

# Wylie Independent School District



THE WYLIE WAY

2014-2015 Official Budget  
Wylie, Texas, Collin County  
Adopted June 16, 2014  
[www.wylieisd.net](http://www.wylieisd.net)



# Association of School Business Officials International

11401 North Shore Drive  
Reston, VA 20190-4200

P 866/682-2729  
F 703/708-7060  
[www.asbointl.org](http://www.asbointl.org)

December 3, 2013

Michele Trongaard, CPA, RTSBA  
Chief Financial Officer  
Wylie Independent School District  
951 S. Ballard Avenue  
Wylie, TX 75098

Dear Mrs. Trongaard:

The Association of School Business Officials International (ASBO) is pleased to announce that the Wylie Independent School District received the ASBO's Meritorious Budget Award (MBA) for its 2013–2014 annual budget. The award represents a significant achievement by the Wylie Independent School District. It reflects the commitment by you, your staff, and the school district to achieve the highest standards of school budgeting.

The Meritorious Budget Award Review Team that evaluated your budget prepared the attached comments for your consideration. Also attached is your 2013–2014 award certificate. A sample press release you may use for publicity purposes and a list of suggestions on how to submit a press release are also attached. The year plate for the perpetual plaque is being sent under separate cover.

Congratulations to you and the members of your staff who worked so hard to earn the Meritorious Budget Award. We look forward to your continued participation in the MBA program.

Sincerely,

John D. Musso  
Executive Director, CAE, RSBA

JM:vs



# Association of School Business Officials International



*This Meritorious Budget Award is presented to*

## **WYLIE INDEPENDENT SCHOOL DISTRICT**

*For excellence in the preparation and issuance of its school entity's budget  
for the Fiscal Year 2013-2014.*

The budget adheres to the principles and standards  
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, appearing to read "Ron McCulley", written over a horizontal line.

Ron McCulley, CPPB, RSBO  
President

A handwritten signature in black ink, appearing to read "John D. Musso", written over a horizontal line.

John D. Musso, CAE, RSBA  
Executive Director



**Government Finance Officers Association**  
203 North LaSalle Street, Suite 2700  
Chicago, Illinois 60601-1210  
312.977.9700 fax: 312.977.4806

January 19, 2014

Ms. Michele Trongaard  
Chief Financial Officer  
Wylie Independent School District  
951 South Ballard Road  
Wylie, TX 75098

Dear Ms. Trongaard:

A Panel of independent reviewers has completed its examination of your budget document. We are pleased to inform you that the panel has voted to award your budget document the Distinguished Budget Presentation Award for the current fiscal period. This award is the highest form of recognition in governmental budgeting. Its attainment represents a significant achievement by your organization.

The Distinguished Budget Presentation Award is valid for one year. To continue your participation in the program, it will be necessary to submit your next annual budget document to GFOA within 90 days of the proposed budget's submission to the legislature or within 90 days of the budget's final adoption. Enclosed is an application form to facilitate a timely submission. This form should be submitted with four copies of your budget accompanied by the appropriate fee.

Each program participant is provided with confidential comments and suggestions for possible improvements to the budget document. Your comments are enclosed. We urge you to carefully consider the suggestions offered by our reviewers as you prepare your next budget.

When a Distinguished Budget Presentation Award is granted to an entity, a Certificate of Recognition for Budget presentation is also presented to the individual or department designated as being primarily responsible for its having achieved the award. Enclosed is a Certificate of Recognition for Budget Preparation for:

**Finance Division**

Your award plaque will be mailed separately and should arrive within eight to ten weeks. Enclosed is a camera-ready reproduction of the award for inclusion in your next budget. If you reproduce the camera-ready in your next budget, it should be accompanied by a statement indicating continued compliance with program criteria.

The following standardized text should be used:



Ms. Michele Trongaard

January 19, 2014

Page 2

The Government Finance Officers Association of the United States and Canada (GFOA) presented a Distinguished Budget Presentation Award to **Wylie Independent School District, Texas** for its annual budget for the fiscal year beginning **July 1, 2013**. In order to receive this award, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.

This award is valid for a period of one year only. We believe our current budget continues to conform to program requirements, and we are submitting it to GFOA to determine its eligibility for another award.

A press release is enclosed.

The Government Finance Officers Association encourages you to make arrangements for a formal presentation of the award. If you would like the award presented by a member of your state or provincial finance officers association, we can provide the name of a contact person for that group.

We appreciate your participation in this program and we sincerely hope that your example will encourage others in their efforts to achieve and maintain excellence in governmental budgeting. The most current list of award recipients (with hyperlinks) can be found on GFOA's website at [www.gfoa.org](http://www.gfoa.org). If we can be of further assistance, please contact the Technical Services Center.

Sincerely,



Stephen J. Gauthier, Director  
Technical Services Center

Enclosure



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished  
Budget Presentation  
Award*

PRESENTED TO

**Wylie Independent School District  
Texas**

For the Fiscal Year Beginning

**July 1, 2013**

Executive Director

March 31, 2014

Dr. David Vinson  
Superintendent  
Wylie Independent School District (Collin County)  
951 S. Ballard Ave.  
Wylie, Texas 75098-4175

Dear Superintendent Vinson:

I am pleased to inform you that the Wylie Independent School District (Collin County) has earned a 2014 Platinum Leadership Circle Award. Your application scored 21 points of 22 possible on our ratings criteria to earn this award.

Your listing on our "Texas Transparency" website now displays the Platinum seal to indicate that you have received this award. Enclosed is your copy of a Leadership Circle Award Certificate. You will also receive a digital seal that you may post on your website.

Congratulations on your success in moving forward on financial transparency and joining our Leadership Circle.

Sincerely,



Susan Combs

Enclosure







5  
Fifth  
Year  
Award

# Texas Comptroller Leadership Circle Platinum Member

awarded to

## Wylie ISD (Collin County)

For continued progress toward achieving financial transparency. The Texas Comptroller's Leadership Circle program recognizes local governments across Texas that are striving to meet a high standard for financial transparency online. Your efforts to provide citizens with clear, consistent pictures of spending and share information in a user-friendly format have paved the way for achieving greater financial transparency.

March 20, 2014

A handwritten signature in black ink, reading "Susan Combs". The signature is written in a cursive style and is positioned on the right side of the page, below the main text.



# Table of Contents

Introductory Section .....	1
Board of Trustees/Administrative Officials .....	2
Consultants and Advisors .....	3
Executive Summary of the 2014-15 Budget .....	4
Facts About Wylie ISD .....	6
Mission Statement and Operational Goals .....	8
Budget Policies & Development Procedures .....	12
Financial Structure & Basis for Accounting .....	13
Account Code Structure .....	13
Total Budget Summary .....	14
Combined Funds .....	15
General Fund .....	16
Student Nutrition Fund .....	19
Debt Service Fund .....	20
General Obligation Debt .....	21
General Obligation Bonds .....	23
Capital Projects .....	24
Tax Rate .....	25
State Aid .....	27
Student Enrollment Growth .....	28
Staffing .....	29
Salary and Benefit Increases .....	30
Academic Programs .....	31
Academic Assessment .....	33
Future Budget Years .....	42
Budget Contact .....	43
Summary .....	44
Organizational Section .....	45
The Wylie Independent School District .....	46
School Districts in Collin County .....	47
Wylie ISD District Boundaries .....	48
History of Wylie ISD	
Miss Pearl Birmingham Scholarship Fund .....	49
History of F.O. Birmingham Memorial Land Trust .....	50
Wylie ISD Enrollment .....	51
Wylie ISD Contact Information .....	54
2014—2015 Academic Calendar .....	57
Fast Facts .....	58

## Organizational Section (Cont.)

Organizational Structure .....	59
WISD Board of Trustees and Superintendent .....	61
Financial Structure & Basis of Accounting .....	65
Summary Statement of Principles of Accounting and Reporting .....	65
Account Code Structure .....	71
Fund Codes .....	74
Function Codes .....	76
Revenue Object Code Listing .....	80
Expenditure Object Code Listing .....	81
Function/Fund Code Matrix .....	83
Function/Program Intent Code Matrix .....	84
Significant Financial Policies & Procedures .....	85
Cash Management .....	85
Debt Management .....	86
Reserve Policies .....	86
Risk Management .....	87
Independent Audit & Financial Planning .....	87
Budget Policies & Development Procedures .....	88
Mission Statement .....	88
District Improvement Plan .....	89
Implementation of Strategic Goals & Objectives 2014-15 .....	143
The Budget Process .....	144
Budget Calendar for 2014-15 .....	146
Budget Administration & Management Process .....	148
Expenditure Control and Approval .....	148
Purchasing .....	148
Expense Reimbursements .....	149
Budget Amendments .....	150
Reporting to the Texas Education Agency (TEA) .....	150
Monthly Financial Report .....	150
General Fund Reserve Policy .....	150
Guideline Criteria for Consideration of Refunding Outstanding Debt .....	151
Internal Controls .....	152
Cash Handling Policy .....	152
Memorandum for Funds Collected on Behalf of Wylie ISD .....	154



Financial Section .....	155
Introduction .....	156
Combined Funds .....	157
Funding Public Education .....	159
Revenue Sources .....	161
How an Education Dollar in Wylie ISD Relates to the Student .....	163
Tax Collection Data .....	164
Comparison of Tax Rates .....	165
General Fund	
Revenue, Expenditures and Fund Balance .....	166
Revenue Sources, Assumptions & Trends .....	167
General Fund Revenues .....	168
General Fund Expenditures .....	169
Campus and Department Appropriations .....	171
Expenditures by Function .....	173
Expenditures by Program Intent .....	174
Expenditures Per Student .....	174
Wylie ISD Campus/Department Information	
P.M. Akin Elementary School .....	175
T.F. Birmingham Elementary School .....	176
Cheri Cox Elementary School .....	177
R.C. Dodd Elementary School .....	178
R.V. Groves Elementary School .....	179
R. F. Hartman Elementary School .....	180
Rita Smith Elementary School .....	181
Harry & Retha Tibbals Elementary School .....	182
Wally Watkins Elementary School .....	183
Don Whitt Elementary School .....	184
Bill F. Davis Intermediate School .....	185
Al Draper Intermediate School .....	186
Ab Harrison Intermediate School .....	187
Grady Burnett Junior High School .....	188
Raymond Cooper Junior High School .....	189
Frank McMillan Junior High School .....	190
Wylie East High School .....	191
Wylie High School .....	192
Achieve Academy .....	193
Athletic Department General Fund .....	194
Non-Campus Departments .....	195

## Financial Section (Cont.)

Student Nutrition Fund .....	196
Statement of Revenue and Expenditures .....	197
Debt Service Fund .....	198
Statement of Revenue and Expenditures for Debt Service .....	199
Existing General Obligation Debt .....	200
Aggregate Unlimited General Obligation Tax Bonds .....	201
Capital Improvement Program Impact on Tax Rate .....	202
Capital Projects .....	203
Five Year Summary Activity .....	203
Current Capital Projects .....	204
Future Capital Projects .....	207
Capital Projects Impact on General Fund .....	207
2014 Bond Proposal .....	208
Buildings and Square Footage .....	211
Building History .....	213

## Informational Section .....

Taxable Value Information .....	217
Taxable Value Projections .....	217
Assessed Value and Market Value of Taxable Property .....	219
2014 Top Ten Taxpayers .....	220
Tax Collection Data .....	221
Effects of Tax Levy & Rate Changes .....	222
Student Enrollment by Campus .....	223
Student Enrollment Projections .....	224
Staffing .....	225
Future Years Budget Projections .....	226
General Fund Projected State Revenues .....	227
Budget Assumptions .....	228
General Fund Future Projected Budget .....	229
General Obligation Debt .....	231
Benchmarks .....	233
Benchmark Data Comparison to State .....	234
Wylie ISD and State Staffing Percentages .....	235
Student Ratio Comparison .....	236
Teacher Ratio Comparison .....	236
Per Student Expenditures Ratio .....	237
Instruction Percentage Comparison .....	237

## Informational Section (Cont.)

Student Nutrition.....	238
Reimbursable Lunches Served Per Day.....	238
Total Meals vs. ADA.....	238
Wylie ISD Meal Pricing History.....	239
School Transportation Funding and Reporting.....	240
Average Daily Ridership.....	241
Mileage By Type.....	241
Number of School Buses.....	242
Buses By Age.....	242
Risk Management.....	243
Instructional Improvement	
2014 Accountability Indicators/Significant Changes.....	244
Curriculum Framework.....	244
Elementary School Academic Programs.....	245
Intermediate School Academic Programs.....	246
Junior High School Academic Programs.....	246
High School Academic Programs.....	247
District Programs.....	250
Technology: Power Up for Learning.....	250
Project Based Learning.....	251
Speed 21.....	252
Gifted/Talented Services.....	253
Special Education Services.....	253
Dual Language Program.....	254
English as a Second Language Program.....	254
Fine Arts Program.....	255
P.E. and Health.....	256
Career and Technology Education (CTE).....	256
PALS (Peer Assisted Leadership).....	256
Counseling Services.....	257
Prevention/Intervention and Support Services.....	257
The Wylie Way Core Values.....	258
Registered Nurses.....	259
Learning Specialists.....	259
Professional Learning.....	260
ACE Academy.....	260
Project TEAM Program.....	262
Teacher Leader Academy.....	264
DRIVE.....	266



## Informational Section (Cont.)

Academic Assessment & Accountability	
Wylie ISD Philosophy of Assessment .....	267
State of Texas Assessment of Academic Readiness (STAAR) .....	268
State Assessment System .....	269
The Texas English Language Proficiency Assessment System (TELPAS) .....	270
AIMSweb .....	270
CogAT—Cognitive Abilities Test, Form 7 .....	270
Student Success Initiative .....	270
Graduation Testing Requirement .....	270
PSAT/NMSQT—	
Preliminary Scholastic Aptitude Test/National Merit Scholarship Quality Test .....	271
PSAT Historical Data 2008-2012 .....	272
SAT—Scholastic Aptitude Test .....	273
SAT Historical Data 2008-2012 .....	273
ACT—American College Test .....	274
ACT Historical Data 2008-2012 .....	274
Accomplishments	
2014 Tech Titan Finalist .....	275
Distinguished Unit Award with Merit .....	275
2014 Miss Pearl Birmingham Scholars Named .....	276
NAMM Foundation Recognizes Wylie ISD for Music Education .....	277
National Merit Scholars .....	278
2013 National Wind Band Honors .....	278
Texas Future Problem Solving Program Winners .....	279
National Speech & Debate Diamond Award .....	279
Siemens STEM Academy .....	280
WHS Pirate Debate Team Qualify for Nationals .....	280
Education in Action 2013 Lone Star Leadership Academy Camp .....	281
AFJ ROTC Exceeds Standards .....	281
Finance Division Awards and Recognitions .....	282
Glossary of Terms .....	283

# List of Charts / Tables

## Introductory Section

Table 1:	Student Ethnicity Percentages for Wylie ISD .....	7
Table 2:	Implementation of Strategic Goals & Objectives 2014-15 .....	10
Table 3:	Board of Trustees’ Goals .....	11
Table 4:	Combined Revenue Comparison and Expenditure Comparison .....	14
Table 5:	Combined Budget Summary 2014-15 .....	15
Table 6:	General Fund Revenues and Expenditures .....	17
Table 7:	General Fund Major Changes 2014-15 .....	18
Table 8:	Statement of Revenue and Expenditures Student Nutrition Fund .....	19
Table 9:	Statement of Revenue and Expenditures for Debt Service Fund .....	20
Table 10:	Existing General Obligation Debt .....	22
Table 11:	General Obligation Bonds .....	23
Table 12:	Capital Projects Activity—Five Year Summary .....	24
Table 13:	Tax Rate Comparison Last Fifteen Years .....	25
Table 14:	Example of Tax Levy on an Average Wylie Single Family Residence .....	26
Table 15:	Texas Public Education Spending Per Student .....	27
Table 16:	Student Enrollment History and Projections .....	28
Table 17:	Staffing History .....	29
Table 18:	Spring 2014 STAAR End of Course Satisfactory Results .....	33
Table 19:	2014 STAAR Results .....	34
Table 20:	PSAT Historical Data 2008-2013 .....	38
Table 21:	SAT Historical Data 2008-2013 .....	39
Table 22:	ACT Historical Data 2009-2013 .....	40
Table 23:	Future Budget Projections .....	43

## Organizational Section

Table 24:	School Districts in Collin County .....	47
Table 25:	Boundaries for the 2014-15 School Year .....	48
Table 26:	Enrollment by Campus and Grade 2014-15 .....	51
Table 27:	Student Ethnicity Percentages for Wylie ISD .....	52
Table 28:	Students by Program/Demographics .....	53
Table 29:	Wylie ISD Organizational Structure .....	60
Table 30:	Account Code Structure .....	71
Table 31:	Fund Codes .....	74
Table 32:	Object Codes—Revenue .....	80
Table 33:	Object Codes—Expenditures .....	81
Table 34:	Function/Fund Code Matrix .....	83
Table 35:	Function/Program Intent Code Matrix .....	84
Table 36:	District Improvement Plan .....	89
Table 37:	Implementation of Strategic Goal & Objectives 2013-14 .....	143
Table 38:	Budget Calendar 2014-15 School Year .....	146

## List of Charts / Tables

### Financial Section

Table 39:	Combined Budget Summary 2014-15.....	157
Table 40:	Combined Funds Graphs .....	158
Table 41:	Weights Given Based on Student Characteristics .....	160
Table 42:	Changes in Local and State Funding .....	161
Table 43:	How an Education Dollar in Wylie ISD Relates to the Student.....	163
Table 44:	Tax Collection Data .....	164
Table 45:	Combined M&O and I&S Tax Rates .....	165
Table 46:	General Fund Revenues .....	168
Table 47:	General Fund Expenditures.....	169
Table 48:	Fund Balance Trends for General Fund.....	169
Table 49:	General Fund Expenditures Comparison.....	170
Table 50:	Campus Appropriations Comparison .....	172
Table 51:	General Fund by Function .....	173
Table 52:	Athletic Department General Fund.....	194
Table 53:	Non-Campus Departments General Fund .....	195
Table 54:	Student Nutrition Fund Statement of Revenue and Expenditures .....	197
Table 55:	Fund Balance Trends for Student Nutrition .....	197
Table 56:	Debt Service Fund Statement of Revenue and Expenditures .....	199
Table 57:	Fund Balance Trends for Debt Service .....	199
Table 58:	Existing General Obligations Debt.....	200
Table 59:	Aggregate Unlimited General Obligation Tax Bonds.....	201
Table 60:	Capital Improvement Program Impact on Tax Rate .....	202
Table 61:	Capital Projects Activity—Five Year Summary .....	203
Table 62:	Current Capital Projects .....	204
Table 63:	Capital Projects from General Fund .....	207
Table 64:	Schedule of Buildings and Square Footage .....	211

### Informational Section

Table 65:	Taxable Value Information .....	217
Table 66:	Taxable Value Projection .....	218
Table 67:	Assessed Value and Market Value of Taxable Property .....	219
Table 68:	2014 Top Ten Taxpayer for Wylie ISD .....	220
Table 69:	Tax Collection Data .....	221
Table 70:	Tax Levy & Property Values.....	222
Table 71:	Student Enrollment by Campus.....	223
Table 72:	Student Enrollment History and Projections .....	224
Table 73:	Staffing History.....	225
Table 74:	General Fund Projected State Revenues .....	227
Table 75:	Projected State Aid .....	228
Table 76:	General Fund Projected Budget.....	229
Table 77:	Future Budget Projections (Millions) .....	230

## List of Charts / Tables

### Informational Section (Cont.)

Table 78:	Aggregate Unlimited General Obligations Tax Bonds.....	232
Table 79:	Benchmark Data—Comparison to State .....	234
Table 80:	Wylie ISD Staff Percentage .....	235
Table 81:	State Staffing Percentages.....	235
Table 82:	Student Ratio Comparison.....	236
Table 83:	Teacher Ratio Comparison.....	236
Table 84:	Per Student Expenditures Ratios .....	237
Table 85:	Instruction Percentage .....	237
Table 86:	Reimbursable Lunches Served Per Day.....	238
Table 87:	Total Meals vs. ADA.....	238
Table 88:	Wylie ISD Meal Pricing History.....	239
Table 89:	Average Daily Ridership .....	241
Table 90:	Mileage by Type.....	241
Table 91:	Number of School Buses .....	242
Table 92:	Buses by Age .....	242
Table 93:	Insurance Coverage Summary.....	243
Table 94:	Spring 2014 STAAR End of Course Satisfactory Results.....	268
Table 95:	2014 STAAR Results.....	269
Table 96:	PSAT Historical Data 2009-2013 .....	272
Table 97:	SAT Historical Data 2009-2013 .....	273
Table 98:	ACT Historical Data 2009-2013 .....	274

# Introductory Section



THE WYLIE WAY



# WYLIE INDEPENDENT SCHOOL DISTRICT

Educational Service Center  
951 S. Ballard Avenue, Wylie, TX 75098

## Board of Trustees

Barbara Goss, President  
Lance Goff, Vice President  
Heather Leggett, Secretary  
Stacie Gooch, Member  
Mitch Herzog, Member  
Joe Stooksberry, Member  
Tom Westhora, Member

## Administrative Officials

Dr. David Vinson, Superintendent  
Dr. Jeannie Stone, Assistant Superintendent for Curriculum and Instruction  
Scott Winn, Assistant Superintendent for Human Resources & Student Services

## Officials Issuing Report

Michele Trongaard, RTSBA, CPA, Chief Financial Officer  
Kathy Lipe, CTSBO, Accounts Payable Manager





# WYLIE INDEPENDENT SCHOOL DISTRICT

## *Consultants & Advisors*

### ***Auditors***

Edgin, Parkman, Fleming & Fleming, PC

4110 Kell Blvd., 2nd Floor  
Wichita Falls, TX 76307

### ***Bond Counsel***

McCall, Parkhurst & Horton, L.L.P.

717 North Harwood, Suite 900  
Dallas, TX 75201

### ***Financial Advisor***

Southwest Securities, Inc.

1201 Elm Street, Suite 3500  
Dallas, TX 75270

### ***General Counsel***

Walsh, Anderson, Brown, Schulze  
& Aldridge, PC

6300 LaCalma Dr., Suite 200  
Austin, TX 78752

### ***Depository Bank***

Inwood National Bank

200 S. Highway 78  
Wylie, TX 75098

### ***Architects***

PBK Architects

14001 North Dallas Parkway,  
Suite 400  
Dallas, TX 75240

# Executive Summary

We are pleased to present the 2014-15 budget for the Wylie Independent School District. The budget has been prepared in accordance with state regulations and local policies covering the required twelve-month period from July 1 through June 30.

This budget document is the primary vehicle used to present the financial plan and the results of operations of the District. The document was prepared in the format necessary to meet the requirements of the Association of School Business Officials International (ASBO) Meritorious Budget Award Program. In order to receive this award, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device. The award is valid for a period of one year only. We believe our current budget conforms to program requirements and we are submitting it to ASBO for the seventh time to determine its eligibility for this award.

In addition to submission to ASBO, this document is presented for the sixth time to the Government Finance Officers Association (GFOA) for the Distinguished Budget Presentation award. The GFOA established the Budget Awards Program in 1984 to encourage and assist state and local governments to prepare budget documents of the very highest quality that reflect both the guidelines established by the National Advisory Council on State and Local Budgeting and the GFOA's recommended practices on budgeting and then to recognize individual governments that succeed in achieving that goal.

Additionally, the Wylie Independent School District Comprehensive Annual Financial Report has been awarded the Certificate of Excellence in Financial Reporting by ASBO and the Certificate of Achievement for Excellence in Financial Reporting by GFOA for the last five consecutive fiscal years.

However, the primary purpose of this document is to provide timely and useful information concerning the past, current, and projected financial status of the District in order to facilitate financial decisions that support the educational goals of the District.



## Executive Summary (Cont.)

The District's budget is organized into four separate sections: *Introductory, Organizational, Financial, and Informational.*

### Introductory Section

- ✿ The *Introductory Section* provides a complete overview of the entire budget document. The Introductory Section is the budget in narrative form rich with charts, tables and graphs to assist the reader. This section is organized in the same order as the rest of the document.

### Organizational Section

- ✿ The *Organizational Section* defines Wylie ISD – who we are, where we are located, how our organization is structured, how our financial system functions, what are our significant internal processes. This section informs the reader on the District's account code chart, budget policies and development process, major board goals and strategies to accomplish these goals, and the budget administration and management processes.

### Financial Section

- ✿ The *Financial Section* is typically what most consider to be "the budget." This section is organized in a hierarchal order starting with a schedule of all funds followed by separate sections which break the budget down into the different funds. Charts, tables and graphs explain significant budget data. Included in this section are schedules for the General Fund, Student Nutrition Fund and Debt Service Fund. Schedules are also provided that focus on each campus and department.

### Informational Section

- ✿ The *Informational Section* is the final section of the budget document. This section is full of explanatory information such as trends, projections, and historical data. Student demographic data, staffing history, academic achievement and performance rounds out this section.

# Facts About Wylie ISD

In the 1890s, the town of Wylie had been served by a small school with funding primarily by the parents of the students. Ovid Birmingham noticed this problem and prompted the establishment of Wylie ISD in 1901-1902. Limits were set that all citizens in that area would pay taxes to uphold the District. The Birmingham family had provided money to build a proper high school. Since then the Birmingham family has established various land trusts to fund areas of curriculum for the District as well as scholarships for the top eight students of each graduating class from both high schools.

Wylie ISD is located in Collin County, 24 miles northeast of metropolitan Dallas and its cultural, educational and recreational amenities. Covering 41 square miles and over 14,000 students, the District serves the City of Wylie as well as surrounding communities of Sachse, Murphy, Lucas, Lavon and St. Paul.



Many things have changed since the creation of the Wylie Independent School District. During most of its existence, Wylie was a rural farming community growing cotton, wheat and corn. The City of Wylie has grown by 173.8% over the past decade according to 2010 U.S. Census data. The population increased from 15,132 in 2000 to 44,089 in 2014. The gain of 28,957 residents makes Wylie the third fastest growing city in the state of Texas, over the last decade, for cities with population of more than 40,000.

Wylie ISD is governed by a seven member Board of Trustees. The Board's primary role is policy making. The operational functions of the District have been delegated to the Superintendent and administrative staff. An organizational chart appears in the Organizational Section of this report.

Wylie Independent School District operates ten elementary schools, three intermediate schools, three junior high schools, two high schools, and one alternative high school.

## Facts About Wylie ISD (Cont.)

The student ethnicity percentage of the District are demonstrated in the following table:

**Table 1**  
**Student Ethnicity Percentages for Wylie ISD**

	2010-11	2011-12	2012-13	2013-14	2014-15
Anglo	55.3%	55.0%	54.1%	53.8%	53.7%
Hispanic	21.0%	21.1%	21.4%	21.2%	21.6%
African-American	13.6%	13.5%	13.6%	13.7%	13.7%
Asian/Pacific Islander	7.2%	7.4%	7.6%	7.8%	7.3%
Native American/Other	2.9%	3.0%	3.3%	3.5%	3.7%

The State of Texas currently mandates a pupil/teacher ratio of 22:1 for kindergarten through 4<sup>th</sup> grade. The District sets caps for grades 5-12 at a target of 25:1. Some classes may exceed this target at certain times, but every attempt is made to keep within this threshold.

The instructional year is 177 days. Teachers are assigned an additional 10 days for in-service training and campus work days.

The school calendar determines the beginning and ending of the school year as well as defined holidays and in-service days. The District functions with four 9 week reporting periods. The administration works with an advisory group from both the community and staff to prepare the school calendar.

Additional demographic information can be found in the Organizational Section [pages 52 and 53](#) as well as benchmarks for the District in the Informational Section on [pages 233-242](#).

# Mission Statement and Operational Goals

Strategic planning serves to assure the long range success of the District. As part of continuous improvement, the Board of Trustees and administration have worked together to review the District's mission and goals, as per Wylie ISD Board Policy BQ (LOCAL).

*"The Board shall approve and periodically review the District's mission and goals to improve student performance. The mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4."*

## **Wylie ISD Vision: Unified for Excellence**

**THE MISSION OF WYLIE ISD IS TO SUSTAIN A CULTURE OF HIGH EXPECTATIONS WHILE VALUING UNITY, RELATIONSHIPS, AND TRUST.**

### **We believe:**

- Character and community values are essential to building responsible citizens
- High expectations and accountability should be expected from all students and staff
- Exemplary employees make an exemplary difference
- As Wylie ISD grows, we will sustain our level of excellence in all operations
- Wylie ISD graduates must be challenged and equipped to succeed in the 21st century

### **Strategic Goals**

- Instill community and ethical values in our students
- Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
- Attract, retain, and value a quality staff
- Manage growth in a way that provide
  - \* Functional equity
  - \* Financial Responsibility
  - \* Assurance for all student needs
- Prepare students for a successful life beyond high school



# Mission Statement and Operational Goals (cont.)

Wylie ISD has proven to meet and/or exceed these goals by meeting 100% of all the standards reported by the Texas Education Agency (TEA). As illustrated in the graph below, 15 of our 19 campuses met one or more distinctions.

2014 TEA Ratings			
Wylie ISD: 100% Met Standard (TEA Report)			
Elementary Campuses (5 Possible Distinctions)	Intermediate Campuses (6 possible Distinctions)	Junior High Campuses (7 Possible Distinctions)	High School Campuses (7 Possible Distinctions)
<a href="#">Akin Elementary</a> Met +1	<a href="#">Davis Intermediate</a> Met +2	<a href="#">Burnett Junior High</a> Met +5	<a href="#">Wylie High School</a> Met +4
<a href="#">Birmingham Elementary</a> Met+4	<a href="#">Draper Intermediate</a> Met +2	<a href="#">Cooper Junior High</a> Met +7	<a href="#">Wylie East High School</a> Met+1
<a href="#">Cox Elementary</a> Met	<a href="#">Harrison Intermediate</a> Met+1	<a href="#">McMillan Junior High</a> Met+2	Alternate Education Campus No possible Distinctions
<a href="#">Dodd Elementary</a> Met +3			<a href="#">Achieve Academy</a> Met
<a href="#">Groves Elementary</a> Met +1			
<a href="#">Hartman Elementary</a> Met +5			
<a href="#">Smith Elementary</a> Met			
<a href="#">Tibbals Elementary</a> Met +2			
<a href="#">Watkins Elementary</a> Met			
<a href="#">Whitt Elementary</a> Met +1			

According to the 2012—2013 PEIMS Standard Report, Wylie ISD spends an average of \$7,352 per student as compared to \$8,327 per student in the State. This document will reflect how the expenditures are allocated in order to achieve our rating with TEA.

# Mission Statement and Operational Goals (cont.)

Table 2

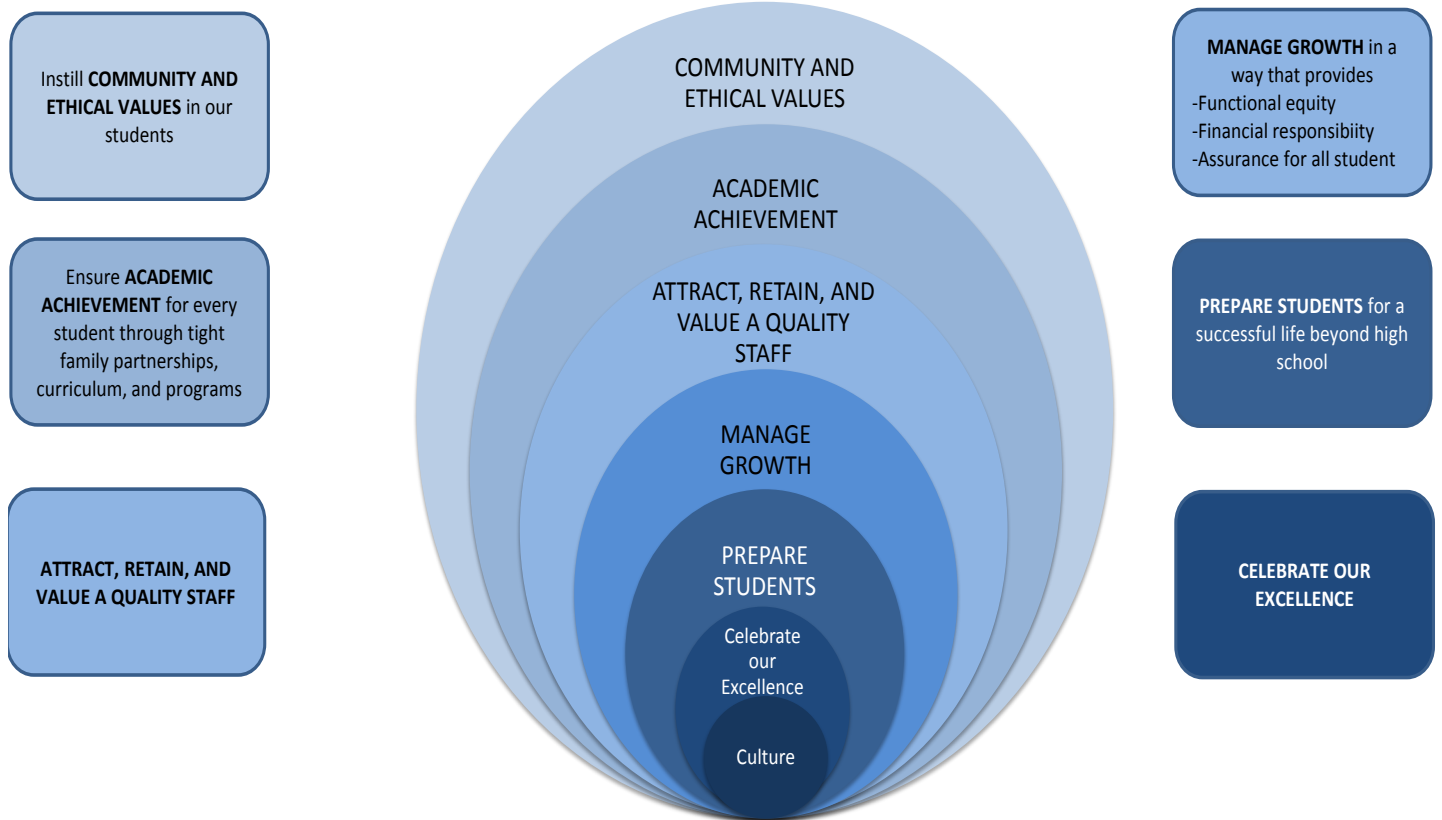
<b>IMPLEMENTATION OF STRATEGIC GOALS &amp; OBJECTIVES 2014-2015</b>	<b>Instill Community &amp; Ethical Values in Our Students</b>	<b>Ensure Academy Achievement</b>	<b>Attract, Retain, and Value a Quality Staff</b>	<b>Manage Growth</b>	<b>Prepare Students</b>
<b>ORGANIZATION NUMBER/NAME</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>
001-110—CAMPUSES	√	√	√	√	√
699—SUMMER SCHOOL		√			√
701—SUPERINTENDENT OFFICE	√	√	√	√	√
702—BOARD MEMBERS	√	√	√	√	√
703—TAX OFFICE				√	
726—FINANCE DIVISION				√	
727—HUMAN RESOURCES AND STUDENT SERVICES	√		√	√	
801—TECHNOLOGY DEPARTMENT				√	
802—ASST. SUPERINTENDENT FOR CURR. AND INST.	√	√			√
803—COMMUNITY RELATIONS	√	√			
804—STAFF DEVELOPMENT		√	√		
805—CURRICULUM DEPARTMENT	√	√		√	√
806—SPECIAL EDUCATION DEPARTMENT	√	√		√	√
807—FINE ARTS DEPARTMENT	√	√		√	√
808—SPECIAL SERVICES DEPARTMENT	√	√		√	√
809—ACADEMIC AND CAREER CONNECTIONS	√	√		√	√
810—GT AND ADVANCED ACADEMICS	√	√		√	√
873—ATHLETIC DEPARTMENT	√	√		√	√
935—TRANSPORTATION DEPARTMENT				√	
936—MAINTENANCE AND CUSTODIAL DEPARTMENT				√	
937—HEALTH SERVICES					√
938—STUDENT NUTRITION				√	
939—ENERGY MANAGEMENT				√	

# Mission Statement and Operational Goals (cont.)

**Table 3**

Below is an illustration of the Board of Trustees' goals that supports the Wylie ISD mission:

**District Improvement Plan**



The mission of Wylie ISD is to sustain a **CULTURE** of high expectations while valuing unity, relationships, and trust.

# **Budget Policies & Development Procedures**

As with any major requirement, rules and laws govern certain aspects of the process. The budgeting process in the State of Texas is no exception. The Texas Education Code Sections 44.002-44.006 establish the legal basis for school district budget development.

The District's budget must be prepared by June 20 and be adopted by the Board of Trustees by June 30. A public hearing for the budget and proposed tax rate must occur before the Board adoption. The District's budget must be legally adopted before the tax rate is adopted. This budget document meets these standards.

The State, TEA, and the local District formulate legal requirements for school district budgets. These requirements are stipulated in detail within the subsequent sections of this document.

The budget process begins in December of each year with the preparation of the budget calendar and enrollment projections. These enrollment forecasts are used extensively during the budget development stage to determine campus allotments and staffing allocations.

In order to decentralize the budget process, site-based decision making teams, working under the direction of each campus principal, contribute extensively to campus budget decisions. Each campus receives a basic allotment per student to be used for supplies, materials, equipment, staff development and other appropriate instructional costs. The site-based decision making teams make recommendations concerning utilization of this allocation.

Budgets for non-campus units are developed by department heads and reviewed by the Superintendent and Chief Financial Officer.

Established staffing guidelines are utilized to develop payroll budgets. Personnel units are allocated to each campus based on student enrollment following state mandated ratios as applicable. Non-campus personnel units are evaluated at each departmental budget. Additional personnel units are evaluated each year and after extensive review and analysis, recommendations are presented to the Board of Trustees.

Following this development process, consolidated budgetary information is presented to the Board of Trustees in workshops and regular meetings. This information is summarized in this document and detail line items are provided, as requested, through written and verbal supporting information.

# Financial Structure & Basis for Accounting

The District maintains approximately 50 separate funds to account for its operations and special programs. All funds, including campus and student activity funds, are accounted for on a district level basis.

The fund accounting system defines each fund by fiscal period and a self-balancing set of accounts including assets, liabilities, fund equity, revenues and expenditures. There are four major fund groups. The Governmental Funds includes the General Fund, Special Revenue Funds, Debt Service Fund, which are part of the approved budget and the fourth is Capital Projects Funds which is included for informational purposes only. Other funds maintained by the District are the Fiduciary Funds or considered trust and agency funds.

Accounting records are maintained in accordance with generally accepted accounting principles (GAAP). Budgetary controls, which employ encumbering purchase orders to reserve commitments to the budget, include periodic amendments to ensure compliance with state law.

## Account Code Structure

The budget worksheets throughout this document will be summarized at the fund, function and major object levels. The actual general ledger is made up of multiple hundreds of detailed line items that are the building blocks of this document. In fact, the State of Texas mandates the account code structure used by all public school districts.

The account code defines transaction detail. For instance, the District purchases sets of books for student use. The account code will tell the reader what was generally purchased, which campus made the purchase, the purpose of the purchase and the major source of funds used.

The account code structure is broken down into detail in the Organization Section, [pages 71-84](#).



# Total Budget Summary

The following schedule presents a comparison of budgeted revenues and expenditures for the General Fund, the Student Nutrition Fund (a Special Revenue Fund) and the Debt Service Fund for 2014-15 budget to 2013-14 budget. All three funds must be included in the official District budget.

**Table 4**  
**Revenue Comparison**

	2014-15		2013-14		Increase (Decrease) from 2013-14	Percent Increase (Decrease)
	Amount (Thousands)	Percent of Total Revenue	Amount (Thousands)	Percent of Total Revenue		
Local Revenue	\$ 64,244	47.9%	62,625	47.6%	\$ 1,619	3%
State Revenue	67,144	50.0%	65,924	50.1%	1,220	2%
Federal Revenue	2,843	2.1%	2,962	2.3%	(119)	-4%
<b>Total Revenue</b>	<b>\$ 134,231</b>	<b>100%</b>	<b>\$ 131,511</b>	<b>100%</b>	<b>\$ 2,720</b>	<b>2.1%</b>

**Expenditure Comparison**

Function	2014-15		2013-14		Increase (Decrease) from 2013-14	Percent Increase (Decrease)
	Amount (Thousands)	Percent of Total Revenue	Amount (Thousands)	Percent of Total Revenue		
Instruction	\$ 64,735	48.9%	\$ 58,927	48.3%	5,808	9.0%
Instructional Resources & Media	999	0.8%	958	0.8%	41	4.1%
Staff Development	2,873	2.2%	2,539	2.1%	334	11.6%
Instructional Administration	1,203	0.9%	1,068	0.9%	135	11.2%
School Administration	6,531	4.9%	6,226	5.1%	305	4.7%
Guidance and Counseling	2,696	2.0%	2,466	2.0%	230	8.5%
Health Services	1,247	0.9%	1,176	1.0%	71	5.7%
Student Transportation	4,574	3.5%	3,835	3.1%	739	16.2%
Food Services	5,606	4.2%	5,094	4.2%	512	9.1%
Extra-Curricular Activities	3,648	2.8%	4,030	3.3%	(382)	-10.5%
General Administration	3,614	2.7%	3,209	2.6%	405	11.2%
Plant Maintenance & Operations	12,399	9.4%	10,769	8.8%	1,630	13.1%
Security	354	0.3%	303	0.2%	51	14.4%
Technology	1,920	1.4%	1,831	1.5%	89	4.6%
Community Service	4	0.0%	1	0.0%	3	75.0%
Debt Service	19,598	14.8%	19,224	15.7%	374	1.9%
Facilities Acquisition/Construction	0	0.0%	-	0.0%	0	0.0%
JJAEF Programs	36	0.0%	79	0.1%	(43)	-119.4%
Other Intergovernmental Charges	402	0.3%	364	0.3%	38	9.5%
<b>Total Expenditures</b>	<b>\$ 132,439</b>	<b>100%</b>	<b>\$ 122,099</b>	<b>100%</b>	<b>10,340</b>	<b>8%</b>



# Combined Funds

**Table 5**

**Combined Budget Summary: 2014-15**  
**July 1, 2014 through June 30, 2015**  
**General Fund, Debt Service Fund, & Student Nutrition Funds**

	<b>General Fund</b>	<b>Debt Service</b>	<b>Student Nutrition</b>	<b>Total</b>
<b>Revenues</b>				
5700 Local & intermediate sources	\$ 43,768,632	\$ 17,224,506	\$ 3,251,073	\$ 64,244,211
5800 State sources	62,879,384	4,144,528	120,339	67,144,251
5900 Federal sources	345,072	-	2,497,764	2,842,836
<b>Total Revenues</b>	<b>106,993,088</b>	<b>21,369,034</b>	<b>5,869,176</b>	<b>134,231,298</b>
<b>Expenditures</b>				
11 Instruction	64,734,948	-	-	64,734,948
12 Instructional resources & media	999,005	-	-	999,005
13 Staff development	2,872,579	-	-	2,872,579
21 Instructional administration	1,203,300	-	-	1,203,300
23 School administration	6,530,597	-	-	6,530,597
31 Guidance and counseling	2,696,164	-	-	2,696,164
33 Health services	1,247,180	-	-	1,247,180
34 Student transportation	4,573,791	-	-	4,573,791
35 Food services	-	-	5,606,176	5,606,176
36 Co-curricular activities	3,648,374	-	-	3,648,374
41 General administration	3,614,119	-	-	3,614,119
51 Plant maintenance & operations	12,136,703	-	262,000	12,398,703
52 Security	353,569	-	-	353,569
53 Technology	1,920,048	-	-	1,920,048
61 Community service	3,988	-	-	3,988
71 Debt service	20,723	19,577,150	-	19,597,873
81 Facilities acquisition & construction	-	-	-	-
95 JJAEP Programs	36,000	-	-	36,000
99 Other Intergovernmental Charges	402,000	-	-	402,000
<b>Total Expenditures</b>	<b>106,993,088</b>	<b>19,577,150</b>	<b>5,868,176</b>	<b>132,438,414</b>
<b>Excess Revenues Over Expenditures</b>	<b>-</b>	<b>1,791,884</b>	<b>1,000</b>	<b>1,792,884</b>
Fund Balance-Beginning Estimated	31,953,974	20,662,619	1,581,144	54,197,737
<b>Fund Balance-Ending-Projected</b>	<b>\$ 31,953,974</b>	<b>\$ 22,454,503</b>	<b>\$ 1,582,144</b>	<b>\$ 55,990,621</b>

# General Fund

The General Fund is commonly referred to as the “Operating Fund” or “Local Maintenance Fund”. State aid and local tax revenue make up the bulk of revenues received by this fund. This fund is used to pay general operating expenses such as salaries, utilities, supplies and contracted services throughout the District.

General Fund revenue is budgeted to increase \$1.6 million or 1.5% over the 2013-14 fiscal year unaudited actuals. The increase in revenue is due to the increase in enrollment, property values and the restoration of a majority of the funds reduced in the previous Texas State Legislative biennium.

General Fund expenditures are budgeted to increase by \$9.0 million or 9.29% over the 2013-2014 fiscal year unaudited actuals. The increase in expenditures is due to adding 22 teacher positions, a 3% mid-point salary increase to staff, non-payroll budget increases due to enrollment growth and price increases, and creation of a centralized Career and Technology budget of over \$1 million due to House Bill 5 passed in the last Legislative session.

Fund balance levels are a sign of fiscal health. For 2014-15, the General Fund Balance is estimated to increased by over \$7 million and an estimated 29.8% ratio to annual operating expenditures or 3-1/2 months expenditures which exceeds the Board of Trustees’ goal of 2-1/2 months.



# General Fund (Cont.)

**Table 6**  
*General Fund Revenues and Expenditures*  
*Years Ended June 30, 2011 - June 30, 2015 (Budgeted)*

	2010-11 Audited Actual*	2011-12 Audited Actual **	2012-13 Audited Actual **	2013-14 Unaudited Actual	2014-15 Adopted Budget	\$ Increase / (Decrease) Over Prior Year	% Increase / (Decrease) Over Prior Year
<b>LOCAL REVENUE SOURCES</b>	\$ 38,418,603	\$ 39,326,301	\$ 40,148,092	\$ 43,128,577	\$ 43,768,632	640,055	1.5%
<b>STATE REVENUE SOURCES</b>	50,631,586	51,229,545	53,684,595	61,629,803	62,879,384	1,249,581	2.0%
<b>FEDERAL REVENUE SOURCES</b>	4,083,599	2,205,083	695,563	610,900	345,072	(265,828)	-43.5%
<b>GENERAL FUND REVENUE TOTAL</b>	<b>93,133,787</b>	<b>92,760,928</b>	<b>94,528,250</b>	<b>105,369,280</b>	<b>106,993,088</b>	<b>1,623,808</b>	<b>1.5%</b>
<b>EXPENDITURES</b>							
11 Instruction	54,463,092	52,524,452	54,801,020	58,926,684	63,918,135	4,991,451	8.47%
12 Instructional Resource & Media	1,047,665	994,411	937,965	958,012	999,013	41,001	4.28%
13 Curriculum & Staff Development	2,211,317	1,980,919	2,214,240	2,538,601	2,854,545	315,944	12.45%
21 Instructional Administration	830,879	861,363	967,697	1,067,610	1,195,792	128,182	12.01%
23 School Administration	5,625,047	5,570,004	5,932,289	6,225,558	6,483,020	257,462	4.14%
31 Guidance and Counseling	2,308,709	2,162,534	2,241,482	2,466,196	2,676,265	210,069	8.52%
33 Health Services	1,120,173	1,117,142	1,133,259	1,175,609	1,235,757	60,148	5.12%
34 Student Transportation	3,926,115	3,774,148	4,039,999	3,835,477	4,542,044	706,567	18.42%
35 Student Nutrition	-	-	198	-	-	-	0.00%
36 Co-Curricular Activities	2,969,563	2,578,757	2,997,597	4,030,115	3,635,141	(394,974)	-9.80%
41 General Administration	2,742,844	2,707,880	2,784,307	3,209,423	4,000,280	790,857	24.64%
51 Plant Maintenance & Operations	10,647,605	9,770,632	9,753,362	10,551,335	12,131,458	1,580,123	14.98%
52 Security & Monitoring	247,801	242,492	352,303	302,841	350,019	47,178	15.58%
53 Data Processing/Technology Services	1,733,130	1,657,013	1,537,049	1,831,028	1,910,908	79,880	4.36%
61 Community Services	10,307	13,905	1,856	602	3,988	3,386	562.37%
71 Debt Service - Principal on long-term de	263,398	282,556	293,191	338,204	20,723	(317,481)	-93.87%
72 Debt Service - Interest on long-term det	94,947	77,977	63,044	-	-	-	-
81 Facilities Acquisition and Construction	293,555	760,865	1,061,506	-	600,000	600,000	-
95 JJAEP programs	10,465	36,701	60,968	79,038	36,000	(43,038)	-54.45%
99 Other intergovernmental charges	330,059	329,294	345,336	364,428	400,000	35,572	9.76%
<b>TOTAL EXPENDITURES</b>	<b>90,876,669</b>	<b>87,443,044</b>	<b>91,518,668</b>	<b>97,900,760</b>	<b>106,993,088</b>	<b>9,092,328</b>	<b>9.29%</b>
<b>EXCESS REVENUES OVER (UNDER) EXPENDITURES</b>	<b>2,257,118</b>	<b>5,317,885</b>	<b>3,009,582</b>	<b>7,468,520</b>	<b>-</b>	<b>(7,468,520)</b>	<b>-</b>
<b>OTHER SOURCES</b>	85,960	48,367	100,105	9,420	-	(9,420)	-
<b>OTHER USES</b>	-	-	-	-	-	-	-
<b>NET SOURCES OVER</b>	<b>85,960</b>	<b>48,367</b>	<b>100,105</b>	<b>9,420</b>	<b>-</b>	<b>9,420</b>	<b>-</b>
<b>BEGINNING FUND BALANCE</b>	<b>13,656,999</b>	<b>16,000,077</b>	<b>21,366,347</b>	<b>24,476,034</b>	<b>31,953,974</b>	<b>7,477,940</b>	<b>30.55%</b>
						-	
<b>BEGINNING FUND BALANCE</b>	<b>13,656,999</b>	<b>16,000,077</b>	<b>21,366,347</b>	<b>24,476,034</b>	<b>31,953,974</b>	<b>7,477,940</b>	<b>30.55%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 16,000,077</b>	<b>\$ 21,366,329</b>	<b>\$ 24,476,034</b>	<b>\$ 31,953,974</b>	<b>\$ 31,953,974</b>	<b>-</b>	<b>0.00%</b>

# General Fund (Cont.)

**Table 7**

**Wylie Independent School District  
General Fund Major Changes 2014-15**

	Increase/Decrease Millions
Revenues	
Local Funding	\$3.5
Estimated 5% Increase in Property Values	
State Funding	\$4.5
Increase in Enrollment	
Expenditures	
Salary Increases, New Positions, 3% One Time Stipend 1.5% TRS Mandatory Contribution	\$5.1
Speed 21, Capital Projects, Other	(\$2.4)
Additional Career & Technology Budget	\$1.1
<b>The above constitutes the major changes affecting Wylie's budget compared to previous years' original budget.</b>	

# Student Nutrition Fund

The Student Nutrition Fund accounts for the operation of the District's cafeteria meal program. The 2014-15 budgeted revenue totals \$5,869,176 or 8.22% increase over 2013-14 unaudited actuals. The increase is due to an increase in projected participation. The emphasis of the Student Nutrition program is to provide a nutritional meal program without the fiscal support from the General Fund.

The 2014-2015 expenditures budget totals \$5,868,176, resulting in an increase of 10.41% over last year. This increase reflects an increase in food costs and includes a 3% mid-point salary increase. Meal prices for 2014-15 will remain the same as the previous year. A history of the last five year meal prices are listed in the Financial Section.

The District meets or exceeds the mandated nutritional requirements set by state and federal agencies.

**Table 8**

*Statement of Revenue and Expenditures for Student Nutrition Fund (240)*

*Years Ended June 30, 2011 - June 30, 2015 (Budgeted)*

	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Unaudited Actual	2014-15 Adopted Budget	% Increase / (Decrease)
<b>LOCAL REVENUE SOURCES</b>						
School Meals	\$ 2,622,865	\$ 2,664,948	\$ 2,661,382	\$ 2,929,914	\$ 3,235,573	10.43%
Other	56,639	6,246	13,936	14,829	15,500	4.53%
<b>TOTAL</b>	<b>2,679,505</b>	<b>2,671,194</b>	<b>2,675,318</b>	<b>2,944,743</b>	<b>3,251,073</b>	<b>10.40%</b>
<b>STATE REVENUE SOURCES</b>						
State Matching Funds	112,330	103,460	100,057	126,971	120,339	-5.22%
<b>TOTAL</b>	<b>112,330</b>	<b>103,460</b>	<b>100,057</b>	<b>126,971</b>	<b>120,339</b>	<b>-5.22%</b>
<b>FEDERAL REVENUE SOURCES</b>						
Federal Meal Reimbursement	1,745,997	1,821,877	1,938,226	2,056,607	2,197,764	6.86%
Federal Commodities	276,929	255,886	261,432	294,918	300,000	1.72%
<b>TOTAL</b>	<b>2,022,926</b>	<b>2,077,763</b>	<b>2,199,658</b>	<b>2,351,525</b>	<b>2,497,764</b>	<b>6.22%</b>
<b>TOTAL REVENUE</b>	<b>4,814,760</b>	<b>4,852,418</b>	<b>4,975,033</b>	<b>5,423,239</b>	<b>5,869,176</b>	<b>8.22%</b>
<b>EXPENDITURES</b>						
35 Food Services						
Payroll Costs	2,072,775	1,989,919	2,078,855	2,450,220	2,549,074	4.03%
Professional & Contracted Svcs.	55,739	321,516	298,664	269,852	353,500	31.00%
Supplies & Materials	2,308,984	2,323,474	2,502,238	2,542,197	2,898,602	14.02%
Other Operating Expenses	22,056	38,894	29,019	23,329	32,000	37.17%
Debt Service	-	3,448	3,448	2,874	-	-100.00%
Capital Outlay	42,722	-	189,033	26,573	35,000	31.71%
<b>Total</b>	<b>4,502,276</b>	<b>4,677,252</b>	<b>5,101,258</b>	<b>5,315,044</b>	<b>5,868,176</b>	<b>10.41%</b>
<b>NET REVENUE OVER (UNDER) EXPENDITURES</b>	<b>312,485</b>	<b>175,166</b>	<b>(126,225)</b>	<b>108,195</b>	<b>1,000</b>	
<b>Other Sources</b>		<b>2,041</b>	<b>-</b>			
<b>BEGINNING FUND BALANCE</b>	<b>1,109,482</b>	<b>1,421,967</b>	<b>1,599,174</b>	<b>1,472,949</b>	<b>1,581,144</b>	7.35%
<b>ENDING FUND BALANCE</b>	<b>\$ 1,421,967</b>	<b>\$ 1,599,174</b>	<b>\$ 1,472,949</b>	<b>\$ 1,581,144</b>	<b>\$ 1,582,144</b>	0.06%

# Debt Service Fund

The Debt Service Fund is established to account for payment of principal and interest on long-term general obligation debt and other long-term debts for which a tax has been dedicated. This is a budgeted fund and a separate bank account is maintained for this fund.

A significant payment is due by August 15th, and a large balance is needed to cover this payment.

**Table 9**

*Statement of Revenue and Expenditures for Debt Service Fund (511)  
Years Ended June 30, 2011 - June 30, 2015(Budgeted)*

	2010-11	2011-12	2012-13	2013-14	2014-15	% Increase
	Audited Actual	Audited Actual	Audited Actual	Unaudited Actual	Approved Budget	(Decrease)
<b>REVENUE SOURCES</b>						
Local Revenue	\$ 14,896,446	\$ 15,229,669	\$ 15,454,060	\$ 16,551,226	\$ 17,224,506	4.07%
State Revenue	3,516,189	3,732,701	3,751,603	4,167,505	4,144,528	-0.55%
<b>Total</b>	<b>18,412,635</b>	<b>18,962,370</b>	<b>19,205,663</b>	<b>20,718,731</b>	<b>21,369,034</b>	<b>3.14%</b>
<b>EXPENDITURES</b>						
<b>Debt Service</b>						
Principal	9,603,882	13,410,000	13,656,563	14,765,000	15,865,000	7.45%
Interest	7,274,028	4,641,739	4,153,940	3,773,968	3,697,150	-2.04%
Fees	4,688	3,224	3,824	344,088	15,000	-95.64%
<b>Total</b>	<b>16,882,598</b>	<b>18,054,963</b>	<b>17,814,327</b>	<b>18,883,056</b>	<b>19,577,150</b>	<b>3.68%</b>
<b>NET REVENUE OVER (UNDER)</b>	<b>1,530,037</b>	<b>907,407</b>	<b>1,391,336</b>	<b>1,835,675</b>	<b>1,791,884</b>	<b>-2.39%</b>
<b>OTHER SOURCES/USES</b>						
Transfers In	24,018,697	72,917,124	140,427,436	32,298,257	-	-
Transfers Out	(24,014,014)	(75,257,081)	(140,414,793)	(31,956,919)	-	-
<b>Total</b>	<b>4,683</b>	<b>(2,339,957)</b>	<b>12,643</b>	<b>341,338</b>		
<b>NET SOURCES OVER (UNDER)</b>	<b>1,534,720</b>	<b>(1,432,550)</b>	<b>1,403,979</b>	<b>2,177,013</b>	<b>1,791,884</b>	<b>-17.69%</b>
<b>BEGINNING FUND BALANCE</b>	<b>16,979,457</b>	<b>18,514,177</b>	<b>17,081,627</b>	<b>18,485,606</b>	<b>20,662,619</b>	<b>11.78%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 18,514,177</b>	<b>\$ 17,081,627</b>	<b>\$ 18,485,606</b>	<b>\$ 20,662,619</b>	<b>\$ 22,454,503</b>	<b>8.67%</b>

# General Obligation Debt

For the past decade and the foreseeable future, the District has and will continue to experience bond elections authorizing new bonds and a continual issuance of bonds. In the past, the District has received a primary bond rating of AAA through the State of Texas Permanent School Fund (PSF). The District's underlying rating from Moody's is currently AA<sub>3</sub>.

The state funding formula provides for two types of debt service support – the Instructional Facility Allotment (IFA) and the Existing Debt Allotment (EDA). These allotments are both weighted to take into consideration the property wealth per student of the receiving districts.

The Legislature's practice of rolling forward new debt into EDA ensures that Wylie's debt is equalized to the highest levels.

IFA funds target debt repayment for new construction and, due to limited funding at the state level, only the poorest districts still qualify. Wylie ISD continues to receive funds from the IFA. The District expects to receive approximately \$0.5 million in 2014-15.

The EDA funding, created in 1999, supports the repayment of debt that is already outstanding. The District expects to receive \$3.6 million in 2014-15. This reduces the debt tax rate by \$0.11 over what it would have been.

For 2014-15, the Debt Service Fund has budgeted revenues for \$21,369,034. The debt service tax rate remained the same at \$0.47. Over 21% of the current bond payment is covered by the IFA and EDA funds from State Aid.



## General Obligation Debt (Cont.)

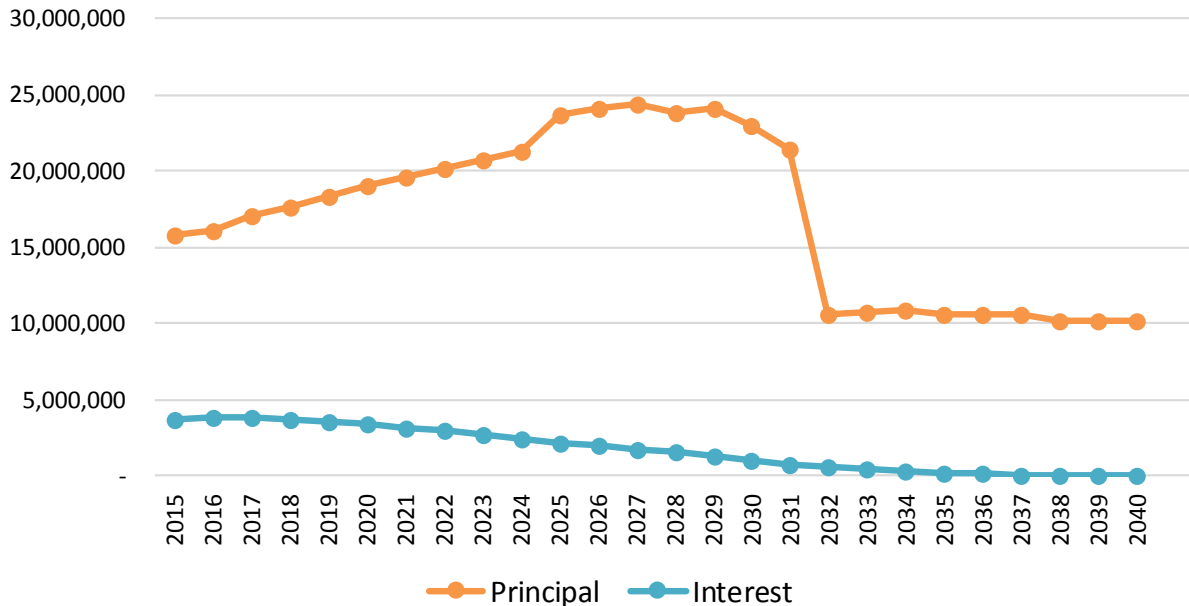
The major growth in enrollment over the past ten years has caused the District to call for several bond elections to authorize construction of new school facilities. The District’s financial advisor, Southwest Securities, works with District staff to effectively structure its debt capacity.

On August 18, 2014 the Board of Trustees called to order a November 2014 bond election in the amount of \$94.2 million. A very detailed breakdown of the bond proposal is in the Financial Section on [pages 208-210](#) and is also available on our website at [www.wylieisd.net](http://www.wylieisd.net).

The following table depicts the District’s current and future debt structure.

**Table 10**

### Existing General Obligation Debt



# General Obligation Bonds

The primary type of bond debt instrument is the General Obligation Bond. This debt instrument requires voter approval. Wylie ISD has been successful at maintaining an AA<sub>3</sub> rating as stated below by Moody's due to excellent financial and administrative practices.

The following table depicts bonded debt facts:

**Table 11**

Outstanding Bonded Debt as of 6-30-14	\$490,442,682
Bond Rate (Texas Permanent School Guaranteed)	AAA
Bond Rate (underlying)	AA <sub>3</sub> Moody's
All bonds have been issued as of 6-30-14	
The District's "AA <sub>3</sub> " rating reflects:	<ol style="list-style-type: none"><li>1. strong and growing DFW Metroplex and Collin County area economy;</li><li>2. strong administrative management;</li><li>3. excellent financial performance</li></ol>

# Capital Projects

This governmental fund budgeted at \$3,077,055 for 2014-15 is established to account for proceeds, on the modified accrual basis, from the sale of bonds and other resources to be used for Board authorized acquisition, construction, or renovation, as well as, furnishing and equipping of major capital facilities.

The last bond package was approved on May 12, 2012 by 74% of the District’s voters. It included additions and renovations to Wylie High School and Wylie East High School. With the upcoming November bond election, the Board of Trustees passed a reimbursement resolution so that projects could begin, some relating to House Bill 5 which increased our career and technology needs of the District.

The below table recaps the projects and historical spending for each of bond authorizations currently for the past five years. More detail information on Capital Projects can be found in the Financial Section, [pages 203—208](#).

