

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Notice is hereby given that a meeting of the Board of Trustees of the Hays Consolidated Independent School District will be held on February 22, 2022 beginning at 5:30 PM at the Kunkel Room at the Historic Buda Upper Campus, 300 San Marcos St., Buda, TX 78610.

If during the course of the meeting, discussion of any item on the agenda should be held in a closed session, the Board will adjourn to a closed session in accordance with the Texas Open Meetings Act, Texas Government Code Section 551, Subchapters D and E or Texas Government Code Section 418.183(f). Before any closed session is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting. Policy BEC Legal attached.

The subjects to be discussed, considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- A. **CALL TO ORDER:** Establish a quorum
The purpose of this meeting is an agenda workshop. Board members will have the opportunity to discuss agenda items and ask questions of the administration in preparation for the February 28, 2022 Hays CISD Board of Trustees Business Meeting.
- B. **CLOSED SESSION**
 - 1. Superintendent's Formative Evaluation - Quarterly Progress Report on the Board and Superintendent Goals - Tx. Gov't Code Sec. 551.074
- C. **RECONVENE IN OPEN SESSION - immediately following Closed Session**
- D. **PLEDGE OF ALLEGIANCE TO UNITED STATES AND TEXAS FLAGS**
United States Flag Pledge:
I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.
Texas Flag Pledge:
Honor the Texas flag, I pledge allegiance to thee, Texas, one state under God, one and indivisible.
- E. **MISSION STATEMENT**
The mission of Hays CISD is to nurture students to become extraordinary citizens through unique, personal educational experiences through an innovative community of learners while celebrating our diversity and legacy.
- F. **SOCIAL CONTRACT**
The Board will:
 - 1. Serve as District Ambassadors
 - 2. Be Professional
 - 3. Collaborate as a Team and Respect the Body Corporate
 - 4. Promote Discussion and Respect Each Other
 - 5. Assume Positive and Noble Intentions
- G. **SUPERINTENDENT REPORT**
- H. **PUBLIC FORUM**
It is the policy of the Board that, if members of the public wish to address the Board in Public Forum, they must complete and submit the Request to Address the Board of Trustees form (green sheet). This form may be obtained and at the entrance to the Board room and must be submitted to Tim Savoy, Chief Information Officer at the entrance prior to reconvening in open session. Public participation in Board meetings is limited to the Public Forum portion of the meeting agenda, as is provided in Board policy.

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meeting and is published on the District's website without alteration. A person who chooses to speak in Public Forum is consenting to the online publication of their comments.

| | | |
|----|---|------------|
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| | February 28, 2022 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm | |
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| | April 18, 2022 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm | |
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| | June 20, 2022 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm | |
| | June 27, 2022 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm | |
| | <i>Official Board of Trustees information may be obtained at www.hayscisd.net</i> | |
| R. | <u>ADJOURN</u> | |

This notice was posted in compliance with the Texas Open Meetings act on: February 18, 2022 at 2:00 PM

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| EXCEPTIONS FOR CLOSED MEETINGS | The Board may conduct a closed meeting for the purpose described in the following provisions. |
| ATTORNEY CONSULTATION | 1. The Board may conduct a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings. <i>Gov't Code 551.071</i> [See BE for permissible methods of communication for attorney consultations. |
| REAL PROPERTY | 2. The Board may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person. <i>Gov't Code 551.072</i> |
| PROSPECTIVE GIFT | 3. The Board may conduct a closed meeting to deliberate a negotiated contract for a prospective gift or donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person. <i>Gov't Code 551.073</i> |
| PERSONNEL MATTERS | 4. The Board is not required to conduct an open meeting to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing. <i>Gov't Code 551.074</i> The closed meeting exception for personnel matters does not apply when the Board discusses an independent contractor who is not a school employee, such as an engineering, architectural, or consultant firm, or when the Board discusses a class or group of employees, not a particular employee. <i>Atty. Gen. Op. MW-129 (1980), Atty. Gen. Op. H-496 (1975)</i> |
| EMPLOYEE- EMPLOYEE COMPLAINTS | The Board is not required to conduct an open meeting to deliberate in a case in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing. <i>Gov't Code 551.082</i> |
| STUDENT DISCIPLINE | 5. The Board is not required to conduct an open meeting to deliberate in a case involving discipline of a public school child. However, the Board may not conduct a closed meeting for this purpose if the child's parent or guardian makes a written request for an open hearing. <i>Gov't Code 551.082</i> |
| PERSONALLY IDENTIFIABLE STUDENT INFORMATION | 6. The Board is not required to conduct an open meeting to deliberate a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. Directory information about a public school student is considered to be personally identifiable information about the student for this purpose only if a parent or guardian of the student, or the student if the student has attained 18 years of age, has informed the District that the directory information should not be released without prior consent. [See FL] This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age. <i>Gov't Code 551.0821</i> |
| MEDICAL OR PSYCHIATRIC RECORDS | 7. A board that administers a public insurance, health, or retirement plan is not required to conduct an open meeting to deliberate: <ul style="list-style-type: none">a. The medical records or psychiatric records of an individual applicant for a benefit from the plan; orb. A matter that includes a consideration of information in the medical or psychiatric records of an individual applicant for a benefit from the plan. <i>Gov't Code 551.0785</i> |
| SECURITY | 8. The Board is not required to conduct an open meeting to deliberate: <ul style="list-style-type: none">a. The deployment, or specific occasions for implementation, of security personnel or devices; orb. A security audit. <i>Gov't Code 551.076</i> |

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| ASSESSMENT INSTRUMENTS | 9. The Board shall conduct a closed meeting to discuss or adopt individual assessment instruments or assessment instrument items. <i>Education Code 39.030(a)</i> |
| EMERGENCY MANAGEMENT | 10. The Board is not required to conduct an open meeting to deliberate information confidential under Government Code 418.175–418.182, relating to Homeland Security. However, the Board must make a tape recording of the proceedings of a closed meeting held to deliberate the information. <i>Gov’t Code 418.183(f)</i> |
| ECONOMIC DEVELOPMENT NEGOTIATIONS | 11. The Board is not required to conduct an open meeting: <ul style="list-style-type: none"> a. To discuss or deliberate regarding commercial or financial information that the Board has received from a business prospect that the Board seeks to have locate, stay, or expand in or near the District and with which the Board is conducting economic development negotiations; or b. To deliberate the offer of a financial or other incentive to such a business prospect. <i>Gov’t Code 551.087</i> |
| PROCEDURES FOR CLOSED MEETINGS | If a closed meeting is allowed, the Board shall not conduct the closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given [see BE] and the presiding officer has publicly announced that a closed meeting will be held and has identified the section or sections of the Open Meetings Act or other applicable law under which the closed meeting is held. <i>Gov’t Code 551.101</i> |
| VOTE OR FINAL ACTION | A final action, decision, or vote on a matter deliberated in a closed meeting shall be made only in an open meeting for which proper notice has been given. <i>Gov’t Code 551.102</i> [See BE] |
| CERTIFIED AGENDA OR TAPE RECORDING | The Board shall either keep a certified agenda or make a recording of the proceedings of each closed meeting, except for private consultation with the District’s attorney. The certified agenda must include a statement of the subject matter of each deliberation, a record of any further action taken, and an announcement by the presiding officer at the beginning and end of the closed meeting indicating the date and time. A presiding officer shall certify that a certified agenda is a true and correct record of the proceedings. If a recording is made, it must include announcements by the presiding officer at the beginning and end of the meeting indicating the date and time. <i>Gov’t Code 551.103</i> “Recording” means a tangible medium on which audio or a combination of audio and video is recorded, including a disc, tape, wire, film, electronic storage drive, or other medium now existing or later developed. <i>Gov’t Code 551.001(7)</i> Closed meetings may not be recorded by an individual trustee against the wishes of a majority of the Board. <i>Zamora v. Edgewood ISD, 592 S.W.2d 649 (Tex. App.—San Antonio, 1979, writ ref’d n.r.e.)</i> |
| PRESERVATION | The Board shall preserve the certified agenda or recording of a closed meeting for at least two years after the date of the meeting. If a legal action involving the meeting is brought within that period, the Board shall preserve the certified agenda or recording while the action is pending. <i>Gov’t Code 551.104(a)</i> |
| PUBLIC ACCESS | A certified agenda or recording of a closed meeting is available for public inspection and copying only under a court order issued as a result of litigation involving an alleged violation of the Open Meetings Act. <i>Gov’t Code 551.104(b), (c)</i> |
| PROHIBITIONS | No Board member shall participate in a closed meeting knowing that neither a certified agenda nor a recording of the closed meeting is being made. <i>Gov’t Code 551.145</i> No individual, corporation, or partnership shall without lawful authority disclose to a member of the public the certified agenda or recording of a meeting that was lawfully closed to the public. <i>Gov’t Code 551.146</i> No Board member shall knowingly call or aid in calling or organizing a closed meeting that is not permitted under the Open Meetings Act, close or aid in closing a regular meeting to the public except as permitted under the Open Meetings Act, or participate in a closed meeting that is not permitted under the Open Meetings Act. <i>Gov’t Code 551.144(a)</i> |
| AFFIRMATIVE DEFENSE | It is an affirmative defense to prosecution under Government Code 551.144(a) that a Board member acted in reasonable reliance on a court order or a written interpretation of the open meetings law contained in an opinion of a court of record, the attorney general, or the Board’s attorney. <i>Gov’t Code 551.144(c)</i> |

DATE ISSUED: 10/25/2013
UPDATE 98
BEC (LEGAL)-P

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 22, 2022

Subject: Superintendent's Report

Administrator Responsible/Position: Dr. Eric Wright, Superintendent of Schools

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Share with Board and Community information regarding current events in the district.

D. Administrative Recommendation: N/A

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 22, 2022

Subject: Public Forum

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy BED

Law or Rule

N/A

The Board encourages comments from citizens of the District and from District employees.

Policy BED local states that audience participation at a Board Meeting is limited to the public comment portion of the meeting designated for that purpose. At all other times during a Board Meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer. An open forum will be conducted at each meeting. The Board shall allot approximately 30 minutes for comments from members of the public about school district concerns.

Any member of the public who wishes to address the Board in Public Forum must complete and submit the Request to Address the Board of Trustees form (green sheet). This form may be obtained and at the entrance to the Board room and must be submitted to Tim Savoy, Chief Information Officer at the entrance prior to reconvening in open session. Public participation in Board meetings is limited to the Public Forum portion of the meeting agenda, as is provided in Board policy.

Board Policy DEC (LOCAL) sets the maximum time for any individual presentation as 5 minutes, unless decreased by the Board President prior to the start of public comment. In order to ensure efficiency in all meetings, our standard practice is to afford 3 minutes for speakers covering current agenda items and 2 minutes for speakers covering non-agenda items. Speakers with comments on posted agenda items will be called to speak first. Speakers with comments on items not posted for tonight's agenda will then be called to speak, if time permits.

Please be aware that the audio of Public Forum is recorded as part of the recording of the entire meeting and is published on the District's website without alteration. A person who chooses to speak in Public Forum is consenting to the online publication of their comments.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: Campus Recognition –Hays High School

Administrator Responsible/Position: David Pierce, Principal and Jesus Gomez, Deputy Academic Officer

- A. Purpose of Agenda Item:
 Action needed Information only Receive input
- B. Authority for This Action:
 Local Policy Law or Rule N/A
- C. Goal or Need Addressed: The purpose of this agenda item is to recognize one of our campuses.
- D. Summary:
 Previous board action relating to this item –
 Future action anticipated –
 Background information –Beginning January 2022, our district would like to recognize a campus each month for their academic achievement, student programs and their parental/community involvement.
- E. Administrative Recommendation:
The administration is not making a recommendation on this item as it is only informational.
- F. Monitoring and Reporting Time Line:
Person responsible for evaluating this decision or action —Jesus Gomez, Deputy Academic Officer

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 22, 2022

Subject: Student Achievement Report – Summary report of CBA2, MOY mCLASS, Advanced Academics, and CTE

Administrator Responsible/Position: Marivel Sedillo, DS/CAO, Kevin Malandrucolo, Director of Assessment, Joy Philpott, Director of Advanced Academics and Suzi Mitchell, Director of CTE

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy

Law or Rule

N/A

C. Goal or Need Addressed:

Our goal is to provide the Board with a summary of student academic achievement results related to our second common based assessment (CBA2), our middle of the year (MOY) mCLASS results, and our Career and Technical Education (CTE) program.

D. Summary:

Previous board action relating to this item -

Future action anticipated -

Background information – As a district, we set student achievement goals and monitor the achievement of our students at the beginning, middle and end of the year to measure student progress. We utilize CBAs, universal screeners, and other assessment items to track our progress and to inform instruction. We adjust accordingly based on our student data. The C&I team will continue to support teachers and campus teams to meet their PLC goals, provide professional development to build capacity with curriculum, instruction and assessment.

E. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other – Director of Accountability, Director of CTE and the Director of Advanced Academics

F. Administrative Recommendation:

Expected results in terms of student benefit/achievement – Formally monitoring the district's student achievement efforts, observing, modeling and coaching personnel will produce results that will yield greater student success.

G. Monitoring and Reporting TimeLine:

Person responsible for evaluating this decision or action --Marivel Sedillo, DS/CAO

Evaluation method and time line – C&I and campus administrators will monitor and address student achievement results and programs throughout the year.

Student Achievement Update February 2022

Hays CISD Board of Trustees Meeting
2/22/22

Derek McDaniel
Director of Curriculum & Instruction

Kevin Malandrucolo
Director of Assessment & Accountability



Student Achievement Update Summary

Strengths:

- Stronger growth numbers overall for the second round of CBAs with the focus continuing to be on the growth of all students.
- College and Career Readiness tracking processes continue to improve. Detailed TEAMS Parent Portal tab for CCR coming soon!

Challenges:

- January was a challenge for all campuses due to COVID, student/staff absences, etc. We are all hoping for higher attendance between now and the Spring administrations of TELPAS, STAAR, SAT, AP testing, etc.
- With all the available data, it is difficult for teachers to prioritize which pieces of data to focus on in their PLCs and planning.

Plan of Action:

- With our upcoming Benchmarks and Interim assessments, C&I to assist campuses with data analysis with the focus on growth.
- Continue to train and support staff with how to use the various data sources, programs, and tools for intervention/enrichment.

Overview

- CBA* 2 Domain I Performance Data (Four-Year Comparison)
- Middle School Math Update (Spring 2021 Above Grade Level Testers)
- CBA 2 Domain IIA Growth Data
- Kindergarten Readiness Report
- Pre-K Letter Names / Letter Sounds MOY**
- College & Career Readiness
- MOY** mCLASS
- Dreambox
- Reading Plus

*CBA: Curriculum Based Assessment

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**MOY: Middle of Year



Domain I Performance - How We Analyze the Data

Domain I - Student Achievement

- Domain I is calculated by averaging the percentages of the 3 performance levels
- For example: 4th Grade Math assessment
 - 87% Approaches, 52% Meets, and 26% Masters
 - Domain I Raw Score = $(87 + 52 + 26) \div 3 = 55$
- TEA Scaling Tool for Domain I Elementary: A 55 scales to an 83 or a B.
- The color coding indicates the scaled grade score. The breakdown is below:

| | Raw Scores | | |
|---|------------|---------------------|--------|
| | Elementary | Middle | High |
| A | 60-100 | 60-100 | 60-100 |
| B | 53-59 | 49-59 | 53-59 |
| C | 41-52 | 39-48 | 41-52 |
| D | 35-40 | ¹³ 32-38 | 35-40 |
| F | 0-34 | 0-31 | 0-34 |

CBA 1 Performance: Elementary Reading & Math

| ES | Reading CBA 1 | | | | | | | | | | | | Math CBA 1 | | | | | | | | | | | |
|-----------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 3rd | | | | 4th | | | | 5th | | | | 3rd | | | | 4th | | | | 5th | | | |
| | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 27 | 35 | 31 | 31 | 46 | 47 | 42 | 41 | 40 | 48 | 42 | 45 | 33 | 41 | 42 | 39 | 34 | 48 | 49 | 46 | 58 | 51 | 45 | 52 |
| Blanco Vista | 28 | 33 | 23 | 30 | 37 | 44 | 40 | 38 | 39 | 52 | 51 | 47 | 35 | 29 | 27 | 36 | 18 | 35 | 52 | 50 | 54 | 43 | 41 | 52 |
| Buda | 33 | 43 | 42 | 37 | 43 | 55 | 54 | 45 | 44 | 50 | 45 | 57 | 35 | 51 | 49 | 43 | 24 | 43 | 49 | 48 | 52 | 47 | 41 | 51 |
| Camino Real | 21 | 23 | 27 | 18 | 27 | 36 | 22 | 27 | 29 | 41 | 20 | 29 | 27 | 35 | 39 | 24 | 32 | 44 | 40 | 29 | 57 | 49 | 22 | 32 |
| Carpenter Hill | 31 | 42 | 36 | 50 | 58 | 59 | 65 | 61 | 55 | 62 | 55 | 57 | 47 | 53 | 51 | 69 | 57 | 71 | 71 | 71 | 79 | 70 | 63 | 69 |
| Elm Grove | 38 | 49 | 42 | 46 | 56 | 61 | 54 | 56 | 44 | 61 | 60 | 56 | 46 | 50 | 54 | 52 | 36 | 54 | 63 | 52 | 56 | 56 | 62 | 56 |
| Fuentes | 24 | 33 | 36 | 40 | 41 | 37 | 40 | 28 | 40 | 49 | 30 | 39 | 24 | 42 | 45 | 28 | 40 | 54 | 48 | 33 | 56 | 58 | 37 | 40 |
| Hemphill | 25 | 24 | 20 | 24 | 31 | 43 | 30 | 36 | 35 | 35 | 23 | 40 | 43 | 25 | 29 | 30 | 30 | 57 | 40 | 26 | 51 | 40 | 35 | 46 |
| Kyle | 24 | 45 | 42 | 39 | 44 | 40 | 39 | 53 | 43 | 46 | 34 | 45 | 42 | 50 | 58 | 58 | 30 | 44 | 50 | 62 | 49 | 46 | 45 | 44 |
| Negley | 26 | 47 | 31 | 40 | 64 | 61 | 57 | 53 | 45 | 54 | 54 | 50 | 34 | 52 | 40 | 49 | 53 | 52 | 49 | 36 | 71 | 58 | 53 | 42 |
| Pflugger | 24 | 28 | 32 | 32 | 58 | 47 | 51 | 37 | 48 | 58 | 39 | 52 | 26 | 38 | 43 | 46 | 44 | 47 | 43 | 44 | 72 | 61 | 32 | 51 |
| Science Hall | 27 | 33 | 24 | 18 | 29 | 40 | 20 | 21 | 30 | 42 | 44 | 34 | 16 | 38 | 34 | 31 | 36 | 61 | 32 | 33 | 52 | 48 | 55 | 63 |
| Tobias | 21 | 35 | 33 | 29 | 52 | 55 | 40 | 64 | 38 | 45 | 44 | 59 | 19 | 38 | 42 | 35 | 27 | 54 | 62 | 78 | 40 | 39 | 37 | 64 |
| Tom Green | 28 | 30 | 28 | 28 | 41 | 40 | 36 | 35 | 34 | 37 | 36 | 36 | 40 | 38 | 43 | 40 | 22 | 46 | 52 | 50 | 62 | 54 | 53 | 54 |
| Uhland | 9 | 22 | 10 | 11 | 19 | 21 | 21 | 13 | 22 | 29 | 24 | 24 | 29 | 28 | 17 | 16 | 12 | 18 | 24 | 16 | 50 | 29 | 32 | 37 |

CBA 2 Performance: Elementary Reading & Math

| ES | Reading CBA 2 | | | | | | | | | | | | Math CBA 2 | | | | | | | | | | | |
|-----------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 3rd | | | | 4th | | | | 5th | | | | 3rd | | | | 4th | | | | 5th | | | |
| | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 38 | 48 | 35 | 37 | 45 | 46 | 40 | 42 | 50 | 48 | 39 | 42 | 52 | 40 | 34 | 36 | 40 | 50 | 45 | 53 | 55 | 51 | 54 | 58 |
| Blanco Vista | 34 | 43 | 28 | 43 | 41 | 53 | 48 | 51 | 48 | 50 | 48 | 43 | 42 | 44 | 38 | 47 | 19 | 51 | 36 | 40 | 53 | 33 | 55 | 65 |
| Buda | 40 | 56 | 35 | 38 | 46 | 52 | 45 | 48 | 52 | 48 | 35 | 52 | 52 | 49 | 38 | 39 | 32 | 41 | 50 | 52 | 49 | 45 | 47 | 56 |
| Camino Real | 30 | 46 | 28 | 27 | 40 | 34 | 25 | 23 | 39 | 32 | 17 | 32 | 57 | 40 | 26 | 21 | 44 | 43 | 31 | 36 | 48 | 41 | 29 | 47 |
| Carpenter Hill | 50 | 53 | 41 | 54 | 57 | 62 | 54 | 54 | 59 | 64 | 57 | 49 | 61 | 48 | 45 | 53 | 46 | 59 | 65 | 78 | 71 | 74 | 78 | 74 |
| Elm Grove | 48 | 64 | 47 | 47 | 58 | 63 | 51 | 54 | 63 | 60 | 55 | 53 | 70 | 45 | 38 | 38 | 46 | 65 | 54 | 68 | 64 | 58 | 68 | 67 |
| Fuentes | 30 | 46 | 35 | 36 | 40 | 41 | 37 | 28 | 48 | 43 | 28 | 29 | 59 | 44 | 30 | 44 | 41 | 46 | 41 | 44 | 48 | 49 | 41 | 45 |
| Hemphill | 50 | 38 | 14 | 30 | 32 | 31 | 21 | 45 | 44 | 34 | 29 | 35 | 55 | 34 | 24 | 28 | 27 | 52 | 33 | 60 | 57 | 59 | 44 | 45 |
| Kyle | 33 | 49 | 39 | 42 | 46 | 32 | 45 | 51 | 52 | 47 | 33 | 37 | 67 | 51 | 45 | 46 | 36 | 60 | 47 | 67 | 54 | 52 | 53 | 50 |
| Negley | 40 | 58 | 37 | 47 | 60 | 60 | 50 | 50 | 57 | 57 | 47 | 48 | 55 | 36 | 33 | 38 | 57 | 50 | 38 | 47 | 64 | 58 | 72 | 53 |
| Pflugger | 43 | 46 | 39 | 37 | 53 | 51 | 50 | 32 | 61 | 59 | 45 | 46 | 56 | 44 | 41 | 43 | 45 | 41 | 54 | 53 | 54 | 54 | 48 | 54 |
| Science Hall | 41 | 37 | 35 | 28 | 30 | 37 | 32 | 27 | 41 | 35 | 45 | 44 | 30 | 41 | 32 | 27 | 55 | 62 | 22 | 32 | 49 | 62 | 65 | 71 |
| Tobias | 35 | 57 | 36 | 38 | 44 | 53 | 42 | 70 | 49 | 51 | 36 | 61 | 35 | 32 | 31 | 34 | 40 | 65 | 64 | 73 | 41 | 34 | 49 | 75 |
| Tom Green | 40 | 48 | 30 | 36 | 51 | 40 | 27 | 34 | 56 | 36 | 33 | 34 | 55 | 27 | 35 | 32 | 45 | 47 | 61 | 66 | 65 | 63 | 55 | 56 |
| Uhland | 18 | 29 | 15 | 13 | 32 | 22 | 25 | 12 | 29 | 32 | 26 | 24 | 32 | 25 | 13 | 17 | 23 | 21 | 19 | 17 | 47 | 33 | 32 | 57 |

CBA 1 & 2 Performance: Middle School Reading & Math

| MS | Reading CBA 1 | | | | | | | | | | | | Math CBA 1 | | | | | | | | | | | | | | | |
|-----------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------|-------|-------|-------|
| | 6th | | | | 7th | | | | 8th | | | | 6th | | | | 7th | | | | 8th | | | | Algebra I | | | |
| | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 39 | 45 | 42 | 28 | 58 | 38 | 39 | 41 | 41 | 50 | 55 | 47 | 35 | 40 | 38 | 45 | 43 | 42 | 40 | 30 | 54 | 58 | 54 | 54 | 56 | 53 | 52 | 59 |
| Barton | 51 | 48 | 54 | 38 | 71 | 48 | 45 | 54 | 54 | 62 | 62 | 55 | 47 | 55 | 57 | 65 | 47 | 43 | 41 | 31 | 72 | 68 | 57 | 60 | 89 | 90 | 69 | 79 |
| Chapa | 31 | 48 | 36 | 23 | 49 | 34 | 34 | 40 | 39 | 48 | 43 | 36 | 29 | 31 | 29 | 37 | 25 | 25 | 37 | 11 | 45 | 43 | 38 | 40 | 81 | 63 | 70 | 73 |
| Dahlstrom | 51 | 60 | 53 | 38 | 77 | 56 | 51 | 49 | 51 | 69 | 73 | 54 | 44 | 52 | 39 | 62 | 51 | 65 | 60 | 40 | 74 | 81 | 83 | 65 | 67 | 71 | 83 | 80 |
| McCormick | 28 | 38 | 35 | 27 | 48 | 29 | 36 | 36 | 32 | 48 | 48 | 49 | 27 | 37 | 32 | 35 | 43 | 43 | 41 | 39 | 44 | 58 | 54 | 64 | 50 | 64 | 75 | 88 |
| Simon | 41 | 33 | 28 | 16 | 46 | 23 | 20 | 27 | 36 | 37 | 38 | 35 | 30 | 33 | 24 | 26 | 47 | 33 | 24 | 26 | 50 | 48 | 34 | 44 | 77 | 72 | 59 | 74 |
| Wallace | 36 | 47 | 38 | 23 | 58 | 41 | 39 | 37 | 37 | 51 | 56 | 48 | 36 | 31 | 37 | 45 | 45 | 49 | 36 | 25 | 43 | 55 | 46 | 45 | 61 | 86 | 82 | 82 |

| MS | Reading CBA 2 | | | | | | | | | | | | Math CBA 2 | | | | | | | | | | | | | | | |
|-----------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------|-------|-------|-------|
| | 6th | | | | 7th | | | | 8th | | | | 6th | | | | 7th | | | | 8th | | | | Algebra I | | | |
| | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 36 | 36 | 35 | 37 | 43 | 39 | 48 | 39 | 48 | 53 | 56 | 52 | 60 | 60 | 44 | 52 | 42 | 44 | 46 | 37 | 66 | 60 | 56 | 57 | 77 | 48 | 52 | 57 |
| Barton | 43 | 37 | 50 | 48 | 56 | 51 | 58 | 48 | 52 | 61 | 62 | 63 | 74 | 72 | 61 | 67 | 41 | 49 | 52 | 42 | 78 | 71 | 56 | 64 | 85 | 88 | 79 | 92 |
| Chapa | 29 | 32 | 24 | 43 | 38 | 35 | 44 | 32 | 46 | 49 | 49 | 50 | 51 | 55 | 36 | 46 | 26 | 38 | 37 | 23 | 57 | 54 | 45 | 32 | 81 | 78 | 69 | 75 |
| Dahlstrom | 43 | 51 | 47 | 47 | 58 | 54 | 62 | 49 | 56 | 60 | 73 | 68 | 63 | 72 | 49 | 72 | 53 | 61 | 54 | 49 | 80 | 78 | 74 | 68 | 83 | 83 | 84 | 80 |
| McCormick | 29 | 32 | 29 | 28 | 35 | 37 | 39 | 34 | 39 | 47 | 53 | 50 | 51 | 50 | 37 | 38 | 40 | 41 | 46 | 43 | 61 | 52 | 64 | 80 | 61 | 78 | 87 | 87 |
| Simon | 40 | 22 | 21 | 24 | 33 | 24 | 32 | 20 | 57 | 33 | 40 | 28 | 56 | 50 | 32 | 36 | 37 | 30 | 33 | 27 | 71 | 45 | 28 | 38 | 74 | 68 | 48 | 70 |
| Wallace | 32 | 35 | 30 | 33 | 40 | 37 | 46 | 44 | 40 | 48 | 55 | 48 | 65 | 61 | 44 | 54 | 55 | 53 | 53 | 34 | 52 | 61 | 53 | 50 | 80 | 95 | 76 | 81 |

Math CBA data is combined as follows:

6th Grade - 6th Math and 6th Advanced Math

7th Grade - 7th Math Only

8th Grade - 7th Advanced Math and 8th Math



CBA 1 Performance: ES & MS Science & Soc. Stud.

| | 5th Science CBA 1 | | | |
|-----------------|-------------------|-----------|-----------|-----------|
| | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 47 | 59 | 44 | 43 |
| Blanco Vista | 48 | 41 | 53 | 40 |
| Buda | 48 | 59 | 47 | 48 |
| Camino Real | 43 | 50 | 25 | 47 |
| Carpenter Hill | 58 | 74 | 64 | 61 |
| Elm Grove | 54 | 67 | 51 | 50 |
| Fuentes | 48 | 72 | 34 | 54 |
| Hemphill | 35 | 48 | 22 | 30 |
| Kyle | 39 | 58 | 38 | 34 |
| Negley | 52 | 60 | 57 | 37 |
| Pfluger | 43 | 75 | 50 | 40 |
| Science Hall | 50 | 69 | 56 | 54 |
| Tobias | 36 | 41 | 40 | 38 |
| Tom Green | 42 | 56 | 40 | 47 |
| Uhland | 50 | 44 | 26 | 28 |

| | 8th Science CBA 1 | | | | 8th Social Studies CBA 1 | | | |
|-----------------|-------------------|-----------|-----------|-----------|--------------------------|-----------|-----------|-----------|
| | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 53 | 56 | 39 | 58 | 50 | 56 | 60 | 57 |
| Barton | 72 | 67 | 46 | 73 | 73 | 76 | 63 | 59 |
| Chapa | 58 | 55 | 30 | 42 | 43 | 72 | 61 | 51 |
| Dahlstrom | 40 | 52 | 51 | 62 | 59 | 82 | 85 | 62 |
| McCormick | 55 | 76 | 38 | 80 | 42 | 54 | 53 | 66 |
| Simon | 35 | 28 | 31 | 30 | 47 | 35 | 45 | 58 |
| Wallace | 59 | 54 | 41 | 54 | 39 | 55 | 52 | 40 |

CBA 2 Performance: ES & MS Science & Soc. Stud.

| | 5th Science CBA 2 | | | |
|-----------------|-------------------|-----------|-----------|-----------|
| | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 43 | 59 | 52 | 43 |
| Blanco Vista | 48 | 60 | 68 | 50 |
| Buda | 33 | 54 | 47 | 41 |
| Camino Real | 27 | 52 | 20 | 40 |
| Carpenter Hill | 67 | 78 | 64 | 52 |
| Elm Grove | 32 | 57 | 66 | 45 |
| Fuentes | 52 | 51 | 45 | 39 |
| Hemphill | 29 | 40 | 41 | 31 |
| Kyle | 43 | 58 | 38 | 28 |
| Negley | 55 | 64 | 61 | 33 |
| Pfluger | 33 | 77 | 68 | 46 |
| Science Hall | 55 | 80 | 67 | 68 |
| Tobias | 27 | 39 | 46 | 42 |
| Tom Green | 52 | 67 | 51 | 56 |
| Uhland | 45 | 49 | 37 | 36 |

| | 8th Science CBA 2 | | | | 8th Social Studies CBA 2 | | | |
|-----------------|-------------------|-----------|-----------|-----------|--------------------------|-----------|-----------|-----------|
| | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 53 | 46 | 51 | 54 | 50 | 50 | 60 | 49 |
| Barton | 72 | 57 | 56 | 68 | 74 | 74 | 63 | 59 |
| Chapa | 42 | 39 | 45 | 38 | 35 | 35 | 61 | 48 |
| Dahlstrom | 54 | 44 | 66 | 63 | 60 | 60 | 85 | 57 |
| McCormick | 60 | 61 | 58 | 59 | 40 | 40 | 53 | 47 |
| Simon | 37 | 32 | 27 | 43 | 44 | 44 | 45 | 47 |
| Wallace | 51 | 41 | 49 | 53 | 45 | 45 | 52 | 38 |

CBA 1 & 2 Performance: High School

| HS | English I CBA 1 | | | | English II CBA 1 | | | | Algebra I CBA 1 | | | | Biology CBA 1 | | | | US History CBA 1 | | | |
|-----------------|-----------------|-------|-------|-------|------------------|-------|-------|-------|-----------------|-------|-------|-------|---------------|-------|-------|-------|------------------|-------|-------|-------|
| | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 49 | 61 | 39 | 43 | 52 | 60 | 46 | 41 | 56 | 53 | 52 | 59 | 55 | 61 | 70 | 65 | 57 | 56 | 59 | 68 |
| Hays | 52 | 66 | 39 | 47 | 57 | 65 | 48 | 46 | 50 | 57 | 43 | 55 | 60 | 71 | 73 | 70 | 60 | 49 | 66 | 60 |
| Johnson | NA | 62 | 39 | 47 | NA | 63 | 47 | 43 | NA | 53 | 53 | 58 | NA | 59 | 73 | 73 | NA | NA | 61 | 76 |
| Lehman | 45 | 55 | 38 | 34 | 47 | 54 | 41 | 40 | 49 | 32 | 31 | 35 | 51 | 54 | 63 | 52 | 55 | 66 | 52 | 65 |

| HS | English I CBA 2 | | | | English II CBA 2 | | | | Algebra I CBA 2 | | | | Biology CBA 2 | | | | US History CBA 2 | | | |
|-----------------|-----------------|-------|-------|-------|------------------|-------|-------|-------|-----------------|-------|-------|-------|---------------|-------|-------|-------|------------------|-------|-------|-------|
| | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 | 18-19 | 19-20 | 20-21 | 21-22 |
| DISTRICT | 47 | * | 57 | 51 | 51 | * | 60 | 55 | 46 | 48 | 52 | 57 | 55 | 60 | 67 | 64 | 65 | 74 | 59 | 69 |
| Hays | 53 | * | 59 | 56 | 56 | * | 66 | 57 | 56 | 45 | 51 | 64 | 60 | 63 | 72 | 64 | 71 | 67 | 66 | 62 |
| Johnson | NA | * | 59 | 54 | NA | * | 60 | 56 | NA | 31 | 49 | 54 | NA | 66 | 72 | 72 | NA | NA | 61 | 76 |
| Lehman | 41 | * | 51 | 42 | 46 | * | 54 | 52 | 36 | 35 | 28 | 24 | 50 | 55 | 57 | 56 | 60 | 84 | 52 | 67 |

* Did Not Complete

Middle School Math Update (Spring 2021 Above Grade Level Testers)

- As requested last month, the following slide shows percentages of above grade level testers in middle school math for any district in Region 13 with more than 400 Algebra I testers.
- Our middle school math programs do need improvement, but this puts things in a larger context that the TAPR which is not the best tool to analyze how districts are choosing when their students make the transition to higher levels of math.
- Our C&I team is working with middle school and high school counselors and teachers to further ensure we're getting students on the correct pathway.

Middle School Math Update (Spring 2021 Above Grade Level Testers)

| District | 7th Math STAAR Above GL Testers | | | | | | 8th Math STAAR Above GL Testers | | | | | | Algebra I EOC Above GL Testers | | | | | |
|----------------------|---------------------------------|-------|----------|-------------|------------|------------|---------------------------------|-------|----------|-------------|------------|------------|--------------------------------|-------|----------|-------------|------------|------------|
| | T7M | Abv7M | % of Abv | % Abv7M App | % Abv7M Me | % Abv7M Ma | T8M | Abv8M | % of Abv | % Abv8M App | % Abv8M Me | % Abv8M Ma | TAI | AbvAI | % of Abv | % AbvAI App | % AbvAI Me | % AbvAI Ma |
| AUSTIN ISD | 1313 | 59 | 4% | 98% | 93% | 66% | 1762 | 628 | 36% | 72% | 43% | 10% | 4203 | 1667 | 40% | 91% | 63% | 39% |
| ROUND ROCK ISD | 1066 | 343 | 32% | 98% | 91% | 61% | 1905 | 865 | 45% | 88% | 63% | 25% | 3897 | 1944 | 50% | 97% | 78% | 58% |
| LEANDER ISD | 695 | . | . | . | . | . | 1293 | 644 | 50% | 95% | 76% | 33% | 2680 | 1180 | 44% | 99% | 82% | 60% |
| PFLUGERVILLE ISD | 648 | . | . | . | . | . | 1358 | 596 | 44% | 80% | 52% | 14% | 1897 | 648 | 34% | 84% | 52% | 31% |
| HAYS CISD | 741 | . | . | . | . | . | 1266 | 458 | 36% | 92% | 69% | 26% | 1508 | 390 | 26% | 97% | 76% | 59% |
| GEORGETOWN ISD | 676 | 167 | 25% | 97% | 69% | 29% | 713 | 188 | 26% | 89% | 66% | 16% | 1104 | 320 | 29% | 93% | 68% | 45% |
| BASTROP ISD | 417 | . | . | . | . | . | 927 | 363 | 39% | 76% | 45% | 12% | 1047 | 309 | 30% | 91% | 54% | 28% |
| LAKE TRAVIS ISD | 330 | . | . | . | . | . | 626 | 295 | 47% | 97% | 82% | 41% | 818 | 377 | 46% | 99% | 91% | 73% |
| MANOR ISD | 209 | . | . | . | . | . | 225 | 70 | 31% | 53% | 30% | 10% | 721 | 207 | 29% | 80% | 43% | 28% |
| DEL VALLE ISD | 300 | 1 | 0% | 0% | 0% | 0% | 427 | 146 | 34% | 77% | 53% | 14% | 681 | 176 | 26% | 92% | 57% | 35% |
| NEW BRAUNFELS ISD | 590 | . | . | . | . | . | 98 | . | . | . | . | . | 658 | 478 | 73% | 90% | 59% | 31% |
| SAN MARCOS CISD | 189 | 179 | 95% | 53% | 18% | 10% | 546 | 425 | 78% | 26% | 6% | 1% | 640 | 519 | 81% | 47% | 14% | 3% |
| EANES ISD | 574 | 347 | 60% | 99% | 86% | 48% | 553 | 303 | 55% | 97% | 84% | 39% | 633 | 395 | 62% | 100% | 89% | 75% |
| HUTTO ISD | 583 | 2 | 0% | 100% | 100% | 50% | 328 | . | . | . | . | . | 578 | 153 | 26% | 89% | 66% | 38% |
| DRIPPING SPRINGS ISD | 498 | 111 | 22% | 98% | 86% | 48% | 460 | 90 | 20% | 99% | 93% | 50% | 510 | 125 | 25% | 99% | 97% | 79% |
| LOCKHART ISD | 331 | 123 | 37% | 67% | 13% | 2% | 408 | 164 | 40% | 89% | 69% | 10% | 507 | 181 | 36% | 73% | 33% | 19% |
| ELGIN ISD | 3 | . | . | . | . | . | 208 | 203 | 98% | 35% | 18% | 4% | 481 | 290 | 60% | 61% | 25% | 13% |

Domain IIA Growth - How We Analyze the Data

Domain IIA - Academic Growth

- Domain IIA is calculated for all tests with a growth measure. (4-8 Reading & Math, Algebra I, and English II).
- Using the Lead4ward Academic Growth Tool, we can get a Raw Domain IIA estimates. Our goal is for over 80% of students to meet growth.
- The color coding indicates the scaled grade score. The breakdown is below:

| | Raw Scores | | |
|---|------------|--------|--------|
| | Elementary | Middle | High |
| A | 82-100 | 80-100 | 80-100 |
| B | 75-81 | 72-79 | 70-79 |
| C | 69-74 | 66-71 | 63-69 |
| D | 64-68 | 62-65 | 56-62 |
| F | 0-63 | 0-61 | 0-55 |

Domain IIA Growth - **DISCLAIMER**

Domain IIA - Academic Growth

- Using the Lead4ward Growth Tool to compare a much shorter CBA to a full-length STAAR assessment from the previous year is in no way the perfect comparison.
- This is our first year using this tool to compare CBAs to the previous year's STAAR, so even though it is not a perfect comparison, we feel this will greatly benefit admin, teachers, and students.
- Because this tool gets down to the individual student level, it helps teachers and students goal set for where they need to be on STAAR. **#GrowthForAll**

CBA 2 Growth: Elementary

| BES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|------|------|-------|----|----|-------|--------------------|
| Points | 47.5 | 40.5 | -- | 51 | 41 | -- | 180 |
| Possible Points | 66 | 66 | -- | 61 | 61 | -- | 254 |
| CBA 2 | 72 | 61 | -- | 84 | 67 | -- | 71 |

| BVES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|----|------|-------|------|------|-------|--------------------|
| Points | 41 | 50.5 | 2 | 67.5 | 50.5 | -- | 211.5 |
| Possible Points | 87 | 80 | 2 | 73 | 73 | -- | 315 |
| CBA 2 | 47 | 63 | 100 | 92 | 69 | -- | 67 |

| CHES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|----|------|-------|----|------|-------|--------------------|
| Points | 59 | 40.5 | -- | 70 | 57.5 | -- | 227 |
| Possible Points | 78 | 79 | -- | 90 | 90 | -- | 337 |
| CBA 2 | 76 | 51 | -- | 78 | 64 | -- | 67 |

CBA 2 Growth: Elementary

| CRES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|----|------|-------|------|------|-------|--------------------|
| Points | 30 | 19.5 | 3 | 50.5 | 46.5 | 1 | 150.5 |
| Possible Points | 52 | 41 | 3 | 67 | 63 | 2 | 228 |
| CBA 2 | 58 | 48 | 100 | 75 | 74 | 50 | 66 |

| EGES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|------|-----|-------|------|----|-------|--------------------|
| Points | 84.5 | 48 | -- | 69.5 | 51 | -- | 253 |
| Possible Points | 122 | 119 | -- | 96 | 69 | -- | 406 |
| CBA 2 | 69 | 40 | -- | 72 | 74 | -- | 62 |

| FES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|------|------|-------|------|----|-------|--------------------|
| Points | 43.5 | 26.5 | -- | 62.5 | 35 | -- | 167.5 |
| Possible Points | 54 | 55 | -- | 75 | 73 | -- | 257 |
| CBA 2 | 81 | 48 | -- | 83 | 48 | -- | 65 |

CBA 2 Growth: Elementary

| HES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|----|------|-------|----|----|-------|--------------------|
| Points | 23 | 14.5 | -- | 32 | 18 | -- | 87.5 |
| Possible Points | 24 | 24 | -- | 37 | 37 | -- | 122 |
| CBA 2 | 96 | 60 | -- | 86 | 49 | -- | 72 |

| KES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|----|----|-------|------|------|-------|--------------------|
| Points | 45 | 57 | -- | 46.5 | 36.5 | -- | 185 |
| Possible Points | 60 | 67 | -- | 67 | 67 | -- | 261 |
| CBA 2 | 75 | 85 | -- | 69 | 54 | -- | 71 |

| NES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|-----|-----|-------|------|----|-------|--------------------|
| Points | 58 | 66 | -- | 60.5 | 45 | -- | 229.5 |
| Possible Points | 104 | 103 | -- | 89 | 86 | -- | 382 |
| CBA 2 | 56 | 64 | -- | 68 | 52 | -- | 60 |

CBA 2 Growth: Elementary

| PES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|------|----|-------|------|----|-------|--------------------|
| Points | 56.5 | 28 | -- | 64.5 | 55 | -- | 204 |
| Possible Points | 76 | 72 | -- | 83 | 84 | -- | 315 |
| CBA 2 | 74 | 39 | -- | 78 | 65 | -- | 65 |

| SHES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|----|------|-------|-----|----|-------|--------------------|
| Points | 20 | 13.5 | -- | 58 | 48 | 2 | 141.5 |
| Possible Points | 45 | 31 | -- | 58 | 56 | 2 | 192 |
| CBA 2 | 44 | 44 | -- | 100 | 86 | 100 | 74 |

| TES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|------|----|-------|----|------|-------|--------------------|
| Points | 63.5 | 65 | -- | 69 | 62.5 | -- | 260 |
| Possible Points | 71 | 70 | -- | 80 | 80 | -- | 301 |
| CBA 2 | 89 | 93 | -- | 86 | 78 | -- | 86 |

CBA 2 Growth: Elementary

| TGES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|------|------|-------|----|------|-------|--------------------|
| Points | 67.5 | 42.5 | -- | 61 | 46.5 | -- | 217.5 |
| Possible Points | 81 | 78 | -- | 77 | 78 | -- | 314 |
| CBA 2 | 83 | 54 | -- | 79 | 60 | -- | 69 |

| UES | 4M | 4R | 4R-Sp | 5M | 5R | 5R-Sp | Overall Domain IIA |
|-----------------|----|----|-------|----|----|-------|--------------------|
| Points | 42 | 21 | -- | 85 | 52 | -- | 200 |
| Possible Points | 82 | 44 | -- | 90 | 89 | -- | 305 |
| CBA 2 | 51 | 48 | -- | 94 | 58 | -- | 66 |

CBA 2 Growth: Middle School

| BMS | 6M | 6AdvM | 6R | 7M | 7R | 8M | 7AdvM | 8R | AI | Overall Domain IIA |
|-----------------|----|-------|-----|-----|-----|------|-------|-----|------|--------------------|
| Points | 65 | 56.5 | 86 | 64 | 127 | 88.5 | 54 | 123 | 67.5 | 731.5 |
| Possible Points | 90 | 64 | 162 | 103 | 187 | 95 | 77 | 176 | 74 | 1028 |
| CBA 2 | 72 | 88 | 53 | 62 | 68 | 93 | 70 | 70 | 91 | 71 |

| CMS | 6M | 6AdvM | 6R | 7M | 7R | 8M | 7AdvM | 8R | AI | Overall Domain IIA |
|-----------------|----|-------|-----|----|------|------|-------|-----|------|--------------------|
| Points | 26 | 47 | 66 | 52 | 79.5 | 75.5 | 26 | 118 | 23.5 | 513.5 |
| Possible Points | 44 | 68 | 113 | 94 | 132 | 98 | 42 | 161 | 28 | 780 |
| CBA 2 | 59 | 69 | 58 | 55 | 60 | 77 | 62 | 73 | 84 | 66 |

| DMS | 6M | 6AdvM | 6R | 7M | 7R | 8M | 7AdvM | 8R | AI | Overall Domain IIA |
|-----------------|-----|-------|-----|-----|-----|------|-------|-----|-----|--------------------|
| Points | 63 | 84.5 | 74 | 116 | 177 | 79.5 | 73.5 | 151 | 88 | 906.5 |
| Possible Points | 121 | 108 | 232 | 157 | 251 | 87 | 93 | 211 | 123 | 1383 |
| CBA 2 | 52 | 78 | 32 | 74 | 71 | 91 | 79 | 72 | 72 | 66 |

CBA 2 Growth: Middle School

| MMS | 6M | 6AdvM | 6R | 7M | 7R | 8M | 7AdvM | 8R | AI | Overall Domain IIA |
|-----------------|------|-------|-------|-----|-----|-----|-------|-------|------|--------------------|
| Points | 65.5 | 31 | 103.5 | 127 | 141 | 142 | 67 | 143.5 | 63.5 | 884 |
| Possible Points | 136 | 64 | 222 | 169 | 225 | 144 | 72 | 211 | 68 | 1311 |
| CBA 2 | 48 | 48 | 47 | 75 | 63 | 99 | 93 | 68 | 93 | 67 |

| SMS | 6M | 6AdvM | 6R | 7M | 7R | 8M | 7AdvM | 8R | AI | Overall Domain IIA |
|-----------------|------|-------|-----|------|------|-----|-------|-----|----|--------------------|
| Points | 64.5 | 15 | 77 | 79.5 | 91.5 | 110 | 23.5 | 90 | 24 | 575 |
| Possible Points | 118 | 40 | 170 | 122 | 165 | 124 | 39 | 175 | 36 | 989 |
| CBA 2 | 55 | 38 | 45 | 65 | 55 | 89 | 60 | 51 | 67 | 58 |

| WMS | 6M | 6AdvM | 6R | 7M | 7R | 8M | 7AdvM | 8R | AI | Overall Domain IIA |
|-----------------|------|-------|-----|------|-----|-------|-------|-----|----|--------------------|
| Points | 75.5 | 34.5 | 69 | 97.5 | 141 | 124.5 | 28.5 | 124 | 39 | 733.5 |
| Possible Points | 123 | 52 | 186 | 149 | 187 | 134 | 49 | 187 | 45 | 1112 |
| CBA 2 | 61 | 66 | 37 | 65 | 75 | 93 | 58 | 66 | 87 | 66 |

CBA 2 Growth: High School

| HHS | AI | EII | Overall Domain IIA |
|-----------------|-------|-----|--------------------|
| Points | 135.5 | 331 | 466.5 |
| Possible Points | 182 | 425 | 607 |
| CBA 2 | 74 | 78 | 77 |

| JHS | AI | EII | Overall Domain IIA |
|-----------------|-------|-------|--------------------|
| Points | 166.5 | 356.5 | 523 |
| Possible Points | 279 | 517 | 796 |
| CBA 2 | 60 | 69 | 66 |

| LHS | AI | EII | Overall Domain IIA |
|-----------------|------|-------|--------------------|
| Points | 50.5 | 215.5 | 266 |
| Possible Points | 216 | 322 | 538 |
| CBA 2 | 23 | 67 | 49 |

CBA 1 to 2 Growth Comparison (Overall Number)

| | CBA 1 to 2021 STAAR | CBA 2 to 2021 STAAR | Comparison CBA 2 to CBA 1 |
|------|---------------------|---------------------|---------------------------|
| BES | 62 | 71 | 8.7 |
| BVES | 65 | 67 | 2.4 |
| CHES | 67 | 67 | 0.7 |
| CRES | 54 | 66 | 12.3 |
| EGES | 51 | 62 | 11.0 |
| FES | 65 | 65 | 0.1 |
| HES | 60 | 72 | 11.9 |
| KES | 67 | 71 | 3.9 |
| NES | 52 | 60 | 7.8 |
| PES | 62 | 65 | 3.2 |
| SHES | 62 | 74 | 12.1 |
| TES | 86 | 86 | 0.8 |
| TGES | 68 | 69 | 1.2 |
| UES | 61 | 66 | 4.6 |

| | CBA 1 to 2021 STAAR | CBA 2 to 2021 STAAR | Comparison CBA 2 to CBA 1 |
|-----|---------------------|---------------------|---------------------------|
| BMS | 65 | 71 | 6.6 |
| CMS | 57 | 66 | 9.0 |
| DMS | 57 | 66 | 8.9 |
| MMS | 66 | 67 | 1.2 |
| SMS | 57 | 58 | 0.9 |
| WMS | 57 | 66 | 8.7 |

| | | | |
|-----|----|----|------|
| HHS | 64 | 77 | 12.7 |
| JHS | 56 | 66 | 9.8 |
| LHS | 51 | 49 | -1.7 |

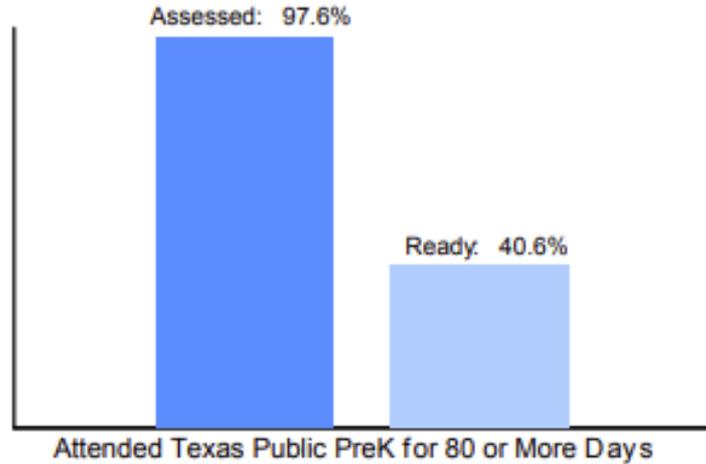
This compares the overall CBA 2 Growth number to the overall CBA 1 number shared in November. Again, comparing CBAs to the previous year's STAAR is not perfect, but the tool allows campuses to get to the individual student level.

2020-2021 Kindergarten Readiness

- The Texas Public Education Information Resource (TPEIR) recently released their yearly Kindergarten Readiness.
- Beginning of Year (BOY) mCLASS data from Fall 2020 was the data source for this report.
- The BOY for this year was the first time testing with mCLASS and it was administered 100% virtually.
- This group of Kindergarten students would have been in PreK during the 19-20 school-year where they did not return to school after Spring Break due to Covid.
- 19-20 was also our first year of all-day PreK.
- The full report can be found [HERE](#).

2020-2021 Kindergarten Readiness

Public Kindergarten Readiness Assessments and Results for 2020-21 Kindergartners Who Attended Texas Public PreK in the 2019-20 School Year for 80 or More Days



Kindergarten **students assessed** in 2020-21 decreased by 2.0 percentage points from the previous school year



Kindergarten **ready students** in 2020-21 decreased by 35.4 percentage points from the previous school year

| | Attended Texas Public PreK for 80 or More Days in 2019-20 | | | |
|-----------------|---|---------------------|--------------------|----------------------|
| | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| All Assessments | 527 | 97.6% | 214 | 40.6% |

PreK Second 9 Weeks Comparison

| | Pre-K LN/LS First Nine Weeks: English | | | | Pre-K LN/LS Second Nine Weeks: English | | | |
|----------------|---------------------------------------|------------------------|------------------------|---------------|--|------------------------|------------------------|---------------|
| | Total Students | Meets or Exceeds | | | Total Students | Meets or Exceeds | | |
| | | Letter Names Uppercase | Letter Names Lowercase | Letter Sounds | | Letter Names Uppercase | Letter Names Lowercase | Letter Sounds |
| Blanco Vista | 26 | 65% | 62% | 54% | 28 | 71% | 64% | 61% |
| Buda | 35 | 74% | 60% | 49% | 37 | 84% | 84% | 84% |
| Camino Real | 23 | 83% | 74% | 52% | 22 | 95% | 95% | 86% |
| Carpenter Hill | 20 | 60% | 65% | 80% | 20 | 65% | 75% | 95% |
| Elm Grove | 21 | 86% | 67% | 38% | 21 | 81% | 76% | 76% |
| Fuentes | 43 | 79% | 72% | 53% | 42 | 83% | 76% | 79% |
| Hemphill | 79 | 58% | 39% | 20% | 69 | 80% | 67% | 54% |
| Kyle | 43 | 72% | 60% | 53% | 41 | 85% | 78% | 78% |
| Negley | 22 | 86% | 77% | 73% | 22 | 82% | 82% | 86% |
| Pflugger | 44 | 75% | 61% | 59% | 42 | 86% | 76% | 93% |
| Science Hall | 56 | 71% | 54% | 48% | 62 | 63% | 56% | 63% |
| Tobias | 38 | 79% | 66% | 68% | 40 | 73% | 68% | 78% |

| Comparison | | |
|------------------------|------------------------|---------------|
| Meets or Exceeds | | |
| Letter Names Uppercase | Letter Names Lowercase | Letter Sounds |
| 6% | 3% | 7% |
| 10% | 24% | 35% |
| 13% | 22% | 34% |
| 5% | 10% | 15% |
| -5% | 10% | 38% |
| 4% | 4% | 25% |
| 21% | 27% | 33% |
| 13% | 18% | 25% |
| -5% | 5% | 14% |
| 11% | 15% | 34% |
| -9% | 3% | 15% |
| -6% | 2% | 9% |

| | Pre-K LN/LS First Nine Weeks: Spanish | | | | Pre-K LN/LS Second Nine Weeks: Spanish | | | |
|--------------|---------------------------------------|------------------------|------------------------|---------------|--|------------------------|------------------------|---------------|
| | Total Students | Meets or Exceeds | | | Total Students | Meets or Exceeds | | |
| | | Letter Names Uppercase | Letter Names Lowercase | Letter Sounds | | Letter Names Uppercase | Letter Names Lowercase | Letter Sounds |
| Blanco Vista | 33 | 58% | 61% | 58% | 34 | 68% | 71% | 65% |
| Camino Real | 42 | 76% | 67% | 62% | 38 | 89% | 92% | 87% |
| Hemphill | 62 | 87% | 85% | 55% | 62 | 90% | 85% | 84% |
| Science Hall | 38 | 82% | 82% | 87% | 38 | 89% | 87% | 92% |

| Comparison | | |
|------------------------|------------------------|---------------|
| Meets or Exceeds | | |
| Letter Names Uppercase | Letter Names Lowercase | Letter Sounds |
| 10% | 10% | 7% |
| 13% | 25% | 25% |
| 3% | 0% | 29% |
| 8% | 5% | 5% |

To Meet or Exceed in the First Nine Weeks, students must know at least 3 Letter Names and Letter Sounds.

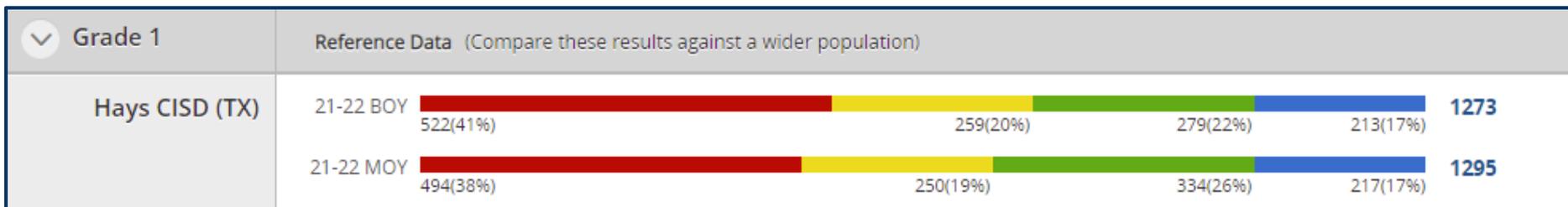
To Meet or Exceed in the Second Nine Weeks, students must know at least 6 Letter Names and Letter Sounds.

