACHER	105 HIGHLANDS ELEMENTARY	01/11/2024
WHITE JR, MICHAEL LEE	EM 2023-2024	TEACHER	042 BESSIE COLEMAN MIDDLE	01/10/2024

Resignations Ending 01.31.24 PUBLIC VIEW

NAME	POSITION PLAN	POSITION	CAMPUS/DEPARTMENT	RESIGN EFFECTIVE DATE	REASON
MILLER, DOROTHEA	EM 2023-2024	PROFESSIONAL	108 LAKE RIDGE ELEMENTARY	01/26/2024	JOB DID NOT MEET EXPECTATIONS
SALINAS, ELIZA MARIE	EM 2023-2024	TEACHER	108 LAKE RIDGE ELEMENTARY	01/19/2024	HEALTH OR FAMILY CIRCUMSTANCES
SHINAULT JR, EARNEST CHRISTOPHER	EM 2023-2024	TEACHER	107 WATERFORD OAKS ELEMENTARY	01/08/2024	RESIGN/NO REHIRE

10.B. Financial Report

Presenter: Carla Settle

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Financial Report – December 2023

Information

SUPERINTENDENT CONSTRAINT:

Shall not make budget decisions that increase taxes

BACKGROUND INFORMATION:

Each month, financial reports are prepared detailing the status of the District's financial activity for the fiscal year. The financial report for the month ending December 2023 is enclosed. The financial reports are separated into revenue and expenditures. The expenditures are summarized by function and by object.

CONTACT PERSON(S):

Carla Settle, Chief Financial Officer

Paula McBride, Executive Director of Finance

ENCLOSURES:

Attached

**Cedar Hill Independent School District
Financial Report Month Ending December 31, 2023**



2023-2024 Fiscal Year

Table of Contents

Cedar Hill Independent School District Budgets 2023-2024 All Funds 3

General Operating Funds Statement of Revenues & Expenditures4

Child Nutrition Funds Statement of Revenues & Expenditures 5

Debt Service Funds Statement of Revenues & Expenditures6

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
2023-2024 FISCAL YEAR BOARD-APPROVED BUDGETS
FOR THE SIXTH MONTH ENDING DECEMBER 31, 2023**



	General Fund		Food Service		Debt Service		District Total	
	Original Budget	Amended Budget	Original Budget	Amended Budget	Original Budget	Amended Budget	Original Budget	Amended Budget
REVENUES:								
Local and Intermediate Sources	\$ 49,400,954	\$ 49,422,396	\$ 597,300	\$ 597,300	\$ 19,361,643	\$ 19,361,643	\$ 69,359,897	\$ 69,381,339
State Program Revenues	16,057,316	17,233,634	17,446	17,446	517,964	517,964	16,592,726	17,769,044
Federal Program Revenues	1,010,000	1,010,000	4,664,018	4,664,018	375,000	375,000	6,049,018	6,049,018
Other Financing Sources	-	218,854	-	-	-	-	-	218,854
Total Revenues	\$ 66,468,270	\$ 67,884,884	\$ 5,278,764	\$ 5,278,764	\$ 20,254,607	\$ 20,254,607	\$ 92,001,641	\$ 93,418,255
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	\$ 33,971,753	\$ 35,460,587	\$ -	\$ -	\$ -	\$ -	\$ 33,971,753	\$ 35,460,587
12 - Instructional Resources and Media Services	624,006	645,251	-	-	-	-	624,006	645,251
