

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held October 3, 2022, beginning at 6:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

The subjects to be discussed or 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.

During the course of this meeting the Board of Trustees may determine that a closed meeting of the Board of Trustees is required, to discuss the items set forth below. Such closed meeting is authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The closed meeting will be held by the School Board at the date, hour and place indicated in this Notice/Agenda or as soon after the commencement of the meeting covered by this Notice/ Agenda as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to, the sections and purposes covered by the following sections of the Texas Government Code: 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.083, 551.084. Should any final action, decision or vote be required with regard to any matter considered in closed session, the final action, decision or vote shall be in the open meeting, or at a subsequent public meeting, with notice.

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags
Bianca Renovato and Luke Rothermel, Barber Middle School
3. Special Recognition
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 - B. Texas Education Human Resources Day 6
 - C. KJHS Honors Band Mark of Excellence National Award 8
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DP(LOCAL): PERSONNEL POSITIONS	
EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)	
EHBC(LOCAL): SPECIAL PROGRAMS - COMPENSATORY/ACCELERATED SERVICES	
EIE(LOCAL): ACADEMIC ACHIEVEMENT - RETENTION AND PROMOTION	
FDE(LOCAL): ADMISSIONS - SCHOOL SAFETY TRANSFERS	
FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE	
FEC(LOCAL): ATTENDANCE - ATTENDANCE FOR CREDIT	
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• Approval of Proposals Received-Contracted Services 21-09-1145	
• September 12, 2022 Minutes	
• Out of State Travel-Dr. Jeff Pack, Deputy Superintendent for Educational Services	
• Donation to DHS Cosmetology-Veanna Veasey	
• Campus Fundraising Request-KJHS Dance, MJHS Athletics	
• MOU Between DISD and 3Strands Global Foundation	
• Out of State Travel-Facility Services	
13. Adjournment	

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, September 30, 2022 at or before 4:30 p.m.

DISD complies with Title II and will make efforts to ensure that board meetings are accessible to qualified individuals with disabilities by furnishing appropriate auxiliary aids and services and making reasonable accommodations. Contact the Asst. Supt. for Administration at (281) 229-6024 should you need accessibility.



Carla Voelkel

Superintendent of Schools

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: October 3, 2022

Item Title: Big Impact Award

Agenda Item: Kimberly Rich

Background Information:

The Big Impact Award is an employee recognition award given once per month to individuals who make an impact by going above and beyond the call of duty. Honorees are nominated by peers, supervisors, or community members.

Big Impact Award Honorees exemplify the following attributes:

1. Provide outstanding service to others
2. Assist others beyond normal expectations
3. Create a positive impression of their department
4. Sacrifice their time and energy for the "Gator" good
5. Act with honesty and integrity at all times

Vonda Johnson, Instructional Paraprofessional, Calder Road Elementary

- Vonda has always gone above and beyond when considering the needs of the students and staff at Calder Road. She is a problem solver, risk taker and creative individual. She has a way of problem-solving situations and coming up with creative solutions. She works hard to build relationships with the students and staff at Calder. Vonda embraces difficult situations and finds the positive in every single one. Even in the toughest situations, with the toughest students you will find Vonda with joy in her heart and a smile on her face. She is a treasure, and we are so thankful that she chose Calder Road as her "work home."
- Vonda Johnson makes a big impact on our campus daily. She's a paraprofessional who is well known and respected at Calder Road. Vonda always wears a smile whether she is working in the cafeteria or working with a small group of students reviewing site words or math facts. Vonda is patient, and we can count on her to do what's best for kids. We're thankful to have her at CRES.
- Vonda is a paraprofessional at CRES, but her contributions to our school go way beyond the role of a paraprofessional. She is literally all over the campus daily, supporting the behavior coach, supporting the front office, supporting classroom teachers, supporting students, supporting the academic coaches, and even

supporting the principals. She is skilled in providing interventions for students, providing the office with more efficient ways to complete tasks, and in managing even the most severe student behaviors. If we want something done correctly and promptly, we say, "Just ask Vonda." She knows each child by name and is always eager for a new challenge. Vonda comes to work with a smile each day, consistently choosing humor instead of negativity. She is truly an irreplaceable asset to our campus and the ultimate role model for any professional at Calder.

Jenna Simsen, Director of Marketing and Digital Media, DISD Communications/Public Relations Department

- Jenna Simsen is an altruistic school and community leader. Jenna is truly what Collins defines as a Level 5 Leader. That is, Level 5 leaders display a powerful mixture of personal humility and indomitable will. They're incredibly ambitious, but their ambition is first and foremost for the cause, for the organization and its purpose, not themselves. She helps anyone and everyone no matter the time of day. Jenna supports teachers and administrators late at night, on weekends, off hours, and even on vacation. She promotes DISD through her many community connections as Rotary Board - Past President, Destination Dickinson - Founding Board Member, Keep Dickinson Beautiful - Board Member, and Dickinson Historical Society - Board Member. No one was surprised when Jenna ran unopposed for a seat on Dickinson City Council in the spring of 2022.
- She's stepped up to lead the Education Foundation during the loss of leadership, and ensured the new leadership had a smooth transition by continuing to be a resource for the department throughout the school year with signature events. She works diligently with every department and campus to create branding, logos, artwork, videos, social media posts, programs, and advertisements. Jenna streamlined communication and marketing efforts in several programs by establishing relationships with teachers and students who participate in the programs, and as a result, even trained a Gator graduate intern who has been with her since 2020.
- In February, Jenna was recognized by her peers and received multiple state awards for graphic design, branding, videos, and logos at Texas School Public Relations Association (TSPRA). Our CTE program has benefitted from her expertise in many facets. Jenna continues to highlight CTE through videos, social media, and other avenues. I appreciate the heart she has for each of our students and every program which is reflected in her work time and time again. Thank you, Director and Councilwomen, Jenna Simsen for the outstanding service you provide to DISD and your community while sacrificing your time and energy for the "Gator" good. Your dedication to making the students, employees, and community members of Dickinson shine does not go unnoticed!

Deputy Shala Warfield, DISD School Resource Officer, Kranz Junior High School

- On August 30, 2022, Deputy Shala Warfield investigated a terroristic threat made toward San Leon Elementary School and a student attending San Leon Elementary School. The threats were made by a fictitious online account. Deputy Shala Warfield was able to identify the IP Address of the email account and traced the IP Address back to an address in La Marque, Texas. Deputy Shala Warfield contacted the Criminal Investigation Division to assist with the interview of the suspects. Detective Mitchell Stephenson and Deputy Shala Warfield completed interviews of the juvenile suspects. Deputy Shala Warfield demonstrated competence, intelligence, and attention to detail in this investigation which led to the arrest and apprehension of two juvenile students. In addition to the threats investigated by Deputy Shala Warfield, the La Marque Police Department filed additional charges on the same two juveniles for sending bomb threats to La Marque High School. Outstanding job from Deputy Shala Warfield on this investigation.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

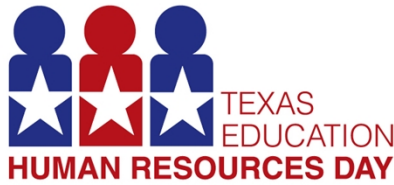
Meeting Date: October 3, 2022

Item Title: Human Resources Resolution

Agenda Item: Carla Voelkel

Background Information:

Board President Corey Magliolo will sign a resolution proclaiming October 12, 2022 as Texas Education Human Resources Day throughout the district.



Resolution

Whereas, the Human Resources division is instrumental in recruiting, selecting, resourcing, and retaining quality staff in support of providing an excellent education for all students; and

Whereas, Human Resources plays a key role in fostering satisfaction and loyalty among employees by allowing for professional growth and development and keeping employees informed about policies, working conditions, compensation, and benefits; and

Whereas, Human Resources monitors and manages current and future workforce trends, organizational culture, legal and legislative trends, and ethical and social responsibility; and

Whereas, Human Resources is an important part of district leadership and is vital to the overall productivity and efficiency of the district's workforce; and

Whereas, Human Resources is a valued and respected department that sustains the district's most important asset—its people;

Therefore, the Board of Trustees of the Dickinson Independent School District does hereby resolve that October 12, 2022, will be observed as Texas Education Human Resources Day throughout the district. The Board also encourages students, staff, and parents to express their appreciation to our human resources team members for their dedication and commitment to Dickinson ISD employees and students.

Signature _____ Date _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: October 3, 2022

Item Title: Kranz Honors Band Mark of Excellence National Award

Agenda Item: Tammy Dowdy

Background Information:

For the second year in a row, the Kranz Junior High Honors Band is a National Winner in the Mark of Excellence/ National Wind Band Honors project. Coordinated by the Foundation for Music Education, the competition allows schools to enter recordings which are judged by nationally acclaimed adjudicators, with the top quarter being named National Winners and the second quarter named Commended Winners.

The Mark of Excellence is a national music competition that recognizes musical ensembles for high standards in performance. This past year, 376 of the finest musical ensembles in the nation entered the competition in all classifications. The project has now received entries from 39 states. All of the groups receive recorded and written comments from the adjudicators, and a compilation recording of the National Winners.

Representing the Kranz Honors Band are members of the Band Council. They include:

Barbara Baeza	Vallarie Carden
Dannie Bannister-Yarde	Autumn Hodges
Jaelyn Waller	Raul Hernandez
Jeremiah Keys	Carly Swartz
Lila Blackman	Rhynia Sanderson
Mikayla Rios	

The Kranz Band is led by directors **Kelby Koch** and **Juan Castillo**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Item Title: Public Comment: Agenda Items

Agenda Item: Carla Voelkel

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening regarding agenda items per HB 2840. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Item Title: Open Forum

Agenda Item: Carla Voelkel

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received. Each will be limited to no more than three minutes. No one may begin addressing the Board thirty minutes from this time.

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: October 3, 2022

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.074** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.082** school children; school district employees; disciplinary matter or complaint, and **Section 551.0821** for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation.

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 3, 2022

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have two (2) resignations: one (1) Teacher at Dickinson High School, one (1) Teacher at Coastal Alternative Program

Recommendation:

The Superintendent recommends the employment and ratification of the resignations/retirement of the above personnel.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: October 3, 2022

Item Title: Written Reports

If a request to pull a Written Report is not received by the afternoon of the Board meeting, the report writer will not be in attendance and President Magliolo will move to the next item.

Background Information:

Written Reports

- School Liaison Officer Safety Report-Robert Cobb/Sgt. Cliff Foster
- Tax Report for August, 2022 and Year to Date-Kelly Logsdon

Recommendation:

Information only

Action Item: _____ Yes _____ No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 3, 2022

Item Title: Board Safety Report

Agenda Item: Robert Cobb

Background Information:

Attached is the Board Safety Report for middle of July 2022 through September 2022. The report updates safety training through July and cumulative discipline reporting for the school year.

Recommendation:

Information only

Action Item: _____ Yes _____ No

Safety Report Update October 2022

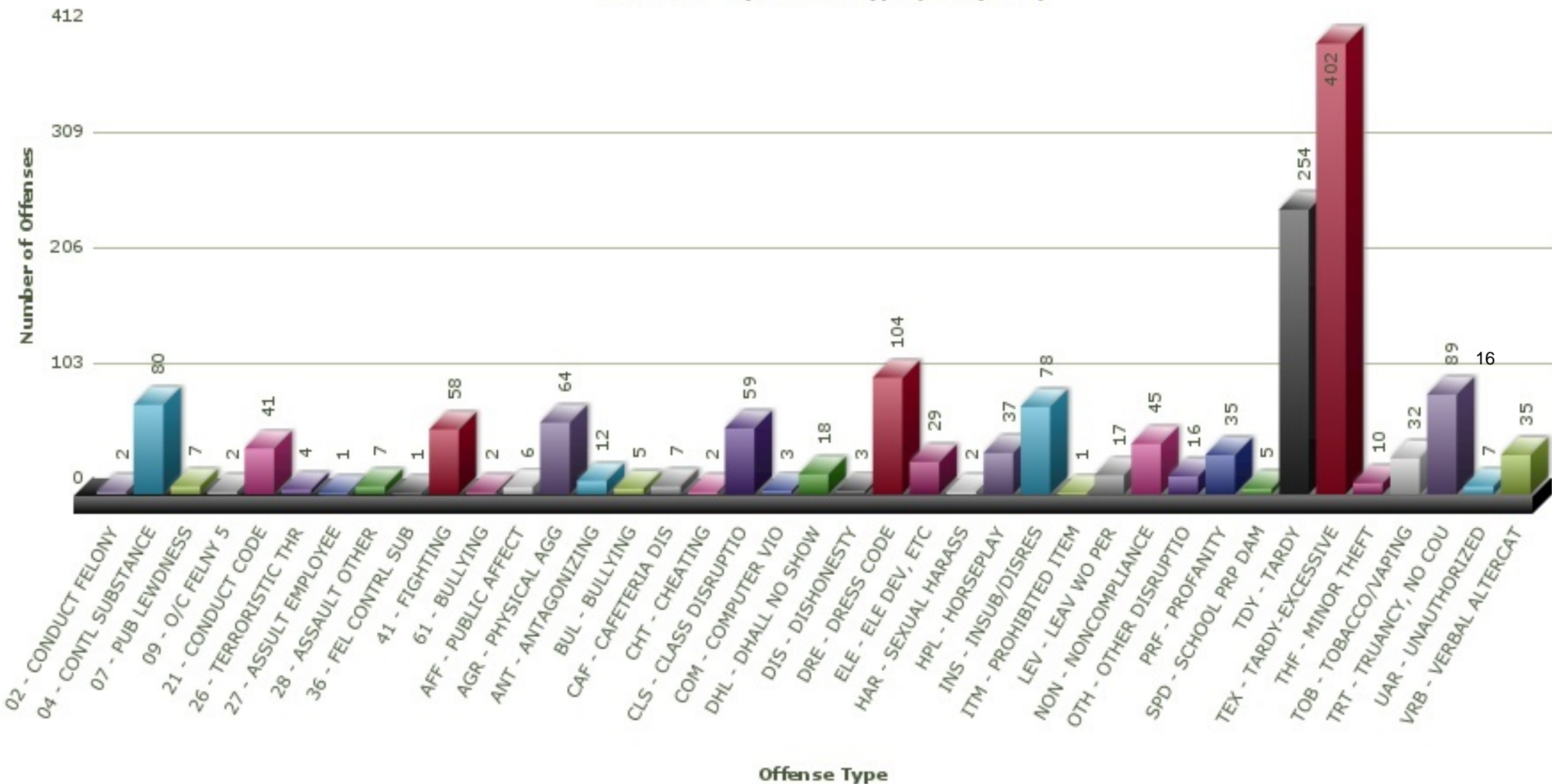
Safety was our summer focus after Governor Abbott charged TEA with a set of directives requiring public schools to take actions regarding campus safety. These actions included: conducting a Targeted Partial Safety Audit, conducting an Exterior Door Safety Audit, convening the district Safety and Security Committee to review the district EOP and Active Threat Plan, ensure all campus staff (including substitutes) are trained on our Emergency Procedures Guide, schedule campus mandatory drills before school starts, ensure all threat assessment team members are trained, and review and update access control procedures. The district has established procedures to ensure that campuses conduct and document exterior door sweeps (to ensure doors are locked and not propped open) on a weekly basis. Dickinson ISD has completed all the required safety actions and submitted our report to the state. All staff have been trained to ensure the safety of our campuses, and we have put procedures in place to ensure that our safety protocols are followed. Every campus has a process in place to check that exterior doors are locked, and the results of their weekly checks are entered into a spreadsheet which is verified by the district every week.