College & Career Readiness (CCR) Update

- We are now in a position where we can accurately track our seniors for CCR.
- This data does not include students who are currently in Dual Credit / On Ramps courses or students who will take Advanced Placement Exams.
- Current efforts at the high schools focus on TSIA2 testing and earning Industry Based Certifications.
- **COMING SOON!** A CCR tab in the Parent Portal where parents will be able to see if their high school student is College and/or Career Ready.

| | Class of 2022 | | | | | | | |
|---------|---------------|------|------|------|------|------|------|-----|
| | Sep. | Oct. | Nov. | Jan. | Feb. | Mar. | Apr. | May |
| Hays | 44% | 44% | 47% | 49% | 52% | | | |
| Johnson | 39% | 43% | 45% | 45% | 46% | | | |
| Lehman | 22% | 24% | 26% | 28% | 29% | | | |

mCLASS English DIBELS BOY to MOY (K-1)

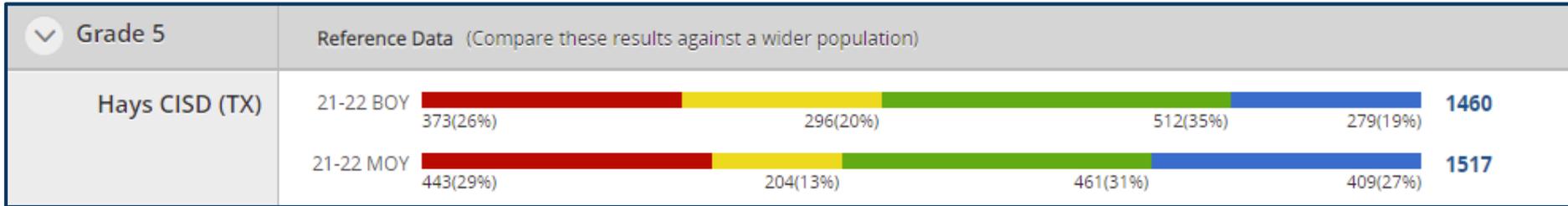
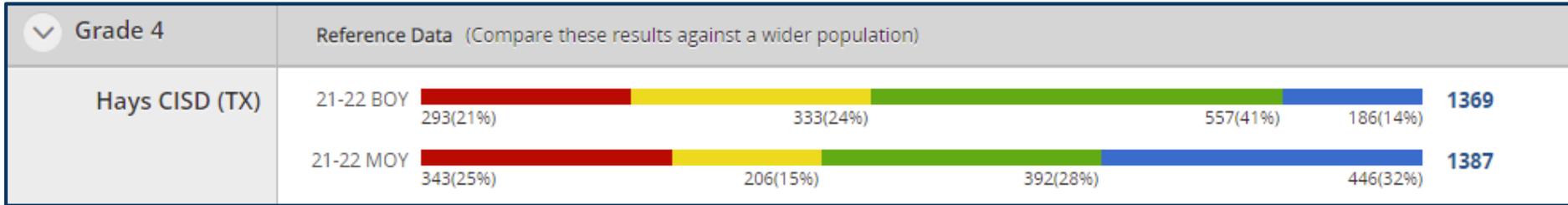


mCLASS English DIBELS BOY to MOY (2-3)



| Grade 2 | Reference Data (Compare these results against a wider population) | | | | | | |
|----------------|---|--|----------|----------|----------|----------|-------------|
| Hays CISD (TX) | 21-22 BOY | | 429(34%) | 194(15%) | 346(28%) | 286(23%) | 1255 |
| | 21-22 MOY | | 440(34%) | 195(15%) | 335(26%) | 316(25%) | 1286 |
| Grade 3 | Reference Data (Compare these results against a wider population) | | | | | | |
| Hays CISD (TX) | 21-22 BOY | | 327(26%) | 219(18%) | 340(27%) | 355(29%) | 1241 |
| | 21-22 MOY | | 397(31%) | 183(14%) | 361(28%) | 341(27%) | 1282 |

mCLASS English DIBELS BOY to MOY (4-5)



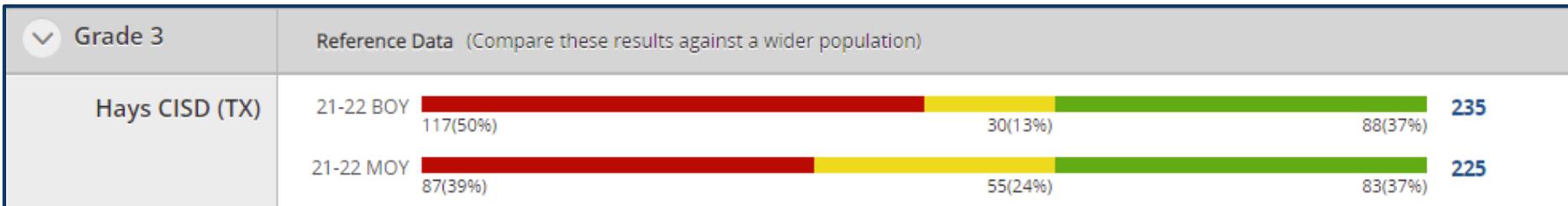
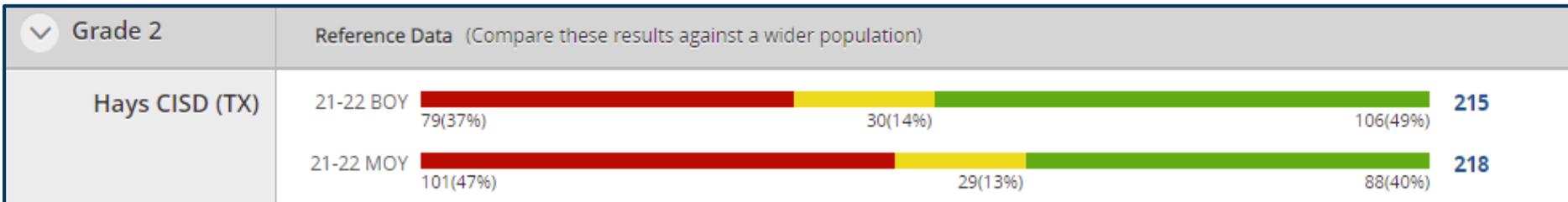
mCLASS Spanish IDEL BOY to MOY (K-1)



| Grade | Reference Data (Compare these results against a wider population) | | | | | | | | |
|----------------|---|----------------|-----------|-----|-----|--|-----------|--|-----|
| Grade K | <table border="0"> <tr> <td>Hays CISD (TX)</td> <td>21-22 BOY</td> <td></td> <td>226</td> </tr> <tr> <td></td> <td>21-22 MOY</td> <td></td> <td>231</td> </tr> </table> | Hays CISD (TX) | 21-22 BOY | | 226 | | 21-22 MOY | | 231 |
| | Hays CISD (TX) | 21-22 BOY | | 226 | | | | | |
| | | 21-22 MOY | | 231 | | | | | |
| Grade 1 | <table border="0"> <tr> <td>Hays CISD (TX)</td> <td>21-22 BOY</td> <td></td> <td>243</td> </tr> <tr> <td></td> <td>21-22 MOY</td> <td></td> <td>256</td> </tr> </table> | Hays CISD (TX) | 21-22 BOY | | 243 | | 21-22 MOY | | 256 |
| Hays CISD (TX) | 21-22 BOY | | 243 | | | | | | |
| | 21-22 MOY | | 256 | | | | | | |

IDEL - Indicadores Dinámicos del Éxito en la Lectura (Dynamic Indicators of Reading Success)
 REMINDER - Due to issues with COVID, mCLASS was not able to complete their update to the new version of IDEL meaning only K-3 are available for our bilingual campuses.

mCLASS Spanish IDEL BOY to MOY (2-3)



IDEL - Indicadores Dinámicos del Éxito en la Lectura (Dynamic Indicators of Reading Success)
 REMINDER - Due to issues with COVID, mCLASS was not able to complete their update to the new version of IDEL meaning only K-3 are available for our bilingual campuses.

mCLASS Math BOY to MOY (K-1)



| Grade K | Reference Data (Compare these results against a wider population) | | | Total Students |
|----------------|---|----------|----------|----------------|
| Hays CISD (TX) | 21-22 BOY | 472(32%) | 820(56%) | 1463 |
| | 21-22 MOY | 348(24%) | 719(48%) | 1476 |

| Grade 1 | Reference Data (Compare these results against a wider population) | | | Total Students |
|----------------|---|----------|----------|----------------|
| Hays CISD (TX) | 21-22 BOY | 399(27%) | 826(55%) | 1500 |
| | 21-22 MOY | 378(25%) | 692(45%) | 1535 |

mCLASS Math BOY to MOY (2-3)



| Grade 2 | Reference Data (Compare these results against a wider population) | | | | |
|----------------|---|--|----------|-------------------|------|
| Hays CISD (TX) | 21-22 BOY | | 317(22%) | 931(63%) 212(15%) | 1460 |
| | 21-22 MOY | | 401(27%) | 856(58%) 225(15%) | 1482 |

| Grade 3 | Reference Data (Compare these results against a wider population) | | | | |
|----------------|---|--|----------|-------------------|------|
| Hays CISD (TX) | 21-22 BOY | | 431(30%) | 901(62%) 109(8%) | 1441 |
| | 21-22 MOY | | 458(31%) | 705(49%) 297(20%) | 1460 |

DreamBox Math (K-5)

All Students K-5 (Sept. 2021)

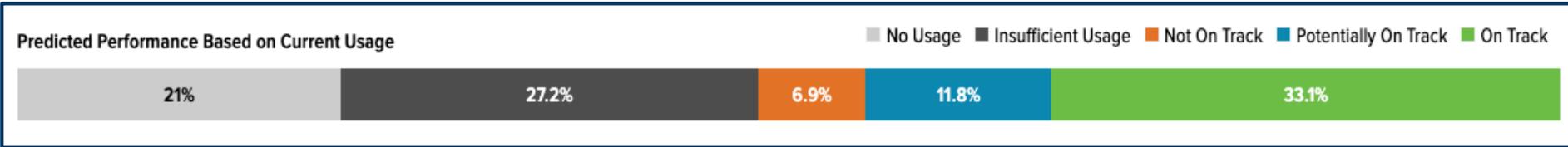


All Students K-5 (Jan. 2022)

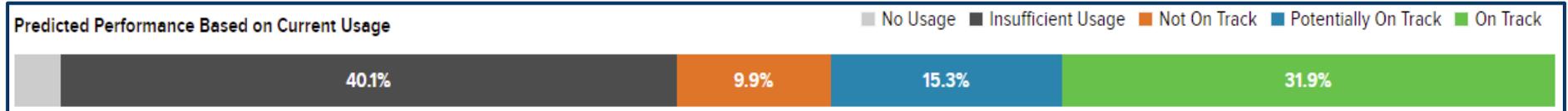


DreamBox Math (Kinder)

Kindergarten (Sept. 2021)



Kindergarten (Jan. 2022)



DreamBox Math (First Grade)

First Grade (Sept. 2021)



First Grade (Jan. 2022)



DreamBox Math (Second Grade)

Second Grade (Sept. 2021)



Second Grade (Jan. 2022)

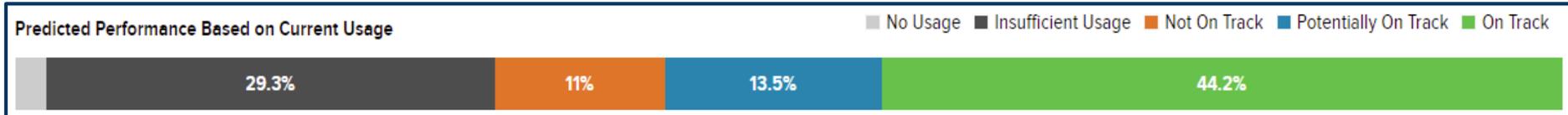


DreamBox Math (Third Grade)

Third Grade (Sept. 2021)



Third Grade (Jan. 2022)



DreamBox Math (Fourth Grade)

Fourth Grade (Sept. 2021)



Fourth Grade (Jan. 2022)

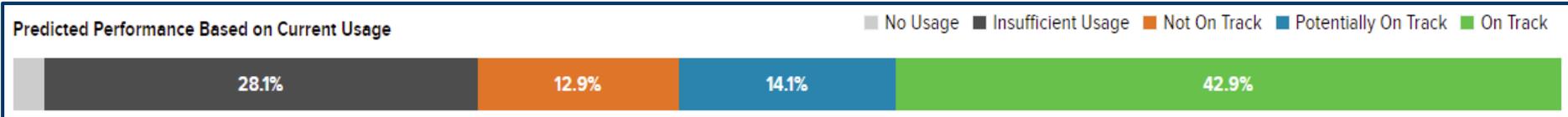


DreamBox Math (Fifth Grade)

Fifth Grade (Sept. 2021)

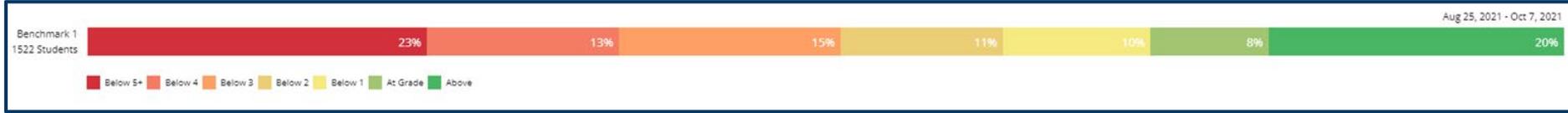


Fifth Grade (Jan. 2022)

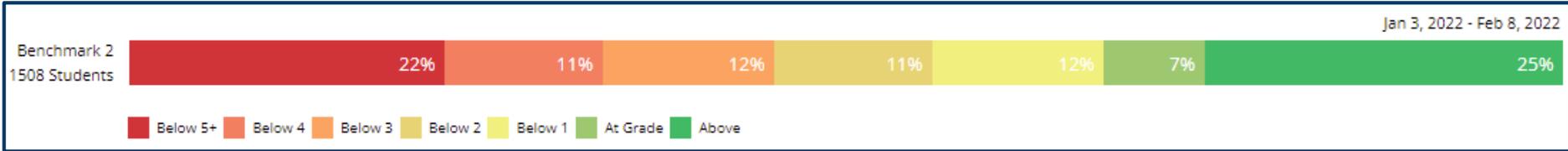


Reading Plus BOY to MOY (Sixth Grade)

Grade 6 BOY

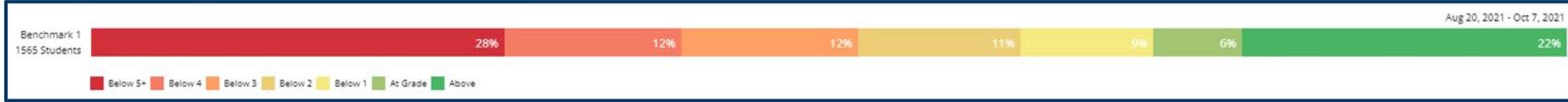


Grade 6 MOY

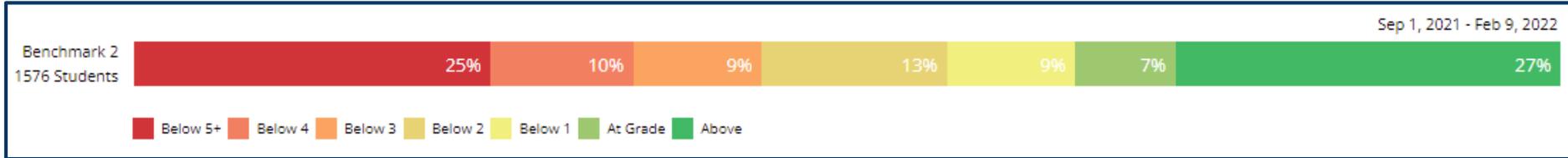


Reading Plus BOY (Seventh Grade)

Grade 7 BOY

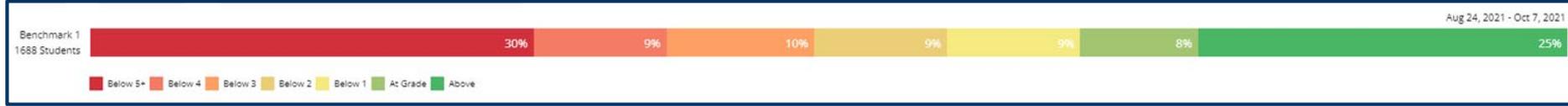


Grade 7 MOY

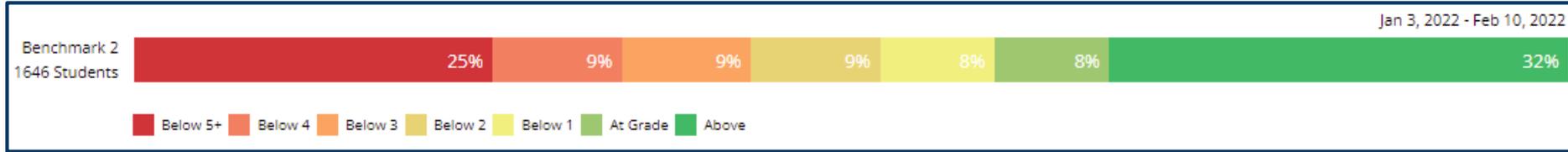


Reading Plus BOY (Eighth Grade)

Grade 8 BOY



Grade 8 MOY



Campus Data

mCLASS BOY to MOY - Campus

- [mCLASS English DIBELS BOY to MOY \(K-5\) - Campus](#)
- [mCLASS Spanish IDEL BOY to MOY \(K-3\) - Campus](#)
- [mCLASS Math BOY to MOY \(K-3\) - Campus](#)

DreamBox

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|---------------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Blanco Vista | 658 | 2% | 20% | 18% | 20% | 40% |
| Kinder | 119 | 3% | 43% | 9% | 15% | 30% |
| 1st Grade | 107 | 1% | 13% | 39% | 26% | 21% |
| 2nd Grade | 106 | 4% | 20% | 19% | 21% | 37% |
| 3rd Grade | 106 | 0% | 34% | 10% | 14% | 42% |
| 4th Grade | 120 | 1% | 7% | 15% | 24% | 53% |
| 5th Grade | 100 | 2% | 2% | 19% | 19% | 58% |

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|-------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Buda | 648 | 3% | 31% | 11% | 12% | 44% |
| Kinder | 109 | 3% | 17% | 8% | 15% | 60% |
| 1st Grade | 108 | 0% | 29% | 22% | 17% | 32% |
| 2nd Grade | 109 | 6% | 41% | 14% | 11% | 28% |
| 3rd Grade | 118 | 3% | 23% | 9% | 14% | 52% |
| 4th Grade | 101 | 5% | 35% | 6% | 7% | 48% |
| 5th Grade | 103 | 3% | 42% | 4% | 8% | 44% |

DreamBox

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|--------------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Camino Real | 707 | 3% | 35% | 20% | 18% | 24% |
| Kinder | 109 | 2% | 41% | 18% | 20% | 18% |
| 1st Grade | 118 | 4% | 28% | 31% | 23% | 14% |
| 2nd Grade | 127 | 4% | 36% | 26% | 18% | 16% |
| 3rd Grade | 129 | 2% | 28% | 23% | 17% | 30% |
| 4th Grade | 105 | 1% | 25% | 13% | 16% | 45% |
| 5th Grade | 119 | 4% | 51% | 8% | 13% | 24% |

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|-----------------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Carpenter Hill | 579 | 3% | 31% | 8% | 13% | 44% |
| Kinder | 85 | 2% | 48% | 4% | 18% | 28% |
| 1st Grade | 88 | 1% | 21% | 18% | 22% | 38% |
| 2nd Grade | 90 | 4% | 44% | 9% | 12% | 30% |
| 3rd Grade | 91 | 11% | 40% | 3% | 8% | 39% |
| 4th Grade | 110 | 0% | 16% | 6% | 9% | 69% |
| 5th Grade | 115 | 0% | 24% | 10% | 12% | 54% |

DreamBox

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|------------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Elm Grove | 740 | 2% | 7% | 13% | 17% | 61% |
| Kinder | 98 | 1% | 2% | 7% | 16% | 74% |
| 1st Grade | 128 | 0% | 5% | 31% | 31% | 33% |
| 2nd Grade | 123 | 2% | 9% | 17% | 17% | 55% |
| 3rd Grade | 112 | 0% | 4% | 3% | 10% | 84% |
| 4th Grade | 145 | 4% | 9% | 4% | 15% | 68% |
| 5th Grade | 134 | 4% | 9% | 14% | 14% | 59% |

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|----------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Fuentes | 626 | 2% | 36% | 17% | 16% | 28% |
| Kinder | 98 | 6% | 76% | 3% | 7% | 8% |
| 1st Grade | 121 | 2% | 12% | 36% | 27% | 23% |
| 2nd Grade | 111 | 2% | 30% | 24% | 19% | 25% |
| 3rd Grade | 94 | 1% | 32% | 14% | 17% | 36% |
| 4th Grade | 86 | 0% | 37% | 13% | 14% | 36% |
| 5th Grade | 116 | 2% | 37% | 11% | 9% | 41% |

DreamBox

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|-----------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Hemphill | 285 | 2% | 6% | 27% | 26% | 38% |
| Kinder | 47 | 0.04 | 4% | 23% | 32% | 36% |
| 1st Grade | 56 | 4% | 5% | 41% | 25% | 25% |
| 2nd Grade | 44 | 0% | 2% | 34% | 30% | 34% |
| 3rd Grade | 47 | 0% | 6% | 15% | 28% | 51% |
| 4th Grade | 36 | 6% | 3% | 19% | 19% | 53% |
| 5th Grade | 55 | 0% | 15% | 27% | 24% | 35% |

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|-------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Kyle | 546 | 1% | 22% | 13% | 17% | 48% |
| Kinder | 87 | 2% | 31% | 8% | 12% | 47% |
| 1st Grade | 86 | 1% | 23% | 27% | 16% | 33% |
| 2nd Grade | 109 | 0% | 20% | 15% | 21% | 44% |
| 3rd Grade | 79 | 0% | 28% | 9% | 11% | 52% |
| 4th Grade | 81 | 0% | 24% | 5% | 17% | 54% |
| 5th Grade | 104 | 0% | 10% | 14% | 20% | 56% |

DreamBox

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|---------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Negley | 896 | 3% | 31% | 12% | 15% | 40% |
| Kinder | 149 | 5% | 42% | 9% | 15% | 30% |
| 1st Grade | 151 | 3% | 44% | 11% | 19% | 24% |
| 2nd Grade | 145 | 2% | 26% | 22% | 16% | 35% |
| 3rd Grade | 137 | 1% | 18% | 5% | 15% | 62% |
| 4th Grade | 159 | 4% | 31% | 8% | 14% | 43% |
| 5th Grade | 155 | 0% | 25% | 14% | 14% | 48% |

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|-----------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Pflugers | 730 | 2% | 25% | 20% | 16% | 38% |
| Kinder | 123 | 1% | 46% | 11% | 15% | 30% |
| 1st Grade | 124 | 1% | 10% | 47% | 25% | 18% |
| 2nd Grade | 134 | 2% | 27% | 18% | 22% | 32% |
| 3rd Grade | 108 | 3% | 31% | 15% | 13% | 39% |
| 4th Grade | 117 | 1% | 19% | 13% | 8% | 60% |
| 5th Grade | 124 | 3% | 16% | 15% | 14% | 52% |

60

DreamBox

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|---------------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Science Hall | 534 | 2% | 37% | 18% | 17% | 26% |
| Kinder | 94 | 3% | 60% | 11% | 11% | 16% |
| 1st Grade | 111 | 0% | 31% | 33% | 23% | 14% |
| 2nd Grade | 83 | 1% | 31% | 21% | 23% | 24% |
| 3rd Grade | 77 | 0% | 25% | 20% | 12% | 44% |
| 4th Grade | 85 | 1% | 20% | 13% | 20% | 46% |
| 5th Grade | 84 | 6% | 55% | 7% | 13% | 19% |

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|---------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Tobias | 607 | 3% | 24% | 18% | 18% | 37% |
| Kinder | 106 | 4% | 30% | 14% | 23% | 29% |
| 1st Grade | 104 | 4% | 41% | 18% | 20% | 16% |
| 2nd Grade | 97 | 1% | 25% | 33% | 20% | 22% |
| 3rd Grade | 96 | 1% | 20% | 15% | 16% | 49% |
| 4th Grade | 100 | 4% | 7% | 10% | 16% | 63% |
| 5th Grade | 104 | 1% | 21% | 23% | 14% | 41% |

DreamBox

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|------------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Tom Green | 855 | 3% | 53% | 14% | 9% | 21% |
| Kinder | 157 | 3% | 59% | 7% | 6% | 25% |
| 1st Grade | 144 | 3% | 40% | 28% | 13% | 17% |
| 2nd Grade | 150 | 1% | 48% | 25% | 10% | 16% |
| 3rd Grade | 146 | 2% | 43% | 11% | 17% | 27% |
| 4th Grade | 128 | 9% | 67% | 3% | 1% | 20% |
| 5th Grade | 130 | 3% | 62% | 7% | 8% | 21% |

| | Total Students | No Usage | Insufficient Usage | Not on Track | Potentially Not on Track | On Track |
|---------------|----------------|----------|--------------------|--------------|--------------------------|----------|
| Uhland | 749 | 1% | 39% | 16% | 16% | 29% |
| Kinder | 131 | 1% | 37% | 12% | 22% | 28% |
| 1st Grade | 115 | 2% | 62% | 22% | 8% | 7% |
| 2nd Grade | 131 | 0% | 33% | 22% | 16% | 29% |
| 3rd Grade | 139 | 1% | 59% | 8% | 6% | 26% |
| 4th Grade | 113 | 0% | 0% | 20% | 19% | 45% |
| 5th Grade | 120 | 0% | 0% | 14% | 24% | 40% |

Reading Plus - Grade 6 Benchmark 2

| Site | Enrolled | Test | Assessed | Avg Comp | Avg Vocab | Avg Rate | Avg Proficiency | Proficiency Groups |
|-------------------------|----------|------|----------|----------|-----------|----------|-----------------|--------------------|
| Barton Middle School | 773 | B2 | 228 | 5.7 | 7.6 | 166 | 5.7 | |
| Chapa Middle School | 692 | B2 | 192 | 4.3 | 6.3 | 149 | 4.3 | |
| Dahlstrom Middle School | 957 | B2 | 285 | 6.2 | 8.3 | 184 | 6.3 | |
| McCormick Middle School | 1,034 | B2 | 331 | 4.3 | 6.3 | 159 | 4.4 | |
| Red Simon Middle School | 735 | B2 | 223 | 2.9 | 5.2 | 169 | 3.1 | |
| Wallace Middle School | 804 | B2 | 246 | 4.5 | 6.8 | 160 | 4.6 | |

Reading Plus - Grade 7 Benchmark 2

| Site | Enrolled | Test | Assessed | Avg Comp | Avg Vocab | Avg Rate | Avg Proficiency | Proficiency Groups |
|-------------------------|----------|------|----------|----------|-----------|----------|-----------------|--------------------|
| Barton Middle School | 773 | B2 | 263 | 7.0 | 9.1 | 174 | 7.0 | |
| Chapa Middle School | 692 | B2 | 193 | 4.9 | 7.7 | 184 | 5.2 | |
| Dahlstrom Middle School | 957 | B2 | 322 | 6.7 | 9.1 | 181 | 6.8 | |
| McCormick Middle School | 1,034 | B2 | 324 | 4.7 | 7.4 | 175 | 4.9 | |
| Red Simon Middle School | 735 | B2 | 216 | 3.6 | 6.2 | 166 | 3.8 | |
| Wallace Middle School | 804 | B2 | 256 | 5.2 | 7.7 | 180 | 5.4 | |

Reading Plus - Grade 8 Benchmark 2

| Site | Enrolled | Test | Assessed | Avg Comp | Avg Vocab | Avg Rate | Avg Proficiency | Proficiency Groups |
|-------------------------|----------|------|----------|----------|-----------|----------|-----------------|--------------------|
| Barton Middle School | 773 | B2 | 251 | 8.1 | 10.0 | 171 | 8.0 | |
| Chapa Middle School | 692 | B2 | 270 | 6.0 | 8.6 | 181 | 6.2 | |
| Dahlstrom Middle School | 957 | B2 | 321 | 7.6 | 10.1 | 186 | 7.7 | |
| McCormick Middle School | 1,034 | B2 | 317 | 6.5 | 8.7 | 179 | 6.6 | |
| Red Simon Middle School | 735 | B2 | 210 | 4.3 | 7.2 | 187 | 4.6 | |
| Wallace Middle School | 804 | B2 | 270 | 6.8 | 8.9 | 179 | 6.9 | |

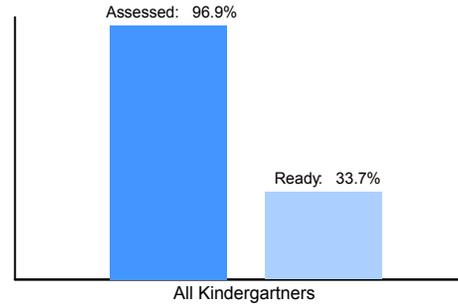
Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX

Public Kindergarten Enrollment for 2020-21 School Year

| | | |
|---|--|--|
| 1,402 Total Students Enrolled | 533 (38.0%) Economically Disadvantaged | 288 (20.5%) Emergent Bilingual / English Learner (EB/EL) |
| 168 (12.0%) Special Education | 23 (1.6%) Military Children | 14 (1.0%) Homeless |
| * Foster Care | 665 (47.4%) Female | 737 (52.6%) Male |
| 688 (49.1%) Kindergartners Attended Texas Public PreK in 2019-20 | 597 (42.6%) Kindergartners Attended Texas Public PreK in Same District | 409 (29.2%) Kindergartners Attended Texas Public PreK in Same School |
| 540 (38.5%) Kindergartners Attended Texas Public PreK for 80 or More Days in 2019-20 School Year | | |

Public Kindergarten Readiness Assessments and Results for 2020-21 School Year



Kindergarten **students assessed** in 2020-21 decreased by 0.7 percentage points from the previous school year

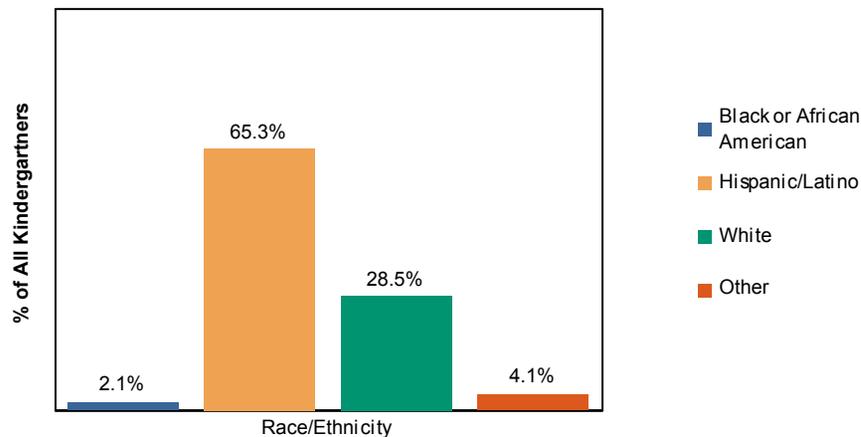


Kindergarten **ready students** in 2020-21 decreased by 25.3 percentage points from the previous school year

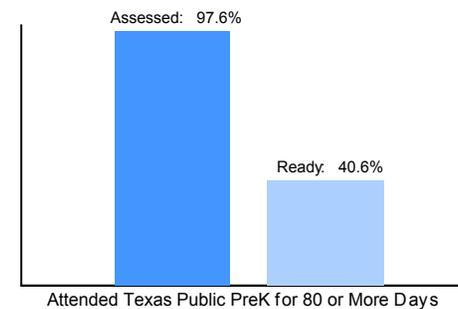
| | All Kindergartners | | | | |
|-----------------|--------------------|-------------------|---------------------|--------------------|----------------------|
| | Schools Reporting | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| All Assessments | 14 | 1,358 | 96.9% | 457 | 33.7% |
| M-CLS-E | 14 | 1,140 | 81.3% | 310 | 27.2% |
| M-CLS-S | 5 | 221 | 15.8% | 148 | 67.0% |

Notes: 1. Students may take multiple assessments. 2. Readiness is based on literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Public Kindergarten Enrollment by Race/Ethnicity for 2020-21 School Year



Public Kindergarten Readiness Assessments and Results for 2020-21 Kindergartners Who Attended Texas Public PreK in the 2019-20 School Year for 80 or More Days



Kindergarten **students assessed** in 2020-21 decreased by 2.0 percentage points from the previous school year



Kindergarten **ready students** in 2020-21 decreased by 35.4 percentage points from the previous school year

| | Attended Texas Public PreK for 80 or More Days in 2019-20 | | | |
|-----------------|---|---------------------|--------------------|----------------------|
| | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| All Assessments | 527 | 97.6% | 214 | 40.6% |

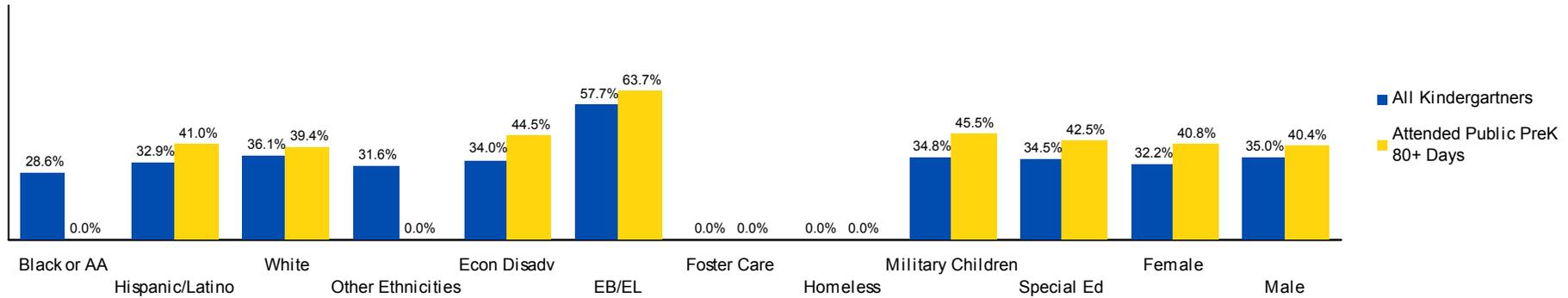
Notes: 1. Data values shown as asterisks (*) in data tables are masked and graphed as zeros in charts, but not all zeros in charts represent masked data. 2. Data are masked to protect the confidentiality of student data. 3. Enrollment and Students Assessed percentages are calculated using total students enrolled.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



2020-21 Kindergarten Readiness for All Kindergartners and Kindergartners Who Attended Texas Public PreK 80 or More Days in the 2019-20 School Year



Notes: 1. Data values shown as asterisks (*) in data tables are masked and graphed as zeros in charts, but not all zeros in charts represent masked data. 2. Data are masked to protect the confidentiality of student data.

Public Kindergarten Enrollment, Readiness Assessments and Results by Kindergarten School Year

| | All Kindergarten Students | | | | |
|---------|---------------------------|-------------------|---------------------|--------------------|----------------------|
| | Students Enrolled | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| 2018-19 | 1,310 | 1,278 | 97.6% | 764 | 59.8% |
| 2019-20 | 1,450 | 1,414 | 97.5% | 834 | 59.0% |
| 2020-21 | 1,402 | 1,358 | 96.9% | 457 | 33.7% |

| | Attended Public PreK for 80 or More Days in the Previous School Year | | | | |
|---------|--|-------------------|---------------------|--------------------|----------------------|
| | Students Enrolled | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| 2018-19 | 490 | 485 | 99.0% | 354 | 73.0% |
| 2019-20 | 461 | 459 | 99.6% | 349 | 76.0% |
| 2020-21 | 540 | 527 | 97.6% | 214 | 40.6% |

Kindergarten Enrollment by Full or Half-Day and School Year

| | Full-Day Students | Half-Day Students |
|---------|-------------------|-------------------|
| | 2018-19 | 1,307 |
| 2019-20 | 1,448 | 0 |
| 2020-21 | 1,402 | 0 |

Kindergartners Who Attended Public PreK the Previous Year by Kindergarten School Year

| | Students Enrolled | Attended PreK | % Attended PreK | Attended PreK in Same District | Attended PreK in Same School |
|---------|-------------------|---------------|-----------------|--------------------------------|------------------------------|
| | 2018-19 | 1,310 | 519 | 39.6% | 447 |
| 2019-20 | 1,450 | 517 | 35.7% | 407 | 288 |
| 2020-21 | 1,402 | 688 | 49.1% | 597 | 409 |

Schools Reporting Assessments by School Year

| | Number of Schools Reporting |
|---------|-----------------------------|
| 2018-19 | 14 |
| 2019-20 | 14 |
| 2020-21 | 14 |

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



Public Kindergarten Enrollment, Readiness Assessments and Results by Race/Ethnicity and School Year

| | Enrolled Kindergartners by Race/Ethnicity | | | | | | | | |
|---------------------------|---|----------------------|------------------------|--------------------|----------------------|------------------------|--------------------|----------------------|------------------------|
| | 2018-19 | | | 2019-20 | | | 2020-21 | | |
| | All Kindergartners | % All Kindergartners | Attended PreK 80+ Days | All Kindergartners | % All Kindergartners | Attended PreK 80+ Days | All Kindergartners | % All Kindergartners | Attended PreK 80+ Days |
| Black or African American | 28 | 2.1% | 15 | 30 | 2.1% | 12 | 29 | 2.1% | 16 |
| Hispanic/Latino | 810 | 61.8% | 410 | 863 | 59.5% | 381 | 915 | 65.3% | 432 |
| White | 423 | 32.3% | 55 | 490 | 33.8% | 52 | 400 | 28.5% | 74 |
| Other | 49 | 3.7% | 10 | 67 | 4.6% | 16 | 58 | 4.1% | 18 |
| Total | 1,310 | 100.0% | 490 | 1,450 | 100.0% | 461 | 1,402 | 100.0% | 540 |

| | Assessments and Results for All Kindergartners | | | | | | | | | | | |
|---------------------------|--|---------------------|--------------------|----------------------|-------------------|---------------------|--------------------|----------------------|-------------------|---------------------|--------------------|----------------------|
| | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | |
| | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| Black or African American | 28 | 100.0% | 12 | 42.9% | 30 | 100.0% | 16 | 53.3% | 28 | 96.6% | 8 | 28.6% |
| Hispanic/Latino | 791 | 97.7% | 463 | 58.5% | 839 | 97.2% | 502 | 59.8% | 882 | 96.4% | 290 | 32.9% |
| White | 414 | 97.9% | 263 | 63.5% | 479 | 97.8% | 280 | 58.5% | 391 | 97.8% | 141 | 36.1% |
| Other | 45 | 91.8% | 26 | 57.8% | 66 | 98.5% | 36 | 54.5% | 57 | 98.3% | 18 | 31.6% |
| Total | 1,278 | | 764 | 59.8% | 1,414 | | 834 | 59.0% | 1,358 | | 457 | 33.7% |

| | Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days | | | | | | | | | | | |
|---------------------------|---|---------------------|--------------------|----------------------|-------------------|---------------------|--------------------|----------------------|-------------------|---------------------|--------------------|----------------------|
| | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | |
| | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| Black or African American | 15 | 100.0% | 9 | 60.0% | 12 | 100.0% | * | * | 15 | 93.8% | * | * |
| Hispanic/Latino | 407 | 99.3% | 304 | 74.7% | 380 | 99.7% | 301 | 79.2% | 424 | 98.1% | 174 | 41.0% |
| White | 53 | 96.4% | 33 | 62.3% | 51 | 98.1% | 27 | 52.9% | 71 | 95.9% | 28 | 39.4% |
| Other | 10 | 100.0% | * | * | 16 | 100.0% | * | * | 17 | 94.4% | * | * |
| Total | 485 | | 354 | 73.0% | 459 | | 349 | 76.0% | 527 | | 214 | 40.6% |

Notes: 1. Due to rounding, percentages may not add to 100%. 2. Students Assessed percentages are calculated using students enrolled. 3. Other race/ethnicity is a person belonging to either Asian, American Indian or Alaska Native, Hawaiian/Other Pacific Islander or two or more races racial categories.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



Public Kindergarten Enrollment, Readiness Assessments and Results by Subpopulation and School Year

| | Enrolled Kindergartners | | | | | | | | |
|-------------------|-------------------------|----------------------|------------------------|--------------------|----------------------|------------------------|--------------------|----------------------|------------------------|
| | 2018-19 | | | 2019-20 | | | 2020-21 | | |
| | All Kindergartners | % All Kindergartners | Attended PreK 80+ Days | All Kindergartners | % All Kindergartners | Attended PreK 80+ Days | All Kindergartners | % All Kindergartners | Attended PreK 80+ Days |
| Econ Disadv | 657 | 50.2% | 408 | 689 | 47.5% | 371 | 533 | 38.0% | 289 |
| EB/EL | 271 | 20.7% | 211 | 290 | 20.0% | 219 | 288 | 20.5% | 191 |
| Foster Care | 11 | 0.8% | 7 | 9 | 0.6% | * | * | * | * |
| Homeless | 14 | 1.1% | 9 | 14 | 1.0% | 9 | 14 | 1.0% | 7 |
| Military Children | 34 | 2.6% | 15 | * | * | * | 23 | 1.6% | 11 |
| Special Education | 146 | 11.1% | 64 | 151 | 10.4% | 65 | 168 | 12.0% | 79 |
| Female | 628 | 47.9% | 229 | 712 | 49.1% | 232 | 665 | 47.4% | 263 |
| Male | 682 | 52.1% | 261 | 738 | 50.9% | 229 | 737 | 52.6% | 277 |

| | Assessments and Results for All Kindergartners | | | | | | | | | | | |
|-------------------|--|---------------------|--------------------|----------------------|-------------------|---------------------|--------------------|----------------------|-------------------|---------------------|--------------------|----------------------|
| | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | |
| | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| Econ Disadv | 637 | 97.0% | 379 | 59.5% | 671 | 97.4% | 406 | 60.5% | 518 | 97.2% | 176 | 34.0% |
| EB/EL | 263 | 97.0% | 200 | 76.0% | 284 | 97.9% | 231 | 81.3% | 284 | 98.6% | 164 | 57.7% |
| Foster Care | 11 | 100.0% | 6 | 54.5% | 6 | 66.7% | * | * | * | * | * | * |
| Homeless | 12 | 85.7% | 5 | 41.7% | 14 | 100.0% | 9 | 64.3% | 13 | 92.9% | * | * |
| Military Children | 33 | 97.1% | 23 | 69.7% | * | * | * | * | 23 | 100.0% | 8 | 34.8% |
| Special Education | 124 | 84.9% | 62 | 50.0% | 120 | 79.5% | 69 | 57.5% | 145 | 86.3% | 50 | 34.5% |
| Female | 619 | 98.6% | 371 | 59.9% | 704 | 98.9% | 412 | 58.5% | 646 | 97.1% | 208 | 32.2% |
| Male | 659 | 96.6% | 393 | 59.6% | 710 | 96.2% | 422 | 59.4% | 712 | 96.6% | 249 | 35.0% |

| | Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days | | | | | | | | | | | |
|-------------------|---|---------------------|--------------------|----------------------|-------------------|---------------------|--------------------|----------------------|-------------------|---------------------|--------------------|----------------------|
| | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | |
| | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready | Students Assessed | % Students Assessed | Kindergarten Ready | % Kindergarten Ready |
| Econ Disadv | 405 | 99.3% | 295 | 72.8% | 370 | 99.7% | 280 | 75.7% | 283 | 97.9% | 126 | 44.5% |
| EB/EL | 207 | 98.1% | 179 | 86.5% | 218 | 99.5% | 194 | 89.0% | 190 | 99.5% | 121 | 63.7% |
| Foster Care | 7 | 100.0% | * | * | * | * | * | * | * | * | * | * |
| Homeless | 9 | 100.0% | * | * | 9 | 100.0% | * | * | 7 | 100.0% | * | * |
| Military Children | 15 | 100.0% | * | * | * | * | * | * | 11 | 100.0% | 5 | 45.5% |
| Special Education | 63 | 98.4% | 34 | 54.0% | 64 | 98.5% | 46 | 71.9% | 73 | 92.4% | 31 | 42.5% |
| Female | 228 | 99.6% | 160 | 70.2% | 231 | 99.6% | 178 | 77.1% | 255 | 97.0% | 104 | 40.8% |
| Male | 257 | 98.5% | 194 | 75.5% | 228 | 99.6% | 171 | 75.0% | 272 | 98.2% | 110 | 40.4% |

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



HAYS CISD (105906) Public Kindergarten Programs and Kindergarten Readiness by School of Enrollment for the 2020-21 School Year

| | Total Students Enrolled | Students Assessed | Kindergarten Ready | Percent Students Assessed | Percent Kindergarten Ready | Public Kindergarten Readiness Assessment Instrument(s) (Note: n/a means no information available) | Half-Day Students Enrolled | Full-Day Students Enrolled | Attended Texas Public PreK in 2019-20 | Attended Texas Public PreK in Same District 2019-20 | Attended Texas Public PreK in Same School 2019-20 | Economically Disadvantaged | Emergent Bilingual / English Learner (EB/EL) | Foster Care or Military Children or Homeless | Black or African American | Hispanic | White | Other Races |
|-------------------|-------------------------|-------------------|--------------------|---------------------------|----------------------------|--|----------------------------|----------------------------|---------------------------------------|---|---|----------------------------|--|--|---------------------------|----------|-------|-------------|
| BLANCO VISTA EL | 82 | 81 | 36 | 98.8% | 44.4% | M-CLS-E, M-CLS-S | 0 | 82 | 47 | 41 | 37 | 16 | 37 | * | 0 | 64 | 17 | * |
| BUDA EL | 107 | 103 | 39 | 96.3% | 37.9% | M-CLS-E | 0 | 107 | 47 | 37 | 33 | 27 | 9 | * | * | 65 | 32 | * |
| CAMINO REAL EL | 104 | 100 | 44 | 96.2% | 44.0% | M-CLS-E, M-CLS-S | 0 | 104 | 86 | 81 | 78 | 92 | 69 | 0 | 0 | 98 | 5 | * |
| CARPENTER HILL EL | 75 | 75 | 24 | 100.0% | 32.0% | M-CLS-E | 0 | 75 | 18 | 14 | 13 | 8 | 0 | * | * | 26 | 40 | * |
| ELM GROVE EL | 122 | 122 | 37 | 100.0% | 30.3% | M-CLS-E | 0 | 122 | 28 | 22 | 18 | 7 | * | * | * | 45 | 72 | * |
| HEMPHILL EL | 44 | 43 | 14 | 97.7% | 32.6% | M-CLS-E | 0 | 44 | 29 | 26 | 26 | 30 | * | * | * | 32 | * | 0 |
| KYLE EL | 77 | 76 | 19 | 98.7% | 25.0% | M-CLS-E | 0 | 77 | 33 | 30 | 27 | 15 | * | * | * | 45 | 27 | * |
| LAURA B NEGLEY EL | 125 | 118 | 47 | 94.4% | 39.8% | M-CLS-E | 0 | 125 | 36 | 28 | 17 | 20 | * | 6 | * | 47 | 69 | * |
| RALPH PFLUGER EL | 125 | 120 | 21 | 96.0% | 17.5% | M-CLS-E | 0 | 125 | 65 | 57 | 50 | 39 | 13 | * | * | 83 | 29 | * |
| | | | | | | 70 | | | | | | | | | | | | |

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



HAYS CISD (105906) Public Kindergarten Programs and Kindergarten Readiness by School of Enrollment for the 2020-21 School Year

| | Total Students Enrolled | Students Assessed | Kindergarten Ready | Percent Students Assessed | Percent Kindergarten Ready | Public Kindergarten Readiness Assessment Instrument(s) (Note: n/a means no information available) | Half-Day Students Enrolled | Full-Day Students Enrolled | Attended Texas Public PreK in 2019-20 | Attended Texas Public PreK in Same District 2019-20 | Attended Texas Public PreK in Same School 2019-20 | Economically Disadvantaged | Emergent Bilingual / English Learner (EB/EL) | Foster Care or Military Children or Homeless | Black or African American | Hispanic | White | Other Races |
|------------------|-------------------------|-------------------|--------------------|---------------------------|----------------------------|--|----------------------------|----------------------------|---------------------------------------|---|---|----------------------------|--|--|---------------------------|----------|-------|-------------|
| SCIENCE HALL EL | 97 | 96 | 47 | 99.0% | 49.0% | M-CLS-E, M-CLS-S | 0 | 97 | 73 | 66 | 59 | 64 | 43 | * | * | 84 | 10 | * |
| SUSIE FUENTES EL | 109 | 107 | 16 | 98.2% | 15.0% | M-CLS-E | 0 | 109 | 58 | 46 | 19 | 46 | 5 | 6 | 6 | 73 | 24 | 6 |
| TOBIAS EL | 101 | 94 | 18 | 93.1% | 19.1% | M-CLS-E | 0 | 101 | 44 | 40 | 32 | 29 | 0 | * | * | 63 | 34 | * |
| TOM GREEN EL | 124 | 118 | 36 | 95.2% | 30.5% | M-CLS-E, M-CLS-S | 0 | 124 | 41 | 35 | 0 | 36 | 23 | * | 5 | 84 | 28 | 7 |
| UHLAND EL | 110 | 105 | 59 | 95.5% | 56.2% | M-CLS-E, M-CLS-S | 0 | 110 | 83 | 74 | 0 | 104 | 77 | * | 0 | 106 | * | * |

About the Data

| | |
|--|--|
| Purpose | <p>This report provides information on Texas public school kindergarten enrollment and beginning of year assessments. Enrollment in kindergarten is shown for students by race/ethnicity, gender, economically disadvantaged, Emergent Bilingual (EB)/English learner (EL), and other student programs. Counts are provided of kindergartners who attended Texas public prekindergarten in the same district or school as they enrolled for kindergarten. Additionally, this report provides high-level information on enrolled kindergartners administered an assessment and assessment results. Kindergarten readiness information is provided for all kindergartners and for those kindergartners who attended Texas public prekindergarten the previous school year for eighty or more days. The state level report also compares kindergarten readiness for those kindergartners who were eligible for and attended Texas public prekindergarten the previous school year for one or more days to kindergartners who were eligible for Texas public prekindergarten but did not attend. This report is available at the state level and by individual school districts.</p> |
| Data Source | <p>Data in this report for Texas public school district kindergarten enrollment come from the Texas Student Data Systems (TSDS) Public Education Information Management System (PEIMS). Data for kindergarten assessments in Texas public schools come from the Early Childhood Data System (ECDS). In this report, public kindergarten student enrollment is defined as the number of kindergarten enrollees who were reported enrolled as of the Fall Snapshot date (last Friday in October) of each year. Kindergarten assessment data are reported for those kindergartners enrolled as of the Fall Snapshot date who took a beginning of year assessment on the Commissioner's list of approved assessment instruments. In order to protect student confidentiality, small data numbers in this report are shown as asterisks (*) in data tables and graphed as zeros in charts, but not all zeros in charts represent masked data. Data in this report are updated annually.</p> |
| Data Elements | |
| Commissioner's List of Approved Assessment Instruments | <p>For information about the Commissioner's List of Approved Kindergarten Assessment Instruments, see the TEA Early Childhood Education Educator Resources web page:</p> <p>https://tea.texas.gov/academics/early-childhood-education/educator-resources.</p> <p>For information about the Commissioner's list of approved assessment instruments and the TSDS Early Childhood Data System collection of both prekindergarten and kindergarten data, see the TEA website at:</p> <p>https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release.</p> |
| Economically Disadvantaged | <p>A student is designated as economically disadvantaged if he/she is eligible for free or reduced-price lunch or eligible for other public assistance.</p> |

| | |
|--|---|
| Emergent Bilingual (EB)/ English learner (EL) | Emergent Bilingual (EB)/English learner (EL) refers to students who have limited English language skills. A student is identified as EB/EL by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. |
| Foster Care | Students who are in or who have ever been in the conservatorship of the Texas Department of Family and Protective Services (DFPS) (i.e., in foster care) following an adversary hearing are eligible for free prekindergarten. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship. |
| Homeless | The Texas Education Code, Section 25.001, adheres to the McKinney-Vento Act's definition of homeless children and youth. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. For more information about homeless students in Texas public schools see: https://www.lbb.state.tx.us/Documents/Publications/Issue_Briefs/3088_Homeless_Students.pdf . |
| Military Child | A student who is the child of an active duty, injured or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces. |
| Prekindergarten (PK or PreK) | <p>A public school district is required to offer a prekindergarten program if it identifies 15 or more eligible students who are at least four years of age by September 1 of the school year. A school district may offer prekindergarten if the district identifies 15 or more eligible children who are at least three years of age. To be eligible to attend a state funded prekindergarten program, the child must meet one of the following prekindergarten eligibility criteria:</p> <ul style="list-style-type: none"> • is unable to speak and comprehend the English language; • is educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program; • is homeless; • is the child of an active duty member of the armed forces of the United States; • is the child of a member of the armed forces who was injured or killed while on active duty; • is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or • is or ever has been in foster care. <p>A school district may offer a tuition-based program for an additional half day of prekindergarten classes to those children who are eligible for free prekindergarten classes or half-day and full-day prekindergarten classes to children who are ineligible for free prekindergarten classes.</p> |

| | |
|----------------|--|
| Race/Ethnicity | <p>Race/ethnicity is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the PEIMS Data Standards as:</p> <ul style="list-style-type: none"> • Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. • Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. • American Indian or Alaska Native (AI/AN) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment. • White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. • Native Hawaiian/Other Pacific Islander (NH/PI) - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. • Two or more races - A person having origins in any two, or more than two, non-Hispanic racial categories, e.g., Black or African American and White. • Other - In the district report, a person belonging to either Asian, American Indian or Alaska Native, Hawaiian/Other Pacific Islander or two or more races racial categories. |
|----------------|--|

| | |
|-------------------|--|
| Special Education | Special education is a program that serves students with disabilities. It provides instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities. |
|-------------------|--|

Calculated Data Elements

| | |
|---|---|
| Total Students Enrolled or All Kindergartners | The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year). Kindergarten enrollment of all ages includes any student served by a public school district including charter schools but not including the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Juvenile Justice Department (TJJJ) schools. |
| Percentage (%) Enrolled | The percentage of All Kindergartners who attended prekindergarten in the previous year or belong to a particular race/ethnicity or subpopulation. |
| Students Assessed | The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's list of approved assessment instruments. Students may take multiple assessments. |

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX

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| Students Assessed who were PreK Eligible | <p>The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's list of approved assessment instruments. Students may take multiple assessments. Kindergarten students are determined to have been eligible for prekindergarten the prior year if they were reported through PEIMS their kindergarten year as economically disadvantaged, as an Emergent Bilingual (EB)/English learner (EL), in foster care, homeless, or as a qualifying military child.</p> <p>Kindergarten students who did not attend public prekindergarten are determined to have been eligible for prekindergarten the prior year if they were reported through PEIMS their kindergarten year as economically disadvantaged, as an Emergent Bilingual (EB)/English learner (EL), in foster care, homeless, or as a qualifying military child.</p> |
| Assessed Students who were PreK Eligible and Attended PreK | The number of Students Assessed who were Prek Eligible and attended Texas public prekindergarten the prior year for one or more days. |
| Assessed Students who were PreK Eligible and Did Not Attend PreK | The number of Students Assessed who were Prek Eligible and did not attend Texas public prekindergarten the prior year. |
| Assessed Students who were Not PreK Eligible | The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were not eligible for Texas public prekindergarten the prior year and who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's list of approved assessment instruments. Students may take multiple assessments. |
| Percentage (%) Assessed | The percentage of all kindergartners who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's list of approved assessment instruments. |
| Percentage (%) of Students Not Assessed | The percentage of all kindergartners who were not reported by a Texas public school district or school reporting assessments, for the beginning of year administration, on the Commissioner's list of approved assessment instruments. |

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| Kindergarten Ready | The number of Students Assessed who met the criteria for a particular assessment on the Commissioner's list of approved assessment instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013-14 through 2019-20, readiness is based on literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains. For information about the Commissioner's list of approved assessment instruments, see the TEA Early Childhood Education Educator Resources web page: https://tea.texas.gov/academics/early-childhood-education/educator-resources . |
| Percentage (%) Kindergarten Ready | The percentage of Students Assessed who met the criteria for a particular assessment on the Commissioner's list of approved assessment instruments. |
| Percentage (%) Total Eligible Kindergarten Ready | The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year who met the criteria for a particular assessment on the Commissioner's list of approved assessment instruments. |
| Percentage (%) PreK Eligible & Attended PreK | The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year, attended Texas public prekindergarten the prior year for one or more days, and met or exceeded the cut-off score for a particular assessment on the Commissioner's list of approved assessment instruments. |
| Percentage (%) PreK Eligible & Did Not Attend PreK | The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year, did not attend Texas public prekindergarten the prior year, and met or exceeded the cut-off score for a particular assessment on the Commissioner's list of approved assessment instruments. |
| Change in Students Assessed | The change in Students Assessed is the percentage point difference calculated as percentage of students assessed in the current year minus percentage of students assessed in the previous year. |
| Change in Kindergarten Ready Students | The change in Kindergarten Ready Students is the percentage point difference calculated as percentage of kindergarten ready students in the current year minus percentage of kindergarten ready students in the previous year. |
| Percentage (%) Not Kindergarten Ready | The percentage of Students Assessed who did not meet the cut-off score for a particular assessment on the Commissioner's list of approved assessment instruments. |
| Students Enrolled who Attended Texas Public PreK | The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year and enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year. |

