

Agenda of Regular Meeting

The Board of Trustees Canutillo ISD

A Regular meeting of the Board of Trustees of Canutillo ISD will be held October 30, 2023, beginning at 6:00 PM in the Canutillo ISD Administration Office, 7965 Artcraft, El Paso, TX 79932.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. **GENERAL FUNCTIONS-OTHER**
 - A. Call to Order
 - B. Pledge of Allegiance
 - C. Texas Pledge of Allegiance
 - D. Roll Call
 - E. CISD Vision and Mission Statements 3
2. **BOARD HONORS**
 - A. Recognition of Canutillo High School Cross Country Team Member Nevaeh Escobedo for Qualifying to the Regional Cross Country Meet in Lubbock.
 - B. Recognition of Canutillo High School students Michelle DeMoss, David Gonzalez, Tobias Palmer and Angel Rodriguez for being selected to serve on the Texas 16th Congressional District's Youth Advisory Council.
Presenter: G. Reveles
 - C. Recognition of Canutillo High School student April Ruiz for earning Top 10 placement in the 2023 Biomedical Engineering Society's High School Science Poster Competition in Seattle, Washington.
3. **OPEN FORUM-OTHER**

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.
4. **BOARD OF TRUSTEE BUSINESS**
 - A. Lonestar Governance Goals 1 & 2 4
Presenter: S Carrillo / Jesica Arellano
 - B. Discussion Regarding Important Dates for Trustees 26
5. **PUBLIC HEARING**

A.	A Public Hearing Will Be Held Regarding the Canutillo ISD's Financial Integrity Rating System of Texas (FIRST). The Public is Invited to Attend and Provide Public Comment.	27
	Presenter: C Pulley	
B.	Approval of the Canutillo ISD's Financial Integrity Rating System of Texas (FIRST)	
	Presenter: C. Pulley	
6.	CONSENT AGENDA-VOTING	
A.	<i>BUSINESS SERVICES</i>	
1.	Approval of the Monthly Donations	
	Presenter: C. Pulley	
a.	Board Acceptance of September 2023 Donations Report	92
	Presenter: Cristina Pulley	
2.	Approval of the Budget Amendments	
	Presenter: C. Pulley	
a.	Budget Amendments September 2023	94
	Presenter: C Pulley	
B.	<i>CURRICULUM AND INSTRUCTION</i>	
1.	Approval of Memorandum of Understanding between UT Austin and Canutillo ISD - Precision Math Interventions for first-grade students	98
	Presenter: Jesica Arellano, Sandra Carrillo	
2.	Approval of Memorandum of Understanding between UT Austin and Canutillo ISD - ROOTS- A Systematic Replication of a Tier 2 Kindergarten Mathematics Intervention	115
	Presenter: Jesica Arellano, Sandra Carrillo	
3.	2023-2024 District/Campus Improvement Plans	118
	Presenter: Julieta Melendez	
7.	ADJOURNMENT	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

CANUTILLO INDEPENDENT SCHOOL DISTRICT

Mission

We provide Equitable Opportunities to ensure our future-ready students are empowered to Explore, Learn, Grow and Excel.

Vision

LEAD today. IMPACT tomorrow.

#VivaCanutillo



CURRICULUM & INSTRUCTION

CANUTILLO A Premier District

TO: CISD Board of Trustees and Superintendent Galaviz
FROM: Jesica Arellano, Executive Director of Curriculum & Instruction
DATE: October 19, 2023
RE: Lone Star Governance Student Outcome Goal Progress

Pursuant to the Lone Star Governance (LSG) framework, Canutillo ISD administration is required to update the board on progress toward meeting student outcome goals. In alignment with our district's LSG calendar, Goals 1 & 2 (student progress in reading and mathematics) will be the focus for the month of October.

LSG Goal 1 states:

- The percentage of kindergarten students reading on grade level will increase from 33% in June 2021 to 70% by June 2026.
- The percentage of 1st grade students reading on grade level will increase from 46% in June 2021 to 70% by June 2026.
- The percentage of 2nd grade students reading on grade level will increase from 54% in June 2021 to 70% by June 2026.

LSG Goal 2 states:

- The percentage of kindergarten students performing on grade level in math will increase from 13% in June 2021 to 70% by June 2026.
- The percentage of 1st grade students performing on grade level in math will increase from 24% in June 2021 to 70% by June 2026.
- The percentage of 2nd grade students performing on grade level in math will increase from 32% (2021) to 70% by the year 2026.

Current district assessment performance data points and student progress toward goal targets in math and reading were compiled and will be presented for discussion at the October 2023 board meeting. This information is being provided to board members and district administration in order to ensure collective awareness concerning student progress toward meeting the district's student outcome goals.

Street Address:

7965 Artcraft Rd.
El Paso, TX 79932

Mailing Address:

P.O. Box 100
Canutillo, TX 79835

P: (915) 877-7440

F: (915) 877-7527

canutillo-isd.org

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.

LONE STAR GOVERNANCE



GOALS AND PROGRESS MONITORING INDICATORS

October 2023

October 2023

Goal 1 - Early Childhood Literacy
Goal 2 - Early Childhood Mathematics Proficiency

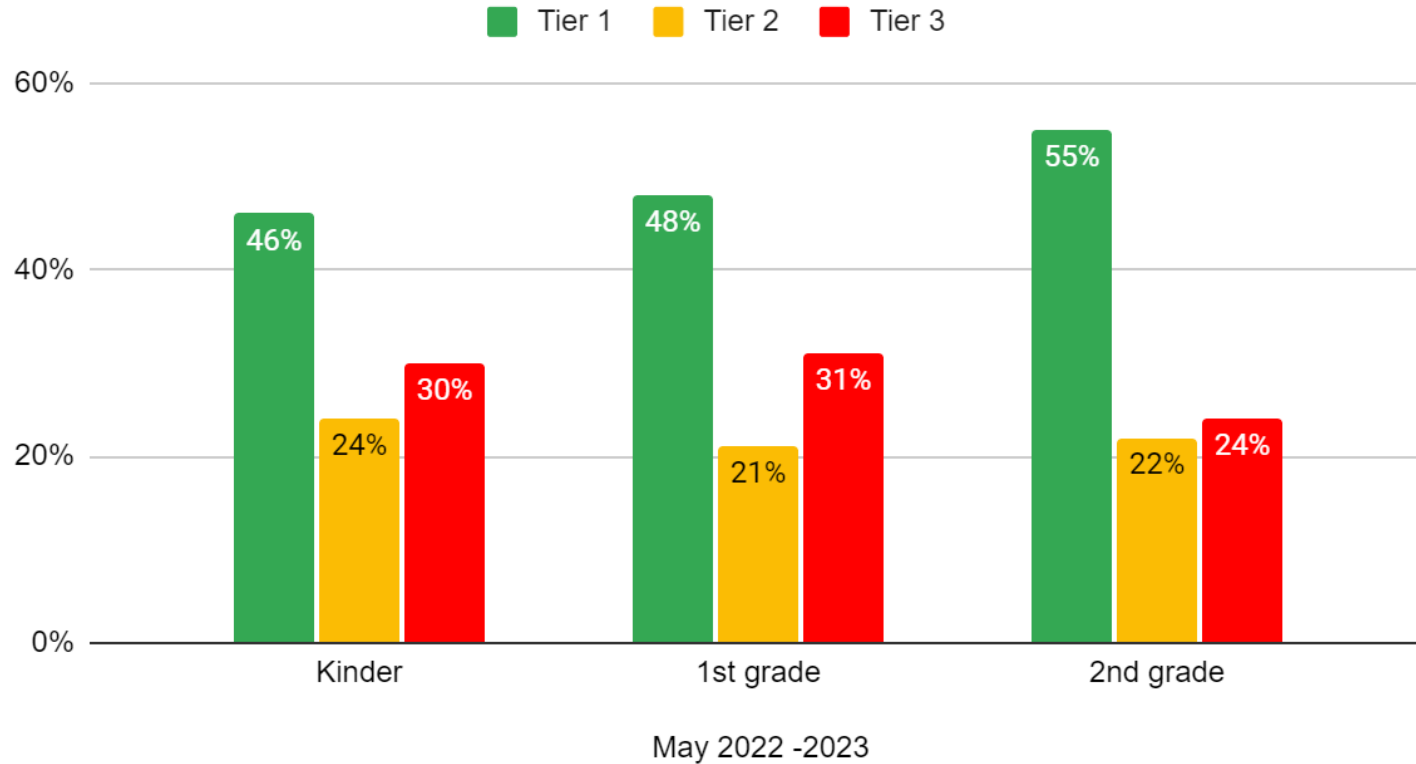
Early Childhood Literacy

CANUTILLO INDEPENDENT SCHOOL DISTRICT
A Premier District



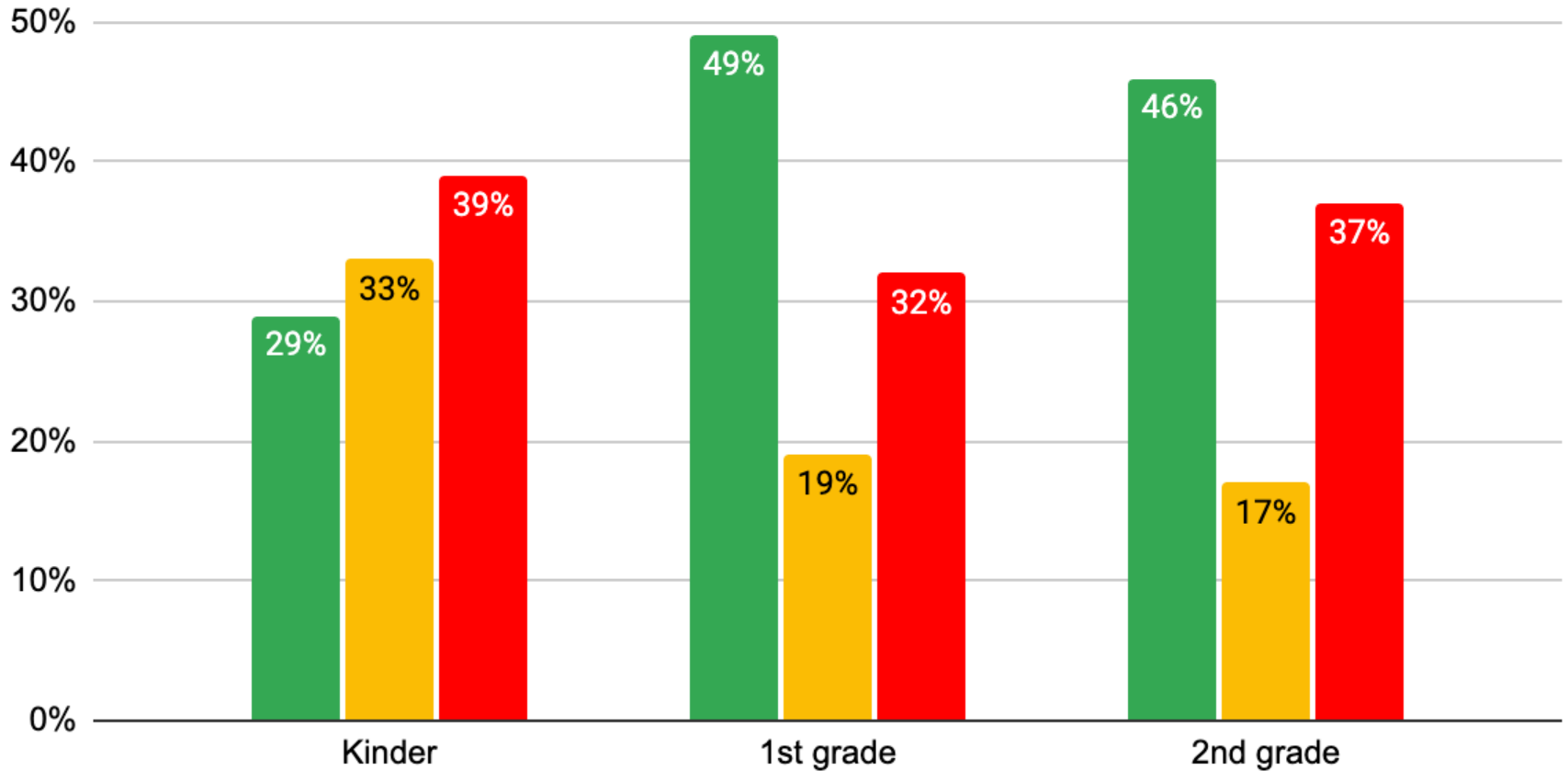
How we ended last year...

ISIP Reading Summary Report - May 2023



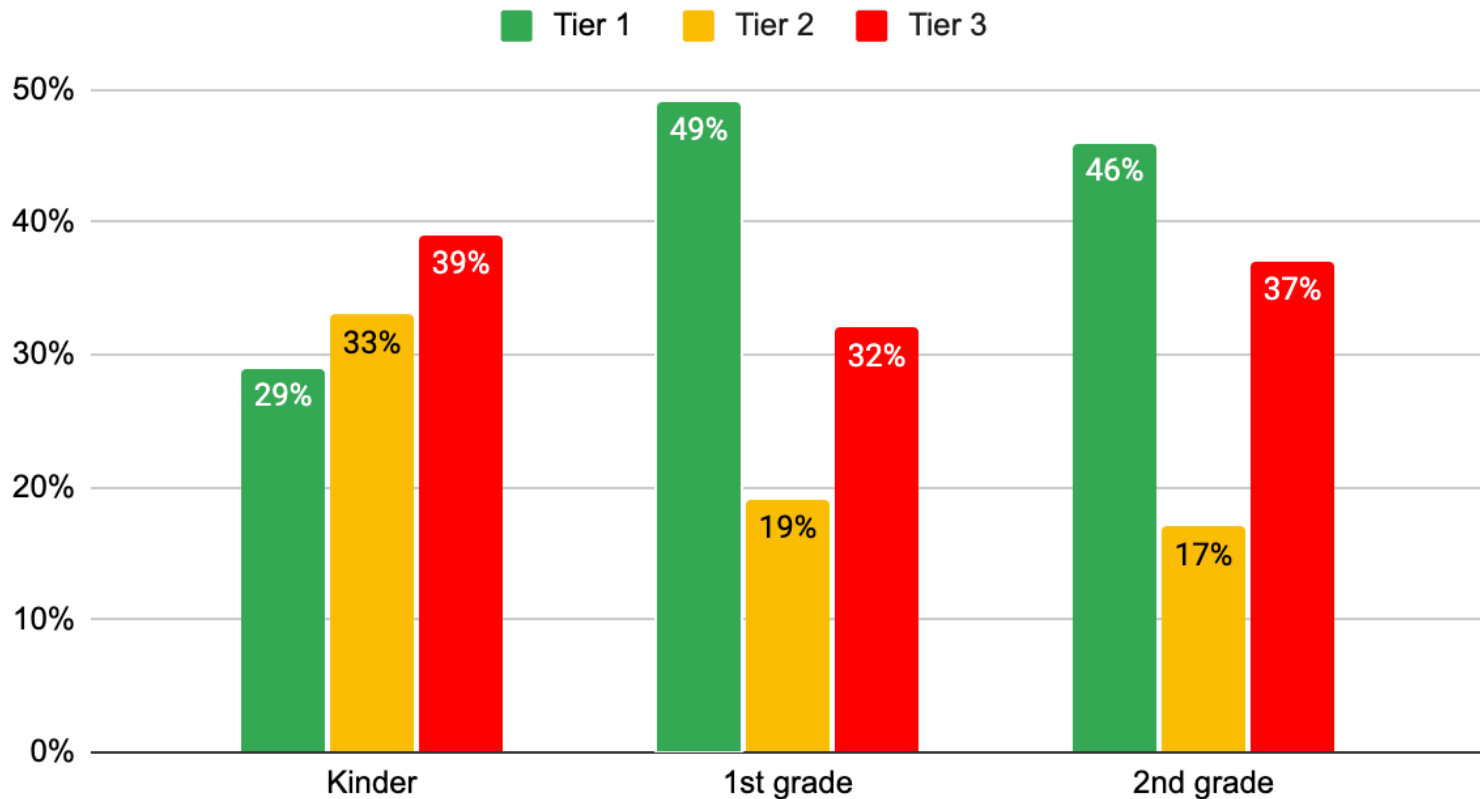
ISIP Lectura Summary Report - May 2023

Tier 1 Tier 2 Tier 3

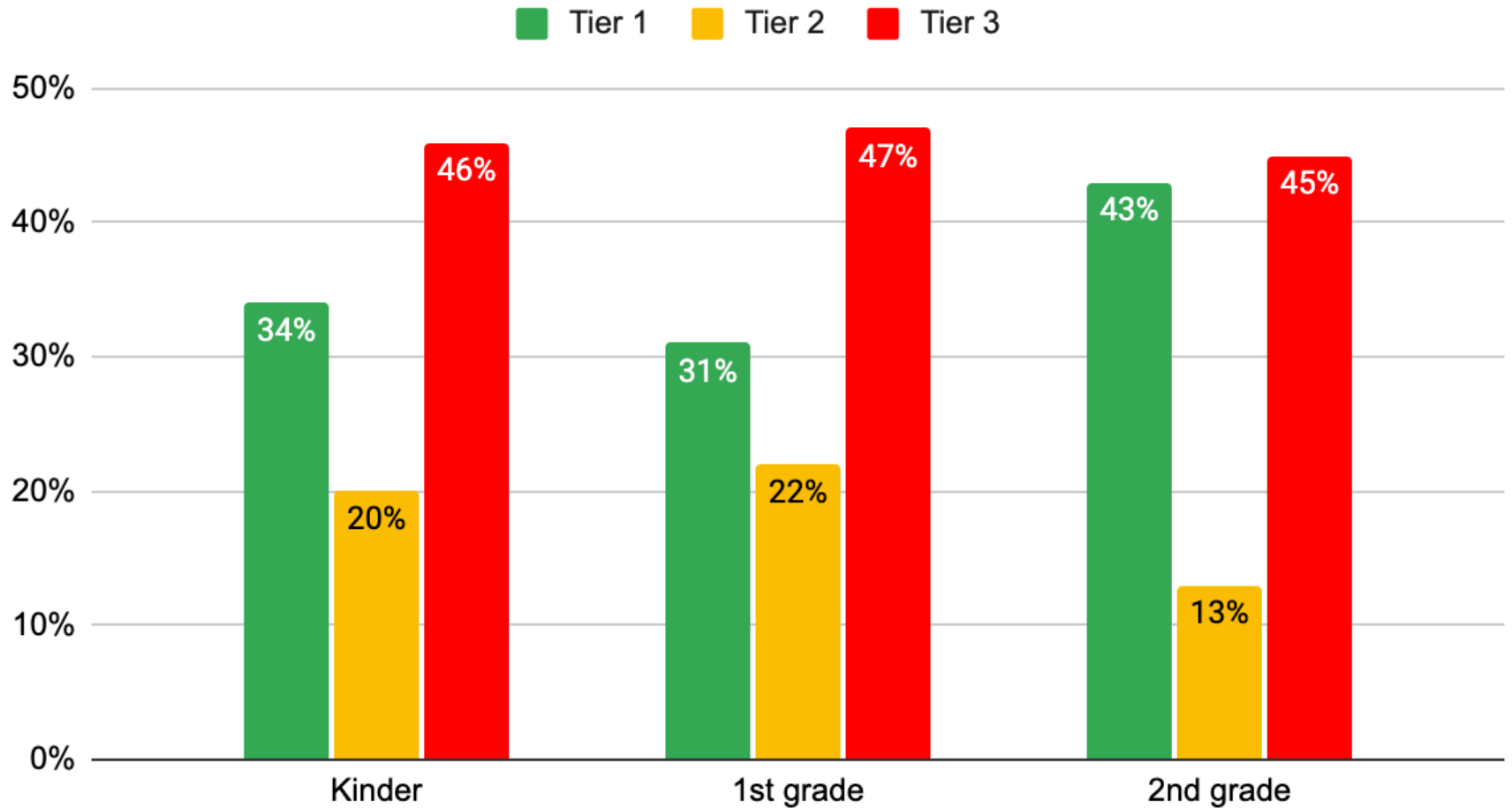


Where are we now?