13 - Curriculum and Instructional Staff Development	1,399,574	1,403,941	-	-	-	-	1,399,574	1,403,941
21 - Instructional Leadership	979,676	861,236	-	-	-	-	979,676	861,236
23 - School Leadership	4,667,714	4,473,141	-	-	-	-	4,667,714	4,473,141
31 - Guidance, Counseling and Evaluation	2,981,330	2,924,656	-	-	-	-	2,981,330	2,924,656
32 - Social Work Services	34,368	35,383	-	-	-	-	34,368	35,383
33 - Health Services	887,428	897,070	-	-	-	-	887,428	897,070
34 - Student Transportation	4,756,728	4,831,992	-	-	-	-	4,756,728	4,831,992
35 - Child Nutrition/Food Service	12,500	25,689	4,322,545	4,322,545	-	-	4,335,045	4,348,234
36 - Cocurricular/Extra Curricular Activities	2,136,835	2,168,279	-	-	-	-	2,136,835	2,168,279
41 - General Administration	3,620,513	3,621,092	-	-	-	-	3,620,513	3,621,092
51 - Plant Maintenance and Facility Services	9,048,547	9,129,707	-	-	-	-	9,048,547	9,129,707
52 - Security and Monitoring Services	1,889,202	1,998,669	-	-	-	-	1,889,202	1,998,669
53 - Data Processing Services	1,621,364	1,679,626	-	-	-	-	1,621,364	1,679,626
61 - Community Services	196,936	223,090	-	-	-	-	196,936	223,090
71 - Debt Service Cost	744,769	744,769	-	-	19,127,279	20,627,279	19,872,048	21,372,048
93 - Shared Service Agreement	153,518	98,000	-	-	-	-	153,518	98,000
95 - Payments to Juvenile Justice Alternative Program	30,000	30,000	-	-	-	-	30,000	30,000
99 - Other Intergovernmental Charges	186,000	199,417	-	-	-	-	186,000	199,417
Other Financing Uses	-	-	-	-	-	-	-	-
Total Expenditures	\$ 69,942,761	\$ 71,451,595	\$ 4,322,545	\$ 4,322,545	\$ 19,127,279	\$ 20,627,279	\$ 93,392,585	\$ 96,401,419
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Cost	\$ 55,915,355	\$ 56,497,974	\$ 542,000	\$ 542,000	\$ -	\$ -	\$ 56,457,355	\$ 57,039,974
62XX - Professional and Contracted Services	6,769,857	7,352,828	3,081,136	3,081,136	-	-	9,850,993	10,433,964
63XX - Supplies and Materials	3,428,662	4,180,224	449,409	467,258	-	-	3,878,071	4,647,482
64XX - Other Operating Expenses	2,546,488	2,629,329	50,000	32,151	-	-	2,596,488	2,661,480
65XX - Bond Principal	-	-	-	-	13,150,145	14,650,145	13,150,145	14,650,145
65XX - Bond Interest	-	-	-	-	5,877,134	5,877,134	5,877,134	5,877,134
65XX - Other Debt Serv Fees	744,769	744,769	-	-	100,000	100,000	844,769	844,769
66XX - Capital Outlay Expenses	537,630	46,471	200,000	200,000	-	-	737,630	246,471
89XX - Other Uses	-	-	-	-	-	-	-	-
Total Expenditures	\$ 69,942,761	\$ 71,451,595	\$ 4,322,545	\$ 4,322,545	\$ 19,127,279	\$ 20,627,279	\$ 93,392,585	\$ 96,401,419
Excess (Deficiency) of Revenues Over Expenditures	\$ (3,474,491)	\$ (3,566,711)	\$ 956,219	\$ 956,219	\$ 1,127,328	\$ (372,672)	\$ (1,390,944)	\$ (2,983,164)