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



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| Students Enrolled who Attended Texas Public PreK for 80 or More Days | The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year, enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year and attended a Texas Public Prekindergarten half-day or full-day program the previous year for 80 or more days. |
| Students Enrolled who Attended Texas Public PreK in the Same District or School | The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year and enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year in the same district or same school as they enrolled in kindergarten. |
| Students Assessed who Attended Texas Public PreK for 80 or More Days | The number of kindergarten Students Enrolled who Attended Texas Public PreK for 80 or More Days who took a beginning of year assessment on the Commissioner’s list of approved assessment instruments. |
| Percentage (%) of Students Assessed who Attended Texas Public PreK for 80 or More Days | The percentage of kindergarten Students Enrolled who Attended Texas Public PreK for 80 or More Days and who took a beginning of year assessment on the Commissioner’s list of approved assessment instruments. |
| Percentage (%) of Kindergarten Ready who Attended Texas Public PreK for 80 or More Days | The percentage of kindergarten Students Assessed who Attended Texas Public PreK for 80 or More Days who met the criteria for a particular assessment on the Commissioner’s list of approved assessment instruments. |
| Districts (or Schools) Reporting Assessments | The number of districts (or schools) with enrolled kindergartners as of the Fall Snapshot date (the last Friday in October of each year) and reported results for at least one assessment on the Commissioner’s list of approved assessment instruments for the beginning of year administration. |
| Percentage (%) of Districts (or Schools) Reporting Assessments | The percentage of all Districts Reporting Assessment results for a particular assessment on the Commissioner’s list of approved assessment instruments for the beginning of year administration, e.g., percentage of all districts who reported The Texas Kindergarten Entry Assessment (TX-KEA). |

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX

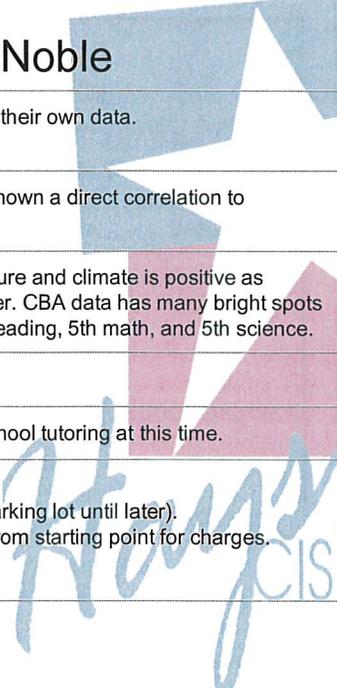


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| Percentage (%) of Students Assessed by Readiness Assessment | At the state level, the percentage of all Students Assessed who took a particular assessment on the Commissioner’s list of approved assessment instruments, e.g., percentage of assessed students who took The Texas Kindergarten Entry Assessment (TX-KEA). At the district level, the percentage of all enrolled students who took a particular assessment on the Commissioner’s List. |
| Percentage (%) Kindergarten Ready by Readiness Assessment | The percentage of Students Assessed who took a particular assessment, e.g., The Texas Kindergarten Entry Assessment (TX-KEA), on the Commissioner’s list of approved assessment instruments and met the criteria for a particular assessment. |
| Full-Day Students | Enrolled kindergartners who are provided instruction for at least four hours each school day. |
| Half-Day Students | Enrolled kindergartners who are provided instruction for at least two hours but fewer than four hours each school day. |
| Not in Membership | Enrolled kindergartners who are provided fewer than two hours of instruction each school day. |

Hays CISD Campus MOY Updates 2021-2022



| Blanco Vista Elementary - Area 1 - Noble | |
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| CAMPUS GOAL: ACADEMIC | Reading & Math Goal Setting: Students in Kinder - 5th are tracking their own data. |
| CAMPUS GOAL: CULTURAL | Teacher Feedback Cycle: Instructional walkthrough feedback has shown a direct correlation to improved instructional practices. |
| CELEBRATIONS | Learning objectives are fully aligned within each grade level. The culture and climate is positive as evidence as teachers and students are excited for the spring semester. CBA data has many bright spots with growth above 90 for 5th math. Earned master's stickers for 4th reading, 5th math, and 5th science. |
| SPRING FOCUS | 3rd grade math and reading. |
| TUTORING | Looking at using Title \$ for additional tutor during the day; no after school tutoring at this time. |
| NEEDS | Possible 2nd grade teachers (all classes at 22). Transportation issues (buses dropping off at 6:50am but staying in parking lot until later). Funds for transportation (field trips) due to BVES being so far away from starting point for charges. |



| Buda Elementary - Area 1 - Noble | |
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| CAMPUS GOAL: ACADEMIC | Progress Monitoring: Teachers are looking at data at all three checkpoints as well as monthly monitoring; regular CARE meetings for RtI support; students are making progress. |
| CAMPUS GOAL: CULTURAL | Leader in Me: Lessons are done in classrooms. The next step is to increase depth and complexity of lessons. Plan on visiting EGES for ideas. |
| CELEBRATIONS | 5th grade Science is making great gains. Have the highest PTA participation in the district. The staff is not pushing back when looking at data monthly. Teachers are using data to make decisions. In November, they started sharing data with kids and students are now tracking data. RtI is rocking as they are moving kids through the process and OUT of RtI. |
| SPRING FOCUS | Math, specifically 3rd needs additional support and additional tutors to support math 3-5. |
| TUTORING | Two tutors from last year are coming to support using campus funds. There may be more money for one additional tutor. All tutoring during the school day. |
| NEEDS | Applicants for Gen ed behavior position. Money for substitutes so teams can have a planning day for STAAR. SPED support to look at schedules and be more efficient in serving students; also need help modeling documentation for SPED students. |

| Camino Real Elementary - Area 1 - Noble | |
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| CAMPUS GOAL: ACADEMIC | Reading & Math Progress Monitoring: K-2 still making progress, 3-5 is stronger at analyzing data. |
| CAMPUS GOAL: CULTURAL | Teacher led PLC: The process is going well, closely monitored by the IC and admin. The agendas are submitted indicating that teachers are looking at data and making data based decisions. |
| CELEBRATION S | PK data looks great, students will be Kinder ready, working on sight words, writing, letters, and sounds. 5th grade is making great progress. Paras are so flexible to help in any areas needed. Teachers are learning best practices in Reading Academy and implementing what they are learning in their classrooms. Everyone is working hard and good things are happening. The culture is good and kids are happy to be back. |
| SPRING FOCUS | Small group, targeted intervention with progress monitoring. |
| TUTORING | Restructuring interventionist schedule to provide more during the day tutoring. Use Title funds to hire additional staff to support struggling students. |
| NEEDS | Need PD on how to look at use data effectively (ex: Other than mCLASS, what can we use in primary grades? What can PK do next with students who are ready to move forward with their learning?) Other PD needs include how to narrow down the focus during intervention. Request Mimi to model for teachers; Mandy - PD on literature circles at or above kids in grades 1,2,3 fluency, comprehension, and vocabulary. |

Carpenter Hill Elementary - Area 4- Kinsey

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| CAMPUS GOAL: ACADEMIC | Reading: All students will improve their reading fluency and show growth as measured by mClass Reading. The focus on fluency will increase the STAAR Meets and Masters levels. |
| CAMPUS GOAL: CULTURAL | Improve Climate: Increase staff fulfillment, as measured by our MRA from Leader in Me, by providing meaningful and individualized feedback to improve performance and campus culture/climate. |
| CELEBRATIONS | Increased meets and masters on 4th math CBA. Growth in mCLASS Reading MOY. |
| SPRING FOCUS | Targeted and individualized intervention classes to increase meets and masters. Student goal setting through Leader in Me-Wildly Important Goals (WIGS). |
| TUTORING | 2 tutors for during the day tutoring. |
| NEEDS | Continue next year with the addition of an interventionist and behavior paraprofessional. |

Elm Grove Elementary - Area 4 - Kinsey

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| CAMPUS GOAL: ACADEMIC | Reading: All students will improve their reading fluency as measured by mClass. At least, 75% of students will move up one performance level as reported on the ORF in mClass. |
| CAMPUS GOAL: CULTURAL | Climate and Culture: Increase staff fulfillment from 83% to 90%, as measured by our MRA from Leader in Me, by providing meaningful and individualized feedback to improve performance and campus culture/climate. |
| CELEBRATIONS | Growth on CBA's and middle of the year mClass in math and reading. |
| SPRING FOCUS | School-wide WIGs (Wildly Important Goals). All students will have an individual academic goal that supports the school-wide goals. These goals will be tracked in the student's leadership binders. |
| TUTORING | After benchmarks, 3-5th grade teachers will provide six weeks of tutoring based on student's needs in preparation for STAAR. |
| NEEDS | Continue support next year with an additional interventionist and behavior paraprofessional. |

Fuentes Elementary - Area 4 - Kinsey

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| CAMPUS GOAL: ACADEMIC | Growth: All students will receive data-driven instruction and intervention that ensures academic growth so that by the end of the 21-22 school year, at least 35% of all student's composite scores on mCLASS DIBELS will progress a minimum of one level. |
| CAMPUS GOAL: CULTURAL | Nurturing Environment: Develop and educate the whole child, leveraging the power of fine arts, in a safe, inclusive environment that celebrates and embraces the diversity of our staff, students, and community. |
| CELEBRATIONS | Student-focused SHINE. Time for every student is being adjusted based on ongoing data. Fine arts community support is enriching fine arts classes. |
| SPRING FOCUS | Refinement of PLC's and RTI process to allow for focused Tier 1 Instruction. |
| TUTORING | Additional Staff (HVA) is supporting 3-5 grade for in-school tutorials. After School Tutorials for 5th grade (as needed for 3rd and 4th grade). |
| NEEDS | Fully fund interventionist (currently ½ Title and ½ District). Additional Instructional Coach to provide support to K-2 and 3-5. |

Tom Green Elementary - Area 4 - Kinsey

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| CAMPUS GOAL: ACADEMIC | Using the composite score in mCLASS, 80% of TGES students will be reading on or above benchmark by May 2023. |
| CAMPUS GOAL: CULTURAL | "Every Journey Has A Great Story" Literacy will be promoted throughout our campus by developing a campus literacy team which promotes a literacy culture, incorporating campus-wide silent-sustained reading in our master schedule, and implementing a consistent process for guided reading, word study, and phonics instruction. |
| CELEBRATIONS | TGES Beautification Initiative, Literacy Initiative, Student Clubs 4th & 5th Math and 5th Science |
| SPRING FOCUS | 3rd Math and Reading PBIS |
| TUTORING | Plans to hire an in-school tutor. (Feb. start date) Recruiting teachers for after school tutoring. (March 22-May 5th) |
| NEEDS | Additional Receptionist/Attendance Clerk for spring. (Can train for Sunfield Elementary) Regular campus substitute |

Hemphill Elementary - Area 4 - Kinsey

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| CAMPUS GOAL: ACADEMIC | Academic Growth: 80% of K-5th Grade students will maintain or make academic growth from BOY to EOY mclass assessments. 80% of 4th-5th Grade students will maintain or make academic growth from previous 2020-2021 STAAR scores in Math and Reading. |
| CAMPUS GOAL: CULTURAL | 100% Hays: Provide student leadership opportunities through a variety of activities. (ex. Student Council, Spelling Bee, Science Fair). |
| CELEBRATIONS | Growth measure for 4th & 5th math based on CBA 2. mCLASS Reading growth from BOY to MOY. |
| SPRING FOCUS | Tier 1 Fluency. |
| TUTORING | Six Weeks of after school tutoring later in the spring. TELPAS and Science Saturday Camps. |
| NEEDS | Continued district support for reading and math. |



Kyle Elementary - Area 4 - Kinsey

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| CAMPUS GOAL: ACADEMIC | Academic Growth: All PK-5th grade students will have a strategic plan for reading and math that is focused on their individual growth. All students will develop individual goals. |
| CAMPUS GOAL: CULTURAL | Social and Emotional Learning: Through a strong SEL program (House System, & Seven Mindsets) students will feel connected and supported at school. |
| CELEBRATIONS | Staff is focused on students' needs and closing gaps. SEL continues to grow and meet students' needs (Monthly Virtual House Meetings). |
| SPRING FOCUS | 5th grade science and 3-5 math. |
| TUTORING | Two in-school tutors. After school tutoring (Feb-April). |
| NEEDS | Continue support next year with the ESSER interventionist and behavior paraprofessional. |



| Negley Elementary - Area 1 - Noble | |
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| CAMPUS GOAL: ACADEMIC | Reading: Understanding the Science of Reading. The teachers are seeing the 'why' behind the importance of phonemic awareness and seeing their kids positively respond as evidence by the gains students are making. |
| CAMPUS GOAL: CULTURAL | Teacher led Professional Development: Teachers are leading vertical team PLCs. Team leaders lead morning PD for their teams with a focus on CBA data, top 5 missed TEKS, and to plan for reteach & review. |
| CELEBRATIONS | Social emotional health of students is good. Students are happy to be back on campus. 15 students returned from virtual. Team leaders are leading PLCs as teachers are taking ownership in vertical team meetings. Teachers are happy to be back. Accountable talk for students is evident. |
| SPRING FOCUS | Focus on TEKS to ensure level of rigor and understanding is taught. Math is the main focus with 5th being the highest need. Planning for reteach and review is underway. |
| TUTORING | Looking at adding NSHE staff during school day. |
| NEEDS | Special Education teacher due to high numbers (trying new schedule now). Robin scheduled in PLC to support math. Request a part time nurse 10:30-1:30 and a 2nd Instructional Coach. |

| Pfluger Elementary - Area 1 - Noble | |
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| CAMPUS GOAL: ACADEMIC | Reading & Math: PLC and progress monitoring began to take place in teacher led PLCs in January. Agendas are turned into IC prior to meetings. |
| CAMPUS GOAL: CULTURAL | Targeted SEL: Teachers are completing lessons in class with fidelity. The counselor is seeing students on an ongoing basis. |
| CELEBRATIONS | Masters level on 4th Math CBA 2 earned a 'sticker.' Teacher led PLC - teachers moving into leadership roles. Emergent Tree & other committees. Literacy night had over 200 parents attend (every student received a book). SEL is done with fidelity. New PBIS handbook is almost completed. |
| SPRING FOCUS | Data analysis, targeted PLC and classroom walkthroughs to ensure high quality instruction. |
| TUTORING | Some after school tutoring. Planning for more in the Spring (any grade level to close gaps). Have Title money to hire additional support staff during the day. |
| NEEDS | Additional part time counselor to support high SEL needs. Full time dyslexia teacher (currently part time) to allow for smaller, targeted groups. |

Science Hall Elementary - Area 1 - Noble

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| CAMPUS GOAL: ACADEMIC | Reading & Math PLC & Interventions: PLC lesson planning vs. data talk and lesson enrichment. Focus on data and small group learning. Analyze mClass and look at targets for each student |
| CAMPUS GOAL: CULTURAL | Cultural Awareness: Offer a variety of events such as the living history museum, diez y seis, day of the dead, ingenious people celebration and in the spring hosting a multicultural night to continue to focus on awareness. |
| CELEBRATIONS | CBA data has been positive with 5th Math having 100% of students meeting growth. Stickers for masters in 5th Math and 5th Science New staff is working well together culture is positive. |
| SPRING FOCUS | Small group instruction using mClass data. Progress monitor students bi-weekly in Reading. Work with 3-5 on CBA data and ensure best practices are aligned for growth. TELPAS practice for students. Continue implementing playbook strategies. 2nd grade DL mClass need more math time. |
| TUTORING | 1 student teacher may be interested in tutoring. Campus will post for tutoring staff. |
| NEEDS | Dyslexia needs an extra person. The SPED para was approved and now waiting on HR to complete the process. ESSER behavior person to support PLC, waiting on HR to complete process. |

Tobias Elementary - Area 1 - Noble

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| CAMPUS GOAL: ACADEMIC | Reading & Math: Students are goal setting and tracking data in binders. Grades 3-5 track data from benchmarks and CBA's. K-2 meet with students and create goals to place on desks. |
| CAMPUS GOAL: CULTURAL | PLC & Targeted Goal Setting: Employing the PLC cycle with targeted goals each week has created structured conversations based on data needs. Goals are created/evaluated after each district assessment. |
| CELEBRATIONS | Growth score above 90 in 4th Reading (Doing great in Math too.). Masters recognition on CBA2 for 4th Reading, 4th Math, 5th Reading, and 5th Math. On target to earn distinctions this year :) |
| SPRING FOCUS | TIER 2 interventions to close achievement gaps. |
| TUTORING | Title 1 money budgeted for tutoring during the day and possibly after school. |
| NEEDS | Applicants for Behavior Para. Additional counselor to support SEL. Find ways to improve attendance (staff & students). Subs for custodians. |

Uhland Elementary - Area 4 - Kinsey

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| CAMPUS GOAL: ACADEMIC | 80% of all students will make one year's growth or progress by the end of the school year through targeted interventions and blended learning. Based on MOY data, intervention groups were created to help students in 3-5th grade meet their individual goals. |
| CAMPUS GOAL: CULTURAL | Social Emotional Learning (SEL) will be embedded within our instruction in 100% of classrooms via Capturing Kids Hearts. Continue focus on building teacher morale. |
| CELEBRATIONS | 80% of students have shown growth in math and reading. Team-minded approach of staff supporting each other and learning through Professional Learning Communities. |
| SPRING FOCUS | Closing the achievement gaps for all students. |
| TUTORING | In-School Tutoring using a SWAT approach where students receive small group data-driven interventions throughout the day. |
| NEEDS | Help recruiting quality tutors for in-school tutorials. |

Barton Middle School - Area 2 - Watson

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| CAMPUS GOAL: ACADEMIC | Improve Reading and Math Outcomes: Data from CBAs indicate that achievement is on track for 6th and 8th grades and the focus will continue on 7th grade as they have greatest need for improvement. |
| CAMPUS GOAL: CULTURAL | Improve Communication: The school has worked diligently to send communication in a more timely. Parent and community feedback has been positive to this point. |
| CELEBRATIONS | A majority of students are meeting Reading Plus expectations. Led the district in Reading Plus during the initial contest week. All HB 4545 requirements are completed. |
| SPRING FOCUS | Refining the RtI process and identifying students who still in need of support to increase outcomes. |
| TUTORING | Developed a preventative SSI to prepare students for STAAR. Will implement a STAAR camp for grade levels and subjects. |
| NEEDS | An additional FTE for PE since health numbers are expected to increase. A matrix for high school coaching expectations. The campus is concerned that coaches may choose to stop coaching. Be notified of plan for orchestra next year as the number of sections are expected to increase. |

| Chapa Middle School - Area 3 - Gomez | |
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| CAMPUS GOAL: ACADEMIC | Reading and Math: Progress is being made but still below the passing threshold. Identifying students that are eligible for growth measure to target in on those students. LIT is going well students are receiving small group tutoring during this time. Focusing on "structured conversations" on the instructional playbook. |
| CAMPUS GOAL: CULTURAL | Personal Professional Learning: Registered to attend RYHT, Middle School Symposium, and Mid-Winter. Mrs. Walls did a site visit to Voss MS in Boerne ISD, implemented some blended learning strategies from the visit. |
| CELEBRATIONS | All teachers trained in 7 STEPS for ELPS. High usage for 40 lessons per week Reading Plus and Dream Box. Implementation of Playbook and House meetings. Theatre One Act Play excelled in competition. |
| SPRING FOCUS | Targeted intervention time for STAAR subject during advisory. |
| TUTORING | Increase afterschool tutoring focusing on students eligible for progress measure. |
| NEEDS | \$30,000.00 for push in tutor for all STAAR subjects at each grade level beginning in February. |

| Dahlstrom Middle School - Area 3 - Gomez | |
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| CAMPUS GOAL: ACADEMIC | Increase Mastery on STAAR: CBA 2 data indicates increased performance on Masters: ELA: 6th-74%,48%,20%-- 7th-78%,45%,23%-- 8th-73%,49%,38%-- Math: 6th-82%,59%,31%-- Math Ad- 100%,95%,69%-- 7th 77%32%16%-- 8th 95%78%32%-- Alg- 99%,82%,58%- SS- 86%,55%,31%-- Science 82%,66%,40%. Teachers/Students tracking Mastery by TEK. |
| CAMPUS GOAL: CULTURAL | Bolster the Campus Leadership Team: Campus has over 1300 walkthroughs, feedback given to teacher & weekly leadership meetings to ID teacher needs/support. Extensive training on STAAR blueprint and distinguishing between readiness and supporting standards as well as unpacking the TEKS. Book study on restorative justice; "Hacking School Discipline." |
| CELEBRATIONS | Extracurricular Champions: 8/7 Volleyball, 7th Football, Regional Band, and Cross Country. Theatre: Tech award, Outstanding Characterization, All-Star cast award. Highlighted 24 students with P.I.E., & DMS leaders plus implementation of "Leader in Me." |
| SPRING FOCUS | Opportunity for Mastery. |
| TUTORING | Tutoring for all target areas before and after-school, tutoring during advisory |
| NEEDS | \$15,000.00 for Saturday camp tutoring and after-school. |

McCormick Middle School - Area 3 - Gomez

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| CAMPUS GOAL: ACADEMIC | Reading and Math Data Driven Instruction & Interventions: Master schedule reflects additional intervention classes for Reading and Math. Class rosters were modified mid year to meet the needs of all students, some exited some entered the class. CBA 2 data indicates increased performance: ELA: 6th-51%,26%,9%-- 7th-58%,29%,14%-- 8th-77%,41%,23%-- Math: 6th-42%,25%,9%-- Math Ad- 90%,73%,22%-- 7th 72%40%17%-- 8th 98%85%58%,-- Alg- 100%,89%,72%- SS- 77%,41%,23%-- Science 81%,61%,37% |
| CAMPUS GOAL: CULTURAL | Timely and Effective Feedback: Campus admin have completed over 1000 walkthroughs the first semester. Every teacher receives immediate personal feedback. Meetings scheduled as needed. |
| CELEBRATIONS | All CBA data is showing a positive growth. Extra curricular champions in Volleyball, Cross Country, and Band. Discipline referrals have decreased. |
| SPRING FOCUS | Intervention and Enrichment to improve approaches, meets, and masters. |
| TUTORING | Provide strategic and meaningful tutoring during the day, after-school and on Saturdays. Saturday camps begin in February. |
| NEEDS | Staffing: Dyslexia teacher has been vacant all year and need foundation for learning. \$10,000.00 to help with Supplemental pay for Saturday camp and STAAR prep materials. |

Simon Middle School - Area 2 - Watson

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| CAMPUS GOAL: ACADEMIC | Growth: Earn at least a C rating. Campus leaders will provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. |
| CAMPUS GOAL: CULTURAL | 100% Engagement: Create a culture with a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community. |
| CELEBRATIONS | Data is showing student growth has increased on CBAs. Achievement improved in many subject areas. Blended learning is being implemented effectively. Theatre won 9 UIL awards. PTA membership is a record. Discipline referrals are down by over 50%. |
| SPRING FOCUS | Continue improving the school culture through the 100% Hays initiative with clubs. Academic focus will be on TELPAS and STAAR to improve student growth outcomes. |
| TUTORING | The tutoring focus will still be focused on providing interventions and tutoring during the school day. The master schedule was strategically built to maximize students time while on campus. |
| NEEDS | To get fully staffed. The pandemic has made it difficult to fill vacant positions with quality applicants. |

Wallace Middle School - Area 2 - Watson

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| CAMPUS GOAL: ACADEMIC | Closing the Gaps: Based on CBA data, sub-populations have performed better than in previous years and have closed the gaps compared to their peers. |
| CAMPUS GOAL: CULTURAL | SEL with Fidelity: Character Strong, which is grade level specific, has been implemented to compliment the culture of the campus and is being tracked through the PBIS system. |
| CELEBRATIONS | The campus celebrates students through Rocking Ranger (student recognition). SPED academic achievement has improved from 28% to 48.9% in math. Overall growth based on CBA data has improved which puts WMS on track to improve accountability. |
| SPRING FOCUS | To increase attendance to improve student outcomes. Focus on 100% engagement. Developing specific plans for to ensure all students meet academic growth. |
| TUTORING | Tutoring will be more purposeful and students will be grouped based on specific areas of needs. Friday night and Saturday school will continue. |
| NEEDS | To provide support for 6th grade ELAR to improve student achievement and outcomes. Continued support in social studies, particularly in 8th grade. Add a monitor position. Be notified of plan for orchestra. |

Hays High School - Area 3 - Gomez

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| CAMPUS GOAL: ACADEMIC | Increase EOC & AP Student Outcomes: EOC CBA 2 data shows an increase in mastery above district expectations: ELA 1- 18%/29%, ELA 2 - 10%/22%, Alg 1 - 29%/40%, Bio 1- 25%/30%, USH - 44%/31% (HAYSCISD GOAL vs HHS %) |
| CAMPUS GOAL: CULTURAL | Instructional Playbook: 30% of the staff have had a one on one conference with Mr. Pierce and 60% have had a feedback conference with an administrator. |
| CELEBRATIONS | Two students made the TMEA all state choir in December. 35 students have earned Industry Based Certifications as of December. Marine JROTC digital shooting range is fully operational. 558 AP tests have been ordered so far, not counting spring semester AP Courses. That number will go up. |
| SPRING FOCUS | Saturday camps for credit recovery 11 sessions in fall and 10 in the spring. 30/40 in attendance. Counselor on site to review transcript. ESSR teacher hired and pushing in with Math/ELA. |
| TUTORING | Retesters will be assigned to teacher led tutorials during advisory. Schoology course for bio and algebra for independent practice. Saturday camps begin after spring break for EOC. |
| NEEDS | \$3000 Saturday School –supplemental pay (IGC students, Edgenuity credit recovery) \$2000 Extra duty pay specifically for AP tutorials/review outside of school day (After school, Saturdays) \$12000 1 cart of Ipads -Algebra 1 teachers use them consistently. Used for Desmos and other applications specific to Algebra 1, it would need to be Ipads. |

Lehman High School - Area 4 - Kinsey

| | |
|--------------------------|--|
| CAMPUS GOAL: ACADEMIC | Increase Student Achievement: Increase in Domain I scores by 3% on each tested area. 70% of students will make growth on their Algebra and English II EOC. |
| CAMPUS GOAL: CULTURAL | Instructional Playbook: Teachers will effectively implement structured conversations by utilizing the Instructional Playbook, specifically TIPS (Think Ink Pair Share) and randomization. It will be measured through observations at 75% implementation. |
| CELEBRATIONS | Students made it to Area in Choir and Band. SEL Seven Mindsets are implemented weekly with fidelity. HB 4545 Tutorials are going well. |
| SPRING FOCUS | Continued tutorials. Improve performance in Algebra I. Continue providing high quality Professional Development to inform instruction. PBIS and Cell Policy Reinforcements. |
| TUTORING | After school tutorials Monday through Thursday by ICs and Teachers. |
| NEEDS | Needs help recruiting teachers for 6 open positions. Needs a math tutor for Algebra 1. 5 Chromebook Carts for EOC subjects (to replace the devices that were used for the 1 to 1 distribution. (\$8602.50 X 5=\$43,012.50) |

Johnson High School - Area 2 - Watson

| | |
|--------------------------|---|
| CAMPUS GOAL: ACADEMIC | CCR: The campus is steadily increasing the percentage of students who meet CCR requirements. At the beginning of the 2021-22 school year, 29% of students had met CCR criteria. The state target is 47% and the campus goal is 60%. |
| CAMPUS GOAL: CULTURAL | Attendance: The campus has set a goal of having the highest secondary attendance rate. Currently, JHS leads all high school campuses. |
| CELEBRATIONS | The fall re-test EOCs scores were significantly higher than the district average in Algebra I and Biology. |
| SPRING FOCUS | Increase CCR percentage with IBC testing and TSIA 2 administrations. Continue to analyze data and group students to meet EOC performance goals. Ensure Seniors who need credit recovery have systems in place to be successful. Increase FAFSA numbers. |
| TUTORING | Replicate process from the fall of intentionally grouping students based on academic needs for STAAR tutoring. Tutor senior students during advisory for TSIA 2. |
| NEEDS | Staffing projections for next year so the hiring process can get underway. Solutions to alleviate space concerns. \$5,000 for substitutes for AP and STAAR camps. |

Live Oak Academy - Area 2 - Watson

| | |
|--------------------------|---|
| CAMPUS GOAL: ACADEMIC | CCR: The pandemic has put a strain on efforts to get students to qualify as CCR. Attendance and the changes to the TSIA have proven to be barriers that the campus is working through to improve the percentage of students who are CCR. |
| CAMPUS GOAL: CULTURAL | Professional Development: Leadership has been making progress towards this goal with a focus on seeking opportunities to attend and present at conferences. |
| CELEBRATIONS | The staff has adjusted well to obstacles the pandemic has created and continued to create. The number of graduates is steadily increasing. US History EOC scores in the fall were the highest in the district. |
| SPRING FOCUS | Increasing the number of credits earned and continuing to have more students graduate. |
| TUTORING | Tutoring will be individualized to meet student needs. Work with students to prepare for English I, English II, and Biology retests. First time testers historically have performed well after enrolling at LOA. |
| NEEDS | An additional special education FTE for fall of 2022-23. Flexible tables and Live Oak Regalia for graduation. Working on getting a quote. |

Impact - Area 3 - Gomez

| | |
|--------------------------|---|
| CAMPUS GOAL: ACADEMIC | Individualized Academic Plans: 65% of students were enrolled in credit recovery the 1st semester. 35% of those students placed have recovered at least one credit for a total of 62 credits recovered. Counselor meets with every student and completes a Transcript Audit and graduation requirements which is shared with parents. |
| CAMPUS GOAL: CULTURAL | Restorative Discipline: ESSR interventionist has completed 220 interventions: 147 de-escalation interventions, 28 Repair/Harm circles, 21 mediations, and 24 behavior lessons for teachers. |
| CELEBRATIONS | Recidivism is down for 1st semester from 18/19—30 students, 19/20—34 students, and 21/22 2 students! Successfully implemented "remote conferencing" support for the district without additional staff. 195 positive referrals by teachers and 125 Classroom Managed Behaviors. |
| SPRING FOCUS | Continue working with students on an individual basis to ensure they return to their home campus with improved academic standing. |
| TUTORING | Students receive one on one tutoring throughout the day and during advisory. 30 minutes daily for DreamBox/Reading Plus. |
| NEEDS | SBI teacher to push in to support students. Sped TA to help with inclusion support. |

Hays CISD Advanced Academics Report 2020-21

While “advanced academics” in Hays CISD refers to all advanced coursework, this report focuses on the enrollment and outcomes of what are defined as “college aligned” courses, those courses in which students have the potential to earn college credit.

The goal in advanced academics is both to increase the number of students challenging themselves in college-aligned courses (by preparing students well in advanced classes and by communicating the benefits of taking college-level courses while in high school) AND to increase the number of college credits earned. While we saw an increase both in students taking courses and in credits earned in 2019, there were declines in 2020 brought about largely by cost associated with OnRamps courses that had previously been free of charge and, to a lesser extent, the impacts of COVID on course completion. Both physically and in terms of outcomes in college-aligned coursework we felt the impact of the COVID-19 pandemic acutely in the 2020-21 school year during which the number of students enrolled in college-aligned coursework and the number of credits earned dropped significantly.

| Hays CISD Numbers of Students and College Credits Earned | 2018 | 2019 | 2020 | 2021 |
|---|-------------|-------------|-------------|-------------|
| # of Students Participating in one or more college-aligned classes | 1451 | 1781 | 1706 | 1556 |
| # of credits earned through AP (3 or higher score) | 939 | 933 | 978 | 772 |
| # of credits earned through Dual Credit | 893 | 741 | 713 | 502 |
| # of credits earned through Dual Enrollment (OnRamps) | 76 | 317 | 231 | 69 |
| Total # of Credits Earned | 1908 | 1991 | 1922 | 1343 |

Ideally, students avail themselves of a variety of types of courses, Advanced Placement (AP), Dual Credit, *and* Dual Enrollment/OnRamps. Research by the University of Texas shows that students are more likely to persist in college just by completing one of these courses (AP, Dual Credit, or Dual Enrollment/OnRamps), and that taking more than one type of course elevates a student’s likelihood of remaining in college and graduating.

Dual credit students are two times more likely than noncredit bearing students to be retained [defined here as remaining/persisting in college] during the first (first fall to the second fall) and second (second fall to the third fall) years of college. AP students were three times more likely to be retained as compared to noncredit bearing students during the same time frames. Students who have both DC and AP are five times more likely to be retained than noncredit bearing students during the same time frame (Troutman et al., 33).

Indeed, there are some classes that can ONLY be taken as AP (Calculus, Human Geography . . .) and some that a student can take one of three ways (U.S. History, English) so long as the class makes. The charts on the next two pages demonstrate (1) advanced coursework offered in Hays CISD and (2) the differences between college-aligned courses

Following the course listings and descriptions of courses are more granular looks at longitudinal data by district and campus in AP, Dual Credit, and Dual Enrollment courses as well as some notes regarding ongoing work toward increasing participation and performance in advanced academics courses.

Advanced Academics Courses Offered—Hays CISD

(Whether or not a course is offered dependent on whether enough students enroll for the class to “make.”)

| Advanced | College-Aligned Coursework | | | |
|--|------------------------------|---|--|-----------------|
| | Advanced Placement (AP) | Dual Credit (ACC) | Dual Enrollment (UT OnRamps) | |
| Advanced English 7 th Advanced English 8 th Advanced English I Advanced English II | Rhetoric & Composition | English 1301 and English 1302 (may satisfy either English III or English IV Credit) | Rhetoric and Writing (English 1301 and 1302) | |
| | Literature & Composition | Engl. 2322 (Brit. Lit) | | |
| Spanish I Advanced Spanish II Advanced Spanish III Advanced | Spanish Lang. & Culture (IV) | Spanish I Spanish II | | |
| | Spanish Lit. & Culture (V) | | | |
| French III Advanced | French Lang. & Culture (IV) | | | |
| German III Advanced | German Lang. & Culture (IV) | | | |
| | Computer Science A | COSC 1301 | | |
| | Computer Science Principles | | | |
| Algebra I Advanced Geometry Advanced Algebra II Advanced Pre-calculus Advanced | Calculus AB | Math 1332 (College Mathematics) | | College Algebra |
| | Calculus BC | | | Pre-Calculus |
| | Statistics | | Statistics | |
| Advanced Science 7 th Advanced Science 8 th Biology I Advanced Chemistry I Advanced | Biology | Biology 1408 | | |
| | Chemistry | | | |
| | Environmental Science | Envir. Systems 1301 | Physics | |
| | Physics I | | | |
| | Phys. C: Elect. & Magnetism | | | |
| | Physics C: Mechanics | | | |
| Texas History Advanced (7 th) | Human Geography | | | |
| | World History | | | |
| U.S. History Advanced (8 th) | U.S. History | History 1302 (1301) | U.S. History | |
| | U.S. Government | Govt. 2305 (2306) | | |
| World Geography Advanced | European History | | | |
| | MacroEconomics | | | |
| | Psychology | Psychology 1301 | | |
| | | Sociology 1301 | | |
| | Art History | | | |
| | AP Art and Design | | | |
| | Music Theory | | | |
| | AP Seminar | | | |

AP/Dual Credit/Dual Enrollment: What's the Difference?

| | Advanced Placement (AP) | Dual Credit (DC) | Dual Enrollment (UT OnRamps Program) |
|--------------------------------------|---|--|---|
| Description | The AP Program allows students to take college-level courses and the related AP exam, to potentially earn college credit while still in high school. | Dual Credit allows students to simultaneously earn high school and college credit by successfully completing Austin Community College (ACC) courses. | Dual Enrollment allows students to earn high school, and potentially earn college credit while still in high school, by taking courses designed by the University of Texas and completing a specialized, |
| College Credit | College credit is granted when students pass the AP exam. Individual colleges and universities, not the College Board nor the AP program, grant college course credit and placement. | College credit is awarded when the student passes the course. | Students receive high school credit when they successfully complete the course. Students also receive college credit if they qualify for and pass the college portion of the course. |
| Teachers/Instructors | Taught by high school teachers using a curriculum approved by The College Board. | Taught by ACC instructors and/or high school teachers who serve as adjunct professors with ACC | Taught by high school teachers in collaboration with University of Texas faculty |
| College/University Acceptance | Accepted throughout the nation. Requires a score of 3 or higher on AP exam in TX. Contact individual college/university for their AP policy. | Accepted at public colleges and universities in Texas, and many private institutions. Check with individual college/university for academic requirements. | Guaranteed to be accepted at any public university in Texas. Accepted at most private universities. Check with individual college/university for academic requirements. |
| Location | AP courses are taught on the HS campus | Some dual credit courses are taught on the HS campus. Students also take dual credit courses on ACC campuses* | UT OnRamps Dual Enrollment courses are taught on the HS Campus. |
| Eligibility | Open to any student. Students are expected to have the skills and knowledge from prior advanced courses, and be motivated to work outside the school day on college level material. | Students must qualify by taking the Texas Success Initiative (TSI) test. The TSI test is offered free of charge in the district, or for a fee at ACC campuses | Open to students who show high achievement, who wish to experience a college-level course, and who are motivated to work outside of the school day on college level material. Most courses may require TSI scores to qualify for college credit in the Spring. |
| Cost | AP courses are free. There is a fee for the corresponding AP exams. This fee is reduced for students who qualify for the free/reduced meal program and is subsidized for all students by Hays CISD. | Up to 12 Dual Credit courses at ACC campuses are <i>currently</i> free with a tuition waiver, providing the student is meeting Satisfactory Academic Progress (SAP). After 12 waivers, students pay for tuition. | UT <i>OnRamps</i> Dual Enrollment courses are \$149 per course (\$99 for students who qualify for the free/reduced meal program). Hays CISD will subsidize this cost in 2022-23 to \$124 per course (\$25 for students who qualify for free/reduced lunch) |
| Textbooks | Provided by the school | Textbook purchase required. Currently textbooks range in price from \$36 to \$146 depending on the course and section. | Provided by the school. |

*Some classes may be online

Advanced Placement (AP)

We're beginning to assess the impact of the COVID-19 pandemic on course and exam-taking patterns in Advanced Placement classes though we won't have a full picture until at least the end of this (2021-22) school year. While we saw a bump in the overall number of tests taken and credits earned (through scores of 3 or higher) in 2020, 2021 saw decreases across the board with the exception of Johnson High School which is continuing to add a grade level a year through the 2021-22 school year.

When we look just at the 2020-21 school year and the AP classes offered in the district, Hays CISD has a higher **percentage of scores at 3 and above than the state in 59% of the classes** (higher than in 41% of the classes when compared to global scores). These same percentages bear out (though in different classes in some instances!) when compared to average scores on the tests—**Hays CISD is above the state average score in 59% of classes** and above the global score average in 41% of classes.

| Hays CISD | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|-------------|-------------|------------|------------|--------------|------------|
| Total AP Students taking exams | 1182 | 1492 | 858 | 897 | 1018 | 829 |
| Number of Exams | 2422 | 2746 | 1567 | 1587 | 1791 | 1645 |
| Number of Scores 3+ | 843 | 1009 | 939 | 933 | **978 | 772 |
| AP Students with Scores 3+ | 438 | 609 | 543 | 584 | 621 | 444 |
| % of Total AP Students with Scores 3 + | 37% | 41% | 63% | 65% | 61% | 54% |

| Hays HS | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|------------|------------|------------|------------|------------|------------|
| Total AP Students taking exams | 687 | 814 | 585 | 597 | 545 | 338 |
| Number of Exams | 1456 | 1687 | 1080 | 1115 | 1094 | 785 |
| Number of Scores 3+ | 584 | 705 | 679 | 701 | 616 | 402 |
| AP Students with Scores 3+ | 280 | 373 | 374 | 412 | 350 | 197 |
| % of Total AP Students with Scores 3 + | 41% | 46% | 64% | 69% | 64% | 58% |

| Lehman HS | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|------------|------------|------------|------------|------------|------------|
| Total AP Students taking exams | 495 | 678 | 273 | 300 | 286 | 210 |
| Number of Exams | 966 | 1059 | 487 | 472 | 500 | 373 |
| Number of Scores 3+ | 259 | 304 | 260 | 232 | 220 | 128 |
| AP Students with Scores 3+ | 158 | 236 | 169 | 172 | 145 | 80 |
| % of Total AP Students with Scores 3 + | 32% | 35% | 62% | 57% | 51% | 38% |

| Johnson HS | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------------------------|------|------|------|------|------------|------------|
| Total AP Students taking exams | | | | | 187 | 277 |
| Number of Exams | | | | | 197 | 481 |
| Number of Scores 3+ | | | | | 134 | 240 |
| AP Students with Scores 3+ | | | | | 126 | 167 |
| % of Total AP Students with Scores 3+ | | | | | 67% | 60% |

**2020 and 2021 District scores reflect higher number than sum of campuses due to student movement or to College Board coding students to previous campuses (middle schools)

Notes on AP Data:

- 2016 and 2017—District paid for all AP exams and expected every student enrolled in AP classes to test
- 2018-forward—District subsidizes AP exams but does not pay total cost; encourages students to test but does not require it
- 2020—Students learned at home from March-May; all AP exams were online

- 2021—Students were in and out of school—both online and in person; AP exams could be either taken on paper or online

Dual Credit

After a dip in numbers of students and enrollments in ACC Dual Credit courses in 2019 the district-wide number rose again in 2020 thanks to continued steady increases in students and enrollments at Lehman HS. Increased OnRamps course opportunities may have led to the decline in enrollments in 2019; with the addition of a fee for OnRamps courses in the 2019-20 school year, OnRamps enrollments and courses dropped, and Dual Credit enrollments rose again. Though enrollment and credits earned were down district-wide (except for Johnson which hosted its first dual credit classes in 2020-21), Lehman High School exhibited the strongest enrollment in Dual Credit coursework. 80% of enrollments at Hays High School and Lehman High School resulted in credits earned.

| Hays CISD | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------|------|------|------|------|------|------|
| # Students | 236 | 203 | 291 | 233 | 301 | 174 |
| # Enrollments | 613 | 662 | 991 | 826 | 847 | 629 |
| # Passing Grades | 554 | 603 | 893 | 741 | 713 | 502 |

| Hays HS | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------|------|------|------|------|------|------|
| # Students | 149 | 131 | 186 | 125 | 126 | 65 |
| # Enrollments | 377 | 418 | 641 | 458 | 415 | 227 |
| # Passing Grades | 346 | 387 | 590 | 407 | 330 | 186 |

| Lehman HS | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------|------|------|------|------|------|------|
| # Students | 87 | 72 | 105 | 108 | 175 | 75 |
| # Enrollments | 236 | 244 | 350 | 368 | 432 | 292 |
| # Passing Grades | 208 | 216 | 303 | 334 | 383 | 238 |

| Johnson HS | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------|------|------|------|------|------|------|
| # Students | | | | | * | 34 |
| # Enrollments | | | | | * | 110 |
| # Passing Grades | | | | | * | 78 |

*Numbers masked due to small size

Dual Enrollment (UT OnRamps)

Students and enrollments declined sharply in UT OnRamps courses in the 2019-20 school year as there was a cost (\$149; \$99 for students qualifying for Free/Reduced lunch) associated with the courses for the first time. The decline continued in the 2020-21 school year. This year (2021-22) we have only one section of OnRamps English at Hays HS.

| Hays CISD | 2018 | 2019 | 2020* | 2021 |
|--------------------|------|------|-------|------|
| # Students | 145 | 320 | 205 | 62 |
| # Enrollments | 188 | 582 | 369 | 108 |
| # Credits Earned | 76 | 317 | 231 | 69 |
| # Credits Accepted | 67 | 223 | 206 | 56 |

| Hays HS | 2018 | 2019 | 2020* | 2021 |
|--------------------|------|------|-------|------|
| # Students | 105 | 204 | 189 | 51 |
| # Enrollments | 127 | 375 | 337 | 89 |
| # Credits Earned | 47 | 201 | 216 | 63 |
| # Credits Accepted | 41 | 138 | 193 | ** |

| Lehman HS | 2018 | 2019 | 2020* | 2021 |
|--------------------|------|------|-------|------|
| # Students | 40 | 116 | 16 | 11 |
| # Enrollments | 61 | 207 | 32 | 19 |
| # Credits Earned | 29 | 116 | 15 | 6 |
| # Credits Accepted | 26 | 85 | 13 | ** |

**Do not have this data broken out by campus on 2021 EOY report from OnRamps

Work to Increase Participation and Performance in Advanced Academics

In addition to structures put in place on individual campuses to recruit students for advanced courses and to support students in those classes (such as study sessions prior to AP exams) and to increasing resources available for AP students on the College Board website (including daily video tutorials for each unit in AP classes), the work below is ongoing from the district level in partnership with campuses.

Use of data to inform recruiting for advanced classes: When we look at data from students who score well on national and state assessments, we see that not all students who perform well are in advanced coursework. For example, only 51% of students who scored at the masters level on STAAR in 8th grade reading in 2019 are in college aligned coursework this year as high school juniors. Only twenty-three percent of current high school seniors who took Algebra I in 8th grade are in college-aligned math courses.

This year we have very deliberately used data from PSAT 8 and PSAT exams to target students for recruitment into advanced coursework for the 2022-23 school year. Using test scores, we identified students in 8th and 9th grade who hit the benchmarks of being “on track to be college ready” in English and/or math and checked to see whether these students were already in advanced classes or whether they were in on-level classes. All students in advanced classes have been encouraged to continue in advanced coursework. We emailed teachers of students who have hit college readiness benchmarks in on-level classes and asked the teachers to encourage students to register for advanced coursework in that area next year. Teachers of advanced courses at the next grade level also received this information and have recruited students. Teachers of AP classes received “AP Potential reports” for current 10th and 11th grade students who, based on their PSAT scores, would do well in AP classes. These lists have been used for direct recruitment as well.

We will follow up with similar data following STAAR assessments.

Enhanced advanced math pathways: To increase students' access to and participation in college-aligned math courses, the following steps have been/are being taken.

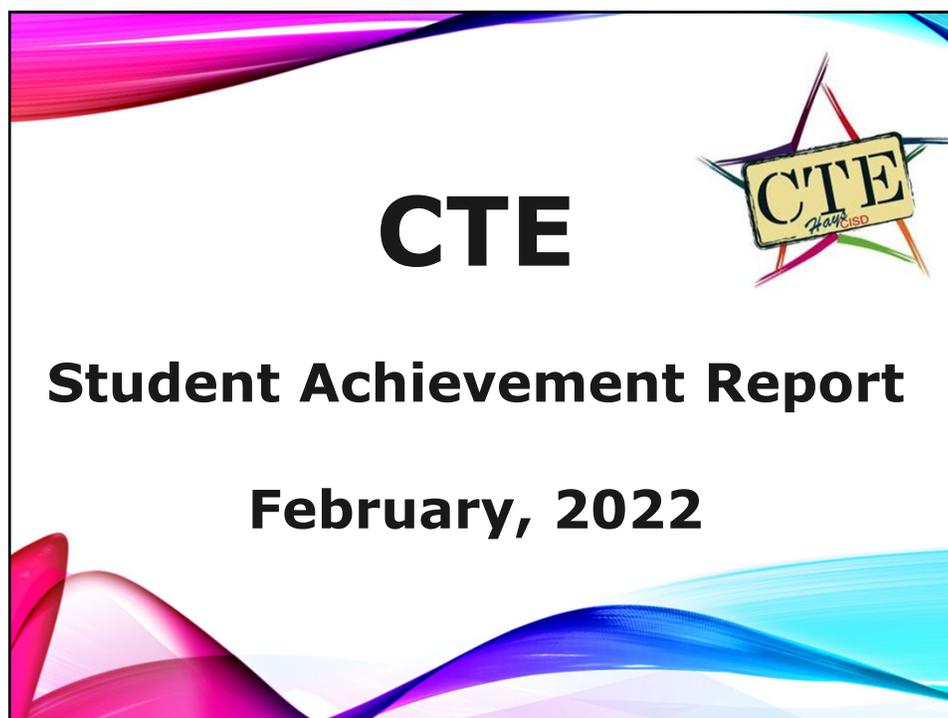
- Develop/refine Advanced Math pathways—If students are to reach AP Calculus or AP Statistics while in high school, they need to take Algebra I in 8th grade. This requires entering advanced math in 6th grade. The Director of Curriculum and Instruction worked with the Coordinator for Secondary Math during the 2019-2020 school year to create a guide for advanced math that would allow more entry points and ways to bring students up to Algebra I in 8th grade—or to allow students to double-up on math in high school. Part of this plan includes summer bridge camps for math. Cancelled due to COVID in the summer of 2020, math bridge camps began at CMS the summer of 2021. We look forward to expanding these offerings in 2022.
- Communicate with parents/guardians—District personnel worked with elementary campuses at middle school information nights for rising 6th grade students and their parents/guardians in late winter of 2020 to explain the importance of challenging oneself with advanced math in middle school and beyond. These conversations will continue this year and will expand to PTA meetings and LPAC parent meetings.
- Work within the Lehman High School feeder pattern
 - Work with e3 Alliance and National Alliance for Partnerships in Equity (NAPE) to enhance advanced math pathways at Chapa Middle School and Camino Real, Fuentes, Science Hall, and Hemphill Elementary Schools—Hays CISD is part of an e3 Alliance/NAPE grant through the Greater Texas Foundation that works with teachers, campus administrators, and district staff to address inequities in math classrooms and to foster growth mindset in students and teachers. This is the second year of a 3-year grant cycle, and we plan to extend to other campuses within the Lehman High School feeder pattern over the next year. As a result of last year's work, enrollment in advanced math in 6th grade at Chapa Middle School has risen by almost 40% over last year.
 - Partner with UTeach for tutoring for AP math students at LHS—Christopher Costello, the Director of UTeach at the University of Texas, began his teaching career at Lehman High School. He was a founding faculty member and taught AP Statistics. Now the Director of UTeach, Mr. Costello is partnered with Lehman High School to send graduate students in math to help tutor students enrolled in AP math classes during the 2020-21 school year.

Funding for OnRamps courses—Cost for OnRamps courses has proven a detriment to students enrolling in these courses which are valuable as they allow students to receive feedback from both high school teachers and university professors. For the 2022-23 school year, we will be subsidizing the cost of OnRamps courses as we do for AP exams.

Support for PATH classes—When Hays CISD moved away from AVID two years ago and implemented PATH classes to support students (especially those who will be the first generation in their family to go to college) in their pursuit of advanced academics, implementation for those PATH classes in terms of curriculum and training for teachers was not clearly defined. For the first time this past summer, PATH teachers were given time to work together across campuses to refine and further develop curriculum. We will continue this practice in 2022, and PATH teachers will also receive lists of students in on-level classwork whose test scores indicate that they should be challenged further. PATH classes are designed to support these students.

Works Cited

Troutman, David R., et al. *The University of Texas Dual Credit Study, Dual Credit and Success in College*. 2018, www.utsystem.edu/sites/default/files/documents/ut-system-reports/2018/dual-credit-and-success-college/utsystem-dualcreditstudy.pdf.



| Industry-Based Certification (IBC) Update | | | | |
|---|-----------|-----------|-----------|----------|
| | HHS | JHS | LHS | LOA |
| Adobe Premiere Pro | 12 | | | |
| ASE Brakes | | 2 | 32 | |
| ASE Engine Performance | 1 | | | |
| ASE Maintenance Light Re | 8 | | | |
| Autodesk Certified Profess | 1 | 13 | | |
| Microsoft Office Specialist | 29 | 28 | | 4 |
| Non-Commissioned Securi | 28 | | | |
| OSHA 30 General Industry | | | 33 | |
| TOTAL = | 79 | 43 | 65 | 4 |

Industry-Based Certification (IBC) Update

Class of 2022 Seniors with an IBC

| | HHS | JHS | LHS |
|--------------------------|-------|-------|-------|
| # of Seniors with an IBC | 86 | 51 | 48 |
| % of Seniors with an IBC | 23.1% | 11.8% | 11.7% |

Industry Based Certification Plan
Spring 2022
Hays High School

Mission: All students will graduate prepared to succeed in college & career.

Vision for this project: All CTE teachers will test all students for IBC's in their content areas. Students will be successful and college & career readiness based on these assessments. This plan includes Seniors (cohort 2022) and Juniors (cohort 2023)

IBC Approved List:
<https://tea.texas.gov/sites/default/files/2019-2020%20Industry-based%20Certification%20list%20for%20Public%20School%20Accountability%202.pdf>

Tier 1: Students: Those who could pass now with minimal remediation.

- Instructional window: August 19-present
- If you have students ready, contact Katie Campbell.

Tier 2: Students who need additional 9 weeks to prepare

- Instructional window: August 19-March 1, 2022
- Testing window: March 1-11, 2022
- Teachers will identify students who are ready for this testing window no later than Feb. 21, 2021
- Students that test in this window are coordinated through Katie Campbell/Matt Kelly
- This IBC may count as one of the 3 required major grades in the student's CTE class for 9W3 (ends on 3/11/2021)

Tier 3: Students who further instruction and support

- Instructional window: August 19, 2021-April 1, 2022
- Testing Window: April 4-15
- Teachers will identify students for this testing window no later than March 28, 2021--.
- Students who test in this window test on dates that are coordinated through Katie Campbell/Matt Kelly
- This IBC may count as one of the three required major grades in the student's CTE classes for 9W4 (ends on May 27)

Tier 4: Clean up period (Absent students, those who needed more time, retesters)

- Instructional window: August 19, 2021-April 1, 2022
- Testing window: April 25-May 6
- Teachers will identify students for this testing window no later than April 18, 2021
- Students who test in this window test on dates that are coordinated through Katie Campbell/Matt Kelly
- This IBC may count as one of the three required major grades in the student's CTE classes for 9W4 (ends on May 27)

Industry-Based Certification (IBC) Update

Industry-Based Certification (IBC) Update

Firefighter Academy - Where are they now?

2013 EMT Class

- Kevin Dormer – EMT with AMR

2017 EMT Class

- Katy Herring – Kyle Fire Department
- Rainey Moore – Victoria Fire Department

Alpha Class - Class of 2019

- Cameron Saucedo – Kyle Fire Department, but accepted an offer with the Austin Fire Department and will start there soon.
- Dallin Roberts – US Navy Seals
- Kate Mondragon - Travis County EMS

Bravo Class - Class of 2020

- James Holdridge – Kyle Fire Department
- Declan Trevethan – Georgetown Fire Department
- Jamesy True-McInerney – Lockhart Fire Department
- Maren Howard – Texas A&M Nursing School
- Gabe Torres – US Marines

Charlie Class - Class of 2021

- Garrett Blumhagen – North Hays Fire Rescue
- Jason Iwabuchi – Canyon Lake Fire Department
- Hayden Lugo – has been accepted into the Austin Fire Department, and will begin Austin Fire Academy in March
- Jason Barron – UNT Emergency Management Degree Program & working as a volunteer firefighter
- Sean McAweeney – US Army

Industry-Based Certification (IBC) Update

Cosmetology & Barbering

Since beginning cosmetology in Hays CISD, we have had 74 students become fully licensed.

We began barbering last year at Lehman HS and despite all of the challenges, we are expecting at least one student to receive his 1,000 hours and become licensed this year.

TAPR Report

| Approved IBC (Annual Graduates) | |
|---------------------------------|---------------|
| District | District % |
| Round Rock ISD | 23.90% |
| San Antonio ISD | 23.80% |
| Leander ISD | 16.30% |
| Hays CISD | 15.10% |
| SCUCISD | 12.60% |
| San Marcos CISD | 12.30% |
| Hutto ISD | 12.00% |
| Austin ISD | 11.40% |
| Marble Falls ISD | 11.10% |
| Judson ISD | 8.60% |
| Georgetown ISD | 8.60% |
| Northside ISD | 8.20% |
| Del Valle ISD | 8.00% |
| Dripping Springs ISD | 7.60% |
| Boerne ISD | 6.20% |

| | |
|-----------------------|-------|
| Bastrop | 4.90% |
| Luling ISD | 4.80% |
| Pflugerville ISD | 4.20% |
| Comal ISD | 3.90% |
| North East ISD | 3.90% |
| Lockhart ISD | 2.30% |
| East Central ISD | 2.20% |
| Fredericksburg ISD | 2.00% |
| Lake Travis ISD | 1.80% |
| New Braunfels ISD | 1.50% |
| Harlandale ISD | 1.50% |
| Seguin ISD | 1.50% |
| Wimberley ISD | 1.10% |
| Manor ISD | 0.20% |
| Eanes ISD | 0.10% |
| South San Antonio ISD | 0.00% |
| Alamo Heights ISD | 0.00% |

Biomedical Interns at Ascension Seton Hays





CTE

OCTOBER NEWSLETTER

MEET OUR ADVISORY BOARD MEMBERS!

This month we want to highlight our advisory board members from our law, public safety, corrections and security clusters. We would like to thank Judge Smith and our partners from Kyle Fire Department for their support of our CTE programs.



BETH SMITH
Hays County Justice of the Peace, Precinct 2



KYLE TAYLOR
Chief, Kyle Fire Department



FREDDY ROLON
Kyle Fire Department Training Chief



BAILEY BAKOURIS
Kyle Fire Department

What's Inside

IMPORTANT DATES: DESIGN WEEK, DESIGN A-TION AND WORLD KINDNESS DAY

INTRODUCING ADVISORY MEMBERS

CTE STUDENT SPOTLIGHT

CTE BIRTHDAYS

GALLERY

IMPORTANT ANNOUNCEMENTS

Arts & A/V Interns

CTE COOLEST TEACHERS EVER

What's inside?

NATIONAL PIE DAY & VEGGIE/FRUIT MONTH

COORDINATOR NOTES

OUR SOCIALS

FOLLOW US HERE!

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Facebook: HAYCCTCCTE
Instagram: HayCCTCCTE



OUR SOCIALS

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What's Inside

IMPORTANT DATES: DESIGN WEEK, DESIGN A-TION AND WORLD KINDNESS DAY

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STUDENT CELEBRATIONS

MONTHLY EVENTS

JANUARY ADVISORY MEMBERS

CTE SPOTLIGHT AND PWR

CTE BIRTHDAYS

STUDENT CELEBRATIONS

Shoutout to Hays Hawk Senior Student government for giving us all Computer Cluster members at the Round Rock US Invitational Thanks for the party on the 10th night!

Shoutout to Hays Hawk Senior Student government for giving us all Computer Cluster members at the Round Rock US Invitational Thanks for the party on the 10th night!

