

Agenda of Regular Meeting

The Board of Trustees Canutillo ISD

A Regular meeting of the Board of Trustees of Canutillo ISD will be held April 23, 2024, 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. Canutillo Middle School Varsity Choir Recognition for Earning a Second Superior Rating at the University Interscholastic League Music competition.
Presenter: G. Reveles
 - B. Alderete Middle School Varsity Choir Recognition for Earning the Excellence Award in Stage Concert at the University Interscholastic League Competition.
Presenter: G. Reveles
 - C. Canutillo High School Varsity Choir Recognition for Earning the Excellence Award During the University Interscholastic League Concert Evaluation.
Presenter: G. Reveles
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. Budget Presentation 4
Presenter: M. Piekarski / C. Pulley
5. **CONSENT AGENDA-VOTING**
 - A. *BUSINESS SERVICES*
 1. Approval of the Meeting Minutes
 - a. Approval of the Nov 8,2023 SBM Minutes 31

2.	Approval of the Monthly Donations Presenter: C. Pulley	
a.	Board Acceptance of the March 2024 Donations Report Presenter: Cristina Pulley	32
3.	Approval of the Budget Amendments Presenter: C. Pulley	
a.	Budget Amendments March 2024 Presenter: C Pulley	34
4.	Request for Approval to Renew Interlocal Agreement with West Texas Cooperative Region 17 for Child Nutrition Program 2024-2025 Presenter: Marco Macias	36
B.	<i>CURRICULUM AND INSTRUCTION</i>	
1.	Board Review and Approval of TEKS Certification Presenter: J. Arellano	43
2.	Consider approval of amendment to EPCC MOU for Dual Credit Partnership Agreement. Presenter: Jesica Arellano	
3.	Approval of the 2023-24 Program Evaluation Committee Recommendation List as Presented by the C&I Department Presenter: J. Arellano	71
C.	<i>HUMAN RESOURCES</i>	
1.	Approval of the Renewal of Northwest Early College High School Probationary and Term Contract Teachers for the 2024-2025 School Year Presenter: M. Carrasco	135
6.	EXECUTIVE SESSION To Consult with Attorney Under Sections 551.071, 551.072 and 551.074 of the Texas Government Code:	
A.	Discussion regarding possible settlement and resolution of M. Alspini v. Canutillo ISD; Cause No. 2023dcv1219.	
7.	NEW BUSINESS (continued); OTHER	
A.	Discussion and possible action regarding settlement demand and resolution of M. Alspini v. Canutillo ISD; Cause No. 2023dcv1219.	
8.	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



Budget Workshop Fiscal Year 2025

April 23, 2024

Outside Factors Impacting the 2024-2025 Budget



Student loss to EPISD



Insurance Costs



Economy



Texas Legislature



ESSER Cliff



Deferred Maintenance

ENROLLMENT

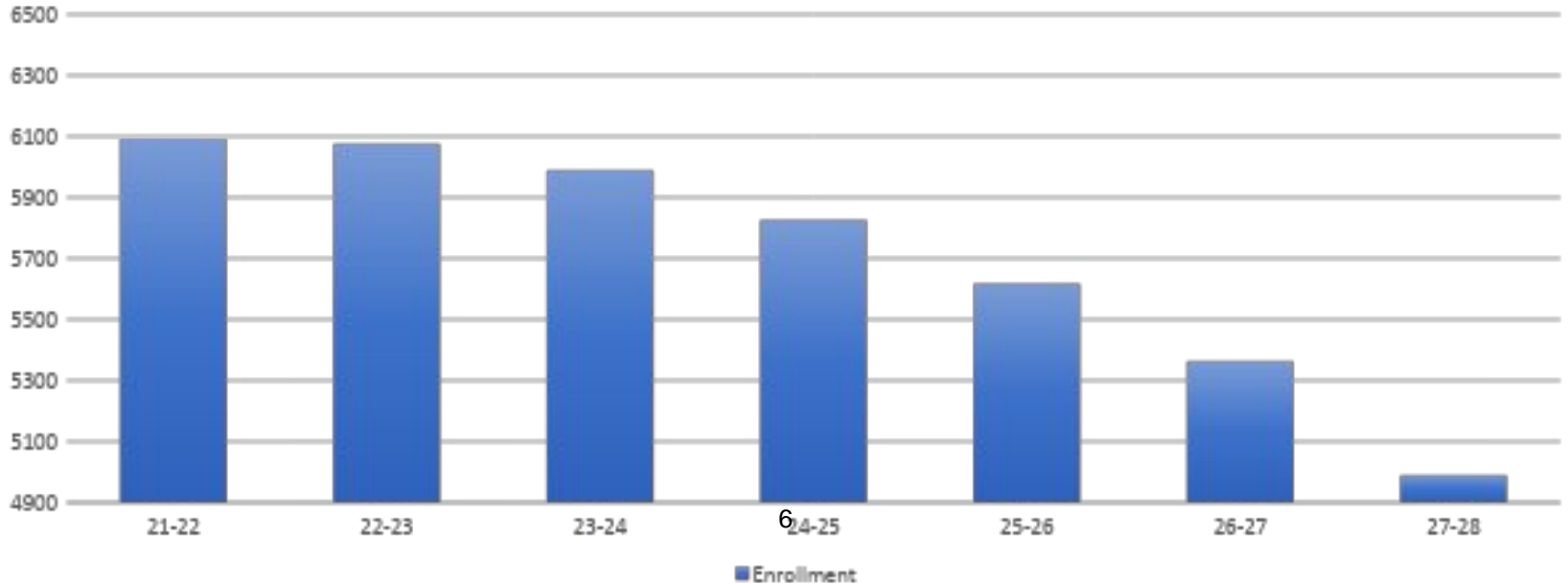


18%

Enrollment Projections

Based on current trends, Canutillo ISD will likely face an 18% decrease in enrollment by 2027.

Student Enrollment



Revenue loss at current trends

\$27 M



Calculated at the Governor's office funding formula of \$10,800 per pupil expenditure.

THE ECONOMY



17%

INFLATION

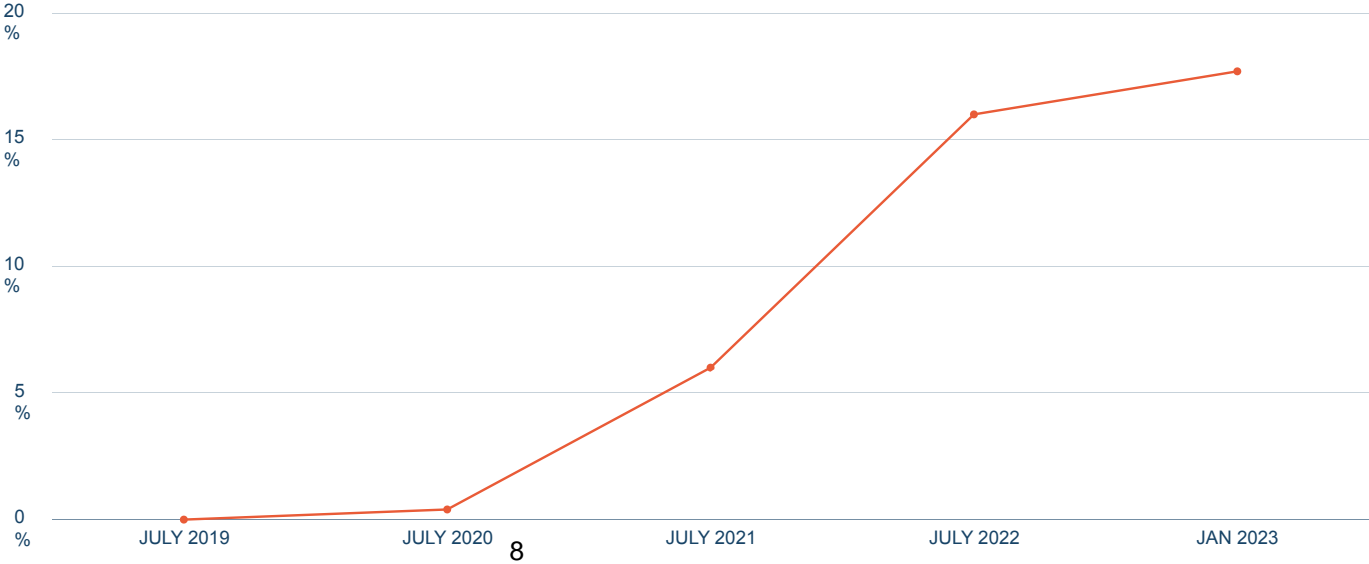
The Bureau of Labor and Statistics estimates that inflation increased 17% nationally from June 2019 to January 2023, 18% in Texas. June 2019 was the last time Texas increased the Basic Allotment for schools.



64%
FUEL

34%
UTILITIES

143%
INSURANCE



The Texas Legislature



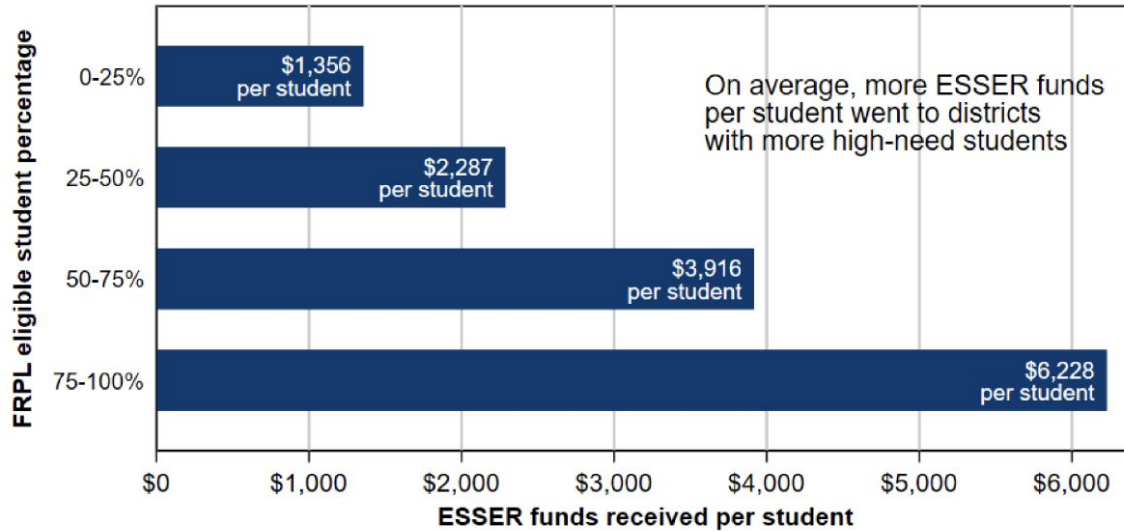
Left on the table

- \$800 million for school safety
- \$7.6 billion for school funding
- \$5.2 billion for school funding
- \$75 increase in basic allotment
- \$3,000 pay raise for teachers

Unfunded mandates -

THE ESSER CLIFF

High-poverty districts, on average, received more ESSER funding and will face a steeper fiscal cliff when ESSER ends in 2024



Source: Edonomics Lab calculations using state-reported ESSER allocations to districts and 2019 NCES school poverty data.

Note: Figures represent total ESSER funds awarded over the nearly four-year grant period. *FRPL eligible student percentage* refers to the proportion of students qualifying for free or reduced-price lunch using 2019-20 school year data.

Deferred Maintenance Priority Listing

Roofing maintenance

Priority#	Facility	Cost
1	Canutillo Elementary School	\$1,544,552.00
2	Jose Damian Elementary School	\$1,479,374.00
3	Alderete Middle School	\$1,888,853.00
4	Bill Childress Elementary School	\$1,500,930.00
5	Canutillo Middle School	\$2,960,754.00
6	Canutillo High School	\$1,616,649.00
7	Deanna Davenport Elementary School	\$1,312,332.00
8	Garcia Elementary School	\$1,282,191.00
9	Lonestar Building	\$1,878,576.00
10	Facilities and Transportation	\$330,225.00
	Total	\$15,794,436.00

HVAC		
Priority#	Facility	Cost
1	Northwest Early College HS	\$5,161,000.00
2	Canutillo High School	\$13,800,000.00
3	Canutillo Middle School	\$7,425,000.00
4	Jose Damian Elementary School	\$ 4,620,000.00
5	Bill Childress Elementary School	\$ 4,620,000.00
6	Deanna Davenport Elementary School	\$ 4,620,000.00
7	Alderete Middle School	\$7,425,000.00
8	Reyes Elementary School	\$ 1,236,000.00
9	Lonestar Building	\$ 7,105,000.00
10	Canutillo Elementary School	\$ 6,802,000.00
	Total	\$ 67,434,000.00



Amid a lack of state funding, challenges lie ahead for Houston-area school districts in multi-million dollar budget deficits

Texas lawmakers this year underwent a series of four special legislative sessions that focused on measures that would have increased funding for families enrolled in private schools.



TEXAS LEGISLATURE 2023

Texas superintendents say lack of school safety funding may lead to budget cuts

The fourth special legislative session this year ended without any increased funding for school safety — even though public schools have complained for months they don't have enough money to meet new safety mandates approved this year.



Texas school districts making cuts after state fails to pass funding increase



EDUCATION

How Texas schools grapple with budget deficits after Legislature punts major funding



Texas schools 'disappointed' after Legislature leaves \$800M for safety on the table



Texas public school leaders demand more funding ahead of expected special session

Superintendents, trustees want the Legislature to once again reject voucher-like plans

Fiscal Year 2025 Unknowns

- Tax Collections
- Tax Values
- Tax Compression Rate
- State Funding Formula
- Enrollment
- Attendance Rates
- Healthcare Funding
- Central Office Relocation
- Bond Proposition A and B

Fiscal Year 2025 “Knowns”

- Deficit – Alligator Budget
- Recurring Expenditures - Salaries
- Non-sustainable
- FIRST Rating - Accreditation
- Enrollment Decline
- Attendance Rates
- Deferred Maintenance needs
- Bond Credit Rating
- Cost Increases/Inflation

FY25 Cabinet Budget Priorities

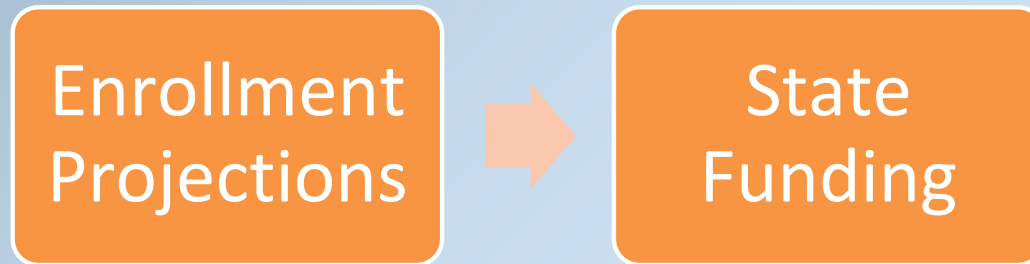
- *Maintenance Tax Notes Payoff \$8.2M (\$1.2M Annual Payment)*
- *No Compensation Package*
- *Apple Refresh \$750,000 (8-Year Plan)*
- *Balanced Budget: Revenues = Expenditures*
- *Healthcare Fund Reserve - \$1M?*
- *Facilities Maintenance Requests - \$6M (Roofing/HVAC)*
- *Transportation Bus replacement \$125,000 (Annual replacement schedule)*
- *Minimize Unintended Consequences (Increase Athletics, School of Music)*

**Note: Land sales are not considered
Central Office move not budgeted**

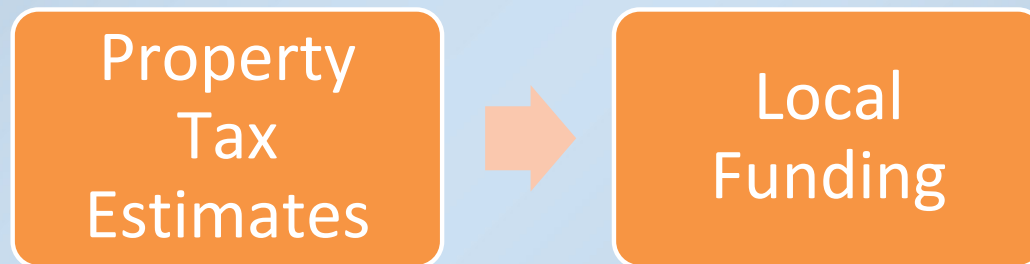
Planning For Funding Shortage FY 2025

- No additional raises for this biennium
- Possible programming cuts
- Additional Reduction in Force (RIF)
- Lack of bond funds will result in addressing facility needs versus additional personnel and compensation
- Maintenance Tax Notes will continue to be paid from M&O until refinanced by the successful passage of a bond
- Possible Cash flow shortage

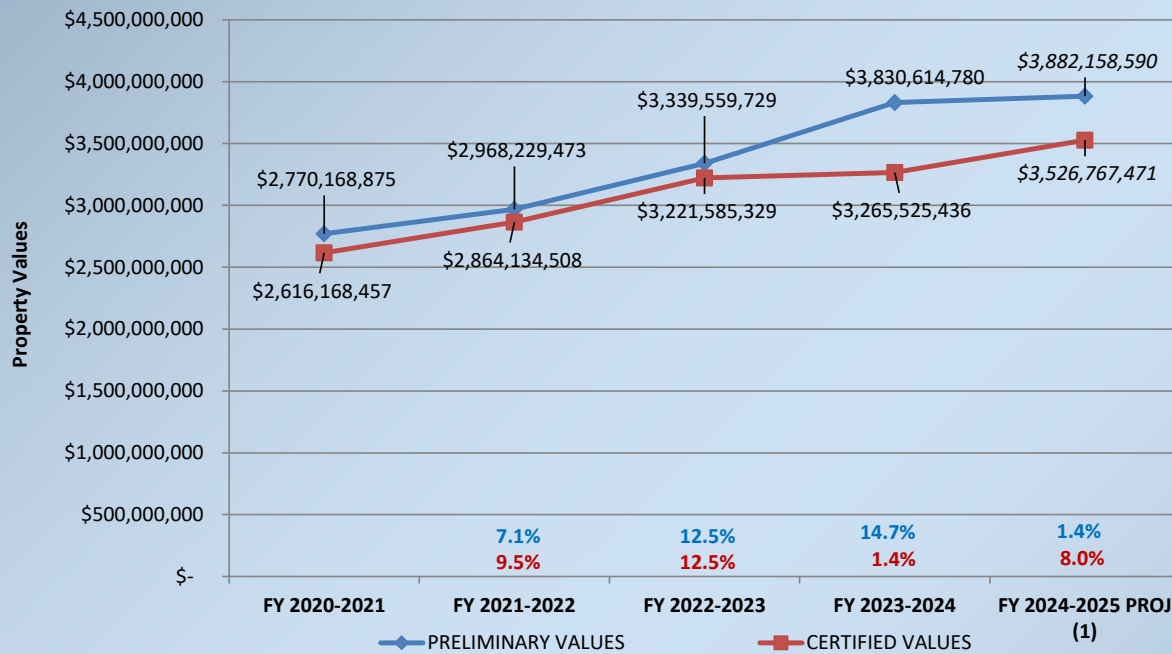
Estimating Revenues



As property tax revenue grows, state funding decreases and the opposite effect applies as well.