**Table 12**  
**Capital Projects Activity—Five Year Summary**

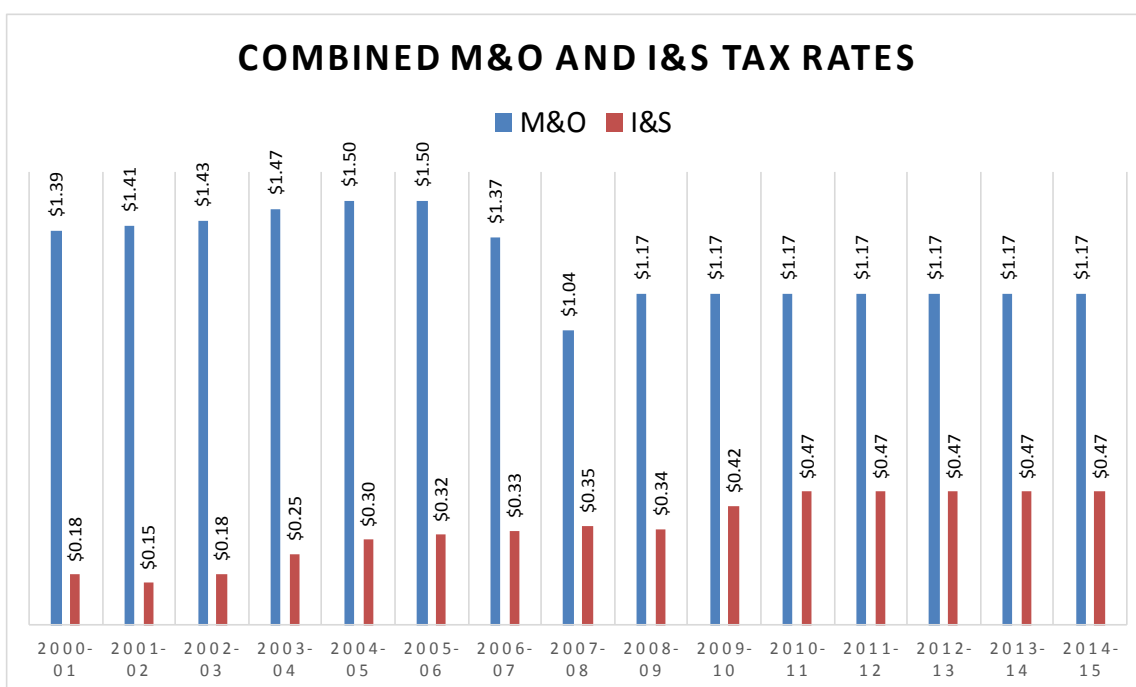
Project	10-11 FY Activity	11-12 FY Activity	12-13 FY Activity	13-14 FY Activity	14-15 Budget
Achieve Academy	3,382,731.10	64,014.84	0.00	6,511.45	30,268.00
Akin Elementary	572,327.27	770,131.42	704,646.02	81,969.44	11,129.00
Birmingham Elementary	1,511,154.00	931,213.15	25,387.15	250,959.09	1,068,986.00
Burnett Jr. High	6,507,799.13	836,278.77	463,005.79	224,303.77	84,222.00
Cooper Jr. High	0.00	0.00	0.00	44,568.18	1,806.00
Cox Elementary	0.00	0.00	0.00	32,911.57	1,255.00
Davis Intermediate	0.00	0.00	0.00	32,911.57	1,254.00
District Wide	0.00	0.00	0.00	2,038.40	0.00
Dodd Elementary	0.00	0.00	0.00	43,379.59	1,974.00
Draper Intermediate	0.00	0.00	0.00	38,533.38	1,530.00
Groves Elementary	0.00	0.00	0.00	45,344.17	1,255.00
Harrison Intermediate	1,648,097.51	1,309,755.62	308,776.82	89,089.05	36,523.00
Hartman Elementary	1,387,844.63	988,230.57	62,465.89	90,353.10	944,838.00
Land	367,986.17	10,950.00	0.00	0.00	0.00
McMillan Jr. High	0.00	0.00	0.00	44,567.18	1,806.00
Other/Arbitrage	13,500.00	10,450.00	15,950.00	7,694.86	484,805.00
Shaffer Stadium	0.00	0.00	248,868.00	0.00	0.00
Smith Elementary	0.00	0.00	0.00	29,497.57	1,255.00
Technology	0.00	0.00	0.00	20,051.05	1,062.00
Tibbals Elementary	0.00	0.00	0.00	32,911.57	1,255.00
Watkins Elementary	783,767.02	32,172.00	0.00	29,330.65	1,422.00
Whitt Elementary	0.00	0.00	0.00	40,521.40	1,255.00
Wylie East High School	1,770,582.30	407,986.41	14,134,360.76	2,906,325.60	324,372.00
Wylie High School	2,428.50	777.00	2,873,410.96	2,073,999.30	74,783.00
<b>Grand Total</b>	<b>17,948,217.63</b>	<b>5,361,959.78</b>	<b>18,836,871.39</b>	<b>6,167,771.94</b>	<b>3,077,055.00</b>

# Tax Rate

The tax rate for 2014-15 remains the same at \$1.64. House Bill 1 (HB1) enacted by the Third Special Session of the 79<sup>th</sup> Legislature significantly reduced the District’s maintenance and operations tax rate. Formerly, Wylie ISD had been at the maximum \$1.50 tax cap for 2004-05 and 2005-06 before decreasing to \$1.37 in 2006-07 compressed by HB1. State Legislature compressed the M&O rate even further to \$1.00 in 2007-08. The District opted to increase these rates by the allowable four cents for the past eight fiscal year budgets. In 2008-09, the M&O rate became \$1.17 which includes the four cent local option rate and an additional \$0.13 cents as a result from voters approval in November, 2008. For 2014-15, the M&O tax rate remains the same at \$1.17.

The tax rate is comprised of two component rates each having separate purposes and state laws governing them – Maintenance and Operations (M&O) tax rate and Debt Service (I&S) tax rate.

**Table 13**  
**Tax Rate Comparison Last Fifteen Years**



The M&O tax rate supports the major operational and educational programs of the District for such expenses as staff salaries and benefits, utilities, supplies, equipment, and many other operational costs.

The Debt Service tax rate supports the repayment of debt authorized by District voters. The total amount of debt payable each budget year less any applicable state aid is divided by the taxable property values to determine the rate. Wylie ISD’s 2014-15 Debt Service tax rate to support the debt is \$0.47; the same rate since 2010—2011.

## Tax Rate (Cont.)

What does the proposed tax rate mean to local homeowners? The following example demonstrates the effect of the tax rate. The example also shows the effect of an average home value during that year to reflect how property value changes also affect the total tax levy.

**Table 14**  
**Example of Tax Levy on an Average Wylie Single Family Residence**

	2010-11	2011-12	2012-13	2013-14	2014-15
Residence Value	\$168,221	\$168,760	\$165,972	\$173,762	\$187,687
Less: Homestead Exemption	(15,000)	(15,000)	(15,000)	(15,000)	(15,000)
Adjusted Taxable Value	153,221	153,760	150,972	158,762	172,687
Rate per \$100 Value	1,6400	1.6400	1.6400	1.6400	1.6400
Tax Levy	\$2,513	\$2,522	\$2,476	\$2,604	\$2,832

Every homeowner receives a state mandated homestead exemption of \$15,000 to reduce the amount of taxes owed. An additional exemption is provided for those 65 years and older and disabled taxpayers. Their tax levy is frozen at the amount when they receive the exemption and can never go up even as their home value or tax rate increases.

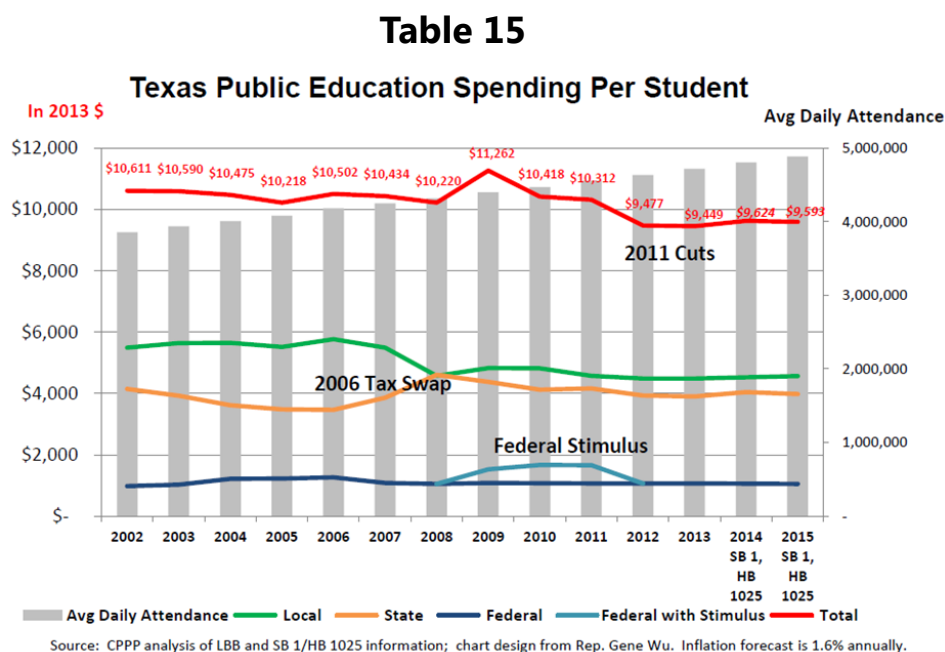
The State of Texas places limits on how much tax rates can increase over the previous year's rate. Each taxing entity must calculate its rollback rate. This is the maximum rate that can be adopted before an automatic rollback election takes place. If a rate is adopted that is higher than the rollback rate, the voters have an opportunity to affirm the proposed higher rate through an election or roll it back to the rollback rate. The tax rate above reflects \$1.64 which represents \$1.17 M&O tax rate plus \$0.47 I&S tax rate.

Individual property value increases are capped annually at ten percent. This prevents the housing market value increases from becoming rampant.

# State Aid

The state aid system is made up of a multi-tiered funding formula that considers a District's property wealth per student as a key variable in relation to tax effort by the District. In 2011, the Texas Legislature drastically cut funding to public education by reducing \$4 billion from formula funding and over \$1.4 billion from educational grants. SB1 and HB1025 restores \$3.4 billion to the Foundation School Program. The 2014-15 state budget provides \$3.2 billion more in General Revenue to the Texas Education Agency than the state budget for the 2012-2013 biennium. While the increases have helped to offset the \$5.4 Billion loss in the 2011 legislative session, it fails to raise per student funding to pre-recession levels.

Below is a graph that demonstrates the average spending per student since 2002.



According to the Center for Public Policy Priorities, in 2008, local/state/federal education spent an average of \$10,220 per student. Under the new budget, per-student funding will drop to \$9,609 for 2014-2015 (amounts are adjusted to 2013 dollars). This represents a \$611 per-student drop in funding from pre-recession levels. An additional \$5.9 billion from state, local or federal sources would be needed for the 2014-2015 biennium.

## Key State Funding Components—Wylie ISD

- Compressed Maintenance and Operations Tax Rate - \$1.00
- Local Option Tax Rate \$0.17
- High School Allotment—\$275 per 9-12 ADA
- Basic Allotment—\$5,040

# Student Enrollment Growth

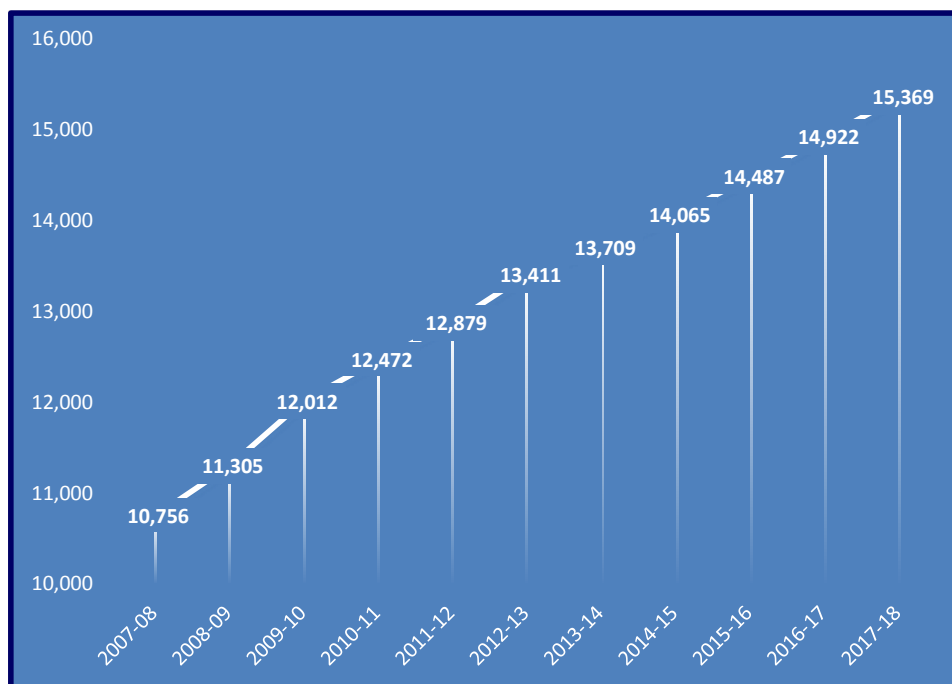
Wylie ISD continues to respond to the enrollment growth needs of the District. According to the District’s demographer, School District Strategies, using the New Home Method (Moderate), Wylie ISD’s enrollment should peak at 17,000 students. At that point the District will be built out within its 41 square miles and no longer subject to the heavy growth of new houses which typically bring new students. When Wylie ISD reaches this point will depend on the rate of development.

Growth in the number of students means growth in special sub-population groups such as bilingual students or special education students. Classroom space is impacted by these groups and the addition of regular education students. Enrollment provides the basis for staffing, however, the ADA is the basis for computing state aid. The correlation between the two is very important.

Wylie ISD enrollment has experienced significant increases over the past years: 2005-2006 – fourteen percent growth, 2006-2007—eleven percent growth, 2007-2008—eight percent growth, and in both 2008-2009 and 2009-10—six percent growth. Total PK-12 enrollments in Wylie ISD rose from 3,820 in 1997 to over an estimated 14,000 for 2014-2015. Beginning in 2003, annual enrollment increases ranged from 1,000-1,200 students until 2007. Between 2007-2008 to 2012-2013, the average increase was 531 student annually however the increase for the past two years has been an average of 295.

Long range enrollment projections prepared by the District’s demographer are shown in the table below:

**Table 16**  
**Student Enrollment History and Projections**



*2014-15 reflects the projected number not actual.*



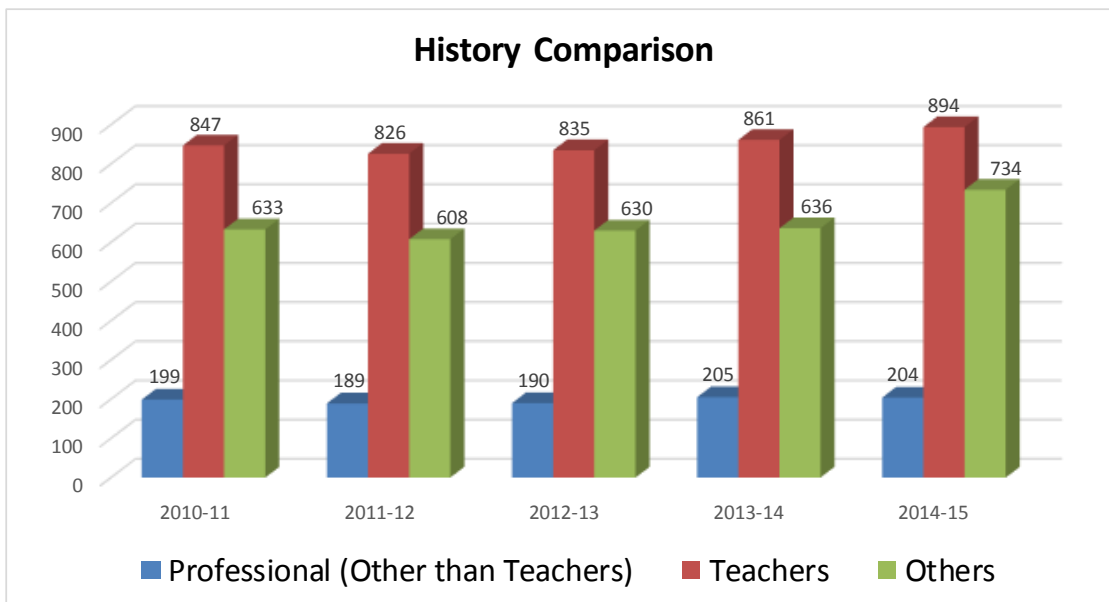
# Staffing

The Wylie ISD staff has become stabilized over the last year. As enrollment increases, additional staff is essential to provide the necessary educational services ranging from teachers to bus drivers. Wylie ISD was on a 'hiring freeze' during the 2011 Legislative Session due to expected decrease in state funding. The table below shows the staffing history for Wylie ISD.

**Table 17**  
**Wylie Independent School District**  
**Staffing History**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Professional</b> (Superintendent, Assistant Superintendents, Directors, Other Professional, Principal, Assistant Principal, Counselor, Librarian, Nurse)	191	189	190	205	204
<b>Teachers</b> (Teacher - Secondary, Elementary, Special Education)	847	826	835	889	894
<b>Other</b> (Paraprofessional, Food Service, Bus Driver, Hourly, Other)	633	608	630	691	734
<b>Total</b>	<b>1,671</b>	<b>1,623</b>	<b>1,655</b>	<b>1,785</b>	<b>1,832</b>
<b>Student Enrollment</b>	12,472	12,879	13,411	13,709	14,065
<b>Staffing Ratios:</b>					
Teaching Staff	14.7	15.6	16.1	15.4	15.7
Total Staff	7.5	7.9	8.1	7.7	7.7

*2014-15 reflects the projected number not actual.*



## Salary and Benefit Increases

Outside economic factors drive much of what goes on fiscally in Wylie ISD. Collin County, in general, is considered a fast growing area. Property values, one of the key variables in public education funding, have increased in the majority of school districts across the state. In 2014, property values increased by 9% for Wylie ISD. This is the highest since 2007.

The largest single component of a school district's operating budget (approximately 85%) is its salary and benefit costs. New resources in these districts applied to salary and benefit increases place economic pressures on Wylie ISD whether or not its property values increase at an equivalent rate. The Board of Trustees, Superintendent, Assistant Superintendents and Chief Financial Officer annually identify salary and benefits as one of the most important budget goals. Recruiting and retaining highly qualified staff for all positions is critical to the overall success and performance of our District.



# Academic Programs

Wylie ISD believes that each student deserves our best efforts every day. Our work is guided by five guiding principals:

## Wylie ISD Formula for Continuous Improvement

**D** ata-Driven Decisions



**R** igoorous and Relevant Instruction

**I** ndividualized Learning

**V** aluable Professional Development

**E** ffective Leadership

The academic opportunities as well as the extra-curricular opportunities afford our students a high quality, rigorous best education. Our highly qualified and committed staff ensures that each student reaches his or her full academic potential. With our combined efforts - students, teachers, parents, and community – Wylie ISD is recognized as a leading educational community at both the state and national level.

Elementary students receive a balanced offering of core subjects of math, language arts, social studies and science. In addition, students participate in art, music, technology, and health education. Special sub-populations of students like those with limited English proficiency are offered outstanding services. A Dual Language emersion program allows students to learn both English and Spanish in the same classroom environment. Parents are also offered adult literacy programs to mirror the learning of the students.

## Academic Programs (cont.)

Intermediate students receive the core courses as well as opportunities to participate in band, choir, theater, art, and technology courses. Our intermediate campuses serve students in grades 5 and 6.

The junior high schools are grades 7-8. Required courses beyond the core subjects include technology and fine arts. Eighth graders may take Algebra 1, Geometry, and Spanish I for high school credits. A wide variety of electives are offered at the junior high school level. They include band, art, theater, athletics, cheerleading, advanced technology courses and many others. Special needs students receive assistance through alpha phonics, special education, speech therapy and English as a second language.

The high schools include Wylie High School, Wylie East High School, and Choice Academic High School. Wylie High School and Wylie East High School include grades 9-12. These high schools focus on student opportunities and success for future beyond Wylie ISD. In addition to a wide variety of academic offerings, high school students may also enroll in dual credit college courses which are offered by Collin College. Other course offerings include the distinguished achievement program, culinary arts, broadcast journalism, architectural design, music theory, and many other career and technology courses.

The Choice High School currently serves students in grades 11 and 12 who desire a different high school experience. Students complete the same graduation requirements and the same curriculum as do students at our comprehensive high schools. The structure of the school day and the instructional delivery is individualized for each student at the Choice Academic High School.



# Academic Assessment

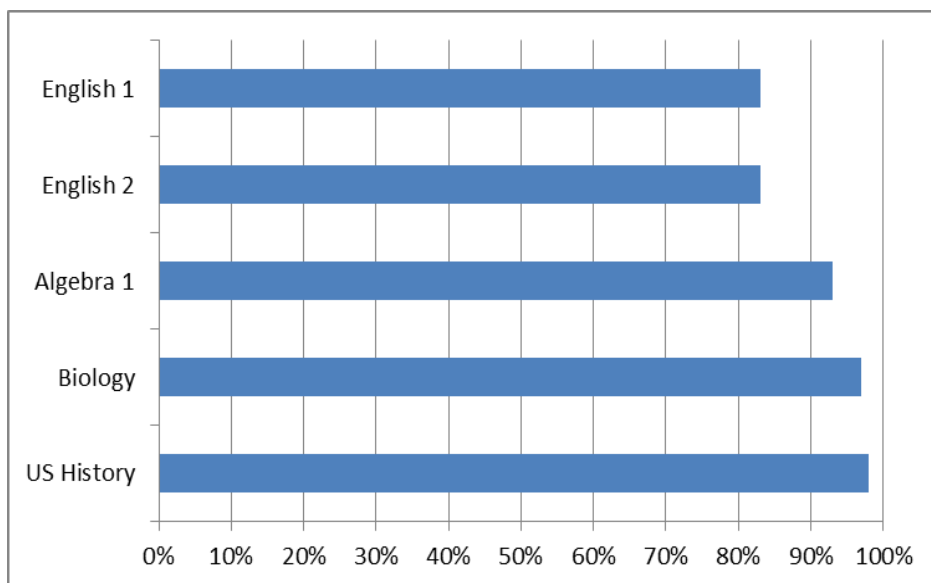
## State of Texas Assessment of Academic Readiness

The STAAR test replaced the Texas Assessment of Knowledge and Skills for grades 3-9 starting in the 2011-2012 school year. In 2012-13, students in grade 10 took STAAR as well. The phase in of STAAR was complete in 2013-14 when it is administered to students in the 11th grade for the first time. The state-mandated assessment includes assessments for students in grades 3-12, and will focus on readiness for success in subsequent grades and courses and, ultimately, for college and career. The STAAR is more rigorous than previous state tests. STAAR graduation requirements apply to students entering ninth grade starting in the 2011-2012 school year.

As a result of legislation passed in the spring of 2013, the number of STAAR tests at high school was reduced from 15 to 5.

**Table 18**

<b>Spring 2014 STAAR End of Course Satisfactory Results</b>	
Algebra 1	93%
Biology	97%
English 1	83%
English 2	83%
U.S. History	98%



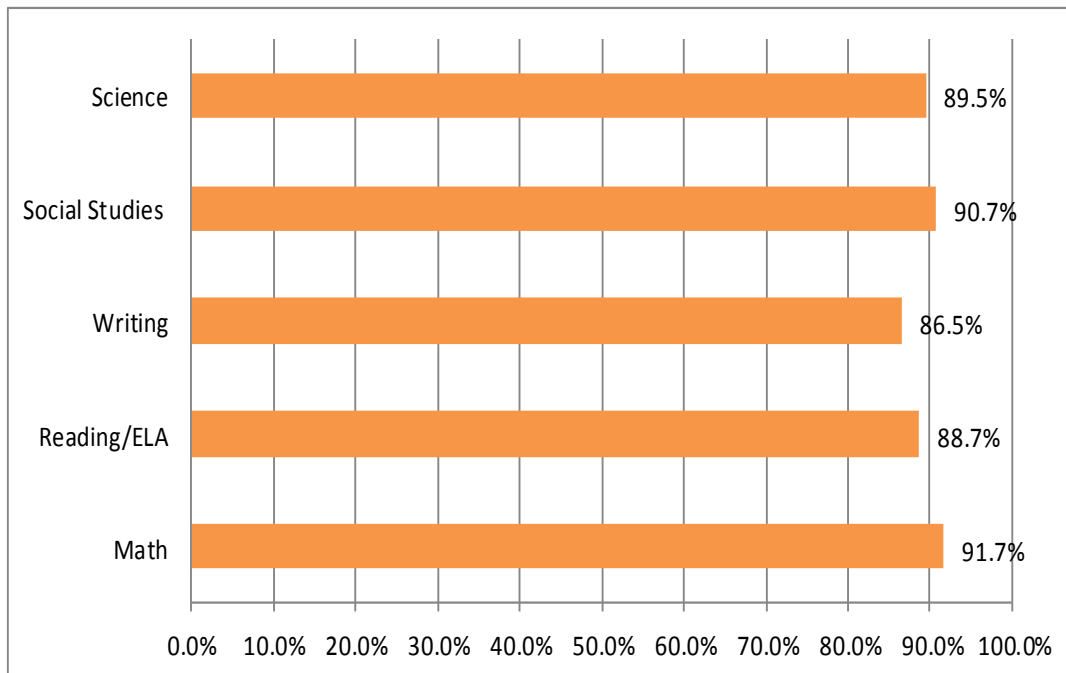
# Academic Assessment (Cont.)

## State Assessment System

Wylie ISD students have performed well on standardized tests in the past and are expected to do well on the STAAR/TAKS exam this spring. For those students who do not meet the state standards on the STAAR, in school tutoring programs, and if necessary, summer school programs are already planned to help students pass the required STAAR EOC assessments.

**Table 19**

2014 STAAR Results	
Math	91.7%
Reading/ELA	88.7%
Writing	86.5%
Science	89.5%
Social Studies	90.7%





# Academic Assessment (Cont.)

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## Why is Wylie ISD a STAAR star (and pretty much nobody else)

By Jeffrey Weiss

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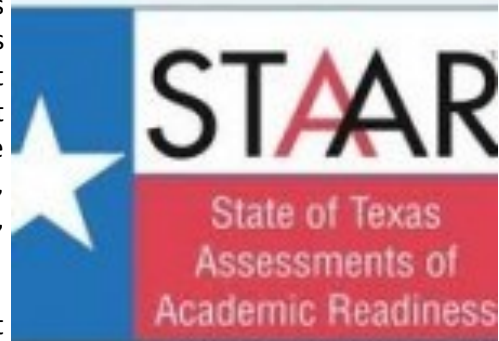
JWeiss@dallasnews.co

10:27 am on September 1, 2014 | Permalink

**What's up with Wylie? I have no idea. But I intend to find out. And we will also look at those smaller districts with the high flag totals. If the TEA is right, and the flat STAAR scores across the state are due to problems in what teachers are doing in classrooms, then maybe these districts have figured out the special sauce.**

I've got a story today that is mostly about the decision of the Texas Education Agency to push higher passing standards for the STAAR tests so far down the road that no prior Texas test has ever lasted that long. And there's no evidence that scores will go up enough, even with that long delay, so that many Texas kids won't fail every test. The problem is that the STAAR scores, at least in the first three years, were flat, flat, flat. And even another seven years doesn't mean that flat, flat, flat will change.

As the story explains: No average score on any STAAR test changed more than the equivalent of two additional questions right or wrong over the three years. Passing rates on only one test changed as much as 4 percentage points over three years. Had the 2014 students needed to meet the "final recommended" standard, more than half of students would have failed every test. For black, low-income and Hispanic students, the numbers would have been far worse.



***Last week, The News analyzed new data released by the TEA, looking for districts that significantly beat the state averages. For instance, the state's scores on fifth-grade math went up the equivalent of about one additional correct question over three years. How many districts' scores went up by roughly two questions better than the state? And which districts had a consistent pattern, showing that modest improvement on more than a few tests***

***TEA data includes 551 districts and charter schools in Texas with at least 1,000 students. Only 24 topped the state on at least nine of the 19 tests given consistently over the three years. And only one district with more than 5,000 students is on that list: Wylie, in Collin County.***

What we wanted was to find districts doing significantly better than the state. What's significant? In the eye of the beholder. But for this analysis we decided that beating the state change by at least two questions was worth noting. That's not a terribly high bar. The difference between the current passing



## Academic Assessment (Cont.)

### Why is Wylie ISD a STAAR star (and pretty much nobody else) (Cont.)

standard and the “final” standard is about a dozen questions on most of the tests. So an improvement of two questions over three years would mean the bubble kids might take 15 years to make it to that final passing score.

So then we set up a program that checked every district to see whether it beat the state on any test. What we were really looking for was evidence of a systemic success. Beating the state on a couple of tests could be a fluke. So we figured getting a “flag” on half the tests would indicate some broad success. Half of 19 tests is, as any young STAAR taker can tell you, a fraction. So we rounded down to 9, to give districts as much of a break as possible.

And finally, we decided to look at districts with at least 1,000 students. For smaller districts than that, the movement of just a few kids could skew the results, and the likelihood of finding some system that could be scaled up to the whole state would be small. Turn the crank for the numbers. The broad result is that almost every district was mostly close to the state average. Pretty darned flat any way you slice it.

But a few districts jumped our low bar. Wylie was the only district with at least 10,000 students to make the list with nine flags. The next largest district on the list is Lubbock-Cooper with almost 5,000 kids and 11 flags. We are just starting our analysis of the district-level data. And have not even begun to look at the campus level data. Stay tuned.

**The Dallas Morning News**

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The Dallas Morning News reporter, Jeffrey Weiss, has followed up with a visit to Wylie ISD on September 17, 2014. His article will be published soon with his findings.



# Academic Assessment (Cont.)

## **PSAT/NMSQT—Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test**

The PSAT<sup>®</sup>/NMSQT is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC).

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test<sup>™</sup>. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills
- math problem-solving skills
- writing skills

Students have developed these skills over many years, both in and out of school. This test does not require them to recall specific facts from their classes.

The most common reasons for taking the PSAT/NMSQT are:

- to receive feedback on student strengths and weaknesses on skills necessary for college study. To see how their performance on an admissions test might compare with that of others applying to college.
- to enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11).
- to help prepare for the SAT. Students can become familiar with the kinds of questions and the exact directions they will see on the SAT.
- to receive information from colleges when students check "yes" to Student Search Service.

The PSAT/NMSQT allows students to measure their academic growth with national and state criterion.

## Academic Assessment (Cont.)

**Table 20**  
**PSAT Historical Data 2008-2013**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Critical Reading</b>					
11th Grade	49.0	48.8	50.2	54.0	50.7
10th Grade	46.6	42.5	41.4	42.6	43.0
<b>Math</b>					
11th Grade	51.4	51.2	55.1	55.9	51.8
10th Grade	49.0	45.6	45.5	43.9	43.8
<b>Writing Skills</b>					
11th Grade	47.7	47.4	48.8	51.6	48.3
10th Grade	44.5	41.3	39.1	39.8	41.6
<b>National Merit Awards</b>					
Merit Finalists	0	0	1	1	0
Semi-Finalists	0	0	0	2	0
Commended Students	8	2	4	6	1
Achievement Program	0	0	0	3	2
Hispanic Recognition	1	1	2	3	3

# Academic Assessment (Cont.)

## **SAT—Scholastic Aptitude Test**

The SAT Reasoning Test is the nation's most widely used admissions test among colleges and universities. It tests students' knowledge of subjects that are necessary for college success: reading, writing, and mathematics. The SAT assesses the critical thinking skills students need for academic success in college—skills that students learned in high school.

The SAT is typically taken by high school juniors and seniors. It tells students how well they use the skills and knowledge they have attained in and outside of the classroom—including how they think, solve problems, and communicate. The SAT is an important resource for colleges. It is also one of the best predictors of how well students will do in college.

Each section of the SAT is scored on a scale of 200-800, with two writing sub-scores for multiple-choice questions and the essay. It is administered seven times a year in the U.S., Puerto Rico, and U.S. Territories, and six times a year overseas.

**Table 21**

## **SAT Historical Data 2008-2013**

Year	Critical Reading			Math			Writing		
	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District
2013	496	477	497	514	499	529	488	461	473
2012	496	474	486	514	499	519	488	461	463
2011	497	479	485	514	502	517	489	465	460
2010	501	484	489	516	505	511	492	473	468
2009	501	486	494	515	506	519	493	475	476
2008	502	488	496	515	505	511	494	480	480

## Academic Assessment (Cont.)

### ACT—American College Test

The ACT<sup>®</sup> test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. The ACT is typically administered to high school juniors and seniors.

The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. Because the ACT tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT than they are with traditional aptitude tests or tests with narrower content.

Each section of the ACT is scored on a scale of 1-36 with the composite score being the average of the four subject scores. It is administered five times a year in the U.S.

**Table 22**

### ACT Historical Data 2009-2013

	Reading			Science			English			Math		
Year	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District
2013	21.1	21.0	22.2	20.7	20.9	22.3	20.2	19.8	20.9	20.9	21.5	23.1
2012	21.3	20.8	22.1	20.9	20.8	22.3	20.5	19.6	20.9	21.1	21.4	23.0
2011	21.3	20.7	23.1	20.9	20.8	23.1	20.6	19.6	22.0	21.1	21.5	23.8
2010	21.3	20.8	21.9	20.9	20.9	22.1	20.5	19.7	20.8	21.0	21.4	22.4
2009	21.4	20.9	22.4	20.9	20.6	22.3	20.6	19.9	21.8	21.0	21.3	22.8

	Composite Scores		
Year	Nat'l	State	District
2013	20.9	20.9	22.3
2012	21.1	20.8	22.2
2011	21.1	20.8	23.1
2010	21.0	20.8	22.0
2009	21.1	20.8	22.4

# Academic Assessment (Cont.)

## Financial Integrity Rating System of Texas (FIRST)

Senate Bill (SB) 218 of the 77th Legislature (2001) authorized the implementation of a financial accountability rating system, which is officially referred to as Schools FIRST.

The primary goal of Schools FIRST is to improve the management of school district financial resources. Schools FIRST was developed in consultation with the Comptroller of Public Accounts, and its development also benefited from the many comments that were received from school district and regional education service center personnel. The system is designed to encourage Texas public schools to manage their financial resources better in order to provide the maximum allocation possible for direct instructional purposes. The Schools FIRST rating is based upon an analysis of staff and student data reported for the school year and actual financial data.

Wylie Independent School District received a rating of **Superior Achievement** for 2014 under the School Financial Integrity Rating System of Texas (FIRST), which is the highest rating possible. In addition, Wylie ISD scored 70 out of a possible 70 points.

Each school district must hold an announced public meeting to distribute the financial management report that explains the district's performance under each of the 20 indicators and the district's rating. Each district is encouraged to provide additional information in the financial management performance report that is beneficial to taxpayers by noting special circumstances, if any, which may have affected the district's performance indicators.

A copy of the District's FIRST report can be accessed on the website at [www.wylieisd.net](http://www.wylieisd.net).



### Financial Integrity Rating System of Texas

# Future Budget Years

The District's budgeting process is more than just funding the next fiscal year's operations. The Board of Trustees and District administration anticipate major budget concerns two to five years into the future. A list of these budget considerations is shown below:

1. State funding changes from SB1, 83rd Legislative Session has significantly impacted future revenue projections. Possible change ahead due to the School Finance lawsuit ruled unconstitutional and an upcoming Legislative session.
2. The continuation of development, renovations and additions, as needed for a safe and secure environment.
3. Salary and benefit costs will continue to escalate due to competition for staff between neighboring school districts.
4. The District enrollment growth will require new staff increases both for direct instructional positions and support positions.

Projections for the General, Debt Service and Student Nutrition funds for future budget years are listed on the following page. Detail information regarding Wylie ISD's future budget projections can be found in the Informational Section, [pages 226—230](#).



# Future Budget Years (Cont.)

**Table 23**

<b>Future Budget Projections (Millions)</b>						
<b>General Fund</b>						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Revenues	104.6	107.0	108.7	110.3	111.8	114.1
Expenditures	(97.6)	(107.0)	(109.7)	(112.7)	(115.6)	(117.3)
Net	7.0	0.0	(1.0)	(2.4)	(3.8)	(3.2)
Other Sources	0.0	0.0	0.0	0.0	0.0	0.0
Other Uses	0.0	0.0	0.0	0.0	0.0	0.0
Net	0.0	0.0	0.0	0.0	0.0	0.0
Beginning Fund Balance	24.5	31.5	31.5	30.5	28.1	28.1
Ending Fund Balance	31.5	31.5	30.5	28.1	24.3	31.5
<b>Debt Service Fund</b>						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Revenues	53.2	22.0	21.9	22.4	22.5	22.7
Expenditures	(50.9)	(19.6)	(21.9)	(22.4)	(22.5)	(22.7)
Net	2.3	2.4	0.0	0.0	0.0	0.0
Beginning Fund Balance	19.9	22.2	24.6	24.6	24.6	24.6
Ending Fund Balance	22.2	24.6	24.6	24.6	24.6	24.6
<b>Student Nutrition Fund</b>						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Revenues	5.4	5.8	6.2	6.6	7.0	7.4
Expenditures	(5.3)	(5.8)	(6.2)	(6.6)	(7.0)	(7.4)
Net	0.1	0.0	0.0	0.0	0.0	0.0
Beginning Fund Balance	1.5	1.6	1.6	1.6	1.6	1.6
Ending Fund Balance	1.6	1.6	1.6	1.6	1.6	1.6

## Budget Contact


Individuals who have questions regarding this budget should contact Michele Trongaard, CPA, Chief Financial Officer (972)429-3027 or via email [michele.trongaard@wylieisd.net](mailto:michele.trongaard@wylieisd.net).

# Summary

Meeting the many needs of our educational system with limited resources is a challenge and there is never enough to satisfy all needs. We believe this budget document demonstrates reasonable and prudent progress in an effort to satisfy the needs of the students, families and members of our community. It is the mission of Wylie ISD to sustain a culture of high expectations while valuing unity, relationships and trust.


We appreciate the support provided by the Wylie ISD Board of Trustees for the development, implementation, and support of an excellent educational program for the children of our District.

Respectfully,



---

David Vinson, Ph.D.  
Superintendent



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Michele Trongaard, CPA, RTSBA  
Chief Financial Officer

# Organizational Section



THE WYLIE WAY



# The Wylie Independent School District

In the 1890s, the town of Wylie had been served by a small school with small funding primarily by the parents of the students. Ovid Birmingham noticed this problem and prompted the establishment of Wylie ISD in 1901-1902. Limits were set that all citizens in that area would pay taxes to uphold the District. The Birmingham family had provided money to build a proper high school. Since then the Birmingham family has established various land trusts to fund areas of curriculum for the District as well as scholarships for the top eight students of each graduating class from both high schools.

Wylie ISD is located in Collin County, 24 miles northeast of metropolitan Dallas and its cultural, educational and recreational amenities. Covering 41 square miles and approximately 14,000 students, the District serves the City of Wylie as well as surrounding communities of Sachse, Murphy, Lucas, Lavon and St. Paul.



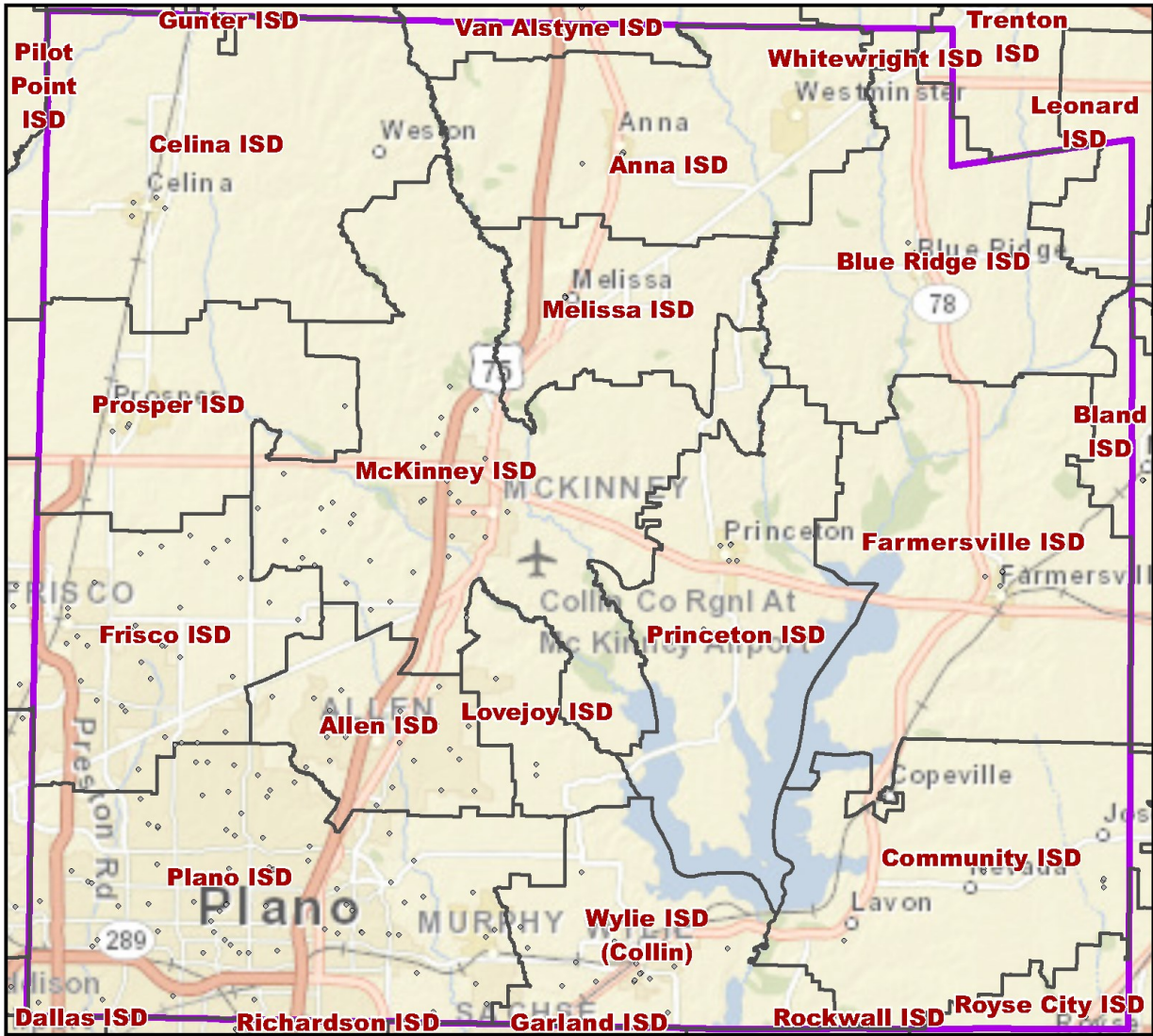
Many things have changed since the creation of the Wylie Independent School District. During most of its existence, Wylie ISD was a rural farming community growing cotton, wheat and corn. The City of Wylie has grown by 173.8% over the past decade according to 2010 U.S. Census data. The population increased from 15,132 in 2000 to 44,089 in 2014. The gain of 28,957 residents makes Wylie the third fastest growing city in the state of Texas, over the last decade, for cities with population of more than 40,000.

Wylie ISD is governed by a seven member Board of Trustees. The Board's primary role is policy making. The operational functions of the District have been delegated to the Superintendent and administrative staff. An organizational chart is located on [page 60](#) of this section.

Wylie Independent School District operates ten elementary schools, three intermediate schools, three junior high schools, two high schools, and one alternative high school.













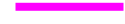









# School Districts in Collin County

Table 24



# Wylie ISD District Boundaries

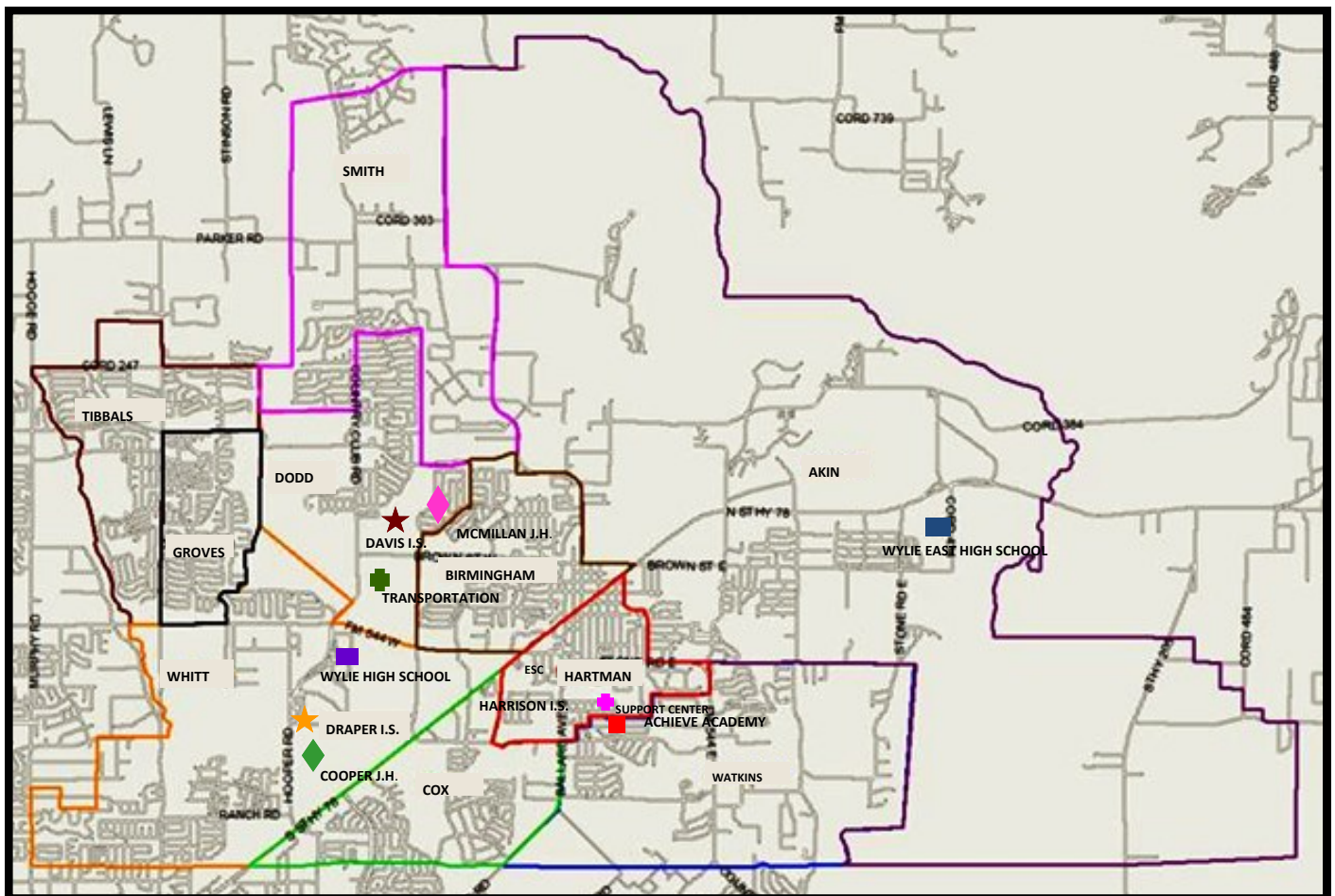
## Boundaries for the 2014-15 School Year

- |                       |                                                                                   |                            |                                                                                   |
|-----------------------|-----------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------|
| Akin Elementary       |  | Burnett Junior High        |  |
| Birmingham Elementary |  | Cooper Junior High         |  |
| Cox Elementary        |  | McMillan Junior High       |  |
| Dodd Elementary       |  | Wylie East High School     |  |
| Groves Elementary     |  | Wylie High School          |  |
| Hartman Elementary    |  | Achieve Academy            |  |
| Smith Elementary      |  | Educational Service Center |  |
| Tibbals Elementary    |  | Transportation Facility    |  |
| Watkins Elementary    |  | Service Center             |  |
| Whitt Elementary      |  |                            |                                                                                   |
| Davis Intermediate    |  |                            |                                                                                   |
| Draper Intermediate   |  |                            |                                                                                   |
| Harrison Intermediate |  |                            |                                                                                   |

**2014-15**  
 Mailing Address  
 P.O. Box 490, Wylie, TX 75098  
 Educational Service Center  
 951 S. Ballard Ave.  
 Wylie, TX 75098  
 Telephone  
 (972)429-3000  
 Web Address  
[www.wylieisd.net](http://www.wylieisd.net)

**Questions concerning school attendance boundaries should be directed to the Wylie ISD Public Information Officer at 951 S. Ballard Ave., Wylie, TX 75098 (972-429-3000).**

**Table 25**





# Miss Pearl Birmingham Scholarship Fund

## ***About the Scholarship***

T.F. Birmingham of Tulsa, Oklahoma established the Pearl Birmingham Scholarship Fund in 1947, in order to comply with a request by his sister, Miss Pearl Birmingham, who died in 1946.

Miss Pearl, as her friends and students knew her, spent most of her life teaching school. She began her teaching career in Wylie where she taught first and second grades. Miss Pearl has been described as having been a "very quiet, unusually kind and pleasant person from a more than generous, happy, and religious family". In her will, she left 1,000 shares of common stock in the Standard Oil Company of Ohio to support an annual scholarship to be given to an outstanding Wylie High School graduate.



While that first \$1,000 scholarship was considered to be a most generous one, the amount of the award has increased during the years, as has the number of recipients. This has been made possible as a result of the Birmingham investment program which school district officials' have developed through the years. This year, six scholars, three from each campus, will receive scholarships in the amount of \$15,000 each. An additional ten scholars, five from each campus, will receive awards of \$2,500 each.

The first recipient of the Miss Pearl Birmingham Scholarship was the valedictorian of the Class of 1948, Harvey Moore. Moore, a successful architect, received \$1,000 for four years of college study. While in college, he received payments of \$25 per month.

The following guidelines are used in determining a student's eligibility to apply for the scholarship:

1. the student must be of good moral character,
2. the student must receive all their grades from a Wylie ISD high school,
3. the student must be in the top 10% of his/her class,
4. the student must take both the ACT and the SAT. Scores must be received by March of the senior year, and
5. the number of students eligible to apply for the scholarships will be limited to two students for each of the available scholarships.

Selection of the scholarships winners are based on the following:

1. the student's academic ranking,
2. the student's SAT, ACT, and other achievement test scores,
3. submission of an autobiography by the student, and
4. a personal interview with school superintendents (or their representatives) from Collin, Dallas, and Rockwall counties.



## History of the F.O. Birmingham Memorial Land Trust

The fund was created on the 19th day of November, 1940, by T.F. and Hattie A. Birmingham as a memorial to their oldest son, Franklin Ovid Birmingham, who died on October 9, 1911 and is buried at the Wylie Cemetery at Wylie, Collin County, Texas. It was the opinion of T.F. & Hattie Birmingham that "more children should be given the opportunity to learn the mechanical trades, the different handicrafts and useful arts, the dignity of labor, and the ever important lessons in cooking, sewing and other domestic ways of life." The trust was established to accomplish their wishes and desires in these areas.

### 1940 and 1950 Trust Notes

The trustees of the F.O. Birmingham Memorial Land Trust are five (5) in number, one of whom is the Mayor of the City of Wylie. The other four trustees are appointed by the governing body of the Baptist, the Methodist, the Christian, and the Catholic Churches in the City of Wylie. They can be replaced only in the event of death, refusal or failure to act, resignation or if they no longer live in the Wylie Independent School District.

According to the trust, the trustees of the fund retain full, complete and exclusive control (subject to court review) over the assets of the TRUSTS and all net income therefrom. The net income from the TRUSTS shall be used exclusively for establishing new programs and/or supplementing and enriching existing or future "covered courses" offered at the Wylie Independent School District.

The funds are divided between the 1940 trust and the 1950 trust. The 1940 trust supports domestic economy & mechanical trades. The 1950 trust supports Advanced American History and Chemistry. The 1940 trust is 81.45% of the trust funds and income and the 1950 is 18.55% of the trust funds and income.

The term "covered courses" as set forth in the TRUSTS means courses offered by the Wylie Independent School District in manual training, domestic economy, advanced American History and Chemistry. The Trustees of the Fund shall determine which courses constitute "covered courses".

An application process shall be utilized in requesting funds from the Trust (similar to the process utilized by federal grants, i.e. Title 1).



Frank and Hattie Birmingham 1940

# Wylie ISD Enrollment

## Table 26

Enrollment by Campus and Grade 2014-15

	AKIN	BIRM	COX	DODD	GROV	HART	SMITH	TIBB	WAT	WHITT	DIS	DRIS	HIS	BJHS	CJHS	MJHS	WEHS	WHS	AA	TOTAL	
Early Enroll Speech / LEAP						91														91	
BAU																					0
Life Skills (Self Contained)																					0
Transition to Life Program																					0
PPCD (Early Childhood)																					0
Pre-Kindergarten	55					129															184
PreK-Bilingual																					0
Head Start																					0
Kindergarten	95	99	126	91	117	59	80	95	111	89											962
First	82	110	131	108	119	59	136	156	119	95											1,115
Second	89	109	127	121	134	43	131	111	123	132											1,120
Third	90	108	127	117	137	52	129	129	126	122											1,137
Fourth	104	116	115	129	127	49	146	121	129	126									2		1,164
Fifth											360	390	349								1,099
Sixth											334	449	299							1	1,083
Seventh														357	360	309				1	1,027
Eighth														365	385	350				2	1,102
Ninth																	503	571	36		1,110
Tenth																	443	562	43		1,048
Eleventh																	426	493	25		944
Twelfth																	342	438	34		814
<b>Total</b>	<b>515</b>	<b>542</b>	<b>626</b>	<b>566</b>	<b>634</b>	<b>482</b>	<b>622</b>	<b>612</b>	<b>608</b>	<b>564</b>	<b>694</b>	<b>839</b>	<b>648</b>	<b>722</b>	<b>745</b>	<b>659</b>	<b>1,714</b>	<b>2,064</b>	<b>144</b>	<b>14,000</b>	

2013-14 Enrollment	13,709
Number Increase	291
Percentage Increase	2.12%

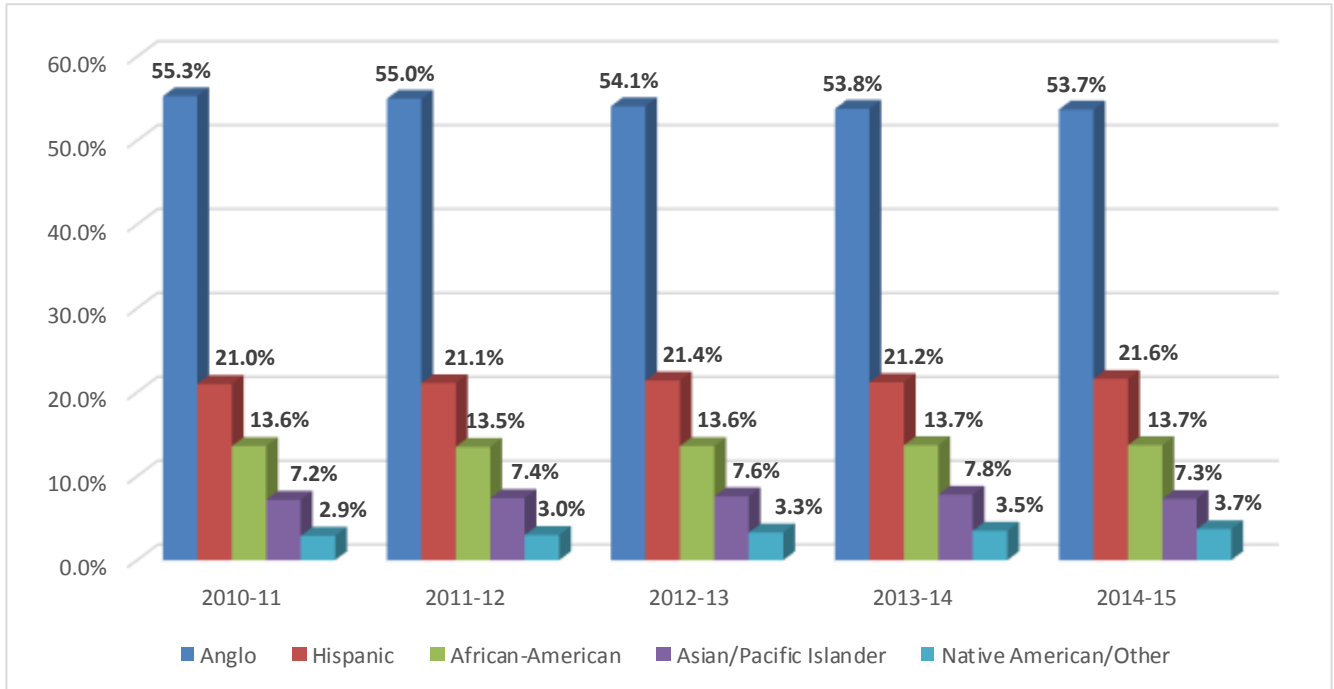
**As of 9-5-14**

# Wylie ISD Enrollment (Cont.)

**Table 27**

**Student Ethnicity Percentages for Wylie ISD**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Anglo</b>	55.3%	55.0%	54.1%	53.8%	53.7%
<b>Hispanic</b>	21.0%	21.1%	21.4%	21.2%	21.6%
<b>African-American</b>	13.6%	13.5%	13.6%	13.7%	13.7%
<b>Asian/Pacific Islander</b>	7.2%	7.4%	7.6%	7.8%	7.3%
<b>Native American/Other</b>	2.9%	3.0%	3.3%	3.5%	3.7%

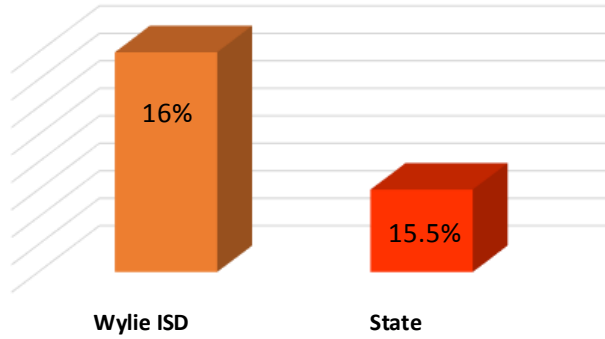


# Wylie ISD Enrollment (Cont.)

**Table 28**

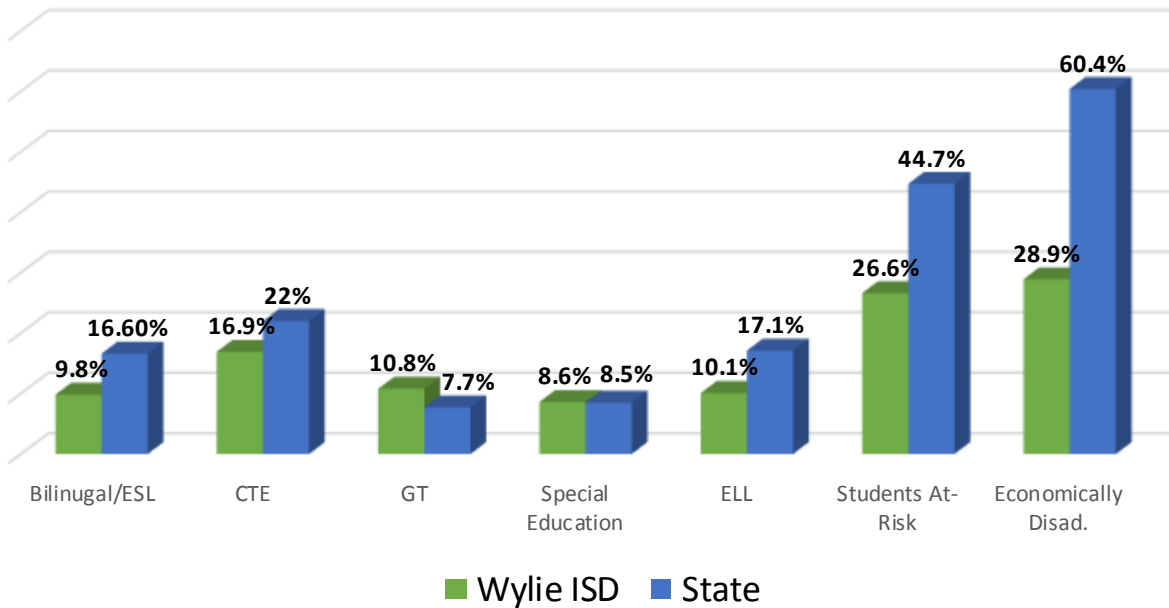
## Student to Teacher Ratio

Avg. Student to Teacher Ratio	Wylie ISD	State
	16%	15.5%



Program/ Demographics	Bilingual/ ESL Education Program	Career & Technical Education Program	Gifted & Talented Education Program	Special Education Program	English Language Learners	Students At-Risk	Econ. Disadvan.
Wylie ISD	9.8%	16.9%	10.8%	8.6%	10.1%	26.6%	28.9%
State	16.6%	22.0%	7.7%	8.5%	17.1%	44.7%	60.4%











## Students by Program/Demographics



Data from 2012-13 PEIMS Standard Report

# Wylie ISD Contact Information




## ELEMENTARY SCHOOLS

	<p>P.M. Akin Elementary 1100 Springwood Wylie, TX 75098 972-429-3400</p>		<p>R.F. Hartman Elementary 510 S. Birmingham St. Wylie, TX 75098 972-429-3480</p>
	<p>T.F. Birmingham Elementary 700 West Brown Wylie, TX 75098 972-429-3420</p>		<p>Rita Smith Elementary 2221 FM 1378 Wylie, TX 75098 972-429-2540</p>
	<p>Cheri L. Cox Elementary 7009 Woodbridge Pkwy Sachse, TX 75048 972-429-2500</p>		<p>Harry and Retha Tibbals 621 Waters Edge Way Murphy, TX 75094 972-429-2520</p>
	<p>Dodd Elementary 1500 Park Blvd. Wylie, TX 75098 972-429-3440</p>		<p>Wally Watkins Elementary 1301 Elm Drive Wylie, TX 75098 972-429-2580</p>
	<p>R.V. Groves Elementary 1100 McCreary Rd. Wylie, TX 75098 972-429-3460</p>		<p>Don Whitt Elementary 7520 Woodcreek Way Sachse, TX 75048 972-429-2560</p>

# Wylie ISD Contact Information (Cont.)

<b>INTERMEDIATE SCHOOLS</b>		<b>JUNIOR HIGH SCHOOLS</b>	
	<p><b>Bill F. Davis Intermediate</b>                      950 Park Blvd                      Wylie, TX 75098                      972-429-3325</p>		<p><b>Grady Burnett Junior High</b>                      516 Hilltop Ln.                      Wylie, TX 75098                      972-429-3200</p>
	<p><b>Al Draper Intermediate</b>                      103 Hensley Lane                      Wylie, TX 75098                      972-429-3350</p>		<p><b>Frank McMillan Junior High</b>                      1050 Park Blvd.                      Wylie, TX 75098                      972-429-3225</p>
	<p><b>Ab Harrison Intermediate</b>                      1001 S. Ballard St.                      Wylie, TX 75098                      972-429-3300</p>		<p><b>Raymond Cooper Junior High</b>                      101 Hensley Road                      Wylie, TX 75098                      972-429-3250</p>

## HIGH SCHOOLS

	<p><b>Wylie High School</b>                      2550 W. FM 544                      Wylie, TX 75098                      972-429-3100</p>		<p><b>Wylie East High School</b>                      3000 Wylie East Drive                      Wylie, TX 75098                      972-429-3150</p>		<p><b>Achieve Academy</b>                      400 Pirate Drive                      Wylie, TX 75098                      972-429-2390</p>
-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

## Wylie ISD Contact Information (Cont.)

<b>FACILITIES</b>	
	<p>Wylie ISD Educational Service Center                      951. S. Ballard                      Wylie, TX 75098                      972-429-3000</p>
	<p>Wylie Stadium                      2550 W. FM 544                      Wylie, TX                      972-429-2350</p>
	<p>Wylie ISD Support Center                      200 Pirate Drive                      Wylie, TX 75098                      972-429-2320</p>
	<p>Wylie ISD Transportation Center                      670 FM 1378                      Wylie, TX 75098                      972-429-2300</p>





# Wylie ISD

## 2014-2015 Calendar

**FIRST SEMESTER**  
88 days

Aug 25 - Oct 24 (43 days)  
Oct 27 - Jan 16 (45 days)

**SECOND SEMESTER**  
89 days

Jan 20 - Mar 27 (43 days)  
Mar 30 - June 4 (46 days)

Student Days: 177  
Teacher Days: 187

**Professional Development and Student Holidays**  
August 15 (Exchange Date)  
August 18-22  
January 19  
February 16  
April 2  
June 5- Work Day

**Holidays**  
July 4.....Independence Day  
September 1.....Labor Day  
October 6.....Fair Day  
Nov 24-28.....Thanksgiving Break  
Dec 22 - Jan 2.....Christmas Break  
March 9-13.....Spring Break  
April 3.....Good Friday  
May 25.....Memorial Day

**Early Dismissal Days**  
September 24      February 4  
November 5      June 4  
December 19

**Modified Summer Work Days**  
Summer office hours will be  
Mon - Thur 8:00 a.m. - 4:30 p.m.\*  
\*Effective June 9, 2014 Wylie ISD is closed  
each Friday through July 25, 2014.  
In addition, the District will be closed  
the week of June 29-July 4, 2014.

↕ Beginning/Ending Nine Weeks

**Find us on the web**

July 2014	August 2014	September 2014																																																																																																																																												
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# WYLIE ISD FAST FACTS

## Board of Trustees

Barbara Goss .....	Board President
Lance Goff .....	Board Vice-President
Heather Leggett .....	Board Secretary
Stacie Gooch .....	Member
Mitch Herzog .....	Member
Joe Stooksberry .....	Member
Tom Westhora .....	Member

School board meetings are held at 7:00 p.m. on the third Monday of each month in the board room of the Wylie ISD Educational Service Center located at 951 S. Ballard. Meetings are open to the public and all interested persons are encouraged to attend. Agendas are available on the Wylie ISD website 72 hours prior to each meeting.

## Administration Directory

David Vinson, Ph.D. Superintendent of Schools	972.429.3005
Jeannie Stone, Ed.D. Assistant Superintendent for Curriculum and Instruction	972.429.3007
Scott Winn Assistant Superintendent for Human Resources and Student Services	972.429.3009
Kyle Craighead Executive Director of Athletics	972.429.2405
Ian Halperin Executive Director of Communications and Community Relations	972.429.3019
Chris Lamb Chief Information Officer - Technology	972.429.3010
Don Pool Executive Director of Operations	972.429.2325
Michele Trongaard Chief Financial Officer	972.429.3027
Beverly Burr, Ed.D. Director of Special Services	972.429.2385
Shelee Duke Director of Special Education	972.429.2365
Kerry Gain Director of Curriculum	972.429.3013
Melissa Heller Director of Staff Development	972.429.3068
Theresa Johnson Director of Student Nutrition	972.429.2335
Mike Lipe Director of Fine Arts	972.429.3026
Carrie Breedlove Director of Gifted Education and Advanced Academics	972.429.3053
Ed Ostrander Director of Transportation	972.429.2305
Tara Shores Director of Human Resources	972.429.3034
Kay Irlas Director of Academic and Career Connections	972.429.3016
Jordan Adams Executive Director of Wylie ISD Education Foundation, Inc.	972.429.3025

## Campus Directory

Akin Elementary 972.429.3400	Davis Intermediate 972.429.3325
Birmingham Elementary 972.429.3420	Draper Intermediate 972.429.3350
Cox Elementary 972.429.2500	Harrison Intermediate 972.429.3300
Dodd Elementary 972.429.3440	Burnett Junior High 972.429.3200
Groves Elementary 972.429.3460	Cooper Junior High 972.429.3250
Hartman Elementary 972.429.3480	McMillan Junior High 972.429.3225
Smith Elementary 972.429.2540	Achieve Academy 972.429.2390
Tibbals Elementary 972.429.2520	Wylie East High School 972.429.3150
Watkins Elementary 972.429.2580	Wylie High School 972.429.3100
Whitt Elementary 972.429.2560	

## Enrollment Requirements

Kindergarten students must be five years old by September 1 of the current school year. A birth certificate and immunization record are required to register. A first-grader must be age six by September 1 of the current year unless he/she has completed public kindergarten in another state. First-graders who were not enrolled in Wylie ISD must present a birth certificate and immunization record at registration.