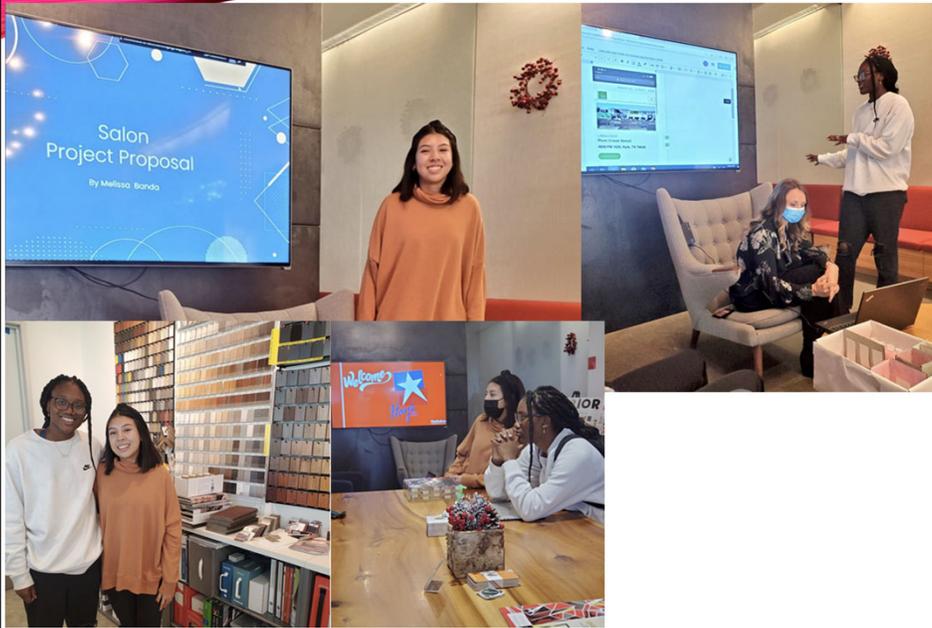
104

5

Vet Tech Interns



Practicum in Architecture

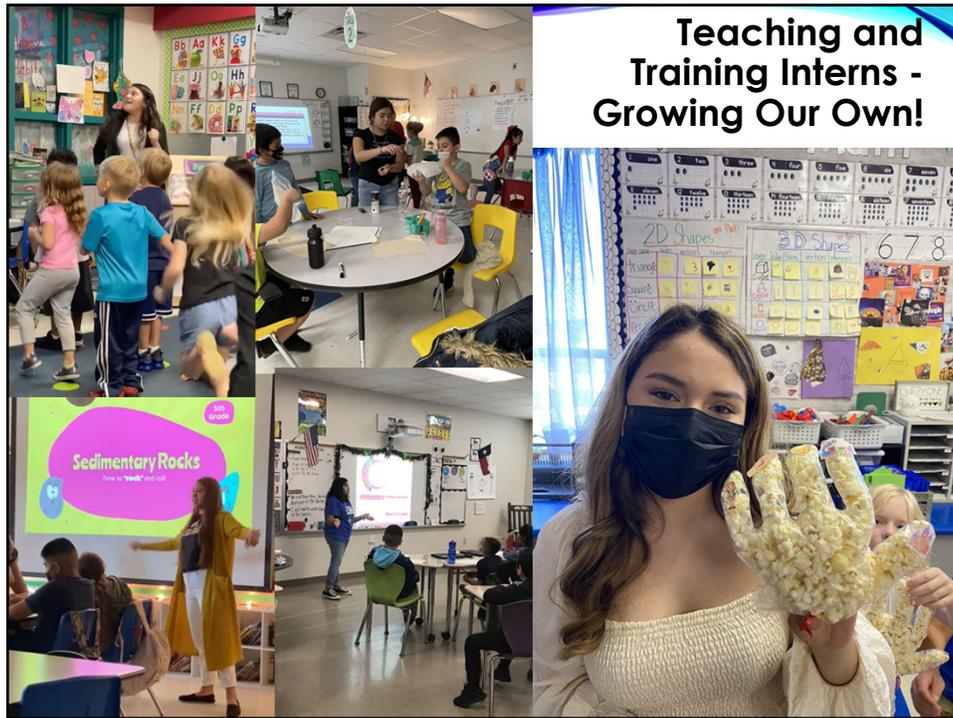


Practicum in Architecture



Practicum in Culinary Arts





Teaching and Training Interns - Growing Our Own!

Schools with Interns this Year

- Carpenter Hill ES
- Elm Grove ES
- Negley ES
- Science Hall ES
- Tom Green ES
- Dahlstrom MS

21-22 High School Enrollment

| Program | HHS | JHS | LHS | LOA | Total |
|------------------------------------|------|------|------|-----|-------|
| Accounting | 48 | 20 | 29 | 2 | 99 |
| Aerospace | 0 | 71 | 0 | 0 | 71 |
| Agriculture | 360 | 594 | 430 | 0 | 1384 |
| Architecture & Interior Design | 68 | 106 | 77 | 0 | 251 |
| Arts & A/V | 146 | 208 | 129 | 0 | 483 |
| Automotive | 93 | 147 | 198 | 0 | 438 |
| Barbering | 0 | 0 | 36 | 0 | 36 |
| Biomedical | 260 | 327 | 300 | 3 | 890 |
| Business | 134 | 246 | 127 | 0 | 507 |
| Cosmetology | 125 | 202 | 162 | 3 | 492 |
| Culinary Arts | 179 | 216 | 145 | 0 | 540 |
| Cybersecurity | 7 | 0 | 0 | 0 | 7 |
| Engineering (PLTW) | 80 | 35 | 84 | 0 | 199 |
| Kyle Fire Academy | 9 | 11 | 4 | 0 | 24 |
| Law Enforcement (LPSCS) | 310 | 340 | 335 | 4 | 989 |
| Marketing | 108 | 183 | 36 | 0 | 327 |
| Professional Communications | 428 | 650 | 552 | 17 | 1647 |
| Programming & Software Development | 96 | 137 | 97 | 0 | 330 |
| Teaching & Training | 39 | 63 | 43 | 0 | 145 |
| Totals | 2490 | 3556 | 2784 | 29 | 8859 |

21-22 Middle School Enrollment

| | Totals |
|-----------------------------|--------|
| GTT | 736 |
| Intro to Computer Science | 48 |
| Professional Communications | 574 |
| Web Design | 371 |



Dr. Eric Wright
Superintendent of Schools

Human Resources Department

Tim Robinson
Director of Talent Acquisition

Tutoring Initiative

January 14, 2022

To: Parents of CTE Education & Training (E&T) Program, Hays CISD

From: Tim Robinson, Director Human Resources, Hays CISD

Re: Tutoring

In Human Resources, we believe in the power of people, and the difference they can make. We are committed to building and supporting our team of DIFFERENCE MAKERS to positively influence every student's life.

The Hays CISD Human Resources and CTE Programing Director, Suzi Mitchell, want to say thank you for supporting your child as we build and support them to become the next generation of difference makers. While they serve as a tutor, they are expanding upon the foundations of theory they have learned in our E & T program to become a future educator. We truly hope they will consider becoming an educator in our school district.

Additional information that we have discussed with your child about the program include:

- They will provide their own transportation for tutoring
- They will earn \$15/hr for their services
- They will be tutoring elementary and middle school students
- They will tutor in math or reading—possibly both subjects
- They will complete a background check

Your child's service as a tutor directly align with our district's CTE Department Goals:

CTE Department Goals

- Make teaching and learning relevant, hands-on and exciting for students. CTE courses integrate academics in rigorous, relevant and exciting ways.
- Base CTE curriculum on current industry standards.
- Provide opportunities for students to earn state and national industry standard certifications and licensure.
- Provide students with skills to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

We believe this tutoring opportunity is a win-win. It will allow students to gain valuable hands-on experiences. It also provides a much-needed service to our elementary and middle school students. We hope to begin tutoring by late January or early February.

In closing, thank you again for your support. Should you have any questions about tutoring, please reach out to your child's CTE Teacher.

Cc. Suzi Mitchell, Director CTE
Dr. Fernando Medina, Chief Human Resources Officer

Tutoring Initiative



100%
HAYS CISD

21003 IH 35
Kyle, TX 78640
512-268-8450
512-268-5672 fax
www.hayscisid.net

Career & Technology Student Organizations



Johnson HS TAFE State Qualifiers

Career & Technology Student Organizations



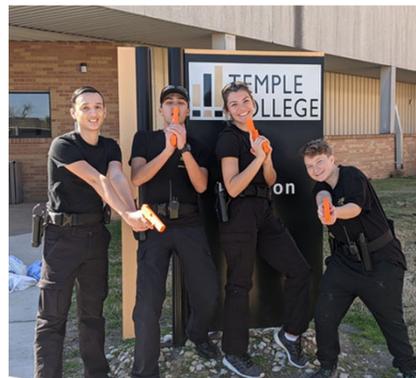
Lehman HS TAFE State Qualifiers

Career & Technology Student Organizations



Hays HS DECA State Qualifiers

Career & Technology Student Organizations



Johnson HS SkillsUSA
Law Enforcement Competitors

**Career & Technology
Student Organizations**



GEORGETOWN HIGH SCHOOL

**Lehman HS SkillsUSA
Automotive Technology Competitors**

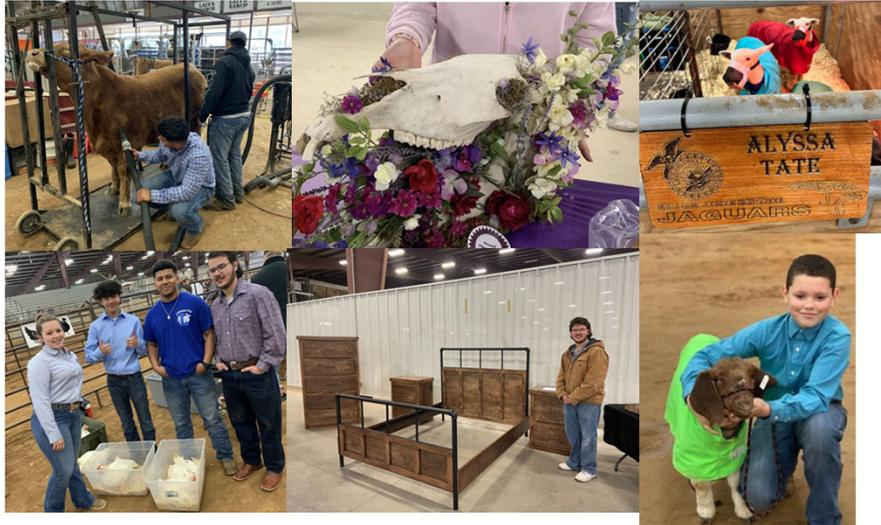
**Career & Technology
Student Organizations**

Hays County Livestock Exposition Results

| | |
|----|---|
| 75 | entries from 16 campuses (9 ES, 4 MS, 3 HS) |
| 7 | Grand Champions |
| 5 | Breed/Group Champions |
| 14 | Reserve Champions |

Career & Technology Student Organizations

Hays County Livestock Exposition



Teacher Recognition



#youvebeenpugged

Teacher Recognition



New Teacher Breakfasts

Teacher Recognition



Merry Breakmas Room Service

Teacher Recognition



CTE Month Chocolates

CTE's Mobile Instructional Center

Before



After





May 19, 2022
at the PAC

The logo for CREW (Career Ready Educated Workforce) features a central 'C' with 'REW' to its right. The 'C' is formed by seven stylized human figures in various professional and technical roles, including a construction worker, a business professional, a scientist, a chef, a farmer, a nurse, and a person with a laptop. The text 'CREW' is in a large, bold, black font, and 'Career Ready Educated Workforce' is written in a smaller font below it.



Save the Date:
May 13, 2022

Our JHS aerospace students will be launching their first rockets in Stonewall.



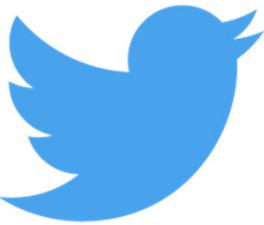
A photograph of two students, a male and a female, standing in front of a large circular logo for 'THE JOHNSON JOURNALISTS'. The logo features a stylized wolf head in the center. The students are wearing face masks and holding model rockets. The male student is holding a white and red rocket, and the female student is holding a white and black rocket.

Save the Date:

June 9, 2022

6:30pm

Firefighter Academy
Delta Class Graduation



Follow Us
@HaysCISDCTE

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: Consideration and Possible Approval of Consent Agenda

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy BE

Law or Rule

N/A

Policy Be local states that the consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote

C. Goal or Need Addressed:

As listed on attached pages

D. Summary:

Previous board action relating to this item - Ongoing

Future action anticipated - Monthly

Background information – The following items are presented for approval

1. Board Meeting Minutes
2. Budget Amendments
3. Procurements

E. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other _____

All agenda items have been reviewed by the Superintendent's Cabinet

F. Administrative Recommendation:

The Superintendent recommends the Board approve consent agenda items as presented.

G. Fiscal Impact and Cost:

Amount: Per individual items attached

H. Suggested Motion:

I move that the Board approve the consent agenda as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: Consideration and possible approval of meeting minutes

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy

Law or Rule

N/A

Policy BE local states that Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary

C. Goal or Need Addressed: N/A

D. Summary:

Previous board action relating to this item - Ongoing

Future action anticipated - Monthly

Background information – Minutes from the January 19, 2022, January 20, 2022, January 24, 2022 and January 31, 2022 meetings are presented for approval

E. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other _____

All agenda items have been reviewed by the Superintendent's Cabinet.

F. Administrative Recommendation:

The Superintendent recommends the Board approve minutes from the January 19, 2022, January 20, 2022, January 24, 2022 and January 31, 2022 meetings, as presented.

G. Fiscal Impact and Cost: Amount: N/A

Budget

Bond

Grant/Special Funds

Other _____

H. Suggested Motion:

I move that the Board approve the minutes from the January 19, 2022, January 20, 2022, January 24, 2022 and January 31, 2022 meetings as presented.

Minutes of Special Meeting – Public Forum for 2022 Bond January 19, 2022

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of this meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Special Meeting of the Board of Trustees of Hays CISD was held Wednesday, January 19, 2022, beginning at 6:00 PM in the Lehman High School Cafeteria, 1700 Lehman Road, Kyle, Texas 78640.

CALL TO ORDER: Establish a quorum

Board President, Vanessa Petrea, called the meeting to order at 6:09 PM. All Board Members, Dr. Esmeralda Pérez-González, Esperanza Orosco, Merideth Keller, Vanessa Petrea, Raul Vela, Will McManus and Courtney Runkle were present.

INFORMATION

Presentation of Proposed 2022 Bond Recommendations

Tim Savoy and Max Cleaver presented information regarding the bond process and the FBOC recommendations submitted to the Board for the proposed 2022 bond.

PUBLIC FORUM

Public comments and questions regarding the bond.

No one from the public addressed the Board during the Public Forum.

ADJOURN

No further business was conducted and the meeting adjourned at 6:21 PM.

Minutes of Special Meeting – Public Forum for 2022 Bond January 20, 2022

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of this meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Special Meeting of the Board of Trustees of Hays CISD was held Thursday, January 20, 2022, beginning at 6:00 PM in the Kunkel Room at the Historic Buda Upper Campus, 300 San Marcos Street, Buda, Texas 78610.

CALL TO ORDER: Establish a quorum

Board President, Vanessa Petrea, called the meeting to order at 6:01 PM. Board Members, Esperanza Orosco, Vanessa Petrea, Will McManus and Courtney Runkle were present.

INFORMATION

Presentation of Proposed 2022 Bond Recommendations

No members of the public were in attendance at this meeting. Tim Savoy stated that the entire presentation from the January 19 Public Forum was available on line on the District Website - Trustee TV.

PUBLIC FORUM

Public comments and questions regarding the bond.

No one from the public addressed the Board during the Public Forum.

ADJOURN

No further business was conducted and the meeting adjourned at 6:08 PM.

Minutes of Regular Meeting January 24, 2022

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of this meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Regular Meeting of the Board of Trustees of Hays CISD was held Monday, January 24, 2022, beginning at 6:00 PM in the Kunkel Room at the Historic Buda Upper Campus, 300 San Marcos Street, Buda, Texas 78610.

CALL TO ORDER: Establish a quorum

Board President, Vanessa Petrea, called the meeting to order at 6:00 PM. Board Members, Dr. Esmeralda Perez-Gonzalez, Esperanza Orosco, Merideth Keller, Vanessa Petrea, Raul Vela, Will McManus and Courtney Runkle were present.

PLEDGE OF ALLEGIANCE TO UNITED STATES AND TEXAS FLAGS

MISSION STATEMENT

SOCIAL CONTRACT

PUBLIC HEARING - TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Kevin Malandrucolo, Director of Assessment and Accountability presented the TAPR report to the Board and answered questions from Board Members in preparation for the public hearing. Discussion ensued. The legally required Public Hearing for the Hays CISD Texas Academic Performance Report (TAPR) was held immediately following the discussion.

SUPERINTENDENT REPORT

Dr. Eric Wright gave a comprehensive report on what the district is doing in response to the latest COVID spike.

PUBLIC FORUM

Two members of the public addressed the Board during public forum. Team Leader Stipends and Speech Language Pathologists positions were the matters shared with the Board.

The purpose of this meeting is an agenda workshop. Board members will have the opportunity to discuss agenda items and ask questions of the administration in preparation for the January 31, 2022 Hays CISD Board of Trustees Business Meeting.

STUDENT ACHIEVEMENT REPORT

Tom Westerberg, Director of Athletics and Patty Moreno, Director of Fine Arts, presented a mid-year review on extra-curricular activities and club participation. They answered questions from the Board. Discussion ensued.

CONSENT AGENDA - FOR ACTION ON JANUARY 31, 2021

Minutes of Board of Trustees Meetings

Budget Amendments

Procurements

- a. Sign Language Interpreting Services - San Marcos Interpreting and Linguabee
- b. District wide dark fiber services - Spectrum

Contracts, MOUs, Agreements

- a. Joint Election Agreement with Hays County for the May 7, 2022 Election
- b. Election Services Contract with Hays County for the May 7, 2022 Election
- c. Election Services Agreement with Caldwell County for the May 7, 2022 Election
- d. Election Services Agreement with Travis County for the May 7, 2022 election
- e. Consideration and possible approval of an extension contract with Maxim Healthcare Services Administration answered questions regarding the extension contract with Maxim Healthcare Services. Discussion ensued.

ACTION ITEMS - FOR ACTION ON JANUARY 31, 2021

Consideration and possible action to adopt an order calling for a school building bond election to be held on May 7, 2022

In August 2021, the Board charged the FBOC to study the need for a future bond election. In December 2021, the Board voted continue with the bond development process by hosting public forums regarding the recommendation brought forward by the FBOC. On January 19 and 20, 2022 the Board held public forums for the bond at Lehman HS and The Kunkel Room at Historic Buda.

Consideration and possible adoption of the election order for the May 7, 2022 trustee election

The Board is required by state law to conduct trustee elections. Hays CISD conducts elections annually and trustees are elected for three year terms.

Consideration and possible of the naming committee recommendation of Sunfield Elementary School as the name for Elementary School #15

Policy CW (Local) requires the Board to empanel a naming committee to study submitted name nominations and recommend up to the top three for consideration by the Board.

The district received approximately 360 submissions to the naming committee during the name nomination window that was open during the second half of November 2021. The top name suggested for the school, receiving approximately 152 nominations was, "Sunfield Elementary School."

On December 1, 2021, the naming committee met to discuss a possible name recommendation. During the meeting, five of the seven members were present and all voted to recommend "Sunfield Elementary School" as the campus name. This name recommendation was presented to the Board at it's December meeting as a first reading. Policy CW (Local) requires a first reading of the name recommendation(s). Having met the requirements of the local policy, the Board is now able to consider a final vote on the name of the school. The recommendation remains, "Sunfield Elementary."

Consideration and possible adoption of an academic school calendar for 2022-2023 and 2023-2024

The academic calendar in Hays CISD has been extensively reviewed during the past several cycles to accommodate the change in state law converting instruction time to minutes from days; and during the process to adopt a District of Innovation plan for Hays CISD. The proposed draft calendars were modeled on previous calendars, with post-pandemic consideration for added student and staff breaks and PD spread throughout the year. It continues to address the historically key items most people want to see in a calendar – a continued week off for Thanksgiving and ending the school year before June.

Consideration and possible adoption of revisions to policy DFE(LOCAL)

Revisions to this local policy on resignations are guided by a recent Commissioner of Education decision. Based on existing statutory wording, a contract employee's resignation effective at the end of the school year and in the middle of the year must be filed with the Board of Trustees or the Board's designee, and the Board's designee, typically the Superintendent, may not further delegate the ability to receive these resignations. As a result, administration recommends revising the policy language by way of Board Action to

give the Superintendent, Chief Human Resources Officer, Deputy Human Resource Officer, and Director of Talent Acquisition the authority to receive and accept certain resignations. A supervisor who has not been designated by the Board to receive or accept such resignations shall instruct the employee to submit the resignation to the Board designees.

Consideration and possible adoption of revision to policy DEC(LOCAL) and DEAA(Local)

Revisions to this local policy are guided by a focus on creating an employee friendly work environment and being the employer of choice for employees in Texas. Current policy unduly limits the availability of leave opportunities as well as employees' eligibility and access to local leave. Further, policy unduly limits the donation that any one employee can support colleagues who are experiencing a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employees' family. Other revisions include compensation incentives for retirement, civic leave, table of contents, and general reorganization of the content. Lastly, information regarding retirement incentives has been relocated to DEAA (Local) – Compensation Plan, Incentives and Stipends. Discussion ensued.

Consideration and possible approval to implement early hiring practices and provide a hiring incentive

In 2021-2022, Hays CISD and districts throughout the country have experienced staffing shortages. An effective strategy to mitigate staffing shortages is to implement early hiring practices such as providing candidates with "Intent to Hire" letters that communicate the district's commitment to employ them, thus securing individuals to our district early on. While in ordinary times, it is customary to engage in early hiring within high need areas such as bilingual, special education, etc., we have come to recognize the need to intensify recruiting and early hiring in ALL areas. Universities and teacher preparation programs have communicated that they are experiencing less student interest in the teaching profession and that districts should anticipate higher than normal staffing shortages in the future.

To create a greater likelihood of securing and retaining teachers in high need content areas and campuses who will be in even greater demand, districts often implement monetary incentives. Hays CISD has identified high need content areas as bilingual (including SpEd and general education), Dyslexia, Speech Language Pathologist, and Licensed Specialist in School Psychology. Hays CISD has identified the need to support teacher hiring and retention at the following high need elementary and secondary campuses: Camino Real ES, Uhland ES, Hemphill ES, Simon Middle School (Core Content Areas), and Lehman High School (EOC, Social Studies, and Dual Certified SpEd). Teachers (new and returning) will receive the incentive.

Advanced Board approval will provide the opportunity for the district to recruit and hire staff and avoid delays resulting from postponing until the Board adopts a budget in June.

Consideration and possible approval of the 2021 Bond Project - FF&E for Bid Package 2 and 3-Renovations to Dahlstrom MS, Barton MS, McCormick MS, Elm Grove ES and Negley ES - Worthington Contract Furniture

The 2021 Bond contains provisions for FF&E at Dahlstrom MS, Barton MS, McCormick MS, Elm Grove ES, and Negley ES. The FF&E items were selected by the campus principals and Deputy Academic Officer team with assistance from the HCISD Purchasing Department.

Consideration and possible approval of the 2021 Bond Project - Bid Package 8 Hays High School theatre Lighting Project

The 2021 Bond contains provisions for lighting and fixture upgrades at the Burdine Johnson Theatre. O'Connell Robertson Architects generated contract documents for these upgrades. The district purchasing department posted competitive sealed proposal # 18-122106VL and received one proposal for the work which was presented for approval.

Consideration and possible approval of the 2021 Bond Project - Bond Package 9, Chapa Middle School and Simon Middle School

The 2021 Bond contains provisions for improvements to Chapa Middle School (CMS) and Simon Middle School (SMS) including the construction of new fine arts facilities at both locations per the schematic design (SD) drawings from O'Connell-Robertson Architects.

Consideration and possible approval of 2021 Bond Item - School Buses - Longhorn Bus Sales

The 2021 Bond Proposition B (Renovating & Rehabilitating District Assets) contains \$3,386,200 for the purchase of 28 school buses. The Board approved purchasing 14 buses in May 2021. This request is to purchase the remaining 14 buses from Longhorn Bus Sales to replace older buses in our fleet.

The recommended purchase will consist of four (4) 66-passenger diesel engine buses with lifts for special needs transportation, and ten (10) 78-passenger diesel engine buses for pupil transportation. These new buses will come with safety enhancements such as collision mitigation and three-point lap shoulder belts.

Consideration and possible approval of Wayside Right of Way

In May 2021, the Board approved the voluntary annexation of the subject property into the City of Uhland. The proposed Wayside Development is immediately north and contiguous to the Uhland Elementary School site and the 222 +/- acre tract owned by the District. The current land plan for Wayside shows 686 single family lots 40' and 45' wide, and 108 duplex lots. The City of Uhland is requesting a right-of-way (ROW) for the extension of Plum Creek Road consisting of approximately 3.546 acres and a public utility easement consisting of approximately 2.384 acres (5.93 acres total) of school District property for the purpose of combining with the developer's tract and extending Plum Creek Road to the north.

The developer will bear the costs of the road construction, utilities, sidewalks, and a safe walk path to the school. The cost is estimated at \$991,985 for the utilities and the portion of road construction on the HCISD tract.

INFORMATION ITEMS

District Cafeteria Table Information

Max Cleaver shared with the Board that in December 2021, the Board approved the purchase of cafeteria tables for Tom Green ES to replace unserviceable round tables with fixed seats with the newer style tables with bench seating which can be configured into multiple seating arrangements. At that time, the Board requested additional information about the status of other cafeteria tables across the District. Over Winter Break 2021, the Custodial Director surveyed cafeteria tables across the District and provided the information regarding the campuses for which a replacement or refurbishment plan should be developed.

At this time, the cafeteria tables at our campuses are serviceable and safe for our students to use and for our staff to operate. However, there will always be a need for select, periodic replacement and repair of the tables at all campuses.

Due to the functionality and uniform appearance of the newer style cafeteria tables, many elementary campuses have requested replacement of their older style tables.

The following items were moved to the January 31, 2022 meeting

Budget Timeline for 2022-2023 Budget

Financial Statements

Update on Bond construction and renovations projects in the district

REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES

ADJOURN

No further business was conducted and the meeting adjourned at 10:16 PM

Minutes of Regular Meeting January 31, 2022

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of this meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Regular Meeting of the Board of Trustees of Hays CISD was held Monday, January 31, 2022, beginning at 5:30 PM in the Kunkel Room at the Historic Buda Upper Campus, 300 San Marcos Street, Buda, Texas 78610.

CALL TO ORDER: Establish a quorum

Board President, Vanessa Petrea, called the meeting to order at 5:30 PM. Board Members, Dr. Esmeralda Perez-Gonzalez, Esperanza Orosco, Merideth Keller, Vanessa Petrea, Raul Vela, Will McManus and Courtney Runkle were present.

CLOSED SESSION

The Board adjourned to Closed Session at 5:31 PM to review Superintendent's recommendations regarding employment, resignations, extended leaves, and other personal matters, including Director of Special Education and Assistant Principal for Elementary School #15 - Tex. Gov't Code Sec. 551.074

RECONVENE IN OPEN SESSION

The Board reconvened in open session at 6:30 PM.

PLEDGE OF ALLEGIANCE TO UNITED STATES AND TEXAS FLAGS

MISSION STATEMENT

SOCIAL CONTRACT

SUPERINTENDENT REPORT

Dr. Wright informed the board and public that the administration will be bringing to the Board for action in February an amendment to the Compensation Plan for the lead stipends for specials at each elementary campus that are team leads, as well as the special education teachers at the elementary campuses that are team leads. This will be retroactive for the people who have been acting in those team lead roles.

PUBLIC FORUM

Two members of the public addressed the board during public forum.

CAMPUS RECOGNITION

Lisa Walls, Principal of Chapa Middle School presented the highlights of CMS over the past year. The Board complimented her on the great presentation.

CONSENT AGENDA

- Minutes of Board of Trustees Meetings

- Budget Amendments

- Procurements

 - Sign Language Interpreting Services - San Marcos Interpreting and Linguabee

District wide dark fiber services - Spectrum
Contracts, MOUs, Agreements
Joint Election Agreement with Hays County for the May 7, 2022 Election
Election Services Contract with Hays County for the May 7, 2022 Election
Election Services Agreement with Caldwell County for the May 7, 2022 Election
Election Services Agreement with Travis County for the May 7, 2022 election
Consideration and possible approval of an extension contract with Maxim Healthcare Services

Mr. Vela moved and Mrs. Runkle seconded the motion that the Board approve the consent agenda as presented. The motion passed with a 7-0 vote.

ACTION ITEMS

Consideration and possible action, if any, resulting from closed session

Consideration and possible approval of Superintendent's recommendations regarding employment, resignations, extended leaves and other personnel matters, including Director of Special Education and Assistant Principal for Elementary School #15

Mrs. Keller moved and Mr. McManus seconded the motion that the Board approve Dr. Wright's recommendation to contractually employ Hilary Adamson as Assistant Principal at Elementary School #15 in the Sunfield community and Melissa Corona as the Director of Special Education. The motion passed with a 7-0 vote.

Consideration and possible action to adopt an order calling for a school building bond election to be held on May 7, 2022

Mrs. Orosco moved and Mr. McManus seconded the motion that the Board adopt an election order calling for a School Bond Election to be held on May 7, 2022, as presented. The motion passed with a 7-0 vote.

Consideration and possible adoption of the election order for the May 7, 2022 trustee election

Mrs. Keller moved and Mrs. Runkle seconded the motion that the Board adopt the election order for the May 7, 2022 trustee election, as presented. The motion passed with a 7-0 vote.

Consideration and possible vote on the Naming Committee recommendation of Sunfield Elementary School as the name for Elementary School #15

Mrs. Runkle moved and Mr. McManus seconded the motion to name the district's elementary school located in the Sunfield Subdivision – Sunfield Elementary School, as presented. The motion passed with a 7-0 vote.

Consideration and possible adoption of an academic school calendar for 2022-2023 and 2023-2024

Mrs. Orosco moved and Mr. Vela seconded the motion that the Board adopt the academic calendar presented as Option B to the board at this meeting, for the 2022-2023 and 2023-2024 school years. The motion passed with a 7-0 vote.

Consideration and possible adoption of revisions to policy DFE(LOCAL)

Mrs. Keller moved and Mrs. Orosco seconded the motion that the Board approve the Superintendent's recommendation to revise Policy DFE(LOCAL) as presented. The motion passed with a 7-0 vote.

Consideration and possible adoption of revision to policy DEC(LOCAL) and DEAA(Local)

Dr. Medina presented revisions to these policies guided by a focus on creating an employee friendly work environment. Rigorous discussion ensued regarding employees' leave opportunities as well as eligibility for and access to local leave and donation of days to support colleagues who are experiencing a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's family. Other discussion revolved around compensation incentives for retirement and leave. Mrs. Keller moved and

Mrs. Orosco seconded the motion that the Board approve the revisions to Policy DEC(LOCAL) and DEAA(LOCAL) as discussed. The motion passed with a 7-0 vote.

Consideration and possible approval of request to implement early hiring practices and provide a hiring incentive
Mrs. Orosco moved and Mrs. Runkle seconded the motion that the Board authorize the Superintendent to engage in early staffing in all areas prior to the adoption of the 22-23 budget, to provide a hiring and retention incentive of \$1,500 to candidates and existing staff who serve in high need content areas and campuses and to approve an increase in allocations within the identified high need areas as presented. The motion passed with a 7-0 vote.

Consideration and possible approval of the 2021 Bond Project - FF&E for Bid Package 2 and 3-Renovations to Dahlstrom MS, Barton MS, McCormick MS, Elm Grove ES and Negley ES - Worthington Contract Furniture
Mrs. Keller moved and Mrs. Orosco seconded the motion that the Board approve the purchase of school furniture from Worthington Contract Furniture, in the amount of \$1,200,647.16 plus 3% contingency (\$36,019.41), as presented. The motion passed with a 7-0 vote.

Consideration and possible approval of the 2021 Bond Project - Bid Package 8 Hays High School theatre Lighting Project
Mrs. Runkle moved and Mr. Vela seconded the motion that the Board approve the procurement of contract services from Olden Lighting in the amount of \$94,460, plus 3% contingency, as presented. The motion passed with a 7-0 vote.

Consideration and possible approval of the 2021 Bond Project - Bond Package 9, Chapa Middle School and Simon Middle School
Mr. Vela moved and Mr. McManus seconded the motion that the Board approve the schematic design for the 2021 Bond improvements to Chapa Middle School and Simon Middle School, designed by O'Connell Robertson Architects, as presented. The motion passed with a 7-0 vote.

Consideration and possible approval of 2021 Bond Item - School Buses - Longhorn Bus Sales
Mr. Vela moved and Mrs. Runkle seconded the motion that the Board approve the procurement of 4 65-passenger (Special Ed) school buses and 10 77-passenger (Regular Ed) school buses from Longhorn Bus Sales in the amount of \$1,715,586, as presented. The motion passed with a 7-0 vote.

Consideration and possible approval of Wayside Right of Way
Mrs. Runkle moved and Mr. Vela seconded the motion that the Board grant a right-of-way and public utility easement to the City of Uhland as presented. The motion passed with a 7-0 vote.

INFORMATION ITEMS

- District Cafeteria Table Information
- Budget Timeline for 2022-2023 Budget
- Financial Statements
- Update on construction and renovation projects in the district

ADJOURN

No further business was conducted and the meeting was adjourned at 8:49 PM.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: Budget Amendments

Administrator Responsible/Position: Randy Rau

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy

Law or Rule

N/A

C. Goal or Need Addressed:

D. Summary:

Previous board action relating to this item -

Future action anticipated -

Background information – The 2021-2022 budget has been approved by the Board of Trustees. Amendments to the budget must also be approved by the Board.

E. Scope of Options Reviewed:

Reasons for rejecting alternatives:

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

From public -

G. Administrative Recommendation:

The administration recommends approval of the budget amendment as presented.

Fiscal Impact and Cost:

Amount:

Budget

Bond

Grant/Special Funds

Other:

(See attached detail)

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action—

Randy Rau

I. Suggested Motion:

I move that the Board approve the budget amendment as presented.

BUDGET AMENDMENT 7 – February 28, 2022

RECOMMENDATION:

The Administration recommends the listed budget amendments and transfers be approved.

BACKGROUND INFORMATION:

In accordance with the TEA budget and accounting procedures and guidelines, the District’s official budget includes the General Fund, Food Service Fund, and the Debt Service Fund. The Board of Trustees should approve the adoption of the budgets associated with these funds, and subsequent amendments, at the *Fund Function* level. Other funds such as Special Revenue Funds for grants and capital projects are approved on a *Project Basis*; and consequently, *are* not required to be approved with the same level of detail.

The administration routinely allows transfers of existing budgeted funds within the same fund function in order to accommodate the necessary operations of the requesting department or campus. These transfers usually become necessary due to account coding requirements. Requests for transfers of existing funds between functions are reviewed by the administration to ensure that the related expenditures will not exceed the overall approved budget at the function level. These requests allowed at the administrative level are subject to final approval by the Board of Trustees.

In addition to the transfers of existing budget funds outlined above, the Board of Trustees must approve requests for new appropriations prior to expenditure. These requests include appropriations from fund balance, and reappropriation of designated fund balances.

ADMINISTRATIVE CONSIDERATIONS:

Transfers: The Administration has reviewed the following transfers and determined that there will be **no impact to the budget.**

Cross Function Transfer Summary

| Description | Increase (Decrease) |
|---|---------------------|
| 11 - Instruction | \$ 77,686 |
| 12 - Instructional Resources and Media Services | \$ 0 |
| 13 - Instructional Staff Development | \$ (86,050) |
| 21 - Instructional Administration | \$ 5,900 |
| 23 - Campus Administration | \$ 3,700 |
| 31 - Guidance and Counseling Services | \$ 0 |
| 32 - Social Work Services | \$ 0 |
| 33 - Health Services | \$ (9,099) |
| 34 - Transportation | \$ 0 |
| 36 - Co curricular / Extracurricular | \$ 13,862 |
| 41 - General Administration | \$ 0 |
| 51 - Maintenance | \$ (4,999) |
| 52 - Security | \$ 0 |
| 53 - Data Services | \$ 0 |
| 61 – Community Services | \$ (1,000) |
| 71 – Debt Service | \$ 0 |
| 81 – Facilities Acquisition & Construction | \$ 0 |
| 91 – Chapter 41 Payments | \$ 0 |
| 93 – Payments to Fiscal Agents | \$ 0 |
| 95 – Payments to JJAEP | \$ 0 |
| 99 – Other Intergovernmental Charges | \$ 0 |
| Total Net Transfers | \$ 0 |

REQUESTS for Re-APPROPRIATIONS:

General Operating Fund:

New appropriations to account for proceeds for Lehman HS ROTC reimbursement.

| General Operating Fund Re-Appropriations Summary | | | |
|---|------------------------|-----------------------------|-----------------------|
| Description | Official Budget | Increase/ (Decrease) | Amended Budget |
| <u>Revenues:</u> | | | |
| 199-00-5949-US-005-00-0-0 | \$ 0 | \$ 7,284 | \$ 7,284 |
| Total | \$ 0 | \$ 7,284 | \$ 7,284 |
| <u>Expenditures:</u> | | | |
| 183-11-6399-US-005-38-1-0 | \$ 0 | \$ 7,284 | \$ 7,284 |
| Total | \$ 0 | \$ 7,284 | \$ 7,284 |
| Total Net Appropriations (Revenues minus Expenditures) | | \$ 0 | |

ACTION REQUIRED

Board Approval

SUPPORT INFORMATION

Additional information provided upon request.
Contact: Randall Rau – Chief Financial Officer

Hays Consolidated Independent School District
Budget Amendment 7 Support Information
for the Fiscal Year Ending June 30, 2022

Budget Amendment #7 Support:

| <u>Account</u> | <u>Function</u> | <u>Location</u> | <u>Amount</u> | <u>User ID</u> | <u>Status</u> | <u>Original Period</u> | <u>New Period</u> | <u>JE #</u> | <u>Reason</u> |
|----------------------------|-----------------|-----------------|----------------|----------------|---------------|------------------------|-------------------|-------------|------------------------------|
| 199-13-6411-00-113-99-1-0 | 13 | 113 | \$ (1,200.00) | riverach | Pending | 07 | | 444 | transfer |
| 199-36-6118-28-113-99-1-0 | 36 | 113 | \$ 1,200.00 | riverach | Pending | 07 | | 444 | transfer |
| 199-11-6295-TE-980-23-3-0 | 11 | 980 | \$ (5,000.00) | vargasn | Pending | 07 | | 792 | xfunction |
| 199-21-6295-TE-980-23-3-0 | 21 | 980 | \$ 5,000.00 | vargasn | Pending | 07 | | 792 | xfunction |
| 199-21-6417-00-921-25-3-0 | 21 | 921 | \$ 900.00 | logniond | Pending | 07 | | 1089 | reconcile accounts |
| 199-13-6239-00-921-25-3-0 | 13 | 921 | \$ (900.00) | logniond | Pending | 07 | | 1089 | reconcile accounts |
| 199 -11-6112-00-044-11-1-0 | 11 | 044 | \$ 4,999.00 | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -51-6394-00-044-99-1-0 | 51 | 044 | \$ (4,999.00) | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -33-6295-00-044-99-1-0 | 33 | 044 | \$ (5,699.00) | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -11-6112-00-044-11-1-0 | 11 | 044 | \$ 5,699.00 | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -33-6498-00-044-99-1-0 | 33 | 044 | \$ (150.00) | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -23-6498-00-044-99-1-0 | 23 | 044 | \$ 150.00 | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -33-6117-00-044-99-1-0 | 33 | 044 | \$ (750.00) | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -23-6498-00-044-99-1-0 | 23 | 044 | \$ 750.00 | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -33-6399-00-044-99-1-0 | 33 | 044 | \$ (2,500.00) | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199 -23-6399-00-044-99-1-0 | 23 | 044 | \$ 2,500.00 | rodriguezr | Pending | 08 | | 19 | previous principal |
| 199-13-6329-00-114-99-1-0 | 13 | 114 | \$ (300.00) | olivar | Pending | 08 | | 110 | rental/lease |
| 199-23-6269-00-114-99-1-0 | 23 | 114 | \$ 300.00 | olivar | Pending | 08 | | 110 | rental/lease |
| 199 -61-6491-00-921-11-3-0 | 61 | 921 | \$ (1,000.00) | riojasr | Pending | 08 | | 291 | software |
| 199 -13-6239-00-921-99-3-0 | 13 | 921 | \$ (33,650.00) | riojasr | Pending | 08 | | 291 | software |
| 199 -13-6399-00-921-99-3-0 | 13 | 921 | \$ (10,000.00) | riojasr | Pending | 08 | | 291 | software |
| 199 -13-6417-00-921-99-3-0 | 13 | 921 | \$ (30,000.00) | riojasr | Pending | 08 | | 291 | software |
| 199 -13-6394-TE-921-99-3-0 | 13 | 921 | \$ (10,000.00) | riojasr | Pending | 08 | | 291 | software |
| 199 -11-6397-TE-921-11-3-0 | 11 | 921 | \$ 84,650.00 | riojasr | Pending | 08 | | 291 | software |
| 199 -11-6399-00-921-11-3-0 | 11 | 921 | \$ (1,362.00) | riojasr | Pending | 08 | | 378 | UIL trophies |
| 199 -36-6399-61-041-99-3-0 | 36 | 041 | \$ 227.00 | riojasr | Pending | 08 | | 378 | UIL trophies |
| 199 -36-6399-61-043-99-3-0 | 36 | 043 | \$ 227.00 | riojasr | Pending | 08 | | 378 | UIL trophies |
| 199 -36-6399-61-044-99-3-0 | 36 | 044 | \$ 227.00 | riojasr | Pending | 08 | | 378 | UIL trophies |
| 199 -36-6399-61-045-99-3-0 | 36 | 045 | \$ 227.00 | riojasr | Pending | 08 | | 378 | UIL trophies |
| 199 -36-6399-61-046-99-3-0 | 36 | 046 | \$ 227.00 | riojasr | Pending | 08 | | 378 | UIL trophies |
| 199 -36-6399-61-047-99-3-0 | 36 | 047 | \$ 227.00 | riojasr | Pending | 08 | | 378 | UIL trophies |
| 199-36-6117-00-113-30-1-0 | 36 | 113 | \$ 11,300.00 | norriss | Pending | 07 | | 569 | cover afterschool enrichment |
| 199-11-6117-00-113-30-1-0 | 11 | 113 | \$ (11,300.00) | norriss | Pending | 07 | | 569 | cover afterschool enrichment |

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 28, 2022

Subject: Consideration and possible approval of Procurements

Administrator Responsible/Position: Cabinet Members

Purpose of Agenda Item:

Action needed Information only Receive input

Authority for This Action:

Local Policy - BE Law or Rule N/A

Goal or Need Addressed:

Procurement of necessary items for the district.

Summary:

- Previous board action relating to this item - Ongoing
- Future action anticipated - Monthly
- Background information – The following procurements will be presented for approval
 - a. Smallwares Purchase – Webstaurant

Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____

All agenda items have been reviewed by the Superintendent's Cabinet.

Administrative Recommendation:

The Administration recommends approval of the listed procurement items.

Fiscal Impact and Cost: Amount: as set forth in the procurement item.

Suggested Motion:

I move that the Board approve the procurement item as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Procurement: Smallwares Kitchen Items – The Webstaurant Store

Administrator Responsible/Position: Randy Rau, Chief Financial Officer

- A. Purpose of Agenda Item:**
 Action needed Information only Receive input
- B. Authority for This Action:**
 Local Policy Law or Rule N/A
- C. Goal or Need Addressed:**
The purpose of this agenda item is to approve the purchase of small wares kitchen items for Child Nutrition.
- D. Summary:**
 Previous board action relating to this item -
 Future action anticipated -
 Background information Purchase of supplies for use in cafeteria kitchens and kitchen areas
- E. Scope of Options Reviewed:**
Competitive Quotes Obtained
Length of Contract: N/A
Reasons for rejecting alternatives:
- F. Comments Received:**
 Cabinet DLT FBOC Teacher Org. Reps. Other: Child Nutrition
- G. Administrative Recommendation:**
The administration recommends approval of the purchase of small wares kitchen items from The Webstaurant Store.
- H. Fiscal Impact and Cost: Total Amount: \$ 38,348.30**
 Budget – General Operating Fund Bond Grant/Special Funds Other: Child Nutrition Fund
Current Year Spent to Date – \$26,194.99
Prior Year Spending – \$ 2,360.83
Future/Ongoing – These services will be a one-time cost.
- I. Monitoring and Reporting Time Line:**
Person responsible for evaluating this decision or action – Randy Rau – Chief Financial Officer
Evaluation method and time line -
Next report to the board -
- J. Suggested Motion:**
I move that the Board approve the purchase of small wares kitchen items from The Webstaurant Store for approximately \$ 38,348.30, as presented.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 22, 2020

Subject: Consideration and possible Adoption of Resolution Proclaiming February as Career and Technical Education Month

Administrator Responsible/Position: Dr. Eric Wright, Superintendent of Schools

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

The citizens of Hays CISD will recognize February as Career and Technical Education Month as a time to identify and honor educators, students and business partners who are involved in CTE programs.

D. Summary:

- Previous board action relating to this item -
- Future action anticipated -
- Background information -

Every February, the CTE community celebrates CTE Month to raise awareness of the role that CTE has in readying our students for careers and college. CTE month is also a time to recognize and celebrate the CTE community members' achievements and accomplishments.

E. Administrative Recommendation:

The administration recommends the board adopt the Resolution Proclaiming February as Career and Technical Education Month as presented.

F. Fiscal Impact and Cost:

Amount \$ 0

Budget – General Operating Fund Bond Grant/Special Funds Other _____

Prior Year Spending: \$ _____

Future/Ongoing: \$ _____

G. Suggested Motion

I move that the Board adopt the Resolution Proclaiming February as Career and Technical Education Month as presented.

**RESOLUTION PROCLAIMING FEBRUARY AS
CAREER AND TECHNICAL EDUCATION MONTH**

WHEREAS, CTE Month is taking place during the month of February to honor students who have chosen to pursue career and technical education as a means of acquiring real-world skills to compete in the workforce; and

WHEREAS, around 1.5 million Texas secondary students are enrolled in one or more Career and Technical Education (CTE) courses in 1,200 school districts throughout the state, and

WHEREAS, over 6,550 Hays CISD students are enrolled in CTE courses, which encompass a variety of occupational fields, including agriculture, education and training, computer science, and health care; and

WHEREAS, in addition to gaining specific career-related knowledge, participants in CTE programs learn such essential skills as time management, problem solving, and critical thinking, which better prepare them for the challenges and opportunities of the workplace; these programs motivate and engage students by providing hands-on activities in which they can further their expertise and interact with community members, potential employers, and students and teachers who share their vocational interests; and

WHEREAS, Career and Technical Education is offering a path to success in the 21st century economy while helping to address the urgent need for skilled labor in high-demand industries, and it is enabling numerous Texans to secure gainful employment and lead productive, fulfilling lives;

NOW, THEREFORE, BE IT RESOLVED, that the Hays Consolidated ISD Board of Trustees hereby recognizes February as CTE Month and extends sincere best wishes to all the talented young students who have chosen Career and Technical Education as a way to achieve their long-term professional goals.

Adopted this _____ day of February, 2022.

Hays Consolidated ISD

ATTEST:

By: _____
Vanessa V. Petrea, President

Merideth Keller, Secretary

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 22, 2022

Subject: Specials and Special Education Team Lead Stipends

Submitted by: Esperanza Orosco, Board Member

Administrator Responsible/Position: Dr. Fernando Medina, CHRO

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed: The goal is to implement compensation structures that support being an employee friendly workplace through compensating team leads.

D. Summary:

- Previous board action relating to this item -
- Future action anticipated -
- Background information – In the fall of 2021, the Board of Trustees approved a Grade Level Lead Stipend at the elementary level. The approved stipend is \$750 and annualized. A description of the role and responsibilities is attached.

Human Resources is seeking to amend the 21-22 Compensation Plan to include a Specials Team Lead and a Special Education Team Lead at each elementary campus. Elementary principals will be asked to identify a lead in these areas so that compensation can be provided for the remainder of the year to new team leads and provide retroactive pay to those employees who have been serving as a Specials Team Lead and SPED Team Lead. A description of the role and responsibilities is also attached.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other

F. Administrative Recommendation:

- Advantages/benefits of this proposal – Compensating Team Leads as they support their departments increases morale and reflects appreciation for their contributions toward achieving departmental, campus, and district goals.
- Consequences of not approving recommendation - Staff who currently serve in this capacity may feel unappreciated and securing a Team Lead without compensation may become challenging.

G. Fiscal Impact and Cost: Amount: The estimated cost is \$22,500 for Specials and Special Education Team Leads in a fiscal year.

Budget Bond Grant/Special Funds Other _____
Prior Year Spending - \$ 0
Future/Ongoing –

H. Monitoring and Reporting TimeLine:

Person responsible for evaluating this decision or action — Dr. Fernando Medina, CHRO

Evaluation method and timeline – Implementation of stipends will be monitored by Dr. Medina to ensure compensation occurs in the next payroll cycle.

Next report to the board – as requested/needed

I. Suggested Motion:

I move that the Board of Trustees amend the 2021-2022 Compensation Plan so that it reflects an Elementary Team Lead stipend to include a Special Education Team Lead and Specials Team Lead.



Grade Level Team Lead (Elementary Schools) Stipend Information

STIPEND: Grade Level Team Lead (Elementary Schools)

COMPENSATION: \$750 annualized stipend. Subject to the Board's annual approval of the Hays CISD Compensation Plan

ROLE SUMMARY: Grade Level Team Lead provides organizational leadership and support to all teachers within their grade level to ensure the grade level team works collaboratively to realize student success. The Team Lead is consistently an effective teacher with demonstrated and shared knowledge, instructional practice and support, and provides leadership to teachers within the grade level and other school teams. Ensuring collaboration among teachers and administrators is critically important to a school's culture, implementation of district instructional initiatives and goals, and ultimately student achievement. In addition to serving as a liaison between district leaders and departments, the school's leadership team, and teachers in their grade level, the Team Lead also coordinates the grade-level team's meetings on a weekly basis, supports the ongoing implementation and effectiveness of Professional Learning Communities, organizational practices, parent communication, and grade-level activities.

REQUIRED RESPONSIBILITIES:

- Model the highest level of professionalism and leadership to all campus stakeholders.
- Model effective instructional practice for the grade level.
- Establish a vision for the grade level in coordination with school leaders and establish specific goals for the grade-level team.
- Establish a structure for team collaboration, decision-making, and grade level team meetings.
- Lead grade level team to collaborate on norms and ensure they are implemented by the grade level team.
- Develop the agenda and facilitate grade level team meetings on a regular basis
- Serve as a communication conduit between teachers on the grade level team, school leaders, and district leaders and departments as required.
- Meet and collaborate with other grade level chairs within the building to share and discuss progress, successes, challenges, and problem solve solutions.

- Lead the team's efforts to identify and implement solutions to operational and academic challenges.
- Lead the grade level team's tracking and analysis of student-related data and work with teachers on the team to plan for the differentiation of instruction based on the student data.
- Provide differentiated support to grade level teachers to support continuous improvements in their instructional practice through campus based professional development as required.

ADDITIONAL RESPONSIBILITIES:

- Collaborate in planning of lesson plans by the team and provide the team with feedback as requested by school leadership.
- Coordinate with other teacher leaders (e.g., Curriculum and Planning Team Leader, if available) to implement campus and/or district required lesson plan templates (as necessary and/or possible).
- Contribute to hiring activities for the school and/or grade-level team as requested by school leadership.

CASELOAD AND GRADE ELIGIBILITY:

- Responsible for working with up to 8 teachers within their content area and/or grade-level. The teachers on this team will be determined by the school principal.
- Grades K-5 may select one Grade Level Team Lead.
- PreK with three or more sections may select a Grade Level Team Lead.

EXPECTED OUTCOMES:

- Increased collaboration across teachers in a grade level team.
- Increased number of students are achieving student learning targets due to increased differentiated instruction, strong instruction, and effective lesson planning.
- Increased teacher effectiveness as a result of effective implementation of Professional Learning Communities.
- Stronger school culture, teacher engagement, and instructional environment.

LENGTH OF TERM FOR THE ROLE:

- Team Lead is selected on an annual basis.
- Team Lead responsibilities may be shared at the principal's discretion and the related stipend will be equally distributed amongst those individuals who assume the role of Team Lead (requires Principal request to HR).
- Term may be extended pending the Principal's review of school needs and the teacher leader's success in the role.

MINIMUM QUALIFICATIONS:

- Satisfactory overall evaluation rating.
- Three years of demonstrated overall effectiveness.

SELECTION CRITERIA:

- Exceptional organizational skills.
- Strong communication skills.
- Ability to work effectively with a diverse group of adults.
- Awareness of campus and district resources and ability to access and use these resources effectively.
- Willingness to commit to the role for the entire school-year.

SELECTION PROCESS:

Interested candidates will need to complete the following.

- Submit a portfolio containing evidence of their performance and skills.
- A request to the principal to assume this role.
- An interview with school leadership.
- Principal holds the final decision for selection.

PROFESSIONAL DEVELOPMENT:

This role may require up to three days of training over the summer and two days of training during the school year (dates TBD). Possible training topics include:

- Professional Learning Communities.
- Project management and time management.
- Instructional and team leadership.
- Goalsetting and progress monitoring.
- Analyzing student data and differentiating instruction.



**Special Areas Team Lead (Elementary Schools)
Stipend Information**

STIPEND: Special Areas Team Lead (Elementary Schools)

COMPENSATION: \$750 annualized stipend. Subject to the Board’s annual approval of the Hays CISD Compensation Plan

ROLE SUMMARY: Special Areas Team Lead provides organizational leadership and support to special area teachers on the campus to ensure the special areas team works collaboratively to realize student success. The Team Lead is consistently an effective teacher with demonstrated and shared knowledge, instructional practice and support, and provides leadership to teachers within the department and other school teams. Ensuring collaboration among teachers and administrators is critically important to a school’s culture, implementation of district instructional initiatives and goals, and ultimately student achievement. In addition to serving as a liaison between district leaders and departments, the school’s leadership team, and teachers in their grade level, the Team Lead also coordinates the special areas team’s meetings on a weekly basis, supports the ongoing implementation and effectiveness of Professional Learning Communities, organizational practices, parent communication, and grade-level activities.

REQUIRED RESPONSIBILITIES:

- Model the highest level of professionalism and leadership to all campus stakeholders.
- Model effective instructional practice for the special areas.
- Establish a vision for the special areas in coordination with school leaders and establish specific goals for the team.
- Establish a structure for team collaboration, decision-making, and team meetings.
- Lead special areas team to collaborate on norms and ensure they are implemented by the special areas team.
- Develop the agenda and facilitate special areas team meetings on a regular basis
- Serve as a communication conduit between teachers on the special areas team, school leaders, and district leaders and departments as required.
- Meet and collaborate with other grade level chairs within the building to share and discuss progress, successes, challenges, and problem solve solutions.

- Lead the team's efforts to identify and implement solutions to operational and academic challenges.
- Lead the grade level team's tracking and analysis of student-related data and work with teachers on the team to plan for the differentiation of instruction based on the student data.
- Provide differentiated support to special area teachers to support continuous improvements in their instructional practice through campus based professional development as required.

ADDITIONAL RESPONSIBILITIES:

- Collaborate in planning of lesson plans by the team and provide the team with feedback as requested by school leadership.
- Coordinate with other teacher leaders (e.g., Curriculum and Planning Team Leader, if available) to implement campus and/or district required lesson plan templates (as necessary and/or possible).
- Contribute to hiring activities for the school and/or grade-level team as requested by school leadership.
- Collaborate with principal on master schedule.
- Plan/collaborate on behavior management incentives and best practices for special areas
- Plan / attend evening grade level performances and special events

CASELOAD AND GRADE ELIGIBILITY

- Responsible for working with up to 8 teachers within their content area and/or grade-level. The teachers on this team will be determined by the school principal.
- Grades K-5 may select one Grade Level Team Lead.
- PreK with three or more sections may select a Grade Level Team Lead.
- Special areas may select one Special Areas Team Lead (art, music, PE).

LENGTH OF TERM FOR THE ROLE:

- Team Lead is selected on an annual basis.
- Team Lead responsibilities may be shared at the principal's discretion and the related stipend will be equally distributed amongst those individuals who assume the role of Team Lead (requires Principal request to HR).
- Term may be extended pending the Principal's review of school needs and the teacher leader's success in the role.

MINIMUM QUALIFICATIONS:

- Satisfactory overall evaluation rating.
- Three years of demonstrated overall effectiveness.

SELECTION CRITERIA:

- Exceptional organizational skills.
- Strong communication skills.
- Ability to work effectively with a diverse group of adults.
- Awareness of campus and district resources and ability to access and use these resources effectively.
- Willingness to commit to the role for the entire school-year.

SELECTION PROCESS:

Interested candidates will need to complete the following.

- Submit a portfolio containing evidence of their performance and skills.
- A request to the principal to assume this role.
- An interview with school leadership.
- Reference check with the Director of Fine Arts if an art or music candidate.
- Principal holds the final decision for selection.

PROFESSIONAL DEVELOPMENT:

This role may require up to three days of training over the summer and two days of training during the school year (dates TBD). Possible training topics include:

- Professional Learning Communities.
- Project management and time management.
- Instructional and team leadership.
- Goal setting and progress monitoring.
- Analyzing student data and differentiating instruction.



Special Education Team Lead (Elementary Schools) Stipend Information

STIPEND: Special Education Team Lead (Elementary Schools)

COMPENSATION: \$750 annualized stipend. Subject to the Board's annual approval of the Hays CISD Compensation Plan

ROLE SUMMARY: Special Education Team Lead provides organizational leadership and support to special education teachers on the campus to ensure the special education team works collaboratively to realize student success. The Team Lead is consistently an effective teacher with demonstrated and shared knowledge, instructional practice and support, and provides leadership to teachers within the department and other school teams. Ensuring collaboration among teachers and administrators is critically important to a school's culture, implementation of district instructional initiatives and goals, and ultimately student achievement. In addition to serving as a liaison between district leaders and departments, the school's leadership team, and teachers in their department, the Team Lead also coordinates the department team's meetings on a weekly basis, supports the ongoing implementation and effectiveness of Professional Learning Communities, organizational practices, parent communication, and grade-level activities.

