# Agenda of Regular Meeting

## The Board of Trustees
## Little Elm ISD

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A Regular Meeting of the Board of Trustees of Little Elm ISD will be held April 15, 2024, beginning at 6:00 PM in the Little Elm ISD Administration Building.

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.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068.
2. The Board will recess into Closed Meeting in the Board Support Conference Room as permitted by the Texas Open Meetings Act Code Subchapter 551.072, 551.074, 551.071 & 551.129.  The Board and Superintendent will discuss:
    A. Personnel
    B. Land
    C. Pursuant to Sections 551.071 and 551.129 of the Texas Government Code, consultation with legal counsel regarding legal issues pertaining to settlement and resolution of potential claims pertaining to the construction of Strike Middle School
3. Pledge of Allegiance
4. Invocation
5. Introduction and Roll Call
6. Superintendent Spotlight
    A. LEaders of the Pack
    Presenter: Asheley Brown
    B. Students of the Month
    Presenter: Donnie Bartlett
    C. HOSA and TSA (Technology Student Association) Recognition
    Presenter: Dr. JJ Ayers
7. Reports of the Superintendent
8. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
9. Approval of Minutes
    A. Consider Regular Board Meeting Minutes - March 25, 2024                    4
    Presenter: Sonia S. Flores
10. Action Items
    A. Consider approval of Credit by Examination                    8
    Presenter: Jason Evans

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

Texas Government Code Section:

| | |
|---|---|
| 551.071 | Private consultation with the Board's attorney. |
| 551.072 | Discussing purchase, exchange, lease, or value of real property. |
| 551.073 | Discussing negotiated contracts for prospective gifts or donations. |
| 551.074 | Discussing personnel or to hear complaints against personnel. |
| 551.075 | To confer with employees of the school district to |

|          | receive information or to ask questions. |
|----------|------------------------------------------|
| 551.076  | Considering the deployment, specific occasions, for or implementation of security personnel or devices. |
| 551.082  | Considering discipline of a public school child, or complaint or charge against personnel. |
| 551.0821 | Considering personally identifiable information about public school student. |
| 551.083  | Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups, |
| 551.084  | Excluding witnesses from a hearing. |

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

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

(a)     in the open meeting covered by the Notice upon the reconvening of the public meeting, or

(b)     at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.


_____
                    Superintendent



Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

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Sonia S. Flores

# Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date 04-15-2024 | Reports of the Superintendent ☐ | Action Item ☒ | Consent Agenda ☐ | Reports, Routine Monthly ☐ | Other ☐ |
|---|---|---|---|---|---|

**Subject:** **REGULAR BOARD MEETING MINUTES – 3/25/2024.**

**Presenter or Contact Person:** Sonia S. Flores

**Policy/Code:** N/A

**Strategic Plan Goal:** N/A

**Summary:** Board Meeting Minutes for March 25, 2024.

**Financial Implications:** There is no financial impact to the budget.

**Attachments:** Meeting Minutes

**Recommendation:** **The Administration recommends the approval of the Regular Board Meeting Minutes for March 25, 2024.**

**Motion:** **I move that the Board approve the attached Regular Board Meeting Minutes for March 25, 2024.**

# Minutes of Regular Meeting

## The Board of Trustees
## Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held March 25, 2024, beginning at 6:00 PM in the Little Elm ISD Administration Building.

PRESENT: President Jason Olson, Vice President Mary Watkins, Secretary DeLeon English, Trustee Ken Beber, Trustee David Montemayor, Trustee Jeff Burton, Trustee Alejandro Flores, and Superintendent Michael Lamb.

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.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068.  The meeting was called to order at 6:00 pm by Board President Jason Olson.
2. The Board recessed into Closed Meeting at 6:00 pm in the Board Support Conference Room as permitted by the Texas Open Meetings Act Code Subchapter 551.072 & 551.074. The Board and Superintendent discussed:
    A. Personnel
    B. Land
    The Board reconvened at 7:03 pm.
3. Pledge of Allegiance
The Board led those present to The Pledges of The United States Flag and The Texas Flag.
4. Invocation
There was no invocation.
5. Introduction and Roll Call
6. Superintendent Spotlight
    A. LEaders of the Pack Staff Recognition
    Ms. Asheley Brown recognized the following staff:
    Mr. Michael Horvath – Little Elm High School
    Ms. Savannah Shearouse  - Chavez Elementary
    B. Little Elm ISD - Students of the Month
    Administrators from all the campuses recognized their students of the month.
    C. TAFE (Texas Association of Future Educators) and DECA
    Dr. JJ Ayers recognized students with outstanding performances from the TAFE and DECA.
    Reports of the Superintendent
    D. 4th Quarter Demographic Report
    Mr. Alfred Gaches shared the following with the Board:
    4Q23 – Demographic Report
    -    Local Economic Conditions

- Housing Activity by MSA
- DFW New Home Starts & Closings
- Population Trends and Key Indicators
- Little Elm ISD Student Capture Rate
- Little Elm ISD Housing Market Analysis
- Housing Market Trends: Multi-family Market December 2023
- District Housing Overview by Elementary Zone
- District Housing Overview
- District Multi-Family Overview
- Residential Activity
- Ten Year Forecast by Grade Level
- Ten Year Forecast by Campus
- Key Takeaways

7. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
There was no citizen input.

8. Approval of Minutes
   A. Consider approval of Regular Board Meeting Minutes - February 26, 2024
   Ms. Sonia S. Flores shared this item with the Board.
   Secretary DeLeon English made the first motion to approve as submitted.  Trustee Jeff Burton seconded the motion.  The motion passed (6-1).  Trustee Alejandro Flores abstained from voting

9. Action Items
   A. Consider approval of Hiring of Hackberry Elementary School Principal
   Ms. Asheley Brown presented this item to the Board.
   Vice President Mary Watkins made the first motion to approve this item.  Secretary DeLeon English seconded the motion.  The motion passed (7-0).
   Ms. Brown announced Mr. Steven Meanise as the new Hackberry  Elementary School Principal.
   B. Proclamation 2024 Instructional Materials Adoption
   Dr. Penny Tramel briefed the Board about the following:
   - Proclamations
   - Proclamation 2024
   Vice President Mary Watkins made the first motion to approve this item as submitted. Trustee DeLeon English seconded the motion.  The motion passed (7-0).

10. Consent Agenda
   A. Consider approval of Reclassification of Strike Auxiliary Position
   B. Consider approval of Update Policy DP (LOCAL) Personnel Positions
   This item was pulled from the consent agenda and after further discussion, Vice President Mary Watkins made the first motion to approve as submitted.  Secretary DeLeon English seconded the motion.  The motion passed (7-0).
   C. Consider approval of Financial Reports - January 2024
   D. Consider approval of Little Elm ISD Interlocal Summary Report
   E. Consider approval of Consulting Services for a New District Data Center
   Presenter: Mickey James
   Pulled
   DE DM (7-0)
   F. Consider approval of Request for Proposal #2024-003 Network Equipment (E-Rate)
   G. Consider approval of Request for Proposal #2024-002 Bus WiFi Services (E-Rate)

H. Consider approval of Request for Proposal #2024-001 Leased Fiber Services (E-Rate)
Vice President Mary Watkins made the first motion to approve the Consent Agenda with the exception of items B and E.  Trustee David Montemayor seconded the motion.  The motion passed (7-0).

11. Board President Comments
Mr. Jason Olson wished everyone a great Easter weekend and thanked the staff for the great presentations.

12. Board Comments
Trustee Ken Beber thanked everyone for staying late and invited people to the solar eclipse in two weeks.
Trustee David Montemayor thanked the staff for presentations and wished everyone a happy Easter.
Vice President Mary Watkins thanked everyone for staying late and reminded everyone of the Staff Career Fair coming up.  Ms. Watkins congratulated Superintendent Michael Lamf for his 1 year anniversary.
Secretary DeLeon English thanked staff for their hard work.
Trustee Jeff Burton thanked the staff for the hard work and he is getting to know staff and principals.  Mr. Burton is looking forward to improving the number of students in the National Scholar.

13. Superintendent Comments
Mr. Michael Lamb metioned that it has been a great year and invited the community to the LEISD Art Fair.  It is a great day to be a Lobo.

14. Adjournment
Secretary DeLeon English made the first motion to adjourn the meeting.  Trustee DeLeon English seconded the motion.  The motion passed (7-0).
The meeting adjourned at 8:26 pm.

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date **04-15-2024** | Reports of the Superintendent ☐ | Action Item ☒ | Consent Agenda ☐ | Reports, Routine Monthly ☐ | Other ☐ |
|---|---|---|---|---|---|

**Subject:** **Credit By Examination**

**Presenter or Contact Person:** Jason Evans, Director for Accountability, Assessment, and Federal Programs

**Policy/Code:** Alternative Methods for Earning Credit – EHDB (LEGAL) EHDB(LOCAL)

**Strategic Plan Goal:** Teaching and Learning

**Summary:** Little Elm ISD would like to use Avant testing to award credit for world language classes. Avant is currently used to award Spanish I credit for Dual Language students who have met state criteria. Credentialing for courses can be allowed.

**Financial Implications:** The total cost of using AVANT for the district is approximately $5000. This cost would shift in spending from the two universities that we currently use for Credit by Exam to AVANT

**Attachments:** [AVANT Credit by Exam Accreditation](#)

**Recommendation:** **The Administration recommends approval for the use of AVANT as a means for Credit by Examination for world language.**

**Motion:** **I move that the Board approve the use of AVANT as a means for Credit by Examination for world languages.**

## Avant STAMP Makes Credit-by-Exam Easy

In summer of 2017, Avant Assessment was approached by various district supervisors in Texas who wanted to use Avant's standards-based language proficiency assessments to award credit-by-exam (CBE) in Texas. The Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English (LOTEs) regulations established that starting in the 2017-2018 year and subsequent years, all districts in Texas offering classes for languages other than English would have to adhere to the guidelines established in [Chapter 114 of the Texas Administrative Code](#).

Chapter 114 outlines the range of proficiency required of students in levels I – VII of courses for languages other than English (including ASL and classical languages), as well as exceptions that are made to the requirements depending on whether students have had prior formal education in the language and whether the language being assessed is a non-logographic language (i.e, Spanish, French, German, etc) or a logographic language (i.e, Mandarin Chinese, Russian, Hebrew, Japanese, etc). Students with prior formal instruction in the language they are testing in need only score 70% or above in order to be awarded credit for a certain level, whereas students with no prior education in the language must attain 80% or more in order to earn credit for a given

level. For non-logographic languages, all four skills (Reading, Writing, Speaking, and Listening) are required to be at the same proficiency range for a given level, whereas the requirements for Reading and Writing are lower than for Speaking and Listening for logographic languages.

Avant TEKS Credit By Exam Rubric

# Avant – TEKS Credit-By-Exam Rubric

## (non-logographic languages)

Developed in accordance to Chapter 114 of the Texas Administrative Code

Examples of
point calculations for **non-logographic** languages

| Has prior instruction in the language? | TEKS level tested for: | STAMP Reading | STAMP Writing | STAMP Listening | STAMP Speaking | CBE Percentage/Points | CBE Result |
|---|---|---|---|---|---|---|---|
| Yes | Level I | Level 2 (17 pts) | Level 2 (17 pts) | Level 2 (17 pts) | Level 4 (25 pts) | 76 points/percent | PASS |
| No | Level II | Level 3 (17 pts) | Level 3 (17 pts) | Level 3 (17 pts) | Level 4 (23 pts) | 74 points/percent | NOT PASS |
| No | Level III | Level 3 (-5 pts) | Level 6 (25 pts) | Level 6 (25 pts) | Level 7 (25 pts) | 70 points/percent | NOT PASS |
| Yes | Level IV | Level 7 (25 pts) | Level 5 (17 pts) | Level 6 (23 pts) | Level 6 (23 pts) | 88 points/percent | PASS |
| No | Level V | Level 8 (25 pts) | Level 6 (17 pts) | Level 7 (23 pts) | Level 6 (17 pts) | 82 points/percent | PASS |

**STAMP – STAMP WS SCALE:**

STAMP/WS level **1** = Novice-Low, STAMP/WS level **2** = Novice-Mid, STAMP/WS level **3** = Novice-High, STAMP/WS level **4** = Intermediate-Low, STAMP/WS level **5** = Intermediate-Mid, STAMP/WS level **6** = Intermediate-High, STAMP/WS level **7** = Advanced-Low, STAMP/WS level **8** = Advanced-Mid, STAMP/WS level **9** = Advanced-High.

**Rubric for Level I (Novice-Mid to Novice-High on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages***

*Interpretive and Presentational Modes of Communication*

| | Does not meet level I requirements (Novice-Low) | Minimally meets level I requirements (Novice-Mid) | Adequately meets level I requirements (Novice-High) | Exceeds level I requirements (Intermediate- Low) |
|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | **D**oes not comprehend sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. | **M**inimally comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. **U**ses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level I. | **A**dequately comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. | **A**dequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. |
| **Interpretive Mode of Communication (Listening)** | **D**oes not comprehend sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. | **M**inimally comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. **U**ses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level I. | **A**dequately comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. | **A**dequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. |
| **Presentational Mode of Communication (Speaking)** | **D**oes not present information orally using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. | **P**resents information orally using a minimal mixture of words and phrases and some simple sentences with minimally appropriate and minimally applicable grammar structures and processes at level I. | **A**dequately presents information orally using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. | **A**dequately presents information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. |
| **Presentational Mode of Communication (Writing)** | **D**oes not present information in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. | **P**resents information in writing using a minimal mixture of words and phrases and some simple sentences with minimally appropriate and minimally applicable grammar structures and processes at level I. | **A**dequately presents information in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. | **A**dequately presents information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. |
| Points per box | **- 5 points per box** | **17 points per box** | **23 points per box** | **25 points per box** |
| Total sum of points (percentage score): | **STAMP 4S Level 1** | **STAMP 4S Level 2** | **STAMP 4S Level 3** | **STAMP 4S Level 4 (or higher)** |

*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik and others.