ISIP Reading Summary Report - September 2023



ISIP Lectura Summary Report - September 2023

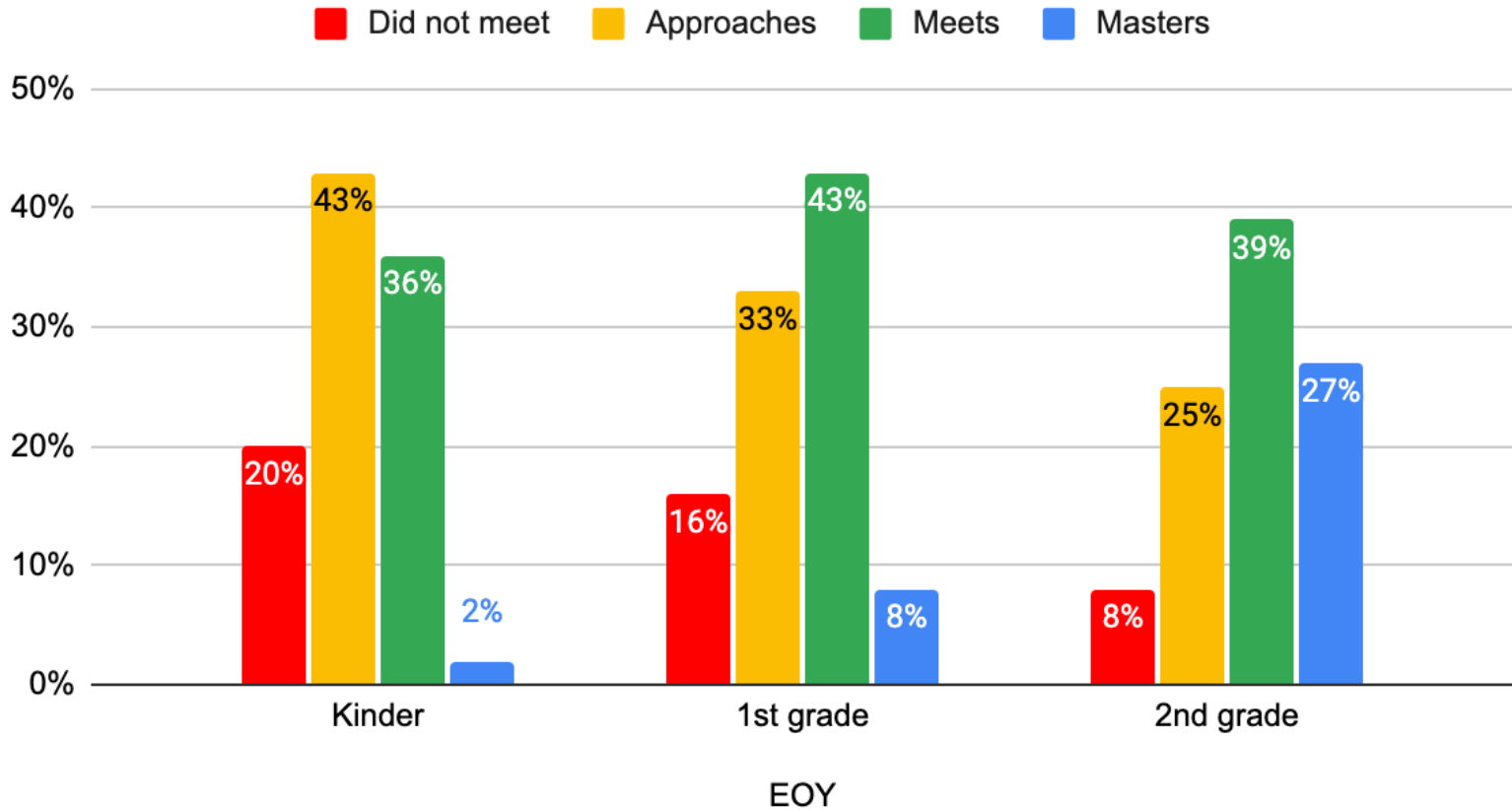


Early Childhood Mathematics



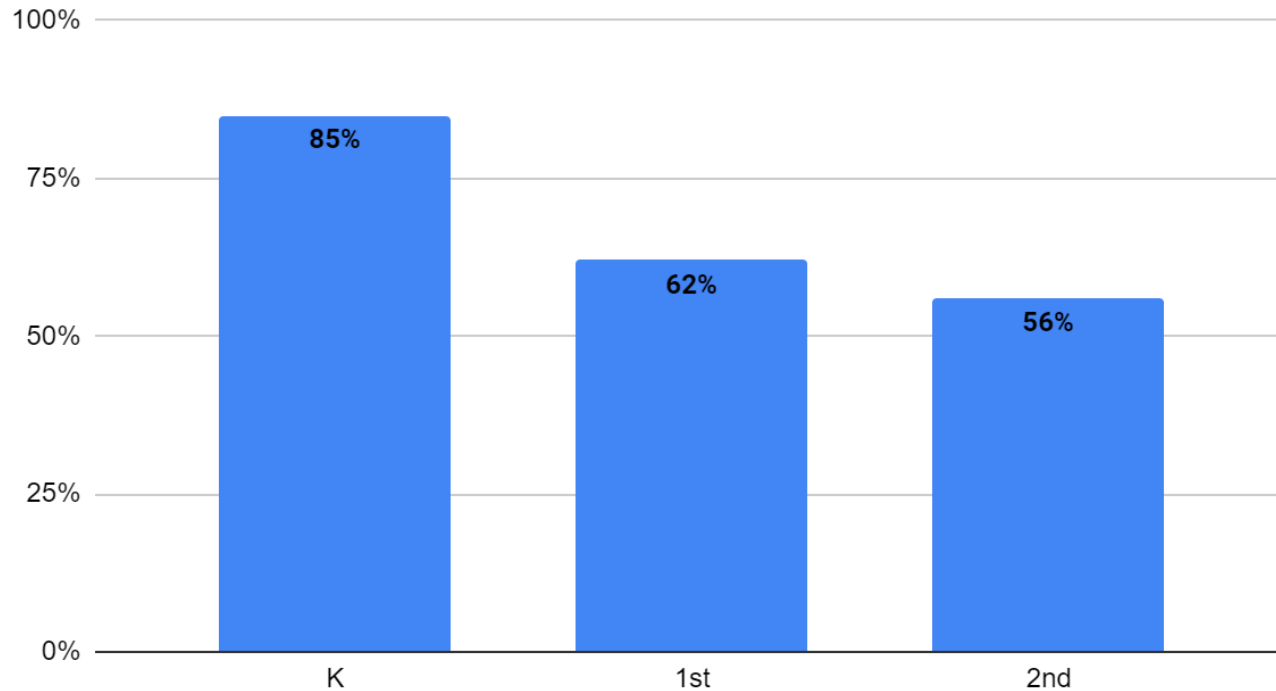
How we ended last year...

Imagine Math -End of Year Data 2022-2023



Where are we now?

Stemscores BOY Data 2023 -2024

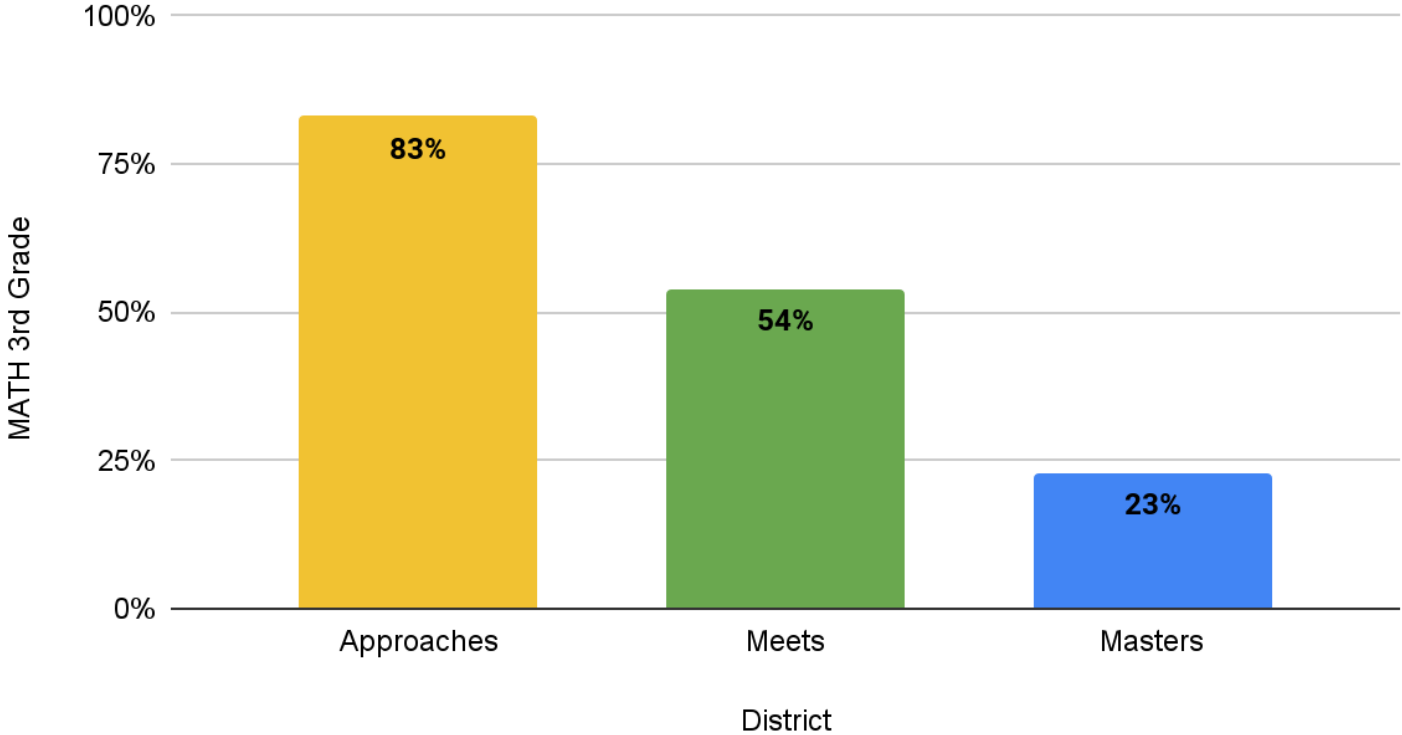


Elementary Mathematics



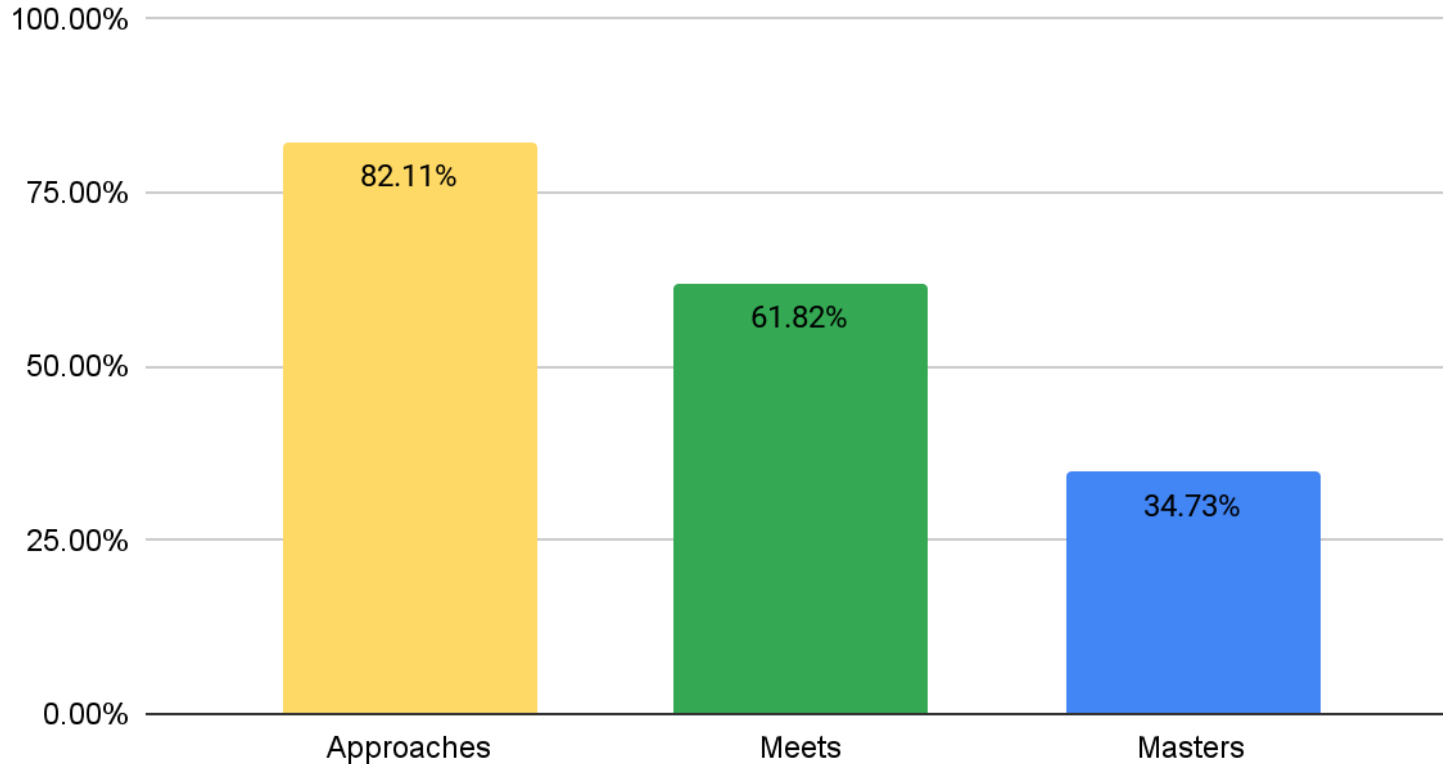
Grade 3 Math

STAAR MATH 3rd Grade



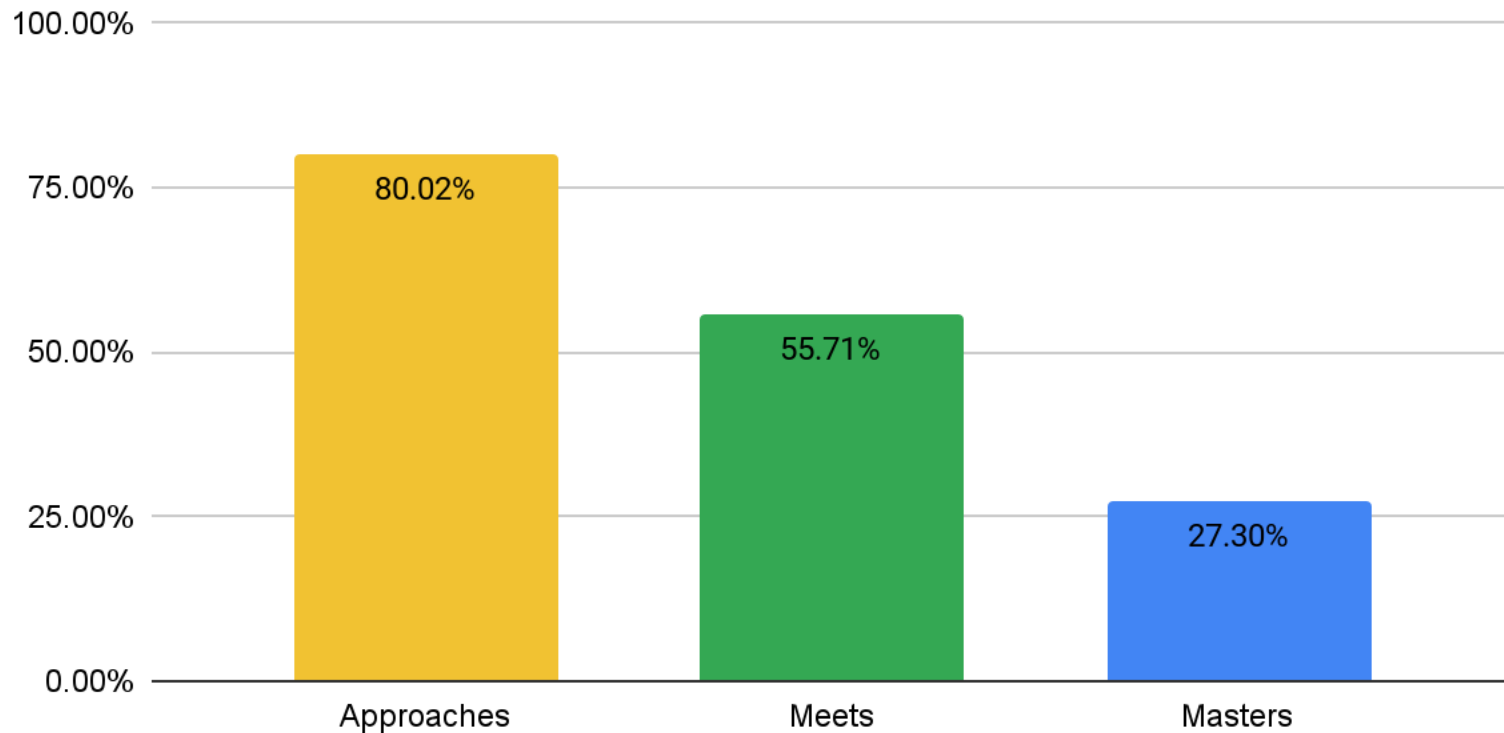
Where are we now?

1st Nine Weeks Common Unit Assessment - 3rd Grade Math



Where are we now?

1st Nine Weeks Common Unit Assessment- 3rd Grade Math Spanish

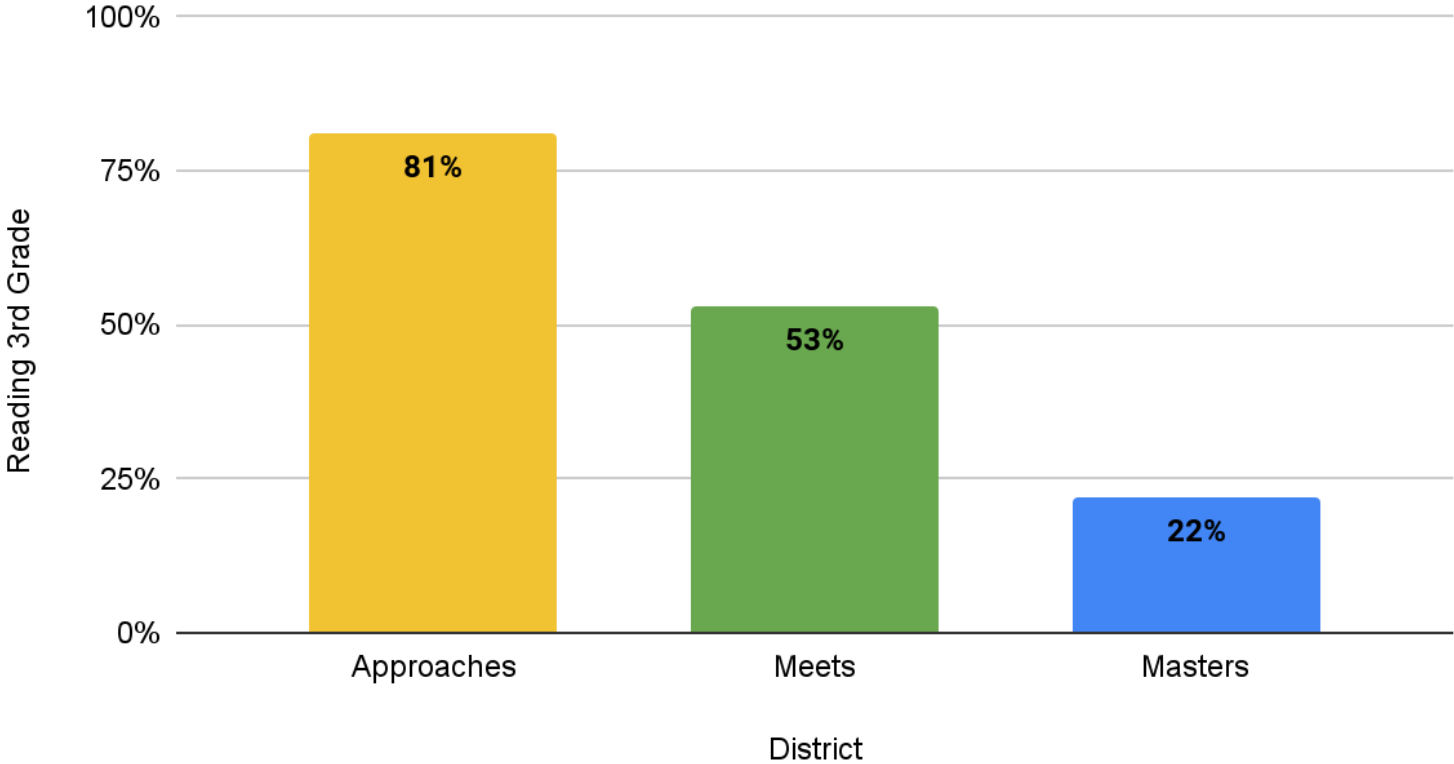


Elementary Literacy



Grade 3 Reading

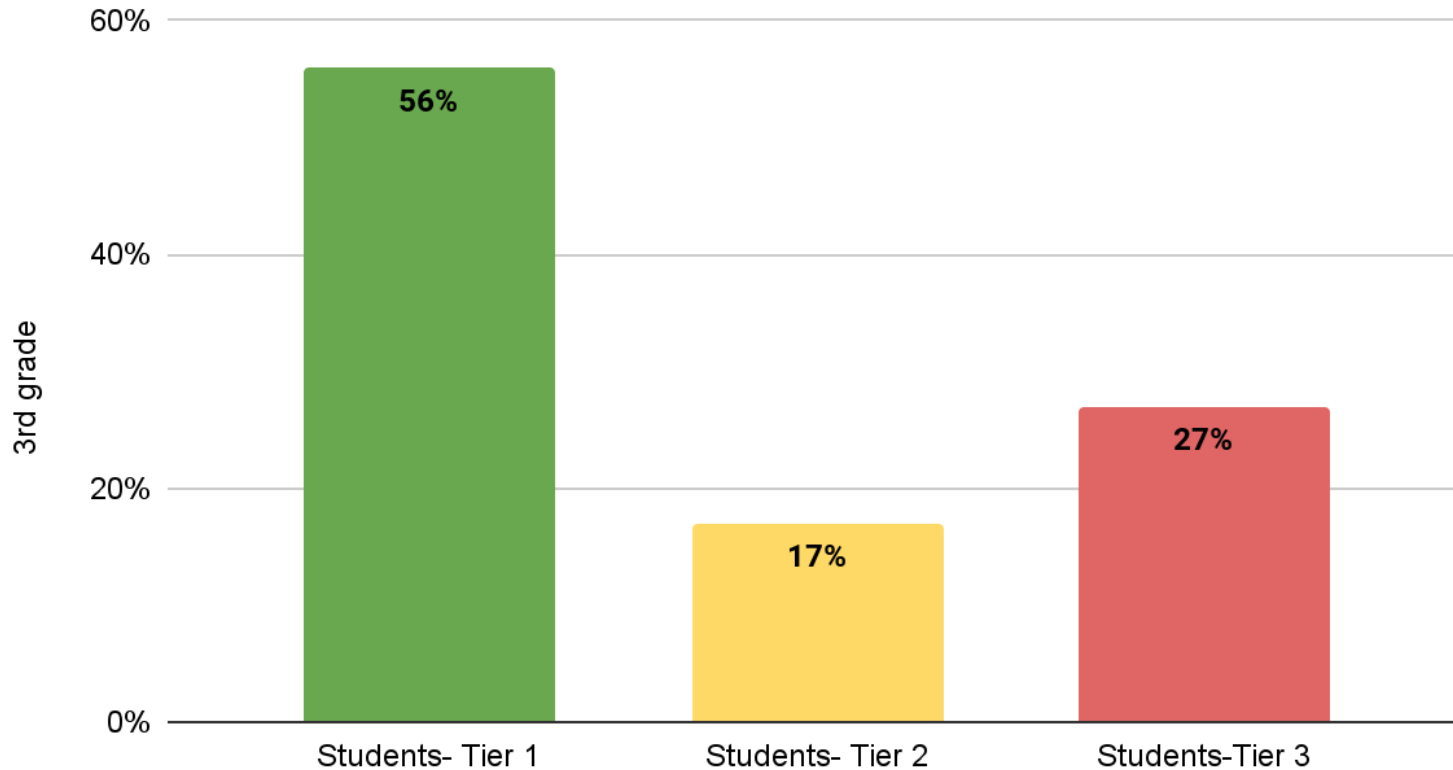
STAAR District Reading 3rd Grade



These percentages are based on preliminary data; all figures subject to change. Averages for grades 3-5 include English & Spanish exams.