Students moving into the district should register at their attendance area school by bringing immunization records, their last report card, and other records from previous schools. Students are placed age appropriately when entering Wylie ISD for the first time. Wylie ISD accepts transfer students only under extenuating circumstances. Parents should contact the superintendent's office for details.

## Minimum State of Texas Vaccine Requirements for School Attendance

The current state required immunizations may be found on the district's website under the Health Services Department link or through the campus nurse. Wylie ISD will only accept exemptions to the above requirements if an official form from the Texas Department of Health (TDH) is submitted by the student's parent/guardian. This form must be obtained directly from TDH. Newcomers to Texas must present a complete immunization record upon enrollment.

## Cafeteria Service Lunch Prices

Elementary Schools	\$2.30
Intermediate Schools	\$2.30
Junior High Schools	\$2.50
High Schools	\$2.75
Breakfast (all schools)	\$1.50



For more information about the Wylie Independent School District, please contact your school principal or the Wylie ISD Communications/Community Relations Office

951 S. Ballard  
P.O. Box 490  
Wylie, TX 75098  
972.429.3000

# Organizational Structure

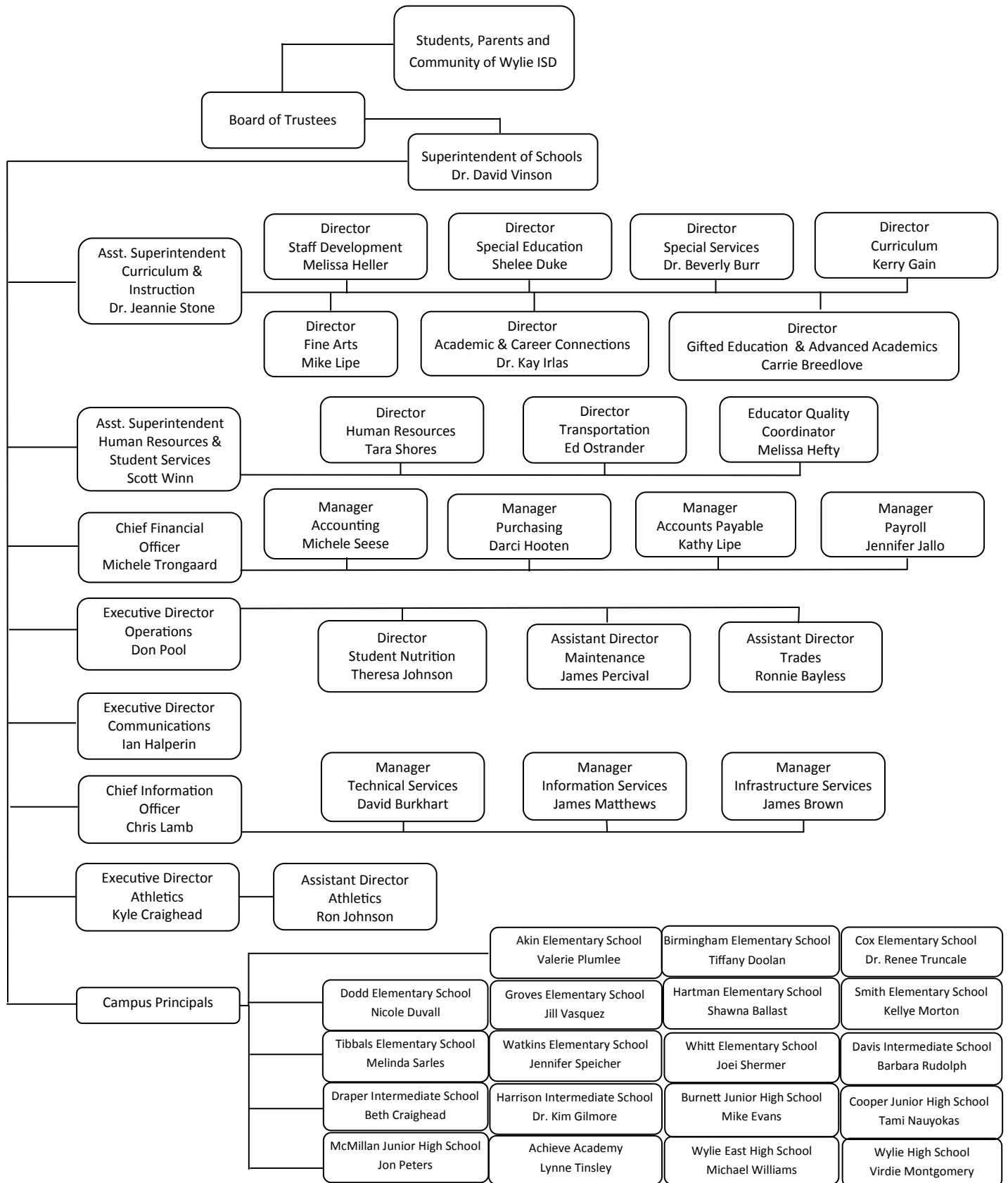
The District's organizational hierarchy begins with the "Team of Eight" which consists of seven elected Board of Trustees and the Superintendent. The Superintendent is the Chief Executive Officer and is responsible for the day-to-day management of the District. The Superintendent's Leadership Team Consists of the divisions of Finance, Human Resources/Student Services, Curriculum & Instruction, Technology, Community Relations, Operations, Athletics, and Campus Principals. Each of these divisions specialize in providing leadership and services for their relevant functions.

The purpose of the entire organizational structure is to support the instruction of students taking place at each campus. Campus leadership reports directly to the Superintendent and is comprised of a principal and at least one assistant principal. The 2014-15 organizational chart for Wylie ISD is illustrated on the following page.



# Organizational Structure (Cont.)

**Table 29**  
**Wylie ISD Organizational Structure**



# WISD Board of Trustees and Superintendent



## ***Barbara Goss*** ***Board President***

**Bio:**

Occupation: Owner, Total Texas Tees  
Place 3, Elected 2009  
Term Expires 2016

**Major Focus as a Trustee:**

"Continuing to address the educational needs of our students while keeping an eye on the financial impact to our citizens by operating in a fiscally responsible manner."

---

## ***Lance Goff*** ***Board Vice-President***

**Bio:**

Occupation: Assistant Vice President  
Philadelphia Insurance  
Place 4, Elected 2008  
Term expires 2016

**Major Focus as a Trustee:**

"To provide students and teachers with every tool to ensure continued success. Ensure better communication with all citizens of WISD."





# WISD Board of Trustees and Superintendent



## ***Heather Leggett*** ***Board Secretary***

**Bio:**

Occupation: Teacher/Stay at Home Parent  
Place 5 , Elected 2010  
Term Expires  
November 2014

**Major Focus as a Trustee:**

"Offering a safe learning environment that provides academic and extra-curricular excellence to all students. Striving to maintain a strong, mutually beneficial relationship between the schools, parents and the community."

---

## ***Stacie Gooch*** ***Board Member***

**Bio:**

Occupation: Realtor, Ebby Holliday  
Place 7, Elected 2007  
Term Expires 2016

**Major focus as a Trustee:**

"Continue to address the opportunities that rapid growth brings while preserving the high standards of education for all students. Also, to objectively represent the need of students, teachers, administrators and our community through discernment and active participation in the decision making processes."



# WISD Board of Trustees and Superintendent



## ***Mitch Herzog*** ***Board Member***

**Bio:**

Occupation: Commercial Real Estate  
Place 2, Elected 2011  
Term expires  
November 2014

**Major Focus as a Trustee:**

"Provide financial leadership so Wylie ISD can continue to meet the needs of students and teachers while at the same time trying not to have Wylie ISD be a tax burden on homeowners and small businesses."

---

## ***Joe Stooksberry*** ***Board Member***

**Bio:**

Occupation: Accounting Manager  
Firetrol Protection Systems, Inc.  
Place 6, Elected 2010  
Term Expires November 2014

**Major Focus as a Trustee:**

"To meet the needs of teachers and students so our youth are prepared to lead through facing and prevailing over the challenges of tomorrow."





# WISD Board of Trustees and Superintendent



## **Tom Westhora Board Member**

Bio:

Occupation: VP of Sales and Marketing for One Guard Home Warranties

Place 1, Elected 2011

Term expires November 2014

### **Major Focus as a Trustee:**

"With unemployment the highest among teens, my focus is to increase the percentage of high school graduates who have clear goals and know what path they want to take after graduation."

---

## **Dr. David Vinson, Ph.D. Superintendent of Schools The Superintendent's Philosophy**

"Students should graduate from high school with a plan and a purpose. Schools should equip students with the core ethical values necessary to make our community, state, and nation both intelligent and morally responsible.

Our communities should perceive school as a resource and partner that develops future citizens with a global work ethic and skill level that is competitive in the United States and abroad."



# Financial Structure & Basis of Accounting

Principles and policies adopted by the State Board of Education are official rules and constitute minimum budgeting, accounting, auditing and reporting requirements for Wylie Independent School District. The State Board of Education's intent in prescribing these rules is to cause the budgeting and financial accounting and reporting system of independent school districts to conform with generally accepted accounting principles (GAAP) established by the Governmental Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB) for accounting treatments not specified in GASB pronouncements.

---

## Summary Statement of Principles of Accounting and Reporting

**Accounting and Reporting Capabilities** – The Wylie ISD accounting system is maintained in accordance with generally accepted accounting principles. All funds and activities are presented fairly and are fully disclosed. The District maintains its accounting system in compliance with legal and contractual provisions.

**Fund Accounting Systems** - Wylie ISD records accounting entries in funds designed to organize fiscal information around specified purposes. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. Fund financial statements are used to report detailed information about the District.

**Types of Funds** - The following types of funds are used by state and local governments, including Wylie Independent School District:

### **Governmental Funds**

- (1) The General Fund - to account for all financial resources except those required to be accounted for in another fund.
- (2) Special Revenue Funds - to account for the proceeds of specific revenue sources (other than trust for individuals, private organizations, or other governments or for major capital projects) that are legally restricted to expenditure for specific purposes.
- (3) Debt Service Funds - to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest. Debt service funds are required if they are legally mandated and/or if financial resources are being accumulated for principal and interest payments maturing in future years.

# Financial Structure & Basis of Accounting (Cont.)

## **Governmental Funds (cont.)**

- (4) Capital Projects Funds - to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds or in trust funds for individuals, private organizations, or other governments). Capital outlays financed from general obligation bond proceeds should be accounted for through a capital projects fund.

## **Fiduciary Funds**

- (5) Trust and Agency Funds - to account for assets held by a governmental unit in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds. Trust and agency funds therefore cannot be used to support the government's own programs.

**Number of Funds** – Wylie ISD maintains the number of funds necessary to carry on its functions required by law or contract. Funds comply with the properly defined code structures as established by the Texas Education Agency.

**Reporting Capital Assets** - A clear distinction is made between general capital assets and capital assets of fiduciary funds. Capital assets of fiduciary funds are reported only in the statement of fiduciary net assets. All other capital assets of the governmental unit are general capital assets. They are not reported as assets in governmental funds but are reported in the governmental activities column in the government-wide statement of net assets.

**Valuation of Capital Assets** - Capital assets are reported at historical cost. The cost of a capital asset includes ancillary charges necessary to place the asset into its intended location and condition for use. Donated capital assets are recorded at their estimated fair value at the time of acquisition plus ancillary charges, if any.

**Depreciation of Capital Assets** - Capital assets are depreciated over their estimated useful lives unless they are either inexhaustible or are infrastructure assets using the modified approach. Inexhaustible assets such as land and land improvements are not depreciated. Depreciation expenses are reported in the government-wide statement of activities; and the statement of changes in fiduciary net assets.

**Reporting Long-term Liabilities** - A clear distinction is made between fund long-term liabilities and general long-term liabilities. Long-term liabilities directly related to and expected to be paid from fiduciary funds are reported in the statement of fiduciary net assets. All other un-matured general long-term liabilities of the governmental entity are not reported in governmental funds but should be reported in the governmental activities column in the government-wide statement of net assets.

## Financial Structure & Basis of Accounting (Cont.)

**Accrual Basis in Governmental Accounting**—The modified accrual basis of accounting or accrual basis of accounting, as appropriate, is utilized in measuring financial position and operating results.

- a) Governmental fund revenues and expenditures are recognized on the modified accrual basis. Revenues are recognized in the accounting period in which they become available and measurable. Expenditures are recognized in the accounting period in which the fund liability is incurred, if measurable, except of un-matured interest on general long-term debt, which is recognized when due.
- b) Fiduciary funds are reported using the economic resources measurement focus and the accrual basis of accounting, except for the recognition of certain liabilities of defined benefit pension plans and certain post employment healthcare plans.
- c) Transfers are recognized in the accounting period in which the inter-fund receivable and payable arise.

### Budgetary Control and Budgetary Reporting

- a) An annual budget is adopted by Wylie ISD Board of Trustees.
- b) The accounting system provides the basis for appropriate budgetary control.
- c) Budgetary comparison schedules are presented as required supplementary information for the general fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule is prepared with both the original and the final appropriated budgets for the reporting period as well as actual inflows, outflows, and balances, stated on the government's budgetary basis.

**Balanced Budget**—The budget is considered to be balanced when the sum of estimated revenues and other sources equals appropriations and other uses for each fund. Whenever circumstances require the District to adopt a budget that is not balanced, full disclosure of the circumstances surrounding the decision are reported to the Board of Trustees and in District budget documents.

### Fiscal Year

The District's fiscal year begins July 1 and ends June 30.

# Financial Structure & Basis of Accounting (Cont.)

## **Transfer, Revenue, Expenditure, and Expense Account Classification**

Transfers are classified separately from revenues and expenditures or expenses in the basic financial statements.

- (a) Proceeds of general long-term debt issues are classified separately from revenues and expenditures in the governmental fund financial statements.
- (b) Governmental fund revenues are classified by fund and source. Expenditures are classified by fund and source. Expenditures are classified by fund, function (or program), organization unit, activity, character, and principal classes of objects.
- (c) The statement of activities presents governmental activities at least at the level of detail required in the governmental fund statement of revenues, expenditures, and changes in fund balance at a minimum by function.

**Common Terminology and Classification** - A common terminology and classification are used consistently throughout the budget, the accounts, and the financial reports of each fund.

## **Interim and Annual Financial Reports**

- (a) Appropriate interim financial statements and reports of financial position, operating results, and other pertinent information are prepared to facilitate management control of financial operations, legislative oversight, and, where necessary or desired, for external reporting purposes.
- (b) An annual financial report is prepared and published, covering all activities of the Wylie Independent School District. The report includes an introductory section, the management's discussion and analysis (MD&A), basic financial statements, required supplementary information other than MD&A, individual fund statements, schedules, narrative explanations and statistics.

**A summary of the state mandated principles and policies that Wylie ISD follows are:**

**Generally Accepted Accounting Principles (GAAP)** – The Wylie ISD accounting system is kept in accordance with generally accepted accounting principles and presents fairly and with full disclosure the funds and activities and results of financial operations in such a manner to determine and demonstrate compliance with finance-related legal and contractual provisions. Whenever conflicts exist between legal requirements and generally accepted accounting principles, the financial statements are prepared in conformity with generally accepted accounting principles, and additional schedules and/or narrative explanations are attached as necessary to satisfy or report legal compliance responsibilities and accountabilities.

## Financial Structure & Basis of Accounting (Cont.)

**Fund Accounting** - The accounting system is organized and operated on a fund basis. All funds of Wylie ISD are accounted for and included on the end-of-year combined balance sheet. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.

**Account Groups** - The accounting system provides account groups to account for general capital assets and general long-term debt of governmental funds. Capital assets and long-term debt of fiduciary funds are accounted for through those funds and are excluded from the account groups as detailed in the Account Code section.

**Central Accounting** - Accounting for funds of the Wylie Independent School District are on an organization-wide basis covering all funds and account groups. Governmental and fiduciary fund types are the accounting responsibility of the District's Finance Division.

**Capital Assets** - Capital assets are accounted for at historical cost. Donated capital assets are recorded at their estimated fair value at the time received. Capital assets include land, buildings, improvements other than buildings, vehicles, machinery, infrastructure, works of art and historical treasures, furniture and equipment that:

- Are not consumed as a result of use.
- Have a useful life of at least one year and a per unit cost of \$5,000 or more.
- Can be controllable, identified by a permanent or assigned number or label, and be reasonably accounted for through a fiscal inventory system. Groups of like items may be included in the inventory system.

**Depreciation** - Depreciation of capital assets is over their estimated useful lives unless they are either inexhaustible or are infrastructure assets using the modified approach.

Depreciation of capital assets should be reported in the government-wide statement of activities; and the statement of changes in fiduciary net assets.

**Budgetary Basis of Accounting** - The budgetary basis of accounting is consistently applied in budgeting, recording and reporting foundation school program (FSP) revenues in PEIMS information. Under the budgetary basis, earned and material FSP revenues that are collectible beyond 60 days are to be treated consistently for budgeting, recording, and reporting through PEIMS and for tax rollback rate calculation purposes.



## Financial Structure & Basis of Accounting (Cont.)

**Budgetary Control/Encumbrance Accounting** - The official budget of Wylie ISD, as adopted, is recorded in the general ledger. Revenues and expenditures authorized in the budget are controlled in the accounting records and reported in the financial statements. By state law, only the General Fund, Debt Service Fund and Student Nutrition Fund must be included in the official budget.

To control budgeted fund commitments, the accounting system employs encumbrance accounting. Encumbrances are documented by contracts, purchase orders, or other evidence showing binding commitments for goods or services.

Appropriations lapse at year end. At that time each outstanding encumbrance is evaluated. An adjustment is made to the fund balance for the value of the outstanding encumbrances in the current year and financial reports.

**Uniform Classifications and Terminology** – Wylie ISD uses the fund codes, mandatory account classifications and terminology prescribed in the Texas Education Agency Financial Accounting Resource Guide. General ledger accounts prescribing a double entry system and distribution of related payroll expenses with payroll are uniformly used throughout the budgeting, accounting and financial reporting system.

**Accounting Alternatives** - The accounting system allows for certain flexibility in the recognition of relatively minor amounts of certain revenues and expenditures. Application of alternatives in accounting methods is consistently applied from accounting period to accounting period.

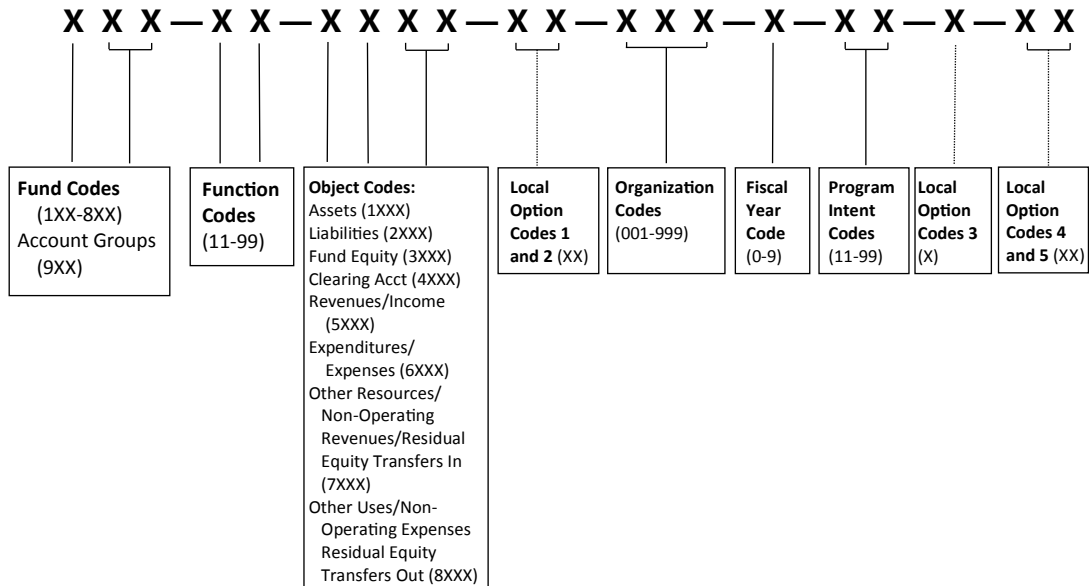
Monies collected in advance and the property tax levy recorded in the school District's opening budget entries are recorded as deferred revenues. They are recognized as revenues in the accounting period to which they apply.

Expenditures/expenses for insurance and similar services extending over more than one accounting period are allocated between or among accounting periods where appropriate.

**Fund Balance** - Fund balance means the gross difference between governmental fund assets and liabilities reflected on the balance sheet. The fund balance of the general fund, one of the governmental fund types, is of primary significance because the general fund is the primary fund, which finances most functions in the District. There are five classifications of the fund balance: Non-spendable such as inventories, prepaid items, long-term receivables; Restricted such as child nutrition, technology and construction programs; Committed such as campus activity funds; Assigned such as insurance deductibles and Unassigned.

# Account Code Structure

**Table 30**



————— Indicates a mandatory code for State reporting purposes  
 ..... Indicates a code that may be used at local option

**Fund Code** XXX-XX-XXXX-XX-XXX-X-XX-X-XX

A mandatory 3 digit code is to be used for all financial transactions to identify the fund group and specific fund. The first digit refers to the fund group, and the second and third digit specifies the fund.

**Example:**

A Special Revenue Fund could be coded 211. The 2 indicates the Special Revenue Fund, the 11 specifies ESEA, Title I, Part A - Improving Basic Programs.

# Account Code Structure (Cont.)

## **Function Code**   xxx-**XX**-xxxx-xx-xxx-x-xx-x-xx

A mandatory 2 digit code applied to expenditures/expenses that identify the purpose of the transaction. The first digit identifies the major class and the second digit refers to the specific function within the area.

### **Example:**

The function "Health Service" is coded 33. The first 3 specifies Support Services - Student (Pupil) and the second 3 is Health Services.

## **Object Code**   xxx-xx-**XXXX**-xx-xxx-x-xx-x-xx

A mandatory 4 digit code that identifies the nature and object of an account, a transaction or a source. The first of the four digits identifies the type of account or transaction, the second digit identifies the major area, and the third and fourth digits provide further sub- classifications.

### **Example:**

Money received for current year taxes is classified in account 5711. The 5 denotes revenue, the 7 shows Local and Intermediate Sources, the 1 denotes local real and personal property taxes revenue and the final 1 specifies current year levy.

## **Optional Codes 1 and 2**   xxx-xx-xxxx-**XX**-xxx-x-xx-x-xx

A 2 digit code for optional use to provide special accountability at the local level.

## **Organization Code**   xxx-xx-xxxx-xx-**XXX**-x-xx-x-xx

A mandatory 3 digit code that identifies the organization, i.e., High School, Middle School, Elementary School, Superintendent's office, etc. An organization code does not necessarily correspond with a physical location. The activity, not the location, defines the organization. Campuses are examples of organization codes and are specified for each school district in the Texas School Directory.

### **Example:**

Expenditures for a high school might be classified as 001. This is a campus organization code that is defined in the Texas School Directory for that high school.

# Account Code Structure (Cont.)

## **Fiscal Year Code**   XXX-XX-XXXX-XX-XXX-**X**-XX-X-XX

A mandatory single digit code that identifies the fiscal year of the transaction or the project year of inception of a grant project.

### **Example:**

For the 2014-15 fiscal year of the school district, a 5 would denote the fiscal year.

An ESEA, Title I, Part A—Improving Basic Programs grant for the project year from July 1, 2014 through June 30, 2015 would be indicated by a 5. A grant for the project year from July 1, 2015 through June 30, 2016 would be indicated by a 6. Therefore, 10 months of the ESEA, Title 1, Part A—Improving Basic Programs grant expenditures would be accounted for under project year 5 and 2 months would be accounted for under project year 6.

## **Program Intent Code**   XXX-XX-XXXX-XX-XXX-X-**XX**-X-XX

A 2 digit mandatory code used to designate the intent of a program provided to students. These codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students. The intent (the student group toward which the instructional or other service is directed) determines the program intent code, not the demographic makeup of the students served.

### **Example:**

An entire class of physics is taught at the basic level. Program intent code 11 would designate Basic Education Services.

## **Optional Code 3**   XXX-XX-XXXX-XX-XXX-X-XX-**X**-XX

A single code that is used at the local option

## **Optional Codes 4 and 5**   XXX-XX-XXXX-XX-XXX-X-XX-X-**XX**

An optional 2 digit code that may be used by the district to further describe the transaction.

# Account Code Structure (Cont.)

**Table 31**

## Fund Codes

General			
161	COCA COLA	174	FINANCE CLEARING
164	SCOREBOARD	196	LOCAL GRANTS & AWARDS
173	PAYROLL CLEARING	199	GENERAL FUND
Special Revenue			
204	TITLE IV SAFE & DRUG FREE	480	BIRM GRAVESIDE 1940
205	HEAD START	481	ADVANCED TECHNOLOGY
206	TITLE IIIB ED FOR HOMELESS	482	CAD
211	TITLE I PART A BASIC PROGRAM	483	APPLIED COMPUTER TECHNOLOGY
224	IDEA B FORMULA SP. ED.	484	HEALTH SCIENCE TECHNOLOGY
225	IDEA B PRESCHOOL SP. ED.	485	CONSTRUCTION TECHNOLOGY
240	FOOD SERVICE	486	MEDIA TECHNOLOGY
244	CARL PERKINS VOC ED.	487	WELDING TECHNOLOGY
255	TITLE II	488	CHILD MANAGEMENT
262	ENHANCED EDUCATION THRU TECHNOL	489	ADVANCED CHEMISTRY
263	TITLE III LEP	490	HOSPITALITY AND TOURISM
392	NON ED COMMUNITY BASED SP ED	491	CULINARY ARTS, FOOD PRODUCTION
393	TX SUCCESSFUL SCHOOLS PROGRAM	492	FAMILY AND CONSUMER SCIENCE
394	PEP GRANT	493	AGRICULTURE SCIENCE
397	AP INCENTIVE	494	BIRMINGHAM LECTURE SERIES
404	STUDENT SUCCESS INITIATIVE	495	LEADERSHIP MANAGEMENT
410	STATE TEXTBOOKS	496	ADVANCED US HISTORY
411	TECHNOLOGY FUND	497	PRINCIPLES OF TECHNOLOGY
429	DATE GRANT/READY TO READ	498	EDUCATION FOUNDATION GRANT
461	CAMPUS ACTIVITY	499	BIRMINGHAM PROJECTS CLEARING

## Account Code Structure (Cont.)

### Fund Codes (cont.)

#### Debt Service

511	DEBT SERVICE		599 DEBT SERVICE
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#### Capital Projects

618	CONSTRUCTION FUND 2000 BOND ISSUE	625	CONSTRUCTION FUND SALE 2007
621	CONSTRUCTION FUND SALE 2004	626	CONSTRUCTION FUND SALE 2010
622	CONSTRUCTION FUND SALE 2005	627	BOND ISSUE 2012
623	CONSTRUCTION FUND-INTEREST PR	628	CONSTRUCTION FUND SALE 2014
624	CONSTRUCTION FUND SALE 2006	699	CAPITAL PROJECTS

#### Fiduciary

815	RC DODD SCHOLARSHIP	819	SHAUN HEPLER SCHOLARSHIP
816	GENERAL SCHOLARSHIP	821	PEARL BIRMINGHAM SCHOLARSHIP
817	HEATHER SMITH SCHOLARSHIP	822	VOCATIONAL AG SCHOLARSHIP
818	JOE STONE MEMORIAL SCHOLARSHIP	865	STUDENT ACTIVITY

#### General Capital Assets and Long-Term Debt

901	GENERAL FIXED ASSETS GROUP	902	GENERAL LONG TERM DEBT
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# Account Code Structure (Cont.)

## Function Codes

### 11 Instruction

This function is used for activities that deal directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations. It may also be provided through some other approved medium such as television, radio, telephone, telecommunications, multimedia and correspondence. This function includes expenditures and expenses for direct classroom instruction and other activities that deliver, enhance or direct the delivery of learning situations to students.

### 12 Instructional Resources & Media Services

This function is used for expenditures/expenses that are directly and exclusively used for resource centers, establishing and maintaining libraries and other major facilities dealing with educational resources and media.

### 13 Curriculum Development & Instructional Staff Development

This function is used for expenditures and expenses that are directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning experiences for students. Expenditures and expenses include in-service training and other staff development for instructional or instructional-related personnel (Functions 11, 12, and 13) of the school District. This function also includes expenditures and expenses related to research and development activities that investigate, experiment and/or follow-through with the development of new or modified instructional methods, techniques, procedures, services, etc.

### 21 Instructional Leadership

This function is used for expenditures and expenses that are directly used for managing, directing, supervising, and providing leadership for staff who provide general and specific instructional services.

### 23 School Leadership

This function is used for expenditures and expenses that are used to direct and manage a school campus. They include the activities performed by the principal, assistant principals and other assistants while they:

- Supervise all operations of the campus.
- Evaluate staff members of the campus.
- Assign duties to staff members maintaining the records of the students on the campus.

# Account Code Structure (Cont.)

## Function Codes (cont.)

### **31 Guidance, Counseling & Evaluation Services**

This function is used for expenditures and expenses that are directly and exclusively used for assessing and testing students' abilities, aptitudes and interests; counseling students with respect to career and educational opportunities and helping them establish realistic goals. This function includes costs of psychological services, identification of individual characteristics, testing, educational counseling, student evaluation and occupational counseling.

### **32 Social Work Services**

This function is used for expenditures and expenses that are directly and exclusively used for activities such as:

- Investigating and diagnosing student social needs arising out of the home, school or community.
- Casework and group work services for the child, parent or both.
- Interpreting the social needs of students for other staff members.
- Promoting modification of the circumstances surrounding the individual student which are related to his or her social needs. (This includes referrals to and interaction with other governmental agencies).

### **33 Health Services**

This function is used for expenditures and expenses that are directly and exclusively used for providing physical health services which are not direct instruction. This includes activities that provide students with appropriate medical, dental and nursing services.

### **34 Student (Pupil) Transportation**

This function is used for expenditures and expenses that are incurred for transporting students to and from school.

### **35 Food Services**

This function is used for food service operation expenditures and expenses, including the cost of food, labor and other expenditures and expenses necessary for the preparation, transportation and storage of food to provide to students and staff. Expenditures and expenses are used directly and exclusively for supervision and maintenance of food service operation.

### **36 Extracurricular Activities**

This function is used for expenditures and expenses for school-sponsored activities outside the school day. These activities are generally designed to provide students with experiences such as motivation and the enjoyment and improvement of skills in either a competitive or noncompetitive setting.

# Account Code Structure (Cont.)

## Function Codes (cont.)

### 36 Extra-Curricular (cont.)

Extracurricular activities include athletics and other activities that normally involve competition between schools (and frequently involve offsetting gate receipts or fees such as football, baseball, volleyball, track and tennis). Other kinds of related activities are included (such as drill team, pep squad and cheerleading, University Interscholastic League competition such as one-act plays, speech, debate, band, Future Farmers of America, National Honor Society, etc.).

### 41 General Administration

This function is for expenditures and expenses that are for purposes of managing or governing the school District as an overall entity. This function covers multiple activities that are not directly and exclusively used for costs applicable to specific functions. General administration is an indirect cost applicable to other expenditure functions of a school district.

### 51 Plant Maintenance & Operations

This function is used for expenditures and expenses for activities to keep the facilities and grounds open, clean, comfortable and in effective working condition and state of repair, and insured. This function is used to record expenditures and expenses for the maintenance and operation of the physical facilities and grounds. This function also includes expenditures and expenses associated with warehousing and receiving services.

### 52 Security and Monitoring Services

This function is used for expenditures and expenses that are for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location.

### 53 Data Processing Services

This function is for expenditures and expenses for data processing services, whether in-house or contracted. Example of Function 53 costs are costs for computer facility management; computer processing; systems development; analysis of workflows, processes and requirements; coding, testing, debugging and documentation; systems integration; design of applications supporting information technology infrastructure; maintenance of programs; maintenance of networks; and those interfacing costs associated with general types of technical assistance to data users. Specific types of application include student accounting, financial accounts and human resources/personnel. Personal Computers (PC's) that are stand alone are to be charged to the appropriate function. Peripherals including terminals and printers are to be charged to the appropriate function. Costs associated with mainframe, minicomputers, servers and networked or stand alone microcomputers that provide services to multiple functions are to be recorded here.

# Account Code Structure (Cont.)

## Function Codes (cont.)

### **61 Community Services**

This function is used for expenditures that are for activities or purposes other than regular public education and adult basic education services. These types of expenditures are used for services or activities relating to the whole community or some segment of the community. This includes providing resources to non-public schools, institutions of higher education, and any proprietary types of services incurred for outside entities in the community.

### **71 Debt Service—Principal on Long Term Debt**

This function is used for expenditures that are for the retirement of recurring bond, capital lease principal, and other debt, and related debt service fees. Note principal for short-term loans (one year or less in duration) is to be recorded in the liability accounts 2122, Notes Payable—Current Year.

### **72 Debt Service—Interest on Long Term Debt**

This function is used for the interest on long term debt.

### **81 Facilities Acquisition & Construction**

This function is used by school Districts for expenditures that are for acquiring, equipping, and/or making additions to real property and sites, including lease and capital lease transactions.

### **95 Payments to Juvenile Justice Alternative Education Programs**

This function code is used for expenditures that are for the purpose of providing financial resources for Juvenile Justice Alternative Education Programs under Chapter 37, TEC. This function codes is used to account for payments to other governmental entities in connection with students that are placed in discretionary or mandatory JJAEP sessions.

### **99 Other Intergovernmental Charges**

This function code is used for expenditures that are used for obtaining instructional services from another public school for grade levels not served in a school district under Section 25.039, TEC.

# Account Code Structure (Cont.)

**Table 32**

## Object Codes - Revenue

Local Revenue			
5711	TAXES, CURRENT YEAR	5739	TUITION AND FEES
5712	TAXES, PRIOR YEAR	5741	EARNINGS FROM PERMANENT FUNDS
5713	FSP - INCENTIVE AID	5742	EARNINGS FROM INVESTMENT
5716	PENALTY AND INTEREST	5743	RENT
5719	OTHER TAX REVENUE	5744	GIFTS AND BEQUESTS
5721	REVENUES FROM SALE OF WADA	5745	INSURANCE RECOVERY
5729	REV.FROM SVCS.TO OTHER DIST.	5746	TAX INCREMENT FUND
5735	STUDENT TRANSFER TUITION	5748	MISC REVENUE
5736	SUMMER CAMP TUITION	5749	OTHER REV FROM LOCAL SOURCES
5737	SUMMER SCHOOL TUITION	5751	FOOD SERVICE ACTIVITY
5738	PARKING FEES	5752	ATHLETIC ACTIVITY
State Revenue			
5811	PER CAPITA APPORTIONMENT	5836	N. CENTRAL TEXAS COUNTY OF GOVT
5812	FOUNDATION SCHOOL PROGRAM	5839	STATE REVE FROM OTHER AGENCIES
5819	OTHER FSP REVENUES	5841	SSA - STATE REV.FROM MEMBERS
5826	TECHNOLOGY ALLOTMENT	5842	STATE REV.FROM FISCAL AGENTS
5829	STATE REVENUE	5849	SSA - STATE REVENUES
5831	TRS ONOBEHALF PAYMENTS		
Federal Revenue			
5919	FEDERAL REVENUE	5939	STATE COMP/FLOOD AREA
5921	NSLP-SCHOOL BREAKFAST	5941	IMPACT AID (84.041)
5922	NSLP-SCHOOL LUNCH	5946	FED REV DIST FROM FED AGENCIES
5923	USDA DONATED COMMODITIES	5949	FED.REV.DIST.FROM FED.AGENCIES
5929	FED REV FROM TEA	5951	SSA - FED.REV.FROM MEMBERS
5931	SCHOOL HEALTH SERVICES/SHARS	5952	SSA - FED.REV.FROM FISCAL AG.
5932	MEDICAID ADM CLAIMING PGM	5959	SSA - FEDERAL REVENUES
5936	N. CENTRAL TEXAS COUNTY OF GOVT		

# Account Code Structure (Cont.)

Table 33

## Object Codes - Expenditures

Payroll Costs			
6112	SUBSTITUTE TEACHERS	6132	TRS ACTIVE MEMBER SUPPLEMENT
6113	RETENTION STIPEND	6141	SOCIAL SECURITY/MEDICARE
6116	EXTRA DUTY PAY-PROFESSIONAL	6142	GROUP HEALTH AND LIFE
6117	LONGEVITY FUNDS	6143	WORKERS COMPENSATION
6118	SALARIES - PROFESSIONAL	6144	TRS ON BEHALF PAYMENTS
6119	STIPEND PAY FOR PROFESSIONALS	6145	UNEMPLOYMENT COMENSATION
6121	EXTRA DUTY PAY- PARA-PROFESSIONALS	6146	TEACHER RETIREMENT SYSTEM OF TEXAS
6125	SALARIES - PARA-PROFESSIONAL	6148	LEAVE/VACATION PAYOFF
6126	SALARIES- PART TIME/TEMPORARY	6149	OTHER EMPLOYEE BENEFITS
6131	CONTRACT BUYOUTS	6179	EMPLOYEE BENEFITS
Professional and Contracted Services			
6211	LEGAL SERVICES	6246	MAINTENANCE & REPAIR OF GROUND
6212	AUDIT SERVICES	6247	MAINTENANCE & REPAIR OF OTHER
6213	TAX APPRAISAL & COLLECTION	6248	ROOF REPAIR/REPLACEMENT
6216	SHARE OF RESOURCE OFFICERS	6249	MAINTENANCE & REPAIR OF EQUIPMENT
6218	RANDOM DRUG TESTING	6255	UTILITIES-WATER
6219	LICENSED/REGISTERED W/ STATE	6256	UTILITIES- TELEPHONE
6221	STAFF TUITION	6257	UTILITIES- ELECTRICITY
6222	STUDENT TUITION/PUBLIC SCHOOL	6258	UTILITIES- GAS
6223	STUDENT TUITION/NON-PUBIC SCHO	6259	UTILITIES - TRASH
6224	STUDENT ATTENDANCE CREDITS	6268	RENTAL OTHER THAN COPIERS
6229	TUITION & TRANSFER PAYMENTS	6269	LEASE/PURCHASE/RENTAL
6239	REGION X SERVICES	6291	CONSULTING SERVICES
6244	MAINTENANCE & REPAIR OF VEHICLES	6294	CONTRACTED TRANSPORTATION SERV
6245	MAINTENANCE & REPAIR OF BUILDINGS	6299	MISC. CONTRACTED SERVICES
Supplies and Materials			
6311	GASOLINE & FUELS FOR VEHICLES	6341	FOOD SUPPLIES
6315	JANITORIAL SERVICES SUPPLIES	6342	NON-FOOD SUPPLIES
6316	BUILDING MAINTENANCE SUPPLIES	6343	ITEMS FOR SALE-FOOD SERVICE
6317	GROUNDS MAINTENANCE SUPPLIES	6344	USDA DONATED COMMODITIES
6318	VEHICLE MAINTENANCE SUPPLIES	6349	FOOD SERVICE SUPPLIES
6319	SUPPLIES FOR MAINTENANCE	6395	INVENTORIED SUPPLIES
6321	TEXTBOOKS	6396	TRAINING SUPPLIES
6328	LIBRARY BOOKS	6397	OFFICE SUPPLIES/ATHLETICS
6329	READING MATERIALS	6398	GENERAL SUPPLIES
6339	TESTING MATERIALS	6399	TECH EQUIPMENT AND SUPPLIES

## Account Code Structure (Cont.)

### Object Codes - Expenditures (cont.)

#### Other Operating Costs

6411	TRAVEL & SUBSISTENCE-EMPLOYEE	6439	ELECTION EXPENDITURES
6412	TRAVEL & SUBSISTENCE - STUDENT	6449	DEPRECIATION EXPENSE
6413	STIPENDS - NON-EMPLOYEES	6491	PAYMENTS TO DISTRICTS FROM CED
6419	TRAVEL & SUBSISTENCE - BOARD M	6492	PAYMENTS TO FISCAL AGENTS SSA
6425	PROPERTY INSURANCE	6493	PAYMENTS TO MEMBERS - SSA
6426	LIABILITY INSURANCE	6494	RECLASSIFIED TRANSPORTATION
6427	BONDING INSURANCE	6495	MEMBERSHIP DUES/FEES
6428	OTHER INSURANCE & BONDING EXPE	6496	FOOD SERVICE REFUNDS
6429	INSURANCE & BONDING COSTS	6499	MISCELLANEOUS OPERATING EXPENS

#### Debt Service

6511	BOND PRINCIPAL	6522	CAPITAL LEASE INTEREST
6512	CAPITAL LEASE PRINCIPAL	6523	INTEREST ON DEBTS
6513	LONG TERM DEBT PRINCIPAL	6545	OTHER COMMITTED FUND BALANCE
6521	INTEREST ON BONDS	6599	OTHER DEBT FEES

#### Capital Outlay - Land, Buildings and Equipments

6614	LAND/CONTINGENCY	6631	VEHICLES - CAPITAL OUTLAY
6615	LAND IMPROVEMENTS	6635	FURNITURE AND EQUIPMENT
6619	LAND IMPROVEMENTS/CAPITAL OUTL	6636	SOFTWARE OVER \$5,000
6624	BUILDING CONSTRUCTION	6639	FURNITURE  EQUIPMENT  AND SOFT
6625	OTHER CONSTRUCTION COST	6641	VEHICLES
6626	ARCHITECT FEE	6649	FURNITURE & EQUIPMENT
6627	ARCHITECT EXPENDABLES	6651	CAPITAL LEASE OF BUILDINGS
6628	CONSTRUCTION MANAGER FEE	6659	CAPITAL LEASE OF FURNITUE & EQUIPMENT
6629	BUILDING IMPROVEMENT	6669	LIBRARY BOOKS & MEDIA



# Account Code Structure (Cont.)

**Table 34**  
**Function/Fund Code Matrix**

Below is a matrix to assist in the appropriate use of function coding. The guidelines below are not all inclusive, but will help with the majority of coding situations encountered.  
**XXX-XX-XXXX.XX-XXX-XXXXXX**

Fund	196	199	205	206	211	224	225	240	244	263	287	392	397	410	415	429	461	478-497	511	621-628	821	865	
Function	Local Grant & Awards	General Fund	Head Start	TX Shep	Title 1 Basic	IDEA Part B Formula	IDEA Part B Preschool	Food Services	Vocational	Title 3 LEP	Education Jobs Grant	Non-Ed Community	Advanced Placement	State Textbook	Kinder/PreK	Date Cycle	Campus Activity	Birmingham Grant	Debt Services	Construction	Birmingham Scholarship	Student Activity	
11 Instructional	✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓					
12 Instructional Resources and Media Services	✓	✓														✓	✓						
13 Instructional Staff Development	✓	✓			✓	✓	✓		✓	✓			✓	✓			✓	✓					
21 Instructional Leadership		✓				✓			✓	✓													
23 Campus Leadership		✓															✓						
31 Guidance, Counseling & Evaluation	✓	✓				✓	✓		✓								✓						
32 Social Work Services				✓													✓						
33 Health Services		✓																					
34 Pupil Transportation		✓									✓												
35 Student Nutrition		✓						✓															
36 Extra-Curricular Activities	✓	✓															✓					✓	✓
41-99 All Others		✓	✓		✓			✓		✓	✓	✓					✓	✓	✓	✓			

# Account Code Structure (Cont.)

**Table 35**

## Function/Program Intent Code Matrix

Below is a matrix to assist in the appropriate use of program intent coding. The guidelines below are not all inclusive, but will help with the majority of coding situations encountered.

XXX-~~XX~~-XXXX.XX-XXX-XXXXXX

Program Intent Function	11 Instruction	21 Gifted & Talented	22 Career & Technology	23 Special Education	24 Compensatory	25 ESL/ELL/ Bilingual	26 Nondisciplinary AEP	28 Disciplinary AEP	30 Accelerated Instrucion	31 High School Allotment	32 Pre- Kindergarten	33 Pre-K Special Education	34 Pre-K Compensatory	35 Pre-K Bilingual Education	91 Athletics	99 Generic
11 Instructional	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
12 Instructional Resources and Media Services	✓	✓	✓	✓	✓	✓		✓								
13 Instructional Staff Development	✓	✓	✓	✓	✓	✓	✓	✓								✓
21 Instructional Leadership	✓	✓	✓	✓	✓	✓										✓
23 Campus Leadership					✓		✓	✓								✓
31 Guidance, Counseling & Evaluation		✓	✓	✓	✓	✓	✓	✓								✓
32 Social Work Services																✓
33 Health Services				✓												✓
34 Pupil Transportation																✓
35 Student Nutrition																✓
36 Extra-Curricular Activities															✓	✓
41-99 All Others							✓	✓								✓

# Significant Financial Policies & Procedures

## Cash Management

Developing an effective cash management program can provide a District with additional revenues to fund essential programs and operations. Maximizing the return on invested funds while ensuring the safety and liquidity of investments is the main goal of the investment program. Effective cash management programs:

- Provide competitive rates of return through the use of various investment instruments.
- Are based on a comprehensive written investment policy approved by the Board.
- Allow personnel to become skilled in investment procedures and techniques and stay abreast of current money markets.

The Board of Trustees has adopted a written investment policy regarding investment of funds as defined by the Public Funds Investment Act (latest Amendment). This policy authorizes the District to invest in:

1. Obligations of, or guaranteed by, governmental entities
2. Certificates of deposit
3. Fully collateralized repurchase agreements
4. A securities lending program
5. Banker's acceptances
6. Commercial paper
7. No-load money market mutual funds and no-load mutual funds
8. A guaranteed investment contract as an investment vehicle for bond proceeds
9. Public funds investment pools

The primary pools and investment accounts that the District uses are the Lone Star Investment Pool (Texas Association of School Boards), LOGIC (Local Government Investment Cooperative), Wells Fargo, JP Morgan Chase, and Inwood National Bank.

Cash balances are monitored daily to minimize bank balances by only transferring into the accounts the sum of funds necessary to cover disbursements anticipated each day. Monthly reports are provided to the Board of Trustees on investment activity. The appropriate District staff receives the mandatory investment training of ten hours every two years.

# Significant Financial Policies & Procedures (cont.)

## Debt Management

For the past decade and in the foreseeable future, the District has and will continue to experience bond elections authorizing new bonds and a continual issuance of bonds. The District receives a primary bond rating of AAA through the State of Texas Permanent School Fund (PSF). The District's secondary rating from Moody's is currently an AA<sub>3</sub>. A financial advisor is employed to assist the District in managing its debt.

As of June 30, 2014, the District had \$490,442,682 in outstanding general obligation bonds. The outstanding debt represents 7.73% of the District's total taxable wealth. This percentage is typical for fast growing districts.

## Reserve Policies

### General Fund

A recognized sign of fiscal health for a school district is an appropriate undesignated, unreserved fund balance for the General Fund (operating fund). An appropriate fund balance level is one of the measurements for the School FIRST (Financial Integrity Rating System of Texas) program required for all school districts in the state. The reserve policy of the district shall be the maintenance of a minimum of one and one-half (1-1/2) months of operating funds in reserve. It is the goal of the District, that, where possible, two and one-half (2-1/2) months of operating funds reserves shall be available.

The value of having an appropriate fund balance level can be expressed as follows:

- Contingency fund for unexpected costs.
- Cushion of operational resources at the beginning of the year prior to the tax collection season.
- Viewed as sign of fiscal stability and health by bond rating agencies.

### Student Nutrition Fund

The fund balance for the Student Nutrition Fund should not exceed three months of average operational expenditures. Any fund accumulation above the 3-month limit is used for major capital improvements to campus kitchens.

### Debt Service Fund

The District attempts to maintain an undesignated fund balance of \$500,000 of Debt Service Fund balance. Periodically, fund balance is used as a one-time source of funds to lessen the debt service tax rate. The District refunds bonds under appropriate market conditions in order to level annual debt repayments over time.

# Significant Financial Policies & Procedures (Cont.)

## Risk Management

The District's risk management program encompasses various means of protecting the District against loss. Property and casualty insurance is provided by commercial carriers and liability insurance while workers' compensation coverage is provided by an inter-local cooperative.

Additional risk management information is presented on [page 243](#) in the Informational Section .

## Independent Audit & Financial Reporting

The Texas Education Code requires that school districts are audited annually. The audit is made on an organization-wide basis and involves all fund types and account groups of the school district. The audit is also designed to meet the requirements of the Federal Single Audit Act of 1984 and the related provisions of OMB Circular A-133 "Audits of State, Local Governments, and Non-Profit Organizations."

Upon completion, the annual financial report is submitted to the Texas Education Agency for review. The financial report is designed to meet specific monitoring needs of the Texas Education Agency.



# Budget Policies & Development Procedures

As with any major requirement, rules and laws govern certain aspects of the process. The budgeting process in the State of Texas is no exception. The Texas Education Code Sections 44.002-44.006 establish the legal basis for school district budget development.

The District's budget must be prepared by June 20 and be adopted by the Board of Trustees by June 30. A public hearing for the budget and proposed tax rate must occur before the Board adoption. This budget document meets these standards. The District must also publish its budget information on its web site.

The District-Wide Educational Improvement Council (DWEIC) aligns its performance goals and objectives annually with Board goals and budget directives and is presented to the Board for approval in October each year. Their performance goals, objectives and evidence of impact (summative) for the 2013-14 District Improvement Plan are reflected on the following pages. The performance goals and objectives are also aligned with No Child Left Behind (NCLB). The DWEIC performance goals and objectives are the basis for the campus improvement process.

## *Wylie ISD Mission Statement*

The mission of Wylie ISD is to sustain a culture of high expectations while valuing unity, relationships, and trust.



**Table 36**  
**Wylie Independent School District**  
**District Improvement Plan**  
**2013-2014**

**Accountability Rating: Met Standard**



**Board Approval Date:** October 21, 2013  
**Public Presentation Date:** October 21, 2013



## **Mission Statement**

The mission of the Wylie Independent School District is to sustain a culture of high expectations while valuing unity, relationships, and trust.

## **Vision**

*UNIFIED FOR EXCELLENCE*

## **Core Beliefs**

We believe

- Character and community values are essential to building responsible citizens
- High expectations and accountability should be expected from all students and staff
- Exemplary employees make an exemplary difference
- As Wylie ISD grows, we will sustain our level of excellence in all operations
- Wylie ISD graduates must be challenged and equipped to succeed in the 21st Century

# Table of Contents

Comprehensive Needs Assessment .....	92
Demographics .....	92
Student Achievement .....	94
2013 TEA Ratings .....	94
District Culture and Climate .....	95
Staff Quality, Recruitment, and Retention .....	95
Curriculum, Instruction, and Assessment .....	96
Family and Community Involvement .....	97
District Context and Organization .....	97
Technology .....	98
Comprehensive Needs Assessment Data Documentation .....	100
Goals .....	102
Goal 1: Instill community and ethical values in our students .....	102
Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs .....	103
Goal 3: Attract, retain, and value a quality staff .....	125
Goal 4: Manage growth in a way that ensures functional equity .....	127
Goal 5: Prepare students for a successful life beyond high school .....	128
Goal 6: Celebrate our Excellence .....	131
State Compensatory .....	133
Budget for District Improvement Plan: .....	133
Personnel for District Improvement Plan: .....	136
Title I .....	138
Schoolwide Program Plan .....	138
Ten Schoolwide Components .....	138
Title I Personnel .....	140
District Funding Summary .....	141

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wylie Independent School District is a fast growing school system in southern Collin County, 24 miles northeast of metropolitan Dallas and its cultural, educational and recreational amenities. Covering 41 square miles, the district of more than 13,000 students serves the City of Wylie as well as families in the surrounding communities of Sachse, Murphy, Lucas, Lavon and St. Paul. Wylie ISD has 19 campuses including two 4A high schools, one alternative high school, three junior high schools (grades 7 and 8), three intermediate schools (grades 5 and 6) and ten elementary campuses (grades Pre-K through 4). The student ethnicity percentage of the District are demonstrated in the following table:

Table 1  
Student Ethnicity Percentages for Wylie ISD

	2009-10	2010-11	2011-12	2012-13	2013-14
Anglo	57.0%	55.3%	55.0%	54.1%	53.8%
Hispanic	20.0%	21.0%	21.1%	21.4%	21.2%
African-American	14.0%	13.6%	13.5%	13.6%	13.7%
Asian/Pacific Islander	8.0%	7.2%	7.4%	7.6%	7.8%
Native American/Other	1.0%	2.9%	3.0%	3.3%	3.5%

State data revealed the following when comparing WISD to State results:

All Students

Social Studies--above state average

Science--above state average

Math--above state average

Writing--above state average

Reading--above state average

Economically Disadvantaged

Social Studies--above state average

Science--above state average

Writing--above state average

Reading--above state average

Math--above state average

LEP

Social Studies--above state average

Science--above state average

Writing--above state average

Reading--above state average

Math--above state average

Special Education

Social Studies--above state average

Science--above state average

Writing--above state average

Reading--above state average

Math--above state average

White

Social Studies--above state average

Science--above state average

Writing--**below state average**

Reading--above state average

Math--above state average

Hispanic

Social Studies--above state average

Science--above state average

Writing--above state average

Reading--above state average

Math--above state average

African American

Social Studies--above state average

Science--above state average

Writing--above state average

Reading--above state average

Math--above state average

**Demographics Strengths**

District data revealed that all subgroups were scoring above state average in all areas except the White subgroup in Writing.

**Demographics Needs**

Data reveals that an additional focus needs to occur in Writing throughout the district. TELPAS writing indicated a need for improvement in order for students to acquire a "4" across all tested areas to make them eligible for exit, along with the state assessment scores.

## Student Achievement

### Student Achievement Summary

All Wylie ISD campuses MET STANDARD for 2012-2013. The district had 10 campuses receive distinctions.

### 2013 TEA Ratings

Wylie ISD: 100% Met Standard ( <a href="#">TEA Report</a> )			
Met Standard + 3 Distinctions	Met Standard + 2 Distinctions	Met Standard + 1 Distinction	Met Standard
<a href="#">Harrison Intermediate</a>	<a href="#">Dodd Elementary</a> <a href="#">Davis Intermediate</a> <a href="#">Draper Intermediate</a> <a href="#">Cooper Junior High</a>	<a href="#">Akin Elementary</a> <a href="#">Hartman Elementary</a> <a href="#">Whitt Elementary</a> <a href="#">Burnett Junior High</a> <a href="#">Wylie High School</a>	<a href="#">Birmingham Elementary</a> <a href="#">Cox Elementary</a> <a href="#">Groves Elementary</a> <a href="#">Smith Elementary</a> <a href="#">Tibbals Elementary</a> <a href="#">Watkins Elementary</a> <a href="#">McMillan Junior High</a> <a href="#">Wylie East High School</a>

### Student Achievement Strengths

Science and Math were the district's highest achievement areas for 2012-2013.

### Student Achievement Needs

Writing Achievement                      Economically Disadvantaged  
 Special Education                        Increase students receiving Advanced  
 Limited English Proficient

## **District Culture and Climate**

### **District Culture and Climate Summary**

Campuses in Wylie ISD have a history reflecting positive climates and cultures. It is important for the district to understand the culture and climate of the district and find ways to meet the needs of students. It's the Wylie Way!

### **District Culture and Climate Strengths**

Survey results here

### **District Culture and Climate Needs**

Survey results here

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All teachers and paraprofessionals in Wylie ISD meet the standards of highly qualified. The average years experience of teachers is 9.6 yrs. as compared to 11.6 yrs for the state. The average years experience of teachers with district is 5.3 yrs. as compared to 8.1 yrs. at the state. The turnover rate is 9.2% as compared to 12.6% for the state. Data also revealed that 2.9% were beginning teachers, 32.3% had 1-5 years experience, 30.3% had 6-10 years experience, 23.9% were at 11-19 years experience, and 10.6% had over 20 years experience.

### **Staff Quality, Recruitment, and Retention Strengths**

Staff members meet the highly qualified requirements and Wylie ISD has a low turnover rate as compared to the state average.

### **Staff Quality, Recruitment, and Retention Needs**

The district needs to recruit and retain highly qualified/certified bilingual teachers.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Wylie ISD offers an outstanding academic program with a focus on character education beginning in elementary school. The curriculum includes a wide range of programs from culinary arts to television production. The district emphasizes technology in the classroom and as a communications tool for parents. The district opened its 10th elementary campus, Watkins Elementary, in August 2010.

### **Curriculum, Instruction, and Assessment Strengths**

Curriculum Strengths include a guaranteed and viable curriculum K-12 delivered via the TEKS Resource System (TRS) for the four core subjects. Instructional support is provided through a Learning Specialist model for all 19 campuses, as well as Professional Learning Communities (PLC) being implemented on all nineteen campuses. Assessment strengths include a district assessment plan that has been developed and implemented on all campuses to support both strong formative and summative assessment strategies. Campus assessments, TRS Unit Assessments, District Checkpoints and STAAR are all included in the district plan.

### **Curriculum, Instruction, and Assessment Needs**

Curriculum, Instruction, and Assessment Needs include:

- Increase STAAR Advanced passing percentages
- Increase district STAAR writing passing percentages
- Increase district STAAR LEP passing percentages in all areas
- Increase STAAR Special Education passing percentages in all areas
- Increase STAAR Economically Disadvantaged passing percentages in all areas



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Wylie ISD campuses enjoy a high level of family and community involvement. Activities occur on all campuses that solicit parent participation, i.e. PTA meetings, parent/teacher conferences, special emphasis activities for Dual Language, Gifted/Talented, Special Education, extracurricular events, etc.

### **Family and Community Involvement Strengths**

Parents are willing and eager to be involved in their child's education and extracurricular activities.

### **Family and Community Involvement Needs**

Campus activities should help target the inclusion of parents who speak languages other than English and Economically Disadvantaged.

## **District Context and Organization**

### **District Context and Organization Summary**

Wylie ISD is a well organized district that provides Principals and Assistant Principals at each of the campuses. Schools are organized into attendance zones and are evaluated periodically to match growth rate of the district with the capacity of the campuses. The district provides personnel based on need, as well as, standard allocations for personnel on new campuses.

### **District Context and Organization Strengths**

Wylie ISD is to be commended on the organization and allocation of personnel to campuses and for maintaining equity across the district.

### **District Context and Organization Needs**

As the district continues to grow, the central office team and board of trustees will need to continue to monitor the needs of the district.

# Technology

## Technology Summary

During the past year the district used a variety of tools to identify needs:

WISD conducted a district wide survey of teacher technology application in the management and delivery of curriculum.

STaR Chart data from campus and staff.

Input from Superintendent Cabinet and Leadership Council on identifying long term goals for the use of technology.

Technology inventory of available resources for instruction use and their current deployment across the district.

Utilizing the tools described above, a comprehensive needs assessment was used to analyze the current status of technology in the district and determine future needs. Findings and priorities from this needs analysis are addressed in the plan that follows

## Technology Strengths

WISD owns a private fiber network connecting all 19 campuses. A Cisco 6500 series routing/switch provides Gigabit connectivity to each campus and the servers. Cisco 4000 series switches located at Wylie High School and Dodd Elementary connect back to the Cisco 6500 router at the Administration Building at multi-gigabit speed. Each of these Cisco 4000 switches serves as a hub for campuses being added to the WAN. This distributed star configuration allows for a reduction in the fiber to connect each campus back to the Administration Building. Each campus utilizes Cisco series switches for workstation connections at 100Mbps. All campuses and buildings throughout the district have an Aruba wireless infrastructure providing connectivity for all areas of the building. Windows 2008 is the primary network operating system, and TCP/IP is the only network protocol on Wylie ISD's network. Each campus is configured as its own data, voice, and video VLAN (Virtual LAN) to better manage broadcast traffic. In addition, a Palo Alto Networks firewall connects the district to the internet with 300mb bandwidth. This firewall provides security as well as internet filter capabilities integrated into a single appliance. All staff members utilize MS Exchange for email communications with multiple levels of virus protection utilizing Kaspersky and Antigen antivirus programs. Spam protection is provided through Postini. With Google Apps for Education, students have access to email communications through Google Mail. Students and staff members have access to a variety of software including: Skyward, MS Office, Adobe Master Collection, Kaspersky antivirus, Inspiration, Study Island, eduphoria along with some in house application. Wylie ISD uses Microsoft SharePoint as well as Microsoft Lync to provide collaboration capabilities for all staff. The portal site integrates K2.Net for online business forms and workflow to improve productivity and communication. A Cisco VoIP phone system provides telephone communications for the district. The phone system connects via SIP protocol to the Exchange email system to provide voicemail capabilities. All phones in the district are configured with location information for use in E911 services. It is the goal of the district for each classroom to have a minimum of two computers; one for the teacher and one student workstation. This configuration may be different across campuses as some administrators choose to increase

the number of computers in labs instead of providing classroom workstations for the classroom. New campuses receive a minimum of 3 computers per classroom. Elementary campuses have two computer labs containing at least 24 computers, as well as 7 to 10 computers in the media center. Jr. High campuses have 4 computer labs and the media center has 25 computers for student and faculty use. WHS has 8 computer labs and 25 computers in the media center for student and faculty use. WEHS has 6 computer labs and 25 computers/laptops in the media center for student and faculty use. All classrooms are equipped with a data projection system and most classrooms have access to document camera and other peripherals. A good number of classrooms contain Smart interactive boards. IP Security Surveillance cameras are installed at several current locations. Surveillance cameras are included in all new construction.

## **Technology Needs**

Through the use of data compiled from the Texas STaR Chart, surveys, and input from Cabinet and Leadership Council members, the following needs were identified:

- Continued support and training to integrate technology into the curriculum
  - Enhanced communications, training, support and involvement for parents and community through technology
  - Ongoing professional development for incorporating technology TEKS into the curriculum
  - Innovative ways to help increase the availability of technology and access to students
  - Clearly defined procedures for procurement, maintenance, and disposal of new technology
  - Address hardware equity across campuses
  - Obsolescence plan for technology equipment
  - Clearly defined software and hardware standards across district
  - Increase in community involvement for technology planning
  - Greater access and training for increasing Web 2.0 technologies and tools use in the classroom
  - Continued effort to increase usage of existing technologies already in place within the district
- This plan was designed to address these needs through the integration of curriculum and technology.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- AEIS longitudinal data
- AYP longitudinal data
- NCLB Report Card data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Texas STaR Chart longitudinal data
- PDAS data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate


## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

## Goal 1: Instill community and ethical values in our students

**Performance Objective 1:** All Wylie ISD employees will continue to strengthen the Wylie Way through a continued focus on building the five foundational tenets.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide identified needs for homeless students.	10	Special Services	-Identified needs met				
Funding Sources: Title 1 - \$5752.00							
2) Promote community values by implementing the Wylie Way "Essentials of Behaviors."		Director of Academic and Career Connections	Implemented at all campuses, provide induction for new teachers, Wylie Way action and feedback forms.				
3) Promote service learning, caring, and giving through campus and district activities.		Director of Academic and Career Connections, Principals	Campus and district service activities evident and Wylie Way action and feedback forms				
4) All Wylie ISD students will have a positive relationships with at least one adult.		Director of Academic and Career Connections, Principals	Campus based activities and Wylie Way action and feedback forms				
5) Implement Wylie Way strategies at all campuses with high expectations and consistency.		Director of Academic and Career Connections, Principals	Campus walk-throughs, Wylie Way action and feedback forms				
							

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 2:** Provide bullying and violence prevention/intervention to all students through activities and social skills lessons


**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** Increase the opportunity for parents and other community members to be a part of the school district environment

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 1:** The district STAAR Advanced passing percentage will be 50% or higher

**Summative Evaluation:** STAAR results


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Implement Advanced Cluster for qualified students at the elementary level		C&I, Advanced Cluster teachers, principals, and elementary learning specialists	Master schedules, Advanced Cluster teachers and students identified, Advanced Cluster training(s) completed				
Funding Sources: District Budget							
2) Implement pre-AP ELAR and math curriculum, SpringBoard, beginning in 6th grade.		C & I Advanced Academics, principals, learning specialists	Initial training completed, walk-through and unit assessment data				
3) Utilize embedded support model at with elementary GT teachers working in conjunction with general education classroom teachers		GT teachers, general education teachers	walk-through data				
							



**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 2:** The district STAAR Writing passing percentage will be 77.24% or higher


**Summative Evaluation:** STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide training to the secondary teachers on Writer's Workshop		C&I staff and campus administrators	Evidence of Writer's Workshop in secondary lesson plans				
	Funding Sources: District Budget						
2) Continue to implement and support the district Writing Plan through modeling lessons and sharing mini lessons and resources.		C&I, Learning Specialists					
3) Analyze released STAAR essays with teachers and create new lessons and resources.		C&I, Learning Specialists					
4) Provide expository writing professional learning for K-12 teachers		Specials Services, C&I, Learning Specialists					
	Funding Sources: Title 2 - \$4500.00						
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 3:** The district STAAR LEP passing percentages will be 85% in Math, 68% in Reading, 45% in Writing, 75% in Science, and 55%in Social Studies


**Summative Evaluation:** STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide SIOP strategies staff development at in-service sessions		Special Services	STAAR and EOC scores				
2) 1) Provide each campus with a set of SIOP strategy books for core content areas to use in PLC planning		Special Services Department	STAAR, EOC results				
	Funding Sources: District Budget - \$5187.48						
3) Utilize data to target SE's for intervention and tutoring through campus data meetings		C&I, Learning Specialists, Principals					
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 4:** The district STAAR Special Education passing percentages will be 70% in Math, 70% in Reading, 70% in Writing, 65% in Science, and 70% in Social Studies


**Summative Evaluation:** STAAR Results/PBMAS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Resource/Inclusion teachers will participate in academic professional development activities provided to general education staff to become more aware of grade level expectations.		Campus Principal	Unit Assessment Results STAAR Results				
2) Resource/Inclusion teachers will utilize writing software to assist students needing accommodations with written work.		Special Education Teachers Special Education	Unit Assessment Results, STAAR Results				
	Funding Sources: Special Education Funds						
3) Utilize data to target SE's for intervention and tutoring through campus data meetings.		C&I, Learning Specialists, Principals					
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 5:** The district STAAR Economically Disadvantaged passing percentages will be 92% in Math, 85% in Reading, 65% in Writing, 91% in Science, and 86% in Social Studies


**Summative Evaluation:** STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide staff development on Writing to Wylie ISD dual language and ESL teachers.		Special Services	TELPAS scores				
Funding Sources: District Budget							
2) Provide Empowering Writers manual and staff development to all Dual Language and ESL teachers.	2	Special Services	Students advancing a level on TELPAS Writing: K-2 65%, 3-12 90%				
Funding Sources: Title 2 - \$8188.00							
3) Utilize data to target SE's for intervention and tutoring through campus data meetings.		C&I, Learning Specialists, Principals					
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 6:** 90% of the students tested on TELPAS will advance one level in Reading, Writing, Speaking, and/or Listening.