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GENERAL OPERATING FUND (199)
FOR THE SIXTH MONTH ENDING DECEMBER 31, 2023



	CURRENT YEAR 2023-2024					PRIOR YEAR 2022-2023				
	Original Budget	Amended Budget	December 2023	Actual Year to Date*	Actual to Budget	Original Budget	Amended Budget	December 2022	Actual Year to Date*	Actual to Budget
REVENUES:										
Local and Intermediate Sources	49,400,954	49,422,396	16,663,885	18,863,634	38.17%	49,558,708	49,558,708	20,625,450	22,800,790	46.01%
State Program Revenues	16,057,316	17,233,634	472,529	9,044,242	52.48%	19,808,372	19,808,372	748,138	13,221,829	66.75%
Federal Program Revenues	1,010,000	1,010,000	38,583	168,034	16.64%	1,100,000	1,438,000	415,162	569,806	39.62%
Other Financing Sources	-	218,854	-	-	0.00%	-	894,409	-	-	0.00%
Total revenues	\$ 66,468,270	\$ 67,884,884	\$ 17,174,997	\$ 28,075,910	41.36%	\$ 70,467,080	\$ 71,699,489	\$ 21,788,750	\$ 36,592,425	51.04%
EXPENDITURE SUMMARY BY FUNCTION:										
11 - Instruction	\$ 33,971,753	\$ 35,460,587	2,824,688	13,340,005	37.62%	\$ 35,779,845	\$ 35,646,396	\$ 2,817,629	\$ 12,435,998	34.89%
12 - Instructional Resources and Media Services	624,006	645,251	52,921	258,477	40.06%	682,695	684,319	49,531	226,969	33.17%
13 - Curriculum and Instructional Staff Development	1,399,574	1,403,941	76,776	550,450	39.21%	1,169,383	1,312,400	102,578	571,625	43.56%
21 - Instructional Leadership	979,676	861,236	71,140	453,409	52.65%	955,176	959,282	79,893	483,121	50.36%
23 - School Leadership	4,667,714	4,473,141	370,233	1,993,567	44.57%	4,662,448	4,632,781	379,771	2,000,842	43.19%
31 - Guidance, Counseling and Evaluation	2,981,330	2,924,656	231,143	1,235,632	42.25%	3,133,578	3,151,133	243,807	1,193,748	37.88%
32 - Social Work Services	34,368	35,383	3,326	13,857	39.16%	-	-	-	-	0.00%
33 - Health Services	887,428	897,070	46,469	222,586	24.81%	773,428	775,341	70,252	319,236	41.17%
34 - Student Transportation	4,756,728	4,831,992	214,005	1,788,647	37.02%	3,259,660	3,302,139	297,051	1,755,645	53.17%
35- Food Service	12,500	25,689	(576)	-	0.00%	12,150	12,150	-	1,342	11.05%
36 - Cocurricular/Extra Curricular Activities	2,136,835	2,168,279	179,869	935,984	43.17%	2,022,124	2,026,871	177,543	850,882	41.98%
41 - General Administration	3,620,513	3,621,092	235,314	1,736,558	47.96%	3,760,296	3,858,933	239,323	1,684,832	43.66%
51 - Plant Maintenance and Facility Services	9,048,547	9,129,707	384,902	4,414,680	48.36%	8,479,869	8,867,406	612,808	4,198,772	47.35%
52 - Security and Monitoring Services	1,889,202	1,998,669	159,442	891,693	44.61%	1,534,601	1,525,073	171,829	805,007	52.78%
53 - Data Processing Services	1,621,364	1,679,626	109,258	1,055,102	62.82%	1,354,956	2,399,133	126,827	1,239,067	51.65%
61 - Community Services	196,936	223,090	15,879	82,092	36.80%	203,296	203,296	15,965	99,726	49.05%
71 - Debt Service	744,769	744,769	36,051	362,135	48.62%	1,347,383	742,269	35,445	314,544	42.38%
93 - Shared Service Agreement	153,518	98,000	-	-	0.00%	153,518	153,518	-	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	30,000	30,000	-	3,000	10.00%	20,000	20,000	-	11,664	58.32%
99 - Other Intergovernmental Charges	186,000	199,417	-	99,708	50.00%	165,000	176,000	-	87,934	49.96%
Other Financing Uses	-	-	-	-	0.00%	-	-	-	-	0.00%
Total expenditures	\$ 69,942,761	\$ 71,451,595	\$ 5,010,838	\$ 29,437,583	41.20%	\$ 69,469,406	\$ 70,448,440	\$ 5,420,249	\$ 28,280,955	40.14%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	55,915,355	56,497,974	4,712,839	22,680,802	40.14%	57,866,427	57,823,005	4,796,730	22,042,967	38.12%
62XX - Professional and Contracted Services	6,769,857	7,352,828	178,098	2,590,612	35.23%	5,335,688	5,381,887	392,821	2,556,282	47.50%
63XX - Supplies and Materials	3,428,662	4,180,224	67,163	1,978,368	47.33%	2,715,267	2,799,558	128,644	1,191,724	42.57%
64XX - Other Operating Expenses	2,546,488	2,629,329	18,972	1,825,665	69.43%	2,116,641	2,344,263	37,952	1,303,979	55.62%
65XX - Debt Service Payment	744,769	744,769	36,051	362,135	48.62%	1,347,383	742,269	35,445	136,432	18.38%
66XX - Capital Outlay Expenses	537,630	46,471	(2,285)	-	0.00%	88,000	1,357,458	28,656	1,049,571	77.32%
Other Financing Uses	-	-	-	-	0.00%	-	-	-	-	0.00%
Total expenditures	\$ 69,942,761	\$ 71,451,595	\$ 5,010,838	\$ 29,437,583	41.20%	\$ 69,469,406	\$ 70,448,440	\$ 5,420,248	\$ 28,280,955	40.14%
Excess (Deficiency) of Revenues Over Expenditures	\$ (3,474,491)	\$ (3,566,711)	\$ 12,164,159	\$ (1,361,673)		\$ 997,674	\$ 1,251,049	\$ 16,368,502	\$ 8,311,470	

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
CHILD NUTRITION FUND (240)
FOR THE SIXTH MONTH ENDING DECEMBER 31, 2023**



