

**Wylie Independent School District  
2020-21 Official Budget Book**



**UNIFIED FOR EXCELLENCE**

**Wylie, Texas 75098 Collin County  
[www.wylieisd.net](http://www.wylieisd.net)**



April 19, 2021

J. Scott Roderick, CPA  
Chief Financial Officer  
Wylie Independent School District  
951 S Ballard Ave  
Wylie, TX 75098-0490

Dear Mr. Roderick,

The Meritorious Budget Award (MBA) Review Team for the Association of School Business Officials International (ASBO) has completed its review of Wylie Independent School District's 2019-2020 annual budget. After an extensive review, the Review Team recommends the Meritorious Budget Award be granted on a conditional basis.

The Review Team's comments identify additional information and clarifications recommended to further align your budget document with the MBA criteria. Please pay particular attention to comments in the Financial Section. It is important to provide responses to all comments in next year's MBA submission.

The conditional award is referenced only in this letter and the Review Team's comments. On ASBO's website, the district will be listed as having received the award.

Congratulations to you and the members of your staff who worked so hard to prepare the submission for the Meritorious Budget Award. We commend you for applying for the MBA, as it demonstrates the high standards you and your school district have for school business management and budget policies. We look forward to your continued participation in the MBA program.

Sincerely,

A handwritten signature in black ink, appearing to read 'David J. Lewis', written over a light blue horizontal line.

David J. Lewis  
Executive Director







**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 budget  
for the Fiscal Year 2019–2020.

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



*W. Edward Chabal*

**W. Edward Chabal**  
President

*David J. Lewis*

**David J. Lewis**  
Executive Director

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# EXECUTIVE SUMMARY

**WE'LL  
RISE UP**

Wylie Independent School District 

# WYLIE INDEPENDENT SCHOOL DISTRICT

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

## Board of Trustees

Matt Atkins, President  
Heather Leggett, Vice President  
Dr. Jacob Day, Secretary  
Mitch Herzog, Member  
Bill Howard, Member  
Kylie Reising, Member  
Stacie Smith, Member

## Administrative Officials

Dr. David Vinson, Superintendent  
Dr. Kim Spicer, Assistant Superintendent for Curriculum and Instruction  
Scott Winn, Assistant Superintendent for Human Resources & Student Services  
J. Scott Roderick, CPA, Assistant Superintendent for Finance & Operations

## Officials Issuing Report

Scott Roderick, CPA, Assistant Superintendent for Finance  
& Operations  
Lynn Lyon, RTSBA, Executive Director of Finance  
Donna Nettles, Administrative Assistant





# 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***

PFM Financial Advisors, LLC.

221 West 6th St., Suite 1900  
Austin, TX 78701

### ***General Counsel***

Leasor Crass, PC

302 West Broad St.  
Mansfield, TX 76063

### ***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 2020-21 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 tenth time to determine its eligibility for this award.

In addition to submission to ASBO, this document is presented to the Government Finance Officers Association (GFOA) for the Award for Best Practices in School Budgeting. GFOA presents the award annually to school districts demonstrating a budget process aligned with GFOA's best practice recommendations. Budget processes are evaluated based on a number of criteria that focus on alignment of resources towards student achievement focusing on collaboration, communication, and rigorous development, evaluation, and prioritization of strategies to achieve a district's goals and objectives. In addition, the award includes criteria for conveying results of this budget process through the budget presentation and also utilizing continuous improvement approaches to monitor outcomes.

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 nine 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.*

### Executive Summary

- ✦ The *Executive Summary* provides a complete overview of the entire budget document. The Executive Summary 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, and what are our significant internal processes. This section informs the reader about 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 17,410 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. Since its spirited beginnings, Wylie has become one of the fastest growing communities in the country. With a population of 53,376 in 2019, it is the 68th largest city in Texas with a growing rate of 2.08% annually. The population has increased by 29.82% since the census in 2010.

Its quality of life and spirit of community are but two of the factors cited in Wylie's ever-lengthening list of awards and accolades. In 2017, Wylie was named the Second Best Suburb in the U.S. by National Association of Realtors along with the 2017 Ninth Safest City in Texas award by the security organization SafeWise. The city was named the 25th Best Places to Live in America by Money Magazine in 2016. It was also honored in August, 2016 named the number one Best Small City for Families in the Nation among cities with populations of 25,000 to 100,000 by NerdWallet.com, a personal finance website, utilizing criteria including income and affordability, prosperity and growth, and family friendliness.



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.



## 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**

	2017-18	2018-19	2019-20	2020-21
Anglo	48.1%	47.2%	46.0%	49.4%
Hispanic	23.2%	23.0%	23.2%	22.0%
African-American	14.0%	14.3%	14.5%	14.3%
Asian/Pacific Islander	10.0%	10.7%	11.0%	10.2%
Native American/ 2 or more races	4.7%	4.8%	4.8%	4.1%

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 a minimum of 75,600 minutes with the implementation of House Bill 2610 in the 85th legislative session. 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 69-70 as well as benchmarks for the District in the Informational Section on pages 302-303.

# 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
- Support student participation in extracurricular activities to promote character and academic achievement
- 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
- Celebrate our Excellence

# Mission Statement and Operational Goals (cont.)

Due to COVID-19 all districts and campuses received a label of “Not Rated; Declared State of Disaster for 2020 academic accountability. Below is the latest available data.

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, 19 of our 20 campuses met one or more distinctions. One Wylie ISD campus earned the maximum number of distinctions available.

**Table 2**  
**2019 TEA Ratings**

<b><u>Wylie ISD - A</u></b>			
<b>Elementary Campuses (5 Possible Distinctions)</b>	<b>Intermediate Campuses (6 possible Distinctions)</b>	<b>Junior High Campuses (7 Possible Distinctions)</b>	<b>High School Campuses (7 Possible Distinctions)</b>
<u>Akin Elementary</u> B + 1	<u>Davis Intermediate</u> A + 1	<u>Burnett Junior High</u> A + 5	<u>Wylie High School</u> A + 4
<u>Birmingham Elementary</u> B + 1	<u>Draper Intermediate</u> A + 5	<u>Cooper Junior High</u> A + 4	<u>Wylie East High School</u> A + 7
<u>Bush Elementary</u> B + 1	<u>Harrison Intermediate</u> B + 1	<u>McMillan Junior High</u> A + 4	Alternate Education Campus No possible Distinctions
<u>Cox Elementary</u> B			<u>Achieve Academy A</u>
<u>Dodd Elementary</u> A + 1			
<u>Groves Elementary</u> A + 4			
<u>Hartman Elementary</u> A + 4			
<u>Smith Elementary</u> B			
<u>Tibbals Elementary</u> A + 1			
<u>Watkins Elementary</u> A + 2			
<u>Whitt Elementary</u> A + 4			

# Mission Statement and Operational Goals (cont.)

Due to COVID-19 all districts and campuses received a label of "Not Rated; Declared State of Disaster for 2020 academic accountability. Below is the latest available data.

TABLE 3



## Wylie Independent School District 2019 Distinction Designations

### High Schools were Eligible for 7 Possible Distinctions this Year

ALL  
7!

#### WYLIE EAST

Academic Achievement in Reading/ELA
Academic Achievement in Math
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Comparative Academic Growth
Top 25% Comparative Closing the Gaps
Postsecondary Readiness

#### WYLIE HIGH

Academic Achievement in Math
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Comparative Closing the Gaps

The most difficult and important distinction for high schools to receive is Top 25% Closing Performance.

### Junior Highs were Eligible for 7 Possible Distinctions this Year

#### BURNETT JUNIOR HIGH

Academic Achievement in Math
Academic Achievement in Social Studies
Top 25% Comparative Academic Growth
Top 25% Comparative Closing the Gaps
Postsecondary Readiness

#### COOPER JUNIOR HIGH

Academic Achievement in Social Studies
Top 25% Comparative Academic Growth
Top 25% Comparative Closing the Gaps
Postsecondary Readiness

#### MCMILLAN JUNIOR HIGH

Academic Achievement in Math
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

### Intermediates were Eligible for 6 Possible Distinctions this Year

#### DAVIS INTERMEDIATE

Academic Achievement in Science
---------------------------------

#### DRAPER INTERMEDIATE

Academic Achievement in Reading/ELA
Academic Achievement in Math
Academic Achievement in Science
Top 25% Comparative Academic Growth
Postsecondary Readiness

#### HARRISON INTERMEDIATE

Academic Achievement in Science
---------------------------------

### Elementary Schools were Eligible for 5 Possible Distinctions this Year

#### HARTMAN ELEMENTARY

Academic Achievement in Reading/ELA
Academic Achievement in Math
Top 25% Comparative Closing the Gaps
Postsecondary Readiness

#### GROVES ELEMENTARY

Academic Achievement in Reading/ELA
Top 25% Comparative Academic Growth
Top 25% Comparative Closing the Gaps
Postsecondary Readiness

#### WHITT ELEMENTARY

Academic Achievement in Reading/ELA
Academic Achievement in Math
Top 25% Comparative Academic Growth
Postsecondary Readiness

#### WATKINS ELEMENTARY

Academic Achievement in Math
Postsecondary Readiness

#### AKIN ELEMENTARY

Postsecondary Readiness
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#### BIRMINGHAM ELEMENTARY

Academic Achievement in Math
------------------------------

#### BUSH ELEMENTARY

Academic Achievement in Reading/ELA
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#### DODD ELEMENTARY

Academic Achievement in Math
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#### TIBBALS ELEMENTARY

Academic Achievement in Math
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# Mission Statement and Operational Goals (cont.)

Table 4

<b>IMPLEMENTATION OF STRATEGIC GOALS &amp; OBJECTIVES 2020-21</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	√		√	√	
730—COMMUNITY RELATIONS	√	√			
801—TECHNOLOGY DEPARTMENT				√	
802—ASST. SUPERINTENDENT FOR CURR. AND INST.	√	√		√	√
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	√	√		√	√
811—ASSESSMENT AND ACCOUNTABILITY	√	√		√	√
873—ATHLETIC DEPARTMENT	√	√		√	√
935—TRANSPORTATION DEPARTMENT				√	
936—MAINTENANCE AND CUSTODIAL DEPARTMENT				√	
937—HEALTH SERVICES					√
938—STUDENT NUTRITION				√	
939—ENERGY MANAGEMENT				√	

# 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 Assistant Superintendent for Finance and Operations.

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 and an enterprise fund that will support the Spirit Shop.

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 80-93.

# Total Budget Summary

The following schedule presents a comparison of budgeted revenues and expenditures for all funds for 2020-21 budget to 2019-20 budget. Only the General Fund, Student Nutrition Fund and the Debt Service Fund need to be included in the official District budget, which are reflected in Table 6.

**Table 5  
Revenue Comparison**

	2020-21		2019-20		Increase (Decrease) from 2018-19	Percent Increase (Decrease)
	Amount (Thousands)	Percent of Total Revenue	Amount (Thousands)	Percent of Total Revenue		
Local Revenue	\$ 116,178	56.0%	\$ 109,818	56.1%	\$ 6,360	6%
State Revenue	86,252	41.6%	81,926	41.8%	4,326	5%
Federal Revenue	5,073	2.4%	4,049	2.1%	1,024	25%
<b>Total Revenue</b>	<b>\$ 207,503</b>	<b>100%</b>	<b>\$ 195,793</b>	<b>100%</b>	<b>\$ 11,710</b>	<b>6.0%</b>

**Expenditure Comparison**

By Function	2020-21		2019-20		Increase (Decrease) from 2018-19	Percent Increase (Decrease)
	Amount (Thousands)	Percent of Total Expenditures	Amount (Thousands)	Percent of Total Expenditures		
Instruction	\$ 97,911	49.5%	\$ 92,096	47.8%	5,815	5.9%
Instructional Resources & Media	1,335	0.7%	1,254	0.7%	81	6.1%
Staff Development	4,614	2.3%	4,089	2.1%	525	11.4%
Instructional Administration	1,696	0.9%	1,626	0.8%	70	4.1%
School Administration	8,863	4.5%	8,653	4.5%	210	2.4%
Guidance and Counseling	4,895	2.5%	4,301	2.2%	594	12.1%
Social Work Services	55	0.0%	56	0.0%	(1)	-1.8%
Health Services	1,692	0.9%	1,637	0.9%	55	3.3%
Student Transportation	6,341	3.2%	9,145	4.7%	(2,804)	-44.2%
Food Services	6,728	3.4%	6,299	3.3%	429	6.4%
Extra-Curricular Activities	4,843	2.4%	4,513	2.3%	330	6.8%
General Administration	5,825	2.9%	4,980	2.6%	845	14.5%
Plant Maintenance & Operations	16,322	8.2%	15,919	8.3%	403	2.5%
Security	1,903	1.0%	1,665	0.9%	238	12.5%
Technology	3,390	1.7%	3,333	1.7%	57	1.7%
Community Service	1	0.0%	1	0.0%	0	0.0%
Debt Service	30,750	15.5%	32,289	16.8%	(1,539)	-5.0%
Facilities Acquisition/Construction	0	0.0%	0	0.0%	0	0.0%
JJAEF Programs	96	0.0%	45	0.0%	51	53.1%
Other Intergovernmental Charges	715	0.4%	668	0.3%	47	6.6%
<b>Total Expenditures</b>	<b>\$ 197,975</b>	<b>100%</b>	<b>\$ 192,569</b>	<b>100%</b>	<b>5,406</b>	<b>2.7%</b>



## Combined Funds

### Table 6

#### All Funds Budget Summary: 2020-21 July 1, 2020 through June 30, 2021

		General Fund	Debt Service	Student Nutrition	Total
<b>Revenues</b>					
5700	Local & intermediate sources	\$ 78,417,407	\$ 34,513,362	\$ 3,247,500	\$ 116,178,269
5800	State sources	85,565,852	528,070	158,017	86,251,939
5900	Federal sources	1,731,800	-	3,341,356	5,073,156
<b>Total Revenues</b>		<b>165,715,059</b>	<b>35,041,432</b>	<b>6,746,873</b>	<b>207,503,364</b>
<b>Expenditures</b>					
11	Instruction	97,911,043	-	-	97,911,043
12	Instructional resources & media	1,334,777	-	-	1,334,777
13	Staff development	4,613,558	-	-	4,613,558
21	Instructional administration	1,695,541	-	-	1,695,541
23	School administration	8,862,837	-	-	8,862,837
31	Guidance and counseling	4,895,317	-	-	4,895,317
32	Social work services	55,192	-	-	55,192
33	Health services	1,692,304	-	-	1,692,304
34	Student transportation	6,340,810	-	-	6,340,810
35	Food services	-	-	6,728,383	6,728,383
36	Co-curricular activities	4,843,187	-	-	4,843,187
41	General administration	5,825,147	-	-	5,825,147
51	Plant maintenance & operations	16,308,169	-	13,990	16,322,159
52	Security	1,902,658	-	-	1,902,658
53	Technology	3,390,302	-	-	3,390,302
61	Community service	1,100	-	-	1,100
71	Debt service	1,465,506	29,279,807	4,500	30,749,813
81	Facilities acquisition & construction	-	-	-	-
95	JJAEP Programs	96,000	-	-	96,000
99	Other Intergovernmental Charges	715,000	-	-	715,000
<b>Total Expenditures</b>		<b>161,948,448</b>	<b>29,279,807</b>	<b>6,746,873</b>	<b>197,975,128</b>
<b>Excess Revenues Over Expenditures</b>		3,766,611	5,761,625	-	9,528,236
Other Uses		-	17,000,000	-	17,000,000
Fund Balance-Beginning Estimated		66,199,681	49,500,653	1,532,705	117,233,039
<b>Fund Balance-Ending-Projected</b>		<b>\$ 69,966,292</b>	<b>\$ 38,262,278</b>	<b>\$ 1,532,705</b>	<b>\$ 109,761,275</b>
<b>Proposed Tax Rate</b>		<b>\$ 1.0505</b>	<b>\$ 0.47</b>		<b>\$ 1.5205</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.

2020-21 revenue is budgeted to increase \$1.8 million or 1% over the 2019-20 fiscal year unaudited actuals. The increase in revenue is due to continued enrollment growth as well as growth in property values. Increase in expenditures is due to adding instructional staff to accommodate growth, a 1% mid-point salary increase to staff and non-payroll budget increases due to enrollment growth, price increases and implementation of district priorities to enhance student achievement.

Fund balance levels are a sign of fiscal health. For 2018-19, the General Fund Balance is increased by \$11.9 million with an estimated 43.05% ratio to annual operating expenditures or 5.2 months expenditures which exceeds the Board of Trustees’ goal of 2-1/2 months.



# General Fund (Cont.)

## Table 7

### General Fund Revenues and Expenditures Years Ended June 30, 2017 - June 30, 2021 (Budgeted)

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Budget	2020-21 Adopted Budget	\$ Increase / (Decrease) Over Prior Year	% Increase / (Decrease) Over Prior Year
<b>LOCAL REVENUE SOURCES</b>	\$ 59,335,631	\$ 68,184,671	\$ 77,357,312	\$ 76,908,435	\$ 78,417,407	(448,877)	-0.6%
<b>STATE REVENUE SOURCES</b>	68,144,806	68,670,458	67,435,672	84,716,220	85,565,852	17,280,548	25.6%
<b>FEDERAL REVENUE SOURCES</b>	1,470,712	1,284,392	2,395,263	2,304,362	1,731,800	(90,901)	-3.8%
<b>GENERAL FUND REVENUE TOTAL</b>	<b>128,951,149</b>	<b>138,139,521</b>	<b>147,188,247</b>	<b>163,929,017</b>	<b>165,715,059</b>	<b>16,740,770</b>	<b>11.4%</b>
<b>EXPENDITURES</b>							
11 Instruction	73,462,659	80,745,550	83,214,604	93,588,466	97,911,043	10,373,862	12.47%
12 Instructional Resource & Media	1,168,359	1,250,664	1,178,713	1,243,584	1,334,777	64,871	5.50%
13 Curriculum & Staff Development	3,346,148	3,425,539	3,434,417	4,161,162	4,613,558	726,745	21.16%
21 Instructional Administration	1,311,082	1,439,175	1,464,157	1,541,413	1,695,541	77,256	5.28%
23 School Administration	7,281,770	7,767,047	7,912,032	8,768,562	8,862,837	856,530	10.83%
31 Guidance and Counseling	2,885,297	3,123,633	3,290,863	4,001,891	4,895,317	711,028	21.61%
32 Social Work	37,307	44,939	48,749	53,033	55,192	4,284	8.79%
33 Health Services	1,406,342	1,537,176	1,531,752	1,623,218	1,692,304	91,466	5.97%
34 Student Transportation	5,599,388	4,974,986	6,397,518	5,940,216	6,340,810	(457,302)	-7.15%
35 Student Nutrition	-	-	-	-	-	-	0.00%
36 Co-Curricular Activities	3,936,116	4,222,112	4,402,143	4,823,839	4,843,187	421,696	9.58%
41 General Administration	3,818,832	4,124,641	4,479,139	4,807,617	5,825,147	328,478	7.33%
51 Plant Maintenance & Operations	12,625,742	13,646,116	13,137,937	13,921,982	16,308,169	784,045	5.97%
52 Security & Monitoring	631,432	704,778	927,429	1,260,841	1,902,658	333,412	35.95%
53 Data Processing/Technology Services	2,353,494	2,644,611	5,757,284	5,711,276	3,390,302	(46,008)	-0.80%
61 Community Services	566	77	1,176	775	1,100	(401)	-34.10%
71 Debt Service - Principal on long-term del	821,257	594,522	1,151,192	1,161,569	1,115,649	10,377	0.90%
72 Debt Service - Interest on long-term debt	185,173	137,758	89,622	72,849	202,242	-	-
73 Bond issuance costs and fees	27,925	-	-	-	147,615	-	-
81 Facilities Acquisition and Construction	40,452	196,685	-	354,652	-	354,652	-
95 JJAEP programs	45,883	83,161	61,331	13,170	96,000	(48,161)	-78.53%
99 Other intergovernmental charges	499,699	570,108	647,732	722,751	715,000	75,019	11.58%
<b>TOTAL EXPENDITURES</b>	<b>121,484,923</b>	<b>131,233,277</b>	<b>139,127,790</b>	<b>153,772,866</b>	<b>161,948,448</b>	<b>14,661,849</b>	<b>10.53%</b>
<b>EXCESS REVENUES OVER (UNDER) EXPENDITURE</b>	<b>7,466,226</b>	<b>6,906,244</b>	<b>8,060,457</b>	<b>10,156,151</b>	<b>3,766,611</b>	<b>2,078,921</b>	<b>-</b>
<b>OTHER SOURCES</b>	258,083	2,309,739	192,736	2,289,470	-	2,096,734	-
<b>OTHER USES</b>	-	(5,000,000)	(12,400,000)	(500,000)	-	11,900,000	-
<b>NET SOURCES OVER</b>	<b>258,083</b>	<b>(2,690,261)</b>	<b>(12,207,264)</b>	<b>1,789,470</b>	<b>-</b>	<b>(10,417,794)</b>	<b>-</b>
<b>BEGINNING FUND BALANCE</b>	<b>46,460,575</b>	<b>54,184,884</b>	<b>58,400,867</b>	<b>54,254,060</b>	<b>66,199,681</b>	<b>(4,146,807)</b>	<b>-7.10%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 54,184,884</b>	<b>\$ 58,400,867</b>	<b>\$ 54,254,060</b>	<b>\$ 66,199,681</b>	<b>\$ 69,966,292</b>	<b>11,945,621</b>	<b>22.02%</b>

# General Fund (Cont.)

**Table 8**

## Wylie Independent School District General Fund Major Changes 2020-21

	<b>Increase/Decrease Millions</b>
Revenues	
Local Funding	\$3.8
Estimated 5.0% Increase in Property Values	
State Funding	\$14.3
Increase in Enrollment	
Increase in State Aid due to the 86th Legislative Session	
Federal Funding	
Increase in Medicaid/SHARS Funding	\$0.7
Expenditures	
Salary Increases, New Positions, Market Adjustments	\$7.5
Contracted Services, Supplies, Other Operating, Debt	\$2.6
Reduction in Bus Purchases	(\$3.3)
The above constitutes the major changes affecting Wylie's budget compared to previous year's unaudited actuals.	

# Student Nutrition Fund

The Student Nutrition Fund accounts for the operation of the District's cafeteria meal program. The 2018-19 budgeted revenue totals \$6,398,003 or 1.4% decrease over 2018-19 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 2019-20 expenditures budget totals \$6,398,003 resulting in an increase of 2.3% over last year. This increase reflects an increase in food costs and includes a 5% mid-point salary increase. Meal prices for students for 2019-20 remained the same from 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 9**

<b>Statement of Revenue and Expenditures for Student Nutrition Fund (240)</b>							
<b>Years Ended June 30, 2017- June 30, 2021 (Budgeted)</b>							
		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>%</b>
		<b>Audited</b>	<b>Audited</b>	<b>Audited</b>	<b>Unaudited</b>	<b>Adopted</b>	<b>Increase /</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Budget</b>	<b>(Decrease)</b>
<b>LOCAL REVENUE SOURCES</b>							
	School Meals	\$ 2,794,957	\$ 2,963,182	\$ 3,209,919	\$ 2,639,188	\$ 3,208,750	21.58%
	Other	14,715	29,323	68,246	49,011	38,750	-20.94%
	<b>TOTAL</b>	<b>2,809,672</b>	<b>2,992,505</b>	<b>3,278,165</b>	<b>2,688,199</b>	<b>3,247,500</b>	<b>20.81%</b>
<b>STATE REVENUE SOURCES</b>							
	State Matching Funds	147,515	153,769	150,474	188,631	158,017	-16.23%
	<b>TOTAL</b>	<b>147,515</b>	<b>153,769</b>	<b>150,474</b>	<b>188,631</b>	<b>158,017</b>	<b>-16.23%</b>
<b>FEDERAL REVENUE SOURCES</b>							
	Federal Meal Reimbursement	2,288,066	2,372,051	2,657,592	2,251,923	2,817,750	25.13%
	Federal Commodities	416,575	399,492	393,229	439,172	523,606	19.23%
	Other	-	-	-	5,500	-	-100.00%
	<b>TOTAL</b>	<b>2,704,641</b>	<b>2,771,543</b>	<b>3,050,821</b>	<b>2,696,595</b>	<b>3,341,356</b>	<b>23.91%</b>
	<b>TOTAL REVENUE</b>	<b>5,661,828</b>	<b>5,917,817</b>	<b>6,479,460</b>	<b>5,573,425</b>	<b>6,746,873</b>	<b>21.05%</b>
<b>EXPENDITURES</b>							
	Food Services						
	Payroll Costs	2,780,949	2,943,345	2,966,618	3,071,615	3,206,576	4.39%
	Professional & Contracted Svcs.	41,854	20,313	25,000	93,266	65,182	-30.11%
	Supplies & Materials	2,776,101	2,725,151	3,079,622	2,600,992	3,421,315	31.54%
	Other Operating Expenses	34,219	13,875	12,276	17,195	19,300	12.24%
	Utilities	4,634	4,344	141,334	3,888		
	Debt Service	3,815	3,815	3,782	2,643	4,500	70.26%
	Capital Outlay	37,469	-	16,510	19,413	30,000	54.54%
	<b>Total</b>	<b>5,679,040</b>	<b>5,710,843</b>	<b>6,245,142</b>	<b>5,809,012</b>	<b>6,746,873</b>	<b>16.14%</b>
	<b>NET REVENUE OVER (UNDER) EXPENDITURES</b>	<b>(17,212)</b>	<b>206,974</b>	<b>234,318</b>	<b>(235,587)</b>	<b>-</b>	
	<b>Other Sources</b>	<b>8,749</b>	<b>-</b>	<b>969</b>	<b>7,851</b>		
	<b>BEGINNING FUND BALANCE</b>	<b>1,332,051</b>	<b>1,323,588</b>	<b>1,530,562</b>	<b>1,765,849</b>	<b>1,538,113</b>	<b>-12.90%</b>
	<b>ENDING FUND BALANCE</b>	<b>\$ 1,323,588</b>	<b>\$ 1,530,562</b>	<b>\$ 1,765,849</b>	<b>\$ 1,538,113</b>	<b>\$ 1,538,113</b>	<b>0.00%</b>

# 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 10**

**Statement of Revenue and Expenditures for Debt Service Fund (511)  
Years Ended June 30, 2017 - June 30, 2021 (Budgeted)**

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Unaudited Actual	2020-21 Approved Budget	% Increase (Decrease)
<b>REVENUE SOURCES</b>						
Local Revenue	\$ 23,093,817	\$ 26,689,154	\$ 30,521,350	\$ 33,188,893	\$ 34,513,362	3.99%
State Revenue	3,136,569	1,834,925	444,706	545,099	528,070	-3.12%
Total	26,230,386	28,524,079	30,966,056	33,733,992	35,041,432	3.88%
<b>EXPENDITURES</b>						
<b>Debt Service</b>						
Principal	19,095,000	16,636,075	18,030,000	12,905,680	11,564,522	-10.39%
Interest	4,919,325	5,086,220	4,450,431	12,851,422	17,695,285	37.69%
Fees	138,060	16,980	7,470	12,480	20,000	60.26%
Total	24,152,385	21,739,275	22,487,901	25,769,582	29,279,807	13.62%
<b>NET REVENUE OVER (UNDER)</b>	<b>2,078,001</b>	<b>6,784,804</b>	<b>8,478,155</b>	<b>7,964,410</b>	<b>5,761,625</b>	<b>-27.66%</b>
<b>OTHER SOURCES/USES</b>						
Transfers In	7,167,716	-	-	-	-	-
Transfers Out	(7,043,307)	-	-	-	(17,000,000)	-
Total	124,409	-	-	-	(17,000,000)	-
<b>NET SOURCES OVER (UNDER)</b>	<b>2,202,410</b>	<b>6,784,804</b>	<b>8,478,155</b>	<b>7,964,410</b>	<b>(11,238,375)</b>	<b>-241.11%</b>
<b>BEGINNING FUND BALANCE</b>	<b>24,070,873</b>	<b>26,273,283</b>	<b>33,058,087</b>	<b>41,536,242</b>	<b>49,500,653</b>	<b>19.17%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 26,273,283</b>	<b>\$ 33,058,087</b>	<b>\$ 41,536,242</b>	<b>\$ 49,500,653</b>	<b>\$ 38,262,278</b>	<b>-22.70%</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 was upgraded to Aa2 with the passage of the \$94.2 million bond package in November 2014. The District also passed a \$193.7 million bond package in May 2019.

The Debt Service Fund is largely funded by property taxes. The District has experienced significant property value growth in recent years and the increase in property values give the district capacity to issue new debt to fund construction projects to accommodate student growth or execute refunding opportunities to improve our debt position without having to adjust the tax rate.

The District anticipates executing a bond refunding in July 2020. The refunding is expected to provide significant debt savings over the life of the refunded bonds. An element of the transaction will be a district contribution of \$17 million that will come out of the debt service fund balance.

For 2020-21, the Debt Service Fund has budgeted revenues for \$29,279,807. The debt service tax rate remained the same at \$0.47.





## General Obligation Debt (Cont.)

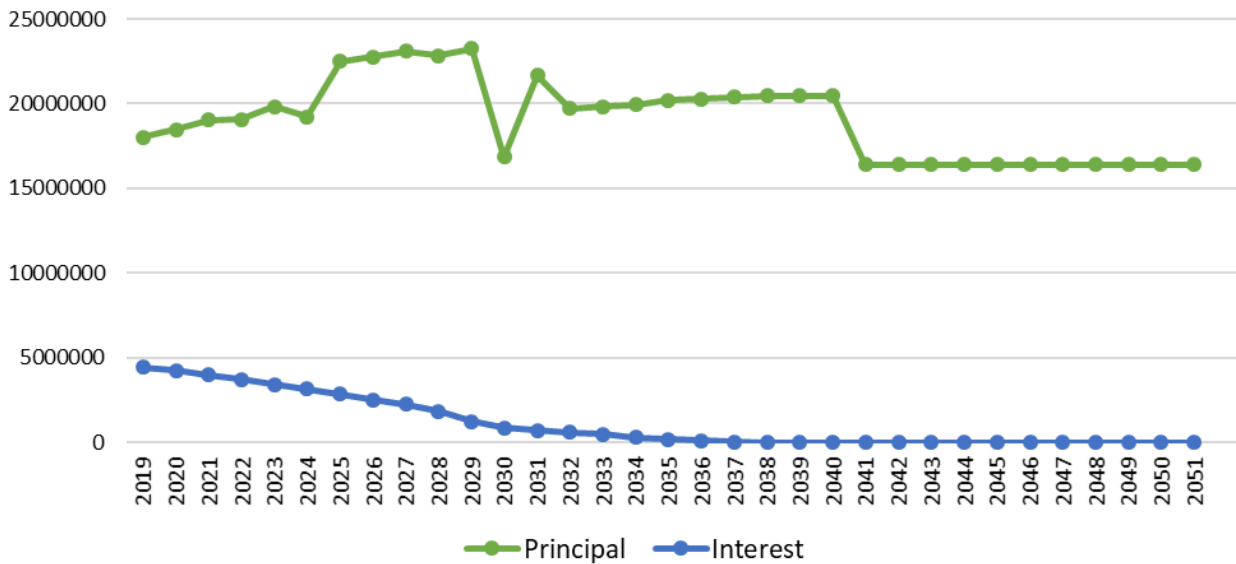
The major growth in enrollment over the past ten years has caused the District to call for several bond elections to authorize construction renovations or new school facilities. The District's financial advisor, PFM Financial Advisors, Inc., works with District staff to effectively structure its debt capacity.

A detailed breakdown of the bond package is in the Financial Section on page 220 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 11**

### 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's rating as stated below by Moody's is due to excellent financial and administrative practices.

The following table depicts bonded debt facts:

**Table 12**

Outstanding Unlimited Tax Bonds as of 6-30-20	\$951,045,672
Bond Rate (Texas Permanent School Guaranteed)	Aaa
Bond Rate (underlying)	Aa2 Moody's
All bonds have been issued as of 6-30-20	
The District's "Aa2" 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 \$170,929,120 for 2020-21 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 in May 2019 for \$193.7 million. The bond includes a renovations, additions, updates and expansions to several of our facilities, technology infrastructure updates, and safety and security enhancements to all campuses.

Because of the enrollment growth rate all campuses will be nearing capacity in the foreseeable future. A bond proposal may be called in the next few years to accommodate the growth.

On March 23, 2016 and April 11, 2016, Wylie ISD suffered hail storm damages totaling over \$56 million. With those funds all 1,800 HVAC units and all 20 campus roofs will be completely replaced. The result will benefit longevity of capital assets in roofing and HVAC units.

On the following page is a table which 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 220-224.



# Capital Projects

**Table 13**  
**Capital Projects Activity—Five Year Summary**

Project	15-16 FY Activity	16-17 FY Activity	17-18 FY Activity	18-19 FY Activity	19-20 FY Activity	20-21 FY Budget
Wylie High School	\$ 10,895,514	\$ 6,895,616	\$ 2,965,516	\$ 3,136,912	\$ 19,250,734	\$ 47,269,742
Wylie East High School	6,709,918	7,609,330	3,383,250	4,397,978	23,224,980	56,143,159
Achieve Academy	68,945	533,866	143,030	-	8,908	-
Burnett Jr. High	4,409,149	4,151,511	202,207	64,428	146,516	1,903,125
Harrison Intermediate	1,507,449	6,118,488	283,096	13,981	2,404,446	14,251,469
McMillan Jr. High	3,111,078	4,187,376	679,840	5,608	415,357	3,824,828
Davis Intermediate	2,813,703	3,932,753	39,828	40,288	114,928	3,469,397
Cooper Jr. High	4,054,436	2,732,775	602,803	158,746	242,359	2,503,307
Draper Intermediate	4,046,593	2,439,390	13,360	191,665	131	-
Hartman Elementary	1,555,010	2,708,406	55,903	5,115	88,195	834
Birmingham Elementary	565,387	1,383,636	271,695	796,917	30,256	18,750
Akin Elementary	417,650	960,682	360,906	880,576	216,515	1,360,545
Dodd Elementary	686,746	2,390,108	(5,836)	22,419	39,135	1,747,336
Groves Elementary	176,581	1,919,612	36,471	39,255	165,210	3,080,331
Cox Elementary	108,623	908,554	331,501	19,937	992,073	5,540,036
Tibbals Elementary	227,042	1,528,902	204,908	2,311,206	141,780	61,261
Smith Elementary	266,105	1,669,143	191,015	16,587	-	210,375
Whitt Elementary	508,557	1,587,846	3,325	32,100	599,106	6,289,984
Watkins Elementary	139,606	1,588,723	3,164	87,137	2,005,166	11,234,119
Bush Elementary	15,034,025	4,225,996	119,567	127,361	1,456,319	6,907,994
Educational Service Center	480,329	1,845,100	29,117	91,948	342,815	229,718
Technology	-	-	55,688	300	-	-
Other/Arbitrage	247,360	489,264	508,561	643,538	390,674	439,586
Academic & Career Connections	-	-	-	38,500	-	-
Transporation Department	48,532	1,598,689	241,326	737,666	126,907	1,256
District Wide	661,359	1,453,143	31,934	119,659	1,406,570	4,441,968
<b>Grand Total</b>	<b>\$ 58,739,696</b>	<b>\$ 64,858,910</b>	<b>\$ 10,752,173</b>	<b>\$ 13,979,825</b>	<b>\$ 53,809,080</b>	<b>\$ 170,929,120</b>

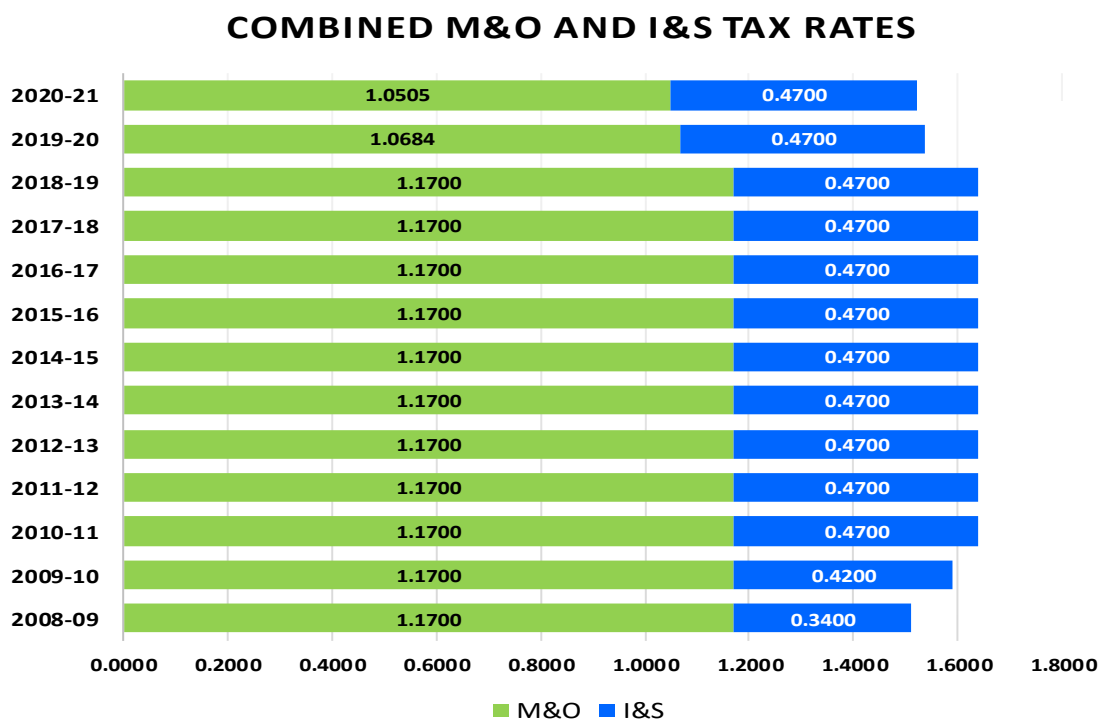
# Tax Rate

The tax rate for 2020-21 will decrease to \$1.5205. 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 \$1.37 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 ten 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 86th Legislature passed HB 3 which revamped school finance and a priority of the bill was to provide property tax relief for taxpayers. Mechanism within HB 3 aims to limit growth in property taxes and provides tax compression based on property value growth. The first year of implementation the M&O tax rate was compressed from \$1.17 to \$1.0684. Based on property value growth for 2020-21, the M&O tax rate will decrease to \$1.0505.