REQUIRED RESPONSIBILITIES:

- Model the highest level of professionalism and leadership to all campus stakeholders.
- Model effective instructional practices all grade levels served.
- Establish a vision for the team in coordination with school leaders and establish specific goals for the team.
- Establish a structure for team collaboration, decision-making, and team meetings.
- Lead special education team to collaborate on norms and ensure they are implemented by the special education team.
- Develop the agenda and facilitate team meetings on a regular basis
- Serve as a communication conduit between teachers on the team, school leaders, and district leaders and departments as required.
- Meet and collaborate with other grade level chairs within the building to share and discuss progress, successes, challenges, and problem solve solutions for services or students.

- Lead the team's efforts to identify and implement solutions to operational and academic challenges.
- Lead the team's tracking and analysis of student-related data and work with teachers on the team to plan for the differentiation of instruction based on the student data.
- Provide differentiated support to the team and grade level teachers to support continuous improvements in their instructional practice through campus based professional development as required.

ADDITIONAL RESPONSIBILITIES:

- Develop service schedule or participate in the development of the master schedule that includes all student IEP minutes by developing schedule for teachers on team and paraprofessionals.
- Monitor Progress Report completion reports every 9 weeks to ensure that teachers on team are completing their progress reports and have been sent home to parents.
- Develop case manager list for team
- Assist in the development of IEP and progress reports and attend ARD meetings as needed with new to profession teachers.
- Collaborate in the development of IEP's and provide the team with feedback as requested by school or department leadership.
- Coordinate/Train with other teacher leaders (e.g., Curriculum and Planning Team Leader, if available) to implement special education required learning (as necessary and/or possible).
- Contribute to hiring activities for the school and/or grade-level team as requested by school leadership.

CASELOAD AND GRADE ELIGIBILITY:

- Responsible for working with teachers in all subject areas and grade-levels based on student needs.
- Grades ECSE, Pre-K, & K-5 may select one Special Education Team Lead.

EXPECTED OUTCOMES:

- Increased collaboration across teachers in a grade level team.
- Increased number of students are achieving student learning targets due to increased differentiated instruction, strong instruction, and effective lesson planning.
- Increased teacher effectiveness as a result of effective implementation of Professional Learning Communities.
- Stronger school culture, teacher engagement, and instructional environment.

LENGTH OF TERM FOR THE ROLE:

- Team Lead is selected on an annual basis.
- Team Lead responsibilities may be shared at the principal's discretion and the related stipend will be equally distributed amongst those individuals who assume the role of Team Lead (requires Principal request to HR).
- Term may be extended pending the Principal's review of school needs and the teacher leader's success in the role.

MINIMUM QUALIFICATIONS:

- Satisfactory overall evaluation rating.
- Three years of demonstrated overall effectiveness.

SELECTION CRITERIA:

- Exceptional organizational skills.
- Strong communication skills.
- Ability to work effectively with a diverse group of adults.
- Awareness of campus and district resources and ability to access and use these resources effectively.
- Willingness to commit to the role for the entire school-year.

SELECTION PROCESS:

Interested candidates will need to complete the following.

- Submit a portfolio containing evidence of their performance and skills.
- A request to the principal to assume this role.
- An interview with school leadership.
- Principal holds the final decision for selection.

PROFESSIONAL DEVELOPMENT:

This role may require up to three days of training over the summer and two days of training during the school year (dates TBD). Possible training topics include:

- Professional Learning Communities.
- Project management and time management.
- Instructional and team leadership.
- Goalsetting and progress monitoring.
- Analyzing student data and differentiating instruction.

Hays Consolidated Independent School District
Stipend Pay Schedule
for the Fiscal Year ending June 30, 2022

Updated 2/10/22

| Category | Assignment | Level | Proposed Stipend |
|----------------------|-------------------------------|----------|------------------|
| Academics | | | |
| UIL | UIL Coach MS | MS | \$ 375.0 |
| | UIL Coord MS | MS | \$ 1,000.0 |
| | UIL Art | MS | \$ 400.0 |
| HIGH SCHOOL | UIL Coord | HS | \$ 4,140.0 |
| | UIL Art | HS | \$ 400.0 |
| | UIL Accounting | HS | \$ 700.0 |
| | UIL Calculator | HS | \$ 700.0 |
| | UIL Computer Applications | HS | \$ 700.0 |
| | UIL Computer Science | HS | \$ 700.0 |
| | UIL Copy Editing | HS | \$ 700.0 |
| | UIL Curriculum Evaluation | HS | \$ 700.0 |
| | UIL Current Issues and Events | HS | \$ 700.0 |
| | UIL Debate | HS | \$ 3,000.0 |
| | UIL Film | HS | \$ 700.0 |
| | UIL Informational Speaking | HS | \$ 700.0 |
| | UIL Journalism | HS | \$ 1,750.0 |
| | UIL Literary Criticism | HS | \$ 700.0 |
| | UIL Math | HS | \$ 700.0 |
| | UIL Number Sense | HS | \$ 700.0 |
| | UIL One Act Play | HS | \$ 2,500.0 |
| | UIL Personal Speaking | HS | \$ 700.0 |
| | UIL Persuasive Speaking | HS | \$ 700.0 |
| | UIL Poetry | HS | \$ 700.0 |
| | UIL Prose | HS | \$ 700.0 |
| | UIL Ready Writing | HS | \$ 700.0 |
| | UIL Robotics | HS | \$ 700.0 |
| | UIL Science | HS | \$ 700.0 |
| | UIL Social Studies | HS | \$ 700.0 |
| | UIL Spelling | HS | \$ 700.0 |
| UIL Student Congress | HS | \$ 700.0 | |
| Athletics | | | |
| | Athletic Coord MS | MS | \$ 2,000.0 |
| | Basketball C-team | MS | \$ 900.0 |
| | Basketball MS | MS | \$ 2,000.0 |
| | Cheer MS | MS | \$ 2,500.0 |
| | Cross Country MS | MS | \$ 2,000.0 |
| | Dance MS | MS | \$ 2,500.0 |
| | Football MS | MS | \$ 3,000.0 |
| | Soccer MS | MS | \$ 2,000.0 |
| | Tennis MS | MS | \$ 2,000.0 |
| | Track MS | MS | \$ 2,000.0 |

Athletics Continued

| | | | |
|--------------------|-----------------------------------|-----|------------|
| | Volleyball C-team | MS | \$ 900.0 |
| | Volleyball MS | MS | \$ 2,000.0 |
| HIGH SCHOOL | Athletic Asst - Girls Coordinator | HS | \$ 3,000.0 |
| | Athletic Trainer HS | HS | \$ 9,000.0 |
| | Baseball Head HS | HS | \$ 7,250.0 |
| | Baseball Asst HS | HS | \$ 4,000.0 |
| | Basketball Head HS | HS | \$ 7,250.0 |
| | Basketball Asst HS | HS | \$ 4,000.0 |
| | Cheer Head HS | HS | \$ 5,500.0 |
| | Cheer Asst HS | HS | \$ 3,500.0 |
| | Cross Country Head HS | HS | \$ 5,000.0 |
| | Cross Country Asst HS | HS | \$ 4,000.0 |
| | Drill Team Head HS | HS | \$ 6,500.0 |
| | Drill Team Asst HS | HS | \$ 4,500.0 |
| | Football Coord HS | HS | \$ 8,000.0 |
| | Football Asst HS | HS | \$ 7,000.0 |
| | Golf Head HS | HS | \$ 6,000.0 |
| | Golf Asst HS | HS | \$ 4,000.0 |
| | Off-Season Conditioning | HS | \$ 5,000.0 |
| | Powerlift HS | HS | \$ 4,000.0 |
| | Soccer Head HS | HS | \$ 6,000.0 |
| | Soccer Asst HS | HS | \$ 4,000.0 |
| | Softball Head HS | HS | \$ 7,250.0 |
| | Softball Asst HS | HS | \$ 4,000.0 |
| | Swim Head HS | HS | \$ 6,300.0 |
| | Swim Asst HS | HS | \$ 4,000.0 |
| | Tennis Head HS | HS | \$ 6,300.0 |
| | Tennis Asst HS | HS | \$ 5,000.0 |
| | Track Head HS | HS | \$ 6,000.0 |
| | Track Asst HS | HS | \$ 4,000.0 |
| | Volleyball Head HS | HS | \$ 7,500.0 |
| | Volleyball Asst HS | HS | \$ 5,000.0 |
| | Water Polo Head HS | HS | \$ 6,000.0 |
| | Water Polo Asst. HS | HS | \$ 4,000.0 |
| | Webmaster-Athletics | HS | \$ 1,000.0 |
| | Wrestling Head HS | HS | \$ 6,000.0 |
| | Wrestling Asst. HS | HS | \$ 4,000.0 |
| District | | | |
| | Campus Webmaster | All | \$ 1,000.0 |
| | District Content Lead | All | \$ 2,000.0 |
| | District Lead Librarian | All | \$ 3,500.0 |
| | Events Coverage | All | \$ 6,000.0 |
| | New Administrator Mentor | All | \$ 600.0 |
| | New Teacher Advisor | All | \$ 400.0 |
| | New Teacher Mentors | All | \$ 400.0 |
| | Reading Academy Facilitator | All | \$ 3,000.0 |
| | Reading Academy Teacher | All | \$ 300.0 |
| | Spelling Bee Sponsor | All | \$ 700.0 |

| Fine Arts | | | |
|----------------------|---------------------------------------|-----|------------|
| | Band Director MS | MS | \$ 7,500.0 |
| | Band Asst Director MS | MS | \$ 5,500.0 |
| | Choir Director MS | MS | \$ 3,000.0 |
| | Choir Asst Director MS | MS | \$ 2,000.0 |
| | District Honor Choir | All | \$ 500.0 |
| | Mariachi MS | MS | \$ 5,000.0 |
| | Orchestra MS | MS | \$ 5,000.0 |
| | Theatre Director MS | MS | \$ 3,000.0 |
| | Theatre Asst. Director MS | MS | \$ 2,500.0 |
| HIGH SCHOOL | | | |
| | Band Asst Director HS | HS | \$ 8,000.0 |
| | Choir Director HS | HS | \$ 5,000.0 |
| | Choir Asst Director HS | HS | \$ 3,500.0 |
| | Mariachi HS | HS | \$ 7,000.0 |
| | Theatre Director HS | HS | \$ 4,000.0 |
| | Theatre Asst HS | HS | \$ 2,500.0 |
| | Winter Guard | HS | \$ 2,500.0 |
| Job-Related | | | |
| | Asbestos Abatement License | All | \$ 2,000.0 |
| | Asbestos Designated Person | All | \$ 2,000.0 |
| | Customer Service Inspector | All | \$ 1,500.0 |
| | Ground Water Operator | All | \$ 2,000.0 |
| | IAQ Mold Inspection | All | \$ 2,000.0 |
| | Indoor Air Quality | All | \$ 2,000.0 |
| | Irrigation Technician | All | \$ 2,000.0 |
| | Journeyman Electrician/Fire Tech | All | \$ 2,000.0 |
| | Journeyman Plumber | All | \$ 2,000.0 |
| | Lead Custodian | All | \$ 1,000.0 |
| | Locksmith | All | \$ 2,000.0 |
| | Locksmith Technician | All | \$ 1,000.0 |
| | Master Electrician | All | \$ 3,000.0 |
| | Master Plumber | All | \$ 3,000.0 |
| | Non Commercial Applicator License | All | \$ 2,000.0 |
| | Environmental AC Class A or B | All | \$ 3,000.0 |
| | Commercial Refrigeration Class A or B | All | \$ 3,000.0 |
| | RFCI Asbestos Tile Removal | All | \$ 2,000.0 |
| | Sheetmetal Certification | All | \$ 2,000.0 |
| | Tradesman Plumber | All | \$ 1,500.0 |
| | Wastewater Treatment - Grease Traps | All | \$ 500.0 |
| Special Areas | | | |
| | CTE Agriculture | HS | \$ 7,000.0 |
| | CTE Cosmetology | HS | \$ 5,000.0 |
| | CTE Culinary Arts | HS | \$ 5,500.0 |
| | Department Chair HS | HS | \$ 2,000.0 |
| | Department Chair MS | MS | \$ 1,250.0 |
| | Elementary Lead ES** | ES | \$ 750.0 |
| | Dual Credit | HS | \$ 1,500.0 |
| | JROTC | HS | \$ 3,000.0 |
| | JROTC Lead | HS | \$ 4,000.0 |

| Special Areas Continued | | | |
|--------------------------------|-----|----|----------|
| JROTC Secondary Officer | HS | \$ | 2,000.0 |
| Lead Counselor | HS | \$ | 3,300.0 |
| National Honor Society | HS | \$ | 1,000.0 |
| National Junior Honor Society | MS | \$ | 600.0 |
| Newspaper HS | HS | \$ | 1,600.0 |
| Student Council HS | HS | \$ | 1,700.0 |
| Student Council MS | MS | \$ | 750.0 |
| Stadium Manager | All | \$ | 12,500.0 |
| TX Assoc Future Educators HS | HS | \$ | 600.0 |
| Yearbook HS | HS | \$ | 1,800.0 |
| Yearbook MS | MS | \$ | 500.0 |

| Category | Assignment | Level | Proposed Stipend |
|----------------------------|--------------------------------------|--------------|-------------------------|
| Special Populations | | | |
| | *Bilingual | All | \$ 5,000.0 |
| | *Bilingual Deaf (English / American) | All | \$ 5,000.0 |
| | Dual Language ESL | All | \$ 2,500.0 |
| | ESL Secondary | All | \$ 1,500.0 |
| | GT Lead | All | \$ 1,200.0 |
| | Special Ed BCBA | All | \$ 3,000.0 |
| | Special Ed LSSP (Licensed) | All | \$ 1,000.0 |
| | Special Ed SLP (Licensed) | All | \$ 1,000.0 |
| | Special Ed Teacher | All | \$ 1,350.0 |
| | Special Ed Assignment Specialized | All | \$ 2,500.0 |
| | Special Olympics Head | All | \$ 6,000.0 |
| | Special Olympics Asst | All | \$ 4,000.0 |
| | Teacher (IMPACT) | All | \$ 1,000.0 |

***Bilingual stipend amounts are determined by internal service years as shown below.**

| Years of service with Hays CISD | Amount |
|--|---------------|
| BILINGUAL STIPEND <5 YEARS | \$5,000.0 |
| BILINGUAL STIPEND 6 - 10 YEARS | \$5,250.0 |
| BILINGUAL STIPEND 11 - 15 YEARS | \$5,500.0 |
| BILINGUAL STIPEND 16 - 20YEARS | \$5,750.0 |
| BILINGUAL STIPEND >20YEARS | \$6,000.0 |

****PreK Grade Level Lead Stipend will be paid to a campus with 3 or more PreK Teachers.**

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: 2021 Bond Project: Consideration and possible approval of the Bid Package 7 Lehman High School Improvements GMP 2

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Provide safe, comfortable facilities for students, staff and guests.

D. Summary:

Previous board action relating to this item:

Staff provided a design development update to the Board in mid-September 2021. The Board approved GMP 1 for HVAC equipment in December 2021.

Future action anticipated:

Background information:

The 2021 Bond contains provisions for HVAC, roofing, and flooring improvements at LHS.

Due to the long lead times on many manufactured products, staff recommended, and the Board approved, ordering the HVAC equipment in December 2021 so that it can be installed in the summer 2022. GMP 1 for HVAC equipment at Lehman HS is valued at \$2,507,504.

GMP 2 for the balance of the work including roofing, flooring, tennis courts installation, lighting on the band tower, and HVAC labor is valued at \$9,889,684

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

F. Administrative Recommendation:

Consideration and approval of the 2021 Bond Lehman HS Improvements GMP 2

- G. Fiscal Impact and Cost:** Amount: GMP 2 is valued at \$9,889,684
 Budget 2021 Bond Grant/Special Funds : Other

The project cost journey is summarized in the following table:

| 2021 Bond BP 7 LHS | LHS Estimate | LHS DD | LHS 50% CD plus GMP 1 (HVAC Equipment) | LHS GMP 1 Plus GMP 2 |
|-------------------------|--------------|--------------|--|----------------------|
| Construction | \$12,896,774 | \$13,370,910 | \$13,620,345 | \$12,397,188 |
| Architect | \$902,774 | \$869,109 | \$885,322 | \$805,817 |
| FFE | \$902,774 | \$902,774 | \$902,774 | \$902,774 |
| Infrastructure and Fees | \$471,833 | \$471,833 | \$471,833 | \$471,833 |
| Project Contingency | \$553,618 | \$113,146 | -\$152,502 | \$1,150,160 |
| Totals | \$15,727,773 | \$15,727,773 | \$15,727,773 | \$15,727,773 |

Prior Year Spending – not applicable

Future/Ongoing – not applicable

- H. Monitoring and Reporting Time Line:**
 Person responsible for evaluating this decision or action: Max Cleaver, Mike Garcia
Evaluation method and time line -
Next report to the board -

- I. Suggested Motion:**
 I move the Board approve 2021 Bond Lehman High School Improvements GMP 2 from Bartlett-Cocke, as designed by O’Connell Robertson Architects, in the amount of \$9,889,684 as presented.



February 11, 2022

Mr. Max Cleaver
Hays Consolidated Independent School District
21003 Interstate 35
Kyle, Texas 78640

Re: **Guaranteed Maximum Price for the Hays CISD Lehman High School – Package 2**

Dear Mr. Cleaver:

Bartlett Cocke General Contractors advertised for, and received Subcontractor and Supplier proposals for the GMP Construction Document set for the above-referenced project on February 8, 2022. Based on the receipt of proposals and subsequent analysis, we have assembled the Guaranteed Maximum Price (GMP) for the work included in this proposal package. We are pleased to offer for approval the following overall GMP:

Nine Million Eight Hundred Eighty-Nine Thousand Six Hundred Eighty Four Dollars (\$9,889,684.00)

Items Included In This GMP:

- Payment and Performance Bond.
- Construction Manager Fee.
- Subcontracted Cost-of-Work Items.
- Payroll Taxes, Insurance, and other Costs.
- Prevailing Wages and Benefits per Documents.
- All construction work per Plans and Specifications, unless specifically noted or excluded below.

Items Excluded From This GMP:

- General Conditions Costs.
- Sales tax.
- Testing and inspections.
- Impact / Use / Development / Consultant / Jurisdictional / Agency fees.
- Environmental surveys and hazardous material identification, handling and/or removal.
- Adjustments, removal, or relocations to existing utilities, unless specifically shown or specified.
- Sub-surface investigations, test probe holes, geo-technical testing, and hidden conditions costs.
- All items not shown or specified in the referenced Proposal Documents.
- Utility consumption costs, public utility applications, public utility construction costs and hookup fees.

Clarifications and Assumptions:

- Per clarifications and assumptions log.

Proposal Documents:

- Documents developed by O’Connell Robertson Architects:

GMP Documents January 11, 2022

BARTLETT COCKE GENERAL CONTRACTORS

Building Better Lives



We have provided a GMP Summary for your assistance in preparing the Contract Amendment. At this time, we are requesting that you review and approve our GMP for the project in the above amounts. Upon approval, we will need a Contract Amendment to our Contract by the stated amounts and a Contract Notice to Proceed for this package. If you have any questions, please do not hesitate to call.

Sincerely,
BARTLETT COCKE GENERAL CONTRACTORS

Stephon Hill

Stephon Hill
Lead Estimator

CC: HCISD – Mike Garcia
O’Connell Robertson – Kurt Schwerdtfeger
O’Connell Robertson – Hannah Laue
BCGC – Hans Schneider
File

HAYS CISD
21003 , IH 35 FRONTAGE ROAD
KYLE , TX 78640

 **O'CONNELL ROBERTSON**
Architecture - Engineering - Interiors
811 Barton Springs Rd #900
Austin , TX 78704

Dunaway Associates
Structural Engineer
5707 South Building 2, Suite 250
Austin , TX 78759

Pape Dawson Engineers
Civil Engineer
10801 North Mopac Expressway, Building 3, Suite 200
Austin , TX 78759



Mission: We believe every project has a mission and strive to design environments that have a purpose that extends far beyond form and function.

LEHMAN HIGH SCHOOL IMPROVEMENTS

1700 Lehman Rd, Kyle, TX 78640, Kyle, Texas

CONTRACT DOCUMENTS

1/11/22



Revisions:
NO. DESCRIPTION DATE

1/11/22
Project No. 1900.15
CONTRACT DOCUMENTS

COVER SHEET
G1.0

DRAWING INDEX

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| C4.01 | PROPOSED DRAINAGE CONDITIONS |
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| S2.5 | ROOF FRAMING PLAN - AREA E |
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| M2.10 | MECHANICAL SECOND FLOOR DEMOLITION PLAN - AREA C |
| M2.11 | MECHANICAL SECOND FLOOR DEMOLITION PLAN - AREA E |
| M2.12 | MECHANICAL SECOND FLOOR DEMOLITION PLAN - AREA F |
| M2.13 | MECHANICAL SECOND FLOOR DEMOLITION PLAN - AREA AA |
| M2.14 | MECHANICAL SECOND FLOOR DEMOLITION PLAN - AREA BB |
| M2.15 | MECHANICAL FIRST FLOOR PIPING DEMOLITION PLAN - AREA A |
| M2.16 | MECHANICAL FIRST FLOOR PIPING DEMOLITION PLAN - AREA D |
| M2.17 | MECHANICAL SECOND FLOOR PIPING DEMOLITION PLAN - AREA B |
| M2.18 | MECHANICAL SECOND FLOOR PIPING DEMOLITION PLAN - AREA C |
| M2.19 | MECHANICAL SECOND FLOOR PIPING DEMOLITION PLAN - AREA E |
| M2.20 | MECHANICAL SECOND FLOOR PIPING DEMOLITION PLAN - AREA F |
| M2.21 | MECHANICAL SECOND FLOOR PIPING DEMOLITION PLAN - AREA AA |
| M2.22 | MECHANICAL SECOND FLOOR PIPING DEMOLITION PLAN - AREA BB |
| M3.1 | MECHANICAL FIRST FLOOR PLAN - AREA A |
| M3.2 | MECHANICAL FIRST FLOOR PLAN - AREA B |
| M3.3 | MECHANICAL FIRST FLOOR PLAN - AREA C |
| M3.4 | MECHANICAL FIRST FLOOR PLAN - AREA D |
| M3.5 | MECHANICAL FIRST FLOOR PLAN - AREA E |
| M3.6 | MECHANICAL FIRST FLOOR PLAN - AREA F |
| M3.7 | MECHANICAL FIRST FLOOR PLAN - AREA AA |
| M3.8 | MECHANICAL FIRST FLOOR PLAN - AREA BB |
| M3.9 | MECHANICAL SECOND FLOOR PLAN - AREA B |
| M3.10 | MECHANICAL SECOND FLOOR PLAN - AREA C |
| M3.11 | MECHANICAL SECOND FLOOR PLAN - AREA E |
| M3.12 | MECHANICAL SECOND FLOOR PLAN - AREA F |

DRAWING INDEX

| | |
|------------|---|
| M3.13 | MECHANICAL SECOND FLOOR PLAN - AREA AA |
| M3.14 | MECHANICAL SECOND FLOOR PLAN - AREA BB |
| M4.1 | MECHANICAL FIRST FLOOR PIPING PLAN - AREA A |
| M4.2 | MECHANICAL FIRST FLOOR PIPING PLAN - AREA D |
| M4.3 | MECHANICAL SECOND FLOOR PIPING PLAN - AREA B |
| M4.4 | MECHANICAL SECOND FLOOR PIPING PLAN - AREA C |
| M4.5 | MECHANICAL SECOND FLOOR PIPING PLAN - AREA E |
| M4.6 | MECHANICAL SECOND FLOOR PIPING PLAN - AREA F |
| M4.7 | MECHANICAL SECOND FLOOR PIPING PLAN - AREA AA |
| M4.8 | MECHANICAL SECOND FLOOR PIPING PLAN - AREA BB |
| M7.1 | MECHANICAL CONTROLS |
| M7.2 | MECHANICAL CONTROLS |
| M8.1 | MECHANICAL SCHEDULES |
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| ELECTRICAL | |
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| E2.1 | ELECTRICAL SITE LIGHTING PLAN |
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| E7.1 | ELECTRICAL SCHEDULES |
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| E7.3 | ELECTRICAL SCHEDULES |
| E7.4 | ELECTRICAL SCHEDULES & ONE LINE |

GENERAL PROJECT NOTES

- GENERAL NOTES APPLY TO ALL SHEETS.
- THE CONTRACTOR SHALL FURNISH ALL LABOR, MATERIALS, TOOLS, EQUIPMENT AND RELATED ITEMS REQUIRED TO COMPLETE THE DEMOLITION WORK AS INDICATED BY THE CONTRACT DOCUMENTS.
- CONTRACTOR TO VERIFY ALL DIMENSIONS.
- ALL ACCESSIBLE ROUTES (OTHER THAN RAMPS) SHALL NOT EXCEED A SLOPE OF 1:20, AND CROSS SLOPES SHALL NOT EXCEED A SLOPE OF 1:50
- THE DRAWINGS INDICATE BUILDING CONDITIONS PER EXISTING DRAWINGS AND ACTUAL PROJECT INVESTIGATION. THE CONTRACTOR SHALL ANTICIPATE POSSIBLE SLIGHT DEVIATION FROM THESE DRAWINGS. REFER TO ARCHITECTURAL & MEP DRAWINGS AND DETAILS FOR EXTENT OF DEMOLITION.
- THE CONTRACTOR SHALL SUPERVISE AND DIRECT THE WORK, USING HIS BEST SKILL AND ATTENTION. HE SHALL BE SOLELY RESPONSIBLE FOR ALL MEANS, METHODS, TECHNIQUES, SEQUENCES AND PROCEDURES AND FOR COORDINATING ALL PORTIONS OF THE WORK UNDER THE CONTRACT.
- INSTALL TEMPORARY DUST PARTITIONS WITH DOORS FOR CONSTRUCTION ACCESS AROUND AREAS OF WORK SO THAT OPERATIONS IN EXISTING ADJACENT AREAS REMAIN DUST FREE AND ACCESSIBLE TO BUILDING OCCUPANTS. MAINTAIN IN PLACE UNTIL COMPLETION OF CONSTRUCTION.
- REMOVE ALL BUILDING PARTS AND/OR OTHER ITEMS TO ALLOW FOR THE INSTALLATION AND CONNECTION OF NEW WORK. COORDINATE THE WORK WITH THE HVAC, PLUMBING AND ELECTRICAL DEMOLITION DRAWINGS.
- REMOVAL OF THE BUILDING PARTS SHALL BE PERFORMED IN A SAFE, ORDERLY AND CAREFUL MANNER, WITH THE CONSIDERATION AT ALL TIMES FOR THE SAFETY AND WELFARE OF THE OWNER, BLDG. OCCUPANTS, & PERSONNEL OF THE CONTRACTOR AND/OR SUBCONTRACTOR.
- MAINTAIN THE UTILITIES TO OCCUPIED SPACES AT ALL TIMES. COORDINATE ANY UTILITY DOWNTIMES W/ OWNER. PROVIDE 72 HOUR ADVANCE NOTICE TO THE OWNER OF INTENDED UTILITY SHUT DOWN AND/OR DISRUPTION.
- ANY QUESTIONS CONCERNING OWNERSHIP OF SALVAGEABLE MATERIAL SHALL BE ANSWERED BY THE OWNER, OR OWNER'S REPRESENTATIVE. ALL ITEMS OTHER THAN FINISH MATERIALS TO BE REMOVED AS PART OF THIS CONTRACT ARE INDICATED WITH DASHED LINES ON DEMOLITION SHEETS. DISPOSE OF THESE MATERIALS AND ITEMS AFTER CHECKING WITH OWNER FOR ITEMS TO BE SALVAGED. SALVAGE ANY ITEMS REQUIRED TO COMPLETE NEW WORK.
- REMOVE ALL MISCELLANEOUS DEVICES AS REQUIRED TO INSTALL NEW FINISHES, INCLUDING BUT NOT LIMITED TO: PLUMBING FIXTURES, SIGNAGE, SWITCH PLATES, TELEVISION BRACKETS, WALL OUTLET COVERS, TOILET ACCESSORIES, CORNER GUARDS, ETC. SAVE FOR REINSTALLATION AFTER COMPLETION OF FINISH WORK.
- PROTECT ALL EXISTING FINISHES, DOOR FRAMES, EQUIPMENT AND MATERIALS THAT ARE TO REMAIN IN PLACE. DAMAGE TO EXISTING COMPONENTS BY CONTRACTOR SHALL BE REPLACED WITH NEW MATERIAL OF LIKE KIND AND QUALITY THAT MATCH THE EXISTING STANDARDS. THE CONTRACTOR IS RESPONSIBLE FOR PREPARING EXISTING SURFACES TO RECEIVE NEW FINISHES SCHEDULED.
- PROTECT EXISTING VEGETATION, INCLUDING EXISTING TREES DURING CONSTRUCTION. REVEGETATE DAMAGED AREAS ADJACENT TO NEW CONSTRUCTION; CONTRACTOR SHALL MAINTAIN VEGETATED AREAS FOR 3 WEEKS AFTER INITIAL PLANTING.
- REFER TO MECHANICAL, PLUMBING AND ELECTRICAL DRAWINGS FOR OTHER WORK.
- ELECTRICAL AND MECHANICAL INSTALLATIONS MAY REQUIRE WORK ABOVE EXISTING CEILINGS BOTH IN THE AREA OF WORK AND IN ADJACENT AREAS (POSSIBLY ON OTHER FLOORS). REMOVE AND REINSTALL (OR REPLACE) CEILING TILES AND GRID AS REQUIRED. REMOVE GYPSUM BOARD AT WALLS AND CEILINGS AND REPLACE AS REQUIRED.
- UNLESS NOTED OTHERWISE, ALL EXISTING ELECTRICAL OUTLETS & FIXTURES IN REMODELED AREAS ARE TO BE REMOVED & RETURNED TO OWNER. SEE ELECTRICAL SHEETS FOR DEVICES & CIRCUITS TO BE REUSED.
- ALL ITEMS AND ASSOCIATED CONNECTIONS ARE TO BE REMOVED AND TERMINATED AT DESIGNATED POINTS. SERVICE CONNECTIONS SHALL BE SAFELY REMOVED, CAPPED OR PLUGGED IN CONFORMITY WITH LOCAL LAWS AND ORDINANCES, REQUIREMENTS OF PUBLIC UTILITY COMPANIES, AND OF THE NATIONAL BOARD OF FIRE UNDERWRITERS, AND IN SUCH MANNER AS NOT TO INTERFERE WITH THE USE OF THE OCCUPIED SPACES IN THE BUILDING.
- IF A CONDUIT OR UTILITY LINE IS CUT WHILE SLEEVING OR CUTTING THE SLAB OR REMOVING A PARTITION, THE CONTRACTOR IS RESPONSIBLE FOR REPAIRING IT IMMEDIATELY.
- ANY EXISTING TO REMAIN FIREPROOFING OR FIRE ASSEMBLIES DAMAGED DURING CONSTRUCTION ARE TO BE REPAIRED TO ORIGINAL FIRE PROTECTION REQUIREMENTS.
- IMMEDIATELY SEAL ALL PENETRATIONS IN EXISTING STRUCTURE OPENED DURING DEMOLITION WITH FIRESTOPPING MATERIAL AND/OR WATERPROOFING.
- SEAL ALL PENETRATIONS, NEW AND EXISTING, ABOVE CEILINGS AT RATED FIRE WALLS IN AREAS OF WORK.

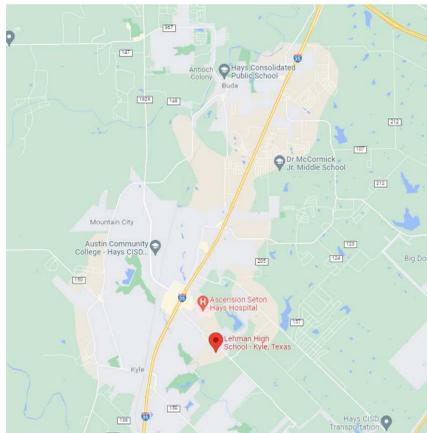
| LEHMAN HIGH SCHOOL BUILDING CODE ANALYSIS | |
|--|--|
| FACILITY: | Hays Consolidated Independent School District |
| OR PROJECT NUMBER: | 1900.15 |
| PROJECT : | Lehman High School Renovations and Site Improvements |
| LOCATION: | Kyle, Texas |
| JURISDICTION: | City of Kyle |
| APPLICABLE CODES: | 2021 International Building Code 2021 International Energy Conservation Code 2021 International Plumbing Code 2021 International Fire Code 2021 International Mechanical Code 2020 National Electric Code 2012 Texas Accessibility Standards |
| Building Information: | Type IB |
| Renovation Area | 55,000 sf |
| Number of Stories | 2 Story |

LIST OF ALTERNATES

| | |
|---------------------|--|
| ALTERNATE #1 | REPLACE VARIOUS FIRE SMOKE DAMPERS INDICATED IN MECHANICAL PLANS. |
| ALTERNATE #2 | REPLACE HVAC UNIT CONTROLS AT EXISTING UNITS IN WEST HALF OF BUILDING FOR INTEGRATION INTO NEW CONTROLS SYSTEM. REF ARCHITECTURAL A4.0. |
| ALTERNATE #3 | BAND PARKING LOT ADDITIONAL LIGHTING. REF. ELECTRICAL |
| ALTERNATE #4 | TRACK FAILURE CRACK REMEDIATION. REF. ARCHITECTURAL SITE PLAN FOR EXTENTS |
| ALTERNATE #5 | ADD 2-HR RATED WINDOW BETWEEN CLASSROOM AND WELDING SHOP. REF. ARCHITECTURAL A 2.1, A 3.0. |
| ALTERNATE #6 | FLOORING REPLACEMENT AT DRAMA. NEW PLATFORM FOR STAGE AND STEPPED SEATING AT ROOM. REF. ARCHITECTURAL REF A 2.1, A 10.4. |
| ALTERNATE #7 | FLOORING REPLACEMENT AT BAND AND DANCE. REF. ARCHITECTURAL A10.3. |
| ALTERNATE #8 | ROOF OVERLAY IN LIEU OF FULL REROOF. NEW COVERBOARD AND MEMBRANE TO BE LAID OVER EXISTING ROOF. REUSE EXISTING DRAINS - NO ADDITIONAL OVERFLOWS INCLUDED. REFER TO SHEETS A5.3A AND A5.4A. |
| ALTERNATE #9 | FULL REROOF WITH APP ROOF IN LIEU OF SBS. REF. SPECIFICATIONS. |



HAYS COUNTY



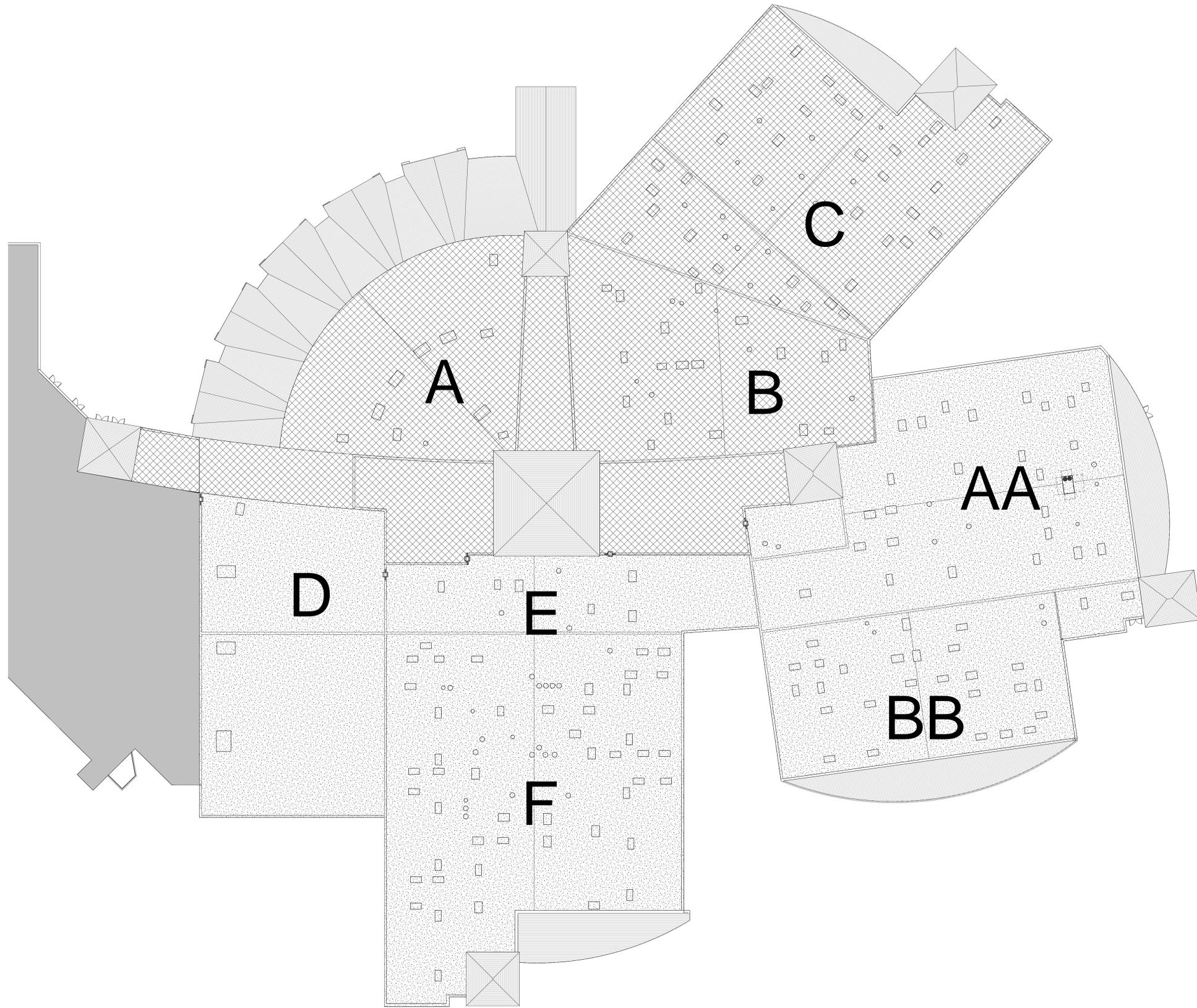
LOCATION MAP



VICINITY MAP



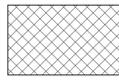
Revisions:
NO. DESCRIPTION DATE



1 ROOF PLAN - EAST
SCALE: 3/64" = 1'-0"

GENERAL PHASING NOTES

1. PHASING AREAS ARE SHOWN FOR GENERAL REQUIREMENTS AND INDICATE WHERE THE MAJORITY OF THE LIMITS OF CONSTRUCTION OCCUR. WORK OUTSIDE THE PHASING BOUNDARY MAY BE REQUIRED. REFER TO INDIVIDUAL SHEETS FOR SPECIFIC PROJECT REQUIREMENTS.



PHASE 1



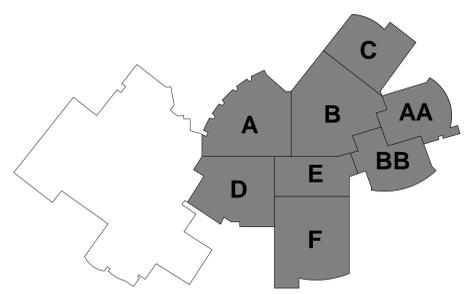
PHASE 2

PHASE 1 SCHEDULE

| AREA | WORK | DURATION |
|------|-------------|---------------------|
| A | HVAC & ROOF | MAY 30TH, 2022 |
| B | HVAC & ROOF | 2022-AUG 10TH, 2022 |
| C | HVAC & ROOF | MAY 30TH, 2022 |
| SITE | HVAC & ROOF | MAY 30TH, 2022 |

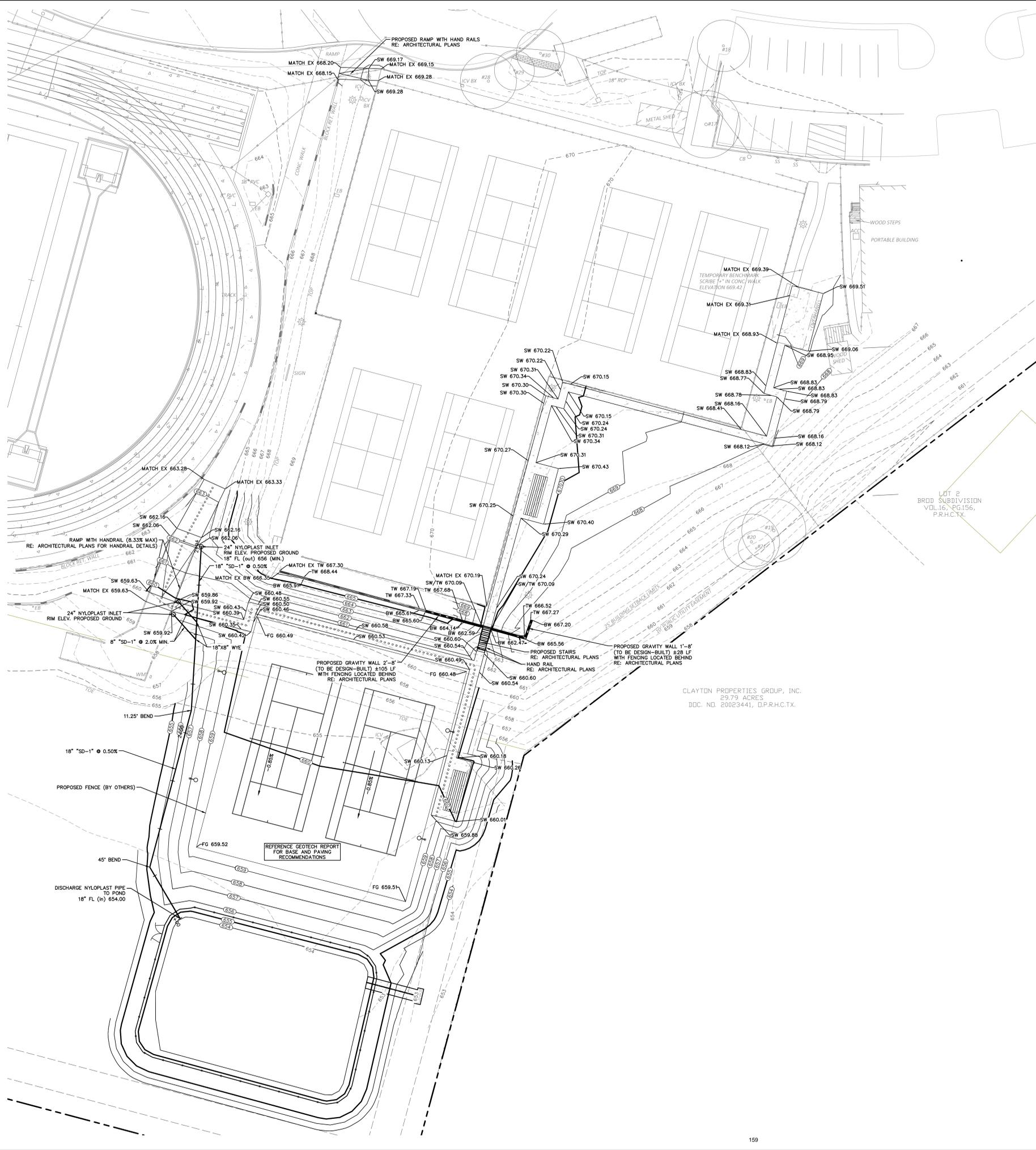
PHASE 2 SCHEDULE

| AREA | WORK | DURATION |
|------|-------------|----------------|
| D | HVAC & ROOF | |
| E | HVAC & ROOF | |
| F | HVAC & ROOF | MAY 30TH, 2023 |
| AA | HVAC & ROOF | AUG 10TH, 2023 |
| BB | HVAC & ROOF | |

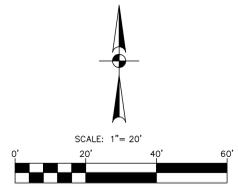


Revisions:

| NO. | DESCRIPTION | DATE |
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CLAYTON PROPERTIES GROUP, INC.
29.79 ACRES
DDC. NO. 20023441, D.P.R.H.C.T.X.



LEGEND

- PROPERTY LINE
- ADA PATH
- PROPOSED SIDEWALK
- EXISTING CONTOUR LINE
- PROPOSED CONTOUR LINE
- FG XXX.X FINISHED GROUND ELEVATION
- MATCH EX XXX.XX MATCH EXISTING GRADE ELEVATION
- SW XXX.XX TOP OF SIDEWALK ELEVATION
- TW XXX.XX TOP OF WALL ELEVATION
- BW XXX.XX BOTTOM OF WALL ELEVATION

NOTES:

1. THE LOCATIONS OF EXISTING UNDERGROUND UTILITIES ARE SHOWN IN AN APPROXIMATE WAY ONLY AND HAVE NOT BEEN INDEPENDENTLY VERIFIED BY THE OWNER OR ITS REPRESENTATIVE. THE CONTRACTOR SHALL DETERMINE THE EXACT LOCATION OF ALL EXISTING UTILITIES BEFORE COMMENCING WORK AND AGREES TO BE FULLY RESPONSIBLE FOR ANY AND ALL DAMAGES WHICH MIGHT BE ASSOCIATED BY THE CONTRACTOR'S FAILURE TO EXACTLY LOCATE AND PRESERVE ANY AND ALL UNDERGROUND UTILITIES.
2. CONTRACTOR IS RESPONSIBLE FOR PROTECTING ALL PROPERTY CORNERS.
3. CONTRACTOR SHALL COORDINATE WITH APPROPRIATE UTILITY COMPANIES PRIOR TO CONSTRUCTION, ADJUSTMENT, OR RELOCATION OF EXISTING UTILITIES.
4. CONTRACTOR SHALL PLACE AT LEAST TWO SIGNS STATING "LOADING ZONE" MOUNTED TO THE FACE OF COLUMNS (RE: ARCHITECTURAL PLANS) FACING THE DRIVE IN THE LOADING ZONE HATCHED AREA.
5. ADA GRADING NOTES:
 - SLOPES ON ACCESSIBLE ROUTES MAY NOT EXCEED 1:20 UNLESS DESIGNED AS A RAMP [TAS 403.3]
 - THE MAXIMUM SLOPE OF A RAMP IN NEW CONSTRUCTION IS 1:12. THE MAXIMUM RISE FOR ANY RAMP RUN IS 30 IN. [TAS 402.2, 405.6]
 - ACCESSIBLE ROUTES MUST HAVE A CROSS SLOPE NO GREATER THAN 2%.
 - GROUND SURFACES ALONG ACCESSIBLE ROUTES MUST BE STABLE, FIRM, AND SLIP RESISTANT. [TAS 302.1]
 - SIDEWALKS AND ACCESSIBLE ROUTES ARE TO BE AT A 2% MAXIMUM CROSS SLOPE AND 5% MAXIMUM LONGITUDINAL SLOPE.
 - CURB RAMP SHALL NOT EXCEED 6" IN VERTICAL DIFFERENCE, AND SLOPE SHALL BE NO MORE THAN 12:1.
6. THE CONTRACTOR SHALL BE RESPONSIBLE FOR ACQUIRING ALL PERMITS, TESTS, APPROVALS, AND ACCEPTANCES REQUIRED TO COMPLETE CONSTRUCTION OF THIS PROJECT.
7. ALL PROPOSED GRADES AND CONTOURS SHOWN ARE FINAL, TOP OF FINISHED SURFACE ELEVATIONS.
8. POSITIVE DRAINAGE SHALL BE MAINTAINED ON ALL SURFACE AREAS WITHIN THE SCOPE OF THIS PROJECT. DRAINAGE SHALL BE DIRECTED AWAY FROM ALL BUILDING FOUNDATIONS. CONTRACTOR SHOULD TAKE PRECAUTIONS NOT TO ALLOW PONDING OF WATER AND NOT TO BLOCK DRAINAGE FLOW FOR ADJACENT PROPERTY.
9. NO ABRUPT CHANGE OF GRADE SHALL OCCUR.
10. ALL DISTURBED AREAS SHALL BE REVEGETATED BY THE CONTRACTOR IN ACCORDANCE WITH PROJECT SPECIFICATIONS AND LANDSCAPING PLANS.
11. THE CONTRACTOR WILL BE RESPONSIBLE FOR DETERMINING EXACT LOCATION OF ALL UTILITIES AND DRAINAGE STRUCTURES WHETHER SHOWN ON THE PLANS OR NOT. THE CONTRACTOR SHALL UNCOVER EXISTING UTILITIES PRIOR TO CONSTRUCTION TO VERIFY SIZE, GRADE, AND LOCATION. THE CONTRACTOR SHALL NOTIFY THE ENGINEER IMMEDIATELY OF ANY DEVIATIONS FROM THESE PLANS PRIOR TO BEGINNING CONSTRUCTION. ANY DAMAGE TO EXISTING UTILITIES, WHETHER SHOWN ON THE PLANS OR NOT, SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO REPAIR AT HIS EXPENSE.
12. ALL MATERIALS AND CONSTRUCTION PROCEDURES WITHIN THE SCOPE OF THIS CONTRACT WHERE NOT SPECIFICALLY COVERED IN THE PROJECT SPECIFICATIONS SHALL CONFORM TO ALL APPLICABLE CITY OF KYLE, HAYS COUNTY SPECIFICATIONS FOR CONSTRUCTION.
13. THE CONTRACTOR SHALL BE RESPONSIBLE FOR RESTORING TO ORIGINAL, OR BETTER, CONDITION ANY DAMAGES INCURRED TO EXISTING UTILITIES, FENCES, PAVEMENT, CURBS, OR DRIVEWAYS (NO SEPARATE PAY ITEM).
14. THE CONTRACTOR SHALL BE RESPONSIBLE FOR COORDINATING WITH ALL UTILITY COMPANIES PROVIDING TEMPORARY UTILITY SERVICES DURING CONSTRUCTION.
15. THE CONTRACTOR SHALL IMMEDIATELY NOTIFY THE ENGINEER OF ANY QUESTIONS THAT MAY ARISE REGARDING THE INTENT, PLACEMENT, OR LIMITS OF DIMENSIONS OR GRADES NECESSARY FOR CONSTRUCTION OF THIS PROJECT.
16. CURB ADJACENT TO RAMPS SHALL BE SLOPED TO BE FLUSH WITH RAMP.
17. EXISTING CONTOUR INFORMATION SHOWN IS AT ONE (1) FOOT INTERVALS. THE CONTOURS ARE COMPUTER GENERATED USING FIELD DATA COLLECTED BY SPOT ON SURVEYING, INC. ON OR ABOUT SEPTEMBER 2021.
18. ALL STORM SEWER PIPES TO BE NYLOPLAST PRODUCTS AS CALLED OUT ON PLAN SHEETS.

DIMENSIONAL CONTROL NOTES:

1. THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS PRIOR TO THE START OF CONSTRUCTION AND NOTIFY THE ENGINEER OF ANY DISCREPANCIES.
2. THE CONTRACTOR SHALL BE RESPONSIBLE FOR ESTABLISHING ALL HORIZONTAL AND VERTICAL CONTROL PER THE CONSTRUCTION DRAWINGS.
3. UNLESS OTHERWISE NOTED, THE CONTRACTOR SHALL USE THE PROPERTY PINS FOR HORIZONTAL CONTROL POINTS. BENCHMARKS ARE NOT TO BE USED FOR HORIZONTAL CONTROL.
4. REFER TO THE ARCHITECTURAL AND STRUCTURAL PLANS FOR ADDITIONAL DIMENSION CONTROL INFORMATION.