	CURRENT YEAR 2023-2024					PRIOR YEAR 2022-2023				
	Original Budget	Amended Budget	December 2023	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	December 2022	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	\$ 597,300	\$ 597,300	\$ 58,694	\$ 386,991	64.79%	\$ 230,000	\$ 230,000	\$ 44,692	\$ 319,751	139.02%
State Program Revenues	17,446	17,446	-	18,805	107.79%	150,000	150,000	-	-	0.00%
Federal Program Revenues	4,664,018	4,664,018	396,173	1,674,765	35.91%	4,132,878	4,312,538	375,266	1,583,661	36.72%
Other Financing Sources										
Total revenues	\$ 5,278,764	\$ 5,278,764	\$ 454,867	\$ 2,080,561	39.41%	\$ 4,512,878	\$ 4,692,538	\$ 419,958	\$ 1,903,412	40.56%
EXPENDITURE SUMMARY BY FUNCTION:										
35 - Child Nutrition/Food Service	\$ 4,322,545	\$ 4,322,545	\$ 410,156	\$ 1,681,494	38.90%	\$ 4,512,878	\$ 4,692,538	\$ 350,708	\$ 1,783,691	38.01%
51 - Plant Maintenance and Facility Services	-	-	-	-	-	-	-	-	-	-
Total expenditures	\$ 4,322,545	\$ 4,322,545	\$ 410,156	\$ 1,681,494	38.90%	\$ 4,512,878	\$ 4,692,538	\$ 350,708	\$ 1,783,691	38.01%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	\$ 542,000	\$ 542,000	\$ 43,422	\$ 215,849	39.82%	\$ 450,000	\$ 450,000	\$ 42,492	\$ 220,953	49.10%
62XX - Professional and Contracted Services	3,081,136	3,081,136	324,982	1,256,186	40.77%	3,490,178	3,659,044	261,367	1,381,387	37.75%
63XX - Supplies and Materials	449,409	467,258	41,752	209,459	44.83%	422,700	422,450	46,849	170,307	40.31%
64XX - Other Operating Expenses	50,000	32,151	-	-	0.00%	-	-	-	-	0.00%
66XX - Capital Outlay Expenses	200,000	200,000	-	-	0.00%	150,000	161,044	-	11,043.48	6.86%
89XX - Other Uses										
Total expenditures	\$ 4,322,545	\$ 4,322,545	\$ 410,156	\$ 1,681,494	38.90%	\$ 4,512,878	\$ 4,692,538	\$ 350,708	\$ 1,783,691	38.01%
Excess (Deficiency) of Revenues Over Expenditures	\$ 956,219	\$ 956,219	\$ 44,711	\$ 399,067		\$ -	\$ -	\$ 69,250	\$ 119,721	

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
DEBT SERVICE FUND (599)
FOR THE SIXTH MONTH ENDING DECEMBER 31, 2023



	CURRENT YEAR 2023-2024					PRIOR YEAR 2022-2023				
	Original Budget	Amended Budget	December 2023	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	December 2022	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	\$ 19,361,643	\$ 19,361,643	\$ 7,037,143	\$ 7,880,865	40.70%	\$ 17,008,689	\$ 17,008,689	\$ 8,090,303	\$ 8,843,445	51.99%
State Program Revenues	517,964	517,964	1,375,207	1,375,207	265.50%	-	-	648,368.00	648,368.00	
Federal Program Revenues	375,000	375,000	-	-	0.00%	375,000	375,000	-	176,617.30	47.10%
Other Financing Sources						-	-	-	-	
Total revenues	\$ 20,254,607	\$ 20,254,607	\$ 8,412,350	\$ 9,256,072	45.70%	\$ 17,383,689	\$ 17,383,689	\$ 8,738,671	\$ 9,668,430	55.62%
EXPENDITURE SUMMARY BY FUNCTION:										
71 - Debt Service Cost	\$ 19,127,279	\$ 20,627,279	\$ -	\$ 6,546,784	31.74%	\$ 16,435,742	\$ 16,435,742	\$ -	\$ 9,651,124	58.72%
Other Financing Uses	-	-	-	-		-	-	-	-	
Total expenditures	\$ 19,127,279	\$ 20,627,279	\$ -	\$ 6,546,784	31.74%	\$ 16,435,742	\$ 16,435,742	\$ -	\$ 9,651,124	58.72%
EXPENDITURE SUMMARY BY OBJECT:										
6511 - Bond Principal	\$ 13,150,145	14,650,145	\$ -	\$ 3,793,693	25.90%	\$ 9,491,666	\$ 9,491,666	\$ -	\$ 5,447,026	57.39%
6521 - Bond Interest	5,877,134	5,877,134	-	2,743,071	46.67%	6,844,076	6,844,076	-	4,194,126	61.28%
6599 - Other Debt Serv Fees	100,000	100,000	-	10,020	10.02%	100,000	100,000	-	9,972	9.97%
Total expenditures	\$ 19,127,279	\$ 20,627,279	\$ -	\$ 6,546,784	31.74%	16,435,742	16,435,742	-	9,651,124	58.72%
Excess (Deficiency) of Revenues Over Expenditures	\$ 1,127,328	\$ (372,672)	\$ 8,412,350	\$ 2,709,288		\$ 947,947	\$ 947,947	\$ 8,738,671	\$ 17,306	

10.C. Purchases Over \$50,000

Presenter: Carla Settle

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Purchases over \$50,000

Information

BACKGROUND INFORMATION:

Cedar Hill ISD Board Policy CH (LOCAL) states, The Superintendent is not required to obtain Board approval for the following types of budgeted purchases, regardless of cost, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with state law;
2. A purchase made through a cooperative purchasing program, in accordance with state law;
3. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing;
4. The purchase of budgeted regulated utility services;
5. A continuing or periodic purchase of goods or services under a Board-approved bid or contract; or
6. A purchase for produce or fuel

RECOMMENDATION:

N/A

BOARD ACTION REQUIRED:

N/A

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition

CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Carla Settle, Chief Financial Officer