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 14  
Tax Rate Comparison Last Twelve 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 2020-21 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 15**  
**Example of Tax Levy on an Average Wylie Single Family Residence**

	2015-16	2016-17	2017-18	2018-19	2019-20
Residence Value	\$ 210,531	\$ 236,785	\$ 264,523	\$ 283,895	\$ 298,192
Less: Homestead Exemption	(15,000)	(25,000)	(25,000)	(25,000)	(25,000)
Adjusted Taxable Value	195,531	211,785	239,523	258,895	273,192
Rate per \$100 Value	1.6400	1.6400	1.6400	1.6400	1.5384
Tax Levy	\$ 3,207	\$ 3,473	\$ 3,928	\$ 4,246	\$ 4,203

Every homeowner receives a state mandated homestead exemption of \$25,000 to reduce the amount of taxes owed. This is an increase of \$10,000 from previous years due to the passing of Senate Bill 1 in the 2015 Legislative Session. The state "held harmless" Texas School districts by granting the funds that were lost due to the increase in the homestead exemption. 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.

Prior to HB3, the district tax rate was \$1.64 which represents \$1.17 M&O tax rate plus \$0.47 I&S tax rate. With the start of fiscal year 2019-20, HB3 implemented mechanism to compress the M&O tax rate to \$1.0684 (\$0.93-Tier One + \$0.1384-Tier Two). For future years, the Maximum Compressed Tax Rate(MCR) will be calculated by TEA based on year to year property value grow within the district. The district anticipates a level I&S tax rate of \$0.47 for the foreseeable future.

Individual property value increases are capped annually at ten percent. This prevents the

# State Aid

Constitutionally, the Texas Legislature is required to meet in regular session every two years to enact legislation and set a two year state budget. Revenue estimates on property values are determined by the State Comptroller.

The 86<sup>th</sup> Texas Legislature passed House Bill 3 (HB 3) in 2019 and signed by Gov. Greg Abbott. The bill provides more money for Texas classroom teachers, increases teacher compensation, reduces recapture and cuts local property taxes for Texas taxpayers. The sweeping finance bill overhauls almost every aspect of the school finance and can be broken down into four major policy areas: Supports Teachers and Rewards Teacher Excellence; Focuses on Learning and Improving Student Outcomes; Increases Funding and Equity, and Reduces and Reforms Property Taxes and Recapture. HB 3 increased the basic allotment from \$5,140 to \$6,160 and increased the minimum salary schedule. Provisions within the bill stated, any year the basic allotment is increased, the district must allocate 30% of their year-over-year budget increase toward full-time employee compensation increases of which 75% has to go to teachers, counselors, nurses and librarians. New allotments such as Early Education Allotment, Teacher Incentive Allotment, and College, Career, and Military Readiness Outcome Bonus were created to fund statewide initiatives.

State funding for school districts is provided through the two-tiered Foundation School Program, which guarantees certain levels of funding for school districts in the State. School districts are entitled to a legislatively appropriated guaranteed yield on their Tier One Tax Rate and Enrichment Tax Rate. When a school district's Tier One Tax Rate and Enrichment Tax Rate generate tax revenues at a level below the respective entitlement, the State will provide "Tier One" funding or "Tier Two" funding, respectively, to fund the difference between the school district's entitlements and the calculated M&O revenues generated by the school district's respective M&O tax rates.

The first level of funding, Tier One, is the basic level of funding guaranteed to all school districts based on a school district's Tier One Tax Rate. Tier One funding may then be "enriched" with Tier Two funding. Tier Two provides a guaranteed entitlement for each cent of a school district's Enrichment Tax Rate, allowing a school district increase or decrease its Enrichment Tax Rate to supplement Tier One funding at a level of the school district's own choice. While Tier One funding may be used for the payment of debt service (except for school districts subject to the recapture provisions of Chapter 49 of the Texas Education Code, as discussed herein), and in some instances is required to be used for that purpose, Tier Two funding may not be used for the payment of debt service or capital outlay.

Tier One and Tier Two allotments represent the State's share of the cost of M&O expenses of school districts, with local M&O taxes representing the school district's local share. Tier One and Tier Two allotments are generally required to be funded each year by the State Legislature.

# Student Enrollment Growth

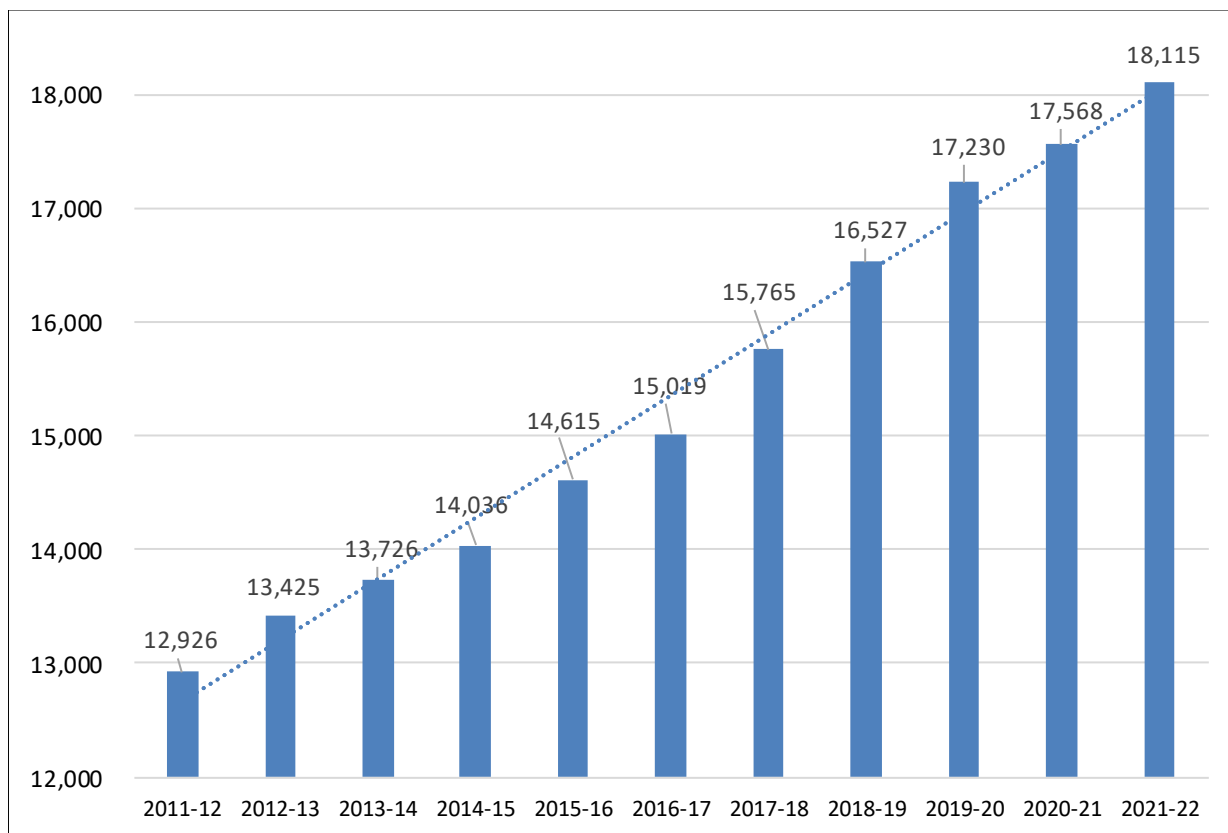
Wylie ISD continues to respond to the enrollment growth needs of the District. According to the District’s demographer, School District Strategies, using the New Home Method (Moderate), Wylie ISD’s enrollment should peak at 20,766 students. At that point the District will be built out within its 41 square 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 but anticipated to be Fall of 2029.

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 average daily attendance (ADA) is the basis for computing state aid. The correlation between the two is very important.

Wylie ISD enrollment experienced significant increases in the early 2000’s with the highest in 2004-05 with 18% growth from the previous year. Total PK-12 enrollments have risen over the past years from 7,826 in 2004-2005 to over an estimated 17,568 in 2020-2021. The average increase of students has steadied over the past five years to approximately 500 students per year.

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

**Table 17**  
**Student Enrollment History and Projections**



# Staffing

The Wylie ISD staff has become stabilized over the last few years. As enrollment increases, additional staff is essential to provide the necessary educational services ranging from teachers to bus drivers. The District expects to see a slight growth in staff next year with the continued growth. The table below reflects the staffing history for Wylie ISD.

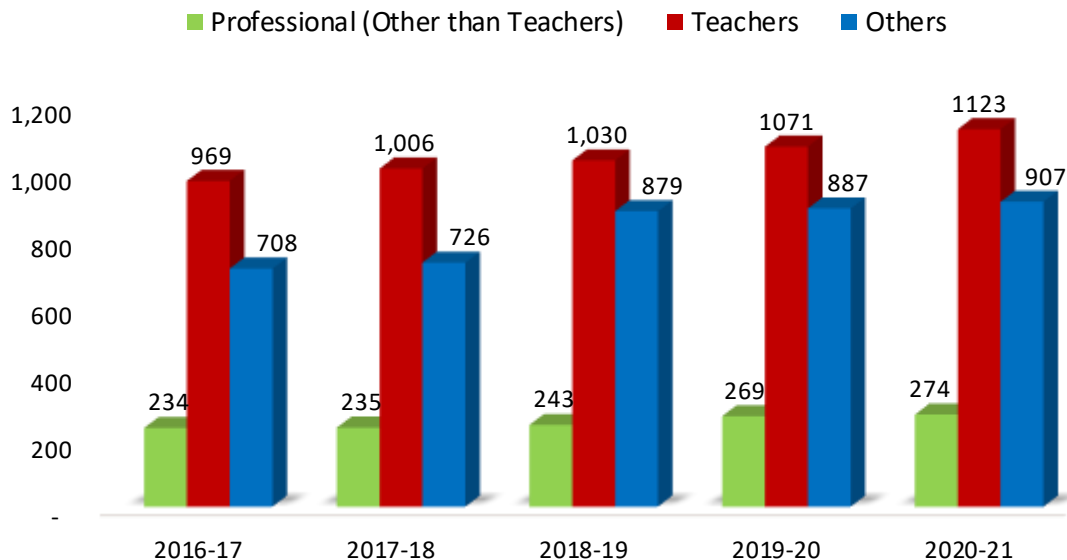
**Table 18**

## Wylie Independent School District Staffing History

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Professional</b> (Superintendent, Assistant Superintendents, Directors, Other Professional, Principal, Assistant Principal, Counselor, Librarian, Nurse)	234	235	243	269	274
<b>Teachers</b> (Teacher - Secondary, Elementary, Special Education)	969	1,006	1,030	1,071	1,123
<b>Other</b> (Paraprofessional, Food Service, Bus Driver, Hourly, Other)	708	726	879	887	907
<b>Total</b>	<b>1,911</b>	<b>1,967</b>	<b>2,152</b>	<b>2,227</b>	<b>2,304</b>
<b>Student Enrollment</b>	15,019	15,765	16,299	16,762	16,854
<b>Staffing Ratios:</b>					
Teaching Staff	15.5	15.7	15.8	15.7	15.0
Total Staff	7.9	8.0	7.6	7.5	7.3

Source TEA PEIM Standard Reports

## History Comparison





# 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. For tax year 2020, property values increased by 7.5% for Wylie ISD.

The largest single component of a school district's operating budget (approximately 85%) is its salary and benefit costs. The current state funding formulas under HB3 has mechanism built in that any time an increase to the basic allotment is implemented a certain percentage of the gains achieved by a district has to be dedicated to salary increases. The Board of Trustees, Superintendent, Deputy and Assistant Superintendents 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 (cont.)

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 and Spanish I for high school credits. A wide variety of electives are offered at the junior high school level. They include STEM, Career Investigation, Leadership, Spanish I (1 high school credit), Band, Theatre, Art, Athletics, and Advanced Technology courses. 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 Achieve 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 offered by Collin College. Additional course offerings include advanced placement courses, culinary arts, broadcast journalism, architectural design, music theory, and many other career and technology courses.

The Achieve High School currently serves students in grades 9-12 who desire a different high school experience. Students complete the same graduation requirements 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 Achieve High School.





# Academic Assessment

## State of Texas Assessment of Academic Readiness

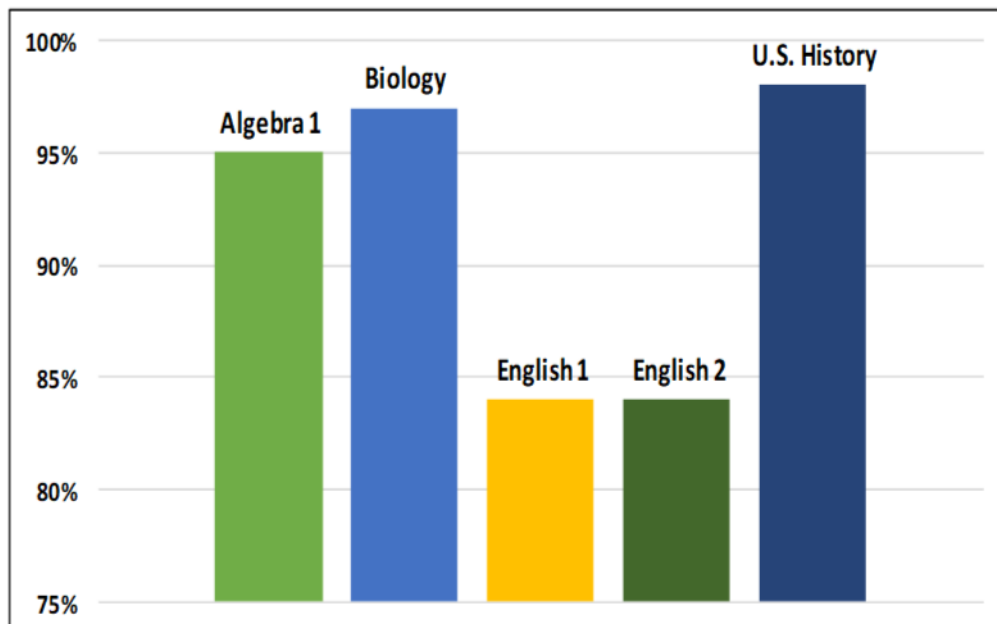
The STAAR test replaced the Texas Assessment of Knowledge and Skills for grades 3-9 starting in the 2011-2012 school year. In 2012-13, students in grade 10 took STAAR as well. The phase in of STAAR was complete in 2013-14 when it is administered to students in the 11th grade for the first time. The state-mandated 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.

**Governor Greg Abbott announced in July 2020 that the grade promotion requirement related to the State of Texas Assessments of Academic Readiness (STAAR) test for students in grades 5 and 8 has been waived for the upcoming school year. Below reflects the most current available data.**

**Table 19**

<b>Spring 2019 STAAR End of Course Satisfactory Results</b>	
Algebra 1	95%
Biology	97%
English 1	84%
English 2	84%
U.S. History	98%



# Academic Assessment (Cont.)

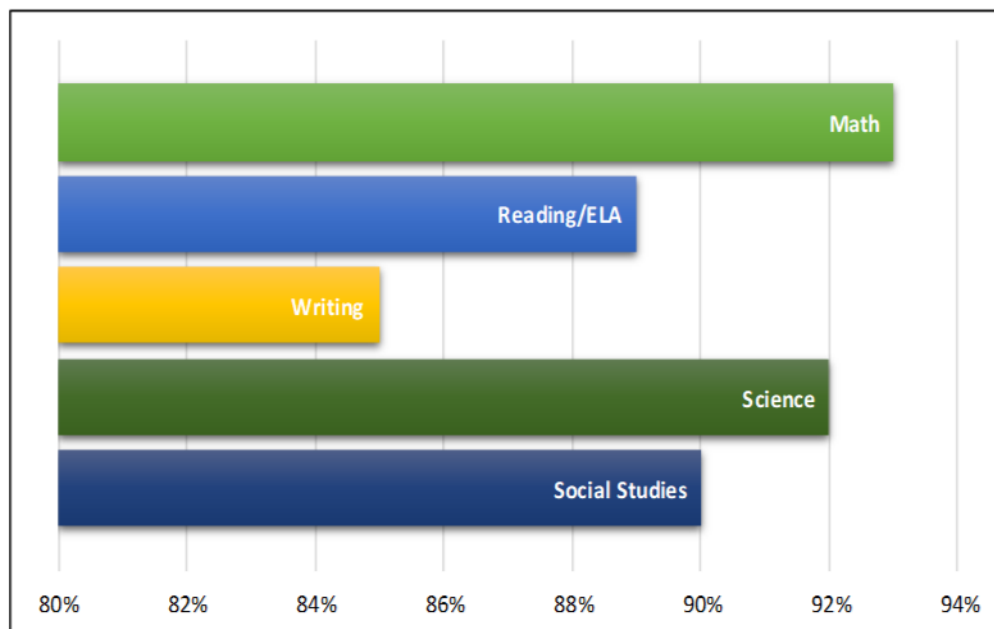
## State Assessment System

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.

**Governor Greg Abbott announced in July 2020 that the grade promotion requirement related to the State of Texas Assessments of Academic Readiness (STAAR) test for students in grades 5 and 8 has been waived for the upcoming school year. Below reflects the most current available data.**

Table 20

2019 STAAR Results	
Math	93%
Reading/ELA	89%
Writing	85%
Science	92%
Social Studies	90%



# 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™. 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 21  
PSAT Historical Data 2016-2020**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Critical Reading</b>					
11th Grade	50.0	27.0	25.0	26.0	25.7
10th Grade	47.0	43.0	24.0**	25.0	24.7
<b>Math</b>					
11th Grade	50.0	27.0	25.0	26.0	29
10th Grade	46.0	44.0	24.0**	24.0	25
<b>Writing Skills</b>					
11th Grade	49.0	27.0	26.0	26.0	25.6
10th Grade	45.0	40.0	24.0**	24.0	24.5
<b>National Merit Awards</b>					
Merit Finalists	0	0	0*	2	N/A
Semi-Finalists	2	2	2	2	4
Commended Students	8	8	11	11	N/A
Achievement Program	0	0	0	0	N/A
Hispanic Recognition	1	6	8	11	N/A

\* Process not finished ; \*\* Test and reporting changes from 17-18 forward

## 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 each student's 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 22**

### SAT Historical Data 2016-2020

Year	Critical Reading			Math			Writing		
	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District
2020	528	570	528	523	500	527	*2020 combined with reading		
2019	531	515	556	528	507	558	* 2019 combined with reading		
2018	536	520	557	531	512	558	* 2018 combined with reading		
2017	538	512	549	533	507	553	* 2017 combined with reading		
2016	494	466	495	508	478	509	482	449	470



## 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 23**

### **ACT Historical Data 2016-2020**

Year	Reading			Science			English			Math		
	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District
2020	21.3	21.1	24.5	20.7	20.6	23.3	20.2	19.5	23.0	20.5	20.4	23.0
2019	21.3	21.1	24.5	20.7	20.6	23.3	20.2	19.5	23.0	20.5	20.4	23.0
2018	21.3	21.1	22.8	20.7	20.8	22.8	20.2	19.6	21.2	20.5	20.6	21.7
2017	21.4	21.1	22.0	21.0	20.9	22.2	20.3	19.5	20.3	20.9	20.7	22.3
2016	21.3	21	22.5	20.8	20.7	22.3	20.1	19.4	20.6	20.6	20.7	21.7

Composite Scores			
Year	Nat'l	State	District
2020	20.7	20.5	23.5
2019	20.7	20.5	23.5
2018	20.8	20.6	22.5
2017	21.0	20.7	21.8
2016	20.8	20.6	21.9

# 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.

Under the new School Financial Integrity Rating System of Texas (FIRST), rating system, Wylie Independent School District received a rating of **SUPERIOR** for 2019.

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 15 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 the 86th Legislative Session may have significant impact on future revenue projections. Highlights anticipated from that session which impacts school finance:
  - Property Tax Relief
  - Funding for 3rd grade reading and 8th grade algebra
  - Changes in school finance formulas as presented by the School Finance Commission
  - Teacher performance compensation pay
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 238-241.

# Future Budget Years (Cont.)

**Table 24**

## Future Budget Projections (Millions)

### General Fund

	2019-20	2020-21	2021-22	2022-23	2023-24
Revenues	163.9	165.7	169	171.8	174.5
Expenditures	153.8	161.9	168.3	171.4	173.7
Net	10.1	3.8	0.7	0.4	0.8
Other Sources	2.3	0	0	0	0
Other Uses	-0.5	0	0	0	0
Net	1.8	0	0	0	0
Beginning Fund Balan	54.3	66.2	70	70.7	71.1
Ending Fund Balance	66.2	70	70.7	71.1	71.9

### Debt Service

	2019-20	2020-21	2021-22	2022-23	2023-24
Revenues	33.7	35	35.7	36.8	37.6
Expenditures	25.8	29.3	29.1	29.5	28.1
Net	7.9	5.7	6.6	7.3	9.5
Other Sources	0	0	0	0	0
Other Uses	0	-17	0	0	0
Net	0	-17	0	0	0
Beginning Fund Balan	41.5	49.4	38.1	44.7	52
Ending Fund Balance	49.4	38.1	44.7	52	61.5

### Student Nutrition

	2019-20	2020-21	2021-22	2022-23	2023-24
Revenues	5.6	6.7	7.1	7.6	8.1
Expenditures	5.8	6.7	7.1	7.6	8.1
Net	-0.2	0	0	0	0
Other Sources	0	0	0	0	0
Other Uses	0	0	0	0	0
Net	0	0	0	0	0

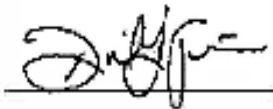
**BUDGET CONTACT** : Individuals who have questions regarding this budget should contact J. Scott Roderick, CPA, Assistant Superintendent for Finance & Operations (972)429-3027 or via email, [scott.roderick@wylieisd.net](mailto:scott.roderick@wylieisd.net).

## 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,

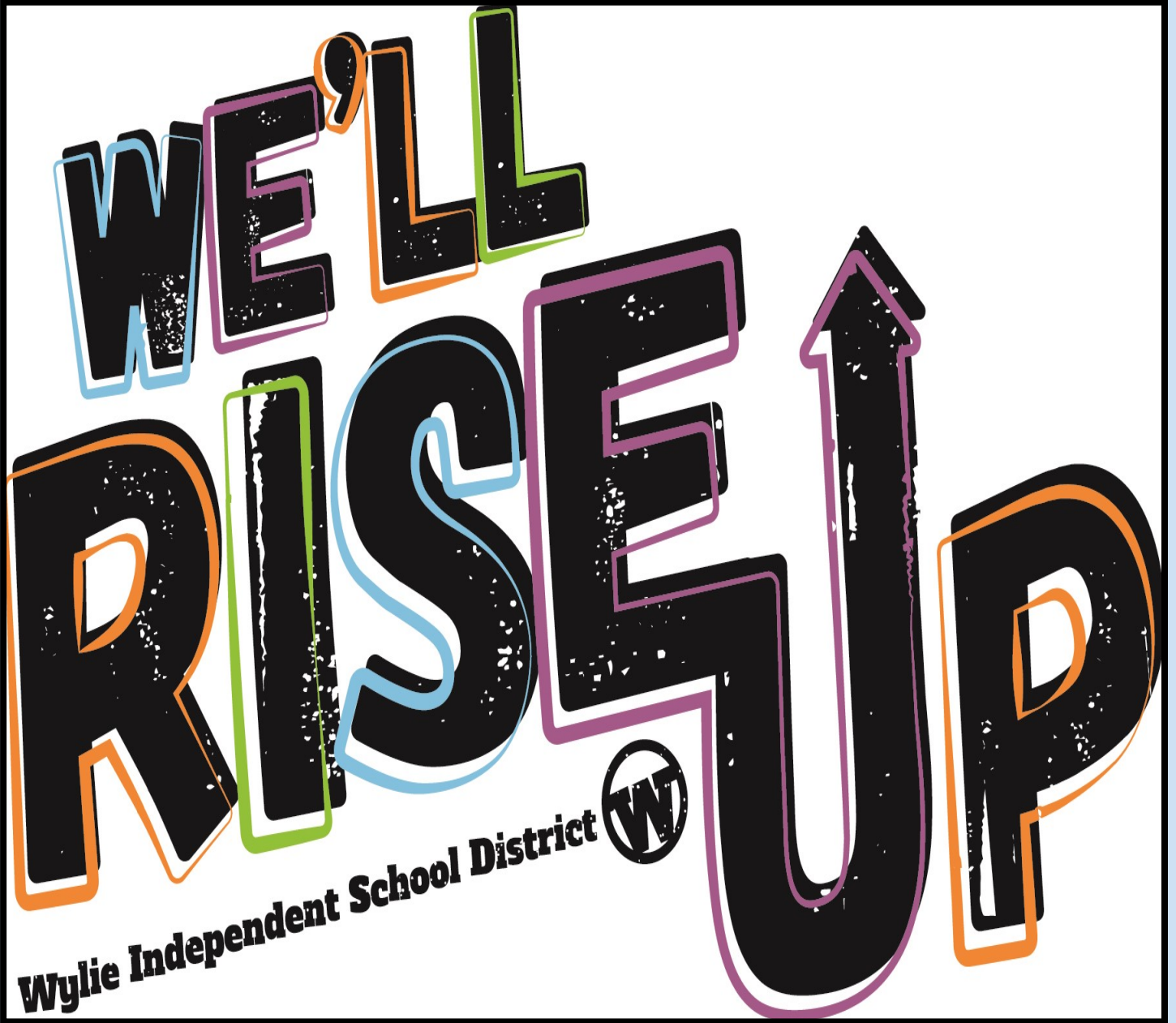


David Vinson, Ph.D  
Superintendent



Scott Roderick, CPA  
Assistant Superintendent for Finance & Operations

# ORGANIZATIONAL SECTION



# The Wylie Independent School District

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 17,410 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. Since its spirited beginnings, Wylie has become one of the fastest –growing communities in the country. With a population of 53,376 in 2019, it is the 68th largest city in Texas . Wylie is currently growing at a rate of 2.08% annually and its population has increased by 29.83% since the most recent census, which recorded a population of 41,427 in 2010.

Its quality of life and spirit of community are but two of the factors cited in Wylie’s ever-lengthening list of awards and accolades. In 2017, Wylie was named the Second Best Suburb in the U.S. by National Association of Realtors along with the 2017 Ninth Safest City in Texas award by the security organization SafeWise. The city was named the 25th Best Places to Live in America by Money Magazine in 2016. It was also honored in August, 2016 named the number one Best Small City for Families in the Nation among cities with populations of 25,000 to 100,000 by NerdWallet.com, a personal finance website, utilizing criteria including income and affordability, prosperity and growth, and family friendliness.

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.

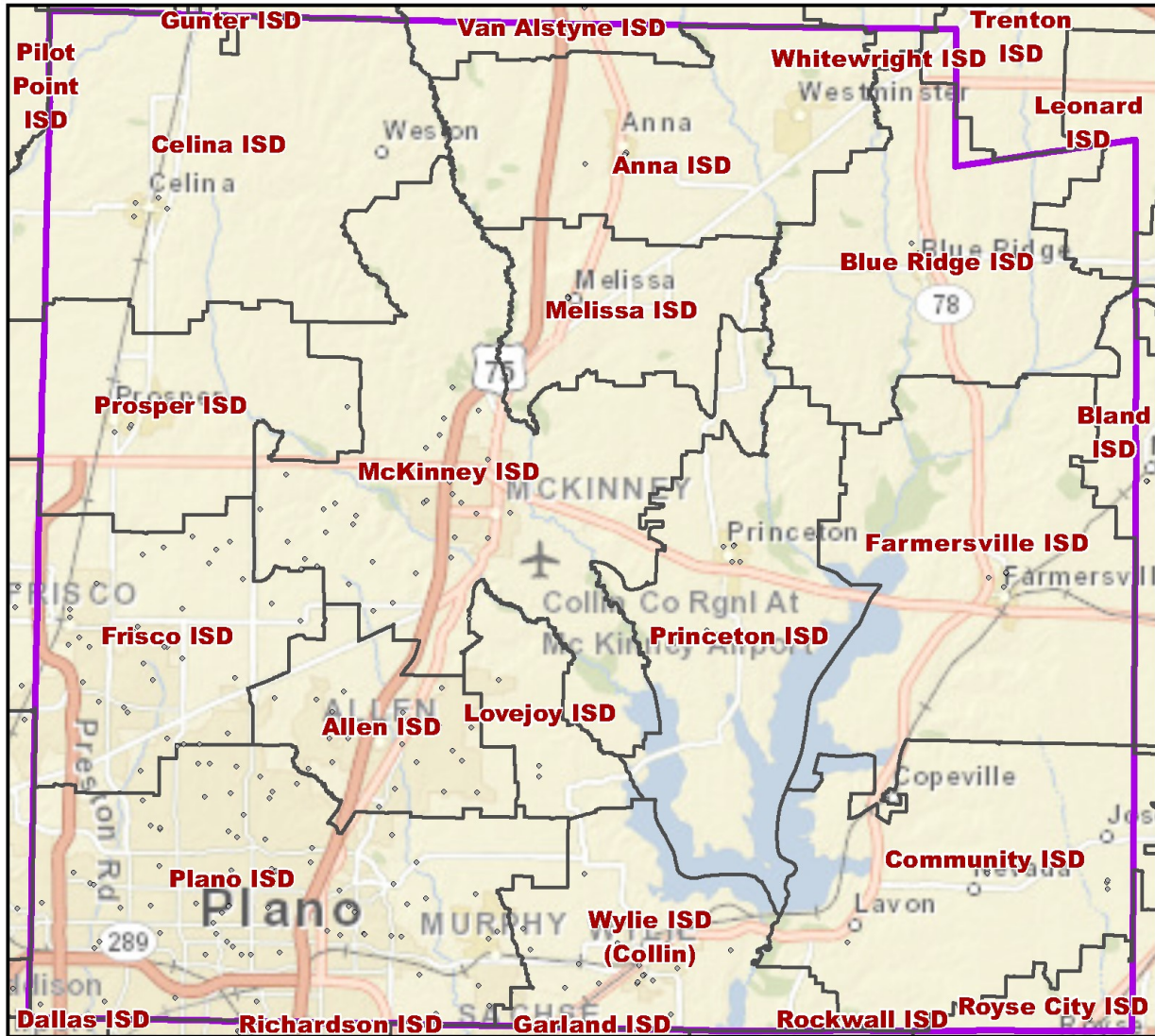
Wylie Independent School District currently operates eleven elementary schools, three intermediate schools, three junior high schools, two high schools, and one alternative high school.





# School Districts in Collin County

Table 25

























# WYLIE ISD DISTRICT BOUNDARIES





**2020-21 SCHOOL YEAR**

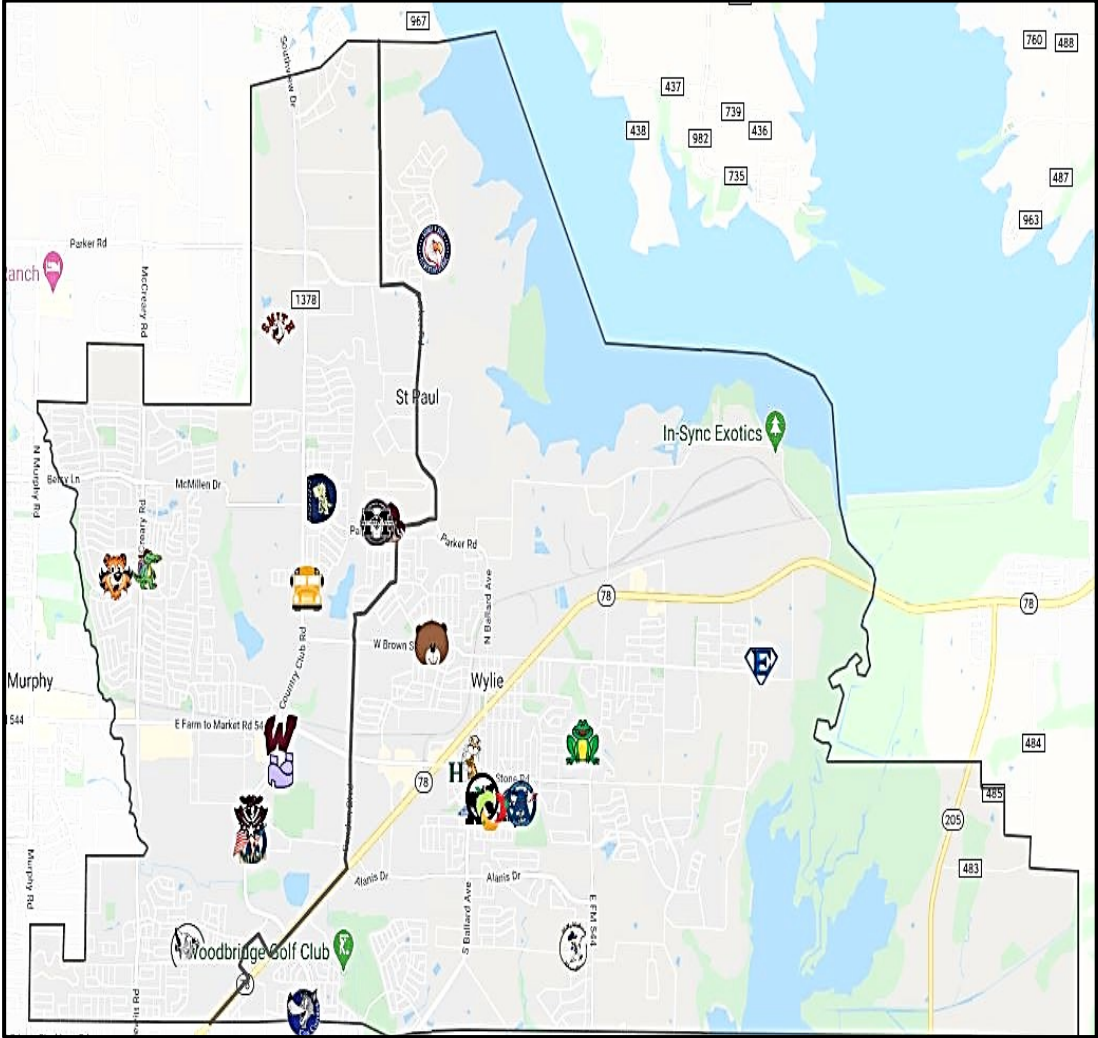
Table 26

**All Schools**

-  P M Akin Elementary School
-  T F Birmingham Elementary School
-  George W. Bush Elementary
-  Cheri Cox Elementary School
-  Dodd Elementary School
-  R V Groves Elementary School
-  Hartman Elementary
-  Smith Elementary School
-  Tibbals Elementary School
-  Wally W Watkins Elementary
-  Whitt Elementary School
-  Davis Intermediate School
-  Draper Intermediate School
-  Harrison Intermediate School
-  Burnett Junior High School
-  Cooper Junior High
-  Frank McMillan Junior High School
-  Achieve Academy
-  Wylie East High School
-  Wylie High School

**District Buildings**

-  Wylie ISD Administration Building
-  Wylie Stadium
-  Wylie ISD Maintenance/Student Nutritio...
-  Wylie ISD Transportation Center



**MAILING ADDRESS**  
**P.O. BOX 490, WYLIE, TX 75098**

**PHYSICAL LOCATION**  
**EDUCATIONAL SERVICE CENTER; 951 S. BALLARD AVE.; WYLIE, TX 75098**

# 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.



**Frank and Hattie Birmingham 1940**

## 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 76.2% of the trust funds and income and the 1950 is 23.8% 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).

