

Agenda of Special Meeting The Board of Trustees Midlothian ISD

A Special Meeting of the Board of Trustees of Midlothian ISD will be held August 13, 2020, beginning at 5:30 PM.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed on the agenda, which is attached to, and made a part of this Notice. Items do not have to be taken in the order shown on this meeting notice.

PUBLIC COMMENT - In accordance with the Open Meetings Act and Local District Policy, BED (LOCAL), members of the public wishing to address the Board during the public comment portion of a special meeting shall be limited to items on the agenda posted with notice of the meeting. Individuals wishing to participate in Public Comment must be *in person* and complete a "Public Comment Participation Form" and present it to the Board President or designee by 5:20 p.m. on August 13, 2020. If a completed form for public comment is not received by the applicable deadline posted, the individual will not be able to participate in public comment at this meeting.

Speakers are limited to five minutes. In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in a two-way dialogue with patrons.

1. FIRST ORDER OF BUSINESS

A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

2. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.

3. RECONVENE TO OPEN SESSION

4. PUBLIC COMMENT - In accordance with the Open Meetings Act and Local District Policy, BED(LOCAL), members of the public wishing to address the Board during the public comment portion of a SPECIAL MEETING shall be limited to items on the agenda posted with notice of the meeting.

Individuals wishing to speak remotely or to be read into the record, should complete an online Public Comment Form for remote participation prior to 4:00 pm; in-person participants must sign in and complete a "Public Comment Participation Form" and present it to the Board President or designee by 5:20 p.m.

Whether in person or virtual, speakers are limited to five minutes. In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in

a two-way dialogue with patrons.

5. INFORMATION ITEMS

A. Consider Revisions to Local Policy AE (LOCAL)

B. Consider Update on Grade Point Average and Class Rank for 2020-2021

6. DISCUSSION/ACTION ITEMS

A. Action, if any, on Items Discussed in Closed Session

7. ADJOURNMENT OF MEETING

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed meeting or session of the Board of Trustees is required, then such closed meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel, or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Discussing personally identifiable information about a public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups.
551.084	Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed meeting or session, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	August 17, 2020	
Item:	Consider Creation of Policy AE (local)	
Supporting Document(s):	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Background Information:	The purpose of creating policy AE(LOCAL) is to establish clear guidelines for the board to develop a local education philosophy.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	Create an environment of transparent information exchange between the school district and key stakeholders that builds long term impactful relationships.	
Administration Recommended Option:	After researching AEA (local) and AE (local) and discussions with the District TASB Consultant, it is the recommendation of the administration to wait for additional guidance and recommendations from TASB in creating policy AE (local).	
Motion:	Information only	
Presenter:	Shorr Heathcote	



Consider Addition to AE (LOCAL)

August 2020

Follow-Up to July 20, 2020 Board Meeting

- July 20, 2020 - Board Committee requested information on the creation of Policy AEA
- Purpose: To establish clear guidelines in the attempt to remove intra-institutional and inter-institutional systems that prevent equitable outcomes for all students.
- Local policy AEA is not an option at this time
- TASB is working with the National School Board Association to create a set of procedures a committee would use to add to AE policy
- TASB's recommendation is to wait for additional guidance and communication that will come with the next update

Current Guidance for AE (LOCAL)

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Mission Statement

The mission of the Midlothian Independent School District is to educate students by empowering them to maximize their potential.

- Consider adding a section on Racial and Ethnic Equity
 - Intentionally work to identify, acknowledge, and eliminate racial and ethnic disparities among students
 - Eliminate systems and practices that perpetuate historical inequities or create disparities in educational opportunity and achievement
 - Promote practices that focus on equity, diversity, and inclusion and that are free from bias, prejudice, and unlawful discrimination

Establish goals and strategies within AE (LOCAL)

- Equitable access to curricula, facilities, educational resources
- Multiple pathways to meet the needs of a diverse student body and identify barriers
- Shall not tolerate lower academic achievement for any student racial or ethnic group as compared to peers
- Regularly review data that result in a disproportionate representation of any racial or ethnic group and shall work to eliminate the gap
- Encourage advanced academic opportunities for all students
- Give employees and students the opportunity to develop racial, ethnic, and cultural competency