Safety trainings were also at the forefront during the summer. Since the July report, district employees have attended various trainings to improve safety on our campuses. The Galveston County School Safety Committee met for the first time on July 12, 2022. This committee includes Galveston County Commissioner Joe Giusti, Galveston County Law Enforcement agencies, Galveston County school districts, and community members as well. The goal of the committee is to create safer schools in Galveston County by bringing all stakeholders together to combine our expertise and create a system of safer schools. Several district personnel attended a "Day with the Secret Service" on July 26, 2022 in Sugarland; the Secret Service presented their Safe Schools Program designed specifically for school officials and law enforcement. The district's Safety Committee met on August 5, 2022 to review the mandates established by Governor Abbott and review and update our safety plans. We also shared our updated Standard Response Protocols and Avoid, Deny, Defend posters to be posted in all classrooms prior to the start of school. More students in the U.S. are being diagnosed with diabetes, and the district took steps to address that during the summer by training all our bus drivers in diabetic care. UTMB presented information to a packed auditorium at McAdams Junior High on August 8, 2022. The presentation was followed by an interactive session afterwards where many of the participants were able to get their questions answered. Thank you UTMB, Erica Hollister, and the entire Special Programs Department for a great training. League City PD Assistant Chief Cliff Woitena presented Civilian Response to Active Shooter Events (CRASE) trainings for all district administrators. The district appreciates his efforts to make Dickinson ISD an even safer place for students and employees.

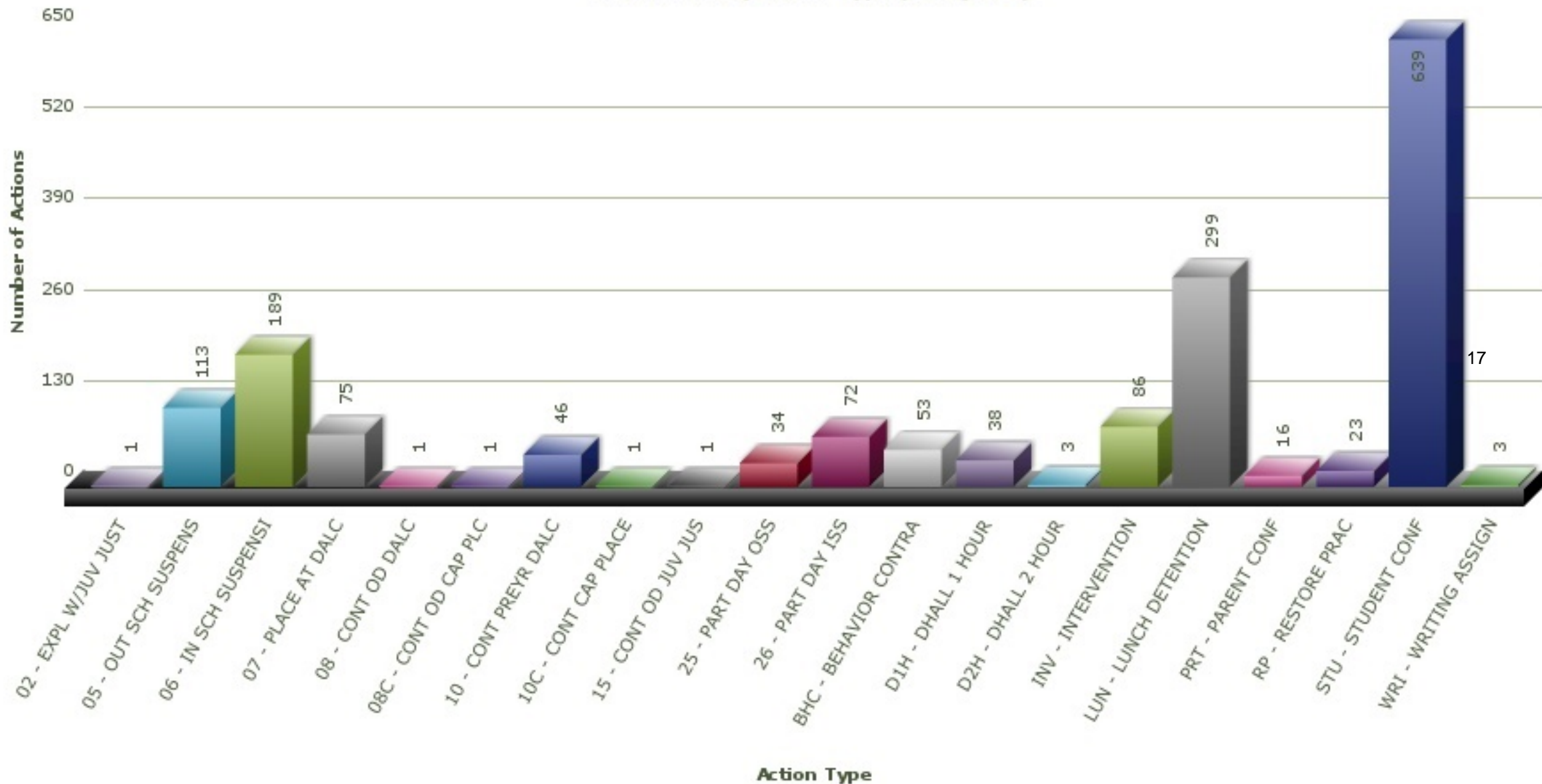
Dr. Pack met with KHOU reporter Jeremy Rogalski regarding school threats for a story aired on Channel 11. The story focused on the effects of threats on schools regarding low student attendance and the after affects. The news story emphasized the affects of online/phone threats on student learning and how low attendance affects funding. The story is currently on the KHOU news website.

The start of the school year has been very active discipline-wise. The Discipline Offenses graph shows 80 controlled substance violations, 58 fighting incidents, 64 physical aggressions, and 32 tobacco/vaping issues. These incidents have resulted in 113 out of school suspensions, 189 in school suspensions, and 75 DALC placements. The additional assistant principals and security monitors have really helped regarding safety and discipline at the high school. We have adults in place and monitoring student behavior throughout the day which is one reason we are seeing the increase in these numbers; the additional support allows us to better enforce the code of conduct as well as state laws.

Discipline Offenses Breakdown by Offense Type (Entity 000)



**Discipline Actions
Breakdown by Action Type (Entity 000)**



**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: October 3, 2022

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for August, 2022 and year to date is attached.

Recommendation:

Information only.

Action Item: _____ Yes No

Dickinson Independent School District
Monthly Tax Collections Report
Maintenance Operations and Interest Sinking

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
2018	\$3,689,155,526	\$1.520	\$56,075,164	\$54,995,123	98.07%										
2017	\$3,390,794,185	\$1.520	\$52,218,230	\$51,140,065	97.94%										
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712	\$346,665	\$63,813,518		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	97.88%	97.88%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020	\$166,788	\$1,169,927	19 99.67%	
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$513,453	\$64,983,444		
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512	\$42,502	\$587,663		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$555,955	\$65,571,107	100.57%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	% To Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	98.35%	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	
2018 Tax Year	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Totals:	% To Total	
Current Year Tax	Pending Billing	\$770,275	\$2,711,777	\$10,821,827	\$31,598,499	\$6,705,964	\$1,032,517	\$527,234	\$385,353	\$339,487	\$372,586	\$238,083	\$55,503,602		
YTD % Collected	0.00%	1.35%	6.10%	25.07%	80.46%	92.21%	94.02%	94.94%	95.62%	96.21%	96.87%	97.28%	97.28%	97.28%	
Prior Years Tax	\$115,032	\$102,879	\$49,873	\$71,307	\$61,014	\$112,220	\$32,790	\$62,396	\$47,284	\$49,934	\$64,771	\$46,812	\$816,312		
Subtotal Taxes	\$115,032	\$873,153	\$2,761,650	\$10,893,135	\$31,659,513	\$6,818,184	\$1,065,307	\$589,630	\$432,637	\$389,421	\$437,358	\$284,895	\$56,319,914	98.71%	
Penalty & Interest	\$21,487	\$18,180	\$14,583	\$15,852	\$22,941	\$73,075	\$62,393	\$48,233	\$44,527	\$37,546	\$54,866	\$30,882	\$444,565		
Total Taxes & P&I	\$136,519	\$891,333	\$2,776,233	\$10,908,986	\$31,682,454	\$6,891,259	\$1,127,700	\$637,863	\$477,164	\$426,967	\$492,224	\$315,777	\$56,764,478	99.49%	
Attorney Fees	\$19,713	\$14,417	\$11,989	\$12,942	\$14,314	\$22,911	\$12,565	\$13,744	\$13,326	\$8,928	\$35,743	\$27,655	\$208,248		
Total Collections	\$156,232	\$905,750	\$2,788,222	\$10,921,929	\$31,696,768	\$6,914,169	\$1,140,265	\$651,608	\$490,490	\$435,895	\$527,967	\$343,432	\$56,972,727	N/A	
2017 Tax Year	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Totals:	% To Total	
Current Year Tax	Pending Billing	\$187,352	\$2,763,831	\$21,998,802	\$19,021,683	\$7,891,945	\$1,072,658	\$543,284	\$471,494	\$357,831	\$365,201	\$321,043	\$54,995,123		
YTD % Collected	0.00%	0.33%	5.26%	44.49%	78.42%	92.49%	94.40%	95.37%	96.21%	96.85%	97.50%	98.07%	98.07%	98.07%	
Prior Years Tax	\$200,336	\$135,217	\$62,894	\$83,240	\$64,886	\$61,495	\$65,875	\$58,143	\$48,631	\$40,850	\$38,184	\$204,591	\$1,064,342		
Subtotal Taxes	\$200,336	\$322,569	\$2,826,725	\$22,082,041	\$19,086,569	\$7,953,440	\$1,138,534	\$601,427	\$520,125	\$398,681	\$403,384	\$525,634	\$56,059,466	99.97%	
Penalty & Interest	\$49,273	\$44,823	\$17,838	\$23,288	\$18,997	\$78,141	\$73,420	\$44,898	\$55,366	\$46,319	\$57,711	\$48,275	\$558,349		
Total Taxes & P&I	\$249,608	\$367,392	\$2,844,563	\$22,105,330	\$19,105,567	\$8,031,580	\$1,211,954	\$646,325	\$575,491	\$445,000	\$461,095	\$573,909	\$56,617,814	100.97%	
Attorney Fees	\$49,872	\$35,006	\$12,496	\$20,231	\$10,986	\$10,396	\$8,938	\$17,883	\$17,233	\$12,983	\$45,535	\$46,595	\$289,154		
Total Collections	\$299,481	\$402,398	\$2,858,059	\$22,125,561	\$19,116,553	\$8,041,977	\$1,220,891	\$664,208	\$592,724	\$457,983	\$506,631	\$620,504	\$56,906,968	N/A	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 3, 2022
Item Title: HB3 (2019) Board Goals
Agenda Item: Carla Voelkel/Dr. Jeff Pack/Dr. Debby Noffsinger

Background Information:

In 2019, the Texas Legislature passed HB3. One of the requirements is for school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas:

- Early childhood literacy and mathematics (EC-LM) proficiency
- College, career, and military readiness (CCMR)

Both EC-LM and CCMR Plans have the requirements to:

- Set specific, quantifiable, annual goals for five years for the district and each campus
- Be reviewed at least annually by the board at a public meeting
- Post annual report on district and campus websites

These plans were approved by the Board of Trustees in on December 7, 2020. We have revised the plans with current data, and we set more ambitious goals.

Recommendation:

The Superintendent, Deputy Superintendent for Educational Services, and the Director for Assessment, Accountability, and Compliance recommend approval.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON

INDEPENDENT SCHOOL DISTRICT

HB 3 Board Goals

EARLY CHILDHOOD LITERACY

22

District

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 39% to 80% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
COVID YEAR	39%	46%	70%	80% 23

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EB	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020													
2021	31%	30%	55%	NA	NA	NA	39%	31%	28%	14%	-	-	-
2022	32%	40%	64%	NA	44%	NA	48%	40%	26%	29%	-	-	-
2023	70%	70%	70%	NA	70%	NA	70%	70%	70%	70%	-	-	-
2024	80%	80%	80%	NA	80%	NA	80%	80%	80%	80%	-	-	-

District

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 29% to 80% June 2024. (CP_PA_v2 column BG)

Yearly Target Goals

2020	2021	2022	2023	2024
29%	31%	72%	75%	80%

Closing the Gaps Student Groups Yearly Targets

24

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	41%	22%	31%	N/A	N/A	N/A	N/A	28%	N/A	N/A	-	-	-
2021	43%	24%	33%	N/A	N/A	N/A	N/A	30%	N/A	N/A	-	-	-
2022	86%	76%	67%	N/A	N/A	N/A	N/A	70%	N/A	N/A	-	-	-
2023	89%	80%	70%	N/A	N/A	N/A	N/A	80%	N/A	N/A	-	-	-
2024	92%	90%	80%	N/A	N/A	N/A	N/A	90%	N/A	N/A	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

District

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 62% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021		2022		2023		2024						
38%	40%		62%		70%		80%						
25													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	30%	36%	42%	NA	40%	NA	67%	33%	48%	23%	-	-	-
2021	32%	38%	44%	NA	42%	NA	69%	35%	50%	25%	-	-	-
2022	*	*	*	*	*	*	*	*	*	*	-	-	-
2023	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	-	-	-
2024	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	-	-	-

*For 2021-2022 School Year data was not reported by Student Groups

Student group goals will be based upon 2023 mCLASS data due the change in programs

District

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 31% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31%	33%	35%	70%	80% 26

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	18%	30%	39%	N/A	38%	N/A	28%	26%	26%	10%	-	-	-
2021	20%	32%	41%	N/A	40%	N/A	30%	28%	28%	12%	-	-	-
2022	*	*	*	N/A	*	N/A	*	*	*	*	-	-	-
2023	70%	70%	70%	N/A	70%	N/A	70%	70%	70%	70%	-	-	-
2024	80%	80%	80%	N/A	80%	N/A	80%	80%	80%	80%	-	-	-

For 2021-2022 School year 2nd graders completed the mCLASS assessment

Bay Colony Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 48% to 80% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
COVID YEAR	48%	54%	70%	80% ²⁷

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A				-	-	-
2021	31	38	62	N/A	N/A	N/A	N/A	44	41	NA	-	-	-
2022	31	44	78	N/A	N/A	N/A	N/A	41	30	40	-	-	-
2023	70	70	80%	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	90%	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

Bay Colony Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 27% to 98% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	29%	92%	95%	98%

Closing the Gaps Student Groups Yearly Targets

28

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	20	N/A	N/A	N/A	N/A	N/A	19	18	N/A	-	-	-
2021	N/A	22	N/A	N/A	N/A	N/A	N/A	21	20	N/A	-	-	-
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92	92	N/A	-	-	-
2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95	95	N/A	-	-	-
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	98	98	N/A	-	-	-

2021-2022 category for Phonological awareness was changed

Bay Colony Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 72% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024									
46%	48%	72%	75%	80%									
29													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	35	43	54	N/A	50	N/A	N/A	42	59	36	-	-	-
2021	37	45	56	N/A	52	N/A	N/A	44	61	38	-	-	-
2022											-	-	-
2023	70	70	70	70	70	70	70	70	70	70	-	-	-
2024	80	80	80	80	80	80	80	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Student group goals will be based upon 2023 mCLASS data due the change in programs