# Wylie ISD Enrollment

## Table 27

### Enrollment by Campus and Grade 20-21

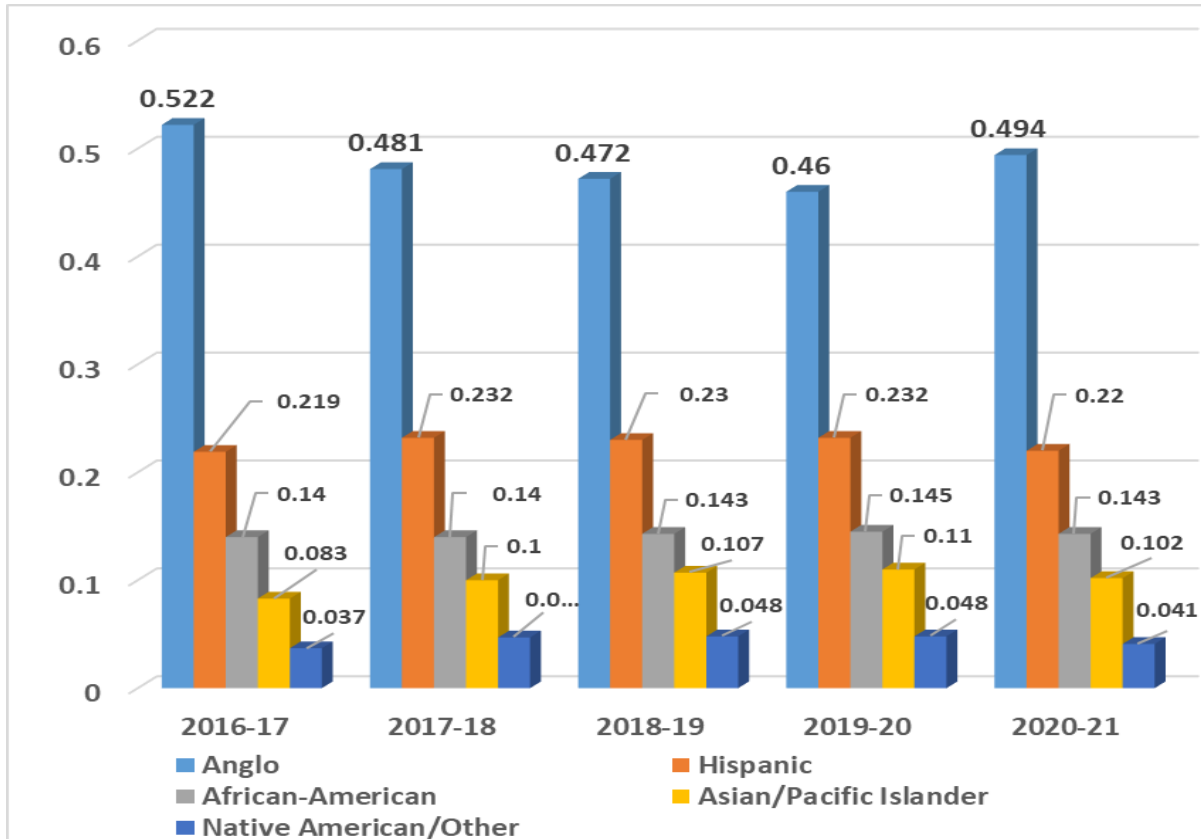
																						TOTAL
As of 8/13/2020	AKIN	BIRM	BUSH	COX	DODD	GROVES	HARTM	SMITH	TIBB	WATKINS	WHITT	DaIS	DrIS	HIS	BJHS	CJHS	MJHS	WEHS	WHS	ACHIEVE	JJAEP	TOTAL
Early Enroll Speech / LEAP	4	1	4	5	3	0	3	4	0	7	3	0	0									34
SEAS (BAU)	7							5	0					3								15
SAIL		0																				
FASE	17	0	0	0	8	14		14	0	7	0	0	16									76
Transition to Life Program																						0
PPCD (Early Childhood)							74															74
Pre-Kindergarten					22		149															171
PreK-Bilingual							17															17
Kindergarten	94	103	109	108	78	129	54	70	94	144	108											1,091
First	100	86	146	123	90	117	67	92	114	132	122											1,189
Second	102	97	157	119	116	95	58	96	134	164	129											1,267
Third	99	108	157	119	110	121	63	103	130	156	153											1,319
Fourth	103	99	172	130	95	109	53	90	139	170	139											1,299
Fifth												387	424	398								1,209
Sixth												402	435	453								1,290
Seventh															429		410				2	841
Eighth															448	978	456				1	1,883
Ninth																		619			8	627
Tenth																		557			19	576
Eleventh																		503			33	536
Twelfth																		424	2,893		23	3,340
Thirteenth																						0
<b>Total</b>	<b>526</b>	<b>494</b>	<b>745</b>	<b>604</b>	<b>522</b>	<b>585</b>	<b>538</b>	<b>474</b>	<b>611</b>	<b>780</b>	<b>654</b>	<b>789</b>	<b>859</b>	<b>870</b>	<b>877</b>	<b>978</b>	<b>866</b>	<b>2,103</b>	<b>2,893</b>	<b>86</b>	<b>0</b>	<b>16,854</b>
2018-2019 Enrollment																						16,762
Number Increase																						92
Percentage Increase																						0.55%

# Wylie ISD Enrollment (Cont.)

**Table 28**

## Student Ethnicity Percentages for Wylie ISD

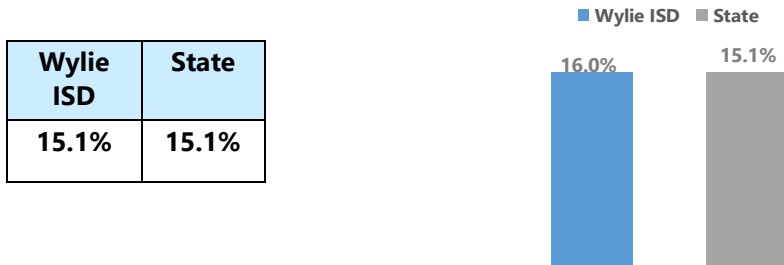
	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Anglo</b>	52.2%	48.1%	47.2%	46.0%	49.4%
<b>Hispanic</b>	21.9%	23.2%	23.0%	23.2%	22.0%
<b>African-American</b>	14.0%	14.0%	14.3%	14.5%	14.3%
<b>Asian/Pacific Islander</b>	8.3%	10.0%	10.7%	11.0%	10.2%
<b>Native American/2 or more races</b>	3.7%	4.7%	4.8%	4.8%	4.1%



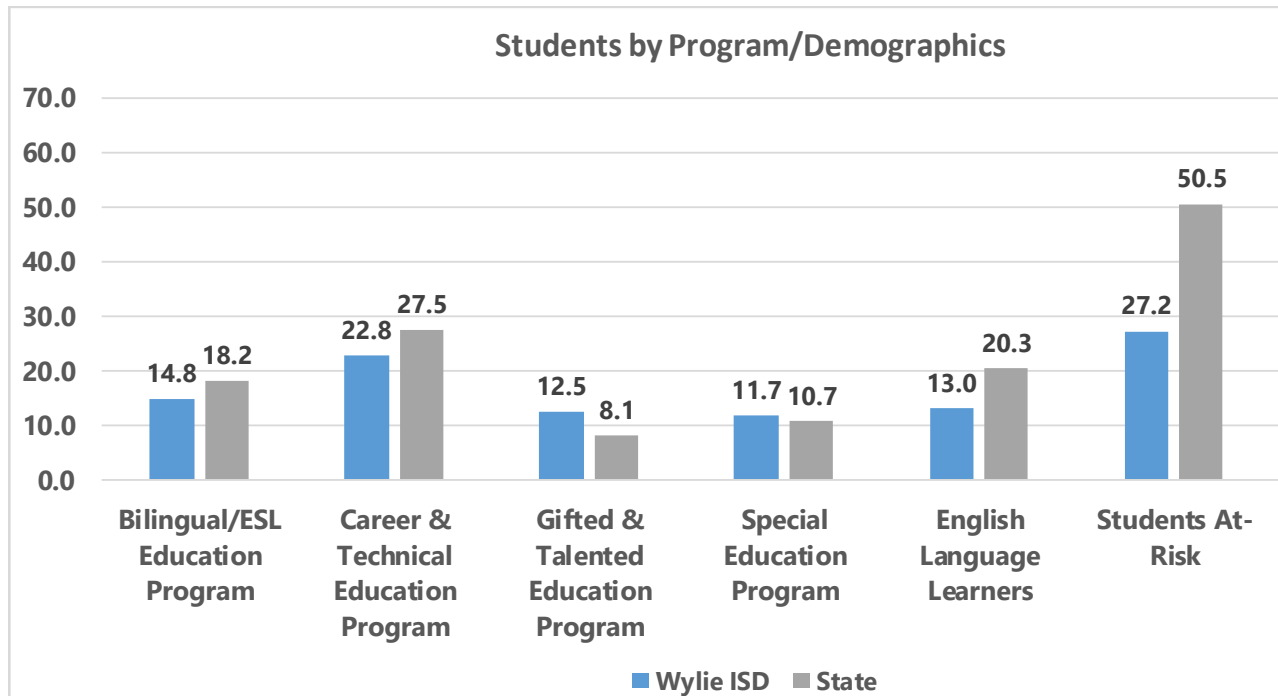
# Wylie ISD Enrollment (Cont.)

Table 29

STUDENT TO TEACHER RATIO



Program/ Demographics	Bilingual/ ESL Education Program	Career & Technical Education Program	Gifted & Talented Education Program	Special Education Program	English Language Learners	Students At-Risk	Economic Disadvantaged
Wylie ISD	14.8%	22.8%	12.5%	11.7%	13.0%	27.2%	27.9%
State	18.2%	27.5%	8.1%	10.7%	20.3%	50.5%	60.2%



Data from 2019-20 PEIMS Standard Report



# Wylie ISD Contact Information

## ELEMENTARY SCHOOLS



P.M. Akin Elementary  
1100 Springwood  
Wylie, TX 75098  
972-429-3400



R.F. Hartman Elementary  
510 S. Birmingham St.  
Wylie, TX 75098  
972-429-3480



T.F. Birmingham Elementary  
700 West Brown  
Wylie, TX 75098  
972-429-3420



Rita Smith Elementary  
2221 FM 1378  
Wylie, TX 75098  
972-429-2540



Bush Elementary  
2000 Eagle Aerie Lane  
St. Paul, TX 75098  
972-429-2600



Harry and Retha Tibbals  
621 Waters Edge Way  
Murphy, TX 75094  
972-429-2520



Cheri L. Cox Elementary  
7009 Woodbridge Pkwy  
Sachse, TX 75048  
972-429-2500



Wally Watkins Elementary  
1301 Elm Drive  
Wylie, TX 75098  
972-429-2580



R.C. Dodd Elementary  
1500 Park Blvd.  
Wylie, TX 75098  
972-429-3440



Don Whitt Elementary  
7520 Woodcreek Way  
Sachse, TX 75048  
972-429-2560



R.V. Groves Elementary  
1100 McCreary Rd.  
Wylie, TX 75098  
972-429-3460

# Wylie ISD Contact Information (Cont.)

## INTERMEDIATE SCHOOLS



Bill F. Davis Intermediate  
950 Park Blvd  
Wylie, TX 75098  
972-429-3325



Al Draper Intermediate  
103 Hensley Lane  
Wylie, TX 75098  
972-429-3350



Ab Harrison Intermediate  
1001 S. Ballard St.  
Wylie, TX 75098  
972-429-3300

## JUNIOR HIGH SCHOOLS



Grady Burnett Junior High  
516 Hilltop Ln.  
Wylie, TX 75098  
972-429-3200



Frank McMillan Junior High  
1050 Park Blvd.  
Wylie, TX 75098  
972-429-3225



Raymond Cooper Junior High  
101 Hensley Road  
Wylie, TX 75098  
972-429-3250

## HIGH SCHOOLS



Wylie High School  
2550 W. FM 544  
Wylie, TX 75098  
972-429-3100



Wylie East High School  
3000 Wylie East Drive  
Wylie, TX 75098  
972-429-3150



Achieve Academy  
400 Pirate Drive  
Wylie, TX 75098  
972-429-2390

## FACILITIES

Wylie ISD Educational Service Center  
951. S. Ballard  
Wylie, TX 75098  
972-429-3000

Wylie ISD Support Center  
200 Pirate Drive  
Wylie, TX 75098  
972-429-2320

Wylie Stadium  
2550 W. FM 544  
Wylie, TX  
972-429-2350

Wylie ISD Transportation Center  
670 FM 1378  
Wylie, TX 75098  
972-429-2300





# Wylie ISD

## 2020-2021 Calendar

### FIRST SEMESTER

85 days

Aug 13 - Oct 16 (45 days)  
Oct 19 - Dec 18 (40 days)

### SECOND SEMESTER

91 days

Jan 6 - Mar 19 (46 days)  
Mar 22 - May 25 (45 days)

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/TheWylieISD



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**PROFESSIONAL DEVELOPMENT AND STUDENT HOLIDAYS**  
August 3-7  
August 10-12  
January 5  
January 18 (Exchange Day)  
February 15

**HOLIDAYS**  
July 4: Independence Day  
September 7: Labor Day  
October 12: Fair Day  
Nov 23-27: Thanksgiving Break  
Dec 21-Jan 4: Christmas Break  
March 8-12: Spring Break  
April 2-5: Easter Break  
May 31: Memorial Day

**MODIFIED SUMMER WORK DAYS**  
Summer office hours will be Monday - Thursday 7:30 a.m. - 5:00 p.m.\*  
Campus hours may vary  
\*Effective May 28, 2021 Wylie ISD will close each Friday through July 30, 2021. In addition, the District will be closed the week of July 5-9, 2021.

**CORE VALUES FOCUS BY TERM**  
1<sup>st</sup>: Respect & Responsibility    3<sup>rd</sup>: Grit & Preparation  
2<sup>nd</sup>: Caring & Giving            4<sup>th</sup>: Gratitude & Celebration

**EARLY RELEASE DAYS**  
December 18, 2020  
May 25, 2021

Start/Stop of Terms  
Wylie Way Days

# WYLIE ISD FAST FACTS

## Board of Trustees

Matt Atkins .....	Board President
Heather Leggett .....	Board Vice-President
Jacob Day .....	Board Secretary
Stacie Gooch .....	Member
Barbara Goss .....	Member
Mitch Herzog .....	Member
Stacie Smith .....	Member

School board meetings are normally 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 Avenue. 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

Superintendent's Office 972.429.3005	Maintenance Department 972.429.2320
Academic and Career Connections 972.429.3015	Special Education Department 972.429.2363
Athletics Department 972.429.2400	Special Services Department 972.429.2383
Benefits Department 972.429.3046	Staff Development 972.429.3067
Communications & Community Relations 972.429.3012	Student Nutrition Department 972.429.2330
Curriculum and Instruction 972.429.3007	Student Services 972.429.2330
Finance Office 972.429.3011	Technology Department 972.429.3021
Fine Arts Department 972.429.3022	Transportation Department 972.429.2300
Human Resources 972.429.3009	Wylie ISD Education Foundation, Inc. 972.429.3025

## Campus Directory

Akin Elementary 972.429.3400	Dodd Elementary 972.429.3440	Tibbals Elementary 972.429.2520
Birmingham Elementary 972.429.3420	Groves Elementary 972.429.3460	Watkins Elementary 972.429.2580
Bush Elementary 972.429.2600	Hartman Elementary 972.429.3480	Whitt Elementary 972.429.2560
Cox Elementary 972.429.2500	Smith Elementary 972.429.2540	
Davis Intermediate 972.429.3325	Draper Intermediate 972.429.3350	Harrison Intermediate 972.429.3300
Burnett Junior High 972.429.3200	Cooper Junior High 972.429.3250	McMillan Junior High 972.429.3225
Wylie East High School 972.429.3150	Wylie High School 972.429.3100	Achieve Academy 972.429.2390

## 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 based on capacity at individual campuses. Parents should contact the Superintendent's office for details. Wylie ISD verifies residency of all students.

## 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 State Health Services (TDSHS) is submitted by the student's parent/guardian. This form must be obtained directly from TDSHS. Newcomers to Texas must present a complete immunization record upon enrollment.

## Cafeteria Lunch Service Prices

Elementary Schools	\$2.70
Intermediate Schools	\$2.70
Junior High Schools	\$2.85
High Schools	\$3.00
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 South Ballard Avenue  
P.O. Box 490  
Wylie, TX 75098

Phone: 972.429.3000  
Fax: 972.442.5368  
www.wylieisd.net

# UNIFIED FOR EXCELLENCE



## Gorman's Meat Market

Gorman's has been family owned and operated since 1958. We are one of the oldest deer and wild game processors in the state of Texas. We only carry USDA choice or prime grass fed and grain fed beef, born and raised in the USA. All natural farm fresh pork and poultry. Wild caught & USDA farm fresh seafood.

Coming to Wylie Soon. Delivery Available Now!

Award winning Authentic Texas BEEF JERKY! • Award winning Sausages  
Award winning smokehouse • Award winning Chili • Custom curing and smoking

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1738 N. Frances St., Terrell, Texas 75160 972-524-5353 www.GormansMeat.com

# 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 2020-21 organizational chart for Wylie ISD is illustrated on the following page.

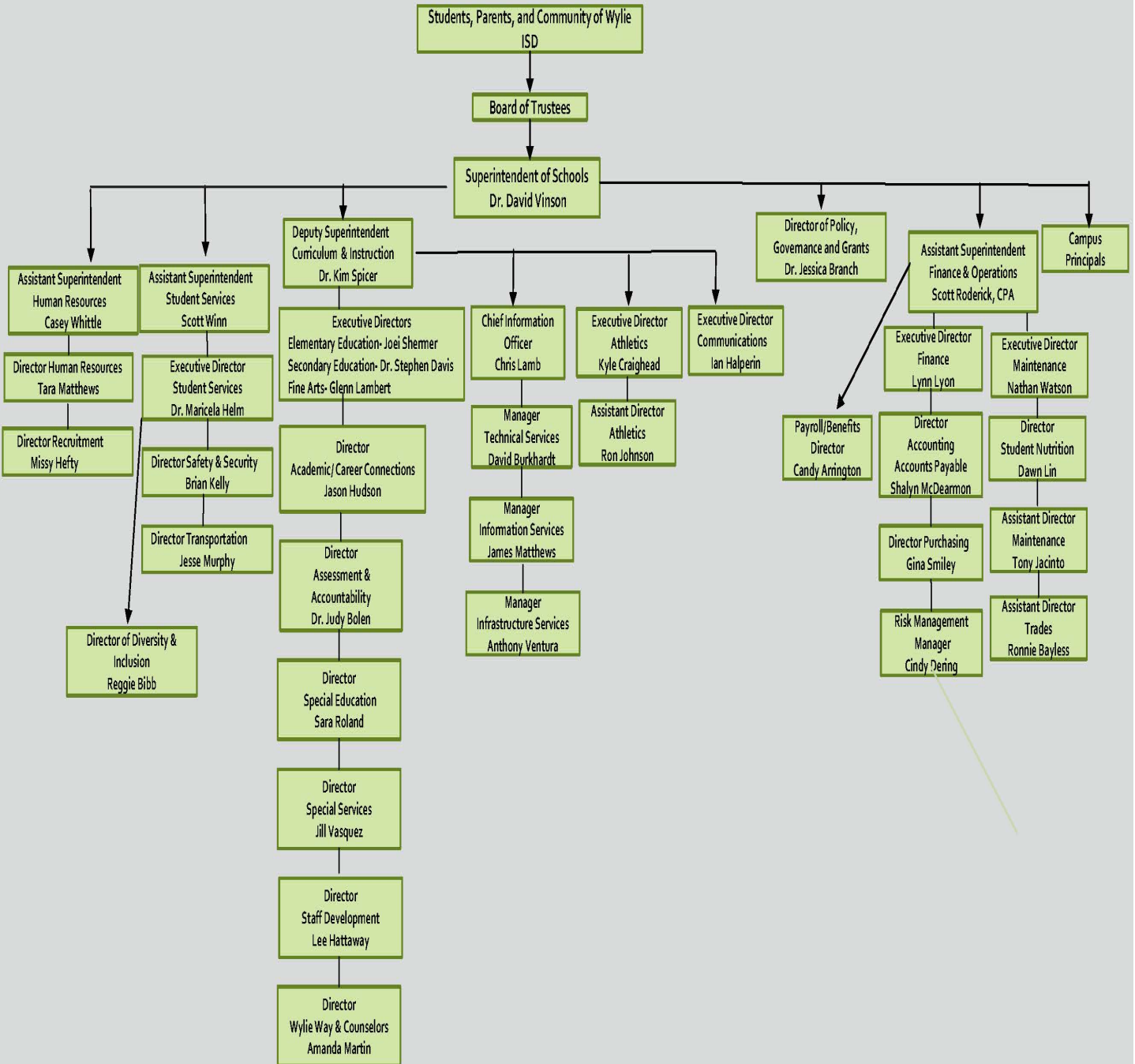




# Organizational Structure (Cont.)

Table 30

## WYLIE ISD Organization Structure



# WISD Board of Trustees and Superintendent

## ***Matt Atkins*** ***Board President***

**Bio:**  
Occupation: Civil Engineer  
Place 4, Elected 2016  
Term Expires November 2020



## ***Heather Leggett*** ***Board Vice President***

**Bio:**  
Occupation: Teacher/Stay at Home Parent  
Place 5, Elected 2010  
Term Expires November 2022

# WISD Board of Trustees and Superintendent

## ***Dr. Jacob Day Board Secretary***

**Bio:**  
Occupation: Engineer, Texas Instruments  
Place 6, Elected 2018  
Term Expires November 2022



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

**Bio:**  
Occupation: Commercial Real Estate  
Place 2, Elected 2011  
Term Expires November 2022

# WISD Board of Trustees and Superintendent

## ***Bill Howard*** ***Board Member***

**Bio:**  
Occupation: Retired Educator  
Place 3, Elected 2020  
Term Expires November 2024



## ***Kylie Reising*** ***Board Member***

**Bio:**  
Occupation: Insurance Agent  
Place 7, Elected 2020  
Term Expires November 2024

# WISD Board of Trustees and Superintendent

## **Stacie Smith Board Member**

**Bio:**

Volunteer/Stay at Home Parent  
Place 1, Elected 2018  
Term Expires November 2022



---

## **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.

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## 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.

### **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.

# Financial Structure & Basis of Accounting (Cont.)

## ***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.

**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.

# Financial Structure & Basis of Accounting (Cont.)

## 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.

## 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.

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

**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.

**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

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

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.

**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.

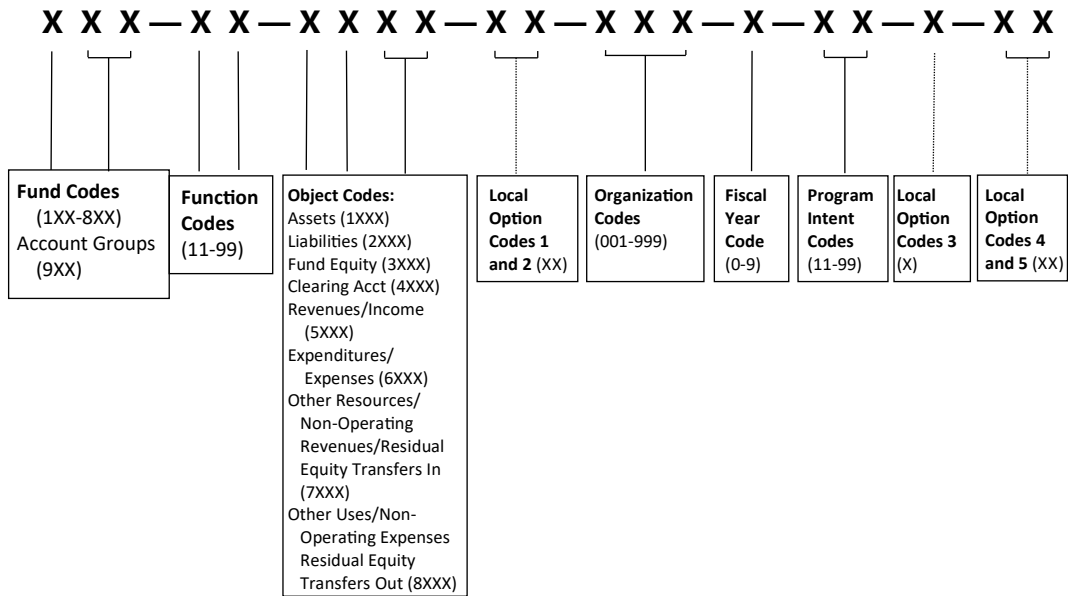
Monies collected in advance and the property tax levy recorded in the school District's opening budget entries are recorded as deferred revenues. They are recognized as revenues in the accounting period to which they apply.

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 31



_____	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 2019-20 fiscal year of the school district, a 0 would denote the fiscal year.

An ESEA, Title I, Part A—Improving Basic Programs grant for the project year from July 1, 2018 through June 30, 2019 would be indicated by a 9. A grant for the project year from July 1, 2019 through June 30, 2020 would be indicated by a 0. Therefore, 10 months of the ESEA, Title 1, Part A—Improving Basic Programs grant expenditures would be accounted for under project year 9 and 2 months would be accounted for under project year 0.

## **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 32

## 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	COMPUTER AIDED DRAFTING
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 TECHNOLOGY	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		627 BOND ISSUE 2010
621	CONSTRUCTION FUND SALE 2004	628	CONSTRUCTION FUND SALE 2014
622	CONSTRUCTION FUND SALE 2005	629	BOND 2019
623	CONSTRUCTION FUND-INTEREST PR	650	CONSTRUCTION FUND HAIL DAMAGE
624	CONSTRUCTION FUND SALE 2006	680	CAPITAL PROJECTS
625	CONSTRUCTION FUND SALE 2007	681	CAPITAL PROJECTS
626	CONSTRUCTION FUND SALE 2010	699	CAPITAL PROJECTS

### Enterprise

702	WEHS SCHOOL STORE
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### 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 33**

## 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
5820	PREK ALLOTMENT	5842	STATE REV.FROM FISCAL AGENTS
5826	TECHNOLOGY ALLOTMENT	5849	SSA - STATE REVENUES
5829	STATE REVENUE		
5831	TRS ON0BEHALF 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 34**

## 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 COMPENSATION
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	6247	MAINTENANCE & REPAIR OF OTHER
6212	AUDIT SERVICES	6248	ROOF REPAIR/REPLACEMENT
6213	TAX APPRAISAL & COLLECTION	6249	MAINTENANCE & REPAIR OF EQUIPMENT
6216	SHARE OF RESOURCE OFFICERS	6255	UTILITIES-WATER
6218	RANDOM DRUG TESTING	6256	UTILITIES- TELEPHONE
6219	LICENSED/REGISTERED W/ STATE	6257	UTILITIES- ELECTRICITY
6221	STAFF TUITION	6258	UTILITIES- GAS
6222	STUDENT TUITION/PUBLIC SCHOOL	6259	UTILITIES - TRASH
6223	STUDENT TUITION/NON-PUBIC SCHO	6267	TECH LEASES
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	6298	SCHOOL CROSSING GUARDS
6246	MAINTENANCE & REPAIR OF GROUND	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

### Other Operating Costs

6411	TRAVEL & SUBSISTENCE-EMPLOYEE	6439	ELECTION EXPENDITURES
6412	TRAVEL & SUBSISTENCE - STUDENT	6449	DEPRECIATION EXPENSE
6413	STIPENDS - NON-EMPLOYEES	6491	LEGAL ADVERTISING
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 36**

## 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	11	21	22	23	24	25	26	28	30	31	32	33	34	35	36	37	38	91	99
Function	Instruction	Gifted & Talented	Career & Technology	Special Education	Compensatory	ESL/ELL/ Bilingual	Nondisciplinary AEP	Disciplinary AEP	Accelerated Instruction	School Allotment	Pre-K	Pre-K Spec Education	Pre-K Compensatory	Pre-K Bilingual Education	Early Ed	Dyslexia	College Career Military	Athletics	Generic
11 Instructional	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
12 Instructional Resources and Media	✓	✓	✓	✓	✓	✓		✓							✓	✓	✓		
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 Aa2. A financial advisor is employed to assist the District in managing its debt.

As of June 30, 2020, the District had \$951,045,672 in outstanding general obligation bonds. The outstanding debt represents 13.2% of the District's total taxable wealth before freeze. The district continues to look for refunding opportunities to improve our debt position. A bond refunding is anticipated to be expected in July 2021 which is the district hopes to achieve significant debt savings.

## General Fund

### Reserve Policies

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.

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.

# 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 256 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 the Education Department General Administrative Regulations (EDGAR).



# 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. 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 37**

**Wylie Independent School District  
District Improvement Plan  
2020-2021**





## **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**

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wylie Independent School District is a fast growing school system in southern Collin County, 24 miles northeast of Dallas. Covering 41 square miles, the district of more than 17,500 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 20 campuses including one 6A and one 5A high school, one alternative high school, three junior high schools (grades 7 and 8), three intermediate schools (grades 5 and 6) and eleven elementary campuses (grades Pre-K through 4).

Wylie ISD offers an outstanding academic program with a focus on character education beginning in elementary school, also known as Wylie Way. 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 is currently in the middle of a bond building project which will expand several of our campuses to accommodate our growing population.

District's demographic student makeup according to 19-20 PIEMS submissions:

African American	10.93%
Hispanic	23.3%
White	45.6%
American Indian	.31%
Asian	10.93%
Pacific Islander	.18%
Two or More Races	4.81%
Economically Disadvantaged	30.04%
English Language Learners (ELL)	13.37%
Special Education	13.08%
Dyslexia	5.24%
GT	12.4%

The TAPR also reports the following teaching staff breakdown by ethnicity, years of experience and degrees obtained:

Teachers by Ethnicity:	
African American	3.9%
Hispanic	8%
White	85.4%
American Indian	.8%
Asian	1.0%
Pacific Islander	0.1%

Two or More Races .9%

Teachers by Highest Degree Held:

No Degree .5%

Bachelors 71.7%

Masters 27.4%

Doctorate 0.5%

Teachers by Years of Experience:

Beginning Teachers 14.3%

1-5 Years Experience 21.8%

6-10 Years Experience 21%

11-20 Years Experience 31%

Over 20 Years Experience 11.9%

Number of Students per Teacher 15.6.

### **Demographics Strengths**

Wylie ISD's population, while fast growing, is reflective of national demographic trends. Even with growth, most elementary students are able to attend "neighborhood campuses".

Wylie ISD offers a two-way dual language program in Spanish for grades kinder-6th grade. This is a highly sought after program in our community.

Wylie ISD offers a well-rounded fine arts program with both band and orchestra offered at various grade levels.

Wylie ISD prides itself on equity between all schools. Both high schools offer many CTE programs and work collaboratively to make sure students are able to equally participate in CTE programs.

The vast majority of special education students in Wylie ISD are able to be served at their neighborhood campuses..

Wylie ISD was able to increase the number of African American teaching and administration staff for the 20-21 school year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The demographics of our teachers does not match our student demographics in terms of ethnicity. **Root Cause:** There are fewer minority teacher applicants in Wylie ISD.

# Student Learning

## Student Learning Summary

Based on 18-19 scores:

- Wylie ISD received an A overall rating, with a 93 out of 100 earned.
- Wylie ISD received an A rating in Student Achievement,
- Wylie ISD received a A in School Progress
- Wylie ISD received a A rating in Closing the Gaps
- Wylie ISD maintained or improved STAAR scores in math, reading, science, social studies in approaches, meets, and masters.

No new data was taken for accountability due to COVID 19 closure and assessment cancelation.

## Student Learning Strengths

18-19:

17 out of 19 eligible campuses received one or more distinction.

STAAR Performance Score = 94 Approaches = 91%, Meets = 71%, Masters = 40%

Secondary Readiness Wylie ISD 58% compared with state 54%

.4% Drop out rate with 97.8% of students graduating in four years

19-20:

Wylie ISD was able to pivot in the spring of 2020 in order to continue learning for students during pandemic closure. Moving into the 20-21 school year, adjustments were made to ensure that the rigor of remote learning matched that of on campus learners.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Reading capabilities of students continues to be a concern of the district. While the district's state tested students exhibit an average growth of 2.5% this year at the Met Score level moving from 63% to 66% we want a minimum of 70% of our students to reach met standard within the next five years. **Root Cause:** Our reading interventions in elementary have not been as systematic as they could be, and there is no systematic intervention at the high school level to meet the needs of students who are not successful on English STAAR.

**Problem Statement 2 (Prioritized):** Percentage of early childhood students ages 3-5 served in general education program falls below expectation by 12.9% with not enough inclusion time in general education. **Root Cause:** Programs available for students to receive special education services in the general education environment are limited in the district.

**Problem Statement 3:** Students in the dual language program are performing 5-10% below their non-bilingual peers. **Root Cause:** The Gomez and Gomez model of dual language is no longer best practice. We need consistency in teaching for biliteracy.

**Problem Statement 4:** Students in the dual language program are not proficient in both English and Spanish when completing the dual language program. **Root Cause:** The Gomez and Gomez model of dual language is no longer best practice. We need consistency in teaching for biliteracy.

## **District Processes & Programs**

### **District Processes & Programs Summary**

Wylie ISD is served by an administrative team of a Superintendent, a Deputy Superintendent, and three (3) Assistant Superintendents: Human Resources, Student Services, & Finance and Operations. Each assistant and deputy's department contains directors who manage programs serving throughout the district. A series of instructional specialists in the content areas are assigned by grade-spans and work with individual campus's professional learning teams to facilitate the delivery of the district's highly effective written curriculum.

The district uses a new hire mentor program to support first year teachers to provide a week of new teacher training prior to teacher in-service along with short after school meetings throughout the year. New teachers have access to all the on-line and after school professional development available through the district. Monies are provided through campus funds, as well as, through state and federal program allotments to allow teacher to attend just in time trainings for our programs of instruction.

The district has instructional facilitators paid with Title I funding at five of its campuses. Title III funding is also used at many campuses in the district to provide additional services for EL population needs.

Wylie ISD's main tool for ensuring academic success for all students in Professional Learning Communities (PLCs), which focus conversations on four questions: What do we want our students to learn? How we will know if they have learned it? How do we respond when some students do not learn it? How do we respond when students have already learned it?

### **District Processes & Programs Strengths**

Technology availability continues to be a strength for the district as one to one technology for all students in grades 5 through 12. A Chromebook and Ipad initiative at the elementary provides equity across the 11 campuses. Camera and microphone systems were purchased and are being installed in the fall of 2020 to ensure that teachers have the tools needed in order to provide remote or simultaneous instruction.

This year the district has added 5 new reading intervention teaching positions, in order to serve each of the elementary schools. Guided reading implementation is in it fourth year in grades K-2 and its third year with grades 3 and 4. Teachers in grades 5-8 are in the third year of their literacy initiative. Guided reading and literacy is being supported by district learning specialists and outside consultants.

The curriculum and instruction department, as well as several campuses, work closely with Solution Tree on creating and sustaining a professional learning culture that is focused on student achievement.

A new position was added to Student Services: Director of Diversity and Inclusion. This position will work with consultants in order to audit our district and develop a plan to strengthen our diversity and inclusion plan.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** PLCs and addressing the four critical questions of learning are not consistently practiced at every campus in the district. **Root Cause:** Some district level leaders and campus principals are more experienced than others at creating an environment of continuous professional learning and holding staff accountable for student learning.



# Perceptions

## Perceptions Summary

The cornerstone of the Wylie Independent School District culture and climate is based on achieving excellence through unity and trust. The beliefs, vision and goals of our organization are based on the understanding that the school belongs to the community and educating the whole child is paramount to building a better society. Educating kids the Wylie Way is about focusing on strengths, not failure, and instilling core ethical values, not excuses. The Wylie Way assures each student is provided a plan and a pathway towards a future career, and most importantly the assurance that every student has a positive relationship with a caring adult that guides them towards success. The Wylie Way is about wonderful teachers helping students forge their pathway towards achieving their best tomorrow, while making their world a better place.

Measurements to assess both culture and climate include annual parent, student and faculty perceptions of equity, values and strength of relationships between all three.

From this annual survey, Wylie ISD comprehensively, proactively and intentionally designs and adjusts plans, policies to enhance to promote a school climate and culture of excellence.

Wylie's District-Wide Improvement Committee consists of multiple members from the community, local business and from the parent population as prescribed by the district's board policies. In the past five years we have seen a dramatic positive rise in our parents' perceptions of the district effectiveness. This applies to just about every aspect of district operations. This is exemplified by two highly successful bond elections (one by the highest passing percentage in Wylie ISD history) as well day-to-day comments made to staff and board members. We have become a "destination district" as enrollment continues to climb and employees seek us out.