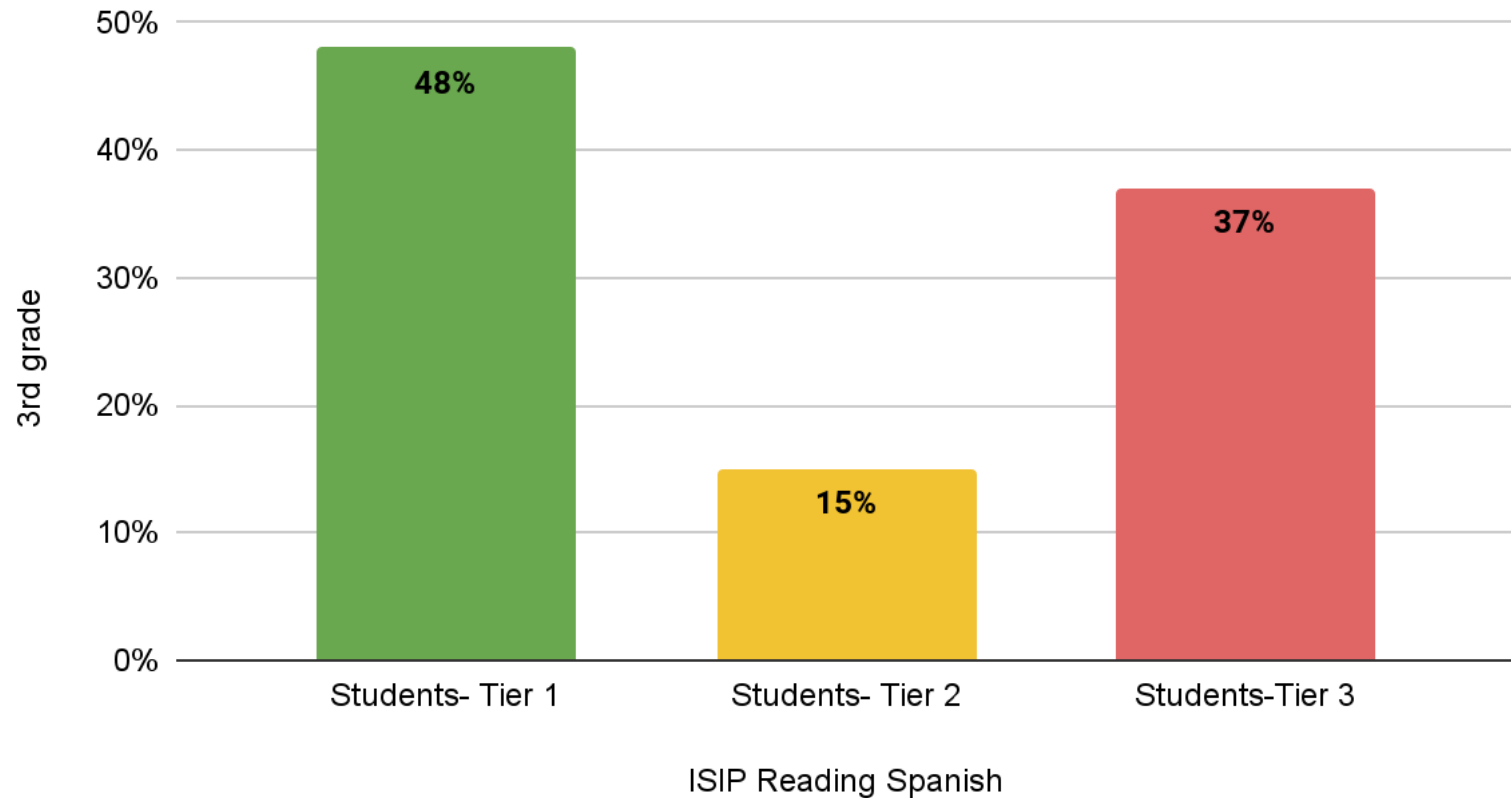
Where are we now?

ISIP Reading Summary Report



Where are we now?

ISIP Reading Summary Report Spanish



Reading Interventions

- ★ Texas Reading Academies (teacher training) is yielding positive results.
- ★ Refined practice of Guided Reading (small group) instruction.
- ★ STAR Early Literacy Assessment
- ★ CLI Engage Platform (interventions, resources, professional development)
- ★ Tutoring and Interventions (Amplify Tutoring Grade 3-5)
- ★ Istation monthly assessments (ISIP) and instruction have enabled prioritized student instruction.
- ★ Implementation of Wilson Foundations in K-2 - a comprehensive reading, spelling and handwriting program, to include additional PD sessions for teachers -topics such as Assessment & Diagnostic Planning, Fluency & Comprehension etc.
- ★ Implementation of the Learning Dynamics Program for PreK-1st grade students (Decodable books)
- ★ Early Literacy Make & Take Sessions offered for parents & families focused on bridging the Home to School Connection
- ★ Strong First Teach: District PLC's focused on evaluating benchmarks - BOY, MOY, & EOY
- ★ Intentional planning of center activities focused on targeting specific foundational skills



Math Interventions

- ★ Strong First Teach: District PLC's for grades 3-5
- ★ Math Academies Grade 2 Math
- ★ Kinder Math interventions (district wide) ROOTS project sustained by CISD kindergarten aides
- ★ Grade 1 Math early interventions (district wide) Precision Math - partnership with UT Austin
- ★ Zearn Math Intervention K-5 (district wide)
- ★ CLI Engage Platform (interventions, resources, professional development)
- ★ High Impact Tutoring - 21st Century Grant



Questions?





Canutilo A Premier District 2023-24 School Calendar School Board Meeting Dates

Legend/Claves

- **Holiday/District Closure**
Día Festivo/Distrito Cerrado
- **Parent/Teacher Conference**
Conferencia de padres y maestros
- **District Staff Development / PLC**
Días de desarrollo profesional
- **Campus Staff Development / PLC**
Días de desarrollo profesional
- **Teacher Work Days**
Días hábiles para maestros
- **STAAR/EOC Testing Window**
Día de examen
- **Interession (Week off)**
Intersección
- **First Day of Instruction**
Primer día de instrucción
- **Last Day of Instruction**
Ultimo día de instrucción
- ▶ **Grading Period Begins**
Comienza el periodo de calificaciones
- ◀ **Grading Period Ends**
Termina el periodo de calificaciones

July - No Meeting
August - 22nd
September - 26th
October - 30th
November - 14th
December - 12th
January - 23rd
February - 27th
March - 26th
April - 23rd
May - 28th
June - 25th

Regular Board Meeting □

JULY / JULIO 2023				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JANUARY / ENERO 2024				
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29	30	31		

AUGUST / AGOSTO 2023				
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FEBRUARY / FEBRERO 2024				
M	T	W	T	F
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26	27	28	29	

SEPTEMBER / SEPTIEMBRE 2023				
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MARCH / MARZO 2024				
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OCTOBER / OCTUBRE 2023				
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30	31			

APRIL / ABRIL 2024				
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29	30			

NOVEMBER / NOVIEMBRE 2023				
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MAY / MAYO 2024				
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DECEMBER / DICIEMBRE 2023				
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JUNE / JUNIO 2024				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28



Canutillo Independent School District

2023 Annual Financial Accountability Management Report

For the Year Ended June 30, 2022

Dr. Pedro Galaviz, Superintendent

Martha E. Piekarski, Chief Business Officer

Cristina Pulley, Executive Director of Financial Services

Annual Financial Accountability Management Report

§109.1001. Purpose of Financial Accountability Rating System.

The purpose of the financial accountability rating system is to ensure that school districts and open-enrollment charter schools will be held accountable for the quality of their financial management practices and achieve improved performance in the management of their financial resources. The system is designed to encourage Texas public schools to manage their financial resources better in order to provide the maximum allocation possible for direct instructional purposes. The system will also disclose the quality of local management and decision-making processes that affect the allocation of financial resources in Texas public schools. An evaluation of the long-term effectiveness of the system should disclose a measurable improvement in the quality of Texas public schools' financial decision-making processes.

Annual Financial Accountability Management Report



Financial Integrity Rating System of Texas

2022-2023 RATINGS BASED ON SCHOOL YEAR 2021-2022 DATA - DISTRICT STATUS DETAIL

Name: CANUTILLO ISD(071907)	Publication Level 1: 8/4/2023 12:02:16 PM
Status: Passed	Publication Level 2: 8/7/2023 3:01:39 PM
Rating: A = Superior Achievement	Last Updated: 8/7/2023 3:01:39 PM

	District Score: 96	Passing Score: 70		
#	Indicator Description	Updated	Score	
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	7/13/2023 6:18:59 PM	Yes	
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	7/13/2023 6:18:59 PM	Yes	
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	7/13/2023 6:18:59 PM	Yes	
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	7/13/2023 6:18:59 PM	Yes	Ceiling Passed

Annual Financial Accountability Management Report

5	This indicator is not being evaluated.		1 Multiplier Sum
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B=Above Standard Achievement.</u>	7/13/2023 6:18:59 PM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	7/13/2023 6:18:59 PM	8
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	7/13/2023 6:18:59 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	7/13/2023 6:18:59 PM	10
10	This indicator is not being evaluated.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	7/13/2023 6:18:59 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	7/13/2023 6:18:59 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	7/13/2023 6:18:59 PM	8
14	This indicator is not being evaluated.		10
15	This indicator is not being evaluated.		5

Annual Financial Accountability Management Report

16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	7/13/2023 6:18:59 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	7/13/2023 6:18:59 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	7/13/2023 6:18:59 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	7/13/2023 6:18:59 PM	5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	7/13/2023 6:18:59 PM	Ceiling Passed
			96 Weighted Sum
			1 Multiplier
			Sum
			(100 Ceiling)
			96 Score

Annual Financial Accountability Management Report

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70
<p>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</p> <p>The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

Annual Financial Accountability Management Report

Introduction

This is the nineteenth year of School FIRST (Financial Integrity Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency (TEA) in response to Senate Bill 875 of the 76th Texas legislature in 1999. Senate Bill (SB) 218, which was passed during the 77th Texas Legislature, Regular Session, 2001, authorized the implementation of a financial accountability rating system, which officially is referred to as School FIRST.

The school district's School FIRST rating is based upon an analysis of staff and student data reported for the 2021-2022 school year, as well as budgetary and actual financial data for the 2022 fiscal year. This law requires each school district to prepare an Annual Financial Accountability Management Report no later than sixty days after the final report is received. The Canutillo Independent School District's (CISD) preliminary rating was received on August 7, 2023 and will become final 30 days after issuance if no appeal is submitted.

In December 2007, TEA adopted Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. This subchapter, which became effective in January 2008, defined the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and stated how accreditation statuses would be determined and assigned to school districts. Under these rules, TEA will take into consideration a district's School FIRST rating when assigning an accreditation status.

Additionally, district's final School FIRST rating may affect its special education determination status as issued by the TEA Division of Individuals with Disabilities Education Act Coordination.

Many business-related issues are covered in this report. The primary reporting tool, however, is the Financial Integrity Rating System of Texas.

Annual Financial Accountability Management Report

This worksheet was developed by representatives of the Texas Education Agency, the Texas Business & Education Council and the Texas Association of School Business Officials (TASBO). It is administered by TEA and calculated on information submitted to the Agency via each year's PEIMS submission. PEIMS data has always been critical on the student side of the submission, and this rating has added a greater degree of importance to the financial submission.

For this rating year, the worksheet consists of twenty indicators. Four critical indicators are yes/no answers and the other fifteen are on a ten-point scale. A "No" response in indicators #1, #2, #3, or #4 automatically results in a rating of Substandard Achievement.

The Canutillo Independent School District has earned a rating of "Superior Achievement", C I S D passed 20 of the 20 indicators this year with a score of 96. The worksheet itself and a discussion of the individual indicators follow.

Beginning with the 2007 calendar year, four required disclosures were added to the financial management report in accordance with Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System.

Also included in the back of the report is a glossary of terms used within this report. This will assist the reader in understanding the individual indicators and this report.

Please contact Martha E. Piekarski at (915) 877-7515 or Cristina Pulley at (915) 877-7425, if you have any questions or comments.

Annual Financial Accountability Management Report

OVERVIEW OF THE WORKSHEET

Critical Indicators

Indicators # 1 through #4 are the critical indicators. Any "NO" response in this category is considered to be a signal of fiscal distress. These four critical indicators revolve around the debt compliance, timely TRS payments and the external auditor's report date and findings. If the General Fund and Unrestricted Net Asset balances are greater than zero and the auditors issue an "unqualified" opinion, on time, without any disclosures or internal control issues, the District will pass the critical indicators. For Fiscal Year 2022, the Canutillo Independent School District had an Unassigned General Fund Balance of \$15,289,534 and passed all five indicators.

Solvency

Indicators #5 through #14 addresses solvency including the analysis of the administrative cost ratio. Canutillo Independent School District's administrative cost ratio was 11.01%, earning it 8 points out of the 10. Following are tables reflecting how CISD compares to other Districts in the County, as well as to other Districts in Texas with similar Average Daily Attendance (ADA) rate size.

Annual Financial Accountability Management Report

Administrative Cost Ratio Comparison with Districts in El Paso County Based on School Year 2021-2022 Data

District Name	ADA	Admin Ratio	Points
Anthony ISD	713.411	15.38%	8
Tornillo ISD	814.549	14.68%	8
Fabens ISD	1,778.035	11.37%	10
San Elizario ISD	2,766.564	10.47%	10
Canutillo ISD	5,540.424	11.01%	8
Clint ISD	9,453.099	9.15%	10
Ysleta ISD	33,644.644	7.33%	10
Socorro ISD	41,567.949	5.32%	10
El Paso ISD	43,736.098	5.45%	10

Sources: TEA First Ratings Based on 2021-2022 School Year Data

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Administrative Cost Ratio Comparison With Comparable ADA Size Based on School Year 2021-2022 Data

District Name	ADA	Admin Ratio	Points
Ennis ISD	5,291.375	7.36%	10
Lockhart ISD	5,305.327	8.91%	10
Corsicana ISD	5,328.608	7.88%	10
Joshua ISD	5,408.929	8.82%	10
Canutillo ISD	5,540.424	11.01%	8
Galveston ISD	5,654.217	13.34%	6
Red Oak ISD	5,777.592	8.80%	10
Friendswood ISD	5,782.002	8.74%	10
Crosby ISD	5,824.330	8.05%	10

Sources: TEA First Ratings Based on 2021-2022 School Year Data

Financial Competence

Indicators #15 through #20 address expenditure variance and the external auditors report on the Annual Financial Report free of material weaknesses. Canutillo Independent School District received the maximum points on these indicators.

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Summary

The Canutillo Independent School District School Board, campus staff, administrators and the community have worked diligently to improve the financial position rating of the Canutillo Independent School District over the past year. This report demonstrates this improvement to all interested parties. We anticipate further improvement in the coming years.

OTHER DATA CONCERNING THE DISTRICT'S OPERATIONS

The purpose of this section of the report is to discuss other aspects of business operations not covered by the indicators, but suggested by law as items of significance meriting discussion. The indicators are a good basic tool with which to assess primary business practices. Administration is always working towards improvement in all aspects of the operation to maximize funds available to campuses for educational purposes and to the ancillary departments that support the campuses.

Financial Strength

The State of Texas recommends discussion of the District's financial strength. This is a difficult topic to address because there are many measures of financial strength, some better than others, and there may not be a consensus as to which one is the best measure. At the Canutillo Independent School District, one significant financial indicator of strength is the District's ability to meet cash flow needs each year without borrowing money. The District has not borrowed funds for operating reasons, which indicates adequate financial strength and liquidity.

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Financial Trends

An analysis of the Canutillo Independent School District over a two-year period from the year ending June 30, 2021 to June 30, 2022, reveals the following trends in the General Fund:

- 1) The District's M&O tax rate decreased from \$1.0683 per \$100 of valuation to \$0.9824 and the I&S tax rate remained at \$0.360.
- 2) The District's revenues increased by \$4.1 million from \$68.2 million to \$72.3 million.
- 3) The District's expenditures increased by \$6.2 million from \$66.6 million to \$72.8 million.
- 4) The District's Unassigned Fund Balance decreased by \$2.2 million from \$17.4 to \$15.2 million.

The resulting impact on the Districts' fund balance is discussed in further detail below. The administration and staff continue to focus on maximizing every revenue source available while undergoing the ongoing "belt-tightening" on the expenditure side.

Fund Balance

Canutillo Independent School District plans to keep substantial reserves due to the financial uncertainties surrounding school funding, the state's budget issues and other economic factors. For example, construction and utility costs, as well as changes in property tax appraisal values may impact the District's expenditures or revenues.

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When at the optimum level, Canutillo Independent School District would be able to use fund balance to make payroll and pay other operating costs for approximately two months. At year end, the District could have survived about 83 days by using fund balance.

Operating Cost Management

An indicator the State of Texas uses to measure operating cost efficiency is the administrative cost ratio. Texas' formula is mandated by law. Simply, it takes administrative costs and divides them by instructional costs to arrive at a percentage. A district's size determines their allowable administrative cost percentage.

Based on Canutillo Independent School District's size, the maximum allowable administrative cost ratio is 10.0%. Canutillo Independent School District's actual administrative cost ratio for FY 2022 was 11.01%.

In a time of rising salaries and increased costs, Canutillo Independent School District continues to work to decrease this ratio and to hold the line on administrative cost increases as a percentage of instructional costs.

The focus of the District has been, and continues to be, to funnel every possible dollar to the campus level to serve the needs of the students first.

Only a small portion of General Fund expenditures is flexible or variable in nature. Salaries and benefits comprise the largest expenditure each year at approximately 85%. Therefore, once those large expenditures are removed from the equation, only a small portion, 15% of the budget remains that can be affected by cost containment methods.

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Supplies, materials, travel, staff development and a few contracted services comprise the remaining expenditures. These costs are referred to as controllable operating costs. For the last several years, the Canutillo Independent School District has consistently spent at least 50% of its total operating expenditures on instruction.

This demonstrates how the District's goal of dedicating operating costs to student achievement has remained a priority.

Personnel Management

The District's longstanding goal is to attract and retain qualified teachers and staff, and to offer a competitive salary and benefits package each year. To obtain this goal, the District has been increasing beginning salaries for teachers, librarians, nurses and counselors. Second to our students' welfare and education, attracting and retaining a quality teaching staff remains a priority at the Canutillo Independent School District.

Debt Management

At year-end, the District had \$104 million in long-term liabilities outstanding versus \$96.6 million at the end of 2021. There was an increase of \$7.4 million in new debt in 2021 and debt reductions of \$26.9 million.

The District has aggressively managed its debt by competitive bidding to obtain the best interest rates available and by refinancing existing debt for lower rates when in the best interest of the District.

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Cash Management

In prior years, the Financial Integrity Rating System of Texas worksheet contained several criteria specifically targeting cash management procedures. Deferred revenues will be recognized as revenue in a future period once they are classified as earned. As long as the deferred revenue is less than the total of cash and investments, the district is not dipping into future reserves to pay current liabilities. Management of current budgeted expenditure outflows and incoming revenue streams affect the Fund Balance.

Management of liquid assets begins with developing a cash requirement forecast, which balances the need for cash to pay obligations and the timing of the revenue stream. When cash revenues coming into the District will be insufficient to meet expenditure needs, maturities of investments are timed to fill in the gaps. Based on historical patterns and seasonal data unique to Canutillo Independent School District, a projection of how much cash will be needed and approximately when it will be needed is constructed. The timing of major projects, maintenance, construction, and initiatives planned for the current year and for future periods is also taken into consideration.

The State computes the amount of funding due to our District for the fiscal year and produces a schedule of monthly payments. The calculations are verified (adjusted if necessary) and this revenue stream is matched to the timing of expenditure obligations. The monthly volume of tax revenues varies seasonally, so historical data along with any new variables is combined with the variation in the tax levy from one year to the next to project the cash flow. This projected revenue stream is then compared to the expected expenditures.

The cash requirements forecast governs the timing of investment maturities; however, the type of investments purchased by the District is

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guided by the investment policy found in CDA Legal and CDA Local. The objectives of cash management, in order of importance, are suitability to meet cash requirements, safety (low risk), liquidity, marketability, diversity and yield. Authorized types of investments are described in the policy, and the District decides which investment type to purchase based on the best rate available for the maturity date, which coincides with the cash requirements.

During Fiscal Year 2022, the District earned interest on interest bearing accounts with the depository bank, and invested funds in several investment pools, to include Texas Class and Lone Star. This mixture provided the portfolio with diversification and sufficient liquidity.

The efficient management of budgets and the Fund Balance has provided an adequate cash flow so that at no time has the District been short of cash when needed. No investment has been sold before its scheduled maturity date, nor has the district been forced to borrow funds to meet cash obligations.

Tax Collections

The tax collections are contracted with the Central Appraisal District through the City of El Paso. The minimum criterion is 98% and currently CISD collections average 98.07% each year.

Budgetary Planning & Financial Allocations

The District's budget process begins in July each year, with the development of the budget calendar. Enrollment projections are determined in December in order to estimate revenues and develop budget allocations for campuses and departments. Funds allocated to campuses are based on a number of criteria, including number of students, special populations, performance and type of campus.

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Support departments' allocations are based on zero based budgeting for future years' needs. Special project requests for additional or supplemental funds are considered individually each year.

The budget process is a proactive and highly participatory one. In April, preliminary state and local revenue calculations are made. Decisions are made on special project requests; revenue data is fine-tuned and a final budget is submitted to the Board of Trustees for approval by June 30.

Each campus or department may amend their budget when their plans or needs change after the original budget is adopted. The decentralized style of budget management is required by the State of Texas to a certain degree. Site-based decision making is a method of campus empowerment. Most importantly, it is a system that works best in the long run for all by allowing those close to the situation to allocate resources where they are needed most, especially when those needs are in constant motion.

CERTIFICATIONS AND TRAINING

The Canutillo Independent School District financial staff includes the following members with their certifications and training:

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Chief Business Officer - Martha E. Piekarski, CPA/ CFF, CGMA, RSBA, RTSBA, is a native El Pasoan and a graduate of the University of Texas at Austin. She became a Certified Public Accountant (CPA) in 1986. In 2021, Martha was nominated by the Texas Society of CPA's (TXCPA) to serve at the national level at the prestigious American Institute of Certified Public Accountants (AICPA) Council. Only three Texas CPAs will represent Texas for the three-year term. Martha also serves on the Ethics Committee at the Association of School Business Officials International (ASBO). Other designations Martha has achieved are: Certified in Financial Forensics (CFF), Registered School Business Administrator (RSBA), and Registered Texas School Business Official (RTSBA). She was also a member of the first graduating class of the TASBO Mentoring Program. Martha has several years of industry experience, most recently with General Mills. She was hired by EPISD in April 2002 and began her school district career as an internal auditor. She was promoted to Executive Director in August 2004. Martha received a certificate of achievement from EPISD's Executive Leadership Development Academy. In October of 2014, Martha became Canutillo ISD's Chief Financial Officer after some restructuring.