Bay Colony Elementary

Early Childhood Literacy Progress Measure 3**

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 37% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
37%	39%	41%	70%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	27	33	49	N/A	N/A	N/A	N/A	31	29	0	-	-	-
2021	29	35	51	N/A	N/A	N/A	N/A	33	31	2	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Calder Road Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 50% to 80% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
COVID YEAR	50%	53%	70%	80% ³¹

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A				-	-	-
2021	38	31	67	N/A	N/A	N/A	N/A	38	32	25	-	-	-
2022	37	54	65	N/A	N/A	N/A	N/A	47	73	25	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	80%	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	90%	80	-	-	-

Calder Road Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 38% to 95% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38%	40%	*%	90%	95%

Closing the Gaps Student Groups Yearly Targets

32

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	23	N/A	N/A	N/A	N/A	N/A	32	9	N/A	-	-	-
2021	N/A	25	N/A	N/A	N/A	N/A	N/A	34	11	N/A	-	-	-
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-
2023	N/A	70	N/A	N/A	N/A	N/A	N/A	70	70	N/A	-	-	-
2024	N/A	80	N/A	N/A	N/A	N/A	N/A	80	80	N/A	-	-	-

2021-2022 category for Phonological awareness was changed

* Data was not reported for CRES for 2022

Calder Road Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 60% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024									
46%	48%	60%	70%	80%									
33													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	41	44	54	N/A	N/A	N/A	N/A	39	52	38	-	-	-
2021	43	46	56	N/A	N/A	N/A	N/A	41	54	40	-	-	-
2022											-	-	-
2023	70	70	70	70	70	70	70	70	70	70	-	-	-
2024	80	80	80	80	80	80	80	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Student group goals will be based upon 2023 mCLASS data due the change in programs

Calder Road Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 36% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	38%	**40%	70%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	15	43	33	N/A	N/A	N/A	N/A	31	40	7	-	-	-
2021	17	45	35	N/A	N/A	N/A	N/A	33	42	9	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Hughes Road Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 36% to 80% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
COVID YEAR	36%	41%	70%	80% 35

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A				-	-	-
2021	25	33	45	N/A	N/A	N/A	N/A	25	0	17	-	-	-
2022	20	40	63	N/A	N/A	N/A	N/A	39	23	32	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

Hughes Road Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 92% to 95% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
92%	94%	87%	90%	95%

36

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	90	N/A	N/A	N/A	N/A	N/A	N/A	91	N/A	N/A	-	-	-
2021	92	N/A	N/A	N/A	N/A	N/A	N/A	93	N/A	N/A	-	-	-
2022	NA	85	83	N/A	N/A	N/A	N/A	81	N/A	N/A	-	-	-
2023	NA	87	86	N/A	N/A	N/A	N/A	83	N/A	N/A	-	-	-
2024	NA	90	90	N/A	N/A	N/A	N/A	90	N/A	N/A	-	-	-

2021-2022 category for Phonological awareness was changed

Hughes Road Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 68% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024									
31%	33%	68%	70%	80%									
37													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	20	27	40	N/A	33	N/A	67	22	13	29	-	-	-
2021	22	29	42	N/A	34	N/A	69	24	15	31	-	-	-
2022											-	-	-
2023	70	70	70	70	70	70	70	70	70	70	-	-	-
2024	80	80	80	80	80	80	80	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Student group goals will be based upon 2023 mCLASS data due the change in programs

Hughes Road Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 31% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	29%	**31%	70%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	20	27	40	N/A	33	N/A	67	22	13	29	-	-	-
2021	22	29	42	N/A	35	N/A	69	24	15	31	-	-	-
2022	*	*	*	N/A	*	N/A	*	*	*	*	-	-	-
2023	70	70	70	N/A	70	N/A	70	70	70	70	-	-	-
2024	80	80	80	N/A	80	N/A	80	80	80	80	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

K. E. Little Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 26% to 80% by August 2024.

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
COVID YEAR	26%	26%	70%	80%

39

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A				-	-	-
2021	NA	19	36	N/A	N/A	N/A	N/A	24	18	NA	-	-	-
2022	NA	19	41	N/A	N/A	N/A	N/A	23	11	7	-	-	-
2023	NA	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	NA	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

K. E. Little Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 74% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
16%	19%	74%	77%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	13	33	N/A	N/A	N/A	N/A	16	12	N/A	-	-	-
2021	N/A	16	36	N/A	N/A	N/A	N/A	19	15	N/A	-	-	-
2022	N/A	82	69	N/A	N/A	N/A	N/A	78	NA	N/A	-	-	-
2023	N/A	85	70	N/A	N/A	N/A	N/A	70	NA	N/A	-	-	-
2024	N/A	90	80	N/A	N/A	N/A	N/A	80	NA	N/A	-	-	-

2021-2022 category for Phonological awareness was changed

K. E. Little Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 33% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024
25%	28%	33%	70%	80%

Closing the Gaps Student Groups Yearly Targets

41

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	30	18	N/A	N/A	N/A	N/A	25	25	25	-	-	-
2021	N/A	33	21	N/A	N/A	N/A	N/A	28	28	28	-	-	-
2022											-	-	-
2023	70	70	70	70	70	70	70	70	70	70	-	-	-
2024	80	80	80	80	80	80	80	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Student group goals will be based upon 2023 mCLASS data due the change in programs

K. E. Little Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 21% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
21%	24%	**27%	70%	80%

42

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	22	16	N/A	N/A	N/A	N/A	21	21	21	-	-	-
2021	N/A	25	19	N/A	N/A	N/A	N/A	24	24	24	-	-	-
2022	N/A	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Lobit Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 49% to 80% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
COVID YEAR	49%	65%	70%	80% 43

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A		N/A		-	-	-
2021	42	35	59	N/A	N/A	N/A	N/A	39	N/A	21	-	-	-
2022	53	69	70	N/A	N/A	N/A	N/A	65	N/A	43	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	N/A	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	N/A	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

Lobit Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 60% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38%	40%	60%	70%	80%

Closing the Gaps Student Groups Yearly Targets

44

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	30	N/A	N/A	-	-	-
2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	N/A	N/A	-	-	-
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55	N/A	N/A	-	-	-
2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70	N/A	N/A	-	-	-
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80	N/A	N/A	-	-	-

2021-2022 category for Phonological awareness was changed

Lobit Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 54% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

	2020		2021		2022		2023		2024				
	36%		38%		54%		70%		80%				
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	New Cont. Enrolled
2020	33	28	42	N/A	N/A	N/A	N/A	30	36	20	-	-	-
2021	35	30	44	N/A	N/A	N/A	N/A	32	38	22	-	-	-
2022											-	-	-
2023	70	70	70	70	70	70	70	70	70	70	-	-	-
2024	80	80	80	80	80	80	80	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Student group goals will be based upon 2023 mCLASS data due the change in programs

Lobit Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 36% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	38%	**40%	70%	80%

Closing the Gaps Student Groups Yearly Targets

46

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	18	34	45	N/A	N/A	N/A	N/A	37	N/A	20	-	-	-
2021	20	36	47	N/A	N/A	N/A	N/A	39	N/A	22	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	*	N/A	*	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	N/A	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	N/A	80	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

San Leon Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 26% to 80% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
COVID YEAR	26%	42%	70%	80% 47

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A			N/A	N/A	N/A	N/A				-	-	-
2021	N/A	23	39	N/A	N/A	N/A	N/A	21	18	5	-	-	-
2022	N/A	38	56	N/A	N/A	N/A	N/A	42	29	29	-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

San Leon Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 25% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
22%	24%	25%	70%	80%

48

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	14	26	N/A	N/A	N/A	N/A	25	N/A	N/A	-	-	-
2021	N/A	16	28	N/A	N/A	N/A	N/A	27	N/A	N/A	-	-	-
2022	N/A	23	30	N/A	N/A	N/A	N/A	20	N/A	N/A	-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	N/A	N/A	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	N/A	N/A	-	-	-

2021-2022 category for Phonological awareness was changed

San Leon Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 58% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021		2022		2023		2024						
43	45		58		70%		80%						
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	49 Non-Cont. Enrolled
2020	22	43	43	N/A	N/A	N/A	N/A	40	58	7	-	-	-
2021	24	45	44	N/A	N/A	N/A	N/A	42	60	9	-	-	-
2022											-	-	-
2023	70	70	70	70	70	70	70	70	70	70	-	-	-
2024	80	80	80	80	80	80	80	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Student group goals will be based upon 2023 mCLASS data due the change in programs

San Leon Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 32% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
32	34	**36	70%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	32	33	N/A	N/A	N/A	N/A	27	35	6	-	-	-
2021	N/A	34	35	N/A	N/A	N/A	N/A	29	37	8	-	-	-
2022	N/A	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Silbernagel Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 39% to 80% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
COVID YEAR	39%	41%	70%	80%

51

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A				-	-	-
2021	NA	38	82	N/A	N/A	N/A	N/A	32	43	7	-	-	-
2022	45	35	83	N/A	N/A	N/A	N/A	36	18	9	-	-	-
2023	70	70	86	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	90	N/A	N/A	N/A	N/A	80	80	80	-	-	-

Silbernagel Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 87% to 95% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	29%	87%	90%	95%

52

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	24	N/A	N/A	N/A	N/A	N/A	26	13	N/A	-	-	-
2021	N/A	26	N/A	N/A	N/A	N/A	N/A	28	15	N/A	-	-	-
2022	N/A	87	N/A	N/A	N/A	N/A	N/A	89	NA	N/A	-	-	-
2023	N/A	90	N/A	N/A	N/A	N/A	N/A	92	NA	N/A	-	-	-
2024	N/A	95	N/A	N/A	N/A	N/A	N/A	95	NA	N/A	-	-	-

2021-2022 category for Phonological awareness was changed

Silbernagel Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 72% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024
37%	39%	72%	75%	80%

53

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	27	37	41	N/A	N/A	N/A	N/A	35	39	18	-	-	-
2021	29	39	43	N/A	N/A	N/A	N/A	37	41	20	-	-	-
2022											-	-	-
2023	70	70	70	70	70	70	70	70	70	70	-	-	-
2024	80	80	80	80	80	80	80	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Student group goals will be based upon 2023 mCLASS data due the change in programs

Silbernagel Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 29% to 80% by June 2024.

64

2020	2021	2022	2023	2024
29%	31%	**33%	70%	80%

Closing the Gaps Student Groups Yearly Targets

54

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	14	24	64	N/A	N/A	N/A	N/A	27	26	N/A	-	-	-
2021	16	26	66	N/A	N/A	N/A	N/A	29	28	N/A	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	*	*	N/A	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	N/A	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	N/A	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

EARLY CHILDHOOD MATHEMATICS

55

District

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 37% to 80% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
COVID YEAR	37%	44%	70%	80% 56

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020													
2021	31%	30%	55%	N/A	NA	N/A	39%	31%	28%	14%	-	-	-
2022	32%	41%	54%	N/A	NA	N/A	NA	38%	35%	21%	-	-	-
2023	70%	70%	70%	N/A	NA	N/A	NA	70%	70%	70%	-	-	-
2024	80%	80%	80%	N/A	NA	N/A	NA	80%	80%	80%	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

District

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 74% to 95% by June 2024. (CP_Math_V1 column CH)

Yearly Target Goals

2020	2021	2022	2023	2024
74%	76%	87%	90%	95%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	70%	70%	80%	N/A	N/A	N/A	N/A	72%	69%	N/A	-	-	-
2021	72%	72%	82%	N/A	N/A	N/A	N/A	74%	71%	N/A	-	-	-
2022	79%	90%	85%	N/A	N/A	N/A	N/A	85%	93%	N/A	-	-	-
2023	81%	93%	88%	N/A	N/A	N/A	N/A	88%	96%	N/A	-	-	-
2024	83%	96%	91%	N/A	N/A	N/A	N/A	91%	98%	N/A	-	-	-

District

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Math will increase from 35% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024									
35%	37%	40%	70%	80%									
58													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	30%	29%	42%	N/A	57%	N/A	51%	27%	26%	30%	-	-	-
2021	32%	31%	44%	N/A	59%	N/A	53%	29%	28%	32%	-	-	-
2022	*	*	*	*	*	*	*	*	*	*	-	-	-
2023	70%	70%	70%	N/A	70%	N/A	70%	70%	70%	70%	-	-	-
2024	80%	80%	80%	N/A	80%	N/A	80%	80%	80%	80%	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

District

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 33% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	35%	**20%	70%	80%

59

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	20%	30%	41%	N/A	67%	33%	48%	26%	23%	21%	-	-	-
2021	22%	32%	41%	N/A	69%	35%	50%	28%	25%	23%	-	-	-
2022	*	*	*	N/A	*	*	*	*	*	*	-	-	-
2023	70%	70%	70%	N/A	70%	70%	70%	70%	70%	70%	-	-	-
2024	80%	80%	80%	N/A	80%	80%	80%	80%	80%	80%	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Bay Colony Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 52% to 80% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
COVID YEAR	52%	61%	70%	80% 60

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A				-	-	-
2021	23	43	72	N/A	N/A	N/A	N/A	44	41	27	-	-	-
2022	38	54	81	N/A	N/A	N/A	N/A	51	44	44	-	-	-
2023	70	70	84	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	90	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

Bay Colony Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 71% to 98% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
71%	73%	94%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	76	N/A	N/A	N/A	N/A	N/A	67	85	N/A	-	-	-
2021	N/A	78	N/A	N/A	N/A	N/A	N/A	69	87	N/A	-	-	-
2022	N/A	90	N/A	N/A	N/A	N/A	N/A	92	NA	N/A	-	-	-
2023	N/A	93	N/A	N/A	N/A	N/A	N/A	95	91	N/A	-	-	-
2024	N/A	96	N/A	N/A	N/A	N/A	N/A	98	93	N/A	-	-	-

61

Bay Colony Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Math will increase from 35% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024
46%	48%	35%	70%	80%

62

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	35	43	54	N/A	50	N/A	N/A	42	59	36	-	-	-
2021	37	45	56	N/A	52	N/A	N/A	44	61	38	-	-	-
2022	*	*	*	N/A	*	N/A	N/A	*	*	*	-	-	-
2023	70	70	70	N/A	70	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	80	N/A	N/A	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups.