**Rubric for Level II (Novice-High to Intermediate-Low on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages\***

*Interpretive and Presentational Modes of Communication*

| | Does not meet level II requirements (Novice-Mid) | Minimally meets level II requirements (Novice-High) | Adequately meets level II requirements (Intermediate-Low) | Exceeds level II requirements (Intermediate- Mid) |
|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | **D**oes not comprehend simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources**.** **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. | **M**inimally comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level II. | **A**dequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. |
| **Interpretive Mode of Communication (Listening)** | **D**oes not comprehend simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources**.** **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. | **M**inimally comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level II. | **A**dequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. |
| **Presentational Mode of Communication (Speaking)** | **D**oes not present information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. | Presents information orally using a minimal mixture of phrases and sentences with minimally appropriate and minimally applicable grammar structures and processes at level II. | **A**dequately presents information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. | **A**dequately presents information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. |
| **Presentational Mode of Communication (Writing)** | **D**oes not present information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. | Presents information in writing using a minimal mixture of phrases and sentences with minimally appropriate and minimally applicable grammar structures and processes at level II. | **A**dequately presents information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. | **A**dequately presents information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. |
| Points per box | **- 5 points per box** | **17 points per box** | **23 points per box** | **25 points per box** |
| Total sum of points (percentage score): | **STAMP 4S Level 2 (or lower)** | **STAMP 4S Level 3** | **STAMP 4S Level 4** | **STAMP 4S Level 5 (or higher)** |

\*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik, and others.

**Rubric for Level III (Intermediate-Low to Intermediate-Mid on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages\***

*Interpretive and Presentational Modes of Communication*

| | Does not meet level III requirements (Novice-High) | Minimally meets level III requirements (Intermediate-Low) | Adequately meets level III requirements (Intermediate-Mid) | Exceeds level III requirements (Intermediate- High) |
|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. | Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level III. | Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. | Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. |
| **Interpretive Mode of Communication (Listening)** | Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. | Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level III. | Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. | Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. |
| **Presentational Mode of Communication (Speaking)** | Does not present information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. | Presents information orally using a minimal mixture of phrases, sentences, and strings of sentences with minimally appropriate and applicable grammar structures and processes at level III. | Adequately presents information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. | Adequately presents information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. |
| **Presentational Mode of Communication (Writing)** | Does not present information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. | Presents information in writing using a minimal mixture of phrases, sentences, and strings of sentences with minimally appropriate and applicable grammar structures and processes at level III. | Adequately presents information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. | Adequately presents information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. |
| Points per box | **- 5 points per box** | **17 points per box** | **23 points per box** | **25 points per box** |
| Total sum of points (percentage score): | **STAMP 4S Level 3 (or lower)** | **STAMP 4S Level 4** | **STAMP 4S Level 5** | **STAMP 4S Level 6 (or higher)** |

\*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik, and others.

**Rubric for Level IV (Intermediate-Mid to Intermediate-High on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages\***

*Interpretive and Presentational Modes of Communication*

| | Does not meet level IV requirements (Intermediate-Low) | Minimally meets level IV requirements (Intermediate-Mid) | Adequately meets level IV requirements (Intermediate-High) | Exceeds level IV requirements (Advanced-Low) |
|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | **D**oes not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. | **M**inimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level IV. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. | **A**dequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at level V. |
| **Interpretive Mode of Communication (Listening)** | **D**oes not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. | **M**inimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level IV. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. | **A**dequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at level V. |
| **Presentational Mode of Communication (Speaking)** | **D**oes not present information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. | **P**resents information orally using a minimal mixture of sentences and connected discourse with minimally appropriate and applicable grammar structures and processes at level IV. | **A**dequately presents information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. | **A**dequately communicates orally using appropriate and applicable grammatical structures and processes in the target language at level V. |
| **Presentational Mode of Communication (Writing)** | **D**oes not present information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. | **P**resents information in writing using a minimal mixture of sentences and connected discourse with minimally appropriate and applicable grammar structures and processes at level IV. | **A**dequately presents information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. | **A**dequately communicates in writing using appropriate and applicable grammatical structures and processes in the target language at level V. |
| Points per box | **- 5 points per box** | **17 points per box** | **23 points per box** | **25 points per box** |
| Total sum of points (percentage score): | **STAMP 4S Level 4 (or lower)** | **STAMP 4S Level 5** | **STAMP 4S Level 6** | **STAMP 4S Level 7 (or higher)** |

\*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik, and others.

**Rubric for Level V (Intermediate-High to Advanced-Mid on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages\***

*Interpretive and Presentational Modes of Communication*

| | Does not meet level V requirements (Intermediate-Mid) | Minimally meets level V requirements (Intermediate-High) | Adequately meets level V requirements (Advanced-Low) | Successfully meets level V requirements (Advanced-Mid) |
|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.

Does not comprehend main ideas and identify some supporting details in the target language adequately. | Minimally uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.

Comprehends main ideas and identifies some supporting details in the target language in a minimally appropriate manner. | Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.

Comprehends main ideas and identifies some supporting details in the target language in an adequate and appropriate manner. | Successfully uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.

Comprehends main ideas and identifies some supporting details in the target language in a successful and complete manner. |
| **Interpretive Mode of Communication (Listening)** | Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.

Does not comprehend main ideas and identify some supporting details in the target language adequately. | Minimally uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.

Comprehends main ideas and identifies some supporting details in the target language in a minimally appropriate manner. | Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.

Comprehends main ideas and identifies some supporting details in the target language in an adequate and appropriate manner. | Successfully uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.

Comprehends main ideas and identifies some supporting details in the target language in a successful and complete manner. |
| **Presentational Mode of Communication (Speaking)** | Does not communicate orally using appropriate and applicable grammar structures and processes at level V. | Communicates orally using minimally appropriate and applicable grammar structures and processes at level V. | Adequately communicates orally using appropriate and applicable grammar structures and processes at level V. | Successfully communicates orally using appropriate and applicable grammar structures and processes at level V. |
| **Presentational Mode of Communication (Writing)** | Does not communicate in writing using appropriate and applicable grammar structures and processes at level V. | Communicates in writing using minimally appropriate and applicable grammar structures and processes at level V. | Adequately communicates in writing using appropriate and applicable grammar structures and processes at level V. | Successfully communicates in writing using appropriate and applicable grammar structures and processes at level V. |
| Points per box | **- 5 points per box** | **17 points per box** | **23 points per box** | **25 points per box** |
| Total sum of points (percentage score): | **STAMP 4S Level 5 (or lower)** | **STAMP 4S Level 6** | **STAMP 4S Level 7** | **STAMP 4S Level 8 (or higher)** |

\*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik and others.

# Avant – TEKS Credit-By-Exam Rubric

## (logographic languages)

Developed in accordance to [Chapter 114](#) of the [Texas Administrative Code](#)

Examples of
point calculations for **logographic** languages

| Has prior instruction in the language? | TEKS level tested for: | STAMP Reading | STAMP Writing | STAMP Listening | STAMP Speaking | CBE Percentage/Points | CBE Result |
|---|---|---|---|---|---|---|---|
| Yes | Level I | Level 2 (20.5 pts) | Level 2 (20.5 pts) | Level 2 (19 pts) | Level 4 (25 pts) | 85 points/percent | PASS |
| No | Level II | Level 3 (21 pts) | Level 2 (16 pts) | Level 3 (18.5 pts) | Level 4 (24.5 pts) | 80 points/percent | PASS |
| Yes | Level III | Level 3 (16 pts) | Level 6 (25 pts) | Level 4 (18.5. pts) | Level 4 (18.5 pts) | 78 points/percent | PASS |
| Yes | Level IV | Level 3 (-5 pts) | Level 5 (21 pts) | Level 6 (24.5 pts) | Level 6 (24.5 pts) | 65 points/percent | NOT PASS |
| No | Level V | Level 6 (21 pts) | Level 6 (21 pts) | Level 6 (18.5 pts) | Level 5 (-5 pts) | 55.5 pts/percent | NOT PASS |

**STAMP – STAMP WS SCALE:**

STAMP/WS level **1** = Novice-Low, STAMP/WS level **2** = Novice-Mid, STAMP/WS level **3** = Novice-High, STAMP/WS level **4** = Intermediate-Low, STAMP/WS level **5** = Intermediate-Mid, STAMP/WS level **6** = Intermediate-High, STAMP/WS level **7** = Advanced-Low, STAMP/WS level **8** = Advanced-Mid, STAMP/WS level **9** = Advanced-High.

# Rubric for Level I for Logographic, Non-Romance, or Non-Germanic Languages*
### Listening/Speaking requirement: Novice-Mid to Novice-High on ACTFL/STAMP scale
### Reading/Writing requirement: Novice-Mid on ACTFL/STAMP scale

## *Interpretive and Presentational Modes of Communication*

| | Does not meet level I requirements (Novice-Low) – Out of Proficiency Range | Minimally meets level I requirements (Novice-Mid) | Adequately meets level I requirements (Novice-High) | Exceeds level I requirements (Intermediate- Low) |
|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | Does not comprehend sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. **- 5 points** | Minimally comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level I. **20.5 points** | Adequately comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. **24.5 points** | Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. **25 points** |
| **Interpretive Mode of Communication (Listening)** | Does not comprehend sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. **- 5 points** | Minimally comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level I. **19 points** | Adequately comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. **24.5 points** | Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. **25 points** |
| **Presentational Mode of Communication (Speaking)** | Does not present information orally using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. **- 5 points** | Presents information orally using a minimal mixture of words and phrases and some simple sentences with minimally appropriate and minimally applicable grammar structures and processes at level I. **19 points** | Adequately presents information orally using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. **24.5 points** | Adequately presents information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. **25 points** |
| **Presentational Mode of Communication (Writing)** | Does not present information in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. **- 5 points** | Presents information in writing using a minimal mixture of words and phrases and some simple sentences with minimally appropriate and minimally applicable grammar structures and processes at level I. **20.5 points** | Adequately presents information in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. **24.5 points** | Adequately presents information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. **25 points** |
| Total sum of points (percentage score) | **STAMP 4S Level 1** | **STAMP 4S Level 2** | **STAMP 4S Level 3** | **STAMP 4S Level 4 (or higher)** |

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others. For these languages, a proficiency level in the lower level of the range noted above is sufficient to meet the requirements in Reading and Writing for this level.

**Rubric for Level II for Logographic, Non-Romance, or Non-Germanic Languages***
Listening/Speaking requirement: Novice-High to Intermediate-Low on ACTFL/STAMP
scale Reading/Writing requirement: Novice-Mid to Novice-High on ACTFL/STAMP scale

*Interpretive and Presentational Modes of Communication*

| | Out of proficiency range (Novice-Low) | Does not meet level II requirements (Novice-Mid) | Minimally meets level II requirements (Novice-High) | Adequately meets level II requirements (Intermediate-Low) | Exceeds level II requirements (Intermediate- Mid) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | Out of proficiency range | **D**oes not comprehend simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources**.** <br><br> **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. | **M**inimally comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. <br><br> Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level II. | **A**dequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. <br><br> **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. <br><br> **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. |
| | - 5 points | 16 points | 21 points | 24.5 points | 25 points |
| **Interpretive Mode of Communication (Listening)** | Out of proficiency range | **D**oes not comprehend simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources**.** <br><br> **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. | **M**inimally comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. <br><br> Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level II. | **A**dequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. <br><br> **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. <br><br> **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. |
| | - 6 points | - 5 points | 18.5 points | 24.5 points | 25 points |
| **Presentational Mode of Communication (Speaking)** | Out of proficiency range | **D**oes not present information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. | **P**resents information orally using a minimal mixture of phrases and sentences with minimally appropriate and minimally applicable grammar structures and processes at level II. | **A**dequately presents information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. | **A**dequately presents information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. |
| | - 6 points | - 5 points | 18.5 points | 24.5 points | 25 points |
| **Presentational Mode of Communication (Writing)** | Out of proficiency range | **D**oes not present information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. | **P**resents information in writing using a minimal mixture of phrases and sentences with minimally appropriate and minimally applicable grammar structures and processes at level II. | **A**dequately presents information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. | **A**dequately presents information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. |
| | - 5 points | 16 points | 21 points | 24.5 points | 25 points |
| Total sum of points (percentage score): | **STAMP 4S Level 1** | **STAMP 4S Level 2** | **STAMP 4S Level 3** | **STAMP 4S Level 4** | **STAMP 4S Level 5** **(or higher)** |

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others. For these languages, a proficiency level in the lower level of the range noted above is sufficient to meet the requirements in Reading and Writing for this level.

# Rubric for Level III for Logographic, Non-Romance, or Non-Germanic Languages*
Listening/Speaking requirement: Intermediate-Low to Intermediate-Mid on ACTFL/STAMP
scale Reading/Writing requirement: Novice-High to Intermediate-Low on ACTFL/STAMP scale

## *Interpretive and Presentational Modes of Communication*

| | Out of proficiency range (Novice-Mid or lower) | Does not meet level III requirements (Novice-High) | Minimally meets level III requirements (Intermediate-Low) | Adequately meets level III requirements (Intermediate-Mid) | Exceeds level III requirements (Intermediate- High) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | Out of proficiency range | **D**oes not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. | **M**inimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level III. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. |
| | **- 5 points** | **16 points** | **21 points** | **24.5 points** | **25 points** |
| **Interpretive Mode of Communication (Listening)** | Out of proficiency range | **D**oes not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. | **M**inimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level III. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. |
| | **- 6 points** | **- 5 points** | **18.5 points** | **24.5 points** | **25 points** |
| **Presentational Mode of Communication (Speaking)** | Out of proficiency range | **D**oes not present information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. | **P**resents information orally using a minimal mixture of phrases, sentences, and strings of sentences with minimally appropriate and applicable grammar structures and processes at level III. | **A**dequately presents information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. | **A**dequately presents information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. |
| | **- 6 points** | **- 5 points** | **18.5 points** | **24.5 points** | **25 points** |
| **Presentational Mode of Communication (Writing)** | Out of proficiency range | **D**oes not present information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. | **P**resents information in writing using a minimal mixture of phrases, sentences, and strings of sentences with minimally appropriate and applicable grammar structures and processes at level III. | **A**dequately presents information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. | **A**dequately presents information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. |
| | **- 5 points** | **16 points** | **21 points** | **24.5 points** | **25 points** |
| Total sum of points (percentage score): | **STAMP 4S Level 2 (or lower)** | **STAMP 4S Level 3** | **STAMP 4S Level 4** | **STAMP 4S Level 5** | **STAMP 4S Level 6 (or higher)** |

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others.