Executive Director of Financial Services - Cristina Pulley, CPA, RTSBA, is a graduate of the University of Texas at El Paso with a major in Accounting. She became a Certified Public Accountant in 2003 and continues her professional education for a minimum of 40 hours per year to maintain her CPA certificate. She has served as Treasurer for the El Paso TASBO chapter and past vice president. For eight years, she was in public practice with Clifford, Ross, Raudenbush & Cooper LLC where she audited New Mexico governmental entities, including public schools. In February 2012, Cristina was hired by the El Paso Independent School District and began her school district career as a Program Accountant and was later promoted to Financial Analyst. In October 2016, Cristina joined the Canutillo Independent School District as Director of Finance and was recently promoted to Executive Director of Financial Services in June of 2022.

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CONCLUSION

The administration believes that the Canutillo Independent School District has sound financial practices when measured by the State of Texas FIRST indicators and measured by the District's own internal analysis. The District has financial challenges ahead such as, completing bond construction on time and within budget, maintaining salaries at a competitive level and increasing the unassigned fund balance. The District is moving in the right direction both financially and educationally.

Needless to say, this has been a team effort. Many thanks are owed to teachers, campus administrators, support staff, the Board of Trustees, central office administrators, volunteers and members of the public who have given valuable input into the budgeting process and in many cases have made sacrifices to assist the District in achieving its current financial position.

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Required Disclosures

In 2007, new reporting requirements became effective for the financial management report that is distributed at the School FIRST public hearing. Per Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, the six (6) disclosures explained below must be presented in the School FIRST financial management report.

1. The Superintendent's Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school's internet site. If published on the Internet, the contract is to remain accessible for twelve months. Dr. Pedro Galaviz' employment contract is published on our website at www.canutillo-isd.org.

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2. Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2022:

The spirit of the rule is to capture all "reimbursements" for fiscal year 2022, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:

Meals - Meals consumed out of town and in-district meals at area restaurants (excludes catered meals for board meetings).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.

Motor Fuel-Gasoline

Other - Registration fees, telephone/ cell phone, internet service, fax machine, and other reimbursements to (or on-behalf of) the superintendent and board members not defined above.

The following chart is a summary of reimbursements for the Superintendent and Board members from July 1, 2021 through June 30, 2022:

**Reimbursements Received by Superintendent and Board Members
July 1, 2021 through June 30, 2022**

	Meals	Lodging	Car Rental	Airfare	Other-Registration	Total
Superintendent						
Pedro Galaviz	827	3,073	1,903	1,997	1,845	9,645
Board Members						
Salvador Payan	-	-	-	-	-	-
Sergio Coronado	865	5,424	3,454	2,078	3,695	15,516
Armando Rodriguez	540	1,082	395	1,392	499	3,908
Laure Searls	150	983	63	344	920	2,460
Blanca Trout	1,270	6,146	537	2,927	3,655	14,535
Tristan Hernandez	225	1,592	-	788	600	3,205
Patsy Mendoza	720	4,578	889	1,830	2,320	10,337

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3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services in Fiscal Year 2022:

Compensation does not include business revenues generated from a family business (farming, ranching, etc..) that have no relationship to school district business are not to be disclosed.

District response: Nothing to disclose.

4. Gifts Received by the Executive Officer(s) and Board Members (and First-Degree Relatives, if any) in Fiscal Year 2022:

An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first-degree relatives, if any, will be reported under the applicable school official.

District response: Nothing to disclose.

5. Business Transactions between School District and Board Members for Fiscal Year 2022:

The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

District response: Nothing to disclose.

6. Other Information

Any other information the board of trustees of the school district determines useful.

District response: Nothing to disclose.

Annual Financial Accountability Management Report

CIVIL RIGHTS DISCLOSURE

The Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities and programs, including career and technical education (vocational programs). For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423, 7965 Artcraft Rd., El Paso, TX 79932

El Distrito Escolar Independiente de Canutillo no discrimina por motivos de raza, color, religión, sexo, género, origen nacional, edad, discapacidad, estado militar, información genética o cualquier otra razón prohibida por la ley en sus prácticas laborales, o en la prestación de servicios educativos, actividades y programas, incluida la educación profesional y técnica (programas vocacionales). Para obtener información adicional sobre la política de no discriminación del Distrito Escolar Independiente de Canutillo, comuníquese con la División de Recursos Humanos: (915) 877-7423, 7965 Artcraft Rd., El Paso, TX 79932.



Glossary

Accounting: A standard school fiscal accounting system must be adopted and installed by the board of trustees of each school district. The accounting system must conform to generally accepted accounting principles. This accounting system must also meet at least the minimum requirements prescribed by the state board of education, subject to review and comment by the state auditor.

Ad Valorem Property Tax: Literally the term means "according to value." Ad valorem taxes are based on a fixed proportion of the value of the property with respect to which the tax is assessed. They require an appraisal of the taxable subject matter's worth. General property taxes are almost invariably of this type. Ad valorem property taxes are based on ownership of the property and are payable regardless of whether the property is used or not and whether it generates income for the owner (although these factors may affect the assessed value).

Adopted Tax Rate: The tax rate set by the school district to meet its legally adopted budget for a specific calendar year.

All Funds: A school district's accounting system is organized and operated on a fund basis where each fund is a separate fiscal entity in the school district much the same as various corporate subsidiaries are fiscally separate in private enterprise. All Funds refers to the combined total of all the funds listed below:

- The General Fund
- Special Revenue Funds (Federal Programs, Federally Funded Shared Services, State Programs, Shared State/local Services, Local Programs)
- Debt Service Funds
- Capital Projects Funds
- Enterprise Funds for the National School Breakfast and Lunch Program

Assessed Valuation: A valuation set upon real estate or other property by a government as a basis for levying taxes.

Assigned Fund Balance: The assigned fund balance represents tentative plans for the future

use of financial resources. Assignments require executive management (per board policy to assign this responsibility to executive management prior to end of fiscal year) action to earmark fund balance for bona fide purposes that will be fulfilled within a reasonable period of time. The assignment and dollar amount for the assignment may be determined after the end of the fiscal year when final fund balance is known.

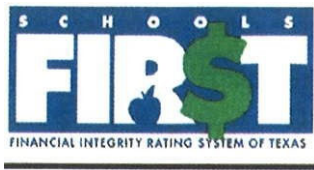
Auditing: Accounting documents and records must be audited annually by an independent auditor. Texas Education Agency (TEA) is charged with review of the independent audit of the local education agencies.

Beginning Fund Balance: The General Fund balance on the first day of a new school year. For most school districts this is equivalent to the fund balance at the end of the previous school year.

Budget: The projected financial data for the current school year. Budget data are collected for the general fund, food service fund, and debt service fund.

Budgeting: Not later than August 20 of each year, the superintendent (or designee) must prepare a budget for the school district if the fiscal year begins on September 1. (For those districts with fiscal years beginning July 1, this date would be June 20.) The legal requirements for funds to be budgeted are included in the Budgeting module of the TEA Resource Guide. The budget must be adopted before expenditures can be made, and this adoption must be prior to the setting of the tax rate for the budget year. The budget must be itemized in detail according to classification and purpose of expenditure, and must be prepared according to the rules and regulations established by the state board of education. The adopted budget, as necessarily amended, shall be filed with TEA through the Public Education Information Management System (PEIMS) as of the date prescribed by TEA.

Capital Outlay: This term is used as both a Function and an Object. Expenditures for land, buildings, and equipment are covered under Object 6600. The amount spent on acquisitions,



Glossary

construction, or major renovation of school district facilities are reported under Function 80.

Capital Project Funds: Fund type used to account for financial resources to be used for them. Acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds.)

Cash: The term, as used in connection with cash flows reporting, includes not only currency on hand, but also demand deposits with banks or other financial institutions. Cash also includes deposits in other kinds of accounts or cash management pools that have the general characteristics of demand deposit accounts in that the governmental enterprise may deposit additional cash at any time and also effectively may withdraw cash at any time without prior notice or penalty.

Chapter 41: A key "equity" chapter in the Texas Education Code (TEC) is Chapter 41. This chapter is devoted to wealth equalization through the mechanism of recapture, the recovery of financial resources from districts defined by the state as high property wealth. Resources are recovered for the purpose of sharing them with low-wealth districts. Districts that are subject to the provisions of Chapter 41 must make a choice among several options in order to reduce their property wealth and share financial resources.

Committed Fund Balance: The committed fund balance represents constraints made by the board of trustees for planned future use of financial resources through a resolution by the board, for various specified purposes including commitments of fund balance earned through campus activity fund activities. Commitments are to be made as to purpose prior to the end of the fiscal year. The dollar amount for the commitment may be determined after the end of the fiscal year when final fund balance is known.

Comptroller Certified Property Value: The district's total taxable property value as certified by the Comptroller's Property Tax Division (Comptroller Valuation).

Debt Service Fund: Governmental fund type used to account for the accumulation of

resources for, and the payment of, general long-term debt principal and interest.

Debt Services: Two function areas (70 and 71) and one Object (6500) are identified using this terminology "debt services." Function 70 is a major functional area that is used for expenditures that are used for the payment of debt principal and interest including Function 71. Expenditures that are for the retirement of recurring bond, capital lease principal, and other debt, related debt service fees, and for all debt interest fall under Function 71. Object 6500 covers all expenditures for debt service.

Deferred Revenue: Resource inflows that do not yet meet the criteria for revenue recognition. Unearned amounts are always reported as deferred revenue. In governmental funds, earned amounts also are reported as deferred revenue until they are available to liquidate liabilities of the current period.

Effective Tax Rate: Provides the unit with approximately the same amount of revenue it had the year before on properties taxes in both years. A comparison of the effective tax rate to the taxing unit's proposed tax rate shows if there will be a tax increase.

Ending Fund Balance: The amount of unencumbered surplus fund balance reported by the district at the end of the specified school year. For most school districts this will be equivalent to the fund balance at the beginning of the next school year.

Excess (Deficiency): Represents receivables due (excess) or owed (deficiency) at the end of the school year. This amount is recorded as Asset Object 1200.

Existing Debt Allotment (EDA): Is the amount of state funds to be allocated to the district for assistance with existing debt.

Federal Revenues: Revenues paid either directly to the district or indirectly through a local or state government entity for Federally-subsidized programs including the School Breakfast Program, National School Lunch



Glossary

Program, and School Health and Related Services Program. This amount is recorded as Revenue Object 5900.

Fiscal Year: A period of 12 consecutive months legislatively selected as a basis for annual financial reporting, planning, and budgeting. The fiscal year may run September 1 through August 31 or July 1 through June 30.

Foundation School Program (FSP) Status: The Foundation School Program (FSP) is the shared financial arrangement between the state and the school district, where property taxes are blended with revenues from the state to cover the cost of basic and mandated programs. The nature of this arrangement falls in one of the following status categories: Regular, Special Statutory, State Administered, Education Service Center, or Open Enrollment Charter School District.

FTE: Full-Time Equivalent measures the extent to which one individual or student occupies a full-time position or provides instruction, e.g., a person who works four hours a day or a student that attends a half of a day represents a .5 FTE.

Function: Function codes identify the expenditures of an operational area or a group of related activities. For example, in order to provide the appropriate atmosphere for learning, school districts transport students to school, teach students, feed students and provide health services. Each of these activities is a function. The major functional areas are:

- Instruction and Instructional-Related Services
- Instructional and School Leadership
- Support Services - Student
- Administrative Support Services
- Support Services- Non-Student Based
- Ancillary Services
- Debt Service
- Capital Outlay
- 90 Intergovernmental Charges

Fund Balance: The difference between assets and liabilities reported in a governmental fund.

General Administration: The amount spent on managing or governing the school district as an overall entity. Expenditures associated with this functional area are reported under Function 41.

General Fund: This fund finances the fundamental operations of the district in partnership with the community. All revenues and expenditures not accounted for by other funds are included. This is a budgeted fund and any fund balances are considered resources available for current operations.

I&S Tax Rate: The tax rate calculated to provide the revenues needed to cover Interest and Sinking (I&S) (also referred to as Debt Service). I&S includes the interest and principal on bonds and other debt secured by property tax revenues.

Incremental Costs: The amount spent by a school district with excess wealth per WADA on the purchase of attendance credits either from the state or from other school district(s). Expenditures associated with this functional area are reported under Function 92.

Instruction: The amount spent on direct classroom instruction and other activities that deliver, enhance or direct the delivery of learning situations to students regardless of location or medium. Expenditures associated with this functional area are reported under Function 11.

Instructional Facilities Allotment (IFA): (State Aid) Provides assistance to school districts in making debt service payments on qualifying bonds and lease-purchase agreements. Proceeds must be used for the construction or renovation of an instructional facility.

Intergovernmental Charges: "Intergovernmental" is a classification used when one governmental unit transfers resources to another. In particular, when a Revenue Sharing District purchases WADA or where one school district pays another school district to educate transfer students. Expenditures associated with this functional area are reported under Function 90.



Glossary

Investments in Capital Assets, Net of Related Debt: One of three components of net assets that must be reported in both government-wide and proprietary fund financial statements.

Related debt, for this purpose, includes the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of capital assets of the government.

Local & Intermediate Revenues: All revenues from local taxes and other local and intermediate revenues. For specifics, see the definitions for Local Tax and Other Local & Intermediate Revenues. This amount is recorded under Object 5700.

Local Tax: This is all revenues from local real and personal property taxes, including recaptured funds from 1) Contracted Instructional Services Between Public Schools (Function 91) and 2) Incremental Costs associated with Chapter 41 of the Texas Education Code (Function 92).

M&O Tax Rate: The tax rate calculated to provide the revenues needed to cover Maintenance & Operations (M&O). M&O includes such things as salaries, utilities, and day-to-day operations.

Non-spendable Fund Balance: The portion of fund balance that is in non-liquid form, including inventories, prepaid items, deferred expenditures, long-term receivables and encumbrances (if significant). Non-spendable fund balance may also be in the form of an endowment fund balance that is required to remain intact.

Object: An object is the highest level of accounting classification used to identify either the transaction posted or the source to which the associated monies are related. Each object is assigned a code that identifies in which of the following eight major object groupings it belongs to:

- 1000 Assets
- 2000 Liabilities
- 3000 Fund Balances
- 5000 Revenue
- 6000 Expenditures/Expenses

- 7000 Other Resources/Non-Operating Revenue/Residual Equity Transfers In
- 8000 Other Uses/Non-Operating Revenue/Residual Equity Transfers Out

Operating Expenditures: A wide variety of expenditures necessary to a district's operations fall into this category with the largest portion going to payroll and related employee benefits and the purchase of goods and services.

Operating Expenditures/Student: Total Operating Expenditures divided by the total number of enrolled students.

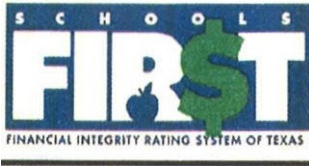
Operating Revenues and Expenses: Term used in connection with the proprietary fund statement of revenues, expenses, and changes in net assets. The term is not defined as such in the authoritative accounting and financial reporting standards, although financial statement preparers are advised to consider the definition of operating activities for cash flows reporting in establishing their own definition.

Other Local & Intermediate Revenues: All local and intermediate revenues NOT from local real and personal property taxes including:

- Revenues Realized as a Result of Services Rendered to Other School Districts
- Tuition and Fees
- Rental payments, interest, investment income
- Sale of food and revenues from athletic and extra/co-curricular activities
- Revenues from counties, municipalities, utility districts, etc.

Other Operating Costs: Expenditures necessary for the operation of the school district that are NOT covered by Payroll Costs, Professional and Contracted Services, Supplies and Materials, Debt Services, and Capital Outlay fall into this category and include travel, Insurance and bonding costs, election costs, and depreciation. This amount is recorded as Expenditure/Expense Object 6400.

Other Resources: This amount is credited to total actual other resources or non-operating



Glossary

revenues received or residual equity transfers in. This amount is recorded under Object 7020.

Payments for Shared Services

Arrangements: Payments made either from a member district to a fiscal agent or payments from a fiscal agent to a member district as part of a Shared Services Arrangement (SSA). The most common types of SSAs relate to special education services, adult education services, and activities funded by the Elementary and Secondary Education Act (ESEA). Expenditures associated with this functional area are reported under Function 93.

Payroll: Payroll costs include the gross salaries or wages and benefit costs for services or tasks performed by employees at the general direction of the school district. This amount is recorded as Expenditure/Expense Object 6100. *(NOTE: Payroll amounts do not include salaries for contract workers, e.g., for food service and maintenance. Therefore, this figure will vary significantly between districts and campuses that use contract workers and those that do not.)*

PEIMS: A state-wide data management system for public education information in the State of Texas. One of the basic goals of PEIMS, as adopted by the State Board of Education in 1986, is to improve education practices of local school districts. PEIMS is a major improvement over previous information sources gathered from aggregated data available on paper reports. School districts submit their data via standardized computer files. These are defined in a yearly publication, the PEIMS Data Standards.

Plant Maintenance & Operations: The amount spent on the maintenance and operation of the physical plant and grounds and for warehousing and receiving services. Expenditures associated with this functional area are reported under Function 51.

Property /Refined ADA: The district's Comptroller Certified Property Value divided by its total Refined ADA.

Property/WADA : The district's Comptroller Certified Property Value divided by its total WADA.

Qualified Opinion: Term used in connection with financial auditing. A modification of the independent auditor's report on the fair presentation of the financial statements indicating that there exist one or more specific exceptions to the auditor's general assertion that the financial statements are fairly presented.

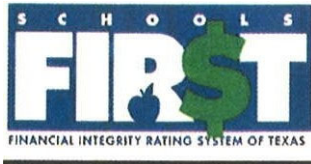
Refined ADA: Refined Average Daily Attendance (also called RADA) is based on the number of days of instruction in the school year. The aggregate eligible days attendance is divided by the number of days of instruction to compute the refined average daily attendance.

Restricted Fund Balance: This is the portion of fund balance that has externally enforceable constraints made by outside parties.

Revenues: Any increase in a school district's financial resources from property taxes, foundation fund entitlements, user charges, grants, and other sources. Revenues fall into the three broad sources of revenues: Local & Intermediate; State; and Federal.

Robin Hood Funds: See Wealth Equalization Transfer.

Rollback Tax Rate: Provides governments other than school districts with approximately the same amount of tax revenue it spent the previous year for day-to-day operations plus an extra 8 percent cushion, and sufficient funds to pay its debts in the coming year. For school districts, the M&O portion of the rollback tax rate allows school districts to add four cents (\$0.04) to the lesser of the prior tax year compressed operating tax rate or the effective M&O rate to generate operating funds. School districts will get to add to the compressed operating rate any additional cents approved by voters at a 2006 or subsequent rollback election, not 8 percent. The rollback rate is the highest rate that the taxing unit may adopt before voters can petition for an election to roll back the adopted rate to the rollback rate. For school districts, no petition is



Glossary

required; it's an automatic election if the adopted rate exceeds the rollback rate.

School Year: The twelve months beginning September 1 of one year and ending August 31 of the following year or beginning July 1 and ending June 30. Districts now have two options.

Special Revenue Fund: A governmental fund type used to account for the proceeds of specific revenue sources (other than for major capital projects) that are legally restricted to expenditures for specified purposes.

State Revenues: Revenues realized from the Texas Education Agency, other state agencies, shared services arrangements, or allocated on the basis of state laws relating to the Foundation School Program Act. This amount is recorded as Revenue Object 5800.

Unassigned Fund Balances: Available expendable financial resources in a governmental fund that are not the object of tentative management plans (i.e., committed or assigned). One primary criterion of rating agencies for school bonds is the relative amount of unassigned fund balance. Bond rating agencies view unassigned fund balances as a reflection of the financial strength of school districts and show concern when district fund balances decrease.

Unqualified Opinion: An opinion rendered without reservation by the independent auditor that financial statements are fairly presented.

Unrestricted Net Asset Balance: The term net asset refers to the amount of total assets less total liabilities. Unrestricted net asset balance refers to the portion of total net assets that is neither invested in capital assets nor restricted.

WADA: A Weighted Average Daily Attendance (WADA) is used to measure the extent students are participating in special programs. The concept of WADA in effect converts all of a school district's students with their different weights to a calculated number of regular students required to raise the same amount of revenue. The greater the number of students

eligible for special entitlements, the greater a school district's WADA will be.

Wealth Equalization Transfer: The amount budgeted by districts for the cost of reducing their property wealth to the required equalized wealth level (Function 91). Sometimes referred to as Robin Hood Funds.

DISCLAIMER

All of the information provided is believed to be accurate and reliable; however, TASSO and TSPRA assume no responsibility for any errors, appearing in this information or otherwise. Further, TASSO and TSPRA assume no responsibility for the use of the information provided.

CANUTILLO A Premier District

2023 FIRST Rating Presentation

Based on 2021-2022 School Year Data

October 30, 2023



Purpose

Primary goal of School FIRST:

- Achieve quality performance in the management of school districts' financial resources
- A goal made more significant due to the complexity of accounting associated with Texas' school finance system

Authority

Developed by TEA as a response to Senate Bill 875 of the 76th Texas Legislature in 1999

- Ratings issued in 2023 cover fiscal year 2022 July 1, 2021 – June 30, 2022
- Based on analysis of staff and student data, as well as budgetary and actual financial data

Relevance

- House Bill 1, 2006, amended the Texas Education Code (TEC), Public School System Accountability, to address in part, the accreditation of school districts
- Under the statute and adopted rules, TEA will take into consideration a district's School FIRST rating when assigning a final accreditation status

Determination of Rating

- Preliminary results issued August 7, 2023 and will become final 30 days after issuance in no appeal is requested
- Failing To Pass one Critical Indicator will result in automatic Substandard Achievement

20 Indicators

- Four Critical Indicators
- Ten Solvency Indicators
- Six Financial Competence Indicators

Determination of Rating

- A = Superior Achievement 90-100 Points
- B = Above Standard Achievement 80-89 Points
- C = Meets Standard 70-79 Points
- F = Substandard Achievement <70 Points

Critical Indicators

1. *Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 deadline depending on the school district's fiscal year end date of June 30?*

CISD = Yes

Critical Indicators

2. *Was there an unmodified opinion in the AFR on the financial statements as a whole?*

CISD = **Yes**

Critical Indicators

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?

CISD = Yes

Critical Indicators

4. Did the school district make timely payments to the Teachers Retirement System (TRS). Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

CISD = Yes

Solvency Indicators

5. Was the total unrestricted net position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position greater than zero?

NOT RATED

Critical indicator 5 was excluded from the 2021–2022 School Financial Integrity Rating System of Texas (FIRST) rating year ratings due to the impact that Governmental Accounting Standards Board (GASB) Statements No. 74 and 75 had on the unrestricted net position of school districts. GASB 74 required Districts to restate fund balance for their proportionate share of OPEB (Other Post-Employment Benefits)

Solvency Indicators

6. *Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?*

CISD = Yes, Ceiling Passed

Solvency Indicators

7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

CISD = 87 Days, 8 Points

Solvency Indicators

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

CISD = 3.02%, 10 points

Solvency Indicators

9. *Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)?*

CISD = Yes, Revenues Exceeded Expenditures, 10 points

Solvency Indicators

10. Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?