Patricio Valdez Contreras, Purchasing Manager

FUNDING SOURCE:

Multiple

ENCLOSURES:

Purchases over \$50,000 report

Cedar Hill Independent School District
November Purchases over \$50,000
February 20, 2024 for Fiscal Year 2023-2024



VENDOR	DESCRIPTION	CHECK DATE	AMOUNT	Method OF Purchase
DIRECT ENERGY BUSINESS-DALLAS	January Monthly Energy Cost	1/19/2024	63,240.73	Buybard Cooperative
ARAMARK	January Services	1/19/2024	330,343.56	Competitive Sealed Proposal
TRANSPAR GROUP, INC.	January Management Services	1/25/2024	79,609.73	EPCNT Cooperative

10.D. Safety & Security Efficiency Report
Presenter: Chief James Hawthorne

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 20, 2024

Presented by: Dr. Gerald B. Hudson, Superintendent of Schools

Subject: Police Department Efficiency Report

Information

BACKGROUND INFORMATION:

This report is the written update on efficiency/operations of the CHISD Police Department.

RECOMMENDATION:

Information Only

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON: Police Chief James Hawthorne

FUNDING SOURCE:

n/a

ENCLOSURES:



Cedar Hill Independent School District

EFFICIENCY REPORT

2023-24

PURPOSE of the CHISD DEPARTMENT EFFICIENCY REPORT

The DER (Department Efficiency Report) provides a complete overview of the department's responsibilities, goals, finances, and identifies shortcomings to implement improvement techniques. This report should give a clear and accurate picture of the department's performance.

- It explains all the correlation between the activities that are performed within the department.
- It identifies whether the department is performing and achieving goals
- It identifies the department's strengths and weaknesses.

DEPARTMENT

Cedar Hill ISD Police Department

PRESENTER

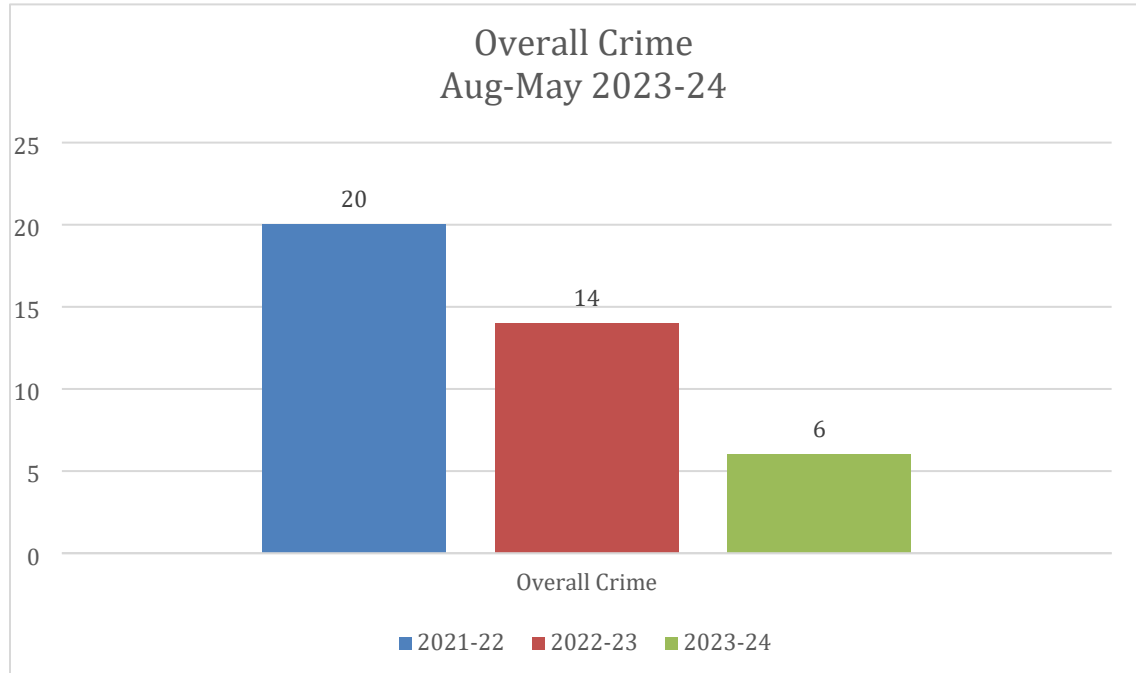
James Hawthorne, Police Chief

EXECUTIVE SUMMARY



This year has been productive as we've worked closely with campuses and been able to further reduce reported crime. This doesn't get talked about much, but we've spent considerable time working with campus administrators, in weekly meetings, identifying issues and working collaboratively with them to address both issues and individuals responsible

for crime and other disruptive behavior. We have also worked with Student Services in our effort to curb unwanted student disruptions.



This chart represents overall crime from the previous two school years in the left columns. The right column is reported crime year-to-date 2023-24. There are three months left in the school year, and at the current trend, we are anticipating another year of reduction with possibly ten (10) total offenses.