**Summative Evaluation:** TELPAS results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide staff development on Writing to Wylie ISD dual language and ESL teachers.		Special Services	TELPAS scores				
	Funding Sources: District Budget						
2) Provide Dual Language/ESL Retreat for teachers to disaggregate data to drive instruction.		Special Services Department	Retreat agenda, sign in sheets				
	Funding Sources: District Budget - \$5507.40						
3) Provide paraprofessionals to work with ELL students		Campus principals at Cox, Smith, Watkins, Draper	Student achievement results				
	Funding Sources: Title 3 - \$87982.20						
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 7:** 85% of the students in grades 3-12 taking TELPAS Writing will score Advanced or Advanced High.


**Summative Evaluation:** TELPAS Writing scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Implement a WISD Writing Accountability plan to ensure monitoring of writing of ELL students.		Special Services Department	Student writing advancing on the TELPAS rubric throughout the year.				
	Funding Sources: District Budget						
2) Train all ESL/Dual Language teachers in Empowering Writers		Special Services, Greg Gibson	Student writing advancing on the TELPAS results				
	Funding Sources: District Budget						
3) Purchase Empowering Writers for all 3rd and 4th grade, Dual Language, and ESL teachers		Kerry Gain, Dr. Beverly Burr, Teresa Warren	Writing scores improve on TELPAS and STAAR				
	Funding Sources: Title 2 - \$7000.00						
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 8:** 60% of the students in grades K-2 taking TELPAS Writing will score Advanced or Advanced High.


**Summative Evaluation:** TELPAS Writing scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Implement a WISD Writing Accountability plan to ensure monitoring of writing of ELL students.		Special Services Department	Student writing advancing on the TELPAS rubric throughout the year.				
2) Provide staff development on Writing to Wylie ISD dual language and ESL teachers.		Special Services	TELPAS scores, students scoring Advanced or Advanced High				
Funding Sources: Title 2 - \$7000.00							
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 9:** The Response to Intervention process in Wylie ISD will be reviewed and enhanced with additional strategies that will allow teachers to impact student achievement.

**Summative Evaluation:** Completed document, STAAR/EOC results


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Utilize Dr. Andrea Ogonosky as a consultant to work with the district to improve Response to Intervention process at the district and campus level and to provide staff development on RtI.		Dr. Beverly Burr, Belinda Feuerbacher	Response to Intervention manual is revised, staff development is delivered to administrators.				
Funding Sources: Title 2 - \$9000.00							
							



**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs


**Performance Objective 10:** Implement parent involvement activities at Akin, Hartman, Birmingham, and Groves Elementary

**Summative Evaluation:** Program activities, parent attendance

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Activities designed and implemented to promote parent involvement	6	Principals at Akin, Hartman, Birmingham, and Groves Elementary; Special Services	Parent attendance/involvement at designated activities				
Funding Sources: Title I - \$5750.00							
							


**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 11:** Implement Speed 21 Instructional Technology Pilot in 48 teacher classrooms

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide necessary professional development to support Speed 21 Pilot teachers.		Staff Development					
2) Support and monitor implementation of Speed 21 lesson development.		Staff Development, Campus Pilot teachers					
3) Complete Year 1 program evaluation and modify and adjust to expand into more teacher classrooms.		Staff Development, Technology					
							


**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 12:** Implement Project Based Learning (PBL) theory at the Intermediate campuses to include at least two projects per semester in each of the core content areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Design and facilitate summer PBL Institute		Staff Development, Campus administration, teacher leaders					
2) Participate in campus Critical Friends protocols to support project implementation		C&I Staff					
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs


**Performance Objective 13:** Ensure that a quality, comprehensive curriculum exists that accurately depicts, teaches and evaluates the Texas Essential Knowledge and Skills (TEKS)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Form Curriculum Writing team to write K-12 Visual Arts Curriculum		Lipe	Meeting agendas and notes. Curriculum documents				
Funding Sources: District Budget							
2) Embed selected new math TEKS in TRS		C&I					
3) Implement Scott & White, "Wellness and Sexual Health" curriculum at grades 6 & 7 as well high school health.		C&I, Health Services Coordinator, Science and Health teachers					
4) Develop scope and sequence documents for selected CTE courses.		Director of Academic and Career Connections, CTE Coordinator, teachers					
5) Continue to utilize Campus Capacity Team model to evaluate effectiveness of TRS and make necessary adjustments.		Director of Curriculum, Campus Capacity team members, Learning Specialists					
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 14:** Increase the Special Education STAAR participation rate to 50% or greater, reduce the STAAR-Modified Participation rate to 20% or lower, and keep the STAAR-Alternate participation rate below 10%.


**Summative Evaluation:** PBMAS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide additional training on participation requirements for STAAR Modified and STAAR Alternate.		Campus principals, Special Education	PBMAS				
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 15:** Increase the number of special education students in instructional settings 40 or 41: ages 3-5 to 16%, ages 6-11 to 40%, ages 12-21 to 65.0%.


**Summative Evaluation:** On going PEIMS data validations

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Utilize dually certified Pre-Kindergarten teachers to provide inclusion services in PK setting.		Campus principal, special education	Increase in number of students receiving support in LRE.				
2) Consider inclusion support for students transitioning from PPCD/LEAP to Kindergarten.		Special Education	Increase in number of students receiving support in LRE.				
3) Training on utilizing instructional accommodations in general education setting so students are more successful in general curriculum.		Special Education	Increase in number of students receiving support in LRE.				
Funding Sources: Special Education Funds - \$1000.00							
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 16:** Increase participation in Advanced Academic courses such as pre-AP, AP, and dual credit.


**Summative Evaluation:** Course enrollment numbers

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Through course enrollment process guide and encourage students towards selecting appropriate advanced courses.		Counselors, administrators, teachers	increased course enrollment numbers				
2) Offer additional opportunities for parents to review and learn about course offerings in advanced academics.		District administration, Counselors, administrators, Advanced Academics teachers	Meetings schedules, sign in sheets, agendas				
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 17:** Increase Advanced Academics offerings in elementary and intermediate school.


**Summative Evaluation:** Course offerings guide, course enrollment numbers

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Monitor implementation of new advanced clusters in 2nd-4th grade.		District and campus administrators	Walk-through data				
2) Monitor implementation of new advanced course offerings in ELAR and science at 5th and 6th grade.		District and campus administrators	Walk-through data				
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 18:** Identify all nineteen campuses as model PLC schools and obtain goal of Model PLC district


**Summative Evaluation:** PLC Model School Rubric, PLC agendas, master schedules and campus visits

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Establish and implement district PLC fundamental elements and PLC essential components		C&I, Principals					
2) Provide ongoing training, support and monitoring for PLCs		C&I, Learning Specialists	Staff Development records, agendas, PLC documents				
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 19:** Provide the Alpha Phonics program for identified dyslexic students

**Summative Evaluation:** Students qualifying for services, progress being made, STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide dyslexia services on all campuses.		Special Services Department	Students completing program, STAAR results				
Funding Sources: Compensatory Ed - \$815006.55							
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs


**Performance Objective 20:** Provide campus funding through State Compensatory Education funds for identified At Risk students to impact their academic achievement.

**Summative Evaluation:** STAAR and EOC results

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 21:** Hire 100% highly qualified personnel to serve students in Wylie ISD.

**Summative Evaluation:** Highly Qualified teacher report submitted to T.E.A.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide personnel unit in Human Resources to work with hiring, training, and compliance of highly qualified personnel.	3	Human Resources, Special Services, Principals	Highly Qualified compliance report submitted to T.E.A.				
Funding Sources: Title 1 - \$71567.00							
							



**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 22:** Provide campus Title I funds to be used for high-quality and ongoing professional development for teachers, principals, and paraprofessionals, and, if appropriate, student services personnel, parents, and other staff.


**Summative Evaluation:** Staff development records and sign in sheets

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide funds at campuses to support staff development initiatives.	4	Campus Principals, Special Services	Sign in sheets, agendas				
		Funding Sources: Title I					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 23:** Implement strategies to attract highly qualified teachers


**Summative Evaluation:** Percent of highly qualified teachers as reported to T.E.A.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide the expectation and incentives that all WISD teachers will be highly qualified.	5	Human Resources, Principals, Special Services	Percent of highly qualified teachers as reported to T.E.A.				
Funding Sources: District Budget							
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 24:** Provide funds to Title I campuses to increase parental involvement

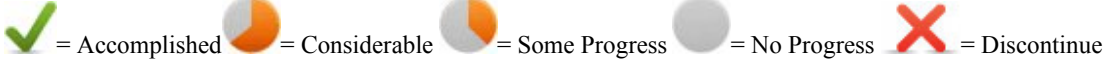
**Summative Evaluation:** Parent involvement activities conducted, parents attending

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Allocate parental involvement funds to Hartman, Akin, Groves, and Birmingham Elementaries	6	Campus Principal, Special Services	Parent involvement activities held, parents attending				
Funding Sources: Title 1 - \$5750.00							
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 25:** Assist preschool children in the transition from early childhood programs to elementary school programs


**Summative Evaluation:** Students attending preschool, transition activities conducted

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Hartman Elementary will conduct transition activities and implement Frog Street Curriculum and assessments	7	Campus Principal, Special Services	Transition activities conducted, implementation of Frog Street Curriculum and assessments				
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 26:** Include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

**Summative Evaluation:** PLC agendas, RtI meetings

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Campuses will conduct weekly PLC meetings to review student data, plan for instruction, and identify students in need of intervention	8	Campus Principals, C&I Department	Students being served through interventions				
Funding Sources: District Budget - \$0.00							
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 27:** Title I campuses will provide activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

**Summative Evaluation:** Students being served through interventions, STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Campuses have built in intervention time for Response to Intervention and students are provided additional instruction to help them master the proficient or advanced levels of academic achievement standards.	9	Campus Principals, Teachers, C&I Department	Student progress as demonstrated on progress monitoring instrument, master schedule				
	Funding Sources: Title 1 - \$73262.00						

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 28:** Title I campuses will coordinate and integrate federal, state and local services and programs.


**Summative Evaluation:** Programs offered at Title I campuses

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Title I campuses will use all funding sources to upgrade the schoolwide program for all students.	10	Campus Principals, C&I Division	STAAR results				
	Funding Sources: Title 1 - \$575260.00						

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 29:** Comprehensive needs assessment is conducted on each Title I campus.


**Summative Evaluation:** Completed needs assessment as evidenced in CIP

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Each Title I campus will prepare a comprehensive needs assessment to determine priority needs and direction for the school.	1	Campus Principals, Special Services	Completed needs assessments with plan written for identified priorities.				
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 30:** 100% of identified gifted and talented (GT) students will pass all STAAR assessments and 70% will achieve Level III Advanced.


**Summative Evaluation:** STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) On-going monitoring of GT student performance on unit assessment data		C & I GT staff, teachers, administrators					
2) Data analysis (of GT student data) by standard for targeted intervention and standard mastery		teachers, administrators, C & I GT staff					
							

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 31:** Provide quality gifted and talented (GT) services to all identified students.

**Summative Evaluation:** Annual review

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Monitor elementary pull-out model and student success		C&I GT staff, administrators					
2) Ensure compliance with professional development requirements for all teachers providing GT services to identified students		C & I GT and staff development staff, HR, administrators					
3) Evaluate 5th-12th GT curriculum and adjust accordingly		C & I GT staff, teachers, administrators					
							


**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 32:** All students will have participated in the required balanced health and wellness activities designed to increase physical activity, overall strength and fitness, coordination, balance, and agility.

**Goal 3: Attract, retain, and value a quality staff**

**Performance Objective 1:** Provide stipends to ESL and Dual Language Teachers to attract highly qualified professionals **Summative Evaluation:**

100% highly qualified teachers

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Provide \$1,500 ESL stipend and a \$3,000 Dual Language stipend		Special Services, Human Resources	100% highly qualified ESL and Dual Language teaching staff				
Funding Sources: District Budget							
							


**Goal 3:** Attract, retain, and value a quality staff

**Performance Objective 2:** Provide professional development based on need identified by Title I campuses.

**Summative Evaluation:** Professional development offered, professionals attending

**Goal 3:** Attract, retain, and value a quality staff

**Performance Objective 3:** Provide employees tools, training and equipment necessary to do their jobs effectively.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Ensure all district science teachers are in compliance with state required safety training.		C&I, Learning Specialists					
2) Design and deliver content specific professional learning aligned with district identified needs.		C&I, Learning Specialists, Principals					
3) Purchase Empowering Writers instructional strategy resources and train all elementary writing teachers.		Special Services, C&I, ELAR Learning Specialists					
Funding Sources: Title 2							
							



**Goal 3:** Attract, retain, and value a quality staff

**Performance Objective 4:** Develop an administrative leadership academy to develop future principals.

**Goal 4: Manage growth in a way that ensures functional equity Performance Objective 1:** Reduce Special Education representation to 8.5% or

lower **Summative Evaluation:** On-going PEIMS data validation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Utilize universal screening data in the RtI process to progress monitor to determine students in need of special education referral.		Campus principals, teachers	Reduction in students identified for Special Education				

**Goal 4:** Manage growth in a way that ensures functional equity

**Performance Objective 2:** Reduce LEP representation in Special Education so difference between all LEP and Special Education LEP is 1.0 or less.

**Summative Evaluation:** On-going PEIMS data validation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Utilize RtI process to monitor progress of LEP population to determine students in need of special education referral.		Campus principals, teachers	Reduction in LEP students identified for Special Education				

**Goal 4:** Manage growth in a way that ensures functional equity

**Performance Objective 3:** Update, review and revise master facilities plan on an annual basis to ensure that every campus is provided functional equity.

**Goal 4:** Manage growth in a way that ensures functional equity

**Performance Objective 4:** Approach any campus demographic zone change with a long term approach in a transparent and open minded way.

**Goal 4:** Manage growth in a way that ensures functional equity

**Performance Objective 5:** Approach future bond proposals with the idea of maintaining current I&S tax rate with eventual goal of decreasing this rate.






**Goal 4:** Manage growth in a way that ensures functional equity

**Performance Objective 6:** Optimize bond proposals to include campus infrastructure updates for the next 10 years.

**Goal 5: Prepare students for a successful life beyond high school**

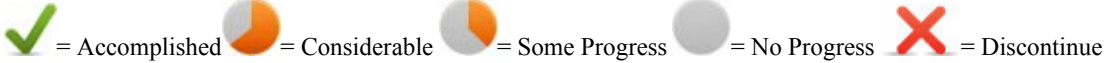
**Performance Objective 1:** Explore opportunities to expand Project Based Learning (PBL) theory at the 7-12 grade level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Discuss PBL essential elements with local STEM teachers and 7-12 administrators		C&I Staff					
2) Develop plan to provide PBL training and support for 7-12 STEM teachers and administrators.		Staff Development, 7-12 Campuses					

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

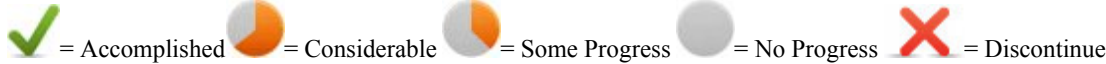
**Goal 5:** Prepare students for a successful life beyond high school

**Performance Objective 2:** Increase the percentage of Special Education students earning a recommended or distinguished diploma to 20% or higher. **Summative Evaluation:** Graduation data, PBMAS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Begin transition planning at 8th grade so students and parents are aware of graduation requirements for each graduation plan.		Counselors Special Education Staff	Higher number of students on recommended/distinguished graduation plans				
							


**Goal 5:** Prepare students for a successful life beyond high school

**Performance Objective 3:** Develop, promote, and educate K-12 students in career opportunities through Career Technology Education, post-secondary (associates/bachelors), and other professional certification programs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Utilize Texas Workforce data to develop and promote high wage/high need career list.		Director of Academic and Career Connections	List of careers.				
2) Students will declare a career and personal graduation plan by the end of their 8th grade year.		Director of Academic and Career Connection, Junior High Principals	Documented personal graduation plans at campus.				
3) Provide technical dual credit and increase certifications opportunities for high school students		Director of Academic and Career Connections	Technical dual credit course offerings, total certifications				
							

**Goal 5:** Prepare students for a successful life beyond high school

**Performance Objective 4:** Develop industry partnerships to promote high need and high wage regional career opportunities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Develop higher education and regional industry partnerships to align course offerings and curriculum		Director of Academic and Career Connections	Industry partnerships, completed pathways				
							

**Goal 6: Celebrate our Excellence**

**Performance Objective 1:** Position Wylie ISD as a "Destination District" through a comprehensive branding campaign to position the district as an equal competitor to its neighboring districts

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Create pages that better serve all our customer's needs. Incorporate a new district logo and marketing materials.		Ian Halperin, Doug Bellamy	Fewer complaints and customer calls. Reduced click through visits.				


**Goal 6: Celebrate our Excellence**

**Performance Objective 2:** Evaluate district employee banquets (Galaxy Awards, ToY Banquet)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Look at combining TOY with Galaxy and not use Chamber banquet. Move TOY judging.		Communications Department, Superintendent's office	Higher attendance at the events, feel good about attending.				


**Goal 6:** Celebrate our Excellence

**Performance Objective 3:** Improve attendance at CLAAS sessions and provide post-program opportunities for participants (Advocates)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Increase the “L” and “A”: leaders and advocates. Revamp session topic, host event for all CLAAS grads		Communications Dept	Increased participation				
							

**Goal 6:** Celebrate our Excellence

**Performance Objective 4:** Promote and celebrate Wylie Way character education activities and stakeholder participation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	June	Aug
1) Promote Wylie Way activities through Facebook, Twitter, and district website.		Director of Academic and Career Connections.	Wylie Way action and feedback forms, social media pages				
							

**Goal 6:** Celebrate our Excellence

**Performance Objective 5:** Create and deploy and marketing plan that comprehensively, proactively and intentionally promotes WISD to perspective families.

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199E11611800104024000	6118 Extra Duty Stipend - Locally Defined	\$2,100,494.74
<b>6100 Subtotal:</b>		<b>\$2,100,494.74</b>
<b>6200 Professional and Contracted Services</b>		
District Budget	6217 Professional Services - Locally Defined	\$0.00
<b>6200 Subtotal:</b>		<b>\$0.00</b>
<b>6300 Supplies and Services</b>		
199E11632900102024033	6329 Reading Materials	\$100.00
199E11632900103024033	6329 Reading Materials	\$25.00
199E11632900105024033	6329 Reading Materials	\$100.00
199E11632900107024033	6329 Reading Materials	\$85.00
199E13632900102024033	6329 Reading Materials	\$300.00
199E11632900001024033	6329 Reading Materials	\$25.00
199E11632900003024033	6329 Reading Materials	\$25.00
199E11632900041024033	6329 Reading Materials	\$100.00
199E11632900042024033	6329 Reading Materials	\$170.00
199E11632900043024033	6329 Reading Materials	\$100.00
199E11632900044024033	6329 Reading Materials	\$250.00
199E11632900045024033	6329 Reading Materials	\$100.00
199E11632900046024033	6329 Reading Materials	\$95.00
199E11632900101024033	6329 Reading Materials	\$436.00

199E11633900104024033	6339 Testing Materials	\$250.00
199E11633900105024033	6339 Testing Materials	\$694.00
199E11633900106024033	6339 Testing Materials	\$150.00
199E11633900107024033	6339 Testing Materials	\$300.00
199E11633900108024033	6339 Testing Materials	\$600.00
199E11633900001024033	6339 Testing Materials	\$100.00
199E11633900109*024033	6339 Testing Materials	\$225.00
199E11633900003024033	6339 Testing Materials	\$100.00
199E11633900110024033	6339 Testing Materials	\$200.00
199E11633900041024033	6339 Testing Materials	\$315.00
199E11633900042024033	6339 Testing Materials	\$210.00
199E11633900043024033	6339 Testing Materials	\$200.00
199E11633900044024033	6339 Testing Materials	\$250.00
199E11633900045024033	6339 Testing Materials	\$400.00
199E11633900046024033	6339 Testing Materials	\$100.00
199E11633900101024033	6339 Testing Materials	\$314.00
199E11633900102024033	6339 Testing Materials	\$285.00
199E11633900103024033	6339 Testing Materials	\$255.00
199E11633900102024033	6398 Computer Supplies/Software - Locally Defined	\$400.00
199E11633900103024033	6398 Computer Supplies/Software - Locally Defined	\$595.00
199E11633900104024033	6398 Computer Supplies/Software - Locally Defined	\$1,200.00
199E11633900105024033	6398 Computer Supplies/Software - Locally Defined	\$306.00
199E11633900106024033	6398 Computer Supplies/Software - Locally Defined	\$400.00
199E116339001072024033	6398 Computer Supplies/Software - Locally Defined	\$465.00
199E116339001082024033	6398 Computer Supplies/Software - Locally Defined	\$600.00
199E11633900001024033	6398 Computer Supplies/Software - Locally Defined	\$100.00
199E11633900109024033	6398 Computer Supplies/Software - Locally Defined	\$625.00
199E116339000032024033	6398 Computer Supplies/Software - Locally Defined	\$100.00



199E116339001102024033	6398 Computer Supplies/Software - Locally Defined	\$250.00
199E11633900041024033	6398 Computer Supplies/Software - Locally Defined	\$500.00
199E11633900042024033	6398 Computer Supplies/Software - Locally Defined	\$260.00
199E116339000432024033	6398 Computer Supplies/Software - Locally Defined	\$300.00
199E11633900044024033	6398 Computer Supplies/Software - Locally Defined	\$750.00
199E11633900045024033	6398 Computer Supplies/Software - Locally Defined	\$100.00
199E11633900046024033	6398 Computer Supplies/Software - Locally Defined	\$332.00
199E116339001012024033	6398 Computer Supplies/Software - Locally Defined	\$400.00
<b>6300 Subtotal:</b>		<b>\$14,542.00</b>
<b>6400 Other Operating Costs</b>		
199E11633900102024033	6411 Employee Travel	\$150.00
199E11633900103024033	6411 Employee Travel	\$150.00
199E11633900106024033	6411 Employee Travel	\$700.00
199E11633900107024033	6411 Employee Travel	\$150.00
199E11633900108024033	6411 Employee Travel	\$150.00
199E11633900109024033	6411 Employee Travel	\$150.00
199E11633900110024033	6411 Employee Travel	\$150.00
199E11633900001024033	6411 Employee Travel	\$75.00
199E11633900003024033	6411 Employee Travel	\$75.00
199E11633900041024033	6411 Employee Travel	\$150.00
199E11633900042024033	6411 Employee Travel	\$200.00
199E11633900045024033	6411 Employee Travel	\$75.00
199E11633900046024033	6411 Employee Travel	\$120.00
199E11633900101024033	6411 Employee Travel	\$150.00
<b>6400 Subtotal:</b>		<b>\$2,445.00</b>

**Personnel for District Improvement Plan:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Despain	Teacher	Achieve/Choice	1
Allyson Palmer	Teacher	Alpha Phonics	1
Amie Adkins	Teacher	Achieve/Choice	1
Ashley Doyle	Counselor	Achieve/Choice	1
Christy Hansen	Paraprofessional	Alpha Phonics	1
Corinne Houghton	Teacher	Alpha Phonics	1
Cynthia Hipes	Teacher	Alpha Phonics	1
D'Anne Mosby	Teacher	Achieve/Choice	1
Danna Ross	Teacher	Achieve/Choice	1
Debra Deshaw	Teacher	Alpha Phonics	1
Debra Sawtelle	Teacher	Alpha Phonics	1
Dorelyn Martin	Teacher	Alpha Phonics	1
Edgar Brown	Paraprofessional	Achieve/Choice	1
Evelin Escobar	Custodian	Achieve/Choice	1
Felicitas Rivera	Teacher	Alpha Phonics	1
Heather Outlaw	Teacher	Alpha Phonics	1
Jeff Berry	Teacher	Achieve/Choice	1
Jennie Campbell	Teacher	Alpha Phonics	1
Jennifer Jackson	Teacher	Achieve/Choice	1
Jessica Badgett	Teacher	Alpha Phonics	1
John Stroud	Teacher	Achieve/Choice	1
Karen Bruton	Teacher	Alpha Phonics	1
Karla Clemons	Paraprofessional	Achieve/Choice	1
Katherine Dowdy	Teacher	Achieve/Choice	1

Lanaye Reid	Teacher	Alpha Phonics	1
Lynne Tinsley	Principal	Achieve/Choice	1
Maria Lopez	Custodiaqn	Achieve/Choice	1
Mary Langdon	Teacher	Alpha Phonics	1
Molly White	Teacher	Alpha Phonics	1
Nakia Hopps	Teacher	Achieve/Choice	1
Rhonda Burton	Registrar	Achieve/Choice	1
Ruth Wharton	Paraprofessional	Achieve/Choice	1
Sharon Jones	Teacher	Alpha Phonics	1
Stacy Klem	Secretary	Achieve/Choice	1
Sue Wilson	Teacher	Achieve/Choice	1
Tiffany Tidwell	Teacher	Achieve/Choice	1

# Title I

## Schoolwide Program Plan

Wylie ISD implements a schoolwide program at Hartman Elementary, Birmingham Elementary, Groves Elementary, and Akin Elementary. Each campus uses their ESEA, Title I, Part A funds to upgrade the entire school program for all participants and to supplement the local funding by implementing a schoolwide program as authorized under the provisions of Public Law 107-110, Section 114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The site-based decision-making committee on each campus conducted a Comprehensive Needs Assessment (CNA) to determine the strengths and needs of students, staff, parental involvement, community involvement, and facilities before deciding how to use the local, state, and federal resources available. Each of the schoolwide campuses examines multiple sources of data to identify the priority needs and direction for the school. The CNA process provides the schools with identified strengths and weakness and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. The campuses focus on several areas which include demographics, student achievement, staff quality, curriculum, instruction and assessment, school organization and technology.

### 2: Schoolwide Reform Strategies

Data is being used to drive the decision making process at all campuses to identify student needs and support. Researched based instructional materials and strategies are being implemented to enhance student achievement. Campus principals meet periodically with central office personnel to discuss the progress of identified students in need and their interventions; progress monitoring data; district and campus assessment data; and what their "next steps" are to impact student achievement.

### 3: Instruction by highly qualified professional teachers

All campuses are presently 100% highly qualified. Title I instructional facilitators are provided to support classroom teachers and provide interventions for students.

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Professional development is provided based on needs as identified by Title I campuses during the Comprehensive Needs Assessment process. Professional development is on-going and is designed to build on teacher skill and student success.

**5: Strategies to attract highly qualified teachers**

A highly qualified and highly trained staff is a key component to student success. Strategies to attract highly qualified teachers involve providing a job fair as well as attending job fairs at colleges, a mentoring program, high quality professional development which offers on-going and training programs which are place for new hires for both teachers and instructional paraprofessionals.

**6: Strategies to increase parental involvement**

Strategies to increase parental involvement include school information presented in a language format they can understand in the appropriate languages. Parents are also included in the development of the parental involvement policy and school-compact. Input from parents is sought readily. Parents are provided with academic information, the opportunity to attend face to face conferences, a district-wide newsletter entitled Wylie Community News (WCN), and the annual Title I meeting, as required in the guidance. All campuses have parent/teacher organizations and encourage and solicit volunteers in the schools. Each campus strives to place an emphasis on greater parent involvement.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

The district does operate a prekindergarten program which is aligned to the curricula and goals for kindergarten. The curriculum is accordance to the Texas Prekindergarten guidelines which is offers meaningful content such as social studies and science. Additionally, the program is systematic in its focus on cognitive skills, including language development, early reading, writing skills and math which are all necessary as students transition to the elementary school program. Instruction is presented in an intentional manner with regard to individual student needs, small groups, and large group activities. Progress monitoring is on-going and is intended to meet the individual needs of the student and to assist in the identification of student requiring special help.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers meet weekly in Professional Learning Communities to disaggregate data, plan, review student needs based on data, discuss instruction, and plan the use of instructional strategies to meet the needs of students. Vertical and horizontal meetings take place to align curricular standards and identify any needs for additional instruction based on identified gaps as revealed by data.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

All campuses have built in intervention time for Response to Intervention (RtI) and students are provided additional instruction to help them master the proficient or advanced levels of academic achievement standards.

**10: Coordination and integration of federal, state and local services and programs**

All funds are coordinated to upgrade the educational program of the schoolwide campus.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Cortez	Instructional Facilitator	Title I	1
Kara Broyles	Instructional Facilitator	Title I	1
Kathy Hammond	Instructional Facilitator	Title I	1
Kristi Pendergrass	Instructional Facilitator	Title I	1

## District Funding Summary

<b>District Budget</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1			\$0
2	2	1			\$0
2	3	2	SIOP strategy books		\$5,187
2	5	1	Dual Language/ESL Retreat		\$0
2	6	1	Dual Language/ESL Retreat		\$0
2	6	2	STAAR, EOC, and TELPAS results		\$5,507
2	7	1	Writing Accountability Plan		\$0
2	7	2	Empowering Writers manuals		\$0
2	13	1	Art Curriculum Consultant		\$0
2	23	1	Salary package, district training opportunities		\$0
2	26	1	District and campus data		\$0
3	1	1	Stipend Funds		\$0
<b>Sub-Total</b>					\$10,695
<b>Compensatory Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	19	1	Teachers, materials		\$815,007
<b>Sub-Total</b>					\$815,007
<b>Title 3</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	6	3	Funded positions		\$87,982
<b>Sub-Total</b>					\$87,982
<b>Title 1</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Funding for identified needs		\$5,752

2	10	1	Parent Involvement Funds		\$5,750
2	21	1	District Salary		\$71,567
2	22	1			\$0
2	24	1			\$5,750
2	27	1	time during the school day, assessment instruments, instructional resources		\$73,262
2	28	1	funding		\$575,260
<b>Sub-Total</b>					\$737,341
<b>Special Education Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	4	2	Writing Software		\$0
2	15	3	Professional Development		\$1,000
<b>Sub-Total</b>					\$1,000
<b>Title 2</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	4			\$4,500
2	5	2	Manuals, Greg Gibson to train		\$8,188
2	7	3	Empowering Writers books and training		\$7,000
2	8	2	Empowering Writers, Greg Gibson to train		\$7,000
2	9	1	Consultant		\$9,000
3	3	3			\$0
<b>Sub-Total</b>					\$35,688
<b>Grand Total</b>					\$1,687,713



# Budget Policies & Development Procedures (Cont.)

Table 37

<p style="text-align: center;"><b>IMPLEMENTATION OF STRATEGIC GOALS &amp; OBJECTIVES 2014-2015</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instill Community &amp; Ethical Values in Our Students</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ensure Academy Achievement</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Attract, Retain, and Value a Quality Staff</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Manage Growth</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prepare Students</p>
<p style="text-align: center;"><b>ORGANIZATION NUMBER/NAME</b></p>	<p style="text-align: center;"><b>Goal 1</b></p>	<p style="text-align: center;"><b>Goal 2</b></p>	<p style="text-align: center;"><b>Goal 3</b></p>	<p style="text-align: center;"><b>Goal 4</b></p>	<p style="text-align: center;"><b>Goal 5</b></p>
001-110—CAMPUSES	√	√	√	√	√
699—SUMMER SCHOOL		√			√
701—SUPERINTENDENT OFFICE	√	√	√	√	√
702—BOARD MEMBERS	√	√	√	√	√
703—TAX OFFICE				√	
726—FINANCE DIVISION				√	
727—HUMAN RESOURCES AND STUDENT SERVICES	√		√	√	
801—TECHNOLOGY DEPARTMENT				√	
802—ASST. SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION	√	√			√
803—COMMUNITY RELATIONS	√	√			
804—STAFF DEVELOPMENT		√	√		
805—CURRICULUM DEPARTMENT	√	√		√	√
806—SPECIAL EDUCATION DEPARTMENT	√	√		√	√
807—FINE ARTS DEPARTMENT	√	√		√	√
808—SPECIAL SERVICES DEPARTMENT	√	√		√	√
809—ACADEMIC AND CAREER CONNECTIONS	√	√		√	√
810—GT AND ADVANCED ACADEMICS	√	√		√	√
873—ATHLETIC DEPARTMENT	√	√		√	√
935—TRANSPORTATION DEPARTMENT				√	
936—MAINTENANCE AND CUSTODIAL DEPARTMNET				√	
937—HEALTH SERVICES					√
938—STUDENT NUTRITION				√	
939—ENERGY MANAGEMENT				√	

# **Budget Policies & Development Procedures (Cont.)**

## **The Budget Process**

The budgeting process is comprised of three major phases: Planning, Preparation and Evaluation.

The budgetary process begins with sound planning. Planning defines the goals and objectives of campuses; the school district develops programs to attain those goals and objectives. Once these programs and plans have been established, budgetary resource allocations are made to support them. Budgetary resource allocations are the preparation phase of budgeting. The allocations cannot be made, however, until plans and programs have been established.

The budget is evaluated for its effectiveness in attaining goals and objectives. Evaluation typically involves an examination of how funds were expended, what outcomes resulted from the expenditure of funds, and to what degree these outcomes achieved the objectives stated during the planning phase. This evaluation phase is important in determining the following year's budgetary allocations. In summary, budget preparation is not a one-time exercise to determine how a school district will allocate funds. Rather, school district budget preparation is part of a continuous cycle of planning and evaluation to achieve district goals.

The budget process emphasizes accountability. As a general rule, the designated campus employee who has been given the authority to initiate expenditure decisions is the one who should budget for the expenditure.

The District's Finance Department prepares preliminary revenue estimates by January of each year. Based on these revenue assumptions, the campuses receive allotments per student differentiated between secondary and elementary levels. These allotments are multiplied by the projected enrollments to generate a budget sum for each campus. The campus administrator prepares a detailed budget based on specific goals and objectives. The allotment is designed to cover non-payroll related expenses.

Staffing requests and salary and benefit increases are calculated at the central office level by March of each year. The review process for new staff is contingent upon projected enrollment growth. Since payroll-related costs comprise approximately 85% of the District's operational budget, careful consideration is given to each request for both instructional and non-instructional positions.

Budgets for non-campus organizations are determined on a justified need basis. These budgets are reviewed by the respective leadership team member.

## Budget Policies & Development Procedures (Cont.)

### The Budget Process (cont.)

The Chief Financial Officer is responsible for compiling all pertinent budget data and projections. This includes estimates of state funding, taxable values, tax rates, and projected utility costs.

Capital improvements are budgeted on a project basis spanning multiple years. Bond proceeds and related interest are accounted for in separate funds for the construction and equipping of school facilities, to purchase school sites, and to renovate or repair existing facilities. The Board of Trustees does not formally adopt the capital project funds on an annual basis.

Each major construction contract is approved based on existing availability of bond proceeds. However, the impact of capital project fund budgets must be considered during the annual budgets for all other funds. Future operating costs (staffing, utilities, custodial services, etc.) associated with capital improvements and new facilities must be projected and included in the general fund budget. Repayment of bonds issued for capital projects must be included in the debt service fund projections.



# Budget Policies & Development Procedures (Cont.)

**Table 38**

## Budget Calendar 2014-15 Fiscal Year

December 2013	Meet with Superintendent and Senior Executive Staff to discuss budget process for 2014-15.
January 20, 2014	<b>REGULAR BOARD MEETING</b> Discuss events on budget calendar, budget priorities, and budget considerations for 2014-15.
January 2014	Projected enrollment figures developed and ready for use in budget preparation.
February 18, 2014	<b>MONTHLY STAFF MEETING</b> Distribution of budget packets. Discuss per pupil allocations, specific budget needs, and mechanics of budgeting.
February 18, 2014	<b>SECRETARIES MEETING</b> Distribution of budget packets. Discuss per pupil allocations, specific budget needs, and mechanics of budgeting.
February 28, 2014	Special requests due to Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Human Resources and Student Services, Chief Financial Officer, Chief Information Officer, Executive Director of Operations and Superintendent where applicable.
March 7, 2014	Budgets due to Finance Division
March 10, 2014	<b>SPRING BREAK</b> through March 14
March 2014	Staffing allocations released to principals.
March - April 2014	Review campus and department budgets. Develop payroll budgets.

## Budget Calendar 2014-15 School Year (cont.)

April 4, 2014	<p><b>First draft of Budget complete.</b> Revenue budgets developed based on estimated property values. Expenditure estimates based on submitted requests including staffing changes and salary adjustments.</p>
April 30, 2014	Chief Appraiser certifies an estimate of taxable value
April - June 2014	Schedule meetings and review budget with the Board of Trustees.
June 4, 2014	<p>Publish <i>"NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE"</i> (must be at least 10 days prior to public meeting).</p>
June 16, 2014	Post Notice for hearing and adoption of budget.
June 16, 2014	<p><b>REGULAR BOARD MEETING</b> Public hearing on 2014-15 Budget. Adopt 2014-15 Budget.</p>
July 25, 2014	<p><b>FOR INFORMATION ONLY</b> District receives certified appraisal roll. Adjust revenue projections.</p>
August 6, 2014	<p>Publish <i>"NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE"</i> (if proposed tax rate is higher than previously published) (must be at least 10 days prior to public meeting).</p>
August 13, 2014	Post Notice for hearing and adoption of tax rate.
August 18, 2014	<p><b>REGULAR BOARD MEETING</b> Public hearing on 2014-15 Tax Rate. (if proposed tax rate is higher than previously published) Adopt 2014-15 Tax Rate. (Must adopt by component, i.e. M&amp;O and I&amp;S).</p>

# Budget Administration & Management Process

Following the budget adoption, the process of administering and managing the budget begins. The process is ongoing throughout the fiscal year to ensure that accounts do not exceed authorized amounts and that they are used for the intended proper and legal uses.

## Expenditure Control and Approval

Wylie ISD uses a 20-digit detailed account code called a line item. This code is segmented into fund, function, object, sub-object, organization, fiscal year, program intent and a local option use code. Organization codes are considered cost centers and have corresponding designated personnel assigned to each. There are exceptions to this rule. If a designated personnel has district-wide responsibility, some costs are allocated to line items with multiple organization codes.

Each designated personnel is authorized to approve expenditures for the funds within their budgets. The District uses the Skyward Financial Software system to account for these funds. This system monitors line items to ensure that account balances are not exceeded. Designated personnel may amend their budgets within the same functional level. For instance, supply funds for various grade levels may be redistributed based on the designated personnel's approval since they are all under the same functional category.

## Purchasing

The District's Purchasing Department is responsible for all formal sealed bids and competitive sealed proposals. All District contracts, except contracts for the purchase of produce valued at \$50,000 or more in the aggregate for each 12-month period, are made by the method that provides the best value for the District:

1. Competitive solicitations; quotes and bids.
2. Competitive sealed proposals.
3. A request for proposals for services other than construction services.
4. A catalog purchase as provided by Government Code Chapter 2157, Subchapter B.
5. An inter-local contract.
6. The reverse auction procedure as defined by Government Code 2155.062(d).

Requests for Qualifications, Competitive Sealed Proposals and Formal Sealed Bids are advertised per Local Govt. Code 271.025.

# **Budget Administration & Management Process (Cont.)**

## **Purchasing (cont.)**

Purchase orders are required for purchases of all tangible goods. A campus/department representative enters a requisition into the accounting system. The account is automatically checked for availability of funds. If funds are available, the requisition is submitted for approval to the Campus/Department Head. If approved, the requisition is then reviewed and approved/denied/re-routed by Purchasing Department personnel. Requisitions being denied are returned to the requestor for correction. These items may then be resubmitted for approval once revised. Requisitions for technology items, computers, peripherals or software are re-routed to the Chief Information Officer for review and final approval. Once approved, requisitions are batch updated in the financial software. The funds are encumbered and accounting is updated to provide necessary budget control during the batch update process. The requisition number changes to a valid purchase order number during this process. Each purchase order can be printed by the requestor and then mailed, emailed or faxed to the appropriate vendor.

After the goods have been physically received, the recipient enters the information acknowledging receipt into the financial accounting system. The Accounts Payable Department receives the invoice and matches it to the correct purchase order number and the correct vendor. The encumbrance is then liquidated at the time of payment.

### **Purchasing Cards**

Currently, the only Purchasing Cards used in the District are store specific. Cards are assigned to each campus and placed in a secure location. Card use is requested and approved by each Principal/Department Head. A purchase order is required to utilize any of the District cards, and must be presented to the cashier at checkout. Receipts are reviewed at the campus level and received in the accounting system. If a purchase order number is not keyed at the register, it must be written on the original sales receipt prior to sending to Accounts Payable for payment. These bills are paid on a monthly basis.

## **Expense Reimbursements**

Proper documentation and verification is necessary for expenses such as travel to be reimbursed. Verification includes such things as hotel, parking, cab, shuttle and airfare receipts, conference registration forms and mileage logs detailing dates of travel, destination and number of miles traveled.

# **Budget Administration & Management Process (Cont.)**

## **Budget Amendments**

Periodic budget amendments are necessary during the course of the fiscal year to ensure that functional categories maintain a positive balance. Budget amendments are initiated by the designated campus employee or by the central District Finance Department. Board approval is required for budget amendments where funds are moved between functional categories. The District's Accounting Department designee carefully monitors the budget for improper balances throughout the year.

## **Reporting to the Texas Education Agency (TEA)**

The District submits its annual budget, student attendance information and its end-of-year financial status through a system called Public Education Information Management System (PEIMS). Transmission dates are established by TEA. The PEIMS system provides TEA and districts across the state with a wealth of demographic attendance and financial information.

## **Monthly Financial Report**

At each regular monthly Board meeting, the District's accounting staff prepares a fund by fund reporting for informational purposes. These reports are prepared showing the summary of revenues and expenditures both on a monthly and year-to-date basis. These reports also show a percentage of revenues collected and a percentage of budgets expended. In addition to these fund reports, information regarding investments are presented to the Board of Trustees on a monthly basis.

## **General Fund Reserve Policy**

The adoption of the General Fund Reserve policy by the Board of Trustees is intended to provide a guideline for the management of reserve operating funds of the District. It is the intent of the Trustees that funds shall be available for emergency needs of the District and to provide funds to be used for such purposes and such opportunities as shall arise which will benefit the District.

The policy shall be the maintenance of a minimum of one and one-half (1 1/2) months of operating funds in reserve. It is the goal of the District that, where possible, two and one-half (2 1/2) months of operating funds reserves shall be available.

The policy was formally adopted by the Board of Trustees on April 19, 2007.



# **Budget Administration & Management Process (Cont.)**

## **Guideline Criteria for the Consideration of Refunding of Outstanding Debt**

The Board of Trustees for Wylie ISD adopted criteria as a guideline for refunding outstanding bonds. These criteria are recognized as guidelines and the Trustees reserve the right to add additional criteria, delete criteria show, or modify any, or all of the criteria in making a final evaluation of any proposal.

These criteria were adopted on April 19, 2007.

### **CRITERIA FOR REFUNDING**

1. 3% or greater, Present Value Savings.
2. No increase in the debt service of the maturities refunded.
3. Preservation of future ability to manage the debt service tax rate.
4. Combine refunding and new money issues where possible.
5. District should be satisfied as to the amount of savings obtained compared to the cost of the deal.
6. Where a refunding is combined with a new money transaction, criteria number 1, above, is not required.
7. Transactions involving swaps, derivatives, or other synthetic securities are prohibited unless the Board and Administration shall have conducted additional due diligence to determine the risks involved; and shall have determined that the risks are known and acceptable.

# Internal Controls

## Cash Handling Policy

Each year, the Finance Division meets with the campus and department secretaries to discuss the district business procedures. Included in the meeting is an extensive discussion on the cash handling procedures.

District requirements for employees handling cash are as follows:

- All District Employees handling funds on behalf of Wylie ISD will be required to attend a mandatory annual training session.
- All funds collected on behalf of the Wylie ISD will adhere to all board policies referring to the collection of money.
- Each employee will be required to sign an "Acknowledgement of Responsibilities for District Wide Fund Collection Procedures" form.
- Funds collected from all sources within the District shall be receipted by the appropriate methods.
- All employees will be given a memo from the District's Chief Financial Officer concerning funds collected on behalf of Wylie ISD.
- Receipts should be issued for all collections of funds from students and staff either in the form of a receipt book or a form determined by the campus.
- All checks should be made to the campus or Wylie ISD.
- A Wylie ISD deposit form must be completed on receiving any funds collected on behalf of the district. Each form requires two signatures:
  - ◊ The sponsor or employee collecting the funds
  - ◊ Another employee that verifies the funds collected
- Funds should be deposited to the appropriate district account at the District Depository (currently Inwood National Bank) on the same day or in a timely manner described by campus/departments individual plans.
- All funds should be secured in a sealed deposit bag prior to being taken to the depository.
- Pre-printed and pre-numbered deposit slips are to be used.

## **Internal Controls (Cont.)**

- Money should be kept in secured areas (preferably a safe) of the building at all times. A secured location will be described in each campuses and/or departments individual plan.
- The pink copy of the deposit slip (with proper budget coding and a brief description) that is bank endorsed should be sent to the Finance Division ASAP.
- The yellow copy of the deposit slip should be attached to the WISD deposit form and kept in the possession of the campus.
- All checks deposited into a Wylie ISD bank account must be identified by their proper organization, group, activity, etc., on the bottom part of the check in the memo space.
- All campuses/departments will be assigned an endorsement stamp with a unique number to be used on the back of each check.
- A separate deposit slip should be used for each activity and/or fundraiser. Do not make a deposit on behalf of Wylie ISD without an official pre-printed deposit slip.
- Employees of the district shall not serve in a financial capacity of booster or other parent organizations. Financial capacity includes holding positions as treasurer, fundraising chairperson, or serving as a check signer.
- The district will not provide check cashing services to employees, students or community patrons.

The campus and department secretaries are required to have a meeting with their faculty/staff to discuss the above procedures. The district accounting office requires a copy of the sign-in sheet and the agenda from campus/department cash handling meeting and the signed "Acknowledgement of Responsibilities" form for all personnel who will handle cash during the school year.

In addition, internal controls for the following categories are all evaluated on an annual basis and reviewed by the District's auditors: Financial Reporting, Purchasing/Accounts Payable, Award Programs, Debt Service, Budget, and Investments. These documents may be reviewed upon request.

On the following page is the memorandum that every employee that handles cash receives from the Chief Financial Office each year.

## Internal Controls (Cont.)

### Memorandum

TO: All Wylie ISD Personnel

FROM: Michele Trongaard, CPA, RTSBA  
Chief Financial Officer  
Wylie I.S.D.

DATE: August 1, 2014

RE: Funds Collected on Behalf of Wylie ISD



- **ALL FUNDS** collected on behalf of the school must be deposited into an appropriate Wylie ISD bank account.
- Campus classes and/or student groups cannot require a parent to send **CASH ONLY**. This is to protect all personnel so there is never an accusation of misappropriation of funds.
- In order to issue a check to a vendor (i.e. for field trips, fundraisers, service projects, etc.), appropriate paperwork must be completed with the Finance Division.
- The local depository for Wylie ISD has been issued a directive never to cash checks made to Wylie ISD or issue money orders/cashier checks to an employee for money collected at one of our campuses and/or departments.

Thank you for your cooperation in this matter.



# Financial Section



THE WYLIE WAY



# Introduction

The Financial Section provides specific fiscal information regarding the various funds of the District. By law, the Board of Trustees must approve annual budgets for the General Fund, Student Nutrition Fund and the Debt Service Fund. These three funds are included in this section.

The Financial Section begins with the Combined Budget Summary of the General Fund, Student Nutrition Fund and Debt Service Fund. After the summary, the remaining Section provides the reader with specific information about each of the three funds named above.

In addition to these funds, Capital Projects Funds are included as information only. The budget process for the Capital Projects Funds is established at the point in time that the Board approves the sale of authorized bonds for specific projects. The Capital Projects budgets are typically multi-year budgets encompassing the entire construction period of each separate project. Separate sub-funds are created to account for each respective bond sale and unique program codes are used to track specific projects within each sub-fund.



# Combined Funds

The 2014-15 Combined Budget includes three major funds - General Fund, Debt Service Fund and Student Nutrition Fund. The total revenues and other resources for these funds are \$134,231,298 and total expenditures and other uses are \$132,438,414.

**Table 39**  
**Combined Funds**

**Combined Budget Summary: 2014-15**  
**July 1, 2014 through June 30, 2015**  
**General Fund, Debt Service Fund, & Student Nutrition Funds**

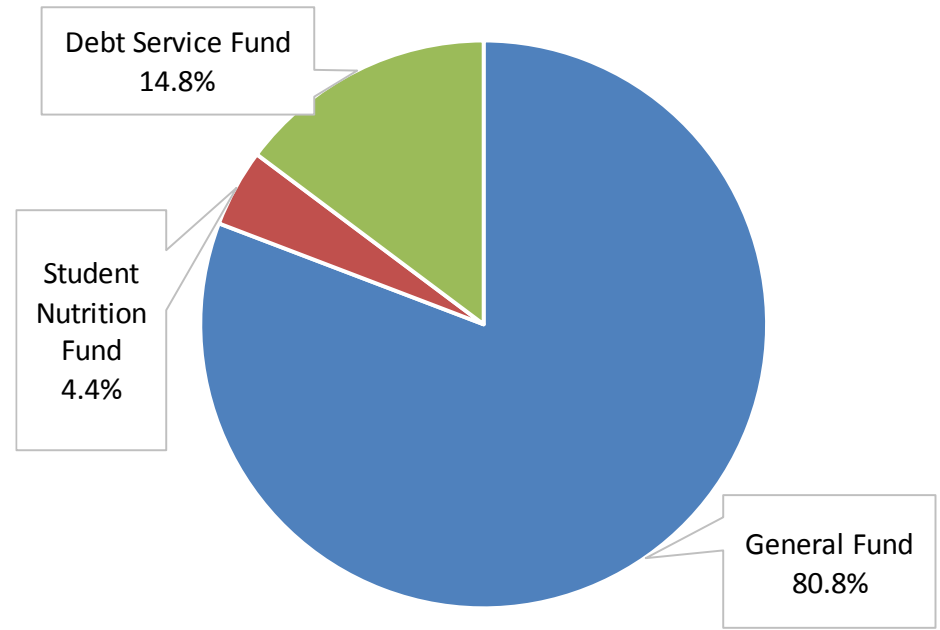
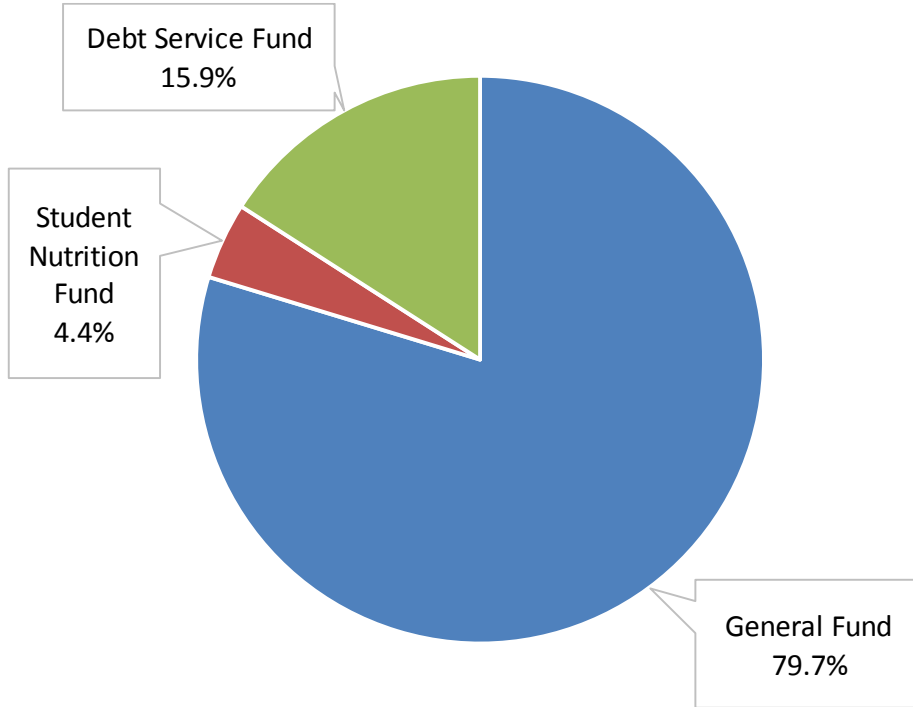
	General Fund	Debt Service	Student Nutrition	Total
<b>Revenues</b>				
5700 Local & intermediate sources	\$ 43,768,632	\$ 17,224,506	\$ 3,251,073	\$ 64,244,211
5800 State sources	62,879,384	4,144,528	120,339	67,144,251
5900 Federal sources	345,072	-	2,497,764	2,842,836
<b>Total Revenues</b>	<b>106,993,088</b>	<b>21,369,034</b>	<b>5,869,176</b>	<b>134,231,298</b>
<b>Expenditures</b>				
11 Instruction	64,734,948	-	-	64,734,948
12 Instructional resources & media	999,005	-	-	999,005
13 Staff development	2,872,579	-	-	2,872,579
21 Instructional administration	1,203,300	-	-	1,203,300
23 School administration	6,530,597	-	-	6,530,597
31 Guidance and counseling	2,696,164	-	-	2,696,164
33 Health services	1,247,180	-	-	1,247,180
34 Student transportation	4,573,791	-	-	4,573,791
35 Food services	-	-	5,606,176	5,606,176
36 Co-curricular activities	3,648,374	-	-	3,648,374
41 General administration	3,614,119	-	-	3,614,119
51 Plant maintenance & operations	12,136,703	-	262,000	12,398,703
52 Security	353,569	-	-	353,569
53 Technology	1,920,048	-	-	1,920,048
61 Community service	3,988	-	-	3,988
71 Debt service	20,723	19,577,150	-	19,597,873
81 Facilities acquisition & construction	-	-	-	-
95 JJAEP Programs	36,000	-	-	36,000
99 Other Intergovernmental Charges	402,000	-	-	402,000
<b>Total Expenditures</b>	<b>106,993,088</b>	<b>19,577,150</b>	<b>5,868,176</b>	<b>132,438,414</b>
<b>Excess Revenues Over Expenditures</b>	-	1,791,884	1,000	1,792,884
Fund Balance-Beginning Estimated	31,953,974	20,662,619	1,581,144	54,197,737
<b>Fund Balance-Ending-Projected</b>	<b>\$ 31,953,974</b>	<b>\$ 22,454,503</b>	<b>\$ 1,582,144</b>	<b>\$ 55,990,621</b>

# Combined Funds (Cont.)

**Table 40**  
**2014—2015 Combined Budget**

Revenue		
General Fund	Student Nutrition Fund	Debt Service Fund
\$106,993,088	\$5,869,176	\$21,369,034

Expenditures		
General Fund	Student Nutrition Fund	Debt Service Fund
\$106,993,088	\$5,868,176	\$19,577,150





# Funding Public Education

Where does funding for public education come from?

Overtime, this has drastically changed and continues to change across the nation and within the state of Texas. A survey of state education agencies was conducted by the Editorial Projects in Education Research Center that identified five major approaches to state educational funding:

1. foundation formulas
2. equalization methods
3. local-effort equalization formulas
4. flat grant funding
5. full state funding

States may implement these fiscal mechanisms individually or in combination. For Wylie ISD, funding is provided by foundation formulas and local-effort equalization efforts. For most districts across the nation, the foundation formula is the most common method of school funding, employed in 37 states and the District of Columbia. Under this approach, districts are guaranteed a minimum amount of funding and requires districts to raise a local portion of this amount through a state-mandated tax rate. The difference between the foundation amount and the district's contribution determines the amount of state aid needed. While many states use this method, the "foundation" or basic level of funding varies widely across the states, ranging from roughly \$1,721 per pupil in Oklahoma to \$9,678 per pupil in Connecticut based on 2008-09 funding levels. In comparison, Texas' per pupil basic allotment amount was \$3,135 for the same time period and rose to \$5,040 starting in 2013-14.

Another way Wylie ISD receives funding is through local-effort equalization. Under this approach, school district's attempt to raise funds through local taxes and guarantees that, for any given level of taxation effort, a district will receive an equal yield. States that employ such formulas essentially tie additional state aid to district efforts to raise revenue through local taxes. With this formula, Wylie ISD is granted a certain percentage of aid based on the difference between the per-pupil valuation of the district and the state. In other words, if Wylie ISD is unable to generate revenue equal to the state-guaranteed level of expenditures (when applying the District's chosen tax rate to its tax base), then the state makes up the difference.

The actual costs to provide educational services are not the same for all students and all schools. Particular categories or students may have extraordinary educational needs that require more intensive or different (i.e. higher-cost) services. For example, a cognitively disabled student who requires specialized instruction, transportation, or other services might cost more to educate than the average general education student.

Because of this, Wylie ISD receives weights and allotments with certain types of students. Across the nation, 46 states receive some sort of weight or adjustment as part of their core school finance formula and each state varies on their amounts.

On the following page is a table of weights Wylie ISD receives based on student characteristics:

# Funding Public Education (cont.)

**Table 41**

Weights Given Based on Student Characteristics			
Program	Description	Weight	Citation
Special Education	Funding for students with learning disabilities based on the student placement	1.1—5.0	TEC§42.151
Compensatory Education	Additional funding for low-performing students as determined through the federal free and reduced price lunch program	0.2 or 2.41 for pregnant students	TEC§42.152
Bilingual Education	Additional funding to non-native English speakers	0.10	TEC§42.153
CTE	Additional funding based on career and vocational skills enrollment in grades 7-12	1.35	TEC§42.154
Gifted/Talented Education	Additional funding for programs and services for gifted and talented students	0.12	TEC§42.156
Public Education Grants	Additional funding for a student to attend school outside of home district, if assigned campus has a low passing rate on state achievement tests	0.10	TEC§42.157

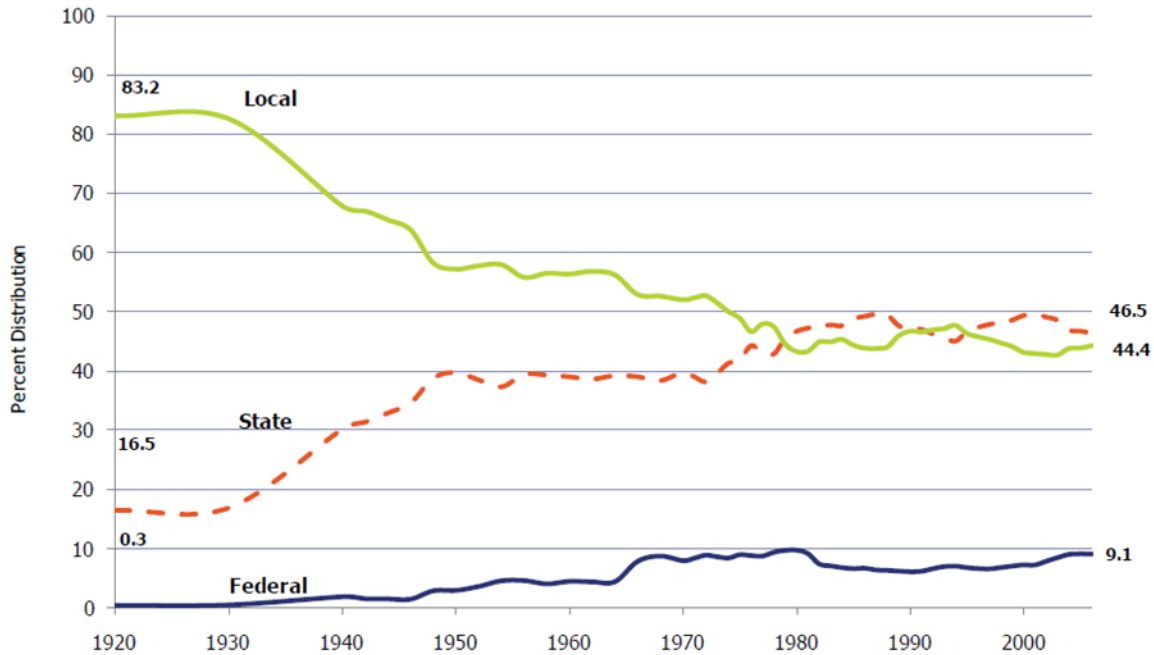
The weight factors have not been adjusted since inception in 1984.

# Funding Public Education (cont.)

## Revenue Sources

According to the EPE Research Center, the vast majority of public school funding comes from state and local sources. On average, less than 10 percent of all dollars supporting elementary and secondary education have come from the federal government. Historically, local budgets and property taxes had been the predominant funding sources. However, the relative shares of funding derived from local, state, and federal sources have shifted noticeably over time. See below the chart that demonstrates the drastic change in local and state funding.

**Table 42**



Source: Digest of Education Statistics 2007. National Center for Education Statistics, 2008

According to recent data from the National Center for Education Statistics, in 1920 more than 80 percent of the revenue for public education came from local sources. By the 1940s, this proportion had fallen to roughly 65 percent and continued to decline during the subsequent three decades. Since the mid-1990s, the proportion of K-12 education funded by local revenue has stabilized at roughly 45 percent across the states.

# Funding Public Education (cont.)

## Revenue Sources (cont.)

Over this same time period, the trend in state contributions to public education is a mirror-opposite of the pattern for local funding. In 1920, state revenue comprised 16 percent of school funding. By 1980, that figure had risen to around 50 percent, roughly where it stood in 2006. The trend tracks closely with the increasingly prominent role that states have come to play in public education generally and in funding schools more specifically in recent decades. State courts across the country have found that school finance formulas that rely heavily on property taxes may be unconstitutional on the grounds that they create inequities in school districts' ability to raise revenue equally across the state. This is the case in the state of Texas with six lawsuits filed thus far representing several hundred districts. A ruling was made on August 28, 2014 that the Texas school finance system is unconstitutional. This will eventually be appealed to the Texas Supreme Court. Texas is not alone as eleven states, including Colorado, Connecticut and California currently have similar suits in progress and just five had never had a school finance legal challenge, according to the National Education Access Network. There are limits to the judiciary's ability to solve school finance problems. With the court ruling that Texas' system is unconstitutional, the responsibility will still ultimately lie with the Legislature to fix it.

Different taxing mechanisms are another way public school Districts across the nation receive funding. Per the EPE Research Center, of the 46 states with sales taxes, only 14 explicitly devote a share of such tax revenue to public schooling. The relative size of that education allocation ranges from .33 percent in Colorado to 60 percent in Michigan. Texas is one of the ten states that reserve a portion of the revenue generated by taxes on tobacco and/or alcohol, and 10 various states set aside a percentage of revenues from gaming taxes. Even though Texas is not one of the 44 states that have an income tax, only five reserve some portion of that revenue for education.

The biggest challenges facing school Districts in the state of Texas in regards to finance are:

- Inadequate formula/funding levels,
- Increasing costs
- Restrictions on taxation and revenue.

The table on the following page demonstrates how an education dollar in Wylie ISD relates to the student.

# How an Education Dollar in Wylie ISD Relates to the Student

**Table 43**

	<b>Incremental Cost</b>
The typical student begins the school day long before the first bell with a <b>bus ride to school</b> —either because she lives too far to walk or because the District has determined that unsafe conditions warrant the provision of a safe ride. She will also ride the bus home.	\$.03
She arrives to find a <b>building that is clean and well-maintained</b> .	\$.09
The building is also <b>heated</b> in the winter and <b>cooled</b> in the summer—and the <b>lights</b> work.	\$.03
Her parents know her school is made safer through District-supported <b>security staff</b> and that if she is injured or becomes ill, she will be cared for by the <b>school nurse</b> .	\$.02
She goes to class to find a <b>teacher</b> ready to begin instruction.	\$.49
While in class, she has access to an <b>instructional aide</b> who supports the teacher in delivering instruction and to District-purchased <b>instructional supplies</b> .	\$.09
The teacher uses a <b>curriculum</b> that is aligned with state standards and that builds on information the student learned the year before. The teacher has been <b>trained</b> regarding Texas learning standards and effective instruction practices, and has access to staff with instructional expertise who provide support.	\$.03
Midway through the day, she goes to the cafeteria for <b>lunch</b> .	\$.05
After lunch, goes to the <b>library</b> to gather information for a research paper.	\$.02
After school, she goes by the <b>guidance counselor’s</b> office to talk about the process of applying for and paying for college. She is given information about student loan programs, how to prepare for the SAT and what courses she will need to have taken in order to be prepared for post-secondary education.	\$.04
Throughout the day, she benefits from services provided by the <b>principal, the assistant principals</b> and other <b>administrative staff</b> who set the instructional tone for the school as well as make sure that all of the details of running a school are attended to so that students and teachers can focus on learning.	\$.05
She also benefits from the fact that her school has access to <b>District level staff</b> who ensure that payroll checks to her teachers are written on time, that staff members have access to health insurance, that all of the schools are fully staffed and that campuses have access to the support structures they need. Information is provided to the school board and to the public in a timely manner and someone has ensured that the District is complying with a host of state and federal laws and regulations regarding the operation of public schools.	\$.03
At the end of the school day, she rides the bus back home...unless, of course, she stays to participate in an <b>extra-curricular activity</b> (at which point she may need additional transportation provided by a District-run late bus.)	\$.03
<b>Total</b>	<b>\$1.00*</b>

Source: Moak Casey & Associates

# Tax Collection Data

A major portion of a school district's budget is the property values. Below is a table reflecting the values, tax collections and percentages over the past seven years.