Property Tax Value Trends



(1) Projected values calculated at an estimated 8% increase from the 2023 certified values as of July 22, 2023

Fiscal Year 2025 Estimated M&O Tax Rate

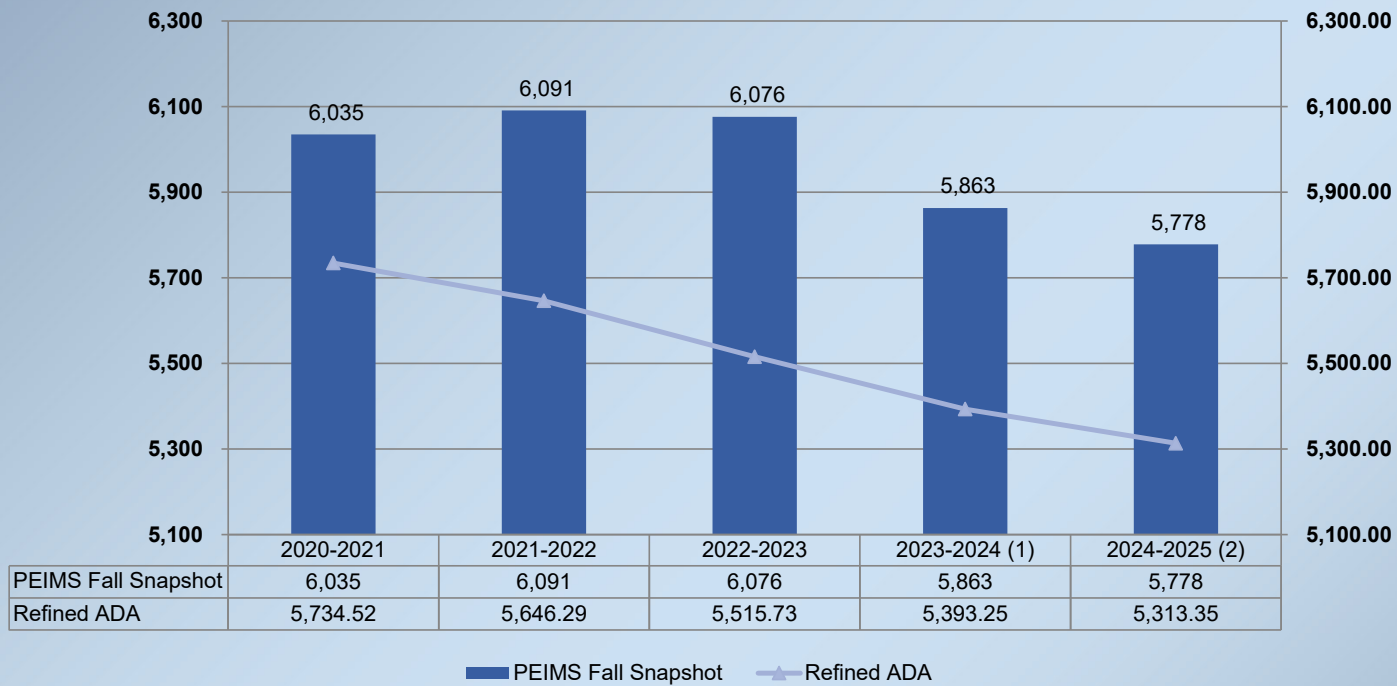
	2023 Tax Year FY2024 Revenue	2024 Tax Year FY2025 Revenue
Tier 1	\$0.6222	\$0.6169*
Tier 2 (Golden Pennies)	\$0.0800	\$0.0800
Tier 3 (Copper Pennies)	\$0.0583	\$0.0583
Tax Rate	\$0.7605	\$0.7552

*Estimated - TEA will calculate and certify a Tier 1 tax rate by August 5th for adoption in September

Projected Property Tax Revenues Fiscal Year 2025

	FY24	FY25
PROPERTY TAX RATES:		
MAINTENANCE & OPERATIONS (M&O)	\$0.7605	\$0.7552
INTEREST & SINKING (I&S)	\$0.4000	\$0.4000
TOTAL TAX RATE	\$1.1605	\$1.1552
FY25 PROJECTED PROPERTY VALUES, AT A 8% INCREASE OF THE 2023 CERTIFIED TAX LEVY VALUE OF \$3,256,314,836 AS OF JULY 22, 2023	\$3,256,314,836	\$ 3,516,820,023
FY 25 PROJECTED M&O REVENUE = PAV/\$100 x \$0.7552 x 98.5% COLLECTION RATE	\$24,392,810	\$ 26,160,639
FY25 PROJECTED I & S REVENUE = PAV/\$100 X \$0.40 X 98.5% COLLECTION RATE	\$12,829,880	\$ 13,856,271
ESTIMATED TOTAL TAX COLLECTIONS	\$37,222,690	\$ 40,016,910

Historical Enrollment/ADA



- (1) ADA is projected at 94% of enrollment and using the October 2023 snapshot
- (2) 2025 enrollment is based on the 2024 rollover for grades K-12 and prior years enrollment for grades EE-PK and 94% attendance rate

Preliminary 2025 Enrollment Projections

CAMPUS	2024 ENROLLMENT AT SNAPSHOT	2025 PRELIMINARY ENROLLMENT	CHANGE
CANUTILLO HIGH SCHOOL	1,520	1,499	(21)
NORTHWEST EARLY COLLEGE HIGH SCHOOL	371	395	24
CANUTILLO MIDDLE SCHOOL	718	705	(13)
ALDERETE MIDDLE SCHOOL	561	622	61
CANUTILLO ELEMENTARY	491	459	(32)
DAVENPORT ELEMENTARY	311	284	(27)
DAMIAN ELEMENTARY	481	478	(3)
CHILDRESS ELEMENTARY	377	380	3
GARCIA ELEMENTARY	455	414	(41)
REYES ELEMENTARY	578	542	(36)
TOTAL	5,863	5,778	(85)

Enrollment projections for 2025 are based on the rollup by grade level from the 2024 snapshot, enrollment grades EE – K remained constant

FY25 Revenue Projections

(Opportunity for Revenue Increase)

Attendance Rate	Proposed Projection	Projection
	94%	95%
State Revenue	\$29,734,503	\$30,607,916
Variance		\$873,413


*FY 23-24 Average as of March 1, 2024 = 95.41%

FY 2025 Proposed Budget Allocation by Campus (deficit budget)

Budget Allocation by Campus FY 2025 Proposed

Organization Name	Organization	2023 - 2024 Adopted Personnel	2023 -2024 Adopted Operation	2023-2024 Adopted Budget	2024 - 2025 Proposed Personnel	2024 -2025 Proposed Operation	2024-2025 Proposed Budget	Increase (Decrease)
Canutillo High School	001	10,847,643	509,447	11,357,090	10,664,328	684,757	11,349,085	(8,005)
Northwest Early College H.S	003	2,573,297	328,303	2,901,600	2,547,855	351,604	2,899,458	(2,142)
Canutillo Middle School	041	4,951,895	190,208	5,142,103	4,996,029	129,217	5,125,246	(16,857)
Alderete Middle School	042	4,664,647	130,210	4,794,857	4,637,881	196,044	4,833,924	39,067
Canutillo Elementary	101	3,878,873	76,448	3,955,321	3,812,301	92,191	3,904,492	(50,829)
Davenport Elementary	102	2,672,784	58,165	2,730,949	2,763,127	53,739	2,816,867	85,918
Damian Elementary	103	3,851,706	69,996	3,921,702	3,861,590	90,952	3,952,542	30,840
Childress Elementary	104	3,310,744	52,809	3,363,553	3,419,205	122,017	3,541,221	177,668
Garcia Elementary	105	3,496,017	77,952	3,573,969	3,544,410	78,936	3,623,345	49,376
Reyes Elementary	106	3,802,638	128,664	3,931,302	3,800,237	145,624	3,945,861	14,559
Summer School/Additional Enrollment	699	-	-	-	-	59,515	59,515	59,515
Total Campuses		\$ 44,050,244	\$ 1,622,202	\$ 45,672,446	\$ 44,046,961	\$ 2,004,596	\$ 46,051,556	\$ 379,110
		96%	4%		96%	4%	Net Average:	0.83%

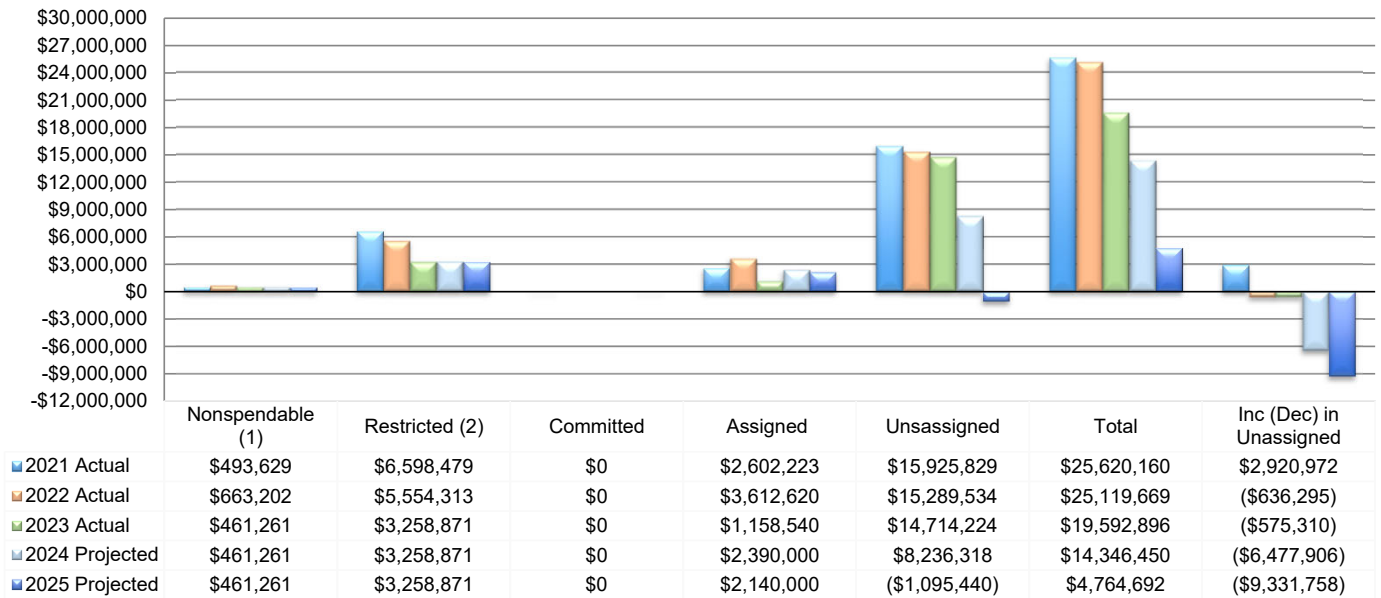
Fund Balance Categories

Fund Balance Category	Description
Non-spendable Fund Balance	Represents amounts that are not in a spendable form or are legally or contractually required to be maintained intact, such as inventories
Restricted Fund Balance	Represents amounts that are restricted to specific purposes , with constraints placed on the use of resources by (a) external creditors, grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or (c) enabling legislation, such as the Child Nutrition Fund
Committed Fund Balance	Represents amounts that are constrained for purposes which the Board of Trustees , the District's highest level of decision-making authority, has designated their use. These amounts are committed through a formal resolution, requiring funds to be used only for specific purposes. These amounts can only be re-allocated by the same formal action that was taken to originally commit those amounts. The Board of Trustees shall take action to commit funds for a specific purpose prior to the end of the fiscal year.
Assigned Fund Balance	Represents amounts that are constrained by the government's intent to be used for specific purposes but are neither restricted or committed. The governing body has delegated authority to the Superintendent or designated managers . Should the Board opt not to commit any fund balances, it will implicitly defer to the designees to make appropriate assignments
 Unassigned Fund Balance	Represents amounts that are available for any purpose and have not been restricted, committed, or assigned for specific purposes. Positive amounts are reported only in the general fund

PROJECTED REVENUES LESS EXPENDITURES - GENERAL FUND (EXCLUDING CHILD NUTRITION)

	Estimated FY24	Estimated FY25
Revenues		
Local	\$ 24,986,707	\$ 27,150,639
State	36,049,864	33,704,503
Federal	729,620	820,000
Other Sources (Land Sale)	1,491,883	0
Total Revenues and Other Sources	63,258,074	61,675,142
Expenditures & Other Uses	(69,579,416)	(71,256,900)
Revenues Over Expenditures (Deficit)	(6,321,342)	(9,581,758)
Fund Balance		
Beginning Total Fund Balance	16,947,660	10,626,318
Ending Total Fund Balance	10,626,318	1,044,560
Administration Assigned FB - Health Care Infusion	(1,000,000)	(2,140,000)
Administration Assigned FB - Technology Refresh	(1,390,000)	(2,140,000)
Ending Unassigned Fund Balance	\$ 8,236,318	\$ (1,095,440)
1 Day of Operations	\$ 195,670	\$ 195,224
Optimum Unassigned Fund Balance (90 Days)	\$ 17,610,267	\$ 17,570,195
Days of Fund Balance	42	-6

GENERAL FUND–FUND BALANCES (INCLUDES CHILD NUTRITION)



- (1) Nonspendable Fund Balance includes Child Nutrition inventory and prepaids
- (2) Restricted Fund Balance includes Child Nutrition and Maintenance Tax Notes

Optimum Fund Balance (3 Months Average Expenditures) = \$17,570,195

PROPOSED PLAN TO ADDRESS DEFICIT

Total Historical Projected FY25 Deficit (as of 4.23.2024)		\$ (9,581,758)
1	RIF OPTION - DDE & BCE Consolidation	\$1,460,592
2	RIF OPTION - Move from Block Scheduling to Traditional	1,514,145
3	RIF OPTION - CTE and ROTC program reduction	164,541
4	RIF OPTION - Library reconfiguration	427,800
5	RIF OPTION - Nursing Services program change	320,668
6	RIF OPTION - Kinder Aides	180,675
7	RIF OPTION - Elementary alignment to staffing guidelines	587,665
8	District and campus employees	1,437,975
9	RIF OPTION - Combine Middle School Campuses	1,767,045
10	RIF OPTION -Lonestar building closure	100,000
Total savings		7,961,106
Total deficit after adjustments to end FY25		\$ (1,620,652)
The following discretionary items were suggested to add to FY25 Budget:		
A	TASB student trip	\$100,000
B	Athletics/School of Music restoration	50,000
C	C&I Software	40,000
Total possible discretionary savings		\$190,000
FY25 Remaining Deficit (to be resolved)		\$ (1,430,652)

Canutillo Independent School District 2024-2025 Budget Calendar

Activity Description	Month	Owner
Board Meeting - 1. Preliminary Budget Update of Projected Revenues and Expenditures including Salary Recommendations. 2. Approval of Salary Increases, Stipends and Staffing	April	BOT Cabinet
Special Board Meeting - Additional Meetings to Discuss Budget Recommendations (as needed)	May	BOT Cabinet
Notice to discuss and adopt the budget and the proposed tax rate	June	FS
Fund balance/GASB 54 resolution	June	FS
Publish Notice of Public Meeting to Discuss Budget and Proposed Tax Rate in newspaper	June	FS
Board Meeting Approval of District Budget	June	BOT
Board Meeting Approval of the District's Tax Rate - Based upon certified property values provided by the Central Appraisal District	September	BOT

Questions

Comments

Special Board Meeting
Wednesday, November 8, 2023 5:00 PM
Central

Canutillo ISD Administration Office
7965 Artcraft
El Paso, TX 79932

1. GENERAL FUNCTIONS-OTHER

1.A. Call to Order Meeting was called to order at **5:03 PM** By President Mendoza

1.B. Roll Call

Trustees Present: Barnes, Mendoza, Rodriguez, Simental, Zuniga

Trustees Absent: Borrego, Trout

2. 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.

No participants for open forum.

3. EXECUTIVE SESSION - Meeting was closed at @ **5:57 PM**

To Consult with Attorney Under Sections 551.071 and 551.074 of the Texas Government Code:

3.A. Conduct FNG Level III DAEP Appeal Hearing Filed by E. L.

4. NEW BUSINESS (continued); OTHER - Meeting reconvened at **6:39 PM**

4.A. Discussion and Possible Action of FNG Level III DAEP Appeal Filed by E. L.

President Mendoza, having reviewed information presented and addressed questions board Mr. Rodriguez - Motion to grant administrations recommendation to drop days to 45 day for a review and to attach consequences if student is allowed back into the classroom. Second by Mrs. Barnes,

Barnes-Yes, Mendoza-No, Rodriguez-Yes, Simental-Yes, Zuniga-Yes
Motion Passes.

5. ADJOURNMENT

Meeting was adjourned at **6:39 PM**

Presented to the Board of Trustees for approval on **April 23, 2024**. The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

**Canutillo ISD Donations Report
March 2024**

This report includes ALL donation reported to Finance in March, 2024

Date	Donor Name	Address	Donation	Campus/Department	Purpose of Donation	
	No Donations received in March 2024					
	On-Line Donations received March 2024					\$30.00
					DONATIONS TOTAL	\$ 30.00

Board of Trustees

Executive Summary of Board Agenda Item

Meeting Date: _____

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: April 3, 2024

SUBJECT: Budget Amendments for March 2024

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 #345455 - This budget amendment will transfer savings in Social Work Travel to Substitutes-Staff Development for costs incurred while DAEP (Disciplinary Alternative Education Program) staff attended trainings to help at-risk students. This budget amendment will have a positive impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
185.32.6411.32.920.24	Travel/Trainings/Subsistence-Employees	\$ 1,346	\$ (1,346)	\$ -
185.11.6112.13.923.28	Substitutes-Staff Development	\$ 1,269	\$ 1,346	\$ 2,615

BC #345524 - This budget amendment will allocate funds from Insurance Recovery to Vehicles for the purchase of a replacement vehicle for Police Services. This budget amendment will have no impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
199.00.5745.00.000.00	Insurance Recovery	\$ -	\$ 18,396	\$ 18,396
199.52.6631.00.922.99	Vehicles	\$ -	\$ 18,396	\$ 18,396

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

Board of Trustees

Executive Summary of Board Agenda Item

Meeting Date: 4/23/2024

Subject/Title for Agenda Posting: Request for Approval to Renew Interlocal Agreement with West Texas Cooperative Region 17 to support day to day purchases for the Child Nutrition Program and ensure cost savings for 2024-2025

Justification Statement: Without the continued membership to West Texas Cooperative, the Child Nutrition Program will not be able to utilize the discounts and benefits of this program for the district. If a district participates in a cooperative purchasing program, it satisfies any law requiring it to seek competitive bids.

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

Staff Responsible:


Signature of Requester(s)

Signature of Presenter(s)

Elizabeth B. Sida
Business Services Approval (Initials)

4/10/2024
Date

Agenda Summary:

The Interlocal Agreement is one (1) of the approved methods of purchasing allowed under Texas Education Code §44.031 and Texas Government Code Chapter 791. Per CH(Legal) A district may participate in a cooperative purchasing program with another local government of this state or another state or with a local cooperative organization of this state or another state. A school district may participate in multiple cooperatives after its Board of Trustees adopts resolutions authorizing participation.

The Child Nutrition Department requests that the Board approve the interlocal agreement with West Texas Cooperative Region 17 to continue supporting day to day purchases of the Child Nutrition Program, taking advantage of the cooperative's goal in obtaining substantial savings on specific items for member districts through volume purchasing for 2024-2025, effective July 1, 2024 to coincide with WTFSC fiscal year. West Texas Cooperative Region 17 also intends to comply with Education Department General Administrative Regulations (EDGAR), ensuring that the district will be in full compliance with EDGAR requirements. The West Texas Food Service Cooperative (WTFSC) requires that an interlocal agreement be approved by each participating District on a yearly basis.

RECOMMENDATION: It is recommended by administration that the Board approve the renewal of the Interlocal Agreement with West Texas Cooperative Region 17 for 2024-2025

PRIOR BOARD ACTION: Yes AWARDED: 2/17/23 AWARDED AMOUNT: N/A

AMOUNT(S): N/A

ACCOUNT NO(S):
N/A

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

REQUESTING DEPARTMENT:
Child Nutrition

CONSEQUENCES OF NON-APPROVAL:
Canutillo ISD will not benefit from the discounts offered through the cooperative nor satisfy State of Texas purchasing requirements

IMPLEMENTATION TIMELINE:
July 1, 2024

ATTACHMENT(S): ✓ CN-WTFSC02 2024-2025 West Texas Food Service Cooperative Interlocal Agreement & BU





West Texas Food Service Cooperative
Growing Successful Partnerships

Action Required

Re: West Texas Food Service Cooperative, 2024-2025

Dear Superintendent Addressed:

The enclosed packet of materials contains pertinent information and an Interlocal Agreement to participate in the 2024-2025 West Texas Food Service Cooperative (WTFSC). The packet was compiled so that districts could review the information to make an informed choice concerning district participation for the coming year. The information may also be used for school board presentations. **The deadline for returning the Interlocal Agreement for any or all component areas is May 1, 2024.** This deadline is necessary to facilitate the bid and ordering processes for the 2024-2025 school year, however, a district may join the WTFSC at any time during a school year.