- We've had a 100% passage rate on our unannounced state intruder audits. We conduct (4) four intruder audits internally each month.
- We've hired (2) two of the nine officers authorized by the passage of the VATRE. We currently have (5) five we are processing, who we anticipate will be hired.
- I have participated in two (2) Coffee & Chat with the Chief meetings this year, that are open to the public, with three (3) more scheduled for this spring.



AWARDS/RECOGNITIONS & PRESENTATIONS

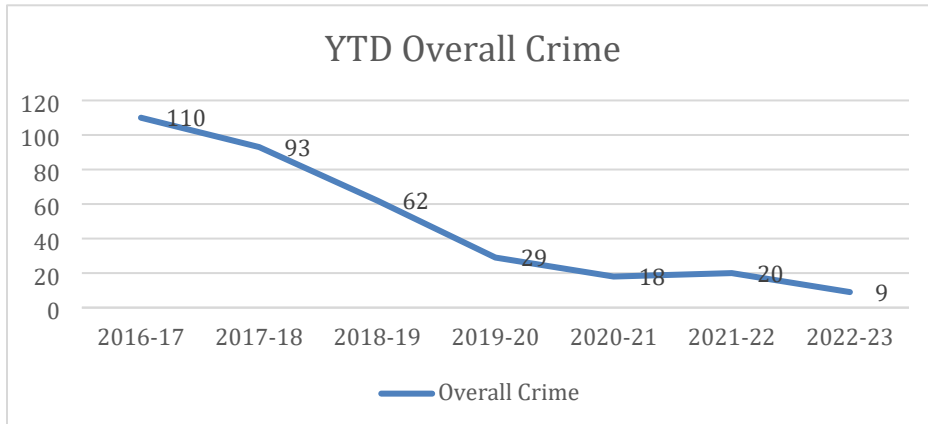
- Police/Security teamed up and presented a drug awareness assembly during Red Ribbon Week. The class focused on the dangers of fentanyl.
- Police/Security partnered with Target to provide Christmas gifts to scholars in the Hero's and Helpers program.
- Five of our employees, including Crossing Guards, have been awarded internal employee of the month recognitions.
- Police Chief made presentation to our Scarlet Seniors to speak on VATRE hiring and Uvalde findings from the Justice Department.
- The police chief will present to the North Texas Chapter of the Assessing Officers (TAAO) on school safety.
- The CHISD Police Department passed our audit conducted by TCOLE (Texas Commission on Law Enforcement).
- Our dispatch services passed an audit by the Texas Crime Information Center (TCIC) in October.



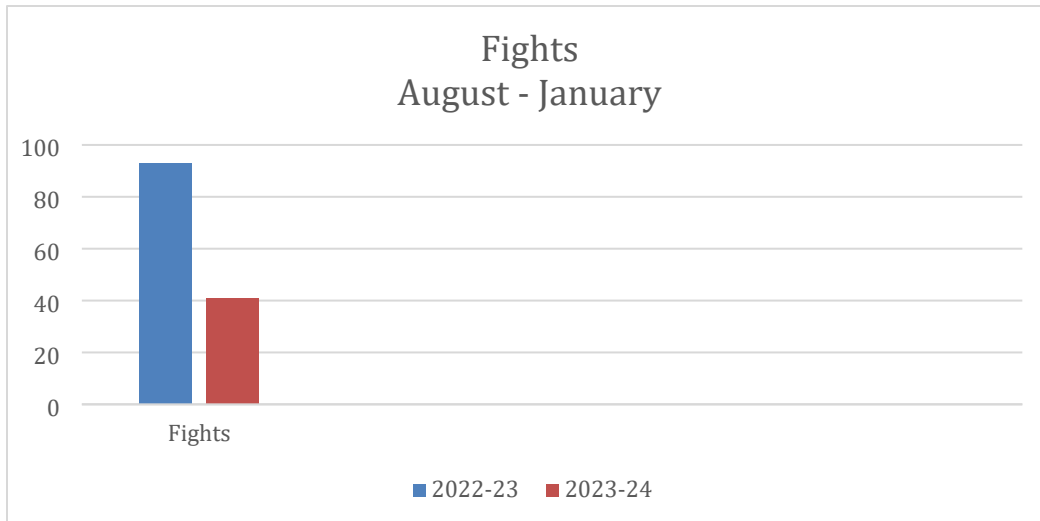
INDICATORS

What are the departmental goals? The goals should be aligned with Lone Star Governance, state accountability, district dashboard

Crime Reduction



This chart shows the reduction of reported crime (-91%) since the 2016-17 school year.



This chart shows a reduction in fights on campuses this year. While fights are not a reportable crime, we do track fights and put measures in place to reduce and mitigate their occurrences due to the public perceptions they create and other actions that could lead to a crime occurrence.