Establish goals and strategies within AE(LOCAL)

- Create opportunities for students, families and community members--including persons of color and persons whose first language is not English--in leadership development and empowerment partners in planning and decision making
- Create a school climate that reflects its values of educational equity and cultural responsiveness
- Model racial and ethnic equity in business and operational practices
- Include educational partners who have demonstrated culturally specific expertise in meeting educational outcomes

Establish goals and strategies within AE (LOCAL)

- Prioritize cultural responsiveness and educational equity in reviews of curriculum and instructional programs that affect student achievement
- Provide ongoing research based professional development to develop employees cultural competency and ability to to address racial and ethnic disparities
- Recruit and retain a diverse and culturally responsive workforce



**Racial and Ethnic
Equity****—SAMPLE EXCERPT—**

District students deserve a safe and respectful learning environment in which their cultural, racial, and ethnic diversity is valued and in which they receive an education that maximizes their potential for future success. The District recognizes that significant historical and societal factors have created institutional barriers and resulted in educational inequity.

Accordingly, the District shall work intentionally to:

- Identify, acknowledge, and eliminate racial and ethnic disparities among students;
- Eliminate systems and practices in the District that perpetuate historical inequities or create racial and ethnic disparities in educational opportunity and achievement; and
- Promote practices and a climate that focus on equity, diversity, and inclusion and that are free of bias, prejudice, and unlawful discrimination.

To advance racial and ethnic equity in the educational setting and improve academic achievement for all District students, the Board establishes the following goals and strategies to achieve the goals:

1. The District shall provide every student with equitable access to high-quality curricula, supports, facilities, and other educational resources, even when this means differentiating resource allocation.
2. The District shall provide multiple pathways and opportunities for success to meet the needs of the diverse student body and shall work with students and families to identify barriers to success.
3. The District shall not tolerate lower academic achievement for any student racial or ethnic group compared to peers.
4. The District shall regularly review disaggregated data and evaluate practices that result in disproportionate representation of any racial or ethnic group in specific areas or programs, including special education services, advanced academic opportunities, extracurricular programs, and gifted and talented programs.
5. The District shall regularly review disaggregated data and evaluate practices that result in disproportionate representation of any racial or ethnic group in disciplinary referrals and shall work to eliminate loss of instructional time due to disciplinary actions.

6. The District shall actively work to encourage advanced academic opportunities for all students and shall regularly review disaggregated data and evaluate course and program enrollment processes to ensure no inequitable impact on any racial or ethnic group.
7. The District shall give all employees and students the opportunity to develop critical racial, ethnic, and cultural competence so they may understand the contexts in which they teach, work, and learn.
8. The District shall create opportunities for students, families, and community members—including persons of color and persons whose first language is not English—for leadership development and empowerment as partners in education planning and decision-making.
9. The District shall create a school climate that reflects its values of educational equity and cultural responsiveness.
10. The District shall model racial and ethnic equity in business and operational practices.
11. The District shall include educational partners who have demonstrated culturally specific expertise in meeting educational outcomes.
12. The District shall prioritize cultural responsiveness and educational equity in reviews of the curriculum, instructional practices and programs, local assessment design, codes of conduct, extracurricular activities, and other programs that affect student achievement.
13. The District shall provide ongoing, research-based professional development to develop employees' skills and knowledge regarding cultural competency and ability to address racial and ethnic disparities in educational opportunity and achievement.
14. The District shall recruit and retain a diverse and culturally responsive workforce and shall regularly examine recruiting, employment, placement, advancement, and retention of persons from under-represented racial and ethnic groups at all organizational levels.

The Board shall hold the Superintendent, staff, and Board members accountable for implementing this policy. The Superintendent shall develop procedures to implement this policy and metrics to measure achievement of the stated goals and shall provide updates to the Board no less than quarterly.