The Interlocal Agreement is to be completed by all districts that wish to participate in any area of the Cooperative for the 2024-2025 year. *Please complete the Interlocal Agreement via Contraks System by May 1, 2024, deadline.*

The United States Department of Agriculture does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the Cooperative is a self-funded entity. Through the Commercial Purchasing, to provide this revenue, a fee of .85% of each district purchase is charged through a Vendor Participation Fee. This fee is collected directly from the awarded vendors. Through the Commodity Processing bids, a per-truckload fee of \$500.00 is charged as an Administrative Processing Fee to the manufacturer. All fees are used to cover expenses related to the administration and direct operation of the Cooperative. Districts, even though they may incur these fees indirectly, pay no direct fee to the Cooperative for participation.

Studies indicate that school districts benefit through cooperative participation with a considerable cost savings. While the purchasing power of the WTFSC is significant; the costs of goods and services continues to rise annually. The industry standard shows increases have been approximately 15 percent for most food service goods and services over the past two years. For the same time period, the WTFSC increases have been approximately 60 percent. Cooperative participation also reduces costs associated with advertising, paperwork, and time spent on the bidding process as well as more buying power. Consideration should be given to each of these areas by any size district when making future participation decisions. Other benefits of the Cooperative and services provided are included in the enclosed materials.

If I can be of further assistance in this matter, please call me at 806.281.5710. I am available to talk to your Board of Directors if needed. Thank you for your consideration for participation in the 2024-2025 Cooperative.

Sincerely,

Dorothy Glenn
Cooperative Lead

Region 17 Education Service Center 2024-2025 West Texas Food Service Cooperative Interlocal Agreement

SERVICE ABSTRACT

Child Nutrition and Purchasing

Description:

The goal of the Cooperative is to obtain substantial savings on specific food service items for member districts through volume purchasing. The highest quality products for the best possible prices will be sought. The district should benefit through cost savings, meeting federal and state procurement regulations, and receiving items meeting federal Child Nutrition Program requirements. Participating Education Service Centers will organize and administer The West Texas Food Service Cooperative (Cooperative) with Region 17 Education Service Center acting as the fiscal agent (Coordinating Center).

This agreement is entered into pursuant to the authority granted by Title 7 (Agriculture) of the Code of Federal Regulations, Chapter 791 of the Texas Government Code, and Chapter 8 of the Texas Education Code.

EDGAR COMPLIANCE

CONTRACTS INVOLVING FEDERAL FUNDS: Region 17 ESC may be unable to determine which of its agreements/contracts will be used by cooperative members using federal funds at the time of the procurement process. Therefore, Region 17 ESC intends to competitively procure each contract awarded by Region 17 ESC under Section 44.031 of the Texas Education Code and intends to comply with EDGAR and USDA regulations for every procurement action. To comply with EDGAR, Region 17 ESC will make an independent estimate of the value of goods or services in the current market before receiving bids or proposals. After Region 17 ESC receives bids and proposals, but before awarding a contract, Region 17 ESC will also conduct a price or cost analysis and document its findings. For contracts at or above \$50,000 cooperative members must verify that Region 17 ESC fulfilled its requirement to conduct a cost or price analysis in order to benefit from the ability to purchase goods and services from its purchasing cooperatives directly without the need for additional procurement activities or documentation. Region 17 ESC will provide its *Independent Estimate Determination Form* and *Determination of Cost or Price Reasonableness Form* to a cooperative member upon request, but Region 17 ESC recommends that when circumstances necessitate separate evaluation of lump-sum pricing, cooperative members also conduct an independent evaluation of cost or price reasonableness tailored to the cooperative member's specific purchases so that the cooperative member can independently determine the reasonableness of the cost/price of the particular purchase. Stated differently, if the cooperative member's verification of Region 17 ESC's compliance with EDGAR reveals that the lump-sum price includes goods or services for which Region 17 ESC could not have performed a cost or price analysis, the cooperative member should conduct an independent cost or price analysis.

I. Term of Contract

The term of this contract shall be from the date of acceptance by authorized District personnel through July 31, 2025. The participating party(ies) may with mutual agreement among all other participating parties, rescind the Commercial Purchasing and/or Full-Service component of this contract with a thirty (30) day written notice. If participating in the Commodity Processing component of this contract, the participating party is required to fulfill the contractual obligation until all processed commodity commitments are received. For general termination information, see Section VII.

A signed agreement or at least a verbal commitment from district must be received by the WTFSC by February 15, 2024 for district to participate in commodity processing for contract year.

II. General Provisions

In accordance with United States Department of Agriculture (USDA) regulation and Texas Department of Agriculture (TDA) guidance in the Administrator's Reference Manual Section 17c, the Cooperative is a Child Nutrition Program (CNP) Operator-Only Cooperative that is categorized as a "for profit cooperative". Consequently, at the end of the contract year, the Cooperative must return all profit in excess of the profit margin as described in the contract to the participating Cooperative's members, i.e., Contracting Entities. The Cooperative's "profit margin", for purposes of this Agreement, shall be the revenue received by the Cooperative through the charging of the vendor fee set forth in "Fee" section below minus the expenses to the Coordinating Center to operate the Cooperative. The Coordinating Center shall retain the profit margin; however, revenue received in excess of the profit margin ("unanticipated profit"), if any, shall be distributed to the Cooperative's members.

III. Fee

No fee shall be charged to members of the Cooperative.

The USDA does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the Cooperative is a totally self-funded entity. To provide this revenue, a fee of .85% of each district Commercial Purchase is charged to the vendor through a Vendor Participation Fee. Through the Commodity Processing bids, a per-truckload fee of \$500.00 is charged to the processor as an Administrative Processing Fee. All fees are used to cover expenses related to the administration and direct operation of the Cooperative. Districts, even though they may incur these fees indirectly, pay no direct fee to the Cooperative for participation.

IV. ESC 17 (Coordinating Center) will be responsible for the following:

38

- Provide for the organizational and administrative structure of the cooperative.
- Provide for staff time necessary for efficient operation of the cooperative.

- Host Regional Advisory Board meetings for commercial bid purchasing and commodity processing components.
- Provide onsite and/or technology based regional and/or area trainings as requested/necessary.
- Initiate and implement activities related to the bidding and vendor selection process, in accordance with formal procurement procedures for Texas public schools.
- Review annual fiscal report with member districts at a Fall Advisory Board Meeting.
- Provide districts with Service Report/Product Comment Forms to address quality assurance and vendor complaint issues consistently.
- The Cooperative will not be held responsible for product warranties, product qualities, failure to deliver by vendor(s), or failure of payment to vendor(s) by participating members.
- Manage awarded contracts including:
 - Utilizing cost/price analysis
 - Maintaining awarded catalog(s)
 - Monitoring addition of new goods and/or services
 - Monitoring value of contract(s), i.e., Material Change
 - Material change means a modification that exceeds and/or alters the terms of the original contract between WTFSC, its cooperative members, and Vendor in the amount of 10% of total contract value.

V. Role of the participating district:

- Commit to participate in the Cooperative by resolution of the governing body.
- Designate a contact person for the Cooperative.
- Return all necessary forms to the Cooperative in a timely fashion with appropriate signatures.
- Abide by directives and decisions of the Regional Advisory Boards and Coordinating Center.
- Abide by Texas Department of Agriculture Roles and Responsibilities for Further Processing of USDA Foods as per the Contract Packet via TX-UNPS.
- Prepare purchase orders issued to the appropriate vendor(s)/processor(s) from the official award list provided by the Cooperative.
- Accept shipments of products in accordance with standard HACCP delivery procedures and the Cooperative delivery agreements.
- Pay vendor(s) as per awarded terms and conditions unless prior arrangements have been made between the participating member and the vendor(s). All deliveries will be made in accordance with the specified delivery schedule in each bid document.
- Manage awarded contracts including:
 - Notifying WTFSC of issues regarding vendors and product quality by submitting the Service Report/Product Comment Forms as necessary
 - Following proper procedures to request additional items to be added to bid catalog
 - Verify accuracy of invoices and authorizing payments consistent with contract terms
 - Monitor any changes to the contract through the amendment process allowed by the terms of the contract

VI. Amendments

This agreement may be amended only by agreement of both parties. Amendments may include:

- Change in Contract Options
- Change in Designee

VII. Termination of Contract

This agreement may be terminated for any of the following reasons:

- The Cooperative member submits a written thirty (30) day notice to the ESC terminating the Agreement.
- The Coordinating Center gives the district thirty (30) days written notice that the district has failed to uphold outlined roles of the agreement.
- The Coordinating Center gives the district thirty (30) days written notice of regulation changes that void the contract

VIII. Additional Info

- Compensation. The parties agree that the contractual payments under this Agreement and any related exhibits and documents are amounts that fairly compensate ESC 17 for the services or functions performed under the Agreement.
- Severability. If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect.
- Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue shall lie in Lubbock County, Texas, unless otherwise mandated by law.
- Warranty. By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by all requisite administrative action required to enter into and perform the terms of this Agreement.

01/09/2024 - 07/31/2025

Commercial Food Purchasing (Through awarded distributor. Example: Labatt)

Option Total: \$0.00

Commodity Processing (Must participate in the USDA/TDA commodity processing program)

Option Total: \$0.00

Full Service Delivery (Milk, Bread, Novelties, etc. shipped direct to CE. Example: Gandy's)

Option Total: \$0.00

Designee (click here to enter designee information)

Child Nutrition Director or Cafeteria Manager authorized to coordinate all Cooperative activities with WTFSC/ESC 17 staff

Designee Name: Marco Macias
Designee Title: Director Child Nutrition
Designee Email: mamacias@canutillo-isd.org
ESC Region #: 19

Option Total: \$0.00

Canutillo ISD desires to participate in Region 17 Education Service Center's Contract.

Name of Contact Person: __, Phone Number __

Pedro Galaviz
Signature of Superintendent

04/10/2024
Date

Kyle Wargo
Signature of Executive Director

04/10/2024
Date

District Name	Signed	Superintendent	Superintendent Email	Designee	Designee Title	Designee Email	Phone Number
Amherst ISD		Mr. Joel Rodgers	jordgers@esc17.net	Julie Gonzales	Food Service Director	juliegonzales@esc17.net	(806) 246-3221 x225
Balmorhea ISD		Mr. John Massey	jmassey@bisdbears.esc18.net	Geneva Garcia	Food Service Director	ggarcia@bisdbears.esc18.net	(432) 375-2223
Betty M Condra Charter School		Ms. Merinda Condra	mcondra@eseilubbock.com	Elizabeth Spears	Child Nutrition Director	espears@esc17.net	(806) 993-4045
Bovina ISD		Ms. Karen Denise Anderson	denise.anderson@region16.net	Elda Villarreal	Food Service Director	elida.villarreal@bovinaisd.net	(806) 251-1336 x241
Bronte ISD		Mr. Tim Siler	tim.siler@bronteisd.net	Danielle Queen	Cafeteria Manager	jerriqueen@bronteisd.net	(325) 473-2511
Brookesmith ISD		Mr. Steve Mickleson	steve.mickleson@brookesmithisd.net	Alline Bolt	Food Service Director	alline.bolt@brookesmithisd.net	(325) 643-3700
Canadian ISD		Mr. Lynn Pulliam	lynn.pulliam@canadianisd.net	Lydia Nix	Food Service Director	lydia.nix@canadianisd.net	(806) 323-6931
Canutillo ISD		Dr. Pedro Galaviz	pgalaviz@canutillo-isd.org	Marco Macias	Food Service Director	mamacias@canutillo-isd.org	(915) 877-7451
Cherokee ISD		Ms. Jennifer Bordner	jbordner@cherokeeisid.net	Shandi Hall	Food Service Director	shall@cherokeeisid.net	(325) 622-4298
Childress ISD		Mr. Mark Dykes	mark.dykes@childressisd.net	Tracee Herbstritt	Child Nutrition Director	therbstritt@childressisd.net	(940) 937-2501
Chillicothe ISD		Mr. Tony Martinez	tmartinez@cisd-tx.net	Susan Pautsky	Food Service Director	spautsky@cisd-tx.net	(940) 852-5362
Cisco ISD		Mr. Ryan Steele	rsteale@cisco.esc14.net	Lori Boyd	Food Service Director	lboyd@cisco.esc14.net	(254) 442-3056
City View ISD		Mr. Tony Bushong	tbushong@cityview-isd.net	Colleen Rojas	Child Nutrition Director	crojas@cityview-isd.net	(940) 885-7511 x350
Colorado ISD		Mr. Larry Polk	LPOLK@ccity.esc14.net	Becky Sanford	Child Nutrition Director	bsanford@ccity.esc14.net	(325) 728-1013
Comstock ISD		Mr. Orlie Wolfenbarger III	okwolf@comstockisd.net	Enriqueta Vela	Food Service Director	qvela@comstockisd.net	(432) 292-4444
Coppell ISD				Eric Lozano	Food Service Director	ejlozano@coppellisd.com	(214) 496-8070
Crane ISD		Ms. Janet Hunt	jhunt@craneisd.com	Renee Means	Child Nutrition Director	rmeans@craneisd.com	(432) 588-1062
Crocket County CISD		Mr. Raul Chavarria	raul.chavarria@ozonaschools.net	Darla Ortiz	Food Service Director	darla.ortiz@ozonaschools.net	(325) 392-5501 x5847
Crowell ISD		Mr. Marshall Moore	marshall.moore@crowellisid.net	Nora Urquizo	Food Service Director	nora.urquizo@crowellisid.net	(940) 684-1713
Culberson County-Allamore ISD		Mr. Ken Baugh	kbaugh@ccaisd.net	Maria Borrego	Food Service Director	mborrego@ccaisd.net	(432) 283-2245 x7
Dawson ISD		Gary Jones	gjones@esc17.net				(806) 489-7461
El Paso ISD		Ms. Diana Sayavedra	dsayavedra@episid.org	Laura Duran	Food Service Director	lduran@episid.org	(915) 230-2160
El Paso County Juvenile Probation Department		Ms. Lorena Heredia	LHeredia@epcounty.com	Manuel Frausto	Kitchen Manager	Mfrausto@epcounty.com	(915) 849-2500
Electra ISD		Mr. Ted West	ted.west@electraisd.net	Debra Malone	Child Nutrition Director	debra.malone@electraisd.net	(940) 495-3683
Fabens ISD		Dr. Veronica Vijil	vvijil@fabensisd.net	Marcela Licerio	Food Service Director	mlicerio@fabensisd.net	(915) 765-2600
Follett ISD		Ms. Mollie Howell	mollie.howell@region16.net	Carla Waston	Cafeteria Manager	carla.watson@region16.net	(806) 653-4241 x35
Fort Hancock ISD		Mr. Jose G. Franco	jgfranco@fhisd.net	Norma Silva	Cafeteria Manager	nsilva@fhisd.net	(915) 769-3811 x1308
Fort Stockton ISD		Gabriel Zamora	gabriel.zamora@fsisd.net	Paul Casias	Food Service Director	paul.casias@fsisd.net	(432) 336-4030
Gold Burg ISD		Mrs. Kim Williams	kim.williams@golzburgisd.net	Meagan Fatheree	Cafeteria Manager	meagan.fatheree@golzburgisd.net	(940) 872-3562
Gorman ISD		Mr. Mike Winter	mwinter@gormanisd.net	Brenda Vaughn	Child Nutrition Director	bvaughn@gormanisd.net	(254) 734-3171
Grady ISD		Mr. Leandro Gonzales, Jr.	legonzal@gradyisd.esc18.net	Tasha Titsworth	Peims Coordinator	twiebe@gradyisd.org	(432) 459-2444
Graham ISD		Mr. Sonny Cruse	sonny.cruse@grahamisd.com	Jodi Arispe	Food Service Director	jodi.arispe@grahamisd.com	(940) 549-4011
Grandfalls-Royalty ISD		Mr. Bryan Hernandez	bhernandez@grid.com	Maricela Sanchez	Cafeteria Manager	msanchez@grid.com	(432) 547-2873
Groom ISD		Mr. Jay Lamb	jay.lamb@region16.net	Irma This	Cafeteria Manager	irma.luna@region16.net	(806) 248-7557
Gruver ISD		Mr. Wade Callaway	wade.callaway@gruverisd.net	Tammy Mitchell	Food Service Director	tammy.mitchell@gruverisd.net	(806) 733-2032
Harrold ISD		Mr. Cody Patton	cody.patton@harroldisd.net	Lynn Dhane	Business Manager	lynn.dhane@harroldisd.net	(806) 938-2143
Hart ISD		Ms. Krista Lara	krista.lara@region16.net	Ermalinda Gonzalez	Food Service Director	ermalinda.gonzalez@region16.net	(806) 938-2143
Hartley ISD		Mr. Scott Vincent	scott.vincent@region16.net	Rebecca Zapata	Cafeteria Manager	becca.zapata@hartleyisd.net	(806) 365-4458 x109
Haskell CISD		Lonnie Hise	lhise@haskell.esc14.net	Edwyna Flores	Child Nutrition Director	eflores@haskell.esc14.net	(940) 864-0011 x207
Hedley ISD		Mr. Garrett Bains	garrett.bains@hedleyisd.net	Lucy Poole	Cafeteria	lucy.poole@hedleyisd.net	(806) 856-5323 x25
Henrietta ISD		Mr. Scot Clayton	scot.clayton@henrietta-isd.net	Brittanie Brown	Child Nutrition Director	brittanie.brown@henrietta-isd.com	(940) 720-7961
Ira ISD		Mr. Brian Patterson	bpatterson@ira.esc14.net	Brittany Lomax	Food Service Director	blomax@ira.esc14.net	(325) 573-2628 x822
Irion Co. ISD		Dr. Ray Despain	rdespain@irion-isd.org	Kristy Miller	Food Service Director	kmiller@irion-isd.org	(325) 835-6111
Kelton ISD		Ms. Leslie Berry	leslie.berry@region16.net	Misty Riley	Food Service Director	misty.riley@region16.net	(806) 826-5795
Knox City-O'Brien CISD		Mr. Colin Howeth	colin.howeth@esc9.net	Tammy Steward	Food Service Director	tammy.gonzales@knoxcityschools.net	(940) 657-3521
Kress ISD		Mrs. Leah Zeigler	leah.zeigler@region16.net	Laura Reyes	Cafeteria Manager	laura.reyes@region16.net	(806) 684-2326
Lefors ISD		Ms. Ashley Brauchi	ashley.brauchi@leforisd.net	Adriana Jernigan	Cafeteria Manager	lunch.lady@leforisd.net	(806) 835-2533 x2250
Lockney ISD		Mr. Jim Baum	baum.jim@lockneyisd.net	Calixta Sustaita	Cafeteria Manager	sustaita.calixta@lockneyisd.net	(806) 652-4947
Lohn ISD		Mr. Leon Freeman	lfreeman@lohnisd.net	Alfie Sneed	Food Director	asneed@lohnisd.net	(325) 344-5749
Lubbock-Cooper ISD		Mr. Keith Bryant	kbryant@lcisd.net	Destinee Borchardt	Director of Food and Nutrition	dborchardt@lcisd.net	(806) 993-2300 x10108
Marathon ISD		Ms. Gilda Ivonne Durant	gidurant@marathonisd.net	Consuelo Salmon	Breakfast Coordinator	csalmon@marathonisd.net	(432)386-4431
May ISD		Mr. Nick Heupel	nick.heupel@mayisd.com	April Chambers	Child Nutrition Director	april.chambers@mayisd.org	(254) 259-3711
McLean ISD		Mr. Johnny James	johnny.james@region16.net	Brenda Wallis	Food Service Director	brenda.wallis@region16.net	(806) 779-2671 x309
Midland ISD		Mr. Cortney Smith	cortney.smith@midlandisd.net	Victoria Beck	CNS Director	victoria.beck@midlandisd.net	(432) 689-1525
Miles ISD		Mr. Ty Stevens	ty.stevens@milesisd.net	Kathy Glass	Child Nutrition Director	kathy.glass@milesisd.net	(325) 468-2861
Mineola ISD		Mr. Cody Mize	mizec@mineolaisd.net	Kim Myers	Director of Student Nutrition	myersk@mineolaisd.net	(903) 569-2448
Moran ISD		Dr. John Denson	jdenson@moran.esc14.net	Kimberly York	Cafeteria Manager	kyork@moran.esc14.net	(325) 945-3101
Nazareth ISD		Dr. Kara Sue Garlitz	kara.garlitz@nazarethisd.net	Veronica Rodriguez	Food Service Director	veronica.rodriguez@nazarethisd.net	(806) 945-2630
Nocona ISD		Dr. David Waters	david.waters@noconaisd.net	Missy Wadlow	Child Nutrition Director	missy.wadlow@noconaisd.net	(940) 825-3151
Northside ISD-Vernon		Mr. Benny Barnett	benny.barnett@esc9.net	Katrina Draper	Cafeteria Manager	katrina.draper@northside12.us	(940) 552-2551
Nueces Canyon CISD		Ms. Kristi Powers	kpowers@nccisd.net	Rhonda Bishop	Cafeteria Manager	rbishop@nccisd.net	(830) 234-3435
Olfen ISD		Mr. James Schumann	james.schumann@olfenisid.net	Debbie Fisher	Cafeteria Manager	debbie.fisher@olfenisid.net	(325) 442-4301
Olton ISD		Mr. Kevin McCasland	kmccasland@oltonisd.org	Kevin McCasland	Superintendent	kmccasland@oltonisd.org	(806) 285-2641
Paint Creek ISD		Dr. Cheryl Floyd	cfloyd@paintcreek.esc14.net	Kasey Duniven	Child Nutrition Director	kduiven@paintcreek.esc14.net	(940) 864-2868
Panther Creek CISD		Mr. Dwin Nanny	dwin.nanny@pcreek.net	Laurie Minnich	Cafeteria Manager	laurie.minnich@pcreek.net	(325) 357-4449
Petersburg ISD		Mr. Todd Newberry	tnewberry@petersburgisd.net	Victoria McLaughlin	Cafeteria Manager	vmclaughlin@petersburgisd.net	(806) 667-3585 x216
Plains ISD		Mr. Robert McLain	rmclain@plainsisd.net	Mary Para	Food Service Director	mparra@plainsisd.net	(806) 456-5485
Post ISD		Cassie Petty	cpetty@postisd.net	Chelisa Krauser	Cafeteria Manager	ckrauser@postisd.net	(806) 495-3343
Prairie Valley ISD		Mr. Tim West	tim.west@prairievalleyisd.net	Lisa Sadler	Principal	lisa.sadler@prairievalleyisd.net	(940) 825-4425 x1004