DEPARTMENT STAFFING

Title	Employee Name
Police Chief	James Hawthorne
Lieutenant	Carlos Below
Security Lead/Lieutenant	Jimmy Hogg
Corporal/Detective	Eric Roberts

Dispatcher/Administrative Assistant	Milissa Gaither
Emergency Management Coordinator	Chris Santos
Police Officers	Landry Minor, Lolita Rabon, Nicholas Jackson, Bryan Johnson, Thomas Malone, Vincent McDaniels, and Bradford Davis.
Security Officers	Tonya Dickens, Arthur Hamilton, Roderick Davis, Randall Prouty, Markisha Sims, Shawn Berry, Jeffrey Green, Robert Goins, Chris Chavis, and Chaz Gatlin.

DEPARTMENT FUNCTIONS

Our primary function is to provide safety and security for the scholars and employees of our school district.

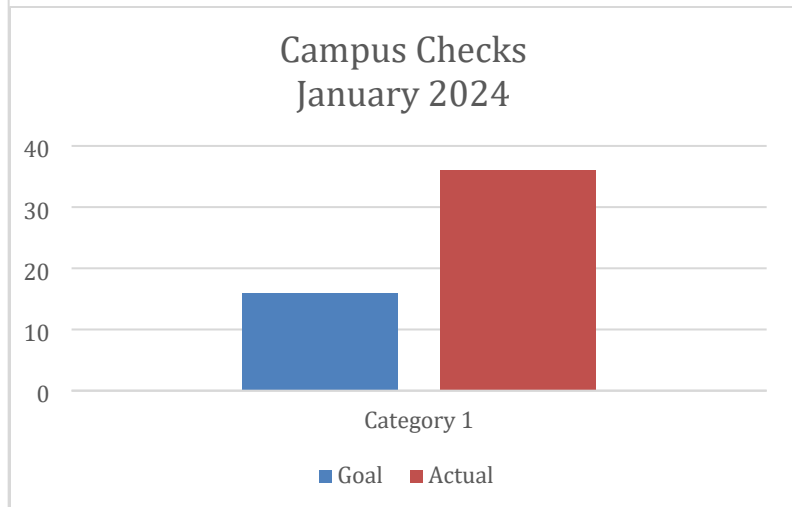
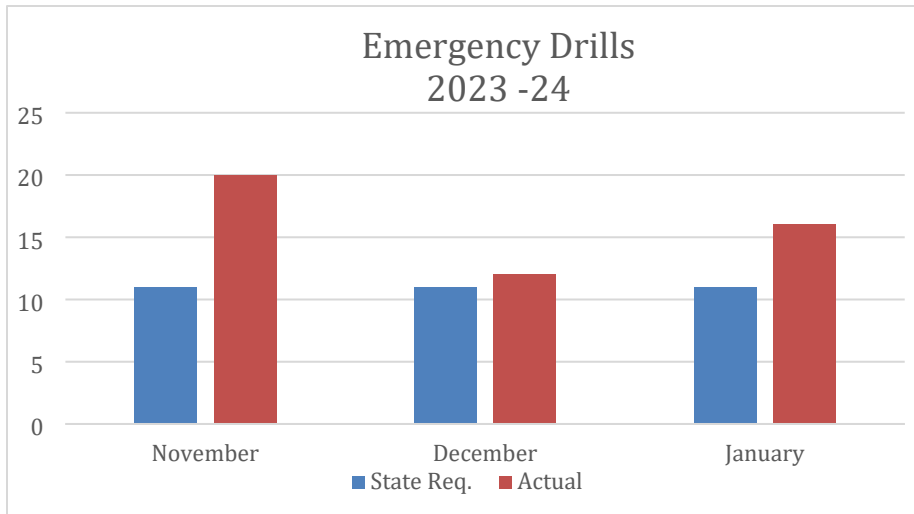
ANNUAL BUDGET

Our annual budget is \$266,724.00 (excluding salaries). This year, we were awarded \$400,342.00 in grant funds.

Silent Panic Technology Grant - \$22,856

School Safety Standards - \$377,486.00

EFFECTIVENESS INDICATORS



Our campuses are completing their emergency drills under the Standard Response Protocols (SRP). The chart on the left depicts our monthly drill results. We exceed the number of state required drills each month. The chart on the right illustrates we monthly exceed our goal for campus checks conducted by police and security each month.

VISION FOR THE FUTURE

This addition of (9) nine additional officers will allow us to engage in more community programming and mentoring opportunities. Specifically, our presence on elementary campuses will create greater engagement with those scholars. The additional staff will also enable us to relieve our detective from campus responsibility, making our investigations more thorough and increasing our investigative capacity. More officers, creates the need to restructure to align supervision with staffing. This does not mean hiring even more personnel, but repurposing existing positions to accommodate more oversight. In the future, you'll see a lot more officer engagement with scholars in a mentoring role.