**Rubric for Level IV for Logographic, Non-Romance, or Non-Germanic Languages\***
Listening/Speaking requirement: Intermediate-Mid to Intermediate-High on ACTFL/STAMP scale
Reading/Writing requirement: Intermediate-Low to Intermediate-Mid on ACTFL/STAMP scale

*Interpretive and Presentational Modes of Communication*

| | Out of proficiency range (Novice-High or lower) | Does not meet level IV requirements (Intermediate-Low) | Minimally meets level IV requirements (Intermediate-Mid) | Adequately meets level IV requirements (Intermediate-High) | Exceeds level IV requirements (Advanced-Low) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | Out of proficiency range | **D**oes not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. | **M**inimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level IV. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. | **A**dequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at level V. |
| | **- 5 points** | **16 points** | **21 points** | **24.5 points** | **25 points** |
| **Interpretive Mode of Communication (Listening)** | Out of proficiency range | **D**oes not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. | **M**inimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level IV. | **A**dequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. **U**ses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV. | **A**dequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at level V. |
| **- 6 points** | **- 5 points** | | **18.5 points** | **24.5 points** | **25 points** |
| **Presentational Mode of Communication (Speaking)** | Out of proficiency range | **D**oes not present information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. | **P**resents information orally using a minimal mixture of sentences and connected discourse with minimally appropriate and applicable grammar structures and processes at level IV. | **A**dequately presents information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. | **A**dequately communicates orally using appropriate and applicable grammatical structures and processes in the target language at level V. |
| **- 6 points** | **- 5 points** | | **18.5 points** | **24.5 points** | **25 points** |
| **Presentational Mode of Communication (Writing)** | Out of proficiency range | **D**oes not present information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. | **P**resents information in writing using a minimal mixture of sentences and connected discourse with minimally appropriate and applicable grammar structures and processes at level IV. | **A**dequately presents information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV. | **A**dequately communicates in writing using appropriate and applicable grammatical structures and processes in the target language at level V. |
| | **- 5 points** | **16 points** | **21 points** | **24.5 points** | **25 points** |
| Total sum of points (percentage score): | **STAMP 4S Level 3 (or lower)** | **STAMP 4S Level 4** | **STAMP 4S Level 5** | **STAMP 4S Level 6** | **STAMP 4S Level 7 (or higher)** |

\*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others.

**Rubric for Level V for Logographic, Non-Romance, or Non-Germanic Languages***
Listening/Speaking requirement: Intermediate-High to Advanced Low on ACTFL/STAMP scale
Reading/Writing requirement: Intermediate-Mid to Intermediate-High on ACTFL/STAMP scale

*Interpretive and Presentational Modes of Communication*

| | Out of proficiency range (Novice-High or lower) | Does not meet level V requirements (Intermediate-Mid) | Minimally meets level V requirements (Intermediate-High) | Adequately meets level V requirements (Advanced-Low) | Exceeds level V requirements (Advanced-Mid) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | Out of proficiency range | **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.<br><br>**D**oes not comprehend main ideas and identify some supporting details in the target language adequately. | **M**inimally uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.<br><br>Comprehends main ideas and identifies some supporting details in the target language in a minimally appropriate manner. | **A**dequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.<br><br>Comprehends main ideas and identifies some supporting details in the target language in an adequate and appropriate manner. | **A**dequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level VI.<br><br>Comprehends main ideas and identifies some supporting details in the target language. |
| | - 5 points | 16 points | 21 points | 24.5 points | 25 points |
| **Interpretive Mode of Communication (Listening)** | Out of proficiency range | **D**oes not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.<br><br>**D**oes not comprehend main ideas and identify some supporting details in the target language adequately. | **M**inimally uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.<br><br>Comprehends main ideas and identifies some supporting details in the target language in a minimally appropriate manner. | **A**dequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V<br><br>Comprehends main ideas and identifies some supporting details in the target language in an adequate and appropriate manner. | **A**dequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level VI.<br><br>Comprehends main ideas and identifies some supporting details in the target language. |
| | - 6 points | - 5 points | 18.5 points | 24.5 points | 25 points |
| **Presentational Mode of Communication (Speaking)** | Out of proficiency range | **D**oes not communicate orally using appropriate and applicable grammar structures and processes at level V. | Communicates orally using minimally appropriate and applicable grammar structures and processes at level V. | **A**dequately communicates orally using appropriate and applicable grammar structures and processes at level V. | **A**dequately communicates orally using appropriate and applicable grammatical structures and processes in the target language at level VI. |
| | - 6 points | - 5 points | 18.5 points | 24.5 points | 25 points |
| **Presentational Mode of Communication (Writing)** | Out of proficiency range | **D**oes not communicate in writing using appropriate and applicable grammar structures and processes at level V. | Communicates in writing using minimally appropriate and applicable grammar structures and processes at level V. | Adequately communicates in writing using appropriate and applicable grammar structures and processes at level V. | **A**dequately communicates in writing using appropriate and applicable grammatical structures and processes in the target language at level VI. |
| | - 5 points | 16 points | 21 points | 24.5 points | 25 points |
| Total sum of points (percentage score): | **STAMP 4S Level 4** | **STAMP 4S Level 5** | **STAMP 4S Level 6** | **STAMP 4S Level 7** | **STAMP 4S Level 8 (or higher)** |

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others. For these languages, a proficiency level in the lower level of the range noted above is sufficient to meet the requirements in Reading and Writing for this level.

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# Avant – TEKS Credit-By-Exam Rubric

## (American Sign Language – ASL)

Developed in accordance to Chapter 114 of the Texas Administrative Code

### Examples of
### point calculations for **ASL**

| Has prior instruction in the language? | TEKS level tested for: | STAMP Receptive | STAMP Expressive | CBE Percentage/Points | CBE Result |
|---|---|---|---|---|---|
| Yes | Level I | Level 2 (29 pts) | Level 3 (41 pts) | 70 points/percent | PASS |
| No | Level II | Level 4 (41 pts) | Level 5 (41 pts) | 82 points/percent | PASS |
| No | Level III | Level 4 (41 pts) | Level 6 (29 pts) | 70 points/percent | NOT PASS |
| Yes | Level IV | Level 8 (26 pts) | Level 8 (50 pts) | 76 points/percent | PASS |

**STAMP ASL SCALE:**

STAMP/ASL level **1** = Novice-Low, STAMP/ASL level **2** = Novice-Mid, STAMP/ASL level **3** = Novice-High, STAMP/ASL level **4** = Intermediate-Low, STAMP/ASL level **5** = Intermediate-Mid, STAMP/ASL level **6** = Intermediate-High, STAMP/ASL level **7** = Advanced-Low, STAMP/ASL level **8** = Advanced-Mid, STAMP/ASL level **9** = Advanced-High.

**Rubric for Level I for ASL**
Interpretive Receptive/Presentational Expressive requirement: Novice-High
on ACTFL/STAMP scale

*Interpretive and Presentational Modes of Communication*

| | Does not meet Level I requirements (Novice-Low) | Starting to approach Level I requirements (Novice-Mid) | Adequately meets Level I requirements (Novice-High) | Exceeds Level I requirements (Intermediate- Low) |
|---|---|---|---|---|
| **Interpretive Mode of Communication (Receptive)** | Does not demonstrate, at level I, an understanding of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics. <br><br> **- 5 points** | Incipiently demonstrates, at level I, an understanding of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics. <br><br> **29 points** | Adequately demonstrates, at level I, an understanding of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics. <br><br> **41 points** | Demonstrates an understanding, above level I, of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics. <br><br> **50 points** |
| **Presentational Mode of Communication (Expressive)** | Does not convey information in ASL, at level I, using familiar words, concepts, classifiers, phrases, and sentences to others without voice. <br><br> Does not demonstrate, at level I, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. <br><br> **- 5 points** | Incipiently conveys information in ASL, at level I, using familiar words, concepts, classifiers, phrases, and sentences to others without voice. <br><br> Incipiently demonstrates, at level I, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. <br><br> **29 points** | Adequately conveys information in ASL, at level I, using familiar words, concepts, classifiers, phrases, and sentences to others without voice. <br><br> Adequately demonstrates, at level I, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. <br><br> **41 points** | Conveys information, above level I, in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice. <br><br> Demonstrates usage, above level I, of ASL phonology, morphology, syntax, semantics, and pragmatics. <br><br> **50 points** |
| *Corresponding STAMP levels* | **STAMP Level 1** | **STAMP Level 2** | **STAMP Level 3** | **STAMP Level 4 (or higher)** |

**Rubric for Level II for ASL**

Interpretive Receptive requirement: Intermediate-Low

Presentational Expressive requirement: Intermediate-Mid

on ACTFL/STAMP scale

*Interpretive and Presentational Modes of Communication*

| | Level II (Novice-Mid) | Level II (Novice-High) | Level II (Intermediate-Low) | Level II (Intermediate-Mid) | Level II (Intermediate-High) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Receptive)** | Does not demonstrate, at level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. **-5 points** | Incipiently demonstrates, at level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. **29 points** | Adequately demonstrates, at level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. **41 points** | Demonstrates, above level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. **45 points** | Demonstrates, substantially above level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. **50 points** |
| **Presentational Mode of Communication (Expressive)** | Does not convey information in ASL, at level II, using concepts, classifiers, phrases, and sentences to others without voice. | Does not convey information in ASL, at level II, using concepts, classifiers, phrases, and sentences to others without voice. | Incipiently conveys information in ASL, at level II, using concepts, classifiers, phrases, and sentences to others without voice. | Adequately conveys information in ASL, at level II, using concepts, classifiers, phrases, and sentences to others without voice. | Conveys information in ASL, above level II, using concepts, classifiers, phrases, and sentences to others without voice. |
| | Does not demonstrate, at level II, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. **- 6 points** | Does not demonstrate, at level II, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. **- 5 points** | Incipiently demonstrates, at level II, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. **29 points** | Adequately demonstrates, at level II, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. **41 points** | Demonstrates appropriate usage, above level II, of ASL phonology, morphology, syntax, semantics, and pragmatics. **50 points** |
| *Corresponding STAMP levels* | **STAMP Level 2 (or lower)** | **STAMP Level 3** | **STAMP Level 4** | **STAMP Level 5** | **STAMP Level 6 (or higher)** |

**Rubric for Level III for ASL**

Interpretive Receptive requirement: Intermediate-Low
Presentational Expressive requirement: Advanced-Low
on ACTFL/STAMP scale

*Interpretive and Presentational Modes of Communication*

|  | Level III (Novice-High) | Level III (Intermediate-Low) | Level III (Intermediate-Mid) | Level III (Intermediate-High) | Level III (Advanced-Low) | Level III (Advanced- Mid) |
|---|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Receptive)** | Does not demonstrate, at level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics.<br><br>**15 points** | Adequately demonstrates, at level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics.<br><br>**41 points** | Demonstrates, above level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics.<br><br>**43 points** | Demonstrates, significantly above level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics.<br><br>**45 points** | Demonstrates, significantly above level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics.<br><br>**47 points** | Demonstrates, significantly above level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics.<br><br>**50 points** |
| **Presentational Mode of Communication (Expressive)** | Does not convey information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency.<br><br>Does not demonstrate, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level.<br><br>**- 6 points** | Does not convey information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency.<br><br>Does not demonstrate, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level.<br><br>**- 5 points** | Does not convey information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency.<br><br>Does not demonstrate, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level.<br><br>**15 points** | Incipiently conveys information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency.<br><br>Incipiently demonstrates, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level.<br><br>**29 points** | Adequately conveys information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency.<br><br>Adequately demonstrates, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level.<br><br>**39 points** | Conveys information in ASL, above level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency.<br><br>Demonstrates, above level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level.<br><br>**50 points** |
| *Corresponding STAMP levels* | **STAMP Level 3 (or lower)** | **STAMP Level 4** | **STAMP Level 5** | **STAMP Level 6** | **STAMP Level 7** | **STAMP Level 8 (or higher)** |

**Rubric for Level IV for ASL**

Interpretive Receptive requirement: Intermediate-High

Presentational Expressive requirement: Advanced-High

on ACTFL/STAMP scale

*Interpretive and Presentational Modes of Communication*

|  | Level IV (Intermediate-Low) | Level IV (Intermediate-Mid) | Level IV (Intermediate-High) | Level IV (Advanced-Low) | Level IV (Advanced-Mid) | Level IV (Advanced-High) |
|---|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Receptive)** | Does not demonstrate, at level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics.<br><br>**- 5 points** | Incipiently demonstrates, at level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics.<br><br>**15 points** | Adequately demonstrates, at level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics.<br><br>**20 points** | Demonstrates, above level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics.<br><br>**23 points** | Demonstrates, significantly above level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics.<br><br>**26 points** | Demonstrates, significantly above level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics.<br><br>**28 points** |
| **Presentational Mode of Communication (Expressive)** | Does not convey information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level.<br><br>Does not demonstrate, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level.<br><br>**- 5 points** | Does not convey information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level.<br><br>Does not demonstrate, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level.<br><br>**15 points** | Does not convey information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level.<br><br>Does not demonstrate, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level.<br><br>**30 points** | Does not convey information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level.<br><br>Does not demonstrate, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level.<br><br>**40 points** | Incipiently conveys information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level.<br><br>Incipiently demonstrates, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level.<br><br>**50 points** | Not available for Presentational Expressive |
| *Corresponding STAMP levels* | **STAMP Level 4** | **STAMP Level 5** | **STAMP Level 6** | **STAMP Level 7** | **STAMP Level 8** | **STAMP Level 9** |

# Avant – TEKS Credit-By-Exam Rubric

## (Latin)

Developed in accordance to Chapter 114 of the Texas Administrative Code

### Examples of point calculations for **Latin**

| Has prior instruction in the language? | TEKS level tested for: | STAMP Reading | CBE Percentage/Points | CBE Result |
|---|---|---|---|---|
| Yes | Level I | Level 2 (60 pts) | 60 points/percent | NOT PASS |
| Yes | Level II | Level 4 (70 pts) | 70 points/percent | PASS |
| No | Level III | Level 3 (40 pts) | 40 points/percent | NOT PASS |
| No | Level IV | Level 8 (80 pts) | 80 points/percent | PASS |

**STAMP LATIN SCALE:**

STAMP/LATIN level **1** = Novice-Low, STAMP/LATIN level **2** = Novice-Mid, STAMP/LATIN level **3** = Novice-High, STAMP/LATIN level **4** = Intermediate-Low, STAMP/LATIN level **5** = Intermediate-Mid, STAMP/LATIN level **6** = Intermediate-High, STAMP/LATIN level **7** = Advanced-Low, STAMP/LATIN level **8** = Advanced-Mid, STAMP/LATIN level **9** = Advanced-High.