Quanah ISD		Mr. Tom Johnson	tom.johnson@qisd.net	Lynn Isnhower	Cafeteria Manager	lynn.isnhower@qisd.net	(940) 663-5922
Richard Milburn Academy		Dr. Armand Anderson	aadnerson@rma-tx.org	Amy Wood	Director of Student Services & Ch	awood@rma-tx.org	(806) 740-0811
River Road ISD		Mr. Ricahrd Kelley	richard.kelley@rrisd.net	Kim Terry	Food Service Director	kim.terry@rrisd.net	(806) 381-7833
Roby CISD		Mr. Jason Carter	jason.carter@roby.esc14.net	Kristi Adkisson	title not given/or found on websit	kristi.adkisson@roby.esc14.net	(325) 776-3202
Rule ISD		Ms. Norma L. Rios	klefevre@rule.esc14.net	Norma Rios	Food Service Director	nrios@rule.esc14.net	(940) 997-0301
Saint Jo ISD		Ms. Katie Morman	katie.morman@saintjoisd.net	Jodie Templin	Child Nutrition Director	jodie.templin@saintjoisd.net	(940) 995-2026
San Saba ISD		Buck Gilcrease	bgilcrease@san-saba.net	Diane Wood	Director of Food Service	dwood@san-saba.net	(325) 372-5083
Sands CISD		Mr. Wayne Henderson	whenderson@esc17.net	Jana Spivey	Cafeteria Manager	jspivey@esc17.net	(432) 353-4888
Sanford-Fritch ISD		Mr. Jason Garrison	ygarrison@sfisd.net	Kara Hayes	Food Service Director	khayes@sfisd.net	(806) 857-3795
Shallowater ISD		Mrs. Anita Herbert	aherbert@shallowaterisd.net	Antonio Berumen	Food Service Director	aberumen@shallowaterisd.net	(806) 832-4531 x2002
Shamrock ISD		Mr. Kenneth Shields	shieldsk@shamrockisd.net	Christie Evans	Cafeteria Manager	evansc@shamrockisd.net	(806) 256-3601 x342
Sidney ISD		Mr. James Rucker	jrucker@sidney.esc14.net	Betty Stanley	Cafeteria Manager	bstanley@sidney.esc14.net	(254) 842-5500
Sierra Blanca ISD		Ms. LeeAnn McGraw	lmcgraw@sierrablancaisd.net	Cindy Ybarra	Cafeteria Manager	cafeteria@sierrablancaisd.net	(915) 369-2781
Slaton ISD		Mr. Jim Andrus	jandrus@slatonisd.net	Paula Garcia	Food Service Director	pgarcia@slatonisd.net	(806) 828-5805
Spearman ISD		Mr. Dan Gist	dan.gist@region16.net	Shane Whiteley	Assistant Superintendent	shane.whiteley@region16.net	(806) 6659-3854
Spring Creek ISD		Mr. Danny Finch	danny.finch@region16.net	Dara Garlington	Child Nutrition Director	dara.garlington@region16.net	(806) 273-6791
Springlake-Earth ISD				Rosie Davis	Business Manager	rdavis@springlake-earth.org	(806) 257-3310
Sterling City ISD		Mr. Travis Grubbs	travis.grubbs@sterlingcityisd.net	Carol Spindler	Cafeteria Manager	carol.spindler@sterlingcityisd.net	(325) 378-5821 x240
Tahoka ISD		Mr. Torrey Price	tprice@tahokaisd.org	Janie Rendon	Food Service Director	jrendon@tahokaisd.org	(806) 561-4600
Terrell County ISD		Sergio Menchaca	smenchaca@terrell.esc18.net	Laura Galvan-Rubio	Food Service Director	lgalvan-rubio@terrell.esc18.net	(432) 345-2515
Throckmorton ISD		Dr. Charles Mims	mims@throck.org	Mari Gifford	Food Service Director	gifford@throck.org	(940) 849-2411 x316
Tom Green County		Monica Schniers	monica.schniers@co.tom-green.tx.us	Crystal Hancock	Deputy Chief of Dention/Facility A	crystal.hancock@co.tom-green.tx.us	(325) 655-2323
Tornillo ISD		Rosa Vega-Barrio	rvegab@tisd.us	Norma Aguirre	Food Service Director	aguirren@tisd.us	(915) 765-3475
Trent ISD		Vanessa Oakley	voakley@trent.isd.org	Amanda Wells	Cafeteria Manager	awells@trent.isd.org	(325) 862-6125
Tulia ISD		Dr. Ricardo Garcia	rgarcia@tuliaisd.org	Michelle McDowell	Food Service Director	MMCDOWEL@tuliaisd.org	(806) 995-4295
Turkey-Quitaque ISD		Mrs. Jackie Jenkins	jjenkins@valleypatriots.com	Kristy Maynard	Cafeteria Manager	kmaynard@valleypatriots.com	(806) 423-1347 x2618
Valentine ISD		Mrs. Debra Engle	dengle@valentineisd.com	Carol Almanza	Food Service Director	calmanza@valentineisd.com	(432) 467-2671
Veribest ISD		Ms. mandy Traylor	mandy.traylor@veribestisd.net	Brenda Neill	brenda.neill@veribestisd.net	Food Service Manager	(325) 655-2851
Vernon ISD		Mr. Kermit Ward	kermit.ward@visdtx.org	Skyler Boatman	Child Nutrition Director	skyler.boatman@visdtx.org	(940) 553-1900 x242
Walcott ISD		Mrs. Darla Bryant	darla.bryant@region16.net	Sendy Hernandez	Food Service Director	sendy.hernandez@region16.net	(806) 289-5222
Wall ISD		Mr. Russell Dacy	russell.dacy@wallisd.net	Lisa Glasscock	Food Service Director	lisa.glasscock@wallisd.net	(325) 651-7790
Wellman-Union ISD		Mr. Ben Prowell	bprowell@esc17.net	Penny Crowley	Superintendent Secretary	pcrowley@esc17.net	(806) 637-4772
White Deer ISD		Mr. Duane Limbaugh	duane.limbaugh@region16.net	Lisa Mitchell	Cafeteria Manager	lisa.mitchell@whitedeerisd.net	(806) 883-2311 x205
Whiteface CISD		Mr. Nate Wheeler	nwheeler@whitefaceschool.net	Jennifer Kappelman	Cafeteria Manager	jkappelman@whitefaceschool.net	806-287-1285
Whitharal ISD		Mr. Ben Prowell	bprowell@whitharalisd.org	Nancy Sanchez	Cafeteria Manager	nsanchez@whitharalisd.org	(806) 299-1135 x213
Wilson ISD		Mr. JP Portillo	jportillo@wilsonisd.org	Socorro Dawdy	Food Service Director	sdawdy@wilsonisd.org	(806) 628-6271 x118
Windthorst ISD		Mr. Lonnie Hise	lonnie.hise@windthorst.net	Syndi Humpert	Food Service Director	syndi.humpert@windthorstisd.net	(940) 423-6644
Ysleta ISD		Dr. Xavier De La Torre	xdelatorre@yisd.net	Alan Crawford	Child Nutrition Director	acrawford2@yisd.net	(915) 434-0125



CURRICULUM & INSTRUCTION

CANUTILLO A Premier District

TO: CISD Board of Trustees and Superintendent Galaviz
FROM: Jessica Arellano, Executive Director of Curriculum & Instruction
DATE: April 1, 2024
RE: Certification of Provision of Instructional Materials Survey 2024-25

Canutillo Independent School District (ISD) has conducted its annual survey in accordance with Texas Education Code 31.1011 to certify to the State Board of Education (SBOE) and the commissioner that all students have access to instructional materials encompassing all Texas Essential Knowledge and Skills (TEKS) for required subjects, except physical education. The attached survey findings indicate that all full-subject resources provided by Canutillo ISD comprehensively address 100% of TEKS requirements across all content areas. These resources, including textbooks, digital materials, and supplementary resources, ensure that students have access to high-quality instructional materials essential for achieving academic standards. Formal submission of the online survey and the uploaded Board President signature page must be completed and submitted to the Texas Education Agency (TEA) by May 1st.

Street Address:

7965 Aircraft 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, marital 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 on nondiscrimination contact The Human Resources Division (915) 877-7445 | 7965 Aircraft Blvd | El Paso, TX 79932.



Certification of Provision of Instructional Materials Survey 2024–25

Table of Contents

Table of Contents	- 2 -
Survey Pre-Work	- 4 -
2024–25 Certification of Provision of Instructional Materials.....	- 4 -
Instructions to Complete the Certification Process for 2024–25	- 5 -
Additional Supports	- 5 -
Review Terminology.....	- 5 -
About the Qualtrics Survey	- 5 -
Certification 2024–25 Survey	- 6 -
Background Information.....	- 6 -
LEA Information	- 6 -
Reading Language Arts Certification.....	- 7 -
Scope and Sequence - All Grade Levels RLA.....	- 7 -
English Reading Language Arts K–5 TEKS Coverage Certification	- 7 -
English Reading Language Arts K–5 Instructional Materials	- 7 -
Spanish Reading Language Arts K–5 TEKS Coverage Certification	- 8 -
Spanish Reading Language Arts K–5 Instructional Materials.....	- 8 -
English Reading Language Arts 6–8 TEKS Coverage Certification	- 9 -
English Reading Language Arts 6–8 Instructional Materials	- 9 -
English Reading Language Arts 9–12 TEKS Coverage Certification	- 10 -
English Reading Language Arts 9–12 Instructional Materials	- 10 -
Mathematics Certification.....	- 12 -
Scope and Sequence - All Grade Levels Mathematics	- 12 -
Mathematics K–5 TEKS Coverage Certification	- 12 -
Mathematics K–5 Instructional Materials	- 13 -
Mathematics 6–8 TEKS Coverage Certification.....	- 13 -
Mathematics 6–8 Instructional Materials	- 13 -
Mathematics 9–12 TEKS Coverage Certification	- 14 -
Mathematics 9–12 Instructional Materials	- 14 -
Social Studies Certification	- 15 -
Scope and Sequence - All Grade Levels Social Studies.....	- 15 -
Social Studies K–5 TEKS Coverage Certification	- 15 -
	- 2 -

Social Studies K-5 Instructional Materials	- 15 -
Social Studies 6-8 TEKS Coverage Certification	- 16 -
Social Studies 6-8 Instructional Materials	- 16 -
Social Studies 9-12 TEKS Coverage Certification	- 17 -
Social Studies 9-12 Instructional Materials	- 17 -
Science Certification	- 18 -
Scope and Sequence - All Grade Levels Science	- 18 -
Science K-5 TEKS Coverage Certification	- 18 -
Science K-5 Instructional Materials	- 19 -
Science 6-8 TEKS Coverage Certification	- 19 -
Science 6-8 Instructional Materials	- 19 -
Science 9-12 TEKS Coverage Certification	- 20 -
Science 9-12 Instructional Materials	- 20 -
Children's Internet Protection Act	- 21 -
The Children's Internet Protection Act	- 21 -
Additional Informational Questions (Optional)*	- 22 -
Certification 2024-25 Survey Ratification [Printed and uploaded PDF]	- 24 -
Other Certified Subject Areas	- 25 -

Survey Pre-Work

2024–25 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2024–25 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2024–25 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2024–25 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2024–25 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2024–25 Survey and upload of the ratified Certification 2024–25 Form.

TEA recommends that LEAs complete these steps by **May 1, 2024**. The Certification 2024–25 Form can be accessed at the following link on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 29, 2024, and is scheduled to reopen on May 15, 2024. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2024.**

Certification 2024–25 Survey submissions received after May 15, 2024, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2024–25

1. **Review the Certification 2024–25 Form:** Print the fillable TEKS Certification 2024–25 Form found on the [Instructional Materials website](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2024–25 Form:** Complete the TEKS Certification 2024–25 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2024–25 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2024–25 Survey:** Complete the online Certification 2024–25 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2024–25 Form from Step 4. The survey will be open for submissions beginning Monday, March 18, 2024, and will be located on the [Instructional Materials website](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2024–25 Process on *Monday, March 18th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours on *Monday, March 25, at 11:00 a.m. CDT and Thursday, March 28, at 11:00 a.m. CDT*. [Registration](#) is required.
- To facilitate completion of this year's submission, LEAs may request a copy of their previous year's submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2024–25 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

Certification 2024-25 Survey

Background Information

QUESTION 1.0: Name of person completing this form

Richard Moore

QUESTION 1.1: Your email address

rmoore@canutillo-isd.org

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

19

QUESTION 2.1: LEA Name and Number

Canutillo ISD 071907

QUESTION 2.2: Superintendent's Name

Pedro Galaviz

QUESTION 2.3: Superintendent's email address

pgalaviz@canutillo-isd.org

QUESTION 2.4: School board president's or governing body's name

Armando Rodriguez

QUESTION 2.5: School board president's or governing body's email address

arodriguez@canutillo-isd.org

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

4/23/2024

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades K-2 full-subject and/or supplemental publisher(s)/ product(s) used:

Imagination Station, Inc. IStation Reading (Supplemental)
McGraw Hill: Wonders Texas Standard (Full-Subject)
Association Montessori International; AMI Montessori Curriculum (Full-Subject)
Children's Learning Institute; Circle (Supplemental)
CLI Engage; Texas Kindergarten Entry Assessment (TX-KEA) (Supplemental)
Estrellita; K-1 Reading Program (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS ELAR Resources (Supplemental)
Renaissance Learning; Accelerated Reader (Supplemental)
Renaissance Learning; myOn (Supplemental)
Wilson Language; Foundations (Supplemental)

English RLA grades 3-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Imagination Station Inc; IStations Reading (Supplemental)
McGraw Hill; Wonders Texas Standard (Full-Subject)
Lexia; Core5 Reading (Supplemental)
Renaissance Learning; Accelerated Reader (Supplemental)
Renaissance Learning; myOn (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS ELAR Resources (Supplemental)

Spanish Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

Spanish Reading Language Arts K-5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K-5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA grades K-2 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt (HMH) Arriba la Lectura! Texas Reading & Writing (Full-Subject)
Imagination Station Inc; IStation Reading en Espanol (Supplemental)
McGraw Hill; Maravillas (Full-Subject)
Association Montessori International; AMI Montessori Curriculum (Full-Subject)
Children's Learning Institute; Circle (Supplemental)
CLI Engage; Texas Kindergarten Entry Assessment (TX-KEA) (Supplemental)
Estrellita; K-1 Reading Program (Supplemental)
Renaissance Learning; Lalilo Accelerate Reader myOn and/or Freckle (Supplemental)

Spanish RLA grades 3-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Imagination Station Inc; IStation Reading en Espanol (Supplemental)
McGraw Hill; Maravillas (Full-Subject)
Implementing TEKS Resource System (ITRS); ITRS ELAR Resources (Supplemental)
Renaissance Learning; Lalilo Accelerate Reader myOn and/or Freckle (Supplemental)
Texas State Library and Archives Commission; TexQuest Research Database (Supplemental)

English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6-8?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6-8 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas Learning Company; myPerspectives Texas English Language Arts (Full-Subject)
Achieve3000; Achieve 3000 Literacy (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS ELAR Resources (Supplemental)
Institute of Museum and Library Services; TexQuest (Supplemental)
Lexia; PowerUp Literacy (Supplemental)
Renaissance Learning; Renaissance Learning (Supplemental)

English Reading Language Arts 9-12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9-12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

English Reading Language Arts 9-12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9-12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

- 10 -

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9-12 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas Learning Company; myPerspectives (Full-Subject)
College Board; AP Central Provided Assessments and Resources (Full-Subject)
College Board; Springboard (Full-Subject)
Institute of Museum and Library Services; TexQuest (Supplemental)
Lexia Learning; Lexia Learning Resources (Supplemental)
Renaissance Learning; Renaissance Learning (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS ELAR Resources (Supplemental)

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas Learning Company, Pearson K12 Learning, enVision Math MATH Texas 2.0 (Full-Subject)
Savvas Learning Company, Pearson K12 Learning, enVision Math MATH Texas 2.0 en Espanol (Full-Subject)
Association Montessori International (AMI) Montessori Math Curriculum (Supplemental)
Accelerate Learning Inc; STEMscopes (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS Math Resources (Supplemental)

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt (HMH); Texas Go Math! (Full-Subject)
Accelerate Learning Inc; STEMscopes (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS Math Resources (Supplemental)

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- Yes
 No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill; School Education Group, Algebra 1 (Full-Subject)
McGraw Hill; School Education Group, Geometry (Full-Subject)
McGraw Hill; School Education Group, Algebra 2 (Full-Subject)
McGraw Hill; School Education Group, Pre-Calculus (Full-Subject)
The College Board; Springboard Mathematics Algebra 1 (Supplemental)
The College Board; Springboard Mathematics Geometry (Supplemental)
The College Board; Springboard Mathematics Algebra 2 (Supplemental)
The College Board; Springboard Mathematics Pre-Calculus (Supplemental)
McGraw Hill; ALEKS (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS Math Resources (Supplemental)

- 14 -

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K-5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas Learning Company LLC; K12 Learning-TX; my World (Full-Subject)
Savvas Learning Company LLC K12 Learning-TX, myWorld Social Studies (Full-Subject)
Implementing TEKS Resource System (ITRS); ITRS SS Resources (Supplemental)

Social Studies 6-8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Social Studies 6-8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6-8 full-subject and/or supplemental publisher(s)/ product(s) used:

School Education Group (McGraw Hill); US History (Full-Subject)
School Education Group (McGraw Hill); Texas History (Full-Subject)
School Education Group (McGraw Hill); TX World Culture (Full-Subject)
DBQ Project; DBQs and Mini-Qs (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS SS Resources (Supplemental)
IXL Learning; IXL Social Studies Grades 6-8 (Supplemental)

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12?** (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
 No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas Learning Company LLC; US History 1877-Present (Full-Subject)
School Education Group (McGraw Hill); Economics (Full-Subject)
School Education Group (McGraw Hill); US Government (Full-Subject)
School Education Group (McGraw Hill); World Geography (Full-Subject)
School Education Group (McGraw Hill); World History (Full-Subject)
College Board; AP Central Provided Assessments and Resources (Supplemental)
DBQ Project; DBQs and Mini-Qs (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS SS Resources (Supplemental)

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Science K-5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas Learning Company LLC; Texas Experience Science (Full-Subject)
Generation Genius Science Resources (Supplemental)
Kessler Science (Supplemental)
The Science Penguin (Supplemental)
Accelerated Learning, STEMScopes (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS Science Resources (Supplemental)

Science 6-8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **science TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6-8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas Learning Company LLC; Texas Experience Science (Full-Subject)
Generation Genius Science Resources (Supplemental)
Kessler Science (Supplemental)
Accelerated Learning, STEMScopes (Supplemental)
Implementing TEKS Resource System (ITRS); ITRS Science Resources (Supplemental)

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill, Texas Biology (Full-Subject)
McGraw Hill, Texas Chemistry (Full-Subject)
McGraw Hill, Texas Physics (Full-Subject)
McGraw Hill, Texas IPC (Full-Subject)
Cengage, Environmental Science; Sustaining your world Tx Ed (Full-Subject)
eDynamic Holdings, Anatomy 1a/1b (Full-Subject)

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

- Yes
- No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- English Reading Language Arts
- Spanish Reading Language Arts
- Prekindergarten
- English Phonics
- Spanish Phonics
- Science

QUESTION 36.0:

How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 37.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

QUESTION 38.0:

Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?