Bay Colony Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 37% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
37%	39%	**23%	70%	80%

63

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	27	33	49	N/A	N/A	N/A	N/A	31	29	0	-	-	-
2021	29	35	51	N/A	N/A	N/A	N/A	33	31	2	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Calder Road Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 54% to 80% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
COVID YEAR	54%	57%	70%	80% 64

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020											-	-	-
2021	46	35	69	N/A	N/A	N/A	N/A	47	55	20	-	-	-
2022	30	63	61	N/A	N/A	N/A	N/A	54	64	25	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

Calder Road Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 79% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
79%	81%	83%	85%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	77	N/A	N/A	N/A	N/A	N/A	79	73	N/A	-	-	-
2021	N/A	79	N/A	N/A	N/A	N/A	N/A	81	75	N/A	-	-	-
2022	N/A	81	N/A	N/A	N/A	N/A	N/A	83	77	N/A	-	-	-
2023	N/A	83	N/A	N/A	N/A	N/A	N/A	85	80	N/A	-	-	-
2024	N/A	90	N/A	N/A	N/A	N/A	N/A	90	90	N/A	-	-	-

Calder Road Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 42% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024
42%	44%	48%	70%	80%

66

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	34	39	52	N/A	N/A	N/A	N/A	32	41	40	-	-	-
2021	36	41	54	N/A	N/A	N/A	N/A	34	43	42	-	-	-
2022				N/A	N/A	N/A	N/A				-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Calder Road Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 36% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	38%	30%	70%	80%

67

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	15	43	33	N/A	N/A	N/A	N/A	38	N/A	21	-	-	-
2021	17	45	35	N/A	N/A	N/A	N/A	40	N/A	23	-	-	-
2022				N/A	N/A	N/A	N/A		N/A		-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	N/A	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	N/A	80	-	-	-

For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Hughes Road Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 31% to 80% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
COVID YEAR	31%	41%	70%	80% 68

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A		N/A		-	-	-
2021	30	33	30	N/A	N/A	N/A	N/A	23	N/A	12	-	-	-
2022	31	38	53	N/A	N/A	N/A	N/A	37	31	17	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

Hughes Road Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 92% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
92%	94%	95%	98%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	90	N/A	N/A	N/A	N/A	N/A	91	N/A	N/A	-	-	-
2021	N/A	92	N/A	N/A	N/A	N/A	N/A	93	N/A	N/A	-	-	-
2022	N/A	94	92	N/A	N/A	N/A	N/A	95	N/A	N/A	-	-	-
2023	N/A	96	95	N/A	N/A	N/A	N/A	97	N/A	N/A	-	-	-
2024	N/A	98	98	N/A	N/A	N/A	N/A	99	N/A	N/A	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

Hughes Road Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 32% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024
32%	34%	38%	70%	80% ⁷⁰

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	26	27	41	N/A	N/A	N/A	N/A	23	20	29	-	-	-
2021	28	29	43	N/A	N/A	N/A	N/A	25	22	31	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

*For 2021-2022 School Year data was not reported by Student Groups

Hughes Road Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 29% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	31%	11%	70%	80%

71

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	11	27	48	N/A	N/A	N/A	N/A	24	9	28	-	-	-
2021	13	29	50	N/A	N/A	N/A	N/A	26	11	30	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

K. E. Little Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 27% to 80% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
COVID YEAR	27%	29%	70%	80%

Closing the Gaps Student Groups Yearly Targets

72

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A				-	-	-
2021	NA	24	28	N/A	N/A	N/A	N/A	23	26	11	-	-	-
2022	NA	28	30	N/A	N/A	N/A	N/A	26	18	7	-	-	-
2023	NA	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	NA	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

K. E. Little Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 68% to 95% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	71%	90%	92%	95%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	66	83	N/A	N/A	N/A	N/A	65	64	N/A	-	-	-
2021	N/A	69	86	N/A	N/A	N/A	N/A	68	67	N/A	-	-	-
2022	N/A	95	95	N/A	N/A	N/A	N/A	94	N/A	N/A	-	-	-
2023	N/A	96	97	N/A	N/A	N/A	N/A	97	80	N/A	-	-	-
2024	N/A	100	100	N/A	N/A	N/A	N/A	100	90	N/A	-	-	-

K. E. Little Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 18% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024
18%	21%	44%	70%	80%

74

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	22	10	N/A	N/A	N/A	N/A	18	18	18	-	-	-
2021	N/A	25	13	N/A	N/A	N/A	N/A	21	21	21	-	-	-
2022	N/A			N/A	N/A	N/A	N/A				-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

K. E. Little Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 20% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
20%	23%	20%	70%	80%

75

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	8	27	N/A	N/A	N/A	N/A	20	20	20	-	-	-
2021	N/A	11	30	N/A	N/A	N/A	N/A	23	23	23	-	-	-
2022	N/A	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Lobit Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 36% to 80% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
COVID YEAR	36%	51%	70%	80%

76

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A						
2021	NA	32	41	N/A	N/A	N/A	N/A	20	NA	11	-	-	-
2022	37	52	58	N/A	N/A	N/A	N/A	38	NA	32	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	Na	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	NA	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

Lobit Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 75% to 95% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
75%	77%	89%	91%	95%

Closing the Gaps Student Groups Yearly Targets

77

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70	N/A	N/A	-	-	-
2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72	N/A	N/A	-	-	-
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82	N/A	N/A	-	-	-
2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85	N/A	N/A	-	-	-
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90	N/A	N/A	-	-	-

Lobit Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 47% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021		2022		2023		2024						
47%	49%		31%		70%		80%						
78													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	41	35	53	N/A	N/A	N/A	73	36	55	48	-	-	-
2021	43	37	55	N/A	N/A	N/A	75	38	57	50	-	-	-
2022				N/A	N/A	N/A					-	-	-
2023	70	70	70	N/A	N/A	N/A	80	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	90	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Lobit Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 48% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
48%	50%	9%	70%	80%

Closing the Gaps Student Groups Yearly Targets

79

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	25	46	53	N/A	N/A	N/A	N/A	N/A	N/A	45	-	-	-
2021	27	48	55	N/A	N/A	N/A	N/A	N/A	N/A	47	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	*	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	N/A	N/A	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	N/A	N/A	80	-	-	-

For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

San Leon Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 26% to 80% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
COVID YEAR	26%	36%	70%	80% 80

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A			N/A	N/A	N/A	N/A				-	-	-
2021	N/A	27	30	N/A	N/A	N/A	N/A	23	16	0	-	-	-
2022	N/A	35	42	N/A	N/A	N/A	N/A	35	35	7	-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

San Leon Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 63% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
63%	65%	58%	70%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	N/A	77	N/A	N/A	N/A	N/A	60	46	N/A	-	-	-
2021	N/A	N/A	79	N/A	N/A	N/A	N/A	62	48	N/A	-	-	-
2022	N/A	N/A	40	N/A	N/A	N/A	N/A	55	50	N/A	-	-	-
2023	N/A	N/A	70	N/A	N/A	N/A	N/A	70	70	N/A	-	-	-
2024	N/A	N/A	80	N/A	N/A	N/A	N/A	80	80	N/A	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

San Leon Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 58% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024
31%	33%	40%	70%	80%

82

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	23	35	N/A	N/A	N/A	N/A	29	24	13	-	-	-
2021	N/A	25	37	N/A	N/A	N/A	N/A	31	26	15	-	-	-
2022	N/A			N/A	N/A	N/A	N/A				-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

San Leon Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 35% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	37%	16%	70%	80%

83

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	30	24	N/A	N/A	N/A	N/A	22	18	14	-	-	-
2021	N/A	32	26	N/A	N/A	N/A	N/A	24	20	16	-	-	-
2022	N/A	*	*	N/A	N/A	N/A	N/A	*	*	*	-	-	-
2023	N/A	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	N/A	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

Silbernagel Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 30% to 80% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
COVID YEAR	30%	37%	70%	80% 84

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020				N/A	N/A	N/A	N/A				-	-	-
2021	NA	29	55	N/A	N/A	N/A	N/A	24	29	0	-	-	-
2022	27	35	67	N/A	N/A	N/A	N/A	34	33	9	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

PROUD TRADITIONS, EXCITING FUTURES

Silbernagel Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 78% to 96% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
78%	80%	90%	93%	96%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	77	N/A	N/A	N/A	N/A	N/A	79	79	N/A	-	-	-
2021	N/A	79	N/A	N/A	N/A	N/A	N/A	81	81	N/A	-	-	-
2022	N/A	67	N/A	N/A	N/A	N/A	N/A	89	N/A	N/A	-	-	-
2023	N/A	70	N/A	N/A	N/A	N/A	N/A	92	85	N/A	-	-	-
2024	N/A	80	N/A	N/A	N/A	N/A	N/A	95	90	N/A	-	-	-

Silbernagel Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score at Benchmark or above on mCLASS Amplify Reading will increase from 58% to 80% by June 2024. Assessment changed from MAP to mCLASS 2021-2022

Yearly Target Goals

2020	2021	2022	2023	2024
40%	42%	47%	70%	80%

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	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	38	35	59	N/A	N/A	N/A	N/A	34	29	25	-	-	-
2021	40	37	61	N/A	N/A	N/A	N/A	36	31	27	-	-	-
2022				N/A	N/A	N/A	N/A				-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	70	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	80	-	-	-

For 2021-2022 School Year data was not reported by Student Groups

Silbernagel Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 31% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31%	33%	**31%	70%	80%

87

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	21	26	50	N/A	N/A	N/A	N/A	27	9	N/A	-	-	-
2021	23	28	52	N/A	N/A	N/A	N/A	29	11	N/A	-	-	-
2022	*	*	*	N/A	N/A	N/A	N/A	*	*	N/A	-	-	-
2023	70	70	70	N/A	N/A	N/A	N/A	70	70	N/A	-	-	-
2024	80	80	80	N/A	N/A	N/A	N/A	80	80	N/A	-	-	-

**For 2021-2022 School year 2nd graders completed the mCLASS assessment

*For 2021-2022 School Year data was not reported by Student Groups.

COLLEGE, CAREER, AND MILITARY READINESS

88

District

CCMR Board Outcome Goal

Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from **57% to 80% by August 2024**

School Quality Status

Yearly Target Goals

2019	2020	2021	2022	2023	2024
57%	NR	62%	65%	70%	80% ⁸⁹

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
2019	49%	57%	59%	40%	85%	N/A	80%	54%	58%	78%	N/A	N/A	N/A
2020													
2021	60%	59%	66%	N/A	67%	N/A	83%	54%	59%	66%	N/A	68%	41%
2022	60%	65%	68%	67%	91%	N/A	65%	62%	31%	59%	43%	70%	46%
2023	70%	70%	70%	70%	95%	70%	70%	70%	70%	70%	70%	75%	70%
2024	80%	80%	80%	80%	98%	80%	80%	80%	80%	80%	80%	80%	80%

PROUD TRADITIONS, EXCITING FUTURES

District

CCMR Progress Measure 1

The percent of students that are considered College Ready Graduates will increase from 35% to 80% by August 2024.

Students meeting TSI criteria in both Math and Reading

Yearly Target Goals

2020	2021	2022	2023	2024
35%	37%	48%	70%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	26%	33%	46%	22%	62%	N/A	35%	29%	23%	12%	N/A	N/A	N/A
2021	28%	35%	48%	24%	N/A	N/A	37%	31%	25%	14%	N/A	N/A	N/A
2022*	30%	37%	50%	26%	N/A	N/A	39%	33%	27%	16%	N/A	N/A	N/A
2023	70%	70%	70%	70%	N/A	N/A	70%	70%	70%	70%	N/A	N/A	N/A
2024	80%	80%	80%	80%	N/A	N/A	80%	80%	80%	80%	N/A	N/A	N/A

*2022 data not yet available by student groups

District

CCMR Progress Measure 2

The percent of students who earn an industry-based certification from an approved list will increase from 8% to 30% by August 2024.

Earned an industry based certification from an approved list

Yearly Target Goals

2020	2021	2022	2023	2024
8%	10%	20%	25%	30%

91

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	6%	10%	5%	2%	12%	N/A	15%	9%	7%	7%	N/A	N/A	N/A
2021	10%	11%	8%	N/A	29	N/A	17%	8%	0%	9%	N/A	N/A	N/A
2022*	10%	14%	9%	6%	N/A	N/A	19%	13%	11%	11%	N/A	N/A	N/A
2023	13%	17%	12%	9%	N/A	N/A	25%	16%	14%	14%	N/A	N/A	N/A
2024	16%	20%	15%	12%	N/A	N/A	30%	19%	17%	17%	N/A	N/A	N/A

*2022 data not yet available by student groups

Dickinson High School

CCMR Board Outcome Goal

Increase the percent of graduates that meet the college, career, or military readiness (CCMR) requirements from 61% to 80% by August 2024

School Quality Status

Yearly Target Goals

2019	2020	2021	2022	2023	92
61%	63%	65%	72%	80%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
2019	52%	61%	64%	40%	85%	N/A	80%	59%	58%	78%	N/A	N/A	N/A
2020	54%	63%	66%	42%	87%	N/A	82%	61%	60%	80%	N/A	N/A	N/A
2021	56%	65%	68%	44%	89%	N/A	84%	63%	62%	82%	N/A	N/A	N/A
2022	67%	71%	76%	N/A	N/A	N/A	N/A	70%	32%	59%	N/A	N/A	N/A
2023	70%	73%	79%	48%	93%	N/A	88%	72%	66%	86%	N/A	N/A	N/A
2024	80%	80%	90%	80%	95%	N/A	95%	80%	80%	95%	N/A	N/A	N/A

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

Dickinson High School

CCMR Progress Measure 1

The percent of students that are considered College Ready Graduates will increase from 36% to 80% by August 2024.

Students meeting TSI criteria in both Math and Reading

Yearly Target Goals

2020	2021	2022	2023	2024
36%	38%	53%	70%	80%

93

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	25%	33%	47%	20%	60%	N/A	33%	30%	21%	10%	N/A	N/A	N/A
2021	27%	35%	49%	22%	62%	N/A	35%	32%	23%	12%	N/A	N/A	N/A
2022*	29%	37%	51%	24%	64%	N/A	37%	34%	25%	14%	N/A	N/A	N/A
2023	70%	70%	70%	70%	70%	N/A	70%	70%	70%	70%	N/A	N/A	N/A
2024	80%	80%	80%	80%	80%	N/A	80%	80%	80%	80%	N/A	N/A	N/A

*2022 data not yet available by student groups

Dickinson High School

CCMR Progress Measure 2

The percent of students who earn an industry-based certification from an approved list will increase from 7% to 30% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
7%	9%	23%	25%	30%

Closing the Gaps Student Groups Yearly Targets

94

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	4%	10%	4%	0%	10%	N/A	13%	8%	5%	5%	N/A	N/A	N/A
2021	6%	12%	6%	2%	12%	N/A	15%	10%	9%	7%	N/A	N/A	N/A
2022*	8%	14%	8%	4%	14%	N/A	17%	12%	11%	9%	N/A	N/A	N/A
2023	11%	17%	12%	8%	17%	N/A	20%	15%	15%	12%	N/A	N/A	N/A
2024	15%	22%	15%	15%	20%	N/A	25%	20%	20%	15%	N/A	N/A	N/A

*2022 data not yet available by student groups

DCC

CCMR Board Outcome Goal

Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 10 % to 80% by August 2023

Yearly Target Goals

2019	2020	2021	2022	2023	2024
12%	15%	18%	70%	80%	90% ⁰⁵

Closing the Gaps Student Groups Yearly Targets

	All Student Groups	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
2019	12%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	15%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	18%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022	25%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	70%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024	80%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

DCC

CCMR Progress Measure 1

The percent of students that are considered College Ready Graduates will increase from 5% to 80% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
7%	12%	16%	70%	80%

96

Closing the Gaps Student Groups Yearly Targets

	All Students	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	12%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022	19%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	70%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024	80%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*2022 data not yet available by student groups

DCC

CCMR Progress Measure 2

The percent of students who earn an industry-based certification from an approved list will increase from 7% to 15% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
8%	11%	4%	10%	15%

Closing the Gaps Student Groups Yearly Targets

97

	All Students	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	11%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022	4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	10%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024	13%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*2022 data not yet available by student groups

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: October 3, 2022

Item Title: Policy Update 119

Agenda Item: Robert Cobb

Background Information:

Attached is Policy Update 119 affecting the following local policies:

- CFD(LOCAL): ACCOUNTING - ACTIVITY FUNDS MANAGEMENT
- CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY
- DFE(LOCAL): TERMINATION OF EMPLOYMENT - RESIGNATION
- DP(LOCAL): PERSONNEL POSITIONS
- EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)
- EHBC(LOCAL): SPECIAL PROGRAMS - COMPENSATORY/ACCELERATED SERVICES
- EIE(LOCAL): ACADEMIC ACHIEVEMENT - RETENTION AND PROMOTION
- FDE(LOCAL): ADMISSIONS - SCHOOL SAFETY TRANSFERS
- FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE
- FEC(LOCAL): ATTENDANCE - ATTENDANCE FOR CREDIT
- FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
- FL(LOCAL): STUDENT RECORDS

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend approval of TASB Localized Policy Manual Update 119.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

Explanatory Notes

TASB Localized Policy Manual Update 119

Dickinson ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

AIB(LLEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

BBB(LLEGAL)

BOARD MEMBERS: ELECTIONS

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

BBBA(LLEGAL)

ELECTIONS: CONDUCTING ELECTIONS

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

BBE(LLEGAL)

BOARD MEMBERS: AUTHORITY

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

BBG(LLEGAL)

BOARD MEMBERS: COMPENSATION AND EXPENSES

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

BBI(LLEGAL)

BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

Revisions are to update citations and better reflect legal sources.