10.E. Investment Report- Quarter 2
Presenter: Carla Settle

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: February 20, 2024

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Investment Report – December 2023

Information

SUPERINTENDENT CONSTRAINT:

Shall not make budget decisions that increase taxes.

BACKGROUND INFORMATION:

The Public Funds Investment Act requires that, not less than quarterly, written internal management reports be prepared by the investment officer and submitted to the governing body.

The report submitted contains a summary statement for the reporting period of each pooled fund group that states the beginning market value, the ending market value, and the accrued interest.

All pooled investments comply with Cedar Hill ISD Policy CDA(LEGAL)-P and Cedar Hill ISD Policy CDA(LOCAL)-A., and the Texas Public Funds Investment Act (PFIA). All investments meet the basic objectives included in the district's investment policy – safety, liquidity, diversity, and yield. The following is a list of authorized brokers to engage in investment transactions with Cedar Hill ISD approved by the Board on May 15, 2023.

- Prosperity Bank
- Local Government Investment Cooperative (LOGIC)
- Lone Star Investments
- First Public
- Texas Cooperative Liquid Assets Securities System Trust (Texas CLASS)
- Texas Local Government Investment Pool (TexPool)

This report has been submitted in compliance with Government Code 2256.006 per Board policy on investment procedures. The information on this report is, to the best of our knowledge, true and correct, and documents are available to support this data.

CONTACT PERSON(S):

Carla Settle, Chief Financial Officer

Paula McBride, Executive Director of Finance

ENCLOSURES:

Attached

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
 2023-2024 FISCAL YEAR INVESTMENT REPORT
 FOR THE SIX MONTHS ENDING DECEMBER 31, 2023



	Beginning Balance 9/30/2023	Deposits	Withdrawals	Interest for 3rd Quarter	Ending Balance 12/31/2023	Interest Fiscal Year to Date	Percentage of Portfolio	Average Yield to Maturity
Local Government Investment								
Cooperative (LOGIC)								
M&O Fund including Federal (200-299)	\$ 15,234,915.95	\$ 25,056,362.52	\$ (19,731,048.99)	\$ 166,950.66	\$ 20,727,180.14	\$ 166,950.66	46.06%	5.5480%
Debt Service Fund	9,160,188.50	8,495,833.10	(11,240.44)	145,579.05	17,790,360.21	\$ 145,579.05	39.53%	
Capital Project Fund	597,422.60	-	(57,000.00)	7,978.39	548,400.99	\$ 7,978.39	1.22%	
Food Service Fund	1,185,833.34	1,074,658.02	(990,064.58)	18,793.09	1,289,219.87	\$ 18,793.09	2.86%	
Mike Norton Scholarship Fund	15,447.36	-	-	217.03	15,664.39	\$ 217.03	0.03%	
WW Wilson Legacy Scholarship Fund	29,486.89	-	-	414.22	29,901.11	\$ 414.22	0.07%	
	<u>\$ 26,223,294.64</u>	<u>\$ 34,626,853.64</u>	<u>\$ (20,789,354.01)</u>	<u>\$ 339,932.44</u>	<u>\$ 40,400,726.71</u>	<u>\$ 339,932.44</u>		
Local Government Investment								
Corporate Overnight Fund (First Public)								
General Operating Fund	\$ 2,239,795.48	\$ -	\$ -	\$ 31,722.83	2,271,518.31	\$ 31,722.83	5.05%	5.5967%
	<u>\$ 2,239,795.48</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 31,722.83</u>	<u>\$ 2,271,518.31</u>	<u>\$ 31,722.83</u>		
Texas Local Government								
Investment Pool (Texpool)								
Debt Service Fund	180,305.92	-	-	2,450.07	182,755.99	\$ 2,450.07	0.41%	5.3667%
	<u>\$ 180,305.92</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,450.07</u>	<u>\$ 182,755.99</u>	<u>\$ 2,450.07</u>		
Texas Cooperative Liquid Assets								
Securities System Trust (Texas CLASS)								
General Operating Fund	2,114,878.31	-	-	29,906.93	2,144,785.24	\$ 29,906.93	4.77%	5.5718%
	<u>\$ 2,114,878.31</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 29,906.93</u>	<u>\$ 2,144,785.24</u>	<u>\$ 29,906.93</u>		
TOTAL	<u>\$ 30,758,274.35</u>	<u>\$ 34,626,853.64</u>	<u>\$ (20,789,354.01)</u>	<u>\$ 404,012.27</u>	<u>\$ 44,999,786.25</u>	<u>\$ 404,012.27</u>	<u>100.00%</u>	<u>5.5208%</u>

I certify that the above investments comply with Cedar Hill ISD Policy CDA(LEGAL)-P and Cedar Hill ISD Policy CDA(LOCAL)-X., and the Texas Public Funds Investment Act (PFIA).

 Carla Settle, Chief Financial Officer

 Paula McBride, Executive Director of Finance

11. ADJOURN