SBOE-Approved Instructional Materials Allotment - An annual entitlement of \$40 per enrolled student credited to a district's Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

QUESTION 39.0:

Is your LEA planning on using the Open Education Resource Funding Allotment?

Open Education Resource Printing Allotment - An annual entitlement of up to \$20 per enrolled student credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

Certification 2024-25 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

071907

District Name:

Canutillo ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan THIS SIGNATURE PAGE of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Recommendation of C&I Department's Program Evaluation Committee
Recommendation per District Policy BQ (Local)

Justification Statement: Per BQ (Local) the Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the district's planning process; and include implementation guidelines, time frames, and necessary resources.

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

Staff Responsible: Jessica Arellano, C&I Executive Director/ Marlena Zimmerman, Science & Innovative Learning Coordinator

Signature of Requester(s)

Signature of Presenter(s)

Business Services Approval (Initials)

Date

We are respectfully submitting recommendations and supporting documentation of programs for the 2023-2024 school year as reviewed by the Program Evaluation Committee. The criteria used to determine effectiveness for each program was derived through the BQ (Local) elements of the program Accountability guidelines. The memo includes a summary of the committee's recommendations and supporting documentation for each program reviewed by the Program Evaluation Committee.

RECOMMENDATION: It is recommended that the Board approve the 2023-2024 Program Evaluation Committee Recommendation list as presented by the Curriculum & Instruction Department.

PRIOR BOARD ACTION: AWARDED: AWARDED AMOUNT:

AMOUNT(S):
NA

ACCOUNT NO(S):
Various

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

REQUESTING DEPARTMENT:
Curriculum and Instruction

CONSEQUENCES OF NON-APPROVAL:
The Curriculum and Instruction department will not be in compliance with the DB (Local)

IMPLEMENTATION TIMELINE:
Upon Approval

ATTACHMENT(S): X C&I 2023-2024 Program Evaluation



Program Evaluation 2024

2023-2024 School Year

Prepared by the Curriculum and Instruction Department - March, 2024



Table of Contents

Program List Quick Look.....	4
Achieve 3000.....	6
Certiport NCS Pearson.....	7
Destiny (Follett School Solutions).....	9
Discovery Education Streaming.....	11
Edmentum Plato.....	14
Eduthings.....	16
Eduphoria.....	18
ESTAR/ESPED.....	21
EStar LPAC.....	23
Gale Resources.....	24
Generation Genius.....	26
iCEV.....	28
ISpire.....	30
I-Station.....	32
Kid’s Excel.....	34
Lead4ward Accountability Connect.....	36
Lexia.....	38
NCS Pearson.....	40
Plan4Learning.....	42
Renaissance.....	45
Sibme.....	47
SpringBoard ELAR.....	49

Table of Contents Continued

STEMscopes Math.....	51
Summit K12	53
Teachers Pay Teachers (TpT).....	54
TEKS Resource.....	55
TestHound.....	57
TexQuest.....	59
Tumblebooks.....	61
Unique Learning.....	62

Program List Quick Look

Program	Department	ES	MS	HS	Cost 2023-2024	Cost 2024-2025	Renewal
Achieve 3000	ALS		X		\$7,343.20	\$6,431.20	Yes
Certiport NCS Pearson	CTE			X	\$9,155.00	\$9,154.00	Yes
Destiny Follett	Libraries	X	X	X	\$16,157.05	\$16,856.25	Yes
Discovery Education	Libraries	X	X	X	\$10,900.34	\$10,999.15	Yes
Edmentum Plato	C&I			X	\$44,971.89	\$44,971.89	Yes
Eduthings	CTE			X	\$3,500	\$3,500	Yes
Eduphoria	C&I	X	X	X	\$35,283.60	\$37,283.60	Yes
ESTAR/ESPED	SPED	X	X	X	\$23,446.00	\$24,970.78	Yes
EStar LPAC	ALS	X	X	X	\$12,436.86	\$13,998.89	Yes
Gale Resources	C&I	X	X	X	\$50	\$50	Yes
Generation Genius	C&I	X			\$2,673	\$2,673	Yes
iCEV	CTE			X	\$2,300	\$4,375	Yes
ISpire	SPED	X	X	X	\$18,504.00	\$10,800.00	Yes
I-Station	C&I	X	X		\$100,545.96	\$100,545.96	No
Kid's Excel	Student Support Services	X			\$54,000	\$84,000	No
Lead4ward Accountability Connect	Testing, research & Accountability	X	X	X	\$2,500	\$2,500	Yes
Lexia	SPED	X	X	X	\$17,160.00	\$17,160	Yes
NCS Pearson	SPED	X	X	X	\$4,175.00	\$1,050	Yes
Plan4Learning	Compliance	X	X	X	\$5,500	\$6,500	Yes

Program	Department	ES	MS	HS	Cost 2023-2024	Cost 2024-2025	Renewal
Renaissance	C&I	X	X	X	\$121,370.13	\$126,592.00	Yes
Sibme	C&I	X	X	X	\$30,000	\$14,000	Yes
SpringBoard	C&I		X	X	\$13,549.26	\$13,000.63	Yes
STEMscopes Math	C&I	X	X	X	\$35,706.95	\$35,706.95	Yes
Summit K12	ALS	X			\$1,682.00	\$1,682.00	Yes
TeachersPayTeachers	ALS	X	X	X	\$2,250.00	NA	No
TEKS Resource	C&I	X	X	X	\$46,141.50	\$45,976.50	Yes
TestHound	Testing, research & Accountability	X	X	X	\$10,329.20	\$9,520.00	Yes
TexQuest	Libraries	X	X	X	\$1762	TBD	Yes
Tumblebooks	Libraries	X	X	X	\$4,314.60	NA	No
Unique Learning	SPED	X	X	X	\$18,061.24	\$10,000	Partial

Achieve 3000

2023-2024 Cost: **\$ 7,343.20**

2024-2025 Price Quote: **\$6,431.20**

Grades/Population Served: **Emergent Bilingual students at CMS**

Department: **ALS**

Expectations and Purpose of Program

Achieve 3000 provides differentiated instruction at an individual student's Lexile reading level by providing expository articles that are aligned with the English TEKS. The program provides linguistic scaffolding and teacher support for EB students.

Support to Ensure Program Objectives

Training modules are available for teachers to take. Students take an initial assessment to determine the Lexile reading level and vocabulary needed. A curriculum guide is available to teachers to follow which includes graphic organizers for specific lessons, differentiated articles and questions to promote discussion.

Performance Indicators

Student's performance on TELPAS will determine the effectiveness of the program. Program effectiveness will be determined by the increased use of vocabulary, reading comprehension and writing skills.

Usage reports indicate that the consistent use of the program reflect the increase in reading comprehension and comprehension on the state assessments.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Students and teachers are using the program consistently providing students the confidence to listen and speak clearly when responding to the reading passages. This will have a positive impact on TELPAS scores allowing more students to be able to reclassify.

The committee recommends to continue to provide the program at CMS.

Certiport NCS Pearson

2023-2024 Cost: **\$9,155.00**

2024-2025 Price Quote: **\$9,154.00**

Grades/Population Served: **9-12**

Department: **CTE**

Expectations and Purpose of Program

The Certiport program closely simulates the actual Industry Based Certification (IBC) exams for Autodesk/AutoCAD, I.T. Specialist, and Entrepreneur/Small Business (ESB) and prepares students to successfully pass each. The program is beneficial because after the students practice by completing the lessons, they know exactly what to expect and see well prepared when they sit down to take the actual certification test.

The program interface completely resembles the certification exam so students become familiar with commands and layout of the test. Students who pass and earn certifications students become more employable. These certifications, which are industry recognized and officially endorsed, provide evidence of a student's proficiency to better meet the demand of a growing and competitive workforce in use of these programs.

All training and exams on Certiport provide direct feedback to students to either challenge the exam or continue training on the software until ready. The certification exams are made jointly with various vendors to determine the level of competency required to demonstrate sufficient proficiency. Students receive a numeric grade when submitting a test. A positive feature students like is more intricate instructions and series of steps to assist in the command prompt. The software also allows numerous attempts for each practice exam controlled by the instructor.

Support to Ensure Program Objectives

Constant technical support is provided so that all student's computers (and laptops) have the software installed and maintained so students have the opportunity to train on the software at its maximum capacity. Certiport's folder location and support files were always available for students' local access. Sufficient storage capacity in each student's account made it possible for them to store their progress. Educators are able to design section exams to target the specificity of proficiency for each student. Once the program is acquired for the school, Certiport provides unlimited support via phone and or email, and the program itself is very user-friendly maximizing ease of application.

Performance Indicators

Students can easily measure their progress via their scores in program practice tests, as well as results given from a certification exam. Students are encouraged to review exam objectives to aid in information retention for material that will be addressed. The program is new to CISD but teachers hope to have numerous students obtain the industry recognized certification in all three areas that have been purchased and used this school year.

Recommended Modifications to meet Objectives

Successful implementation requires continued support from the IT department so that critical updates for the software applications are installed and updated in a timely manner.

The district's technology department has been very helpful in addressing any issues as soon as work orders are submitted.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Teachers feel Certiport software for all three certification areas are worth the cost and believe that they would have fewer successful students without the program. The relevancy of each of the practice and exam areas proves to be the industry standard and prepares students well for each career field. Certiport is officially endorsed and the only provider available to prepare for these certification exams.

Because the state and TEA have aligned programs of study with specific IBCs and sunsetted others, MOS certifications were no longer included. For the 23-24 school year, the CTE department and campuses that offered MOS certifications decided to change to the Marketing and Sales program of study and offer the Entrepreneurship/Small Business certification, which more closely aligns with the new curriculum. The other two areas (I.T. Specialist and AutoCAD) are a result of the state's alignment initiatives and IBC accountability changes. NWECHS will remain offering the Business Management program but offered the ESB certification to replace the prior MOS Certifications offered in the past. CTE will be renewing with Certiport in ESB, AutoCAD and I.T. Specialist only and not any MOS Certification areas.



Destiny

2023-2024 Cost: **\$16,157.05**

2024-2025 Price Quote: **\$16,856.25**

Grades/Population Served: **Pk-12**

Department: **Libraries**

Expectations and Purpose of Program

Destiny is the library management software that all schools use to run their libraries. This system is used to manage the library collections, to circulate books and to access electronic books and resources. As long as our libraries, which serve all students, teachers, staff and many parents, are being utilized, this program is essential to their operation.

Support to Ensure Program Objectives

Librarians teach staff and students how to access the online catalog so that they are able to access library resources inside the library and remotely. Library classes are provided by librarians for students in order to teach them library, research, technology and media skills necessary for navigating learning in the 21st Century. Follett Destiny also provides support to librarians and library staff for the use of Destiny.

Performance Indicators

Each school has circulation statistics to show the number of circulations at each campus. Students at each school demonstrate their library skills daily as they use the library resources to choose books. In addition, students demonstrate knowledge of their research, media and technology skills daily as they utilize the library resources and skills in class research projects.

The circulation statistics show that all libraries are continuing to circulate books to their school communities. Library class schedules at each campus show that necessary skills are being taught according to the Texas school library standards.



Recommended Modifications to meet Objectives

There are no recommendations for revisions or modifications. Destiny fulfills its purpose as a library management software and provides support when needed.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Destiny, which is priced at \$1713 per school for 2024-2025 school year, has been very effective as the district's library management software and well worth the investment in order to provide libraries for our school communities.

Destiny is recommended for renewal.



Discovery Education Streaming

2023-2024 Cost: **\$10,826.79**

2024-2025 Price Quote: **\$10,900.34**

Grades/Population Served: **Pre-K-12**

Department: **Technology**

Expectations and Purpose of Program

Discovery Education is a streaming service that provides curricular resources and professional development for K-12 teachers. It is a flexible learning environment that covers all grade levels and subject areas. Users are able to discover resources, assign content, access grab and go resources, create lessons and collaborate with other Discovery educators.

Students are provided with real-world connections to the content that they are learning in the curriculum. Users are able to access videos, images, text, and activities.

Support to Ensure Program Objectives

Professional development is available and embedded in the Discovery Education program. There is a professional learning center which includes step-by-step guides, interactive courses, educator essentials, discovery education in action, and resources for student exploration. For leading staff development, resources include user management and integration options, communication resources, professional learning toolkits, hot topics, front & central, and the ambassador program.

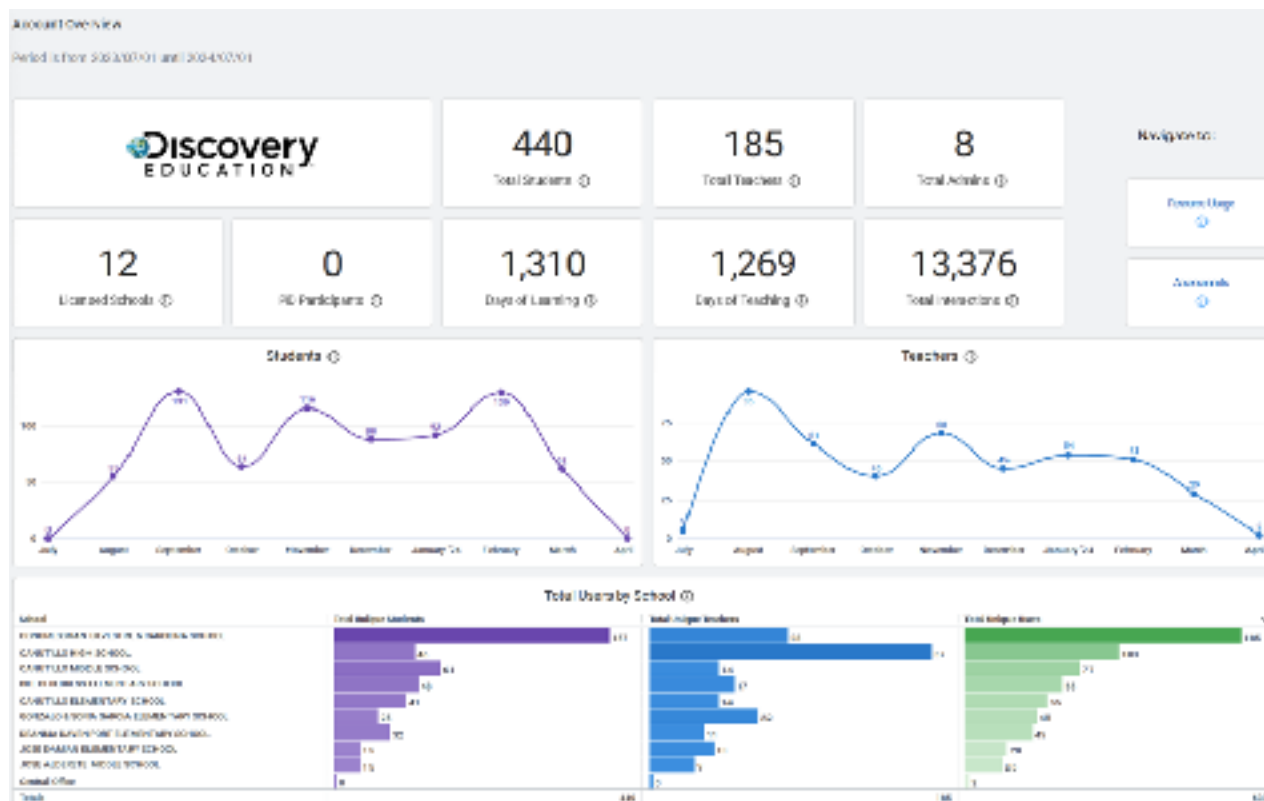
Texas Essential Knowledge and Skills and Texas Assessments of Academic Readiness Resources are embedded in Discovery Education.

Faculty and staff use campus code to create accounts in Discovery Education and all can access through Rapid Identity.



Performance Indicators

District and campus reports are available to track usage. Data shows 185 teachers are utilizing the program. Resources (video, channels, images, interactives, activities, educator supports) have been accessed 13,376 times during the current school year.



A teacher survey was also done, but participation was low (only 85 responses). According to this survey, 31.6% of teachers who responded use the resource occasionally, and 31.6 use it weekly.

Recommended Modifications to meet Objectives

It is important to make teachers more aware of Discovery Education and the variety of resources and professional development available to them and give them time to explore the vast resource.



Cost Benefit Analysis in Regards to Outcomes and Program Intent

Many teachers find this resource useful in supplementing the curriculum in many different areas. Students are able to make real world connections. Discovery Education provides students with relevant virtual experiences without leaving their community. This program is relevant to everyone, it encompasses all grade levels and all subject areas.

We recommend that the district continues to purchase Discovery Education as a resource for the teachers and students. This program will become more valuable as teachers are trained and made aware of the many resources which are available. Once again, this program will benefit all students in the district, all subjects and all grade levels.