BDAA(LLEGAL)

OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are to better reflect legal sources.

BDB(LLEGAL)

BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

Provisions on board committees have been revised based on current legal authority.

BE(LLEGAL)

BOARD MEETINGS

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

BQ(LLEGAL)

PLANNING AND DECISION-MAKING PROCESS

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

Explanatory Notes

TASB Localized Policy Manual Update 119

Dickinson ISD

CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

Revisions are to better reflect statutory sources.

CDC(LLEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

CH(LLEGAL) PURCHASING AND ACQUISITION

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

CI(LLEGAL) SCHOOL PROPERTIES DISPOSAL

Revisions are to better reflect statutory sources.

CPC(LLEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in [Bulletin B: Electronic Records Standards and Procedures](#). An [overview of Bulletin B](#) is available on the TSLAC website.

CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

Explanatory Notes

TASB Localized Policy Manual Update 119

Dickinson ISD

CRD(LLEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text addresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

CS(LLEGAL) FACILITY STANDARDS

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

CV(LLEGAL) FACILITIES CONSTRUCTION

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

DC(LLEGAL) EMPLOYMENT PRACTICES

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

DEAA(LLEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

DECB(LLEGAL) LEAVES AND ABSENCES: MILITARY LEAVE

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

DFE(LLEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

DG(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

DHC(LLEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

Explanatory Notes

TASB Localized Policy Manual Update 119

Dickinson ISD

DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions are to update citations and better reflect statutory wording.

DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

We recommend deletion of the previous text allowing time off for attending staff development activities on nonduty time. Such practices may be more appropriately addressed in the employee handbook and administrative regulations.

Please note: SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

DP(LEGAL) PERSONNEL POSITIONS

Provisions on school psychological services have been updated based on revised Administrative Code rules.

E(LEGAL) INSTRUCTION

The E section table of contents has been updated to add the new code EHDF, which includes provisions on local remote learning programs, and to update the subtitle for EFB, Library Materials.

EF(LEGAL) INSTRUCTIONAL RESOURCES

SB 3 (Second Called Session) requires a district to provide login credentials to parents to access learning management or online learning portals used for student instructional materials.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Effective with the 2022–23 school year, SB 9 (Second Called Session) provides that the SHAC must recommend the appropriate grade levels and curriculum for instruction on child abuse, family violence, dating violence, and sex trafficking.

The bill also imposes several requirements regarding curriculum materials on those topics, including:

- Revised parental notification and new parental consent provisions;
- Posting of proposed and adopted curriculum materials and options for a parent to purchase copyrighted materials from the publisher; and
- New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

Explanatory Notes

TASB Localized Policy Manual Update 119

Dickinson ISD

EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

Please note: This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

Amended Administrative Code rules now refer to a student with an *auditory impairment* as a student who is *deaf or hard of hearing* to match statute. (See page 5.)

EHBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

Please note: This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Amended Administrative Code rules revise the list of individuals who must be included in ARD committee meetings for students with deaf-blindness and revise terminology addressing students who are deaf or hard of hearing. Participating special education teachers or providers must be appropriately certified or licensed as required by federal law. The rules also address, as reflected on page 5, IEP implementation for students who enroll in a new district during the summer.

A new Administrative Code rule prohibits consideration of eligibility for supplemental special education services when developing or revising a student's IEP, determining the appropriate educational setting, or in the provision of a free appropriate public education. (See page 8.)

EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

We have removed a repealed Administrative Code provision on out-of-state placement.

Explanatory Notes

TASB Localized Policy Manual Update 119

Dickinson ISD

EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Reporting provisions on expenditure of the state compensatory education allotment have been added from the Administrative Code.

EHDE(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

A new provision from SB 15 (Second Called Session) explains how off-campus electronic courses or programs are counted for purposes of average daily attendance. (See page 12.)

EHDF(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions on local remote learning programs from SB 15 (Second Called Session) are reflected in this new legally referenced policy. All provisions in the bill expire on September 1, 2023.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules provide additional detail on the requirement for a student to complete a financial aid application to meet graduation requirements. The rules, beginning on page 3 of this policy, require the board to adopt the TEA-provided form a student may submit to opt out of the financial aid application requirement and require adoption of a board policy to address the methods by which a student can confirm submission of a financial aid application. See EIF(LOCAL), below.

EIF(LOCAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

Additional [TEA guidance](#) on this topic is available.

The [Regulations Resource Manual](#) includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

HB 3261 (Regular Session) allows a district to administer a state assessment instrument on the first instructional day of the week upon authorization by the commissioner of education.

EMB(LEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

SB 3 (Second Called Session) revised provisions on instructional requirements and prohibitions, including prohibited concepts and activities.

Explanatory Notes

TASB Localized Policy Manual Update 119

Dickinson ISD

FEC(LEGAL) ATTENDANCE: ATTENDANCE FOR CREDIT

From SB 15 (Second Called Session) we have added a provision permitting a district to exempt students from the 90 percent attendance requirement for courses that are offered under a local remote learning program.

FFBA(LOCAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Revisions are to update citations and better reflect legal sources.

FFH(LEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

From SB 9 (Second Called Session) we have added the following on page 2:

- New policy requirements on dating violence, including parental notification upon a report of dating violence [see FFH(LOCAL), below]; and
- A provision requiring districts to make available to students age-appropriate materials on the dangers of dating violence and resources for students seeking help.

Other revisions are to better reflect legal sources.

FFH(LOCAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.

FM(LEGAL) STUDENT ACTIVITIES

Provisions from HB 25 (Third Called Session) address transgender students in athletic activities sponsored or authorized by a district and prohibit a student from participating in an athletic competition that is designated for a biological sex that differs from the biological sex stated on the student's official birth certificate. (See page 8.)

Explanatory Notes

TASB Localized Policy Manual Update 119

Dickinson ISD

FNA(LLEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

We have added the recent U.S. Supreme Court case on student speech, *Mahanoy Area School District v B.L.* The case holds that public schools may have a special interest in regulating some off-campus student speech where the district's interest is sufficient to overcome the student's interest in free expression, such as in situations of serious or severe bullying or harassment, threats, or breaches of school security devices.

FOC(LLEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions are to better reflect legal sources.

FOCA(LLEGAL) PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

Amended Administrative Code rules resulted in revisions to shared services arrangements for DAEP services and to provisions regarding transitions for students in DAEP.

FOF(LLEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

From HB 785 (Regular Session) we have added a provision requiring the commissioner of education to adopt rules regarding the use of restraint and time-out with a student who is receiving special education services. (See page 8.)

GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

An existing statutory provision has been added to clarify the effect of failing to post signs at each entrance to the premises or other property indicating that firearms and other weapons are prohibited. (See page 8.)

GKD(LLEGAL) COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES

We have added existing statutory provisions regarding the use of district facilities by places of worship.

GKG(LLEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM

We have updated for clarification the provisions on obtaining criminal history record information.



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records ~~administrator~~ **Administrator**, as prescribed by Local Government Code 176.001 and 176.~~0065.007~~ [See BBFA and CHE]
- Officer for ~~public information~~ **Public Information**, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public ~~information coordinator~~ **Information Coordinator**, as prescribed by Government Code 552.012. [See BBD]

Local Government Records Act

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

“Local Government Record”

Records Management Officer

The ~~Superintendent~~ **Superintendent** shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

Notification

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Electronic Records

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules

that comply with records retention schedules issued by the TSLAC as provided by law.

Website Postings

The District's records management program shall address the length of time records will be posted on the District's website when the law does not specify a posting period.

Records Destruction Practices

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

Training

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LOCAL)

The Superintendent shall recommend Staff Development Equivalency

~~With the District's Superintendent's or principal's prior approval, professional and paraprofessional personnel may attend conventions, conferences, workshops, and seminars on weekends, holidays, summer vacation, or other noninstructional time and be credited with staff development plan for all District employees. The Board shall annually review the professional hours.~~

~~Employees who wish to be excused from a scheduled staff development clearinghouse published by activity shall submit a request to the principal and present evidence of attendance and participation in approved activities not less than two days before the State Board for Educator Certification (SBEC) and annually approve the District's professional scheduled staff development plan. The District's professional development plan must:~~

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and

~~Include a schedule of the required professional development for all District employees. activity.~~

**Human Sexuality
Instruction**

The following process shall apply regarding the adoption of curriculum materials for the ~~District's~~ district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

**Instruction on
Prevention of Child
Abuse, Family
Violence, Dating
Violence, and Sex
Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

Referral	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
Identification Criteria	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
Assessments	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
Selection	A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
Notification	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
Transfer Students	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
Furloughs	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
Appeals	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
Program Evaluation	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

administrators, teachers, [school](#) counselors, students in the gifted and talented program, and the community.

Funding

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

~~The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:~~

- ~~1. The establishment of a gifted and talented program by the District; and~~
- ~~2. That the District's program is consistent with the state plan for gifted and talented students.~~

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Course Requirements	To graduate, a student must complete the courses required by the District in addition to those mandated by the state.
Foundation Program	The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.
No Fine Arts Substitutions	The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.
Physical Education Substitutions	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.
Activities and Courses	
Private or Commercial Programs	The District shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the commissioner of education. [See also EHAC]
Financial Aid Application Confirmation	<p>As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following:</p> <ol style="list-style-type: none">1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;3. A copy or screenshot of the FAFSA acknowledgment page;4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);

5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law [and the Board-approved District professional development plan](#). The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

~~The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.~~

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

~~The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.~~

Discrimination

~~Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.~~

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment
Prohibited
harassment**
**Statement
of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Harassment ~~Prohibited harassment~~ includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Title IX Sexual
Based Harassment**

As required by law, the District shall follow the procedures below at Response to **Title IX Sexual Harassment**—~~Title IX~~ upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment **in an education program or activity and against a person in the United States** under Title IX. [See FFH(LEGAL)]

**Other Sexual
Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples	Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.
Dating Violence	<p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none">1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or3. Otherwise adversely affects the student's educational opportunities.
Examples	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
Reporting Procedures	Any student who believes that he or she has experienced prohibited conduct and any person who believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
Student Report	
Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p> <p>When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.</p>
Investigation of Reports Other Than Title IX	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment — Title IX .

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

	<p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, and harassment, and retaliation.</p>
<i>Bullying</i>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
<i>Improper Conduct</i>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
Appeal	<p>A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.</p>

**Response to Title IX
Sexual Harassment–
Title IX**

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed [or dismissed](#), the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. [The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.](#)

Title IX Formal
Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student

who refuses to participate in any manner in an investigation under Title IX. [In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.](#)

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: October 3, 2022

Item Title: Amendment School Liaison Officer

Agenda Item: Robert Cobb

Background Information:

Attached is an amendment to our existing Interlocal Governmental Agreement with the County of Galveston, Texas for law enforcement services. This amendment addresses the base pay schedule recently approved by Galveston County for services provided for the period of October 1, 2022 through September 30, 2023.

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend approval of this amendment to our current Interlocal agreement.

Action Item: ___√___ Yes ___ ___ No

Motion made by _____ **seconded by** _____ **vote** _____

AMENDMENT 2021 – 2024 TO INTERLOCAL GOVERNMENTAL AGREEMENT
FOR SCHOOL LIAISON OFFICER PROGRAM

This agreement amend the now-existing Interlocal Governmental Agreement between the County of Galveston, Texas and the Dickinson Independent School District (“DISD”), providing law enforcement services to DISD. The attached Base Compensation Schedule (Exhibit B Supplement) is adopted for the period of October 1, 2022 through September 30, 2023, pursuant to the “Consideration” section of the existing Interlocal Governmental Agreement for School Liaison Officer Program.

County of Galveston by:

Mark Henry, County Judge

Date of Execution _____

Attest:

Dwight Sullivan, County Clerk

By _____ Deputy

Brandy Chapman

Henry Trochesset, Sheriff

Date of Execution _____

Dickinson ISD by:

Corey Magliolo, President

Dickinson ISD Board of Trustees

Date of Execution: _____

Attest:

Veanna Veasey, Board Secretary

Carla Voelkel, Superintendent

Date of Execution _____

Exhibit B – Compensation Schedule

Galveston County has adopted a Career Path program for law enforcement. Compensation for each Officer will be calculated according to his or her individual Career Path step and corresponding salary grade/step as follows:

Position	Grade/Step	FY 2023 Salary
Deputy I – School Liaison	514	\$51,250.00
Deputy II – School Liaison	516	\$56,432.00
Deputy III – School Liaison	518	\$61,614.00
Deputy IV – School Liaison	519	\$64,205.00
Deputy V – School Liaison	520	\$66,795.00
Sergeant I – School Liaison	523	\$74,437.00
Sergeant II – School Liaison	524	\$78,205.00
Lieutenant – School Liaison	526	\$85,110.00
Captain – School Liaison	528	\$93,834.00

Hourly Rate for each Officer is calculated by dividing each Officer’s individual salary by 2080.

Total Hourly Rate for each Officer is calculated as follows:

$$(\text{Hourly Rate}) \times (1.21327 \text{ [variable benefits]}) + \$5.16 \text{ [fixed benefits]} = \text{Total Hourly Rate}$$

Longevity \$10 per month per year of service

Current monthly certification pay rates are:

Intermediate	Advanced	Master
\$50.00	\$100.00	\$150.00

In addition, the following fees and charges will be billed per Officer per contract year, prorated monthly:

Uniforms	Training	Cellular	Radio
\$440.00	\$440.00		

Administrative Fee will not exceed 1% of the total monthly bill

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: October 3, 2022

Item Title: Approval of Agenda Items A-E

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

- A. Quarterly Investment Report
- B. EL Exceptions/ESL Waivers
- C. Investment Strategy for 2022-2023 Fiscal Year
- D. Investment Policy-Board Policy CDA(LOCAL)
- E. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A-E.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 3, 2022
Item Title: Quarterly Investment Report
Agenda Item: Ryan Boone / Kelly Logsdon

Background Information:

Attached is the quarterly investment report for June 1, 2022 through August 31, 2022 and comparison data for prior years.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and the Executive Director of Business Operations recommend approval of the quarterly investment report for June 1, 2022 through August 31, 2022.