We have several types of community partnerships. They range from campus "spirit night" at local restaurants to our stadium video board sponsors and we continue to add new partners as our business base grows. We also have CIA-Communities in Action. As a school district we have a unique view of our community through the eyes of our students. Having the opportunity to engage our community through the eyes of these students has given us the ability to identify a way to partner with our local churches and businesses to celebrate some of the great things about Wylie. What we have seen is a need for us to come together to become the change we want to see for our future.

## Perceptions Strengths

**"Achievement Education" and "The Wylie Way" have established the Wylie ISD as one of the highest achieving school district in Texas, according to the Dallas Morning News.**

- Students scored higher on standardized tests compared to other school districts across the state.
- The local economy has flourished as median home prices have doubled.
- Parent and student engagement, as measured through bench-marking surveys, have increased year-over-year.

The Wylie Way is a movement in our schools that is research based and designed to set our students on the path to achievement in every area of their lives. It is built on the foundations of:

- **Relationships:** Building strong relationships with students is vital to their achievement. We share a collective goal in Wylie that every student will have a meaningful relationship with at least one adult. The Wylie Way works because this is our highest priority.
- **Strengths & Interests:** We firmly believe that if we can help our students identify and grow strongly in their strengths and interests, we can set their feet on the path to achievement. We all have innate gifts and talents; we want our students to explore what theirs are and allow them to grow as confident individuals.

- **Plan & Purpose:** Many of us were not given the opportunity to really think through what we wanted for our future while we were in school. In Wylie, we want to help our students develop their future plan and purpose. Our goal is to connect what our students are good at and interested in with possible careers by providing classes in those fields.
- **Core Ethical Values:** The heart of the Wylie Way lies in our values. With the support of the community, we have identified the core values we want to instill in our students. Not only do we want our students to be high performers, we also want them to be good people and do good things. We intentionally have designated days to understand, care about, and act on the focused value of the 9 weeks.

If we can make each of those foundations compelling and meaningful in the lives of our students, they will be equipped with what is necessary to increase their hope, well-being, and engagement. Being solid in those foundations is necessary to close the achievement gap and have success in life. The Wylie Way is more than character education, it is Achievement Education!

We have varied types of community partnerships. They range from campus “spirit night” at local restaurants to our stadium video board sponsors and we continue to add new partners as our business base grows.

As a school district we have a unique view of our community through the eyes of our students. Having the opportunity to engage our community through the eyes of these students has given us the ability to identify a way to partner with our local churches and businesses to celebrate some of the great things about Wylie. We call this program Communities in Action. In addition, Wylie ISD promotes mentoring and volunteerism across all campuses.

The Communications and Community Relations department coordinates these partnerships to ensure district policies are followed and both the school district and business are maximizing the potential. Numerous committees and parent advisory committees exist and we consider their input vital when making decisions that affect students. These are in addition to our PTA, student advisory and faculty advisory committees.

## Priority Problem Statements

**Problem Statement 1:** Reading capabilities of students continues to be a concern of the district. While the district's state tested students exhibit an average growth of 2.5% this year at the Met Score level moving from 63% to 66% we want a minimum of 70% of our students to reach met standard within the next five years.

**Root Cause 1:** Our reading interventions in elementary have not been as systematic as they could be, and there is no systematic intervention at the high school level to meet the needs of students who are not successful on English STAAR.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Percentage of early childhood students ages 3-5 served in general education program falls below expectation by 12.9% with not enough inclusion time in general education.

**Root Cause 2:** Programs available for students to receive special education services in the general education environment are limited in the district.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## 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 EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact







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

**Performance Objective 2:** Grades 5-12 teachers will score above 80% on the student relationships survey.

**Evaluation Data Sources:** Relationships survey

**Summative Evaluation:** None





<b>Strategy 1:</b> Virtual sessions of quality lesson planning, classroom and behavior management techniques, relationship building techniques and other topics will be presented throughout the year to teachers at campus administrators' requests. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Superintendent Director of Wylie Way	<b>Reviews</b>			
	<b>Formative</b>	<b>Summative</b>		
	<b>Nov</b>	<b>June</b> <b>Aug</b>		
	 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

**Performance Objective 3:** 100% of 8th grade parents will be invited to multiple cross district events for 8th grade course planning nights, parent education nights and parent/student events to increase parent awareness.

**Evaluation Data Sources:** Attendance numbers at district listed events

**Summative Evaluation:** None

	Reviews			
	Formative	June	Summative	
	Nov	Feb	Aug	
<p><b>Strategy 1:</b> District communication about district wide events will be published on the superintendent's blog, the district website and be issued weekly through WCN.  <b>Strategy's Expected Result/Impact:</b> Positive support of the district by the community.  <b>Staff Responsible for Monitoring:</b> Superintendent                      Executive Director of Communication</p>				
<p><b>Strategy 2:</b> District will invite parents to support students as they transition between grade level schools as planned by the campuses  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Superintendent                      Assistant Superintendents                      Principals</p>				
	 No Progress	 Accomplished	 Continue/Modify	 Discontinue



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

**Performance Objective 4:** Teachers in transition grades will see a 40% increase by the end of the year in their capacity to teach social emotional learning and to utilize restorative practices in their classrooms.

**Evaluation Data Sources:** Panorama Survey Self-Reflection (Oct & May)

**Summative Evaluation:** None





	Reviews		
	Formative	June	Summative
	Nov	Feb	Aug
<p><b>Strategy 1:</b> Weekly staff challenges for personal wellness sent out through Superintendent's Brief and employee email.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Student Services</p>			
<p><b>Strategy 2:</b> Professional Development on goal setting, character development, and social emotional learning.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Wylie Way &amp; Counseling Services</p>			
	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify</p>
			<p>Discontinue</p>

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

**Performance Objective 5:** The district will implement a comprehensive school counseling program under Section 33.005

**Evaluation Data Sources:** Agendas from meetings, school counseling program evaluation

**Summative Evaluation:** None



	Reviews		
	Formative	Formative	Summative
<p><b>Strategy 1:</b> Training on the comprehensive school counseling program will be provided to administrators and counselors.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Wylie Way &amp; Counseling Services                      Counseling Services Coordinator</p>	Nov	Feb	June Aug
<p><b>Strategy 2:</b> Adopt The Texas Model for Comprehensive School Counseling.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Wylie Way &amp; Counseling Services                      Counseling Services Coordinator</p>	Nov	Feb	June Aug
<p><b>Strategy 3:</b> Continuing education is provided for principals so that at least 25 % of the training required every five years include instruction regarding effective implementation of a comprehensive school counseling program.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Wylie Way &amp; Counseling Services                      Counseling Services Coordinator</p>	Nov	Feb	June Aug
	<p>0% No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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

**Performance Objective 6:** By the end of the year, according to PEIMS data, student behavior incidents will decrease by 10% from the 19-20 school year.

**Evaluation Data Sources:** Discipline records, counseling referrals, compliance trainings

**Summative Evaluation:** None

	Reviews		
	Formative	June	Summative
<p><b>Strategy 1:</b> Violence prevention strategies will be taught to students through SEL and Restorative discipline. (See Student Code of Conduct and SEL Standards Addendum)  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Nov	Feb	June
<p><b>Strategy 2:</b> Conflict resolution strategies will be taught to all students through restorative discipline. (See SEL Standards Addendum)  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Nov	Feb	June
<p><b>Strategy 3:</b> All students will follow the student code of conduct to deter and address unwanted physical or verbal aggression and sexual harassment. (see Student Code of Conduct Addendum)  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Nov	Feb	June
<p><b>Strategy 4:</b> Dating violence prevention, sexual abuse prevention and sex trafficking prevention will be taught to all junior high and high school students through sex education units.</p>	Nov	Feb	June
<p><b>Strategy 5:</b> All staff members will complete compliance courses related to dating violence prevention, sexual abuse prevention, and sex trafficking prevention.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Nov	Feb	June
<p><b>Strategy 6:</b> All staff members will follow the district's bully prevention procedures and the district's policy on bullying.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Nov	Feb	June
<p>0% No Progress      100% Accomplished       Continue/Modify       Discontinue</p>	Nov	Feb	June

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

**Performance Objective 7:** Wylie ISD will provide Responsive Services to 100% of student outcries, in a professional, ethical, and caring manner.

**Evaluation Data Sources:** Student Outcry log, counseling logs, discipline logs

**Summative Evaluation:** None

	Reviews		
	Formative	June	Summative
<p><b>Strategy 1:</b> Student searches on district chromebooks related to violence towards themselves or others will be reported to school administration through Go Guardian.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Special Services</p>	Nov	June	Aug
<p><b>Strategy 2:</b> Student outcries will be communicated with parents through various methods (phone calls and written notifications). Communications will include information for outside resources available to students and families. (see Responsive Services Protocol Addendum)</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Nov	June	Aug
<p><b>Strategy 3:</b> Counselors at each campus will provide training to all staff members on suicide prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Wylie Way and Counseling</p>	Nov	June	Aug
	<p>0% No Progress</p> <p>100% Accomplished</p> <p>Continue/Modify</p> <p>Discontinue</p>		

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

**Performance Objective 8:** Wylie ISD will decrease total SPED Disciplinary Removals by 10 students- specifically students receiving ISS.

**Evaluation Data Sources:** RDA Report  
Discipline Records

**Summative Evaluation:** None

	Reviews			
	Formative			Summative
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> Work with the Student Services Department to providing training for discipline options for students in special education.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of students receiving ISS and therefore reducing the overall SPED total disciplinary removals.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director and Coordinators Student Services Director</p> <p><b>Results Driven Accountability</b></p>				
<p><b>Strategy 2:</b> Special Education and Student Services Departments will review discipline reports at the end of each grading period and work with administrators to meet the discipline needs of their students in Special Education with options other than ISS.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of students receiving ISS and therefore reducing the overall Sped total disciplinary removals.</p> <p><b>Staff Responsible for Monitoring:</b> Monitoring Special Education Director and Coordinators Student Services Director</p> <p><b>Results Driven Accountability</b></p>				
	No Progress			Accomplished
	Continue/Modify			Discontinue

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

**Performance Objective 9:** We will develop a comprehensive diversity and inclusion Strategic Action Plan.

<p><b>Strategy 1:</b> We will work with Panorama to create and deliver a diversity, inclusion, and equity survey to our students and educators to get baseline data on our current diversity, inclusion, and equity practices and culture.  <b>Strategy's Expected Result/Impact:</b> Gather comprehensive data from survey.  <b>Staff Responsible for Monitoring:</b> Director of Diversity &amp; Inclusion</p>	<b>Reviews</b>		
	<b>Formative</b>	<b>Summative</b>	
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 1:** By June 2024, 64% of third grade students will meet expectations as measured by the STAAR Grade 3 Reading test.

**Evaluation Data Sources:** STAAR reading.

**Summative Evaluation:** None





	Reviews		
	Formative	June	Summative
	Nov	Feb	Aug
<p><b>Strategy 1:</b> Learning specialists will provide support for Guided Reading Instruction.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director Elementary Curriculum  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>			
<p><b>Strategy 2:</b> Literacy Cadre Leaders on each elementary campus will provide model classrooms and share best practices with other elementary teachers across the district.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director Elementary Curriculum  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>			
<p><b>Strategy 3:</b> Reading intervention teachers will identify struggling readers on each campus and will provide specific intervention for each struggling student.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum.</p>			
<p><b>Strategy 4:</b> Dyslexia therapists will identify and serve dyslexic students on each campus.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Special Services</p>			
<p><b>Strategy 5:</b> Select 3rd and 4th grade ELAR teachers will serve on curriculum teams.</p>			
	<p>0% </p> <p>No Progress</p>	<p>100% </p> <p>Accomplished</p>	<p> Continue/Modify</p> <p> Discontinue</p>

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 2:** Populations served by Special Programs will maintain and improve scores by providing accelerated instruction and contributing to Met Expectations by 1-2% per subject annually in state assessed areas of reading, writing, math and science

**Evaluation Data Sources:** STAAR scores

**Summative Evaluation:** None

	Reviews			
	Formative	Formative	Summative	
	Nov	Feb	June	
<p><b>Strategy 1:</b> Students qualifying as dyslexic will be served by certified staff in small pull out classes to increase reading success.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Director</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Nov	Feb	June	Aug
<p><b>Strategy 2:</b> Provide additional bilingual learning specialist to work with 3rd and 4th grade dual language teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director Special Services</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2</p>	Nov	Feb	June	Aug
<p><b>Strategy 3:</b> Dyslexia Therapists and ESL teachers will meet monthly for collaborative learning.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services</p>	Nov	Feb	June	Aug
<p><b>Strategy 4:</b> Students served by Title I Facilitators will meet their expected RIT growth.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Nov	Feb	June	Aug
<p><b>Strategy 5:</b> Special Services department will attend professional learning opportunities to address their specific program needs.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Nov	Feb	June	Aug
<p>0% No Progress  Accomplished  Continue/Modify  Discontinue </p>				







**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 3:** Wylie students in Special Education tested on STAAR reading, writing, and social studies in grade 3-8 and EOC English I and English II will increase the number of students scoring approaches by 1-2% per subject annually while maintaining the number of students reaching approaches in remaining tested areas.

**Evaluation Data Sources:** STAAR scores

**Summative Evaluation:** None

	Reviews		
	Formative	June	Summative
<p><b>Strategy 1:</b> Continuous training will be provided in writing individualized IEPs working to improve PLAAFPs and Goals in an effort to meet student's individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase review of student data and improvement in IEP documents</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education Special Education Coordinators Special Education Learning Specialists</p>	Nov	Feb	June Aug
<p><b>Strategy 2:</b> Conduct monthly Special Education PLCs providing discussion and review for teachers across the district in effort to problem solve program issues and share program strengths.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase networking and consistency with program district wide resulting in program improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education Special Education Coordinators Special Education Learning Specialists</p>	Nov	Feb	June Aug
<p><b>Strategy 3:</b> General Education and Special Education learning specialist provide training for teachers in using Snap and Read to provide online opportunities for students.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education Executive Director of Elementary/Secondary Curriculum Learning Specialist</p>	Nov	Feb	June Aug
<p><b>Strategy 4:</b> District wide data collection was introduced in 18-19 school year. Data will be used to make decision on goal progress as well as inclusion time in an effort to improve ARD decision making resulting in better placements and services for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve ARD decision making resulting in better placements and services for students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education Special Education Coordinators Special Education Learning Specialists Campus Administrators</p>	Nov	Feb	June Aug
	<p>0% No Progress  Accomplished  Continue/Modify  Discontinue </p>		

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 4:** Increase the number of students ages 3-5 receiving services in the general education setting by 10 students.

**Evaluation Data Sources:** Class rosters, RDA reports

**Summative Evaluation:** None

	Reviews			
	Formative	June	Summative	
	Nov	Feb	Aug	
<p><b>Strategy 1:</b> Therapists will meet with general education teachers to find ways to integrate therapy with curriculum and lessons taught in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students maintain and generalize skills taught in speech throughout the school day. Students remain in the general education setting for the entire school day.</p> <p><b>Staff Responsible for Monitoring:</b> SLPs and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p>				
<p><b>Strategy 2:</b> Analyze current Prek and PPCD programs to determine possibility of the creation of a Co-Teach PK/PPCD classroom for the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be educated in an inclusive general education environment.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education Director of Special Programs Executive Director of Elementary Curriculum</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p>				
	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify</p>	<p>Discontinue</p>

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 5:** 90% of students in grades kindergarten, 1st, and 2nd grade will meet expectations for EOY reading levels by receiving accelerated instruction.





**Evaluation Data Sources:** BAS scores

**Summative Evaluation:** None

	Reviews		
	Formative	June	Summative
<p><b>Strategy 1:</b> Learning specialists to support teachers in balanced literacy.  <b>Strategy's Expected Result/Impact:</b> 1-2 % growth on STAAR reading at the Met Expectations level.            Growth on DRA  <b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum  <b>Funding Sources:</b> BAS kits - Campus Budget</p>	Nov	Feb	June Aug
<p><b>Strategy 2:</b> Each elementary campus will have a Literacy Cadre Leader to model effective reading instruction to other reading teachers in the district.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum</p>	Nov	Feb	June Aug
<p><b>Strategy 3:</b> Additional Early Childhood Learning Specialist will support Pre-K, kinder and 1st grade teachers.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum.</p>	Nov	Feb	June Aug
<p><b>Strategy 4:</b> Provide contracted position of guided reading coach for grades K-4 to support guided reading implementation.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director Elementary Curriculum  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Nov	Feb	June Aug
<p><b>Strategy 5:</b> Reading intervention teachers will identify struggling readers on each campus and will provide specific intervention for each struggling student.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum.</p>	Nov	Feb	June Aug
<p><b>Strategy 6:</b> Dyslexia therapists will identify and serve dyslexic students on each campus.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Special Services</p>	Nov	Feb	June Aug

<p><b>Strategy 7: Bilingual/ESL Learning Specialist</b> will provide weekly professional development for dual language campus through PLCs. Support will include curriculum development, collaborative lesson planning, and coaching. This strategy addresses the Bilingual Exception requirement for professional development using 10% of state BEA funds.</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	Nov	Feb	June	Aug





 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 6:** The % of students scoring Met on Algebra I EOC will increase by 5%.

**Evaluation Data Sources:** EOC scores

**Summative Evaluation:** None

	Reviews			
	Formative	June	Summative	
	Nov	Feb	Aug	
<p><b>Strategy 1:</b> Math PLCs to evaluate student progress and on GoFormative assessments.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum                      High School Math Learning Specialist  <b>Title I Schoolwide Elements:</b> 2.4</p>				
<p><b>Strategy 2:</b> Math snack attacks to provide math professional development to classroom teachers  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum</p>				
	 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 7:** The % of students scoring Met on 5th-8th grade math will increase by 5%.

**Evaluation Data Sources:** STAAR scores

**Summative Evaluation:** None

	Reviews		
	Formative	June	Summative
	Nov	Feb	Aug
<p><b>Strategy 1:</b> Math PLCs to evaluate student progress and plan instruction.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum</p>			
<p><b>Strategy 2:</b> Math snack attacks to provide math professional development to classroom teachers  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum</p>			
	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify</p>
			<p>Discontinue</p>

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 8:** 72% of 3rd and 4th grade students will meet expectations on math STAAR by May 2024.

**Evaluation Data Sources:** STAAR scores

**Summative Evaluation:** None



	Reviews		
	Formative	June	Summative
<b>Strategy 1:</b> Math PLCs to evaluate student progress and plan instruction. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum <b>Title I Schoolwide Elements:</b> 2.6	Nov	Feb	Aug
<b>Strategy 2:</b> Math snack attacks to provide math professional development to classroom teachers <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum	Nov	Feb	Aug
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; align-items: center;"> <div style="border: 1px solid green; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">0%</div> <span>No Progress</span> </div> <div style="display: flex; align-items: center; margin: 0 20px;"> <span style="font-size: 2em; color: blue;">➔</span> <span>Continue/Modify</span> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid green; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">100%</div> <span>Accomplished</span> </div> <div style="display: flex; align-items: center;"> <span style="font-size: 2em; color: red;">✗</span> <span>Discontinue</span> </div> </div>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 9:** 40% of campus walk-throughs will reflect students using technology appropriately.

**Evaluation Data Sources:** Campus walk-through data

**Summative Evaluation:** None

	Reviews			
	Formative		Summative	
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> Campus Ed-tech coaches will attend TCEA conference.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Staff Development  <b>Title I Schoolwide Elements:</b> 2.4</p>				
<p><b>Strategy 2:</b> Intermediate, Junior High, and high schools will implement 1:1 Chromebook roll-out to support use of Google Classroom.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Instructional Technology and Staff Development  <b>Title I Schoolwide Elements:</b> 2.4</p>				
	0%	No Progress	100% Accomplished	Continue/Modify  







**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 10:** Provide parent outreach through virtual ESL classes.

**Evaluation Data Sources:** adult ESL enrollment and sign-in sheets

**Summative Evaluation:** None





	Reviews			
	Formative		Summative	
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> Host Adult ESL classes at a campus in both feeder patterns.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator  <b>Title I Schoolwide Elements:</b> 3.1</p>				
<p><b>Strategy 2:</b> Provide language and literacy enrichment to Wylie ISD students whose parents are attending adult ESL classes.</p>				
	 No Progress	 Accomplished	 Continue/Modify	 Discontinue
	Nov	Feb	June	Aug
	Formative		Summative	
	Reviews			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 11:** LEP and non-LEP students enrolled in dual language will read on grade level in both English and Spanish.

**Evaluation Data Sources:** EOY reading assessment scores

**Summative Evaluation:** None

<b>Strategy 1:</b> Kindergarten, 1st, and 2nd grade teachers will implement biliteracy in their classrooms. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Special Services <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>	
	<b>Formative</b>	<b>Summative</b>
	Nov	June Aug
<b>Strategy 2:</b> District and campus leadership will provide continued professional development for dual language teachers. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>	
	<b>Formative</b>	<b>Summative</b>
	Nov	June Aug
 No Progress		 Continue/Modify
 Accomplished		 Discontinue

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 12:** Dual language students in the primary grades will read on grade level in both Spanish and English.

**Evaluation Data Sources:** EOY BAS scores

**Summative Evaluation:** None

	Reviews				
	Formative		Summative		
	Nov	Feb	June Aug		
<p><b>Strategy 1:</b> Kinder-2nd grade teachers will be trained on and begin to implement biliteracy and bridging in their classrooms.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Dual language campus principals, Director of Special Services, Bilingual/ESL coordinator  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>					
<p><b>Strategy 2:</b> Additional bilingual learning specialist will support 3rd and 4th grade DL teachers in language arts.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Special Services Executive Director of Elementary Curriculum  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>					
	0%	No Progress	100% Accomplished	Continue/Modify	Discontinue

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 13:** Bilingual/ESL students will perform within 10% of students who are non-LEP in all areas of STAAR/EOC.

**Evaluation Data Sources:** STAAR / EOC scores

**Summative Evaluation:** None



	Reviews			
	Formative		Summative	
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> Students will receive small group instruction from a certified teacher with the support of a bilingual/ESL paraprofessional.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Campus principals, Bilingual/ESL Coordinator</p>	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify</p>	<p>Discontinue</p>

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 14:** Provide community outreach services by providing virtual adult ESL classes to community members.

**Evaluation Data Sources:** adult ESL rosters

**Summative Evaluation:** None





<b>Strategy 1:</b> Open adult ESL to community members. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Bilingual/ESL coordinator	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	Nov	Feb	June	Aug
0% No Progress	100% Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 15:** Individual campuses will identify and provide interventions for students who are at risk of academic failure.

**Evaluation Data Sources:** At-risk list

**Summative Evaluation:** None



	Reviews			
	Formative	June	Summative	
<p><b>Strategy 1:</b> Campus RtI committees will be trained to use universal screener data to identify students at risk of academic failure.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Special Services department</p> <p><b>Funding Sources:</b> - Campus Budget</p>	Nov	Feb	June	Aug
<p><b>Strategy 2:</b> Campus RtI committees will meet on a regular basis to review progress monitoring data and interventions for students in RtI.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Special Services Department, Campus RtI committees</p>	Nov	Feb	June	Aug
<p><b>Strategy 3:</b> Campuses will provide specific interventions for students in RtI and progress monitor student growth in the area of need.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Campus RtI committee</p>	Nov	Feb	June	Aug
<p><b>Strategy 4:</b> Special services department will provide training on identifying at-risk students to all new hires.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Special Services department</p>	Nov	Feb	June	Aug
<p><b>Strategy 5:</b> Students served by Title I Facilitators will meet their expected RIT growth.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Nov	Feb	June	Aug
<p><b>Strategy 6:</b> Select campuses will attend Solution Tree's RtI at Work Conference.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services</p>	Nov	Feb	June	Aug
<p><b>0%</b> No Progress  <b>100%</b> Accomplished </p> <p> Continue/Modify </p>				

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 16:** The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

**Evaluation Data Sources:** Homeless list and budget reports

**Summative Evaluation:** None



	Reviews		
	Formative		Summative
	Nov	Feb	June Aug
<p><b>Strategy 1:</b> Provide staff development session for district counselors and teachers.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> District Homeless Liaison</p>			
<p><b>Strategy 2:</b> Utilize data to increase the awareness and needs of the McKinney-Vento Act students.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Federal Programs Coordinator</p>			
<p><b>Strategy 3:</b> Use Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Federal Program Coordinator</p>	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify  Discontinue </p>

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 17:** Support, coordinate, and integrate services with early childhood programs and the transition from early childhood programs to kindergarten at students elementary campus.

**Evaluation Data Sources:** sign-in sheets, parent feedback on survey.

**Summative Evaluation:** None

	Reviews			
	Formative	June	Summative	
	Nov	Feb	Aug	
<p><b>Strategy 1:</b> Elementary campuses will host a "Meet and Greet" during the school day for PreK students.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> PreK principal</p>				
<p><b>Strategy 2:</b> PreK students will be invited to kindergarten round up activities.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Elementary campus principals</p>				
<p><b>Strategy 3:</b> Elementary staff at a student's home campus will be invited to staffing, LPACs, and ARDs for students in early childhood programs.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> PreK principal</p>				
<p><b>Strategy 4:</b> Early childhood learning specialist will provide vertically aligned professional development to PreK, kinder and 1st grade teachers.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>				
	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify   </p>	<p>Discontinue   </p>







**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 18:** 10% of parents of EL students will attend school awareness activities.

**Evaluation Data Sources:** sign-in sheets

**Summative Evaluation:** None





	Reviews		
	Formative	June	Summative
<b>Strategy 1:</b> Special Services department will host district-wide EL parent event. <b>Title I Schoolwide Elements:</b> 3.1, 3.2	Nov	Feb	Aug
	<b>Strategy 2:</b> Dual language campuses will host dual language nights. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Special Services <b>Title I Schoolwide Elements:</b> 3.1, 3.2		
	Nov	Feb	Aug
<b>Strategy 3:</b> Dual language celebration will be held in May <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Special Services, Campus Principals <b>Title I Schoolwide Elements:</b> 3.1, 3.2	0% No Progress  Accomplished   		
	<b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Special Services, Campus Principals <b>Title I Schoolwide Elements:</b> 3.1, 3.2		
	Nov	Feb	Aug

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 19:** Early Literacy Support will be offered to EL community 4 times during the summer.

**Evaluation Data Sources:** sign in sheets, agendas

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Bilingual staff will host "Mommy and Me" reading events during the summer.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Special Services  <b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<p>0% No Progress </p>		<p>100% Accomplished </p>	<p>Continue/Modify </p>	<p> Discontinue</p>	
	<b>Reviews</b>					
	<b>Formative</b>	<b>Summative</b>				
Nov	Feb	June	Aug			



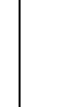





**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
TEA Strategic Priority #2: Build a foundation of reading and math

**Performance Objective 20:** The percentage of students showing one year growth according to STAAR will increase from 75% to 78% in the School Progress Domain.

**Evaluation Data Sources:** STAAR Data, School Report Card

**Summative Evaluation:** None

	Reviews		
	Formative	Formative	Summative
<p><b>Strategy 1:</b> Provide contracted position of guided reading coach in Grade 5-8 to support in guided reading and use of intervention materials.</p> <p><b>Strategy's Expected Result/Impact:</b> 1-2 % growth on STAAR reading at the Met Expectations level.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum</p>	Nov	Feb	June
			Aug
			Aug
<p><b>Strategy 2:</b> Provide contracted position of guided reading coach for grades K-4 to support guided reading implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Curriculum</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Nov	Feb	June
			Aug
			Aug
<p><b>Strategy 3:</b> Reading intervention teachers will identify struggling readers on each campus and will provide specific intervention for each struggling student.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary Curriculum.</p>	Nov	Feb	June
			Aug
			Aug
<p><b>Strategy 4:</b> Select 3rd and 4th grade ELAR teachers will serve on curriculum teams.</p>	Nov	Feb	June
			Aug
			Aug
<p><b>Strategy 5:</b> Math PLCs to evaluate student progress and plan instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum</p>	Nov	Feb	June
			Aug
			Aug
<p><b>Strategy 6:</b> Math snack attacks to provide math professional development to classroom teachers</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum</p>	Nov	Feb	June
			Aug
			Aug

<p><b>Strategy 7:</b> Grades 5-8 Library Media Services rotation of students between literacy lessons from the Certified Librarian, self-selected book choice time in the library, and reading conference/guided reading opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will read more self-selected texts and make greater growth in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Library Media Services Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	June 	Aug 
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	



**Goal 3:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** 100% of student-athletes will exhibit high behavioral standards and good sportsmanship.

**Evaluation Data Sources:** Discipline referrals for student athletes

**Summative Evaluation:** None





	Reviews		
	Formative	June	Summative
	Nov	Feb	Aug
<p><b>Strategy 1:</b> a. Student-Athletes will be held accountable for their behavior through the WISD Extracurricular Code of Conduct.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Athletic director and coaches</p>			
<p><b>Strategy 2:</b> Student-Athletes will be expected to celebrate with respect when they win, and congratulate their opponents when they lose  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Athletic director and coaches</p>			
	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify</p>
			<p>Discontinue</p>

**Goal 3:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 2:** Develop and implement sport-specific philosophies and programs at all levels in all sports that promote success.

**Evaluation Data Sources:** # students transitioning from junior high to high school sports.

**Summative Evaluation:** None

	Reviews			
	Formative		Summative	
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> Increase collaboration between campuses through the alignment of athletic programs, scheduling, and the development of a comprehensive transition plan from JH to HS</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> athletic director and coaches</p>	<p>0% No Progress</p> 	<p>100% Accomplished</p> 	<p>Continue/Modify</p> 	<p>Discontinue</p> 





**Goal 3:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 4:** Increase the number of students who participate and number of students who make the all-region bands and choirs in grades 7-12.

**Evaluation Data Sources:** all-region rosters

**Summative Evaluation:** None

	Reviews			
	Formative		Summative	
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> Provide increased amount of music instruction in group and individual settings.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts, Band and Choir Teachers</p>				
<p><b>Strategy 2:</b> Track and document results after audition season is completed. Compare to documented results from past two years.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts, Band and Choir Teachers</p>				
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

**Goal 4:** Attract, retain, and value a quality staff  
TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 1:** Retain 95% of teachers annually

**Evaluation Data Sources:** employment data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Evaluate professional development offerings for new hires to ensure that these trainings are supporting their needs. <b>Strategy's Expected Result/Impact:</b> Teacher retention rates. Evaluation feedback from new hires. <b>Staff Responsible for Monitoring:</b> Human Resources</p>	<b>Reviews</b>		<b>Summative</b>	
	<b>Formative</b>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
<p><b>Strategy 2:</b> Provide ongoing district and campus level mentoring support for zero year teachers. Meet monthly with Lead Mentors to get feedback and support needed. <b>Strategy's Expected Result/Impact:</b> Data collection logs from the mentors that depict the progress of the new teachers. All of these logs will be sent to the Director of Recruitment &amp; Retention. <b>Staff Responsible for Monitoring:</b> Director of Recruitment &amp; Retention</p>	<b>Reviews</b>		<b>Summative</b>	
	<b>Formative</b>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
<p><b>Strategy 3:</b> Each campus will celebrate Teacher Appreciation week in May. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Campus administration</p>	<b>Reviews</b>		<b>Summative</b>	
	<b>Formative</b>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
<p>0% No Progress</p>		<p>100% Accomplished</p>	<p>Continue/Modify</p>	<p>Discontinue</p>

**Goal 4:** Attract, retain, and value a quality staff  
 TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 2:** 50% of new campus administrators will be hired from within the district.

**Evaluation Data Sources:** employment data

**Summative Evaluation:** None

	Reviews			
	Formative		Summative	
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> Interview applicants for the 2020-21 Leadership Academy.  <b>Strategy's Expected Result/Impact:</b> Teach future leaders skills to make them successful Wylie ISD administrators.  <b>Staff Responsible for Monitoring:</b> Director of Recruitment &amp; Retention</p>	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify</p>	<p>Discontinue</p>

**Goal 4:** Attract, retain, and value a quality staff  
TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 3:** Retain or promote 90% of campus leadership annually.

**Evaluation Data Sources:** employment data

**Summative Evaluation:** None








	Reviews		
	Formative	June	Summative
<p><b>Strategy 1:</b> Data Day and follow up action planning meeting will occur in late summer and early fall with administrators of the campuses and the C &amp; I Team</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent</p>	Nov	Feb	June
	Nov	Feb	June
<p><b>Strategy 2:</b> RtI Teams will convene at the district level to support the campus level teams as student data is reviewed. A focus on moving from understanding MAPS data will move to refining instruction based on the data</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Curriculum Deputy Superintendent Principals</p>	Nov	Feb	June
	Nov	Feb	June
<p><b>Strategy 3:</b> Provide T-TESS Training for all new hires to Wylie ISD. Ongoing support and communication will be provided for all professional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> T-TESS documentation is turned in correctly by all professional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources-Recruitment and Development Coordinator</p>	Nov	Feb	June
	Nov	Feb	June
<p><b>Strategy 4:</b> Ensure that all administrative staff are trained in the staff documentation process.</p> <p><b>Strategy's Expected Result/Impact:</b> Law firm Leasor/Crass provided a day long training on employee documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and Student Services</p>	Nov	Feb	June
	Nov	Feb	June
<p><b>Strategy 5:</b> Human Resources team will work closely with Campus Administrators on all areas of personnel beginning with a campus visit early in the school year. Monitoring continuing through the semester. A second meeting with the HR team and campus admin will occur in early spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Build strong, open relationships with campus administrators and HR team.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources</p>	Nov	Feb	June
	Nov	Feb	June
	0%	0%	0%

**Goal 4:** Attract, retain, and value a quality staff  
TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 4:** District and campus will encourage employee wellness by promoting and offering preventative health services at the convenience of the staff during the school year.





**Evaluation Data Sources:** Staff satisfaction survey

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The District shall encourage staff members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance to district policy.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Recruitment &amp; Retention</p>	<b>Reviews</b>		
	<b>Formative</b>	<b>Summative</b>	
	Nov	June	Aug
<p><b>Strategy 2:</b> The District shall promote and encourage wellness and self-care activities to district staff each month to: (a) Build stronger morale and increased productivity and motivation; (b) Encourage them to think about their own self-care needs; (c) Provide accountability and connection in fun ways to build camaraderie among staff.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Recruitment &amp; Retention</p>	<b>Reviews</b>		
	<b>Formative</b>	<b>Summative</b>	
	Nov 	June 	Aug 
	 No Progress	 Accomplished	 Continue/Modify  Discontinue

**Goal 4:** Attract, retain, and value a quality staff  
 TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 5:** 100% of campuses will participate in PLCs.





<b>Strategy 1:</b> Campus administrators will receive support through monthly Instructional Focus meetings <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Deputy Superintendent			<b>Reviews</b>	
			<b>Formative</b>	<b>Summative</b>
	Nov	Feb	June	Aug
<b>Strategy 2:</b> Select campuses will work with Solution Tree consultants. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Campus Principals			<b>Reviews</b>	
			<b>Formative</b>	<b>Summative</b>
	Nov	Feb	June	Aug
 No Progress		 Accomplished		 Continue/Modify
		 Discontinue		

**Goal 4:** Attract, retain, and value a quality staff  
 TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 6:** Recruit Highly Effective Teachers

**Evaluation Data Sources:** New Hire Data

**Summative Evaluation:** None





	Reviews		
	Formative	June	Summative
	Nov	Feb	Aug
<b>Strategy 1:</b> HR staff will attend university and ACP career fairs. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Recruitment & Retention			
<b>Strategy 2:</b> All new hires will have correct certifications for position. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Human Resources			
	 No Progress	 Accomplished	 Continue/Modify
			 Discontinue

**Goal 4:** Attract, retain, and value a quality staff  
TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 7:** 100% of teachers providing ESL services to EL students will be ESL certified.

**Evaluation Data Sources:** Staff roster and schedule

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Special Services will reimburse teachers for ESL exam and provide a substitute or supplemental pay for teachers taking their ESL exam.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services</p>	<p>0% No Progress </p>		<p>100% Accomplished </p>	<p> Continue/Modify</p>	<p> Discontinue</p>
			<p>Nov</p>	<p>Feb</p>	<p>June</p>
			<p>Nov</p>	<p>Feb</p>	<p>June</p>



**Goal 4:** Attract, retain, and value a quality staff  
TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

**Performance Objective 8:** Provide campus administration with leadership training through out the year.


<p><b>Strategy 1:</b> Superintendent will provide "Achieving Leadership" videos and live feed. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Superintendent</p>					<b>Reviews</b>		
	<b>Formative</b>		<b>Summative</b>				
	Nov	Feb	June	Aug			
<p><b>Strategy 2:</b> Leadership training will be provide by Bret Ledbetter to district and campus administration. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Superintendent</p>					<b>Reviews</b>		
	<b>Formative</b>		<b>Summative</b>				
	Nov	Feb	June	Aug			
<p>0% No Progress</p>					<p>100% Accomplished</p>		
<p>Continue/Modify</p>					<p>Discontinue</p>		

**Goal 5:** Manage growth in a way that ensures functional equity

**Performance Objective 1:** 1) Conduct facility assessment to compare functional equity including mechanical systems, safety and security systems, electrical, as well as condition of interior/exterior surfaces and comparable spaces along with square footage requirements

**Evaluation Data Sources:** Report filed with Superintendent and School Board

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the master facilities plan to bring functional equity to all facilities  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Operations                  Executive Director of Technology</p>	<b>Reviews</b>	
	<b>Formative</b>	<b>Summative</b>
	Nov	June Aug
<p>0% No Progress</p>		<p>100% Accomplished</p>
<p>Continue/Modify</p> 		<p>Discontinue</p> 

**Goal 5:** Manage growth in a way that ensures functional equity

**Performance Objective 2:** Approach any campus demographic zone change with a long term approach in a transparent and open minded way.