# Rubric for Level I for Latin
Reading requirement: Novice-High to Intermediate-Low
on ACTFL/STAMP scale

## *Interpretive Mode of Communication*

| | Does not meet Level I requirements (Novice-Low) | Does not meet Level I requirements (Novice-Mid) | Minimally meets Level I requirements (Novice-High) | Adequately meets Level I requirements (Intermediate-Low) | Exceeds Level I requirements (Intermediate-Mid) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | The student cannot:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify key words and details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br>**50 points** | The student cannot:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify key words and details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br>**60 points** | The student can minimally:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify key words and details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br>**70 points** | The student can adequately:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify key words and details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br>**80 points** | The student can, at a level above Level I:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify key words and details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br>**100 points** |
| *Corresponding STAMP levels* | **STAMP Level 1** | **STAMP Level 2** | **STAMP Level 3** | **STAMP Level 4** | **STAMP Level 5**<br><br>**(or higher)** |

# Rubric for Level II for Latin

Reading requirement: Intermediate-Low to Intermediate-Mid
on ACTFL/STAMP scale

## *Interpretive Mode of Communication*

| | Does not meet Level II requirements (Novice-Mid) | Does not meet Level II requirements (Novice-High) | Minimally meets Level II requirements (Intermediate-Low) | Adequately meets Level II requirements (Intermediate-Mid) | Exceeds Level II requirements (Intermediate-High) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | The student cannot:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br><br>**50 points** | The student cannot:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br><br>**60 points** | The student can minimally:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br><br>**70 points** | The student can adequately:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br><br>**80 points** | The student can, at a level above Level II:<br><br>* Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts.<br><br>* Identify the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Infer meaning of unfamiliar words or phrases in highly contextualized texts.<br><br>* Identify cultural practices from authentic print and digital materials.<br><br><br>**100 points** |
| *Corresponding STAMP levels* | **STAMP Level 2**<br><br>*(Lower levels decrease incrementally by 10 points)* | **STAMP Level 3** | **STAMP Level 4** | **STAMP Level 5** | **STAMP Level 6**<br><br>*(or higher)* |

**Rubric for Level III for Latin**

Reading requirement: Intermediate-High to Advanced-Low
on ACTFL/STAMP scale

*Interpretive Mode of Communication*

| | Does not meet Level III requirements (Intermediate-Low) | Does not meet Level III requirements (Intermediate-Mid) | Minimally meets Level III requirements (Intermediate-High) | Adequately meets Level III requirements (Advanced-Low) | Exceeds Level III requirements (Advanced-Mid) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | The student cannot:<br><br>* Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in contextualized texts.<br><br>* Compare and contrast cultural practices from authentic print and digital materials.<br><br>**50 points** | The student cannot:<br><br>* Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in contextualized texts.<br><br>* Compare and contrast cultural practices from authentic print and digital materials.<br><br>**60 points** | The student can minimally:<br><br>* Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in contextualized texts.<br><br>* Compare and contrast cultural practices from authentic print and digital materials.<br><br>**70 points** | The student can adequately:<br><br>* Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in contextualized texts.<br><br>* Compare and contrast cultural practices from authentic print and digital materials.<br><br>**80 points** | The student can, at a level above Level III:<br><br>* Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts.<br><br>* Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in contextualized texts.<br><br>* Compare and contrast cultural practices from authentic print and digital materials.<br><br>**100 points** |
| *Corresponding STAMP levels* | **STAMP Level 4**<br><br>*(Lower levels decrease incrementally by 10 points)* | **STAMP Level 5** | **STAMP Level 6** | **STAMP Level 7** | **STAMP Level 8**<br><br>**(or higher)** |

**Rubric for Level IV for Latin**

Reading requirement: Advanced-Low to Advanced-Mid
on ACTFL/STAMP scale

*Interpretive Mode of Communication*

| | Does not meet Level IV requirements (Intermediate-Mid) | Does not meet Level IV requirements (Intermediate-High) | Minimally meets Level IV requirements (Advanced-Low) | Adequately meets Level IV requirements (Advanced-Mid) | Exceeds Level IV requirements (Advanced-High) |
|---|---|---|---|---|---|
| **Interpretive Mode of Communication (Reading)** | The student cannot:<br><br>* Analyze culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared.<br><br>* Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in texts.<br><br>* Compare and contrast cultural practices and perspectives from authentic print and digital materials.<br><br>**50 points** | The student cannot:<br><br>* Analyze culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared.<br><br>* Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in texts.<br><br>* Compare and contrast cultural practices and perspectives from authentic print and digital materials.<br><br>**60 points** | The student can minimally:<br><br>* Analyze culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared.<br><br>* Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in texts.<br><br>* Compare and contrast cultural practices and perspectives from authentic print and digital materials.<br><br>**70 points** | The student can adequately:<br><br>* Analyze culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared.<br><br>* Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in texts.<br><br>* Compare and contrast cultural practices and perspectives from authentic print and digital materials.<br><br>**80 points** | The student can, at a level above Level IV:<br><br>* Analyze culturally authentic print and digital materials in a variety of contexts.<br><br>* Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared.<br><br>* Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics.<br><br>* Infer meaning of unfamiliar words or phrases in texts.<br><br>* Compare and contrast cultural practices and perspectives from authentic print and digital materials.<br><br>**100 points** |
| *Corresponding STAMP levels* | **STAMP Level 5**<br><br>*(Lower levels decrease incrementally by 10 points)* | **STAMP Level 6** | **STAMP Level 7** | **STAMP Level 8** | **STAMP Level 9** |

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| | | | | Reports, | |
|---|---|---|---|---|---|
| **Board Mtg. Date** | **Reports of the** | **Action** | **Consent** | **Routine** | |
| **04-15-2024** | **Superintendent** | **Item** | **Agenda** | **Monthly** | **Other** |
| | ☐ | ☒ | ☐ | ☐ | ☐ |

**Subject:** **Strike Middle School Construction Settlement and Resolution**

**Presenter or Contact Person:** Shay Adams, Assistant Superintendent for Business & Finance

**Policy/Code:** Texas Government Code 551.071 & 551.129

**Strategic Plan Goal:** Ensuring Fiscal Health and Sustainability

**Summary:** Consider, discuss and possible action regarding settlement and resolution of potential claims pertaining to the construction of Strike Middle School.

**Financial Implications:**

**Attachments:** N/A

**Recommendation:** **The Administration recommends to delegate authority to the Superintendent to enter into settlement negotiations, and approve a settlement or resolution of the claims pertaining to the construction of Strike Middle School with the advice and approval of the District's legal counsel.**

**Motion:** **I move to delegate authority to the Superintendent to enter into settlement negotiations, and approve a settlement or resolution of the claims pertaining to the construction of Strike Middle School with the advice and approval of the District's legal counsel.**

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date 4-15-2024 | Reports of the Superintendent ☐ | Action Item ☒ | Consent Agenda ☐ | Reports, Routine Monthly ☐ | Other ☐ |
|---|---|---|---|---|---|

**Subject:** LAKEWOOD VILLAGE ELEMENTARY PACKAGE 2

**Presenter or Contact Person:** Mickey James, Executive Director for Construction

**Policy/Code:** CVD (LOCAL)

**Strategic Plan Goal:** To ensure fiscal health & sustainability.

**Summary:** Presenting the Master Budget and Jackson Construction GMP (Guaranteed Maximum Price) for Lakewood Village Elementary School.

**Financial Implications:** Master Budget will be $50,414,196.70 which includes GMP 1 & 2 from Jackson Construction.
Package 2 GMP $38,693,327
Previously approved Package 1 (Early Site Package) GMP $3,763,595.

**Attachments:** Master Budget & Jackson Construction GMP under separate cover.

**Recommendation:** **The Administration recommends the approval of the Master Budget and GMP, and authorize the Superintendent or his designee to execute any required contract documents.**

**Motion:** **I move the Board approve the Master Budget and GMP as presented, and authorize the Superintendent or his designee to execute any required contract documents.**

# MASTER PROJECT BUDGET

## Lakewood Village Elementary

| | ACCOUNT CODES | DESCRIPTION | BUDGET |
|---|---|---|---|
| 01 | | **CONSTRUCTION ACTIVITIES** | $42,456,922.00 |
| | | Cost of Work | $35,384,876.00 |
| | | General Conditions | $795,809.00 |
| | | Contingencies | $723,614.00 |
| | | Insurance & Bonds | $604,246.00 |
| | | CMAR Fee | $719,782.00 |
| | | Pre-Construction Fee | $15,000.00 |
| | | Allowances Outside of GMP | $450,000.00 |
| | Package 1 | GMP #1 (Early Site) | $3,763,595.00 |
| 00 | | **A/E FEES** | $2,720,433.00 |
| | | Base Fee @ 6.25% | $2,020,625.00 |
| | | Additional Services | $90,000.00 |
| | | Reimbursables | $5,000.00 |
| | | Fee Adjustment (Changes) | $604,808.00 |
| 02 | | **THIRD PARTY VENDORS** | $4,645,650.00 |
| | | FF&E P/D/I | $3,600,000.00 |
| | | Contingency @10% | $360,000.00 |
| | | Technology P/D/I | $600,000.00 |
| | Package 1 | Construction Documentation Services | $35,650.00 |
| | | Moving Services | $50,000.00 |
| 03 | | **THIRD PARTY CONSULTANTS** | $501,447.00 |
| | | Phase I Environmental | $1,950.00 |
| | | Surveys B/T/Tr/Env | $22,000.00 |
| | | Shelter Peer Review | $9,400.00 |
| | | Geotech | $27,200.00 |
| | Package 1 | Materials Testing | $213,793.00 |
| | | Test & Balance | $110,732.00 |
| | | Commissioning | $116,372.00 |
| 04 | | **PERMITS & FEES** | $35,000.00 |
| | | Legal | $10,000.00 |
| | | Permit Fees | $25,000.00 |
| 05 | | **Miscellaneous Costs** | $1,000.00 |
| | | Printing/Misc. | $1,000.00 |
| 06 | | **OWNER'S CONTINGENCY** | $53,744.70 |
| | | @10% | $53,744.70 |

**TOTAL PROJECT BUDGET** $50,414,196.70

# LAKEWOOD VILLAGE ES (#7) PACKAGE 2
## LITTLE ELM ISD
### 4/3/2024

**JACKSON** CONSTRUCTION

BUILDING AREA: 93,900

## FINAL GUARANTEED MAXIMUM PRICE - SUMMARY

| CSI | BID PACKAGE DESCRIPTION | TOTAL COST | COMMENTS |
|---|---|---|---|
| 03 | CONCRETE | $6,117,000 | |
| 04 | MASONRY | $1,720,000 | |
| 05 | METALS | $4,410,250 | |
| 06 | WOODS & PLASTICS | $625,500 | |
| 07 | THERMAL & MOISTURE PROTECTION | $2,385,000 | |
| 08 | DOORS & WINDOWS | $1,999,000 | |
| 09 | DRYWALL & FINISHES | $3,631,560 | |
| 10 | SPECIALTIES | $877,650 | |
| 11 | EQUIPMENT | $1,162,916 | |
| 12 | FURNISHINGS | $90,000 | |
| 14 | CONVEYING SYSTEMS | $107,000 | |
| 21 | FIRE SUPPRESSION | $392,000 | |
| 22 | PLUMBING | $2,625,000 | |
| 23 | HVAC | $2,754,000 | |
| 26 | ELECTRICAL | $3,266,000 | |
| 28 | ELECTRONIC SAFETY AND SECURITY | $163,000 | |
| 31 | EARTHWORK | $4,500 | |
| 32 | SITE IMPROVEMENTS | $685,000 | |
| 33 | UTILITIES | $14,500 | |
| ALW | ALLOWANCES | $2,355,000 | |
| | | | |
| **COST OF WORK PACKAGE 2** | | **$35,384,876** | |
| GENERAL CONDITIONS | | $795,809 | |
| CONTRACTORS CONTINGENCY | | $723,614 | |
| GENERAL LIABILITY | | $191,217 | |
| BUILDER'S RISK INSURANCE | | $49,716 | |
| PERFORMANCE BOND | | $363,312 | |
| CONSTRUCTION MANAGER FEE | | $719,782 | |
| PRECONSTRUCTION FEE | | $15,000 | |
| **SUBTOTAL PACKAGE 2** | | **$38,243,327** | |
| **COST PER SF** | | **$407** | |
| | | | |
| **DISTRICT ALLOWANCES OUTSIDE OF GMP** | | | |
| TRAFFIC SIGNAL | | $300,000 | |
| GAS EXTENSION | | $150,000 | |
| **TOTAL PACKAGE 2** | | **$38,693,327** | |
| | | | |
| **COST PER SF** | | **$412** | |
| PACKAGE 1 GMP (PREVIOUSLY APPROVED) | | $3,763,595 | |
| **GRAND TOTAL (PACKAGE 1 & 2)** | | **$42,456,922** | |
| **COST PER SF** | | **$452** | |

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date **04-15-2024** | **Reports of the Superintendent** ☐ | **Action Item** ☐ | **Consent Agenda** ☒ | **Reports, Routine Monthly** ☐ | **Other** ☐ |
|---|---|---|---|---|---|

**Subject:** **2024-2025 FTE REQUEST FOR SPEECH LANGUAGE PATHOLOGIST ASSISTANT**

**Presenter or Contact Person:** Asheley Brown, Executive Director for Human Resource Services

**Policy/Code:** DCA, DCB, DC, and DCE as appropriate

**Strategic Plan Goal:** We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

**Summary:** As the district continuously analyzes staffing needs of the district, additional FTE needs have been identified:

1) Speech Language Pathologist Assistant – Teacher payscale; 187 days.
   --The total number of special education students has increased by 20% since last year. This position will be funded utilizing moneys that are currently allocated for special education contracted services, but hiring this as an LEISD employee, rather than contracting out, will be a lesser expenditure

**Financial Implications:** Approximately $35,000 savings

**Attachments:** N/A

**Recommendation:** **The Administration recommends approval of a Speech Language Pathologist Assistant FTE for the 2024-25 school year as presented.**

**Motion:**

**I move the Board approve a Speech Language Pathologist Assistant FTE for the 2024-25 school year as presented.**

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date **04-15-2024** | **Reports of the Superintendent** ☐ | **Action Item** ☐ | **Consent Agenda** ☒ | **Reports, Routine Monthly** ☐ | **Other** ☐ |
|---|---|---|---|---|---|

**Subject:** **RECLASSIFICATION OF SPECIAL EDUCATION POSITION**

**Presenter or Contact Person:** Asheley Brown, Executive Director of Human Resource Services

**Policy/Code:** DCA, DCB, DC, and DCE as appropriate

**Strategic Plan Goal:** We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

**Summary:** As the needs of our special education students across the district are continuously being assessed and reviewed, there is a need to repurpose and reclassify a currently vacant School Psychologist Intern position into a Special Education teacher position as detailed below:

- School Psychologist Intern (197 days; ½ of Midpoint of AP2) reclassified to a Special Education RISE Teacher (187 days; teacher payscale) at Chavez Elementary School.