PAPE-DAWSON ENGINEERS

AUSTIN | SAN ANTONIO | HOUSTON | FORT WORTH | DALLAS
 10801 H. MARSH DRIVE, BLDG. 3, STE. 200 | AUSTIN, TX 78758 | 512.464.8711
 TEXAS PROFESSIONAL ENGINEERING REGISTRATION #1028801

O'CONNELL ROBERTSON

Austin | 811 Barkley Springs Road, Suite 500, Austin, Texas 78704 | 512.452.7441
 San Antonio | 4840 Broadway, Suite 300, San Antonio, Texas 78209 | 210.224.4932 | 210.224.4453

HAYS CISD
LEHMAN HIGH SCHOOL IMPROVEMENTS
 1700 Lehman Rd, Kyle, TX 78640, LEHMAN HIGH SCHOOL

BENCHMARK INFORMATION

LORA BENCHMARK PID NO.: A460, WITH THE ELEVATION OF 633.05 FEET, NAVD 83 DATUM; 6"X8" IRON REBAR WITH ALUMINUM CAP SET

01/07/22

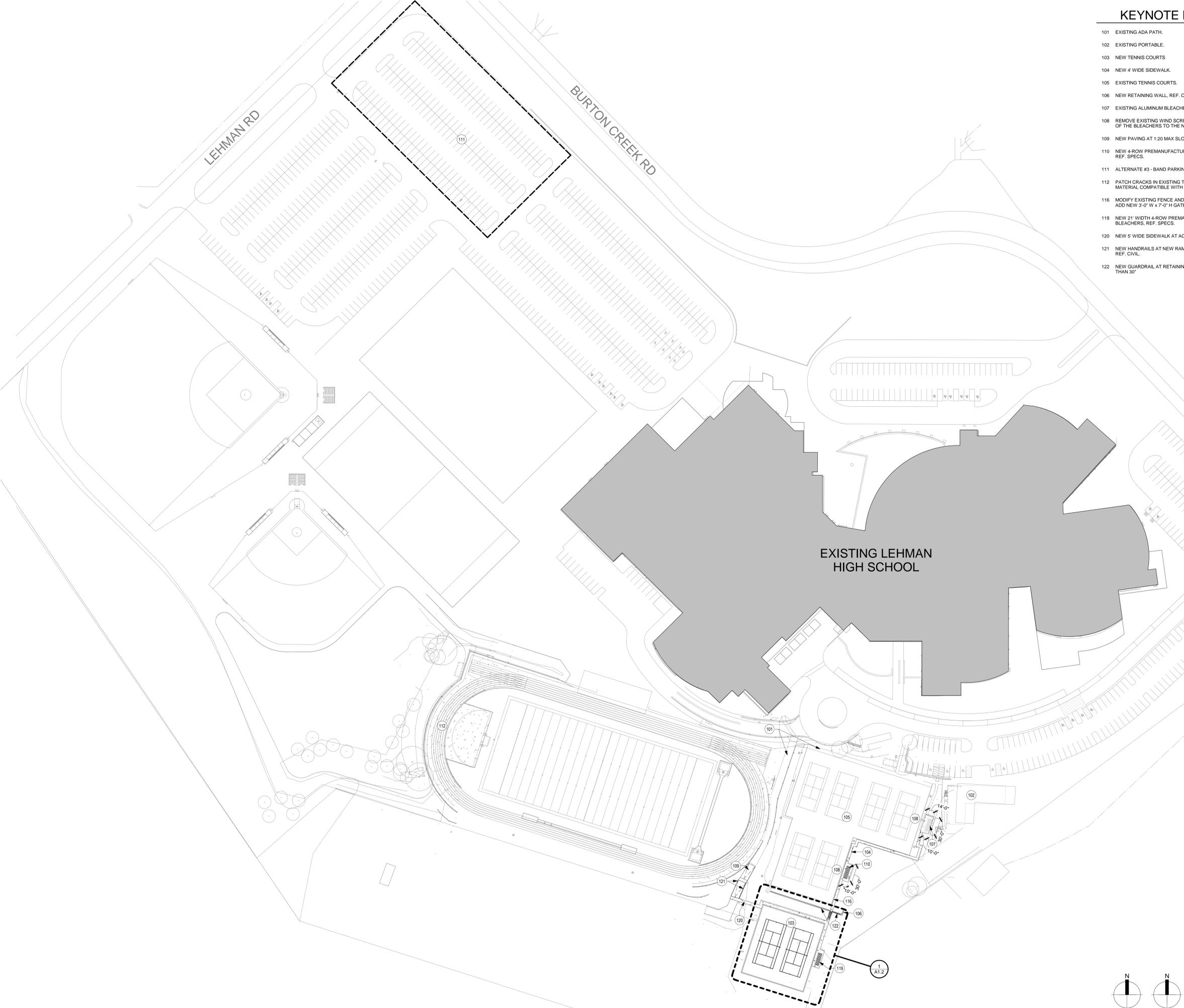
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01/11/2021
 Project No. 1301301301
 CONSTRUCTION DOCUMENTS

SITE & GRADING PLAN

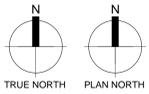
C3.00

1 SITE PLAN
SCALE: 1" = 60'-0"



KEYNOTE LEGEND

- 101 EXISTING ADA PATH.
- 102 EXISTING PORTABLE.
- 103 NEW TENNIS COURTS
- 104 NEW 4' WIDE SIDEWALK.
- 105 EXISTING TENNIS COURTS.
- 106 NEW RETAINING WALL, REF. CIVIL.
- 107 EXISTING ALUMINUM BLEACHERS AND CANOPY.
- 108 REMOVE EXISTING WIND SCREEN FOR THE ENTIRE WIDTH OF THE BLEACHERS TO THE NEAREST POST.
- 109 NEW PAVING AT 1:20 MAX SLOPE, REF. CIVIL
- 110 NEW 4-ROW PREMANUFACTURED ALUMINUM BLEACHERS, REF. SPECS.
- 111 ALTERNATE #3 - BAND PARKING LOT LIGHTING, REF. MEP
- 112 PATCH CRACKS IN EXISTING TRACK AND BORDER WITH MATERIAL COMPATIBLE WITH TOP COAT SURFACE.
- 116 MODIFY EXISTING FENCE AND HORIZONTAL SUPPORT TO ADD NEW 3'-0" W X 7'-0" H GATE
- 119 NEW 21' WIDTH 4-ROW PREMANUFACTURED ALUMINUM BLEACHERS, REF. SPECS.
- 120 NEW 5' WIDE SIDEWALK AT ACCESSIBLE PATH - REF. CIVIL.
- 121 NEW HANDRAILS AT NEW RAMP, SEE 7/A1.2. 1:12 MAX SLOPE. REF. CIVIL.
- 122 NEW GUARDRAIL AT RETAINING WALL, WHERE WALL TALLER THAN 30"

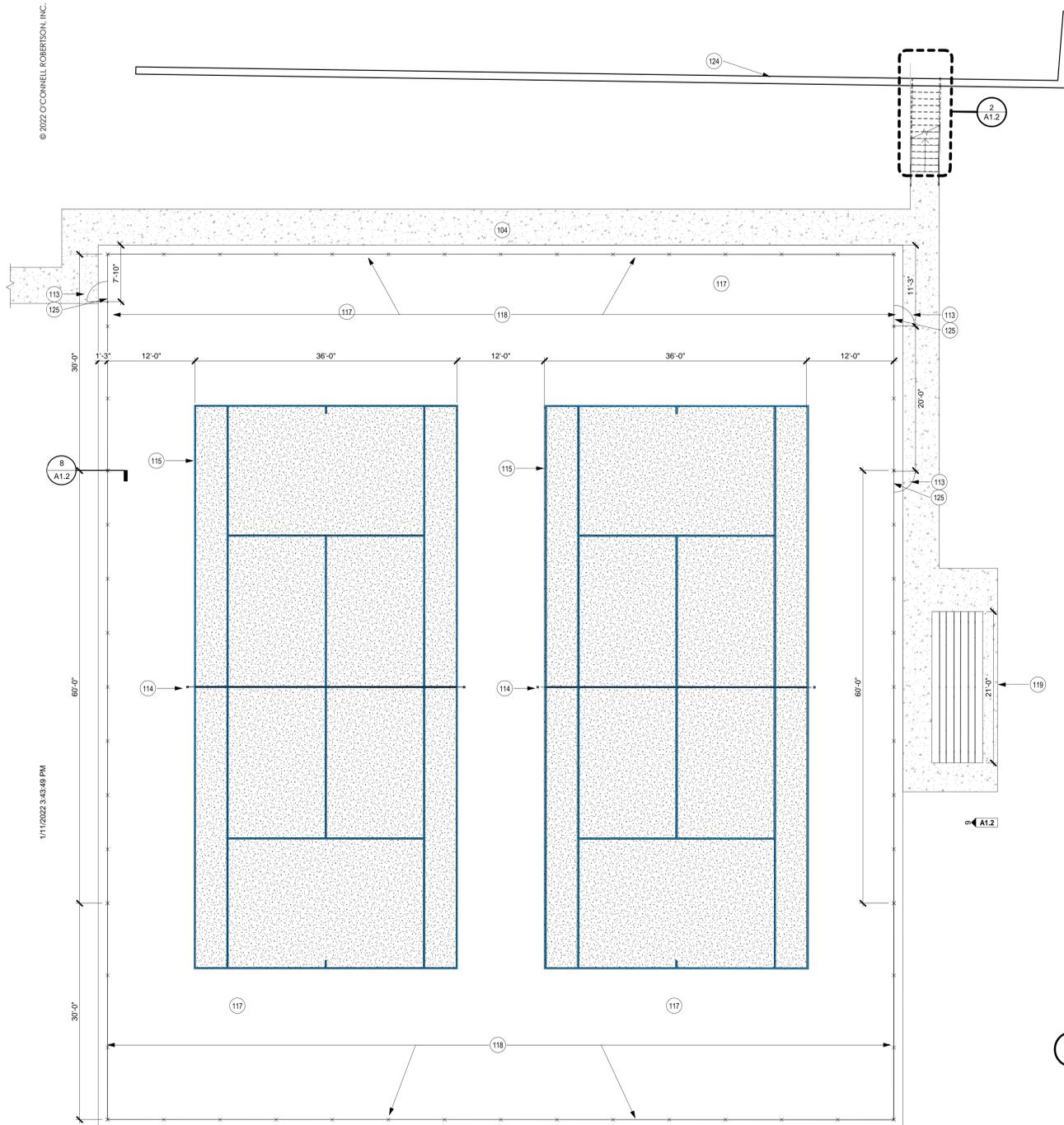


HAYS CISD
LEHMAN HIGH SCHOOL IMPROVEMENTS
 1700 Lehman Rd, Kyle, TX 78640, Kyle, Texas

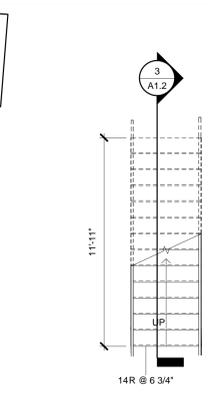


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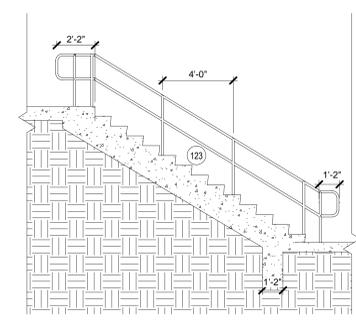
1/11/22
 Project No. 1900.15
CONTRACT DOCUMENTS



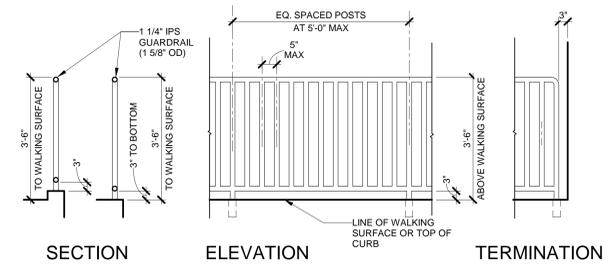
1 ENLARGED PLAN - TENNIS COURTS
SCALE: 1/8" = 1'-0"



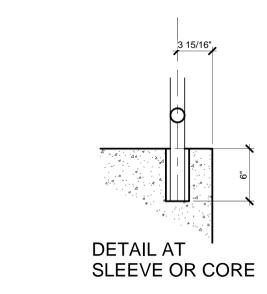
2 ENLARGED PLAN - STAIR
SCALE: 1/4" = 1'-0"



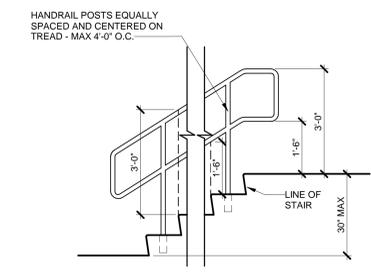
3 SECTION - STAIR
SCALE: 1/4" = 1'-0"



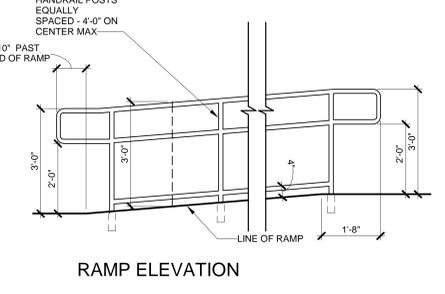
4 GUARDRAIL TYP. - PIPE
SCALE: 1/2" = 1'-0"



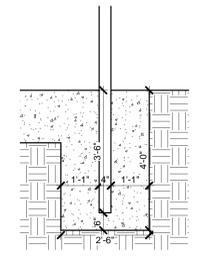
5 GUARDRAIL - DETAILS
SCALE: 1 1/2" = 1'-0"



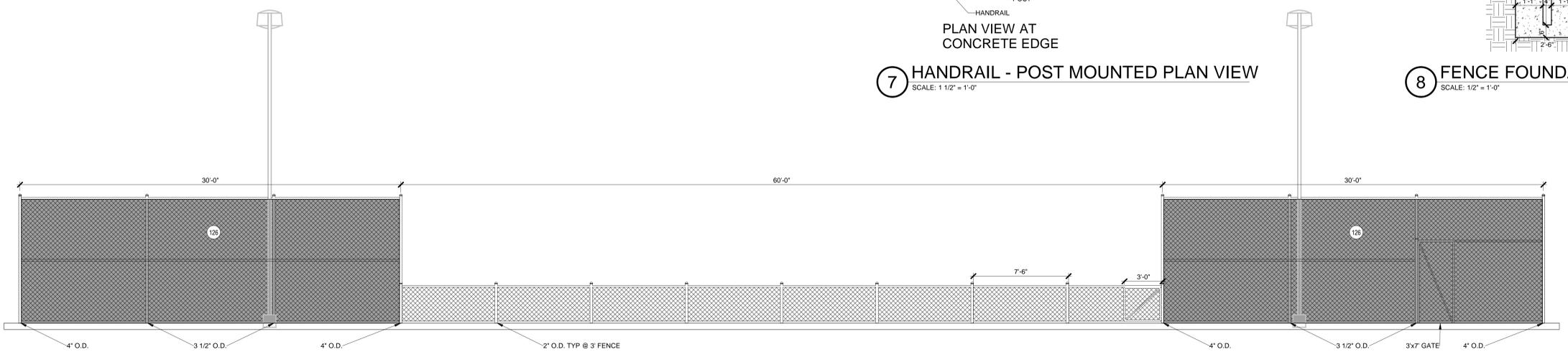
6 HANDRAIL - POST MOUNTED
SCALE: 1/2" = 1'-0"



7 HANDRAIL - POST MOUNTED PLAN VIEW
SCALE: 1 1/2" = 1'-0"



8 FENCE FOUNDATION DETAIL
SCALE: 1/2" = 1'-0"



9 ELEVATION - TENNIS FENCE
SCALE: 1/4" = 1'-0"

KEYNOTE LEGEND

- 104 NEW 4' WIDE SIDEWALK
- 113 3'-0" W GALVANIZED CHAINLINK GATE
- 114 NET WITH POSTS 3'-0" OUTSIDE COURT
- 115 ALL COURT STRIPING TO BE 2" WIDE LINES PAINTED WHITE
- 117 POST-TENSIONED CONCRETE FOUNDATION DESIGN BY DELEGATED ENGINEER, AS PART OF TURNKEY TENNIS COURT CONSTRUCTION. REFER TO THE GEOTECHNICAL REPORT BY RABA KISTNER CONSULTANTS, INC. DATED AUGUST 16, 2021, FOR THE BUILDING PAD PREPARATION AND PT DESIGN PARAMETERS.
- 118 10' TALL GALVANIZED CHAINLINK FENCE - TYP. WITH WINDSCREEN AT PERIMETER.
- 119 NEW 21' WIDTH 4-ROW PREMANUFACTURED ALUMINUM BLEACHERS, REF. SPECS.
- 123 REF. S0.1 FOR REINFORCING
- 124 NEW RETAINING WALL, REF. CIVIL
- 125 METAL PLATE AT BASE OF GATE ENTRY UP TO 10' PER T&S 404.2.10.
- 126 INSTALL WIND SCREEN ON TALLER FENCE

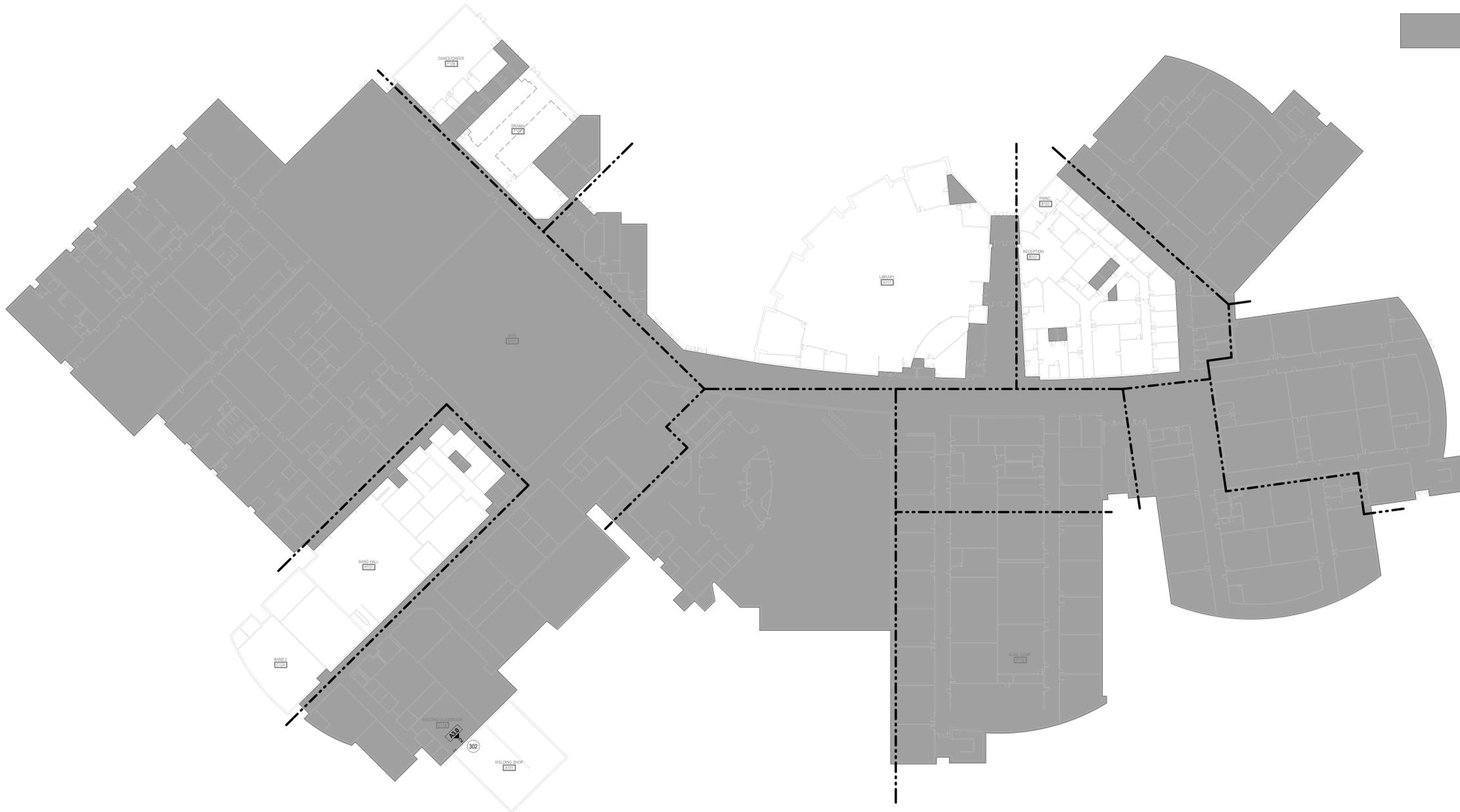


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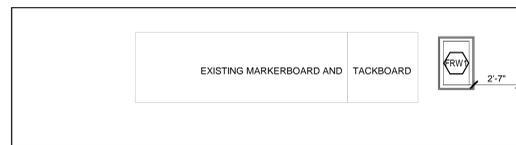
KEYNOTE LEGEND

302 ALTERNATE #5 - AT EXISTING 2HR RATED FIREWALL INSTALL
2' W x 3' H 90 MIN. RATED WINDOW. REF. SPECS

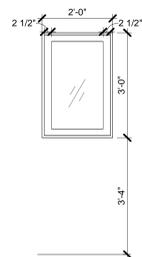
NOT IN SCOPE



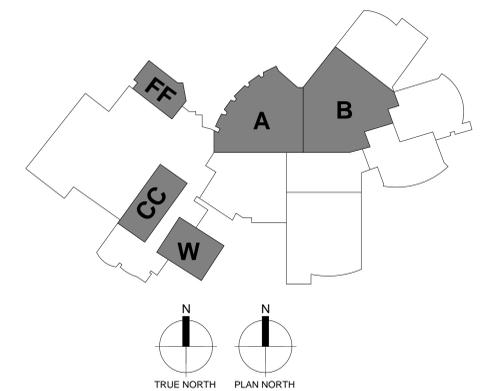
1 FLOOR PLAN - COMPOSITE
SCALE: 1/32" = 1'-0"



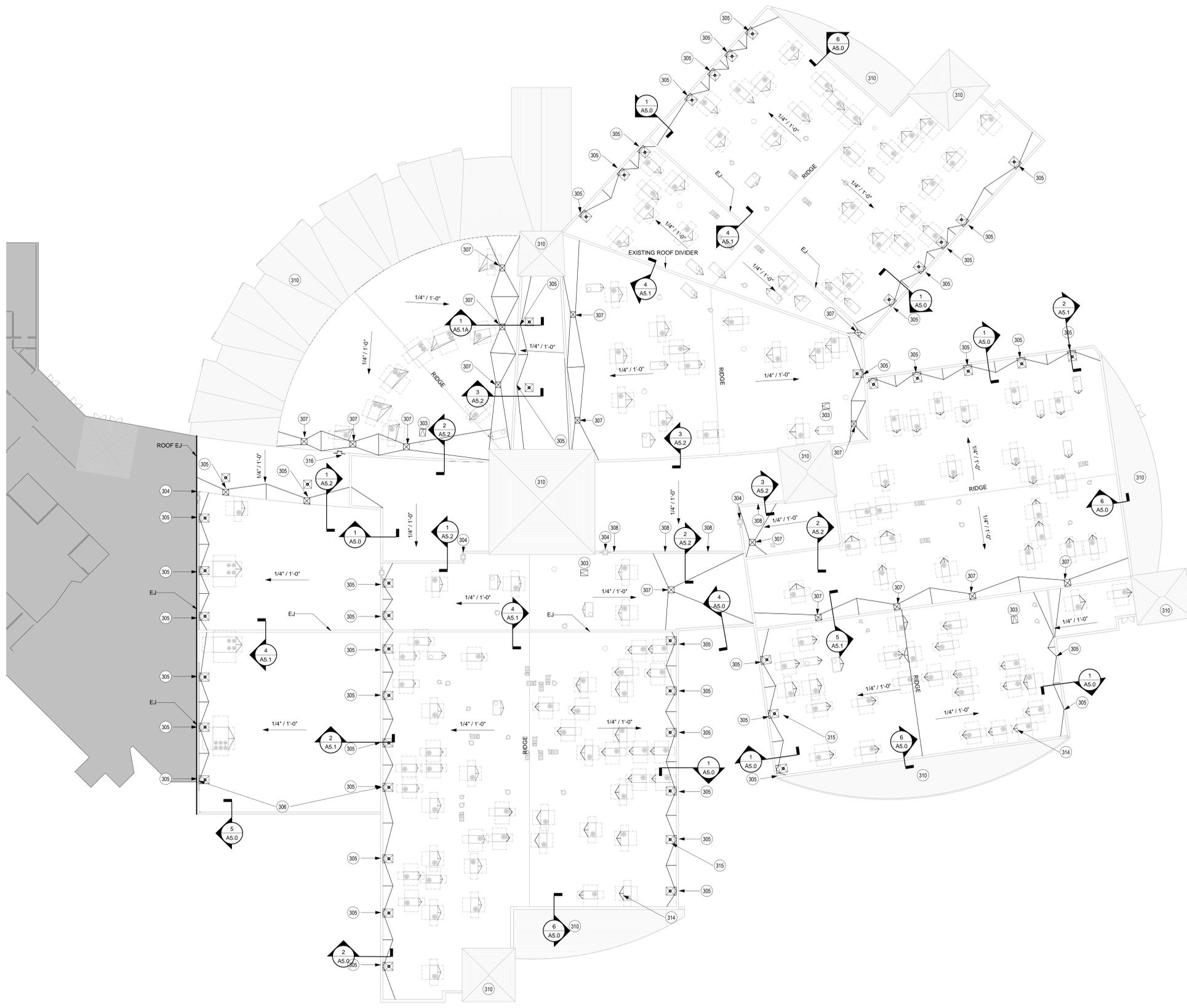
2 ALTERNATE #5 - WINDOW AT WELDING
SCALE: 1/4" = 1'-0"



3 TYPE FRW1 - 120 MIN RATED FIRE RESISTIVE WINDOW
SCALE: 1/2" = 1'-0"



| NO. | DESCRIPTION | DATE |
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| | | |



GENERAL ROOF NOTES

1. REFER TO SHEETS A5.3 AND A5.4 FOR TYPICAL ROOF DETAILS.
2. NOT ALL ROOF PENETRATIONS ARE SHOWN ON THE ARCHITECTURAL ROOF PLANS.
3. ALL ROOFING AREAS ARE MODIFIED BITUMINOUS UNLESS NOTED OTHERWISE.
4. MINIMUM SLOPE FOR ROOF IS 1/4" PER 1'-0" UNLESS NOTED OTHERWISE.
5. ALL SADDLES OR CRICKETS ARE FORMED WITH TAPERED INSULATION UNLESS NOTED OTHERWISE.
6. REMOVE AND DISPOSE OF ABANDONED ROOF PENETRATIONS. REPAIR ROOFING AND ROOF DECK AT PENETRATIONS LESS THAN 12".
7. NEW AHU RE: MEP. LOCATION SHOWN IS APPROXIMATE. VERIFY EXACT LOCATION AND SIZE WITH MEP. PROVIDE AHU CURB FLASHINGS PER DETAIL, TYPICAL.
8. ALL LOW SLOPE ROOFS (INSULATION, COVERBOARD AND MOD BIT) SHOWN IN PLAN TO BE REPLACED.
9. AT ROOF TOP UNITS AND ROOF HATCHES PROVIDE 36" WIDE MEMBRANE WALKWAY MATERIAL AROUND ALL SIDES OF RTUS.
10. AT ALL ACCESS LADDERS PROVIDE 72" x 72" MEMBRANE WALKWAY AT BOTTOM OF LADDERS.
11. PROVIDE TAPERED INSULATION CRICKETS (TWICE ROOF SLOPE) AT HIGH SIDE OF ALL MECHANICAL EQUIPMENT AND ROOF HATCHES ETC. EQUAL TO OR GREATER THAN 24" WIDE.
12. UNLESS OTHERWISE NOTED, EXISTING ROOF STRUCTURE SLOPES IN THE DIRECTIONS INDICATED.

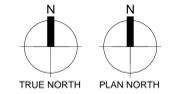
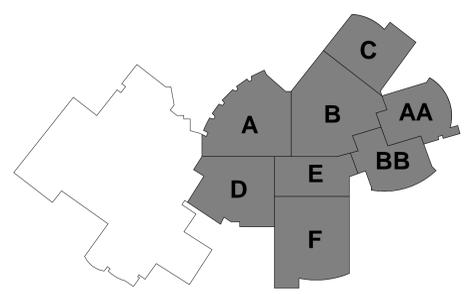
GENERAL ROOF DEMOLITION NOTES

1. REMOVE EXISTING METAL COUNTERFLASHINGS. CARE SHALL BE TAKEN SO AS NOT TO DAMAGE EXISTING METAL FLASHING RECEIVERS.
2. AT EXISTING ROOF TO ROOF EXPANSION JOINTS, REMOVE METAL EXPANSION JOINT COVER.
3. REMOVE EXISTING ALUMINUM FOIL SURFACED BASE FLASHING MEMBRANE. CARE SHALL BE TAKEN SO AS NOT TO DAMAGE EXISTING SBS BASE FLASHING MEMBRANE AND EXISTING GANT STRIPS.
4. AT EXISTING ROOF DIVIDERS REMOVE EXISTING TWO-PIECE METAL COUNTER FLASHING AND RECEIVER.
5. AT ROOF TO WALL EXPANSION JOINTS REMOVE EXISTING COUNTERFLASHING, EXPANSION JOINT COVER AND CLEAT.

KEYNOTE LEGEND

- 303 REPLACE EXISTING ROOF HATCH AND 2X BLOCKING, 2'-6" x 3'-0"
 - 304 EXISTING ROOF LADDER TO REMAIN, TYP.
 - 305 EXISTING SCUPPER WITH DOWNSPOUT
 - 306 EXISTING METAL SPLASH BLOCK TYP.
 - 307 EXISTING ROOF DRAIN WITH OVERFLOW
 - 308 EXISTING GUTTER WITH DOWNSPOUT AND SPLASH PAN
 - 310 EXISTING METAL STANDING SEAM ROOF TO REMAIN, TYP.
 - 314 NEW CRICKETS FOR MECHANICAL UNITS TYP.
 - 315 BASE BID ONLY - NEW OVERFLOW DRAINS TYP.
 - 316 INSTALL NEW ROOF LADDER
- NOT IN SCOPE

1 ROOF PLAN - EAST
SCALE: 3/16" = 1'-0"



| NO. | DESCRIPTION | REVISIONS: | DATE |
|-----|-------------|------------|------|
| | | | |



GENERAL ROOF NOTES

1. REFER TO SHEETS A5.3 AND A5.4 FOR TYPICAL ROOF DETAILS.
2. NOT ALL ROOF PENETRATIONS ARE SHOWN ON THE ARCHITECTURAL ROOF PLANS.
3. ALL ROOFING AREAS ARE MODIFIED BITUMINOUS UNLESS NOTED OTHERWISE.
4. MINIMUM SLOPE FOR ROOF IS 1/4" PER 1'-0" UNLESS NOTED OTHERWISE.
5. ALL SADDLES OR CRICKETS ARE FORMED WITH TAPERED INSULATION UNLESS NOTED OTHERWISE.
6. REMOVE AND DISPOSE OF ABANDONED ROOF PENETRATIONS. REPAIR ROOFING AND ROOF DECK AT PENETRATIONS LESS THAN 12".
7. NEW AHU RE-MEP LOCATION SHOWN IS APPROXIMATE. VERIFY EXACT LOCATION AND SIZE WITH MEP. PROVIDE AHU CURB FLASHINGS PER DETAIL, TYPICAL.
8. ALL LOW SLOPE ROOFS (INSULATION, COVERBOARD AND MOD BIT) SHOWN IN PLAN TO BE REPLACED.
9. AT ROOF TOP UNITS AND ROOF HATCHES PROVIDE 36" WIDE MEMBRANE WALKWAY MATERIAL AROUND ALL SIDES OF RTUS.
10. AT ALL ACCESS LADDERS PROVIDE 72" x 72" MEMBRANE WALKWAY AT BOTTOM OF LADDERS.
11. PROVIDE TAPERED INSULATION CRICKETS TWICE ROOF SLOPE AT HIGH SIDE OF ALL MECHANICAL EQUIPMENT AND ROOF HATCHES ETC. EQUAL TO OR GREATER THAN 24" WIDE.
12. UNLESS OTHERWISE NOTED, EXISTING ROOF STRUCTURE SLOPES IN THE DIRECTIONS INDICATED.

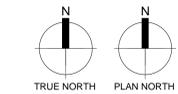
GENERAL ROOF DEMOLITION NOTES

1. REMOVE EXISTING METAL COUNTERFLASHINGS. CARE SHALL BE TAKEN SO AS NOT TO DAMAGE EXISTING METAL FLASHING RECEIVERS.
2. AT EXISTING ROOF TO ROOF EXPANSION JOINTS, REMOVE METAL EXPANSION JOINT COVER.
3. REMOVE EXISTING ALUMINUM FOIL SURFACED BASE FLASHING MEMBRANE. CARE SHALL BE TAKEN SO AS NOT TO DAMAGE EXISTING SBS BASE FLASHING MEMBRANE AND EXISTING CANT STRIPS.
4. AT EXISTING ROOF DIVIDERS REMOVE EXISTING TWO-PIECE METAL COUNTER FLASHING AND RECEIVER.
5. AT ROOF TO WALL EXPANSION JOINTS REMOVE EXISTING COUNTERFLASHING, EXPANSION JOINT COVER AND CLEAT.

KEYNOTE LEGEND

- 303 REPLACE EXISTING ROOF HATCH AND 2X BLOCKING, 2'-6" x 3'-0"
 - 304 EXISTING ROOF LADDER TO REMAIN, TYP.
 - 305 EXISTING SCUPPER WITH DOWNSPOUT
 - 306 EXISTING METAL SPLASH BLOCK TYP.
 - 307 EXISTING ROOF DRAIN WITH OVERFLOW
 - 308 EXISTING GUTTER WITH DOWNSPOUT AND SPLASH PAN
 - 310 EXISTING METAL STANDING SEAM ROOF TO REMAIN, TYP.
 - 314 NEW CRICKETS FOR MECHANICAL UNITS TYP.
 - 315 BASE BID ONLY - NEW OVERFLOW DRAINS TYP.
 - 316 INSTALL NEW ROOF LADDER
- NOT IN SCOPE

1 ROOF PLAN - EAST - ALT. 9
SCALE: 3/8" = 1'-0"



Revisions:

| NO. | DESCRIPTION | DATE |
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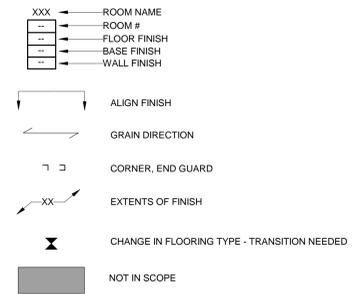
| LIST OF FINISHES | | | | | |
|--------------------------------------|-------------------------|------------------|---------------------------------|------------------|--|
| KEY | DESCRIPTION | MANUFACTURER | COLOR/NAME | PATTERN/STYLE | REMARKS |
| PT - PAINT | | | | | |
| PT1 | PAINT - FIELD COLOR | PER SPEC | MATCH EXISTING | PER SPEC | GENERAL FIELD COLOR - PATCHING WHERE NEEDED |
| BASE | | | | | |
| RB1 | RUBBER BASE | MATCH EXISTING | MATCH EXISTING | 4" COVE BASE | AT CARPET |
| RB2 | RUBBER BASE | MATCH EXISTING | MATCH EXISTING | 6" COVE BASE | AT POLISHED CONCRETE |
| CPT - CARPET | | | | | |
| CPT1 | CARPET TILE | INTERFACE | GRAVEL WITH CUSTOM COLOR ACCENT | GROUND WAVES | CONTACT: DEREK BALFOUR, HERRINGBONE INSTALL. |
| SS - SOLID SURFACE | | | | | |
| SS1 | | TO BE DETERMINED | TO BE DETERMINED | TO BE DETERMINED | @ THRESHOLDS |
| CONCRETE FLOOR CONDITIONS | | | | | |
| PC1 | POLISHED CONCRETE | - | - | - | - |
| SC | SEALED CONCRETE | TO BE DETERMINED | TO BE DETERMINED | TO BE DETERMINED | - |
| ACT - ACOUSTICAL CEILING TILE | | | | | |
| ACT1 | 2X2 LAY IN CEILING TILE | ARMSTRONG | WHITE | ULTIMA | - |



GENERAL FINISH PLAN NOTES

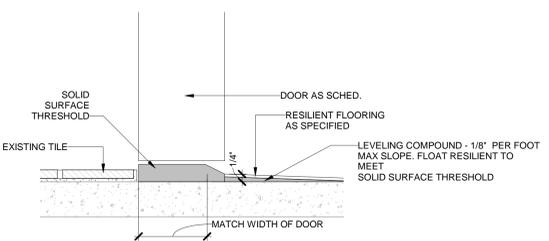
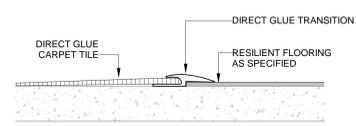
- SCOPE OF WORK INCLUDES NEW FLOORING AND NEW BASE. FINISHES PER LIST OF FINISHES.
- TYP TRANSITION DETAILS (A10.1) TO BE USED.
- EXISTING FURNISHINGS TO BE RELOCATED BY CONTRACTOR. LOCATION TO BE COORDINATED WITH SCHOOL DISTRICT. FURNISHINGS TO BE RETURNED TO ROOM AFTER FLOORING INSTALL.

INTERIOR FINISH LEGEND



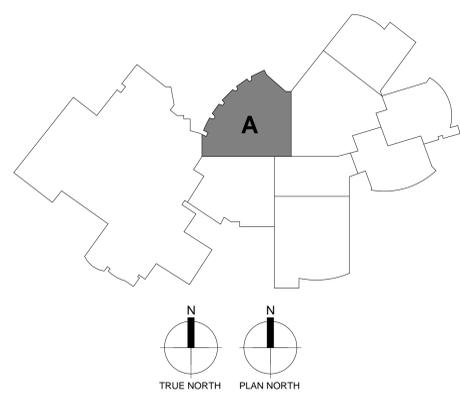
1 FINISH FLOOR PLAN - AREA A
SCALE: 1/8" = 1'-0"

FINISH TRANSITIONS



2 FLOORING TRANSITION - RESILIENT FLOORING TO CARPET
SCALE: 6" = 1'-0"

3 FLOORING TRANSITION - SOLID SURFACE THRESHOLD
SCALE: 6" = 1'-0"





1 FINISH FLOOR PLAN - AREA B
SCALE: 1/8" = 1'-0"

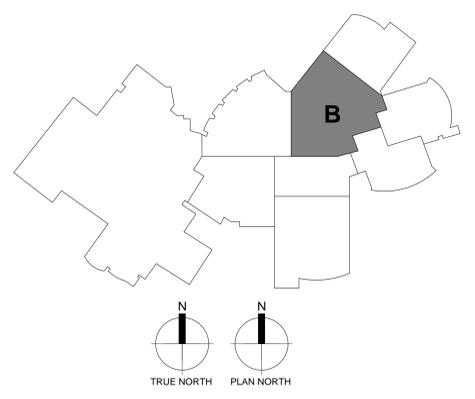
GENERAL FINISH PLAN NOTES

- SCOPE OF WORK INCLUDES NEW FLOORING AND NEW BASE. FINISHES PER LIST OF FINISHES.
- TYP TRANSITION DETAILS (A10.1) TO BE USED.
- EXISTING FURNISHINGS TO BE RELOCATED BY CONTRACTOR. LOCATION TO BE COORDINATED WITH SCHOOL DISTRICT. FURNISHINGS TO BE RETURNED TO ROOM AFTER FLOORING INSTALL.

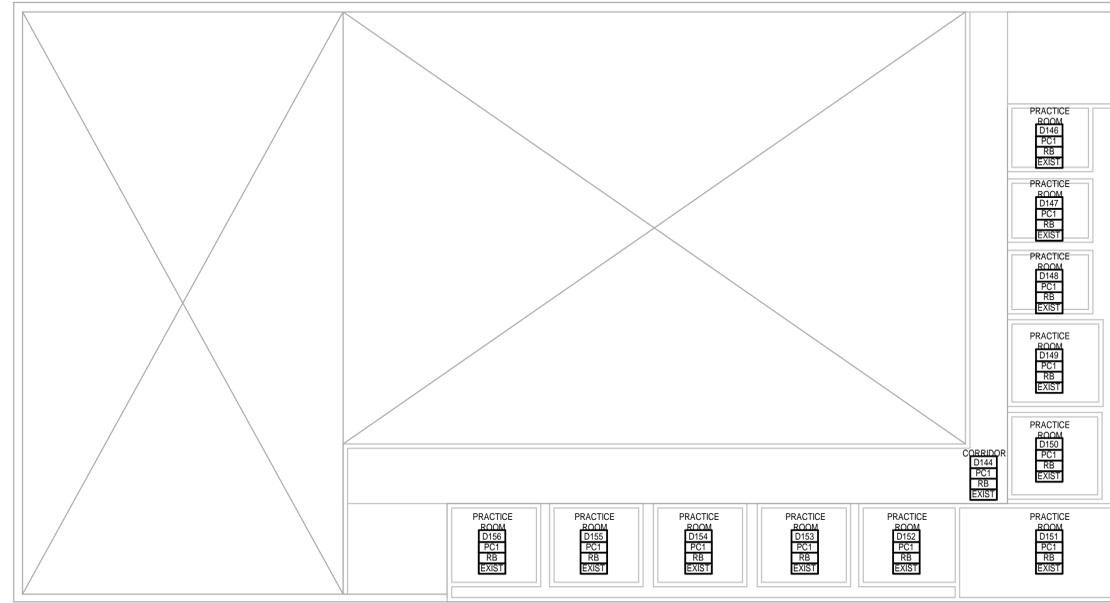
INTERIOR FINISH LEGEND

| | |
|-----|--------------|
| XXX | ROOM NAME |
| -- | ROOM # |
| --- | FLOOR FINISH |
| --- | BASE FINISH |
| --- | WALL FINISH |

| | |
|--|---|
| | ALIGN FINISH |
| | GRAIN DIRECTION |
| | CORNER, END GUARD |
| | EXTENTS OF FINISH |
| | CHANGE IN FLOORING TYPE - TRANSITION NEEDED |
| | NOT IN SCOPE |



| NO. | DESCRIPTION | DATE |
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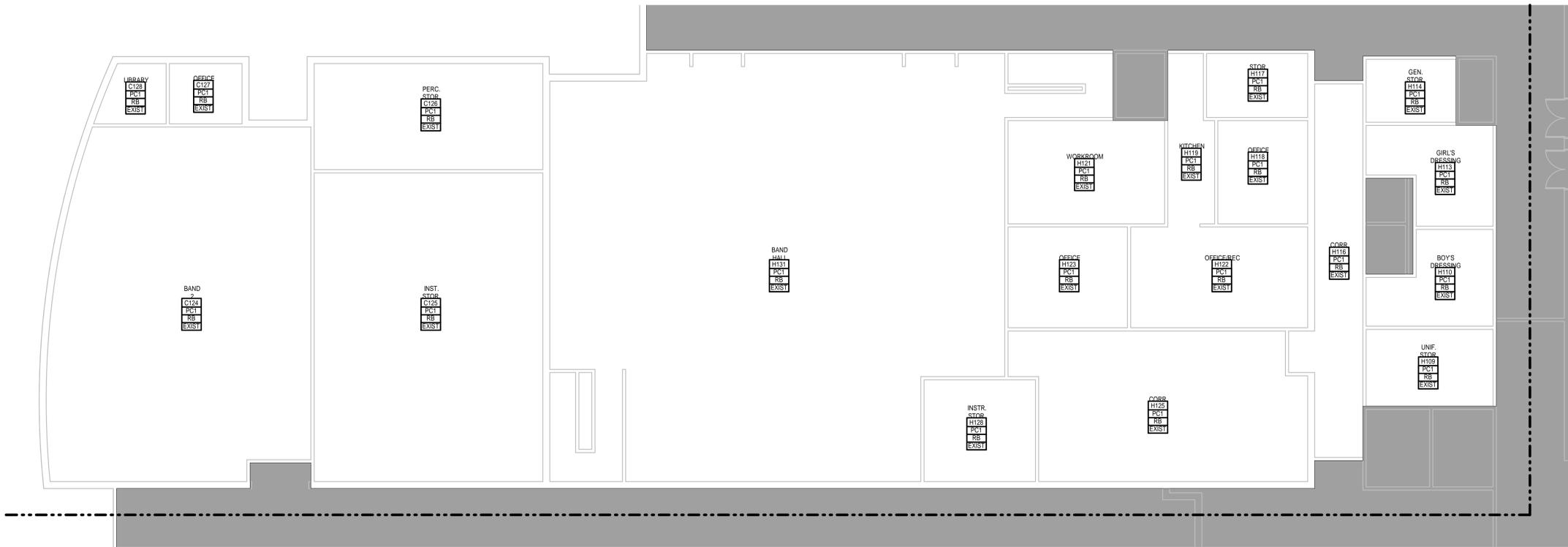
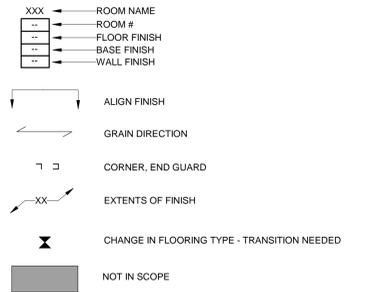


2 FINISH FLOOR PLAN - AREA CC - SECOND FLOOR - ALTERNATE #7
SCALE: 1/8" = 1'-0"

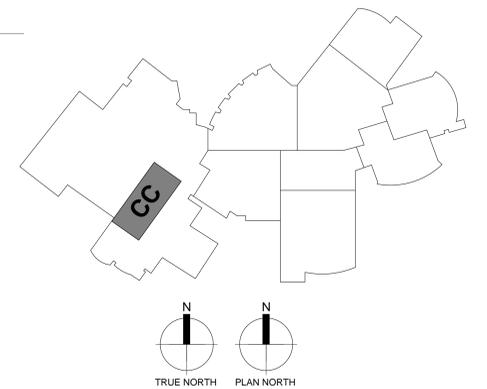
GENERAL FINISH PLAN NOTES

- SCOPE OF WORK INCLUDES NEW FLOORING AND NEW BASE. FINISHES PER LIST OF FINISHES.
- TYP TRANSITION DETAILS (A10.1) TO BE USED.
- EXISTING FURNISHINGS TO BE RELOCATED BY CONTRACTOR. LOCATION TO BE COORDINATED WITH SCHOOL DISTRICT. FURNISHINGS TO BE RETURNED TO ROOM AFTER FLOORING INSTALL.

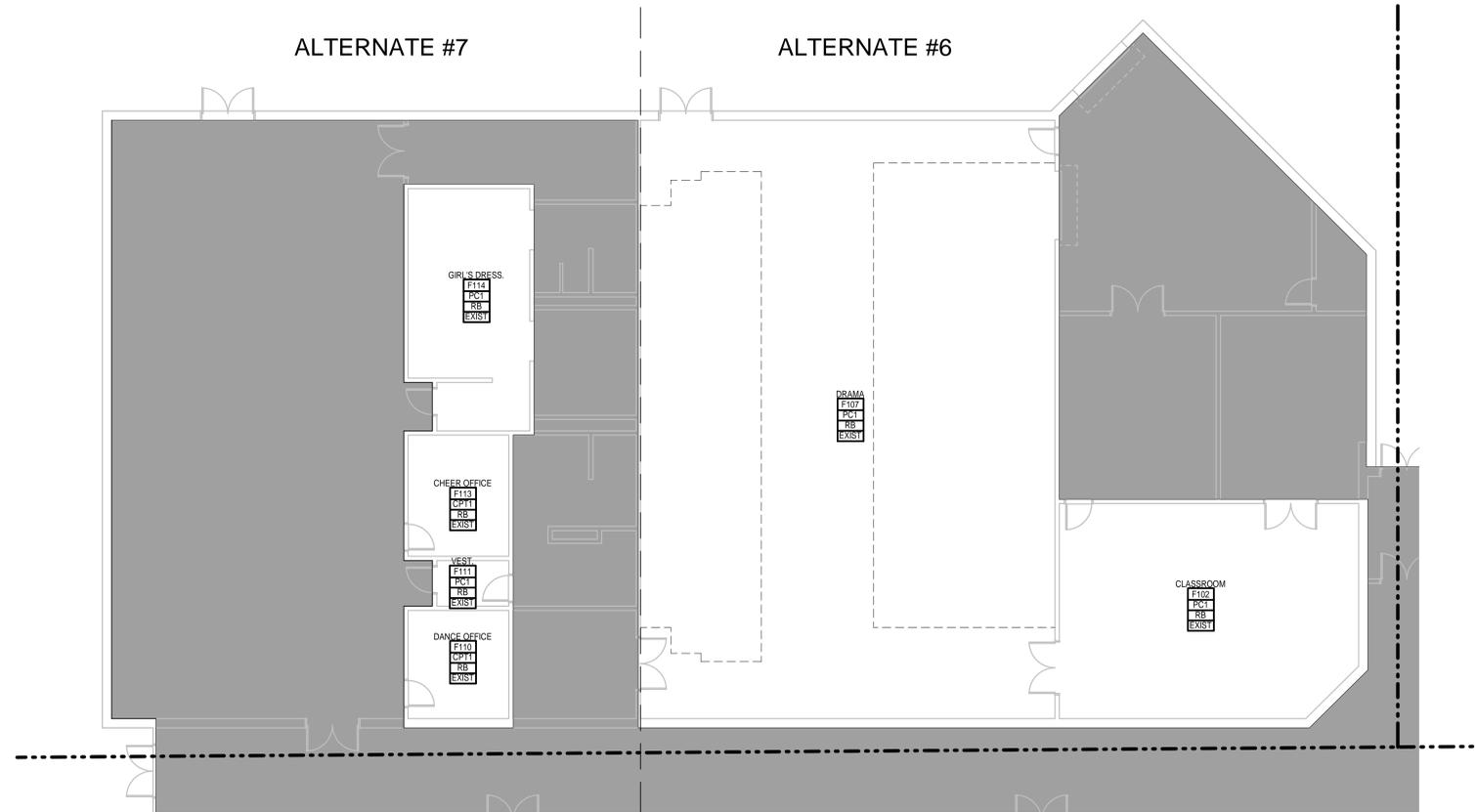
INTERIOR FINISH LEGEND



1 FINISH FLOOR PLAN - AREA CC - ALTERNATE #7
SCALE: 1/8" = 1'-0"



| NO. | DESCRIPTION | DATE |
|-----|-------------|------|
| | | |



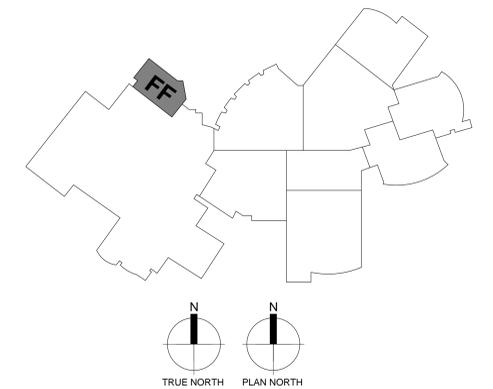
1 FINISH FLOOR PLAN - AREA FF - ALTERNATE #6 & 7
SCALE: 1/8" = 1'-0"

GENERAL FINISH PLAN NOTES

- SCOPE OF WORK INCLUDES NEW FLOORING AND NEW BASE. FINISHES PER LIST OF FINISHES.
- TYP TRANSITION DETAILS (A10.1) TO BE USED.
- EXISTING FURNISHINGS TO BE RELOCATED BY CONTRACTOR. LOCATION TO BE COORDINATED WITH SCHOOL DISTRICT. FURNISHINGS TO BE RETURNED TO ROOM AFTER FLOORING INSTALL.

INTERIOR FINISH LEGEND

- XXX → ROOM NAME
- → ROOM #
- → FLOOR FINISH
- → BASE FINISH
- → WALL FINISH
- [Symbol] → ALIGN FINISH
- [Symbol] → GRAIN DIRECTION
- [Symbol] → CORNER, END GUARD
- [Symbol] → EXTENTS OF FINISH
- [Symbol] → CHANGE IN FLOORING TYPE - TRANSITION NEEDED
- [Grey Box] → NOT IN SCOPE



| NO. | DESCRIPTION | DATE |
|-----|-------------|------|
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1/11/22
Project No. 1900.15
CONTRACT DOCUMENTS

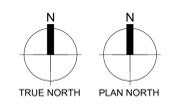
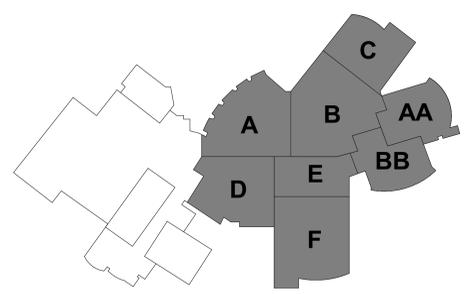


GENERAL NOTES

- REFER TO SHEET E1.1 FOR GENERAL ELECTRICAL NOTES THAT SHALL APPLY TO ALL SHEETS IN THIS SET UNLESS NOTED OTHERWISE IN THE KEYED NOTES.
- REFER TO SHEET M1.1 FOR GENERAL MECHANICAL NOTES THAT SHALL APPLY TO ALL SHEETS IN THIS SET UNLESS NOTED OTHERWISE IN THE KEYED NOTES.
- EXISTING WORK, LOCATIONS, DIMENSIONS, ETC. ARE TAKEN FROM AVAILABLE RECORD DOCUMENTS & SITE OBSERVATIONS. CONTRACTOR SHALL FIELD VERIFY ALL EXISTING CONDITIONS PRIOR TO CONSTRUCTION.
- MODIFY/EXTEND EXISTING GAS PIPING TO NEW RTU. PROVIDE NEW FLEXIBLE GAS CONNECTION TO NEW UNIT AS REQUIRED. COORDINATE EXACT GAS REQUIREMENTS WITH MANUFACTURER'S SUBMITTAL DATA INSTALLATION INSTRUCTIONS. COORDINATE GAS PRESSURE REQUIREMENTS, AS WELL, WITH ANY PRESSURE REGULATOR PROVIDED BY EQUIPMENT VENDOR. ADJUST GAS PRESSURE FROM SECOND REGULATOR AS NECESSARY TO SATISFY GAS PRESSURE REQUIREMENTS OF NEW RTU.
- EXISTING ROOF DRAINS AND VENTS TO REMAIN. CONTRACTOR TO PROTECT EXISTING ROOF DRAINS AND VENTS AS NECESSARY DURING RE-ROOFING TO PREVENT DAMAGE OR BEING COVERED OVER.
- CONTRACTOR SHALL PIPE ALL ROOF MOUNTED VENTS AND GAS RELIEF VENTS TO BE 10 FEET AWAY FROM ALL EXISTING AND NEW OUTDOOR AIR INLETS.

KEYNOTE LEGEND

830 EXISTING BUILDING AUTOMATION SYSTEM TO BE DEMOLISHED ENTIRELY FROM EASTERN HALF OF BUILDING. EXISTING GAS TO REMAIN AND SERVE THE WESTERN HALF OF BUILDING AND EXTERIOR SITE. NEW GAS TO BE FURNISHED AND INSTALLED TO SERVE EASTERN HALF OF BUILDING. CONTRACTOR SHALL COORDINATE WITH BUILDING OWNER EXISTING EQUIPMENT TO EITHER REMAIN ON EXISTING SYSTEM OR BE INTEGRATED INTO NEW GAS. REFER TO MECHANICAL CONTROLS SHEETS AND SPECIFICATIONS FOR MORE INFORMATION.



1 PME SITE PLAN EAST
SCALE: 1" = 20'-0"



Engineering Firm: O'CONNELL ROBERTSON
 Firm Registration No. F-2708
 NO. DESCRIPTION DATE

2021 Bond Accounting Look-Ahead
February 28, 2022

| | GMP's Board Approved | | | | | | | | | | | No Contingency | Totals | |
|-------------------------|----------------------|---------------------|--------------------|--------------------------------------|--------------------------|------------------------|---------------------------------|---|-----------------------|---------------------------------------|--------------------|------------------------|----------------------|-------------------------|
| | BP 1 Sunfield ES | BP 2 Four Pack* | BP 3 NES | BP 4 Flooring @ Seven Campuses | BP 5 Shade Structures | BP 6 FES, KES, TGES | BP 7 LHS GMP 1 Plus GMP 2 | BP 8 HHS GMP 1 and GMP 2 plus 100DD Est | BP 9 CMS/SMS SD | BP 10 Live Oak Design has begun | BP 11 WMS | BP 12 Hays Projects | | |
| Construction | \$32,913,553 | \$38,560,579 | \$6,108,912 | \$798,716 | \$414,118 | \$8,599,588 | \$12,397,188 | \$20,243,348 | \$7,591,559 | \$7,341,098 | \$8,035,826 | \$6,491,747 | \$149,496,232 | Construction |
| Architect | \$2,303,949 | \$2,699,241 | \$397,079 | \$46,592 | \$18,635 | \$558,973 | \$805,817 | \$1,315,818 | \$531,409 | \$513,877 | \$562,508 | \$2,483,000 | \$12,236,897 | Architect |
| FFE | \$2,257,545 | \$2,699,241 | \$303,500 | \$0 | \$0 | \$490,817 | \$902,774 | \$1,417,034 | \$531,409 | \$513,877 | \$562,508 | \$8,168,478 | \$17,847,183 | FFE |
| Infrastructure and Fees | \$967,519 | \$1,392,556 | \$135,000 | \$63,795 | \$12,749 | \$280,180 | \$471,833 | \$934,956 | \$227,747 | \$268,577 | \$293,994 | \$0 | \$5,048,905 | Infrastructure and Fees |
| Project Contingency | \$38,018 | \$1,066,908 | -\$600,271 | \$1,217,408 | \$54,441 | -\$590,217 | \$1,150,160 | \$7,254,037 | -\$3,294,692 | \$315,130 | \$344,953 | \$0 | \$6,955,876 | Project Contingency |
| Totals | \$38,480,584 | \$46,418,524 | \$6,344,220 | \$2,126,512 | \$499,943 | \$9,339,341 | \$15,727,773 | \$31,165,193 | \$5,587,432 | \$8,952,558 | \$9,799,788 | \$17,143,225 | \$191,585,093 | Totals |

Notes:

These projects are Board approved

BP 7 GMP 2 will be presented for consideration on February 28, 2022
Project includes Contingency and Inflation
\$593,382

This project has 3 GMP's
GMP 1 and GMP 2 are firm
GMP 3 is estimated
Construction estimate includes:
Design Contingency and Inflation
\$1,544,334

SD approved January 2022
Construction estimate includes
Design Contingency and Inflation
\$1,518,312

Design Has Begun

No Contingency

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: 2021 Bond Project – Consideration and Possible Approval of Bid Package 8 Hays High School Improvements GMP 2 for HVAC Equipment

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy

Law or Rule

N/A

C. Goal or Need Addressed:

Deliver timely, cost effective facilities.

D. Summary:

Previous board action relating to this item –

The Board approved Schematic Design (SD) for this project on September 27, 2021 and Design Development Documents (DD) for this project on December 13, 2021

Future action anticipated -

Background information –

The 2021 Bond contains provisions for improvements to Hays HS including Science Lab Renovations, roofing, HVAC, fire alarm, flooring, gym bleacher replacement, drainage work, and asphalt replacement valued at \$31.1 M. The Live Oak Academy Project is a separate project valued at \$8.9M which is in the design phase.

The Project Team consisting of the owner (central and campus staff), architect (O'Connell Robertson, OCR), and construction manager at risk (Bartlett-Cocke) began detailed schematic design (SD) work on this project in May 2021 and held multiple meetings with campus groups which culminated with a design activity on September 8, 2021 which allowed the science faculty an additional opportunity to express their ideas prior to SD approval. Members of the FBOC were also present for this activity.

Due to long lead times on many manufactured products, GMP 1 was recommended and approved in December 2021 to replace the bleachers in Bales Gym, so that the material could be ordered and installed in the Summer 2022. The total budget for the bleacher replacement is \$565,888, and GMP 1 is valued at \$280,152.

Staff is recommending consideration and approval of GMP 2 HVAC equipment now in order to get in the production queue. GMP 2 is valued at \$2,667,323.

Staff anticipates bringing forward GMP 3 for the balance of the work in April 2022.

E. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other: Campus Staff

F. Administrative Recommendation:

Consideration and approval of 2021 Bond Bid Package 8 Hays High School GMP 2

G. Fiscal Impact and Cost: Amount: GMP 2 is valued at \$2,667,323

Budget Bond Grant/Special Funds Other _____

The project cost journey is contained in the following table:

| BP 8 HHS | Original Estimate | SD Estimate | DD Estimate | GMP 1 Plus GMP 2 are firm; GMP 3 Estimated |
|-------------------------|-------------------|--------------|--------------|--|
| Construction | \$25,555,458 | \$24,246,802 | \$20,125,333 | \$20,243,348 |
| Architect | \$1,788,882 | \$1,576,042 | \$1,308,147 | \$1,315,818 |
| FFE | \$1,788,882 | \$1,697,276 | \$1,408,773 | \$1,417,034 |
| Infrastructure and Fees | \$934,956 | \$934,956 | \$934,956 | \$934,956 |
| Project Contingency | \$1,097,015 | \$2,710,117 | \$7,387,984 | \$7,254,037 |
| Totals | \$31,165,193 | \$31,165,193 | \$31,165,193 | \$31,165,193 |

Prior Year Spending – Not applicable

Future/Ongoing -

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver, Mike Garcia

Next report to the board:

| Date | Project | Action | Information |
|-------------------|-----------------------------|---|-------------------------|
| December 13, 2021 | Hays HS Improvements (BP 8) | Present DD for Approval and GMP 1 Bleachers | One Meeting in December |
| February 28, 2022 | Hays HS Improvements (BP 8) | Present GMP 2 for HVAC for Approval | |
| April 18, 2022 | Hays HS Improvements (BP 8) | Present GMP 3 for remaining work for approval | |

I. Suggested Motion:

I move the Board approve the 2021 Bond Hays High School Improvements GMP 2 from Bartlett-Cocke, as designed by O'Connell Robertson Architects, in the amount of \$2,667,323, as presented.

HAYS CISD
21003 , IH 35 FRONTAGE ROAD
KYLE , TX 78640

 **O'CONNELL ROBERTSON**
Architecture - Engineering - Interiors
811 Barton Springs Rd , Suite 900
Austin , TX 78704

Dunaway Associates
Structural Engineer
5707 Southwest Parkway , Building 2, Suite 250
Austin , TX 78735

Pape-Dawson Engineers
Civil Engineer
10801 North MoPac Expressway , Building 3, Suite 200
Austin , TX 78759

True North Consulting Group
Technology
13284 Pond Springs Rd , #304
Austin , TX 78729



Mission: We believe every project has a mission and strive to design environments that have a purpose that extends far beyond form and function.

HAYS HS IMPROVEMENTS

4800 JACK C HAYS TRAIL, KYLE, TX 78640

50% CONTRACT DOCUMENTS

01/18/22
PACKAGE 2



HAYS CISD HAYS HS IMPROVEMENTS

4800 JACK C HAYS TRAIL, KYLE, TX 78640

FOR INTERIM REVIEW
NOT TO BE USED FOR CONSTRUCTION,
BIDDING OR PERMIT PURPOSES.