**Evaluation Data Sources:** demographic reports

**Summative Evaluation:** None

	Reviews			
	Formative	Formative	Summative	
<p><b>Strategy 1:</b> Conduct annual review of campus activities, bus routing and enrollment to determine if any zone changes are required.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Executive Director of Operation</p>	Nov	Feb	June Aug	
<p><b>Strategy 2:</b> Meet quarterly with demographers to analyze current and potential growth, planning for any potential rezoning.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent for Student Services Director of Transportation</p>	Nov	Feb	June Aug	
	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify</p>	<p>Discontinue</p>

**Goal 5:** Manage growth in a way that ensures functional equity

**Performance Objective 3:** Optimize bond proposals to include campus infrastructure updates for the next 10 years.

<p><b>Strategy 1:</b> Conduct annual review of master facilities plan, review demographics, and update as needed.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Superintendent;                      Executive Director of Operations</p>	<b>Reviews</b>	
	<b>Formative</b>	<b>Summative</b>
	Nov      Feb      June	Aug
<p><b>Strategy 2:</b> Complete renovations and additions found in the functional equity plan.                      Upgrades of carpet, tile and HVAC systems in schools not done recently.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Superintendent;                      Executive Director of Operations</p>	<b>Reviews</b>	
	<b>Formative</b>	<b>Summative</b>
	Nov      Feb      June	Aug
 No Progress	 Accomplished	 Discontinue
 Continue/Modify		

**Goal 5:** Manage growth in a way that ensures functional equity

**Performance Objective 4:** Continue to implement HB 3 in order to maximize funding for students, provide compliance with HB 3 spending requirements and continuously improve financial efficiency.






<b>Strategy 1:</b> Meet monthly with business department to maintain current successful practices <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Finance	Meet monthly with business department to maintain current successful practices			
	0% No Progress		100% Accomplished	
Continue/Modify		Discontinue		
		<b>Formative</b>	<b>Summative</b>	
Nov	Feb	June	Aug	

**Goal 6:** Prepare students for a successful life beyond high school  
TEA Strategic Priority #3: Connect High School to Career and College

**Performance Objective 1:** Students successfully completing CTE certifications will move from 208 to 300.

**Evaluation Data Sources:** Certification records

**Summative Evaluation:** None





<b>Strategy 1:</b> Continue to meet 100% of CTE course objectives. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Career and Technology Education	 No Progress		 Accomplished		 Continue/Modify		 Discontinue	
								
			<b>Reviews</b>					
			<b>Formative</b>				<b>Summative</b>	
			<b>Nov</b>		<b>Feb</b>		<b>June</b>	
							<b>Aug</b>	

**Goal 6:** Prepare students for a successful life beyond high school  
TEA Strategic Priority #3: Connect High School to Career and College

**Performance Objective 2:** Additional dual credit courses will be added and we will also increase the enrollment of existing CTE dual credit

**Evaluation Data Sources:** Articulation agreements and course offerings

**Summative Evaluation:** None

	Reviews			
	Formative		Summative	
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> CTE instructors hired under the District of Innovation Plan will be offered coursework through TEA new teacher training.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career and Technology</p>	<p>0% No Progress</p> 	<p>100% Accomplished</p> 	<p>Continue/Modify</p> 	<p>Discontinue</p> 


**Goal 6:** Prepare students for a successful life beyond high school  
TEA Strategic Priority #3: Connect High School to Career and College

**Performance Objective 3:** Wylie ISD will score a 72%/ "A" rating for the CCMR domain of the A-F accountability system as reported on TAPR.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Data on TAPR  
OnData Suite Reports

**Summative Evaluation:** None

	Reviews		
	Formative	June	Summative
<b>Strategy 1:</b> All grades 9-11 students will participate in the PSAT administration <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Secondary Executive Director of Curriculum	Nov	Feb	Aug
	Reviews		
	Nov	Feb	Aug
<b>Strategy 2:</b> 90% of students in AP classes will persist on those courses. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Secondary Executive Director of Curriculum Campus Principal	Nov	Feb	Aug
	Reviews		
	Nov	Feb	Aug
<b>Strategy 3:</b> AP teachers were trained in course instruction during the summer <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Secondary Executive Director of Curriculum	Nov	Feb	Aug
	Reviews		
	Nov	Feb	Aug
<b>Strategy 4:</b> SAT School day will be implemented for 12th grade students in the fall semester and 11th grade students in the spring semester. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum Director of Counseling	Nov	Feb	Aug
	Reviews		
	Nov	Feb	Aug
<div style="display: flex; justify-content: space-between; align-items: center;"> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>			







**Goal 6:** Prepare students for a successful life beyond high school  
TEA Strategic Priority #3: Connect High School to Career and College

**Performance Objective 4:** Each high school will implement drop out prevention programs.

**Evaluation Data Sources:** Drop out rate / graduation rate

**Summative Evaluation:** None





	Reviews		
	Formative	June	Summative
<b>Strategy 1:</b> offer non traditional instructional methods to students that are at risk of not graduating in the traditional manner <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Achieve principal	Nov	Feb	Aug
	<b>Strategy 2:</b> All campuses will host a college week in the Spring semester with activities appropriate for each grade level. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Wylie Way & Counseling Services		
<b>Strategy 3:</b> High school campuses will each host a college night. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> High school counselors Counseling Services Coordinator	Nov	Feb	Aug
	<b>Strategy 4:</b> Extend school year two weeks into the summer for students to complete online coursework at Achieve. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		
<b>Strategy 5:</b> Families will be invited to UTD's College Awareness Day. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Special Services <b>Title I Schoolwide Elements:</b> 2.6, 3.1	Nov	Feb	Aug
	0% No Progress  Accomplished  Continue/Modify  Discontinue 		

**Goal 6:** Prepare students for a successful life beyond high school  
TEA Strategic Priority #3: Connect High School to Career and College

**Performance Objective 5:** Provide information to all junior high and high school students and parents with information and tools to enable students to be successful beyond high school.

**Evaluation Data Sources:** sign-in sheets, agendas, college application rates, PSAT and SAT data

**Summative Evaluation:** None

	Reviews		
	Formative	Formative	Summative
	Nov	Feb	June
<p><b>Strategy 1:</b> All freshmen will take the PSAT on a school day.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Counseling Services Coordinator                      Executive Director of Secondary Curriculum</p>			Aug
<p><b>Strategy 2:</b> SAT School day will be implemented for 12th grade students in the fall semester and 11th grade students in the spring semester.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Curriculum                      Director of Counseling</p>			Aug
<p><b>Strategy 3:</b> Both high schools will host a college night to increase awareness and understanding of college admissions.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Counseling Services Coordinator                      Executive Director of Secondary Curriculum</p>			Aug
<p><b>Strategy 4:</b> Both high schools will host a FAFSA night to increase awareness and understanding of financial aid opportunities, including the TEXAS grant program and Teach for Texas Grant Program.  <b>Strategy's Expected Result/Impact:</b> Counseling Services Coordinator  <b>Staff Responsible for Monitoring:</b> None</p>			Aug
	<p>0% No Progress  Accomplished  Continue/Modify  Discontinue </p>		

**Goal 7:** Celebrate our excellence.

**Performance Objective 1:** 100% of campuses will participate in teacher appreciation.

**Evaluation Data Sources:** Campus calendars and newsletters

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Campus leadership will coordinate with campus PTA to provide teacher appreciation activities.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> campus principals</p>			<b>Reviews</b>		
			<b>Formative</b>	<b>Summative</b>	
	Nov	Feb	June	Aug	
<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>↑ Continue/Modify</p>	<p>✗ Discontinue</p>		

**Goal 7:** Celebrate our excellence.

**Performance Objective 2:** 100% of campuses will recognize teacher with outstanding performance.

**Evaluation Data Sources:** Teacher of the Year at Wylie Way Awards, Campus Climate Survey

**Summative Evaluation:** None





	Reviews		
	Formative	Summative	
	Nov	Feb	June Aug
<p><b>Strategy 1:</b> Each campus will nominate a teacher of the year and paraprofessional of the year.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Recruitment &amp; Retention</p>			
<p><b>Strategy 2:</b> Wylie ISD will nominate an elementary and secondary teacher for Region X Teacher of the Year  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Recruitment &amp; Retention</p>			
<p><b>Strategy 3:</b> Staff will be celebrated annually at Wylie Way awards  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Communications                      Director of Wylie Way &amp; Counseling Services</p>			
	<p>0% No Progress</p>	<p>100% Accomplished</p>	<p>Continue/Modify</p>
			<p>Discontinue</p>

**Goal 7:** Celebrate our excellence.

**Performance Objective 3:** District Administration will recognize excellent academic performance for all campuses receiving distinctions.

**Evaluation Data Sources:** Board minutes, district communication

**Summative Evaluation:** None





	Reviews			
	Formative			Summative
	Nov	Feb	June	Aug
<p><b>Strategy 1:</b> Campuses receiving distinctions will be recognized at school board meeting</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent's office</p>	<p>0% No Progress</p> 	<p>100% Accomplished</p> 	<p>Continue/Modify</p> 	<p>Discontinue</p> 

**Goal 7:** Celebrate our excellence.

**Performance Objective 4:** All campuses will participate in the Wylie Way Gratitude and Celebration activities during the 4th nine week grading period.

**Evaluation Data Sources:** Wylie Way lessons plans

**Summative Evaluation:** None

	Reviews		
	Formative		Summative
	Nov	Feb	June Aug
<b>Strategy 1:</b> Day of Celebration Senior Walk <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Wylie Way			
<b>Strategy 2:</b> All students will participate in Day of Gratitude <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Director of Wylie Way			
	 No Progress	 Accomplished	 Continue/Modify
		 Discontinue	

**Goal 7:** Celebrate our excellence.

**Performance Objective 5:** The district will recognize and celebrate the different cultures, ethnicities, nationalities, and other groups that make up our campuses throughout the school year.

**Evaluation Data Sources:** Social Media sites  
Campus events

**Summative Evaluation:** None

**Goal 7:** Celebrate our excellence.

**Performance Objective 6:** The district will recognize and celebrate the different cultures, ethnicities, nationalities, and other groups that make up our campuses throughout the school year.

**Evaluation Data Sources:** Social Media sites  
Campus events

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will make regular Social media posts recognize and celebrate the different cultures, ethnicities, nationalities, and other groups that make up our campuses throughout the school year. <b>Strategy's Expected Result/Impact:</b> Social media posts circulating among stakeholders <b>Staff Responsible for Monitoring:</b> Director of Diversity &amp; Inclusion</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="2">Formative</th> <th colspan="2">Summative</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>0%</td> <td>June</td> <td>0%</td> </tr> <tr> <td>Feb</td> <td>0%</td> <td>Aug</td> <td>0%</td> </tr> </tbody> </table>	Reviews				Formative		Summative		Nov	0%	June	0%	Feb	0%	Aug	0%
Reviews																	
Formative		Summative															
Nov	0%	June	0%														
Feb	0%	Aug	0%														
<p><b>Strategy 2:</b> Information and facts on different cultures, ethnicities, and nationalities will be shared with campuses so that they can communicate this with their students, staff, and families. <b>Strategy's Expected Result/Impact:</b> Students learning about other students. <b>Staff Responsible for Monitoring:</b> Director of Diversity &amp; Inclusion</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="2">Formative</th> <th colspan="2">Summative</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>0%</td> <td>June</td> <td>0%</td> </tr> <tr> <td>Feb</td> <td>0%</td> <td>Aug</td> <td>0%</td> </tr> </tbody> </table>	Reviews				Formative		Summative		Nov	0%	June	0%	Feb	0%	Aug	0%
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Formative		Summative															
Nov	0%	June	0%														
Feb	0%	Aug	0%														
<p><b>Strategy 3:</b> We will work with PTA director of diversity to increase the number of campus PTA diversity liaisons. <b>Strategy's Expected Result/Impact:</b> Shared experiences between the district and PTA. <b>Staff Responsible for Monitoring:</b> Director of Diversity &amp; Inclusion</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="2">Formative</th> <th colspan="2">Summative</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>0%</td> <td>June</td> <td>0%</td> </tr> <tr> <td>Feb</td> <td>0%</td> <td>Aug</td> <td>0%</td> </tr> </tbody> </table>	Reviews				Formative		Summative		Nov	0%	June	0%	Feb	0%	Aug	0%
Reviews																	
Formative		Summative															
Nov	0%	June	0%														
Feb	0%	Aug	0%														
<p>0% No Progress      100% Accomplished      ↑ Continue/Modify      ✗ Discontinue</p>																	



## RDA Strategies

Goal	Objective	Strategy	Description
1	8	1	Work with the Student Services Department to providing training for discipline options for students in special education.
1	8	2	Special Education and Student Services Departments will review discipline reports at the end of each grading period and work with administrators to meet the discipline needs of their students in Special Education with options other than ISS.
2	4	1	Therapists will meet with general education teachers to find ways to integrate therapy with curriculum and lessons taught in the classroom.
2	4	2	Analyze current Prek and PPCD programs to determine possibility of the creation of a Co-Teach PK/PPCD classroom for the 2020-2021 school year.

# District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$3,023,458.00
			<b>+/- Difference</b>		<b>\$3,023,458.00</b>
State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$4,170,082.00
			<b>+/- Difference</b>		<b>\$4,170,082.00</b>
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$789,038.00
			<b>+/- Difference</b>		<b>\$789,038.00</b>
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$17,314,765.00
			<b>+/- Difference</b>		<b>\$17,314,765.00</b>
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
			Budgeted Fund Source Amount		\$875,063.00
			+/- Difference		\$875,063.00
Title II					
			Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$237,995.00
			+/- Difference		\$237,995.00
Title III - LEP					
			Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$209,445.00
			+/- Difference		\$209,445.00
Title I School Improvement Grant					
			Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$50,000.00
			+/- Difference		\$50,000.00
TEHCY					
			Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$50,000.00
			+/- Difference		\$50,000.00
IDEA					
			Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$29,170.00
			+/- Difference		\$29,170.00

IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,323,576.00
				+/- Difference	\$2,323,576.00
IDEA Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$21,452.00
				+/- Difference	\$21,452.00
Campus Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	BAS kits		\$0.00
2	15	1			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
Pre-K					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,035.00
				+/- Difference	\$2,035.00
Pre-K Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$305,135.00
				+/- Difference	\$305,135.00

Pre-K Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$15,786.00
			<b>+/- Difference</b>		\$15,786.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$0.00
			<b>+/- Difference</b>		\$0.00
Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$1,157,379.00
			<b>+/- Difference</b>		\$1,157,379.00
Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$659,099.00
			<b>+/- Difference</b>		\$659,099.00
			<b>Grand Total</b>		\$0.00

# Addendums

## Budget Policies & Development Procedures (Cont.)

Table 38

<b>IMPLEMENTATION OF STRATEGIC GOALS &amp; OBJECTIVES 2020-2021</b>	Instill Community & Ethical Values in Our Students	Ensure Academy Achievement	Attract, Retain, and Val- ue	Manage Growth	Prepare Students
ORGANIZATION NUMBER/NAME	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
001-110—CAMPUSES	√	√	√	√	√
699—SUMMER SCHOOL		√			√
701—SUPERINTENDENT OFFICE	√	√	√	√	√
702—BOARD MEMBERS	√	√	√	√	√
703—TAX OFFICE				√	
726—FINANCE DIVISION				√	
727—HUMAN RESOURCES AND STUDENT SERVICES	√		√	√	
730—COMMUNITY RELATIONS	√	√			
801—TECHNOLOGY DEPARTMENT				√	
802—ASST. SUPERINTENDENT FOR CURR. AND INST.	√	√		√	√
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	√	√		√	√
811- ASSESSMENT AND ACCOUNTABILITY	√	√		√	√
873—ATHLETIC DEPARTMENT	√	√		√	√
935—TRANSPORTATION DEPARTMENT				√	
936—MAINTENANCE AND CUSTODIAL DEPART- MENT				√	
937—HEALTH SERVICES					√
938—STUDENT NUTRITION				√	
939—ENERGY MANAGEMENT				√	

## Budget Policies & Development Procedures (Cont.)

### The Budget Process (cont.)

The Assistant Superintendent for Finance & Operations 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 39

## Budget Calendar 2020-21 Fiscal Year

January 2020	Meet with Superintendent and Senior Executive Staff to discuss budget process for 2020-21.
January 10, 2020	Projected enrollment figures developed and ready for use in budget preparation.
January 27, 2020	<b>REGULAR BOARD MEETING</b> Discuss events on budget calendar, budget priorities, and budget considerations for 2020-21.
February 2020	<b>DISTRIBUTION OF BUDGET PACKETS</b> Discuss per pupil allocations, specific budget needs, and mechanics of budgeting.
February 21, 2020	Special requests due to Superintendent, Deputy Superintendent, Assistant Superintendents, Chief Information Officer, Executive Director of Operations, Executive Director of Communications and Community Relations and Executive Director of Athletics where applicable.
March 9, 2020	<b>SPRING BREAK</b> through March 13
March 17, 2020	Budgets due to Finance Division
March 2020	Staffing allocations released to principals.

## Budget Policies & Development Procedures (Cont.)

### Budget Calendar 2020-21 Fiscal Year (cont.)

April 3, 2020	<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.
April 30, 2020	Chief Appraiser certifies an estimate of taxable value
April - June	Schedule meetings and review budget with the Board of Trustees.
May 27, 2020	Publish <i>“NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE”</i> (must be at least 10 days prior to public meeting).
June 12, 2020	Post Notice for hearing and adoption of budget.
June 15, 2020	<b>REGULAR BOARD MEETING</b> Public hearing on 2020-21 Budget. Adopt 2020-21 Budget.
July 25, 2020	<b>FOR INFORMATION ONLY</b> District receives certified appraisal roll. Adjust revenue projections.

# 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.

### **Credit Cards**

Currently, Superintendent, Cabinet Members, Principals and Directors have a district level travel card. Departments and campuses have "ghost cards" for travel use only. A purchase order is required for payment of any charges on credit card statement, receipts are received in the accounting system by the Travel Specialist. 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 Assistant Superintendent for Finance and Operations 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) using Brinks Armored car services twice each week.
- All funds should be secured in a sealed deposit bag prior to being picked up by Brinks.
- Pre-printed and pre-numbered deposit slips are to be used.
- Money should be kept in a safe in a secured area of the building at all times. A secured location will be described in each campuses and/or departments individual plan.
- The pink, white and yellow copies of the deposit slip (with proper budget coding and a brief description) should be attached to the deposit sent to the bank.
- The Finance Department will pick up the pink and white copies of the deposit slip from the bank.

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

- The yellow copy of the deposit slip will be forwarded to the appropriate campus or department secretary by the Finance Department.
- 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 Assistant Superintendent for Finance and Operations each year.



## Internal Controls (Cont.)

### Memorandum

TO: All Wylie ISD Personnel

FROM: Scott Roderick, CPA  
Assistant Superintendent for Finance & Operations  
Wylie I.S.D.

DATE: August 1, 2020

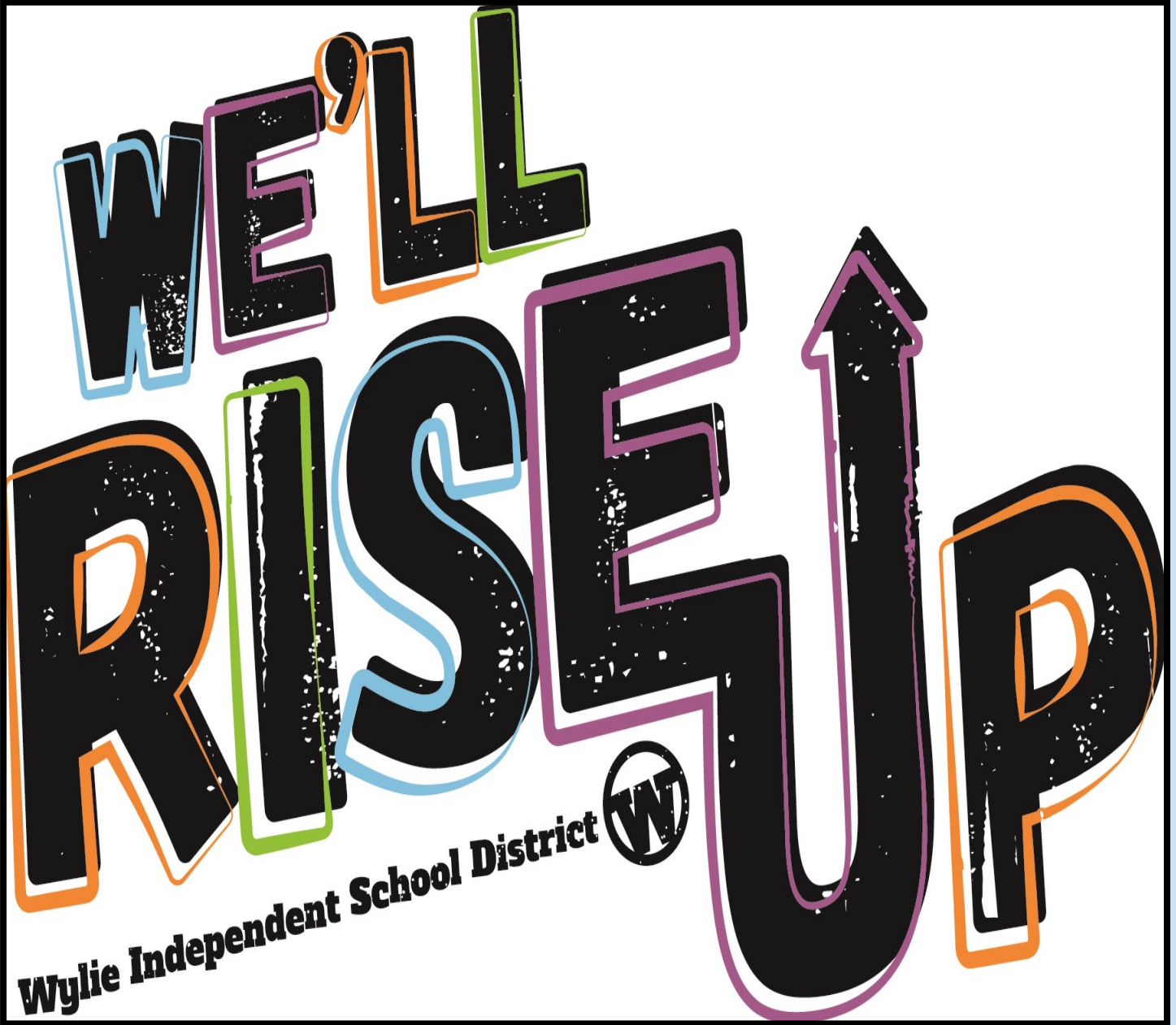
RE: Funds Collected on Behalf of Wylie ISD

- **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



## 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. Capital Project Funds may also be used as Assigned Funds from the General Fund in order to cover insurance proceeds that are material in nature such as a hail storm and other projects that are not bond related.



# All Funds Budget Summary

The 2020-2021 All Funds Budget Summary includes all funding provided at the time off of the budget adoption. The total revenues and other resources for the funds are \$207,512,955 and total expenditures and other uses are \$200,950,113.

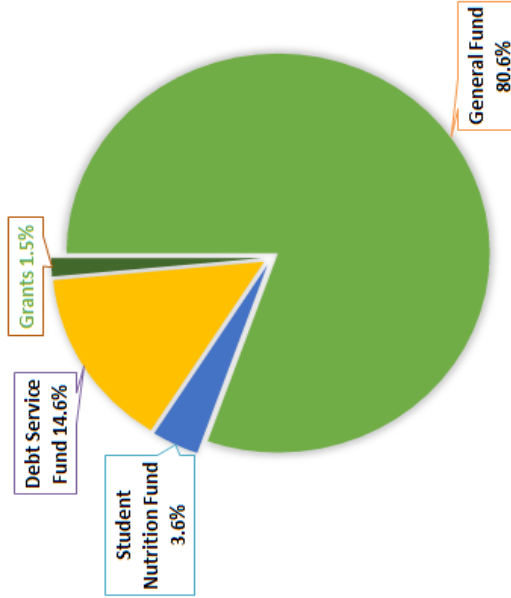
**Table 40**

<b>All Funds Budget Summary: 2020-21 July 1, 2020 through June 30, 2021</b>			<b>All Funds</b>	<b>Total</b>
<b>Revenues</b>				
5700	Local & intermediate sources		\$ 116,178,269	\$ 116,178,269
5800	State sources		86,261,530	86,261,530
5900	Federal sources		5,073,156	5,073,156
<b>Total Revenues</b>			<b>207,512,955</b>	<b>207,512,955</b>
<b>Expenditures</b>				
11	Instruction		99,258,458	99,258,458
12	Instructional resources & media		1,334,777	1,334,777
13	Staff development		5,057,614	5,057,614
21	Instructional administration		1,695,541	1,695,541
23	School administration		8,862,837	8,862,837
31	Guidance and counseling		6,078,831	6,078,831
32	Social work services		55,192	55,192
33	Health services		1,692,304	1,692,304
34	Student transportation		6,340,810	6,340,810
35	Food services		6,728,383	6,728,383
36	Co-curricular activities		4,843,187	4,843,187
41	General administration		5,825,147	5,825,147
51	Plant maintenance & operations		16,322,159	16,322,159
52	Security		1,902,658	1,902,658
53	Technology		3,390,302	3,390,302
61	Community service		1,100	1,100
71	Debt service		30,749,813	30,749,813
81	Facilities acquisition & construction		-	-
95	JJAEP Programs		96,000	96,000
99	Other Intergovernmental Charges		715,000	715,000
<b>Total Expenditures</b>			<b>200,950,113</b>	<b>200,950,113</b>
<b>Excess Revenues Over Expenditures</b>			<b>6,562,842</b>	<b>6,562,842</b>
Fund Balance-Beginning Estimated			109,393,569	109,393,569
<b>Fund Balance-Ending-Projected</b>			<b>\$ 115,956,411</b>	<b>\$ 115,956,411</b>

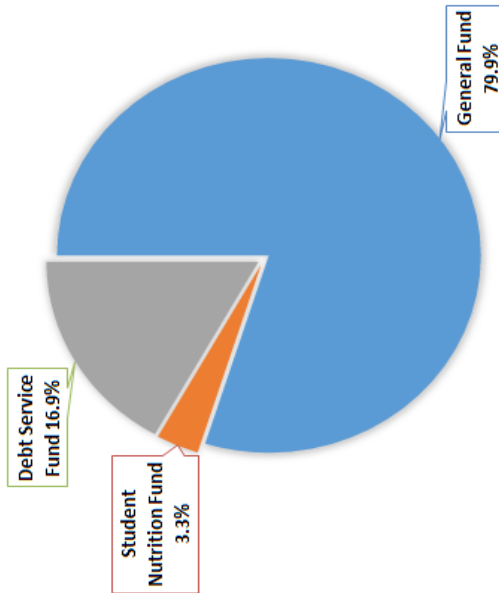
# All Funds Budget Summary (con't)

**Table 41**  
**2020-2021 Combined Budget**

Expenditures				
	General Fund	Student Nutrition Fund	Debt Service Fund	Grants
Expenditures	\$ 161,948,448	\$ 6,746,873	\$ 29,279,807	\$ 2,974,985



Revenue				
	General Fund	Student Nutrition Fund	Debt Service Fund	Grants
Revenue	\$ 165,715,059	\$ 6,746,873	\$ 35,041,432	\$ 9,591



# Funding Public Education

## Legislative History regarding Texas Public School funding

In May 2006 the Texas Legislature passed House Bill 1. HB1 provided for a reduction to 88.67 percent of the 2005-06 Maintenance & Operations tax rate for 2006-07. Districts reducing tax rates by this amount were guaranteed the better of 2005-06 or 2006-07 state aid and local tax revenue. Under HB 1, during the 2007-08 school year, districts further reduced their tax rates to 66.67 percent of the 2005-06 Maintenance & Operations tax rate. After the initial tax rate reduction, districts had access to an equalized \$0.04 without voter approval, and an additional equalized \$0.02 in 2008-09 with voter approval at rates higher than the normal yield. The Wylie ISD Board of Trustees elected to set a Maintenance & Operations tax rate of \$1.04 in 2007-08. This is equal to the compression rate of 66.67 percent times the 2005-06 tax rate of \$1.50 plus \$0.04 of the available \$0.04 referenced in HB 1.

Although the intent of HB1 was to equalize funding per student throughout the state (commonly called a target revenue system) large discrepancies exist. HB 3646 was passed with the 81st legislature (completed June 1, 2009) and is a modified continuation of the target revenue system. Districts with lower than average target revenue amounts were increased by up to a maximum of \$350/per weighted average daily attendance (WADA); the rest of the districts were given a minimum of \$120/per student in WADA. Accompanying the increase in state funds was a mandate to give a raise to a specific group of employees. This mandated raise used the majority of the new money allocated to the district. The state funded \$1.866 billion for formula improvements and \$1.3 billion to maintain the Foundation School Program from Federal American Recovery and Reinvestment Act (ARRA) funds. In July of 2011 the Texas Legislature passed Senate Bill 1. SB1 continued the target revenue concept with slight modification from previous legislation.

With the State of Texas facing large deficits for the biennium, SB1 created a regular program adjustment factor (RPAF) that was set at 0.9239 in 2011-12 and 0.98 in 2012-13. The formula also established a reduction to target revenue per WADA by applying a target revenue adjustment factor (TRAF) of .9235 in 2012-13. During the 2013 Legislative Session, the Texas Legislature adopted a biennial budget that "restored" \$3.2 billion of the \$4 billion that was cut from basic state aid during the 2011 session. The RPAF was increased from .98 to 1 and the TRAF was increased from .9235 to .9263. The Legislature did not materially change the Finance System during the session.

The 2013 session resulted in increases to the equalized wealth level for taxes up to the compressed rate to \$495,000 per WADA in 2013-14 and \$504,000 in 2014-15; no recapture for the next six cents. Pennies above the compressed tax rate plus six cents are recaptured at \$319,500. During the 2015 Legislative Session, the Texas Legislature increased the basic allotment from \$5,040 to \$5,140 that resulted in a per student gain in revenue. The 2017 Texas Legislature failed to pass any significant education funding bills during the session. The Governor of Texas called a special session with a list of 20 items on the agenda which included teacher salary increase, school finance reform, school choice for special needs and property tax reform. The Special Session ended with little progress made in the areas of school finance. HB 21 was passed that allocated about \$212 million to help the TRS-Care fund for surging health care premiums for retirees. HB 21 also included a hardship grant to provide assistance to school districts that are will lose "Additional State Aid for Tax Reduction (ASATR)" on September 1, 2017. HB 21 did not benefit the district with any additional funding. HB 21 did establish the Texas Commission on Public School Finance



# Funding Public Education (cont.)

Table 43

## Changes in Funding Public Education

The The 86th Texas Legislature passed House Bill (HB 3) in 2019 and signed by Gov. Greg Abbott. The bill provides more money for Texas classroom teachers, increases teacher compensation, reduces recapture and cuts local property taxes for Texas taxpayers. The sweeping finance bill overhauls almost every aspect of the school finance and can be broken down into four major policy areas: Supports Teachers and Rewards Teacher Excellence; Focuses on Learning and Improving Student Outcomes; Increases Funding and Equity, and Reduces and Reforms Property Taxes and Recapture. HB 3 increased the basic allotment from \$5,140 to \$6,160 and increased the minimum salary schedule. Provisions within the bill stated, any year the basic allotment is increased, the district must allocate 30% of their year-over-year budget increase toward full-time employee compensation increases of which 75% has to go to teachers, counselors, nurses and librarians. New allotments such as Early Education Allotment, Teacher Incentive Allotment, and College, Career, and Military Readiness Outcome Bonus were created to fund statewide initiatives.



### SUPPORTS TEACHERS AND REWARDS TEACHER EXCELLENCE

- Increases the minimum salary schedule between \$5,500 - \$9,000
- Requires districts to allocate 30% of their year-over-year budget increase toward full-time employee compensation increases, and 75% of this total must go to teachers, counselors, nurses and librarians
- Increases the state share of Teacher Retirement System (TRS) payments for all educators
- Establishes a new Teacher Incentive Allotment that provides between \$3,000 - \$32,000 per year, per high-performing teacher, with higher incentive funding going to high poverty and rural campuses
- Provides funding for an enhanced Teacher Mentor Program to improve support for teachers in their first two years
- Further protects students and the integrity of the teaching profession by creating a Do-Not-Hire Registry that ensures non-certified personnel will not work at schools if they have abused a child or had an inappropriate relationship with a minor



### FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

#### *Prioritizing Early Literacy, Including Pre-K*

- Requires High-Quality, Full-Day Pre-K for all eligible 4-year-old children, with funding through an Early Education Allotment
- Establishes a Dual Language Allotment
- Requires school boards to adopt and monitor early childhood literacy and mathematics proficiency plans and ensure the use of a systematic phonics curriculum
- Requires elementary school teachers to attend the reading academies and be trained on the science of teaching reading

# Funding Public Education (cont.)

## Changes (Con't)



### FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

#### *Improving College, Career, and Military Readiness*

- Requires school boards to adopt and monitor college, career, and military readiness (CCMR) plans
- Rewards districts with bonuses for CCMR graduates
- Increases funding for college prep exams, industry certification exams, career and technical education (CTE) including computer science, and funds innovative high school models designed to help students graduate with an associate's degree

#### *Increasing Support for Special Education*

- Increases Mainstream Special Education funding
- Creates a new Dyslexia Allotment
- Encourages teacher training in Autism

#### *Expanding Learning Opportunities*

- Provides funding for an optional extended year for elementary schools, and establishes a new summer learning program focused on career and technical education
- Establishes a blended learning grant program
- Provides funding to reimburse high school equivalency exam fees



### INCREASES FUNDING AND EQUITY

- Increases funding for low-income students, with more money in the highest poverty areas
- Makes a variety of formula changes so that property wealth matters far less than ever before, with district funding being determined almost entirely based on student need



### REDUCES AND REFORMS PROPERTY TAXES AND RECAPTURE

- Cuts property taxes in the first year by an average of 8 cents per \$100 of assessed value, bringing the tax rate for Maintenance & Operations down from \$1.17 to \$1.055
- Provides for automatic tax rate reductions starting in the second year if property value grows by more than 2.5% per year
- Reduces recapture from \$3.6 billion to \$2.0 billion in the first year



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

Table 44

	Incremental Cost
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.	\$0.04
She arrives to find a <b>building that is clean and well-maintained</b> and the building is also <b>heated</b> in the winter and <b>cooled</b> in the summer—the <b>lights</b> work.	\$0.10
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> .	\$0.02
She goes to class to find a <b>teacher</b> ready to begin instruction. 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> .	\$0.58
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.	\$0.03
Midway through the day, she goes to the cafeteria for <b>lunch</b> .	\$0.04
After lunch, goes to the <b>library</b> to gather information for a research paper.	\$0.01
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.	\$0.03
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.	\$0.05
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.	\$0.07
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.)	\$0.03
<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 several years.