**Financial Implications:** Approximately $30,000

**Attachments:** N/A

**Recommendation:** **The Administration recommends approval of the reclassification of the special education FTE for Chavez Elementary School as submitted.**

**Motion:** **I move the Board approve the reclassification of the special education FTE for Chavez Elementary School as submitted.**

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date:<br>**4-15-24** | **Reports of the Superintendent**<br>☐ | **Action Item**<br>☐ | **Consent Agenda**<br>☒ | **Reports, Routine Monthly**<br>☐ | **Other**<br>☐ |
|---|---|---|---|---|---|

**Subject:**     **2024-2025 INSTRUCTIONAL MATERIALS ALLOTMENT CERTIFICATION**

**Presenter or Contact Person:**     Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning

**Policy/Code:**     TEC§ 31.04

**Strategic Plan Goal:**     We will engage each student in learning experiences that increase student growth and achievement.

We will provide a guaranteed and viable curriculum that ensures all students have equal learning opportunities.

**Summary:**     School districts 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). The certification must be ratified by the LEA's board of trustees in an open, public-noticed meeting.

**Financial Implications:**     N/A

**Attachments:**     [2024-2025 TEKS Certification](#)

**Recommendation:** The Administration recommends approval of the TEKS Certification for the Instructional Materials Allotment for the 2024-2025 school year.

**Motion:**

I move the Board approve the 2024-2025 TEKS Certification for the Instructional Materials Allotment as submitted.

# Certification of Provision of Instructional Materials Survey 2024–25

# Table of Contents

# 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.

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## 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
Penny Tramel

QUESTION 1.1:　　　Your email address
ptramel@littleelmisd.net

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
　　　　X Other

## LEA Information

QUESTION 2.0:　　　Region #
Region 11

QUESTION 2.1:　　　LEA Name and Number
Little Elm ISD #061914

QUESTION 2.2:　　　Superintendent's Name
Michael Lamb

QUESTION 2.3:　　　Superintendent's email address
mlamb@littleelmisd.net

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

QUESTION 2.5:　　　School board president's or governing body's email address
jolson@littleelmisd.net

QUESTION 2.6:　　　Date of the school board meeting at which the Certification Form was be presented and approved?
April 15, 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 | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.2: | Grades 3–5 | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.3: | Grades 6–8 | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.4: | Grades 9–12 | ☒ | ☐ | ☐ | ☐ | ☐ |

## 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:

*Texas Houghton Mifflin harcourt Into Reading*

*BrainPop Jr.*

*Flocabulary*

*Nearpod*

*Lexia Learning Systems*

*Benchmark Phonics*

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

*Texas Houghton Mifflin harcourt Into Reading*

*BrainPop Jr.*

*Flocabulary*

*Nearpod*

*Lexia Learning Systems*

*Newsela*

*Benchmark Phonics*

## 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:

> *HMH Texas Houghton Mifflin Harcourt Arriba la lectura!*
>
> *iStation*
>
> *Little Sponges*
>
> *Estrellita*

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

> *HMH Texas Houghton Mifflin Harcourt Arriba la lectura!*
>
> *iStation*
>
> *Estrellita*

## 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.

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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:

| |
|---|
| *HMH Texas Houghton Mifflin Harcourt into Literature* |
| *District Created Resources* |
| *Flocabulary* |
| *Nearpod* |
| *Newsela* |

## 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.

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:

*HMH Texas Houghton Mifflin Harcourt Into Literature*

*District Created Materials*

*Newsela*

# 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** | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.2: | **Grades 3–5** | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.3: | **Grades 6–8** | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.4: | **Grades 9–12** | ☒ | ☐ | ☐ | ☐ | ☐ |

## 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:

| |
|---|
| *Eureka Mathematics* |
| *EnVision Mathematics* |
| *Imagine Math (K-2)* |
| *MAP Accelerator (3-5)* |
| *District Created Materials* |

## 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:

> *HMH Go Math*
>
> *SpringBoard Mathematics Course 1-3*
>
> *Math 180*
>
> *Progress Learning*

## 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:

> *HMH Algebra I and II and Geometry*
>
> *SAVVAS*
>
> *SpringBoard Mathematics*
>
> *Progress Learning*
>
> *Khan Academy*

# 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** | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.2: | **Grades 3–5** | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.3: | **Grades 6–8** | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.4: | **Grades 9–12** | ☒ | ☐ | ☐ | ☐ | ☐ |

## 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:

*American Legacy publishing Studies Weekly (English and Spanish)*

*Nystrom Education Exploring Where and Why*

*Newsela*

*District Created Materials*

## 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:

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> *Social Studies School Services Active Classroom -Global Studies, Geography/US History*
>
> *SAVVAS Texas Contemporary World Cultures/Texas History/US History*
>
> *Newsela*

## 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.

<u>Full-subject instructional materials</u> (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.

<u>Supplemental Materials</u> (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:

> *Active Classroom Government/Civics/US History/Global Studies/Geography/World History*
>
> *SAVVAS Texas MaGruder's American Government*
>
> *Newsela*

# 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 | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.2: | Grades 3–5 | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.3: | Grades 6–8 | ☒ | ☐ | ☐ | ☐ | ☐ |
| QUESTION 3.4: | Grades 9–12 | ☒ | ☐ | ☐ | ☐ | ☐ |

## 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 Experience Science*
>
> *BrainPop and BrainPop Jr.*
>
> *Discovery Videos*

# 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 Experience Science Middle
>
> BrainPop
>
> Discovery Videos

## 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:

> SAVVAS Miller Levine Biology
>
> SAVVAS Experience Chemistry
>
> SAVVAS Experience Physics
>
> Discovery Videos

# 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?

&#9746; Yes
&#9744; 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 | ☐ | ☒ | ☐ |
| DMCA | ☐ | ☐ | ☐ |
| Texas Formative Assessment Resource | ☐ | ☐ | ☐ |
| STAAR Interim | ☒ | ☐ | ☐ |
| Other: | ☐ | ☐ | ☒ |
| *School City* | | | |
| Other: | ☐ | ☒ | ☐ |
| *MAP* | | | |
| Other: | ☐ | ☐ | ☐ |
| ~~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).

25

## 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):**

| 061914 |
|---|

**District Name:**

| Little Elm 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*

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date **04-15-2024** | **Reports of the Superintendent** ☐ | **Action Item** ☐ | **Consent Agenda** ☒ | **Reports, Routine Monthly** ☐ | **Other** ☐ |
|---|---|---|---|---|---|

**Subject:** **RESOLUTION REGARDING CHAPLAINS UNDER SENATE BILL 763**

**Presenter or Contact Person:** Asheley Brown, Executive Director for Human Resource Services

**Policy/Code:**

**Strategic Plan Goal:**

**Summary:** Senate Bill 763, passed by the 88th Texas Legislature, requires each school board to take a record vote on whether to adopt a policy authorizing a campus of the district to employ or accept as a volunteer a chaplain under Education Code Chapter 23.

**Financial Implications:** N/A

**Attachments:** Resolution of the Board of Trustees of the Little Elm Independent School District Regarding Senate Bill 763

**Recommendation:** **The Administration recommends approval of the resolution as submitted.**

**Motion:** **I move that the Board approve the resolution as submitted.**

# RESOLUTION OF THE BOARD OF TRUSTEES OF
# THE LITTLE ELM INDEPENDENT SCHOOL DISTRICT
# AUTHORIZING THE ACCEPTANCE OF CHAPLAINS AS VOLUNTEERS

**WHEREAS**, the Little Elm Independent School District seeks to recruit a corps of qualified volunteers, including chaplains, to provide support, services, and programs for students as assigned by the board; and

**WHEREAS**, the acceptance of chaplains as volunteers at a Texas public school district is allowable under Texas Education Code § 23.001; and

**WHEREAS**, in accordance with Texas Education Code § 23.001(a) chaplains volunteering or employed under this chapter are not required to be certified by the State Board for Educator Certification; and

**WHEREAS,** Board policy GKG (LEGAL) requires the District to consider volunteers a resource that requires advance planning and preparation for effective use;

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE LITTLE ELM INDEPENDENT SCHOOL DISTRICT:

1. That the Board authorizes each of its campuses to accept chaplains as volunteers to provide support, services, and programs to support Little Elm ISD students; and

2. That all volunteers at the Little Elm Independent School District must complete a criminal history background check to the District's satisfaction; and

3. That the Board does not permit a district campus to employ a chaplain at this time; and

4. That the Board directs the Superintendent to both oversee the volunteer program and determine assignments of all qualified volunteers, including chaplains.


APPROVED by the Board of Trustees of the Little Elm Independent School District by a vote of

___ to ___ at a meeting held on _____.


_____
Board President


ATTEST:

_____
Secretary of the Board

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date **04-15-2024** | Reports of the Superintendent ☐ | Action Item ☐ | Consent Agenda ☒ | Reports, Routine Monthly ☐ | Other ☐ |
|---|---|---|---|---|---|

**Subject:**      **LITTLE ELM ISD INTERLOCAL SUMMARY REPORT**

**Presenter or Contact Person:**      Shay Adams, Assistant Superintendent for Business & Finance

**Policy/Code:**      GRB (LEGAL)

**Strategic Plan Goal:**      Ensuring Fiscal Health and Sustainability

**Summary:**      Allows LEISD to purchase products or services from other governmental entities (listed on attachment) which have been properly awarded contracts through statutorily authorized methods.

**Financial Implications:**      See attached summary report.

**Attachments:**      Little Elm ISD Interlocal Summary Report for Approval

**Recommendation:**      **The Administration recommends approval of the Little Elm ISD Interlocal Summary Report as submitted.**

**Motion:**      **I move that the Board approve the Little Elm ISD Interlocal Summary Report dated April 15, 2024 as submitted.**

# Little Elm ISD Interlocal  Summary Report for Approval

**Board Meeting Date April 15, 2024**

| Ref # | Vendor Name | Department | Status (New, Renewal, Vendor Change) | Prior Year Contract Amount | Renewal Amount | Purchase Amount/Change | Effective Date | Expiration Date | Description | Administrator |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ESC Region 11 | Business & Finance Services | Renewal | $0 | $0 | $0 | 9/1/2024 | 8/31/2024 | Renew existing Interlocal Agreement Resolution with Education Service Center Region 11 Benefits Cooperative. Without renewal the District would be ineligible for the non-medical benefits offered to employees through the Cooperative. | Jesse Wyse |

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

**Board Mtg. Date**
**04-15-2024**

| Reports of the Superintendent | Action Item | Consent Agenda | Reports, Routine Monthly | Other |
|:---:|:---:|:---:|:---:|:---:|
| ☐ | ☐ | ☒ | ☐ | ☐ |

**Subject:** **2023-2024 PROPOSED BUDGET AMENDMENT #3**

**Presenter or Contact Person:** Shay Adams, Assistant Superintendent for Business & Finance

**Policy/Code:** CE (LOCAL)

**Strategic Plan Goal:** Ensuring Fiscal Health and Sustainability

**Summary:** Each June, the Board of Trustees adopts a general operating, student nutrition, and debt service fund budget based on the district's calculation of estimated revenue and expenditures. The expenditure is adopted at the "functional" level, meaning that each major category defined by the Texas Education Code is identified and funds are allocated between each function. Once adopted, the administration operates within that budget, although it is a working document. The administration has the authority to move funds from account to account, as long as no overall function is exceeded. When it becomes necessary to increase or decrease a function, it requires Board approval.

We are requesting the second budget amendment for 2023-2024. This budget amendment does not reduce the originally projected revenue totals, but does adjust functional expenditure levels with increases and decreases to each function netting a zero change to the total budget.

**Financial Implications:** The fiscal implications of this action fulfill legal requirements and allow the administration to operate within the confines of the functional expenditures approved by the Board.

**Attachments:** 2023-2024 Budget Amendment #3

**Recommendation:** The Administration recommends approval of the 2023-2024 Budget Amendment as submitted.

**Motion:** The move the Board approve the 2023-2024 Budget Amendment, as submitted and discussed.

# Little Elm ISD
# 2023-2024 Proposed Budget Amendment #3
# Combined Funds

| | General Fund | Student Nutrition Fund | Debt Service Fund | Combined Total |
|---|---|---|---|---|
| **Estimated Revenue** | | | | |
| Total Revenue All Sources | $90,277,368 | $6,434,305 | $34,547,751 | $131,259,424 |
| | | | | |
| **Appropriations** | | | | |
| 11 - Instruction | $51,490,300 | | | $51,490,300 |
| 12 - Instructional Resources | $1,184,127 | | | $1,184,127 |
| 13 - Instructional Staff Development | $3,134,926 | | | $3,134,926 |
| 21 - Instructional Leadership | $1,462,202 | | | $1,462,202 |
| 23 - School Administration | $5,316,450 | | | $5,316,450 |
| 31 - Guidance & Counseling | $3,070,143 | | | $3,070,143 |
| 32 - Social Work Services | $9,049 | | | $9,049 |
| 33 - Health Services | $882,501 | | | $882,501 |
| 34 - Student Transportation | $3,772,300 | | | $3,772,300 |
| 35 - Food Services | $223,105 | $7,738,555 | | $7,961,660 |
| 36 - Extra Curricular Activities | $3,000,995 | | | $3,000,995 |
| 41 - General Administration | $4,396,334 | | | $4,396,334 |
| 51 - Plant Maintenance & Operations | $11,661,963 | | | $11,661,963 |
| 52 - Security | $1,468,002 | | | $1,468,002 |
| 53 - Data Processing Services | $2,326,195 | | | $2,326,195 |
| 61 - Community Services | $54,363 | | | $54,363 |
| 71 - Debt Service | $241,365 | | $34,547,751 | $34,789,116 |
| 81 - Facilities & Construction | $18,659 | | | $18,659 |
| 91 - Recapture Payments | $1,586,078 | | | $1,586,078 |
| 95 - JJAEP | $50,000 | | | $50,000 |
| 99 - Other Intergovernmental Charges | $606,500 | | | $606,500 |
| | | | | |
| Total Appropriations | $95,955,557 | $7,738,555 | $34,547,751 | $138,241,863 |
| | | | | |
| Other Sources - Per GASB 87 | $868,913 | | | $868,913 |
| | | | | |
| Net Surplus/(Deficit) | ($4,809,276) | ($1,304,250) | $0 | ($6,113,526) |
| Transfer In from Transition Fund Balance | $4,809,276 | $1,304,250 | | $6,113,526 |
| Adjusted net Surplus/(Deficit) | $0 | $0 | $0 | $0 |

This proposed budget amendment for the 2023-2024 school year was adopted at a meeting of the School Board of Trustees on April 15, 2024 as evidenced in the Official School Board Minutes. I certify that budget preparation & adoption is in accordance with Chapter 44 of the Texas Education Code.