RESPONSIBLE ARCHITECT:
CASEY NICHOLSON
24985

| Revisions: | |
|------------|------------------|
| NO. | DESCRIPTION DATE |
| | |

01/18/22
Project No. 1900.06
50% CONTRACT
DOCUMENTS

COVER SHEET
G1.0

DRAWING INDEX

GENERAL

G1.0 COVER SHEET

G1.1 DRAWING INDEX AND SYMBOLS

G1.2 PHASING INFORMATION

G2.1 ADULT TAS ACCESSIBILITY

LIFE SAFETY

LS1.1 LIFE SAFETY INFORMATION

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C2.01 EXISTING CONDITIONS & EROSION CONTROL PLAN

C2.02 EXISTING CONDITIONS & EROSION CONTROL PLAN

C2.03 EXISTING CONDITIONS & EROSION CONTROL PLAN

C3.01 SITE, UTILITY, & GRADING PLAN

C3.02 SITE, UTILITY, & GRADING PLAN

C3.03 SITE, UTILITY, & GRADING PLAN

C4.01 EROSION & SEDIMENTATION CONTROL DETAILS

C4.02 SITE & UTILITY DETAILS

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S2.2 ROOF FRAMING PLAN - AREA B

S2.3 ROOF FRAMING PLAN - AREA C

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A2.3 DEMOLITION - AREA C

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A3.2 FLOOR PLAN - AREA B

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A6.3 ROOF DETAILS

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M4.2 MECHANICAL FIRST FLOOR PIPING PLAN - AREA B

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E5.2 SPECIAL SYSTEM SECOND FLOOR PLAN - AREA A

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E6.2 ELECTRICAL ONE-LINE DIAGRAM - NEW

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T1.1 TECHNOLOGY - SITE PLAN

T2.0 TECHNOLOGY - COMPOSITE DEMOLITION PLAN

T2.1 TECHNOLOGY - DEMOLITION - AREA A

T2.2 TECHNOLOGY - DEMOLITION - AREA C

T3.0 TECHNOLOGY - COMPOSITE FLOOR PLAN

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T3.3 TECHNOLOGY - FLOOR PLAN - AREA C

T4.0 TECHNOLOGY - ENLARGEMENTS

T5.0 TECHNOLOGY - DETAILS

T5.1 TECHNOLOGY - DETAILS

T5.2 TECHNOLOGY - DETAILS

T6.0 TECHNOLOGY - SECURITY DETAILS

T6.1 TECHNOLOGY - SECURITY DETAILS

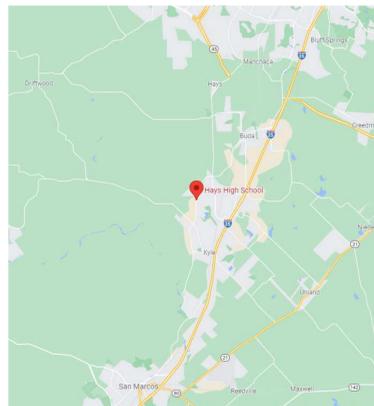
T7.0 TECHNOLOGY - AV DETAILS

GENERAL PROJECT NOTES

- GENERAL NOTES APPLY TO ALL SHEETS.
- THE CONTRACTOR SHALL FURNISH ALL LABOR, MATERIALS, TOOLS, EQUIPMENT AND RELATED ITEMS REQUIRED TO COMPLETE THE DEMOLITION WORK AS INDICATED BY THE CONTRACT DOCUMENTS.
- CONTRACTOR TO VERIFY ALL DIMENSIONS.
- ALL ACCESSIBLE ROUTES (OTHER THAN RAMPS) SHALL NOT EXCEED A SLOPE OF 1:20, AND CROSS SLOPES SHALL NOT EXCEED A SLOPE OF 1:50
- THE DRAWINGS INDICATE BUILDING CONDITIONS PER EXISTING DRAWINGS AND ACTUAL PROJECT INVESTIGATION. THE CONTRACTOR SHALL ANTICIPATE POSSIBLE SLIGHT DEVIATION FROM THESE DRAWINGS. REFER TO ARCHITECTURAL & MEP DRAWINGS AND DETAILS FOR EXTENT OF DEMOLITION.
- THE CONTRACTOR SHALL SUPERVISE AND DIRECT THE WORK, USING HIS BEST SKILL AND ATTENTION. HE SHALL BE SOLELY RESPONSIBLE FOR ALL MEANS, METHODS, TECHNIQUES, SEQUENCES AND PROCEDURES AND FOR COORDINATING ALL PORTIONS OF THE WORK UNDER THE CONTRACT.
- INSTALL TEMPORARY DUST PARTITIONS WITH DOORS FOR CONSTRUCTION ACCESS AROUND AREAS OF WORK SO THAT OPERATIONS IN EXISTING ADJACENT AREAS REMAIN DUST FREE AND ACCESSIBLE TO BUILDING OCCUPANTS. MAINTAIN IN PLACE UNTIL COMPLETION OF CONSTRUCTION.
- REMOVE ALL BUILDING PARTS AND/OR OTHER ITEMS TO ALLOW FOR THE INSTALLATION AND CONNECTION OF NEW WORK. COORDINATE THE WORK WITH THE HVAC, PLUMBING AND ELECTRICAL DEMOLITION DRAWINGS.
- REMOVAL OF THE BUILDING PARTS SHALL BE PERFORMED IN A SAFE, ORDERLY AND CAREFUL MANNER, WITH THE CONSIDERATION AT ALL TIMES FOR THE SAFETY AND WELFARE OF THE OWNER, BLDG. OCCUPANTS, & PERSONNEL OF THE CONTRACTOR AND/OR SUBCONTRACTOR.
- MAINTAIN THE UTILITIES TO OCCUPIED SPACES AT ALL TIMES. COORDINATE ANY UTILITY DOWNTIMES W/ OWNER. PROVIDE 72 HOUR ADVANCE NOTICE TO THE OWNER OF INTENDED UTILITY SHUT DOWN AND/OR DISRUPTION.
- ANY QUESTIONS CONCERNING OWNERSHIP OF SALVAGEABLE MATERIAL SHALL BE ANSWERED BY THE OWNER, OR OWNER'S REPRESENTATIVE. ALL ITEMS OTHER THAN FINISH MATERIALS TO BE REMOVED AS PART OF THIS CONTRACT ARE INDICATED WITH DASHED LINES ON DEMOLITION SHEETS. DISPOSE OF THESE MATERIALS AND ITEMS AFTER CHECKING WITH OWNER FOR ITEMS TO BE SALVAGED. SALVAGE ANY ITEMS REQUIRED TO COMPLETE NEW WORK.
- REMOVE ALL MISCELLANEOUS DEVICES AS REQUIRED TO INSTALL NEW FINISHES, INCLUDING BUT NOT LIMITED TO: PLUMBING FIXTURES, SIGNAGE, SWITCH PLATES, TELEVISION BRACKETS, WALL OUTLET COVERS, TOILET ACCESSORIES, CORNER GUARDS, ETC. SAVE FOR REINSTALLATION AFTER COMPLETION OF FINISH WORK.
- PROTECT ALL EXISTING FINISHES, DOOR FRAMES, EQUIPMENT AND MATERIALS THAT ARE TO REMAIN IN PLACE. DAMAGE TO EXISTING COMPONENTS BY CONTRACTOR SHALL BE REPLACED WITH NEW MATERIAL OF LIKE KIND AND QUALITY THAT MATCH THE EXISTING STANDARDS. THE CONTRACTOR IS RESPONSIBLE FOR PREPARING EXISTING SURFACES TO RECEIVE NEW FINISHES SCHEDULED.
- PROTECT EXISTING VEGETATION, INCLUDING EXISTING TREES DURING CONSTRUCTION. REVEGETATE DAMAGED AREAS ADJACENT TO NEW CONSTRUCTION; CONTRACTOR SHALL MAINTAIN VEGETATED AREAS FOR 3 WEEKS AFTER INITIAL PLANTING.
- REFER TO MECHANICAL, PLUMBING AND ELECTRICAL DRAWINGS FOR OTHER WORK.
- ELECTRICAL AND MECHANICAL INSTALLATIONS MAY REQUIRE WORK ABOVE EXISTING CEILING. BOTH IN THE AREA OF WORK AND IN ADJACENT AREAS (POSSIBLY ON OTHER FLOORS). REMOVE AND REINSTALL (OR REPLACE) CEILING TILES AND GRID AS REQUIRED. REMOVE GYPSUM BOARD AT WALLS AND CEILINGS AND REPLACE AS REQUIRED.
- UNLESS NOTED OTHERWISE, ALL EXISTING ELECTRICAL OUTLETS & FIXTURES IN REMODELED AREAS ARE TO BE REMOVED & RETURNED TO OWNER. SEE ELECTRICAL SHEETS FOR DEVICES & CIRCUITS TO BE REUSED.
- ALL ITEMS AND ASSOCIATED CONNECTIONS ARE TO BE REMOVED AND TERMINATED AT DESIGNATED POINTS. SERVICE CONNECTIONS SHALL BE SAFELY REMOVED, CAPPED OR PLUGGED IN CONFORMITY WITH LOCAL LAWS AND ORDINANCES, REQUIREMENTS OF PUBLIC UTILITY COMPANIES, AND OF THE NATIONAL BOARD OF FIRE UNDERWRITERS, AND IN SUCH MANNER AS NOT TO INTERFERE WITH THE USE OF THE OCCUPIED SPACES IN THE BUILDING.
- IF A CONDUIT OR UTILITY LINE IS CUT WHILE SLEEVING OR CUTTING THE SLAB OR REMOVING A PARTITION, THE CONTRACTOR IS RESPONSIBLE FOR REPAIRING IT IMMEDIATELY.
- ANY EXISTING TO REMAIN FIREPROOFING OR FIRE ASSEMBLIES DAMAGED DURING CONSTRUCTION ARE TO BE REPAIRED TO ORIGINAL FIRE PROTECTION REQUIREMENTS.
- IMMEDIATELY SEAL ALL PENETRATIONS IN EXISTING STRUCTURE OPENED DURING DEMOLITION WITH FIRESTOPPING MATERIAL AND/OR WATERPROOFING.
- SEAL ALL PENETRATIONS, NEW AND EXISTING, ABOVE CEILINGS AT RATED FIRE WALLS IN AREAS OF WORK.

LIST OF ALTERNATES

| | |
|---------------------|---|
| ALTERNATE #1 | NEW LIGHT FIXTURES AT MAIN CORRIDOR, REF. ELECTRICAL. |
| ALTERNATE #2 | AT EXISTING FIRE SMOKE DAMPERS REPLACE ACTUATORS, REF. MECHANICAL FOR LOCATIONS. WHERE EXISTING SHAFT ENCLOSURES WERE NOT FULLY ENCLOSED, COMPLETE RATED ENCLOSURE, REF. ARCHITECTURAL FOR LOCATIONS. |
| ALTERNATE #3 | NEW POLE LIGHTS AT MARCHING BAND PRACTICE LOT, REF. ELECTRICAL. |
| ALTERNATE #4 | REPAVE ASPHALT ROAD BETWEEN LIVE OAK ACADEMY AND BAND PARKING LOT, PER GEOTECH RECOMMENDATIONS. |
| ALTERNATE #5 | REROOF WITH APP ROOF IN LIEU OF SBS, REF. SPECIFICATIONS |



LOCATION MAP



VICINITY MAP



FOR INTERIM REVIEW
 NOT TO BE USED FOR CONSTRUCTION, BIDDING OR PERMIT PURPOSES.

RESPONSIBLE ARCHITECT:
 CASEY NICHOLSON
 24985

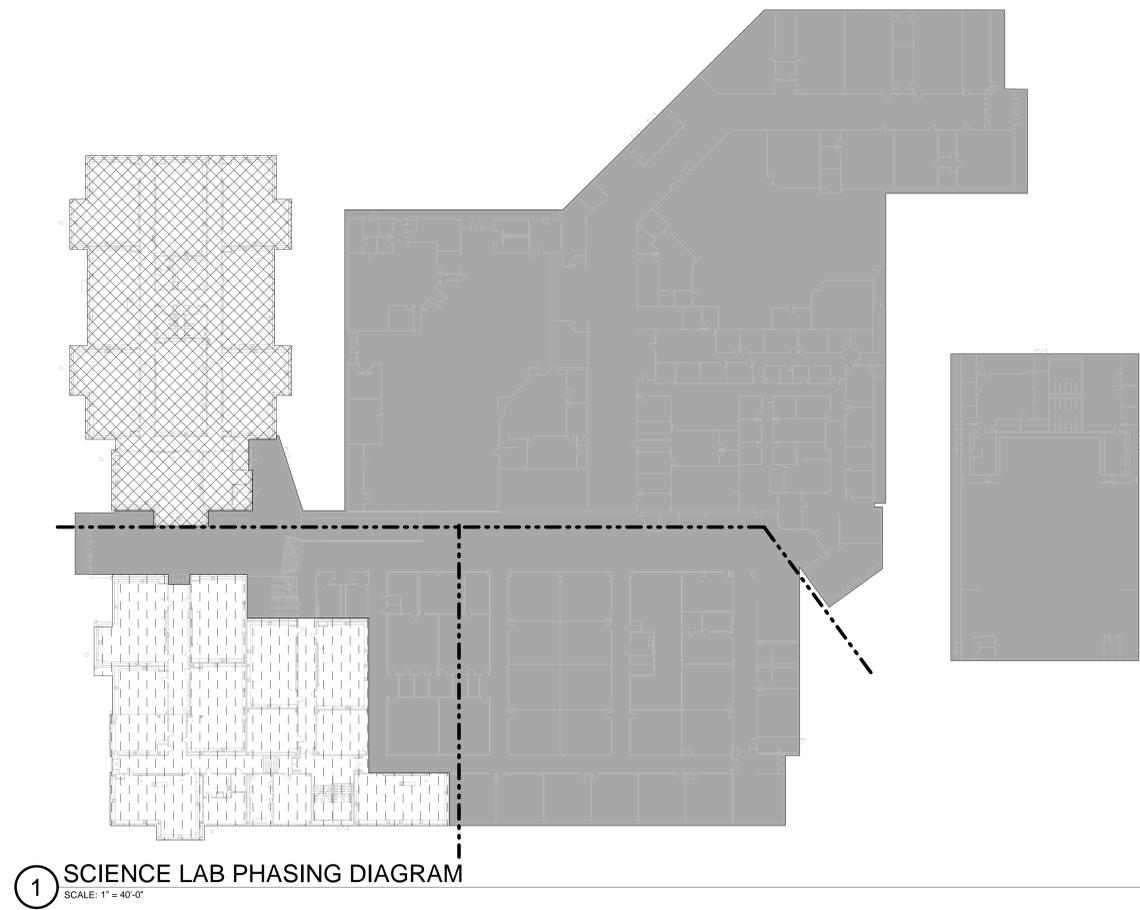
| NO. | DESCRIPTION | Revisions: DATE |
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Project No. 1902.06
 50% CONTRACT DOCUMENTS

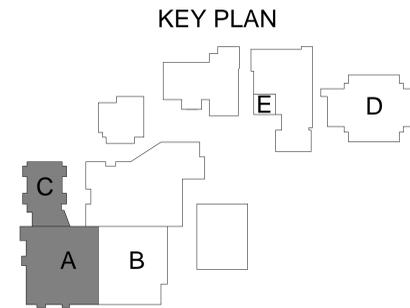
DRAWING INDEX AND SYMBOLS

PACKAGE 2

G1.1



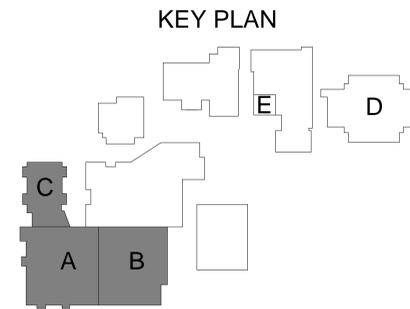
 PHASE I
 PHASE II
 NOT IN SCOPE



1 SCIENCE LAB PHASING DIAGRAM
SCALE: 1" = 40'-0"



 PHASE I
 PHASE II
 NOT IN SCOPE



2 HVAC AND ROOFING PHASING DIAGRAM
SCALE: 1" = 40'-0"

GENERAL PHASING NOTES

1. PHASING AREAS ARE SHOWN FOR GENERAL REQUIREMENTS AND INDICATE WHERE THE MAJORITY OF THE LIMITS OF CONSTRUCTION OCCUR. WORK OUTSIDE THE PHASING BOUNDARY MAY BE REQUIRED. REFER TO INDIVIDUAL SHEETS FOR SPECIFIC PROJECT REQUIREMENTS.

SCIENCE LAB PHASING

| AREA | WORK | DURATION |
|------|--|---------------------|
| C | DEMOLITION AND RENOVATION OF SCIENCE LABS + SITE | JUNE - DEC 2022 |
| A | DEMOLITION AND RENOVATION OF SCIENCE LABS | DEC 2022 - AUG 2023 |

HVAC AND ROOF PHASING

| AREA | WORK | DURATION |
|------|---------------------------|---------------------|
| C | HVAC AND ROOF REPLACEMENT | JUNE - DEC 2022 |
| A | HVAC AND ROOF REPLACEMENT | DEC 2022 - AUG 2023 |
| B | HVAC AND ROOF REPLACEMENT | DEC 2022 - AUG 2023 |

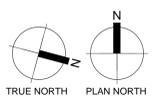


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RESPONSIBLE ARCHITECT:
CASEY NICHOLSON
24985

Revisions:
NO. DESCRIPTION DATE

01/18/22
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PACKAGE 2

PHASING INFORMATION

G1.2



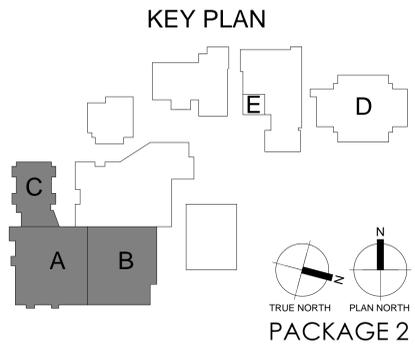
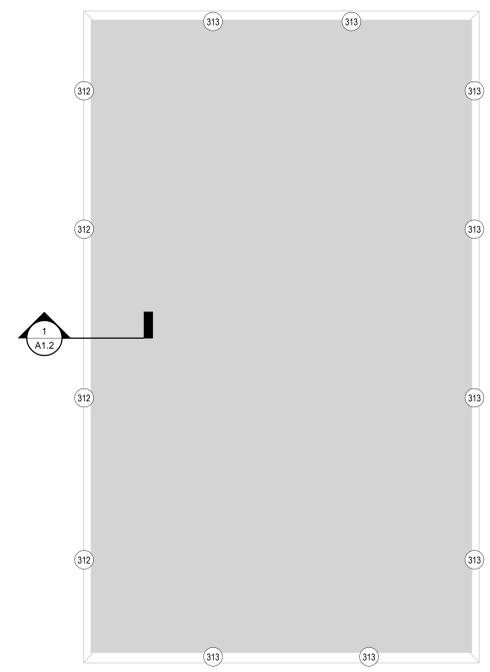
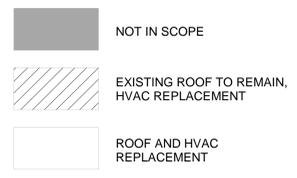
1 COMPOSITE ROOF PLAN
SCALE: 1" = 20'-0"

GENERAL ROOF NOTES

1. REFER TO SHEET A6.X FOR TYPICAL ROOF DETAILS
2. NOT ALL ROOF PENETRATIONS ARE SHOWN ON THE ARCHITECTURAL ROOF PLANS.
3. ALL ROOFING AREAS ARE MODIFIED BITUMINOUS UNLESS NOTED OTHERWISE.
4. MINIMUM SLOPE FOR ROOF IS 1/4" PER 1'-0" UNLESS NOTED OTHERWISE.
5. ALL SADDLES OR CRICKETS ARE FORMED WITH TAPERED INSULATION UNLESS NOTED OTHERWISE.

KEYNOTE LEGEND

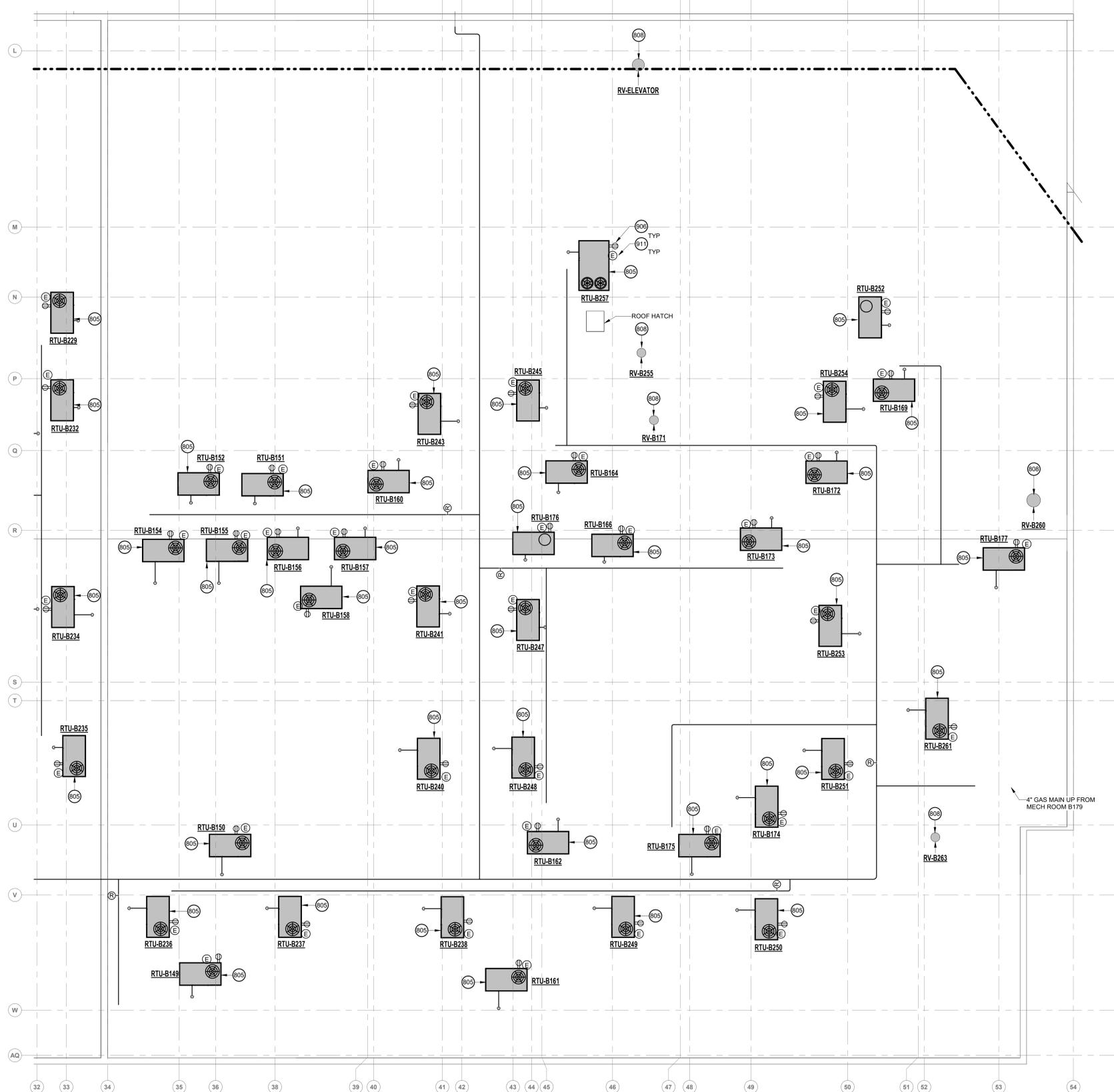
- 304 SCUPPER W/ COLLECTOR BOX
- 305 GUTTER WITH DOWNSPOUT
- 306 ROOF DRAIN
- 307 16" CLR. WIDE ROOF ACCESS LADDER
- 308 NEW ROOF AND DECK INFILL
- 309 EXISTING OVERFLOW SCUPPER
- 312 EXISTING DRAINAGE DOWNSPOUTS TO BE TIED INTO STORM DRAIN
- 313 EXISTING DRAINAGE DOWNSPOUTS TO BE BROUGHT DOWN TO GRADE
- 314 OVERFLOW ROOF DRAIN
- 316 EXISTING COUNTER FLASHING AND METAL PANEL ABOVE.
- 317 EXISTING COUNTER FLASHING AND BRICK VENEER ABOVE



FOR INTERIM REVIEW
 NOT TO BE USED FOR CONSTRUCTION, BIDDING OR PERMIT PURPOSES.
 RESPONSIBLE ARCHITECT:
 CASEY NICHOLSON
 24985

| NO. | DESCRIPTION | REVISIONS: | DATE |
|-----|-------------|------------|------|
| | | | |

Project No. 1902.06
 50% CONTRACT DOCUMENTS



1 PME ROOF PLAN - AREA B
SCALE: 1/8" = 1'-0"

GENERAL NOTES

- REFER TO SHEET E1.1 FOR GENERAL ELECTRICAL NOTES THAT SHALL APPLY TO ALL SHEETS IN THIS SET UNLESS NOTED OTHERWISE IN THE KEYED NOTES.
- REFER TO SHEET P1.1 FOR GENERAL PLUMBING NOTES THAT SHALL APPLY TO ALL SHEETS IN THIS SET UNLESS NOTED OTHERWISE IN THE KEYED NOTES.
- REFER TO SHEET M1.1 FOR GENERAL MECHANICAL NOTES THAT SHALL APPLY TO ALL SHEETS IN THIS SET UNLESS NOTED OTHERWISE IN THE KEYED NOTES.
- EXISTING WORK, LOCATIONS, DIMENSIONS, ETC. ARE TAKEN FROM AVAILABLE RECORD DOCUMENTS & SITE OBSERVATIONS. CONTRACTOR SHALL FIELD VERIFY ALL EXISTING CONDITIONS PRIOR TO CONSTRUCTION.
- CONTRACTOR TO PROTECT EXISTING ROOF DRAINS AND VENTS AS NECESSARY DURING RE-ROOFING TO PREVENT DAMAGE OR BEING COVERED OVER.
- CONTRACTOR SHALL PIPE ALL ROOF MOUNTED VENTS AND GAS RELIEF VENTS TO BE 10 FEET AWAY FROM ALL EXISTING AND NEW OUTDOOR AIR INLETS.

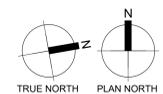
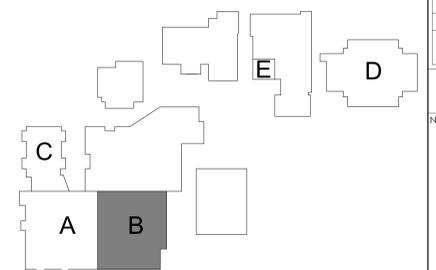
KEYNOTE LEGEND

- 805 FURNISH AND INSTALL NEW ROOFTOP UNIT AND CURB IN LOCATION INDICATED. MAINTAIN ALL MANUFACTURER AND CODE CLEARANCES. REUSE EXISTING ROOF PENETRATION POINTS TO EXTENTS POSSIBLE. COORDINATE EXACT ROOF PENETRATION LOCATIONS PRIOR TO INSTALLATION.
- 808 EXISTING RELIEF VENTILATOR TO REMAIN. CLEAN ENTIRE UNIT AND ENSURE UNIT IS FULLY OPERATIONAL. REPORT DEFICIENCIES TO BUILDING OWNER.
- 906 CONNECT TO RECEPTACLE PROVIDED BY EQUIPMENT MANUFACTURER. TYPICAL.
- 911 EXTEND EXISTING CIRCUIT TO NEW ROOF TOP UNIT. REFER TO WIRE SCHEDULE FOR CONDUCTOR SIZE. TYPICAL.

LEGEND

- EXISTING TO REMAIN
- NEW WORK

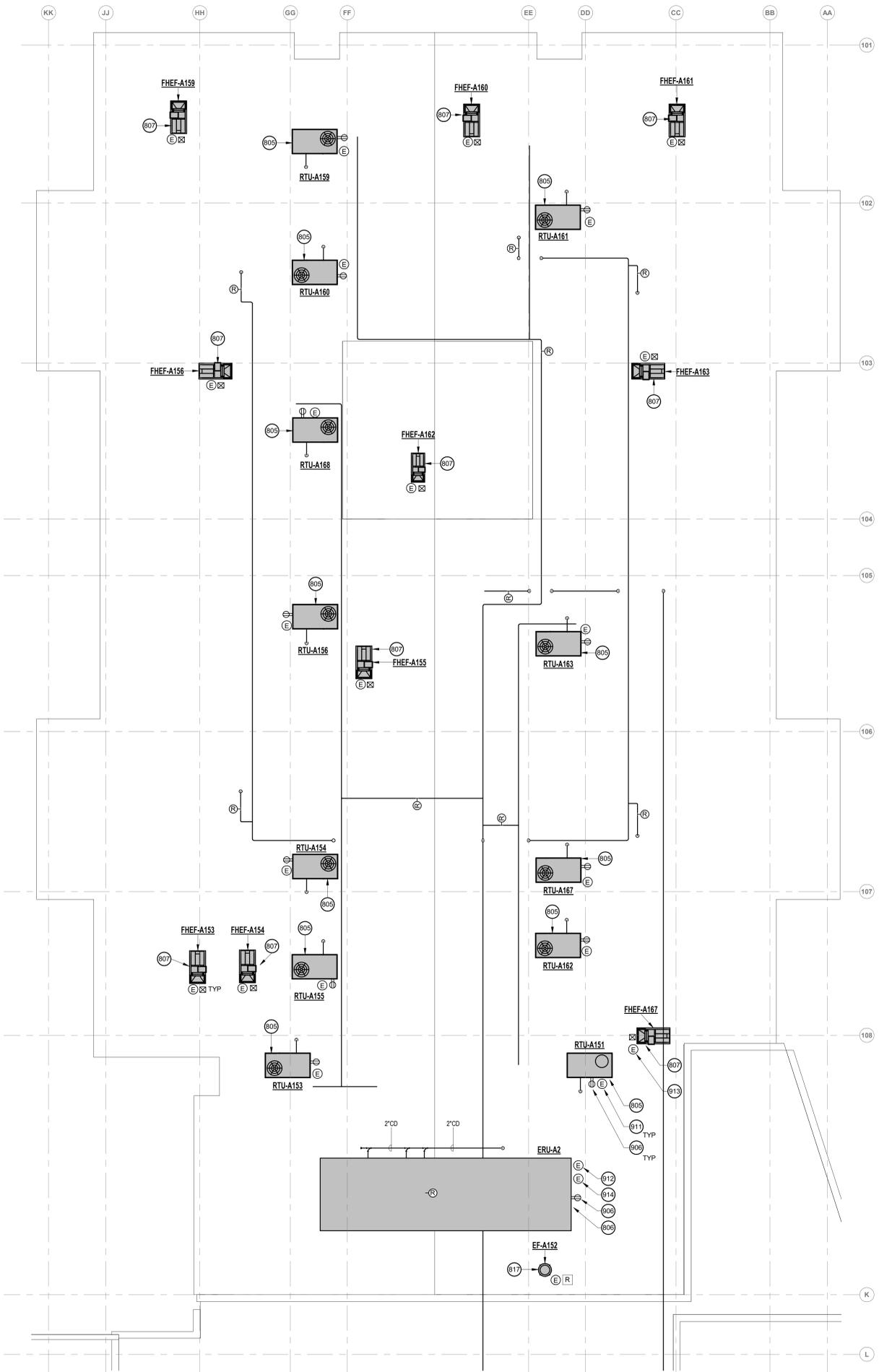
KEY PLAN



PACKAGE 2

FOR INTERIM REVIEW
NOT TO BE USED FOR CONSTRUCTION, RECORD OR PERMIT PURPOSES.
RESPONSIBLE ENGINEER:
STEVEN SCOTT HYSICK
138628
Engineering Firm:
O'CONNELL ROBERTSON
Firm Registration No. F-2708
Revisions:
NO. DESCRIPTION DATE

1/18/22
Project No. 1900.06
50% CONTRACT DOCUMENTS



1 **PME ROOF PLAN - AREA C**
SCALE: 1/8" = 1'-0"

GENERAL NOTES

- REFER TO SHEET E1.1 FOR GENERAL ELECTRICAL NOTES THAT SHALL APPLY TO ALL SHEETS IN THIS SET UNLESS NOTED OTHERWISE IN THE KEYED NOTES.
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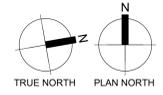
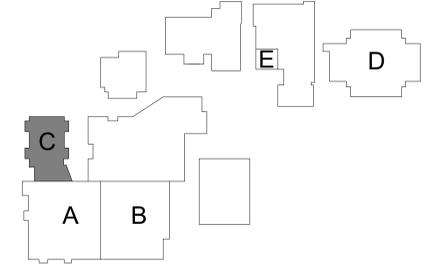
KEYNOTE LEGEND

- 805 FURNISH AND INSTALL NEW ROOFTOP UNIT AND CURB IN LOCATION INDICATED. MAINTAIN ALL MANUFACTURER AND CODE CLEARANCES. REUSE EXISTING ROOF PENETRATION POINTS TO EXTENTS POSSIBLE. COORDINATE EXACT ROOF PENETRATION LOCATIONS PRIOR TO INSTALLATION.
- 806 FURNISH AND INSTALL NEW ROOF MOUNTED DOAS ENERGY RECOVERY UNIT IN LOCATION INDICATED. MAINTAIN ALL MANUFACTURER AND CODE CLEARANCES. PROVIDE NEW CONDENSATE DRAIN PIPING WITH REMOVABLE TRAP ABOVE ROOF AND NEW PIPE CHASE HOUSING AS SPECIFIED IN SECTION 23 05 29.
- 807 FURNISH AND INSTALL NEW ROOF MOUNTED FUME HOOD EXHAUST FAN AND CURB IN LOCATION INDICATED. MAINTAIN ALL MANUFACTURER AND CODE CLEARANCES.
- 817 FURNISH AND INSTALL NEW ROOF MOUNTED DOWNBLAST EXHAUST FAN AND CURB IN LOCATION INDICATED. MAINTAIN ALL MANUFACTURER AND CODE CLEARANCES.
- 906 CONNECT TO RECEPTACLE PROVIDED BY EQUIPMENT MANUFACTURER. TYPICAL.
- 911 EXTEND EXISTING CIRCUIT TO NEW ROOF TOP UNIT. REFER TO WIRE SCHEDULE FOR CONDUCTOR SIZE. TYPICAL.
- 912 CONNECT TO NEW ENERGY RECOVERY UNIT.
- 913 CONNECT TO NEW EXHAUST FAN. TYPICAL.
- 914 CONNECT TO MANUFACTURER PROVIDED LIGHTS.

LEGEND

- EXISTING TO REMAIN
- NEW WORK

KEY PLAN



PACKAGE 2



| | | |
|--|-------------|------|
| FOR INTERIM REVIEW | | |
| NOT TO BE USED FOR CONSTRUCTION, RECORD OR PERMIT PURPOSES. | | |
| RESPONSIBLE ENGINEER: STEVEN SCOTT HYSICK 138628 | | |
| Engineering Firm: O'CONNELL ROBERTSON Firm Registration No. F-2708 138628 | | |
| NO. | DESCRIPTION | DATE |

1/18/22
Project No. 1900.06
50% CONTRACT DOCUMENTS



February 14, 2022

Mr. Max Cleaver
Hays Consolidated Independent School District
21003 Interstate 35
Kyle, Texas 78640

Re: **Guaranteed Maximum Price for the Hays CISD Jack C. Hays High School – Package 2 - HVAC**

Dear Mr. Cleaver:

Bartlett Cocke General Contractors advertised for, and received Subcontractor and Supplier proposals for the 50% Construction Document set for the above-referenced project on February 10, 2022. Based on the receipt of proposals and subsequent analysis, we have assembled the Guaranteed Maximum Price (GMP) for the work included in this proposal package. We are pleased to offer for approval the following overall GMP:

Two Million Six Hundred and Sixty-Seven Thousand Three Hundred Twenty-Three Dollars (\$2,667,323.00)

Items Included In This GMP:

- Construction Manager Fee.
- Subcontracted Cost-of-Work Items.
- Insurance, and other Costs.
- Prevailing Wages and Benefits per Documents.
- All construction work per Plans and Specifications, unless specifically noted or excluded below.

Items Excluded From This GMP:

- General Conditions Costs.
- BCLP Self-Perform Bid Items
- Sales tax.
- Payment and Performance Bond.
- Testing and inspections.
- Impact / Use / Development / Consultant / Jurisdictional / Agency fees.
- Environmental surveys and hazardous material identification, handling and/or removal.
- Adjustments, removal, or relocations to existing utilities, unless specifically shown or specified.
- Sub-surface investigations, test probe holes, geo-technical testing, and hidden conditions costs.
- All items not shown or specified in the referenced Proposal Documents.
- Utility consumption costs, public utility applications, public utility construction costs and hookup fees.

Clarifications and Assumptions:

- Per clarifications and assumptions log.

Proposal Documents:

- Documents developed by O’Connell Robertson Architects:

100% Construction Documents..... January 18, 2022

BARTLETT COCKE GENERAL CONTRACTORS

Building Better Lives

3330 CASEYBRIDGE COURT, AUSTIN, TEXAS 78704 ▼ TEL (512) 806-4223 • FAX (512) 326-3990 ▼ website: www.bartlettcocke.com



We have provided a GMP Summary for your assistance in preparing the Contract Amendment. At this time, we are requesting that you review and approve our GMP for the project in the above amounts. Upon approval, we will need a Contract Amendment to our Contract by the stated amounts and a Contract Notice to Proceed for this package. If you have any questions, please do not hesitate to call.

Sincerely,
BARTLETT COCKE GENERAL CONTRACTORS

Stefan Doerr

Stefan Doerr
Lead Estimator

CC: HCISD – Mike Garcia
O’Connell Robertson – Kurt Schwerdtfeger
O’Connell Robertson – Hannah Laue
BCGC – Hans Schneider
File

BARTLETT COCKE GENERAL CONTRACTORS

Building Better Lives

3330 CASEYBRIDGE COURT, AUSTIN, TEXAS 78704 ▼ TEL (512) 326-4223 • FAX (512) 326-3990 ▼ website: www.bartlettcocke.com

2021 Bond Accounting Look-Ahead
February 28, 2022

| | GMP's Board Approved | | | | | | | | | | | No Contingency | Totals | | |
|-------------------------|----------------------|---------------------|--------------------|--------------------------------------|--------------------------|------------------------|---------------------------------|---|-----------------------|---------------------------------------|--------------------|------------------------|----------------------|-------------------------|--|
| | BP 1 Sunfield ES | BP 2 Four Pack* | BP 3 NES | BP 4 Flooring @ Seven Campuses | BP 5 Shade Structures | BP 6 FES, KES, TGES | BP 7 LHS GMP 1 Plus GMP 2 | BP 8 HHS GMP 1 and GMP 2 plus 100DD Est | BP 9 CMS/SMS SD | BP 10 Live Oak Design has begun | BP 11 WMS | BP 12 Hays Projects | | | |
| Construction | \$32,913,553 | \$38,560,579 | \$6,108,912 | \$798,716 | \$414,118 | \$8,599,588 | \$12,397,188 | \$20,243,348 | \$7,591,559 | \$7,341,098 | \$8,035,826 | \$6,491,747 | \$149,496,232 | Construction | |
| Architect | \$2,303,949 | \$2,699,241 | \$397,079 | \$46,592 | \$18,635 | \$558,973 | \$805,817 | \$1,315,818 | \$531,409 | \$513,877 | \$562,508 | \$2,483,000 | \$12,236,897 | Architect | |
| FFE | \$2,257,545 | \$2,699,241 | \$303,500 | \$0 | \$0 | \$490,817 | \$902,774 | \$1,417,034 | \$531,409 | \$513,877 | \$562,508 | \$8,168,478 | \$17,847,183 | FFE | |
| Infrastructure and Fees | \$967,519 | \$1,392,556 | \$135,000 | \$63,795 | \$12,749 | \$280,180 | \$471,833 | \$934,956 | \$227,747 | \$268,577 | \$293,994 | \$0 | \$5,048,905 | Infrastructure and Fees | |
| Project Contingency | \$38,018 | \$1,066,908 | -\$600,271 | \$1,217,408 | \$54,441 | -\$590,217 | \$1,150,160 | \$7,254,037 | -\$3,294,692 | \$315,130 | \$344,953 | \$0 | \$6,955,876 | Project Contingency | |
| Totals | \$38,480,584 | \$46,418,524 | \$6,344,220 | \$2,126,512 | \$499,943 | \$9,339,341 | \$15,727,773 | \$31,165,193 | \$5,587,432 | \$8,952,558 | \$9,799,788 | \$17,143,225 | \$191,585,093 | Totals | |

Notes:

These projects are Board approved

BP 7 GMP 2 will be presented for consideration on February 28, 2022
Project includes Contingency and Inflation
\$593,382

This project has 3 GMP's
GMP 1 and GMP 2 are firm
GMP 3 is estimated
Construction estimate includes:
Design Contingency and Inflation
\$1,544,334

SD approved January 2022
Construction estimate includes
Design Contingency and Inflation
\$1,518,312

Design Has Begun

No Contingency

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: Procurement: Instructional Materials for Sunfield Elementary

Administrator Responsible/Position: Marivel Sedillo – Chief Academic Officer & Mary Noble – Deputy Academic Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

The goal of this agenda item is to authorize the use of Bond 2021 funds to purchase instructional materials for Sunfield Elementary School.

D. Summary:

Previous board action relating to this item -

Future action anticipated –

Background information- As we prepare for the opening of Sunfield Elementary School, the district will need to purchase instructional materials to support the instructional program at SES.

| Dept. | Sub Object | Estimated Cost |
|---------------------------------|------------|---------------------|
| ELAR | | \$55,884.55 |
| Math | | \$37,917.24 |
| Social Studies | | \$42,635.00 |
| Science | | \$61,093.58 |
| Pre-K | | \$18,209.96 |
| PE | | \$15,080.06 |
| Art | | \$5,224.72 |
| Music | | \$13,254.79 |
| STEM | | \$13,332.64 |
| Special Educator | | \$24,692.25 |
| Dyslexia/Intervention | | \$4,092.32 |
| Library/Makerspace | | \$9,398.97 |
| English Learners | | \$1,411.80 |
| GT | | \$1,375.46 |
| Textbooks / Inst. Materials | | \$74,704.71 |
| Assessment / Testing | | \$1,484.12 |
| Front Office/Registrar/Workroom | | \$7,093.09 |
| Counseling | | \$1,500.00 |
| Safety | | \$1,521.96 |
| Health Services | | \$0.00 |
| Total | | \$389,907.22 |

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: C&I

F. Administrative Recommendation:

Advantages/benefits of this proposal –Sunfield teachers and staff will have access to the instructional materials the district utilizes across all content areas.

G. Fiscal Impact and Cost: Total Amount: \$ 389,907.22

Budget – General Operating Fund **Bond** **Grant/Special Funds** **Other** _____

Prior Year Spending – \$

Future/Ongoing –

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action – Marivel Sedillo

Evaluation method and time line –

Next report to the board -

I. Suggested Motion:

I move that the Board approve the purchase of instructional materials for Sunfield Elementary in the amount of \$389,907.22 as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Procurement: Follett Content Solutions – Opening Day Library Collection for Sunfield Elementary

Administrator Responsible/Position: Marivel Sedillo – Chief Academic Officer & Mary Noble – Deputy Academic Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

The purpose of this agenda item is to authorize the use of Bond 2021 funds to order the opening day collection for the library at Sunfield Elementary School.

D. Summary:

Previous board action relating to this item -
 Future action anticipated –
 Background information

Rationale for Vendor

- Follett provides turnkey service with delivery, unboxing and shelving of new books.
- They have the largest inventory on hand in the industry.
- Follett is compatible with Destiny (the program librarians use to catalog books).
- The district has a local representative that guide us through the entire process from start to finish and beyond.
- Follett utilizes teachers and other educators to create a diverse list of titles across genres.
- Assurance of delivery- the books will be on the shelves when the library opens.
- Book binding is guaranteed for life and will be replaced by Follett for free.

Process for Purchasing

- Once the amount is approved, librarians from other Hays CISD schools will review the list of books in order to make sure the needs of our diverse populations are met and that there are a variety of genres of books.

E. Scope of Options Reviewed:

Buyboard Contract #609-20

This is a one-year contract with one option to renew through 05-31-2023

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: librarians

G. Administrative Recommendation:

Advantages/benefits of this proposal – Our students at Sunfield Elementary will have full access to a wide range of library books.

H. Fiscal Impact and Cost: Total Amount: \$ 195,376.09

Budget – General Operating Fund Bond Grant/Special Funds Other _____

Prior Year Spending – \$189,449.12

Future/Ongoing –

I. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action

Evaluation method and time line – Ongoing monitoring of our library service at SES.

Next report to the board -

J. Suggested Motion:

I move that the Board approve the purchase of the opening day library collection from Follett School Solutions in the amount of \$195,376.09 for library books to be placed in the new library at Sunfield Elementary School.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: Discussion and Possible Action on a Replacement Scoreboard at Shelton Stadium

Administrator Responsible/Position: Tom Westerberg, Athletic Director (Scoreboard)
Randy Rau, Chief Finance Officer (Finance Options)

- A. Purpose of Agenda Item:
 Action needed Information only Receive input
- B. Authority for This Action:
 Local Policy Law or Rule N/A
- C. Goal or Need Addressed:
Procurement of replacement scoreboard for Shelton Stadium.
- D. Summary:
 Previous board action relating to this item -
 Future action anticipated -
 Background information – The administration seeks to purchase a replacement scoreboard for Shelton Stadium. The replacement scoreboard will have the ability for expanded advertisements to offset the cost of the scoreboard.
- E. Comments Received:
 Cabinet DLT FBOC Teacher Org. Reps. Other: Athletic Director
- F. Administrative Recommendation: The administration recommends approval of the purchase and installation of the replacement scoreboard from VCRNow.
- G. Fiscal Impact and Cost: Amount: \$697,091.82 + 10% contingency (for items including, but not limited to structural engineering, geo tech studies and soil sample report, hoist and motor system electrical installation, possible additional electrical installation at the stadium, cooling system for control room, travel costs to training site in Red Oak, Texas for extensive training for use of equipment.)
 Budget - Fund Balance Bond Grant/Special Funds Other
- H. Monitoring and Reporting Time Line:
Person responsible for evaluating this decision or action: Tom Westerberg
- I. Suggested Motion:
I move that the Board approve the purchase and installation of a replacement scoreboard at Shelton Stadium from VCRNow for a total cost of \$697,091.82 plus 10% contingency as presented.

BOB SHELTON STADIUM






SPONSOR SPONSOR SPONSOR



Academy
SPORTS • OUTDOORS

Baylor Scott & White
HEALTH

Coca-Cola

H-E-B

| | | | | |
|-----------------|----------------------|-----------------------|--------------------|-------------------|
| DOWN 3 | HOME | 10:56 | GUEST | 1 QTR. |
| 18 TO GO | 0 20 2 TOL | <small>VCROWN</small> | 1 14 TOL | BALL ON 37 |

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 28, 2022

Subject: Consideration and possible approval of resolution regarding compensation of staff affected by inclement weather on February 3 and February 4, 2022

Administrator Responsible/Position: Dr. Fernando Medina, Chief Human Resources Officer

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action:

Local Policy Law or Rule NA

C. Goal or Need Addressed:

It is in the best interest of the school district, for appropriate public purposes, and to ensure effective district operations and the best use of public funds for the Board to adopt the proposed resolution.

D. Summary:

Previous board action relating to this item –

Future action anticipated –

Background information – On February 3 and February 4, 2022, Central Texas was hit with a winter storm which left ice throughout the entire district. This storm made travel impossible.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____
 From Public

All agenda items are reviewed by the Superintendent’s Cabinet.

G. Administrative Recommendation

The administration recommends the board approve the resolution regarding compensation of staff affected by inclement weather on February 3 and February 4, 2022.

H. Fiscal Impact and Cost: Amount \$ Budget Neutral (accounted for in the 20-21 Budget)

Budget – General Operating Fund Bond Grant/Special Funds Other

I. Monitoring and Reporting Timeline:

Person responsible for evaluating this decision or action – Dr. Eric Wright, Randy Rau, Dr. Fernando Medina

J. Suggested Motion

I move that the Board approve the resolution regarding compensation of staff affected by inclement weather on February 3 and February 4, 2022, as presented.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**

WHEREAS, due to a severe winter storm which left ice over the entire district, Hays CISD was closed on February 3 and February 4, 2022 (the “closure”);

WHEREAS, through circumstances beyond their control, Hays CISD employees were forced to miss work at Hays CISD during the school closure;

WHEREAS, Board Policy DEA (Local) allows the Board to authorize payment of employees during a closure for which the workdays are not scheduled to be made up at a later date;

WHEREAS, the Board of Trustees of Hays CISD recognizes its obligation be good stewards of public resources and concludes that payment of employees during the closure, as provided by this resolution, is in the best interest of the school district, serves the appropriate public purpose of positively impacting employee morale, and ensures effective district operations.

NOW THEREFORE BE IT RESOLVED BY THE BOARD THAT:

- 1) The Board determines that the District will not require employees to make up workdays missed as a result of this emergency closure;
- 2) Employees will be compensated for their regular duty schedule during the closure in accordance with the eligibility requirements and restrictions detailed below:
 - a. Any employee who had previously requested and been approved for paid or unpaid leave on February 3, 2022 and/or February 4, 2022 will be charged the appropriate leave day(s) and/or will have their pay docked for those pre-approved absences during the closure;
 - b. Any employee who was required to work during the closure but was absent from duty for a reason not related to the winter storm will be charged a leave day(s) and/or have their pay docked in accordance with District policy;
 - c. All other Hays CISD employees who were not able to work due to the closure or, if required to work during the closure were not able to report to work due to the severe winter storm, will be compensated for their regular duty schedule.
 - d. Eligible nonexempt employees paid on an hourly, not salaried, basis will be paid on an average daily rate of pay, as determined by the Superintendent, even though they did not work those days.
- 3) In accordance with Board Policy DEA (LOCAL), the Superintendent, or designee, is authorized to properly compensate those non-exempt auxiliary employees who reported to work as directed, and who performed duties assigned by their supervisor(s) on February 3, 2022 and February 4, 2022, when the District was closed due to severe weather. Any such additional

compensation shall be paid, according to the terms and conditions approved by the Superintendent or designee. This compensation is in recognition of the valuable safety-related duties performed by those employees, despite the district's closure due to bad weather, and the benefits accrued by the District for the same.

4) The Board hereby authorizes the Superintendent or designee to take any steps deemed necessary and appropriate to fulfill the purposes of this resolution.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Hays Consolidated Independent School District during a regularly scheduled meeting on February _____, 2022. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____
Nays: _____
Abstentions: _____

To certify which, witness my hand and the official seal of the District this _____ day of February, 2022.

President, Board of Trustees

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 22, 2022

Subject: Review of 2022-2023 Budget Calendar Timeline for 2022-2023 Budget including discussion of budget priorities

Administrator Responsible/Position: Randy Rau, Chief Financial Officer

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Update the Board on the 2022-2023 Budget Timeline

D. Summary:

- Previous board action relating to this item -
- Future action anticipated -
- Background information -

Dr. Wright and administration continue to hold meetings to evaluate staffing and programs within the District with a singular focus on increasing student achievement in Hays CISD. These meetings pair the review and analysis of budget worksheets with the stated budget priorities of student achievement, compensation increases, and acceptable class size ratios.

E. Scope of Options Reviewed:

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____
 From public -

All agenda items are reviewed by the Superintendent's Cabinet.

G. Administrative Recommendation: No recommendation – this is an informational item.

H. Fiscal Impact and Cost: Amount \$ TBD

Budget – General Operating Fund Bond Grant/Special Funds Other _____

Prior Year Spending: \$ _____

Future/Ongoing: \$ _____

I. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action – Randy Rau

Hays Consolidated Independent School District 2022 – 2023 Budget Calendar

| MONTH/YEAR | DATE | ASSIGNMENT |
|------------------|---|--|
| January 2022 | Ongoing | Staffing process to begin. (HR) HR engages in TASB equity study. |
| | 20 th – 21 st | Attend Texas Association of School Business Officials (TASBO) annual budget academy. Review results of the State Comptrollers property value study. Update current year student attendance worksheet to include 3 rd six week’s attendance reports. |
| | Ongoing | Review estimate of student projections for new budget year and update online budget module. Demographer report and projections. Update state funding template. |
| | 31 st | HR requests board approval to engage in early hiring. |
| February 2022 | 4 th | Preliminary calculations on federal entitlements for campus budgets. |
| | 8 th | Distribute campus/department budget worksheets <i>now online</i> . |
| | 14 th | HR to compile staffing requests from campuses and departments. |
| | 28 th | HR to provide preliminary staffing allocations to campuses. |
| | Ongoing | Assist campuses and departments on budget worksheet status. Continue work on state funding template. |
| March 2022 | 21 st | Present revenue projections/estimates to superintendent and cabinet. HR to present results of TASB equity adjustment to superintendent and cabinet. |
| | Ongoing | HR staffing discussions with departments. Update current year student attendance worksheet to include 4 th six week’s attendance reports. |
| | 28 th | Present revenue estimates to the board. |
| | 28 th | Board to approve preliminary cost of living adjustment. |
| | 28 th | Equity study present to board. |
| | April 2022 | 4 th |
| 11 th | Present staffing projections to superintendent. Prepare payroll budget template with estimate staffing projections and salary adjustments. | |
| 22 nd | Non Payroll budget will be completed and input into system(s) | |
| 29 th | Receive certified estimates from the three appraisal districts (Hays, Caldwell, and Travis). | |
| 30 th | Prepare preliminary estimate of local tax projections. | |
| May 2022 | Ongoing | Revise payroll budget template with estimate staffing projections and salary adjustments. |
| | 2 nd | Analysis Debt Service revenue estimate to determine if a resolution to defeasance debt is needed. |
| | 9 th | Present first draft to superintendent and cabinet. |
| | 9 th | Draft compensation plan to superintendent and cabinet. |
| | 16 th | Present draft compensation plan to school board. |
| | 23 rd | Adopt compensation plan. |
| | 31 st | Using certified estimate, prepare truth in taxation notice for publication. |
| June 2022 | TBD | Budget workshop. |
| | 16 th | Post truth in taxation notice no later than 10 days prior to budget adoption date. |
| | TBD | Budget workshop (if needed). |
| | 13 th | Present final draft to superintendent and cabinet. |
| | 20 th | Present final draft to school board at board workshop meeting. |
| | 27 th | Conduct public hearing on proposed new year budget. |
| | 27 th | Adopt new year budget (regular June board meeting). |
| 29 th | Post next year budget to start on July 1 st . | |

Hays Consolidated Independent School District 2022 – 2023 Budget Calendar

July 2022

- 25th Receive certified values from the three appraisal districts (Hays, Caldwell, Travis)
- 26th – 29th Revise the “Truth-in-Taxation” schedules (state template)

August 2022

- 5th Work with Hays Co Tax Assessor Collector on the revised notice to publish on District website.
- 12th Post revised Truth-in-Taxation” notice on the District’s website IF same or lower tax rate.
- 29th Board action on acceptance of certified values from the appraisal districts
- 29th Board action on ordinance for setting of tax rate

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 22, 2022

Subject: Update on possibility of tuition based PreK

Administrator Responsible/Position: Dr. Eric Wright, Superintendent of Schools

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy – CV(LOCAL)

Law or Rule

N/A

C. Summary:

Dr. Wright will update the board and community on the possibility of tuition based PreK in the district including issues and concerns that may need to be addressed.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 28, 2022

Subject: January 31, 2022 Financial Statements

Administrator Responsible/Position:

- A. Purpose of Agenda Item: Action needed Information only Receive input
- B. Authority for This Action: Local Policy Law or Rule N/A
- C. Goal or Need Addressed:
- D. Summary:
 Previous board action relating to this item - Monthly
 Future action anticipated -
 Background information – A separate summary is attached with the financials.
- E. Comments Received: Cabinet DLT FBOC Teacher Org. Reps. Other _____
- F. Administrative Recommendation:
There is no board action necessary. The monthly financial statements are presented as an information item.
- G. Fiscal Impact and Cost: Amount: \$ _____
 Budget Bond Grant/Special Funds Other _____
- H. Suggested Motion:
There is no board action necessary. The monthly financial statements are presented as an information item.

Hays Consolidated Independent School District

Division of Financial Services

21003 Interstate 35 Frontage Road
Kyle, Texas 78640
Ph: (512) 268-2141
Fx: (512) 268-2147



Date: February 28, 2022

Monthly Financial Highlights

- The monthly Financial Reports represent financial data through January 31, 2022.
- The cash and investment balances of all funds at month end totals \$257,426,407.88. The General Fund makes up the largest portion of the total with \$106,145,124.83 or roughly 41.23%.
- Through the end of the month (7/12 or 58.33% of the budget year):
 - The General Fund has collected \$137,741,259.97 (67.75% of its budgeted revenue) and has spent \$117,064,898.57 (55.66% of its budgeted expenditures). The *estimated* ending fund balance through the month of January 2022 is \$92,431,238.29.
 - The Child Nutrition fund has collected \$7,556,620.45 (66.42% of its budgeted revenue) and has spent \$4,808,593.08 (42.27% of its budgeted expenditures).
 - The Debt Service fund collected \$49,219,496.01 (85.81% of its budgeted revenue) and spent \$21,638,824.13 (37.73% of its budgeted expenditures). Debt service payments are made two times a year, February 15th and August 15th.
 - The Capital Project funds have expenditures of \$38,618,344.80 in the current fiscal year through the month of January 2022 and have collected \$41,608.28 in interest revenue. The 2021 bonds were sold in late August 2021 in the amount of \$125,000,000 and are categorized as “other sources”.
- Special Revenue funds consist of Federal, State, and local grants received by the District. Some of these grants such as Title I and IDEA are non-competitive federal grants which the District receives based on certain types of student populations reported through PEIMS. Other local grants are “competitive grants” and are awarded based on demonstrated needs. This group of funds also includes the Textbook (IMA) and awarded Education Foundation funds. Total revenue is \$12,326,087.06 and total expenditures are \$12,326,087.06.
- Current Tax collections for the month of January 2022 totaled \$35,568,744.34 representing 23.03% of the levy collected during the month. Approximately 87.06% of the total levy has been collected through the end of January 2022. In comparison, 79.80% of the total levy was collected through the end of January 2021.