Edmentum Plato

2023-2024 Cost: **\$44,971.89**

2024-2025 Price Quote: **\$44,971.89**

Grades/Population Served: **High School**

Department: **Curriculum and Instruction**

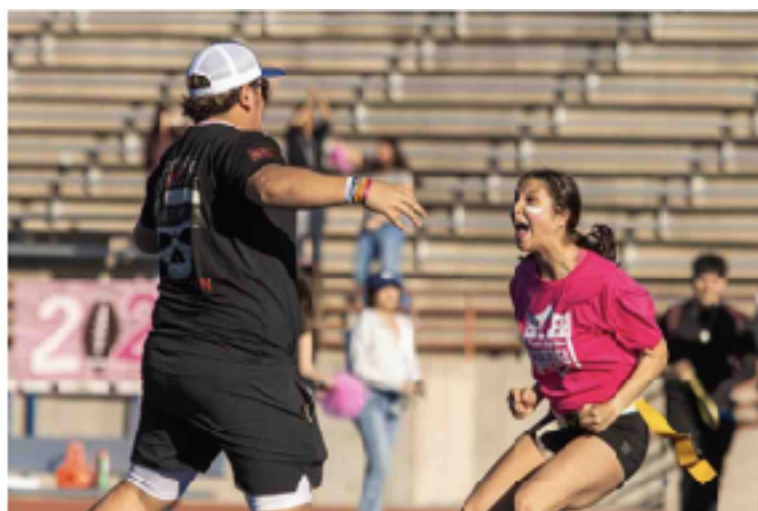
Expectations and Purpose of Program

Plato is a self-paced curriculum used for on-line credit recovery. Since the program is web-based, students are able to access Plato at school and home. Courses are available for all content areas and aligned to the TEKS. In addition, the program offers some CTE courses, electives and test preparation such as TSI, SAT, and ACT. The program is used at CHS, NWECHS and TOA during the school year and in the summer for credit recovery. The program is also used by the Individual Graduation Committees (IGC) to provide students who have not passed 2 end of course STAAR exams with an alternative method to graduate.

Support to Ensure Program Objectives

Training is provided remotely to program teachers at the beginning of the school year and the sessions are recorded so teachers can refer to the training session on-demand and at their desired pacing.

The program also offers a comprehensive help center with additional videos and FAQ. The program representative is available to answer questions by phone and email and performs “pulse check” meetings during the school year to ensure that the district is fully supported to implement the program.



Performance Indicators

Plato provides detailed reports by student, teacher, course, or campus including the hours worked on each course, completion rates and log-in times. As of April 1, 422 semester credits have been earned. This number will increase at the end of the school year and during the summer school indicating that Plato is achieving its purpose to assist students in regaining credit and graduating.

Recommended Modifications to meet Objectives

Continued training is recommended for the 24-2 school school year, especially if there are new teachers using the program. It is also recommended that curriculum coordinators evaluate each of the courses in their content area to ensure that course align with the district's YAG sequencing.

Not all students are able to complete the program independently, some benefit from the supervision of qualified teachers who will hold them accountable in the subject area and make regular checks to ensure the students are making progress.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

As an online program, Plato is extremely cost efficient when compared to the cost of face-to face credit recovery. Being self-paced makes the program a very effective way for a student to recover multiple credits if needed. Students can test out of sections and complete lessons for only those lessons that they have not yet shown competency in.

Having a program for credit recovery is essential for CISD. The committee recommends renewal of Edmentum Plato.



Eduthings

2023-2024 Cost: **\$3,500**

2024-2025 Price Quote: **\$3,500**

Grades/Population Served: **9-12**

Department: **CTE**

Expectations and Purpose of Program

Eduthings is an on-line software management system. It is a repository for CTE related data including demographics, program trends, certifications, CTE completer data, Career and Technical Student Organization tracking, Work-based learning tracking and advisory board data. TEA requires that districts individually track the attempt, passing, and acquisition of Industry Based Certifications (IBCs) that require licensing for each CTE student taking an IBC exam. Eduthings allows CISD to track this information and reports IBCs to the state for reimbursement of exam costs.

Teachers and administrators are able to access Eduthings to enter CTE related data for cross reference and accuracy of TEAMS and PEIMS reporting.

Support to Ensure Program Objectives

Upon on-boarding, customer service representatives hosted various training sessions for teachers during their conference periods. The company is committed to training and will make themselves available to teachers as needed. Teachers have developed a professional learning community at school, which has helped teachers as the year progresses.

Performance Indicators

Eduthings effectiveness comes from data-specific information that is entered by CTE teachers. Updates to software are made regularly to keep up with legislative updates as well as state requirements as they are announced. Eduthings is also effective because the vendor will create specific reports tailored for our district when needed.

Predominant usage involves teachers entering IBC information, which is continually monitored for funding purposes as well as TEA accountability reporting. CTE administrators are able to extract unlimited reports as needed to respond to critical data benchmarks.

Recommended Modifications to meet Objectives

It is highly recommended for CTE teachers to continue to enter the mandatory data as it becomes available. Each year the data can be analyzed and reviewed against historical data to make data-driven decisions regarding certification offerings and program alignment.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

We believe this software is worth the cost. A gap in data was identified and corrected by using Eduthings. An analysis of the cost includes 23 CTE teachers, 2 CTE administrators, and 4 counselors with unlimited data storage, unlimited generated reports, live-data updates and no cost specific report building.

Eduthings has proven to be a huge asset to the success of tracking requirement/mandatory data needed for decision making on almost a weekly basis. As these mandates increase in complexity, Eduthings has made the end-user data and flexibility with which it works the district's SIS a must and a relied upon source for immediate information.

Eduthings is recommended for renewal.



Eduphoria with TEKS Bank

2023-2024 Cost: **\$35,283.60**

2024-2025 Price Quote: **\$37,283.60**

Grades/Population Served: **All grade levels**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Eduphoria is a system that carries several different platforms designed to assist teachers with student testing, data analysis, professional development portfolios and TTESS.

- ❖ Aware is a test creator used for unit assessments and benchmarks. District users are able to create, vet, and refine quality assessment items. Student login allow for easy online testing with instant access to results. Comprehensive student portfolios are populated with a students entire assessment history. Teachers are able to analyze test data by student, class or even individual standard performance in order to inform instruction. Eduphoria also works with the state testing platform (Cambrium) and data from state assessments is easily uploaded to Eduphoria for analysis.
- ❖ STRIVE is a complete appraisal system with customizable forms that provides leaders with a way of share valuable feedback, document walkthroughs, formal observations and meeting information with teachers. As part of the annual evaluation process, teachers can document progress on goals and their Student learning objective (SLO).
- ❖ Workshop is a professional development platform that allows the district to share information about upcoming training, manage conferences and track professional development credits. Teachers are able to easily register for training, print certificates and tie professional development to annual goals.
- ❖ Forethought platform is a lesson planner which allows teachers to create daily lesson plans which can be shared with curriculum teams and administration. Annual lesson plans remain available to view and revise.

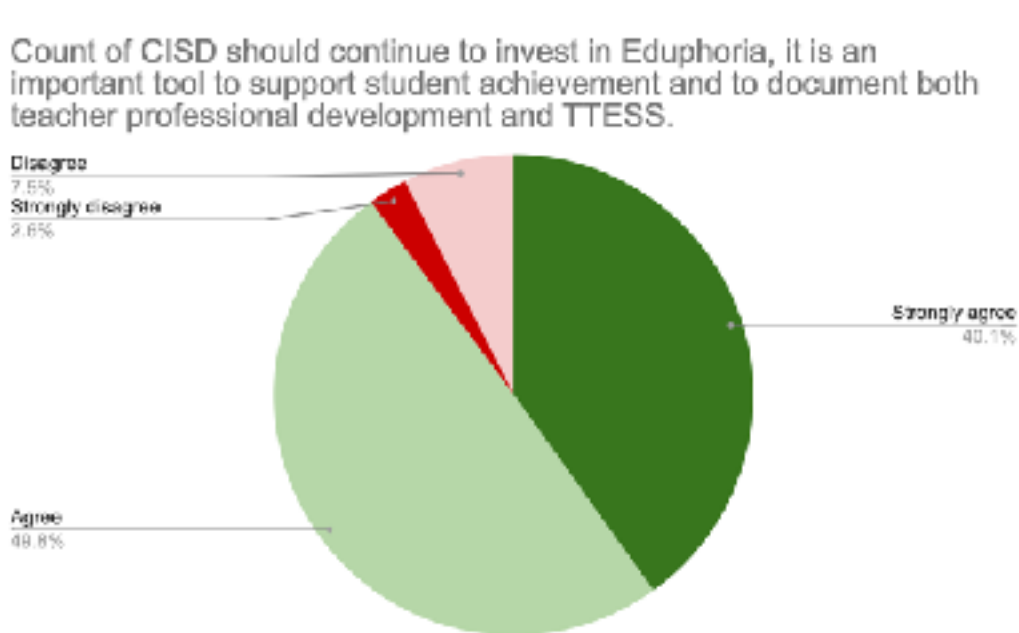
Support to Ensure Program Objectives

C&I curriculum coordinators provide support to teachers, students and administration during the school year in PLC and other training opportunities.

C&I also responds to daily requests for support or to resolve issues quickly. If request cannot be solved by the C&I team, Eduphoria is contacted for additional support.

Performance Indicators

- ❖ Eduphoria is used yearlong to create, take and analyze common unit assessments and district benchmarks. The assessment items include STAAR released questions and all test bank and TRS items are aligned to state standards so that teachers are able to assess at the level and rigor of the STAAR.
- ❖ Assessment data are used by individual teachers, PLC, campus and district to plan and provide targeted interventions.
- ❖ District professional development conferences are created and tracked in Workshop so that all district provided PD is documented. Teachers regularly upload documentation for any PD from outside the district into their Portfolios.
- ❖ Eduphoria has been used by CISD teachers for many years. Survey results indicate that 89.9% of teachers strongly agree or agree that Eduphoria is an important tool to support student achievement.



Recommended Modifications to meet Objectives

The Curriculum and Instruction department will continue to provide daily support to individuals and training throughout the year as requested. C&I will also include beginning of the year training for new teachers, instructional coaches and any others that would like to attend. For 2024-2025, training for AWARE premium will be available to all teachers during the GRIT conference.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The ability to view and manipulate data at the teacher, campus and district level is fundamental to ensuring that students are on target and to provide timely interventions when needed. Eduphoria data is the cornerstone of effective PLC discussions. Teachers use Eduphoria to create assessments and analyze student performance. Monitor lists are an essential tool used by administrators, tutors, and specialists to help monitor students who may need extra help to close instructional gaps. If Eduphoria were not renewed, a similar program would need to be purchased as an alternative.

Eduphoria is worth the cost based on assessment and data analysis tools alone. However, it is very cost effective when you also include the other programs Eduphoria provides with Strive (appraisals), Forethought (lesson plans) and Workshop (professional development portfolio).

Eduphoria is Recommended for Renewal.



eSTAR/eSPED

2023-2024 Cost: \$ 23,446.00

2024-2025 Price Quote: \$24,970.78

Grades/Population Served: PK- 12

Department: SPED

Expectations and Purpose of Program

eSTAR/eSPED is a school administration software that proactively allows staff to manage caseload completion of IEP, 504, ELL, and Rtl compliance documents. Esped prepares data-driven documentation for all shareholders to utilize and run reports related to eligibility, service minutes, and alternative testing requirements. This software also provides the district with compliance reports for Student Performance Indicators.

Initiated in December 2013 for Special Education, this program aligned SPED, 504, ELL and Rtl. In allowing staff to access consistent information on every student in the district in special programs, eSPED provides the support to advance our educational community.

Support to Ensure Program Objectives

Continuous training occurs due to updates and new IDEA requirements. (Individually, in group settings, and in CISD Professional Development opportunities.) The SPED Department constantly supports and monitors the documentation system to remain in compliance with TEA and IDEA.

Internal audits of accurate reporting also assist in ensuring campuses across the district follow state given timelines. Furthermore, the program allows teachers to review historical plans by accumulating data to ensure that student progress is constantly measured through notes of interventions being implemented with fidelity.



Performance Indicators

- All special programs are aligned on the same documentation system.
- All staff track district students on their caseload through RTI to 504, Special Education or ELL.
- The program tracks and notifies staff on compliance due dates.
- The program generates reports for compliance purposes.
- Keeps CISD aligned with Federal and State compliance.
- Generates reports such as accommodations for STAAR testing, current students in program, student services received, progress monitoring, monitoring of accommodations received in the classroom, etc.

Recommended Modifications to meet Objectives

Recommendations for revisions and/or modifications to ensure program purposes are met, is to create and uphold a schedule of eSPED training that allows our staff the time to learn of eSPED, practice navigation, and obtain the confidence in utilizing the program to its full capacity. There is continuous training embedded throughout the school year to offer follow-up support for Staff using eSPED.

We are reframing the RTI process that would utilize the whole child approach to ensure that we embrace students' individual needs. We are moving forward with the MTSS approach with effective training and guidance to support our teachers and staff.

A barrier is the time that is given for training at all professional development marked calendar days, and more significantly for the new hire process. New hires for special education come at the pivotal time where eSPED is their first non-negotiable in compliance of legal documents.

The survey states that 20% of the biggest obstacle was training and 48% is finding the time to utilize the program.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program enables CISD to maintain compliance, document student progress, etc. While other programs may have similarity, and based on our survey, 92% state that ESPED makes the ARD/504 process more efficient to meet our students' needs. Frontline/eSPED staff continually updates eSPED based on information from its customers.

The final recommendation from the Special Education department is to renew the program. eSPED is a vital resource for our district to ensure compliance and based on our survey 96% state that the district should continue to support and fund eSPED. We will revisit and reframe the RTI process to effectively implement the whole child approach.

EStar LPAC

2023-2024 Cost: **\$11,569.17**

2024-2025 Price Quote: **\$12,998.89**

Grades/Population Served: **PreK-12**

Department: **ALS**

Expectations and Purpose of Program

ESTAAR is a database program that holds all documentation from Language Proficiency Assessment Committee (LPAC) as required by the state. The program enables the LPAC at each campus to view assessment results of the identification results, LPAC notes on deliberations and recommendations of placement and teacher recommendations. The program also allows the LPAC to access the records for students that are double coded as Emergent Bilingual (EB) and SPED.

Support to Ensure Program Objectives

Frontline provides consistent training, updates and their response to inquiries are met in a timely manner when questions arise.

Performance Indicators

The program ensures that data is readily available during LPAC identification, monitoring, and reclassification meetings and for students who are coded both EB and SPED. Data includes what services were recommended, the responses to the home language surveys, results of identification and monitoring assessments and reclassification criteria. The program updates daily so all information remains current.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program is cost effective and used with fidelity to document the content development of emergent bilingual students. The program facilitates the easy retrieval of information during LPAC/ARD committee meetings to ensure all information is considered and reviewed when making academic decisions and services provided for EB/SPED students.

Committee recommends to continue providing ESTAAR for services to EB students.

Gale Resources

2023-2024 Cost: **\$50**

2024-2025 Price Quote: **\$50**

Grades/Population Served: **All Educational Staff**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Gale Resources is a library of professional development eBooks. These professional development resources deliver research based best practices to help administrators and teachers improve instruction and support student achievement. CISD staff has access to hundreds of titles available through the Gale Online Virtual Reference Library. Titles are accessible 24/7 and can be downloaded to read offline. Gale was a one-time purchase of the database with the opportunity to add a new bundle of books annually. This is not a subscription. Gale Resources charges a small platform fee or \$50 annually for maintaining the database on their website.



Support to Ensure Program Objectives

No other staff or resources are required. The site is accessible through the staff links page of the district website.

Reminders about the accessibility and purpose of Gale Resources were also shared on the GRIT website at the beginning of the school year.

Performance Indicators

Teachers who use the program find it valuable and user friendly. However, many teachers do not know it is available or forget it is there so it is important for C&I and campus administration to remind teachers about the benefits and access to the program as well as include information in new teacher orientations.

Recommended Modifications to meet Objectives

C & I will continue to include a short introductory training on accessing Gale during campus PLCs at the beginning of the year in order to inform new and veteran teachers of the program. In addition, we will continue to advertise the benefits of the virtual library during GRIT PD Conferences.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

There are over 100 great books on best practices and strategies that are available to teachers at any time. The cost to keep these great resources available to teachers is minimal at only \$50 per year.

Gale Resources is Recommended for Renewal.



Generation Genius

2023-2024 Cost: **\$2,673**

2024-2025 Price Quote: **\$2,673**

Grades/Population Served: **K-5**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Generation Genius is a teaching tool for elementary science. The program includes quality videos created in partnership with the National Science Teachers Association and aligned with Next Generation Science Standards and TEKS. Each video is about 12 minutes and is an effective way to engage students and develop deeper understanding of difficult science concepts. There are over 100 videos for grades K-8.

While the videos are the centerpiece of the program, each video also includes discussion questions, vocabulary, a DIY hands-on activity for kids with PDF instructions, a teacher's guide, a 5E lesson plan with extension opportunities, reading material with audio option, and assessments in Google forms, PDF and Kahoots. All lesson documents and videos are currently available in English and Spanish and include closed captioning.

The videos are extremely engaging for students and cover science material in depth with very easy to understand explanations. Every video includes a detailed explanation of the topic through demonstrations and/or field trips, a real-world segment, and a DIY segment for the student to do at home with common materials.

Support to Ensure Program Objectives

Teachers were provided with username and passwords at the beginning of the school year through email, the teacher toolkit document, and shared through Google drive. The program is extremely user friendly so no training is needed, however, a short how-to video was created and shared with K-5 teachers to highlight the program's features. The district science coordinator also provided in person training to campuses by request.



Performance Indicators

Many teachers mention student engagement as one of the best reasons to renew the program. Teachers in grades 3-5 especially feel the program helps students understand science concepts better, build vocabulary and generate interest in new content. 82.5% of the K-5 teachers who participated in the Program evaluation survey strongly agree or agree that Generation genius is an important tool to support student achievement in science.

The program lessons and other features are also a key part of the annual Summer STEM camp for 5th grade students.

Recommended Modifications to meet Objectives

Teachers who use the program absolutely love it and use it regularly. However, there are still a small number of teachers who still do not use the program. Setting aside time during fall GRIT or beginning of the year PLCs to highlight benefits and allow teachers to explore the program could help increase use.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program offers high quality videos and lessons made especially to help young students understand difficult science concepts. The videos include many lab demonstrations that could not be done at school due to cost or access to the materials. The subscription cost of \$2,673 allows all K-5 teachers and students access to the program online from home or school. For videos, lessons, reading material and all the other items included this is an exceptional value. The subscription price has doubled since the program was first purchased, however, CISD is locked in at the current price for as long as it plans to renew.

Generation Genius is Recommended for Renewal.



iCEV

2023-2024 Cost: **\$2,300**

2024-2025 Price Quote: **\$4,375**

Grades/Population Served: **9-12**

Department: **Career and Technical Education**

Expectations and Purpose of Program

The expectations and purpose of the iCEV is to provide curriculum support, and help develop hands-on lessons, and lesson plans specifically for the animal science, health science, and education and training programs.. iCEV program benefits include:

- User friendly
- Thorough lesson plans and listed objectives for those lesson plans
- Grading options
- Interactive material and video to accompany lessons
- Aligned with TEKS for for all respective CTE content areas offered
- State-recognized IBC and practice tests in animal science

Support to Ensure Program Objectives

Some provisions for support include:

- Detailed objectives for each lesson
- Easy-to-read lesson plans with editing capabilities
- Each “lesson” can follow TEKS that correspond with the section being taught
- When teacher and student use the interactive portion it helps with grading
- Provides activity ideas for classroom instruction
- Provides a consultant that may be called if assistance is needed with the online curriculum
- Can edit PowerPoints or assignments
- Provides Monthly Newsletters with updates to the software
- Provides PD workshops when needed

Performance Indicators

iCEV assists with the design, outline, and course sequence for the sections being taught. The software provides TEKS specificity for the CTE course. iCEV contains resources and tools that make remote learning a positive experience when needed. Students are able to access each lesson and work synchronously or asynchronously through the modules. iCEV offers certifications that align with some CTE sections. The lesson plans/modified lesson plans work well in the classroom and have helped classroom learning become more effective and engaging.

Recommended Modifications to meet Objectives

No revisions or modifications necessary.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program is definitely worth it to CTE, specifically the animal science teacher. It has many aspects (listed above) that are utilized consistently. It is easy to use, easy to engage the students, and provides various degrees of instructional materials that teachers would otherwise need to create on their own. This saves time in preparation and keeps course timelines on schedule.

iCEV products have proven to be very useful in lesson planning and curriculum writing. The support received from iCEV is superior and makes the process for purchasing and transferring licenses needed seamless. For 23-24 CTE added the IBC for Ag Animal Systems and plans to include this again for the 24-25 school year. This extends the reach CTE has to offer a diverse number of IBCs to our students.

iCEV is recommended for renewal.