_____     _____
Board President                       Date

_____     _____
Board Secretary                       Date

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date **04-15-2024** | **Reports of the Superintendent** ☐ | **Action Item** ☐ | **Consent Agenda** ☒ | **Reports, Routine Monthly** ☐ | **Other** ☐ |
|---|---|---|---|---|---|

**Subject:**   **FINANCIAL REPORTS – FEBRUARY 2024**

**Presenter or Contact Person:**   Jesse Wyse, Executive Director of Budget and Finance

**Policy/Code:**   Board Legal Status Powers and Duties – BAA (LOCAL)
Annual Operating Budget – CE (LOCAL)

**Strategic Plan Goal:**   Ensuring Fiscal Health & Sustainability

**Summary:**   Monthly financial reports are prepared by the Business Services Department.
*Financial report format currently under construction for improved clarity for end users.*

**Financial Implications:**   As this is a report only, there are no direct financial implications. Each month, financial reports are prepared detailing the status of the District's budget as of the most recent accounting period. The following reports are included to provide financial transparency.

**Attachments:**   Financial Reports
　　Expenditures by Major Object (for Board Adopted Funds 199, 240, 511)
　　Budget to Actuals (for Board Adopted Funds 199, 240, 511)
　　Cash Flow Statement
　　Cash Position
　　Property Tax Collection Reports
　　Capital Project Reports

**Recommendation:** The Administration recommends approval of the February 2024 Financial Reports as presented.

**Motion:** I move that the Board approve the February 2024 Financial Reports as presented.

# Financial Report
## February

- **Budget to Actuals**
- **Expenditures by Major Object**
- **Cash Flow Statement**
- **Cash Position**
- **Property Tax Collection Report**
- **Capital Project Reports**

Shay Adams
Assistant Superintendent for
Business & Finance Services

## General Fund - 199

0% 0%
4%
6%
13%
6100 PAYROLL COSTS, 77%
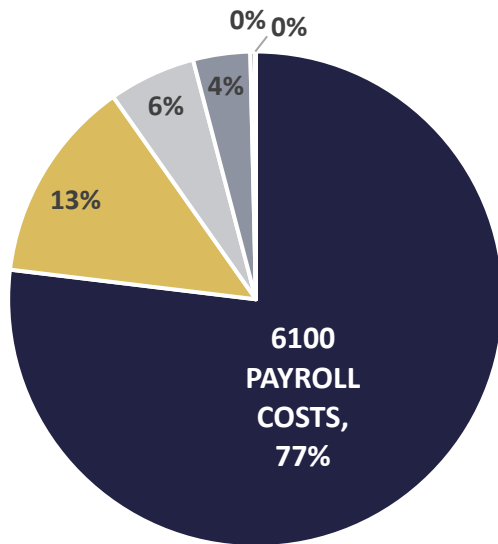
- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL & CONTRACTED
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6500 DEBT SERVICE
- 6600 CPTL OUTLY LAND BLDG & EQUIP

## Child Nutrition - 240
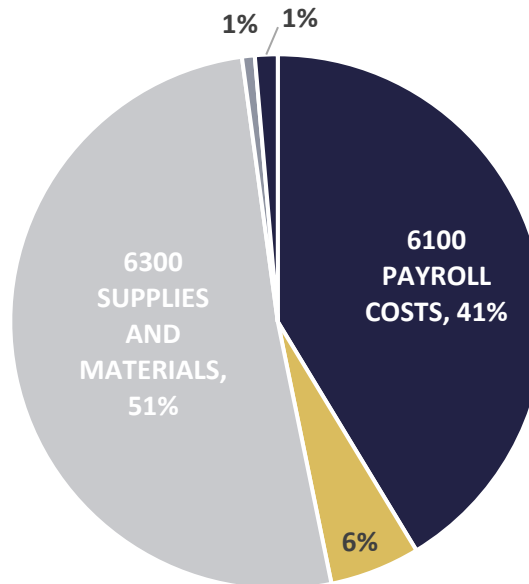
1% 1%
6300 SUPPLIES AND MATERIALS, 51%
6100 PAYROLL COSTS, 41%
6%

- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL & CONTRACTED
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6600 CPTL OUTLY LAND BLDG & EQUIP

## DEBT SERVICE - 511
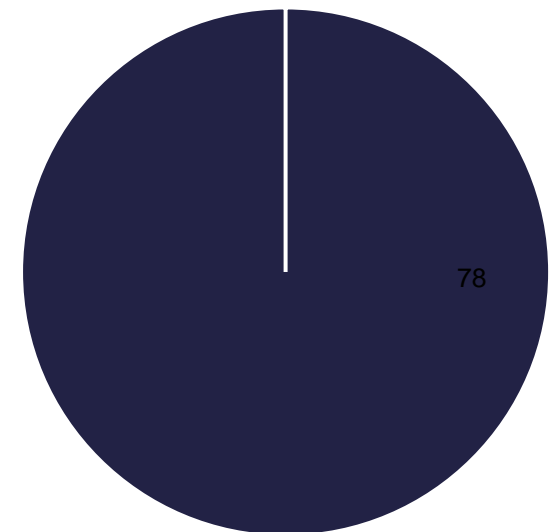
78

- 6500 DEBT SERVICE

## Revenue: Estimated vs. Realized

| Fund | Value |
|------|-------|
| Fund 199 | 74.98% |
| Fund 240 | 55.26% |
| Fund 511 | 108.11% |

■ Estimated Revenue    ■ Realized Revenue to Date
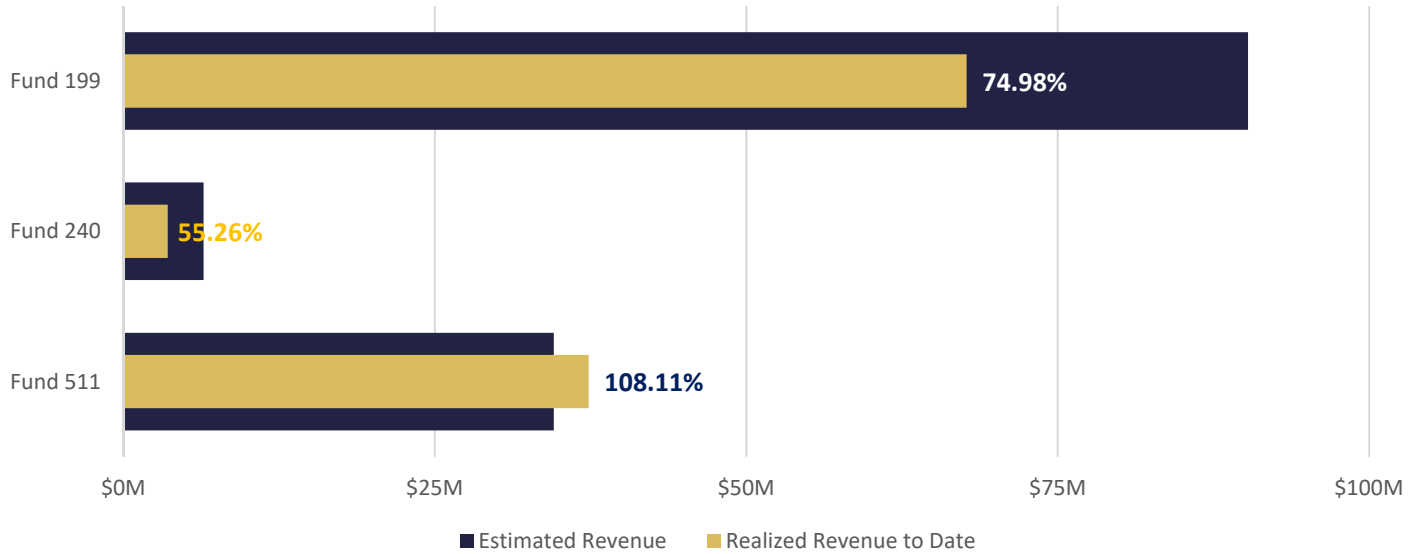
## Expenditures: Estimated vs. Expended

| Fund | Value |
|------|-------|
| Fund 199 | 61.98% |
| Fund 240 | 42.67% |
| Fund 511 | 89.42% |

■ Estimated Expenditures    ■ Percent Expended    ■ Expenditures

| Class/Major Object Code | Est Rev/Approp | Encumbrances | Real Rev/Exp | Balances |
|---|---|---|---|---|
| **Fund Code 199 / 4 - GENERAL FUND** | | | | |
| 6100 PAYROLL COSTS | -71,210,980.00 | .00 | 45,740,565.34 | -25,470,414.66 |
| 6200 PROFESSIONAL & CONTRACTED SVS | -15,117,218.53 | 3,698,901.60 | 7,921,829.88 | -3,496,487.05 |
| 6300 SUPPLIES AND MATERIALS | -4,822,663.10 | 372,932.56 | 3,379,504.07 | -1,070,226.47 |
| 6400 OTHER OPERATING COSTS | -3,580,433.00 | 217,061.63 | 2,215,881.84 | -1,147,489.53 |
| 6500 DEBT SERVICE | -241,364.70 | 72,524.89 | 168,139.81 | -700.00 |
| 6600 CPTL OUTLY LAND BLDG & EQUIP | -982,898.00 | 53,141.96 | 47,340.01 | -882,416.03 |
| **Subtotals for Fund 199 / 4** | **-95,955,557.33** | **4,414,562.64** | **59,473,260.95** | **-32,067,733.74** |
| | | | | |
| **Fund Code 240 / 4 - NATL BREAKFAST/LUNCH PROGRAM** | | | | |
| 6100 PAYROLL COSTS | -2,520,508.00 | .00 | 1,364,451.71 | -1,156,056.29 |
| 6200 PROFESSIONAL & CONTRACTED SVS | -408,179.64 | 47,787.80 | 180,182.20 | -180,209.64 |
| 6300 SUPPLIES AND MATERIALS | -3,708,616.00 | 434,587.83 | 1,686,264.90 | -1,587,763.27 |
| 6400 OTHER OPERATING COSTS | -106,000.00 | 1,146.27 | 25,489.74 | -79,363.99 |
| 6600 CPTL OUTLY LAND BLDG & EQUIP | -995,250.00 | .00 | 45,407.57 | -949,842.43 |
| **Subtotals for Fund 240 / 4** | **-7,738,553.64** | **483,521.90** | **3,301,796.12** | **-3,953,235.62** |
| | | | | |
| **Fund Code 511 / 4 - DEBT SERVICE FUND** | | | | |
| 6500 DEBT SERVICE | -34,547,751.00 | 6,100.00 | 30,894,025.35 | -3,647,625.65 |
| **Subtotals for Fund 511 / 4** | **-34,547,751.00** | **6,100.00** | **30,894,025.35** | **-3,647,625.65** |
| | | | | |
| **Grand Totals** | **-138,241,861.97** | **4,904,184.54** | **93,669,082.42** | **-39,668,595.01** |

**End of Report**

Revenues and Expenditures by Major Object Code

LITTLE ELM I.S.D

Accounting Periods: 07 through 02

ACTUALS THROUGH FEBRUARY

| Class/Major Object Code | Est Rev/Approp | Encumbrances | Real Rev/Exp | Balances |
|---|---|---|---|---|
| **Fund Code 199 / 4 - GENERAL FUND** | | | | |
| 5700 REVENUE-LOCAL AND INTERMEDIATE | 62,455,700.00 | .00 | -57,451,079.68 | 5,004,620.32 |
| 5800 STATE PROGRAM REVENUES | 25,597,031.00 | .00 | -7,752,288.69 | 17,844,742.31 |
| 5900 FEDERAL PROGRAM REVENUES | 2,224,637.00 | .00 | -2,490,234.14 | -265,597.14 |
| **Subtotals for Fund 199 / 4** | **90,277,368.00** | **.00** | **-67,693,602.51** | **22,583,765.49** |
| **Fund Code 240 / 4 - NATL BREAKFAST/LUNCH PROGRAM** | | | | |
| 5700 REVENUE-LOCAL AND INTERMEDIATE | 2,085,774.00 | .00 | -1,390,643.80 | 695,130.20 |
| 5800 STATE PROGRAM REVENUES | 517,970.00 | .00 | .00 | 517,970.00 |
| 5900 FEDERAL PROGRAM REVENUES | 3,830,560.00 | .00 | -2,163,874.58 | 1,666,685.42 |
| **Subtotals for Fund 240 / 4** | **6,434,304.00** | **.00** | **-3,554,518.38** | **2,879,785.62** |
| **Fund Code 511 / 4 - DEBT SERVICE FUND** | | | | |
| 5700 REVENUE-LOCAL AND INTERMEDIATE | 34,347,125.00 | .00 | -35,101,164.36 | -754,039.36 |
| 5800 STATE PROGRAM REVENUES | 200,626.00 | .00 | -2,249,120.00 | -2,048,494.00 |
| **Subtotals for Fund 511 / 4** | **34,547,751.00** | **.00** | **-37,350,284.36** | **-2,802,533.36** |
| **Grand Totals** | **131,259,423.00** | **.00** | **-108,598,405.25** | **22,661,017.75** |