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	August 17, 2020	
Item:	EIC (Local) GPA & Class Rank Update	
Supporting Document(s):	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Background Information:	<p>As requested by the Board, DOL and Technology are providing an overview of EIC (Local) Class Rank and GPA and the validation process.</p> <p>Presentation</p>	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	EIC (Local)	
District Goal:	Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
Administration Recommended Option:	Information Only	
Motion:	Information Only	
Presenter:	Judy Walling, Leslie Garakani, Nikki Nix	



EIC (Local) GPA & Class Rank

August 17, 2020



EIC (Local) Overview

EIC (Local)

Policy

- Consistent implementation method of class rank
- Local Graduation Honors
- Valedictorian / Salutatorian
- Tie Breakers



Why change calculation methods?

Allow students to pursue their passions without being negatively impacted by elective courses that are weighted 1.0.



Curriculum Council

Reviewed EIC(Local)

Met from ***November 2017- April 2018***

Class Rank & GPA Subcommittee Members

- Judy Walling - MISD Deputy Supt.
- Cindy Woody - MISD C&I
- Natalie Dennington - MISD C&I
- Andra Chapman - MHHS Counselor
- Larry Doran - MISD Teacher
- Melonie Bagby - MISD Teacher
- Mariane Taylor - MISD Teacher
- Brittany Goerig - Parent
- Ashley Bergeron - MHS Academic Advisor
- Lisa Cook - Parent
- Kim Domke - MISD
- Barbara Mikulecky - MISD
- Krista Tipton - MHHS Principal
- Gary Gates - MHS Principal



Class Rank & GPA Subcommittee Timeline

- November 2017:
 - Discussed current system for course weights, weighted GPAs, and class rank. Reviewed other districts' practices. Heard from Student Ambassadors about impact of current system.
- December 2017:
 - Reviewed pros and cons of current system. Committee members made proposals for changes and discussed rationale and potential impact of changes. Added high school principals to committee.
- January 2018:
 - Curriculum department reviewed proposals and sent summary of all proposals to committee members for review.



Class Rank & GPA Subcommittee Timeline *cont.*

- February 2018:
 - Committee members debated 13 possible scenarios for changes to the current system. Members were asked to gather feedback from teachers, parents, and leaders.
 - Committee reconvened in late February to finalize recommendations.
- March 2018:
 - Solicited Student Ambassadors' input on draft proposal.
- April 2018:
 - Shared final recommendations with Curriculum Council for input and feedback.



Proposed EIC (Local) Calculations

Two major decisions by the subcommittee include:

1. What subjects are **included** in the calculation of weighted GPA?
 - **English, Math, Science, & Social Studies Classes**
2. What are the weights (multipliers) for the Advanced, Honors, and Regular courses?
 - **1.15 - Advanced**
 - **1.1 - Honors**
 - **1.0 - Regular**



Dual System

Dual system for calculation

- Class of 2021 and Previous- rising Seniors
- Class of 2022 and Forward - rising Juniors and below



Dual Systems - Course Weights

Course Type	2021 and Previous	2022 and Forward
Advanced	1.5	1.15
Honors	1.38	1.10
Regular	1	1



Dual Systems

Types of Courses

Subject Area	2021 and Previous	2022 and Forward
ELAR	Yes	Yes
Math	Yes	Yes
Science	Yes	Yes
Social Studies	Yes	Yes
LOTE	Yes	No
CTE	Yes	No
Fine Arts	Yes	No
Other Electives	Yes	No
Middle School Courses for High School Credit	No	24 Yes (if they are core)

Dual Systems - Non-Traditional Courses

Type of Credit	For What Purpose	Class of 2019, 2020, 2021 GPA for current "Class Rank" EIC (Local)	Class of 2022 and beyond GPA for "Class Rank" EIC (Local) - Core Courses Only
Edgenuity Redemption	Seniors who fail W4, W5, W6 Teacher of record determines skills needed for mastery	Grade Change (max 70%) & counts *because per 6 weeks and currently enrolled in the course	Grade Change (max 70%) & counts *because per 6 weeks and currently enrolled in the course
Edgenuity Credit Recovery	For semester credits not earned Grades 9-12 True Freshman - Admin. approval only	Both grades count (numerical grade earned in Edgenuity)	Both grades count (numerical grade earned in Edgenuity)
Edgenuity Original Credit	Admin. approval only - Schedule limitation/Move in transferring class not offered	Counts (numerical grade)	Counts (numerical grade)
Summer School	Failed a course	Does not Count P/F * per policy	Both grades count (numerical grade earned in Edgenuity)
Summer Academy	Advancement/non-eoc tested	Counts (numerical grade)	Counts (numerical grade)
Dual Credit Summer	Counselor approval. Must be a course in our academic planning guide (TSI compliant) and only after soph year	Counts (numerical grade)	Counts (numerical grade)
Dual Credit Core	College credit/weighting	Counts (numerical grade)	Counts ²⁵ (numerical grade)
Dual Credit Electives	College credit	Counts (numerical grade)	Does not count