CISD - This indicator is not being scored, 10 points

Solvency Indicators

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?

CISD = 55.92%, 10 points

Solvency Indicators

12. Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?

CISD = 3.00%, 10 points

Solvency Indicators

13. *Was the school district's administrative cost ratio equal to or less than the threshold ratio?*

Maximum Points = 10.0% or less ratio for 5,540 ADA

CISD Administrative Cost Ratio = **11.01%, 8 points**

Administrative Cost Ratio Formula:

$$\frac{\text{Function 21} + 41}{\text{Function 11} + 12 + 13 + 31}$$

Administrative Cost Ratio Comparison

**Administrative Cost Ratio Comparison
with Districts in El Paso County
Based on School Year 2021-2022 Data**

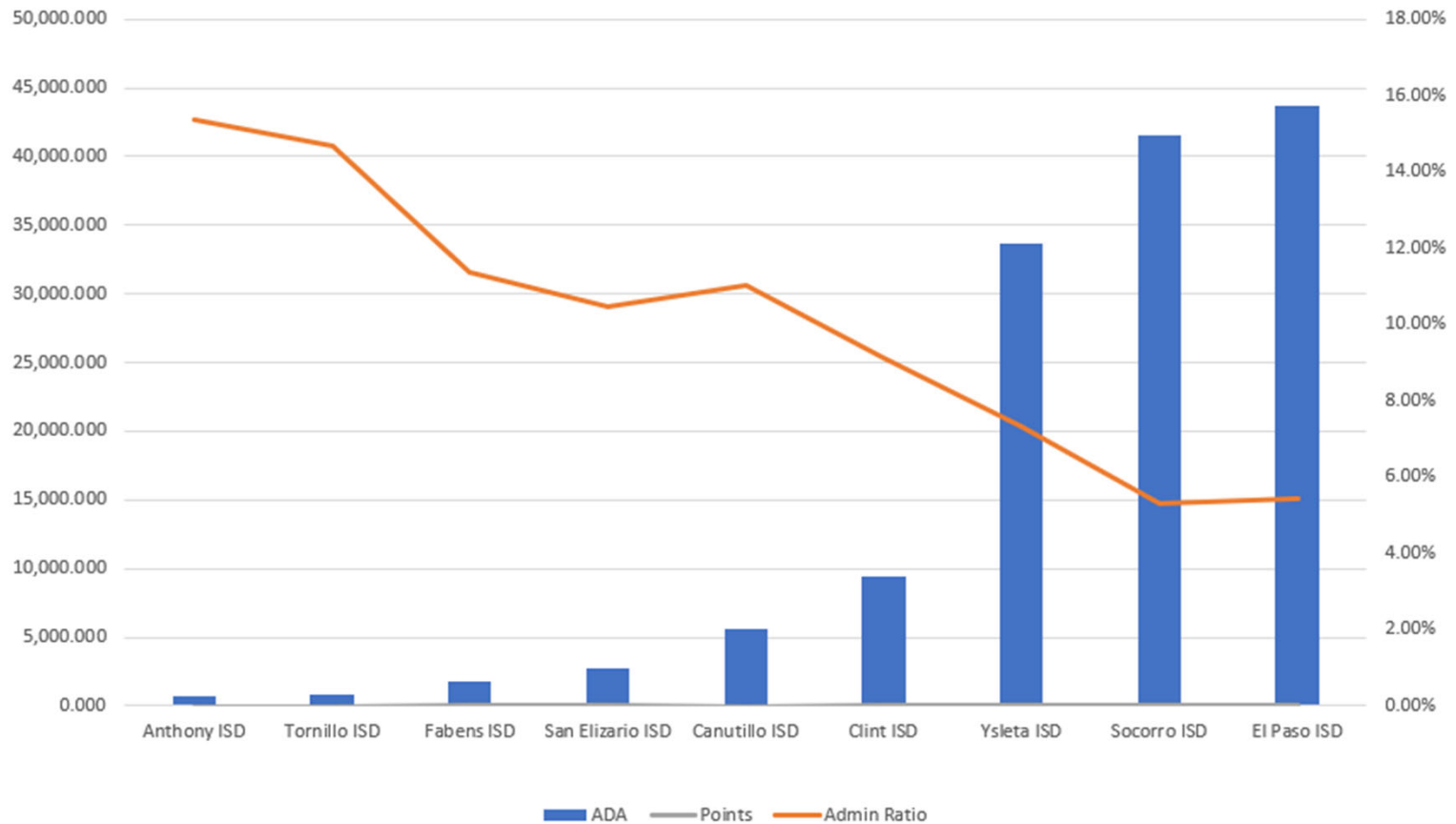
District Name	ADA	Admin Ratio	Points
Anthony ISD	713.411	15.38%	8
Tornillo ISD	814.549	14.68%	8
Fabens ISD	1,778.035	11.37%	10
San Elizario ISD	2,766.564	10.47%	10
Canutillo ISD	5,540.424	11.01%	8
Clint ISD	9,453.099	9.15%	10
Ysleta ISD	33,644.644	7.33%	10
Socorro ISD	41,567.949	5.32%	10
El Paso ISD	43,736.098	5.45%	10

Sources: TEA First Ratings Based on 2021-2022 School Year Data



Administrative Cost Ratio Comparison

Administrative Cost Ratio Comparison
with Comparable ADA Size
Based on School Year 2021-2022 Data



Sources: TEA First Ratings Based on 2021-2022 School Year Data



Administrative Cost Ratio Comparison

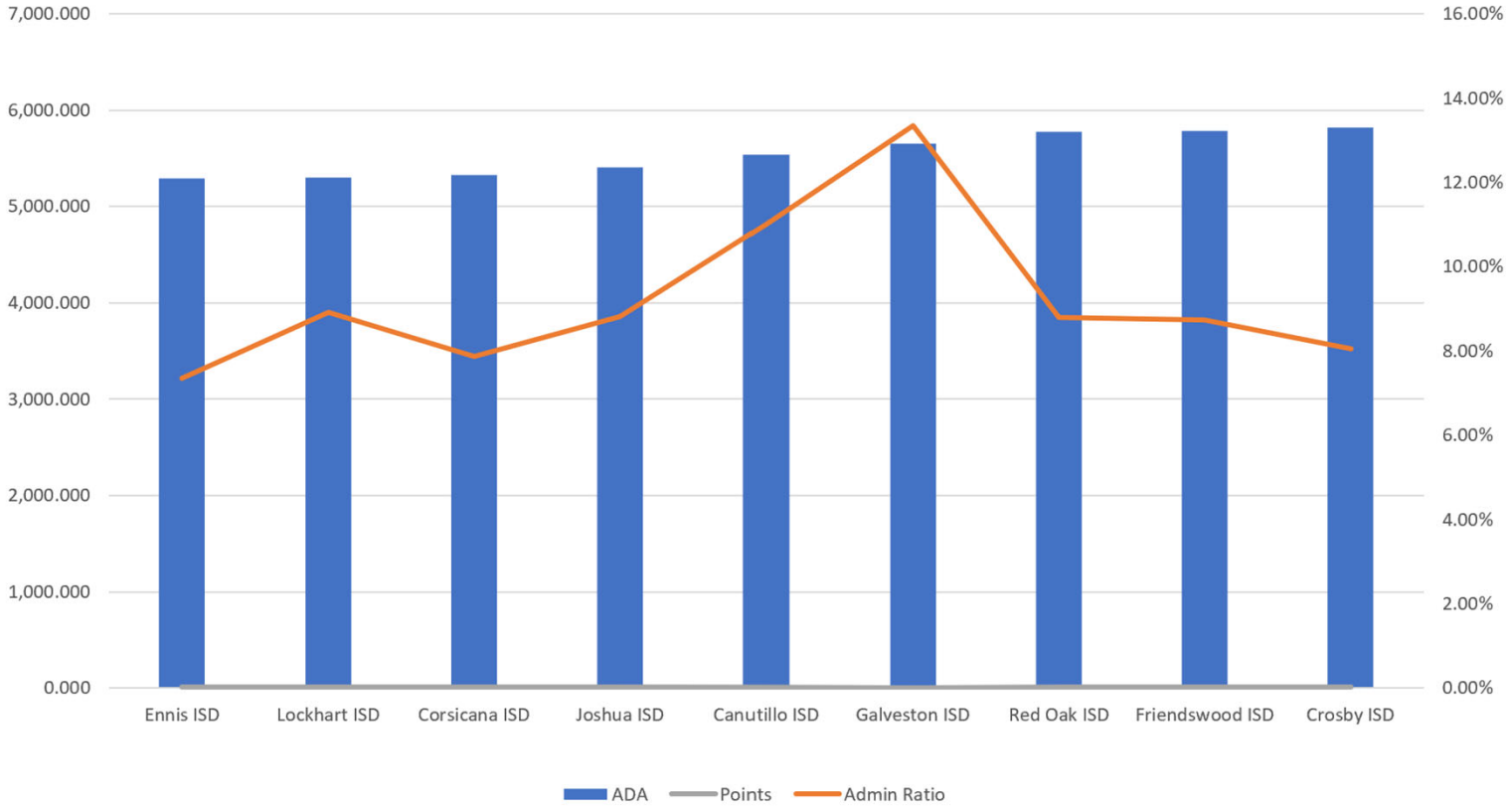
**Administrative Cost Ratio Comparison
with Comparable ADA Size
Based on School Year 2021-2022 Data**

District Name	ADA	Admin Ratio	Points
Ennis ISD	5,291.375	7.36%	10
Lockhart ISD	5,305.327	8.91%	10
Corsicana ISD	5,328.608	7.88%	10
Joshua ISD	5,408.929	8.82%	10
Canutillo ISD	5,540.424	11.01%	8
Galveston ISD	5,654.217	13.34%	6
Red Oak ISD	5,777.592	8.80%	10
Friendswood ISD	5,782.002	8.74%	10
Crosby ISD	5,824.330	8.05%	10

Sources: TEA First Ratings Based on 2021-2022 School Year Data

Administrative Cost Ratio Comparison

Administrative Cost Ratio Comparison
with Comparable ADA Size
Based on School Year 2021-2022 Data



Sources: TEA First Ratings Based on 2021-2022 School Year Data



Solvency Indicators

14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)?

CISD -This indicator is not being scored,
10 points

Financial Competence Indicators

15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections?

CISD -This indicator is not being scored,
5 points

Financial Competence Indicators

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

CISD = Passed

Financial Competence Indicators

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?

CISD = Yes, Passed

Financial Competence Indicators

18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?

CISD = Yes, 10 points

Financial Competence Indicators

19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?

CISD = Yes, 5 points

Financial Competence Indicators

20. Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?

CISD = Yes, Passed

2022 School FIRST Rating

Score of 96

Rating: A = Superior Achievement

CISD – FIRST Ratings for the Past 10 Years Based on Previous School Year Data

School Year	Rating
2021-2022	A=Superior Achievement
2020-2021	A=Superior Achievement
2019-2020	A=Superior Achievement
2018-2019	A=Superior
2017-2018	B=Above Standard
2016-2017	B=Above Standard
2015-2016	A=Superior
2014-2015	PASS
2013-2014	Above Standard Achievement
2012-2013	Above Standard Achievement

THE PUBLIC IS INVITED TO PROVIDE COMMENT



Board of Trustees

Meeting Date: 10/30/2023

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Board Acceptance of September 2023 Donations Report

Justification Statement: Presentation for your review and acceptance of the donations report for donations reported in the month of September, 2023

Purpose of Agenda Item: Information Discussion Action
 Item Type: Curriculum & Instruction HumanResources Business Services

Staff Responsible: Cristina Pulley
Signature of Requester(s) Cristina Pulley *Cristina Pulley*
Signature of Presenter(s) Elizabeth B. Sida *Elizabeth B. Sida* 10-3-2023
Business Services Approval (Initials) *Date*

Agenda Summary:

The Financial Services Department presents the following donations report for donations reported to Finance September, 2023. There were no on-line donations received in September.

RECOMMENDATION: Administration recommends that the Board accept this donations report as presented

PRIOR BOARD ACTION: Yes AWARDED: NA AWARDED AMOUNT: NA
9/26/2023

AMOUNT(S): 476.10

ACCOUNT NO(S): NA

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)
NA

REQUESTING DEPARTMENT:
NA

CONSEQUENCES OF NON-APPROVAL:
NA

IMPLEMENTATION TIMELINE:
NA

ATTACHMENT(S) ✓ Donations report for September, 2023



Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

Signature of Presenter(s)

C Pulley
Business Services Approval (Initials)

Date

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):





FINANCIAL SERVICES

CANUTILLO A Premier District

TO: Board of Trustees
Dr. Pedro Galaviz, Superintendent

FROM: Cristina Pulley, Executive Director for Financial Services

DATE: October 5, 2023

SUBJECT: Budget Amendments for September 2023

Budget Amendments submitted are summarized below for your review and consideration.

Administrative Cost Ratio Formula:

21 Instructional Leadership + 41 General Administration
11 Instruction + 12 Instructional Resources/Media Services +
13 Curriculum/Staff Development + 31 Guidance/Counseling Services

BC #344472 - This budget amendment will allocate funds from Instructional Resources/Media Services to Curriculum/Staff Development in order for Reyes Elementary School teachers to attend the Texas Association for Bilingual Education (TABE) Conference at McAllen Texas on October 18-21, 2023. This budget amendment will have no impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
185.12.6329.00.106.24	Reading Materials	\$ 1,995	\$ (1,995)	\$ -
185.13.6411.00.106.24	Travel/Training - Employees	\$ -	\$ 1,995	\$ 1,995

Street Address:
7965 Artcraft Rd.
El Paso, TX 79932

Mailing Address:
P.O. Box 100
Canutillo, TX 79835

P: (915) 877-7516
F: (915) 877-7524
canutillo-isd.org

BC #344485 - This budget amendment will allocate funds from Instructional Leadership to Curriculum/Staff Development to pay for virtual Association for Compensatory Educators of Texas (ACET) conference sessions for the new Intervention Specialist at Canutillo High School who handles at-risk students. This budget amendment will have a positive impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
185.21.6411.00.912.24	Travel/Training - Employees	\$ 6,000	\$ (500)	\$ 5,500
185.13.6411.00.912.24	Contracted Services	\$ -	\$ 500	\$ 500

BC 344520 - This budget amendment will allocate funds from Instruction to Instructional Resources/Media Services for the librarian at Reyes Elementary School to order books for at-risk students, emerging readers, etc. throughout the school year. This budget amendment will have no impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
185.11.6329.00.106.24	Reading Materials	\$ 11,121	\$ (1,995)	\$ 9,126
185.12.6329.00.106.24	Reading Materials	\$ 1,995	\$ 1,995	\$ 3,990

BC 344554 - This budget amendment allocates additional funding received from the HB3 Safety Allotment for District Safety and Security for a districtwide camera surveillance system. This budget amendment will have no impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
199.00.5812.00.000.00	Foundation Entitlements	\$ 21,339,058	\$ 150,000	\$ 21,489,058
199.52.6398.03.922.99	Controlled Assets - Technology	\$ -	\$ 150,000	\$ 150,000

BC 344557 - This budget amendment will allocate funds from land sale (Cimarron Sage Unit 4, Block 19 Pt.Lot1) back to Fund Balance to replenish \$15,705 previously allocated for Board travel and Lonestar Governance Training, \$31,795 will be allocated to Legal Fees for Property Value Study Audit and \$2,500 for land sale closing costs. This budget amendment will have a negative impact on the administrative cost ratio by increasing costs in Function 41 - General Administration.

Budget Account Number		Budget	Change	Budget
199.00.7912.00.000.00	Other Resources-Sale of Real & Personal Property	\$ -	\$ 50,000	\$ 50,000
199.00.3600.00.000.00	Fund Balance	\$ -	\$ 15,705	\$ -
199.41.6211.00.734.99	Legal Fees	\$ 50,000	\$ 31,795	\$ 81,795
199.41.6499.00.734.99	Miscellaneous Costs	\$ -	\$ 2,500	\$ 2,500

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

Signature of Presenter(s)

Business Services Approval (Initials)

Date

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



Memorandum of Understanding
Meadows Center for Preventing Educational Risk and Canutillo Independent School District
Precision Mathematics - First Grade Project

The Meadows Center for Preventing Educational Risk (MCPER) at The University of Texas at Austin seeks to continue its collaboration with Canutillo Independent School District (CISD) during the 2023-2024 school year. Specifically, the purpose of this continuation is to further examine the effects of the first-grade Precision Mathematics (PM -1) intervention on the outcomes of first- grade multilingual and monolingual students who face mathematics difficulties. PM-1 is a small- group intervention comprised of eight units (40 lessons) that provide first-grade students opportunities to apply and improve their understanding of whole numbers and operations and foundational skills of measurement and data analysis, and engage in purposeful mathematics discourse in the context of real-world science-based activities.

This study is funded by the National Science Foundation (Grant: 2010550).

In support of this research, the MCPER team and CISD agree to the following:

The **MCPER** will:

- Communicate with elementary schools and first-grade teachers who agree to participate in the study.
- Obtain teacher consent with participating first-grade teachers.
- Observe all district and school policies.
- Assist district in identifying district -employed interventionists to teach PM -1 groups.
- Obtain parent written consent and student assent.
- Randomly assign 8 teacher identified students per first-grade classroom at participating schools to one of two study conditions, PM-1 or control condition
- Assist district/schools with scheduling of PM-1 groups.
- Administer pre- and post-test mathematics assessment battery to first-grade students.
- Provide PM-1 focused professional development to district-employed interventionists and a subsequent professional development workshop mid-way through the intervention.
- Provide the PM-1 intervention materials at no cost.
- Provide ongoing coaching and support of PM-1 interventionists.
- Conduct observations of intervention groups and core mathematics instruction in participating classrooms
- Collect daily audio recordings of lesson implementation.
- Provide \$500 stipend to participating teachers.
- Administer teacher and interventionist surveys.
- Provide reimbursement or payment to district for intervention time of district-employed interventionists (1 hour per lesson for each intervention group) at a rate of \$23.50 per hour.
- Protect the privacy and confidentiality of all participants and their data.
- Agree to comply with all requirements of the Family Educational Rights and Privacy Act (FERPA) and with all rules and guidelines stipulated in their agreement with the university Internal Review Board (IRB).
- Report study findings to district and school personnel.

The **CISD** will:

- Identify and assign appropriately aligned duties to identified PM -1 interventionists.
- Coordinate initial communication between MCPER team and participating campuses and first-grade teachers.
- Coordinate and support study activities, including the scheduling of PM-1 groups.
- Identify the first-grade students in each participating classroom based on current level of performance on mathematics.
- Allow participating teachers to distribute and collect parental consent forms.
- Allow MCPER to assess first-grade students in participating classrooms at two timepoints (pre and post).
- Provide space at each participating campus for PM-1 assessment and intervention instruction to take place.
- Allow MCPER team to observe intervention groups and core mathematics instruction in participating classrooms.
- Allow district-employed interventionists to audio-record their daily intervention instruction.
- Allow participating teachers to complete consent form and surveys regarding teaching background and classroom characteristics.
- Provide student-level demographic and assessment data including: Student name, Race/Ethnicity, Gender, DOB, Grade Level, School Homeroom Teacher, Free and Reduced Lunch Status, LEP Status (e.g., ESL, LEP, ELL), Special Education Status, Special Education Category, retention data, TELPAS scores for kindergarten and first grade years, and students' BOY, MOY, EOY district math and reading scores.

Any modifications to the current agreement will be submitted and discussed between the MCPER team and the Canutillo ISD team prior to any proposed changes. The agreement will be effective as of date signed and will remain active for 1 year thereafter.

This agreement can be terminated by either entity by providing not less than sixty (60) days advance written notice.

Nothing in this Agreement is intended to nor shall it operate to confer any third-party beneficiary rights in favor of any person or entity.

Agreed by:

UT Representative

Signature: _____



Printed Name: Christian Doabler, Ph.D.

Position: Principal Investigator, Precision Mathematics First Grade Study

District Representative

Signature: _____

Printed Name: _____

Position: _____

Canutillo Independent School District (CISD)

Request for Research Approval Attachments

3 - Nature of the Project

- **Purpose:** The aim of this project is to continue to test the impact of the Precision Mathematics (PM-1) intervention in Canutillo ISD on the outcomes of first-grade English learners and non-English learners who face mathematics difficulties.
- **Method:** Similar to the 2021-2022 & 2022-2023 school years, this study will continue to employ a randomized controlled trial design. First-grade students identified as at-risk for mathematics difficulties will be randomly assigned to Precision Mathematics or a control condition. All students will continue to receive district-approved core mathematics instruction.
- **General plan:**
 - Researchers will follow district protocol for recruiting campuses and first-grade teachers.
 - Researchers will provide participating teachers consent forms with detailed information about the study to be signed and returned to project staff. A copy of the form will be provided to the participating teachers (i.e., hardcopies and/or electronic copies).
 - Parental consent forms will be provided by researchers and sent home by participating teachers to all students in their classroom. Participating teachers will collect the signed forms and return to project staff.
 - Once parental consent is gathered, researchers will read the student assent form to participating students. Researchers will collect the signed student assent forms. All students with signed consent will be eligible for the research aspect of the study.
 - Once consents have been obtained, first-grade students from participating elementary schools will be screened for mathematics difficulties. Eight students with or at-risk for mathematics difficulties, as determined eligible through a universal screening process, will participate within each first-grade classroom. Students who meet study inclusion criteria will be randomly assigned to one of two conditions: (a) PM-1 intervention or a (b) business-as-usual condition.
 - Students assigned to both conditions will complete a pre- and post-test assessment battery.
 - District-employed instructional assistants (IAs) will act as the primary service providers of the PM-1 intervention. Students in the PM-1 group will receive the intervention in small groups (4:1 student-teacher ratio) for 30-minutes per session, 4 days per week for 8 weeks (32 lessons total). Instructional assistants will be provided two professional development workshops delivered by project staff. The first training will take place prior to the start of the intervention (6 hours) and the second training will take place during the intervention (4 hours). Interventionists will receive at least two coaching visits by project staff (in person and/or virtual) during intervention implementation. Coaching visits will consist of direct observations of PM-1 intervention lesson delivery, followed by feedback on instructional quality and fidelity of intervention implementation. Fidelity of implementation will be observed ~3 times during the intervention time period.
 - The research team will collect daily audio recordings of lesson implementation in each PM-1 intervention group. At the conclusion of each project year, we will randomly select 30% of the recordings from each classroom to evaluate the type, quantity, and quality of mathematics instruction delivered. Trained coders will analyze the audio recorded data using two validated measurement tools (see Appendix A, Table 4, page 6): Classroom Observations of Student-Teacher Interactions-STEM measure (COSTI-STEM; Doabler et al., 2015; 2017; 2018; 2019) and the Ratings of Classroom Management and Instructional Supports (RCMIS; Doabler & Nelson, 2009). Notably, our team has applied variations of the COSTI-STEM and RCMIS across 13 federally funded research projects, involving five states with more than 20 school

districts and over 15,000 students (e.g., Clarke, Doabler et al., 2012-2017; Doabler et al., 2015-2021).