**Table 44**

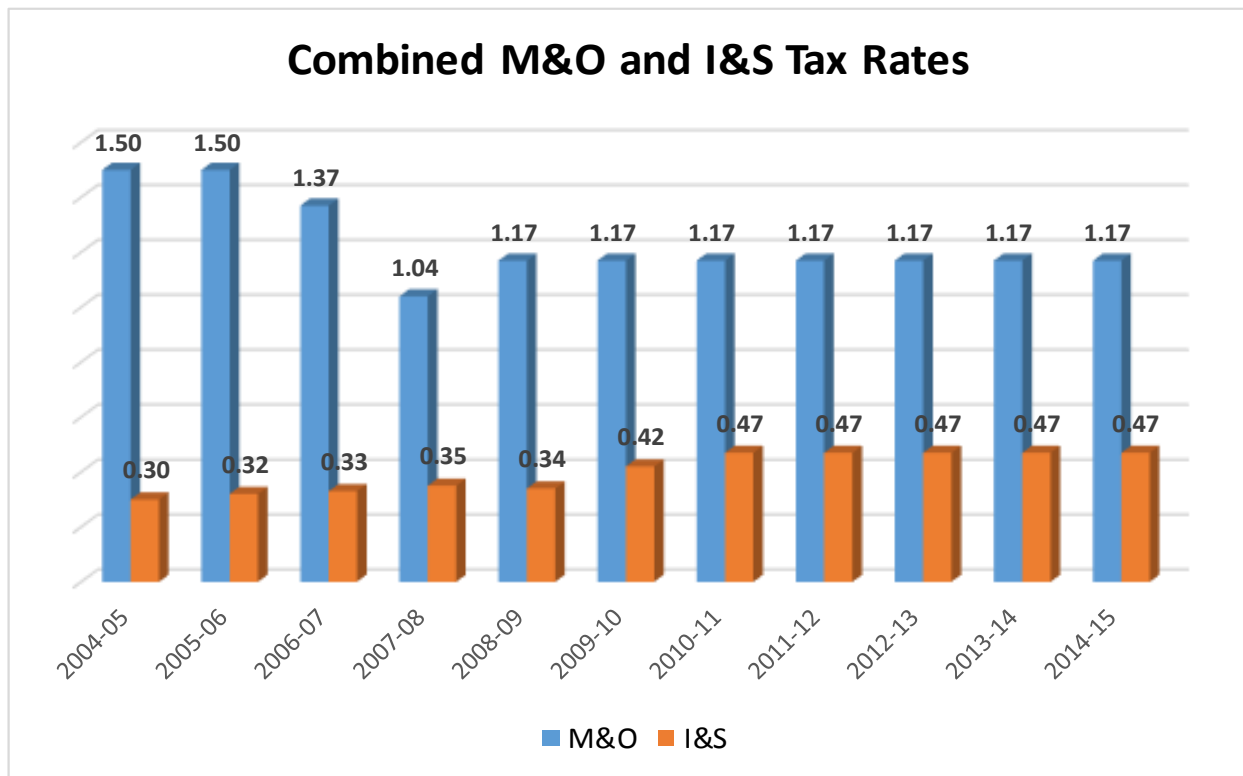
Year Ended June 30	Assessed Valuation	Tax Rate	Adjusted Levy	% Collections	
				Current	Total
2008	\$ 2,829,087,169	\$ 1.39	\$ 39,275,221	97.66%	100.63%
2009	\$ 3,102,559,828	\$ 1.51	\$ 46,559,319	98.16%	100.08%
2010	\$ 3,084,000,064	\$ 1.59	\$ 49,035,601	97.04%	99.26%
2011	\$ 3,071,334,946	\$ 1.64	\$ 51,371,354	99.32%	100.58%
2012	\$ 3,193,229,449	\$ 1.64	\$ 52,368,963	98.79%	99.00%
2013	\$ 3,248,924,526	\$ 1.64	\$ 53,282,362	106.48%	106.73%
2014	\$ 3,478,419,811	\$ 1.64	\$ 57,046,085	99.46%	99.69%

## Comparison of Tax Rates

The tax rate for 2014-15 will remain the same at \$1.64. House Bill 1 (HB1) enacted by the Third Special Session of the 79<sup>th</sup> Legislature significantly reduced the District’s maintenance and operations tax rate. Formerly, Wylie ISD had been at the maximum \$1.50 tax cap for 2004-05 and 2005-06 before decreasing to \$1.37 in 2006-07. HB1 compressed the M&O rate to \$1.33 in 2006-07. State Legislature compressed the M&O rate even further to \$1.00 in 2007-08. The District opted to increase these rates by the allowable four cents for the past seven school year budgets. In 2008-09, the \$1.00 M&O rate changed to \$1.17 which includes the four cent local option rate and \$0.13 cent as a result of voters approval in November, 2008.

The tax rate is comprised of two component rates each having separate purposes and state laws governing them – Maintenance and Operations (M&O) tax rate and Debt Service (I&S) tax rate.

**Table 45**



# General Fund

## Revenue

Budgeted revenues increased by \$1.6 million or 1.5% over 2013-14 unaudited actuals. Further explanation follows outlining the major changes to General Fund revenue for 2014-15.

## Expenditures

The focus on the expenditure budgeting begins with payroll and benefits. As this makes up over 80% of most districts' budgets, the Board of Trustees approved a 3% midpoint increase for all employees and a possible \$500 stipend, pending on enrollment and property values. The state has mandated a 1.5% Teacher Retirement Contribution based on calculated salaries beginning in 2014-15. This amounts to \$960,000 for Wylie ISD and will be offset by state funding for one year.

## Fund Balance

The General Fund unobligated fund balance is expected to increase by \$7.0 million from the fiscal year 2013-14 due to changes in the 83rd Legislative session granting Wylie ISD \$415 per average daily attendance per pupil. This increase will help offset the overall loss in state funding the District received in the last biennium.



# General Fund (Cont.)

The District employs a number of revenue forecasting methods. State aid and local property taxes are integrally joined to the biennial state budget process. Local taxable values increased 9% for 2014-15. An increase over previous years at .73% for 2012-13 and 6.7% for 2013-14. Annual enrollment growth rate has historically declined from 11% to 3% over the past seven years.

## Revenue Sources, Assumptions & Trends:

### Revenue Assumptions

1. Enrollment growth is expected to approximate 300 to 600 students per year for the next five years. Staffing growth is adjusted accordingly.
2. The taxable value growth rate for 2014-15 is a 9% increase over 2013-14. A conservative 3% estimate was used for budgeted growth projections.
3. State funding changes from SB1 of the 2013 Legislative sessions have drastically impacted future funding.
4. Federal funds have decreased slightly due to sequestration.

### Expenditure Assumptions

1. The District will maintain its campus allocation of current amounts.
2. New staff positions will be necessary to accommodate student growth. The District monitors this budget component carefully to ensure that spending remains in line with ongoing resources.
3. The District participates in the Teacher Retirement System Active Care health insurance plan. Contributions by Wylie ISD are \$275 per month per employee.
4. All expenditures that are not critical to the direct instructional process will be scrutinized carefully each year.

# General Fund (Cont.)

## Wylie ISD General Fund Revenues Years Ended June 30, 2011—June 30, 2015 (Budgeted)

**Table 46**

	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	\$ Increase/ (Decrease) Over Prior Year	% Increase/ (Decrease) Over Prior Year
<b>LOCAL REVENUE SOURCES</b>							
Property Taxes	\$36,885,156	\$37,715,317	\$38,262,397	\$41,014,948	\$42,713,940	\$1,698,992	4.14%
Investment Income	74,618	68,126	68,413	69,025	50,000	(\$19,025)	-27.56%
Penalties, Interest and Other	266,479	249,644	230,674	231,776	300,000	\$68,224	29.44%
Rent	308,777	332,115	366,289	440,006	238,220	(\$201,786)	-45.86%
Gifts & Bequests	100,716	96,861	162,623	220,889	18,500	(\$202,389)	0.00%
Athletic Activities	388,510	435,029	399,702	429,179	190,126	(\$239,053)	-55.70%
Soft Drink Vendor Contract	80,000	80,000	46,667	(40,000)	-	\$40,000	0.00%
Extra-Curricular Student Activities	80,517	84,591	105,916	42,242	50,000	\$7,758	18.37%
Other	233,829	264,619	505,412	720,511	207,846	(\$512,665)	-71.15%
<b>TOTAL</b>	<b>38,418,603</b>	<b>39,326,301</b>	<b>40,148,091</b>	<b>43,128,577</b>	<b>43,768,632</b>	<b>640,055</b>	<b>1.48%</b>
<b>STATE REVENUE SOURCES</b>							
Per Capita Funds	3,893,025	3,003,276	5,530,665	3,520,569	4,940,085	1,419,516	40.32%
Foundation School Revenue	42,404,893	44,332,520	44,128,034	53,518,737	53,281,841	-236,896	-0.44%
Other State Revenue	22,789	9,898	895	68,354	10,433	-57,921	-84.74%
TRS On-Behalf (Book Entry Only)	4,310,879	3,883,851	4,025,001	4,522,143	4,647,025	124,882	2.76%
<b>TOTAL</b>	<b>50,631,586</b>	<b>51,229,545</b>	<b>53,684,595</b>	<b>61,629,803</b>	<b>62,879,384</b>	<b>1,249,581</b>	<b>2.03%</b>
<b>FEDERAL REVENUE SOURCES</b>							
Impact Aid	89,300	73,251	266,916	89,781	70,000	-19,781	-22.03%
Other Federal Revenue/ARRA Funds/Educ Jobs Grant	3,659,157	1,852,717	268,715	362,684	120,000	-242,684	-66.91%
ROTC	136,134	142,844	144,215	138,450	139,340	890	0.64%
Federal Flood Control	-	-	-	-	-	-	-
Title VI Summer School	-	-	-	-	-	-	-
Medicaid Reimbursement	199,007	136,271	15,717	19,985	15,732	-4,253	-21.28%
<b>TOTAL</b>	<b>4,083,599</b>	<b>2,205,083</b>	<b>695,563</b>	<b>610,900</b>	<b>345,072</b>	<b>(265,828)</b>	<b>-43.51%</b>
<b>GENERAL FUND REVENUE TOTAL</b>	<b>\$ 93,133,788</b>	<b>\$ 92,760,928</b>	<b>\$ 94,528,250</b>	<b>\$ 105,369,280</b>	<b>\$106,993,088</b>	<b>1,623,808</b>	<b>1.54%</b>

# General Fund (Cont.)

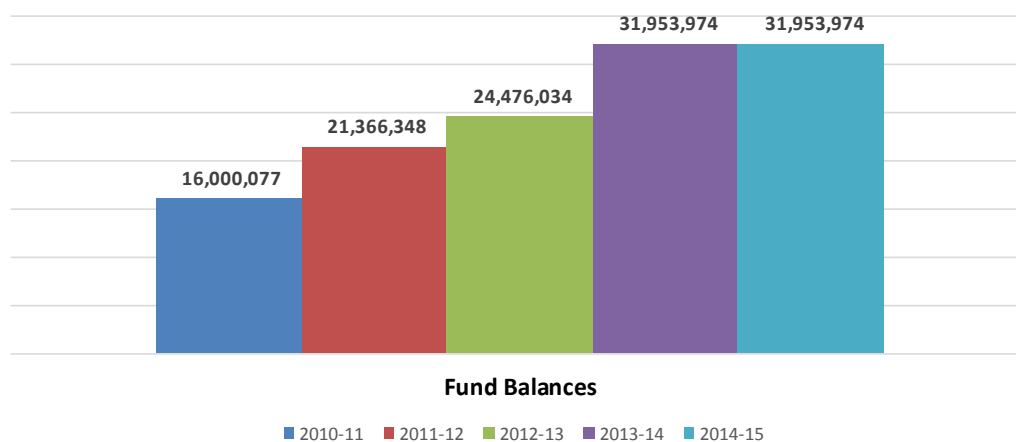
## Wylie ISD General Fund Expenditures Years Ended June 30, 2011—June 30, 2015 (Budgeted)

**Table 47**

	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	\$ Increase/ (Decrease) Over Prior Year	% Increase/ (Decrease) Over Prior Year
<b>EXPENDITURES BY OBJECT</b>							
Payroll Costs	\$ 77,085,121	\$ 75,404,951	\$ 78,274,007	\$ 83,264,015	\$ 90,253,346	\$ 6,989,331	8.39%
Professional & Contracted Svcs.	5,605,125	5,055,312	4,969,711	5,286,695	6,345,712	\$ 1,059,017	20.03%
Other Operating Expenses	6,394,673	5,062,290	5,897,682	7,614,933	9,759,907	\$ 2,144,974	28.17%
Debt Service	358,345	360,533	356,235	338,204	20,723	\$ (317,481)	-93.87%
Capital Outlay	1,433,405	1,559,958	2,021,032	1,396,913	613,400	\$ (783,513)	-56.09%
<b>Total</b>	<b>90,876,669</b>	<b>87,443,044</b>	<b>91,518,668</b>	<b>97,900,760</b>	<b>106,993,088</b>	<b>9,092,328</b>	<b>9.29%</b>
<b>TOTAL EXPENDITURES</b>	<b>90,876,669</b>	<b>87,443,044</b>	<b>91,518,668</b>	<b>97,900,760</b>	<b>106,993,088</b>	<b>\$ 9,092,328</b>	<b>9.29%</b>
<b>EXCESS REVENUES OVER (UNDER) EXPENDITURES</b>	<b>2,257,118</b>	<b>5,317,885</b>	<b>3,009,582</b>	<b>7,468,520</b>	<b>-</b>	<b>(7,468,520)</b>	<b>-100.00%</b>
<b>OTHER SOURCES</b>							
Sale of Real and Personal Property	36,181	28,728	100,105	9,420	-	-	-100.00%
Capital Leases	49,780	19,639	-	-	-	-	-
<b>TOTAL</b>	<b>85,960</b>	<b>48,367</b>	<b>100,105</b>	<b>9,420</b>	<b>-</b>	<b>-</b>	<b>-100.00%</b>
<b>OTHER USES</b>							
<b>TOTAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET SOURCES OVER</b>	<b>85,960</b>	<b>48,367</b>	<b>100,105</b>	<b>9,420</b>	<b>-</b>	<b>-</b>	<b>-100.00%</b>
<b>BEGINNING FUND BALANCE</b>	<b>13,656,999</b>	<b>16,000,077</b>	<b>21,366,348</b>	<b>24,476,034</b>	<b>31,953,974</b>	<b>7,477,940</b>	<b>30.55%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 16,000,077</b>	<b>\$ 21,366,348</b>	<b>\$ 24,476,034</b>	<b>\$ 31,953,974</b>	<b>\$ 31,953,974</b>	<b>\$ 9,420</b>	<b>0.00%</b>

**Table 48**

### Fund Balance Trends for General Fund

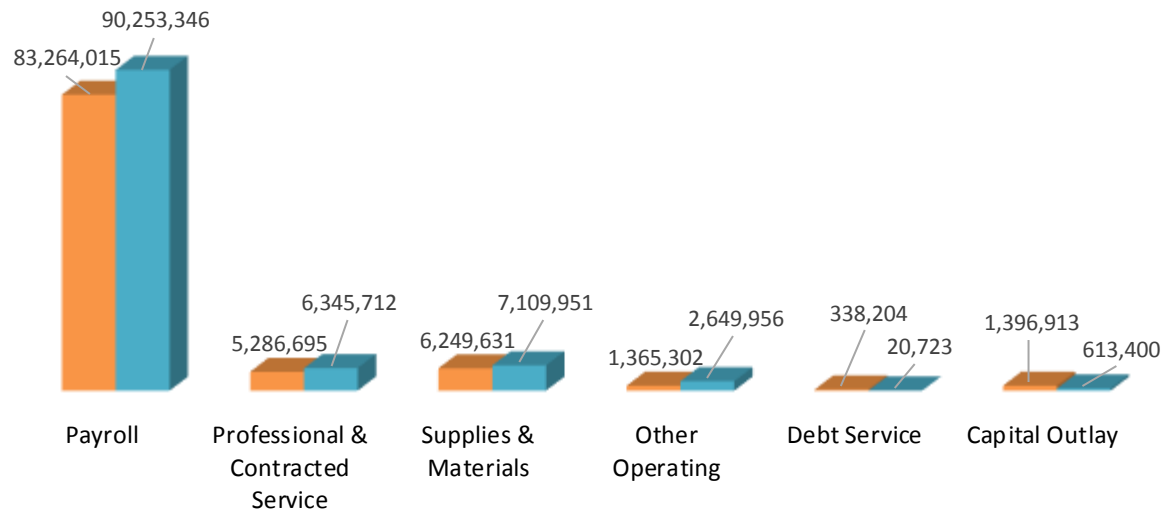


## General Fund Expenditures Comparison Table 49

2013-14 Unaudited Actuals		
Major Object Code	Expenditures	2013-14 Unaudited Actual Expenditures
6100	Payroll Costs	\$ 83,264,015
6200	Professional & Contracted Svcs.	\$ 5,286,695
6300	Supplies & Materials	\$ 6,249,631
6400	Other Operating Expenses	\$ 1,365,302
6500	Debt Services	\$ 338,204
6600	Capital Outlay	\$ 1,396,913
<b>Total 2012-13 Unaudited Expenditures</b>		<b>\$ 97,900,760</b>

2014-15 Adopted Budget		
Major Object Code	Expenditures	2014-15 Budgeted Expenditures
6100	Payroll Costs	\$ 90,253,346
6200	Professional & Contracted Svcs.	\$ 6,345,712
6300	Supplies & Materials	\$ 7,109,951
6400	Other Operating Expenses	\$ 2,649,956
6500	Debt Services	\$ 20,723
6600	Capital Outlay	\$ 613,400
<b>Total 2013-14 Budgeted Expenditures</b>		<b>\$ 106,993,088</b>

■ 2013-14 ■ 2014-15



# General Fund (Cont.)

## Campus and Department Appropriations

The chart on the following page compares the total budgets for each campus and department in Wylie ISD for 2013-14 and 2014-15.

A department with a significant budget increase is the Academic & Career Connections Department which is due to the Career and Technology budget becoming centralized. This is due to the passage of House Bill 5 during the 2013 Legislative session, in which all incoming freshman for 2014-15 must chose a career endorsement.

The GT and Advanced Academics Department was a new department that started in 2013-14 with a minimal budget but due to financial needs the budget was increased for 2014-15.

The District-Wide budget increased for 2014-15 due to retention stipends that will be given to employees in November of this year. The funds were put into the District-Wide account code but will be distributed into the appropriate campuses and department codes when the November paychecks are issued.

And finally, the campuses receive their budget based on enrollment so the increase to their budgets is due to growth. Draper Intermediate's budget decreased due to re-zoning.



# General Fund (Cont.)

**Table 50**

	<b>2013-14</b>	<b>2014-15 Budget</b>
	<b>Unaudited</b>	
	<b>Actuals</b>	
ACADEMIC & CAREER CONNECTIONS	475,729	1,447,370
ACHIEVE ACADEMY	1,292,886	1,666,894
AKIN ELEMENTARY	2,611,956	2,840,452
ASST. SUPERINTENDENT FOR CURRICULUM	517,938	559,853
ATHLETIC DEPARTMENT	1,483,753	1,412,973
BIRMINGHAM ELEMENTARY	3,044,482	3,099,015
BOARD MEMBERS	61,459	57,000
BURNETT JR HIGH	3,607,880	4,039,536
COOPER JR HIGH	3,601,684	3,798,287
COX ELEMENTARY	3,206,402	3,391,625
CURRICULUM DEPARTMENT	1,237,318	1,342,194
DAVIS INTERMEDIATE	3,406,204	3,775,522
DISTRICT WIDE	1,290,823	3,880,710
DODD ELEMENTARY	3,247,168	3,314,000
DON WHITT ELEMENTARY	3,177,358	3,255,255
DRAPER INTERMEDIATE	4,640,528	4,064,071
ENERGY MANAGEMENT	30,598	31,263
FINANCE DIVISION	1,251,544	1,445,090
FINE ARTS DEPARTMENT	618,195	593,082
GROVES ELEMENTARY	3,035,600	3,288,219
GT AND ADVANCED ACADEMICS	48,970	115,248
HARRISON INTERMEDIATE	3,443,218	3,612,651
HARTMAN ELEMENTARY	2,991,312	2,973,357
HEALTH SERVICES	35,169	50,582
HUMAN RESOURCE AND STUDENT SERVICES	572,730	595,772
MAINTENANCE AND CUSTODIAL DEPARTMENT	3,966,299	4,654,971
MCMILLAN JR HIGH	3,925,803	4,022,752
COMMUNICATIONS AND COMMUNITY RELATIONS	597,195	564,020
RITA SMITH ELEMENTARY	3,325,228	3,328,898
SPECIAL EDUCATION DEPARTMENT	503,578	532,335
SPECIAL SERVICES DEPARTMENT	613,021	687,024
STAFF DEVELOPMENT	340,395	332,523
SUMMER SCHOOL	182,404	283,945
SUPERINTENDENT OFFICE	885,630	854,298
TAX OFFICE	381,441	427,000
TECHNOLOGY DEPARTMENT	2,580,273	2,651,489
TIBBALS ELEMENTARY	3,253,088	3,327,810
TRANSPORTATION DEPARTMENT	3,870,957	4,549,980
WATKINS ELEMENTARY	3,116,259	3,485,572
WYLIE EAST HIGH SCHOOL	9,984,497	10,390,597
WYLIE HIGH SCHOOL	11,443,791	12,249,853
	<b>97,900,760</b>	<b>106,993,088</b>

# General Fund (Cont.)

**Table 51**

## General Fund by Function

	2010-11 Audited Actuals	% 2010-11 Audited Actuals	2011-12 Audited Actuals	% 2011-12 Audited Actuals	2012-13 Audited Actuals	% 2012-13 Unaudited Actual	2013-14 Unaudited Actuals	% 2013-14 Unaudited Actuals	2014-15 Adopted Budget	% 2014-15 Adopted Budget
11 Instruction	\$ 54,463,092	59.93%	\$ 52,524,452	60.07%	\$ 54,801,020	59.88%	\$ 58,926,684	60.19%	\$ 63,918,135	59.74%
12 Instructional Resource & Media	1,047,665	1.15%	994,411	1.14%	937,965	1.02%	958,012	0.98%	999,013	0.93%
13 Curriculum & Staff Development	2,211,317	2.43%	1,980,919	2.27%	2,214,240	2.42%	2,538,601	2.59%	2,854,545	2.67%
21 Instructional Administration	830,879	0.91%	861,363	0.99%	967,697	1.06%	1,067,610	1.09%	1,195,792	1.12%
23 School Administration	5,625,047	6.19%	5,570,004	6.37%	5,932,289	6.48%	6,225,558	6.36%	6,483,020	6.06%
31 Guidance and Counseling	2,308,709	2.54%	2,162,534	2.47%	2,241,482	2.45%	2,466,196	2.52%	2,676,265	2.50%
33 Health Services	1,120,173	1.23%	1,117,142	1.28%	1,133,259	1.24%	1,175,609	1.20%	1,235,757	1.15%
34 Student Transportation	3,926,115	4.32%	3,774,148	4.32%	4,039,999	4.41%	3,835,477	3.92%	4,542,044	4.25%
35 Student Nutrition	0	0.00%	0	0.00%	198	0.00%	-	0.00%	-	0.00%
36 Extra-Curricular Activities	2,969,563	3.27%	2,578,757	2.95%	2,997,597	3.28%	4,030,115	4.12%	3,635,141	3.40%
41 General Administration	2,742,844	3.02%	2,707,880	3.10%	2,784,307	3.04%	3,209,423	3.28%	4,000,280	3.74%
51 Plant Maintenance & Operations	10,647,605	11.72%	9,770,632	11.17%	9,753,362	10.66%	10,551,335	10.78%	12,131,458	11.34%
52 Security & Monitoring	247,801	0.27%	242,492	0.28%	352,303	0.38%	302,841	0.31%	350,019	0.33%
53 Data Processing/Technology Services	1,733,130	1.91%	1,657,013	1.89%	1,537,049	1.68%	1,831,028	1.87%	1,910,908	1.79%
61 Community Services	10,307	0.01%	13,905	0.02%	1,856	0.00%	602	0.00%	3,988	0.00%
71 Debt Service	263,398	0.29%	282,556	0.32%	293,191	0.32%	338,204	0.35%	20,723	0.02%
72 Debt Service - Interest on Long-term Deb	94,947	0.10%	77,977	0.09%	63,044	0.07%	-	0.00%	-	0.00%
81 Facilities Acquisition and Construction	293,555	0.32%	760,865	0.87%	1,061,506	1.16%	-	0.00%	600,000	0.56%
95 JJAEP Programs	10,465	0.01%	36,701	0.04%	60,968	0.07%	79,038	0.08%	36,000	0.03%
99 Other Intergovernmental Charges	330,059	0.36%	329,294	0.38%	345,336	0.38%	364,428	0.37%	400,000	0.37%
<b>Total</b>	<b>\$ 90,876,669</b>	<b>100.00%</b>	<b>\$ 87,443,044</b>	<b>100.00%</b>	<b>\$ 91,518,668</b>	<b>100.00%</b>	<b>\$ 97,900,760</b>	<b>100.00%</b>	<b>\$ 106,993,088</b>	<b>100.00%</b>

# General Fund (Cont.)

## General Fund Expenditures by Program Intent

As shown on [pages 175-193](#), five financial expenditure columns are compared. The last audited year available at the date of this report was for the 2012-13 fiscal year. The 2013-14 expenditures are currently being audited and thus do not reflect the final balances in every case. The 2014-15 budgeted amounts are projections and may be subject to future adjustments through the budget amendment process.

## General Fund Expenditures Per Student

On the following pages, for each respective year shown, the expenditure per student amount was calculated dividing the total expenditures by the enrollment. The expenditures per student do not represent the funding allocation for each campus. The amount per student may vary significantly from year to year or campus to campus.

Expenditure variances on a per student basis should be expected. No two campuses have the identical makeup in student demographics, teacher experience levels or program offerings.

---

Why do variances exist between campus per student expenditures?

1. Additional programs at secondary campuses versus elementary campuses can cause higher per student cost.
2. Major shifts in student counts due to campus boundary changes cause swings in per student cost from year to year.
3. The average staff experience levels per campus correlates directly with salaries and benefits paid. The higher the average experience, the higher the salaries and benefits on a per student basis.
4. Special programs vary from campus to campus.



# Wylie ISD Campus/Department Information

## P. M. Akin Elementary School

Valerie Plumlee, Principal



**Mission Statement:** *In partnership with parents and the community, P.M. Akin Elementary will provide a positive, safe, and nurturing environment where all children will become successful learners and responsible citizens.*

	*2010 - 11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	558	518	486	459	515
<b>Student / Teacher Ratio</b>	15.0	14.8	15.2	14.3	15.1
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	5.0	3.4	3.4	2.0	2.0
Teachers	37.3	35.1	32.0	32.0	34.0
<b>Support</b>					
Educational Aides	8.9	7.0	8.0	7.0	12.0
<b>Total</b>	<b>53.2</b>	<b>47.5</b>	<b>45.4</b>	<b>43.0</b>	<b>50.0</b>

<b>Expenditures</b>	2010-11 Audited	2011-12 Audited	2012-13 Audited	2013-14 Unaudited	2014-15 Budget
Regular Education (11)	\$ 2,060,724	\$ 1,868,999	\$ 1,760,846	\$ 1,715,804	\$ 1,716,516
Gifted & Talented Education (21)	26,933	22,174	22,101	30,156	31,453
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	259,734	181,628	170,332	181,844	249,078
Accelerated Education(24,30)	106,826	101,624	99,241	54,279	56,912
Bilingual/ESL Education (25)	1,650	1,642	1,638	1,810	8,049
Other (26, 28, 29, 99)	574,473	522,886	541,526	628,064	778,444
<b>Total</b>	<b>\$ 3,030,339</b>	<b>\$ 2,698,954</b>	<b>\$ 2,595,685</b>	<b>\$ 2,611,956</b>	<b>\$ 2,840,452</b>
<b>Per Student Cost</b>	\$ 5,431	\$ 5,210	\$ 5,011	\$ 5,374	\$ 6,188

<b>Assessment Results</b>	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	91%	89%	90%	89%	88%
Mathematics	93%	94%	87%	90%	91%
Writing	87%	91%	80%	74%	87%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten—4th; Title 1 Campus

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# T. F. Birmingham Elementary School

Tiffany Doolan, Principal



**Mission Statement:** We believe Birmingham Elementary promotes a risk-free, safe, loving, and respectful environment because expecting the best and being goal focused motivates increased effort and high levels of learning so that student succeed when presented with engaging and meaningful work therefore all students will learn.

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	553	529	551	535	542
<b>Student / Teacher Ratio</b>	14.6	15.4	15.2	15.7	15.9
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	3.0	3.9	3.3	2.0	2.0
Teachers	38.0	34.3	36.2	34.0	34.0
<b>Support</b>					
Educational Aides	11.0	8.0	8.8	8.0	11.0
<b>Total</b>	<b>54.0</b>	<b>48.2</b>	<b>50.3</b>	<b>46.0</b>	<b>49.0</b>

<b>Expenditures</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
	<b>Audited</b>	<b>Audited</b>	<b>Audited</b>	<b>Unaudited</b>	<b>Budget</b>
Regular Education (11)	\$ 2,171,881	\$ 1,916,994	\$ 1,968,246	\$ 1,960,887	\$ 1,984,293
Gifted & Talented Education (21)	27,519	22,700	29,217	29,460	30,990
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	273,545	282,542	297,477	348,038	362,187
Accelerated Education(24,30)	115,003	117,561	140,945	95,861	102,342
Bilingual/ESL Education (25)	2,815	1,644	1,635	2,424	1,672
Other (26, 28, 29, 99)	548,418	516,626	541,199	607,813	617,531
<b>Total</b>	<b>\$ 3,139,182</b>	<b>\$ 2,858,066</b>	<b>\$ 2,978,719</b>	<b>\$ 3,044,482</b>	<b>\$ 3,099,015</b>
<b>Per Student Cost</b>	\$ 5,677	\$ 5,403	\$ 5,406	\$ 5,691	\$ 5,718

<b>Assessment Results</b>	<b>2010 TAKS</b>	<b>2011 TAKS</b>	<b>2012 STAAR</b>	<b>2013 STAAR</b>	<b>2014 STAAR</b>
Reading	91%	90%	79%	82%	86%
Mathematics	88%	86%	84%	61%	85%
Writing	86%	95%	71%	75%	83%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten—4th ; Title 1 Campus

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# Cheri Cox Elementary School

Dr. Renee Truncale, Principal

***Mission Statement:*** Cheri Cox Elementary will serve as an exemplary community member that provides a safe and nurturing environment where every student can reach their full potential.



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	543	588	606	630	626
<b>Student / Teacher Ratio</b>	14.7	15.3	15.7	16.6	15.3
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	3.0	4.0	3.1	2.0	2.0
Teachers	37.0	38.5	38.6	38.0	41.0
<b>Support</b>					
Educational Aides	9.0	9.0	8.9	9.0	8.0
<b>Total</b>	<b>51.0</b>	<b>53.5</b>	<b>52.6</b>	<b>51.0</b>	<b>53.0</b>

<b>Expenditures</b>	<b>2010-11 Audited</b>	<b>2011-12 Audited</b>	<b>2012-13 Audited</b>	<b>2013-14 Unaudited</b>	<b>2014-15 Budget</b>
Regular Education (11)	\$ 2,126,779	\$ 2,204,686	\$ 2,203,722	\$ 2,215,279	\$ 2,369,007
Gifted & Talented Education (21)	29,021	22,913	20,717	31,883	34,051
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	222,295	207,582	233,665	219,572	225,150
Accelerated Education(24,30)	147,535	126,842	93,847	92,683	101,652
Bilingual/ESL Education (25)	27,746	26,284	26,222	27,784	26,214
Other (26, 28, 29, 99)	544,510	551,755	557,298	619,202	635,551
<b>Total</b>	<b>\$ 3,097,886</b>	<b>\$ 3,140,062</b>	<b>\$ 3,135,472</b>	<b>\$ 3,206,402</b>	<b>\$ 3,391,625</b>
<b>Per Student Cost</b>	<b>\$ 5,705</b>	<b>\$ 5,340</b>	<b>\$ 5,174</b>	<b>\$ 5,090</b>	<b>\$ 5,418</b>

<b>Assessment Results</b>	<b>2010 TAKS</b>	<b>2011 TAKS</b>	<b>2012 STAAR</b>	<b>2013 STAAR</b>	<b>2014 STAAR</b>
Reading	91%	85%	85%	89%	89%
Mathematics	85%	88%	77%	81%	90%
Writing	89%	93%	73%	86%	90%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten—4th

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# R. C. Dodd Elementary School

Nicole Duvall, Principal

***Mission Statement:*** *The Dodd community will provide an atmosphere, which will ensure that all students become life-long learners, while achieving their individual potential.*



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	578	580	603	594	566
<b>Student / Teacher Ratio</b>	15.2	14.9	15.7	15.6	15.3
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	3.0	3.5	4.0	2.0	2.0
Teachers	38.0	38.9	38.5	38.0	37.0
<b>Support</b>					
Educational Aides	12.0	11.6	12.0	12.0	10.0
<b>Total</b>	<b>55.0</b>	<b>56.0</b>	<b>56.5</b>	<b>54.0</b>	<b>51.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 2,110,709	\$ 2,118,578	\$ 2,098,600	\$ 2,117,274	\$ 2,148,727
Gifted & Talented Education (21)	22,356	24,077	20,633	28,848	29,982
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	356,382	285,175	398,157	434,755	452,917
Accelerated Education(24,30)	109,070	91,084	88,635	59,197	62,686
Bilingual/ESL Education (25)	1,651	2,456	2,460	3,545	2,479
Other (26, 28, 29, 99)	538,038	537,510	544,284	603,549	617,209
<b>Total</b>	<b>\$ 3,138,206</b>	<b>\$ 3,058,880</b>	<b>\$ 3,152,768</b>	<b>\$ 3,247,168</b>	<b>\$ 3,314,000</b>
<b>Per Student Cost</b>	\$ 5,429	\$ 5,274	\$ 5,228	\$ 5,467	\$ 5,855

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	93%	88%	90%	86%	87%
Mathematics	93%	95%	89%	91%	90%
Writing	90%	95%	87%	77%	84%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten—4th

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# R. V. Groves Elementary School

Jill Vasquez, Principal



***Mission Statement:*** R.V. Groves Elementary School, in partnership with families and the Wylie community, will provide a safe environment with quality education so that all students will strive for continuing excellence in social, academic, and extracurricular opportunities throughout their lifetime.

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	608	605	595	564	634
<b>Student / Teacher Ratio</b>	15.6	15.8	15.8	15.7	15.5
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	3.0	4.0	3.6	2.0	2.0
Teachers	39.0	38.4	37.7	36.0	41.0
<b>Support</b>					
Educational Aides	10.0	8.0	8.8	10.0	12.0
<b>Total</b>	<b>54.0</b>	<b>52.4</b>	<b>52.1</b>	<b>50.0</b>	<b>57.0</b>

<b>Expenditures</b>	<b>2010-11 Audited</b>	<b>2011-12 Audited</b>	<b>2012-13 Audited</b>	<b>2013-14 Unaudited</b>	<b>2014-15 Budget</b>
Regular Education (11)	\$ 2,207,962	\$ 2,125,150	\$ 2,073,458	\$ 2,031,986	\$ 2,220,551
Gifted & Talented Education (21)	31,865	23,414	19,641	28,915	30,589
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	134,571	138,392	203,782	332,747	357,566
Accelerated Education(24,30)	113,006	116,112	109,317	59,379	68,607
Bilingual/ESL Education (25)	3,298	3,285	3,277	3,216	8,265
Other (26, 28, 29, 99)	544,807	546,000	523,801	579,356	602,641
<b>Total</b>	<b>\$ 3,035,509</b>	<b>\$ 2,952,353</b>	<b>\$ 2,933,276</b>	<b>\$ 3,035,600</b>	<b>\$ 3,288,219</b>
<b>Per Student Cost</b>	\$ 4,993	\$ 4,880	\$ 4,930	\$ 5,382	\$ 5,186

<b>Assessment Results</b>	<b>2010 TAKS</b>	<b>2011 TAKS</b>	<b>2012 STAAR</b>	<b>2013 STAAR</b>	<b>2014 STAAR</b>
Reading	92%	91%	90%	83%	87%
Mathematics	92%	93%	77%	78%	86%
Writing	94%	94%	80%	75%	89%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten—4th; Title 1 Campus

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# R. F. Hartman Elementary School

Shawna Ballast, Principal

**Mission Statement:** *To provide the highest quality educational experience possible for all students, as well as empower them to enjoy the process of learning, believe in their ability to achieve, and to become positive contributors to our community.*



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	522	519	513	503	482
<b>Student / Teacher Ratio</b>	15.8	16.5	16.7	16.2	16.1
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	3.0	6.2	6.5	2.0	2.0
Teachers	33.0	31.4	30.8	31.0	30.0
<b>Support</b>					
Educational Aides	20.0	19.0	20.5	19.0	17.0
<b>Total</b>	<b>58.0</b>	<b>58.6</b>	<b>59.8</b>	<b>54.0</b>	<b>51.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 1,354,045	\$ 1,166,932	\$ 1,250,436	\$ 1,226,610	\$ 1,305,397
Gifted & Talented Education (21)	33,737	22,751	18,758	27,038	28,885
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	344,594	473,532	498,111	500,745	519,487
Accelerated Education(24,30,34)	446,964	123,345	106,986	85,563	268,751
Bilingual/ESL Education (25)	7,130	9,817	11,430	16,714	4,937
Pre-K Education (32)	-	506,566	488,472	270,993	194,610
Other (26, 28, 29, 99)	523,990	481,615	528,377	863,649	651,290
<b>Total</b>	<b>\$ 2,710,460</b>	<b>\$ 2,784,557</b>	<b>\$ 2,902,570</b>	<b>\$ 2,991,312</b>	<b>\$ 2,973,357</b>
<b>Per Student Cost</b>	\$ 5,192	\$ 5,365	\$ 5,658	\$ 5,947	\$ 6,169

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	89%	95%	86%	80%	89%
Mathematics	92%	98%	76%	80%	95%
Writing	95%	97%	75%	72%	75%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Pre-Kindergarten—4th; Title I Campus

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# Rita Smith Elementary School

Kellye Morton, Principal

**Mission Statement:** *Our Smith school family inspires and encourages one another to achieve personal and academic excellence.*



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	595	611	645	637	622
<b>Student / Teacher Ratio</b>	14.2	15.6	16.0	15.5	15.9
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	3.0	4.3	3.1	2.0	2.0
Teachers	42.0	39.3	40.3	41.0	39.0
<b>Support</b>					
Educational Aides	10.0	9.0	10.9	11.0	9.0
<b>Total</b>	<b>57.0</b>	<b>54.6</b>	<b>56.3</b>	<b>56.0</b>	<b>52.0</b>

<b>Expenditures</b>	2010-11 Audited	2011-12 Audited	2012-13 Audited	2013-14 Unaudited	2014-15 Budget
Regular Education (11)	\$ 2,467,633	\$ 2,307,726	\$ 2,342,574	\$ 2,404,122	\$ 2,384,561
Gifted & Talented Education (21)	33,571	23,085	2,474	29,688	30,990
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	10,388	108,357	146,149	191,163	197,426
Accelerated Education(24,30)	103,281	87,875	88,784	56,478	61,121
Bilingual/ESL Education (25)	32,663	32,845	32,705	34,959	24,795
Other (26, 28, 29, 99)	517,557	524,449	511,560	608,818	630,005
<b>Total</b>	<b>\$ 3,165,094</b>	<b>\$ 3,084,337</b>	<b>\$ 3,124,245</b>	<b>\$ 3,325,228</b>	<b>\$ 3,328,898</b>
<b>Per Student Cost</b>	\$ 5,319	\$ 5,048	\$ 4,844	\$ 5,220	\$ 5,352

<b>Assessment Results</b>	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	97%	96%	88%	83%	92%
Mathematics	94%	92%	82%	78%	87%
Writing	96%	97%	81%	75%	86%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

*Serves Grade Kindergarten—4th*

*\*Information obtained from the TEA Website AEIS Reports*

*\*\*Information obtained from the TEA PEIMS Standard Report*



# Harry & Retha Tibbals Elementary School

## Melinda Sarles, Principal



**Mission Statement:** *The Tibbals Elementary family, in unity with our community, will provide educational excellence through quality engagement while developing a love for learning.*

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	546	577	621	679	612
<b>Student / Teacher Ratio</b>	15.2	16.1	16.1	16.2	16.1
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	3.0	3.8	3.5	2.0	2.0
Teachers	36.0	35.9	38.5	42.0	38.0
<b>Support</b>					
Educational Aides	7.0	6.0	6.0	4.0	5.0
<b>Total</b>	<b>48.0</b>	<b>47.7</b>	<b>50.0</b>	<b>50.0</b>	<b>47.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 2,026,252	\$ 1,970,422	\$ 2,064,488	\$ 2,320,041	\$ 2,370,379
Gifted & Talented Education (21)	26,191	21,242	22,181	26,916	29,032
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	256,496	269,780	255,776	199,122	215,614
Accelerated Education(24,30)	96,070	72,462	75,738	59,380	61,678
Bilingual/ESL Education (25)	1,860	1,643	1,639	3,557	1,868
Other (26, 28, 29, 99)	568,955	562,758	567,625	644,072	649,239
<b>Total</b>	<b>\$ 2,975,825</b>	<b>\$ 2,898,306</b>	<b>\$ 2,987,448</b>	<b>\$ 3,253,088</b>	<b>\$ 3,327,810</b>
<b>Per Student Cost</b>	\$ 5,450	\$ 5,023	\$ 4,811	\$ 4,791	\$ 5,438

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	99%	97%	92%	95%	96%
Mathematics	96%	99%	88%	92%	95%
Writing	99%	97%	91%	93%	94%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

*Serves Grades Kindergarten—4th*

*\*Information obtained from the TEA Website AEIS Reports*

*\*\*Information obtained from the TEA PEIMS Standard Report*



# Wally Watkins Elementary School

Jennifer Speicher, Principal



**Mission Statement:** *Our purpose is to develop successful lifelong learners by building relationships, unlocking gifts, expecting success and inspiring learners.*

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	378	430	471	542	608
<b>Student / Teacher Ratio</b>	14.0	14.2	15.0	14.6	15.2
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	3.0	2.0	2.0
Other Professional	3.0	3.9	2.4	2.0	2.0
Teachers	27.0	30.3	31.5	37.0	40.0
<b>Support</b>					
Educational Aides	8.0	8.0	9.0	9.0	11.0
<b>Total</b>	<b>40.0</b>	<b>44.2</b>	<b>45.9</b>	<b>50.0</b>	<b>55.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 1,576,627	\$ 1,679,343	\$ 1,712,981	\$ 2,033,438	\$ 2,318,859
Gifted & Talented Education (21)	26,554	28,613	29,387	30,381	31,454
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	138,047	188,369	214,346	306,628	369,982
Accelerated Education(24,30)	76,800	91,191	98,353	65,557	70,858
Bilingual/ESL Education (25)	6,460	14,432	16,368	26,902	31,407
Other (26, 28, 29, 99)	632,471	560,279	564,538	653,353	663,012
<b>Total</b>	<b>\$ 2,456,959</b>	<b>\$ 2,562,227</b>	<b>\$ 2,635,973</b>	<b>\$ 3,116,259</b>	<b>\$ 3,485,572</b>
<b>Per Student Cost</b>	6,500	5,959	5,597	5,750	5,733

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	NA	94%	82%	90%	87%
Mathematics	NA	94%	83%	81%	89%
Writing	NA	98%	71%	79%	82%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

*Serves Grades Kindergarten—4th*

*\*Information obtained from the TEA Website AEIS Reports*

*\*\*Information obtained from the TEA PEIMS Standard Report*

# Don Whitt Elementary School

Joei Shermer, Principal

***Mission Statement:*** Don Whitt Elementary School will serve as an exemplary community member that provides a safe and nurturing environment where every student can reach their full potential.



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	534	595	633	617	564
<b>Student / Teacher Ratio</b>	14.4	16.1	17.0	16.2	15.2
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	1.4	2.0	2.0
Other Professional	3.0	4.2	3.7	2.0	2.0
Teachers	37.0	37.0	37.3	38.0	37.0
<b>Support</b>					
Educational Aides	8.0	8.0	9.0	10.0	10.0
<b>Total</b>	<b>50.0</b>	<b>51.2</b>	<b>51.4</b>	<b>52.0</b>	<b>51.0</b>

<b>Expenditures</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
	<b>Audited</b>	<b>Audited</b>	<b>Audited</b>	<b>Unaudited</b>	<b>Budget</b>
Regular Education (11)	\$ 2,087,817	\$ 2,125,432	\$ 2,175,621	\$ 2,150,509	\$ 2,235,300
Gifted & Talented Education (21)	27,428	14,724	29,230	33,754	35,304
Career & Technology Education(22)		-	-	-	-
Special Education (23)	231,327	274,911	206,463	265,240	273,443
Accelerated Education(24,30)	119,887	93,934	95,035	75,365	78,444
Bilingual/ESL Education (25)	1,896	1,641	1,636	4,493	1,653
Other (26, 28, 29, 99)	587,297	589,959	578,941	647,997	631,111
<b>Total</b>	<b>\$ 3,055,652</b>	<b>\$ 3,100,601</b>	<b>\$ 3,086,925</b>	<b>\$ 3,177,358</b>	<b>\$ 3,255,255</b>
<b>Per Student Cost</b>	\$ 5,722	\$ 5,211	\$ 4,877	\$ 5,150	\$ 5,772

<b>Assessment Results</b>	<b>2010 TAKS</b>	<b>2011 TAKS</b>	<b>2012 STAAR</b>	<b>2013 STAAR</b>	<b>2014 STAAR</b>
Reading	92%	97%	93%	94%	91%
Mathematics	92%	96%	78%	85%	88%
Writing	97%	99%	86%	82%	89%
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

*Serves Grade Kindergarten—4th*

*\*Information obtained from the TEA Website AEIS Reports*

*\*\*Information obtained from the TEA PEIMS Standard Report*

# Bill F. Davis Intermediate School

Barbara Rudolph, Principal

***Mission Statement:*** To improve the performance of all students for the attainment of equity and excellence in achievement.



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	663	707	652	637	694
<b>Student / Teacher Ratio</b>	16.2	16.1	15.8	16.3	16.1
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	4.0	4.2	3.7	3.0	3.0
Teachers	41.0	44.0	41.2	39.0	43.0
<b>Support</b>					
Educational Aides	5.0	7.7	8.0	9.0	8.0
<b>Total</b>	<b>52.0</b>	<b>57.9</b>	<b>54.9</b>	<b>53.0</b>	<b>56.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 2,371,533	\$ 2,398,491	\$ 2,206,767	\$ 2,137,391	\$ 2,494,762
Gifted & Talented Education (21)	8,811	923	39,143	29,369	29,721
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	262,138	408,355	377,727	435,827	456,327
Accelerated Education(24,30)	135,882	126,390	116,909	114,039	95,856
Bilingual/ESL Education (25)	1,650	1,643	1,639	2,865	1,653
Other (26, 28, 29, 99)	664,563	595,004	600,862	686,712	697,203
<b>Total</b>	<b>\$ 3,444,577</b>	<b>\$ 3,530,806</b>	<b>\$ 3,343,047</b>	<b>\$ 3,406,204</b>	<b>\$ 3,775,522</b>
<b>Per Student Cost</b>	\$ 5,195	\$ 4,994	\$ 5,127	\$ 5,347	\$ 5,440

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	93%	92%	85%	89%	90%
Mathematics	96%	93%	87%	91%	97%
Writing	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	93%	93%	81%	85%	82%

Serves Grades 5 and 6

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# Al Draper Intermediate School

Beth Craighead, Principal

**Mission Statement:** *Our mission at Draper Intermediate School, in partnership with parents and community, is to help students discover their unique talents and abilities through engaged learning in an environment that values and respect individual difference.*



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	660	697	788	859	839
<b>Student / Teacher Ratio</b>	14.7	15.8	16.6	17.2	16.8
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	3.0	3.0
Other Professional	4.0	4.2	4.6	3.0	3.0
Teachers	45.0	44.2	47.6	50.0	50.0
<b>Support</b>					
Educational Aides	8.0	7.0	6.7	8.0	8.0
<b>Total</b>	<b>59.0</b>	<b>57.4</b>	<b>60.9</b>	<b>64.0</b>	<b>64.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 2,445,927	\$ 2,271,248	\$ 2,505,420	\$ 2,997,058	\$ 2,912,309
Gifted & Talented Education (21)	44,689	108,542	53,684	126,813	132,676
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	345,326	248,276	255,314	226,326	177,265
Accelerated Education(24,30)	82,965	71,252	91,888	91,906	64,483
Bilingual/ESL Education (25)	9,047	13,522	59,984	24,441	17,557
Other (26, 28, 29, 99)	677,821	631,513	1,574,286	1,173,984	759,781
<b>Total</b>	<b>\$ 3,605,775</b>	<b>\$ 3,344,354</b>	<b>\$ 4,540,576</b>	<b>\$ 4,640,528</b>	<b>\$ 4,064,071</b>
<b>Per Student Cost</b>	\$ 5,463	\$ 4,798	\$ 5,762	\$ 5,402	\$ 4,844

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	94%	87%	84%	89%	91%
Mathematics	94%	87%	86%	91%	93%
Writing	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	93%	95%	84%	88%	85%

*Serves Grade 5 and 6*

*\*Information obtained from the TEA Website AEIS Reports*

*\*\*Information obtained from the TEA PEIMS Standard Report*

# Ab Harrison Intermediate School

Dr. Kim Gilmore, Principal

**Mission Statement:** Working together to build character and achieve academic excellence.



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	613	610	643	603	648
<b>Student / Teacher Ratio</b>	16.1	16.7	17.0	15.5	16.6
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	4.0	5.0	4.0	3.0	3.0
Teachers	38.0	36.6	37.9	39.0	39.0
<b>Support</b>					
Educational Aides	6.0	6.0	7.0	9.0	9.0
<b>Total</b>	<b>50.0</b>	<b>49.6</b>	<b>50.9</b>	<b>53.0</b>	<b>53.0</b>

<b>Expenditures</b>	2010-11 Audited	2011-12 Audited	2012-32 Audited	2013-14 Unaudited	2014-15 Budget
Regular Education (11)	\$ 2,203,382	\$ 2,067,196	\$ 2,137,054	\$ 2,184,556	\$ 2,285,878
Gifted & Talented Education (21)	51,434	2,213	875	15,593	16,589
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	279,481	339,451	342,655	437,786	465,450
Accelerated Education(24,30)	85,432	100,445	102,666	98,387	71,536
Bilingual/ESL Education (25)	1,647	1,642	1,638	2,048	1,653
Other (26, 28, 29, 99)	685,949	664,492	672,564	704,848	771,545
<b>Total</b>	<b>\$ 3,307,325</b>	<b>\$ 3,175,439</b>	<b>\$ 3,257,451</b>	<b>\$ 3,443,218</b>	<b>\$ 3,612,651</b>
<b>Per Student Cost</b>	\$ 5,395	\$ 5,206	\$ 5,066	\$ 5,710	\$ 5,575

<b>Assessment Results</b>	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	95%	92%	85%	91%	91%
Mathematics	97%	95%	89%	93%	96%
Writing	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	97%	91%	84%	84%	85%

Serves 5 and 6

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# Grady Burnett Junior High School

Mike Evans, Principal



**Mission Statement:** To maintain a culture of high expectations while valuing unity, relationships and trust.

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	649	662	623	657	722
<b>Student / Teacher Ratio</b>	15.1	15.8	16.4	15.6	15.7
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	4.0	4.4	4.6	4.0	4.0
Teachers	43.0	41.9	38.0	42.0	46.0
<b>Support</b>					
Educational Aides	5.0	6.8	7.0	7.0	8.0
<b>Total</b>	<b>54.0</b>	<b>55.1</b>	<b>51.6</b>	<b>55.0</b>	<b>60.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 530,074	\$ 1,167,208	\$ 1,990,749	\$ 2,240,726	\$ 2,576,381
Gifted & Talented Education (21)	39,777	32,141	30,587	58,538	61,451
Career & Technology Education(22)	232	-	1,000	-	-
Special Education (23)	149,573	248,038	373,001	330,544	417,286
Accelerated Education(24,30)	69,576	128,320	78,911	67,141	36,134
Bilingual/ESL Education (25)	1,648	830	820	256	-
Other (26, 28, 29, 91, 99)	807,939	754,815	821,196	911,575	948,284
<b>Total</b>	<b>\$ 1,598,820</b>	<b>\$ 2,331,352</b>	<b>\$ 3,296,264</b>	<b>\$ 3,608,780</b>	<b>\$ 4,039,536</b>
<b>Per Student Cost</b>	<b>\$ 2,464</b>	<b>\$ 3,522</b>	<b>\$ 5,291</b>	<b>\$ 5,493</b>	<b>\$ 5,595</b>

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	96%	88%	90%	92%	91%
Mathematics	89%	84%	91%	93%	93%
Writing	98%	96%	78%	79%	85%
Social Studies	91%	94%	77%	92%	85%
Science	74%	73%	89%	96%	91%

Serves Grade 7 and 8

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# Raymond Cooper Junior High School

## Tami Nauyokas, Principal



**Mission Statement:** *The Cooper Junior High School family will foster a spirit of cooperation with parents and the community, to provide a well-rounded educational experience which will ensure that all students possess the necessary tools to become successful citizens of the world.*

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	613	645	654	703	745
<b>Student / Teacher Ratio</b>	15.3	16.7	17.2	16.7	16.6
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	5.0	4.0	4.0	4.0	4.0
Teachers	40.0	38.6	38.0	42.0	45.0
<b>Support</b>					
Educational Aides	5.0	4.0	4.0	4.0	4.0
<b>Total</b>	<b>52.0</b>	<b>48.6</b>	<b>48.0</b>	<b>52.0</b>	<b>55.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 2,169,335	\$ 2,170,565	\$ 2,097,507	\$ 2,369,871	\$ 2,520,853
Gifted & Talented Education (21)	1,884	31,010	32,565	33,299	51,448
Career & Technology Education(22)	22,490	5,132	9,564	8,671	9,176
Special Education (23)	281,037	204,740	203,965	251,249	264,653
Accelerated Education(24,30)	76,628	43,538	61,124	46,550	42,323
Bilingual/ESL Education (25)	1,650	1,644	1,640	2,666	1,653
Other (26, 28, 29, 91, 99)	788,834	758,701	777,279	889,377	908,181
<b>Total</b>	<b>\$ 3,341,858</b>	<b>\$ 3,215,332</b>	<b>\$ 3,183,644</b>	<b>\$ 3,601,684</b>	<b>\$ 3,798,287</b>
<b>Per Student Cost</b>	\$ 5,452	\$ 4,985	\$ 4,868	\$ 5,123	\$ 5,098

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	94%	93%	88%	93%	94%
Mathematics	89%	86%	81%	90%	92%
Writing	97%	97%	85%	84%	90%
Social Studies	97%	98%	81%	84%	85%
Science	88%	89%	88%	91%	91%

Serves Grade 7 and 8

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report



# Frank McMillan Junior High School

Jon Peters, Principal

***Mission Statement:*** *Our goal is to maximize academic performance of all students, increase student engagement by providing quality professional learning opportunities for all employees at McMillan Jr. High, recognize McMillan Jr. High employees through appreciation and enhanced incentives, and improve two-way communication.*



	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	607	632	686	709	659
<b>Student / Teacher Ratio</b>	15.2	16.8	16.8	15.8	15.3
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	4.0	4.5	4.2	4.0	4.0
Teachers	40.0	37.6	40.9	45.0	43.0
<b>Support</b>					
Educational Aides	6.0	5.0	7.0	7.0	9.0
<b>Total</b>	<b>52.0</b>	<b>49.1</b>	<b>54.1</b>	<b>58.0</b>	<b>58.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 878,829	\$ 1,981,853	\$ 2,123,942	\$ 2,381,619	\$ 2,460,214
Gifted & Talented Education (21)	3,733	43,971	44,046	52,185	56,144
Career & Technology Education(22)	409	136	34,022	41,887	2,029
Special Education (23)	172,352	350,606	443,392	477,466	520,946
Accelerated Education(24,30)	78,780	99,029	92,576	70,537	36,508
Bilingual/ESL Education (25)	1,651	831	820	1,236	827
Other (26, 28, 29, 91, 99)	788,697	775,629	814,162	900,873	946,084
<b>Total</b>	<b>\$ 1,924,451</b>	<b>\$ 3,252,056</b>	<b>\$ 3,552,959</b>	<b>\$ 3,925,803</b>	<b>\$ 4,022,752</b>
<b>Per Student Cost</b>	<b>\$ 3,170</b>	<b>\$ 5,146</b>	<b>\$ 5,179</b>	<b>\$ 5,537</b>	<b>\$ 6,104</b>

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	97%	92%	90%	93%	91%
Mathematics	96%	90%	89%	95%	92%
Writing	97%	96%	81%	78%	83%
Social Studies	96%	99%	79%	84%	84%
Science	80%	89%	83%	87%	85%

Serves Grade 7 and 8

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report



# Wylie East High School

Michael Williams, Principal



***Mission Statement:*** The mission of Wylie East High School, in partnership with the community, is to develop the potential of our students to achieve academic success and become responsible leaders.

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	1,147	1,579	1677	1724	1714
<b>Student / Teacher Ratio</b>	14.7	16.3	16.4	16.0	15.2
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	4.0	5.0	5.0	5.0	5.0
Other Professional	6.0	9.1	8.8	7.0	7.0
Teachers	78.0	96.8	102.4	108.0	113.0
<b>Support</b>					
Educational Aides	6.0	9.9	8.2	11.0	12.0
<b>Total</b>	<b>94.0</b>	<b>120.8</b>	<b>124.4</b>	<b>131.0</b>	<b>137.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 4,003,005	\$ 4,950,957	\$ 4,988,893	\$ 5,109,266	\$ 5,504,073
Gifted & Talented Education (21)	22,381	19,509	23,096	24,964	23,196
Career & Technology Education(22)	255,186	413,937	656,525	815,742	665,448
Special Education (23)	470,246	553,255	636,243	854,606	992,327
Accelerated Education(24,30)	41,000	250,219	149,000	83,193	46,795
Bilingual/ESL Education (25)	1,648	1,643	1,637	3,054	3,108
High School Allotment (31)	370,718	374,970	359,124	400,954	186,292
Other (26, 28, 29, 91, 99)	2,115,525	2,191,096	2,259,502	2,692,718	2,969,358
<b>Total</b>	<b>\$ 7,279,709</b>	<b>\$ 8,755,586</b>	<b>\$ 9,074,020</b>	<b>\$ 9,984,497</b>	<b>\$ 10,390,597</b>
<b>Per Student Cost</b>	\$ 6,347	\$ 5,545	\$ 5,411	\$ 5,791	\$ 6,062

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	96%	93%	88%	88%	83%
Mathematics	85%	79%	93%	89%	93%
Writing	NA	NA	72%	63%	NA
Social Studies	99%	95%	93%	91%	98%
Science	85%	85%	94%	95%	97%

Serves Grade 9—12

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# Wylie High School

## Virdie Montgomery, Principal



***Mission Statement:*** *In partnership with parents and the community, the mission of Wylie High School is to provide a quality education for ALL students, which will develop responsible citizens and prepare them for success beyond high school in the 21st century.*

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	2,030	1,738	1,856	1,981	2,064
<b>Student / Teacher Ratio</b>	14.1	15.1	16.3	16.0	16.1
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	6.0	5.0	5.0	5.0	5.0
Other Professional	9.0	10.5	11.0	7.0	8.0
Teachers	143.5	115.3	114.2	124.0	128.0
<b>Support</b>					
Educational Aides	16.0	9.7	8.6	11.0	11.0
<b>Total</b>	<b>174.5</b>	<b>140.5</b>	<b>138.8</b>	<b>147.0</b>	<b>152.0</b>

Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
	Audited	Audited	Audited	Unaudited	Budget
Regular Education (11)	\$ 6,842,666	\$ 5,266,016	\$ 5,292,101	\$ 5,656,300	\$ 6,051,936
Gifted & Talented Education (21)	53,681	51,177	89,200	44,573	54,456
Career & Technology Education(22)	929,596	763,052	898,113	1,095,414	993,244
Special Education (23)	881,630	744,969	837,765	847,779	1,028,577
Accelerated Education(24,30)	37,633	130,611	168,129	76,883	88,793
Bilingual/ESL Education (25)	1,651	1,644	1,640	2,754	1,653
High School Allotment (31)	507,882	546,526	571,460	582,272	457,762
Other (26, 28, 29, 91, 99)	3,694,658	3,122,779	2,908,176	3,137,815	3,573,432
<b>Total</b>	<b>\$ 12,949,397</b>	<b>\$ 10,626,776</b>	<b>\$ 10,766,585</b>	<b>\$ 11,443,791</b>	<b>\$ 12,249,853</b>
<b>Per Student Cost</b>	\$ 6,379	\$ 6,114	\$ 5,801	\$ 5,777	\$ 5,935

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	94%	95%	91%	91%	83%
Mathematics	86%	84%	93%	92%	90%
Writing	NA	NA	72%	63%	NA
Social Studies	95%	96%	94%	92%	98%
Science	91%	88%	96%	95%	97%

Serves Grades 9—12

\*Information obtained from the TEA Website AEIS Reports

\*\*Information obtained from the TEA PEIMS Standard Report

# Achieve Academy

Lynne Tinsley, Principal



***Mission Statement:*** To prepare students for a successful life beyond high school.

	*2010-11	*2011-12	**2012-13	2013-14	2014-15
<b>Enrollment</b>	29	57	57	40	144
<b>Student / Teacher Ratio</b>	2.6	5.0	4.4	3.3	9.0
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	1.0	1.0	1.0	1.0	1.0
Other Professional	1.0	1.8	1.8	1.0	2.0
Teachers	11.0	11.4	12.9	12.0	16.0
<b>Support</b>					
Educational Aides	5.0	5.0	5.0	7.0	10.0
<b>Total</b>	<b>18.0</b>	<b>19.2</b>	<b>20.7</b>	<b>21.0</b>	<b>29.0</b>

Expenditures	2010-11 Audited	2011-12 Audited	2012-13 Audited	2013-14 Unaudited	2014-15 Budget
Regular Education (11)	\$ 118,882	\$ 204,479	\$ 225,395	\$ 182,033	\$ 223,712
Gifted & Talented Education (21)	-	-	-	-	-
Career & Technology Education(22)	-	-	6,943	57	-
Special Education (23)	207,733	254,932	212,068	227,402	267,742
Accelerated Education(24,30)	162,090	126,086	174,492	158,891	365,936
Bilingual/ESL Education (25)	-	-	-	-	-
Other (26, 28, 29, 99)	523,281	540,095	614,652	724,503	809,504
<b>Total</b>	<b>\$ 1,011,986</b>	<b>\$ 1,125,592</b>	<b>\$ 1,233,550</b>	<b>\$ 1,292,886</b>	<b>\$ 1,666,894</b>
<b>Per Student Cost</b>	<b>\$ 34,896</b>	<b>\$ 19,747</b>	<b>\$ 21,641</b>	<b>\$ 32,322</b>	<b>\$ 11,576</b>

Assessment Results	2010 TAKS	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR
Reading	Academically	Academically	Academically	Academically	Academically
Mathematics	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Writing	based on	based on	based on	based on	based on
Social Studies	AEA	AEA	AEA	AEA	AEA
Science	Procedures	Procedures	Procedures	Procedures	Procedures

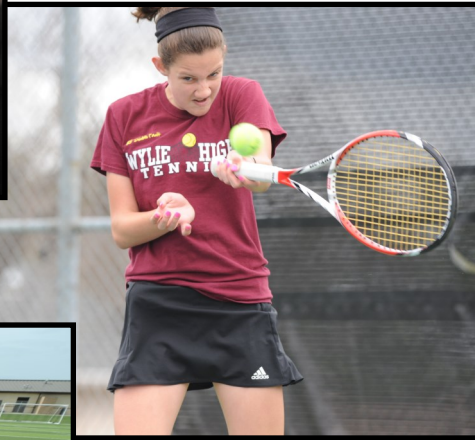
Serves student from age 6 years old to seniors in high school; Programs offered Choice High School, The Discipline Alternative Education Program (DAEP), Behavioral Adjustment Unit (BAU), and the Transition to Life students;

\*Information obtained from the TEA Website AEIS Reports; \*\*Information obtained from the TEA PEIMS Standard Report.