**Table 45**

Year Ended				% Collections		
June 30	Assessed Valuation	Tax Rate	Adjusted Levy	Current	Total	
2011	\$ 3,132,399,613	\$ 1.64	\$ 51,371,354	99.32%	99.83%	
2012	\$ 3,193,229,451	\$ 1.64	\$ 52,368,963	98.79%	99.77%	
2013	\$ 3,248,924,526	\$ 1.64	\$ 53,282,362	99.45%	99.70%	
2014	\$ 3,478,419,817	\$ 1.64	\$ 57,046,085	99.46%	99.30%	
2015	\$ 3,800,264,829	\$ 1.64	\$ 62,324,343	100.25%	100.61%	
2016	\$ 4,175,434,575	\$ 1.64	\$ 68,477,127	100.21%	100.64%	
2017	\$ 4,771,483,870	\$ 1.64	\$ 78,252,335	100.95%	102.58%	
2018	\$ 5,428,888,188	\$ 1.64	\$ 89,033,766	102.01%	104.62%	
2019	\$ 6,103,500,488	\$ 1.64	\$ 100,097,408	102.44%	105.58%	
2020	\$ 6,704,043,238	\$ 1.52	\$ 103,135,001	102.39%	105.78%	

# Comparison of Tax Rates

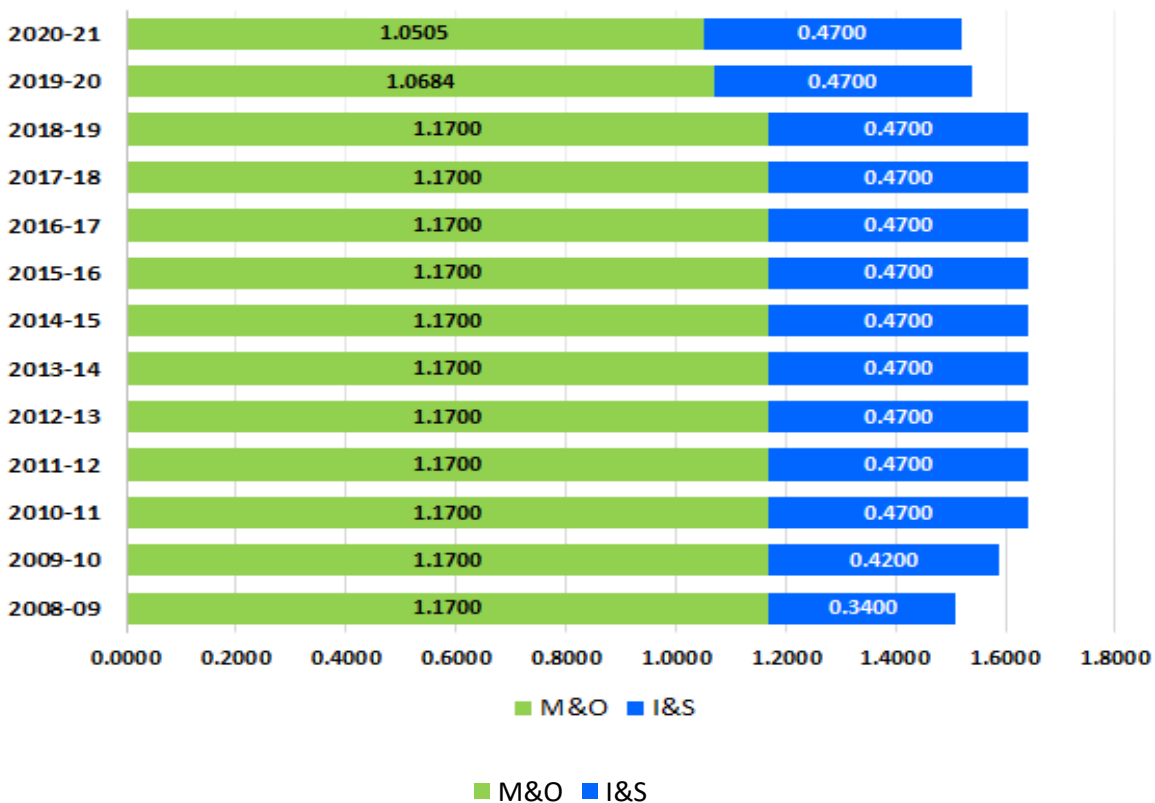
The tax rate for 2020-21 will decrease to \$1.5205. House Bill 1 (HB1) enacted by the Third Special Session of the 79<sup>th</sup> Legislature significantly reduced the District's maintenance and operations tax rate. Formerly, Wylie ISD had been at the maximum \$1.50 tax cap for 2004-05 and 2005-06 before decreasing to \$1.37 in 2006-07. HB1 compressed the M&O rate to \$1.37 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 ten 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 86th Legislature passed HB 3 which revamped school finance and a priority of the bill was to provide property tax relief for taxpayers. Mechanism within HB 3 aims to limit growth in property taxes and provides tax compression based on property value growth. The first year of implementation the M&O tax rate was compressed from \$1.17 to \$1.0684. Based on property value growth for 2020-21, the M&O tax rate will decrease to \$1.0505.

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 46**

## COMBINED M&O AND I&S TAX RATES



# General Fund

## Revenue

Local budgeted revenues increased by \$1,508,972 or 1.96% from 2018-19 unaudited actuals. This is mostly due to property value growth within the district. The housing market remains strong in DFW especially within Wylie ISD which is driving value growth.

## Expenditures

The focus on the expenditures budgeting begins with payroll and benefits. As this makes up over 83% of our annual budget, the Board of Trustees approved a 1% midpoint increase for all employees. The General Fund payroll budget increased \$7.5 million from the prior year which includes a 2020-21 fiscal year 1% midpoint salary increase for all employees, additional units added during 2019-20 as well as personnel units approved for the 2020-21 budget year to accommodate student growth in the district and market adjustment to positions to stay competitive with surrounding districts. Contracted services, supplies and other operating expenses had increases due to increased student growth and implementation various program enhancements but they were offset by a decrease in capital expenditures. The decrease in capital expenditures is due to the district not purchasing new buses but the district does expect to continue that practice in 2021-22.

## Fund Balance

The General Fund unobligated fund balance is expected to increase by \$3.8 million from the fiscal year 2019-20 due to an increase in enrollment and conservative budgeting. The 2019-20 fiscal year fund balance is projected to increase \$11.9 million due to the COVID pandemic which essentially shut down in-person school operations from March 2020 to the end of the school year. The district saw a broad range of savings throughout the functional categories. Some of the surplus is expected to be used to enhance remote learning for 2020-21.

## **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. HB 3 drastically changed how state funding is calculated. The new funding formulas focus on total entitlement and have moved to current year values to calculate a district's local fund assignment. Prior to HB 3, the state funding formulas used prior year property values to calculate the local fund assignment so there was a funding lag and any changes to value would not be felt until the following year. HB 3 eliminated that funding lag so any changes to local property values are implemented in the current year instead of the following year. Property values changes in the past have been 14.3% in 2016-17, 13.8% in 2017-18, 12.4% in 2018-19, 9.8% in 2019-20 and a projected 7.5% in 2020-21. Another factor in state funding projections is student growth and the district continues to see steady growth.

### **Revenue Sources, Assumptions & Trends:**

#### **Revenue Assumptions**

1. Enrollment growth is expected to approximate 200 to 600 students per year for the next five years. Staffing growth is adjusted accordingly.
2. The taxable value growth rate for 2020-21 is a 7.5% increase over 2019-20. A conservative 0% - 3% estimate was used for budgeted growth projections. We project growth to slow down in future years.

#### **Expenditure Assumptions**

1. The per pupil campus allocation will be adjusted for projected growth.
2. The District participates in the Teacher Retirement System Active Care health insurance plan. Contributions by Wylie ISD are \$275 per month per employee.
3. 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, 2016—June 30, 2021 (Budgeted)

**Table 47**

	2015-16 Audited Actuals	2016-17 Audited Actuals	2017-18 Audited Actuals	2018-19 Audited Actuals	2019-20 Unaudited Actuals	2020-21 Adopted Budget	\$ Increase/ (Decrease) Over Prior Year	% Increase/ (Decrease) Over Prior Year
<b>LOCAL REVENUE SOURCES</b>								
Property Taxes	\$49,912,258	\$56,955,541	\$65,290,227	\$73,862,263	\$73,853,230	\$76,600,000	\$2,746,770	3.72%
Investment Income	188,353	359,257	948,947	1,454,201	1,071,962	400,000	(671,962)	-62.69%
Penalties, Interest and Other	307,073	293,049	382,006	356,128	385,471	230,000	(155,471)	-40.33%
Rent	510,587	545,420	548,134	583,397	522,848	500,000	(22,848)	-4.37%
Gifts & Bequests	70,123	161,960	103,025	169,225	123,298	-	(123,298)	-100.00%
Athletic Activities	405,412	474,006	535,304	513,210	387,789	368,700	(19,089)	-4.92%
Extra-Curricular Student Activities	48,855	75,682	32,560	0	-	-	-	#DIV/0!
Other	516,380	470,715	344,469	418,887	563,837	318,707	(100,180)	-43.48%
<b>TOTAL</b>	<b>51,959,042</b>	<b>59,335,631</b>	<b>68,184,671</b>	<b>77,357,312</b>	<b>76,908,435</b>	<b>78,417,407</b>	<b>1,653,922</b>	<b>1.96%</b>
<b>STATE REVENUE SOURCES</b>								
Per Capita Funds	2,366,080	5,455,033	2,981,910	6,721,494	5,626,953	6,554,800	927,847	16.49%
Foundation School Revenue	61,967,660	56,924,523	59,640,366	54,108,593	71,072,602	71,007,685	(64,917)	-0.09%
Other State Revenue	15,986	16,374	3,065	196,127	4,682	-	(4,682)	-100.00%
TRS On-Behalf (Book Entry Only)	5,251,845	5,748,876	6,045,117	6,409,459	8,011,984	8,003,367	-8,617	-0.11%
<b>TOTAL</b>	<b>69,601,571</b>	<b>68,144,806</b>	<b>68,670,458</b>	<b>67,435,673</b>	<b>84,716,221</b>	<b>85,565,852</b>	<b>849,631</b>	<b>1.00%</b>
<b>FEDERAL REVENUE SOURCES</b>								
Impact Aid	150,241	172,939	121,819	113,233	159,412	100,000	(59,412)	-37.27%
Other Federal Revenue	11,131	10,484	13,058	15,020	251,696	-	(251,696)	-100.00%
ROTC	123,862	123,862	141,848	113,242	247,647	120,000	(127,647)	-51.54%
Federal Flood Control	4,927	4,655	3,862	6,624	5,909	3,800	(2,109)	-35.69%
Medicaid/SHARS Reimbursement	749,661	1,158,772	1,003,805	2,147,144	1,639,697	1,508,000	(131,697)	-
<b>TOTAL</b>	<b>1,039,822</b>	<b>1,470,712</b>	<b>1,284,392</b>	<b>2,395,263</b>	<b>2,304,361</b>	<b>1,731,800</b>	<b>(572,561)</b>	<b>-24.85%</b>
<b>GENERAL FUND REVENUE TOTAL</b>	<b>\$ 122,600,435</b>	<b>\$ 128,951,149</b>	<b>\$ 138,139,521</b>	<b>\$ 147,188,248</b>	<b>\$ 163,929,017</b>	<b>\$ 165,715,059</b>	<b>\$ 1,786,042</b>	<b>1.09%</b>

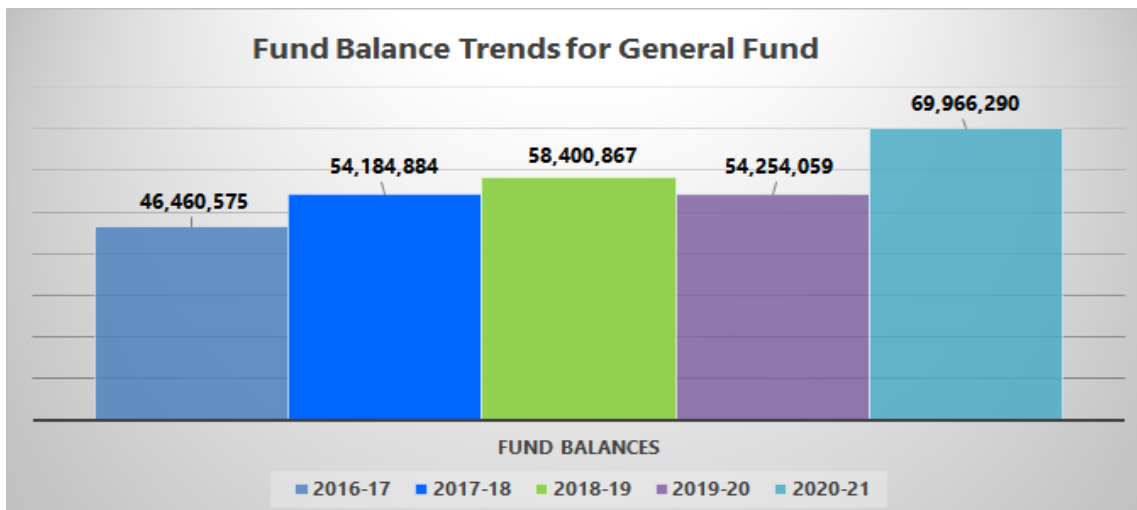
# General Fund (Cont.)

## Wylie ISD General Fund Expenditures Years Ended June 30, 2016 - June 30, 2021 (Budgeted)

Table 48

	2015-16 Audited Actuals	2016-17 Audited Actuals	2017-18 Audited Actuals	2018-19 Audited Actuals	2019-20 Unaudited Actuals	2020-21 Adopted Budget	\$ Increase/ (Decrease) Over Prior Year	% Increase/ (Decrease) Over Prior Year
<b>EXPENDITURES BY OBJECT</b>								
Payroll Costs	\$ 94,755,234	\$ 101,625,099	\$ 109,103,821	\$ 114,065,964	\$ 127,934,383	\$ 135,629,060	\$ 7,694,677	6.01%
Professional & Contracted Svcs.	6,629,661	7,104,376	7,266,835	6,715,797	7,090,487	9,770,504	2,680,017	37.80%
Other Operating Expenses	8,255,565	9,592,218	10,669,822	13,590,610	12,666,349	14,646,115	1,979,766	15.63%
Debt Service	388,448	1,034,355	732,281	1,240,814	1,234,417	1,465,506	231,089	18.72%
Capital Outlay	2,561,259	2,128,875	3,460,520	3,514,608	4,847,231	437,263	(4,409,968)	-90.98%
<b>Total</b>	<b>112,590,166</b>	<b>121,484,923</b>	<b>131,233,277</b>	<b>139,127,793</b>	<b>153,772,867</b>	<b>161,948,448</b>	<b>8,175,581</b>	<b>5.32%</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 112,590,167</b>	<b>\$ 121,484,923</b>	<b>\$ 131,233,277</b>	<b>\$ 139,127,793</b>	<b>\$ 153,772,867</b>	<b>\$ 161,948,448</b>	<b>\$ 8,175,581</b>	<b>5.32%</b>
<b>OVER/(UNDER)</b>	<b>10,010,268</b>	<b>7,466,226</b>	<b>6,906,244</b>	<b>8,060,455</b>	<b>10,156,150</b>	<b>3,766,611</b>	<b>(6,389,539)</b>	<b>-</b>
<b>OTHER SOURCES</b>								
Sale of Real and Personal Prop.	193,351	130,499	65,478	48,330	164,646	-	-	-
Capital Leases	1,373,039	88,595	2,226,771	108,482	2,124,824	-	-	-
Operating Transfers	10,920	3,120	17,490	-	-	-	-	-
Insurance Recovery	725,133	35,869	-	35,924	-	-	-	-
<b>TOTAL</b>	<b>2,302,443</b>	<b>258,083</b>	<b>2,309,739</b>	<b>192,736</b>	<b>2,289,470</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>OTHER USES</b>								
<b>TOTAL</b>	<b>5,600,185</b>	<b>-</b>	<b>5,000,000</b>	<b>12,400,000</b>	<b>500,000</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET SOURCES OVER/(UNDER)</b>	<b>(3,297,742)</b>	<b>258,083</b>	<b>(2,690,261)</b>	<b>(12,207,264)</b>	<b>1,789,470</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>BEGINNING FUND BALANCE</b>	<b>39,748,054</b>	<b>46,460,576</b>	<b>54,184,884</b>	<b>58,400,867</b>	<b>54,254,059</b>	<b>66,199,679</b>	<b>11,945,620</b>	<b>22.02%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 46,460,576</b>	<b>\$ 54,184,884</b>	<b>\$ 58,400,867</b>	<b>\$ 54,254,059</b>	<b>\$ 66,199,679</b>	<b>\$ 69,966,290</b>	<b>3,766,611</b>	<b>5.69%</b>

Table 49



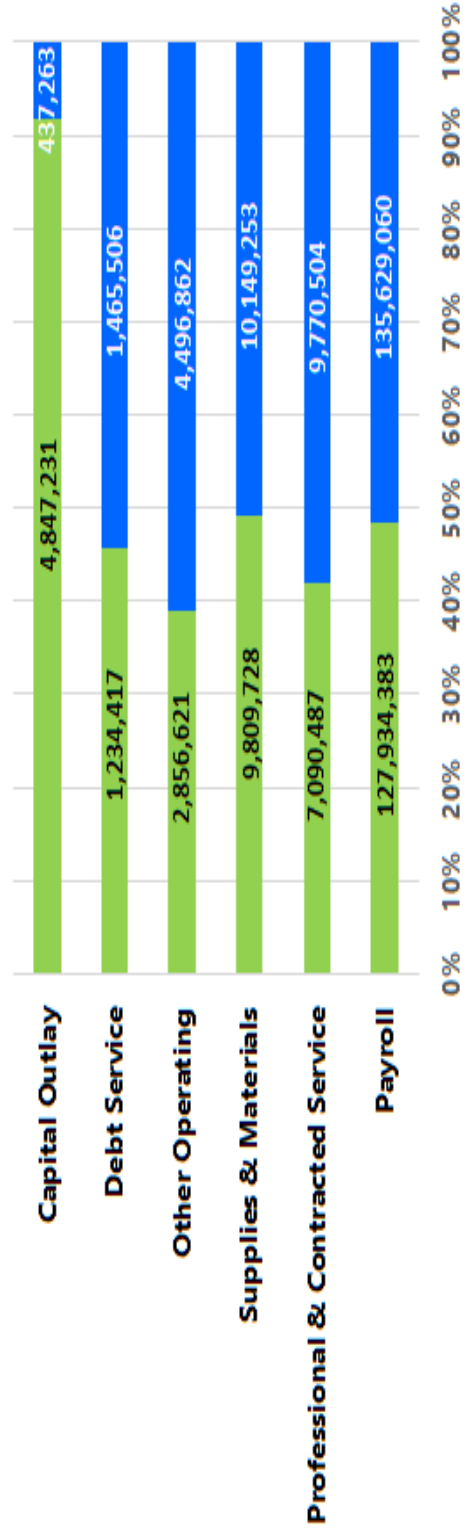


# General Fund Expenditures Comparison

## Table 50

### General Fund Expenditures

2019-20 Unaudited Actuals		2020-21 Adopted Budget	
Major Object Code	Expenditures	Expenditures	2020-21 Budgeted Expenditures
6100	Payroll Costs \$ 127,934,383	6100	Payroll Costs \$ 135,629,060
6200	Professional & Contracted Svcs. \$ 7,090,487	6200	Professional & Contracted Svcs. \$ 9,770,504
6300	Supplies & Materials \$ 9,809,728	6300	Supplies & Materials \$ 10,149,253
6400	Other Operating Expenses \$ 2,856,621	6400	Other Operating Expenses \$ 4,496,862
6500	Debt Services \$ 1,234,417	6500	Debt Services \$ 1,465,506
6600	Capital Outlay \$ 4,847,231	6600	Capital Outlay \$ 437,263
<b>Total 2019-20 Unaudited Expenditures \$ 153,772,867</b>		<b>Total 2020-21 Budgeted Expenditures \$ 161,948,448</b>	





# General Fund (Cont.)

## Campus and Department Appropriations

The chart on the following page compares the 2019-20 original budget to the 2020-21 budget for each campus and department in Wylie ISD. Most of the campus increases are due to enrollment growth.

The Curriculum and Instruction departments have an increase due to allocating a specific budget for accelerated instruction as required under the Texas Education Code. *"The Texas Education Code required a school district to provide each student who fails to perform satisfactorily on an End of Course assessment with accelerated instruction in the applicable subject area. HB 5, 83rd Texas Legislature in 2013 has emphasized this amount be included separately in the adopted budget."*



# General Fund (Cont.)

**Table 51**  
**CAMPUS APPROPRIATIONS COMPARISON**

	2019-20	2020-21	Increase/Decrease
	Original Budget	Original Budget	
Wylie High School	17,318,486	18,035,679	717,193
Wylie East High School	14,621,762	15,242,543	620,781
Achieve Academy	2,198,299	2,668,662	470,363
Burnett Junior High School	5,680,648	5,748,131	67,483
Harrison Intermediate School	5,470,720	6,190,148	719,428
McMillan Junior High School	5,901,455	5,881,968	-19,487
Davis Intermediate School	5,172,226	5,447,285	275,059
Cooper Junior High School	6,060,039	5,765,934	-294,105
Draper Intermediate School	6,036,541	5,959,681	-76,860
Hartman Elementary	3,967,918	4,349,780	381,862
Birmingham Elementary	3,938,084	3,790,621	-147,463
Akin Elementary	3,674,813	4,088,171	413,358
Dodd Elementary	3,805,378	4,116,912	311,534
Groves Elementary	3,998,114	4,345,437	347,323
Cox Elementary	4,188,840	4,363,209	174,369
Tibbals Elementary	4,154,819	4,292,999	138,180
Smith Elementary	3,731,604	4,026,098	294,494
Whitt Elementary	4,330,824	4,428,406	97,582
Watkins Elementary	4,257,097	4,720,354	463,257
Bush Elementary	4,932,018	5,232,163	300,145
Summer School	226,000	242,500	16,500
Superintendent's Office	1,332,682	1,547,802	215,120
School Board	75,065	75,065	0
Tax Office	687,663	735,000	47,337
Finance Division	2,032,570	2,048,857	16,287
Human Resources	1,009,749	1,449,237	439,488
Communications and Community Relations	614,613	670,737	56,124
Safety and Security	0	37,000	37,000
Student Services	0	294,548	294,548
Technology	4,173,483	4,391,862	218,379
Curriculum & Instruction Division	1,521,240	1,457,724	-63,516
Staff Development	174,251	177,077	2,826
Secondary Curriculum	1,995,398	1,520,470	-474,928
Special Education	1,560,240	1,921,548	361,308
Fine Arts Department	994,877	1,025,104	30,227
Special Services	822,140	706,086	-116,054
Academic and Career Connections	431,209	430,446	-763
Elementary Curriculum	208,300	994,910	786,610
Assessment and Accountability	33,291	37,409	4,118
Athletic Department	1,819,732	1,942,358	122,626
Transportation	9,111,070	6,117,542	-2,993,528
Maintenance	7,829,163	7,839,666	10,503
Health Services	126,734	144,034	17,300
Energy Management	65,200	87,700	22,500
District Wide	4,805,757	7,359,585	2,553,828
	<b>155,090,112</b>	<b>161,948,448</b>	<b>6,858,336</b>

# General Fund (Cont.)

Table 52

## General Fund by Function

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Audited Actuals	% Audited Actuals	Audited Actuals	% Audited Actuals	Unaudited Actuals	% Unaudited Actuals	Adopted Budget	% Adopted Budget	Adopted Budget	% Adopted Budget
11 Instruction	\$ 73,462,659	60.47%	\$ 80,745,550	61.53%	\$ 83,214,604	59.81%	\$ 92,095,658	59.38%	\$ 97,911,043	60.46%
12 Instructional Resource & Media	1,168,359	0.96%	1,250,664	0.95%	1,178,713	0.85%	1,253,532	0.81%	1,334,777	0.82%
13 Curriculum & Staff Development	3,346,148	2.75%	3,425,539	2.61%	3,434,417	2.47%	4,088,806	2.64%	4,613,558	2.85%
21 Instructional Administration	1,311,082	1.08%	1,439,175	1.10%	1,464,157	1.05%	1,625,825	1.05%	1,695,541	1.05%
23 School Administration	7,281,770	5.99%	7,767,047	5.92%	7,912,032	5.69%	8,652,894	5.58%	8,862,837	5.47%
31 Guidance and Counseling	2,885,297	2.38%	3,123,633	2.38%	3,290,863	2.37%	4,301,080	2.77%	4,895,317	3.02%
32 Social Work Services	37,307	0.03%	44,939	0.03%	48,749	0.04%	55,977	0.04%	55,192	0.03%
33 Health Services	1,406,342	1.16%	1,537,176	1.17%	1,531,752	1.10%	1,636,536	1.06%	1,692,304	1.04%
34 Student Transportation	5,599,388	4.61%	4,974,986	3.79%	6,397,518	4.60%	9,144,696	5.90%	6,340,810	3.92%
36 Extra-Curricular Activities	3,936,116	3.24%	4,222,112	3.22%	4,402,143	3.16%	4,513,217	2.91%	4,843,187	2.99%
41 General Administration	3,818,832	3.14%	4,124,641	3.14%	4,479,139	3.22%	4,980,197	3.21%	5,825,147	3.60%
51 Plant Maintenance & Operations	12,625,742	10.39%	13,646,116	10.40%	13,137,937	9.44%	15,833,302	10.21%	16,308,169	10.07%
52 Security & Monitoring	631,432	0.52%	704,778	0.54%	927,429	0.67%	1,665,169	1.07%	1,902,658	1.17%
53 Data Processing/Technology Services	2,353,494	1.94%	2,644,611	2.02%	5,757,284	4.14%	3,333,082	2.15%	3,390,302	2.09%
61 Community Services	566	0.00%	77	0.00%	1,176	0.00%	1,488	0.00%	1,100	0.00%
71 Debt Service	1,034,355	0.85%	732,280	0.56%	1,240,814	0.89%	1,195,990	0.77%	1,465,506	0.90%
81 Facilities Acquisition and Construction	40,452	0.03%	196,685	0.15%	-	0.00%	-	0.00%	-	0.00%
95 JJAEP Programs	45,883	0.04%	83,161	0.06%	61,331	0.04%	45,000	0.03%	96,000	0.06%
99 Other Intergovernmental Charges	499,699	0.41%	570,108	0.43%	647,732	0.47%	667,663	0.43%	715,000	0.44%
<b>Total</b>	<b>\$ 121,484,925</b>	<b>100.00%</b>	<b>\$131,233,276</b>	<b>100.00%</b>	<b>\$ 139,127,792</b>	<b>100.00%</b>	<b>\$ 155,090,112</b>	<b>100.00%</b>	<b>\$ 161,948,448</b>	<b>100.00%</b>

# General Fund (Cont.)

## General Fund Expenditures by Program Intent

As shown on pages 237-242, five financial expenditure columns are compared. The last audited year available at the date of this report was for the 2018-19 fiscal year. The 2019-20 expenditures are currently being audited and thus do not reflect the final balances in every case. The 2020-21 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.

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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 Joey Welborn, 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.*

	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment	389	409	464	533	526
Student / Teacher Ratio	13.6	13.6	13.6	14.4	13.5
Staff FTE's					
Professional					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	2.0	3.8	4.2	2.0	2.0
Teachers	28.5	30.9	34.0	37.0	39.0
Support					
Educational Aides	12.0	10.9	13.5	14.0	14.0
Total	44.5	47.6	53.7	55.0	57.0

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 1,652,796	\$ 1,912,664	\$ 1,998,736	\$ 2,110,204	\$ 2,418,653
Gifted & Talented Education (21)	29,751	32,085	39,742	35,322	28,919
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	394,882	534,544	660,784	732,418	773,130
Accelerated Education(24,30,32,34)	72,221	75,419	79,766	84,899	59,082
Bilingual/ESL Education (25,35)	2,571	1,674	1,674	1,682	1,692
Early Education					60,394
Dyslexia (37)					41,950
Other (26, 28, 29, 99)	657,033	709,343	643,422	697,038	703,655
<b>Total</b>	<b>\$ 2,809,254</b>	<b>\$ 3,265,730</b>	<b>\$ 3,424,124</b>	<b>\$ 3,661,563</b>	<b>\$ 4,087,475</b>
<b>Per Student Cost</b>	<b>\$ 7,222</b>	<b>\$ 7,985</b>	<b>\$ 7,380</b>	<b>\$ 6,870</b>	<b>\$ 7,771</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	87%	89%	87%	NA	NA
Mathematics	92%	90%	90%	NA	NA
Writing	81%	83%	83%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten-4th; Title 1

\* 2020 STAAR testing waived per Governor executive order







# George W. Bush Elementary School

Ashala Foppe-Morris, Principal

**Mission Statement:** All students at George W. Bush Elementary will grow together to become life-long learners who embrace diversity, encourage each other and positively impact the world with the confidence and character to become successful leaders achieving excellence through perseverance and soaring high into the future.

	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment	553	621	726	754	745
Student / Teacher Ratio	13.3	14.5	14.7	15.1	14.3
Staff FTE's					
Professional					
Campus Administration	2.0	3.0	3.0	2.0	2.0
Other Professional	3.0	4.6	4.0	4.0	4.0
Teachers	41.5	45.0	49.5	50.0	52.0
Support					
Educational Aides	10.0	10.9	10.9	15.0	16.0
<b>Total</b>	<b>56.5</b>	<b>63.5</b>	<b>67.4</b>	<b>71.0</b>	<b>74.0</b>

Expenditures	2016-17 Audited	2017-18 Audited	2018-19 Audited	2019-20 Audited	2020-21 Budgeted
Regular Education (11)	\$ 2,751,724	\$ 2,928,025	\$ 3,133,483	\$ 3,378,260	\$ 3,355,669
Gifted & Talented Education (21)	31,888	30,008	35,203	37,520	41,028
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	305,167	350,900	408,075	465,217	677,180
Accelerated Education(24,30,32,34)	67,609	77,765	76,519	83,896	62,838
Bilingual/ESL Education (25,35)	108,316	129,663	126,549	130,004	115,198
Early Education (36)					61,304
Dyslexia (37)					40,126
Other (26, 28, 29, 99)	597,898	667,749	659,900	818,691	878,040
<b>Total</b>	<b>\$ 3,862,602</b>	<b>\$ 4,184,111</b>	<b>\$ 4,439,729</b>	<b>\$ 4,913,588</b>	<b>\$ 5,231,383</b>
Per Student Cost	\$ 6,985	\$ 6,738	\$ 6,115	\$ 6,517	\$ 7,022

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	83%	85%	87%	NA	NA
Mathematics	87%	84%	87%	NA	NA
Writing	80%	74%	89%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten-4th

\*2020 STAAR testing waived per Governor executive order



# Cheri Cox Elementary School

Krista Wilson, 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.

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	671	669	666	652	604
<b>Student / Teacher Ratio</b>	16.6	16.2	15.7	14.8	13.7
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	2.0	3.1	4.0	2.0	2.0
Teachers	40.5	41.3	42.4	44.0	44.0
<b>Support</b>					
Educational Aides	8.0	8.7	9.0	10.0	11.0
<b>Total</b>	<b>52.5</b>	<b>55.1</b>	<b>57.4</b>	<b>58.0</b>	<b>59.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 2,564,101	\$ 2,781,243	\$ 2,761,874	\$ 2,952,840	\$ 3,036,541
Gifted & Talented Education (21)	36,383	34,004	28,642	30,769	31,247
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	175,139	280,542	263,436	329,953	343,203
Accelerated Education(24,30,32,34)	74,457	77,919	87,516	84,819	62,222
Bilingual/ESL Education (25,35)	64,515	90,903	77,219	79,499	83,869
Early Education (36)					59,922
Dyslexia (37)					41,299
Other (26, 28, 29, 99)	640,660	662,151	655,920	686,330	691,265
<b>Total</b>	<b>\$ 3,555,255</b>	<b>\$ 3,926,761</b>	<b>\$ 3,874,607</b>	<b>\$ 4,164,210</b>	<b>\$ 4,349,568</b>
<b>Per Student Cost</b>	<b>\$ 5,298</b>	<b>\$ 5,870</b>	<b>\$ 5,818</b>	<b>\$ 6,387</b>	<b>\$ 7,201</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR
Reading	86%	89%	89%	NA	NA
Mathematics	86%	92%	88%	NA	NA
Writing	77%	83%	83%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten-4th

\*2020 STAAR testing waived per Governor executive order





## R. C. Dodd Elementary School

Megan Porter, 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.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	577	552	564	553	522
<b>Student / Teacher Ratio</b>	16.3	15.4	15.5	14.6	13.1
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	2.0	3.8	3.6	2.0	2.0
Teachers	35.5	36.5	36.5	38.0	40.0
<b>Support</b>					
Educational Aides	11.0	13.0	10.8	11.0	13.0
<b>Total</b>	<b>50.5</b>	<b>55.3</b>	<b>52.9</b>	<b>53.0</b>	<b>57.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 2,217,713	\$ 2,412,948	\$ 2,009,798	\$ 2,120,204	\$ 2,518,695
Gifted & Talented Education (21)	32,288	32,514	39,741	35,322	29,303
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	301,935	409,785	662,784	732,418	507,555
Accelerated Education(24,30,32,34)	66,543	69,630	80,916	84,899	141,280
Bilingual/ESL Education (25,35)	1,670	1,673	1,674	1,682	26,378
Early Education (36)	-	-	-	-	140,937
Dyslexia	-	-	-	-	40,317
Other (26, 28, 29, 99)	610,139	623,835	656,764	699,288	711,767
<b>Total</b>	<b>\$ 3,230,288</b>	<b>\$ 3,550,385</b>	<b>\$ 3,451,677</b>	<b>\$ 3,673,813</b>	<b>\$ 4,116,232</b>
<b>Per Student Cost</b>	<b>\$ 5,598</b>	<b>\$ 6,432</b>	<b>\$ 6,120</b>	<b>\$ 6,643</b>	<b>\$ 7,886</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	85%	89%	88%	NA	NA
Mathematics	87%	93%	88%	NA	NA
Writing	84%	82%	86%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten-4th

\*2020 STAAR testing waived per Governor executive order





## R. F. Hartman Elementary School

Shawnell Bradshaw, 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.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	565	520	518	605	538
<b>Student / Teacher Ratio</b>	17.9	17.0	16.0	17.8	14.5
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	3.0	3.0	3.0	2.0	2.0
Other Professional	2.0	6.0	6.0	2.0	2.0
Teachers	31.5	33.9	32.4	34.0	37.0
<b>Support</b>					
Educational Aides	25.0	24.9	21.4	23.0	25.0
<b>Total</b>	<b>61.5</b>	<b>67.8</b>	<b>62.8</b>	<b>61.0</b>	<b>66.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 1,287,509	\$ 1,450,798	\$ 1,393,095	\$ 1,621,152	\$ 1,681,038
Gifted & Talented Education (21)	15,000	15,682	16,031	16,818	17,113
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	925,382	1,150,057	889,513	1,019,206	1,209,816
Accelerated Education(24,30,32,34)	605,642	612,056	617,787	653,414	363,363
Bilingual/ESL Education (25,35)	11,298	6,695	8,641	8,408	17,478
Early Education(36)	-	-	-	-	406,757
Other (26, 28, 29, 99)	599,355	618,665	584,848	636,804	653,099
<b>Total</b>	<b>\$ 3,444,186</b>	<b>\$ 3,853,952</b>	<b>\$ 3,509,915</b>	<b>\$ 3,955,802</b>	<b>\$ 4,348,664</b>
<b>Per Student Cost</b>	<b>\$ 6,096</b>	<b>\$ 7,411</b>	<b>\$ 6,776</b>	<b>\$ 6,539</b>	<b>\$ 8,083</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	93%	93%	94%	NA	NA
Mathematics	90%	95%	93%	NA	NA
Writing	89%	85%	93%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Pre-Kindergarten-4th; Title 1 Campus

\*2020 STAAR testing waived per Governor executive order





## Harry & Retha Tibbals Elementary School

Jamie Fletcher, 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.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	663	665	656	638	611
<b>Student / Teacher Ratio</b>	16.0	16.2	16.3	15.2	14.2
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	2.0	4.1	4.0	2.0	2.0
Teachers	41.5	42.4	40.3	42.0	43.0
<b>Support</b>					
Educational Aides	10.0	7.7	7.7	10.0	12.0
<b>Total</b>	<b>55.5</b>	<b>56.2</b>	<b>54.0</b>	<b>56.0</b>	<b>59.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 2,508,577	\$ 2,722,928	\$ 2,300,956	\$ 2,545,687	\$ 2,804,304
Gifted & Talented Education (21)	29,763	32,566	34,907	37,381	42,915
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	329,285	371,003	414,010	449,160	581,985
Accelerated Education(24,30)	66,531	74,951	64,356	86,053	60,370
Bilingual/ESL Education (25)	1,669	1,671	25,485	28,968	1,692
Early Education (37)	-	-	-	-	57,485
Dyslexia	-	-	-	-	42,548
Other (26, 28, 29, 99)	678,059	828,987	601,626	644,079	700,596
<b>Total</b>	<b>\$ 3,613,882</b>	<b>\$ 4,032,107</b>	<b>\$ 3,441,340</b>	<b>\$ 3,791,328</b>	<b>\$ 4,291,895</b>
<b>Per Student Cost</b>	<b>\$ 5,451</b>	<b>\$ 6,063</b>	<b>\$ 5,246</b>	<b>\$ 5,943</b>	<b>\$ 7,024</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	94%	94%	95%	NA	NA
Mathematics	99%	97%	95%	NA	NA
Writing	96%	94%	90%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten-4th

\*2020 STAAR testing waived per Governor executive order





## Wally Watkins Elementary School

### Jennifer Wiseman, Principal

***Mission Statement:*** *Our purpose is to develop successful lifelong learners by building relationships, unlocking gifts, expecting success and inspiring learners.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	406	598	645	690	780
<b>Student / Teacher Ratio</b>	12.5	15.6	16.0	15.7	16.6
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	3.0
Other Professional	2.0	4.0	3.8	2.0	2.0
Teachers	32.5	36.1	40.2	44.0	47.0
<b>Support</b>					
Educational Aides	12.0	9.6	10.0	11.0	13.0
<b>Total</b>	<b>48.5</b>	<b>51.7</b>	<b>56.0</b>	<b>59.0</b>	<b>65.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 1,999,129	\$ 2,424,762	\$ 2,626,390	\$ 2,942,858	\$ 3,100,633
Gifted & Talented Education (21)	32,537	34,671	33,146	35,507	42,336
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	363,915	428,784	464,795	491,572	601,168
Accelerated Education(24,30)	64,322	66,905	77,023	77,215	54,328
Bilingual/ESL Education (25)	10,140	1,671	1,670	1,682	1,692
Early Education (37)	-	-	-	-	57,460
Dyslexia (37)	-	-	-	-	77,940
Other (26, 28, 29, 99)	660,451	701,342	669,020	692,215	780,838
<b>Total</b>	<b>\$ 3,130,494</b>	<b>\$ 3,658,136</b>	<b>\$ 3,872,044</b>	<b>\$ 4,241,049</b>	<b>\$ 4,716,395</b>
<b>Per Student Cost</b>	<b>7,711</b>	<b>6,117</b>	<b>6,003</b>	<b>6,146</b>	<b>6,047</b>

Assessment Results	2017 STAAR	2017 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	85%	89%	92%	NA	NA
Mathematics	90%	93%	94%	NA	NA
Writing	81%	78%	82%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten-4th; Title 1 Campus

\*2020 STAAR testing waived per Governor executive order



# Don Whitt Elementary School

Amber Teamann, 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.