ISpire

2023-2024 Cost: **\$18,504**

2024-2025 Price Quote: **\$10,800**

Grades/Population Served: **K-12**

Department: **SPED**

Expectations and Purpose of Program

iSPIRE is a comprehensive, multisensory reading intervention program based on the Orton-Gillingham approach utilized for all special education students with a specific learning disability in reading and dyslexia. It is designed to build reading success for struggling readers.

Support to Ensure Program Objectives

Staff is supported through the use of the electronic training modules within the program and one-to-one assistance at campus levels by Lead special education staff. Resources and tools are provided to teachers that serve struggling students in SPED. Progress monitoring and full effective use of the reading program is reviewed monthly to ensure student progress. Progress monitoring is essential to meet students' objectives.

Performance Indicators

Student progress is monitored by teachers as they go through the eight level program and adjusted as needed. Reports are created to determine the progression of all students utilizing the Spire reading program.

To determine effectiveness of Ispire, ongoing monitoring is done by teachers implementing the eight level program. Reports are created to identify student usage, student deficits, and where lessons need to be redelivered. Lessons can also be adjusted to target a missed or regressing skill. All stakeholders within the student's instructional day meet frequently to ensure consistent progress monitoring.

Recommended Modifications to meet Objectives

Based on program data there are 13 teachers, 203 students with a total of 492 experiences generating 2,300 responses by students that are coded Dyslexic. Barriers indicated are training and time to implement the Ispire reading program. SPED department will increase training support and guidance to all teachers utilizing this program to ensure fidelity.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Comparison of costs to assess effectiveness of program purpose, show little to no programs of same promising results. When used with fidelity, students' usage of Ispire maximizes student learning and growth. This program will be focused strictly for students with dyslexia coding which will decrease the number of users.

Committee recommends to renew Ispire with the recommendations listed. Utilization of the program has been successful for our struggling readers, specifically for our dyslexia students.



I-Station

2023-2024 Cost: **\$100,546.96**

2024-2025 Price Quote: **\$100,546.96**

Grades/Population Served: **PK-8**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

I-station is a computer adaptive program that assesses students at their skill level for grades PK-5 in reading. The program is a Response to Intervention tool that assesses and places students in tiered groups, and instructs students with learning to read and reading to learn.

Teacher surveys, executive summary reports, monthly tier movement is sent to all administrators and usage reports are evaluated.

Support to Ensure Program Objectives

The program offers a Training Center when users are logged into the platform. A “Toolbox” feature is offered within the program and Istation provides customer service features to all users.

Help center is available when any user is logged into the program. Istation offered many free user webinars and video tutorials for teachers when the need for online instruction occurred.

Performance Indicators

The Executive and Summary reports provide an overview of the monthly district wide progress, as well as information in areas of needs within tiers. Individual student intervention reports are managed by each campus. Currently, Istation is available in English and Spanish. (Pre-K-5). Individual tiers of students can be tracked using customizable reports. The ISIP completion report indicates that on average, 95% of students complete the assessment. According to the March 2024 ISIP Summary report, students have shown reading growth in Tier 1 and Tier 2.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

I-Station was not approved for the commissioner’s list of Phonics programs as it does not comply with 19 TAC §74.2001(3)(A) and 19 TAC §74.2001(3)(A). This suggests that I-Station is not currently aligned with the Science of Reading research that identifies highly effective reading foundational instructional practices.

CISD has developed a literacy framework that grounds our focus on High Quality Instructional Material as defined by TEA. We will be implementing these resources and identified several redundancies in utilizing our adopted materials and I-Station. By removing this program we will significantly reduce the assessment burden on students and teachers, focus on commissioner approved assessments to inform our instruction and reduce instances of redundancy in our literacy instructional materials portfolio.

I-Station is not recommended for renewal.



Kid's Excel

2023-2024 Cost: **\$ 54,000 (\$9,000 per campus)**

2024-2025 Price Quote: **\$84,000 (\$14,000 per campus)**

Grades/Population Served: **Grade 4, all campuses**

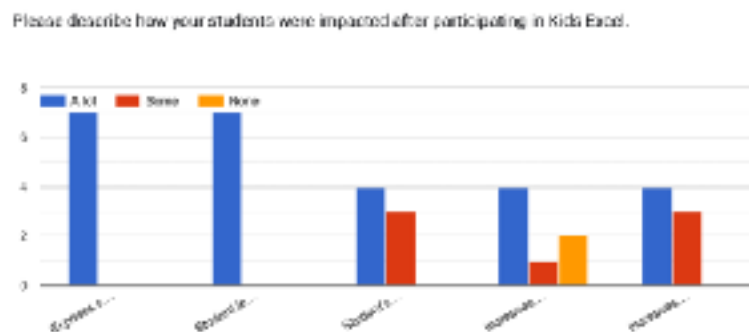
Department: **Student Support Services**

Expectations and Purpose of Program

The purpose of the Kids Excel program is to help children develop discipline, a standard of excellence, and self-confidence through dance. The program incorporates dance and arts with an integration of a designated subject area that changes annually. For the 2023-2024 school year, the theme is The Power of Love and highlights the power we each possess and the gifts we are called to share with the world. Through the curriculum, students learn how to work hard, strive for their personal best, and never give up.

Performance Indicators

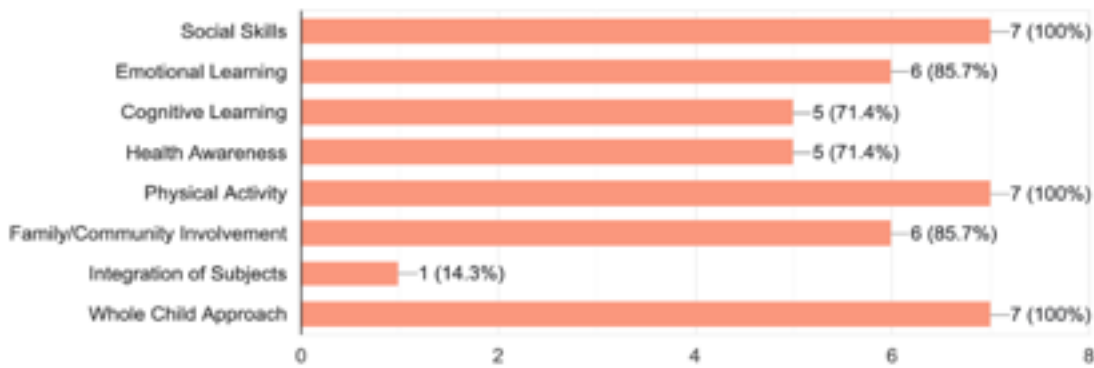
Canutillo ISD teacher and administrator survey and Kids Excel teacher and student surveys are used to determine program effectiveness. Teachers indicated that students were positively impacted through participation in the program in the areas of performing arts, cooperation and teamwork, behavior, and to some degree attendance.



- 1.Exposes student to music, dance, and performing arts.
2. Student learns cooperation and teamwork.
3. Student's behavior in the classroom environment is positive as a result of the program.
4. Increase student's attendance.
5. Increase student's academic knowledge in the theme.

Kids Excel supports our Canutillo Coordinated School Health (CSH) program. Please check all CSH components that apply.

7 responses



Survey data also provided the following insights:

- Principals love the program and embed the time needed within the instructional day
- 79.2% of students said that when they were in 3rd grade, they were thrilled to be going to 4th grade for Kids Excel.
- 87.8% of students said this year in 4th grade, they were excited to finally be in Kids Excel.
- 100% of teachers surveyed said the students can apply information about the Kids Excel them to the real world.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The cost of Kids Excel for each elementary school is \$9,000 or \$54,000 for all the district's 391 fourth grade students. The cost includes 2-3 Kids Excel sessions a week. At the current cost, 71.4% of teachers recommend renewal of the program.

The program cost is expected to increase to \$14,000 per campus or \$84,000 over all. At the projected cost, 57% of teachers recommend renewal.

After surveying, emailing, and talking to stakeholders (administration, teachers, parents and students) involved with the Kids Excel program, we find that the program is valuable for CISD students. Unfortunately, only due to the current financial situation, the recommendation is not to renew Kids Excel for the 2024-2025 school year.

Lead4ward Accountability Connect

2023-2024 Cost: **\$2,500**

2024-2025 Price Quote: **\$2,500**

Grades/Population Served: **All grade levels**

Department: **Testing and Accountability**

Expectations and Purpose of Program

Accountability Connect provides the Accountability Administrator with bi-weekly meetings with statewide accountability folks that provide information and support on ever-changing TEA policies, requirements, and more as related to accountability. Through this membership, we also have access to templates used to inform campuses on academic growth, immediate one-to-one assistance from John Fessenden when needed, and support in meeting annual TEA reporting requirements. This all helps make sense of complex state and federal accountability activities that the district must comply with. Information obtained is used to train and support campus and district leaders in ensuring we meet state requirements. Content obtained helps to make accountability understandable and manageable for all.



Support to Ensure Program Objectives

District/Campus leadership was provided with updates, growth reports that can be drilled down to student and teacher, support, and information as it relates to campus and district accountability. This membership is used on a weekly, if not daily basis by the district accountability administrator.

Performance Indicators

Canutillo continues to be a top achieving district in accountability as this support year-long monitoring, progress checks, and information to keep current and in compliance.

Recommended Modifications to meet Objectives

No changes needed.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The membership is invaluable. Accountability Connect is recommended for renewal.



Lexia

2023-2024 Cost: **\$17,160.00**

2024-2025 Price Quote: **\$17,160.00**

Grades/Population Served: **PK-12**

Department: **SPED**

Expectations and Purpose of Program

Lexia is an online/web-based program that centralizes personalized learning as students work independently and develop critical reading and language skills through a visually engaging platform. The program provides teacher-led prescriptive lessons for “At Risk” (RTI, 504 or SPED) students who demonstrate significant reading deficits that require intensive interventions. Based on the reports generated from Lexia, teachers can scaffold lessons, utilize hands-on student worksheets, and re-deliver missed target skills. Student growth can further be analyzed through Lexia benchmarks.

Support to Ensure Program Objectives

To ensure program purposes and objectives, online training for all staff utilizing Lexia is provided and monitored during annual refreshers given by Lead teachers. The program in itself also provides many TEKS aligned resources for teachers in a digital format. Small groups and one to one is supported at campus levels through district lead teachers. Administrators are also provided with one-to-one guidance on effective use of Lexia and what consistent usage should look like within classroom observations.

Performance Indicators

Lexia provides individual data analysis reports. The program illustrates an increase/improvement in specific skills or grade level performance.

Students’ writing and reading skills have increased, work samples are the evidence. Students demonstrate motivation by participating more in class.

In addition, based on the individuals that submitted the survey, 62% agree that the Lexia program illustrates an increase of student achievement through the fluency and

comprehension checkpoints. However, about 43.8% state that there is not enough time to complete/utilize the program.

Some examples of comments in the survey:

- “It is a wonderful program that helps students with their specific needs.”
- “Lexia supports students that have difficulty with phonemic awareness. It also offers explicit reading instruction.”

Recommended Modifications to meet Objectives

Staff reported that time and training for students on navigating through the program can be barriers to successful outcomes. Recommendations to address barriers for the next school year: Provide training on all the resources provided by the program, TEKS alignment, usage of intervention strategies. Closer monitoring on accurate use of interventions and collaborating with teachers to review data.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program has been effective in supplementing the general education curriculum as a reading intervention. Based on the survey responses, 56.3% use the Lexia at least 2 to 3 times weekly. We will collaborate with teachers for scheduling and how to embed the reading program into their daily routine without disrupting their course of instruction.

Committee recommends to renew Lexia. It is a vital resource for our district.



NCS Pearson

2023-2024 Cost: **\$ 4,175**

2024-2025 Price Quote: **\$ 1,050**

Grades/Population Served: **PK-12**

Department: **SPED**

Expectations and Purpose of Program

NCS Pearson is a three year subscription to digital administration, scoring, reporting and data storage of Woodcock Reading Mastery tests to be used by diagnosticians.

Yearly subscription to Quality Improvement (QI) Speech Language Pathologist (SLP) Pack. The program objectively evaluates current work practices and client care by SLPs to implement effective strategies based on the results of evaluative information.

Support to Ensure Program Objectives

Support and guidance is provided by the lead diagnostician. NCS Pearson provides digital support to ensure accurate and effective use of the program. Guidance and monitoring is provided throughout the year for effective use of the program. The outcome of all results will assist in creating and providing an effective plan of action to approach students' language needs based on their individualized plans.

Performance Indicators

Generates scores and interpretation of scores that are used for assessments by determining for SPED services. Once SPED services are determined, the program will allow for appropriate services utilizing specific approaches to increase student performance based on students' individualized educational plan to ensure success.

Recommended Modifications to meet Objectives

Possible barriers may be access to technology. No recommendations. Interpretation of results is clear.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program saves time and provides accurate results in a timely manner which in turn frees time for other evaluations and direct services for our students.

NCS Person is recommended for renewal.



Plan 4 Learning

2023-2024 Cost: **\$5,500**

2024-2025 Price Quote: **\$6,500**

Grades/Population Served: **All levels**

Department: **Program Compliance**

Expectations and Purpose of Program

Plan4Learning provides a multi-user platform that supports effective processes to implement, monitor and adjust the actions schools take to improve student achievement. A software system to create, monitor, and evaluate school improvement plans. Provides a collection of intentions, goals and professional destinations.

Plan4Learning assures that all campuses and district use will adhere in assessing district needs, setting goals, creating an action plan that drives decision-making process by involving all stakeholders.

The main features that this program provides are as follows:

- Real-time improvement plan monitoring and adjusting to needs
- Manage program funding through documentation
- Automated formative and summative review processes as a reminder to collaborate and remain focused on district /campus goals
- Effective use of Comprehensive Needs Assessment tools and processes
- State Compensatory Education documenting and tracking on point
- Ensure State and Federal Title 1 Compliance

Support to Ensure Program Objectives

Support to ensure program objectives are met include the following;

- Training and ongoing support to all Administrators and Office Managers.
- Notifications and reminders to campuses - on updating their objectives/strategies to ensure collaboration and remaining focused on school and district goals.
- Checklist is provided in Plan4learning to ensure that all areas of compliance and growth are addressed effectively.
- One to one conference- based on individual campus needs and guided questions for effective use of the program which is embedded with their campus goals.

- Easy accessibility to campus and district improvement plans for staff and community.
- Follow up training to ensure continuous use of the program as a living document.
- All improvement plans can be located at campus sites and on the district website for easy access and monitoring of action plans.
-

Performance Indicators

- Goals/objectives and strategies are documented and completed through the use of this program.
- CNA documentation for all 4 components (Demographics, Student Learning, Perception and District Processes & Programs are available and updated as needed throughout the year. Problem statements are reviewed, analyzed and adjusted to address current challenges and barriers.
- Formative reviews are required quarterly to ensure close monitoring.
- FTEs budgets per campus are inserted and aligned to campus and district needs assessments.
- Expenditures are aligned to strategies.
- Summative evaluations are reviewed at the end of the school year.
- Program evaluations are required per campus to review and analyze the outcome of campus performance based on expenditures that are tied to campus goals and objectives.

Recommended Modifications to meet Objectives

A Survey was administered identify changes that could help our district utilize the program to achieve the best results. The following are revisions to meet the program purpose with a higher success rate:

- Trainings will include:
 - Writing SMART goals that are aligned to District goals and strategic plan.
 - Inserting budget that has been allotted to campuses
 - Inserting all Title 1 and SCE FTEs at campus and district level
 - Inserting justification sheets that align to campus needs assessments using expenditures connected to CIPs/DIP.
- Availability of training to campus leadership will continue to extend offer to faculty and community so they may navigate and view their CIPs on a regular basis. This will increase exposure to the program and expectations by utilizing CIPs effectively when purchasing materials, Professional Development, and other miscellaneous items that meet campus goals/objectives.

- Availability to meet at professional learning community (PLC's) level to provide training and support on effective use of the program with teachers and community using the CIP as a working document.
- Provide training at Parent Leadership and/or campus Parent Advisory Committee on navigating through their campus CIP's to be knowledgeable on campus goals and provide feedback.

Barriers:

- Continue training and expand support to our campuses, parent and district stakeholders.
- Continue to increase Parent awareness of CIP's and participate in campus committees.
- Continue to increase usage of Plan4learning during teachers' meetings, PLC's, staff development etc...to ensure alignment of campus CIP.
- Continue to work with all campuses and district levels in utilizing Plan4Learning as part of their working document creating a blueprint of how we will address our needs and goals.
- This program will be embedded on all campus-based decisions in regard to Professional development, online program expenditures, technology expenditures, instructional expenditures and more.
- Ensure that teachers and the community have access and are aware of their campus CIP's.
- Will reach out to parent meetings at campus and district level to share improvement plans and encourage parent participation.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Plan4learning cost of \$5,500 is conducive to creating a blueprint of the district and campus goals. We continue to grow and utilize this program more effectively and interactively with staff and community.

The program ensures that CISD remains in compliance with all federal and state law. In addition, Plan4Learning constantly updates and adjusts to any new federal or state requirements to ensure compliance. Free mini training sessions are also available to any user for updated information on the Plan4learning program.

We are recommending use of Plan4Learning for the 24-25 school year.

Renaissance

2023-2024 Cost: **\$121,370.13**

2024-2025 Price Quote: **\$126,592**

Grades/Population Served: **PreK- 12**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

The Renaissance program promotes reading and assists teachers in delivering differentiated and timely instruction while providing personalized student practice in reading. The Renaissance Reading components include STAR reading, myOn, and Accelerated Reading. The STAR Reading/STAR Spanish assessment uses computer-adaptive technology and allows teachers to assess foundational reading proficiency and comprehension. MyON provides a digital library that is interfaced with Accelerated Reader to provide the teacher and student with feedback regarding student reading outcomes.

Support to Ensure Program Objectives

Teachers were provided training on the interpretation and use of Star Reading data as well as access to asynchronous training material to support their use of each Renaissance program. Individualized guidance and support was provided on an as needed basis throughout the academic year.

Performance Indicators

Some of the criteria used to determine effectiveness of the program include:

- ❖ District dashboard reports and teacher survey
- ❖ Progress monitoring at BOY, MOY and EOY benchmarks
- ❖ TIA Growth Measures
- ❖ Subscription Capacity (product administration)
- ❖ myOn- Core Report and Campus Engagement Data

District Dashboard reports illustrate robust district utilization of all Renaissance products. PreK-12 Content Program Evaluation surveys indicate that teachers believe the program should continue to be funded.

The Growth Reading report using Star Enterprise Reading indicates progression with reading development. Students are demonstrating an average growth of 0.5 grade equivalency across all campuses when measured from August 2023 to January 2024. The Domain Mastery report indicates that all campuses are demonstrating moderate growth for Scale Growth Progress in comparison to similar campuses. Campus teachers monitor individual student progress using the Star Record Book, Star Growth report, and the State Standards Mastery-Class report.

Recommended Modifications to meet Objectives

Our recommendation is to discontinue the use of Star Early Literacy English and Spanish assessments for Pre-K - 2nd Grade students. This will allow us to streamline our assessments and reduce the assessment burden on our students and teachers. We will utilize the state approved CLI Engage assessments for Pre-K - 2nd grade to assess student reading proficiency at these grade levels.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The beginning of the year, middle of the year, and end of year diagnostic assessments allow teachers to track student reading levels and adjust instruction to students' needs. The use of the AR product indicates students are self-selecting text and assessing their comprehension and analysis by means of the AR quizzes.

Moreover, the addition of the MyON program allows teachers and students access to online books which are linked to an AR test and encourage self-selected reading and reading for pleasure.