# Athletic Department General Fund

**Table 52**

Wylie Athletic Department (873)	2010-11 Audited	2011-12 Audited	2012-13 Audited	2013-14 Unaudited	2014-15 Budget
Salary & Employee Benefits (6100)	\$ 504,786	\$ 494,072	\$ 564,432	\$ 571,714	\$ 575,648
Contracted Services (6200)	194,655	168,155	170,199	148,855	203,615
Supplies & Materials (6300)	333,595	237,199	239,490	415,196	349,025
Other Expenses (6400)	295,094	210,676	276,485	305,473	284,685
Furniture & Equipment (6600)	152,089	378,075	23,385	42,516	0
<b>Total</b>	<b>\$ 1,480,219</b>	<b>\$ 1,488,177</b>	<b>\$ 1,273,991</b>	<b>\$ 1,483,753</b>	<b>\$ 1,412,973</b>



# Non-Campus Departments General Fund

**Table 53**

Wylie ISD Non-Campus Departments	2010-11 Audited	2011-12 Audited	2012-13 Audited	2013-14 Unaudited	2014-15 Budget
699 - Summer School	\$ 327,253	\$ 103,608	\$ 213,993	\$ 182,404	\$ 283,945
701 - Superintendent Office	843,618	827,796	811,708	885,630	854,298
702 - Board Members	51,958	48,540	43,250	61,459	57,000
703 - Tax Office	346,501	345,881	362,183	381,441	427,000
726 - Business Office	1,279,098	1,262,524	1,301,318	1,251,544	1,445,090
727 - Human Resource and Student Services	505,075	496,791	508,197	572,730	595,772
801 - Technology Department	2,281,426	1,838,931	2,433,563	2,580,273	2,651,489
802 - Asst. Superintendent for Curriculum	247,411	367,014	517,407	517,938	559,853
803 - Public Relations	394,740	376,646	453,043	597,195	564,020
804 - Staff Development	291,886	290,315	283,615	340,395	332,523
805 - Curriculum Department	809,954	706,386	1,121,398	1,237,318	1,342,194
806 - Special Education	448,781	464,685	488,197	503,578	532,335
807 - Fine Arts Department	270,236	172,644	543,009	618,195	593,082
808 - Special Service Center	752,694	595,544	522,974	613,021	687,024
809 - Academic and Career Connections	0	0	199,041	475,729	1,447,370
810 - GT and Advanced Academics	0	0	0	48,970	115,248
935 - Transportation Department	3,959,615	3,979,843	4,092,435	3,870,957	4,549,980
936 - Maintenance and Custodial Department	4,086,598	3,588,139	3,875,118	3,966,299	4,654,971
937 - Health Services	39,805	31,691	35,015	35,169	50,582
939 - Energy Management	36,065	31,176	28,110	30,598	31,263
999 - District Wide	478,899	460,627	623,888	1,290,823	3,880,710
	<b>\$ 17,451,613</b>	<b>\$ 15,988,781</b>	<b>\$ 18,457,462</b>	<b>\$ 20,061,664</b>	<b>\$ 25,655,749</b>





# Student Nutrition Fund

## **Student Nutrition Fund**

The emphasis of the Student Nutrition program is to provide a nutritional meal program without the fiscal support from the General Fund. Monthly monitoring of student participation and expenses will allow the operation to realize a marginal profit this school year. The fund balance continues to be invested in improvements to the program.



The Student Nutrition Department follows all federal and state guidelines and is evaluated every three years during an extensive audit. The department strides for the highest standards in menu variety and meal quality. All meals follow the Texas Public School Nutrition Policy ([www.squaremeals.com](http://www.squaremeals.com)) and are planned by a registered dietitian. Health inspections at each kitchen are conducted twice a year by the county, HACCP Policy, Wellness Policy and Civil Rights Policy are implemented. Staff is trained on all regulations.

## **Revenue**

Sales of meals and a' la carte items represent 55.39% of total revenue for 2014-15. Additional sources of revenue include 42.56% from USDA federal reimbursement, and 2.05% from state matching funds. Based on average daily attendance, the percent of students who participated in the free and reduced price meal program in 2013-14 was 29.51% while 20.8% of students participated in full price meals.

## **Expenses**

Student Nutrition Labor expenditures (including benefits) represent 43% of expenses. Food and labor expenditures are monitored on a monthly basis. Labor is reviewed as meals per labor hour and staffing is adjusted each summer as well as through attrition.

Additional expenses incurred by the Student Nutrition Department include all maintenance and repairs on equipment, replacement of equipment, small wares and miscellaneous supplies, purchase and maintenance of technology, and administrative overhead fees.

The Student Nutrition Fund accounts for the operation of the District's cafeteria meal program. The 2014—2015 expenditure budget totals \$5,868,176.

The District meets or exceeds the mandated nutritional requirements set by national and state agencies.

The following table compares audited actuals to budget for a five-year period:

# Student Nutrition Fund (Cont.)

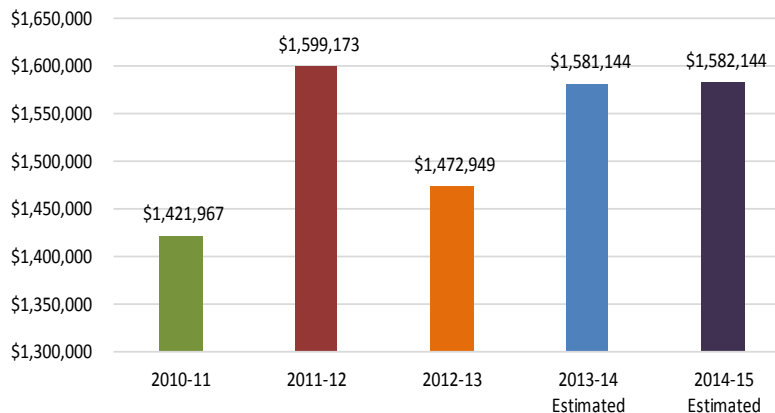
## Table 54

Statement of Revenue and Expenditures for Years Ended June 30, 2011 - June 30, 2015 (Budgeted)

	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Unaudited Actual	2014-15 Adopted Budget	% Increase / (Decrease)
<b>LOCAL REVENUE SOURCES</b>						
School Meals	\$ 2,622,865	\$ 2,664,948	\$ 2,661,382	\$ 2,929,914	\$ 3,235,573	10.43%
Other	56,639	6,246	13,936	14,829	15,500	4.53%
<b>TOTAL</b>	<b>2,679,505</b>	<b>2,671,194</b>	<b>2,675,318</b>	<b>2,944,743</b>	<b>3,251,073</b>	<b>10.40%</b>
<b>STATE REVENUE SOURCES</b>						
State Matching Funds	112,330	103,460	100,057	126,971	120,339	-5.22%
<b>TOTAL</b>	<b>112,330</b>	<b>103,460</b>	<b>100,057</b>	<b>126,971</b>	<b>120,339</b>	<b>-5.22%</b>
<b>FEDERAL REVENUE SOURCES</b>						
Federal Meal Reimbursement	1,745,997	1,821,877	1,938,226	2,056,607	2,197,764	6.86%
Federal Commodities	276,929	255,886	261,432	294,918	300,000	1.72%
<b>TOTAL</b>	<b>2,022,926</b>	<b>2,077,763</b>	<b>2,199,658</b>	<b>2,351,525</b>	<b>2,497,764</b>	<b>6.22%</b>
<b>TOTAL REVENUE</b>	<b>4,814,760</b>	<b>4,852,418</b>	<b>4,975,033</b>	<b>5,423,239</b>	<b>5,869,176</b>	<b>8.22%</b>
<b>EXPENDITURES</b>						
35 Food Services						
Payroll Costs	2,072,775	1,989,919	2,078,855	2,450,220	2,549,074	4.03%
Professional & Contracted Svcs.	55,739	321,516	298,664	269,852	353,500	31.00%
Supplies & Materials	2,308,984	2,323,474	2,502,238	2,542,197	2,898,602	14.02%
Other Operating Expenses	22,056	38,894	29,019	23,329	32,000	37.17%
Debt Service	-	3,448	3,448	2,874	-	-100.00%
Capital Outlay	42,722	-	189,033	26,573	35,000	31.71%
<b>Total</b>	<b>4,502,276</b>	<b>4,677,252</b>	<b>5,101,258</b>	<b>5,315,044</b>	<b>5,868,176</b>	<b>10.41%</b>
<b>NET REVENUE OVER (UNDER) EXPENDITURES</b>	<b>312,485</b>	<b>175,166</b>	<b>(126,225)</b>	<b>108,195</b>	<b>1,000</b>	
<b>Other Sources</b>		<b>2,041</b>	<b>-</b>			
<b>BEGINNING FUND BALANCE</b>	<b>1,109,482</b>	<b>1,421,967</b>	<b>1,599,174</b>	<b>1,472,949</b>	<b>1,581,144</b>	7.35%
<b>ENDING FUND BALANCE</b>	<b>\$ 1,421,967</b>	<b>\$ 1,599,174</b>	<b>\$ 1,472,949</b>	<b>\$ 1,581,144</b>	<b>\$ 1,582,144</b>	0.06%

## Table 55

Fund Balance Trends for Student Nutrition



# Debt Service Fund

## General Obligation Debt

For the past decade and the foreseeable future, the District has and will continue to experience bond elections authorizing new bonds and a continual issuance of bonds. In the past, the District has received a primary bond rating of AAA through the State of Texas Permanent School Fund (PSF). The District's underlying rating from Moody's is currently AA<sub>3</sub>.

The state funding formula provides for two types of debt service support – the Instructional Facility Allotment (IFA) and the Existing Debt Allotment (EDA). These allotments are both weighted to take into consideration the property wealth per student of the receiving districts.

The Legislature's practice of rolling forward new debt into EDA ensures that Wylie's debt is equalized to the highest levels.

IFA funds target debt repayment for new construction and, due to limited funding at the state level, only the poorest districts still qualify. Wylie ISD continues to receive funds from the IFA. The District expects to receive approximately \$0.5 million in 2014-15.

The EDA funding, created in 1999, supports the repayment of debt that is already outstanding. The District expects to receive \$3.6 million in 2014-15. This reduces the debt tax rate by \$0.11 cents over what it would have been.

For 2014-15, the Debt Service Fund has budgeted revenues for \$21,369,034. The debt service tax rate remained the same at \$0.47. The legal debt limit is \$0.50. Over 21% of the current bond payment is covered by the IFA and EDA funds from State Aid.



# Debt Service Fund (Cont.)

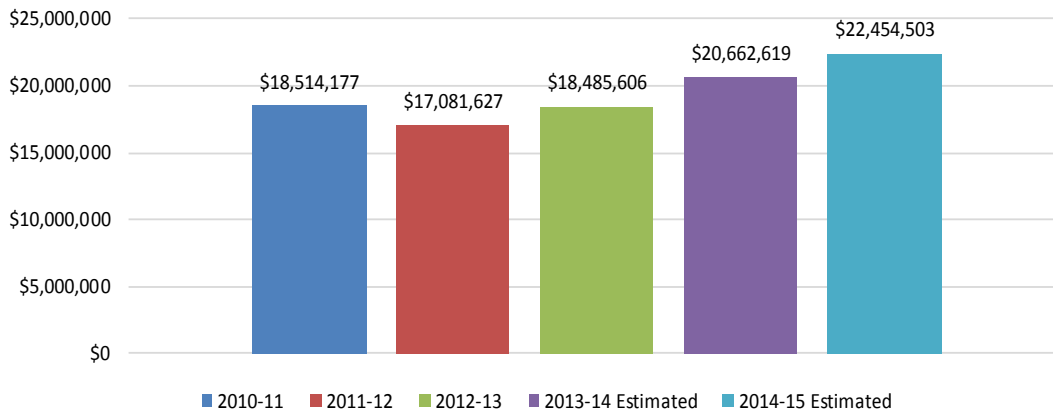
## Table 56

*Statement of Revenue and Expenditures for Debt Service Fund (511)  
Years Ended June 30, 2011 - June 30, 2015(Budgeted)*

	2010-11	2011-12	2012-13	2013-14	2014-15	% Increase
	Audited Actual	Audited Actual	Audited Actual	Unaudited Actual	Approved Budget	(Decrease)
<b>REVENUE SOURCES</b>						
Local Revenue	\$ 14,896,446	\$ 15,229,669	\$ 15,454,060	\$ 16,551,226	\$ 17,224,506	4.07%
State Revenue	3,516,189	3,732,701	3,751,603	4,167,505	4,144,528	-0.55%
<b>Total</b>	<b>18,412,635</b>	<b>18,962,370</b>	<b>19,205,663</b>	<b>20,718,731</b>	<b>21,369,034</b>	<b>3.14%</b>
<b>EXPENDITURES</b>						
<b>Debt Service</b>						
Principal	9,603,882	13,410,000	13,656,563	14,765,000	15,865,000	7.45%
Interest	7,274,028	4,641,739	4,153,940	3,773,968	3,697,150	-2.04%
Fees	4,688	3,224	3,824	344,088	15,000	-95.64%
<b>Total</b>	<b>16,882,598</b>	<b>18,054,963</b>	<b>17,814,327</b>	<b>18,883,056</b>	<b>19,577,150</b>	<b>3.68%</b>
<b>NET REVENUE OVER (UNDER)</b>	<b>1,530,037</b>	<b>907,407</b>	<b>1,391,336</b>	<b>1,835,675</b>	<b>1,791,884</b>	<b>-2.39%</b>
<b>OTHER SOURCES/USES</b>						
Transfers In	24,018,697	72,917,124	140,427,436	32,298,257	-	-
Transfers Out	(24,014,014)	(75,257,081)	(140,414,793)	(31,956,919)	-	-
<b>Total</b>	<b>4,683</b>	<b>(2,339,957)</b>	<b>12,643</b>	<b>341,338</b>		
<b>NET SOURCES OVER (UNDER)</b>	<b>1,534,720</b>	<b>(1,432,550)</b>	<b>1,403,979</b>	<b>2,177,013</b>	<b>1,791,884</b>	<b>-17.69%</b>
<b>BEGINNING FUND BALANCE</b>	<b>16,979,457</b>	<b>18,514,177</b>	<b>17,081,627</b>	<b>18,485,606</b>	<b>20,662,619</b>	<b>11.78%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 18,514,177</b>	<b>\$ 17,081,627</b>	<b>\$ 18,485,606</b>	<b>\$ 20,662,619</b>	<b>\$ 22,454,503</b>	<b>8.67%</b>

## Table 57

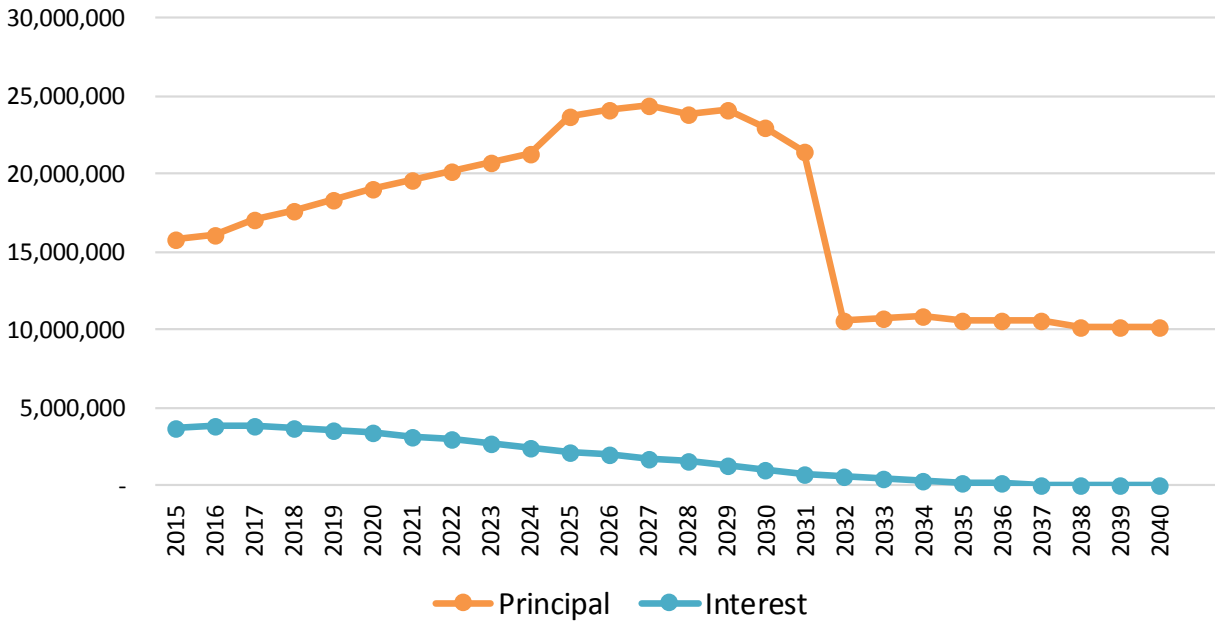
### Fund Balance Trends Debt Service



# Debt Service Fund (Cont.)

Table 58

## Existing General Obligation Debt



# Debt Service Fund (Cont.)

## Table 59

Aggregate Unlimited General Obligation Tax Bonds  
Debt Tax Support  
As of June 30, 2014

Fiscal Year Ending 6/30/14	Principal	Interest	Total
2015	15,865,000	3,697,150	\$ 19,562,150
2016	16,155,000	3,891,188	\$ 20,046,188
2017	17,025,000	3,806,638	\$ 20,831,638
2018	17,605,000	3,673,988	\$ 21,278,988
2019	18,410,000	3,537,238	\$ 21,947,238
2020	19,000,000	3,374,475	\$ 22,374,475
2021	19,630,000	3,164,325	\$ 22,794,325
2022	20,260,000	2,939,281	\$ 23,199,281
2023	20,710,000	2,707,181	\$ 23,417,181
2024	21,305,000	2,469,725	\$ 23,774,725
2025	23,760,000	2,204,906	\$ 25,964,906
2026	24,120,000	1,955,794	\$ 26,075,794
2027	24,390,000	1,743,722	\$ 26,133,722
2028	23,870,000	1,507,481	\$ 25,377,481
2029	24,125,000	1,256,850	\$ 25,381,850
2030	23,080,000	957,444	\$ 24,037,444
2031	21,450,000	730,794	\$ 22,180,794
2032	10,565,000	614,769	\$ 11,179,769
2033	10,690,000	476,766	\$ 11,166,766
2034	10,835,000	319,719	\$ 11,154,719
2035	10,570,000	190,625	\$ 10,760,625
2036	10,660,000	100,500	\$ 10,760,500
2037	10,610,000	27,125	\$ 10,637,125
2038	10,135,000	-	\$ 10,135,000
2039	10,135,000	-	\$ 10,135,000
2040	10,135,000	-	\$ 10,135,000
	\$ 445,095,000	\$ 45,347,682	\$ 490,442,682

## Debt Service Fund (Cont.)

The maximum Interest and Sinking fund tax rate that the District can adopt cannot exceed \$0.50 per hundred dollars of valuation for any debt authorized after April 1, 1991 and issued after September 1, 1992. The District must demonstrate its ability to pay the principal and interest requirements within these tax rate limitations. The chart below depicts the effect of the capital programs on the District, and the projected I&S tax rate to repay the debt.

**Table 60**

WYLIE INDEPENDENT SCHOOL DISTRICT CAPITAL IMPROVEMENT PROGRAM IMPACT ON TAX RATE (unaudited)									
FYE 30-Jun	Net Taxable Assessed Valuation	Growth Rate	EDA/IFA/Other Reductions in Debt Service	Total Outstanding Debt			Net Debt Service	Total I&S Tax Rate	
				Principal	Interest	Total			
2015	3,599,018,555	3.0%	2,644,528	15,865,000	3,697,150	\$ 19,562,150	16,917,622	0.47	
2016	3,670,998,926	2.0%	2,802,244	16,155,000	3,891,188	\$ 20,046,188	17,243,944	0.47	
2017	3,744,418,905	2.0%	3,335,535	17,025,000	3,806,638	\$ 20,831,638	17,496,103	0.47	
2018	3,819,307,283	2.0%	3,264,207	17,605,000	3,673,988	\$ 21,278,988	18,014,781	0.48	
2019	3,895,693,428	2.0%	3,425,452	18,410,000	3,537,238	\$ 21,947,238	18,521,786	0.48	
2020	3,973,607,297	2.0%	3,438,251	19,000,000	3,374,475	\$ 22,374,475	18,936,224	0.48	
2021	4,053,079,443	2.0%	3,702,392	19,630,000	3,164,325	\$ 22,794,325	19,091,933	0.48	
2022	4,134,141,032	2.0%	3,645,582	20,260,000	2,939,281	\$ 23,199,281	19,553,699	0.48	
2023	4,175,482,442	1.0%	3,575,729	20,710,000	2,707,181	\$ 23,417,181	19,841,452	0.48	
2024	4,217,237,266	1.0%	3,493,219	21,305,000	2,469,725	\$ 23,774,725	20,281,506	0.49	
2025	4,259,409,639	1.0%	3,386,860	23,760,000	2,204,906	\$ 25,964,906	22,578,046	0.54	
2026	4,302,003,736	1.0%	3,299,322	24,120,000	1,955,794	\$ 26,075,794	22,776,472	0.53	
2027	4,345,023,773	1.0%	3,451,903	24,390,000	1,743,722	\$ 26,133,722	22,681,819	0.53	
2028	4,388,474,011	1.0%	3,307,105	23,870,000	1,507,481	\$ 25,377,481	22,070,376	0.51	
2029	4,432,358,751	1.0%	3,161,200	24,125,000	1,256,850	\$ 25,381,850	22,220,650	0.51	
2030	4,476,682,338	1.0%	3,075,146	23,080,000	957,444	\$ 24,037,444	20,962,298	0.47	
2031	4,521,449,162	1.0%	2,967,633	21,450,000	730,794	\$ 22,180,794	19,213,161	0.43	
2032	4,566,663,653	1.0%	2,616,711	10,565,000	614,769	\$ 11,179,769	8,563,058	0.19	
2033	4,612,330,290	1.0%	2,239,912	10,690,000	476,766	\$ 11,166,766	8,926,854	0.20	
2034	4,658,453,593	1.0%	1,302,654	10,835,000	319,719	\$ 11,154,719	9,852,065	0.21	
2035	4,705,038,129	1.0%	1,272,649	10,570,000	190,625	\$ 10,760,625	9,487,976	0.20	
2036	4,752,088,510	1.0%	1,243,690	10,660,000	100,500	\$ 10,760,500	9,516,810	0.20	
2037	4,799,609,395	1.0%	1,330,866	10,610,000	27,125	\$ 10,637,125	9,306,259	0.20	
2038	4,847,605,489	1.0%	1,317,872	10,135,000	-	\$ 10,135,000	8,817,128	0.18	
2039	4,896,081,544	1.0%	1,354,971	10,135,000	-	\$ 10,135,000	8,780,029	0.18	
2040	4,945,042,359	1.0%	1,375,151	10,135,000	-	\$ 10,135,000	8,759,849	0.18	
					-				
(1) FY 2014 Assessed Valuation is actual per CCAD.				\$ 445,095,000	\$ 45,347,682	\$ 490,442,682			
(2) FY 2015 and thereafter is growth rate estimate.									
(3) I&S Tax Rate is calculated on 99% collection rate.									
(4) Calculations do not account for the loss of frozen taxes.									

# Capital Projects

The inclusion of construction reports in this budget document is for informational purposes only. However, the dollars spent on these projects are significant and are an integral part of the financial picture of the District.

This governmental fund budgeted at \$3,077,055 for 2014-15 is established to account for proceeds, on the modified accrual basis, from the sale of bonds and other resources to be used for Board authorized acquisition, construction, or renovation, as well as, furnishing and equipping of major capital facilities.

The last bond package was approved on May 12, 2012 by 74% of the District's voters. It included additions and renovations to Wylie High School and Wylie East High School. With the upcoming November bond election, the Board of Trustees passed a reimbursement resolution so that projects could begin, some relating to House Bill 5 which increased our career and technology needs of the District.

The table below recaps the projects and historical spending for each of bond authorizations currently under for the past five years.

**Table 61**  
**Capital Projects Activity—Five Year Summary**

Project	10-11 FY Activity	11-12 FY Activity	12-13 FY Activity	13-14 FY Activity	14-15 Budget
Achieve Academy	3,382,731.10	64,014.84	0.00	6,511.45	30,268.00
Akin Elementary	572,327.27	770,131.42	704,646.02	81,969.44	11,129.00
Birmingham Elementary	1,511,154.00	931,213.15	25,387.15	250,959.09	1,068,986.00
Burnett Jr. High	6,507,799.13	836,278.77	463,005.79	224,303.77	84,222.00
Cooper Jr. High	0.00	0.00	0.00	44,568.18	1,806.00
Cox Elementary	0.00	0.00	0.00	32,911.57	1,255.00
Davis Intermediate	0.00	0.00	0.00	32,911.57	1,254.00
District Wide	0.00	0.00	0.00	2,038.40	0.00
Dodd Elementary	0.00	0.00	0.00	43,379.59	1,974.00
Draper Intermediate	0.00	0.00	0.00	38,533.38	1,530.00
Groves Elementary	0.00	0.00	0.00	45,344.17	1,255.00
Harrison Intermediate	1,648,097.51	1,309,755.62	308,776.82	89,089.05	36,523.00
Hartman Elementary	1,387,844.63	988,230.57	62,465.89	90,353.10	944,838.00
Land	367,986.17	10,950.00	0.00	0.00	0.00
McMillan Jr. High	0.00	0.00	0.00	44,567.18	1,806.00
Other/Arbitrage	13,500.00	10,450.00	15,950.00	7,694.86	484,805.00
Shaffer Stadium	0.00	0.00	248,868.00	0.00	0.00
Smith Elementary	0.00	0.00	0.00	29,497.57	1,255.00
Technology	0.00	0.00	0.00	20,051.05	1,062.00
Tibbals Elementary	0.00	0.00	0.00	32,911.57	1,255.00
Watkins Elementary	783,767.02	32,172.00	0.00	29,330.65	1,422.00
Whitt Elementary	0.00	0.00	0.00	40,521.40	1,255.00
Wylie East High School	1,770,582.30	407,986.41	14,134,360.76	2,906,325.60	324,372.00
Wylie High School	2,428.50	777.00	2,873,410.96	2,073,999.30	74,783.00
<b>Grand Total</b>	<b>17,948,217.63</b>	<b>5,361,959.78</b>	<b>18,836,871.39</b>	<b>6,167,771.94</b>	<b>3,077,055.00</b>

# Capital Projects (cont.)

Table 62

## Current Capital Projects

Fund 626 - 2009 Bond Projects - Original Budget \$25,319,112

Balance of Original Budget as of 7/1/2014 \$ 2,599,764

Construction Projects for 2013-14

<b>Akin Elementary School</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 62,349	\$ 52,472	\$ 9,877	Project Complete
<b>Birmingham Elementary School</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 237,195	\$ 221,462	\$ 15,733	Project Complete
Roof Replacement	\$ 1,052,000	\$ -	\$ 1,052,000	Complete in 14-15
<b>Hartman Elementary School</b>	<b>Budget</b>	<b>Activity</b>	<b>Remaining</b>	<b>Comment</b>
Renovations and Additions	\$ 72,643	\$ 55,234	\$ 17,409	Project Complete
Roof Replacement	\$ 925,900	\$ -	\$ 925,900	Complete in 14-15
<b>Harrison Intermediate School</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comment</b>
Renovations and Additions	\$ 92,230	\$ 56,961	\$ 35,269	Complete in 14-15
<b>Burnett Junior High School</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comment</b>
Renovations and Additions	\$ 272,471	\$ 189,778	\$ 82,693	Project Complete
<b>Achieve Academy</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comment</b>
Furniture, Fixtures, & Equipment	\$ 30,000	\$ 57	\$ 29,943	Complete in 14-15
<b>Districtwide</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comment</b>
Districtwide	\$ 441,783	\$ 10,843	\$ 430,940	
<b>Grand Totals for 2009 Bond in 2013-14</b>	<b>\$ 3,186,571</b>	<b>\$ 586,807</b>	<b>\$ 2,599,764</b>	

# Capital Projects (cont.)

Table 62 (Cont.)

**Fund 627 - 2012 Bond Projects - Original Budget \$21,125,000**

**Balance of Original Budget as of 7/1/2014**      \$      **304,519**

**Construction Projects for 2013-14**

<b>Wylie High School</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 1,338,217	\$ 1,277,007	\$ 61,210	Project Complete
WHS Field House roof	\$ 56,475	\$ 56,475	\$ -	Project Complete
<b>Wylie East High School</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 1,950,833	\$ 1,761,177	\$ 189,656	Project Complete
Roof Additions	\$ 489,035	\$ 489,035	\$ -	Project Complete
Tennis Courts	\$ 5,372	\$ 5,372	\$ -	Complete in 14-15
<b>Districtwide</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Districtwide	\$ 54,904	\$ 1,250	\$ 53,654	
<b>Grand Totals for 2012 Bond in 2013-14</b>	<b>\$ 3,894,836</b>	<b>\$ 3,590,317</b>	<b>\$ 304,519</b>	

**Fund 628 - 2014 Bond Projects - Original Budget**

**Balance of Original Budget as of 7/1/2014**      \$      **172,691**

**Construction Projects for 2013-14**

<b>Achieve Academy</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 6,723	\$ 6,455	\$ 268	Complete in 14-15
<b>Akin Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 30,751	\$ 29,498	\$ 1,253	Complete in 14-15
<b>Birmingham Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 30,751	\$ 29,498	\$ 1,253	Complete in 14-15
<b>Burnett Jr. High</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 36,055	\$ 34,525	\$ 1,530	Complete in 14-15
<b>Cooper Jr. High</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 46,374	\$ 44,568	\$ 1,806	Complete in 14-15
<b>Cox Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 34,166	\$ 32,912	\$ 1,254	Complete in 14-15
<b>Davis Intermediate</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 34,165	\$ 32,912	\$ 1,253	Complete in 14-15
<b>Dodd Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 45,353	\$ 43,380	\$ 1,973	Complete in 14-15

# Capital Projects (cont.)

Table 62 (Cont.)

**Fund 628 - 2014 Bond Projects - Original Budget**

**Balance of Original Budget as of 7/1/2014**      \$      **172,691**

**Construction Projects for 2013-14**

<b>Draper Intermediate</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 40,063	\$ 38,533	\$ 1,530	Complete in 14-15
<b>Groves Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 46,600	\$ 45,344	\$ 1,256	Complete in 14-15
<b>Harrison Intermediate</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 33,381	\$ 32,128	\$ 1,253	Complete in 14-15
<b>Hartman Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 36,649	\$ 35,119	\$ 1,530	Complete in 14-15
<b>McMillan Jr. High</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 46,373	\$ 44,567	\$ 1,806	Complete in 14-15
<b>Smith Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 30,752	\$ 29,498	\$ 1,254	Complete in 14-15
<b>Tibbals Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 34,166	\$ 32,912	\$ 1,254	Complete in 14-15
<b>Watkins Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 30,752	\$ 29,331	\$ 1,421	Complete in 14-15
<b>Whitt Elementary</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 41,776	\$ 40,521	\$ 1,255	Complete in 14-15
<b>Wylie High School</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 754,014	\$ 740,517	\$ 13,497	Complete in 14-15
<b>Wylie East High School</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 219,309	\$ 84,596	\$ 134,713	Complete in 14-15
Tennis Courts	\$ 587,917	\$ 587,917	\$ -	Complete in 14-15
<b>Technology Department</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 21,113	\$ 20,051	\$ 1,062	Complete in 14-15
<b>Maintenance Department</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Renovations and Additions	\$ 2,419	\$ 2,419	\$ 0.21	Complete in 14-15
<b>Transportation Department</b>	<b>Budget</b>	<b>Activity</b>	<b>Unexpended Funds</b>	<b>Comments</b>
Buses	\$ 279,068	\$ 279,068	\$ -	Complete in 14-15
Renovations and Additions	\$ 5,080	\$ 4,812	\$ 268	Complete in 14-16
<b>Grand Totals for 2014 Bond in 2013-14</b>	<b>\$ 2,473,770</b>	<b>\$ 2,301,079</b>	<b>\$ 172,691</b>	



# Capital Projects (cont.)

## Current Capital Projects

As of July 1, 2014, the remaining balance of funds from the May 2009 Bond Referendum is \$2,622,438. This money is being used to finish the additions and renovations to Burnett Junior High, Harrison Intermediate, Hartman Elementary, Akin Elementary and Birmingham Elementary Schools. These are all non-recurring expenditures.

The remaining balance of funds from the May 2012 Bond Referendum as of July 1, 2014 is \$306,737. This money is being used to complete the renovations and additions to Wylie East High School which is also a non-recurring expenditure.

Due to rapid enrollment at Draper Intermediate, a second gym was added in August 2013. The general fund supported this \$1.4 million expansion.

In addition, Speed 21, the District's technology rollout including projections and computers for all classrooms began in May 2014. Total cost for the first phase is \$1.1 million all to be supported by the general fund.

All other capital projects have been completed with all bonds issued and authorized as of July 1, 2014. Revenues from the capital projects will be earned by investment income.

## Future Capital Projects

After master facility plan Board workshops held on June 2013 and March 2014, and community master facilities plan committee meetings held on April and August 2014, the Board of Trustees elected to call a \$94.2 million bond proposal for November, 2014. One of the Board of Trustees goals is to *manage* growth in a way that provides functional equity, financial responsibility and assurance of all student needs. A breakdown of what is included in the bond proposal is on the following pages.

## Capital Projects Impact on General Fund

Any technology purchases are evaluated if they are on a long term lifespan or less than 5—6 years. Speed 21 represents all computer purchases such as Chromebooks and iPads for all students. Below is our first phase initial cost to roll this program out to prepare all students for the 21st century:

**Table 63**

Capital Project from General Fund	Projected Costs
Speed 21 (First Phase)	\$1,100,000

# Capital Projects (Cont.)

## 2014 Bond Proposal

The major growth in enrollment over the past ten years has caused the District to call for several bond elections to authorize construction of new school facilities. The District's financial advisor, Southwest Securities, works with District staff to effectively structure its debt capacity.

On August 18, 2014, the Board of Trustees called to order a November 2014 bond election in the amount of \$94.2 million.

The Unlimited Tax School Building Bonds, Series 2014 will include the following projects:

- New elementary campus—Inspiration subdivision
- Intermediate and junior high expansions
- Infrastructure and renovation updates to all campuses
- Additions and updates to extra-curricular facilities
- Renovations/expansions to entrances of Hartman Elementary, Harrison Intermediate, and Burnett Junior High
- Technology infrastructure—update wireless connectivity upgrades for increased bandwidth requirements
- Renovations to Shaffer Stadium
- Safety and security enhancements to all campuses
- School buses (5 year note)

A very detailed breakdown of the bond proposal is available on our website at [www.wylieisd.net](http://www.wylieisd.net).

The following two pages reflect the cost breakdown for the bond and FAQ's.

# Capital Projects (cont.)

Wylie ISD

## 2014 BOND PROPOSAL

On November 4, 2014, Wylie ISD residents will vote on whether or not to approve the school district's \$94.2 million bond package. Here are the facts you need to know:

### NO TAX INCREASE



The bond package will not raise local taxes.

THE BOND PACKAGE INCLUDES:

Safety Concerns: \$2.5

Technology Upgrades: \$5.2

Renovations and Additions: \$26.3

Provision for Future Growth: \$60.2



Wylie ISD schools are already reaching unsustainable capacity limits, and new housing developments project to bring the district 250 new students each year.

**TOTAL: \$94.2 MILLION**

### SAFETY CONCERNS

Address campus and facility security needs by installing or increasing:



SECURITY CAMERAS



OUTDOOR LIGHTING



PERIMETER FENCING



BADGE SECURITY SYSTEM

### TECHNOLOGY UPGRADES

Bring the aging technology infrastructure up to 21st Century standards by:



UPGRADING THE WIRELESS NETWORK



PROVIDING A LONG-TERM SOLUTION FOR REPLACEMENT OF TECHNOLOGY INFRASTRUCTURE

### RENOVATIONS AND ADDITIONS

Address wear and tear issues on all campuses (plumbing, HVAC, flooring, electrical, roofs, etc.), particularly for 18-year-old Wylie High School.

**Wylie High School**  
Est. 1996

Wylie Independent School District

Respond to parent requests for new programs and provide college-readiness opportunities with new additions and renovated spaces for secondary campuses:



• Junior high tennis courts

• Orchestra facilities (JH and HS)

• Extra-curricular building (WEHS)

• Auditorium updates (WHS)



• Culinary arts center with public restaurant (WHS)

• Information technology/engineering space (Both HS)



• Business/banking/finance space (Both HS)

• Health sciences space (Both HS)

### PROVIDE FOR FUTURE GROWTH

Maintain current feeder patterns and accommodate new students by:



INCREASING THE ENROLLMENT CAPACITY AT ALL INTERMEDIATE AND JUNIOR HIGH CAMPUSES



SETTING ASIDE FUNDS FOR A NEW, LARGER ELEMENTARY CAMPUS



REPLACING 28 BUSES WITH MORE THAN 10 YEARS OF SERVICE

For more information visit [www.WyfielSD.net/2014Bond](http://www.WyfielSD.net/2014Bond)



# Capital Projects (cont.)

## FREQUENTLY ASKED QUESTIONS



### ● How will this impact my taxes?

If passed, this proposal will not raise your school property taxes. Thanks to Wylie ISD's history of sound financial management and fiscal responsibility we have one of the highest credit ratings of any educational organization. In addition, the strong bond market has allowed us to refinance current bonds and pass that saving directly on to you, the taxpayer.

### ● Does this bond address a long term solution to accommodating elementary enrollment for Dual Language?

Yes. Our current campuses that support dual language are Cox, Watkins, \*Smith, and Hartman Elementary. Watkins Elementary attendance zone is quickly reaching their capacity limit.

Our long term goal is to provide an east and west side elementary solution for Dual Language. Our long term solution for an east side campus will be Cox Elementary. Our proposed west side (west of Hwy. 78) solution is to include additional square footage at the new elementary campus that will accommodate 200 more students than a traditional Wylie elementary campus. This will provide a long term solution for dual language and avoid the current issue of moving the campus each time attendance boundary limits.

*\*DL at Smith is being phased out due to attendance zone enrollment.*

### ● Why does so much of the renovations and additions budget focus on Wylie High School?

Wylie High School is a beautiful and well maintained campus approaching its 20<sup>th</sup> year of use. That's years of use by tens of thousands of students. Electrical, plumbing and mechanical systems, as well as major roofing and flooring overhauls, are needed to maintain its useful function. The proposal includes kitchen expansion and a much needed overhaul of the well-used lighting, sound, and other systems in the WHS auditorium that have become outdated and unreliable. Our goal is to provide functional equity between all campuses. This means core

functions of every building should be on par with each other.

### ● Does this bond include computer purchases?

The Wylie ISD Board of Trustees set specific standards regarding what could and couldn't be purchased from bond funds. Only items with a useful life of more than 10 years will be considered for a proposal. Therefore, computers are not included in this bond proposal. We are focusing on the infrastructure that will allow us to grow and adopt technology as we need it.

### ● I see buses are on the list. Do we really need them?

We do. For the past few years we have purchased three buses each year from our operating fund. Unfortunately this has not allowed us to keep up with the aging fleet. Currently, 28 of our 100 school buses are more than 10 years old. And buses, like facilities, are effected by our student growth. The additional elementary school will require new routes. While we are including the cost of new buses in this proposal, they will be purchased using short-term bonds minimizing our debt.

### ● Why not build a new intermediate/junior high instead of adding onto each campus capacity? And what about the third high school?

Adding onto each intermediate and junior high will save the taxpayer approximately \$25,000,000 in construction costs and millions in annual operating costs. Our newer campuses were designed and built to be expanded.

Parents have expressed that they wish to remain in current feeder patterns and not be "rezoned." Adding onto these campuses will drastically reduce changes in attendance zone boundaries now and in the future.

This also applies to the idea of a third high school. While the cost and rezoning associated with a new high school are challenging enough, based on our long-range growth predictions we will not need a third high school.

The land was purchased while Wylie ISD was in a time of extreme growth but we now have a much clearer view of what enrollment will do over the next 15-20 years.

Finally, this proposal allows for older campuses like Harrison and Burnett to undergo major renovations that will enhance the exterior appearance along with the overall functionality of the buildings.

### ● How can I be sure funds from this bond will be used in the manner described in the proposal?

This proposal lists clearly and specifically how funds will be spent. Any "general funding" items have been removed. To see how we utilized previous bond fund visit: [www.wylieisd.net/domain/2145](http://www.wylieisd.net/domain/2145).

### ● Has land been purchased for a new elementary school? When will it be constructed?

No, land has not been purchased for the site of a new elementary campus. The decision to place a new elementary campus is based on demographic growth within our district boundaries.

We will begin construction on a new elementary when all campuses reach 90% capacity with a greater potential for new home construction which exceeds our current elementary capacities.

### ● Where can I receive additional information?

A complete listing of the bond proposal including items to be included and approximate costs can be found on our website: [www.wylieisd.net](http://www.wylieisd.net). Click on the 2014 Bond Proposal icon. This includes a short video explanation of the bond and other graphical breakdown of what is included.

### ● What if I have more questions?

We welcome your questions and would be happy to speak with you and/or your group. Please contact Ian Halperin, Executive Director of Communications/Community Relations at [ian.halperin@wylieisd.net](mailto:ian.halperin@wylieisd.net) or by phone at 972-429-3019.

# Buildings and Square Footage

**Table 64**

## Schedule of Buildings and Square Footage

	Initial Year of Service	Building Square Footage	Number of Portable Classrooms	Portable Square Footage	Total Building/Portable Square Footage
--	----------------------------	----------------------------	-------------------------------------	-------------------------------	----------------------------------------------

**Elementary Campuses:**

Akin	1988	65,668			65,668
Akin Addition	2005	11,022			11,022
Akin Addition	2011	623			623
Birmingham	1985	59,814	1	1,536	61,350
Birmingham Addition	2001	12,000			12,000
Birmingham Addition	2011	684			684
Cox	2004	76,580			76,580
Dodd	1999	69,294			69,294
Groves	2002	69,546			69,546
Hartman	1963	56,277	1	1,536	57,813
Hartman Addition	2001	10,000			10,000
Hartman Addition	2011	804			804
Smith	2007	71,172			71,172
Tibbals	2005	71,289			71,289
Watkins	2010	71,289			71,289
Whitt	2008	71,231			71,231
<b>Total Elementary (10 campuses)</b>		<b>717,293</b>	<b>2</b>	<b>3072</b>	<b>720,365</b>

**Secondary Campuses:**

Davis Intermediate	2004	89,758			89,758
Draper Intermediate	2007	81,892			81,892
Draper Intermediate Gym	2013	6,985			6,985
Harrison Intermediate	1967	69,850	1	1,536	71,386
Harrison Intermediate Addition	2011	3,010			3,010
<b>Subtotal (3 campuses)</b>		<b>251,495</b>	<b>1</b>	<b>1,536</b>	<b>253,031</b>
Burnett Junior High	1975	103,236			103,236
Burnett Junior High Addition	2011	11,997			11,997
Cooper Junior High	2006	104,045			104,045
McMillan Junior High	2003	115,430			115,430
<b>Subtotal (3 campuses)</b>		<b>334,708</b>	<b>0</b>	<b>0</b>	<b>334,708</b>
Wylie High School	1996	157,660			157,660
WHS Addition	2001	88,829			88,829
WHS Addition (ground floor, gym, library)	2005	45,471			45,471
ACHIEVE Academy	2011	25,000			25,000
Wylie East High School	2007	268,144			268,144
WEHS Addition	2013	36,496			36,496
<b>Subtotal (3 campuses)</b>		<b>621,600</b>	<b>0</b>	<b>0</b>	<b>621,600</b>
<b>Total Secondary (8 campuses)</b>		<b>1,207,803</b>	<b>1</b>	<b>1,536</b>	<b>1,209,339</b>

# Buildings and Square Footage (Cont.)

## Schedule of Building and Square Footage (cont.)

	Initial Year of Service	Building Square Footage	Number of Portable Classrooms	Portable Square Footage	Total Building/Portable Square Footage
<b>Other Buildings:</b>					
Admin Office	1987	6,695			6,695
Admin Office Addition	2007	31,327			31,327
Ag Barn	1990	13,120			13,120
Ag Barn Expansion	2007	9,000			9,000
Band Hall	2002	11,003			11,003
Field House (Burnett JH)	1975	8,479			8,479
Field House (WHS)	2002	17,421			17,421
Field House (WHS) Addition	2013	7,800			7,800
Field House (WEHS)	2013	24,910			24,910
Indoor Athletic Complex	2001	42,289			42,289
Maintenance/Food Service	2006	45,088			45,088
Swine Barn	1990	5,169			5,169
Transportation	2002	9,380			9,380
Vocation Building (Burnett JH)	1975	6,840			6,840
Vocation Building (WHS)	1999	27,450			27,450
<b>Total Other Buildings (12 buildings)</b>		265,971	0	0	265,971
<b>Grand Total:</b>		<b>2,191,067</b>	<b>3</b>	<b>4,608</b>	<b>2,195,675</b>

# Building History

## **Achieve Academy**

The Achieve Academy was constructed in 2011 and serves students of Wylie ISD. Achieve offers four different programs Transition to Life, Choice High School, Behavior Adjustment Unit (BAU) and Discipline Alternative Education Program (DAEP). The building is 25,000 square feet and enrollment fluctuates throughout the year.

## **Akin Elementary**

Namesake is P.M. Akin. Akin was constructed in 1988 at a square footage of 65,084 and houses students in kindergarten through fourth grade. Since 1988 there have been additions in 2005 & 2011. The building is now 77,313 square feet and current enrollment is 515 students.

## **Birmingham Elementary**

Namesake is T.F. Birmingham. Birmingham was constructed in 1985 at a square footage of 59,130 with additions and renovations in 1987, 2001 and 2011 and houses students in kindergarten through fourth grade. The building is now 72,034 square feet and current enrollment is 542 students.

## **Burnett Jr. High**

Namesake is Grady Burnett. Burnett was constructed in 1975 at a square footage of 103,236 with renovations in 1985, 1999 and 2011. Burnett was originally the home of the Wylie High School Pirates. The campus houses students in seventh and eighth grade. The building is now 115,233 square feet and current enrollment is 722 students.

## **Cooper Jr. High**

Namesake is Raymond B. Cooper. Cooper was constructed in 2006 and houses students in seventh and eighth grade. The building is 104,045 square feet and current enrollment is 745 students.

## **Cox Elementary**

Namesake is Cheri Cox. Cox was constructed in 2004 and houses students in kindergarten through fourth grade. The building is 76,580 square feet and current enrollment is 626 students.

## **Davis Intermediate**

Namesake is Bill F. Davis. Davis was constructed in 2004 and houses students in fifth and sixth grade. The building is 89,758 square feet and current enrollment is 694 students.

## **Dodd Elementary**

Namesake is R.C. Dodd. Dodd was constructed in 1999 and houses students in kindergarten through fourth grade. The building is 69,294 square feet and current enrollment is 566 students.

# Building History (Cont.)

## **Draper Intermediate**

Namesake is Al Draper. Draper was constructed in 2007 at a square footage of 81,892 and houses students in fifth and sixth grade. In 2013, an additional gym was built adding 6,985 square feet to the building bringing the total square footage to 88,877. Current enrollment is 839 students.

## **Groves Elementary**

Namesake is R.V. Groves. Groves was constructed in 2002 and houses students in kindergarten through fourth grade. The building is 69,546 square feet and current enrollment is 634 students.

## **Harrison Intermediate**

Namesake is Ab Harrison. Harrison was constructed in 1967 at a square footage of 69,850 with renovations in 1969, 1988, 1995 and 2012 and houses students in fifth and sixth grade. The building is now 74,396 square feet and current enrollment is 648 students.

## **Hartman Elementary**

Namesake is R.F. Hartman. Hartman, the oldest building in the District, was constructed in 1963 at a square footage of 55,473 and renovated in 1985, 1988, 2001 and 2012 and houses students in pre-k through fourth grade. The building is now 68,617 square feet and current enrollment is 482 students.

## **McMillan Jr. High**

Namesake is Frank McMillan. McMillan was constructed in 2003 and houses students in seventh and eighth grade. The building is 115,430 square feet and current enrollment is 659 students.

## **Smith Elementary**

Namesake is Rita G. Smith. Smith was constructed in 2007 and houses students in kindergarten through fourth grade. The building is 71,172 square feet and current enrollment is 622 students.

## **Tibbals Elementary**

Namesakes are Harry and Retha Tibbals. Tibbals was constructed in 2005 and houses students in kindergarten through fourth grade. The building is 71,289 square feet and current enrollment is 612 students.

## **Watkins Elementary**

Namesake is Wally W. Watkins. Watkins was constructed in 2010 and houses students in kindergarten through fourth grade. The building is 71,289 square feet and current enrollment is 608 students.



# Building History (Cont.)

## Whitt Elementary

Namesake is Don Whitt. Whitt was constructed in 2008 and houses students in kindergarten through fourth grade. The building is 71,231 square feet and current enrollment is 564 students.

## Wylie East High School

Wylie East was constructed in 2007 with additions constructed in 2012 at a square footage of 268,144 and houses students in ninth through 12<sup>th</sup> grade. In 2013, the WEHS was completed adding 36,496 square feet bringing the total square footage to 304,640. The current enrollment is 1,714 students. Also in 2013, a field house was added with a square footage of 24,910.

## Wylie High School

Wylie High School was constructed in 1996 with additions constructed in 1998, 2000 and 2012. The campus houses students in ninth through 12<sup>th</sup> grade. The building is 291,960 square feet and current enrollment is 2,064 students. An additional 7,800 square feet was added to the WHS field house bringing its total to 25,221.





# Informational Section



THE WYLIE WAY

# Taxable Value Information

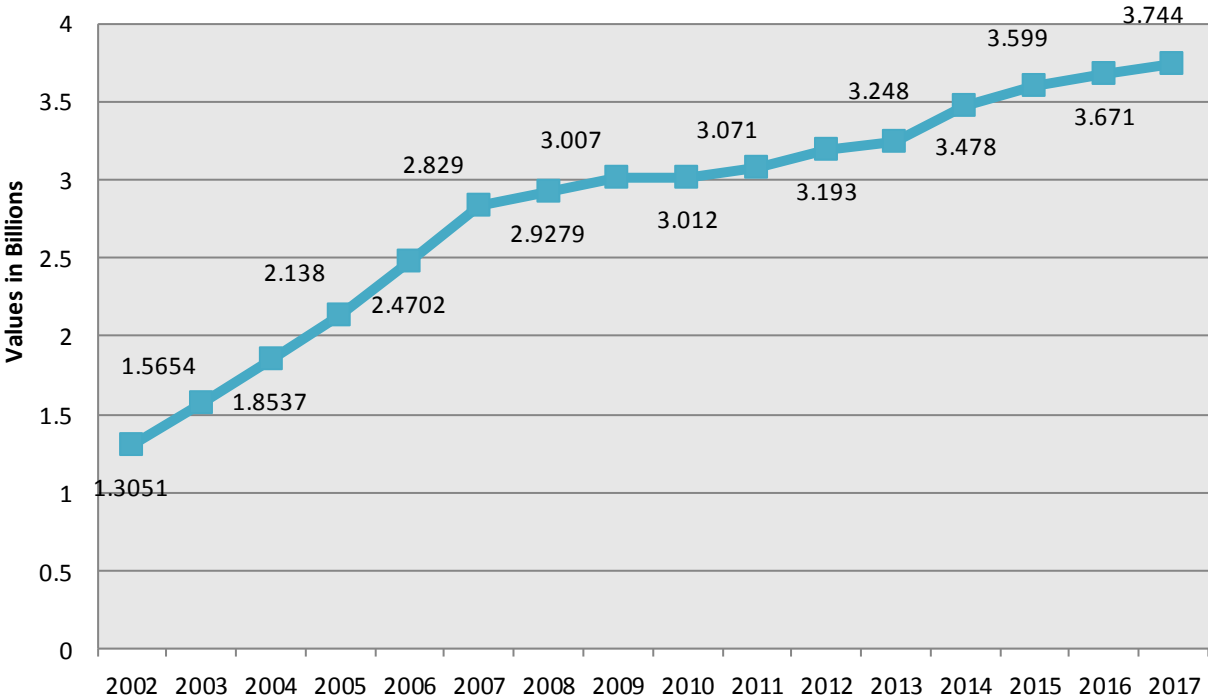
On January 1 each year the property values are rendered for appraisal. The appraisal process is conducted by the Collin Central Appraisal District (CCAD). Properties are required to be appraised at 100% market value. A 10% appraisal cap controls runaway property value growth.

The CCAD submits preliminary values to the school district by April 30. These values are usually a conservative estimate of the ultimate certified values that come by July 25. The preliminary values are good estimates upon which to base the tax levies for the operating and debt service budgets. Once the certified values are received by the District, the tax rate adoption and budgeting process can be completed for the new fiscal year.

The following charts depict the increasing growth rate of property values.

**Table 65**

## Taxable Value Projection



# Taxable Value Information (cont.)

**Table 66**

## Tax Value Projection

Source:  
Collin County Appraisal District

Property taxes are calculated on 100% of market values less appropriate exemptions. Taxes are calculated on each \$100 of taxable value.

Projected Values

Tax Year as of Jan. 1	Taxable Value	% Change
1999	722,133,790	19.8%
2000	865,437,530	23.2%
2001	1,066,272,719	22.4%
2002	1,305,164,604	19.9%
2003	1,565,409,699	18.4%
2004	1,853,700,906	15.3%
2005	2,138,004,258	15.5%
2006	2,470,214,311	14.5%
2007	2,829,087,169	3.5%
2008	2,927,993,068	2.7%
2009	3,007,049,470	0.2%
2010	3,012,736,849	1.9%
2011	3,071,334,946	0.7%
2012	3,093,797,216	5.0%
2013	3,248,924,526	7.1%
2014	3,478,419,811	3.5%
2015	3,599,018,555	2.0%
2016	3,670,998,926	2.0%
2017	3,744,418,905	2.0%
2018	3,819,307,283	2.0%
2019	3,895,693,428	2.0%
2020	3,973,607,297	2.0%
2021	4,053,079,443	2.0%
2022	4,134,141,032	1.0%
2023	4,175,482,442	1.0%
2024	4,217,237,266	1.0%
2025	4,259,409,639	1.0%
2026	4,302,003,736	1.0%
2027	4,345,023,773	1.0%
2028	4,388,474,011	1.0%
2029	4,432,358,751	1.0%
2030	4,476,682,338	1.0%
2031	4,521,449,162	1.0%
2032	4,566,663,653	1.0%
2033	4,612,330,290	1.0%
2034	4,658,453,593	1.0%
2035	4,705,038,129	1.0%
2036	4,752,088,510	1.0%

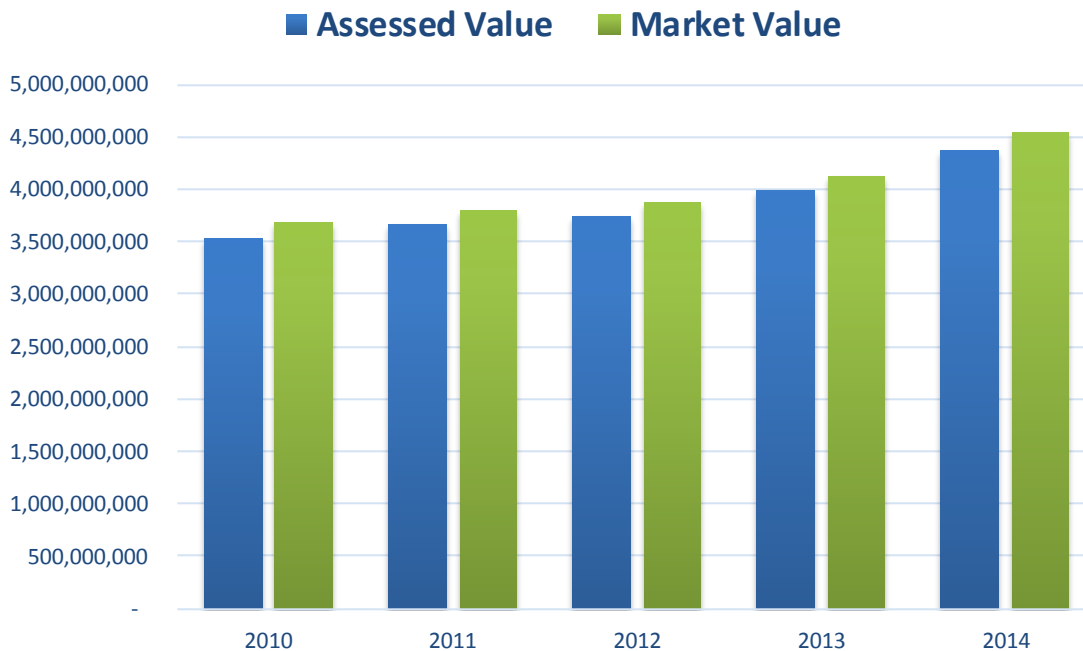


# Taxable Value Information (Cont.)

**Table 67**

## Assessed Value and Market Value of Taxable Property

Tax Year as of Jan. 1	Assessed Value	Market Value	% Difference
2010	3,543,420,947	3,681,427,602	4%
2011	3,658,250,220	3,793,090,880	4%
2012	3,741,910,538	3,880,098,686	4%
2013	3,986,212,084	4,128,786,417	3%
2014	4,378,888,051	4,537,456,119	3%



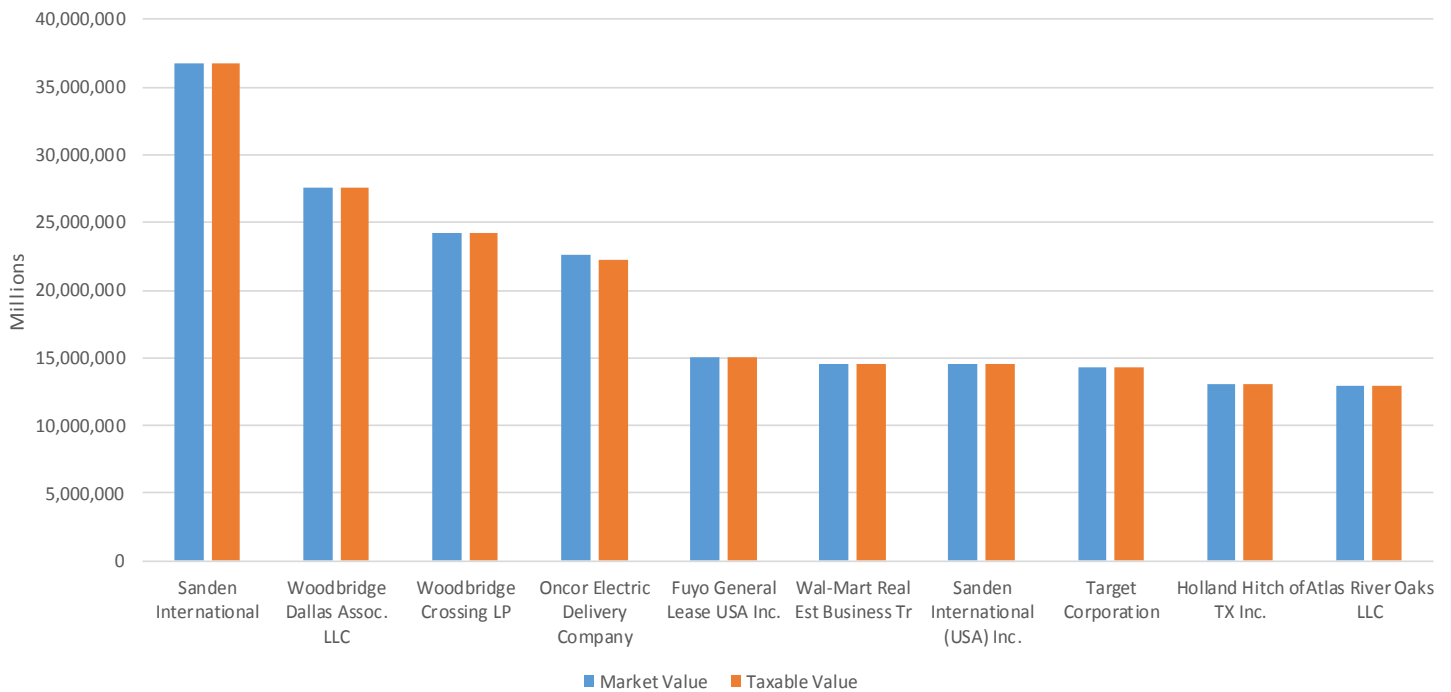
Assessed value is the dollar value assigned by the property tax assessor for the purpose of the taxation. Market value is the price at which an asset would trade in a competitive market. The above graphs reflect the assessed and market values of Wylie ISD.

# Taxable Value Information (Cont.)

**Table 68**  
**2014 Top Ten Taxpayers**  
**(Real and Personal Properties Included)**

Taxpayer	Market Value	Taxable Value
Sanden International	36,797,981	36,797,981
Woodbridge Dallas Assoc. LLC	27,633,583	27,633,583
Woodbridge Crossing LP	24,188,675	24,188,675
Oncor Electric Delivery Company	22,582,248	22,292,538
Fuyo General Lease USA Inc.	15,002,538	15,002,538
Wal-Mart Real Est Business Tr	14,570,938	14,570,938
Sanden International (USA) Inc.	14,499,157	14,499,157
Target Corporation	14,347,438	14,347,438
Holland Hitch of TX Inc.	13,100,099	13,100,099
Atlas River Oaks LLC	12,991,435	12,991,435

**2014 Top Ten Taxpayers of Wylie ISD**



# Tax Collection Data

## Wylie Independent School District

**Table 69**

A major portion of a school district' budget is the property values. Below is a table reflecting the values, tax collections and percentages over the past seven years.

Year Ended June 30	Assessed Valuation	Tax Rate	Adjusted Levy	% Collections	
				Current	Total
2008	\$ 2,829,087,169	\$ 1.39	\$ 39,275,221	97.66%	100.63%
2009	\$ 3,102,559,828	\$ 1.51	\$ 46,559,319	98.16%	100.08%
2010	\$ 3,084,000,064	\$ 1.59	\$ 49,035,601	97.04%	99.26%
2011	\$ 3,071,334,946	\$ 1.64	\$ 51,371,354	99.32%	100.58%
2012	\$ 3,193,229,449	\$ 1.64	\$ 52,368,963	98.79%	99.00%
2013	\$ 3,248,924,526	\$ 1.64	\$ 53,282,362	106.48%	106.73%
2014	\$ 3,478,419,811	\$ 1.64	\$ 57,046,085	99.46%	99.69%

## Effects of Tax Levy & Rate Changes on an Average Single Family Residence

**What does the proposed tax rate mean to local homeowners?** The following example demonstrates the effect of the adjusting rate. The example also shows the effect on an average home value during that tax year. Every homeowner receives a statewide homestead exemption of \$15,000 to reduce the amount of taxes owed.

An additional exemption is provided for those 65 years and older and disabled tax payers. Their tax levy is frozen at the amount when they received the exemption and can never go up even if their home value or tax rate increases. A constitutional amendment approved by the voters of Texas in May 2007 reduced the cap on the over-65 frozen value at a proportionate reduction as the mandated M&O rate reduction.

**Table 70**

	2010-11	2011-12	2012-13	2013-14	2014-15
Residence Value	\$168,221	\$168,760	\$165,972	\$173,762	\$187,687
Less: Homestead Exemption	(15,000)	(15,000)	(15,000)	(15,000)	(15,000)
Adjusted Taxable Value	153,221	153,760	150,972	158,762	172,687
Rate Per \$100 Value	1.64000	1.64000	1.64000	1.64000	1.64000
Tax Levy	\$2,513	\$2,522	\$2,476	\$2,604	\$2,832





# Student Enrollment By Campus

Over the past 16 years Wylie ISD has experienced significant increases in the student population. Total PK-12 enrollments rose from 3,820 students in 1997 to over an estimated 14,000 for 2014-15. Since 2010, Wylie has experienced slight growth each year with the largest being 548 students for a total of 4.13% between 2011-12 and 2012-13. Enrollment has remained stable for the past five years with an average increase of 394 students per year.

Watkins Elementary opened its doors in 2010 to help alleviate some of the more crowded elementary schools and Wylie East High School which opened in 2007-08 began adding a grade each year beginning in 2009-10 graduating its first senior class in 2012. Below reflects the campus enrollments for the past five years.

**Table 71**

## Student Enrollment by Campus

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Elementary Schools (Grades K-4)</b>					
Akin	558	518	486	466	515
Birmingham	554	529	553	531	542
Cox	546	588	607	628	626
Dodd	582	580	604	602	566
Groves	602	605	596	569	634
Hartman - <i>includes PK</i>	496	519	568	517	482
Smith	599	611	646	643	622
Tibbals	555	577	621	678	612
Watkins	393	430	471	545	608
Whitt	536	595	634	625	564
<b>Total for Elementary</b>	<b>5,421</b>	<b>5,552</b>	<b>5,786</b>	<b>5,804</b>	<b>5,771</b>
<b>Intermediate Schools (Grades 5-6)</b>					
Davis	664	707	652	634	694
Draper	666	697	788	859	839
Harrison	617	610	643	600	648
<b>Total for Intermediate</b>	<b>1,947</b>	<b>2,014</b>	<b>2,083</b>	<b>2,093</b>	<b>2,181</b>
<b>Junior High Schools (Grades 7-8)</b>					
Burnett	652	662	623	654	722
Cooper	617	645	655	701	745
McMillan	611	632	688	706	659
<b>Total for Junior High</b>	<b>1,880</b>	<b>1,939</b>	<b>1,966</b>	<b>2,061</b>	<b>2,126</b>
<b>High Schools (Grades 9-12)</b>					
Wylie East High School	1,153	1,579	1,677	1,734	1,714
Wylie High School	2,037	1,738	1,856	1,976	2,064
Achieve Academy (Alternative) Gr 11-12	34	57	43	41	144
<b>Total for High School</b>	<b>3,224</b>	<b>3,374</b>	<b>3,576</b>	<b>3,751</b>	<b>3,922</b>
<b>Total District Enrollment</b>	<b>12,472</b>	<b>12,879</b>	<b>13,411</b>	<b>13,709</b>	<b>14,000</b>

*Enrollment for 2010-2012 based on AEIS, 2012-14 based on PEIMS Standard Report; 2014-15 based on September 5, 2014 Attendance*

# Student Enrollment Projections

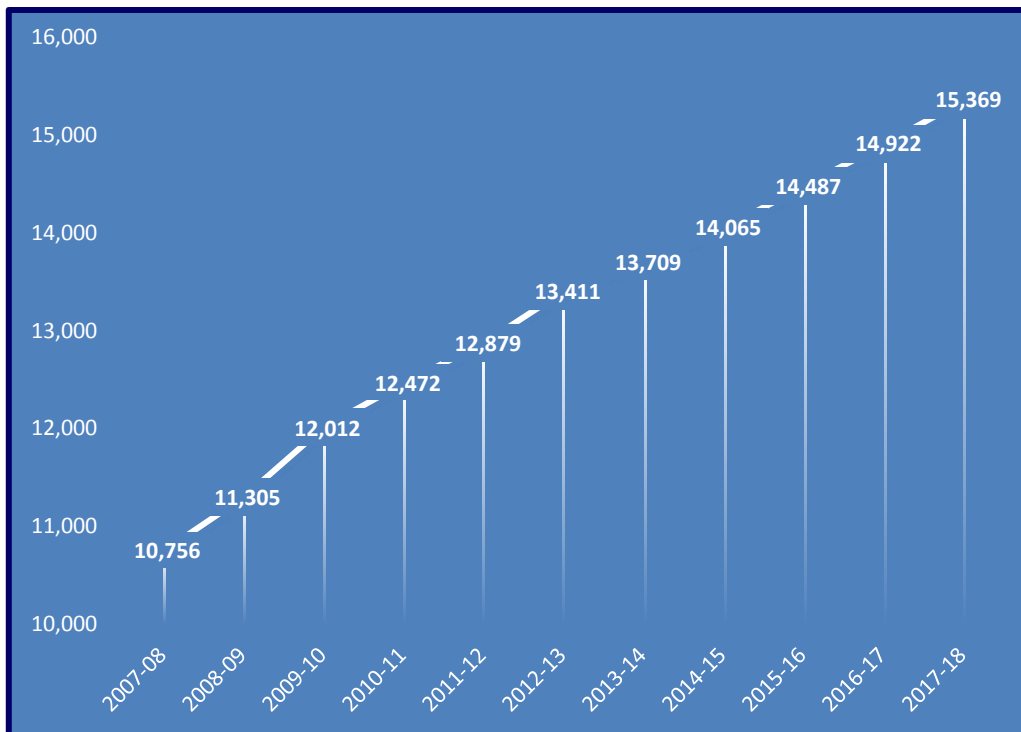
Wylie ISD continues to respond to the enrollment growth needs of the District. According to the District’s demographer, School District Strategies using the New Home Method (Moderate), Wylie ISD’s enrollment should peak at 17,000 students. At that point the District will be built out within its 41 square miles and no longer subject to the heavy growth of new houses which typically bring new students. When Wylie ISD reaches this point will depend on the rate of development.