- Students in the control condition (i.e., business-as-usual) will continue to be instructed by the classroom teacher using district-approved curricula and materials. Researchers will obtain information on the school practices for students in the control condition via teacher surveys.
- **Benefits to CISD:**
 - At-risk, first-grade English learners and non-English learners will receive effectively designed mathematics instruction grounded in evidence-based teaching practices.
 - District-employed interventionists will receive professional development opportunities to build content and pedagogical knowledge for teaching mathematics to at-risk English learners and non-English learners.
 - Participating classroom teachers will receive financial incentives for their participation.
 - Interventionist time devoted to project activities, including intervention implementation, will be paid for by the project.

4 - Data Collection

- **Procedures for collecting data:** Trained project staff will administer all student outcome and teacher surveys included the project (paper protocols & online measures). Project staff will administer the measures prior to and after of the intervention implementation period and will coordinate with participating campuses and first-grade classroom teachers for scheduling purposes. Researchers request a space be provided at each campus to use for individually administered student measures.
- **Beginning and ending dates:** November 2022 – April 2023
- **Protection of privacy:** Data will be kept confidential. Following the consent process, teachers, interventionists, and students will receive a randomly-generated 4-digit identification number assigned at the time of recruitment. This number will be used as participant identifiers on all written materials. Received forms will be coded by replacing the participant’s name with this identification number. This de-identifying process will occur within one week of data collection. This timeframe may fluctuate (i.e., shorter or slightly longer), depending on the amount of data collected. The key linking participant names and identification numbers will be stored on a password protected electronic server to which only project staff have access (see pages ## for the Confidentiality Oath Forms). This “key” will be stored in a separate storage location from the data. Specifically, it will be housed in a separate password-protected folder on the electronic server. There is some risk that confidentiality of project data will be compromised. Researchers will minimize this risk by (a) ensuring only key project personnel have access to the secure servers at UT-Austin, (b) de-identifying data in a timely manner, (c) employing electronic data storage methods that utilize encryption as well as password protection, and (c) ensuring that hard copies of documents are kept in secure, locked cabinets and offices.

5 - Instruments

A list of student outcome measures, surveys, and observation tools can be found in Appendix A, Tables 1-3, pages 5-6. Sample items of the student outcome measures are also provided on pages #.

6 – Participants

Schools/Departments from which information is to be collected:

- Testing and Accountability Department - The following student-level data will be requested from the district - Student Name, Race/Ethnicity, Gender, DOB, Grade Level, School Homeroom Teacher, Free and Reduced Lunch Status, LEP Status (e.g., ESL, LEP, ELL), Special Education Status, Special Education Category, retention data, TELPAS scores for

- kindergarten and first grade years, and BOY, MOY, EOY district-administered math and reading assessment scores.
- Schools (24 total classrooms)
 - Jose Damian Elementary
 - Garcia Elementary
 - Reyes Elementary
 - Deanna Davenport Elementary
 - Canutillo Elementary
 - Bill Childress Elementary
 - **Students involved in research project:** In each participating classroom, eight first-grade English learners and non-English learners who are considered at-risk for mathematics difficulties will be eligible to participate (~150 total first-grade students).
 - **Teachers/School employees involved in research project:**
 - Precision Mathematics will be delivered by district-employed instructional assistants who have expertise in delivering small group mathematics instruction. The district will be reimbursed for intervention implementation at an hourly IA rate of \$23.50 (1 hour per lesson per intervention group).
 - We will offer to pay stipends to classroom teachers for their participation in the study (i.e., distributing and collecting consents and completing surveys)
 - **Description of participant selection:** First-grade students in participating classrooms will be screened for mathematics difficulties (~7-10 min per student). Mathematics difficulties will be defined as a composite score in the *strategic* or *intensive* categories on the three winter benchmark (middle-of-year) measures of the first-grade Assessing Student Proficiency in Early Number Sense (ASPENS): Magnitude Comparison, Missing Number, Basic Arithmetic Facts and Base-10. Students will then be randomized to one of the two study conditions. Students included in this study will complete a pre- and post-test assessment battery (i.e., ~65 min at each time point). Students randomized to the PM-1 intervention condition will also receive 30-minutes of daily mathematics instruction for approximately 8 weeks.

7 – Reporting of Data

Description of data to be collected:

Student Outcome Measures - Our measurement model will assess mathematics achievement through four standardized mathematics outcome measures. These measures will be administered at pretest and posttest time periods by trained research staff.

- **Assessing Student Proficiency in Early Number Sense (ASPENS).** ASPENS is a set of fluency-based measures (1 min each) validated for screening and progress monitoring of students' number sense proficiency, including number identification, magnitude comparison, missing number, and arithmetic facts and base-10.
- **Early Measurement Curriculum-Based Measures (EM-CBM).** This set of four 1-min fluency-based CBMs focuses on concepts of early measurement.
- **PM-1 Proximal Assessment.** This individually administered measure comprises 30 items related to magnitude comparison, missing numbers, and basic arithmetic facts and base-10.
- **STEM Vocabulary Assessment.** This individually administered expressive-definitions vocabulary measure requires students to orally define key first-grade mathematics and science terms.

Student Level Data - The following student-level data will be requested from the district: Student Name, Race/Ethnicity, Gender, DOB, Grade Level, School Homeroom Teacher, Free and Reduced Lunch Status, LEP Status (e.g., ESL, LEP, ELL), Special Education Status, Special Education Category, retention data, TELPAS scores for kindergarten and first grade years, and BOY, MOY, EOY district math and reading scores.

Teacher and Interventionist Surveys - The proposed research will administer three surveys. The first two surveys will document demographic information, respectively, from participating teachers and interventionists, including ethnicity, gender, teaching experience, education, and areas of specialization. Subsequent parts of the teacher survey will collect information on the characteristics of participating first-grade classrooms, including class size, number of students at-risk for MD, the amount of time spent on mathematical content, the types of teaching practices used, and whether control students receive mathematical supports beyond core instruction. A final part of the teacher survey will require first-grade teachers to provide their impressions of participating students' self-regulation and English proficiency skills. The third survey is an online survey that will be completed by interventionists on a weekly basis during the PM-1 time period, documenting (a) the number of lessons taught, (b) the length of each lesson, and (c) student daily attendance.

Fidelity of Implementation - Our classroom observation system will measure three aspects of mathematics instruction: (a) implementation fidelity of the PM-1 program, (b) quality of instruction, and (c) mathematics discourse opportunities for ELs. Trained project staff will administer the observation system in the PM-1 intervention groups two times during the intervention time period.

- **Description of data to be reported:**

Researchers will present findings to school leaders at the conclusion of the project. For example, the research team can provide a brief written report/summary of findings, or researchers can present the study's findings in person, via a brief PowerPoint presentation.

The research team will write up study findings for submission to peer-reviewed journals.

Researchers also hope to present findings at conferences. No information will be published that would allow for readers to identify participating students, schools, or districts.

- **Method of data collection:** Student mathematics achievement will be assessed through four standardized mathematics outcome measures. These measures will be administered at screening/pretest and posttest time periods by trained project staff. All measures will be administered through paper-pencil formats, with administration directions verbally delivered by project staff. Teacher and interventionist survey will be collected via a combination of paper-pencil and online data collection methods.

Appendix A: Student Outcome Measures, Surveys, Observation Measures, and Sample Items

Table 1. Student Outcome Measures (Administered by MCPER Research Team)

Construct	Measure	Screening	Pretest	Posttest
Number Sense	Assessing Student Proficiency in Early Number Sense (ASPENS): Magnitude Comparison, Missing Number, Math Facts and Base 10	✓		
Length Measurement	Early Measurement Curriculum-Based Measures (EM-CBM)		✓	✓
Length Measurement & Statistical Investigation	Precision Mathematics First-Grade Assessment		✓	✓
Language Development	STEM Vocabulary Assessment		✓	✓

**Note: Total administration for all measures is ~65 minutes (pre and post-test time periods); 7-10 min for screening per student*

Table 2. Teacher and Interventionist Surveys

Construct	Measure	Participant(s)
Demographics	Interventionist Demographics Questionnaire	Interventionist (admin @ start of study)
Demographics / Teaching Experience / Student Self-Regulation & Language Proficiency	Teacher Demographics, Classroom Characteristics, Instructional Support, & Student Characteristics Survey	Interventionist/ Teacher (admin @ start of study)
Implementation	Instructional Logs	Interventionist (admin weekly)

**Note: Total administration for teacher survey is ~40 minutes; Total administration for interventionist survey is ~60 minutes.*

Table 3. *Observation Tools* (Completed by MCPER Research Team)

Construct	Measure	Focus	Time-1	Time-2	Time-3
Implementation Fidelity	Precision Mathematics Fidelity of Implementation (PM-FOI)	Interventionists	✓	✓	✓

Table 4. *Audio Recording Measures* (MCPER Research Team will code all audio recorded PM-1 lessons)

Construct	Measure	Focus
Instruction Quality	Rating of Classroom Management and Instructional Support (RCMIS)	Interventionist
Mathematics Discourse	Classroom Observations of Student-Teacher Interactions – Mathematics (COSTI-M)	Interventionist

Sample Student Assessments

ASPENS: Magnitude Comparison

Example Items—Grade 1

38	16	43	57	4	12	37	48
----	----	----	----	---	----	----	----

ASPENS: Missing Number

Example Items—Grade 1

28	29	_____	76	_____	78
----	----	-------	----	-------	----

ASPENS: Math Facts

Example Items—Grade 1

$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$
---	--	--	---

Precision Mathematics First-Grade Assessment

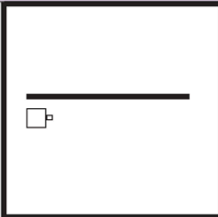
1. Hand the student the laminated set of backpacks. **“Sort your backpacks into three groups.”** Allow students time to sort their sets of items by size, color, or icon on the backpack. Once the student indicates they are finished, score their answers:



Look at the line and the snap cube in the first box. Rachel wants to measure her line using snap cubes.

Now look at the other boxes. **Mark the box that shows how many snap cubes Rachel needs to measure the length of the line.**

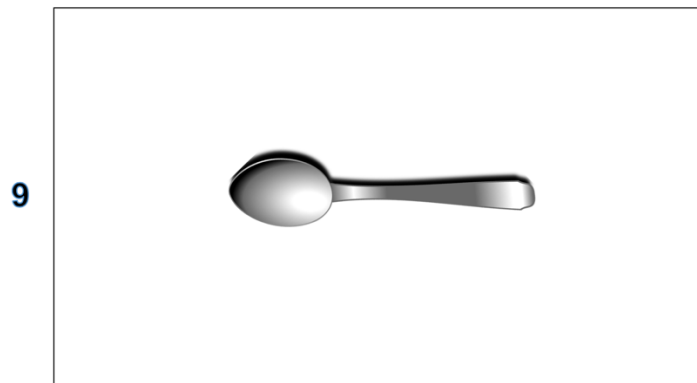
Mark the box with the NS if you don't see the answer.

	6	8	4	NS
--	---	---	---	----

EM-CBM

“Look at this box.” (point to Item 1) **“For each box, I want you to use the ruler to measure the object and tell me its length in inches. Start here and go down the page.”**
 (demonstrate by pointing) **“Put your finger on the first box. Ready?”** (make sure student has ruler in hand) **“Begin.”** (time for two minutes) **“Stop.”**

s



Date _____ School _____

Class _____

Student # _____

**STEM Vocabulary Assessment
Student Response Record**

Scoring – for each word, put a check mark (✓) in one of the following options:

- Correct (C) = responds with exact or related definition
- Partially Correct (PC) = responds with a scenario or example of the word
- Incorrect (I) = responds with “I don’t know”, unrelated definition, or no response

Word	Definition	C	PC	I
1. category	a group that is the same in some way			
Student Response:				
2. characteristic	describes a person or thing			
Student Response:				
3. data	information we use to answer questions			
Student Response:				
4. endpoint	the very end of something			
Student Response:				
5. measure	to find out the length, height, or amount			
Student Response:				

Sample Teacher / Interventionist Surveys

PM-1 Teaching Background Survey

7. In this current school year, how many days per week do you teach mathematics?
Number of days: _____

8. On average, how long is a mathematics lesson? _____ minutes
 - 8a. Is mathematics taught mainly as a separate subject (i.e., not integrated within other subjects)?
 - a. Yes
 - b. No

9. Most often, how do you assess students understanding of mathematics concepts and practices?
 - a. Observe students as they work
 - b. Ask students to verbally answer questions during class
 - c. Short, regular tests (written and/or technology-based)
 - d. Longer tests (e.g., unit tests or exams)
 - e. Student projects

10. What type of materials do you use to teach mathematics?
 - a. Teacher-developed
 - b. Commercially available
 - c. Blend of both teacher-developed and commercially available

INTERLOCAL COOPERATION CONTRACT

This **Interlocal Cooperation Contract (Contract)** is entered into effective **November 7, 2023 (Effective Date)**, by and between Contracting Parties pursuant to authority granted in and in compliance with [Chapter 791, Government Code](#).

CONTRACTING PARTIES:

Receiving Party: The University of Texas at Austin, of the State of Texas.
The Meadows Center for Preventing Educational Risk
1912 Speedway D4900
College of Education SZB 5.110
Austin, Texas 78712
(512) 2325-2320

Performing Party: Canutillo Independent School District , of the State of Texas.
Address: 7965 Artcraft Rd,
El Paso, TX 79932
Phone: (915) 877-7400

PURPOSE:

The purpose of this Contract is to obtain the services of Performing Party to **conduct intervention services for research projects**. This Contract will increase the efficiency and effectiveness of Contracting Parties.

STATEMENT OF SERVICES TO BE PERFORMED:

Performing Party will perform the following services (**services**):

Intervention services

WARRANTIES:

Receiving Party warrants (1) the services are necessary and authorized for activities properly within its statutory functions and programs; (2) it has authority to contract for the services under authority granted in Section _____, *Texas _____ Code*, and [Chapter 791, Government Code](#); (3) it has all necessary power and has received all necessary approvals to execute and deliver this Contract, and (4) the representative signing this Contract on Receiving Party's behalf is authorized by its governing body to do so.

Performing Party warrants (1) it has authority to perform the services under authority granted in Section _____, *Texas _____ Code* and Chapter 791, *Texas Government Code*; (2) it has all necessary power and has received all necessary approvals to execute and deliver this Contract, and (3) the representative signing this Contract on Performing Party's behalf is authorized by its governing body to do so.

CONTRACT AMOUNT:

The total amount of this Contract will not exceed **\$52,000**.

PAYMENT:

Receiving Party will remit payments to Performing Party for services satisfactorily performed in accordance with [Chapter 2251, Government Code](#) (Texas Prompt Payment Act).

Payments made under this Contract (1) are based on cost recovery (2) will fairly compensate Performing Party for the services performed, and (3) will be made from current revenues available to Receiving Party.

[Section 51.012, Education Code](#), authorizes Receiving Party to make payments through electronic funds transfer methods. Performing Party agrees to accept payments from Receiving Party through those methods, including the automated clearing house system (ACH). Performing Party agrees to provide its banking information to Receiving Party in writing on Performing Party letterhead signed by an authorized representative of Performing Party. Prior to the first payment, Receiving Party will confirm Performing Party's banking information. Changes to Performing Party's bank information must be communicated to Receiving Party in writing at least thirty (30) days before the effective date of the change and must include an IRS Form W-9 signed by an authorized representative of Performing Party.

TERM:

The term of this Contract begins on the Effective Date and expires on **April 26, 2024**.

NOTICES:

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Contract, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given (i) if delivered by certified mail, when deposited, postage prepaid, in the United States mail, or (ii) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

If to Receiving Party: The University of Texas at Austin
The Meadows Center
Maria Longhi
Email: mlonghi@austin.utexas.edu

If to Performing Party: Canutillo Independent School District
Sandra Carrillo
Email: scarrillo@canutillo-isd.org

or other person or address as may be given in writing by either party to the other in accordance with this Section.

TERMINATION:

In the event of material failure by a Contracting Party to perform its duties and obligations in accordance this Contract, the other party may terminate this Contract upon thirty (30) days' advance written notice of termination setting forth the nature of the material failure; provided that, the material failure is through no fault of the terminating party. The termination will not be effective if the material failure is fully cured prior to the end of the 30-day period.

OTHER PROVISIONS:

Access by Individuals with Disabilities. Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Contract (**EIRs**) comply with applicable requirements set forth in [1 TAC Chapter 213](#) and [1 TAC Section 206.70](#) (ref. [Subchapter M, Chapter 2054, Texas Government Code](#)). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either (1) perform all necessary remediation to make the EIRs satisfy the EIR Accessibility Warranty or (2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing Party is unable to do so, Receiving Party may terminate this Contract and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Contract.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by [1 TAC Section 213.38\(g\)](#).

Payment of Debt or Delinquency to the State. Pursuant to Sections [2107.008](#) and [2252.903](#), *Government Code*, any payments owing to Performing Party under this Contract may be applied directly toward any debt or delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

Venue; Governing Law. Travis County Texas, will be the proper place of venue for suit on or in respect of this Agreement. This Agreement, all of its terms and conditions, all rights and obligations of the parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

Entire Agreement; Modifications. This Contract supersedes all prior agreements, written or oral, between Performing Party and Receiving Party and will constitute the entire agreement and understanding between the parties with respect to its subject matter. This Contract and each of its provisions will be binding on the parties, and may not be waived, modified, amended or altered, except by a writing signed by Receiving Party and Performing Party.

Loss of Funding. Performance by a Contracting Party of its duties and obligations under this Contract may be dependent upon the appropriation and allotment of funds by the Texas State Legislature (**Legislature**) and/or allocation of funds by that Contracting Party's governing board. If Legislature fails to appropriate or allot necessary funds, or a Contracting Party's governing board fails to allocate necessary funds, then Contracting Party that loses funding may terminate this Contract without further duty or obligation. Contracting Parties agree acknowledge that appropriation, allotment, and allocation of funds are beyond the Contracting Parties' control.

State Auditor's Office. Contracting Parties understand acceptance of funds under this Contract constitutes acceptance of authority of the Texas State Auditor's Office or any successor agency (**Auditor**), to conduct an audit or investigation in connection with those funds (ref. [Sections 51.9335\(c\)](#), [73.115\(c\)](#) and [74.008\(c\)](#), *Education Code*). Contracting Parties agree to cooperate with Auditor in the conduct of the audit or investigation, including providing all records requested. Contracting Parties will include this provision in all contracts with permitted subcontractors.

Assignment. This Contract is not transferable or assignable except upon written approval by Contracting Parties.

Severability. If any one or more of the provisions of this Contract will for any reason be held to be invalid, illegal, or unenforceable in any respect, that invalidity, illegality or unenforceability will not affect any other provision, and this Contract will be construed as if the invalid, illegal, or unenforceable provisions had never been included.

Public Records. It will be the independent responsibility of Receiving Party and Performing Party to comply with [Chapter 552, Government Code \(Public Information Act\)](#), as it applies to the Contracting Parties' respective information. Receiving Party is not authorized to receive public information requests or take any action under the Public Information Act on behalf of Performing Party. Likewise, Performing Party is not authorized to receive public information requests or take any other action under the Public Information Act on behalf of Receiving Party.

Executed effective on the Effective Date by the following duly authorized representatives of Contracting Parties:

RECEIVING PARTY:

PERFORMING PARTY:

DocuSigned by:
By: Linda Shaunnessy
Name: Linda Shaunnessy
Title: Business Contracts Administrator

By: _____
Name: Sandra Carrillo
Title: Early Childhood & New Teacher Coordinator

Date: 2023-10-04 | 12:48:48 PDT

Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

Signature of Presenter(s)

Business Services Approval (Initials)

Date

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



Memorandum of Understanding
Meadows Center for Preventing Educational Risk and Canutillo Independent School District
ROOTS

The Meadows Center for Preventing Educational Risk (MCPER) at The University of Texas at Austin seeks to continue its collaboration with Canutillo Independent School District (CISD) during the 2023-2024 school year. Specifically, the purpose of this continuation is to support CISD in sustaining the implementation of a kindergarten intervention program, ROOTS, for students who face mathematics difficulties.

The small-group mathematics intervention is comprised of 50 lessons, each designed to promote a robust and lasting understanding of number and operations identified in the Texas Essential Knowledge and Skills for Mathematics. Lessons are delivered in English for 20 minutes per day, 5 days per week for approximately 10 weeks.

To build sustainability, the MCPER team and CISD agree to the following:

The **MCPER** will:

- Provide an initial 5-hour professional development focused on (1) the intervention curriculum and (2) the ASPENS assessment to district personnel.
- Provide a subsequent 4-hour professional development focused on the intervention curriculum to district personnel mid-way through the intervention.
- Support district personnel in assessing teacher identified kindergarten students on the ASPENS at two timepoints.
- Support the kindergarten teacher assistants with the implementation of the intervention on an as needed basis.
- Provide the intervention materials at no cost.
- Provide student level data and an analysis of the intervention impact to the district and school personnel.
- Support the district in ensuring the privacy and confidentiality of all participants and their data.

The **CISD** will:

- Coordinate and communicate with campuses, kindergarten teachers, and teacher assistants.
- Identify the kindergarten teacher assistants who will deliver the intervention.
- Identify the kindergarten students who will receive the intervention.
- Assess the teacher identified kindergarten students.
- Create the schedule for the intervention groups at each participating campus.
- Allow the MCPER team to train district kindergarten teacher assistants and other district personnel on the ASPENS assessment and the intervention curriculum.
- Provide a location for the trainings.
- Notify MCPER team when coaching support is needed during the implementation of the intervention.
- Provide student-level demographic and assessment data including: Student name, Race/ Ethnicity, Gender, DOB, Grade Level, School Homeroom Teacher, Free and Reduced Lunch Status, LEP Status (e.g., ESL, LEP, ELL), Special Education Status, Special Education

Category, retention data, TELPAS scores for kindergarten, and students' BOY, MOY, EOY district math and reading scores, and TX KEA scores (Spanish & English) for all measures.

This initiative is district-led and does not include any monetary transactions.