**End of Report**

# Little Elm Independent School District
## General Operating Cash Flow Statement
### FY 2023-2024

| | July Actual | August Actual | September Actual | October Actual | November Actual | December Actual | January Actual | February Actual | March Actual | April Actual | May Actual | June Actual | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Beginning Cash Balance in Bank* | 30,370,136.36 | 34,347,645.76 | 36,348,406.52 | 37,557,556.15 | 32,590,011.84 | 26,285,412.26 | 27,549,841.54 | 26,225,524.88 | | | | | 30,370,136.36 |
| **RECEIPTS** | | | | | | | | | | | | | |
| Tax Collections | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | - |
| Interest | 48,922.77 | 53,296.60 | 56,683.91 | 50,250.98 | 40,850.31 | 42,519.89 | 39,586.56 | 40,834.13 | | | | | 372,945.15 |
| Other Local Revenue | 87,932.36 | 2,054,910.50 | 278,009.88 | 199,051.04 | 238,118.06 | 114,551.64 | 148,922.71 | 109,053.37 | | | | | 3,230,549.56 |
| State Revenue - Available School | 1,232.60 | 854.77 | 10,728.93 | 7,639.73 | 1,631.26 | 14,655.56 | 3,728.10 | 3,059.37 | | | | | 43,530.32 |
| State Revenue - Foundation | 357,459.00 | 961,447.00 | 2,479,832.00 | 192,637.00 | 416,211.00 | 195,754.00 | - | - | | | | | 4,603,340.00 |
| State Revenue - Debt Service | - | - | 64.00 | 1,726,388.00 | - | 0.00 | - | - | | | | | 1,726,452.00 |
| State Revenue - Misc | - | - | - | - | - | 2,249,120.00 | - | - | | | | | 2,249,120.00 |
| SHARS Receipts | 6,623.36 | 21,780.00 | 700.00 | - | - | 273,050.76 | 350.00 | 2,710.00 | | | | | 305,214.12 |
| Federal Program Revenue | 378,667.58 | 1,699,566.95 | 373,039.89 | 1,620,444.13 | 1,468,855.81 | 240,305.50 | 129,517.07 | 1,584,231.19 | | | | | 7,494,628.12 |
| Federal Program Revenue 240 | 23,936.09 | - | - | 588,728.27 | 264,144.72 | 1,429.20 | 496,633.12 | 585,603.27 | | | | | 1,960,474.67 |
| Lunch Revenue - local 240 | 2,232.83 | 203,488.33 | 218,231.91 | 194,684.45 | 194,053.20 | 169,972.81 | 182,580.84 | 212,831.08 | | | | | 1,378,075.45 |
| Payroll Deposits | 417.00 | 1,178.59 | - | 2,522.67 | 138.36 | 378.08 | 437.31 | 266.68 | | | | | 5,338.69 |
| Transfers from Debt Service | - | - | - | - | - | 0.00 | - | - | | | | | - |
| Transfers from Investment Acct | 12,000,000.00 | 7,000,000.00 | 7,000,000.00 | 1,516,787.34 | 1,000,000.00 | 7,148,363.55 | 10,000,000.00 | 7,000,000.00 | | | | | 52,665,150.89 |
| Total Revenue | 12,907,423.59 | 11,996,522.74 | 10,417,290.52 | 6,099,133.61 | 3,624,002.72 | 10,450,100.99 | 11,001,755.71 | 9,538,589.09 | - | - | - | - | 76,034,818.97 |
| **DISBURSEMENTS** | | | | | | | | | | | | | |
| Payroll Checks | 26,167.73 | 3,899,016.52 | 4,067,740.75 | 4,141,082.15 | 4,112,598.93 | 4,157,970.53 | 4,117,002.60 | 4,091,659.63 | | | | | 28,613,238.84 |
| Accounts Payable Checks | 3,724,299.53 | 4,532,064.52 | 3,569,792.03 | 5,264,556.09 | 2,688,992.22 | 3,464,731.33 | 4,090,413.08 | 2,944,204.98 | | | | | 30,279,053.78 |
| TRS | 4,647,642.74 | 1,105,793.87 | 1,091,652.02 | 1,175,063.18 | 1,176,370.05 | 1,159,872.45 | 1,166,288.59 | 1,163,496.41 | | | | | 12,686,179.31 |
| IRS | 531,804.19 | 458,887.07 | 478,956.09 | 485,976.50 | 482,809.15 | 496,579.99 | 466,311.72 | 458,675.64 | | | | | 3,860,000.35 |
| Bank Charges/ NSFs/Bk Trans | - | - | - | - | - | - | - | - | | | | | - |
| Total Expenditures | 8,929,914.19 | 9,995,761.98 | 9,208,140.89 | 11,066,677.92 | 8,460,770.35 | 9,279,154.30 | 9,840,015.99 | 8,658,036.66 | - | - | - | - | 75,438,472.28 |
| Cash Transfer to TEA | - | - | - | - | - | - | (62,047.00) | - | - | - | - | - | (62,047.00) |
| Cash Transfer to Debt Service | - | - | - | - | - | - | (2,241,420.00) | - | - | - | - | - | (2,241,420.00) |
| Transfers to Investment Accounts | - | - | - | - | - | - | - | - | - | - | - | - | - |
| In Transit | - | - | - | - | 1,467,831.95 | (93,482.59) | 182,589.38 | 431,648.30 | - | - | - | - | 1,988,587.04 |
| Total Expenditures & Transfers | 8,929,914.19 | 9,995,761.98 | 9,208,140.89 | 11,066,677.92 | 9,928,602.30 | 9,185,671.71 | 7,719,138.37 | 9,089,684.96 | - | - | - | - | 75,123,592.32 |
| Net Change in Cash | 3,977,509.40 | 2,000,760.76 | 1,209,149.63 | (4,967,544.31) | (6,304,599.58) | 1,264,429.28 | (1,324,316.66) | 448,904.13 | - | - | - | - | (3,695,707.35) |
| *Ending Cash Balance* | 34,347,645.76 | 36,348,406.52 | 37,557,556.15 | 32,590,011.84 | 26,285,412.26 | 27,549,841.54 | 26,225,524.88 | 26,674,429.01 | - | - | - | - | 26,674,429.01 |
| | | | | | | | | | | | | | |
| Beginning Cash Balance Lone Star | 22,408,297.43 | 22,506,886.57 | 21,916,864.51 | 21,745,112.95 | 20,144,311.17 | 20,169,067.35 | 19,928,150.74 | 20,019,691.72 | | | | | 22,408,297.43 |
| Beginning Cash Balance TexStar | 1,518,974.29 | 1,525,571.02 | 1,532,434.82 | 1,539,123.54 | 1,546,080.90 | 1,552,854.83 | 1,559,894.63 | 1,566,941.83 | | | | | 1,518,974.29 |
| Beginning Cash Balance Texas Class | 215,745,425.17 | 205,022,103.97 | 199,154,690.26 | 193,119,728.24 | 194,182,239.05 | 195,201,794.62 | 220,659,304.54 | 226,570,906.48 | | | | | 215,745,425.17 |
| Interest Earned Lone Star | 98,589.14 | 101,016.61 | 96,217.40 | 98,700.97 | 89,992.42 | 92,334.77 | 91,540.98 | 85,585.45 | | | | | 753,977.74 |
| Interest Earned TexStar | 6,596.73 | 6,863.80 | 6,688.72 | 6,957.36 | 6,773.93 | 7,039.80 | 7,047.20 | 6,602.63 | | | | | 54,570.17 |
| Interest Earned TexasClass | 946,425.96 | 934,189.47 | 886,330.46 | 911,612.58 | 890,790.56 | 954,114.72 | 1,049,746.41 | 982,997.35 | | | | | 7,556,207.51 |
| Transfers in | 330,252.84 | 198,396.82 | 83,800.60 | 150,898.23 | 1,128,765.01 | 31,300,950.37 | 14,861,856.10 | 7,488,817.57 | | | | | 55,543,737.54 |
| Transfers out | (12,000,000.00) | (7,691,038.67) | (7,273,062.04) | (1,699,502.75) | (1,065,236.24) | (7,130,806.55) | (10,000,000.57) | (7,000,000.00) | | | | | (53,859,646.82) |
| In Transit | | | | | 671,998.68 | 4,387,616.31 | 3,003,810.76 | 109,076.92 | | | | | |
| *Ending Cash Balance Invested* | 229,054,561.56 | 222,603,989.59 | 216,403,964.73 | 215,872,631.12 | 217,595,715.48 | 246,534,966.22 | 251,161,350.79 | 249,830,619.95 | - | - | - | - | 249,721,543.03 |
| **TOTAL CASH AVAILABLE** | 263,402,207.32 | 258,952,396.11 | 253,961,520.88 | 248,462,642.96 | 243,881,127.74 | 274,084,807.76 | 277,386,875.67 | 276,505,048.96 | - | - | - | - | 276,395,972.04 |

**Little Elm Independent School District**
**Debt Service Cash Flow Statement**
**FY 2023-2024**

| | July Actual | August Actual | September Actual | October Actual | November Actual | December Actual | January Actual | February Actual | March Actual | April Actual | May Actual | June Actual | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Beginning Cash Balance in Bank* | 1,441,186.15 | 1,444,310.68 | 1,447,441.98 | 1,450,478.73 | 1,453,623.40 | 1,456,673.12 | 1,459,831.22 | 3,705,500.89 | | | | | 1,441,186.15 |
| **RECEIPTS** | | | | | | | | | | | | | |
| Tax Collections | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest | 3,124.53 | 3,131.30 | 3,036.75 | 3,144.67 | 3,049.72 | 3,158.10 | 4,249.67 | 7,494.24 | | | | | 30,388.98 |
| Bond Issuance | - | | | | | | | | | | | | - |
| Transfer from General Operating | - | | | | | | 2,241,420.00 | | | | | | 2,241,420.00 |
| Transfers from Investment Acct | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | 3,124.53 | 3,131.30 | 3,036.75 | 3,144.67 | 3,049.72 | 3,158.10 | 2,245,669.67 | 7,494.24 | - | - | - | - | 2,271,808.98 |
| **DISBURSEMENTS** | | | | | | | | | | | | | |
| Wire Bond Issuance Fees | - | | - | - | - | - | - | | - | - | - | - | - |
| Bank Charges/ NSFs/Bk Trans | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenditures | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Transfers to Investment Accounts | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Transfer to General Operating | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenditures & Transfers | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Change in Cash | 3,124.53 | 3,131.30 | 3,036.75 | 3,144.67 | 3,049.72 | 3,158.10 | 2,245,669.67 | 7,494.24 | - | - | - | - | 2,271,808.98 |
| *Ending Cash Balance in bank* | 1,444,310.68 | 1,447,441.98 | 1,450,478.73 | 1,453,623.40 | 1,456,673.12 | 1,459,831.22 | 3,705,500.89 | 3,712,995.13 | - | - | - | - | 3,712,995.13 |
| | | | | | | | | | | | | | |
| Statement Beg Cash Balance TexPool | 23,031,523.81 | 23,289,114.43 | 8,540,400.87 | 8,616,489.90 | 8,732,513.33 | 9,466,360.53 | 28,999,187.08 | 38,360,828.70 | | | | | 23,031,523.81 |
| Interest Earned TexPool | 100,590.34 | 59,707.18 | 37,430.83 | 39,372.93 | 39,387.85 | 74,319.95 | 155,253.34 | 138,328.02 | | | | | 644,390.44 |
| Transfers in | 157,000.28 | 98,272.99 | 38,658.20 | 76,650.50 | 694,459.35 | 19,458,506.60 | 9,206,388.28 | 4,636,412.54 | | | | | 34,366,348.74 |
| Transfers out | - | (14,906,693.73) | | | | | | (15,983,931.62) | | | | | (30,890,625.35) |
| In Transit | - | | | | 436,379.03 | 2,718,415.75 | 1,861,549.38 | 67,444.38 | | | | | 5,083,788.54 |
| *Ending Cash Balance Invested* | 23,289,114.43 | 8,540,400.87 | 8,616,489.90 | 8,732,513.33 | 9,902,739.56 | 31,717,602.83 | 40,222,378.08 | 27,219,082.02 | - | - | - | - | 32,235,426.18 |
| **TOTAL CASH AVAILABLE** | 24,733,425.11 | 9,987,842.85 | 10,066,968.63 | 10,186,136.73 | 11,359,412.68 | 33,177,434.05 | 43,927,878.97 | 30,932,077.15 | - | - | - | - | 35,948,421.31 |

83

**0001 - GENERAL OPERATING**

| | | |
|---|---|---|
| Cash Ending Balance: | | 16,447,178.41 |
| Add Investment: | | |
| | **Total:** | **16,447,178.41** |

**0002 - PAYROLL CLEARING**

| | | |
|---|---|---|
| Cash Ending Balance: | | 10,000.12 |
| Add Investment: | | |
| | **Total:** | **10,000.12** |

**0003 - DEBT SERVICE**

| | | |
|---|---|---|
| Cash Ending Balance: | | 3,712,995.13 |
| Add Investment: | | |
| | **Total:** | **3,712,995.13** |

**0004 - CREDIT CARD**

| | | |
|---|---|---|
| Cash Ending Balance: | | 217,250.48 |
| Add Investment: | | |
| | **Total:** | **217,250.48** |

**0005 - ECR**

| | | |
|---|---|---|
| Cash Ending Balance: | | 10,000,000.00 |
| Add Investment: | | |
| | **Total:** | **10,000,000.00** |

**0006 - LONESTAR**

| | | |
|---|---|---|
| Cash Ending Balance: | | 20,105,277.17 |
| Add Investment: | | |
| | **Total:** | **20,105,277.17** |

**0007 - TEXSTAR**

| | | |
|---|---|---|
| Cash Ending Balance: | | 1,573,544.46 |
| Add Investment: | | |
| | **Total:** | **1,573,544.46** |

**0008 - TEXAS CLASS**

| | | |
|---|---|---|
| Cash Ending Balance: | | 228,151,798.32 |
| Add Investment: | | |
| | **Total:** | **228,151,798.32** |

**0009 - TEXPOOL**

| | | |
|---|---|---|
| Cash Ending Balance: | | 27,219,082.02 |
| Add Investment: | | |
| | **Total:** | **27,219,082.02** |

**TOTALS**

| | |
|---|---|
| **Cash Ending Balance** | **307,437,126.11** |
| **Add Investment Balance** | **.00** |
| **Totals** | **307,437,126.11** |