Growth in the number of students means growth in special sub-population groups such as bilingual students or special education students. Classroom space is impacted by these groups and the addition of regular education students. Enrollment provides the basis for staffing, however, the ADA is the basis for computing state aid. The correlation between the two is very important.

Long range enrollment projections prepared by the District’s demographer are shown in the table below:

**Table 72**

**Student Enrollment History and Projections**



*2014-15 reflects the projected number not actual.*

# Staffing

As with most school districts anywhere in the nation, the annual operating budget is labor intensive with approximately 84% of its budget going toward salary and benefits. To control the cost of operations, school districts must control labor costs.

The District must balance efficiency with effectiveness. The larger the staffing ratio, the greater the overall efficiency. The District's administration must continually evaluate staffing issues during the budgeting process. Each year staffing changes are made to more effectively operate the District.

State law automatically places restrictions on classroom staffing for kindergarten through grade four with a 22:1 ratio of students to teacher. At the intermediate and secondary level, the District attempts to maintain a ratio of 25:1. Certain classes, however, may exceed this goal.

The Wylie ISD staff has become stabilized over the last year. As enrollment increases, additional staff is essential to provide the necessary educational services ranging from teachers to bus drivers. A decrease in state funding led to a decrease in overall staff through attrition in 2011. The table below shows the staffing history for Wylie ISD.

**Table 73**  
**Wylie Independent School District**  
**Staffing History**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Professional</b> (Superintendent, Assistant Superintendents, Directors, Other Professional, Principal, Assistant Principal, Counselor, Librarian, Nurse)	191	189	190	205	204
<b>Teachers</b> (Teacher - Secondary, Elementary, Special Education)	847	826	835	889	894
<b>Other</b> (Paraprofessional, Food Service, Bus Driver, Hourly, Other)	633	608	630	691	734
<b>Total</b>	<b>1,671</b>	<b>1,623</b>	<b>1,655</b>	<b>1,785</b>	<b>1,832</b>
<b>Student Enrollment</b>	12,472	12,879	13,411	13,709	14,065
<b>Staffing Ratios:</b>					
Teaching Staff	14.7	15.6	16.1	15.4	15.7
Total Staff	7.5	7.9	8.1	7.7	7.7

Source TEA PEIM Standard Reports

2014-15 reflects the projected number not actual

# Future Years Budget Projections

The District's budgeting process is more than just funding the next fiscal year's operations. The Board of Trustees and District administration anticipate major budget concerns two to five years into the future. A list of these budget considerations is shown below:

1. State funding changes from SB1, 83rd Legislative Session has significantly impacted future revenue projections. Possible change ahead due to the School Finance lawsuit ruled unconstitutional and an upcoming Legislative session.
2. The continuation of development, renovations and additions, as needed for a safe and secure environment.
3. Salary and benefit costs will continue to escalate due to competition for staff between neighboring school districts.
4. The District enrollment growth will require new staff increases both for direct instructional positions and support positions.

Projections for the General, Debt Service and Student Nutrition funds for future budget years are listed on the following page:



# Future Years Budget Projections (Cont.)

A detailed listing of general fund state aid revenues for future years is below:

**Table 74**

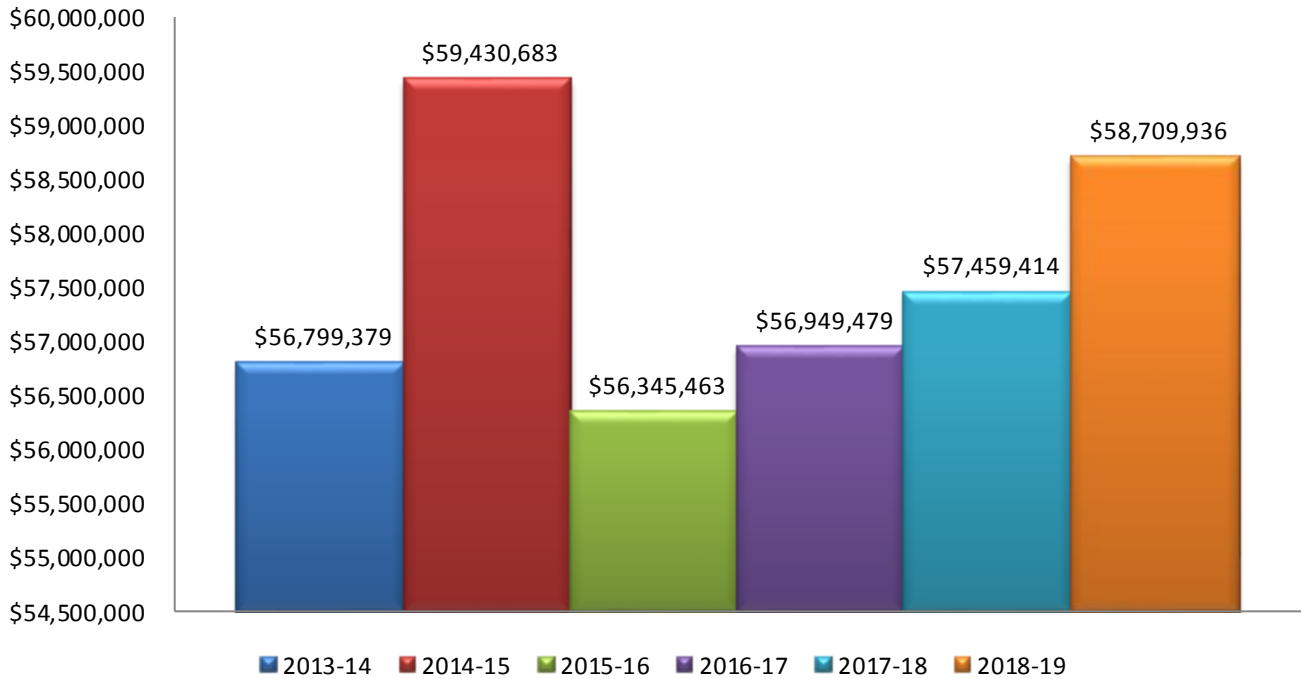
General Fund  
Projected State Revenues

	2013-14 Unaudited	2014-15 Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	2018-19 Projected Budget
<b>Weighted Average Daily Attendance (WADA)</b>	15,876	16,300	16,618	16,943	17,268	17,527
<b>Tier I Funding</b>						
Regular Program Allotment	\$ 64,902,990	\$ 69,210,004	\$ 70,361,262	\$ 71,569,475	\$ 72,813,417	\$ 74,073,089
Special Education Allotment	6,976,412	6,983,847	7,058,074	7,126,823	7,189,980	7,189,980
Career & Technology Allotment	3,951,744	3,242,849	3,643,650	4,008,015	4,372,380	4,372,380
Gifted and Talented Allotment	415,899	425,513	425,513	425,513	425,513	425,513
Comp Ed Pregnant Allotment	4,309,947	4,382,919	4,417,283	4,465,865	4,492,855	4,492,855
Bilingual Education Allotment	677,492	683,782	683,782	683,782	683,782	683,782
Transportation Allotment	866,002	866,002	866,002	866,002	866,002	866,002
High School Allotment	977,551	1,021,428	1,058,581	1,085,384	1,105,287	1,108,502
<b>Total Cost of Tier I</b>	\$ 83,078,037	\$ 86,816,344	\$ 88,514,147	\$ 90,230,859	\$ 91,949,216	\$ 93,212,103
Less: Local Share of Tier I Cost	(32,753,496)	(35,045,476)	(38,199,569)	(39,345,556)	(40,525,922)	(41,741,700)
<b>State Share of Tier I Cost</b>	<b>\$ 50,324,541</b>	<b>\$ 51,770,868</b>	<b>\$ 50,314,578</b>	<b>\$ 50,885,303</b>	<b>\$ 51,423,294</b>	<b>\$ 51,470,403</b>
<b>Foundation School Fund Detail</b>						
State Share of Tier I	\$ 50,324,541	\$ 51,770,869	\$ 50,314,578	\$ 50,885,303	\$ 51,423,294	\$ 51,470,403
Tier II Entitlement	6,094,838	6,364,671	5,650,885	5,684,176	5,656,120	6,859,533
Other Programs						
Staff Allotment	380,000	1,295,144	380,000	380,000	380,000	380,000
State Aid for Tax Reduction	-	-	-	-	-	-
Less Available School Fund	(3,260,605)	(3,382,984)	(3,800,093)	(5,191,097)	(3,953,566)	(5,331,416)
<b>Total Foundation School Fund</b>	<b>53,538,774</b>	<b>56,047,700</b>	<b>52,545,370</b>	<b>51,758,382</b>	<b>53,505,848</b>	<b>53,378,520</b>
<b>State Aid By Funding Source</b>						
<b>Foundation School Fund</b>	<b>53,538,774</b>	<b>56,047,699</b>	<b>52,545,370</b>	<b>51,758,382</b>	<b>53,505,848</b>	<b>53,378,520</b>
<b>Available School Fund - State Portion</b>	<b>3,260,605</b>	<b>3,382,984</b>	<b>3,800,093</b>	<b>5,191,097</b>	<b>3,953,566</b>	<b>5,331,416</b>
<b>Total State Aid</b>	<b>\$ 56,799,379</b>	<b>\$ 59,430,683</b>	<b>\$ 56,345,463</b>	<b>\$ 56,949,479</b>	<b>\$ 57,459,414</b>	<b>\$ 58,709,936</b>
<b>Total General Fund State Aid</b>	<b>\$ 56,799,379</b>	<b>\$ 59,430,683</b>	<b>\$ 56,345,463</b>	<b>\$ 56,949,479</b>	<b>\$ 57,459,414</b>	<b>\$ 58,709,936</b>

## Future Years Budget Projections (Cont.)

Below is a graph demonstrating the increase in projected state aid over the next four years. The decrease in 2015-16 is due to the 9% increase in property values in 2013-14. The Comptroller's numbers are certified the following January (2015) which drives down state aid for the upcoming fiscal year (2015-16).

**Table 75**



Budget assumptions for the five year projections on [page 229](#) are:

- 3% Increase in Property Values
- 2% Increase in Enrollment (281-293 students)
- 1% Salary Increase
- TRS 1.5% Mandatory Contribution—\$1 million
- Additional 13-15 Teachers Per Year Due to Growth
- Same Tax Rates (\$1.17 M&O; \$0.47 I&S)
- Added Computer Lease Payments and Nonbond Expenditures for Computer Rollout—\$2.1 million

# Future Years Budget Projections (Cont.)

**Table 76**

General Fund  
Projected Budget

	2013-14 Unaudited	2014-15 Budget	2015-16 Projected Budget	2016-17 Projected Budget	2017-18 Projected Budget	2018-19 Projected Budget
<b>Revenues</b>						
Local	43,128,577	43,768,632	47,296,915	48,167,448	49,040,817	49,923,552
State	57,306,320	58,221,927	56,345,463	56,949,479	57,459,414	58,709,936
Federal	610,900	345,072	345,072	345,072	345,072	345,072
<b>Sub-Total Revenues</b>	<b>\$ 101,045,797</b>	<b>\$ 102,335,631</b>	<b>\$ 103,987,450</b>	<b>\$ 105,461,999</b>	<b>\$ 106,845,303</b>	<b>\$ 108,978,560</b>
TRS On-Behalf (off-setting)	4,323,483	4,657,457	4,757,457	4,857,457	4,957,457	5,106,181
<b>Total Expenditures</b>	<b>\$ 105,369,280</b>	<b>\$ 106,993,088</b>	<b>\$ 108,744,907</b>	<b>\$ 110,319,456</b>	<b>\$ 111,802,760</b>	<b>\$ 114,084,741</b>
<b>Expenditures</b>						
Salaries (excludes TRS On-Behalf)	\$ 78,940,532	\$ 85,595,889	\$ 86,518,674	\$ 89,262,104	\$ 92,053,282	\$ 93,645,804
Contracted Services	5,286,695	6,345,712	6,333,243	6,333,243	6,333,243	6,333,243
Supplies and Materials	6,249,631	7,109,951	7,002,780	7,002,780	7,002,780	7,002,780
Other Operating	1,365,302	2,649,956	2,645,296	2,645,296	2,645,296	2,645,296
Debt Service	338,204	20,723	350,000	350,000	350,000	350,000
Capital Outlay	1,396,913	613,400	2,263,008	2,263,008	2,263,008	2,263,008
<b>Sub-Total Expenditures</b>	<b>\$ 93,577,277</b>	<b>\$ 102,335,631</b>	<b>\$ 105,113,001</b>	<b>\$ 107,856,431</b>	<b>\$ 110,647,609</b>	<b>\$ 112,240,131</b>
TRS On-Behalf (off-setting)	4,323,483	4,657,457	4,757,457	4,857,457	4,957,457	5,106,181
<b>Total Expenditures</b>	<b>\$ 97,900,760</b>	<b>\$ 106,993,088</b>	<b>\$ 109,870,458</b>	<b>\$ 112,713,888</b>	<b>\$ 115,605,066</b>	<b>\$ 117,346,311</b>
Other Sources	9,420	-	-	-	-	-
Beginning Fund Balance	24,476,034	31,953,974	31,953,974	30,828,423	28,433,991	24,631,685
Estimated Changes in Fund Balance	7,468,520	-	(1,125,551)	(2,394,432)	(3,802,306)	(3,261,571)
<b>Estimated Ending Fund Balance</b>	<b>31,953,974</b>	<b>31,953,974</b>	<b>30,828,423</b>	<b>28,433,991</b>	<b>24,631,685</b>	<b>21,370,114</b>

# Future Years Budget Projections (Cont.)

**Table 77**

<b>Future Budget Projections (Millions)</b>						
<b>General Fund</b>						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Revenues	104.6	107.0	108.7	110.3	111.8	114.1
Expenditures	(97.6)	(107.0)	(109.7)	(112.7)	(115.6)	(117.3)
Net	7.0	0.0	(1.0)	(2.4)	(3.8)	(3.2)
Other Sources	0.0	0.0	0.0	0.0	0.0	0.0
Other Uses	0.0	0.0	0.0	0.0	0.0	0.0
Net	0.0	0.0	0.0	0.0	0.0	0.0
Beginning Fund Balance	24.5	31.5	31.5	30.5	28.1	28.1
Ending Fund Balance	31.5	31.5	30.5	28.1	24.3	31.5
<b>Debt Service Fund</b>						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Revenues	53.2	22.0	21.9	22.4	22.5	22.7
Expenditures	(50.9)	(19.6)	(21.9)	(22.4)	(22.5)	(22.7)
Net	2.3	2.4	0.0	0.0	0.0	0.0
Beginning Fund Balance	19.9	22.2	24.6	24.6	24.6	24.6
Ending Fund Balance	22.2	24.6	24.6	24.6	24.6	24.6
<b>Student Nutrition Fund</b>						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Revenues	5.4	5.8	6.2	6.6	7.0	7.4
Expenditures	(5.3)	(5.8)	(6.2)	(6.6)	(7.0)	(7.4)
Net	0.1	0.0	0.0	0.0	0.0	0.0
Beginning Fund Balance	1.5	1.6	1.6	1.6	1.6	1.6
Ending Fund Balance	1.6	1.6	1.6	1.6	1.6	1.6



# General Obligation Debt

The major growth in enrollment over the past ten years has caused the District to call for several bond elections to authorize construction of new school facilities. The District's financial advisor, Southwest Securities, works with District staff to effectively structure its debt capacity.

On August 18, 2014, the Board of Trustees called to order a November 2014 bond election in the amount of \$94.2 million.

The Unlimited Tax School Building Bonds, Series 2014 will include the following projects:

- New elementary campus—Inspiration subdivision
- Intermediate and junior high expansions
- Infrastructure and renovation updates to all campuses
- Additions and updates to extra-curricular facilities
- Renovations/expansions to entrances of Hartman Elementary, Harrison Intermediate and Burnett Junior High
- Technology infrastructure—updates wireless connectivity upgrades for increased bandwidth requirements
- Renovations to Shaffer Stadium
- Safety and security enhancements to all campuses
- School buses (5 year note)

The chart on the following page shows the bond amortization schedule for Wylie ISD.

# General Obligation Debt (Cont.)

**Table 78**

**Wylie Independent School District**  
 Aggregate Unlimited General Obligation Tax Bonds  
 Debt Tax Support as of June 30, 2014

Fiscal Year Ending 6/30/14	Principal	Interest	Total
2015	15,865,000	3,697,150	\$ 19,562,150
2016	16,155,000	3,891,188	\$ 20,046,188
2017	17,025,000	3,806,638	\$ 20,831,638
2018	17,605,000	3,673,988	\$ 21,278,988
2019	18,410,000	3,537,238	\$ 21,947,238
2020	19,000,000	3,374,475	\$ 22,374,475
2021	19,630,000	3,164,325	\$ 22,794,325
2022	20,260,000	2,939,281	\$ 23,199,281
2023	20,710,000	2,707,181	\$ 23,417,181
2024	21,305,000	2,469,725	\$ 23,774,725
2025	23,760,000	2,204,906	\$ 25,964,906
2026	24,120,000	1,955,794	\$ 26,075,794
2027	24,390,000	1,743,722	\$ 26,133,722
2028	23,870,000	1,507,481	\$ 25,377,481
2029	24,125,000	1,256,850	\$ 25,381,850
2030	23,080,000	957,444	\$ 24,037,444
2031	21,450,000	730,794	\$ 22,180,794
2032	10,565,000	614,769	\$ 11,179,769
2033	10,690,000	476,766	\$ 11,166,766
2034	10,835,000	319,719	\$ 11,154,719
2035	10,570,000	190,625	\$ 10,760,625
2036	10,660,000	100,500	\$ 10,760,500
2037	10,610,000	27,125	\$ 10,637,125
2038	10,135,000	-	\$ 10,135,000
2039	10,135,000	-	\$ 10,135,000
2040	10,135,000	-	\$ 10,135,000
	\$ 445,095,000	\$ 45,347,682	\$ 490,442,682

# Benchmarks

Each year, as the District staff prepares the annual budget, various comparisons are made between Wylie ISD and neighboring school districts and with the State to validate how the District's resources are used. These comparisons are called benchmarks.

The benchmarks also help to put into perspective information that people hear through the media. Hopefully, the reader of these tables, charts and graphs will be enlightened about how Wylie ISD manages its resources.

The following pages compare the 2012—2013 PEIMS Standard Report data between Wylie ISD and the State as a whole. This is the latest information available on the Texas Education Agency website. The data has been condensed to percentages, per student costs and ratios to enable the reader to digest key elements of school district spending.

Administrative costs, instructional spending and adequate amounts needed to fund education have become very political in Texas over the past several years. Wylie ISD is certainly focused on instruction and student performance results as indicated by continued improvement on academic indicators.

This section on benchmarks should reflect favorably on Wylie ISD as a school district that focuses on student academic performance and fiscal accountability.



# Benchmarks (Cont.)

**Table 79**  
**Wylie ISD Benchmark Data - Comparison to State**

	<u>Wylie ISD</u>		<u>State</u>	
<b>Students Enrolled</b>	13,361	100.0%	5,058,939	100.0%
<b>Total Staff</b>	1,654.7	100.0%	642,184.2	100.0%
Professional	1,024.9	61.9%	410,626.9	63.9%
Teachers	834.6	50.4%	327,419.5	51.0%
Professional Support (Nurses, Librarians, Counselors, Diagnosticians, Coordinators,	129.7	7.8%	57,943.6	9.0%
Campus Administrators (Principals, Asst. Principals)	43.4	2.6%	18,711.2	2.9%
Central Administration	17.1	1.0%	6,552.8	1.0%
Educational Aides	163.1	9.9%	60,039.4	9.3%
Auxillary (Maintenance, Student Nutrition, Clerical, Bus Drivers, etc.)	466.7	28.2%	171,517.9	26.7%
<b>Ratios:</b>				
Student to Teacher		16.0		15.5
Student to Total Staff		8.1		7.9
Teacher to Central Office Administration		48.8		50.0
Teacher to Campus Office Administration		19.2		17.5
Teacher to Professional Support Staff		6.4		5.7
Teacher to Educational Aides		5.1		5.5
Instructional Expenditure Ratio		66.0%		65.8%
<b>Per Student Expenditures</b>				
Total Operating	\$ 7,352	100.0%	\$ 8,327	100.0%
Instruction	4,336	59.0%	4,759	57.2%
Instructional Res Media	77	1.0%	111	1.3%
Curriculum/Staff Development	186	2.5%	167	2.0%
Instructional Leadership	75	1.0%	123	1.5%
School Leadership	447	6.1%	484	5.8%
Guidance Counseling Services	203	2.8%	293	3.5%
Social Work Services	2	0.0%	23	0.3%
Health Services	85	1.2%	84	1.0%
Transportation	258	3.5%	243	2.9%
Food Services	347	4.7%	485	5.8%
Extracurricular	240	3.3%	235	2.8%
General Administration	208	2.8%	264	3.2%
Plant Maint/Operation	747	10.2%	858	10.3%
Security/Monitoring	27	0.4%	67	0.8%
Data Processing Services	114	1.6%	131	1.6%
<b>Total Expenditures</b>				
Operating Expenditures	\$ 98,223,958		\$ 42,115,353,056	
Non-Operating (Debt Service, Community Service, Facilities, Acquisition/Construction)	38,583,762		10,980,928,971	
Operating Expenditures (without Student Nutrition)	93,582,991		39,661,370,662	
Instruction	\$ 57,930,366		\$ 24,068,480,503	
Instruction as % of Operating and Non-Operating Expenditures		42.34%		45.33%
Instruction as % of Operating Expenditures		58.98%		57.15%
Instruction as % of Operating Expenditures Less Student Nutrition		61.90%		60.68%
Instruction/Co-Curricular	\$ 61,136,142		\$ 25,258,459,822	
Instruction/Co-Curricular as % of Operating		62.24%		59.97%

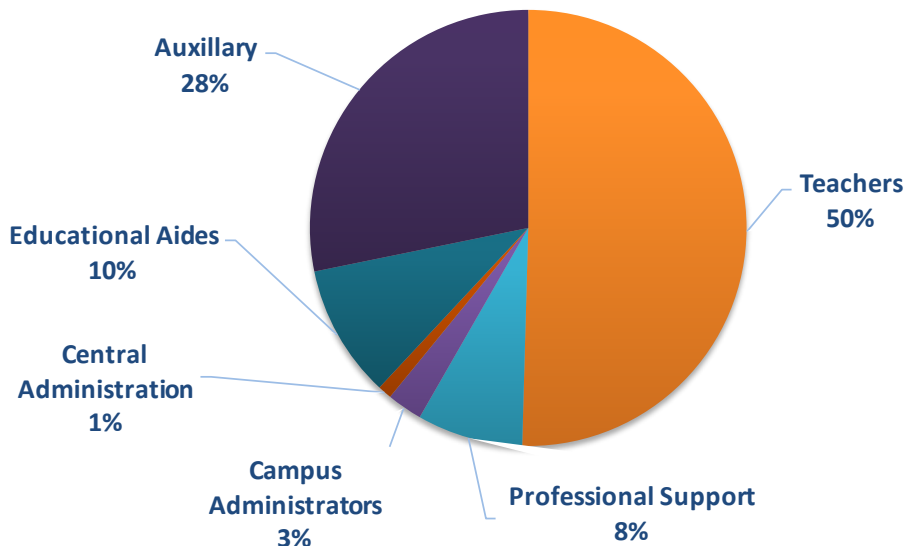
Source: 2012-2013 PEIMS Standard Report

# Benchmarks (Cont.)

Wylie ISD's goal is to hire only highly qualified teachers and to offer them competitive salaries as compared to the other school districts in the Dallas/Fort Worth Metroplex.

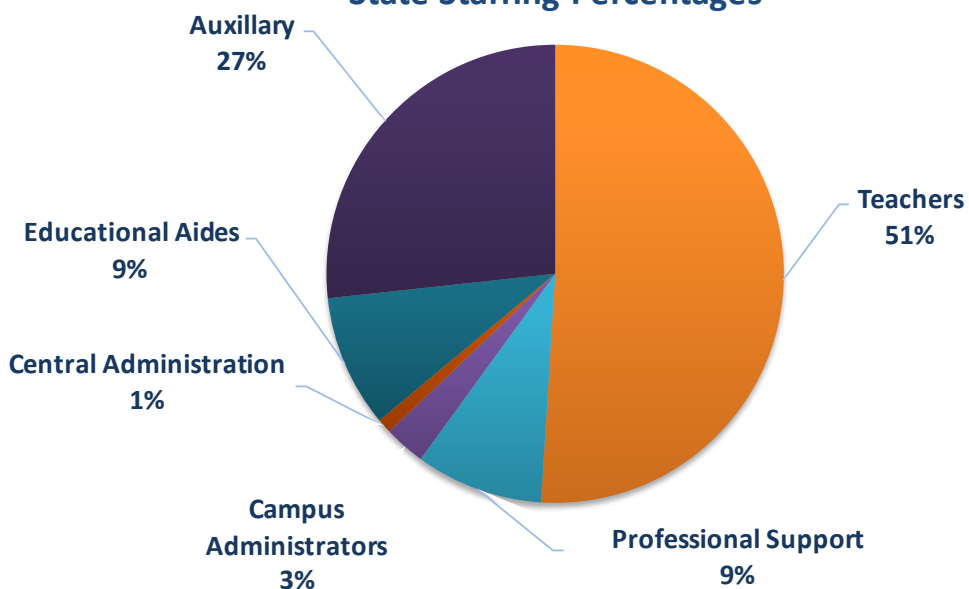
**Table 80**

**Wylie ISD Staff Percentages**



**Table 81**

**State Staffing Percentages**

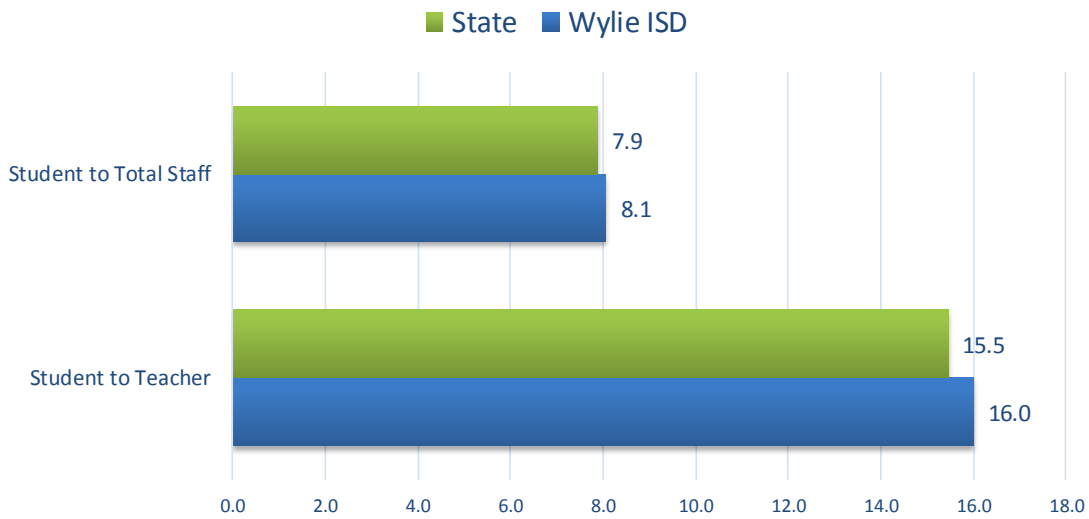


# Benchmarks (Cont.)

The State of Texas mandates that the student to teacher ratio be no larger than 22:1 for grades kindergarten through 4th. Wylie ISD's goal is to keep this ratio between 15:1 to 16:1. For the secondary campuses, the District's goal is to go no higher than 25:1.

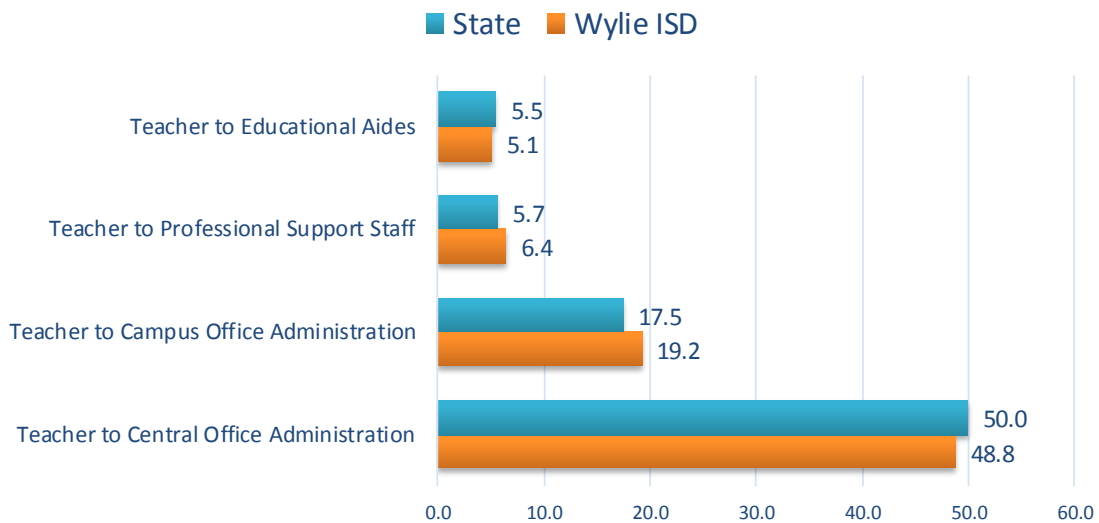
**Table 82**

## Student Ratio Comparison



**Table 83**

## Teacher Ratio Comparison



# Benchmarks (Cont.)

Table 84

## Per Student Expenditure Ratios

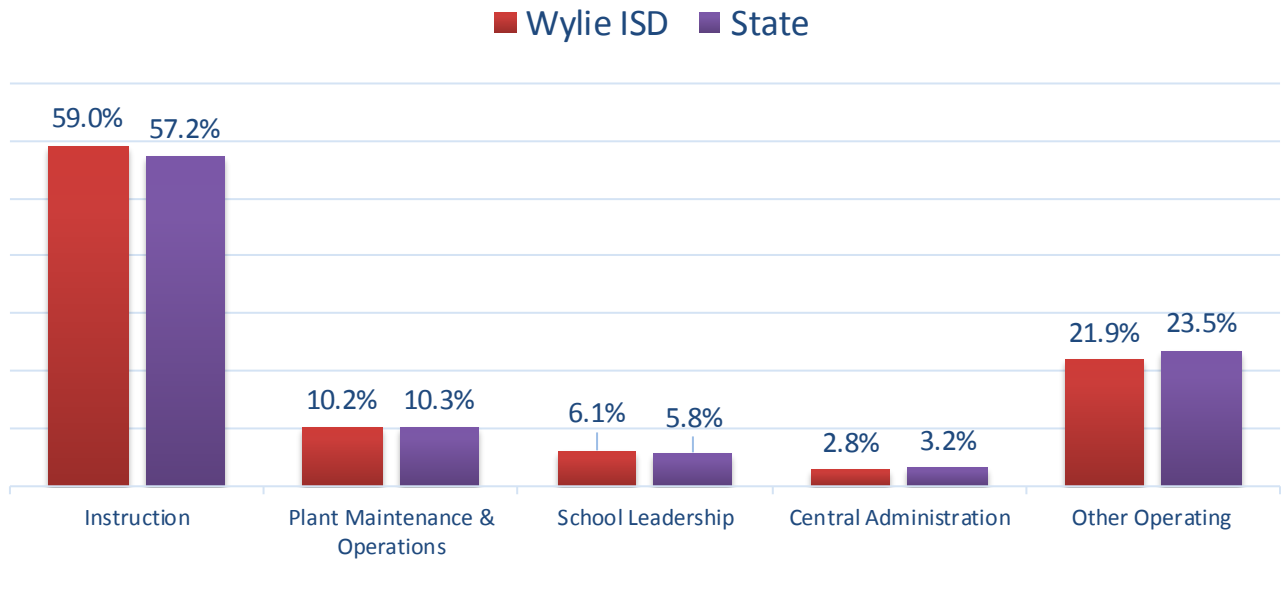
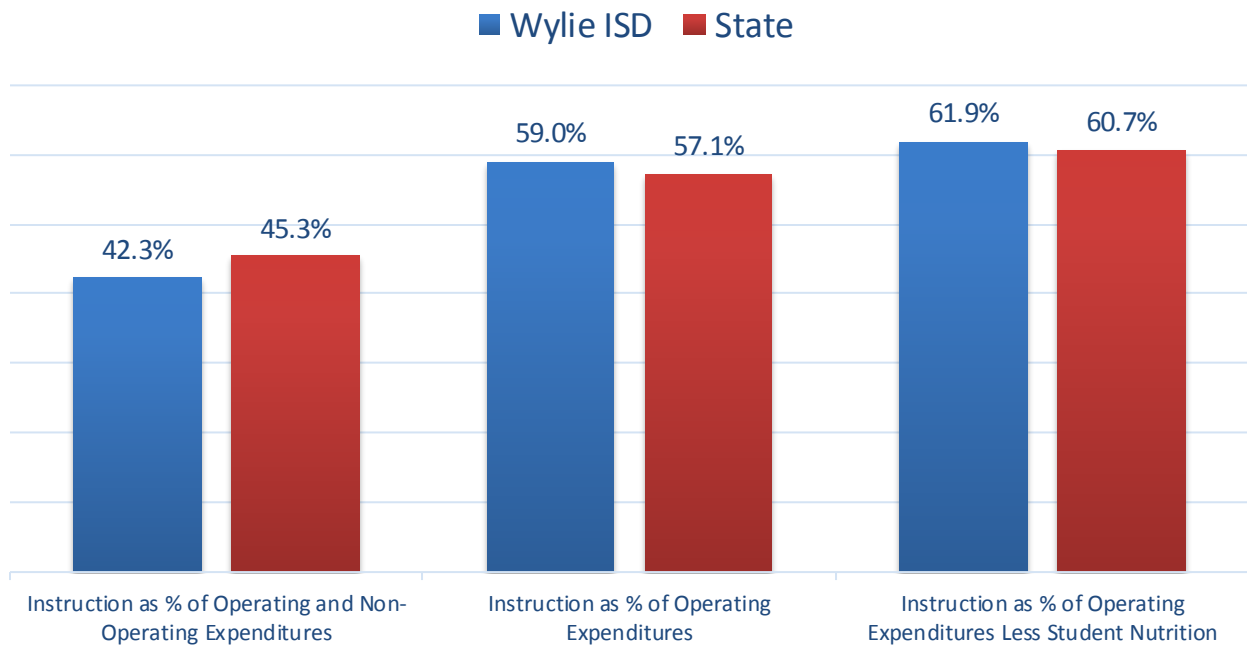


Table 85

## Instruction Percentage



# Benchmarks (Cont.)

## Student Nutrition

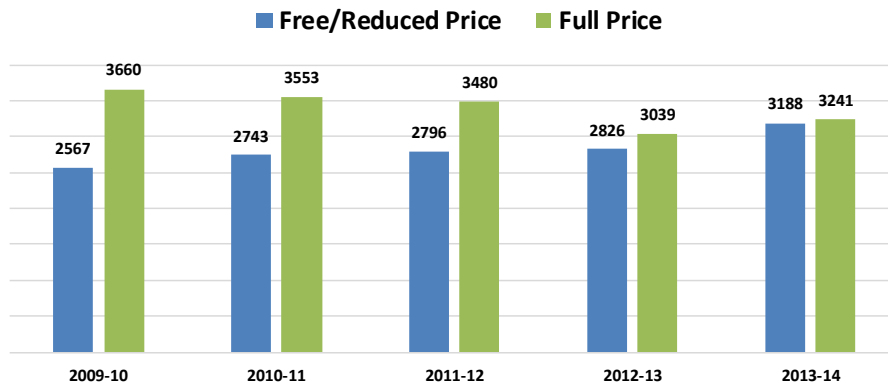
The Student Nutrition Department administers the National School Lunch Program and Breakfast Program for all Wylie ISD schools.

Department responsibilities include approving and maintaining applications for federally subsidized lunch and breakfast meal benefits for income eligible students. Based on average daily attendance, the percent of students who participated in the free and reduced price meal program in 2013-14 was 29.51% while 20.8% of students participated in full price meals.

The total reimbursable meals per day increased by 4.29% from 2012-13 to 2013-14. Overall participation shows equal or slight increases in the high schools, junior high schools and some intermediate schools. The overall participation in elementary schools equals out from year to year. On a daily basis, approximately 45% to 53% of students on these campuses choose a reimbursable meal. The high schools still serve the majority of meals on an ala carte basis due to the fact that older students prefer the ala carte menu to the plate lunch. Also, off campus lunch is still an option for seniors. The Chick-fil-A branded concept was introduced at both High Schools in 2013-14.

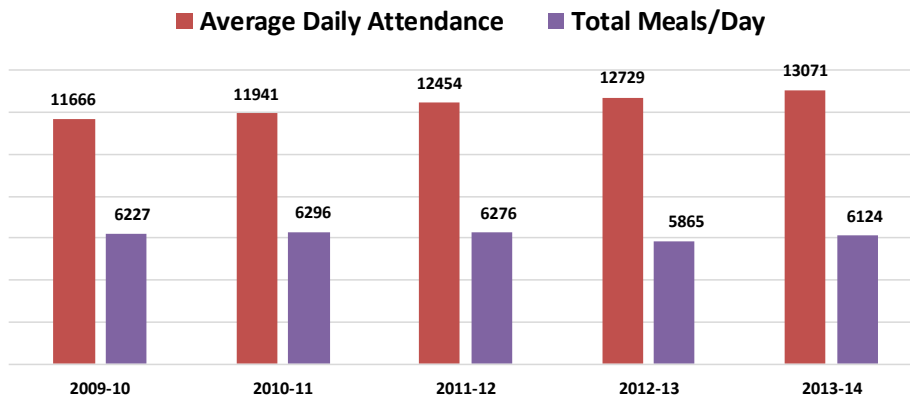
**Table 86**

**Reimbursable Lunches Served Per Day**



**Table 87**

**Total Meals vs. ADA**





## Benchmarks (Cont.)

In order for the Student Nutrition Department to remain financially accountable, evaluation of productivity and meal pricing are key factors to monitor. As shown in the chart below, in 2014-15 the price for student plate lunches remained the same as 2013-14.

Below is a table of Wylie ISD meal pricing history for the past five years.

### Wylie ISD Meal Pricing History

**Table 88**

	2010-11	2011-12	2012-13	2013-14	2014-15
Student Plate Lunch Grades K-6	2.00	2.00	2.25	2.30	2.30
Student Plate Lunch Grades 7-8	2.25	2.25	2.25	2.50	2.50
Student Plate Lunch Grades 9-12	2.50	2.50	2.50	2.75	2.75
Student Breakfast Grades K-12	1.25	1.25	1.35	1.50	1.50
Employee/Visitor Breakfast	1.75	1.75	1.75	2.00	2.00
Employee Visitor Lunch	3.00	3.00	3.25	3.50	3.50

The Wylie ISD Student Nutrition Department is dedicated to enhancing each student’s academic performance while meeting or exceeding all state and federal government guidelines. Their goal is to provide the best customer care while serving safe, nutritious, quality meals while encouraging students to develop life-long skills and knowledge to make healthy food choices. They have actively taken steps to reduce the fat content of school meals to 30 percent or less, as recommended in the Dietary Guidelines for Americans.

# Benchmarks (Cont.)

## School Transportation Funding and Reporting

Texas Education Code (TEC) References: §34.002 states that the Department of Public Safety (DPS) will establish safety standards for school buses; §34.003 establishes what type of vehicles may be used to transport students; §34.007 provides that school boards may establish economical public school transportation systems and states that school bus drivers must meet the standards and qualifications adopted by the DPS. §42.155 establishes what student transportation provided by a school board is eligible for funding.

General Appropriations Act: Article III establishes the funding rates for eligible transportation.

**History/Relevant Background Information:** The legislature has historically provided funding assistance to school districts that provide student transportation. Basic funding is for home-to-school transportation provided to regular eligible students who live more than two miles from their campus of regular attendance and for special education students who require special transportation to attend school. There is also a provision for limited funding of transportation provided to regular eligible students who live fewer than two miles from their campus if they live in an area designated as a hazardous traffic area by the school board. Additionally, if a district establishes that an extreme hardship case exists and a student needs to be transported to or from school by a parent or parent's designated agent, the district is eligible for funding of mileage if it reimburses the parent for providing the transportation.

Statute provides for funding of transportation of students between campuses or between a campus and another location to attend career and technology instruction. According to agency policy, a school district may also be eligible for funding of transportation of students between campuses to attend a gifted and talented, parenting life skills, or language class that is not available at the campus where the students attend general academic classes.

After the completion of each school year, districts must file two reports, the Transportation Route Services Report and the Student Transportation Operations Report. The Route Services Report is for the reporting of eligible service (mileage and ridership) that the district provided during the school year and is the primary source for determining a district's transportation allotment. The Operations Report is a report of all costs and all mileage a district incurred for student transportation and includes ineligible service, such as transportation to and from field trips or sports activities.

Current legislative funding rates for student transportation were established in 1984.

**Description of Program/Funding Element:** The transportation allotment is part of overall Foundation School Program (FSP) funding and is included as a separate line item on the *Summary of Finances*. Districts report transportation data through the web-based FSP Payment System.

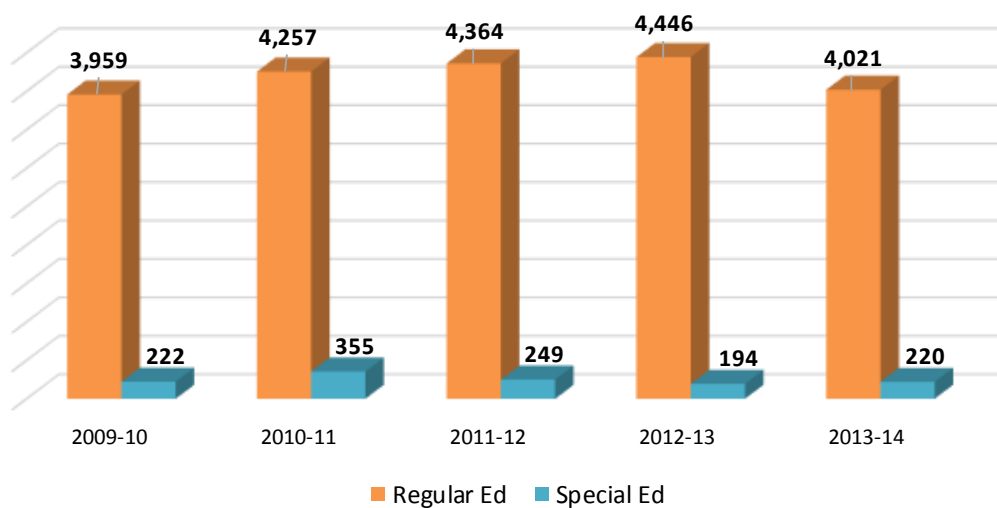
# Benchmarks (Cont.)

## Transportation

In 2008, Wylie ISD began staggering the start and end times for all campuses which condensed the bus routes and resulted in a savings of approximately \$300,000. The percentage of students needing transportation services increased between 2009-10 and 2012-13 by 12% but decreased by 9.6% in 2013-14 due to major construction being completed which allowed reduced busing in many neighborhoods. The sharp increase in mileage in 2010-11 is due to TEA no longer requiring districts to remove mileage on routes that would be considered to or from schools when a bus is unloaded.

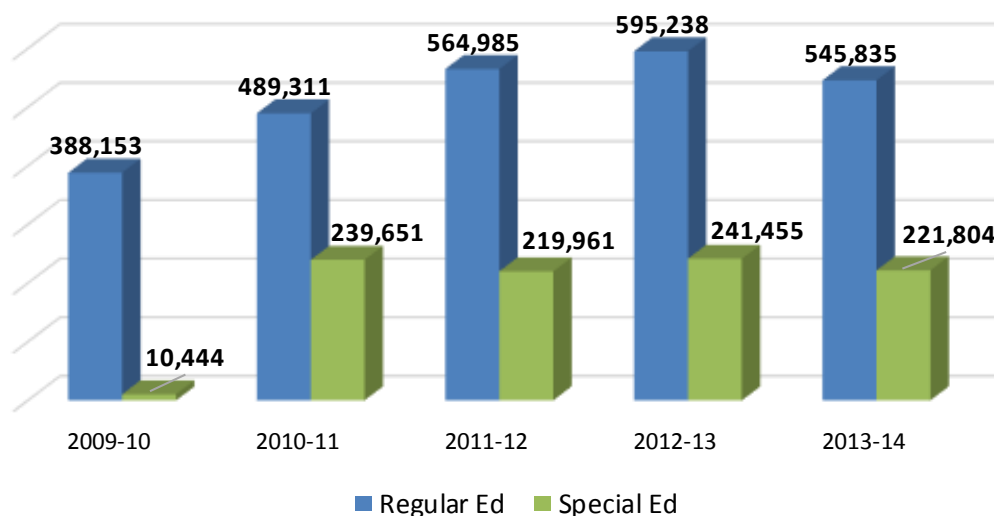
**Table 89**

### Average Daily Ridership



**Table 90**

### Chart Mileage by Type



# Benchmarks (Cont.)

Table 91

## Number of Buses

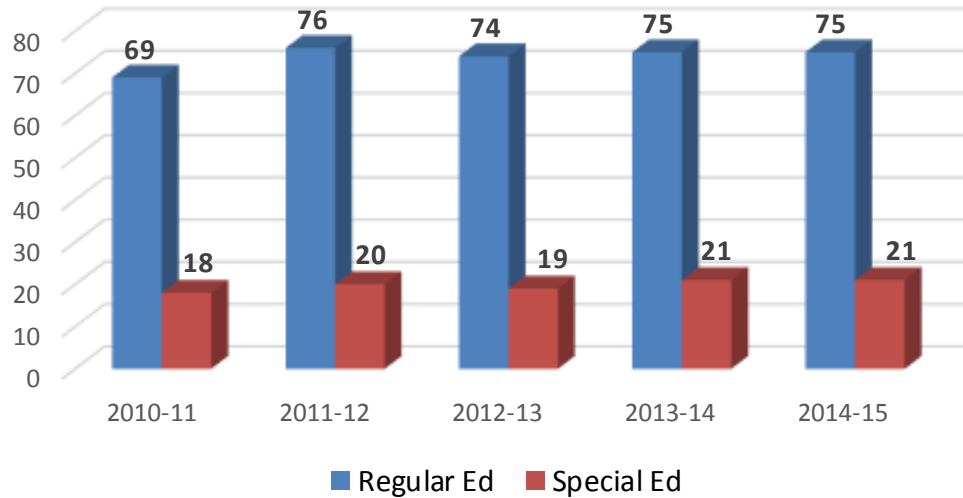
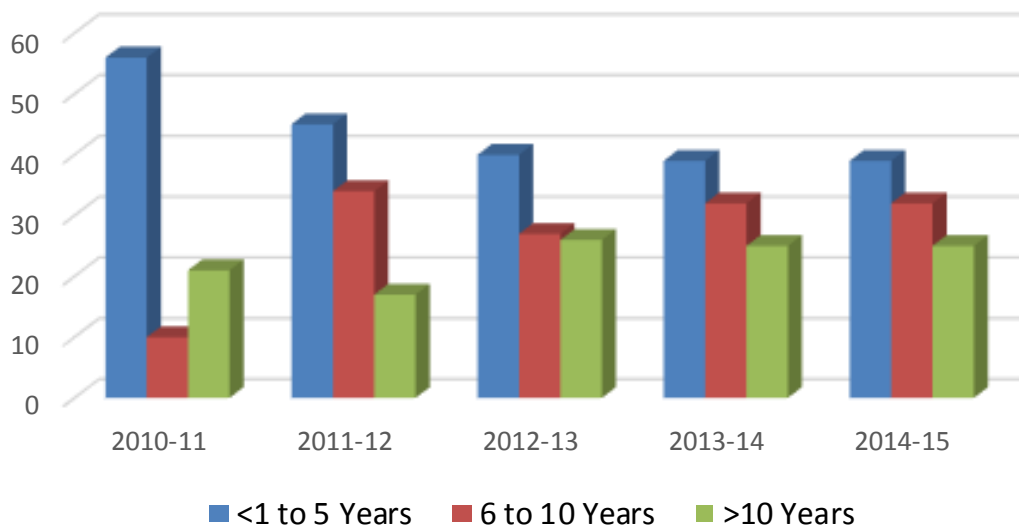


Table 92

## Buses by Age



A goal of Wylie ISD Transportation Department is to purchase 28 new school buses over the next five (5) years to replace all buses over 10 years old.

# Risk Management

The Wylie Independent School District property insurance is provided through Roach, Howard, Smith & Barton. Workers' compensation coverage is covered under the Texas Association of School Boards (TASB). General and liability coverage is provided through an inter-local pool with Texas School Cooperative Property and Casualty.

Wylie ISD continues to grow at a moderate rate when compared to surrounding districts. For the 2014-15 school year, Wylie ISD has insurable values of \$333,203,095 for buildings and contents. Five vehicles were purchased last year making the total of 152 vehicles for the district. Student data indicates an estimated increase of approximately 319 students from 2013 to 2014.

**Table 93**

Insurance Cover Summary	
Roach, Howard, Smith, & Barton Fireman's Fund—Underwriter Type: Property Coverage May 2014—April 2015	\$178,264
Texas Schools Property/Casualty Type: General Liability/Educators Legal Liability/Crime/Business Auto Coverage May 1, 2014—May 1, 2015	\$104,810
TASB Risk Management Fund Type: Workers Compensation September 1, 2014—August 31, 2015	\$375,886
Texas Student Resources—Marketing Mutual of Omaha—Underwriter Health Special Risk—Claims Administration Type: Student Accident Insurance—Catastrophic Only August 1, 2014—July 31, 2015	\$3,679

# Instructional Improvement

## **2014 Accountability Indicators / Significant Changes**

A new state accountability system was implemented in the summer of 2013. Unlike the former system, only two ratings are issued in the new system—Met Standard and Improvement Required. All Wylie campuses as well as the district earned the Met Standard rating in 2014.

To earn the Met Standard rating, all campuses had to achieve a standard of performance on four indices:

- Student Achievement—overall passing rate on STAAR/EOC
- Student Progress—growth of individual students
- Closing Performance Gaps—growth of low performing student groups
- Postsecondary Readiness—graduation rate and diploma plans

In addition to earning a rating, campuses also have the opportunity to earn Academic Distinctions in Student Progress, Math Performance, and ELA Performance. In 2014, fifteen Wylie ISD campuses earned distinctions. Two Wylie ISD campuses earned the maximum number of distinctions available.

As part of an approved waiver that the Texas Education Agency submitted to the US Department of Education in the spring of 2013, AYP ratings are no longer issued to districts and campuses. Instead, indicators from the state accountability system are used to determine if campuses have met federal standards. These results have not yet been issued for 2014.

## **Curriculum Framework**

For the 2014-15 school year, Wylie ISD will continue to utilize the CSCOPE curriculum framework in the four core content areas—Math, Reading/ELA, Science, and Social Studies. As of September 1, 2013, CSCOPE changed its name to TEKS Resource System (TRS). TRS is a comprehensive, customizable, user-friendly curriculum management system built on the most current research-based practices in the field. Using the Texas Essential Knowledge and Skills as the foundation, TRS provides a guaranteed and viable means of curriculum delivery by bundling the TEKS into appropriately paced units of study. The framework also provides a year-long scope and sequence (Year-At-a-Glance), vertical alignment documents (VADs), and rigorous and aligned assessments.

More information on TRS can be found at [www.teksresourcesystem.net](http://www.teksresourcesystem.net)

# Instructional Improvement (Cont.)

## Elementary School Academic Programs

### **Curriculum Overview:**

Elementary campuses include grades Pre-kindergarten through grade 4. Elementary academic programs include Art, Computer Literacy, Developmental/Readiness Activities, Health, Language Arts, Math, Music, Physical Education, Reading, Science, Social Studies, and Spelling. In addition to regular classroom offerings, the following programs are available at all campuses to meet the needs of every student: WINGS (Gifted/Talented), Advanced Academics (Grades 2-4), Alphabet Phonics, Content Mastery (CMC), special education resource and speech therapy. English as a Second Language (ESL) is available at all campuses and a bilingual program is also offered.

Three of the ten elementary campuses use a Dual Language program to serve the needs of Bilingual students at the elementary grades. The first year for the program was 2007-2008. In the program, students become proficient in both English and Spanish regardless of their home language.



Every campus has a counselor, nurse, library specialist, art teacher, music teacher and physical education teacher. Teachers with special training in Alphabet Phonics, Gifted/Talented, and Special Education are at all schools.

### **Technology:**

Every elementary school has Internet connections in each classroom with additional connections in specialized areas, videoconferencing capabilities, multimedia presentation stations for teacher and student use, a closed circuit broadcasting system, an integrated computer lab, an integrated library, and digital signage systems in each school foyer.

### **State of Texas Assessment of Academic Readiness**

The State of Texas replaced the TAKS (Texas Assessment of Knowledge and Skills) exam with the State of Texas Assessment of Academic Readiness (STAAR) exam in 2011-12. Students in grades 3 and 4 take the exam. All students in these grades take reading and math exams. Fourth graders also take a writing exam.

# Instructional Improvement (Cont.)

## Intermediate School Academic Programs

### Curriculum Overview:

Intermediate campuses include grades 5 and 6. Intermediate school students take required courses in English, Math, Social Studies and Science. Students who meet minimum requirements are enrolled in advanced courses in Language Arts, Math, and Science. In addition, students take music, physical education, health, and art. Students in grade 6 may choose Band, Choir or Art as a fine arts elective.

### Technology:

Every intermediate school has Internet connections in each classroom with additional connections in specialized areas, videoconferencing capabilities, multimedia presentation stations for teacher and student use, a closed circuit broadcasting system, several integrated computer labs, an integrated library, and digital signage systems in each school foyer.

## Junior High School Academic Programs

### Curriculum Overview

Junior high campuses include grades 7 and 8. Junior high school students take required courses in English, Math, Social Studies and Science. Seventh grade electives include Art, Athletics, Band, Choir, Computer Applications, Computer Telecommunications, Physical Education, Speech, Theatre Arts, and Yearbook. Additional electives open to eighth graders include: Career Investigation, Leadership, Literary Exploration, PALs (Peer Assistance and Leadership), Peer Helpers, and Spanish I (1 high school credit).

In addition to regular classroom offerings, the following programs are available at all campuses to meet the needs of every student: Alphabet Phonics, Mainstream, Special Education Resource, Speech Therapy and English as a Second Language (ESL). The WINGS Gifted/Talented program is offered at each junior high campus. Students may participate in the Duke University Talent Search for gifted students.

Each junior high campus supports an active Student Council as well as a National Junior Honor Society. A dance/drill team, a step team, and cheerleading squad are available for students. The Friends of Rachel, a benefit of Rachel's Challenge, is an active organization at each junior high campus.



# Instructional Improvement (Cont.)

## High School Academic Programs

### High School Configuration Overview

Wylie ISD has three high schools – Wylie East High School, Wylie High School, and Choice High School. Wylie High School and Wylie East High School currently serves grades 9—12.

Choice High School currently serves students in grades 11 and 12 who desire a different high school experience. Students at the Choice High School complete the same graduation requirements and the same curriculum as do students at our comprehensive high schools. The structure of the school day and the instructional delivery is individualized for each student at the Choice High School.

### Curriculum Overview:



Students at Wylie East High School and Wylie High School utilize a traditional seven period schedule. Advanced opportunities offered include the Humanities program for students in the Gifted/Talented program as well as Pre-Advanced Placement and Advanced Placement courses. Special Education programs are individualized based on student needs and eligibility.

Advanced courses offered include the Humanities program for students in the Gifted/Talented program, Pre-AP and AP (Advanced Placement) courses and dual credit college-level courses through Collin College. Career technology courses range from Agricultural Science to Culinary Arts to Advanced Computer Applications. Technical dual credit courses through Collin College also help students to bridge education and labor market opportunities. Wylie East and Wylie High School are committed to the success of every student. Individualized educational options, including one-on-one tutoring, are designed to enable every student to graduate. The Wylie High School and Wylie East High School Curriculum Handbooks each have a full listing of courses.

# Instructional Improvement (Cont.)

## High School Academic Programs (Cont.)

### Technology

Classrooms, media centers, and student work centers at both high schools offer students a variety of technological tools. Wylie East High School and Wylie High School also feature a local area network running on fiber optic cables. The high school LANs are also connected to the WISD wide area network (WAN). Every classroom has 8 network drops with Internet access. Wylie East High School and Wylie High School have technology labs for business, journalism and broadcasting, a multimedia lab, a CAD lab and academic support computer labs. In addition, there is a closed circuit broadcasting system, networked CD ROM multimedia computers in classrooms, an integrated computer lab, and an integrated library.

### F. O. Birmingham Memorial Land Trust

The high school campuses are recipients of the 1940 and 1950 Birmingham Land Trust. The fund was created on the 19th day of November, 1940, by T.F. Birmingham and Hattie A. Birmingham as a memorial to their oldest son, Franklin Ovid Birmingham, who died on October 9, 1911 and is buried at the Wylie Cemetery at Wylie, Collin County, Texas.

The trust was established to provide students an opportunity to excel in career pathways. Today, funds from this trust enhance courses such as Culinary Arts, Electronics, Engineering, Health Science Technology, Manufacturing and Welding, Agricultural Science, Child Management, Construction, Micro Computer Applications, Media Technology, Web mastering, and Architectural Design.

The 1950's trust enhances Advanced Chemistry as well as Advanced American History.

Enhancements to these high school curricular courses average over \$450,000 per academic year.



# Instructional Improvement (Cont.)

## High School Academic Programs (Cont.)

### Pearl Birmingham Scholarship Fund

T.F. Birmingham of Tulsa, Oklahoma established the Pearl Birmingham Scholarship Fund in 1947, in order to comply with a request by his sister, Miss Pearl Birmingham, who died in 1946. Miss Pearl, as her friends and students knew her, spent most of her life teaching school. She began her teaching career in Wylie where she taught first and second grades. In her will, she left 1,000 shares of common stock in the Standard Oil Company of Ohio to support an annual scholarship to be given to an outstanding Wylie High School graduate.

Currently each Wylie ISD high school awards an equal number of scholarships. The annual scholarship awards are as follows:

**3—\$15,000 scholarships at each high school;**

**5—\$2,500 scholarships at each high school.**

The Wylie ISD Board of Trustees annually reviews the amount of the scholarship fund to determine amounts awarded.



### High School Extra-Curricular Activities

Interscholastic competition in a wide variety of athletic and academic pursuits among Texas public schools is governed by the University Interscholastic League (UIL).

Boys Athletics: Baseball, Basketball, Cross Country, Football, Golf, Soccer, Tennis, Track, Wrestling, Girls Athletics: Basketball, Cross Country, Golf, Soccer, Softball, Tennis, Track, Volleyball, Power Lifting, Band, Business Professionals of America, Choir, Color Guard, Drill Team, Family, Career and Community Leadership in America. Fellowship of Christian Athletes, French Club, Friends of Rachel, Future Farmers of America, Skills USA, National Forensic League, National Honor Society, Newspaper Staff, Peer Assistance and Leadership (PALs), Science Club, Spanish Club, Special Olympics, Student Council, Texas Association of Future Educators, Theatre Arts, UIL Academic Competitions, Yearbook Staff and more.

# Instructional Improvement (Cont.)

## District Programs

### **Technology: Power Up for Learning**

Technology is an essential learning tool in Wylie ISD. Using network and multimedia technologies, students at all grade levels use electronic resources for exploring their world.

Students have ample access to computers. Every classroom is directly wired to the Internet and all teachers have laptop or desktop computers for e-mail, Internet access and grade management.

Wylie ISD's approach is to first teach students how to use technology as a tool. Teachers then integrate the use of that technology into assignments and classroom projects. First grade students, for example, would first learn how to navigate the Internet and prepare information for sharing with others. These skills would then enable them to complete a simple research project. Students in junior high and high school may also enroll in specific technology classes to learn advanced skills.

The District is continually updating all of its teacher and student workstations. Wylie ISD continues to seek new and innovative technology resources for both students and teachers so "powering up" to learn is the norm.

The 2014-2015 school year will mark the fourth year in which all WISD students are able to bring their own internet enabled devices to school. This includes laptops, netbooks, smartphones, iPod Touches and any device that meets minimum system requirements. Students who choose to bring their own device will have access to a guest wireless network; similar to the current hotel models you may experience when you travel or when you visit a Starbucks or McDonalds. The Internet will be filtered the same as if the student was using a district owned computer. The use of the technology in the classroom will be at the teacher's discretion and ultimately the student will be responsible for any applications and support needed for their device. To support the implementation of the **MyWyFi** program the district issues accounts in **Google Apps for Education** for students and staff.

The goals for the **MyWyFi** program are simple - to better engage and prepare our students for the 21<sup>st</sup> century. We also hope that through the program we are more equipped to support a true anytime, anywhere teaching and learning environment.

Parent Access is a web-based program that Wylie ISD provides to enhance parent and school communication at all campuses. The program, Parent Access, allows parents to access, via the web, pertinent information about their child's attendance, discipline, health records, documents, and grades. It allows parents to place funds in an electronic account for daily lunches as well as pay other fees. All that is needed to gain access is the Internet and an email address.

Parents can choose to receive alert messages via email when their child's attendance, grades or assignments need attention. Upon receiving the alert, they are able to refer to the website to view the reason for the specific alert and then direct follow-up communication to their child's school.

# Instructional Improvement (Cont.)

## **Technology: Power Up for Learning (cont.)**

Parents may report student absences via this system. Parent Access is available to parents of all students through a registration process and short tutorial. This service can be initiated at any campus.

## **Project Based Learning**

The components of a 21<sup>st</sup> Century education are changing. Where a notebook and pen were the tools needed for generations before, today's student must be equipped with search engines, software and laptop computers. Where lectures and passive learning was the norm, today's student must be able to access and actively search the web for information and evaluate its usefulness and credibility. This 21<sup>st</sup> century education paradigm forces our delivery methods to change.

All three intermediate campuses have implemented a Project Based Learning (PBL) to gauge the academic value of a larger PBL initiative district-wide. The program is geared for a group of 5th and 6th grade intermediate students who will use the PBL instruction style for math, science, English/Language Arts and social studies classes. They use the computers at home to complete homework, do research, and complete assigned projects. Data is collected using Aware, our data disaggregation program at the beginning, middle and end of year. Student grades are monitored through the Skyward grade book system.

21<sup>st</sup> Century skills needed by our students include:

- problem-solving and critical thinking
- collaboration through cooperative learning
- generating and testing hypotheses
- effective written and oral communication
- accessing and analyzing information from research
- setting goals and objectives
- taking initiative
- showing curiosity and imagination

These skills can be enhanced by the addition of a personal wireless laptop computer to use throughout the school day. Students are invited to bring their own wireless enabled devices or access a campus owned machine, if needed. Through the use of online instructional resources in the four core academic areas, coupled with professional development for their teacher to design technology-enhanced learning activities, Project Based Learning has the potential to assist our students in acquiring 21<sup>st</sup> century academic skills to make them productive, technology literate, employable citizens in the future.

# Instructional Improvement (Cont.)

## Project Based Learning (cont.)

Some of the anticipated intended outcomes of this program include: continued improvement of instruction, increased student achievement, an effort to better reflect both society and the workforce, and to better prepare students for their college and work careers. We also hope to create an engaging environment where students can experience greater involvement and responsibility for their learning. Other projected outcomes are:

- Decrease in absence rates
- Increase in real world, project based learning
- Increased communication between students, teachers and parents
- Increase in overall student satisfaction with school and engagement levels

The PBL model is currently being expanded to include additional elementary and secondary classes during the 2014-2015 school year.

## Speed 21

As a result of the work of a district Technology Immersion Committee, the Speed 21 Instructional Technology program was created and is expanding to fifty more classrooms during the 2014-2015 school year. This three year program was launched during the 2013-2014 school year with a pilot team of 50 teachers who were identified as "forward thinking teachers who are innovative by adding student based technology activities into their lessons, and adapting to the needs of our digital age kids." This team has grown to 100 teachers with the 2014-2015 school year. These 100 teachers have participated in additional professional learning as well as designed nearly 500 technology infused lessons that they will use throughout the school year. The goal of Speed 21 is to design instructional technology that is as indispensable to teachers as the Smartphone is to its users. Each Speed 21 classroom is being equipped with additional technology tools including a teacher tablet laptop, additional student devices, interactive projects and teacher and student software tools to support the lesson plan goals of the program. The goal is for every district classroom to be a Speed 21 classroom by 2015-2016.