Any modifications to the current agreement will be submitted and discussed between the MCPER team and the Canutillo ISD team prior to any proposed changes. The agreement will be effective as of date signed and will remain active for 1 year thereafter.

This agreement can be terminated by either entity by providing not less than sixty (60) days advance written notice.

Nothing in this Agreement is intended to nor shall it operate to confer any third-party beneficiary rights in favor of any person or entity.

UT Representative

Signature:  _____

Printed Name: Christian Doabler, Ph.D. _____

Position: Principal Investigator, Precision Mathematics First Grade Study

District Representative

Signature: _____

Printed Name: _____

Position: _____

Canutillo Independent School District
Canutillo Elementary School
2023-2024 Performance Objectives



Mission Statement

Canutillo Elementary School will provide a safe environment that will enhance the ability for quality learning in order to achieve success as a productive member of society.

Vision

Canutillo Elementary will strive to inspire all children to become life-long learners, responsible and respectful of our culturally diverse society.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: Canutillo Elementary will increase positive discipline strategies through PBIS to foster a positive school climate and decrease the number of referrals by 3% for the 2023-24 school year.

Performance Objective 2: Canutillo Elementary will increase its overall ratings by 2% on state performance Domain 1 (Student Achievement), Domain 2 (School Progress), and Domain 3 (Closing the Gaps) by the end of the 2023-24 school year.

Performance Objective 3: Canutillo Elementary will increase overall student achievement scores in Reading by 2% in all areas (Approaches, Meets, Master), as reflected in the STAAR scores from 2022-23 school year to the 2023-24 school year provided by the STAAR assessment in May 2024.

Performance Objective 4: Canutillo Elementary will meet overall student achievement scores in Math by 2% in all areas of growth (Approaches, Meets, Master), as reflected in the STAAR scores provided by the state at the end of 2023-24 school year.

Performance Objective 5: Canutillo Elementary will increase overall student achievement scores in Science by 3% in all areas of progress (App, Meets, Master) as reflected in the 5th grade STAAR scores provided by the state at the end of the 2023-24 school year.

Performance Objective 6: Canutillo Elementary will increase its attendance rate from 94.56% to 98% through Positive Behavior Interventions Supports and strategies for the 2023-24 school year.

Performance Objective 7: By May 2024, Canutillo Elementary will provide professional development and support on the implementation of MTSS to effectively support all our students and teachers. SEL strategies and services will be incorporated throughout the process.

Performance Objective 8: CES will increase and expand awareness in College and Career Readiness, as well as Career Exploration processes with a strategic approach, focusing on 100% of students Prek-5 participating in at least three activities during the 2023-24 school year.

Performance Objective 9: By May 2024, CES staff and students will promote leadership skills among the students and grade levels by utilizing individual goal setting data notebooks or data charts in hallways.

Performance Objective 10: During the 2023-24 school year, the physical education department will enhance instruction by implementing a variety of activities and having access to resources that not only increase moderate to vigorous physical activity minutes, but also promote a healthy lifestyle and align and reinforce core curriculum standards within the classroom.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: All Canutillo Elementary teachers will gain expertise in utilizing the Texas Teacher Evaluation and Support System (TTESS) and the Student Learning Objectives (SLOs) embedded into teachers pedagogy for effective instruction as supported through targeted PD by the end of 2023-24 school year.

Performance Objective 2: By May 2024, Canutillo Elementary will provide meaningful and grade level appropriate professional development for all campus employees on teaching and learning with technology, using effective skills and implementation of programs for instruction. Listed, but not limited to Zearn, Circle, Tejas Lee, Roots, Learning A-Z, Brain Pop, Apple services and programs, Stemsscopes, etc

Performance Objective 3: By May 2024, CES will provide professional development opportunities to support all classroom teachers that focus on building relationships and effective classroom management strategies which include a bully prevention framework.

Performance Objective 4: By May 2024, Canutillo Elementary will promote workplace wellness to improve employee morale and increase productivity and engagement amongst staff and faculty, by participating in five or more activities, workshops, presentations, and/or challenges.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: Twice a semester, Canutillo Elementary will offer workshops in the core subjects as support to assist parents in improving their child's academic skills and master assessments throughout the 2023-24 school year.

Performance Objective 2: Once a month Canutillo Elementary will promote parent engagement and leadership sessions through parent workshops and representation in various committees throughout the 2023-24 school year.

Performance Objective 3: Canutillo Elementary will build and maintain two current Partners in Education Program in a meaningful and cooperative manner throughout the 2023-24 school year, in conjunction with our Parent Liaison community outreach at least twice a semester.

Performance Objective 4: Throughout the 2023-24 school year, CES will maintain its website and social media outlets with current and relevant information for all internal and external stakeholders and highlight campus events and achievements at a minimum of a monthly basis.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Strategic Budget allocation of State Compensatory Education and Title 1 will be completed by September 2023 to successfully provide resources to all students in order to meet student academic and social emotional goals during the 2023-24 school year..

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: 100% of CES teachers and staff will implement district and campus technology and have the adequate resources for a safe and functional learning environment effectively throughout the 2023-24 school year and overall student performance.

Canutillo Independent School District
Bill Childress Elementary School
2023-2024 Performance Objectives



Mission Statement

To provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to become leaders and productive citizens in a culturally diverse and technologically sophisticated world.

Vision

Bill Childress Elementary will provide a quality and rigorous education that will enhance the diverse talents and needs of our population. Every child will be challenged to set productive goals for the future and will be given the opportunity to achieve those goals in our ever-changing technological society.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: Student Safety & Well Being: By May 2024, the Emergency Operation Plan, Crisis Response, PBIS, and Character Strong will be integrated into the MTSS (Multi-Tiered Systems of Support).

Performance Objective 2: Academic Growth: By May 2024, 3rd, 4th, and 5th grade students will increase their STAAR scores to match or outperformed district.

3rd Grade Reading Approaches from 75% to 81%

3rd Grade Reading Masters from 16% to 22%

3rd Grade Math Approaches from 79% to 83%

3rd Grade Math Meets from 49% to 54%

3rd Grade Math Masters from 14% to 23%

4th Grade Reading Meets from 43% to 53%

4th Grade Reading Masters from 11% to 24%

5th Grade Reading Approaches from 82% to 84%

5th Grade Reading Meets from 53% to 60%

5th Grade Reading Masters from 28% to 31%

5th Grade Math Approaches from 78% to 83%

5th Grade Math Meets from 45% to 53%

5th Grade Math Masters from 18% to 22%

5th Grade Science Approaches from 67% to 70%

5th Grade Science Meets from 23% to 37%

5th Grade Science Masters from 7% to 17%

Performance Objective 3: Academic Growth: By May 2024, 90% of students in PreK-2nd grade will meet end of year reading expectations (fluency, accuracy, and comprehension).

Performance Objective 4: College and Career Military Readiness: By May 2024, student organizations and clubs (e.g., StuCo, MDFS, Eagles in Action) will be available for students to realize potential as future leaders.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Professional Learning & Quality Staff: During the 2023-24 school year, staff will receive continuous training to ensure the Professional Learning Communities (PLC) process is being followed to effectively plan for curriculum, assessment, and instruction.

Performance Objective 2: During the 2023-24 school year, teachers will study the book Teach Like a Pirate to learn practical strategies to increase job satisfaction, student engagement and motivation.

Performance Objective 3: During the 2023-24 school year, wellness team will plan monthly activities to increase staff satisfaction and well-being.

Performance Objective 4: For the 2023-2024 School Year, Staff Satisfaction will increase. As a campus, Adaptability and Goal Focus will increase and will result in higher OHI scores.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: By June 2024, BCE will increase parent participation to expand parent engagement opportunities through monthly parent university classes directly connected to increasing student achievement. Hospitality will be provided.

Performance Objective 2: By June 2024, BCE will increase parent engagement and parent leadership through active participation in decision making committees (e.g., LPAC, CIC, Parent Advisory Groups, and MTTs).

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: By June 2024, campus will purchase upgrades to ensure cleanliness of the building including but not limited to vacuums, scrubbers, and custodial supplies.

Performance Objective 2: During the 2023-2024 school year, all State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of students in those categories.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: By June 2024, teachers will implement blending learning in the classroom using Ipads, student devices, interactive display boards, and document cameras.

Performance Objective 2: By June 2024, BCE will promote a positive climate by keeping stakeholders informed about campus events and activities.

**Canutillo Independent School District
Deanna Davenport Elementary School
2023-2024 Performance Objectives**



Mission Statement

Deanna Davenport will nurture, empower and provide every student with a high quality education in a safe, respectful and inclusive environment that builds a foundation for lifelong learning.

Vision

Deanna Davenport Elementary will create a vibrant and inclusive educational environment where every student is inspired to dream big, work hard, achieve personal success and be positive citizens of society.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

In Canutillo ISD, We Believe:

- **STUDENTS** are empowered to think critically and engage civically and empathetically, as they meet the challenges of building a better world.
- **PARENTS** and **FAMILIES** are welcomed into our schools and District, with meaningful opportunities to actively engage in supporting the social, emotional, and academic needs of their students.

- **FACULTY and STAFF MEMBERS** are respected and valued as dedicated leaders and continuous learners in the educational process.
- **CAMPUS ADMINISTRATORS** build authentic, inclusive, and supportive relationships within their school community through mutual respect and trust.
- **THE SUPERINTENDENT and CENTRAL OFFICE STAFF** are active and engaged listeners who are accountable for ensuring equitable, efficient, and transparent utilization of district resources.
- **THE BOARD OF TRUSTEES** are a unified team who holds each other accountable, treats each other with respect, and represents the district with integrity and honesty.

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: By June 2024, 65% in Special Education and 3rd-5th grade students taking the STAAR state assessment in reading/writing, math, or science will achieve at a minimum at the approaching level.

HB3 Goal

Performance Objective 2: In 2023-2024 DDE students 3-5 will improve the STAAR scores to the meets and mastery level in Math, Reading , and Science a minimum of an additional 5% in all tests.

HB3 Goal

Performance Objective 3: 100% of DDE students in grades PreK-5th will participate two PLTW modules a year for students to perform at a college readiness level.

Performance Objective 4: In 2023-2024, 100% of students that are considered highly mobile, ELL, migrant and academically at risk will be identified and participate in an intervention plan through the MTSS/RTI Committee and /or the Student Study Team to graduate with their cohorts.

Performance Objective 5: By May 2024, 100% of the students in Pre-K, Kindergarten and 5th grade will participate in activities that facilitate a successful transition from the DDE elementary setting to the AMS middle school setting; Pre-K students at DDE and Santiago Rodriguez Head Start will participate in transition activities to Kindergarten and first grade.

Performance Objective 6: By May 2024, DDE will attain an attendance rate of 97% or better to support students graduate on time.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: DDE will increase teacher attendance rate to 98% during 2023-2024 school year.

Performance Objective 2: During the 2023-2024 school year, 100% of the teachers, paraprofessionals, and administrators will participate in Professional Development in core subjects, PLC's and pedagogy.

Performance Objective 3: For the 2023-2024 School Year, DDE Staff Satisfaction will increase. As a campus, Adaptability and Goal Focus will increase and will result in higher OHI scores.

Performance Objective 4: During the 2023-2024 school year, DDE teachers will be student centered and reflective on their TTESS goals and self reflection. This will help them create an SLO that will be tailored to their teaching and growth in the areas of Math.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: Throughout 23-24 school year, DDE will Invite 100% of parents to instructional and parenting meetings through written notices, phone master, web page, social media platforms or other form of communication and a minimum of 5 parents will attend the campus monthly meetings.

Performance Objective 2: 100% of objectives and activities described in the DDE Parenting Component of the School Support Division Action Plan will be completed by May 2024.

Performance Objective 3: Through community relationships, 100% of DDE students in kindergarten through fifth grade will participate in Career Awareness presentations and college awareness to prepare them for real life and be work ready throughout the 2023-24 school year..

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: By December 2023, all campus employees will receive EOP training (Emergency Operation Planning) in emergency protocols and reunification protocols.

Performance Objective 2: During the 2023-2024 school year, 100% of DDE staff and students will implement the MTSS & School Wide Positive Behavior Intervention Support (PBIS) framework for establishing the social culture and behavioral supports needed for a school to be an effective and safe learning environment for all students.

Performance Objective 3: In 2023-2024, 100% of students at Deanna Davenport Elementary will receive SEL (Social Emotional Learning) instruction and support from classroom instruction and counselor support.

HB3 Goal

Performance Objective 4: During the 2023-2024 school year, all State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of students in those categories.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: By September 2023 all students will have either a laptop or iPad that has been provided by the District to enhance Project Based Learning and implementation of TEKS throughout the 2023-24 school year.

Canutillo Independent School District
Jose H. Damian Elementary
2023-2024 Performance Objectives



Mission Statement

Jose H. Damian Elementary will nurture our scholars so that they are healthy, feel safe, are engaged, feel supported, and are challenged through culturally responsive teaching and learning.

Vision

Our Vision at Jose H. Damian Elementary is to inspire all students to become inquisitive thinkers, who confidently and respectfully embrace the global challenges of the future.

Canutillo Ethics

Trustworthiness in Stewardship

Scholar Centered

through the 5 Pillars of teaching the WHOLE CHILD -

1. Healthy; 2. Safe; 3. Engaged; 4. Supported; 5. Challenged

7 Strengths of A Firebird:

Belonging, Curiosity, Friendship, Kindness, Confidence, Courage, and Hope

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: By May 2024, JDE will increase and monitor safety and security prevention strategies to decrease the number of bullying incidents by 10%.

Performance Objective 2: During the 2023-2024 school year, JDE will increase and monitor positive discipline strategies to limit the number of discretionary referrals and have an overall yearly decrease of 10% by May 2024.

Performance Objective 3: By May 2024, JDE faculty, staff and parents will be familiar with safety and security protocols to maintain all stakeholders safe in emergency situations.

Performance Objective 4: All students at Jose Damian Elementary will achieve or exceed state academic standards in reading, mathematics, writing, and science by 2023-2024 school year.

JDE's overall Student Achievement at approaches on STAAR will increase from 84% to 87%, meets from 55% to 58%, and masters from 25% to 28%.

The academic growth score will increase to at least 90.

The student achievement domain rating will increase to at least 85.

Performance Objective 5: By May 2024, JDE's performance rate for Reading at Approaches level will increase to 90% as measured by STAAR 3rd-5th with at least 60% Meets Level and at least 30% Masters Level. Students PK-2nd will attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd, and Emergent Bilinguals will attain at least 85% on grade level standard assessments.

Performance Objective 6: By May 2024, JDE's performance rate on Math STAAR at Approaches Grade Level will increase to 83%, at least to 53% and at least to 30% at Masters Grade Level in all grade levels. Students PK-2 will attain 85% passing rate on grade level EOY assessments aligned to state standards, and Emergent Bilinguals will meet standards at at least 80%.

Performance Objective 7: By May 2024, JDE's performance rate on Science at Approaches Grade level will increase to 83% as measured by STAAR 5th to at least 50% at Meets Grade Level and at least to 30% at Masters Grade Level. Emergent bilinguals will meet at least 80% of standard based assessments.

Performance Objective 8: By May 2024, JDE will increase the scholar attendance rate to at least 96% and increase teacher attendance rate by at least 2%.

Performance Objective 9: During the 2023-2024 school year, a minimum of 4 activities with 100% student participation will take place with a focus on college and career readiness.

Performance Objective 10: By June 2024, 100% of JDE students will meet or exceed state grade-level expectations and be equipped to be academically successful to graduate from high school.

Performance Objective 11: By May 2024, the MTSS process will ensure that ALL students receive differentiated instructional support and will ensure that all proper sub-populations are identified.

Performance Objective 12: By June 2024, 80% of JDE Scholars will be able to form constructed responses in all academic areas.

Performance Objective 13: All scholars in grades K-5 will have the opportunity to participate in STEM related clubs throughout the 22-23 school year, in preparation for career and /or college readiness.

Performance Objective 14: By May 2023, JDE Scholars will be given the opportunity to participate in extracurricular clubs and activities.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: By May 2024, in maintaining a highly qualified campus, anchored through TTESS, all teachers will participate in professional development opportunities that support content and curriculum development in order to improve student achievement.

Performance Objective 2: Throughout 23-24 school year, all JDE Faculty will participate in at least 1 research-based learning through literature and professional development.

Performance Objective 3: By May 2024, JDE faculty and staff will be provided with the necessary materials, supplies, and capital resources to support teacher activities to include lesson planning, professional development, classroom activities, and JDE operations that foster an environment of student performance and growth.

Performance Objective 4: By June 2023, 100 % of JDE students and teachers will be provided with monthly SEL lessons to increase a heightened level of morale and ethical character for students and staff that will enable them to be effective leaders in a global environment.

Performance Objective 5: By May 2023, JDE will implement the PBIS model to include the 5 tenets of Social Emotional Learning.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: By June 2024, JDE will maintain a strong connection with all stakeholders in the community by providing a minimum of 4 campus events (virtually) to help meet our academic, community and fiscal goals.

Performance Objective 2: All JDE parents will receive a minimum of monthly communication through several means in order to inform them of what is occurring on campus throughout 23-24 school year.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: By May 2024, JDE will meet the minimum expenditure requirements for: Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Bilingual Education in order to meet campus academic goals.

Goal 5: TECHNOLOGY RESOSURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Throughout 23-24 school year, JDE will maintain open and accurate communication with all stakeholders regarding all school activities and initiatives.

Performance Objective 2: By May 2023, JDE will create at least one new partnership per month with businesses within our city or community.

Performance Objective 3: Throughout 23-24 school year, Jose Damian elementary will deliver lessons that integrate technology to provide scholars with opportunities to extend their learning.

Performance Objective 4: The Jose Damian Elementary website will be updated regularly to have accurate and timely information for the school community throughout 23-24 school year.

**Canutillo Independent School District
Gonzalo & Sofia Garcia Elementary School
2023-2024 Performance Objectives**



Mission Statement

The mission of the Gonzalo and Sofia Garcia Elementary community is to empower students to succeed in a multicultural setting and to provide a challenging learning environment, thus preparing all students to meet the challenges of a changing global society.

Vision

Our vision at Gonzalo and Sofia Garcia Elementary is to inspire all students to become inquisitive thinkers, who confidently and respectfully embrace the global challenges of the future.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: Student Safety & Well Being:

By May of 2024, Garcia Elementary School teachers and staff will receive Standard Response Protocol PK-12. training, Emergency Operation Planning (EOP) training and crisis response and how to integrate it into the MTSS (Multi-Tier Systems of Support).

Performance Objective 2: Academic Growth:

By May 2024, GES 3rd-5th grade students will increase their STAAR scores as follows:

3rd Reading: Approaches from 79% to 84%; Meets from 45% to 50%; Masters from 12% to 17%

3rd Math: Approaches from 71% to 76%; Meets from 30% to 35%; Masters from 14% to 19%

4th Reading: Approaches from 80% to 85%; Meets from 56% to 61%; Masters from 21% to 26%

4th Math: Approaches from 66% to 76%; Meets from 35% to 40%; Masters from 15% to 20%

5th Reading: Approaches from 74% to 79%; Meets from 44% to 49%; Masters from 15% to 20%

5th Math: Approaches from 73% to 78%; Meets from 34% to 39%; Masters from 11% to 16%

5th Science: Approaches from 59% to 70%; Meets 32% to 37%; Masters from 14% to 19%

Performance Objective 3: Academic Growth:

GES Emergent Bilingual students will demonstrate one year's growth as assessed by TELPAS will increase by 5% of the population to Advanced High by June 2024.

Performance Objective 4: College Career Military Readiness:

By May of 2024, Garcia Elementary school will provide parents and students multiple opportunities to build a strong partnership across the community to positively impact students and exposure to college and career options.

Performance Objective 5: By the end of the school year 2023-2024, Garcia Elementary School will increase attendance from 93.80% to 98%.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Student Safety & Well Being:

By May 2024, Garcia Elementary School will provide a safe, positive and secure environment by maintaining or increasing 5% in Positive Behavior Interventions and Supports (PBIS) utilizing the Tiered Fidelity Inventory Assessment Instrument.

Performance Objective 2: Staff Satisfaction:

By the end of the 2023-2024 school year, Garcia Elementary will establish a positive school culture that will decrease the gap of the campus level of communication (OHI) from -7.23 points to zero points.

Performance Objective 3: Professional Learning & Quality Staff:

GES Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will participate in professional development opportunities on campus, within the Region 19 area or out of town (in-person or virtual) to support content and curriculum for all students to include our special populations during the 2023-24 school year.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: By June 2024, Garcia Elementary School will hold an Entitlement and Parent Compact meeting for all stakeholders. Parent compact will be finalized after receiving feedback from parents, teachers, administrators and staff with the purpose to establish expectations in home school connection.

Performance Objective 2: Garcia Elementary School will provide multiple parent and community involvement activities, events, and classes to include but not limited to Open House, Parent Teacher conferences days, Parent University classes, PTO meetings, "Coffee with the Principal," Literacy nights, Technology Night to encourage parent participation and to establish a positive and conducive learning environment during the 2023-24 school year.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Strategic Allocation of Resources:

GES will be completed by September 2023 to provide resources to all students to meet academic and social-emotional goals. State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of students in those categories.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Garcia Elementary teachers will implement blending learning in the classroom using Ipad, student devices, interactive display boards, In focus, and document cameras during the 2023-24 school year.

Canutillo Independent School District

Congressman Silvestre & Carolina Reyes Elementary

2023-2024 Performance Objectives

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Dream Big. Believe and Achieve.

Vision

Our mission is to nurture the whole child and empower them to be contributing leaders of our global society.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: Student Safety and Well Being:

By May 2024, the Standard Response Protocol PK-12, Emergency Operation Plan and crisis response will be integrated into the MTSS (Multi-Tiered Systems of Supports)

Performance Objective 2: Academic Growth:

By May 2024, multilingual learners to include emergent bilinguals will increase by 2% from 36% in 2022-2023 to 38% in 2023-2024.

Performance Objective 3: Academic Growth:

By May 2024, STAAR Performance levels will increase by 2% in masters, meets and approaches as defined by the Texas Education Agency. Did not meet performance level will decrease by 2%.

Performance Objective 4: College Career Military Readiness:

By May 2024, RES will host multiple parental and student engagement opportunities to build strong partnerships across the community to positively impact students and exposure to college and career options .

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Staff Safety & Well-Being:

By May 2024, RES will build a positive school culture to increase teacher and staff morale and cohesiveness to continue being an interdependent campus.

Performance Objective 2: Professional Learning & Quality Staff:

By May 2024, RES will develop effective systems to ensure professional development opportunities are provided to all our staff. Content knowledge and instructional strategies learned will be shared during the data driven professional learning communities or in professional development days established by the district and/or the school.