Action Item: Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT

Quarterly Investment Report

June 1, 2022 - August 31, 2022

This report has been prepared according to the requirements of Texas Government Code Chapter 2256 and I hereby certify that all investment activities are in compliance with local and state investment policy.



Ryan Boone
Deputy Superintendent for Business & Operations



Kelly Logsdon
Executive Director of Business Services



Leslie Hudson
Executive Director of Payroll



Laura Lambert
Senior Accountant

Dickinson Independent School District
Investments by Government Pools
OPERATING FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Logic	4,314,482	4,314,614	4,314,853	4,315,023	4,315,343	4,315,701	4,316,614	4,318,103	4,321,079	4,325,268	4,331,344	4,339,296
Texas Class	7,115,269	3,115,417	6,115,566	3,115,786	17,617,083	23,619,189	18,624,421	7,629,499	7,634,769	4,638,076	1,641,729	1,644,923
Gulf Coast CU	5,134,446	5,145,964	5,148,359	5,148,359	5,157,511	5,157,511	5,161,266	5,169,043	5,169,043	5,169,043	5,169,043	5,181,159
TexStar	300,472	300,475	300,477	300,481	300,483	300,486	300,513	300,592	300,757	301,001	301,359	301,857
Texas TERM	25,594,686	20,602,683	20,605,581	20,605,581	20,608,052	20,609,074	20,610,096	20,610,096	20,615,123	20,619,629	20,622,160	20,654,085
Texas FIT	3,339,400	8,339,843	8,340,348	8,341,107	8,342,173	8,343,186	8,344,777	8,347,081	8,351,409	8,357,460	5,366,198	2,536,569
Total	45,798,755	41,818,996	44,825,184	41,826,337	56,340,645	62,345,147	57,357,687	46,374,414	46,392,180	43,410,477	37,431,833	34,657,889

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Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Logic	129	132	139	270	320	358	914	1,488	2,975	4,190	6,075	7,953	24,943
Texas Class	61	148	148	220	1,297	2,106	5,232	5,078	5,270	3,307	3,653	3,195	29,715
Gulf Coast CU	0	11,518	2,395	0	9,152	0	3,755	7,777	0	0	0	12,116	46,713
TexStar	2	3	3	4	2	2	27	80	165	244	358	498	1,388
Texas TERM	0	7,997	2,898	0	2,471	1,022	1,022	0	5,026	4,505	2,531	31,925	59,397
Texas FIT	415	443	506	759	1,065	1,013	1,591	2,304	4,328	6,052	8,737	7,641	34,854
Total	607	20,241	6,089	1,253	14,307	4,501	12,541	16,727	17,764	18,298	21,354	63,328	197,010

Dickinson Independent School District
Ten Year Balance History
OPERATING FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2012-13	25,864,161	28,868,943	27,673,355	27,678,148	33,683,023	37,687,846	36,193,219	32,197,759	29,201,941	29,705,578	26,858,882	26,861,212
2013-14	29,563,276	32,565,669	31,668,204	32,170,838	38,173,758	43,676,761	40,680,125	36,683,125	33,685,944	32,688,517	32,191,099	31,839,871
2014-15	35,424,432	35,916,810	32,168,575	30,170,343	37,172,376	43,174,634	43,180,250	37,192,580	34,194,538	29,915,239	29,801,034	33,206,830
2015-16	37,207,179	40,219,426	38,237,442	44,247,411	47,234,787	51,247,183	47,256,444	44,266,883	41,282,996	38,295,541	38,312,411	39,347,700
2016-17	45,375,666	43,431,962	49,417,925	50,435,468	52,461,542	60,498,394	53,529,331	50,551,891	46,633,422	43,664,587	42,738,360	43,780,279
2017-18	48,798,756	48,844,463	49,870,305	54,895,049	60,931,901	61,045,981	61,097,442	58,211,038	52,278,091	47,337,052	47,699,614	47,798,402
2018-19	48,850,615	51,322,653	49,424,925	49,577,250	58,615,471	66,723,974	61,851,069	55,958,121	54,093,282	54,191,449	51,801,768	53,705,255
2019-20	60,888,636	60,012,550	53,703,105	59,432,691	69,487,534	75,855,044	69,727,150	63,806,409	56,704,668	53,727,163	49,747,402	47,867,920
2020-21	53,739,783	56,849,350	54,915,997	50,921,104	65,940,917	71,802,263	62,956,494	56,970,934	53,975,862	48,977,167	45,997,208	45,907,822
2021-22	45,798,755	41,818,996	44,825,184	41,826,337	56,340,645	62,345,147	57,357,687	46,374,414	46,392,180	43,410,477	37,431,833	34,657,889

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Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2012-13	4,276	4,732	4,464	4,789	4,875	4,824	5,372	4,541	4,181	3,637	3,304	2,330	51,326
2013-14	2,064	2,393	2,536	2,634	2,920	3,004	3,658	3,001	2,819	3,405	3,541	3,723	35,698
2014-15	2,398	2,379	1,763	1,771	2,032	2,259	5,616	2,329	1,928	1,473	5,052	5,793	34,793
2015-16	2,576	15,223	19,877	9,967	8,922	10,937	12,261	10,438	16,112	8,314	7,959	8,649	131,235
2016-17	27,873	56,292	22,719	17,517	26,072	36,854	32,414	22,559	81,532	31,166	75,553	43,414	473,965
2017-18	18,701	45,705	25,842	24,744	36,852	114,080	51,464	113,593	67,056	58,960	36,309	98,546	691,852
2018-19	52,213	51,496	102,270	152,248	38,219	108,503	127,096	107,053	135,158	98,168	110,320	103,487	1,186,231
2019-20	183,412	123,914	190,554	229,582	64,449	148,273	81,744	79,261	48,258	22,394	20,339	120,719	1,312,899
2020-21	71,663	109,596	66,647	5,107	19,813	3,727	11,850	14,442	11,662	1,315	20,041	941	336,804
2021-22	607	20,241	6,089	1,253	14,307	4,501	12,541	16,727	17,764	18,298	21,354	63,328	197,010

Dickinson Independent School District
Investments by Government Pools
INTEREST AND SINKING FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	1,497,757	1,497,813	3,497,917	6,498,151	334,435	8,335,058	8,337,080	8,359,867	8,365,642	8,373,605	7,996,534	1,603,217
TexPool	0	0	0	0	0	0	0	0	0	0	0	0
Texas TERM	10,529,851	10,529,858	10,529,865	10,529,873	10,531,162	10,534,249	10,534,249	10,534,249	10,534,249	10,534,249	10,534,249	10,563,959
Total	12,027,608	12,027,671	14,027,782	17,028,024	10,865,597	18,869,307	18,871,329	18,894,116	18,899,891	18,907,854	18,530,783	12,167,176

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Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	54	55	105	234	1,098	622	2,023	2,891	5,774	7,964	11,404	8,576	40,800
TexPool	0	0	0	0	0	0	0	0	0	0	0	0	0
Texas TERM	8	8	7	7	1,289	3,087	0	0	0	0	0	29,709	34,115
Total	62	63	112	241	2,387	3,709	2,023	2,891	5,774	7,964	11,404	38,285	74,915

Dickinson Independent School District
Investments by Pools
DEBT SERVICE FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2012-13	6,069,801	6,070,878	8,671,895	10,163,541	15,299,540	9,093,569	9,052,351	9,753,569	9,754,852	9,713,542	9,998,660	5,546,181
2013-14	5,546,578	5,546,999	5,547,417	8,231,648	14,721,878	8,945,248	8,945,946	8,946,623	8,947,311	8,947,994	4,161,747	6,012,893
2014-15	6,013,341	6,013,801	6,614,265	7,764,977	4,347,401	9,797,771	9,798,759	9,799,823	9,800,935	11,401,139	6,076,125	6,271,565
2015-16	6,271,747	6,272,836	6,274,064	6,275,586	13,585,808	10,494,059	13,499,830	13,506,038	13,512,728	13,118,516	7,791,542	451,144
2016-17	8,800,969	8,232,509	8,395,035	14,153,316	21,118,977	15,030,408	16,043,182	16,056,998	16,071,682	16,038,748	9,902,306	10,504,567
2017-18	10,515,229	10,526,471	11,037,856	15,195,447	21,122,320	17,410,151	17,428,591	17,448,473	17,476,685	18,905,724	18,052,557	12,031,994
2018-19	12,053,324	12,650,208	13,661,610	15,676,395	25,517,327	15,284,969	16,313,373	16,341,893	16,370,722	16,380,746	16,545,345	10,814,880
2019-20	10,815,814	10,816,728	10,645,783	11,662,217	23,598,646	14,291,236	15,297,072	19,059,354	16,605,453	17,008,551	10,793,267	10,820,839
2020-21	10,820,918	10,906,499	11,903,157	13,903,344	22,716,559	17,116,740	17,120,978	19,121,459	19,122,035	19,126,457	12,027,471	12,027,546
2021-22	12,027,608	12,027,671	14,027,782	17,028,024	10,865,597	18,869,307	18,871,329	18,894,116	18,899,891	18,907,854	18,530,783	12,167,176

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Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2012-13	1,116	1,077	1,016	1,646	2,011	1,208	1,298	1,218	1,284	1,205	1,129	533	14,742
2013-14	398	421	417	614	944	774	698	677	696	675	598	427	7,339
2014-15	447	459	465	572	480	561	989	1,063	1,112	1,304	1,139	890	9,481
2015-16	961	1,094	1,193	1,522	3,007	5,585	5,771	6,208	6,691	6,887	5,953	143	45,015
2016-17	4,940	5,987	5,589	8,281	13,448	10,354	12,774	13,816	14,684	14,851	15,798	10,233	130,755
2017-18	10,662	11,242	11,385	10,907	16,568	10,071	18,440	19,881	28,212	29,039	30,156	22,075	218,638
2018-19	21,330	9,629	11,402	14,784	30,627	85,283	28,403	28,520	28,828	10,023	15,648	135,150	419,627
2019-20	933	914	69,262	16,433	26,124	5,396	5,836	7,803	3,920	3,097	1,754	27,574	169,046
2020-21	79	85,131	108	186	2,910	2,525	2,068	2,546	3,117	4,422	320	74	103,486
2021-22	62	63	112	241	2,387	3,709	2,023	2,891	5,774	7,964	11,404	38,285	74,915

Dickinson Independent School District
Investments by Government Pools
WORKER'S COMPENSATION FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0
TexPool	302,212	302,221	302,231	302,240	302,250	302,265	302,304	302,380	302,540	302,789	303,180	303,737
Texas TERM	2,052,289	2,052,289	2,052,290	2,052,291	2,052,291	2,052,297	2,053,320	2,053,320	2,053,320	2,057,954	2,060,557	2,064,265
Total	2,354,501	2,354,510	2,354,521	2,354,531	2,354,541	2,354,562	2,355,624	2,355,700	2,355,860	2,360,743	2,363,737	2,368,002

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Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0	0
TexPool	7	9	10	10	10	15	39	76	160	249	391	557	1,533
Texas TERM	1	1	1	1	0	6	1,023	0	0	4,634	2,603	3,708	11,978
Total	8	10	11	11	10	21	1,062	76	160	4,883	2,994	4,265	13,511

Dickinson Independent School District
Investments by Pools
WORKER'S COMPENSATION FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2012-13	225,240	225,272	200,301	200,326	200,343	200,358	200,375	200,392	200,404	200,414	200,423	200,430
2013-14	200,437	200,445	200,453	200,459	200,464	200,468	200,473	200,479	200,483	200,487	200,493	200,499
2014-15	200,504	200,508	200,514	1,200,549	1,200,596	1,200,637	1,200,686	1,200,738	1,200,794	1,200,851	1,200,915	1,200,988
2015-16	1,200,991	1,201,078	1,201,280	1,201,470	1,201,743	1,202,030	1,202,364	1,952,614	1,952,817	1,953,027	1,953,247	1,953,470
2016-17	1,953,690	1,953,919	1,954,149	1,962,782	1,963,168	1,963,497	1,863,886	1,864,276	1,864,710	1,765,147	1,765,612	1,766,092
2017-18	1,705,608	1,706,052	1,606,422	1,606,830	1,557,269	1,557,640	1,558,099	1,558,589	1,559,114	1,572,723	1,573,193	1,573,672
2018-19	1,574,154	1,574,689	1,581,377	1,581,963	1,582,576	1,583,132	1,595,294	1,595,925	1,596,565	1,597,188	1,597,831	1,612,105
2019-20	2,312,870	2,316,310	2,316,726	2,330,027	2,330,434	2,339,937	2,341,045	2,341,158	2,341,227	2,347,204	2,347,257	2,347,303
2020-21	2,347,339	2,347,373	2,347,404	2,352,728	2,352,749	2,352,759	2,352,764	2,352,767	2,352,769	2,354,481	2,354,486	2,354,493
2021-22	2,354,501	2,354,510	2,354,521	2,354,531	2,354,541	2,354,562	2,355,624	2,355,700	2,355,860	2,360,743	2,363,737	2,368,002

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Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2012-13	38	32	29	26	17	14	18	17	12	9	9	7	229
2013-14	6	8	7	6	5	4	5	6	4	5	5	6	67
2014-15	5	4	5	36	47	41	49	52	56	57	64	73	489
2015-16	84	99	109	190	273	287	334	250	203	210	220	223	2,481
2016-17	220	229	231	8,632	387	328	389	390	434	437	466	480	12,623
2017-18	9,516	444	370	408	439	371	460	490	525	13,610	470	479	27,582
2018-19	482	536	6,689	585	613	556	12,162	631	640	620	643	14,273	38,430
2019-20	765	3,439	415	13,301	408	9,502	1,108	114	69	5,977	53	45	35,196
2020-21	37	34	31	5,324	21	10	5	3	2	1,711	6	7	7,191
2021-22	8	10	11	11	10	21	1,062	76	160	4,883	2,994	4,265	13,511

Dickinson Independent School District
Investments by Government Pools
ACTIVITY FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0
TexPool	90,969	90,971	90,974	90,977	90,980	90,984	90,996	91,019	91,067	91,142	91,260	91,428
Total	90,969	90,971	90,974	90,977	90,980	90,984	90,996	91,019	91,067	91,142	91,260	91,428

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0	0
TexPool	2	3	3	3	3	4	12	23	48	75	118	168	462
Total	2	3	3	3	3	4	12	23	48	75	118	168	462

Dickinson Independent School District
Investments by Pools
ACTIVITY FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2012-13	85,702	85,714	85,725	85,736	85,743	85,749	85,756	85,764	85,769	85,773	85,777	85,780
2013-14	85,783	85,786	85,790	65,792	85,794	85,796	85,798	85,801	85,803	85,804	85,807	85,809
2014-15	85,812	85,814	85,816	85,819	85,822	85,825	85,828	85,832	85,836	85,840	85,845	85,845
2015-16	85,850	85,857	85,871	85,884	85,904	85,925	85,948	85,972	85,997	86,023	86,050	86,077
2016-17	86,104	86,132	86,160	86,194	86,233	86,270	86,316	86,366	86,423	86,485	86,556	86,630
2017-18	86,702	86,778	86,853	86,940	87,036	87,125	87,238	87,357	87,485	87,615	87,756	87,899
2018-19	88,043	88,203	88,363	88,535	88,714	88,877	89,060	89,238	89,418	89,595	89,777	89,942
2019-20	90,102	90,248	90,373	90,497	90,620	90,734	90,812	90,846	90,866	90,882	90,899	90,912
2020-21	90,923	90,933	90,942	90,950	90,956	90,959	90,960	90,961	90,962	90,963	90,965	90,967
2021-22	90,969	90,971	90,974	90,977	90,980	90,984	90,996	91,019	91,067	91,142	91,260	91,428