# Instructional Improvement (Cont.)

## **Gifted/Talented Services**

W.I.N.G.S. (Wylie's Inquisitive and Naturally Gifted Students) serves GT identified students throughout the district. The mission of W.I.N.G.S. is to provide a challenging learning environment that nurtures the unique potential of gifted students so that as citizens of a global society in the twenty-first century they can contribute ethically and productively in ways commensurate with their abilities. Students are challenged to develop and apply their talents through a variety of activities and projects that provide students opportunities to think in more deep and complex ways.

Elementary school students are provided with specialized GT services on a weekly basis through a GT specialist who serves two campuses. In addition to this, GT students are in cluster or pod classrooms with teachers who have completed their 30-hour GT training or GT certification.

Intermediate school students are served daily via a GT English/Language Arts class. In addition, intermediate school GT students have the opportunity to take advanced math and science courses. In junior high, students are served through a GT English/Language Arts class as well as Pre-Advanced Placement science and/or social studies. Junior high students may accelerate to Pre-Algebra in 7<sup>th</sup> grade and Algebra 1 in 8<sup>th</sup> grade for which they receive high school credit.

The Humanities Program and the Texas Performance Standards Project serve GT students in grades nine through twelve. The Humanities Program is an integrated study of literature, history, music, and art with intensive focus on critical reading and writing skills through the application of analytical thinking skills. High school GT students are encouraged to follow the Distinguished Achievement Degree Plan. Wylie High School and Wylie East High School offer a variety of Advanced Placement courses to meet the academic needs of secondary gifted and talented students.

## **Special Education Services**

Students who have a disability and an educational need may be eligible for Special Education Services under the Individual with Disabilities Education Act (IDEA). Students are referred to Special Education via a response to intervention process or parent request. Intensive intervention should be implemented prior to Special Education referral. Parent consent is required before assessments can be conducted.

Programs and services are provided by Wylie ISD for the following disabilities: orthopedic impairment, auditory impairment, intellectual disability, learning disability, other health impairment, visual impairment, emotional disturbance, speech/language impairment, autism, and traumatic brain injury.

Special Education Services are individualized and based on student needs and eligibility. These services may include direct instruction in both regular and special education settings, as well as instructional support in the general education classroom. Related services to help the student benefit from special education may also be provided based on student need and eligibility.

# Instructional Improvement (Cont.)

## **Dual Language Program**

Wylie Independent School District currently serves our LEP students through the following programs:

### **One-Way Dual Language 50/50 Model (Grades K-4)**

The One-Way Dual Language Program serves only Limited English Proficient students. It is the district's intent to add a grade level within the One-Way Dual Language Program each year through 6th Grade. This program provides instruction in Spanish and English on an alternate day basis. The curriculum used for instruction is the same district curriculum provided to all mainstream students participating in our general education program. The primary goal of this program is to produce children who are bilingual, bi-literate, and bi-cultural. The program is designed to address the affective, linguistic, and cognitive needs of each student.

### **Two-Way Dual Language 50/50 Model (Grades K-6)**

This program is comprised of Native English Speakers and Native Spanish Speakers (Non ELL and ELL). It is the district's intent to add a grade level within the Two-Way Dual Language Program each year through 6th Grade. This program provides instruction in Spanish and English on an alternate day basis. The curriculum used for instruction is the same district curriculum provided to all mainstream students participating in our general education program. The primary goal of this program is to produce children who are bilingual, bi-literate, and bi-cultural. The program is designed to address the affective, linguistic, and cognitive needs of each student. Seventh grade students who have completed the Two-Way Dual Language 50/50 model are given the opportunity to test out of Spanish I a & b to gain high school credit.

### **Traditional Bilingual Education Program (PK Only)**

Students receive instruction in their primary language of Spanish as needed to ensure academic success. The amount of Spanish instruction is largely determined by individual student need. The program is designed to address the affective, linguistic, and cognitive needs of each student.

## **English as a Second Language Program**

ESL Services are offered to LEP identified students in grades PK-12 at all campuses. This program addresses the affective, linguistic, and cognitive needs of LEP students. The program is designed to consider the students' learning experiences and the cultural aspects of each students' background. ESL instruction is provided to support students participating in the general education classroom and consists of intensive academic language instruction.



# Instructional Improvement (Cont.)

## Fine Arts Program

Education and engagement in the fine arts are an essential part of the school curriculum and an important component in the educational program of every student in Wylie ISD.

Fine arts education in Wylie ISD begins in kindergarten and continues through grade 12. In each elementary school, students K-4 are taught by certified, degreed music specialists. Beginning in grade 6, at the intermediate level, the fine arts courses become elective choices. An intermediate school student in grade 6 may choose to study courses in visual art, band, or choir. In grade 7 theater arts is added to the other choices. In high school, grades 9-12, students may choose courses in band, choir, dance, visual arts and theatre.



Bands in Wylie ISD consistently earned state and national recognition. The Wylie H.S. Wind Symphony has performed three times by invitation at the National Concert Band Festival in Indianapolis, Indiana. Junior High and High School bands consistently earn sweepstakes awards at UIL contests and students are recognized for their individual accomplishments by awards garnered at the Solo and Ensemble Contest and the TMEA All-State auditions. In 2013 the Wylie H.S. band advanced to the state finals in the TMEA Honor Band competition. The Wylie H.S. Marching

Band, "*that Wylie Band*" advanced to the state finals at the 2013 UIL Texas State Marching Band Championships in San Antonio.

The Choir programs in Wylie ISD has seen tremendous growth in both quantity and quality in the past several years. Junior High and High School choirs in Wylie are recognized for their outstanding performances and consistent sweepstakes awards. The Choir teacher at Wylie East H.S. serves on the Board of Directors for the Texas Choral Directors Association.

Visual Arts students compete in Visual Arts Scholastic Events sponsored by the Texas Art Educators Association and each year several advanced students are recognized at the state level with Gold Achievement awards. Theatre students earn awards and scholarships through the Texas Educational Theatre Association competitions.

In 2014 the NAMM Foundation recognized Wylie I.S.D. for its outstanding commitment to music education with a Best Communities for Music Education (BCME) designation. Wylie I.S.D. joins 376 districts across the nation to receive this prestigious distinction. Best Communities in Music Education affirms school districts that have demonstrated exceptional efforts toward maintaining music education as part of the schools' core curriculum.

# Instructional Improvement (Cont.)

## **P.E. and Health**

Health and Physical Education are important components in the education and well-being of Wylie ISD students.

Students in elementary grades participate in physical education for 135 minutes per week and lessons are guided by use of Frog Lessons, a curriculum developed by physical educators at TCU. Students in grade 6-12 participate in physical education per state guidelines. In 2013-14, WISD introduced two new components to the PE program: training in CPR for all 8th grade students and a new course offering, Outdoor Education, at the high schools.

Health instruction is embedded into core content at the elementary level for all students. At the secondary level, health is incorporated into Science at 6th and 7th grades and is a required half credit at high school for students graduating in 2015-2017. For students graduating in 2018 and beyond, a health course is no longer a graduation requirement. For these students, health instruction is embedded in the Biology curriculum.

## **Career and Technology Education**

Career pathways point the direction for Wylie High School and Wylie East High School students. Students gain real world experience through coursework and internships in the Career and Technology Education (CTE) program. Specialized areas include Culinary Arts, Agricultural Science, Personal and Family Development, Child Development, Business and Marketing, Communication Media, Engineering, Family and Consumer Science, Health Science Technology and Technology Education. Internships are available to students in areas such as Health Science Clinical Rotations, Elementary Teaching and Childcare. Many of these programs are geared to transition students into two or four-year college programs.

## **PALS (Peer Assisted Leadership)**

This peer assistance class trains selected students in grades 7-12 to work as mentors with other students or at elementary feeder schools. PALS provide academic support, promote informed and responsible decision making, conduct student mediations and provide a listening ear to fellow students. In addition, PALS support Life Skills students as they assimilate into the general education classrooms.



# Instructional Improvement (Cont.)

## **Counseling Services**

Elementary and Secondary counselors meet the academic and emotional needs of the students by providing comprehensive and developmental services to all students through four delivery system components;

1. Guidance curriculum that provides guidance content in a systemic way to all students,
2. Responsive services that address the immediate needs of students,
3. Individual planning that assists students in monitoring and understanding their own development,
4. System support that includes programs and staff supports activities and services.

The areas of self-confidence, decision-making/goal-setting and problem-solving skills, motivation to achieve, interpersonal effectiveness, communication skills, cross-cultural effectiveness and responsible behavior are the foundation of the counseling program. The WISD guidance and counseling program adhere to the guidelines set forth through TEA. Students of WISD are served by 25 full time counselors, with one campus counselor who serves as part time district counselor coordinator.

## **Prevention/Intervention and Support Services**

Behavioral and substance abuse assessments, counseling and referrals to outside agencies are available to all students. Each junior high and high school campus has a School Resource Officer who is a fully certified police officer. The SROs provide support for the students and their parents as well as build a partnership between the city and school district.

# Instructional Improvement (Cont.)



RESPECT AND RESPONSIBILITY	CARING AND GIVING
1st 9 Weeks	2nd 9 Weeks

GRIT AND PREPARATION	GRATITUDE AND CELEBRATION
3rd 9 Weeks	4th 9 Weeks

*The Wylie Way fosters responsible, caring and grateful citizens who are prepared for a prosperous life through a focus on the core values of the Wylie ISD community.*

# CORE VALUES

# Instructional Improvement (Cont.)

## **Registered Nurses**

Registered Nurses (RN) are also available in every school to provide ongoing health services and to assist with medical emergencies. State mandated screenings for hearing, vision, scoliosis, and Type II Diabetes Risk Assessment are completed through the services of the RN. Campus nurses develop Individualized Health Care Plans (IHP) for students with health concerns, including accommodation plans for students who qualify for 504. The IHP serves as the health professional's goals and interventions and is required for Medicaid reimbursement for School Health Services. All RNs train campus staff and bus drivers in diabetes care and anaphylaxis treatment as required by law.

Wylie ISD uses a Health Services Coordinator, who is a registered nurse, to coordinate district health services, staff wellness, and manage the district Automatic External Defibrillator (AED) program. Additionally, the School Health Advisory Committee (SHAC) which involves counselors, nurses, teachers, students, and community members provide direction to support the health and safety needs of all students.

## **Learning Specialists**

To support the instructional improvement efforts of the district, curriculum and instruction support for teachers and campuses is delivered by 14 Learning Specialists. These content experts model best practices, coach teachers on improving instruction, provide resources, facilitate professional learning, and support the PLC model. The ten elementary campuses are served by 5 Learning Specialists, each specializing in one of the following areas: math, science, social studies, PK-2 ELA, and 3-4 ELA. The intermediate and junior high campuses are served by 5 Learning Specialists, each specializing in one of the following areas: math, science, social studies, ELA. The two high schools are also served by 4 Learning Specialists, each specializing in one of the following areas: math, science, social studies, and ELA.

# Instructional Improvement (Cont.)

## Professional Learning

The mission of the District's Staff Development Department is to provide "quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population." We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. The goal of our professional development program is to raise the levels of student achievement throughout the District.

To support the Learning Forward (formerly the National Staff Development Council) standards for professional learning, Wylie Independent School District's professional development program:

- Establishes District expectations and standards in professional growth for all staff
- Provides quality professional growth opportunities for all staff members relevant to their position and role in the District.
- Plans purposeful, professional growth opportunities based on District and individual goals that will maximize student achievement.
- Promotes a supportive environment that develops an inner spirit to improve one's craft through continuous learning.

Professional Learning Communities (PLCs) are at the heart of the District's continuous improvement model. The four questions that are the focus of any PLC are:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

To support the District's commitment to improve student achievement, all teachers and professional staff contracts include additional days devoted exclusively to professional learning activities. These activities may include lesson design protocols, examining student data, peer coaching and mentoring, or curriculum and assessment writing.

**ACE Academy** - ACE is an acronym for "Achieving Curriculum Excellence" and has been the District's professional development framework since 2002. The goals of ACE Academy include:

- Establishing District expectations and standards
- Providing quality professional learning opportunities
- Promoting a collegial environment
- And ultimately maximizing student achievement

# Instructional Improvement (Cont.)

## Professional Learning (cont.)

### ACE Academy (Cont.)

Each year a wide variety of courses are designed and delivered to meet the needs of our District professional staff. There are three levels in ACE Academy, as defined below:

**Bronze**—Defined as the essential knowledge and skills to be an effective teacher in Wylie ISD. The District expectation is all new employees shall complete the bronze level within the first two years of employment with the District. This includes all full and part time teachers, curriculum and instruction coaches, special education evaluation staff, library media specialists, counselors, nurses and campus and District administrators.

**Silver**—Designed to develop exceptional teachers and administrators throughout the District. Completion of the Silver level is optional for professional staff and includes completion of specific courses, as well as successfully obtaining the Bronze level.

**Gold**—Designed to promote teachers as leaders. Completion of the Gold level is optional for professional staff and includes participation in a year-long District facilitated PLC or Action Research Project.

Additional programs and activities to support our District goals for high quality professional learning include First Year Teacher Academy, Mentor Teachers, and Teacher Leader Academy.



# Instructional Improvement (Cont.)

## Project TEAM Program (Teaching Excellence with Academic Mentoring)

### **Purpose**

Wylie ISD provides each beginning teacher with campus-based and district-level support in an effort to assist teachers new to the profession, reduce attrition, and enhance student achievement. Each zero-year teacher is provided a campus mentor to provide ongoing support during the first year of teaching.

### **Mentor Requirements for Selection**

Teachers with a minimum of three years teaching experience may apply to participate in our Project TEAM Program.

- Minimum of 3 years teaching experience in Wylie ISD
- Ability to model reflective practices
- Desire to support new teachers
- Ability to serve in a coaching capacity
- Good organizational skills in classroom and time management, as well as lesson design
- Strong Interpersonal skills in order to work collaboratively with a new teacher as well as other mentor teachers
- Commitment to personal professional learning
- Ability to act as positive professional role model
- Ability to be a good listener, empathetic, and interested in the welfare of others
- An understanding of the confidentiality of the assignment
- Strong background in content areas of language arts, math, science, social studies, fine arts, health, physical education, and/or special education.
- Credibility with peers and administrators
- Respect for multiple perspectives
- Ability to accept new challenges within the education profession
- Recognized as an excellent classroom practitioner
- Demonstrated commitment to improving the academic achievement of all students
- Willingness to accept supervision and follow directives

After scoring, applications and recommendations are discussed with each campus principal before the selection is finalized.

### **Mentor Training**

Training is held for all mentors. This training covers basic foundations for mentors taken from Ginger Tucker's *Saving our Greatest Resource: Mentor Training*. The content includes roles and responsibilities of mentors, induction year teacher issues, styles of assistance, communication skills, goal setting, models of effective mentor relationships, evaluating skill level of new teachers, and critical areas of support.



# Instructional Improvement (Cont.)

## Project TEAM Program (Cont.)

All training content is research-based and concentrates on effective coaching and mentoring models and practices that include how to set parameters, establish rapport, provide professional learning opportunities, focus on daily work, enhance speaking and listening, improve the art of reflection with attention to conducting pre and post coaching conferences, provide appropriate feedback, promote powerful learning by transferring best practice and pedagogical strategies, while developing a local community environment.

### **Mentor Responsibilities**

- Complete mentor training
- Commit to at least one year as a mentor
- Attend monthly mentor support meetings
- Participate in portions of First Year Teacher Academy
- Facilitate Campus Induction Day
- Meet weekly with the beginning (0 year) teacher, spending a minimum of one hour/week
- Maintain documentation of time spent with the beginning teacher
- Conduct observations of, and modeled lessons for, the beginning teacher



# Instructional Improvement (Cont.)

## Teacher Leader Academy

**“The key to successful leadership today is influence, not authority.” - Ken Blanchard**

Designed and implemented during the 2007-2008 school year, Wylie ISD’s Teacher Leader Academy is a one-year professional learning experience developed to build the leadership capacity of our classroom teachers. The goals and learner outcomes for Teacher Leader Academy include:

- Developing participant’s leadership capacity to positively impact the WISD learning organization.
- Gaining personal understanding of one’s leadership strengths and potential barriers.
- Building leadership skills.
- Developing advocacy skills.

Participants meet monthly during the school year and participate in a variety of leadership development activities including observing Board of Trustee Meetings, District Committees, book studies, attendance at State, Regional and Local conferences, and job shadowing. Monthly session topics align with the seven domains of the Teacher Leader Model Standards:

- **Domain I:**  
Foster a collaborative culture to support educator development and student learning
- **Domain II:**  
Access and use research to improve practice and student learning
- **Domain III:**  
Promote professional learning for continuous improvement
- **Domain IV:**  
Facilitate improvements in instruction and student learning
- **Domain V:**  
Promote the use of assessments in instruction and student learning
- **Domain VI:**  
Improve outreach and collaboration with families and community
- **Domain VII:**  
Advocate for student learning and the profession

# Instructional Improvement (Cont.)

## Teacher Leader Academy (cont.)

To date, over 150 teachers have graduated from the program and we anticipate 25 more to graduate in May 2015. Participant reflections have been positive and include:

"The most valuable part of the experience was the way that the vision of the district became much clearer to me. The value that administration places on teachers, and knowing that my voice will be heard, encourages me every day."

"This experience has been truly rewarding. The information and experience gained, along with formation of our learning community, make this unlike any other opportunity I've had in my teaching career. I have, and will continue to, highly recommend the Academy."

"My day-to-day interactions with administrators, colleagues, parents and students have changed during my growth through the Academy."



## Instructional Improvement (Cont.)

In Wylie ISD, our core beliefs **DRIVE** our work with our students, our work with each other, and our work with our citizens and community.

### Wylie ISD Formula for Continuous Improvement

**D** ata-Driven Decisions



**R** igoorous and Relevant Instruction

**I** ndividualized Learning

**V** aluable Professional Development

**E** ffective Leadership

# Academic Assessment & Accountability

## Wylie ISD Philosophy of Assessment

In Wylie ISD, we believe that aligned, common assessments have a clear and necessary purpose – to improve student learning. We commit to:

- implementing assessments consistently and with fidelity across campuses
- providing clear expectations for all
- collecting and using data to improve instruction, to drive student learning, and to monitor the validity and implementation of the curriculum
- providing assessment feedback to students and parents to enhance learning

The non-negotiables of the Wylie ISD Assessment Plan include:

**An appropriate balance between formative and summative assessments**—Formative assessments (for learning) will be on-going and will build student understanding. Summative assessments (of learning) will measure the effectiveness of instruction. Both will provide a variety of data that learning exists.

**Horizontal and vertical alignment**—Common formative and summative assessments will be administered at all campuses in each of the 4 core content areas with the ultimate goal of providing post-secondary readiness for all students. These assessments will be aligned to the district adopted TRS curriculum framework.

**Data used to improve student learning and instruction**—District approved data protocols will be used to review, reflect, and act to adjust instruction, to drive student learning, and to monitor the validity and implementation of the curriculum.

**Professional Development and Support**—On-going professional development and support in assessment theory, practices, and data will be provided to all educators.



# Academic Assessment & Accountability (Cont.)

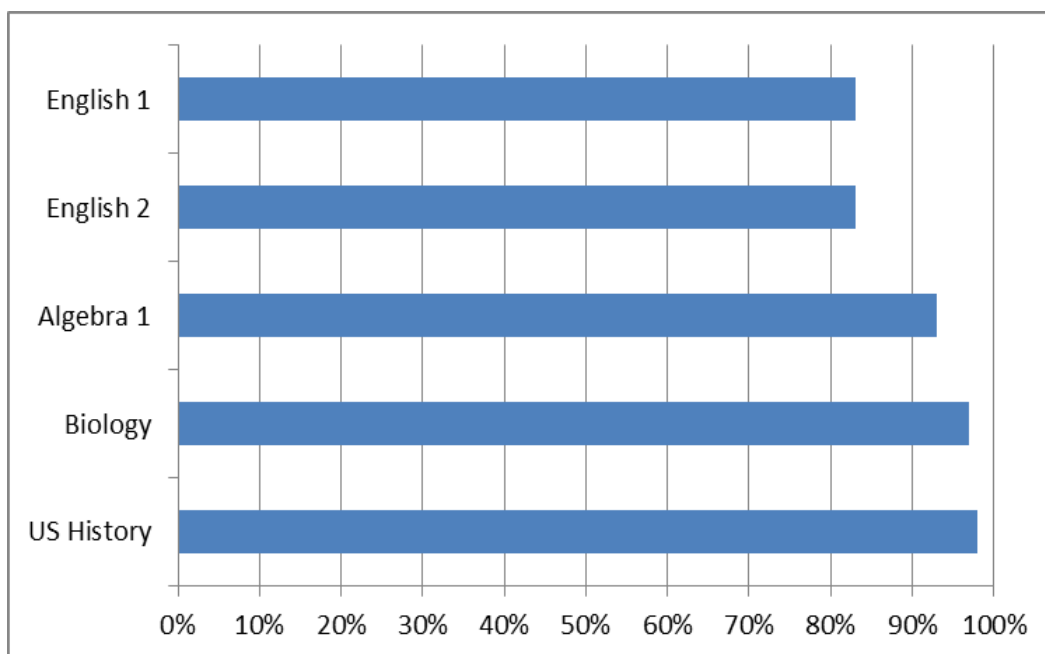
## State of Texas Assessment of Academic Readiness

The STAAR test replaced the Texas Assessment of Knowledge and Skills for grades 3-9 starting in the 2011-2012 school year. In 2012-13, students in grade 10 took STAAR as well. The phase in of STAAR was complete in 2013-14 when it is administered to students in the 11th grade for the first time. The state-mandated assessment includes assessments for students in grades 3-12, and will focus on readiness for success in subsequent grades and courses and, ultimately, for college and career. The STAAR is more rigorous than previous state tests. STAAR graduation requirements apply to students entering ninth grade starting in the 2011-2012 school year.

As a result of legislation passed in the spring of 2013, the number of STAAR tests at high school was reduced from 15 to 5.

**Table 94**

Spring 2014 STAAR End of Course Satisfactory Results	
Algebra 1	93%
Biology	97%
English 1	83%
English 2	83%
U.S. History	98%



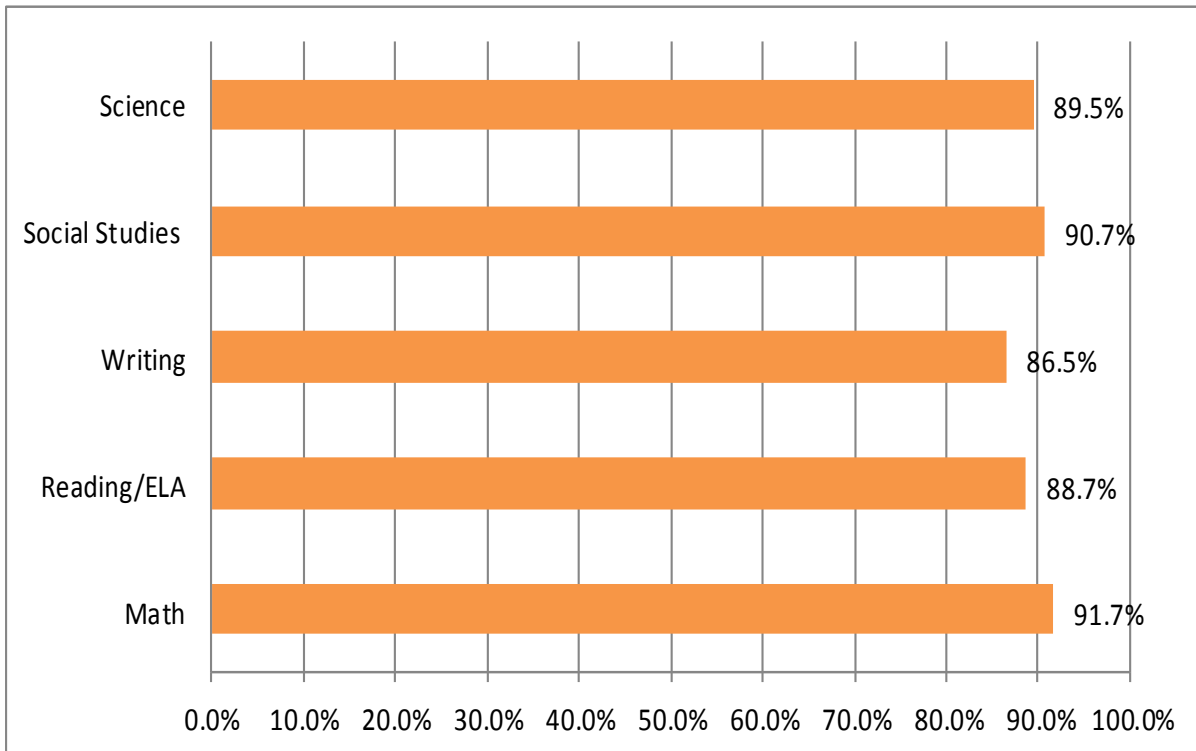
# Academic Assessment & Accountability (Cont.)

## State Assessment System

Wylie ISD students have performed well on standardized tests in the past and are expected to do well on the STAAR/TAKS exam this spring. For those students who do not meet the state standards on the STAAR, in school tutoring programs, and if necessary, summer school programs are already planned to help students pass the required STAAR EOC assessments.

**Table 95**

2014 STAAR Results	
Math	91.7%
Reading/ELA	88.7%
Writing	86.5%
Science	89.5%
Social Studies	90.7%



# **Academic Assessment & Accountability (Cont.)**

## **The Texas English Language Proficiency Assessment System (TELPAS)**

The TELPAS is administered statewide each year to students identified as Limited English Proficient (LEP) on the Home Language Survey. It is designed to measure annual growth in the English reading proficiency of second language learners. LEP students in grades 2-12 are required to participate in the TELPAS yearly until they receive an advanced rating. The TELPAS Listening, Speaking, and Writing Observation Protocol is administered annually to show the progress of LEP students in grades K-12. Teachers holistically rate each LEP student's English language proficiency based on classroom observations and daily interactions with the student.

## **AIMSweb**

Beginning in 2012-13, students in grades K-6 were assessed in reading and math using AIMSweb. In 2013-14, students in grades 7 and 8 were assessed for the first time. This state approved instrument is used to measure developmental skills in both reading and math. It provides for early identification of skills, thereby giving teachers useful information for targeted instructional assistance. The assessment is administered individually at the beginning of the year, the middle of the year, and the end of the year.

## **CogAT – Cognitive Abilities Test, Form 7**

The CogAT assesses the level and pattern of cognitive development of students, measuring both general and specific reasoning abilities. These abilities are assessed in three domains: verbal, quantitative, and nonverbal. The results of the CogAT are used by teachers to adapt instruction to the needs and abilities of their students. CogAT is administered in the fall to students in kindergarten and grade 3.

## **Student Success Initiative**

Beginning in 2005, students in grade 5 were required to pass the state assessments in Reading and Math to be promoted; students in grade 8 began this same requirement in 2008. In 2015, students in grades 5 and 8 will be required to pass STAAR Reading to be promoted to the next grade. SSI requirements for grades 5 and 8 math have been suspended for one year as a result of changes to the state standards.

## **Graduation Testing Requirement**

Exit level testing requirements for graduation have remained in place for those students who entered ninth grade prior to 2011-2012. STAAR graduation requirements apply to students entering ninth grade starting in the 2011-2012 school year. To graduate, a student must attain a satisfactory score on each of five STAAR End-of-Course assessments.



# Academic Assessment & Accountability (Cont.)

## **PSAT/NMSQT—Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test**

The PSAT<sup>®</sup>/NMSQT is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC).

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills
- math problem-solving skills
- writing skills

Students have developed these skills over many years, both in and out of school. This test does not require them to recall specific facts from their classes.

The most common reasons for taking the PSAT/NMSQT are:

- to receive feedback on student strengths and weaknesses on skills necessary for college study. To see how their performance on an admissions test might compare with that of others applying to college.
- to enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11).
- to help prepare for the SAT. Students can become familiar with the kinds of questions and the exact directions they will see on the SAT.
- to receive information from colleges when students check "yes" to Student Search Service.

The PSAT/NMSQT allows students to measure their academic growth with national and state criterion.

# Academic Assessment & Accountability (Cont.)

**Table 96**

**PSAT Historical Data 2009-2013 for Wylie ISD**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Critical Reading</b>					
11th Grade	49.0	48.8	50.2	54.0	50.7
10th Grade	46.6	42.5	41.4	42.6	43.0
<b>Math</b>					
11th Grade	51.4	51.2	55.1	55.9	51.8
10th Grade	49.0	45.6	45.5	43.9	43.8
<b>Writing Skills</b>					
11th Grade	47.7	47.4	48.8	51.6	48.3
10th Grade	44.5	41.3	39.1	39.8	41.6
<b>National Merit Awards</b>					
Merit Finalists	0	0	1	1	0
Semi-Finalists	0	0	0	2	0
Commended Students	8	2	4	6	1
Achievement Program	0	0	0	3	2
Hispanic Recognition	1	1	2	3	3

# Academic Assessment & Accountability (Cont.)

## SAT—Scholastic Aptitude Test

The SAT Reasoning Test is the nation's most widely used admissions test among colleges and universities. It tests students' knowledge of subjects that are necessary for college success: reading, writing, and mathematics. The SAT assesses the critical thinking skills students need for academic success in college—skills that students learned in high school.

The SAT is typically taken by high school juniors and seniors. It tells students how well they use the skills and knowledge they have attained in and outside of the classroom—including how they think, solve problems, and communicate. The SAT is an important resource for colleges. It is also one of the best predictors of how well students will do in college.

Each section of the SAT is scored on a scale of 200-800, with two writing sub-scores for multiple-choice questions and the essay. It is administered seven times a year in the U.S., Puerto Rico, and U.S. Territories, and six times a year overseas.

**Table 97**

### SAT Historical Data 2009-2013

Year	Critical Reading			Math			Writing		
	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District
2013	496	477	497	514	499	529	488	461	473
2012	496	474	486	514	499	519	488	461	463
2011	497	479	485	514	502	517	489	465	460
2010	501	484	489	516	505	511	492	473	468
2009	501	486	494	515	506	519	493	475	476

# Academic Assessment & Accountability (Cont.)

## ACT—American College Test

The ACT® test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. The ACT is typically administered to high school juniors and seniors.

The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. Because the ACT tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT than they are with traditional aptitude tests or tests with narrower content.

Each section of the ACT is scored on a scale of 1-36 with the composite score being the average of the four subject scores. It is administered five times a year in the U.S.

**Table 98**

### ACT Historical Data 2009-2013

Year	Reading			Science			English			Math		
	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District
2013	21.1	21.0	22.2	20.7	20.9	22.3	20.2	19.8	20.9	20.9	21.5	23.1
2012	21.3	20.8	22.1	20.9	20.8	22.3	20.5	19.6	20.9	21.1	21.4	23.0
2011	21.3	20.7	23.1	20.9	20.8	23.1	20.6	19.6	22.0	21.1	21.5	23.8
2010	21.3	20.8	21.9	20.9	20.9	22.1	20.5	19.7	20.8	21.0	21.4	22.4
2009	21.4	20.9	22.4	20.9	20.6	22.3	20.6	19.9	21.8	21.0	21.3	22.8

Year	Composite Scores		
	Nat'l	State	District
2013	20.9	20.9	22.3
2012	21.1	20.8	22.2
2011	21.1	20.8	23.1
2010	21.0	20.8	22.0
2009	21.1	20.8	22.4

# Accomplishments



The Wylie ISD joins a select group of leading edge organizations and technology innovators as a **2014 Tech Titan finalist**. Each year the Metroplex Technology Business Council (MTBC) recognizes “an elite group of people known as the best of the best in the North Texas technology industry.” Four finalists were selected in each of 11 categories. Wylie ISD’s nomination is in the Technology Adopter category. One finalist in each category will be crowned a Tech Titan at the Tech Titans gala, Friday, August 22 at the Hotel InterContinental Dallas.

The Technology Adopter award honors a “company with U.S. headquarters in the DFW Metroplex whose core business is not a technology product for outstanding adoption and application of innovative technologies that successfully change and impact business results.

“When you consider the companies associated with the MTBC you realize what being named a Tech Titan finalist means,” said Dr. David Vinson, Wylie ISD Superintendent. “We are grateful to our MTBC partners who are helping us develop a curriculum and learning experiences that will provide the workforce of tomorrow from right here in North Texas. We are truly among the leaders in offering 21<sup>st</sup>- Century opportunities to our students.”

Previous Technology Adopter winners include the NTTA, American Airlines, D-FW Airport, Baylor Health Care System and Methodist Richardson Medical Center.

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## Distinguished Unit Award with Merit

The Wylie East High School AFJROTC has been awarded the highest honor a JROTC program can be given, **Distinguished Unit Award with Merit**. The award recognizes the personal growth and accomplishments of the cadets, contributions of the instructors as mentors, and the support of the school and local community. The US Air Force has 863 units and only 82 are awarded this honor. Congratulations to Col. Wilbanks, MSgt. Smith and the cadets!

In addition, the unit raised more than \$1,400 to donate to the Honor Flight Organization, who sponsors World War II veterans on trips to Washington D. C. to see the memorial erected in their honor. They presented the check on Thursday, May 1, to 87 year-old Navy Veteran James Walker and 93 year-old Marine Veteran Paul Sine, who survived five amphibious landings in the Pacific including Guadalcanal and Iwo Jima.

# Accomplishments (Cont.)

## 2014 Miss Pearl Birmingham Scholars Named

Wylie ISD is pleased to announce the Pearl Birmingham Scholars for 2013—2014.

These students wrote autobiographies and were interviewed by the judges who evaluated their grades and SAT/ACT scores. To be eligible, the Birmingham Scholars must also have received all their grades from a Wylie ISD high school, be in the top 10% of their class and must be of good moral character.

The Pearl Birmingham Scholarship Fund was established in 1947 by T.F. Birmingham to comply with a request by his sister, Pearl Birmingham. In her will she left 1,000 shares of common stock in the Standard Oil Company of Ohio to fund an annual scholarship for an outstanding Wylie High School graduate. The first scholarship amount was awarded in 1948 for \$1,000.

Now in its 67th year, the fund will allocate six \$15,000 scholarships and ten \$2,500 awards. Congratulations to the 2013—2014 Birmingham Scholars!



Wylie East High School Students: Andres Alvarado, Tanner Booth, Cassandra Chumley, Manpreet Dhot, Abigail Enns, Gabriel Hernandez, Michelle Muzzillo, Bethany Rowe.

Wylie High School Students: Tyler Bradley, Jared Davidson, Jacinto "Alex" Garza, Asim Gazi, Hao Hue, Benjamin Jones, Huy Ly, Nhat-Vy Pham-Vu

# Accomplishments (Cont.)

## Wylie Independent School District Recognized Nationally for Music Education Efforts



*Wylie ranks among nation's top communities for support  
of music education*

The NAMM Foundation recognizes **Wylie ISD** for its outstanding commitment to music education with a Best Communities for Music Education (BCME) designation. Wylie ISD joins 376 districts across the country to receive the prestigious distinction in 2014.

In its 15th year, Best Communities for Music Education affirms school districts that have demonstrated exceptional efforts toward maintaining music education as part of the schools' core curriculum.

"Education and engagement in the fine arts are an essential part of the school curriculum and an important component in the educational program of every student in Wylie ISD." said Mike Lipe, WISD Director of Fine Arts. "The Wylie community has a long history of strong support for the district music programs. It is an honor to be recognized nationally by the NAMM Foundation."

As Wylie ISD finalizes its 2014–2015 budgets, the announcement of this year's Best Communities for Music Education designation brings attention to the importance of keeping music education part of school's core education and music's vital role in student success in school.

Wylie ISD employees 34 licensed and certified music educators who provide instruction in general music classes (elementary school) as well as opportunities to perform in marching bands, concert bands, jazz ensembles, choirs, show choirs, chamber groups and other small ensembles. Both High Schools offer Advanced Placement Music Theory. All students in grades K-4 receive music instruction weekly and almost 2,500 students in grades 6-12 chose to participate in music courses as an elective this year.

Evidence of the outstanding music education programs can be found in the numerous successes achieved by Wylie students in local, state, and national competitions. Wylie ISD bands and choirs consistently earn superior ratings in UIL competitions. Several groups have been recognized nationally in recent years.

The Best Communities for Music Education program plays an important part of the NAMM Foundation's efforts to make music education part of the core curriculum assuring that the benefits of music making are available to every child. Numerous studies have demonstrated that learning to play music can boost academic and social skills, lower disciplinary action and keep kids in schools.



## Accomplishments (Cont.)



Congratulations to six Wylie ISD seniors who recently achieved Scholar status by The College Board and the National Merit Scholarship Committee. These outstanding individuals were selected based on scores they earned on last year's PSAT/NMSQT.

They are:

- Gabriel Hernandez, WEHS-**Scholar** in the National Hispanic Recognition Program
- Joshua Garza, WEHS-**Scholar** in the National Hispanic Recognition Program
- Paola Ballentine, WEHS-**Scholar** in the National Hispanic Recognition Program
- David Ward, WHS-**Scholar** in the National Hispanic Recognition Program
- Tanner Nickell, WHS-**Commended Scholar** by National Merit Scholarship Corporation
- Alonso Edwards, WHS-**Outstanding Participant** by National Achievement Scholarship Program

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### 2013 National Wind Band Honors

The Wind Symphony Bands at Wylie High and Wylie East High Schools have been recognized as National Winners in the 2013 National Wind Band Honors.

The National Wind Band Honors is a competition of entered recordings only in which the top quarter are selected as National Winners. This year approximately 178 ensembles representing 35 states entered the competition. All the groups received recorded and written comments from the panel of nationally recognized reviewers. A compilation CD of the performances by the National Winners was made including both high school bands from Wylie ISD.



Congratulations to the members of Wylie High Wind Symphony Band and Director Todd Dixon and of the Wylie East High Wind Symphony and Director Glenn Lambert!



## Accomplishments (Cont.)



Students from Davis and Harrison Intermediate Schools qualified to compete at the Texas Future Problem Solvers State Bowl in Austin, April 11-13. Davis sent a Community Problem Solving Team, two Global Issues Teams and a Global Issues Alternate. Harrison sent two Global Issues Teams.

Students from Davis created a community project, *#gotbatteries*, which earned first place in the Junior Division. In addition, Jacob Tschetter competed on an alternate Global Issues Team that included students from different districts and won first place in the Junior Division.

The Davis Teams were comprised of:

Delaney Ayers, Trinidad Cantu, Mason Correa, Jacob De La Cruz, Victor Ekpenyong, Kylie Hamil, Seth Lozano, Travis Mabry, Ruby Magee, Mikaylee Morton, Charlotte Mosby, Natalie New, Nicholas Nguyen, Maxwell Quaye, Skyler Shaw, Evelyn Slaughter, Chloe Tanner, Blythe Tigert, Jacob Tschetter, Cal Vinson, Kate Vinson, Billy Whitney, Blaine Winn, and Alex Wood. They are coached by Ann Darby, Kim David and Karen Jordan.

In Harrison's inaugural year of competing in Future Problem Solvers, Global Issues, it had 24 active FPS participants with eight that qualified for state.

The Harrison Teams were comprised of:

Amber Chesser, Zachary Clore, Bethany De La Cruz, Brayden Dudley, Savannah Lejeune, Charisma Pierson, Avery Pulley, and Abigail Simpson. Harrison' FPS coaches are Aimee Howard, Julie Leverington and Dale Ramirez



Debate Sponsor Travis Hiltbrunner received the Diamond Award from the National Forensic League (NFL) for earning 2,182 points as a coach within the Speech and Debate Honor Society.

He will be honored at the NFL National Speech and Debate Tournament scheduled for June 19, 2014 in Overland Park, KS.

## Accomplishments (Cont.)



Congratulations to Harrison Sixth Grade Science Teacher Steve Embry for being accepted to the Siemens STEM Academy in Oak Ridge, Tennessee scheduled for June 8-20.

The Siemens Teachers as Researchers (STARs) Program provides educators with a two-week research experience at Oak Ridge National Laboratory (ORNL), mini-workshops on transitioning research in the classroom and continuing collaborative opportunities with ORNL scientists and other educators.

The program is sponsored by Siemens Foundation as a component of Siemens STEM Academy, in partnership with Discover Education and Oak Ridge Associated Universities.

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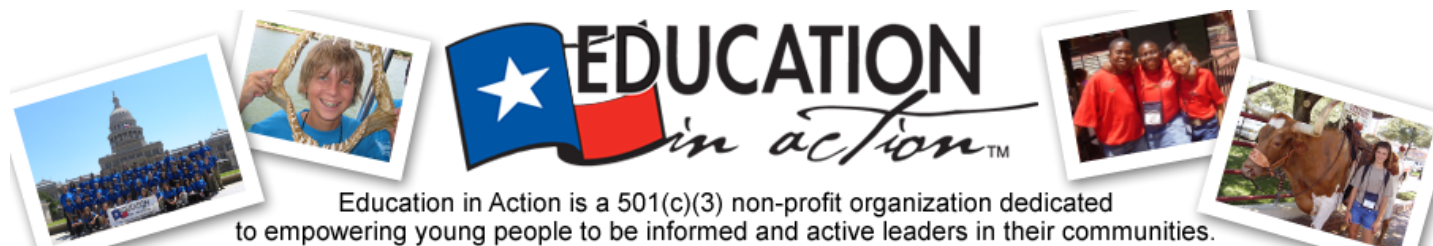
### Wylie Pirate Debate Team Qualify for Nationals

Congratulations to the members of the Wylie Pirate Debate Team for their excellent performances at the National Speech and Debate Qualifying Tournament held April 25 and 26 at Lovejoy High School. Students from more than 20 area schools competed at the event in hopes of earning an invitation to the national contest. This is the seventh year in a row that Pirate Debaters will move on to national competition. Following are their results:

- \* Domestic Extemporaneous Speaking-Evan Lope, First Place and Lauren Brassfield, Third Place
- \* Policy Debate-Savanna Gibson and Evan Lope, Third Place
- \* Congressional Debate-Joseph McDermott, Third Place
- \* Public Forum Debate-Katie Barnes and Addie Barch, First Place (Winning every round!)

Kudos to all the members and their coach, Travis Hiltbrunner.

## Accomplishments (Cont.)



Education in Action is a 501(c)(3) non-profit organization dedicated to empowering young people to be informed and active leaders in their communities.

Wylie ISD had several students participate in the **2013 Lone Star Leadership Academy Camps** during the recent summer months. Offered by Education in Action to outstanding 4<sup>th</sup>-8<sup>th</sup> graders, participants traveled to Dallas/Fort Worth, Austin/San Antonio or Houston/Galveston to develop leadership skills and experience what they are learning in school through visits to significant Texas sites including U.S. Bureau of Engraving and Printing, Fort Worth Stockyards National Historic District and the Sixth Floor Museum at Dealey Plaza. Students also visited the Texas State Capitol, the Bob Bullock Texas State History Museum, the Alamo, NASA and the San Jacinto Battleground Monument.

Education in Action is a 501(c)(3) non-profit organization dedicated to empowering young people to become informed and active leaders in their communities. Students involved in student government, service organizations, and gifted and talented programs are nominated by their teachers for the camps.

Candidates selected from Wylie ISD and the camps they attended were:

- Vera Wiggle, Groves Elementary School, Grade 4, Dallas/Ft. Worth
- Creighton Cantrell, Smith Elementary School, Grade 4, Dallas/Ft. Worth
- Lexie Collins, Smith Elementary School, Grade 4, Dallas/Ft. Worth
- Kate Vinson, Smith Elementary School, Grade 4, Dallas/Ft. Worth
- Emilie Johns, Harrison Intermediate School, Grade 6, Austin/San Antonio
- Emily Gray, Cooper Junior High School, Grade 7, Houston/Galveston
- Elisabeth Teitelman, Wylie East High School, Grade 9, Houston/Galveston

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### AFJ ROTC Exceeds Standards!

The Headquarters of the United States Air Force Junior ROTC at Maxwell AFB Alabama announced recently that unit TX-20093 at Wylie East High School earned an assessment score of "Exceeds Standards", the highest rating attainable during their rated evaluation held on February 24, 2014.

Instructors Lieutenant Colonel Wayne Wilbanks and Master Sergeant JJ Smith were acknowledged for creating a positive learning environment coupled with an excellent community outreach program. In addition, the Wylie East High AFJROTC citizenship program was commended for making a positive impact on the cadets, the school and community.

# Accomplishments (Cont.)

## Finance Division Awards and Recognitions



**ASBO Meritorious Budget Award**—Awarded for six consecutive years.

**ASBO Certificate of Achievement for Excellence in Financial Reporting**—Awarded for five consecutive years.

**GFOA—Distinguished Budget Presentation Award**—Awarded for five consecutive years.



**GFOA—Certificate of Achievement for Excellence in Financial Reporting**—Awarded for five consecutive years.

**GFOA Partner in Practice Pilot Program for Best Budgeting Practices**—One of Six Districts nationally chosen to participate.



**TASBO Award of Merit for Purchasing Operations**—Awarded for three consecutive years.



**Texas Education Agency—Financial Integrity Rating System of Texas**—Superior Achievement recognition.



**Texas Comptroller of Public Accounts—Gold Leadership Award**—Awarded highest honors for four consecutive years.



**Texas Comptroller of Public Accounts—New Platinum Award**—Awarded in its inaugural year 2013-14.

# Glossary

This glossary contains definitions of terms used in this guide and such additional terms as seems necessary to common understandings concerning financial accounting procedures for schools. Several terms which are not primarily financial accounting terms have been included because of their significance for school financial accounting.

**Abatement**—A complete or partial cancellation of a levy imposed by a governmental unit. Abatements usually apply to tax levies, special assessments, and service charges.

**Account**—A descriptive heading under which are recorded financial transactions that are similar in terms of a given frame of reference, such as purpose, object, or source.

**Accounting Period**—A period at the end of which and for which financial statements are prepared (ex: July 1 through June 30). Also, see Fiscal Period.

**Accounting Procedure**—The arrangement of all processes which discover, record, and summarize financial information to produce financial statements and reports and to provide internal control.

**Accounting System**—The total structure of records and procedures which discover, record, classify, and report information on the financial position and operations of a school district or any of its funds, balanced account groups and organizational components.

**Accrual Basis**—The basis of accounting, under which revenues are recorded when levies are made, and expenditures are recorded as soon as they result in liabilities, regardless of when the revenue is actually received or the payment is actually made. See also Estimated Revenue and Expenditures.

**Accrue**—To record revenues when earned or when levies are made, and to record expenditures as soon they result in liabilities, regardless of when the revenue is actually received or the payment is actually made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds. Also see Estimated Revenues and Expenditures.

**Actuarial Basis**—A basis used in computing the amount of contributions to be made periodically to a fund so that the total contributions plus the compounded earnings thereon will equal the required payments to be made out of the fund.

**ADA**—Average Daily Attendance is based on the number of days of instruction in the school year. The aggregate days attendance is divided by the number of days of instruction to compute average daily attendance. ADA is used in the formula to distribute funding to Texas public school districts.

**ADM**—The Average Daily Membership is the average number of enrolled students present daily in the district.

Administration—Those activities which have as their purpose the general regulation, direction, and control of the affairs of the local education agency that are system-wide and not confined to one school, subject, or narrow phase of school activity.

Allocation—A part of a lump-sum appropriation which is designated for expenditure by specific organization units and/or for specific purposes, activities, or objects.

Appropriation—An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. An appropriation is usually limited in amount and as to the time when it may be expended.

Appropriation Account—A budgetary account set up to record specific authorizations to spend. The account is credited with original and any supplemental appropriations and is charged with expenditures and encumbrances.

Assessed Valuation—A valuation set upon real estate or other property by the County Appraisal District to be used as a basis for levying taxes.

Audit—A comprehensive review of the manner in which the government's resources were actually utilized. A certified public accountant issues an opinion over the presentation of financial statements, tests the controls over the safekeeping of assets and makes recommendations for improvements for where necessary.

Balance Sheet—A summarized statements, as of a given date, of the financial position of a local education agency per fund and/or all funds combined showing assets, liabilities, reserves, and fund balance.

Bill—A term as herein used to denote a law or statute passed by certain legislative bodies. A bill has greater legal formality and standing than a resolution.

Board of Education, Public—The elected or appointed body which has been created according to State law and vested with responsibilities for educational activities in a given geographical area. These bodies are sometimes called school boards, governing boards, boards of directors, school committees, school trustees, etc. This definition relates to the general term and covers State boards, intermediate administrative unit boards, and local basic administrative unit boards.

Bond—A written promise, generally under seal, to pay a specified sum of money called the face value, at a fixed time in the future called the date of maturity, and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer period of time and requires greater legal formality. See also Surety Bond.

Bonded Debt—The part of the school district debt which is covered by outstanding bonds of the district. Sometimes called "Funded Debt".

Bonds Authorized and Unissued—Bonds which have been legally authorized but not issued and which can be issued and sold without further authorization.

Bonds Issued—Bonds sold.

**Budget**—A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them. The budget usually consists of three parts. The first part contains a message from the budget-making authority together with a summary of the proposed expenditures and the means of financing them. The second part is composed of drafts of the appropriation, revenue, and borrowing measures necessary to put the budget into effect. The third part consists of schedules supporting the summary. These schedules show in detail the proposed expenditures and means of financing them together with information as to past years' actual revenues and expenditures and other data used in making the estimates.

**Budgetary Control**—The control management of the business affairs of the school district in accordance with an approved budget with a responsibility to keep expenditures within the authorized amounts.

**Capital Budget**—A plan of proposed capital outlays and the means of financing them for the current fiscal period. It is usually a part of the current budget. If a Capital Program is in operation, it will be the first year thereof. A Capital Program is sometimes referred to as a Capital Budget.

**Capital Outlays**—A plan for capital expenditures to be incurred each year over a fixed period of years to meet capital needs arising from the long term work program or otherwise. It sets forth each project or other contemplated expenditure in which the local education agency is to have a part and specifies the full resources estimated to be available to finance the projected expenditures.

**Capital Projects Fund**—A governmental fund type with budgetary control established to account for projects that are financed by the proceeds from bond issues, or for capital projects otherwise mandated to be so accounted for in this fund.

**Classification, Function**—As applied to expenditures, this term has reference to an activity or service aimed at accomplishing a certain purpose or end; for example, Instructional, School Leadership, Nursing.

**Classification, Object**—As applied to expenditures, this term has reference to an article or service received, for example, payroll costs, purchased and contracted services, materials, and supplies.

**Coding**—A system of numbering, or otherwise designating, accounts, entries, invoices, vouchers, etc., in such a manner that the symbol used quickly reveals certain required information.

**Contracted Services**—Labor, material and other costs for services rendered by personnel who are not on the payroll of the local education agency.

**Cost Accounting**—A method of accounting which provides for the assembling and recording of all the elements of cost incurred to accomplish a purpose, to carry on an activity or operation, or to complete a unit of work or a specific job.

**Cost per Pupil**—See Current Expenditures per Pupil.

**County Education District**—A CED is an independent school district formed by the consolidation of the local districts in its boundaries for the limited purpose of exercising a portion of the taxing power previously authorized by the voters in those school districts and of distributing revenue of the CED to those districts. Senate Bill 7 passed by the 73rd Legislature and signed into law by Governor Ann Richards, abolished the system of CED's created by Senate Bill 351.

Current Expenditures Per Pupil—Current expenditures for a given period of time divided by a pupil unit of measure (average daily membership, average daily attendance, etc.).

Current Loans—A loan payable in the same fiscal year in which the money was borrowed. See also Tax Anticipation Notes.

Debt—An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of local education agencies include bonds, warrants and notes, etc.

Debt Limit—The maximum amount of gross or net debt which is legally permitted.

Debt Service Fund—A governmental fund with budgetary control that accounts for expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans. See also Current Loans.

Delinquent Taxes—Taxes that remain unpaid after the date on which a penalty for nonpayment is attached. Tax statements are mailed out in October and become delinquent if unpaid by January 31.

Department—A specific functional area or "cost center" within a district division.

Depreciation—The process of estimating and recording the expired useful life of a fixed asset which is used to distribute its cost over its revenue producing years.

Division—An administrative division of the District having management responsibility for a group of departments.

Educational Span—Identifies the level or characteristics of the student receiving instruction.

Effective Tax Rate—State law in Texas prescribes a formula for calculating the effective tax rate for districts. The net effect of the formula is to produce a tax rate that goes down when property values rise (and vice versa) to generate a rate that produces approximately the same revenue as the year before. The formula makes adjustments for additional debt service, newly annexed property, and newly constructed property. If the tax rate is raised by three percent or more over the prior year's effective tax rate, State law requires that special notices must be posted and published. If the tax rate exceeds the rollback tax rate, an election to limit school taxes is automatically triggered on a date not less than 30 days or more than 90 days after the tax rate is adopted. If the election to limit school taxes is successful, the tax rate the district may impose for the current year is limited to the calculated rollback tax rate.

Encumbrance Accounting—A system or procedure which involves giving recognition in the accounting budgetary expenditure control records for the issuance of purchase orders, statements, or other commitments chargeable to an appropriation in advance of any liability or payment.

Encumbrance—Any commitment of funds against an appropriation. It may be in the form of a purchase order or a contract. Encumbrance accounting is formally integrated into the accounting system for expenditure control purposes. An encumbrance differs from an account payable as follows: an account payable represents a legal liability to pay and results from the goods and/or services requested in a purchase order or contract having been delivered to the District. Until such time as the goods and/or services are delivered, the commitment is referred to as an encumbrance.



**Equalized Wealth Level**—Equalized Wealth Level means the wealth per student provided by Section 36.002, Texas Education Code.

**Equipment**—Moveable items used for school operation that are of a non-expendable and mechanical nature, i.e. perform an operation. Typewriters, projectors, vacuum cleaners, accounting machines, computers, lathes, clocks, machinery, and vehicles, etc., are classified as equipment. (Heating and air conditioning systems, lighting fixtures and similar items permanently fixed to or within a building, are considered as part of the building.)

**Estimated Revenue**—When the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether or not it will be collected during the period.

**Expenditures**—This includes total charges incurred, whether paid or unpaid, for current expense, capital outlay, and debt service. (Transfers between funds, encumbrances, exchanges of cash for other current assets such as the purchase stores and investment of cash in U.S. Bonds, payments of cash in settlement of liabilities already accounted as expenditures, and the repayment of the principal of current loans are not considered as expenditures.)

**Expense**—Charges incurred, whether paid or unpaid, for operation, maintenance, and interest, and other charges which are presumed to benefit the current fiscal period. Legal provisions sometimes make it necessary to treat as expense charges whose benefits extend over future periods.

**Fiscal Period**—Any period at the end of which a local education agency determines its financial position and the results of its operations. The period may be a month, a quarter, or a year, depending upon the scope of operations and requirements for managerial control and reporting.

**Fiscal Year**—A twelve-month period of time to which the annual budget applies and at the end of which a local education agency determines its financial position and the results of its operations. The District's fiscal year is July 1 through June 30.

**Fixed Assets**—Assets of a long-term character which are intended to continue to be held or used, such as land, buildings, machinery, furniture and other equipment.

**Floating Debt**—Liabilities (except bonds) payable on demand or at an early date; for example, accounts payable, bank loans, notes, or warrants.

**Forfeiture**—The automatic loss of cash or other property as a punishment for not complying with legal provisions and as compensation for the resulting damages or losses.

**FTE**—Full-Time Equivalent measures the extent to which one individual or student occupies a full-time position or provides instruction, e.g., a person who works four hours a day or a student that attends a half of a day represents a .5 FTE. When FTE counts are included in reports they represent the aggregate of all FTE percentages, e.g., if one teacher provides four hours of instruction and four others provide one hour, together they represent one FTE.

**Full-Time Equivalence**—The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with "1.00" representing one full-time position. It may be expressed as a percentage or as a fraction. It is derived by dividing the amount of employed time required in part-time position by the amount of employed time required in a corresponding full time position.

**Fund**—An independent fiscal and accounting entity with a self-balancing set of accounts recording cash and/or other resources, together with all related liabilities, obligations, reserves, and equities which are segregated for the purpose of carrying on in accordance with special regulations, restrictions, or limitations.

**Fund Balance**—The excess of assets of a fund over its liabilities and reserves. During the fiscal year prior to closing, it represents the excess of the fund's assets and estimated revenues for the period over its liabilities, reserves and appropriations for the period during the fiscal year prior to closing.

**Fund, Permanent School**—The Permanent School fund consists of money, securities, or lands which have been set aside as an investment for public school purposes of which the income but not the principal may be expended. These funds, in most cases, have been derived from the sale of State school lands set aside by the Federal and/or State Government, from rents and royalties, and from surplus revenue returned to the State by the Federal Government.

**Furniture**—Moveable items used for school operation that are not of a mechanical nature. Chairs, tables, desks, file cabinets, pictures, chalkboards, lamps, lockers and carpets, etc., are examples of furniture.

**General Fund**—A fund group with budgetary control used to show transactions resulting from operations of ongoing organizations and activities from a variety of revenue sources for which fund balance is controlled by and retained for the use by the local education agency. The General Fund is used to finance the ordinary operations of a governmental unit except those activities required to be accounted for in another fund.

**General Obligation Debt**—Tax supported bonded debt which is backed by the full faith and credit of the District.

**Gift**—Money received from a philanthropic foundation, private individual, or private organization for which no repayment or special service to the contributor is expected.

**Grant**—A contribution by one governmental unit to another. The contribution is usually made to aid in the support of specified function (for example, job training), but it is sometimes also for general purposes.

**Improvements**—Buildings, other structures, and other attachments or annexations to land which are intended to remain so attached or annexed, such as sidewalks, trees, drives, tunnels, drains, and sewers.

**Independent Audit**—An audit performed by an independent auditor.

**Independent Auditor**—An auditor who is independent of the agency whose accounts are being audited.

Instruction—The activities dealing directly with the teaching of students or improving the quality of teaching.

Interfund Transfers—Money which is taken from one fund under the control of the board of education and added to another fund under the board's control. Interfund transfers are not receipts or expenditures of the school district.

Internal Service Fund—A proprietary fund type accounted for on the accrual basis and not required to be reported in budget data submitted through Public Education Information Management System (PEIMS) to the Texas Education Agency. This fund may be used to finance and account for services and commodities furnished by a designated department or agency to other departments or agencies with a single governmental unit or to other governmental units on a cost reimbursement basis.

Judgment—An amount to be paid or collected as a result of a court decision.

Levy—(Verb) To impose taxes or special assessments. (Noun) The total of taxes special assessments imposed by a governmental unit.

Long-Term Budget—A budget prepared for a period longer than a fiscal year. If the long-term budget is restricted to capital expenditures, it is called a CAPITAL PROGRAM OR A CAPITAL IMPROVEMENTS PROGRAM.

Maintenance Plant (Plant Repairs and Repair and Replacements of Equipment) - Those activities which are concerned with keeping the grounds, buildings, and equipment at their original condition of completeness or efficiency, either through repairs or by replacements or property (anything less than replacement of a total building).

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

Modified Accrual Accounting—A basis of accounting in which expenditures are accrued when incurred and revenues are accounted for when they become measurable and available.

Personnel, Administration—Personnel on the school payroll who are primarily engaged in activities which have as their purpose the general regulation, direction, and control of the affairs of the school district that are system-wide and not confined to one school, subject, or narrow phase of school activity; for example, superintendent of schools, business manager and accountant.

Personnel, Clerical—Personnel occupying positions which have as their major responsibilities the preparing, transferring, transcribing, systematizing, or preserving of written communications and records. This also includes stock clerks, shipping clerks, etc.

Personnel Expenditures—For the purpose of budgeting, this term refers to all wages and related payroll costs: regular pay, extra duty pay, overtime pay, teacher career allotment, employee allowances, social security, group health and life insurance, workers' compensation insurance, unemployment insurance, and teacher retirement/TRS care.

Personnel, Full-Time—School employees who occupy positions the duties of which require them to be on the job on school days, throughout the school year, at least the number of hours the schools in the system are in session.

Personnel, Guidance—Persons who have been assigned specific duties and school time to carry on recognized functions of the guidance programs in whole or in part. Classified here are: counselors, deans, placement counselors, guidance specialists, assessment staff, and similar personnel.

Personnel, Health—Persons in the field of physical and mental health such as physicians, psychiatrists, school nurses, dentists, dental hygienists, psychiatric social workers, and therapists, whose services are directed primarily at individuals, although sometimes used for group activities.

Personnel, Instructional Administration—Persons who manage, direct, and supervise the district-wide instructional program, and improve the quality of instruction and the curriculum. Included here are: supervisors of instruction, curriculum, research and development, etc.

Personnel, Maintenance—Personnel on the school payroll who are primarily engaged in repair and up-keep of grounds, buildings, and equipment.

Program—A group of related activities performed by one or more organizational units for the purpose of accomplishing a function or project for which the District is responsible.

Program Budget—A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget is a traditional type of budget between the traditional character and object budget on the one hand, the performance budget on the other.

Receipts, Non Revenue—Amounts received which either incur an obligation that must be met at some future date or change the form of an asset from property to cash and thereafter decrease the amount and value of school property. Money received from loans, sale of bonds, sale of property purchased from capital funds, and proceeds from insurance loss settlements constitute most of the non revenue receipts.

Receipts, Revenue—Additions to assets which do not incur an obligation that must be met at some future date and do not represent exchanges of property for money.

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

Refunding Bonds—Bonds issued to pay off bonds already outstanding.

Reserved Fund Balance—The portion of fund equity which is not available for appropriation or which has been legally separated for a specific purposes.

Retirement Fund System—A plan whereby a fund of money, built up through contributions from participants and other sources, is used to make regular payments to those who retire from service in the educational system by reason of age, disability, or length of service.

Revenue—The yield of taxes, tuition, interest earnings, and other monetary resources that the District collects and receives into the treasury for public use. For those revenues which are recorded on the accrual basis, this term designates additions to assets which (a) do not increase any liability; (b) do not represent the recovery of an expenditure; (c) do not represent contributions of fund capital in enterprise and internal service funds. The same definition applies to those cases where revenue are recorded on the modified accrual or cash basis, except that additions would be partially or entirely to cash. See Receipts, Revenue.

Revenue Bonds—Bonds of the District which are supported by the revenue generating capacity of primarily athletic gate receipts.

Rollback Tax Rate—A tax rate that exceeds the rollback tax rate will automatically trigger an election to limit school taxes on a date not less than 30 days or more than 90 days after the tax rate is adopted. If the election to limit school taxes is successful, the tax rate the district may impose for the current year is limited to the calculated rollback tax rate.

School—A division of the school system consisting of a group of students composed of one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary programs are housed in the same school plant.

School, Elementary—A school classified as elementary by State and local practice and composed of any span of grades not above grade eight. In this handbook this term includes kindergartens and nursery schools if they are under the control of the local board of education.

School, Middle School—A separately organized secondary school intermediate between elementary and senior high school.

School, Senior High—A school offering the final years of high school work necessary for graduation; invariably preceding by a middle school in the same system.

School, Summer—The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term.

School Plant—The site, buildings, and equipment constituting the physical facilities used by a single school or by two or more schools sharing the use of common facilities.

School Site—The land and all improvements to the site, other than structure, such as grading, drainage, drives, parking areas, walks, plantings, play courts, and play fields.

Serial Bonds—Bonds whose principal is to be repaid in periodic installments over the life of the issue.

Special Revenue Funds—A governmental fund type with budgetary control, used to account for the proceeds of specific revenue sources, other than expendable trusts or for major capital projects, that are legally restricted to expenditures for specified purposes.

Student-Body Activities—Direct and personal services for public school pupils, such as interscholastic athletics, entertainments, publications, clubs, band, and orchestra, that are managed or operated by the student body under the guidance and direction of an adult, and are not part of the regular instructional program.

**Tax Anticipation Notes**—Notes (sometimes called "warrants") issued in anticipation of collection of taxes, usually retireable only from tax collections, and frequently only from the tax collections anticipated with their issuance. The proceeds of tax anticipation notes or warrants are treated as current loans if paid back from the tax collections anticipated with the issuance of the notes.

**Tax Base**—The total value of all real, personal and mineral property in the District as of January 1st of each year, as certified by the County Appraisal Board. The tax base represents net value after all exemptions.

**Taxes**—Compulsory charges levied by a governmental unit for the purpose of financing services performed for the common benefit. The term includes licenses and permits. It does not include special assessments.

**Tax Rate**—Total tax rate is set by the Board of Trustees and is made up of two components: maintenance and operating and debt service rates. It is the amount levied for each \$100 of assessed valuation.

**Tax Roll**—The official list showing the amount of taxes levied against each taxpayer or property.

**Teacher**—A person employed to instruct pupils or students. This term is not applied to principals, librarians or other instructional or non-instructional support personnel.

**Term Bonds**—Bonds of the same issue, usually maturing all at one time, ordinarily to be retired from sinking funds.

**Textbooks**—Books obtained primarily for use in certain classes, grades, or other particular student groups rather than for general school use.

**Undesignated Fund Balance**—For budget purposes, the undesignated fund balance is that portion of fund equity that is currently available for allocation.

**User Charges**—The payment of a fee for direct receipt of a public service such as data processing services by the department benefiting from the service.

**WADA**—To treat school districts fairly in funding, a Weighted Average Daily Attendance (WADA) is used to measure the extent students are participating in special programs. The concept of WADA in effect converts all of a school district's students with their different weights to a calculated number of regular students required to raise the same amount of revenue. The greater the number of students eligible for special entitlements, the greater a school district's WADA will be.

**Wealth Equalization Transfer**—The amount budgeted by districts for the cost of reducing their property wealth to the required equalization wealth level. Sometimes referred to as Robin Hood Funds.

**Wealth Per Student**—"Wealth per student" means the taxable value of property, as determined under Section 1.186, Texas Education Code, divided by the number of students in weighted average daily.