The ability to monitor student AR testing data, the availability of a quality assessment to assess student growth, and access to a digital library for students make this product an important asset for encouraging student reading and fostering their continued growth. We have refined our reading assessment plan to clarify how to utilize the Star Reading assessment and Renaissance data to inform instruction at each grade level. This streamlined approach will allow our teachers to gain a deeper understanding of these tools.

Renaissance is recommended for renewal.



Sibme

2023-2024 Cost: \$ 30,000.00

2024-2025 Price Quote: \$ 14,000.00

Grades/Population Served: **District Mentors and Teachers**

Department: **C&I New teacher program**

Expectations and Purpose of Program

The Sibme AI-Enhanced Professional Learning and Coaching Platform empowers self reflection, virtual coaching, peer-to-peer collaboration and cohort based professional learning communities. This online video coaching and collaboration platform makes it easy for Instructional leaders, coaches, and teachers to improve their practice through the use of video reflection and feedback.

Support to Ensure Program Objectives

Mentor Liaisons met with a personalized coach throughout a 7-week period. During these 1-on-1 sessions, they developed the needed skills to ground their coaching in a replicable improvement cycle. In addition, support was provided by Sibme staff members throughout this process. The mentor teachers have continued to use the platform to coach teachers.

Performance Indicators

Criteria used to determine effectiveness of the program include survey results that include feedback on the Coach the Coach training that was given and the overall benefits of utilizing this program.

The program was effective in achieving its purpose. It serves as a tool to provide effective feedback to teachers on classroom instruction and student engagement using both AI features, one-on-one conversations & collaboration. The platform also provides valuable resources.



Recommended Modifications to meet Objectives

Recommended modifications for the upcoming school year will be to give access to more teachers so that they can utilize the program. We will ensure that all new mentors receive the Coach the Coach training.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The initial cost of the program included the Coach the Coach virtual training sessions for mentor teachers. Now that most mentors have successfully gone through the training the cost has been reduced considerably. The cost this next year will predominantly cover user licenses for teachers and few training sessions for new mentors. It is definitely worth it.

Recommendation is to renew Sibme for the 2024-2025 school year.



SpringBoard ELAR and Math

2023-2024 Cost: \$ **13,549.26**

2024-2025 Price Quote: \$ **13,000.63**

Grades/Population Served: **HS Pre-AP ELAR**

Department: **Advanced Academics**

Expectations and Purpose of Program

The SpringBoard Program for Pre-AP is an educational initiative designed to prepare students for the rigors of Advanced Placement (AP) courses. It is developed and managed by the College Board, the same organization responsible for administering AP exams.

Support to Ensure Program Objectives

Staff were provided with a teachers manual and access to the online resources that accompany the primary text. Books were ordered in a timely manner and were available for use by the first day of school. The online version was linked to our single sign on system, making it easily accessible to students and teachers to use in Google Classroom. Pre-AP Classroom resources, which are correlated to SpringBoard, were purchased by the secondary schools. Teachers had access to PD through both SpringBoard and CollegeBoard for use and successful implementation of the SpringBoard.

Performance Indicators

Teachers who were assigned the SpringBoard curriculum for their course were given an anonymous survey regarding the use of the text. In addition to the survey, online reports were gathered which tracked the use through SpringBoard Digital.

Survey Results: 11 of 15 teachers responded. 63% of the Pre-AP teachers noted they do not use SpringBoard for instruction or as a supplemental resource. The comments on the survey suggested the teachers were unhappy and frustrated with the reliability of the SpringBoard Digital. However, 4 teachers stated that they use both the online platform and the book. 55% of teachers stated that SpringBoard raises the rigor in the Pre-AP classroom. One comment stated “SpringBoard is a must, especially for all English I students; this resource closes gaps and corrects misteachings.”

SpringBoard Digital Reports:

During 2023-2024 School year-to-date, SpringBoard Digital was accessed by 8 Teachers and 63 Students a total of 2,667 logins. Teachers noted in the survey that the lack of consistent and reliable WIFI as well as problems with student devices at our campuses deterred them from using it.

Recommended Modifications to meet Objectives

SpringBoard workbooks are the same lessons on Pre-AP Classroom but it does not follow the Year-at-a-glance (YAG) which is the order in which the TEKS are taught throughout the year. The online platform offers audio functionality however, it was often unreliable. In general College Board had many technical glitches which made using it cumbersome. Another barrier is ensuring there are enough workbooks ordered for all students in the Pre-AP Math and ELAR courses. This will be achieved by working closely with the classroom teachers and projecting enrollment.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

- Purchase student copies of Algebra 1 and English 1 SpringBoard and class sets of Algebra 2, Geometry, Pre-Cal, and English 2
- Provide teachers with BOY PD on the effective use of SpringBoard materials.



STEMscopes Math

2023-2024 Cost: \$ **35,706.95**

2024-2025 Price Quote: \$ **35,706.95**

Grades/Population Served: **K-8 and Algebra I**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

STEMScopes is a constructivist approach that provides an interactive curriculum that encourages students to rely on critical thinking, compelling reflection, real world exploration, and collaborative exploration within each scope. The STEMscopes curriculum consists of the 5E lessons, intervention and accelerated models, diagnostic benchmarks, and evaluation assessments. The program is purchased for grades K-8 math and Algebra I.

Support to Ensure Program Objectives

The program offers professional development online and in person. STEMscopes program also provides Teacher Toolbox guides and a STEM-centered library with videos and resources.

Performance Indicators

To determine the effectiveness of STEMscopes Math, the following criteria is considered:

- Teacher usage: 91% of teachers use the program, however 55% of teachers agree that the program is effective in achieving the math district's purpose. The program is aligned with the TEKS and the activities, lessons, and resources in STEMscopes Math matches the rigor in STAR 2.0. Nonetheless, 45% of teachers disagree with the use of this program due to technical concerns regarding the Benchmarks.
- Student growth: When comparing the beginning and middle of year diagnostics, students' performance improved. Students who use the program consistently improve their mathematical skills.

Recommended Modifications to meet Objectives

C&I Coordinators will continue providing STEMScope professional development to walk teachers through the platform and share best practice in assessment, data analysis, and

instruction. Moving forward, campus based training, designed with campus input, should continue for the upcoming school year to further program implementation.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The cost benefit allows us to screen our elementary and middle school students then adjust instruction with precision data which supports student-centered instruction. STEMscopes offers math lessons based on conceptual understanding and scaffolding support to all students specialized interventions through the classroom. In addition, this program provides diagnostic information during the beginning, middle and end of the year.

The connection between the program and our student information system avoids a number of technical concerns. The STEMscopes customer support team offers assistance when a problem occurs.

STEMscopes Math is recommended for renewal.



Summit K12

2023-2024 Cost: \$ 1,682

2024-2025 Price Quote: \$ 1,682

Grades/Population Served: **Grade 4 and 5 BCE**

Department: **ALS**

Expectations and Purpose of Program

The Summit K12 program provides support for emergent bilingual students to improve literacy, writing, listening and speaking skills.

Support to Ensure Program Objectives

Training sessions are included with the purchase of the program to help teachers maximize the use of the program.

Performance Indicators

Student's performance on TELPAS will determine the effectiveness of the program. If the program is used as indicated, students should improve a full domain in listening, speaking, reading, and writing in English.

The program has been used consistently at BCE by 4th and 5th grade students. All students who used the program last year showed progress. TELPAS results for this academic year will demonstrate the program's effectiveness.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program provides students with practice opportunities to improve their English skills especially in the much needed domains of listening and speaking.

The committee recommends renewing Summit K12 for services provided to grade 4 and 5 students at BCE.

TeachersPayTeachers

2023-2024 Cost: \$ 2,250

2024-2025 Price Quote: NA

Grades/Population Served: **All K-8 bilingual**

Department: **ALS**

Expectations and Purpose of Program

The program provides teachers with specific TEKS aligned instructional materials to support K-8 emergent bilinguals in any content area. When students need extra support, teachers can select TpT lessons and activities that are not otherwise available due to a shortage of bilingual and Spanish resource.

Support to Ensure Program Objectives

A professional development session was provided with the cost to ensure new teachers using the program can maximize their use.

Performance Indicators

Teacher usage of program determines the effectiveness. For this year, over 400 activities and lessons were downloaded and used by teachers for all content areas.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program will not be renewed for the next academic school year as requested by the district as many lessons are not research based and teachers are not using the district wide programs already provided to teachers.



TEKS Resource

2023-2024 Cost: **\$46,141.50**

2024-2025 Price Quote: **\$ 45,976.50**

Grades/Population Served: **All**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

The TEKS Resource System is the district's curriculum scope and sequence for K-12 core content areas. All curriculum documents are available in both English and Spanish. The documents most used include:

- ❖ Instructional focus document (IFD) which explains the details of each curricular unit including overarching concepts, big ideas, misconceptions, vocabulary, targeted specificity, and key understandings.
- ❖ Vertical alignment document (VAD) which is a 3-year vertical alignment document that teachers use to identify potential gaps in students' understanding and plan for appropriate intervention
- ❖ Year-at-a-glance (YAG) which groups the TEKS into curricular units and is used to ensure that all TEKS are taught within the school year.

In addition, the TEKS Resource System includes a test bank with assessment items for core content grades 2-12 that are aligned to the content and rigor of the STAAR assessment. Access to the TEKS Resource test Bank is available in Eduphoria.

Support to Ensure Program Objectives

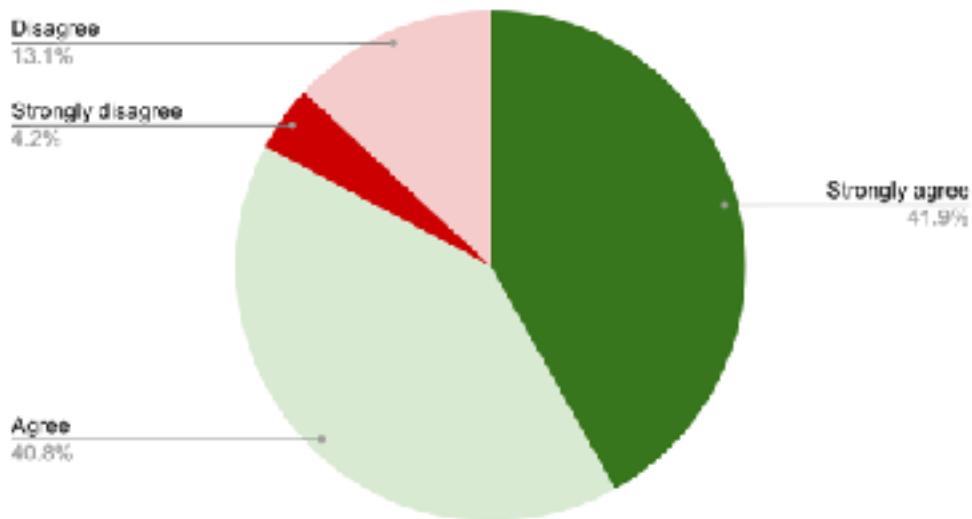
Professional development is provided to all new teachers during new teacher orientation. Curriculum coordinators provide any campus with additional training on using TEKS resource system and the assessment creator by request or when needed. Region 19 also offers professional development several times a year at no cost to TEKS RS users.

Performance Indicators

PLC meetings, individual classroom observations, lesson plans and assessment data show that teachers use the TEKS RS scope and sequence to plan lessons. Common unit

assessment and lesson plan data shows that lessons and assessments are aligned to the curriculum standards as defined in the IFD.

82.7% of teachers who participated in the program evaluation survey, strongly agree or agree that the TEKS RS is a benefit to their duties as a teacher and recommend renewal of the program. Many of those who strongly agree are new teachers. TEKS resource is invaluable to helping them learn the depth and complexity of the the state standards.



Recommended Modifications to meet Objectives

C&I will continue to provide introductory training for all new staff as well as personalized training as requested by individual campuses.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

In a nutshell, TEKS resource provides all content area teachers with the following vital information:

- ❖ What needs to be taught
- ❖ When it should be taught and how much time to spend on each standard
- ❖ How to assess mastery of the curriculum

It is especially helpful for new teachers who need help determining the specificity of the state standards and aligning instruction. The program is maintained and is updated on a regular basis as standards change.

TEKS Resource System Recommended for Renewal.

TestHound

2023-2024 Cost: \$ 10,354.70

2024-2025 Price Quote: \$ 9,520 all campuses, \$5000 High Schools only

Grades/Population Served: K-12

Department: **Testing and Accountability**

Expectations and Purpose of Program

TestHound is software used to plan and execute testing logistics. We have TestHound linked to Esped to organize student testing accommodations and attributes. Through TestHound, we are able to pull testing accommodation reports and upload them to the state testing system, Cambium. This software is used by all 10 campuses to organize testing and helps to prevent irregularities.

Support to Ensure Program Objectives

Campus Testing Coordinators (CTC) receive training and usage support through the districts testing office. This software is not used by teachers or students; it is crucial in helping CTCs who are also Assistant Principals keep track of all the necessary testing information for students district wide. It is used for TELPAS, STAAR, ALT, AP, ACT, PSAT, and SAT testing purposes. High Schools use the software to track EOC completion for graduation purposes.

Performance Indicators

The effective usage of the TestHound software is supported by the low numbers of testing irregularities that fall under procedural irregularities in providing accommodations, supports, and testing students in the right content and levels. TestHound has achieved its purpose as we use it regularly to organize accommodations and load them into Eduphoria and Cambrium. CTCs are required to use this software to organize all testing logistics.



Recommended Modifications to meet Objectives

There are no recommendations for change.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The software is worth it, we have not been placed on a TEA CAP for testing.

The committee recommends Test Hound renewal for all district/campus use for the 2024-2025 school year.



TexQuest

2023-2024 Cost: \$ 1,766.39

2024-2025 Price Quote: TBD, \$0.29 per student

Grades/Population Served: K-12

Department: **Libraries**

Expectations and Purpose of Program

TexQuest is a digital resource program for the state of Texas that provides quality resources for all K-12 students in the state of Texas at a very low cost to districts. The program provides access to different databases based on grade level. TexQuest is used at all grade levels for research and to teach digital literacy skills.

Support to Ensure Program Objectives

TextQuest offers free training at Region 19 that librarians and teachers can sign up for each school year.

At each campus the librarians have provided quick links for students to be able to access TexQuest for researching. ESSA specifically authorizes funds to be used for developing and enhancing effective school library programs, to include funding for professional development, books, and up-to-date materials for high needs students.

Performance Indicators

Usage reports from TexQuest indicate that each campus uses at least some of the applicable databases. Librarians also use the databases as part of their curriculum to teach the Texas School Library standards. Usage reports indicate that districtwide, TexQuest was used 55,352 times since the beginning of the school year. This shows tremendous usage for a very low cost.



Recommended Modifications to meet Objectives

We recommend more professional development opportunities for teachers in order for them to get the most out of these valuable databases.

Teachers must be made aware and given some training on how to access the databases. Librarians train teachers and those that want additional training can attend the free professional development at Region 19 and/or sign up with partnering regions for virtual training.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

TexQuest provides access and connection to an array of digital and print resources which allow for deeper, personalized learning at an overflow price per student (\$0.29). The Texas State Library and Archives, in connection with the Texas Library Association, The Texas Association of School Library Administrators and The Texas Association of School Libraries supports the position that an effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.

We recommend that the district continue to provide this great, low-cost resource to our teachers and students since it has been used 55,352 times since the beginning of the school year and it supports the Texas School Library Standards.



Tumblebooks

2023-2024 Cost: **\$ 4,314.60**

2024-2025 Price Quote: **\$ 0 Not renewed**

Grades/Population Served: **All grade levels**

Department: **Libraries**

Expectations and Purpose of Program

Tumblebooks library is a curated database of children's e-books, available by subscription to elementary schools and public libraries around the world. It contains over 1,100 titles for grades K-6, and includes unique animated, talking picture books, read-along chapter books, non fiction books and videos, curated playlists, as well as books in Spanish and French. Plus, the collection features graphic novels- a student favorite. Students can always find books to read even on weekends, holidays or over breaks.

Support to Ensure Program Objectives

Librarians show both students and staff how to access Tumblebooks and many Canutillo ISD Libraries have Tumblebooks on their School Library Web Page. This makes it easy to access when students and staff are not at school. Students are trained on how to use Tumblebooks during their library class time.

Performance Indicators

Each school has book view statistics to show the number of both content views and book views at each campus. Based on these statistics, we have determined that due to low usage, we will no longer subscribe to Tumblebooks.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The book view statics show that students and teachers are not utilizing Tumblebooks enough to justify the cost for renewal. Students and teachers have access to MyOn, another district program, that provides online resources for students to read.

Tumblebooks is not recommended for renewal.

Unique Learning

2023-2024 Cost: \$ **18,061.24**

2024-2025 Price Quote: \$ **10,000 EST**

Grades/Population Served: **PreK - 12**

Department: **SPED**

Expectations and Purpose of Program

Unique Learning System is an interactive curriculum software that provides meaningful access to the general education curriculum for learners with significant disabilities. In providing a pathway for teachers to reach all students, the program simultaneously is meeting students' developmental needs at all levels.

CISD utilizes Unique Learning with students with autism, learning disabilities, developmental and speech delays. The Unique Learning System also embeds progress monitoring of all student growth through the benchmark assessment and monthly checkpoints.

Support to Ensure Program Objectives

As the program itself provides online training and support for all teachers and staff there have been further provisions for staff resources in terms of follow up training for all self-contained special education teachers. Campus visits and training have been an ongoing support, with only 30% reporting a request for further training, we will need to revisit ULS to compare use of fidelity with the progress of our students with disabilities.

Performance Indicators

Unique Learning provides differentiated lesson materials and is aligned to Texas standards. It provides flexible delivery options for students on many different levels. Instruction is given at the appropriate level of support, but does fall short on Science and Social Studies lessons aligned to state standards.

Although 87.5% of survey participants state that they use the program on a daily basis, an internal audit report found discrepancies in teacher usage, and student benchmark assessments being done with accuracy. 50% of teachers reported that benchmarks were utilized as evidence to support their student achievement. Furthermore, general comments from participants in the survey show a trend of teachers stating that there could be other software programs to better meet core curriculum needs.

Recommended Modifications to meet Objectives

Although finding time for teachers to go through the training modules has been a continuous need, the training for Unique Learning System is webinar based with little to no practice in its real-time implementation. Another key component of implementation of this program is the training of all students on accessing the digital platform to lower paper consumption.

An extremely important purpose of this program is to truly monitor the progress of our students with special needs. Because students with special needs are introduced to the program at the elementary level, there should be a consistent mode of presentation of said program, to see its benefits and student achievement at the secondary level.

Barrier indicates the report on student usage of the Unique Learning System which impacts the teacher minimizing time on embedding hands-on approach for student learning on core content subjects. Ultimately ULS usage is decreasing effective practice to maximize student learning.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Although the purpose of the program targets providing access to the general education curriculum for students with significant disabilities, student and teacher usage indicate failure to utilize the program to its full capacity. Cost benefits have been reviewed at the Elementary, Middle, and High School level. We are proposing a new curriculum for Elementary this next school year that will benefit our students' growth and is a one time purchase that provides the curriculum with manipulatives that support student learning.

The final recommendation from the special education program is to renew Unique learning for middle school and high school only. We do not recommend renewal for elementary since the program is no longer providing our students with an effective resource for teachers of disabled students.



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:

Martha Carrasco, Chief Human Resources Officer

Signature of Requester(s)

Martha Carrasco, Chief Human Resources Officer

Signature of Presenter(s)

April 2024

Business Services Approval (Initials)

Date

AGENDA SUMMARY:

Renewal of Northwest Early College High School probationary and term contract teachers for the 2024-2025 school year

RECOMMENDATION: **Administration recommends renewal of probationary and term contracts for teachers as presented.**

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: **Human Resources**

CONSEQUENCES OF NON-APPROVAL: **District will not be in compliance per regulation**

IMPLEMENTATION TIMELINE: **School Year 2024-2025**

ATTACHMENT(S): **Memo, Teacher Contract Listing NWECHS**