**End of Report**

## S10- LITTLE ELM ISD

| | | | |
|---|---:|---|---:|
| Cur. Levy M&O | 4,510,583.60 | Del. Levy M&O | (2,034.81) |
| Cur. Interest M&O | 7,968.94 | Del. Interest M&O | 8,922.73 |
| Cur. Penalty M&O | 47,730.05 | Del. Penalty M&O | 1,072.10 |
| Cur. Rendition Penalty M&O | 2,361.73 | | |
| | | Del. Other M&O | 17,479.39 |
| **Total Current M&O** | **4,568,644.32** | **Total Delinquent M&O** | **25,439.41** |
| Cur. Levy I&S | 2,798,646.13 | Del. Levy I&S | (3,342.83) |
| Cur. Interest I&S | 4,943.71 | Del. Interest I&S | 3,638.68 |
| Cur. Penalty I&S | 29,610.64 | Del. Penalty I&S | 529.23 |
| Cur. Rendition Penalty I&S | 0.00 | | |
| | | Del. Other I&S | 8,281.98 |
| **Total Current I&S** | **2,833,200.48** | **Total Delinquent I&S** | **9,107.06** |
| Cur. Levy S1 | 0.00 | Del. Levy S1 | 0.00 |
| Cur. Interest S1 | 0.00 | Del. Interest S1 | 0.00 |
| Cur. Penalty S1 | 0.00 | Del. Penalty S1 | 0.00 |
| Cur. Rendition Penalty S1 | 0.00 | | |
| | | Del. Other S1 | 0.00 |
| **Total Current  S1** | **0.00** | **Total Delinquent  S1** | **0.00** |

| | | | |
|---|---:|---|---:|
| Cur. Levy | 7,309,229.73 | Del. Levy | (5,377.64) |
| Cur. Interest | 12,912.65 | Del. Interest | 12,561.41 |
| Cur. Penalty | 77,340.69 | Del. Penalty | 1,601.33 |
| Cur. Rendition Penalty | 2,361.73 | | |
| | | Del. Other | 25,761.37 |
| **Total Current** | **7,401,844.80** | **Total Delinquent** | **34,546.47** |

| | | | | |
|---|---:|---|---|---:|
| **Grand Total M&O** | 4,594,083.73 | **School Fund Coding Totals (if applicable)** | | |
| **Grand Total I&S** | 2,842,307.54 | M&O Current Year | 199-5711 | 4,510,583.60 |
| | | M&O Prior Years | 199-5712 | 15,444.58 |
| **Grand Total S1** | 0.00 | M&O Penalty & Interest | 199-5719 | 68,055.55 |
| **Total Due to Jurisdiction** | 7,436,391.27 | I&S Current Year | 599-5711 | 2,798,646.13 |
| | | I&S Prior Year | 599-5712 | 4,939.15 |
| **Total Due to Delq Tax Atty** | 4,151.60 | I&S Penalty & Interest | 599-5719 | 38,722.26 |

Deposit Date from 2/1/2024 to 2/29/2024 and Tax Units = 60

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## - GRAND TOTALS

| | | | |
|---|---|---|---|
| Cur. Levy M&O | 4,510,583.60 | Del. Levy M&O | (2,034.81) |
| Cur. Interest M&O | 7,968.94 | Del. Interest M&O | 8,922.73 |
| Cur. Penalty M&O | 47,730.05 | Del. Penalty M&O | 1,072.10 |
| Cur. Rendition Penalty M&O | 2,361.73 | | |
| | | Del. Other M&O | 17,479.39 |
| **Total Current M&O** | 4,568,644.32 | **Total Delinquent M&O** | 25,439.41 |
| Cur. Levy I&S | 2,798,646.13 | Del. Levy I&S | (3,342.83) |
| Cur. Interest I&S | 4,943.71 | Del. Interest I&S | 3,638.68 |
| Cur. Penalty I&S | 29,610.64 | Del. Penalty I&S | 529.23 |
| Cur. Rendition Penalty I&S | 0.00 | | |
| | | Del. Other I&S | 8,281.98 |
| **Total Current I&S** | 2,833,200.48 | **Total Delinquent I&S** | 9,107.06 |
| Cur. Levy S1 | 0.00 | Del. Levy S1 | 0.00 |
| Cur. Interest S1 | 0.00 | Del. Interest S1 | 0.00 |
| Cur. Penalty S1 | 0.00 | Del. Penalty S1 | 0.00 |
| Cur. Rendition Penalty S1 | 0.00 | | |
| | | Del. Other S1 | 0.00 |
| **Total Current  S1** | 0.00 | **Total Delinquent  S1** | 0.00 |

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| | | | |
|---|---|---|---|
| Cur. Levy | 7,309,229.73 | Del. Levy | (5,377.64) |
| Cur. Interest | 12,912.65 | Del. Interest | 12,561.41 |
| Cur. Penalty | 77,340.69 | Del. Penalty | 1,601.33 |
| Cur. Rendition Penalty | 2,361.73 | | |
| | | Del. Other | 25,761.37 |
| **Total Current** | 7,401,844.80 | **Total Delinquent** | 34,546.47 |

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| | | | | |
|---|---|---|---|---|
| **Grand Total M&O** | 4,594,083.73 | **School Fund Coding Totals (if applicable)** | | |
| **Grand Total I&S** | 2,842,307.54 | M&O Current Year | 199-5711 | 4,510,583.60 |
| | | M&O Prior Years | 199-5712 | 15,444.58 |
| **Grand Total S1** | 0.00 | M&O Penalty & Interest | 199-5719 | 68,055.55 |
| **Total Due to Jurisdiction** | 7,436,391.27 | I&S Current Year | 599-5711 | 2,798,646.13 |
| | | I&S Prior Year | 599-5712 | 4,939.15 |
| **Total Due to Delq Tax Atty** | 4,151.60 | I&S Penalty & Interest | 599-5719 | 38,722.26 |

**Little Elm ISD**
**Capital Projects @ 02-29-2024**

| Bond Capital Projects | Project ID | Project Estimate | Cost to Date | Balance* |
|---|---|---|---|---|
| Strike Middle School | Fund 649-000 | $ 67,513,978.00 | $ 65,933,416.68 | $ 1,580,561.32 |
| Land | Fund 65X-XXX | $ 15,904,910.00 | $ 15,724,064.59 | $ 180,845.41 |
| Emergency HVAC (unallocated) | Fund 650-011 | $ 19,382.00 | $ - | $ 19,382.00 |
| LEHS Security Fence | Fund 650-303 | $ 13,000.00 | $ 12,675.00 | $ 325.00 |
| Security Upgrade (Chavez & Brent) | Fund 650-310 | $ 151,120.36 | $ 111,436.00 | $ 39,684.36 |
| Zellars HVAC replacement | Fund 650-320 | $ 129,975.00 | $ 186,675.00 | $ (56,700.00) |
| Roof Management Program | Fund 652-036 | $ 70,000.00 | $ 55,000.00 | $ 15,000.00 |
| Strike Entry Drive | Fund 652-302 | $ 967,226.00 | $ 860,454.04 | $ 106,771.96 |
| Indoor Multi-Use Facility | Fund 653-017 | $ 19,878,297.00 | $ 18,504,150.48 | $ 1,374,146.52 |
| Lakeside Admin Conversion | Fund 653-018 | $ 16,346,721.46 | $ 15,825,490.44 | $ 521,231.02 |
| Zellars Conversion | Fund 653-127 | $ 7,960,408.14 | $ 7,299,591.84 | $ 660,816.30 |
| Camera for Buses | Fund 653-130 | $ 25,319.00 | $ 13,795.86 | $ 11,523.14 |
| ESPC III Upgrades | Fund 654-141 | $ 2,831,132.00 | $ 2,759,906.00 | $ 71,226.00 |
| LEHS CTE Renovations/Additions | Fund 654-202 | $ 609,922.00 | $ 502,928.78 | $ 106,993.22 |
| LEHS CTE Welding Lab | Fund 654-304 | $ 412,200.00 | $ 327,063.50 | $ 85,136.50 |
| Buses | Fund 655-305 | $ 850,908.00 | $ 849,058.00 | $ 1,850.00 |
| LEHS Locker Room | Fund 655-308 | $ 2,764,655.00 | $ 1,846,953.79 | $ 917,701.21 |
| LEHS FOOD TRAILER CONCRETE | Fund 655-402 | $ 24,130.00 | $ 24,130.00 | $ - |
| Tech Upgrades | Fund 656-309 | $ 409,611.00 | $ 222,452.01 | $ 187,158.99 |
| Security Film | Fund 656-312 | $ 715,000.00 | $ 711,800.03 | $ 3,199.97 |
| Weapons Detection Construction | Fund 656-313 | $ 760,000.00 | $ 751,463.00 | $ 8,537.00 |
| Hackberry Light Pole Construction | Fund 656-314 | $ 59,812.00 | $ 47,713.00 | $ 12,099.00 |
| Elementary 7 | Fund 656-315 | $ 2,033,988.00 | $ 1,271,506.35 | $ 762,481.65 |
| Playgrounds | Fund 656-316 | $ 1,500,000.00 | $ 1,198,003.00 | $ 301,997.00 |
| Strike Orchestra | Fund 656-317 | $ 115,000.00 | $ 92,523.42 | $ 22,476.58 |
| Walker Orchestra | Fund 656-318 | $ 115,000.00 | $ 92,676.42 | $ 22,323.58 |
| LEHS Classrooms | Fund 656-319 | $ 5,645,000.00 | $ 1,975,221.50 | $ 3,669,778.50 |
| LEHS Bistro Upgrades | Fund 656-401 | $ 186,500.00 | $ 154,350.00 | $ 32,150.00 |
| Brent Interior Upgrades | Fund 656-403 | $ 1,056,216.00 | $ 291,264.88 | $ 764,951.12 |
| Chavez Interior Upgrades | Fund 656-404 | $ 873,784.00 | $ 452,290.25 | $ 421,493.75 |
| Access Ctrl & Sec Upg WMS Cont | Fund 656-405 | $ 1,143,125.00 | $ 767,561.44 | $ 375,563.56 |
| Construction Software | Fund 656-755 | $ 26,600.00 | $ 26,600.00 | $ - |
| District Wide Monument Sign | Fund 656-921 | $ 149,795.00 | $ 149,794.40 | $ 0.60 |
| | | **$ 151,262,714.96** | **$ 139,042,009.70** | **$ 12,220,705.26** |

*pending reconciliation

**Little Elm ISD**
**Capital Projects @ 02-29-2024**

| Non-Bond Capital Projects (Fund 696) | Project Estimate | Cost to Date | Balance |
|---|---|---|---|
| AC REPAIR/REPLACEMENT | $ 500,000.00 | $ 11,646.00 | $ 488,354.00 |
| CAFETERIA TABLES CHAVEZ | $ 27,500.00 | $ - | $ 27,500.00 |
| CONCRETE REPAIR - DISTRICT | $ 40,742.00 | $ 32,000.00 | $ 8,742.00 |
| DOOR ANNUNCIATION | $ 58,550.00 | $ - | $ 58,550.00 |
| DR. GLOVER WALL | $ 2,200.00 | $ 1,985.00 | $ 215.00 |
| INTERIOR PAINTING SUMMER 2023 | $ 114,000.00 | $ 113,262.50 | $ 737.50 |
| LEHS CLASSROOM AV | $ 635,000.00 | | $ 635,000.00 |
| LEHS ELEVATOR | $ 15,642.00 | $ 14,852.00 | $ 790.00 |
| LEHS ROOF REPAIR | $ 225,000.00 | $ 204,062.00 | $ 20,938.00 |
| PRIOR YEAR BAND EQUIP | $ 11,600.00 | | $ 11,600.00 |
| RESTRIPE PARKING LOTS | $ 72,000.00 | $ 71,430.00 | $ 570.00 |
| TECH SWITCHES ACCESS PTS | $ 1,810,000.00 | $ 1,778,399.03 | $ 31,600.97 |
| TECHNOLOGY IPADS/COMPUTERS | $ 557,480.00 | $ 554,280.00 | $ 3,200.00 |
| TRANSP FAC ESC TESTING | $ 13,470.00 | $ 11,000.00 | $ 2,470.00 |
| WINDOW TREATMENT | $ 3,100.00 | $ 2,955.00 | $ 145.00 |
| ZELLARS FIBER | $ 23,350.00 | $ - | $ 23,350.00 |
| | $ 3,582,134.00 | $ 2,784,225.53 | $ 797,908.47 |

# Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

| Board Mtg. Date 4-15-2024 | Reports of the Superintendent ☐ | Action Item ☐ | Consent Agenda ☒ | Reports, Routine Monthly ☐ | Other ☐ |
|---|---|---|---|---|---|

**Subject:** **HIGH SCHOOL ATHLETICS CONVERSION CLOSEOUT**

**Presenter or Contact Person:** Mickey James, Executive Director of Construction

**Policy/Code:** CVD (LOCAL)

**Strategic Plan Goal:** To ensure fiscal health & sustainability.

**Summary:** Requesting approval of final change order to closeout project.

**Financial Implications:** Total amount back to the district $355,590.06

**Attachments:** Proposals from Jackson Construction.

**Recommendation:** **The Administration recommends the approval of this final change order as presented, and to authorize the Superintendent or his designee to execute the required purchase documents.**

**Motion:** **I move the Board approve this final change order as presented and authorize the Superintendent or his designee to execute the required purchase documents.**

# ▲AIA® Document G701® – 2017

## Change Order

| | | |
|---|---|---|
| **PROJECT:** *(Name and address)* <br> Little Elm ISD LEHS Athletics Conversions <br> 1900 Walker Lane, Little Elm, TX 75068 | **CONTRACT INFORMATION:** <br> Contract For: General Construction <br><br> Date: May 1, 2020 | **CHANGE ORDER INFORMATION:** <br> Change Order Number: 001 <br><br> Date: March 20, 2024 |
| **OWNER:** *(Name and address)* <br> Little Elm Independent School District <br> 400 Lobo Ln, Little Elm, TX 75068 | **ARCHITECT:** *(Name and address)* <br> Corgan <br> 401 N. Houston St., Dallas, TX 75202 | **CONTRACTOR:** *(Name and address)* <br> Jackson Construction Co., Inc. <br> 409 S. Stephens St., Quitman, TX 75783 |

### THE CONTRACT IS CHANGED AS FOLLOWS:

*(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)*
Credit unused contingencies and buyout savings.

| | |
|---|---:|
| The original Contract Sum was | $ 1,951,304.00 |
| The net change by previously authorized Change Orders | $ 0.00 |
| The Contract Sum prior to this Change Order was | $ 1,951,304.00 |
| The Contract Sum will be decreased by this Change Order in the amount of | $ 355,590.06 |
| The new Contract Sum including this Change Order will be | $ 1,595,713.94 |

The Contract Time will be unchanged by n/a (n/a) days.
The new date of Substantial Completion will be unchanged.

**NOTE:** This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

### NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

| | | |
|---|---|---|
| Corgan Associates, Inc. | Jackson Construction Co., Inc. | Little Elm Indpendent School District |
| **ARCHITECT** *(Firm name)* | **CONTRACTOR** *(Firm name)* | **OWNER** *(Firm name)* |
| *Erin Bossart* <br> <small>Erin Bossart Mar 20, 2024 15 37 CDT</small> | *Matt Jackson* <br> <small>Matt Jackson Mar 21, 2024 05 26 CDT</small> | <small>Mickey James (Mar 21, 2024 07:05 CDT)</small> |
| **SIGNATURE** | **SIGNATURE** | **SIGNATURE** |
| Erin K. Bossart, Vice President | Matt Jackson, VP Operations | Mickey James, Executive Director of Construction & Operations |
| **PRINTED NAME AND TITLE** | **PRINTED NAME AND TITLE** | **PRINTED NAME AND TITLE** |
| Mar 20, 2024 | Mar 21, 2024 | Mar 21, 2024 |
| **DATE** | **DATE** | **DATE** |