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	573	644	654	646	654
<b>Student / Teacher Ratio</b>	14.9	16.1	15.4	14.7	14.5
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	2.0
Other Professional	2.0	3.9	4.4	2.0	2.0
Teachers	38.5	40.5	42.4	44.0	45.0
<b>Support</b>					
Educational Aides	13.0	12.0	11.9	12.0	12.0
<b>Total</b>	55.5	58.4	60.7	60.0	61.0

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 2,347,432	\$ 2,698,211	\$ 2,656,162	\$ 2,856,267	\$ 2,949,408
Gifted & Talented Education (21)	36,451	33,474	33,558	36,228	44,039
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	412,065	513,838	567,623	654,065	561,364
Accelerated Education(24,30)	80,838	82,853	55,391	48,266	40,431
Bilingual/ESL Education (25)	19,270	27,518	28,029	29,278	29,701
Early Education (37)	-	-	-	-	56,009
Dyslexia (37)	-	-	-	-	26,307
Other (26, 28, 29, 99)	659,578	691,779	667,136	693,685	718,730
<b>Total</b>	<b>\$ 3,555,634</b>	<b>\$ 4,047,674</b>	<b>\$ 4,007,899</b>	<b>\$ 4,317,789</b>	<b>\$ 4,425,989</b>
<b>Per Student Cost</b>	<b>\$ 6,205</b>	<b>\$ 6,285</b>	<b>\$ 6,128</b>	<b>\$ 6,684</b>	<b>\$ 6,768</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	91%	93%	95%	NA	NA
Mathematics	94%	94%	95%	NA	NA
Writing	86%	84%	91%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA

Serves Grades Kindergarten-4th

\*2020 STAAR testing waived per Governor executive order



# Bill F. Davis Intermediate School

Cody Summers, Principal

**Mission Statement:** *To improve the performance of all students for the attainment of equity and excellence in achievement.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	729	796	827	798	789
<b>Student / Teacher Ratio</b>	15.8	15.9	16.1	15.6	15.2
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	3.0	3.0	3.0
Other Professional	3.0	4.2	4.7	3.0	4.0
Teachers	46.0	50.3	51.4	51.0	52.0
<b>Support</b>					
Educational Aides	7.0	10.7	12.1	11.0	11.0
<b>Total</b>	<b>58.0</b>	<b>67.2</b>	<b>71.2</b>	<b>68.0</b>	<b>70.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 2,761,426	\$ 3,129,013	\$ 3,249,489	\$ 3,526,362	\$ 3,719,944
Gifted & Talented Education (21)	67,091	56,759	68,706	73,182	38,219
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	486,648	583,445	570,899	558,319	591,177
Accelerated Education(24,30)	98,443	128,587	81,656	76,720	45,106
Bilingual/ESL Education (25)	1,503	1,673	1,510	1,513	1,692
Dyslexia (37)	-	-	0	0	36,562
Other (26, 28, 29, 91, 99)	762,764	821,343	837,561	921,680	1,014,396
<b>Total</b>	<b>\$ 4,177,875</b>	<b>\$ 4,720,820</b>	<b>\$ 4,809,821</b>	<b>\$ 5,157,776</b>	<b>\$ 5,447,096</b>
<b>Per Student Cost</b>	<b>\$ 5,731</b>	<b>\$ 5,931</b>	<b>\$ 5,816</b>	<b>\$ 6,463</b>	<b>\$ 6,904</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	94%	86%	86%	NA	NA
Mathematics	87%	95%	95%	NA	NA
Writing	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	92%	NA	NA

Serves Grades 5th - 6th

\*2020 STAAR testing waived per Governor executive order





# 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.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	975	991	976	916	859
<b>Student / Teacher Ratio</b>	15.7	15.9	16.0	15.5	14.6
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	3.0	4.0	4.0	3.0	3.0
Other Professional	3.0	5.9	6.2	4.0	4.0
Teachers	62.0	63.4	60.9	59.0	59.0
<b>Support</b>					
Educational Aides	17.0	12.9	12.8	15.0	15.0
<b>Total</b>	<b>85.0</b>	<b>86.2</b>	<b>83.9</b>	<b>81.0</b>	<b>81.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 3,556,679	\$ 4,071,332	\$ 4,004,947	\$ 4,125,869	\$ 3,972,867
Gifted & Talented Education (21)	156,320	113,590	70,992	106,308	163,005
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	653,990	643,498	575,870	618,787	642,276
Accelerated Education(24,30)	114,578	148,322	148,813	159,546	114,085
Bilingual/ESL Education (25)	75,384	62,204	30,609	23,711	25,940
Dyslexia (37)	-	-	-	-	38,872
Other (26, 28, 29, 91, 99)	863,066	983,698	903,508	987,322	1,001,769
<b>Total</b>	<b>\$ 5,420,017</b>	<b>\$ 6,022,644</b>	<b>\$ 5,734,739</b>	<b>\$ 6,021,543</b>	<b>\$ 5,958,814</b>
<b>Per Student Cost</b>	<b>\$ 5,559</b>	<b>\$ 6,077</b>	<b>\$ 5,876</b>	<b>\$ 6,574</b>	<b>\$ 6,937</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	86%	88%	89%	NA	NA
Mathematics	93%	97%	98%	NA	NA
Writing	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	90%	NA	NA

Serves Grades 5th - 6th

\*2020 STAAR testing waived per Governor executive order



# AB Harrison Intermediate School

Christa Smyder, Principal

**Mission Statement:** Working together to build character and achieve academic excellence.

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	677	682	768	889	870
<b>Student / Teacher Ratio</b>	15.4	15.7	15.6	15.3	14.0
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	2.0	2.0	2.0	3.0
Other Professional	3.0	4.1	5.0	4.0	4.0
Teachers	44.0	44.6	49.3	58.0	62.0
<b>Support</b>					
Educational Aides	14.0	10.9	13.7	17.0	17.0
<b>Total</b>	<b>63.0</b>	<b>61.6</b>	<b>70.0</b>	<b>81.0</b>	<b>86.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 2,588,546	\$ 2,713,271	\$ 2,847,683	\$ 3,425,778	\$ 4,106,047
Gifted & Talented Education (21)	37,324	70,480	70,118	76,168	77,593
Career & Technology Education (22)	-	-	-	-	-
Special Education (23)	582,526	637,285	791,435	862,315	871,026
Accelerated Education(24,30)	67,008	76,502	77,325	87,462	55,940
Bilingual/ESL Education (25)	1,670	1,676	11,569	20,183	28,946
Dyslexia (37)	-	-	0	0	39,524
Other (26, 28, 29, 91, 99)	771,563	801,068	810,798	986,014	1,011,032
<b>Total</b>	<b>\$ 4,048,637</b>	<b>\$ 4,300,283</b>	<b>\$ 4,608,928</b>	<b>\$ 5,457,920</b>	<b>\$ 6,190,108</b>
<b>Per Student Cost</b>	<b>\$ 5,980</b>	<b>\$ 6,305</b>	<b>\$ 6,001</b>	<b>\$ 6,139</b>	<b>\$ 7,115</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2020 STAAR
Reading	86%	86%	87%	NA	NA
Mathematics	92%	94%	95%	NA	NA
Writing	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA
Science	NA	NA	90%	NA	NA

Serves Grades 5th - 6th

\*2020 STAAR testing waived per Governor executive order



# Grady Burnett Junior High School

Ryan Bickley, Principal

***Mission Statement:*** To maintain a culture of high expectations while valuing unity, relationships and trust.

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	702	766	808	843	877
<b>Student / Teacher Ratio</b>	14.0	15.6	14.0	15.3	15.7
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	3.0	3.0	3.0	3.0	3.0
Other Professional	3.0	3.9	3.5	4.0	4.0
Teachers	50.0	49.6	51.3	55.0	56.0
<b>Support</b>					
Educational Aides	8.0	9.9	10.0	10.0	10.0
<b>Total</b>	<b>64.0</b>	<b>66.4</b>	<b>67.8</b>	<b>72.0</b>	<b>73.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 2,774,758	\$ 2,985,168	\$ 2,786,684	\$ 3,240,108	\$ 3,381,565
Gifted & Talented Education (21)	31,655	41,916	66,971	69,726	70,881
Career & Technology Education(22)	-	-	-	-	-
Special Education (23)	611,341	667,962	771,228	839,883	878,771
Accelerated Education(24,30)	120,684	148,344	142,936	160,851	108,894
Bilingual/ESL Education (25)	3,337	3,350	3,352	3,364	4,116
Dyslexia (37)	-	-	-	-	43,403
Other (26, 28, 29, 91, 99)	1,003,922	1,105,303	1,095,036	1,202,053	1,260,489
<b>Total</b>	<b>\$ 4,545,698</b>	<b>\$ 4,952,042</b>	<b>\$ 4,866,207</b>	<b>\$ 5,515,985</b>	<b>\$ 5,748,119</b>
<b>Per Student Cost</b>	<b>\$ 6,475</b>	<b>\$ 6,465</b>	<b>\$ 6,023</b>	<b>\$ 6,543</b>	<b>\$ 6,554</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	88%	89%	90%	NA	NA
Mathematics	90%	92%	93%	NA	NA
Writing	77%	83%	84%	NA	NA
Social Studies	79%	78%	87%	NA	NA
Science	89%	85%	91%	NA	NA

Serves Grades 7th - 8th

\*2020 STAAR testing waived per Governor executive order



# Raymond Cooper Junior High School

Jesse Chavoya, 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.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	827	881	922	904	978
<b>Student / Teacher Ratio</b>	15.6	16.7	16.9	15.3	16.0
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	3.0	3.0	3.0	4.0	3.0
Other Professional	3.0	4.2	4.2	4.0	4.0
Teachers	53.0	53.3	54.5	59.0	61.0
<b>Support</b>					
Educational Aides	8.0	5.0	3.0	6.0	5.0
<b>Total</b>	<b>67.0</b>	<b>65.5</b>	<b>64.7</b>	<b>73.0</b>	<b>73.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 3,169,443	\$ 3,477,563	\$ 3,435,655	\$ 3,793,480	\$ 3,381,565
Gifted & Talented Education (21)	988	55,654	43,630	68,949	70,881
Career & Technology Education (22)	-	-	-	-	-
Special Education (23)	329,678	370,423	333,128	364,628	878,771
Accelerated Education(24,30)	55,315	57,186	62,947	72,708	108,894
Bilingual/ESL Education (25)	1,674	1,676	3,347	3,564	4,116
Dyslexia (37)	-	-	-	-	43,403
Other (26, 28, 29, 91, 99)	1,018,275	1,082,141	1,059,795	1,173,357	1,260,489
<b>Total</b>	<b>\$ 4,575,372</b>	<b>\$ 5,044,643</b>	<b>\$ 4,938,502</b>	<b>\$ 5,476,686</b>	<b>\$ 5,748,119</b>
<b>Per Student Cost</b>	<b>\$ 5,532</b>	<b>\$ 5,726</b>	<b>\$ 5,356</b>	<b>\$ 6,058</b>	<b>\$ 5,877</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	92%	93%	92%	NA	NA
Mathematics	92%	96%	95%	NA	NA
Writing	77%	88%	86%	NA	NA
Social Studies	88%	92%	93%	NA	NA
Science	93%	96%	96%	NA	NA

Serves Grades 7th - 8th

\*2020 STAAR testing waived per Governor executive order





# 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.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	742	687	882	929	929
<b>Student / Teacher Ratio</b>	14.8	15.9	16.3	16.3	16.3
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	3.0	3.0	3.0	3.0
Other Professional	3.0	3.9	4.0	4.0	4.0
Teachers	50.0	53.1	54.2	57.0	57.0
<b>Support</b>					
Educational Aides	9.0	9.0	9.0	15.0	11.0
<b>Total</b>	<b>64.0</b>	<b>69.0</b>	<b>70.2</b>	<b>79.0</b>	<b>75.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 2,833,612	\$ 3,314,113	\$ 3,301,678	\$ 3,761,352	\$ 3,702,462
Gifted & Talented Education (21)	42,376	57,636	7,299	12,266	74,548
Career & Technology Education (22)	-	19,891		500	500
Special Education (23)	637,776	642,280	647,653	746,600	797,490
Accelerated Education(24,30)	35,019	39,740	35,364	41,478	27,123
Dyslexia (37)	-	-	-	-	17,780
Bilingual/ESL Education (25)	1,419	1,424	1,424	1,429	1,692
Other (26, 28, 29, 91, 99)	1,061,194	1,078,144	1,083,361	1,252,742	1,260,304
<b>Total</b>	<b>\$ 4,611,398</b>	<b>\$ 5,153,229</b>	<b>\$ 5,076,779</b>	<b>\$ 5,816,367</b>	<b>\$ 5,881,899</b>
<b>Per Student Cost</b>	<b>\$ 6,215</b>	<b>\$ 7,501</b>	<b>\$ 5,756</b>	<b>\$ 6,261</b>	<b>\$ 6,331</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	92%	92%	91%	NA	NA
Mathematics	95%	95%	95%	NA	NA
Writing	77%	88%	87%	NA	NA
Social Studies	87%	92%	92%	NA	NA
Science	93%	90%	93%	NA	NA

Serves Grades 7th - 8th

\*2020 STAAR testing waived per Governor executive order



# Wylie East High School

Tiffany Doolan, 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.*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Enrollment</b>	1,896	1,843	1,958	1,958	2,103
<b>Student / Teacher Ratio</b>	16.0	15.4	16.1	16.1	0.0
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	5.0	5.0	5.0	5.0	6.0
Other Professional	8.0	8.7	10.4	10.4	10.0
Teachers	118.5	120.3	121.9	121.9	131.0
<b>Support</b>					
Educational Aides	18.3	14.5	13.6	13.6	18.0
<b>Total</b>	<b>149.8</b>	<b>148.5</b>	<b>150.9</b>	<b>150.9</b>	<b>165.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 5,523,881	\$ 6,280,935	\$ 6,554,781	\$ 6,663,425	\$ 7,523,904
Gifted & Talented Education (21)	1,217	30,801	50,955	81,876	27,679
Career & Technology Education (22)	1,189,606	1,351,517	1,316,168	1,595,331	1,659,944
Special Education (23)	1,163,003	1,136,177	1,248,443	1,439,706	1,636,807
Accelerated Education(24,30)	74,786	453	8,898	13,374	14,472
Bilingual/ESL Education (25)	37,835	53,339	53,853	57,053	57,850
High School Allotment (31)	558,554	552,243	585,965	584,452	1,000
Dyslexia (37)	-	-	-	-	5,207
College - Career (38)	-	-	-	-	235,837
Other (26, 28, 29, 91, 99)	3,167,958	3,366,347	3,554,960	3,682,192	4,075,636
<b>Total</b>	<b>\$ 11,716,839</b>	<b>\$ 12,771,812</b>	<b>\$ 13,374,023</b>	<b>\$ 14,117,409</b>	<b>\$ 15,238,336</b>
<b>Per Student Cost</b>	<b>\$ 6,180</b>	<b>\$ 6,930</b>	<b>\$ 6,830</b>	<b>\$ 7,210</b>	<b>\$ 7,246</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR*	2021 STAAR
Reading	81%	87%	82%		
Mathematics	92%	96%	93%		
Writing	NA	NA	NA		
Social Studies	NA	NA	98%		
Science	NA	NA	97%		

Serves Grades 9th - 12th

\*2020 STAAR testing waived per Governor executive order



# Wylie High School

## Brian Alexander, 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.*

	2016-17	2017-18	2018-19	2020-21	2020-21
<b>Enrollment</b>	2,323	2,431	2,614	2,710	2,893
<b>Student / Teacher Ratio</b>	16.1	16.7	17.4	17.8	18.4
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	5.0	6.0	7.0	6.0	6.0
Other Professional	8.0	12.0	15.8	12.0	13.0
Teachers	144.5	146.1	150.0	152.0	157.0
<b>Support</b>					
Educational Aides	17.3	15.1	16.6	18.0	20.0
<b>Total</b>	<b>174.8</b>	<b>179.2</b>	<b>189.4</b>	<b>188.0</b>	<b>196.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 6,597,003	\$ 7,257,773	\$ 7,143,864	\$ 8,246,442	\$ 9,130,062
Gifted & Talented Education (21)	77,276	171,263	154,408	182,267	160,425
Career & Technology Education (22)	1,544,281	1,751,087	1,708,668	1,845,749	2,092,234
Special Education (23)	1,296,778	1,232,588	1,304,702	1,502,545	1,805,752
Accelerated Education(24,30)	11,539	10,145	9,030	28,071	25,288
Bilingual/ESL Education (25)	35,170	37,012	21,826	22,774	23,177
High School Allotment (31)	1,093,477	946,927	859,684	766,762	1,000
Dyslexia (37)	-	-	-	-	4,421
College-Career (38)	-	-	-	-	150,178
Other (26, 28, 29, 91, 99)	3,591,504	3,775,402	1,911,376	4,230,631	4,641,989
<b>Total</b>	<b>\$ 14,247,029</b>	<b>\$ 15,182,195</b>	<b>\$ 13,113,558</b>	<b>\$ 16,825,241</b>	<b>\$ 18,034,526</b>
<b>Per Student Cost</b>	<b>\$ 6,133</b>	<b>\$ 6,245</b>	<b>\$ 5,017</b>	<b>\$ 6,209</b>	<b>\$ 6,234</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR
Reading	82%	87%	86%	N/A	N/A
Mathematics	93%	96%	93%	N/A	N/A
Writing	NA	NA		N/A	N/A
Social Studies	NA	NA	98%	N/A	N/A
Science	NA	NA	98%	N/A	N/A

Serves Grades 9th - 12th

\*2020 STAAR testing waived per Governor executive order



# Achieve Academy

Dana Roberts, Principal

**Mission Statement:** To prepare students for a successful life beyond high school.

	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment	150	116	131	111	86
Student / Teacher Ratio	8.8	9.1	8.9	7.9	5.7
<b>Staff FTE's</b>					
<b>Professional</b>					
Campus Administration	2.0	3.0	3.0	3.0	3.0
Other Professional	3.0	1.4	2.5	1.0	1.0
Teachers	17.0	14.8	14.7	14.0	15.0
<b>Support</b>					
Educational Aides	11.0	9.8	8.8	8.0	7.0
<b>Total</b>	<b>33.0</b>	<b>29.0</b>	<b>29.0</b>	<b>26.0</b>	<b>26.0</b>

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
	Audited	Audited	Audited	Audited	Budgeted
Regular Education (11)	\$ 217,588	\$ 245,896	\$ 218,251	\$ 170,689	\$ 636,591
Gifted & Talented Education (21)	-	-	-	-	-
Career & Technology Education (22)	-	22,906	166	500	500
Special Education (23)	248,924	215,099	166,773	300,142	110,668
Accelerated Education(24,30)	69,680	27,612	3,459	6,403	57,920
Bilingual/ESL Education (25)	-	-	1,652	1,682	1,692
Other (26, 28, 29, 99)	1,320,896	1,449,255	1,418,853	1,715,016	1,860,520
<b>Total</b>	<b>\$ 1,857,088</b>	<b>\$ 1,960,768</b>	<b>\$ 1,809,154</b>	<b>\$ 2,194,432</b>	<b>\$ 2,667,891</b>
<b>Per Student Cost</b>	<b>\$ 12,381</b>	<b>\$ 16,903</b>	<b>\$ 13,810</b>	<b>\$ 19,770</b>	<b>\$ 31,022</b>

Assessment Results	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR
Reading	Academically	Academically	Academically	N/A	N/A
Mathematics	Acceptable	Acceptable	Acceptable	N/A	N/A
Writing	based on	based on	based on	N/A	N/A
Social Studies	AEA	AEA	AEA	N/A	N/A
Science	Procedures	Procedures	Procedures	N/A	N/A

Serves Grades 9th - 12th

\*2020 STAAR testing waived per Governor Executive Order



# Athletic Department General Fund

Table 53

Wylie Athletic Department (873)	2016-17 Audited	2017-18 Audited	2018-19 Audited	2019-20 Audited	2020-21 Budget
Salary & Employee Benefits (6100)	\$ 620,228	\$ 680,391	\$ 740,636	\$ 680,910	\$ 712,191
Contracted Services (6200)	237,662	268,416	319,762	330,184	396,922
Supplies & Materials (6300)	481,183	511,588	462,686	443,655	443,755
Other Expenses (6400)	291,450	354,353	431,790	364,983	389,490
Furniture & Equipment (6600)	97,223	13,882	54,849	0	0
<b>Total</b>	<b>\$ 1,727,746</b>	<b>\$ 1,828,630</b>	<b>\$ 2,009,723</b>	<b>\$ 1,819,732</b>	<b>\$ 1,942,358</b>



# Non- Campus Departments General Fund

**Table 54**

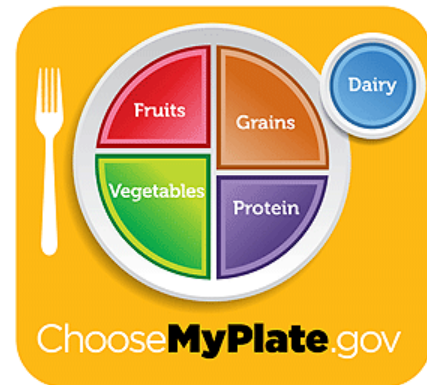
<b>Wylie ISD Non-Campus Departments</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
	<b>Audited</b>	<b>Audited</b>	<b>Audited</b>	<b>Audited</b>	<b>Budget</b>
699 - Summer School	159,472	229,236	250,588	226,000	242,500
701 - Superintendent Office	909,137	974,697	1,146,997	1,332,682	1,547,802
702 - Board Members	82,438	47,687	105,062	75,065	75,065
703 - Tax Office	518,181	589,222	667,451	687,663	735,000
726 - Finance Division	1,572,573	1,862,954	1,767,085	2,032,570	2,048,857
727 - Human Resource	711,195	705,632	875,289	986,109	1,391,997
728 - Human Resources - Recruitment	16,764	20,323	23,649	23,640	33,640
730 - Communications	-	510,787	588,613	614,613	670,737
731 - Safety and Security	-	-	-	-	37,000
732 - Student Services	-	-	-	-	294,548
801 - Technology Department	2,863,249	4,173,580	5,790,790	4,173,483	4,391,862
802 - Curriculum & Instruction Division	1,115,226	1,145,404	1,344,377	1,521,240	1,457,724
803 - Communications & Community Relations	508,260	-	-	-	-
804 - Staff Development	187,938	200,022	161,541	174,251	177,077
805 - Secondary Curriculum	1,836,144	1,968,768	1,860,252	1,995,398	1,520,470
806 - Special Education	856,984	998,755	1,008,770	1,560,240	1,921,548
807 - Fine Arts Department	850,689	1,158,838	920,269	994,877	1,025,104
808 - Special Service Center	666,895	724,772	736,756	822,140	706,086
809 - Academic and Career Connections	353,450	376,980	442,574	431,209	430,446
810 - Elementary Curriculum	15,897	26,355	12,891	208,300	994,910
811 - Assessment and Accountability	9,033	21,926	16,970	33,291	37,409
935 - Transportation Department	5,624,497	5,004,949	6,423,713	9,111,070	6,117,546
936 - Maintenance Department	5,422,999	6,138,500	6,083,926	7,829,163	7,839,666
937 - Health Services	44,066	48,297	137,054	126,734	144,034
939 - Energy Management	58,977	66,145	54,480	65,200	87,700
999 - District Wide	3,306,383	1,576,539	2,140,398	4,805,757	7,359,585
	<u>\$ 27,690,449</u>	<u>\$ 28,570,366</u>	<u>\$ 32,559,495</u>	<u>\$ 39,830,695</u>	<u>\$ 41,311,909</u>

# 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 54.87% of total revenue for 2019-20. Additional sources of revenue include 42.86% from USDA federal reimbursement, and 2.27% from state matching funds. Prior to school emergency shutdown, the percentage of student who participated in the free and reduced price meal program was 19.73% while 28.18% of students participated in full price meal based on average daily attendance.

School closures had significantly impacted the revenue sources for the Student Nutrition program. The percentage of student who participated in the free and reduced price meal program dropped to 9.68% and 10.76% of student participated in full price meal for 2019-20 when factoring March through May into the calculation.

## Expenses

With schools closed due to COVID-19 from March through May, Student Nutrition Labor expenditures (including benefits) had increased to 52% of total expenses. Food and labor expenditure 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 2020-21 expenditure budget total \$6,525,664.

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

The following table compares audited and unaudited actuals to budget for a five-year period:

# Student Nutrition Fund

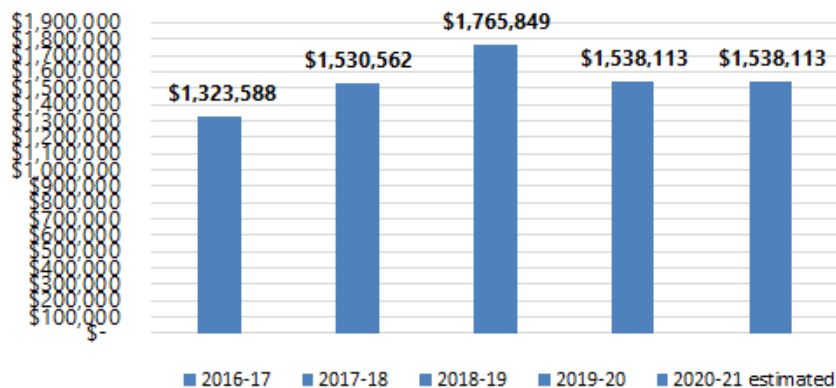
## Table 55

Statement of Revenue and Expenditures for Student Nutrition Fund (240)  
Years Ended June 30, 2017- June 30, 2021 (Budgeted)

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Unaudited Actual	2020-21 Adopted Budget	% Increase / (Decrease)
<b>LOCAL REVENUE SOURCES</b>						
School Meals	\$ 2,794,957	\$ 2,963,182	\$ 3,209,919	\$ 2,639,188	\$ 3,208,750	21.58%
Other	14,715	29,323	68,246	49,011	38,750	-20.94%
<b>TOTAL</b>	<b>2,809,672</b>	<b>2,992,505</b>	<b>3,278,165</b>	<b>2,688,199</b>	<b>3,247,500</b>	<b>20.81%</b>
<b>STATE REVENUE SOURCES</b>						
State Matching Funds	147,515	153,769	150,474	188,631	158,017	-16.23%
<b>TOTAL</b>	<b>147,515</b>	<b>153,769</b>	<b>150,474</b>	<b>188,631</b>	<b>158,017</b>	<b>-16.23%</b>
<b>FEDERAL REVENUE SOURCES</b>						
Federal Meal Reimbursement	2,288,066	2,372,051	2,657,592	2,251,923	2,817,750	25.13%
Federal Commodities	416,575	399,492	393,229	439,172	523,606	19.23%
Other	-	-	-	5,500	-	-100.00%
<b>TOTAL</b>	<b>2,704,641</b>	<b>2,771,543</b>	<b>3,050,821</b>	<b>2,696,595</b>	<b>3,341,356</b>	<b>23.91%</b>
<b>TOTAL REVENUE</b>	<b>5,661,828</b>	<b>5,917,817</b>	<b>6,479,460</b>	<b>5,573,425</b>	<b>6,746,873</b>	<b>21.05%</b>
<b>EXPENDITURES</b>						
35 Food Services						
Payroll Costs	2,780,949	2,943,345	2,966,618	3,071,615	3,206,576	4.39%
Professional & Contracted Svcs.	41,854	20,313	25,000	93,266	65,182	-30.11%
Supplies & Materials	2,776,101	2,725,151	3,079,622	2,600,992	3,421,315	31.54%
Other Operating Expenses	34,219	13,875	12,276	17,195	19,300	12.24%
Utilities	4,634	4,344	141,334	3,888		
Debt Service	3,815	3,815	3,782	2,643	4,500	70.26%
Capital Outlay	37,469	-	16,510	19,413	30,000	54.54%
<b>Total</b>	<b>5,679,040</b>	<b>5,710,843</b>	<b>6,245,142</b>	<b>5,809,012</b>	<b>6,746,873</b>	<b>16.14%</b>
<b>NET REVENUE OVER (UNDER) EXPENDI</b>	<b>(17,212)</b>	<b>206,974</b>	<b>234,318</b>	<b>(235,587)</b>	<b>-</b>	
<b>Other Sources</b>	<b>8,749</b>	<b>-</b>	<b>969</b>	<b>7,851</b>		
<b>BEGINNING FUND BALANCE</b>	<b>1,332,051</b>	<b>1,323,588</b>	<b>1,530,562</b>	<b>1,765,849</b>	<b>1,538,113</b>	<b>-12.90%</b>
<b>ENDING FUND BALANCE</b>	<b>\$1,323,588</b>	<b>\$1,530,562</b>	<b>\$1,765,849</b>	<b>\$1,538,113</b>	<b>\$1,538,113</b>	<b>0.00%</b>

## Table 56

### Fund Balance Trends for Student Nutrition



## Debt Service Fund

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 has remained at AA<sub>2</sub> with the passage of the \$193.7 million bond package in May 2019 and Fitch ratings of AA for the 2010 series.

The Debt Service Fund is largely funded by property taxes. The District has experienced significant property value growth in recent years and the increase in property values give the district capacity to issue new debt to fund construction projects to accommodate student growth or execute refunding opportunities to improve our debt position without having to adjust the tax rate.

The District anticipates executing a bond refunding in July 2020. The refunding is expected to provide significant debt savings over the life of the refunded bonds. An element of the transaction will be a district contribution of \$17 million that will come out of the debt service fund balance.

For 2020-21, the Debt Service Fund has budgeted revenues for \$29,27,807. The debt service tax rate remained the same at \$0.47.





# Debt Service Fund (Cont.)

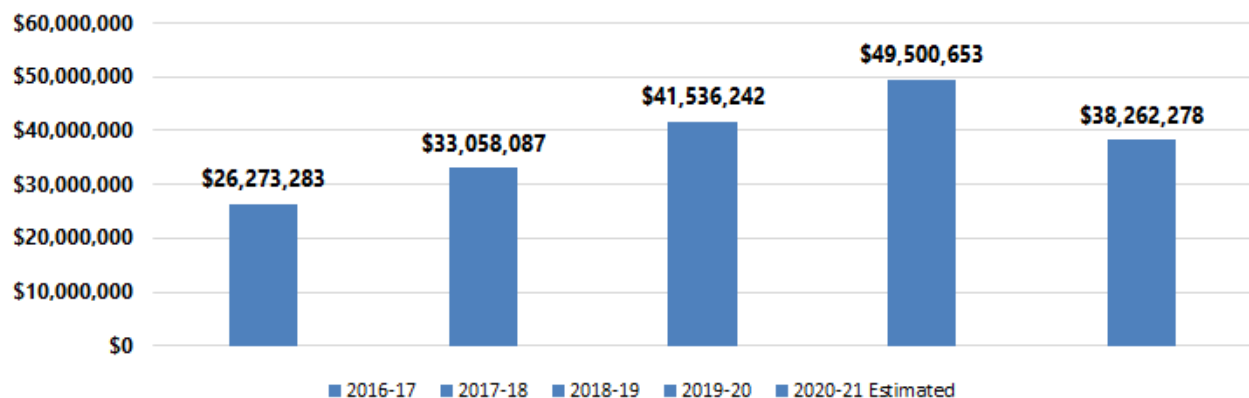
Table 57

**Statement of Revenue and Expenditures for Debt Service Fund (511)**  
**Years Ended June 30, 2017 - June 30, 2021 (Budgeted)**

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Unaudited Actual	2020-21 Approved Budget	% Increase (Decrease)
<b>REVENUE SOURCES</b>						
Local Revenue	\$ 23,093,817	\$ 26,689,154	\$ 30,521,350	\$ 33,188,893	\$ 34,513,362	3.99%
State Revenue	3,136,569	1,834,925	444,706	545,099	528,070	-3.12%
Total	26,230,386	28,524,079	30,966,056	33,733,992	35,041,432	3.88%
<b>EXPENDITURES</b>						
<b>Debt Service</b>						
Principal	19,095,000	16,636,075	18,030,000	12,905,680	11,564,522	-10.39%
Interest	4,919,325	5,086,220	4,450,431	12,851,422	17,695,285	37.69%
Fees	138,060	16,980	7,470	12,480	20,000	60.26%
Total	24,152,385	21,739,275	22,487,901	25,769,582	29,279,807	13.62%
<b>NET REVENUE OVER</b>	<b>2,078,001</b>	<b>6,784,804</b>	<b>8,478,155</b>	<b>7,964,410</b>	<b>5,761,625</b>	<b>-27.66%</b>
<b>OTHER SOURCES/USES</b>						
Transfers In	7,167,716	-	-	-	-	-
Transfers Out	(7,043,307)	-	-	-	(17,000,000)	-
Total	124,409	-	-	-	(17,000,000)	-
<b>NET SOURCES OVER (UNDER)</b>	<b>2,202,410</b>	<b>6,784,804</b>	<b>8,478,155</b>	<b>7,964,410</b>	<b>(11,238,375)</b>	<b>-241.11%</b>
<b>BEGINNING FUND</b>	<b>24,070,873</b>	<b>26,273,283</b>	<b>33,058,087</b>	<b>41,536,242</b>	<b>49,500,653</b>	<b>19.17%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 26,273,283</b>	<b>\$ 33,058,087</b>	<b>\$ 41,536,242</b>	<b>\$ 49,500,653</b>	<b>\$ 38,262,278</b>	<b>-22.70%</b>