Dual Systems - Non-Traditional Courses

Type of Credit	For What Purpose	Class of 2019, 2020, 2021 GPA for current "Class Rank" EIC (Local)	Class of 2022 and beyond GPA for "Class Rank" EIC (Local) - Core Courses Only
Texas Tech Course (online)	Advancement	MHS - Counts, MHHS - Does Not (must complete system already in place)	Counts (numerical grade)
Credit By Exam	Advancement	Does not Count P/F * per policy	Counts (numerical grade)
Texas Virtual School *approved by TEA and in policy	Admin approval only - Courses not offered face to face or distance (*max 2 courses)	Counts (numerical grade)	Counts (numerical grade)
Any other virtual school	Admin approval only - at student cost	Does not Count P/F * per policy	Does not count
Midlothian Collegiate Scholars	Associates *summer courses admin approval, only after soph year	Counts (numerical grade)	Counts (numerical grade)
High School Courses taken in 8th grade	Advancement	Does not Count P/F * per policy	Counts (After 2018-2019 - Class of 2023 & Beyond)



Types of GPA

GPA Calculations

Weighted - follows EIC(Local)

Four Point - traditional college course weighting
(90-100 = 4.0, 80-89 = 3.0, etc)

Unweighted - 100= 4.0, 99= 3.9, 98=3.8, etc.





Validation Process


Validation Process

- Export Students by grade-level (in their respective grading cohort)
- Filter and Sort data performing calculations and mass changes as needed
 - Ensure GPA points and weighting are correct for each course, in both the associated semester 1 and semester 2 averages.
 - Ensure courses meant to be included/excluded from GPA/Class Rank are coded according to Grading Policy.
- Import correct data back into PowerSchool




Transcripts

- The Transcript (AAR) is not a stored static report. It is dynamically generated from the data in the Historical Grades table.
- When the campus produces the AAR they select the parameters to ensure the correct GPA Calculation is applied
- Weighted for < = 2021

GPA/Class Rank Options - When Calculated Class Rank Parameter is selected, GPA Method	
Use Calculated Class Rank Fields from Class Rank Tab*	All Students ▾
Exclude Class Rank*	No ▾
Class Rank/GPA Method*	Weighted ▾
Use Class Rank Overrides*	No ▾
Class Rank Date Override (Leave blank to use date from Class Rank table)	MM/DD/YYYY 
Use GPA Override*	No ▾
GPA 2	Four point ▾
GPA 3	None ▾

Transcripts

- When the campus produces the AAR they select the parameters to ensure the correct GPA Calculation is applied
- Weighted Class of 2022 forward for ≥ 2022

GPA/Class Rank Options - When Calculated Class Rank Parameter is selected, GPA Method	
Use Calculated Class Rank Fields from Class Rank Tab*	All Students ▾
Exclude Class Rank*	No ▾
Class Rank/GPA Method*	Weighted Class of 2022 forward ▾
Use Class Rank Overrides*	No ▾
Class Rank Date Override (Leave blank to use date from Class Rank table)	MM/DD/YYYY 
Use GPA Override*	No ▾
GPA 2	Four point ▾
GPA 3	None ▾



Next Steps

Next Steps

- Each grade level data export will be verified by Curriculum, Technology and Campus Counselors/PEIMS staff.
- Make changes to courses in Power School no longer under the old Grading Policy to minimize large scale data/coding changes.
- Continue to build capacity in campus staff through training.