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Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2012-13	11	12	11	11	7	6	8	7	5	4	4	3	89
2013-14	3	4	3	3	2	2	2	3	2	2	2	3	31
2014-15	2	2	2	3	3	3	4	4	4	4	5	5	41
2015-16	6	7	8	14	20	21	24	24	25	26	27	27	229
2016-17	27	28	28	33	39	37	46	50	56	63	71	73	551
2017-18	72	76	75	87	96	90	112	119	127	130	141	143	1,268
2018-19	144	160	160	172	180	163	182	178	180	175	182	166	2,042
2019-20	160	146	124	125	122	115	77	34	21	16	16	14	970
2020-21	11	10	9	8	6	3	1	1	1	1	2	2	55
2021-22	2	3	3	3	3	4	12	23	48	75	118	168	462

Dickinson Independent School District
Investments by Government Pools
FOOD NUTRITION SERVICES FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	606,040	606,063	606,089	606,125	2,106,256	2,106,454	2,106,966	3,607,992	3,610,484	3,612,151	3,618,956	3,625,998
TexPool	0	0	0	0	0	0	0	0	0	0	0	0
Total	606,040	606,063	606,089	606,125	2,106,256	2,106,454	2,106,966	3,607,992	3,610,484	3,612,151	3,618,956	3,625,998

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	22	22	27	36	131	199	511	1,027	2,492	3,437	5,035	8,576	21,515
TexPool	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	22	22	27	36	131	199	511	1,027	2,492	3,437	5,035	8,576	21,515

Dickinson Independent School District
Investments by Pools
FOOD NUTRITION SERVICES FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2012-13	1,841,100	1,661,395	1,661,644	1,661,913	1,662,139	1,662,327	1,662,544	1,662,744	1,662,935	1,663,111	2,163,318	2,163,483
2013-14	2,083,626	1,973,767	1,973,903	2,124,052	2,124,197	2,124,338	2,673,503	2,602,685	2,392,863	2,547,028	2,693,246	1,328,435
2014-15	746,337	771,382	551,429	551,474	951,551	951,628	1,251,753	1,386,905	1,187,050	1,187,191	1,187,349	1,137,323
2015-16	1,137,705	1,142,884	1,043,098	3,843,851	3,845,221	845,547	1,346,003	1,196,575	1,197,176	325,776	325,952	326,145
2016-17	276,331	401,525	51,631	51,669	451,840	227,086	330,426	527,854	528,340	928,970	929,901	805,797
2017-18	496,433	396,891	747,489	748,379	749,366	750,297	751,412	1,278,277	1,080,225	1,082,143	1,084,194	1,036,252
2018-19	963,099	965,016	966,941	969,000	971,162	973,126	975,286	1,577,952	1,381,060	1,383,906	1,386,745	1,389,434
2019-20	1,041,607	1,043,455	1,045,118	1,247,057	1,249,021	1,250,775	1,252,330	1,253,459	1,254,263	1,254,590	1,055,276	855,525
2020-21	555,661	205,712	105,732	105,744	105,756	605,794	605,848	605,890	605,930	605,960	605,992	606,018
2021-22	606,040	606,063	606,089	606,125	2,106,256	2,106,454	2,106,966	3,607,992	3,610,484	3,612,151	3,618,956	3,625,998

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Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2012-13	343	295	248	270	226	188	216	201	191	176	207	166	2,726
2013-14	143	141	136	149	145	141	165	183	177	173	210	133	1,896
2014-15	66	45	47	45	78	77	125	152	145	141	158	175	1,254
2015-16	182	180	213	753	1,370	325	457	571	601	483	177	193	5,504
2016-17	186	193	106	39	171	246	281	487	487	629	931	896	4,652
2017-18	635	458	598	891	987	930	1,115	1,865	1,948	1,917	2,051	2,058	15,453
2018-19	1,847	1,918	1,925	10,885	2,162	1,964	2,161	8,952	3,108	2,846	2,839	2,689	43,296
2019-20	2,172	1,848	1,663	1,939	1,964	1,754	5,273	1,129	804	607	406	248	19,807
2020-21	137	51	20	13	12	38	103	145	186	216	32	26	979
2021-22	22	22	27	36	131	199	511	1,027	2,492	3,437	5,035	8,576	21,515

Dickinson Independent School District
Investments by Government Pools
BOND FUND – 2020

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Fit	90,102,507	89,956,233	89,538,966	89,021,958	88,953,225	81,107,922	79,506,746	77,285,578	74,527,123	70,347,134	70,166,299	63,340,222
Texas TERM	0	0	0	0	0	0	0	0	0	0	0	0
Total	90,102,507	89,956,233	89,538,966	89,021,958	88,953,225	81,107,922	79,506,746	77,285,578	74,527,123	70,347,134	70,166,299	63,340,222

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Fit	5,619	5,286	5,438	8,118	11,367	10,001	15,340	21,744	39,625	53,794	86,731	122,588	385,651
Texas TERM	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	5,619	5,286	5,438	8,118	11,367	10,001	15,340	21,744	39,625	53,794	86,731	122,588	385,651

Dickinson Independent School District
Investments by Pools
BOND FUND – 2021

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2020-21	0	0	0	0	0	0	93,693,004	93,326,786	93,127,831	92,727,567	91,768,236	90,888,288
2021-22	90,102,507	89,956,233	89,538,966	89,021,958	88,953,225	81,107,922	79,506,746	77,285,578	74,527,123	70,347,134	70,166,299	63,340,222

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2020-21	0	0	0	0	0	0	7,604	10,182	9,245	7,936	7,069	6,933	48,969
2021-22	5,619	5,286	5,438	8,118	11,367	10,001	15,340	21,744	39,625	53,794	86,731	122,588	385,651

* March 11, 2021 received \$94,200,000 from bond sale

Dickinson Independent School District
Investments by Government Pools
BOND FUND – 2016

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas TERM	66,950	66,951	66,952	0	0	0						
Total	66,950	66,951	66,952	0	0	0	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas TERM	2	1	1	0	0	0							4
Total	2	1	1	0	0	0	0	0	0	0	0	0	4

Dickinson Independent School District
Investments by Pools
BOND FUND – 2016

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2016-17	0	0	67,522,578	67,522,587	67,512,595	67,509,245	67,484,525	67,434,818	67,493,088	65,051,672	65,313,933	62,504,160
2017-18	58,917,863	54,550,766	54,437,999	48,013,391	44,261,894	41,238,430	41,248,139	35,082,261	29,429,471	26,309,518	25,287,776	22,465,123
2018-19	20,129,546	19,249,604	18,168,049	16,809,290	16,833,815	14,357,862	13,293,024	12,161,835	10,190,311	6,457,747	5,556,842	4,494,856
2019-20	4,494,856	4,145,211	4,133,433	4,078,568	3,363,119	3,359,014	3,019,438	2,684,254	2,693,009	1,450,129	1,042,072	851,451
2020-21	826,547	801,627	726,689	676,192	603,278	603,301	561,786	561,809	561,829	559,726	426,628	210,948
2021-22	66,950	66,951	66,952	0	0	0	0	0	0	0	0	0

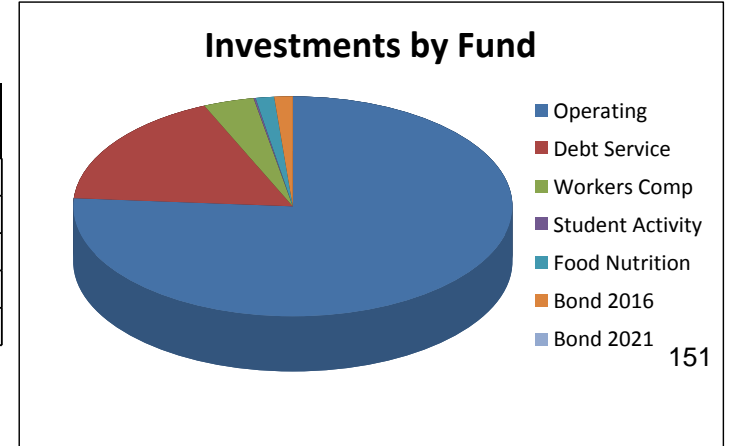
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Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2016-17	0	0	0	9	8	6,650	280	293	63,749	1,122	387,260	8,602	467,973
2017-18	4,938	21,660	2,234	71,006	45,568	33,026	38,104	288,040	29,982	21,194	38,941	34,892	629,585
2018-19	37,800	43,049	71,335	58,322	58,990	30,539	31,859	26,476	58,421	14,675	29,095	8,400	468,961
2019-20	4,137	11,881	3,223	134	14,646	5,894	1,316	641	8,754	288	190	119	51,223
2020-21	96	80	62	53	39	24	24	23	20	14	8	6	449
2021-22	2	1	1	0	0	0	0	0	0	0	0	0	4

* November 1, 2016 received \$70,000,000 from bond sale

Dickinson Independent School District
Investments by Fund/Cash Balance by Government Pools

Fiscal Year Investments By Fund for 5 Years							
Year	Operating	Debt Service	Workers Comp	Student Activity	Food Nutrition	Bond 2016	Bond 2021
2016-2017	\$43,780,279	\$10,504,567	\$1,766,092	\$86,630	\$805,797	\$62,504,160	\$0
2017-2018	\$47,798,402	\$12,031,994	\$1,573,672	\$87,899	\$1,036,252	\$22,465,123	\$0
2018-2019	\$53,705,255	\$10,814,880	\$1,612,105	\$89,942	\$1,389,434	\$4,494,856	\$0
2019-2020	\$47,867,920	\$10,820,839	\$2,347,303	\$90,912	\$855,525	\$851,451	\$0
2020-2021	\$45,907,822	\$12,027,546	\$2,354,493	\$90,967	\$606,018	\$210,948	\$90,888,288

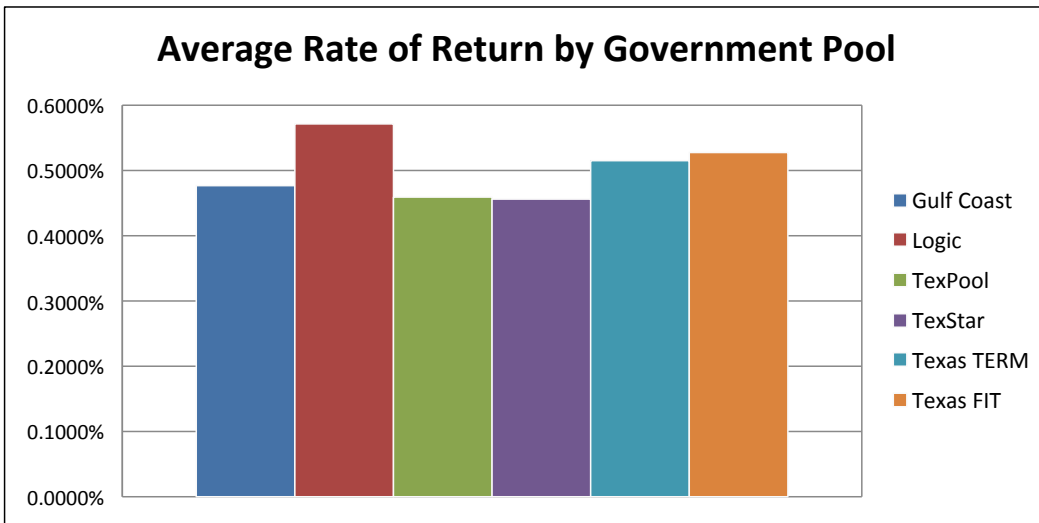


Monthly Cash Balance by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Logic	4,314,482	4,314,614	4,314,853	4,315,023	4,315,343	4,315,701	4,316,614	4,318,103	4,321,079	4,325,268	4,331,344	4,339,296
Texas Class	9,219,066	5,219,293	10,219,572	10,220,062	20,057,774	34,060,701	29,068,467	19,597,358	19,610,895	16,623,832	13,257,219	6,874,138
TexPool	16,057,478	16,069,014	16,071,429	16,071,449	16,081,903	16,085,009	16,088,815	16,096,691	16,096,899	16,097,223	16,097,732	16,140,283
TexStar	300,472	300,475	300,477	300,481	300,483	300,486	300,513	300,592	300,757	301,001	301,359	301,857
Texas TERM	38,243,776	33,251,781	33,254,688	33,187,745	33,191,505	33,195,620	33,197,665	33,197,665	33,202,692	33,211,832	33,216,966	33,282,309
Texas FIT	3,339,400	8,339,843	8,340,348	8,341,107	8,342,173	8,343,186	8,344,777	8,347,081	8,351,409	8,357,460	5,366,198	2,536,569
Total	71,474,674	67,495,020	72,501,367	64,094,760	73,947,008	87,957,517	82,972,074	73,510,409	73,532,322	70,559,156	67,204,620	63,474,452

Dickinson Independent School District
Interest Earned (Unaudited)/Investment Rate of Return
Fiscal Year 2021-2022

Earned Fiscal Year Interest - Government Pools		
Fund	Amount	Yield Rate
Operating Fund	\$197,010	Variable
Debt Service	\$74,915	Variable
Workers Compensation	\$13,511	Variable
Student Activity	\$462	Variable
Food & Nutrition Services	\$21,515	Variable
2016 Bonds	\$4	Variable
2021 Bonds	\$385,651	Variable
Total	\$693,068	Average 0.5138%

Average Monthly Rate of Return - Government Pools							
Month	Gulf Coast	Logic	TexPool	TexStar	Texas Class	Texas TERM	Texas FIT
September	0.0890%	0.0364%	0.0279%	0.0100%	0.0443%	0.0200%	0.0600%
October	0.0890%	0.0359%	0.0354%	0.0100%	0.0435%	0.0200%	0.0500%
November	0.0890%	0.0391%	0.0381%	0.0102%	0.0539%	0.0200%	0.0300%
December	0.0890%	0.0737%	0.0376%	0.0139%	0.0692%	0.0200%	0.1100%
January	0.0940%	0.0875%	0.0376%	0.0100%	0.0965%	0.0200%	0.1500%
February	0.0940%	0.1080%	0.0632%	0.0104%	0.1229%	0.1500%	0.1600%
March	0.9400%	0.2493%	0.1536%	0.1070%	0.2857%	0.1400%	0.2300%
April	0.9400%	0.4195%	0.1800%	0.3225%	0.4720%	0.3000%	0.3400%
May	0.9400%	0.8113%	0.2000%	0.6459%	0.8130%	0.6800%	0.6200%
June	0.9400%	1.1797%	0.9868%	0.9850%	1.1577%	1.0000%	0.9600%
July	0.9400%	1.6538%	1.5498%	1.4010%	1.6392%	1.4900%	1.4700%
August		2.1619%	2.2000%	1.9469%	2.2891%	2.3200%	2.1500%
Average	0.4767%	0.5713%	0.4592%	0.4561%	0.5906%	0.5150%	0.5275%



DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 3, 2022
Item Title: Bilingual Education Exceptions/ESL Waivers Application
Agenda Item: Dr. Jeff Pack

Background Information:

Districts are required to identify and serve emergent bilingual (EBs) through bilingual education or English as a second language (ESL) programs. A district that does not have the appropriately certified teachers to serve (EBs) in accordance with Texas Administrative Code (TAC) §89.1205 must apply to TEA for a bilingual exception and/or ESL waiver. This application must be made each year there is a need for an exception and/or waiver.