Performance Objective 3: Staff Satisfaction:

By May 2024, the Organizational Health Inventory data report for RES will improve by 2% in teacher morale which directly impacts teacher retention.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: Family Engagement:

By May 2024, RES will develop weekly internal and external communication pathways and marketing strategies to increase student attendance rate from 95.31% in 2022-2023 to district goal to 96% in 2023-2024. Student enrollment will continue to be monitored and transfer requests will be approved on a case to case basis based on the grade level availability.

Performance Objective 2: Community Satisfaction:

By May 2024, RES will provide multiple parent and community involvement activities/events to establish a positive home-school connection and excellence in customer service.

Performance Objective 3: Community Partnerships:

By May 2024, RES will establish effective and positive partnership with businesses in the Cimarron/West Towne Market area to support our efforts in maintaining a positive community culture and reinforce the whole child development in our society.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Strategic budget allocation for Title 1 & State Comp will be completed by September 2023 to successfully provide resources to all students in order to meet student academic and social-emotional goals throughout the 2023-24 school year.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Technology usage and instructional strategies will merge to provide a global understanding of will be a focus to improve student performance.

Canutillo Independent School District

Jose Alderete Middle School

2023-2024 Performance Objectives



Mission Statement

WE LOVE KIDS!

We will provide an effective teacher in every classroom supported by a quality school environment that will inspire, empower, and impact kids.

Vision

Alderete Middle School will nurture a sense of community that is focused on the development of all students to ensure their future success academically, socially, emotionally and physically.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: For the 2023-2024 school year, AMS will increase performance in all tested core subjects as demonstrated by the state assessments and meet expectations in all areas and raise scores across all content areas as follows: Mathematics from 63%-66%, 76%-79% in reading, 85%-87% in science, and 73%-75% in social studies.

AMS will sustain mastery performance in Alg. 1 with 96% -97% and English I- 100% achievement in EOC scores, and will continue to improve growth in all advanced academics programs that it offers.

AMS will obtain a Distinction Designation from the 22-23 school year in ELA/Reading, Mathematics, Science, Social Studies, or Post Secondary Readiness, and will increase its accountability growth score from at least 2 points from score given once TEA releases it.

Performance Objective 2: During the school year, AMS will improve student attendance rate from 95.67% to 97%% for the 2023-2024 School year.

Performance Objective 3: All eligible AMS students will be prepared for high school transition by having the opportunity to earn up to 8 high school credits and be advised of the different graduation and financial aid plans available for graduation throughout the 2023-2024 school year. If the student meets all requirements, they can enroll at Canutillo HS as a sophomore.

Performance Objective 4: Intervention programs will be available consistently throughout the 2023-2024 school year to proactively address student academic regression and academic concerns. Interventions will be regularly scheduled through after school tutoring, Saturday School, Intersession tutoring opportunities, and Summer Bridge camp opportunities to close the achievement gaps and address HB1416 requirements.

Performance Objective 5: Host an Eagle Legacy Summer Camp for both parents and incoming 6th grade students to facilitate a smooth transition from elementary to middle school by hiring staff to develop, and carry out a camp during the summer 2023-2024 school year.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Throughout 23-24 school year, AMS will provide professional development and training to ensure highly qualified campus staff to include teachers, paraprofessionals, counselors, nurse, and administration remain updated with current instructional methods, strategies, and policies in order to enhance student achievement.

Performance Objective 2: Throughout 2023-2024, classroom teachers and staff will be able to purchase varied instructional materials to support kinesthetic, and differentiated instruction, that will contribute to our goal of providing equitable learning and high quality instructional outcomes to all of our students, per our school mission. Performance variance among teachers of same content and grade level will be maintained at +/-5% in all classrooms.

Performance Objective 3: Throughout 23-24 school year, AMS staff will participate in several committees that will allow them to provide feedback, build relationships, collaborate, and enhance their craft based on their roles and responsibilities. Sunshine, CIC, Safety, PLC Leaders, Attendance, EMS, PLCs.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: AMS will increase parental involvement by providing activities for parents and community members to attend at least once a month throughout the 2023-2024 school year.

Performance Objective 2: AMS has engaged and committed to the Family Leadership Institute program to empower students and their families for the 2023-2024 school year, to include opportunities for AMS faculty and staff to receive training related to the Every Student Succeeds Act, policy, laws, and revisions needed to sustain the development of the program.

Performance Objective 3: By June 2024, a minimum of 2 parental seminars and education will be provided to equip parents in helping students set academic goals, measure progress and address Social Emotional Learning (SEL) at the home. A clear path from K-12 will be provided by parents as they set post-secondary goals with their children.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Throughout the 2023-2024 school year, all AMS teachers will be up to date with PBIS, No Place for Hate and the Emergency Operations Plan (EOP). Teachers will review and follow PBIS, No Place for Hate, and EOP guidelines on a monthly basis to ensure that all stakeholders are within a safe and secure learning environment.

Performance Objective 2: AMS will spend all State Comp and Title I funding at 100% to support student learning throughout the 2023-2024 school year.

Performance Objective 3: AMS will implement an MTSS school wide program that will focus on student attendance, academics, discipline & culture building throughout the 2023-2024 school year .

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Alderete Middle School will enhance the availability and effective utilization of technology resources to support student learning and achievement throughout the 2023-2024 school year .

Performance Objective 2: Alderete Middle School will provide all classrooms with interactive technology & instructional tools that will support differentiation & students learning modes throughout the 2023-2024 school year .

Canutillo Independent School District

Canutillo Middle School

2023-2024 Performance Objectives



Mission Statement

The faculty and staff of Canutillo Middle School will empower students to be the motivational force behind their own future success by modeling citizenship, leadership, and a desire for lifelong learning.

Vision

A culture of academic excellence built on collaborative leadership and innovative instruction at Canutillo Middle School will produce accomplished scholars and community leaders able to meet future challenges of an evolving global society.

Canutillo Ethics

STUDENT CENTERED FOCUS
TRUSTWORTHINESS IN STEWARDSHIP
COMMITMENT TO SERVICE
EQUITY IN ATTITUDE
HONOR IN CONDUCT
INTEGRITY OF CHARACTER

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: During the 2023-2024 school year, student's Master's Reading score for grades 6-8 STAAR will improve from 17% to 19%. Students Masters Writing in 7th grade score for grades 7, STAAR will improve from 12% to 14%. Student Masters in Math, for grades 6-8 STAAR and Algebra 1 EOC will improve from 24% to 26%. Student Masters in English 1 EOC will improve from 45% to 46%

Performance Objective 2: During the 2023-24 academic school year, CMSSA will provide training, instructional support and tutors to support English Learners (EL's), SPED, At- Risk , and 504 students to support in Closing the Gap Performance by 5%. There will be an increase progress measures for EL's (53%-56%) and SPED (5%-8%). EL students will improve a rating by 3% on speaking, listening, writing.

Performance Objective 3: During the 2023-2024 school year, CMSSA staff and Instructional Coach will work to get out of the Targeted Support area by monitoring 100% of the students identified as needing Response To Intervention (RTI) and conduct follow-up meetings every 6 weeks to ensure student academic success.

Performance Objective 4: During the 2023-2024 school year, all CMSSA parents will be included in parental leadership opportunities that will allow them to participate in Social Emotional Learning, bullying prevention and at least four campus wide college/career awareness and Military Ready activities to promote interest in post secondary education.

Performance Objective 5: Throughout the 2023-24 school year, all teachers will be up to date with PBIS, No Place for Hate and the Emergency Operation Plan (EOP), through PD training and constant communication. Teachers will review PBIS, No Place for Hate, and EOP on a monthly basis to ensure that all stakeholders are safe and secure within the school.

Performance Objective 6: By May 2024, CMSSA will secure funding for the purchase of essential progress monitoring materials to support comprehensive and accurate student assessments.

Performance Objective 7: During the school year, CMSSA will improve student attendance rate from 93.85% to 96.6% for the 2023-2024 School year.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: CMSSA will improve staff attendance rate from 91% to 94% for the 2023-2024 School year.

Performance Objective 2: In order to facilitate a smooth 6th-grade student transition from elementary to high school, CMSSA will hire staff, develop, and host a camp during the summer 2023-2024 school year and increase participation by 5% each year.

Performance Objective 3: Professional Development:

During the 2023-24 school year, CMSSA will provide professional development for all campus employees on teaching and learning, using social emotional skills, and customer service towards CMS students.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: During the 2023-2024 school year, CMSSA will increase parent engagement and parent leadership through active participation in decision-making committees (LPAC, CIC, CNA, CIP, Program Advisory groups, DAC, PBIS etc...) .

Performance Objective 2: During the 2023-2024 school year, CMSSA will provide resources and opportunities for families/parents to engage in through monthly parental classes, setting student goals, planning for post-secondary education and careers, and training linked to learning.

Performance Objective 3: During the 2023-2024 school year, Canutillo Middle School Leadership will engage with educators and stakeholders to promote growth and advancement of Latino and other minority learners in Texas.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: During the 2023-24 school year, CMSSA will optimize the allocation of Title 1 & State Comp resources to support high-quality instruction, student support services, and extracurricular activities aligned with the school's goals and priorities.

Performance Objective 2: During the 2023-24 school year, CMSSA will develop and implement a proactive plan to accommodate the anticipated growth in student enrollment and ensure adequate facilities, resources, and support systems.

Performance Objective 3: During the 2023-24 school year, CMSSA will ensure that school facilities are well-maintained, safe, and conducive to a positive learning environment for students, staff, and visitors.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Canutillo Middle School will enhance the availability and effective utilization of technology resources to support student learning and achievement during the 2023-24 school year, .

Canutillo Independent School District
Canutillo High School
2023-2024 Performance Objectives



Mission Statement

Canutillo ISD is a premier school district with nationally-ranked, multi-literate graduates ready to excel in college, their careers, their community, and in-life.

Vision

Canutillo ISD's purpose is to provide high quality educational experiences that will inspire and prepare all students to apply the knowledge and skills necessary to become effective leaders and productive citizens.

Canutillo Ethics

STUDENT CENTERED FOCUS

TRUSTWORTHINESS IN STEWARDSHIP

COMMITMENT TO SERVICE

EQUITY IN ATTITUDE

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: Academic Growth:

In the 2023-2024 school year, CHS will increase overall student achievement on state assessments: CHS will have 80% of students score approaches, meets or masters in the STAAR EOC for English 1. 30% of CHS English 1/2 re-testers will score at a minimum of approaches. Biology - 87% to 95%, US History - 96% to 99%, Algebra 1 - 79% to 85%, and a 2% increase in meets and masters in all EOCs. 23-24 AP scores for students are expected to have 10% increase to satisfy college readiness from 21-22 rate of 15.3% to 20%.

Performance Objective 2: Student Safety & Well Being:

In the 2023-2024 school year, CHS will support and maintain PBIS (positive behavior intervention support) and MTSS systems, school wide, to establish social culture and behavioral supports in an effective, positive learning environment through monthly PBIS, MTSS team meetings in order to reduce campus discipline referrals by 5%, off campus alternative placements by 5% and improved safety student responses through student surveys.

Performance Objective 3: College Career Military Readiness:

CHS will increase College, Career, and Military Readiness from 49.4% in 2022/2023 to 75% in 2023/2024.

Performance Objective 4: Student Safety & Well Being:

For 2023-2024 school year, CHS will use campus wide emergency procedures with continued re-training to ensure the success of all situations while utilizing updated technology such as two-way radios, erected vehicle barriers, surveillance security system, cameras, alarm access control, emergency application and Anonymous Alerts and messaging systems for students, staff, and parents. Staff will complete required trainings which impact safety responses for students to included safety and medical requirements.

Performance Objective 5: Academic Growth:

CHS will demonstrated improved attendance rates from 92.4% in 22-23 to 98% increase for 23-24.

Performance Objective 6: Academic Growth:

CHS will maintain the overall student 4-year graduation rate above 90% by providing increased specialized support for all students, especially those at-risk, during the 2023-2024 school year

Performance Objective 7: Student Safety & Well Being:

For 23-24 CHS will support 9th graders as they transition from middle school to high school and improve student overall inclusivity with promotion and recruitment of student organizations which will build social skills, and promote a positive school image through Student Leadership Class, ROTC, FLEPS, and CTSO's as evidenced by a 5% increase in student program enrollment.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Professional Learning & Quality Staff:

In the 2023-2024 school year, teachers will be provided with BOY and MOY training for specific supports related to MTSS, PBIS, and curriculum updates and through daily campus PLC's where teachers will work with instructional leaders to understand student data along with professional development opportunities as provided in the region.

Performance Objective 2: Staff Satisfaction:

In the 2023-2024 school year, CHS will strive to create a positive and supportive learning environment for teachers through engagement, teacher plc workshops, administrative support.

Performance Objective 3: Professional Learning & Quality Staff: T-TESS & SLO

During thee 2023-24 school year, staff will be evaluated using T-TESS and development of SLO goals. Measurable growth for both student learning outcomes and teacher achievement will be documented through walk-throughs and class observations.

Performance Objective 4: Staff Safety & Well-Being:

For 2023-2024 school year, CHS will use campus wide emergency procedures with continued re-training to ensure the success of all situations while utilizing updated technology such as two-way radios, erected vehicle barriers, surveillance security system, cameras, alarm access control, emergency application and Anonymous Alerts and messaging systems for students, staff, and parents. Teachers will use on campus messaging platforms. Staff will complete required trainings pertaining to emergency supports and reporting along with required medical response for students.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: Family Engagement

CHS will continue to promote community and school based activities in 23-24 school year (Eagle fair, CTE night, parent conferences, FAFSA night, Senior/Parent meetings, Coffee with the Principal).

Performance Objective 2: Community Partnerships

CHS will work to develop stronger ties with stakeholders and identify a minimum of 5 PIE's (Partners in Education) in the community to help meet our academic, community, and fiscal goals during the 2023-2024 school year.

Performance Objective 3: Customer Satisfaction

During the 2023-24 school year, CHS will promote a welcoming environment for guests and address needs along with answering emails and calls no later than 48 hours later. Campus will meet regularly to address concerns to assist with a welcoming environment and response to needs of community, stakeholders, and parents.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Strategic Allocation of Resources : State Comp & Title 1

Funding for Title 1 (211) and State Comp (185) will be used for student support for At-Risk prevention (drop out, intervention for graduation, staff allocation and training).

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Hardware resources:

CHS will support student outcomes for 23-24 to provide laptops, calculators, headphones, and other instructional support to provide access to the curriculum. Teachers will acquire hardware to enhance teaching and student outcomes with use of laptops, smartboards, projectors.

Performance Objective 2: Software resources:

CHS will support both teacher support and student outcomes for 23-24 by providing up to date software which will enhance teaching and learning for writing, math, and reading learning objectives. Software will include student learning platforms to measure student growth.

**Canutillo Independent School District
Northwest Early College High School
2023-2024 Performance Objectives**



Mission Statement

Northwest Early College High School will promote a highly rigorous learning environment to ensure that students earn the distinguished achievement plan diploma and the associate of arts/science degree from El Paso Community College and transition to a 4 year college/university to pursue a bachelor's degree.

Vision

Northwest Early College High School students will be educated in an environment that promotes scholarship, leadership, character education and community service.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: For the 2023-2024 school year, all students will pass EOC on their first attempt. The number of students earning Master's level will increase by at least 5%.

Performance Objective 2: Northwest will retain 95% of our entering freshman class (from freshmen year to sophomore year) as indicated through the enrollment data of the last day of school in May 2024.

Performance Objective 3: By May 2024, all students in the class of 2027 will have passed the ELA TSI 2.0. All students enrolled in Algebra II will have passed the math TSI.

Performance Objective 4: During the 2023-2024 school year, NWECHS will monitor progress for all students, grades 9-12, including special populations such as EB, SPED, Economically Disadvantaged, 504 and GT, every three weeks to ensure 100% of seniors will graduate College, Career and Military Ready and core complete through EPCC.

Performance Objective 5: By June 2023, NWECHS will increase average composite scores on ACT to 22 by providing instruction on ACT prep through our College Readiness Coordinator. Increase core area performances on any examination required to maintain quartile 1 distinctions.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: In 2023-2024 school year, to ensure the safety of our students, all staff will be trained on emergency operating protocols, and prevention of bullying.

Performance Objective 2: For the 2023-24 school year, NWECHS will reach the goal of 98.0% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, PBIS strategies, parent meetings, and parent/student attendance plans as needed.

Performance Objective 3: In 2023-2024 school year, NWECHS will support all teachers anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO) by providing necessary professional development. In addition, administration and support staff will partake in professional development, both local and out of town, to ensure student growth.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: NWECHS will plan at least four school-wide events throughout the 2023-2024 academic year addressing student social and emotional needs including teacher professional development.

Performance Objective 2: By June 2024, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and through social media.

Performance Objective 3: NWECHS will hold quarterly parent meetings throughout the year on various educational/college readiness topics and will recruit for active parent participation in different committees/councils throughout the 2023-24 school year.

Performance Objective 4: Student Council and National Honor Society will organize at least four opportunities for community service throughout the 2023-2024 school year.

Performance Objective 5: NWECHS will effectively use website, school messenger, parent portal, social media and other electronic resources to communicate with stakeholders through monthly updates with any relevant and marketable success of the campus throughout the 2023-2024 school year.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: NWECHS will host at least two community events, one per semester, to market our program.

Performance Objective 2: By December 2023, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.

Performance Objective 3: State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of NWECHS students in those categories by June 2024.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: During the 2023-24 school year NWECHS's technology infrastructure will be able to support various clubs and organizations.

Canutillo Independent School District

District Improvement Plan

2023-2024 Performance Objectives

Accountability Rating: A



Board Approval Date: June 26, 2023

Mission Statement

**We provide Equitable Opportunities to ensure our future-ready students are empowered to
Explore, Learn,
Grow, and Excel.**

Vision

LEAD today. IMPACT tomorrow.

Canutillo Ethics

STUDENT CENTERED FOCUS

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: By May 2024, CISD students in grade levels 3-10 will improve reading language arts (RLA) master level by 2%.

HB3 Goal

Performance Objective 2: By May 2024, CISD students in grade levels 3-9 will improve math and algebra master level by 2%.

HB3 Goal

Performance Objective 3: By May 2024, Seniors will be graduating College, Career, and Military Ready (CCMR) increasing the component score from 63 to 67.

Performance Objective 4: Graduation rate will increase from 93% in 2021-22 to 95% for school year 2023-2024.

Performance Objective 5: By May 2024, Results Driven Accountability (RDA) rating will decrease from 3 to 1.

Performance Objective 6: By May 2024, Overall, Canutillo ISD will increase and monitor all student attendance rate from 93.9% to 97%.

Performance Objective 7: By May 2024, CISD students in grades Pre K - 2 will demonstrate 2% growth on reading assessments.

HB3 Goal

Performance Objective 8: Student Safety & Well Being :

By May 2024, all CISD students will demonstrate growth in personal social competencies from 23% to 43%.

Performance Objective 9: By May 2024, CISD students in tested grade levels will improve Social Studies master level by 2%.

Performance Objective 10: By May 2024, CISD students in grades 3 and up, will demonstrate a 2% growth on science meets and masters level and participation in STEM offerings.

Performance Objective 11: By May 2024, all CISD students will be familiar with required state-mandated safety drills and respective expectations.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Professional Learning and Quality Staff:

By May of 2024, 100% of district administrators will participate in professional development activities to improve leadership capabilities toward improving student outcomes.

Performance Objective 2: Professional Learning and Quality Staff: (TTESS)

By May 2024, all campuses will gain expertise utilizing Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs) embedded into teachers pedagogy for effective instruction as supported through targeted professional development.

Performance Objective 3: Staff Satisfaction:

By May 2024, Canutillo ISD staff will increase by 3% annually Teacher Retention rate, OHI, and Employee Attendance rate.

Performance Objective 4: Staff Safety and Well-Being:

By May 2024, all Canutillo ISD personnel will be trained on Safety Response Protocols (SRP). Additionally, personnel will indicate an increase in the learning and retention of protocols through the School Safety Survey .

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: By May 2024, CISD will maintain three collaborative ways for all families to participate in setting student goals, planning for post-secondary education and careers.

Performance Objective 2: CISD parents and families will be provided a minimum of 7 training and workshop opportunities on how to actively engage as partners in their children's learning, to include special populations, by May 2024.

Performance Objective 3: By May 2024, To increase parent participation, CISD will provide 2 professional developments for campus administration on parent family engagement to expand each campus parent family engagement programs.

Performance Objective 4: By May 2024, all CISD campus and district committees will have a minimum of one parent serving as a member on every committee.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Fiscal Responsibility:

By May 2024, Canutillo ISD will maintain a TEA Financial Integrity Rating System of Texas (First) rating of Superior Achievement, will earn five Comptroller Transparency Stars, and will receive no findings in the yearly external audit report.

Performance Objective 2: Strategic Allocation of Resources:

By May 2024, Canutillo ISD will decrease administrative cost ratio, maintain its revenue variance to 3% or less, and expenses will not exceed current revenues.

Performance Objective 3: Planning for Growth:

By May 2024, Canutillo ISD will update its strategic plan, and review demographic study.

Performance Objective 4: Well Maintained Facilities:

By May 2024, Canutillo ISD will provide yearly preventative and corrective maintenance updates, will make use of updated resources to increase work orders productivity, and update facility master plan.

Performance Objective 5: By May 2024, CISD will utilize stakeholder surveys to measure the implementation and efficacy of an updated safety plan that encompasses protocols, personnel trainings, compliance and progress.

Performance Objective 6: Business Services/HR:

By May 2024, Canutillo ISD will reinforce all standard protocols and procedures with consistency and common expectations in departmental practices.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Infrastructure/Safety :

CISD will refresh its current infrastructure which was refreshed in 2014 with bond funds. This will include all access points, switches, firewalls, etc. Physical security to include cameras, sensors, intrusion systems, panic buttons and emergency telephony services will need to be refreshed. CISD will increase its community connectivity outreach to impact all areas where internet connectivity is required.

Performance Objective 2: Wireless access/Testing:

Throughout the year of 23-24 the district's technology wireless access points will be renewed with current technology to support enhanced capabilities of technology use in instructional and operations settings. This additionally will support full online testing as specified by state guidelines.

Performance Objective 3: Infrastructure/Safety:

Throughout the year of 23-24 the district will implement at least 3 key components by building a physical infrastructure to ensure safety, security and a positive learning environment that will effectively utilize technology by increasing by 30%.

Performance Objective 4: Technology hardware assigned for student use during the 20-21 school year will be refreshed in time for the end of usable life of each machine. Each computer will be in production for 5 years. This includes all end points as they reach the end of usable life.

Performance Objective 5: By May 2024, 100% of all campuses and departments will maintain individual websites with current and relevant information for all internal and external CISD stakeholders.