If you should have any questions regarding these financials please contact me.

Randall Rau, CPA

Chief Financial Officer
Hays Consolidated Independent School District

Hays Consolidated Independent School District

Financial Reports



January 31, 2022

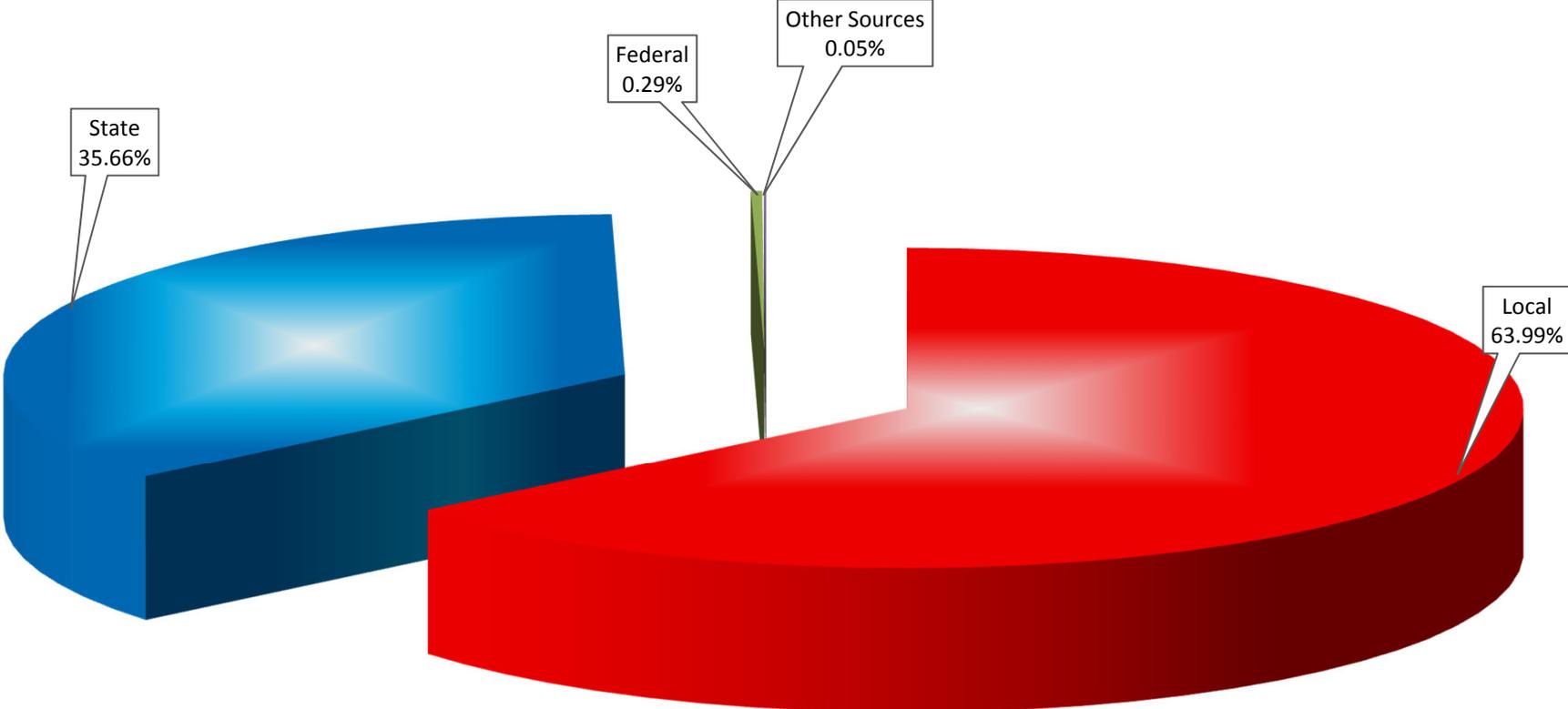
Hays Consolidated Independent School District
Combined Balance Sheet
for the Month Ending January 31, 2022
(Un-Audited)

| | <u>General</u> <u>Fund</u> | <u>Child Nutrition</u> <u>Fund</u> | <u>Debt Service</u> <u>Fund</u> | <u>Capital</u> <u>Projects Funds</u> | <u>Special Revenue</u> <u>Funds</u> | <u>Total</u> |
|--|-------------------------------|---------------------------------------|------------------------------------|---|--|--------------------------|
| Assets: | | | | | | |
| Cash and Cash Equivalents | \$ 11,102,728.44 | \$ 141,325.60 | \$ 4,864.85 | \$ 1,337,556.04 | \$ (7,816,464.02) | \$ 4,770,010.91 |
| Current Investments | 95,042,396.39 | 3,616,774.28 | 54,715,544.32 | 99,281,681.98 | - | 252,656,396.97 |
| Total Cash and Investments | \$ 106,145,124.83 | \$ 3,758,099.88 | \$ 54,720,409.17 | \$ 100,619,238.02 | \$ (7,816,464.02) | \$ 257,426,407.88 |
| Property Taxes - Delinquent | 2,091,642.49 | - | 1,022,302.30 | - | - | 3,113,944.79 |
| Allowance for Uncollectible Taxes | (634,099.59) | - | (281,855.44) | - | - | (915,955.03) |
| Due from State Agencies | 1,411,159.18 | - | - | - | 8,300,504.41 | 9,711,663.59 |
| Due from other Governments | 4,356,582.89 | - | 2,366,479.72 | - | 10,591.39 | 6,733,654.00 |
| Accrued Interest | - | - | - | - | - | - |
| Due from Other Funds | 35,205.54 | 2,361,146.78 | - | - | - | 2,396,352.32 |
| Other Receivables | 3,183.98 | - | - | - | - | 3,183.98 |
| Total Receivables | \$ 7,263,674.49 | \$ 2,361,146.78 | \$ 3,106,926.58 | \$ - | \$ 8,311,095.80 | \$ 21,042,843.65 |
| Inventories | - | 155,216.69 | - | - | - | 155,216.69 |
| Prepaid Items | 5,064,500.94 | 500.00 | - | - | - | 5,065,000.94 |
| Other Current Assets | \$ 5,064,500.94 | \$ 155,716.69 | \$ - | \$ - | \$ - | \$ 5,220,217.63 |
| Total Current Assets | \$ 118,473,300.26 | \$ 6,274,963.35 | \$ 57,827,335.75 | \$ 100,619,238.02 | \$ 494,631.78 | \$ 283,689,469.16 |
| Liabilities and Fund Balance: | | | | | | |
| Current Liabilities | | | | | | |
| Accounts Payable | \$ 59,250.85 | \$ 50.00 | \$ - | \$ 1,598,364.56 | \$ 5,697.95 | \$ 1,663,363.36 |
| Other Liabilities | 177,299.27 | - | - | - | - | 177,299.27 |
| Payroll Deductions and Withholdings | 1,796,329.06 | - | - | - | - | 1,796,329.06 |
| Accrued Wages Payable | 15,141,091.15 | 369,968.60 | - | - | - | 15,511,059.75 |
| Due to Other Funds | 2,408,385.84 | 3,419.90 | - | 4,270.74 | - | 2,416,076.48 |
| Due to State Agencies | - | - | - | - | - | - |
| Due to other Governments | 10,945.00 | - | - | - | - | 10,945.00 |
| Due to Student Groups | 279,675.26 | - | - | - | - | 279,675.26 |
| Deferred Revenues | 4,711,542.64 | 283,443.75 | - | - | 488,933.83 | 5,483,920.22 |
| Deferred Inflows | 1,457,542.90 | - | 740,446.86 | - | - | 2,197,989.76 |
| Total Liabilities | \$ 26,042,061.97 | \$ 656,882.25 | \$ 740,446.86 | \$ 1,602,635.30 | \$ 494,631.78 | \$ 29,536,658.16 |
| Fund Balance/Equity | | | | | | |
| Reserved/Designated Fund Balance | - | 1,475,320.86 | 29,506,217.01 | (46,977,946.91) | - | (15,996,409.04) |
| Current Year Revenues less | | | | | | |
| Expenditures/Expenses | 20,676,361.40 | 2,748,027.37 | \$ 27,580,671.88 | 86,423,263.48 | - | 137,428,324.13 |
| Reserved Fund Balance for Current Year | | | | | | |
| Encumbrances (POs) | 2,689,632.32 | 1,394,732.87 | \$ - | 59,571,286.15 | - | 63,655,651.34 |
| Unreserved Fund Balance/Fund Equity | \$ 69,065,244.57 | \$ - | \$ - | \$ - | \$ - | \$ 69,065,244.57 |
| Total Fund Balance/Equity | \$ 92,431,238.29 | \$ 5,618,081.10 | \$ 57,086,888.89 | \$ 99,016,602.72 | \$ - | \$ 254,152,811.00 |
| Total Liabilities and Fund Equity | \$ 118,473,300.26 | \$ 6,274,963.35 | \$ 57,827,335.75 | \$ 100,619,238.02 | \$ 494,631.78 | \$ 283,689,469.16 |

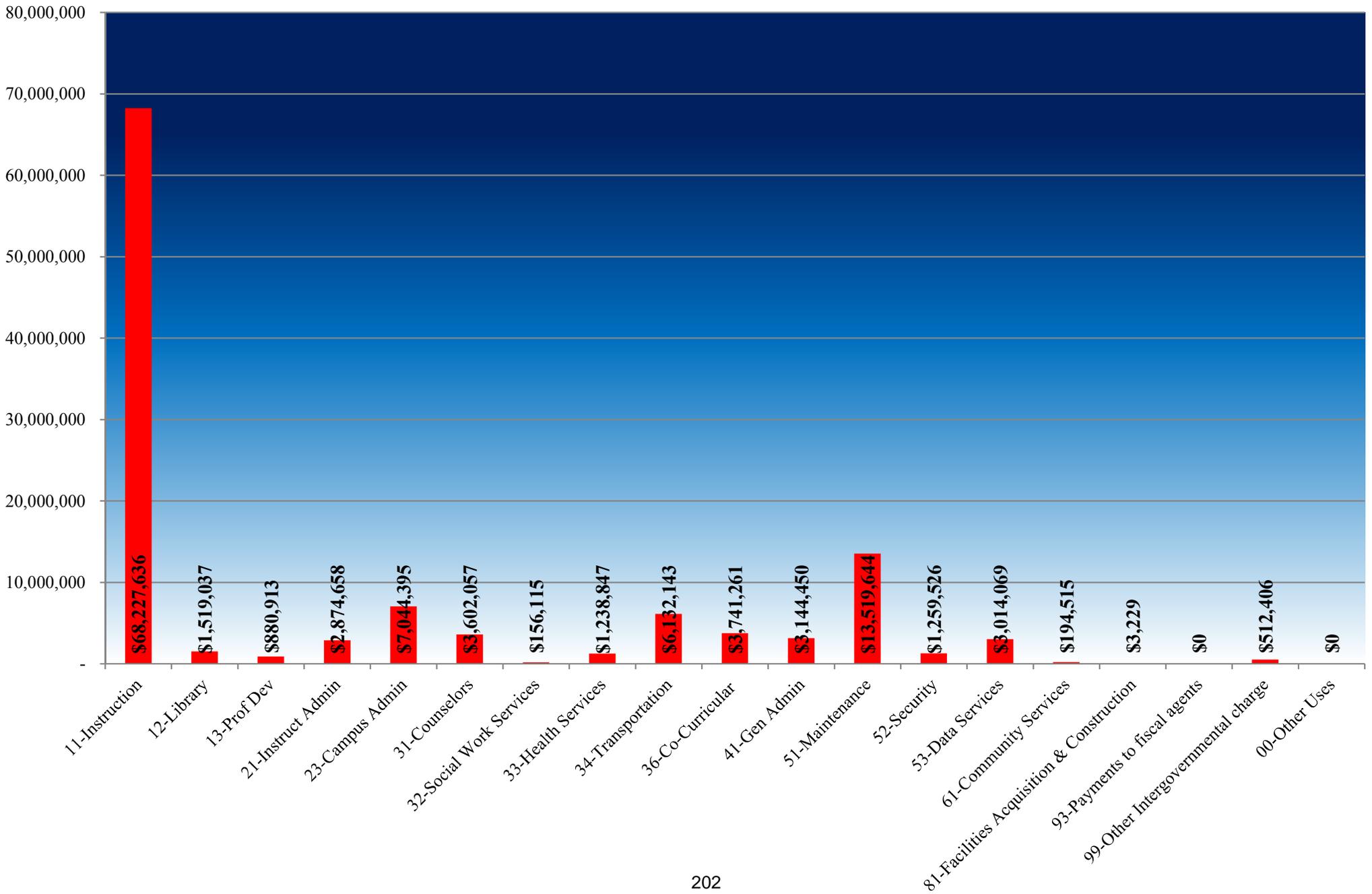
Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - General Fund
for the Month Ending January 31, 2022
(Un-Audited)

| | GENERAL FUND | | | | | |
|--|---|----------------------------------|----------------------------------|---|--|-----------------------------------|
| | <u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u> | <u>Original</u> <u>Budget</u> | <u>Official</u> <u>Budget</u> | <u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u> | <u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u> | <u>Percentage</u> <u>Y-T-D</u> |
| Revenues: | | | | | | |
| Local | \$ 71,899,275.16 | \$ 102,840,161 | \$ 104,813,359 | \$ 88,138,155.20 | (16,675,203.80) | 84.09% |
| State | 51,915,837.97 | 95,549,500 | 95,549,500 | 49,123,046.11 | (46,426,453.89) | 51.41% |
| Federal | 251,422.94 | 2,900,000 | 2,900,000 | 404,564.55 | (2,495,435.45) | 13.95% |
| Other Sources | 12,095.70 | - | 55,777 | 75,494.11 | 19,717.11 | 135.35% |
| Total Revenues | \$ 124,078,631.77 | \$ 201,289,661 | \$ 203,318,636 | \$ 137,741,259.97 | \$ (65,577,376.03) | 67.75% |
| Expenditures and Other Uses: | | | | | | |
| 11-Instruction | 66,207,124.26 | 121,273,641 | 121,434,097 | 68,227,635.94 | 53,206,461.06 | 56.18% |
| 12-Library | 1,487,735.34 | 2,761,977 | 2,763,769 | 1,519,036.83 | 1,244,732.17 | 54.96% |
| 13-Prof Dev | 666,917.69 | 1,782,392 | 1,813,509 | 880,913.28 | 932,595.72 | 48.58% |
| 21-Instruct Admin | 2,600,532.88 | 4,838,114 | 4,870,062 | 2,874,658.19 | 1,995,403.81 | 59.03% |
| 23-Campus Admin | 6,848,636.77 | 12,597,004 | 12,619,333 | 7,044,395.28 | 5,574,937.72 | 55.82% |
| 31-Counselors | 3,784,512.70 | 6,624,986 | 6,638,371 | 3,602,056.70 | 3,036,314.30 | 54.26% |
| 32-Social Work Services | 212,947.95 | 288,612 | 288,612 | 156,114.59 | 132,497.41 | 54.09% |
| 33-Health Services | 1,203,670.65 | 2,395,541 | 2,395,541 | 1,238,847.39 | 1,156,693.61 | 51.71% |
| 34-Transportation | 5,570,354.98 | 11,117,747 | 11,150,424 | 6,132,142.50 | 5,018,281.50 | 54.99% |
| 36-Co-Curricular | 3,024,944.69 | 6,342,176 | 7,296,386 | 3,741,261.47 | 3,555,124.53 | 51.28% |
| 41-Gen Admin | 2,917,935.84 | 5,586,601 | 5,624,561 | 3,144,450.03 | 2,480,110.97 | 55.91% |
| 51-Maintenance | 11,777,418.86 | 21,120,510 | 23,576,285 | 13,519,643.67 | 10,056,641.33 | 57.34% |
| 52-Security | 665,232.63 | 2,616,970 | 2,581,970 | 1,259,525.57 | 1,322,444.43 | 48.78% |
| 53-Data Services | 2,786,638.83 | 5,050,588 | 5,122,936 | 3,014,068.56 | 2,108,867.44 | 58.83% |
| 61-Community Services | 144,349.91 | 238,624 | 238,624 | 194,514.53 | 44,109.47 | 81.52% |
| 81-Facilities Acquisition & Construction | 299,903.93 | - | 527,691 | 3,228.50 | 524,462.50 | 0.61% |
| 93-Payments to fiscal agents | - | 400,000 | 400,000 | - | 400,000.00 | 0.00% |
| 99-Other Intergovernmental charge | 470,235.03 | 975,000 | 975,000 | 512,405.54 | 462,594.46 | 52.55% |
| 00-Other Uses | - | - | - | - | - | NA |
| Total Expenditures and Other Uses | \$ 110,669,092.94 | \$ 206,010,483 | \$ 210,317,171 | \$ 117,064,898.57 | \$ 93,252,272.43 | 55.66% |
| Excess of Revenues and Other Resources Over (Under) Expenditures and Other Uses | \$ 13,409,538.83 | \$ (4,720,822) | \$ (6,998,535) | \$ 20,676,361.40 | | |
| Fund Balance July 1, 2021 - (Audited) | | \$ 71,754,876.89 | \$ 71,754,876.89 | \$ 71,754,876.89 | | |
| Fund Balance Ending - Monthly Reporting Period | | \$ 67,034,054.89 | \$ 64,756,341.89 | \$ 92,431,238.29 | \$ 27,674,896.40 | |

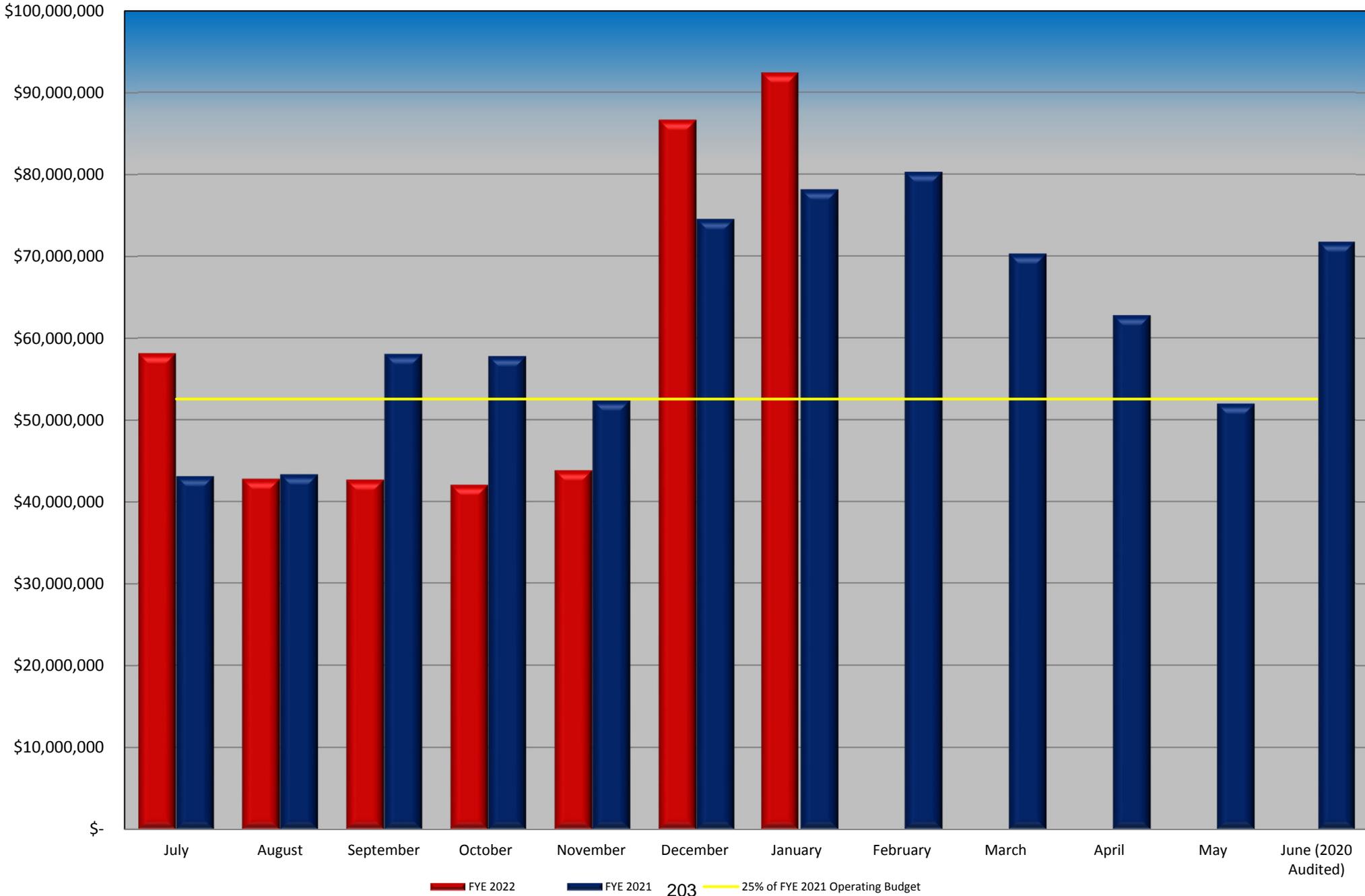
General Fund Revenues Collected to Date



General Fund Expenditures to Date



General Fund Balance by Reporting Month



Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Child Nutrition Fund
for the Month Ending January 31, 2022
(Un-Audited)

| | CHILD NUTRITION FUND | | | | | |
|--|--|----------------------------|----------------------------|--|------------------------------|-------------------|
| | <u>Prior Year</u> | | | <u>Current Year</u> | <u>Unrealized/</u> | <u>Percentage</u> |
| | <u>Actual Revenues/ Expenditures</u> | <u>Original Budget</u> | <u>Official Budget</u> | <u>Actual Revenues/ Expenditures</u> | <u>Unexpended Budget</u> | <u>Y-T-D</u> |
| Revenues and Other Resources: | | | | | | |
| Local | \$ 212,811.13 | \$ 3,786,628 | \$ 3,786,628 | \$ 603,671.78 | \$ (3,182,956.22) | 15.94% |
| State | - | 45,000 | 45,000 | 23,189.12 | (21,810.88) | 51.53% |
| Federal | 2,524,829.32 | 7,545,186 | 7,545,186 | 6,929,759.55 | (615,426.45) | 91.84% |
| Other sources | - | - | - | - | - | NA |
| Total Revenues and Other Resources | \$ 2,737,640.45 | \$ 11,376,814 | \$ 11,376,814 | \$ 7,556,620.45 | \$ (3,820,193.55) | 66.42% |
| Expenditures and Other Uses: | | | | | | |
| 35-6100 Payroll | 2,183,345.78 | 5,194,736 | 5,194,736 | 2,346,337.36 | 2,848,398.64 | 45.17% |
| 35-6200 Professional and Contracted Services | 319,529.88 | 904,618 | 904,618 | 318,309.96 | 586,308.04 | 35.19% |
| 35-6341 Food Supplies | 905,481.13 | 4,155,089 | 4,155,089 | 1,904,011.42 | 2,251,077.58 | 45.82% |
| 35-6342 Non-Food Supplies | 101,237.58 | 291,845 | 291,845 | 167,517.28 | 124,327.72 | 57.40% |
| 35-6344 USDA Commodities | - | 471,868 | 471,868 | - | 471,868.00 | 0.00% |
| 35-6349 Miscellaneous Supplies | 28,999.76 | 178,310 | 178,310 | 9,929.63 | 168,380.37 | 5.57% |
| 35-6300 Supplies & Materials | 68,726.76 | 88,004 | 88,004 | 57,009.82 | 30,994.18 | 64.78% |
| 35-6400 Food Service Other Operating Expenses | 4,527.82 | 92,344 | 92,344 | 5,477.61 | 86,866.39 | 5.93% |
| 35-6600 Food Service Capital Expenses | 6,993.97 | - | - | - | - | NA |
| Total Expenditures | \$ 3,618,842.68 | \$ 11,376,814 | \$ 11,376,814 | \$ 4,808,593.08 | \$ 6,568,220.92 | 42.27% |
| Excess of Revenues and Other Resources Over (Under) Expenditures and Other Uses | \$ (881,202.23) | \$ - | \$ - | \$ 2,748,027.37 | | |
| Fund Balance July 1, 2021 - (Audited) | | 2,870,053.73 | 2,870,053.73 | 2,870,053.73 | | |
| Fund Balance Ending - Monthly Reporting Period | | \$ 2,870,053.73 | \$ 2,870,053.73 | \$ 5,618,081.10 | \$ 2,748,027.37 | |

Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Debt Service Fund
for the Month Ending January 31, 2022
(Un-Audited)

| DEBT SERVICE FUND | | | | | | |
|---|---|----------------------------------|----------------------------------|---|--|-----------------------------------|
| | <u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u> | <u>Original</u> <u>Budget</u> | <u>Official</u> <u>Budget</u> | <u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u> | <u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u> | <u>Percentage</u> <u>Y-T-D</u> |
| Revenues: | | | | | | |
| Local Revenue | | | | | | |
| Taxes, Current Year Levy | 38,370,285.75 | \$ 56,782,902 | \$ 56,782,902 | 48,221,874.00 | \$ (8,561,028.00) | 84.92% |
| Taxes, Prior Year | 270,319.64 | 350,000 | 350,000 | 320,423.47 | (29,576.53) | 91.55% |
| Penalties, Interest and Other Tax Revenues | 63,215.97 | 225,000 | 225,000 | 64,383.48 | (160,616.52) | 28.61% |
| Earnings from Investments | 10,685.35 | - | - | 4,134.81 | 4,134.81 | NA |
| Miscellaneous Revenue | 61,884.45 | - | - | 6,970.25 | 6,970.25 | NA |
| Local Revenue | \$ 38,776,391.16 | \$ 57,357,902 | \$ 57,357,902 | \$ 48,617,786.01 | \$ (8,740,115.99) | 84.76% |
| State Revenue | | | | | | |
| Additional State Aid for Homestead Exemption | 613,352.00 | - | - | 601,710.00 | 601,710.00 | NA |
| State Revenue | \$ 613,352.00 | \$ - | \$ - | \$ 601,710.00 | \$ 601,710.00 | NA |
| Other Sources | | | | | | |
| Operating Transfer In | 1,102,939.67 | - | - | - | - | NA |
| Other Sources | \$ 1,102,939.67 | \$ - | \$ - | \$ - | \$ - | NA |
| Total Revenue | \$ 40,492,682.83 | \$ 57,357,902.00 | \$ 57,357,902.00 | \$ 49,219,496.01 | \$ (8,138,405.99) | 85.81% |
| Expenditures: | | | | | | |
| 71-6511 Bond Principal | 18,368,781.24 | 38,303,562 | 38,303,562 | 12,875,000.00 | 25,428,562.00 | 33.61% |
| 71-6521 Interest on Bonds | 9,699,676.63 | 19,019,340 | 19,019,340 | 8,744,355.13 | 10,274,984.87 | 45.98% |
| 71-6599 Other Debt Service Fees | 25,541.00 | 35,000 | 35,000 | 19,469.00 | 15,531.00 | 55.63% |
| Total Expenditures | \$ 28,093,998.87 | \$ 57,357,902 | \$ 57,357,902 | \$ 21,638,824.13 | \$ 35,719,077.87 | 37.73% |
| Excess of Revenues | | | | | | |
| Over (Under) Expenditures | \$ 12,398,683.96 | \$ - | \$ - | \$ 27,580,671.88 | | |
| Fund Balance July 1, 2021 - (Audited) | | \$ 29,506,217.01 | \$ 29,506,217.01 | \$ 29,506,217.01 | | |
| Fund Balance Ending - Monthly Reporting Period | | \$ 29,506,217.01 | \$ 29,506,217.01 | \$ 57,086,888.89 | \$ 27,580,671.88 | |

Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Capital Project Funds
for the Month Ending January 31, 2022
(Un-Audited)

| | <u>2008</u> <u>Capital Projects</u> <u>Program</u> | <u>2014</u> <u>Capital Projects</u> <u>Program</u> | <u>2017</u> <u>Capital Projects</u> <u>Program</u> | <u>2021</u> <u>Capital Projects</u> <u>Program</u> | <u>2021 - 2022</u> <u>Capital Projects</u> <u>Total Revenues/</u> <u>Expenses</u> |
|--|--|--|--|--|--|
| <i>Revenues and Other Resources:</i> | | | | | |
| Local | \$ 107.99 | \$ 238.74 | \$ 3,669.18 | \$ 37,592.37 | \$ 41,608.28 |
| State | - | - | - | - | - |
| Other sources | - | - | - | 125,000,000.00 | 125,000,000.00 |
| Total Revenues and Other Resources | \$ 107.99 | \$ 238.74 | \$ 3,669.18 | \$ 125,037,592.37 | \$ 125,041,608.28 |
| <i>Expenditures and Other Uses:</i> | | | | | |
| 6100 Payroll | - | - | - | - | - |
| 6200 Professional and Contracted Services | - | - | 11,636.90 | - | 11,636.90 |
| 6300 Supplies and Materials | - | - | 327,354.12 | - | 327,354.12 |
| 6400 Other Operating Expenses | - | - | - | 600.00 | 600.00 |
| 6600 Capital Outlay | - | 452,224.86 | 5,499,956.15 | 32,326,572.77 | 38,278,753.78 |
| 8000-Other Uses | - | - | - | - | - |
| Total Expenditures | \$ - | \$ 452,224.86 | \$ 5,838,947.17 | \$ 32,327,172.77 | \$ 38,618,344.80 |
| Excess of Revenues and Other Resources Over (Under) Expenditures and Other Uses | \$ 107.99 | \$ (451,986.12) | \$ (5,835,277.99) | \$ 92,710,419.60 | \$ 86,423,263.48 |
| Fund Balance July 1, 2021 - (<u>Audited</u>) | \$ 200,058.73 | \$ 445,427.51 | \$ 16,923,734.81 | \$ (4,975,881.81) | \$ 12,593,339.24 |
| Fund Balance Ending - Monthly Reporting Period | \$ 200,166.72 | \$ (6,558.61) | \$ 11,088,456.82 | \$ 87,734,537.79 | \$ 99,016,602.72 |

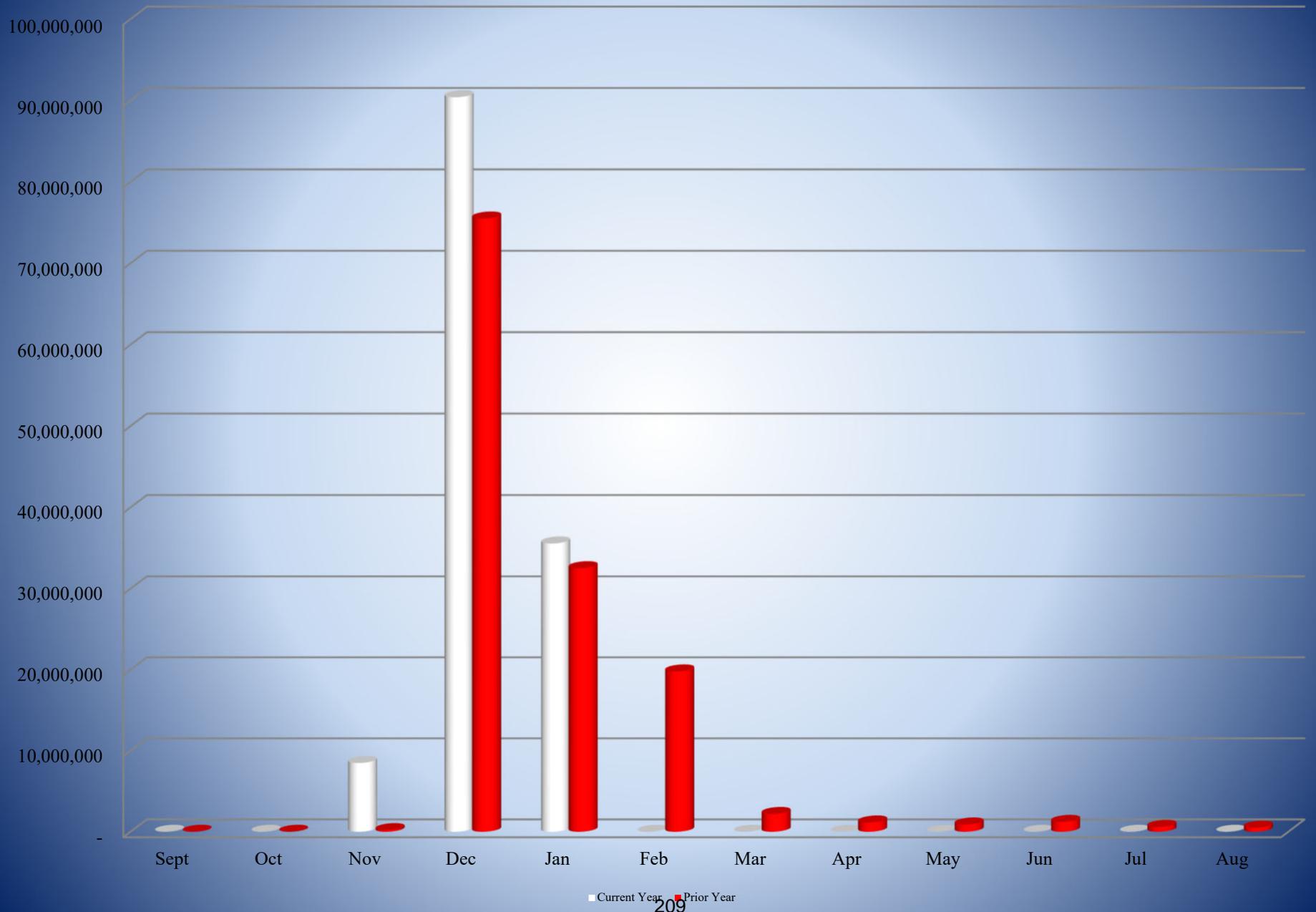
Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Special Revenue Funds (Grants)
for the Month Ending January 31, 2022
(Un-Audited)

| | SPECIAL REVENUE FUNDS | | | | | |
|---|---|----------------------------------|----------------------------------|---|--|-----------------------------------|
| | <u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u> | <u>Original</u> <u>Budget</u> | <u>Official</u> <u>Budget</u> | <u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u> | <u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u> | <u>Percentage</u> <u>Y-T-D</u> |
| Revenues: | | | | | | |
| Local | \$ 19,250.00 | \$ 1,000 | \$ 1,000 | \$ 68,422.66 | \$ 67,422.66 | 6842.27% |
| State | 975,116.23 | 1,678,535 | 1,678,535 | 1,558,176.25 | (120,358.75) | 92.83% |
| Federal | 2,858,442.80 | 23,771,185 | 23,771,185 | 10,699,488.15 | (13,071,696.85) | 45.01% |
| Total Revenues | \$ 3,852,809.03 | \$ 25,450,720 | \$ 25,450,720 | \$ 12,326,087.06 | \$ (13,124,632.94) | 48.43% |
| Expenditures: | | | | | | |
| 6100 Payroll | 3,851,214.06 | 24,330,588 | 24,330,588 | 4,977,383.36 | 19,353,204.64 | 20.46% |
| 6200 Professional and Contracted Services | 350,989.79 | 430,400 | 430,400 | 352,367.49 | 78,032.51 | 81.87% |
| 6300 Supplies and Materials | 1,287,709.92 | 648,732 | 648,732 | 6,115,811.45 | (5,467,079.45) | 942.73% |
| 6400 Other Operating Expenses | 35,408.65 | 41,000 | 41,000 | 127,589.49 | (86,589.49) | 311.19% |
| 6600 Capital Outlay | 48,473.50 | - | - | 752,935.27 | (752,935.27) | NA |
| Total Expenditures | \$ 5,573,795.92 | \$ 25,450,720 | \$ 25,450,720 | \$ 12,326,087.06 | \$ 13,124,632.94 | 48.43% |
| Excess of Revenues | | | | | | |
| Over (Under) Expenditures | \$ (1,720,986.89) | \$ - | \$ - | \$ - | | |
| Fund Balance July 1, 2021 - (<u>Audited</u>) | | \$ - | \$ - | \$ - | \$ - | |
| Fund Balance Ending - Monthly Reporting Period | | \$ - | \$ - | \$ - | \$ - | |

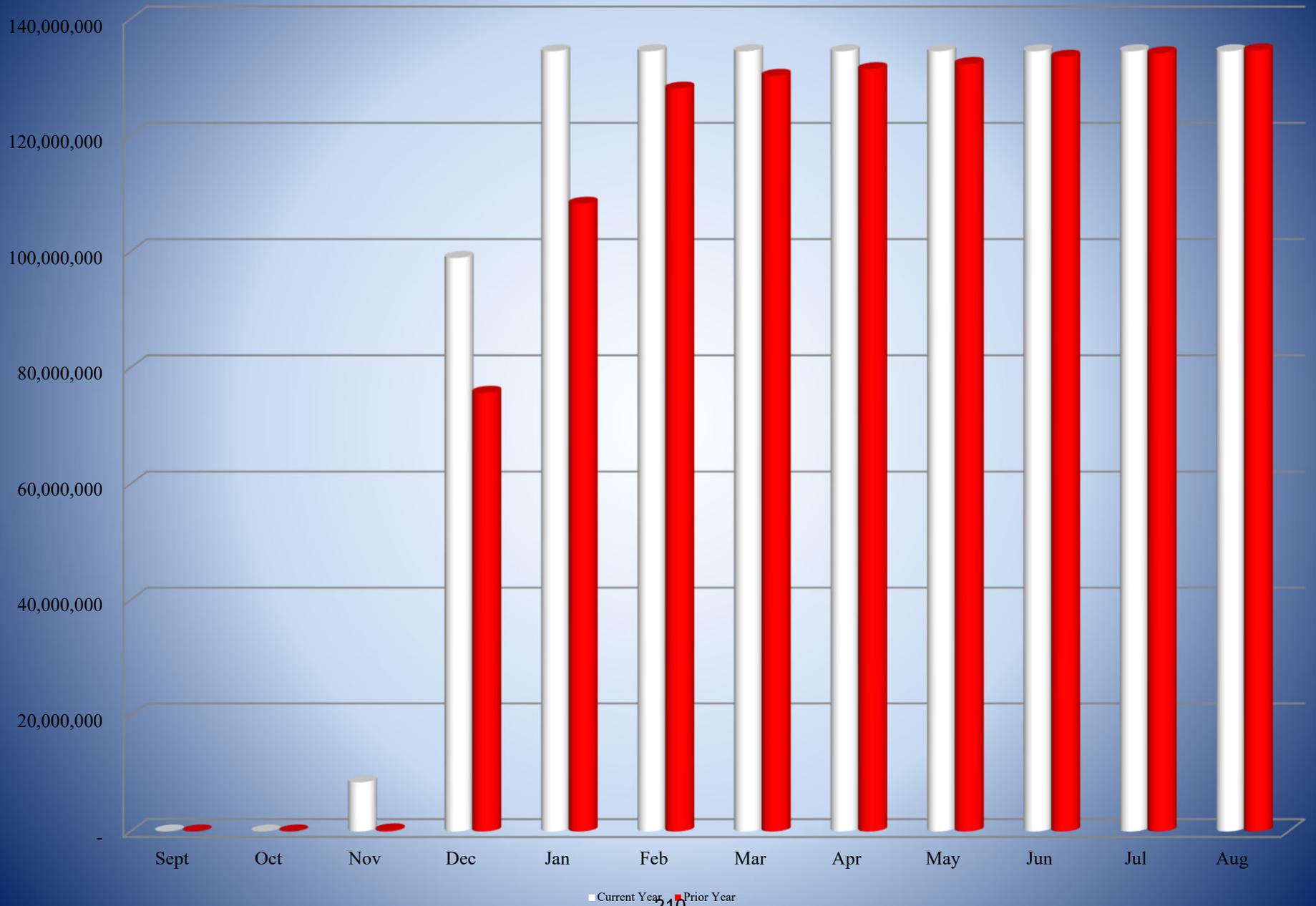
Hays Consolidated Independent School District
Monthly Tax Collection Report
for the Month Ending January 31, 2022

| | Prior Year 2020 - 2021 | | | | Current Year 2021 - 2022 | | | |
|---|-------------------------------|---------------------------------|--------------------------|-------------------------|---------------------------------|---------------------------------|--------------------------|-------------------------|
| | <u>General Fund</u> | <u>Debt Service Fund</u> | <u>Total</u> | <u>% of Levy</u> | <u>General Fund</u> | <u>Debt Service Fund</u> | <u>Total</u> | <u>% of Levy</u> |
| <u>Current Month Tax Collections:</u> | | | | | | | | |
| 5711 Taxes-Current Year Tax Levy | \$ 21,000,251.87 | \$ 11,532,201.99 | \$ 32,532,453.86 | 23.99% | \$ 22,813,506.56 | \$ 12,755,237.78 | \$ 35,568,744.34 | 23.03% |
| 5712 Taxes-Delinquent Collections | \$ 188,231.92 | \$ 93,142.62 | \$ 281,374.54 | | \$ 58,409.30 | \$ 30,471.70 | \$ 88,881.00 | |
| 5719 Penalties and Interest | \$ 16,652.20 | \$ 8,180.59 | \$ 24,832.79 | | \$ 10,519.41 | \$ 5,485.61 | \$ 16,005.02 | |
| Total Current Month Collections | \$ 21,205,135.99 | \$ 11,633,525.20 | \$ 32,838,661.19 | | \$ 22,882,435.27 | \$ 12,791,195.09 | \$ 35,673,630.36 | |
| <u>Fiscal Year to Date Collections:</u> | | | | | | | | |
| 5711 Taxes-Current Year Tax Levy | \$ 69,859,239.80 | \$ 38,370,285.75 | \$ 108,229,525.55 | 79.80% | \$ 86,233,990.88 | \$ 48,221,874.00 | \$ 134,455,864.88 | 87.06% |
| 5712 Taxes-Delinquent Collections | \$ 551,983.64 | \$ 270,319.64 | \$ 822,303.28 | | \$ 619,059.17 | \$ 320,423.47 | \$ 939,482.64 | |
| 5719 Penalties and Interest | \$ 131,149.61 | \$ 63,215.97 | \$ 194,365.58 | | \$ 126,975.85 | \$ 64,347.07 | \$ 191,322.92 | |
| Total Revenue Collected | \$ 70,542,373.05 | \$ 38,703,821.36 | \$ 109,246,194.41 | | 86,980,025.90 | 48,606,644.54 | 135,586,670.44 | |
| Total Budgeted Tax Revenue (Current, Delinquent, Penalty & Interest) | \$ 86,187,397.00 | \$ 43,715,670.00 | \$ 129,903,067.00 | | \$ 100,750,161.00 | \$ 57,357,902.00 | \$ 158,108,063.00 | |
| Percentage of Budget Collected | 81.85% | 88.54% | 84.10% | | 86.33% | 84.74% | 85.76% | |

Month to Date Tax Collections Current Levy



Year to Date Tax Collections Current Levy



HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 22, 2022

Subject: Update on construction and renovation projects in the district

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy – CV(LOCAL)

Law or Rule

N/A

C. Summary:

Previous board action relating to this item -

Future action anticipated – As needed

Background information - The board needs to monitor the progress of the bond projects and other construction projects to ensure the contract with the community is fulfilled.

D. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____

All agenda items are reviewed by Superintendent's Cabinet.

E. Administrative Recommendation: N/A

F. Fiscal Impact and Cost: Amount: N/A

Hays CISD

Board of Trustees Operating Procedures



Board Meetings

While Board Meetings are for the purpose of the Board conducting the business of the District in public, they are not public forums for the purpose of securing interaction with the public.

Developing the Board Meeting Agenda (Ref Policy BE)

- ▶ Agendas
 - The Superintendent will develop all Board Meeting agendas in collaboration with the Board President.
 - Items discussed at previous Board Meetings which are proposed for inclusion by more than one board member at a future meeting will also be added when appropriate.
 - Board Members must request to the Board President and Superintendent in writing, any item(s) they wish to have considered for placement on the agenda.
 - Items may be placed on the agenda by the Superintendent, the Board President, any Board Member with approval of the President, or through a request by any two Board Members.
 - No item can be placed on the agenda less than ten days in advance of the meeting without the Board President's approval.
 - No item can be placed on the agenda less than three work days in advance of the meeting unless an emergency or public necessity exists.
 - The complete agenda will be reviewed by the Superintendent and the Board President the Tuesday afternoon prior to the Agenda Workshop Meeting.
 - An annual agenda content calendar will be maintained by the Superintendent's office. This will be used to determine the minimum routine items that need to be on each regular meeting agenda. Other items can be added as requested following the procedures above and as noted in the minutes of previous Board Meetings. At, or close to the beginning of each school year, this agenda content calendar, including references to impacted policies and performance goals, will be presented to the Board at an agenda workshop meeting for Board review.
 - Board Members will adhere to deadlines and parameters of the Board agenda/event calendar.

- ▶ Timely Notification and Information
 - Board Members shall be notified of a meeting at least 72 hours prior to a regular meeting, workshop or special meeting, and at least one hour prior to an emergency meeting.
 - Typically, information will be provided to each Board Member via electronic or hard copy delivery. Questions regarding supporting documents should be directed to the Superintendent, or a member of the Superintendent's Cabinet, with a copy to the Administrative Assistant to the Superintendent.

- Copies of the agenda, for non-emergency meetings, shall be available for the Board Members requesting a copy no later than 5:00 p.m. on Wednesday prior to the Agenda Workshop Meeting.
 - Board members will attempt to have all questions regarding agenda items submitted to the Superintendent by 5:00 p.m. on Friday prior to the Board Agenda Workshop Meeting. The Superintendent and his Cabinet will make every attempt to communicate the answers to the questions to Board Members prior to the Monday meeting with a copy of the questions and answers included in the dais folders.
- ▶ Open and Closed Session Format
- Every Board Meeting will begin at the designated posted time and reconvene at the posted time.
 - Closed Session items for which there is a corresponding action item to be considered during the Open Session of the meeting will be scheduled prior to the beginning of the Open Session. The Board President and Superintendent shall, to the extent possible, allocate sufficient time to complete Closed Session discussion prior to the beginning of the Open Session.
 - If more Closed Session discussion is needed, the Presiding Officer shall announce that it is necessary for the Board to reconvene in Closed Session.
 - The Presiding Officer shall state publicly that any action, if taken, will be conducted in Open Session following the Public Comment portion of the meeting; or, if appropriate, that no action will then be taken.
- ▶ Consent Agenda
- The consent agenda includes items of routine and/or recurring nature, grouped together under one action item.
 - The consent agenda shall be limited to:
 - > Routine Personnel
 - > Minutes
 - > Budget Amendments
 - > Routine Contracts/Agreements
 - > Routine Procurements
 - > Acceptance of Gifts
 - > Acceptance of Grants
 - > Other items agreed to by the Board
 - Background material for each consent agenda item shall be furnished to the Board in the meeting's supporting documents.
 - All consent agenda items shall be acted upon by one vote without separate discussion.
 - A Board Member may request that an item be withdrawn for individual consideration.
- ▶ Meeting Dates
- The Superintendent and Board will develop a Board calendar that will include regular and workshop meeting dates of the Board of Trustees and the Board shall vote on the calendar annually.

- The calendar will include those items that are cyclical and/or recurring for consideration at regular or workshop meetings.

Conducting Board Meetings

▶ Quorum

- Attendance at Meetings - Whenever a Board Member will be late to, or absent from, a meeting or workshop, the Board Member must notify the Board President and the Superintendent's Secretary of the absence or the anticipated time of arrival to the meeting or workshop.
- Any time four or more Board Members are gathered to discuss school district business, it is considered a meeting, and must be posted as such according to Board legal policy.

▶ Closed Sessions

- The Board may meet in Closed Session as provided for in the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E.
- Before any Closed Session is convened, the Presiding Officer will announce publicly, as appropriate, that matters before the Board exist that necessitate convening into Closed Session to serve and protect the interests of the District, and that any action, if necessary, resulting from duly posted Closed Session items shall be conducted in Open Session. The Presiding Officer will also announce the specific sections of the Texas Government Code under which the Board will be meeting in closed session.
- The posted agenda shall identify the section or sections of the Act authorizing the Closed Session and the general topics or subjects to be discussed. The Presiding Officer of the Board shall publicly identify such section or sections and such topics and subjects.
- The Superintendent shall attend all sessions of the Board, both Open and Closed, except when the Board desires to meet without the Superintendent to consider the Superintendent's contract, evaluation or performance, or to resolve conflicts between individual Board Members, or to act as a tribunal.
- In the event of the Superintendent's illness or Board approved absence, the Superintendent's designee shall attend such meetings.

▶ Public Participation at Board Meetings

- The Board shall provide for public comment at each meeting, including all regular and special meetings. (Ref Policy BED)
- Prior to the beginning of the Public Forum, the Presiding Officer will announce the rules for public participation.
- A citizen must sign up on the appropriate form prior to the Public Forum portion of the agenda. The topic described on the form may be complete and in sufficient detail as to determine appropriateness of the topic prior to addressing the Board. Comments on posted agenda items may be taken first. Comments on non-agenda items may be permitted only after all agenda-specific comments have been made and if time permits.

- Public comments may be on items listed on the agenda or other areas of school district operations. Speakers with specific complaints or comments about identifiable students, employees, or officials of the District will be directed to the appropriate District administrator and/or the District's formal complaint process. Speakers shall be discouraged from using the names of specific individuals in their public comments.
 - Questions asked during Public Forum on posted agenda items may be answered or addressed by the Board during the discussion of that agenda item. Comments or questions on topics not on the posted agenda may be referred to the Superintendent for consideration and a later response, if appropriate.
 - The Presiding Officer shall determine the time limitation for each speaker, based on the number of individuals signed up to speak in Public Forum at the entrance prior to reconvening in open session. The time allotted to each speaker shall not exceed five minutes. Groups of five or more people wishing to speak on a single subject will be encouraged to appoint a spokesperson to express the views of the group. A speaker may not defer his/her allotted time to another speaker.
 - The Presiding Officer shall determine the total allotment of time for each Public Forum, based on the number of individuals signed up to speak at the start of each meeting. The standard time allotted for Public Forum shall be a total of 30 minutes.
 - The Board vests in its Presiding Officer the authority to terminate the remarks of any individual when such individual does not adhere to the established rules.
 - The Board shall not tolerate disruption of the meeting by members of the audience. If any person disrupts the meeting by his or her words or actions, the Presiding Officer may request assistance from law enforcement officials to have the person removed from the meeting.
- ▶ Board Meeting Parliamentary Procedure (Ref Policy BE)
- The Board President serves as the Presiding Officer at Board Meetings. In the absence of the President, the Vice-President will preside.
 - The Board shall be guided by parliamentary procedure as detailed in Robert's Rules of Order, for Small Boards and Committees, or as spelled out in adopted procedure.
 - The Board President has the responsibility to keep the discussion to the motion at hand and shall halt discussion that does not apply to the business before the Board.
- ▶ Transacting Business (Ref Policy BBE)
- When an agenda item is presented, a discussion shall be held and a decision reached through voting in accordance with prescribed procedures.
 - Whenever possible, the Board should work toward a consensus model of decision-making. There may be dissenting votes which are a matter of record. However, once a decision has been made, all Board Members should support the majority vote of the Board, recognize that it carries the full authority of the Board, and individually respect that vote.
 - Whenever possible, board members are strongly encouraged to state reason why they are abstaining or voting no on an item.

- ▶ Hearings (Ref Policy [FNG](#), [FOD](#), [DGBA](#), [GF](#))
 - Employee, community and/or student/parent grievances will be handled according to Board policy [FNG](#), [FOD](#), [DGBA](#), [GF](#).

Board Workshops

The Board will conduct Special Meetings/Board Workshops as needed.

- ▶ The workshop format is intended to allow the Administration to present information to the Board that is:
 - Time sensitive and/or discussion intensive
 - Required by law, rule or policy, and
 - Is necessary for the efficient and effective operation of the District
- ▶ Board workshops are not intended to substitute for regular monthly Board Business Meetings, although a quorum of the Board may take action, as necessary.
- ▶ The workshops are intended to allow an opportunity for presentation, questions, discussion and an assessment of the Board's perspective.
- ▶ The Board President serves as the Presiding Officer at Board Workshops; however, it is understood that the intended nature and format of workshops allows for the Superintendent to substantially facilitate the presentation and ordering of items under consideration. In the absence of the President, the Vice-President will preside.

Board Committees (Ref Policy [BDB](#))

- ▶ The Board may, from time to time as it deems necessary, create committees to facilitate the efficient and necessary operation of the Board.
- ▶ The President shall appoint members to special Board committees, and the Board President and the Superintendent shall be ex officio members of all Board committees unless otherwise provided by Board action.

District- and Campus-Level Committees

- ▶ District- and campus-level planning and decision-making committees serve in an advisory capacity to the Board and make recommendations to the Board for final Board action; therefore, Board Members shall not serve on or attend such committees, except the Board and Superintendent Student Advisory Panel, unless otherwise provided by federal or state law, or approved by the Board

Electing Board Officers (Ref Policy [BDAA](#))

- ▶ At the first meeting after each election and qualification of Board members, the members of the Board shall organize by selecting:
 1. A president, who shall be a member of the Board – Presides as chair over meetings.

2. A vice president, who shall be a member of the Board – Fills in as chair if President unable to attend or chair meeting
3. A secretary, who may or may not be a member of the Board – Records requests for information from trustees.
4. Such other officers and committees as the Board may deem necessary
Education Code 11.061(c).

- ▶ A vacancy among officers of the Board shall be filled by majority action of the Board.

ANNUAL EVALUATIONS

Superintendent Evaluation (Ref Policy BJCD, BJCF, BJA)

- ▶ The Superintendent evaluation instrument will be updated and approved annually in conjunction with the adoption of the Board and Superintendent Goals.
- ▶ Three formative evaluations may be conducted annually in closed sessions at the Board Agenda Workshops. The suggested dates of these evaluations are the Agenda Workshops in February, August and November, or as close to those months as possible. New Board members will receive training on how to evaluate the superintendent prior to the first formative dialogue session.
- ▶ A summative evaluation will be conducted in closed session annually in May.
 - This closed session shall be on a date separate from the regular monthly Board Agenda Workshop or Board Meeting.
 - This session may include a discussion of the Superintendent's contract.
- ▶ The Board will use the approved evaluation instrument for the summative evaluation. A copy of the evaluation document will be completed in advance by each Board Member and brought with the Board Member to a special closed session meeting. After coming to a consensus on each evaluated item, the Board shall prepare a single composite Summative Evaluation Document to be given to the Superintendent for discussion during that closed meeting.
- ▶ The Board shall strive to accomplish the following objectives during each evaluation.
 - Develop and sustain a harmonious working relationship between the Board and the Superintendent.
 - Ensure administrative leadership for excellence in the District.
 - Formulate Board consensus about the Superintendent's performance and the District's progress toward achieving its goals and objectives.

Board Evaluation/Team Building

- ▶ There will be a routine assessment of the status of the Board/Superintendent team annually as required by law.

- ▶ The evaluation and team building process may include:
 - Board operating procedures
 - Board Member training
 - Social Contract
 - Conflict resolution
 - Working relationships with the Superintendent
 - Long-range planning and goal setting
 - Relationship with the community

INDIVIDUAL BOARD MEMBERS

Access to Information (Ref Policy BBE)

- ▶ An individual Board Member, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code.
- ▶ Individual Board Members shall not have access to confidential student records, unless there is a legitimate educational interest in the records in accordance with policies FL (LEGAL) and (LOCAL).
- ▶ A Board Member may request existing information and reports from the Superintendent's office. If the information is not available or a new report must be generated, it shall be requested through the Board President. If the Board President does not agree to the request, it may be resubmitted to the Board President by two or more Trustees. In case of emergency, the Board President may request information or reports.
- ▶ Board Member inquiries of staff shall be limited to Superintendent's Cabinet and responses will be distributed to all Board Members.

Communication with Other Board Members

- ▶ Board electronic and written communications regarding District issues should be routed through the Superintendent's office so that information can be disseminated and/or questions can be addressed in this manner, rather than among and between Board Members.
- ▶ A Board Member may discuss a District issue with no more than two other Board Members unless in a duly posted Board Meeting.

Communication with the Media

- ▶ The Board President serves as the official spokesperson for the Board team to the media/press on issues of media attention.
- ▶ Media calls should be directed to Superintendent and the Chief Communication Officer as the district spokesperson.
- ▶ Board Members asked for individual comments or opinions by the media/press are to qualify those statements as being the opinion of the individual Board Member and not representative of the Board as a whole or the District.

Complaints to Board Members (Ref Policy BBE)

- ▶ Employees, students, parents or other members of the public who bring concerns or complaints to an individual Board Member for the purpose of seeking remedy or perspective shall receive guidance that reflects:
 - An understanding by each Board Member that information provided to a Board Member, in some specific situations, could cause the Board Member receiving the information to be disqualified from participating in future hearing(s) or action by the Board specific to the issue;
 - Adherence to the Board's policies (DGBA, FNG, FOD and GF) regarding complaints and grievances.
- ▶ Board Members may notify the Superintendent's office of any complaint.
- ▶ As necessary, the Superintendent or designee shall guide the complainant to the appropriate staff member.

Visits to Campuses

- ▶ Board Members are encouraged to attend any and all school events as their time permits, and to show support of school activities.
- ▶ Board Members must notify the Superintendent or designee prior to visiting a campus in an official capacity.
- ▶ Board Members shall not visit a campus in an attempt to evaluate.

Board Member Training (Ref Policy BBD)

- ▶ Board Members are required to attend training set forth in Policy BBD. In addition to the orientation and team building training, a Board Member shall receive additional continuing education on an annual basis, in fulfillment of assessed needs and based on the framework for governance leadership. At a minimum, the district will cover the cost of registration, travel and lodging for each Board Member for the minimum number of hours shown on the *Continuing Education Requirements for School Board*

Members as published on the TASB website (with the exception of the 2021 TASA/TASB Convention). All costs for additional training will be the responsibility of the individual Board Member, unless otherwise agreed to by the Board

- ▶ Board memberships to any and all associations shall be brought to the Board for discussion and approval.