Recommendation:

The Superintendent and Deputy Superintendent for Educational Services recommend approval of Bilingual Education Exceptions/English as a Second Language Waivers Application.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

CDN: _____

District Name (No abbreviations): _____

ALTERNATIVE LANGUAGE PROGRAM AND RECRUITING ACTIVITIES

WHAT IS AN ALTERNATIVE LANGUAGE PROGRAM (ALP)?

If a district/local education agency (LEA), including school districts, open-enrollment charters, and districts of innovation, does not have the appropriately certified educators for their required bilingual education or English as a second language (ESL) program, the district files the applicable bilingual education exception or ESL waiver for the teacher(s) and student(s) impacted, per 19 TAC §89.1207. Students under the bilingual education exception or ESL waiver will temporarily participate in the alternative language program, as described in the district's application (part 2) for the current school year. Teachers providing the ALP will be supported by the district's comprehensive professional development plan. The ALP must

- align as closely as possible to the district's required bilingual or ESL program;
- meet the affective, linguistic, and cognitive needs of their emergent bilingual (EB) students/English learners (ELs); and
- ensure students are given the opportunity to master the essential knowledge and skills of the required curriculum, including TEKS for foundation and enrichment areas, the English language proficiency standards (ELPS), and college and career readiness standards (CCRS) [19 TAC §89.1207(a)(1)(B) and §89.1207(b)(1)(B)].

WHAT ARE THE APPLICABLE ALTERNATIVE LANGUAGE PROGRAM PEIMS CODES?

The PEIMS Alternative Language Program Code Table will only be utilized if a district has submitted a bilingual education exception and/or an ESL waiver and must be used in combination with the appropriate PEIMS Parental Permission codes as described below. The [Code Guide](#) for Bilingual and ESL Program Association provides further details on how to appropriately use these codes for participating students.

- If the parent of an EB student/EL approves placement of the student in the bilingual education program but the district is under a **bilingual education exception**, the student's Parental Permission Code is E, the Alternative Language Program Code is 01, and the Bilingual Education and ESL Program Codes are 0.
- If the parent of an EB student/EL approves placement of the student in the ESL program but the district is under an **ESL waiver**, the student's Parental Permission Code is J, the Alternative Language Program Code is 02, and the Bilingual and ESL Program Codes are 0.

INSTRUCTIONS

- If applying for
 - a **bilingual education exception only**, complete sections 1, 3, and 4.
 - an **ESL waiver only**, complete sections 2, 3, and 4.
 - **both** a bilingual education exception and an ESL waiver, complete all sections.
- Save a copy of this form prior to submission. Maintain all supporting documentation at the local level.

2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

SECTION 1: BILINGUAL EDUCATION EXCEPTION ALTERNATIVE LANGUAGE PROGRAM

Complete this section if applying for a bilingual education exception.

FEATURES OF A BILINGUAL EDUCATION EXCEPTION ALP

The temporary alternative language program to a district’s required bilingual education program may consist of **one or more** of the following:

- **Aligned to Intended Bilingual Program Model** – The district’s intended bilingual education program model, aligned to [TAC §89.1210(c)], is provided by a teacher who is expected to obtain bilingual certification within the current school year. The teacher follows the district’s language allocation plan for their intended bilingual program model, including delivery of primary language instruction.
- **Aligned to ESL Content Based Program Model [TAC §89.1210(d)(1)]** – Emergent bilingual (EB) students/English learners (ELs) receive all of their content instruction in English reading and language arts, mathematics, science, and social studies by a teacher(s) who hold(s) a valid classroom teaching certification appropriate for grade level and subject area as well as an ESL certification.
- **Aligned to ESL Pull-Out Program Model [TAC §89.1210(d)(2)]** – EB students/ELs receive their English reading and language arts instruction by a teacher(s) who hold(s) a valid classroom teaching certificate appropriate for grade level and English reading and language arts as well as an ESL certification.
- **Content-Based Language Instruction** – EB students/ELs receive all of their content instruction in English reading and language arts, mathematics, science, and social studies by a teacher(s) who is/are trained in content-based language instruction/sheltered instruction.
- **Supplemental Primary Language Support** – In addition to one or more of the above program features, EB students/ELs receive additional primary language support from other educators, including paraprofessionals.

BILINGUAL EDUCATION ALTERNATIVE LANGUAGE PROGRAM DESCRIPTION

Based on one or more of the ALP features described above, provide a brief description on how the proposed temporary alternative language program to the district’s required **bilingual education program** will meet the affective, linguistic, and cognitive needs of EB students/ELs. Be sure to describe how the program may differ across campuses or grade levels.

2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

SECTION 2: ESL WAIVER ALTERNATIVE LANGUAGE PROGRAM

Complete this section if applying for an English as a second language (ESL) waiver.

FEATURES OF AN ESL ALP

The temporary alternative language program to a district’s required ESL program may consist of **one or more** of the following:

- **Content-Based Language Instruction** – Emergent bilingual (EB) students/English learners (ELs) receive all of their content instruction in English reading and language arts, mathematics, science, and social studies by a teacher(s) who is/are trained in content-based language instruction/sheltered instruction.
- **Supplemental ELD Support** – In addition to one or more of the above program features, EB students/ELs receive additional English language development (ELD) support from other educators, including paraprofessionals.

ESL ALTERNATIVE LANGUAGE PROGRAM DESCRIPTION

Based on one or more of the ALP features described above, provide a brief description on how the proposed temporary alternative language program to the district’s required **ESL program** will meet the affective, linguistic, and cognitive needs of EB students/ELs. Be sure to describe how the program may differ across campuses or grade levels.

2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

SECTION 3: RECRUITING ACTIVITIES

Complete this section if applying for a bilingual education exception, ESL waiver, or both.

TARGETED RECRUITING ACTIVITIES PLANNED FOR SCHOOL YEAR 2022-2023 NARRATIVE

RESPONSE Provide a brief description of the district's planned recruiting activities during the 2022-2023 school year that target linguistically and culturally diverse teachers who are prepared to serve the needs of the district's emergent bilingual (EB) students/English learners (ELs). Include dates and locations, if possible.

SECTION 4: PROGRAM EVALUATION

Comply with the following reporting requirements by maintaining supporting documentation as described in this section when applying for a bilingual education exception, ESL waiver, or both.

PROGRAM EVALUATION DOCUMENTATION

Include the following in the annual district report on educational performance of the bilingual education and/or ESL program, as described in TAC §89.1265(c).

- the number of teachers for whom an exception or waiver was/is being filed;
- the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained appropriate certification; and
- the frequency and scope of a [comprehensive professional development plan](#), implemented as required under 19 TAC §89.1207(a)(1)(D) or §89.1207(b)(1)(D), and results of such plan if an exception and/or waiver was filed in the previous school year.

Bilingual Education Exception / English as a Second Language (ESL) Waiver
Application 2022-2023

NOTE: GREY FIELDS ARE AUTOMATICALLY FILLED FROM YOUR ENTRIES IN EACH WORKSHEET.
MANUALLY ENTER CORRECTIONS AS NEEDED. IF AN ITEM IS NOT APPLICABLE, LEAVE THE IT BLANK.

CDN (AskTed) Enter with NO dash.	District	ESC Region	Superintendent		Application for	Assurances Verified
			(Format: Salutation, First name, Last name)	Email		
084901	Dickinson ISD	04	Carla Voelkel	cvoelkel@dickinsonisd.org	BOTH	Yes

Emergent Bilingual (EB) Students/English Learners (ELs) District-Wide	Bilingual/ESL Contact		
	(Format: Salutation, First name, Last name)	Email	Phone (Format: (Area) 999 - 9999 x99999)
2216	Mrs. Lisa Herrera	lherrera@dickinsonisd.org	281-229-6037

Skip if not applying for a Bilingual Exception.	Report a District-Wide Number				Teachers needed to instruct EB students/ELs under a Bilingual Education Exception (Spanish and other languages)
	Bilingual Certified (all personnel) Employed in the District	Bilingual Certified Teachers Currently Teaching in a Bilingual Education Program	Teachers needed to instruct EB students/ELs under a bilingual education exception (Spanish)	Teachers needed to instruct EB students/ELs under a bilingual education exception (languages other than Spanish)	
	71	43	23	0	23

Skip if not applying for an ESL Waiver.	Report a District-wide Number		
	ESL Certified Teachers (all personnel) Employed in the District	ESL Certified Teachers (all grade levels) Currently Teaching in an ESL Program	Teachers needed to instruct EB students/ELs under an ESL Waiver
	481	259	29

Skip this sheet if not applying for a Bilingual Exception.			Dickinson ISD (084901)																							
CDC Number (askTED) Enter with NO dashes.	Campus	Language of Exception (No abbreviations)	PK			Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
			Number under Exception			Number under Exception			Number under Exception			Number under Exception			Number under Exception			Number under Exception			Number under Exception					
			Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers
084901107	Bay Colony Elementary	Spanish													20	1	1	23	1	1						
084901101	Kenneth E. Little Elementary	Spanish	33	2	1													43	2	2						
084901108	San Leon Elementary	Spanish													21	1	1	43	2	2						
084901105	Silbernagel Elementary	Spanish									32	2	1					68	2	2						
084901043	Barber Middle School	Spanish																			28	4	4	14	4	4
084901042	Dunbar Middle School	Spanish																			24	4	4			

Skip this sheet if not applying for an ESL Waiver			Dickinson ISD (084901)			
CDC Number (askTED)	Campus Name	Number of Teachers	Grade Level	Expected ESL Certification Assessment Date		
084901109	Calder Elementary	1	KG	3/15/2023	Calder Road Elem.	
084901109	Calder Elementary	1	4th	3/15/2023	Calder Road Elem.	
084901106	Hughes Road Elementary	1	3rd	3/15/2023	Hughes Road Elem.	
084901101	Kenneth E. Little Elementary	1	PK	3/15/2023	Kenneth E. Little Elem.	
084901101	Kenneth E. Little Elementary	1	1st	3/15/2023	Kenneth E. Little Elem.	
084901101	Kenneth E. Little Elementary	1	2nd	3/15/2023	Kenneth E. Little Elem.	
084901101	Kenneth E. Little Elementary	1	3rd	3/15/2023	Kenneth E. Little Elem.	
084901102	Louis G. Lobit Elementary	1	PK	3/15/2023	Louis G. Lobit Elem.	
084901108	San Leon Elementary	1	1st	3/15/2023	San Leon Elem.	
084901108	San Leon Elementary	2	2nd	3/15/2023	San Leon Elem.	
084901105	Silbernagel Elementary	1	PK	3/15/2023	Jake Silbernagel Elem.	
084901105	Silbernagel Elementary	1	2nd	3/15/2023	Jake Silbernagel Elem.	
084901043	John and Shamarion Barber Middle School	1	5th	3/15/2023	John and Shamarion Barber M.S.	
084901042	Dunbar Middle School	1	5th	3/15/2023	Dunbar M.S.	
084901042	Dunbar Middle School	1	6th	3/15/2023	Dunbar M.S.	
084901044	Elva C. Lobit Middle School	1	6th	3/15/2023	Elva C. Lobit M.S.	
084901051	Eugene 'Gene' Kranz Junior High School	2	7th	3/15/2023	Eugene 'Gene' Kranz Jr.H.	
084901051	Eugene 'Gene' Kranz Junior High School	2	8th	3/15/2023	Eugene 'Gene' Kranz Jr.H.	
084901041	R. D. McAdams Junior High School	3	7th	3/15/2023	R.D. McAdams Jr.H.	
084901041	R. D. McAdams Junior High School	1	8th	3/15/2023	R.D. McAdams Jr.H.	
084901001	Dickinson High School	1	9th	3/15/2023	Dickinson H.S.	
084901001	Dickinson High School	1	10th	3/15/2023	Dickinson H.S.	
084901001	Dickinson High School	2	11th	3/15/2023	Dickinson H.S.	

I verify that this application has been reviewed and approved by the Superintendent of the submitting Local Education Agency (LEA) and that the following actions have been taken.

Yes

1. The district has taken all reasonable affirmative steps to secure teachers with teaching certificates appropriate for bilingual education and/or ESL instruction and has failed.
2. The district has affirmative hiring policies and procedures consistent with the need to serve English learners.
3. The district has not unjustifiably denied employment to a teacher having a teaching certificate appropriate for bilingual and/or ESL instruction or emergency credentials within the past 12 months.
4. Certified teachers available in the school district will be assigned to grade levels beginning in prekindergarten followed successively by subsequent grade levels in the elementary school campus and, if needed,
5. The school district shall implement a comprehensive professional development plan that:
 - is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners;
 - includes the non-certified teachers that are assigned to implement the proposed alternative program; and
 - may include additional teachers who work with English learners.
6. A minimum of 10% of the bilingual education allotment shall be used to fund the comprehensive professional development plan.

7. All documents supporting this application shall be maintained at the LEA and made available to the Texas Education Agency (TEA) upon request and shall satisfy the additional reporting requirements in §89.1265 (c).
Documents shall include:
 - a description of the proposed alternative instructional program designed to meet the affective, linguistic, and cognitive needs of English learners;
 - a copy of the school district's comprehensive professional development plan designed to support this application;
 - a copy of the bilingual allotment budget documenting that a minimum of 10% of the funds shall be used to fund the comprehensive professional development plan designed to support this application; and
 - a description of the actions taken to recruit an adequate number of certified teachers.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 3, 2022
Item Title: Investment Strategy for 2022-2023 Fiscal Year
Agenda Item: Ryan Boone/Kelly Logsdon

Background Information:

Attached is the investment strategy for the fiscal year 2022-2023. The District’s strategy is the same as the 2021-2022 fiscal year.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Executive Director of Business Services recommend adoption of the investment strategy for the fiscal year 2022-2023 as presented.

Action Item: X Yes No

Motion made by _____ **seconded by** _____ **vote** _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 3, 2022
Item Title: Investment Policy-Board Policy CDA (LOCAL)
Agenda Item: Ryan Boone/Kelly Logsdon

Background Information:

Legal Policy CDA requires that investment policy CDA (LOCAL) be reviewed and revisions noted and approved by the Board on an annual basis. The policy as attached is the same policy earlier adopted by the Board. No changes are recommended at this time.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Executive Director of Business Services recommend approval of the Investment Policy CDA (LOCAL).

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctua-

tions by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).</p>
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to

protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: October 3, 2022

Item Title: Consent Agenda Items

Agenda Item: Carla Voelkel, Superintendent

Background Information:

The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for September 15, 22, 29, 2022
- Approval of Proposals Received-Contracted Services 21-09-1145
- September 12, 2022 Minutes
- Out of State Travel-Dr. Jeff Pack, Deputy Superintendent for Educational Services
- Donation to DHS Cosmetology-Veanna Veasey
- Campus Fundraising Request-KJHS Dance, MJHS Athletics
- MOU Between DISD and 3Strands Global Foundation
- Out of State Travel-Facility Services

Recommendation:

The Superintendent recommends the Board's ratification of the above consent items.

Action Item: **Yes** **No**