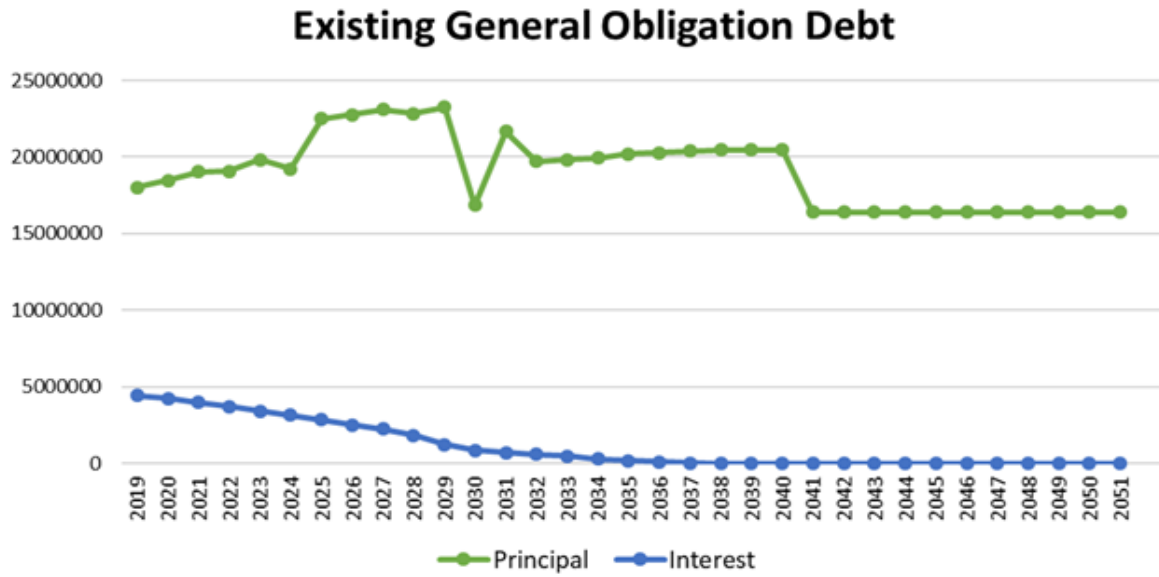
Table 58

**Fund Balance Trends Debt Service**



# Debt Service Fund (Cont.)

Table 59



# Debt Service Fund (Cont.)

**Table 60**

**Aggregate Unlimited General Obligation Tax  
Bonds Debt Tax Support  
As of June 30, 2021**

Fiscal Year Ending 6/30/21	Principal	Interest	Total
2021	11,564,522	17,695,284 \$	29,259,806
2022	11,281,374	17,769,907 \$	29,051,281
2023	11,575,177	17,925,961 \$	29,501,138
2024	10,426,830	18,304,476 \$	28,731,306
2025	12,768,374	19,068,920 \$	31,837,294
2026	11,102,068	20,672,370 \$	31,774,438
2027	10,926,241	20,942,897 \$	31,869,138
2028	15,287,721	15,878,573 \$	31,166,294
2029	15,760,361	15,352,208 \$	31,112,569
2030	16,055,134	14,703,685 \$	30,758,819
2031	13,805,159	16,954,134 \$	30,759,293
2032	14,581,109	16,180,034 \$	30,761,143
2033	15,412,808	15,345,958 \$	30,758,766
2034	15,356,735	15,404,484 \$	30,761,219
2035	13,429,422	17,333,203 \$	30,762,625
2036	13,365,824	17,396,700 \$	30,762,524
2037	12,656,789	18,103,361 \$	30,760,150
2038	11,773,361	18,989,764 \$	30,763,125
2039	11,662,602	19,098,323 \$	30,760,925
2040	11,614,940	19,156,035 \$	30,770,975
2041	15,988,412	14,767,813 \$	30,756,225
2042	16,246,428	14,510,322 \$	30,756,750
2043	16,428,956	14,330,644 \$	30,759,600
2044	16,535,340	14,222,885 \$	30,758,225
2045	16,665,580	14,095,995 \$	30,761,575
2046	16,819,348	13,942,293 \$	30,761,641
2047	17,001,152	13,761,504 \$	30,762,656
2048	17,200,828	13,560,656 \$	30,761,484
2049	17,423,212	13,339,522 \$	30,762,734
2050	17,662,812	13,098,204 \$	30,761,016
2051	17,924,628	12,836,310 \$	30,760,938
	\$ 446,303,247	\$ 504,742,425 \$	951,045,672



## 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 61**

WYLIE INDEPENDENT SCHOOL DISTRICT CAPITAL IMPROVEMENT PROGRAM IMPACT ON TAX RATE (unaudited)								
FYE 30-Jun	Net Taxable Assessed Valuation	Growth Rate	EDA/IFA/Other Set Aside in Debt Service	Total Outstanding Debt			Net Debt Service	Total I&S Tax Rate
				Principal	Interest	Total		
2021	7,204,204,553	3.0%	(4,000,000)	11,564,522	17,695,284	\$ 29,259,806	33,259,806	0.47
2022	7,420,330,690	3.0%	(5,500,000)	11,281,374	17,769,907	\$ 29,051,281	34,551,281	0.47
2023	7,642,940,610	3.0%	(6,000,000)	11,575,177	17,925,961	\$ 29,501,138	35,501,138	0.47
2024	7,795,799,422	2.0%	(7,500,000)	10,426,830	18,304,476	\$ 28,731,306	36,231,306	0.47
2025	7,873,757,417	1.0%	(5,000,000)	12,768,374	19,068,920	\$ 31,837,294	36,837,294	0.47
2026	7,873,757,417	0.0%	(5,000,000)	11,102,068	20,672,370	\$ 31,774,438	36,774,438	0.47
2027	7,873,757,417	0.0%	(5,000,000)	10,926,241	20,942,897	\$ 31,869,138	36,869,138	0.47
2028	7,873,757,417	0.0%	(5,500,000)	15,287,721	15,878,573	\$ 31,166,294	36,666,294	0.47
2029	7,873,757,417	0.0%	(5,500,000)	15,760,361	15,352,208	\$ 31,112,569	36,612,569	0.47
2030	7,873,757,417	0.0%	(6,000,000)	16,055,134	14,703,685	\$ 30,758,819	36,758,819	0.47
2031	7,873,757,417	0.0%	(6,000,000)	13,805,159	16,954,134	\$ 30,759,293	36,759,293	0.47
2032	7,873,757,417	0.0%	(6,000,000)	14,581,109	16,180,034	\$ 30,761,143	36,761,143	0.47
2033	7,873,757,417	0.0%	(6,000,000)	15,412,808	15,345,958	\$ 30,758,766	36,758,766	0.47
2034	7,873,757,417	0.0%	(6,000,000)	15,356,735	15,404,484	\$ 30,761,219	36,761,219	0.47
2035	7,873,757,417	0.0%	(6,000,000)	13,429,422	17,333,203	\$ 30,762,625	36,762,625	0.47
2036	7,873,757,417	0.0%	(6,000,000)	13,365,824	17,396,700	\$ 30,762,524	36,762,524	0.47
2037	7,873,757,417	0.0%	(6,000,000)	12,656,789	18,103,361	\$ 30,760,150	36,760,150	0.47
2038	7,873,757,417	0.0%	(6,000,000)	11,773,361	18,989,764	\$ 30,763,125	36,763,125	0.47
2039	7,873,757,417	0.0%	(6,000,000)	11,662,602	19,098,323	\$ 30,760,925	36,760,925	0.47
2040	7,873,757,417	0.0%	(6,000,000)	11,614,940	19,156,035	\$ 30,770,975	36,770,975	0.47
2041	7,873,757,417	0.0%	(6,000,000)	15,988,412	14,767,813	\$ 30,756,225	36,756,225	0.47
2042	7,873,757,417	0.0%	(6,000,000)	16,246,428	14,510,322	\$ 30,756,750	36,756,750	0.47
2043	7,873,757,417	0.0%	(6,000,000)	16,428,956	14,330,644	\$ 30,759,600	36,759,600	0.47
2044	7,873,757,417	0.0%	(6,000,000)	16,535,340	14,222,885	\$ 30,758,225	36,758,225	0.47
2045	7,873,757,417	0.0%	(6,000,000)	16,665,580	14,095,995	\$ 30,761,575	36,761,575	0.47
2046	7,873,757,417	0.0%	(6,000,000)	16,819,348	13,942,293	\$ 30,761,641	36,761,641	0.47
2047	7,873,757,417	0.0%	(6,000,000)	17,001,152	13,761,504	\$ 30,762,656	36,762,656	0.47
2048	7,873,757,417	0.0%	(6,000,000)	17,200,828	13,560,656	\$ 30,761,484	36,761,484	0.47
2049	7,873,757,417	0.0%	(6,000,000)	17,423,212	13,339,522	\$ 30,762,734	36,762,734	0.47
2050	7,873,757,417	0.0%	(6,000,000)	17,662,812	13,098,204	\$ 30,761,016	36,761,016	0.47
2051	7,873,757,417	0.0%	(6,000,000)	17,924,628	12,836,310	\$ 30,760,938	36,760,938	0.47
				<b>\$ 446,303,247</b>	<b>\$ 504,742,425</b>	<b>\$ 951,045,672</b>		

(1) FY 2019 Assessed Valuation is actual per CCAD.  
(2) FY 2020 and thereafter is growth rate estimate.  
(3) I&S Tax Rate is calculated on 98.5% collection rate.  
(4) Calculations do not account for the loss of frozen taxes.

# Capital Projects

This governmental fund budgeted at \$170,929,120 for 2020-21 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 in May 2019 for \$193.7 million. The bond includes a renovations, additions, updates and expansions to several of our facilities, technology infrastructure updates, and safety and security enhancements to all campuses.

Because of the enrollment growth rate all campuses will be nearing capacity in the foreseeable future. A bond proposal may be called in the next few years to accommodate the growth.

On March 23, 2016 and April 11, 2016, Wylie ISD suffered hail storm damages totaling over \$56 million. With those funds all 1,800 HVAC units and all 20 campus roofs will be completely replaced. The result will benefit longevity of capital assets in roofing and HVAC units.

Thee following pages recap the projects and historical spending for each of bond authorizations currently for the past five years.



# Capital Projects (Cont.)

**Table 62**  
**Capital Projects Activity—Five Year Summary**

Project	16-17 FY Activity	17-18 FY Activity	18-19 FY Activity	19-20 FY Activity	20-21 FY Budget
Wylie High School	\$ 6,895,616	\$ 2,965,516	\$ 3,136,912	\$ 19,250,734	\$ 47,269,742
Wylie East High School	7,609,330	3,383,250	4,397,978	23,224,980	56,143,159
Achieve Academy	533,866	143,030	-	8,908	-
Burnett Jr. High	4,151,511	202,207	64,428	146,516	1,903,125
Harrison Intermediate	6,118,488	283,096	13,981	2,404,446	14,251,469
McMillan Jr. High	4,187,376	679,840	5,608	415,357	3,824,828
Davis Intermediate	3,932,753	39,828	40,288	114,928	3,469,397
Cooper Jr. High	2,732,775	602,803	158,746	242,359	2,503,307
Draper Intermediate	2,439,390	13,360	191,665	131	-
Hartman Elementary	2,708,406	55,903	5,115	88,195	834
Birmingham Elementary	1,383,636	271,695	796,917	30,256	18,750
Akin Elementary	960,682	360,906	880,576	216,515	1,360,545
Dodd Elementary	2,390,108	(5,836)	22,419	39,135	1,747,336
Groves Elementary	1,919,612	36,471	39,255	165,210	3,080,331
Cox Elementary	908,554	331,501	19,937	992,073	5,540,036
Tibbals Elementary	1,528,902	204,908	2,311,206	141,780	61,261
Smith Elementary	1,669,143	191,015	16,587	-	210,375
Whitt Elementary	1,587,846	3,325	32,100	599,106	6,289,984
Watkins Elementary	1,588,723	3,164	87,137	2,005,166	11,234,119
Bush Elementary	4,225,996	119,567	127,361	1,456,319	6,907,994
Educational Service Center	1,845,100	29,117	91,948	342,815	229,718
Technology	-	55,688	300	-	-
Other/Arbitrage	489,264	508,561	643,538	390,674	439,586
Academic & Career Connections	-	-	38,500	-	-
Transportation Department	1,598,689	241,326	737,666	126,907	1,256
District Wide	1,453,143	31,934	119,659	1,406,570	4,441,968
<b>Grand Total</b>	<b>\$ 64,858,910</b>	<b>\$ 10,752,173</b>	<b>\$ 13,979,825</b>	<b>\$ 53,809,080</b>	<b>\$ 170,929,120</b>

# Capital Projects (cont.)

Table 63

## Current Capital Projects

2019 Bond Projects - Original Budget \$ 212,047,722

Balance of Budget as of 7/1/2020 \$ 162,775,061

Construction Projects for 2020-21

### Phase I

Project	Budget	Activity	Unexpended Funds	Comments
<b>Wylie HS</b>				
Renovations and Additions	\$ 64,930,637	\$ 20,855,439	\$ 44,075,198	Under Construction
<b>Wylie East HS</b>				
Renovations and Additions	\$ 77,742,875	\$ 25,380,611	\$ 52,362,264	Under Construction
<b>Total Phase I</b>	<b>\$ 142,673,512</b>	<b>\$ 46,236,050</b>	<b>\$ 96,437,462</b>	

### Phase II

Project	Budget	Activity	Unexpended Funds	Comments
<b>Bush Elementary</b>				
Renovations and Additions	\$ 8,223,908	\$ 1,340,014	\$ 6,883,894	Under Construction
<b>Cox Elementary</b>				
Renovations and Additions	\$ 6,528,039	\$ 993,354	\$ 5,534,685	Under Construction
<b>Harrison Intermediate</b>				
Renovations and Additions	\$ 16,130,087	\$ 2,040,056	\$ 14,090,031	Under Construction
<b>Watkins Elementary</b>				
Renovations and Additions	\$ 12,758,738	\$ 1,728,674	\$ 11,030,064	Under Construction
<b>Total Phase II</b>	<b>\$ 43,640,772</b>	<b>\$ 6,102,098</b>	<b>\$ 37,538,674</b>	

### Phase III

Project	Budget	Activity	Unexpended Funds	Comments
<b>Davis Elementary</b>				
Renovations and Additions	\$ 4,348,125	\$ 113,728	\$ 4,234,397	Design and Planning
<b>Grove Elementary</b>				
Renovations and Additions	\$ 5,898,959	\$ 165,110	\$ 5,733,849	Design and Planning
<b>McMillan Junior High</b>				
Renovations and Additions	\$ 4,454,875	\$ 152,747	\$ 4,302,128	Design and Planning
<b>Whitt Elementary</b>				
Renovations and Additions	\$ 6,691,563	\$ 401,578	\$ 6,289,985	Design and Planning
<b>Total Phase III</b>	<b>\$ 21,393,522</b>	<b>\$ 833,163</b>	<b>\$ 20,560,359</b>	

### Phase IV

Project	Budget	Activity	Unexpended Funds	Comments
<b>Dodd Elementary</b>				
Renovations and Additions	\$ 1,747,336	\$ -	\$ 1,747,336	Design Phase
<b>Cooper Junior High</b>				
Renovations and Additions	\$ 2,502,500	\$ -	\$ 2,502,500	Design Phase
<b>Burnett Junior High</b>				
Renovations and Additions	\$ 1,903,125	\$ -	\$ 1,903,125	Design Phase
<b>Akin Elementary</b>				
Renovations and Additions	\$ 1,362,500	\$ 4,350	\$ 1,358,150	Design Phase
<b>Birmingham Elementary</b>				
Renovations and Additions	\$ 18,750	\$ -	\$ 18,750	Design Phase
<b>Smith Elementary</b>				
Renovations and Additions	\$ 210,375	\$ -	\$ 210,375	Design Phase
<b>Tibbals Elementary</b>				
Renovations and Additions	\$ 60,830	\$ -	\$ 60,830	Design Phase
<b>District Wide</b>				
Renovations and Additions	\$ 437,500	\$ -	\$ 437,500	Design Phase
<b>Total Phase IV</b>	<b>\$ 8,242,916</b>	<b>\$ 4,350</b>	<b>\$ 8,238,566</b>	

**Grand Totals for 2019 Bond \$ 215,950,722 \$ 53,175,661 \$ 162,775,061**

# Capital Projects (cont.)

## Current Capital Projects

As of July 1, 2020, Phase I & II of the 2019 Bond Referendum is underway while Phase III is still in the design and planning stage. Phase IV is still in the design stage and construction is expected to start later in the 2020-21 fiscal year. The construction projects should provide the district with enough capacity to accommodate growth over the next few years. The district will continue to monitor any new developments that require future construction.

## Capital Projects Impact on General Fund

For fiscal year 2020-21, the District transferred \$12.9 million from the general fund to the capital projects fund of which \$10 million was designated for design fees in relation to the 2019 bond. The purpose was to save on the inflation and interests costs by expediting the process and accommodate the much needed student growth. In addition, it alleviated bond capacity in the debt service fund which affects the tax rate.

## Future Capital Projects

Following a Master Facility multi-year plan coupled with the passage of the May 2019 \$193.7 million bond package, many capital projects began underway starting in the spring of 2014 with a resolution reimbursement approved by the Board of Trustees pending the passage of the bond in May. The \$193.7 million bond package for May 2019 includes renovations and expansions at a majority of campuses to accommodate growth. No new campuses are planned at this time. Many projects require a specific timeline based on when students are in school, demands, supplies of materials and costs involved. All decisions are revolved around what is best for the Wylie ISD students while still following the Board's goal of managing 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 package and the development of all projects is on the following pages.



# Buildings and Square Footage

Table 64

	Initial Year of Service	Campus Size (Acres)	Building Square Footage
<b>Elementary Campuses:</b>			
Akin	1988	8	76,734
Birmingham	1985	15	72,498
Bush	2016	10	86,032
Cox	2004	11	76,580
Dodd	1999	10	69,294
Groves	2002	10	69,546
Hartman	1963	8	68,906
Smith	2007	14	71,172
Tibbals	2005	10	78,441
Watkins	2010	10	71,289
Whitt	2008	11	71,231
<b>Total Elementary (10 campuses)</b>		<b>117</b>	<b>811,723</b>
<b>Secondary Campuses:</b>			
Davis Intermediate	2004	10	107,250
Draper Intermediate	2007	11	102,194
Harrison Intermediate	1967	10	101,912
<b>Subtotal (3 campuses)</b>		<b>31</b>	<b>311,356</b>
Burnett Junior High	1975	26	131,171
Cooper Junior High	2006	25	104,045
McMillan Junior High	2003	32	136,060
<b>Subtotal (3 campuses)</b>		<b>83</b>	<b>371,276</b>

# Buildings and Square Footage (Cont.)

Table 64 (con't)

	Initial Year of Service	Campus Size (Acres)	Building Square Footage
<b>Secondary Campuses (cont):</b>			
Achieve Academy	2011		25,000
Wylie High School	1996	113	375,762
Wylie East High School	2007	64	379,550
<b>Subtotal (3 campuses)</b>		<b>177</b>	<b>755,312</b>
<b>Total Secondary (9 campuses)</b>			<b>1,462,944</b>
<b>Other Buildings:</b>			
Admin Office	1987		37,949
Ag Barn	1990		27,289
Indoor Athletic Complex	2001		42,289
Maintenance/Food Service	2006		45,088
Transportation	2002		9,380
<b>Total Other Buildings</b>			<b>161,995</b>
<b>Grand Total:</b>			<b>2,436,662</b>

# Campus Building History

## **Achieve Academy**

The Achieve Academy was constructed in 2011 and serves students of Wylie ISD. It 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**

Constructed in 1988 and houses students in kindergarten through fourth grade. The building is now 76,734 square feet and current enrollment is 526 students.

## **Birmingham Elementary**

Constructed in 1985 and houses students in kindergarten through fourth grade. The building is 72,498 square feet and current enrollment is 494 students.

## **Burnett Jr. High**

Constructed in 1975 Burnett was originally the home of the Wylie High School Pirates. The campus now houses students in seventh and eighth grade and is 131,171 square feet including the field house. Current enrollment is 877 students.

## **Bush Elementary**

Constructed in 2016 and houses students in kindergarten through fourth grade. The building is 86,032 square feet and current enrollment is 745 students.

## **Cooper Jr. High**

Constructed in 2006 and houses students in seventh and eighth grade. The building is 104,045 square feet and current enrollment is 978 students.

## **Cox Elementary**

Constructed in 2004 and houses students in kindergarten through fourth grade. The building is 76,580 square feet and current enrollment is 604 students.

## **Davis Intermediate**

Constructed in 2004 and houses students in fifth and sixth grade. The building is 107,250 square feet and current enrollment is 789 students.

## **Dodd Elementary**

Constructed in 1999 and houses students in kindergarten through fourth grade. The building is 69,294 square feet and current enrollment is 522 students.

## **Draper Intermediate**

Constructed in 2007 and houses students in fifth and sixth grade. The current square footage to 102,194. Current enrollment is 850 students.

## **Groves Elementary**

Constructed in 2002 and houses students in kindergarten through fourth grade. The building square footage is 69,546 and current enrollment is 585 students.

## **Harrison Intermediate**

Constructed in 1967 Harrison houses students in fifth and sixth grade. The building is 101,912 square feet and current enrollment is 870 students.

## **Hartman Elementary**

The oldest building in the District was constructed in 1963 and houses students in pre-k through fourth grade. The building is 68,906 square feet and current enrollment is 538 students.



## **Campus Building History (Cont.)**

### **McMillan Jr. High**

Constructed in 2003 and houses students in seventh and eighth grade. The building is 136,060 square feet and current enrollment is 866 students.

### **Smith Elementary**

Constructed in 2007 and houses students in kindergarten through fourth grade. The building is 71,172 square feet and current enrollment is 474 students.

### **Tibbals Elementary**

Constructed in 2005 and houses students in kindergarten through fourth grade. The building is 71,289 square feet and current enrollment is 611 students.

### **Watkins Elementary**

Constructed in 2010 and houses students in kindergarten through fourth grade. The building is 78,441 square feet and current enrollment is 780 students.

### **Whitt Elementary**

Constructed in 2008 and houses students in kindergarten through fourth grade. The building is 71,231 square feet and current enrollment is 654 students.

### **Wylie East High School**

Constructed in 2007 with a square footage of 379,550. WEHS houses students in ninth through 12<sup>th</sup> grade and current enrollment is 2,103 students.

### **Wylie High School**

Wylie High School was constructed in 1996 with a square footage of 375,762. The campus houses students in ninth through 12<sup>th</sup> grade and current enrollment is 2,893 students.

# INFORMATION SECTION

**WE'LL  
RISE UP**

Wylie Independent School District 

# Taxable Value Information

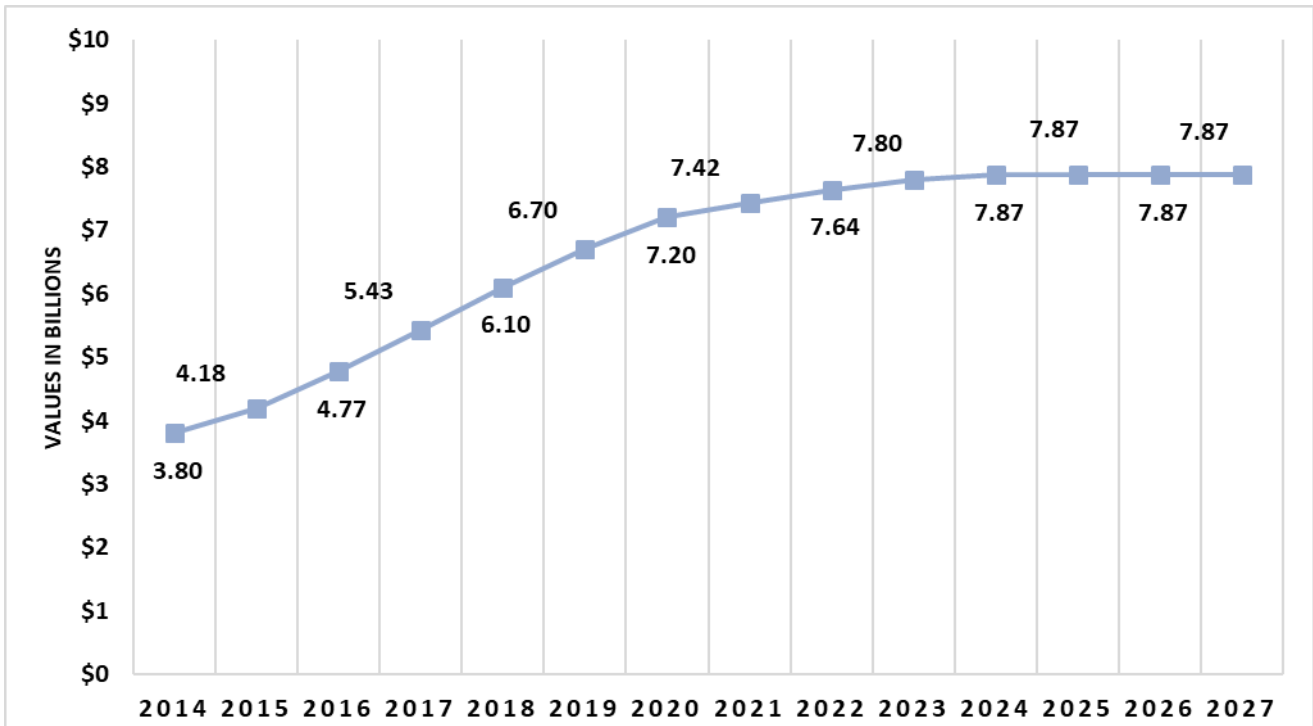
On January 1 each year the property values are rendered for appraisal. The appraisal process is conducted by the Collin Central Appraisal District (CCAD). Properties are required to be appraised at 100% market value. A 10% appraisal cap controls runaway property value growth.

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.

Tax Year as of Jan. 1	Taxable Value	% Change
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	2,829,087,410	9.7%
2008	3,102,559,801	-0.6%
2009	3,084,000,060	1.6%
2010	3,132,399,613	1.9%
2011	3,193,229,451	1.7%
2012	3,248,924,526	7.1%
2013	3,478,419,817	9.3%
2014	3,800,264,829	9.9%
2015	4,175,434,575	14.3%
2016	4,771,483,841	13.8%
2017	5,428,888,188	13.2%
2018	6,147,391,020	9.5%
2019	6,731,393,167	5.0%
2020	7,067,962,825	3.0%
2021	7,280,001,710	3.0%
2022	7,498,401,761	1.0%
2023	7,573,385,779	1.0%
2024	7,649,119,636	1.0%
2025	7,725,610,833	1.0%
2026	7,802,866,941	1.0%
2027	7,880,895,610	0.0%
2028	7,880,895,610	0.0%
2029	7,880,895,610	0.0%
2030	7,880,895,610	0.0%
2031	7,880,895,610	0.0%
2032	7,880,895,610	0.0%
2033	7,880,895,610	0.0%
2034	7,880,895,610	0.0%
2035	7,880,895,610	0.0%
2036	7,880,895,610	0.0%

Projected Values

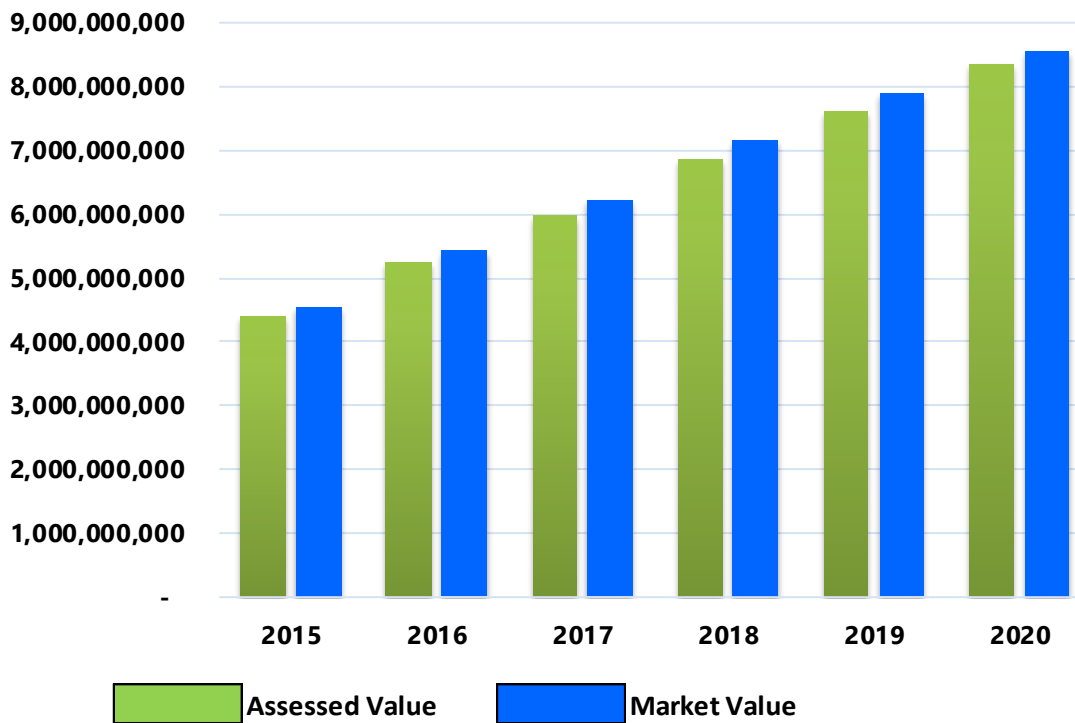


## Taxable Value Information (Cont.)

Table 67

### Assessed Value and Market Value of Taxable Property

Tax Year as of Jan. 1	Assessed Value	Market Value	% Difference
2015	5,233,670,519	5,431,077,520	4%
2016	5,965,433,630	6,221,916,603	4%
2017	6,851,852,023	7,153,021,093	4%
2018	7,625,978,662	7,893,809,462	3%
2019	8,346,493,153	8,547,819,801	2%
2020	8,761,061,758	8,908,121,580	2%



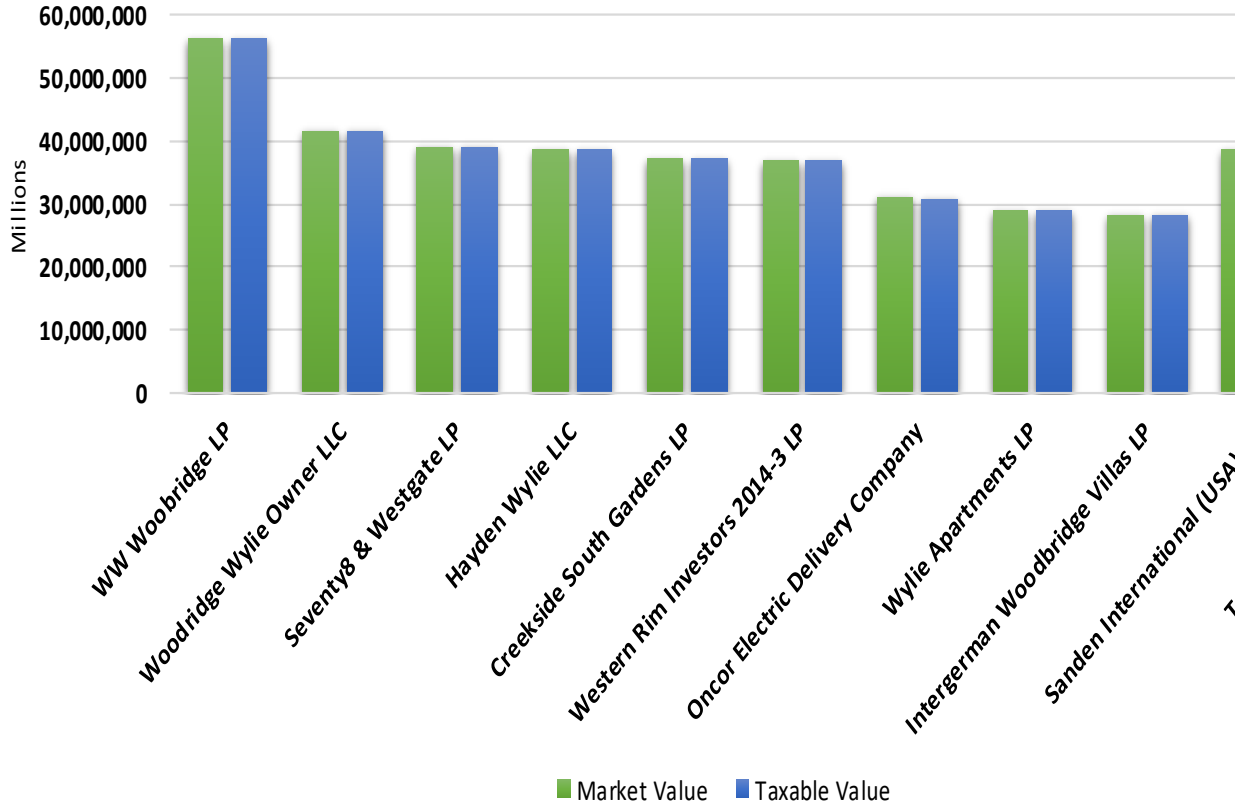
Assessed value is the dollar value assigned by the property tax assessor for the purpose of the taxation. Market value is the price at which an asset would trade in a competitive market. The above graphs reflect the assessed and market values of Wylie ISD.

## Taxable Value Information (Cont.)

**Table 68**  
**2020 Top Ten Taxpayers**  
**(Real and Personal Properties Included)**

Taxpayer Name	Market Value	Taxable Value
WW Woobridge LP	54,382,880	54,382,880
Woodbridge Crossing LP	43,421,626	43,421,626
Hayden Wylie LLC	37,518,200	37,518,200
Creekside South Gardens LP	36,600,000	36,600,000
Western Rim Investors 2014-3 LP	35,613,892	35,613,892
Wylie Apartments LP	30,300,000	30,300,000
Woodbridge Villas LLC	28,865,560	28,865,560
Oncor Electric Delivery Company	28,557,550	28,279,251
Sanden International (USA) Inc	36,728,017	23,883,258
Kansas City Southern Railway Co	20,641,375	20,641,375

### 2020 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				% Collections	
June 30	Assessed Valuation	Tax Rate	Adjusted Levy	Current	Total
2011	\$ 3,132,399,613	\$ 1.64	\$ 51,371,354	99.32%	99.83%
2012	\$ 3,193,229,451	\$ 1.64	\$ 52,368,963	98.79%	99.77%
2013	\$ 3,248,924,526	\$ 1.64	\$ 53,282,362	99.45%	99.70%
2014	\$ 3,478,419,817	\$ 1.64	\$ 57,046,085	99.46%	99.30%
2015	\$ 3,800,264,829	\$ 1.64	\$ 62,324,343	100.25%	100.61%
2016	\$ 4,175,434,575	\$ 1.64	\$ 68,477,127	100.21%	100.64%
2017	\$ 4,771,483,870	\$ 1.64	\$ 78,252,335	100.95%	102.58%
2018	\$ 5,428,888,188	\$ 1.64	\$ 89,033,766	102.01%	104.62%
2019	\$ 6,103,500,488	\$ 1.64	\$ 100,097,408	102.44%	105.58%
2020	\$ 6,704,043,238	\$ 1.52	\$ 103,135,001	102.39%	105.78%

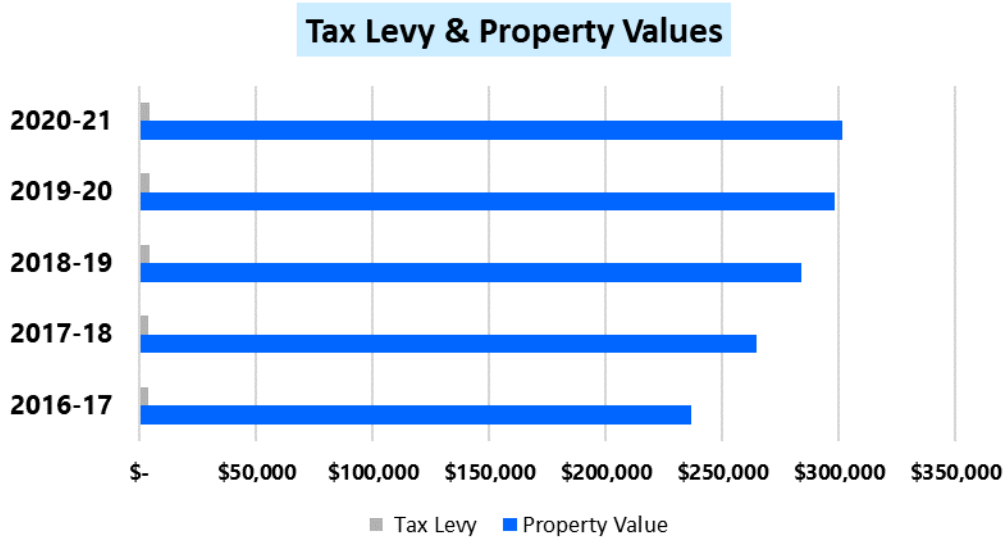
## Effects of Tax Levy & Rate Changes on an Average Single Family Residence

**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 \$25,000 to reduce the amount of taxes owed. This amount increased by \$10,000 in the 2015 Legislative Session. The state held harmless districts by increasing the funding loss due to the increase in the exemption.

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**

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Property Value</b>	\$ 236,785	\$ 264,523	\$ 283,681	\$ 298,192	\$ 301,512
<b>Less: Homestead Exemption</b>	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)
<b>Adjusted Taxable Value</b>	211,785	239,523	258,681	273,192	276,512
<b>Rate per \$100 Value</b>	1.6400	1.6400	1.6400	1.5384	1.5205
<b>Tax Levy</b>	\$ 3,473	\$ 3,928	\$ 4,242	\$ 4,203	\$ 4,204





# Student Enrollment By Campus

Wylie ISD enrollment experienced significant increases in early 2000's with the highest in 2004-2005 with 18% growth from the previous year. Total PK-12 enrollments have risen over the past years from 7,826 in 2004-2005 to over an estimated 17,568 in 2020-21. The average increase of students has steadied over the past five years to approximately 500 students per year.

**Table 71**

## Student Enrollment by Campus

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Elementary Schools (Grades K-4)</b>					
Akin	389	421	464	533	526
Birmingham	496	505	526	528	494
Bush	555	646	726	754	745
Cox	677	666	666	652	604
Dodd	538	559	564	553	522
Groves	562	552	563	551	585
Hartman - <i>includes 1/2 day PK</i>	513	577	518	605	538
Smith	505	497	513	520	474
Tibbals	666	686	656	638	611
Watkins	477	561	645	690	780
Whitt	642	651	654	646	654
<b>Total for Elementary</b>	<b>6,020</b>	<b>6,321</b>	<b>6,495</b>	<b>6,670</b>	<b>6,533</b>
<b>Intermediate Schools (Grades 5-6)</b>					
Davis	774	799	827	798	789
Draper	984	1007	976	916	859
Harrison	682	701	768	889	870
<b>Total for Intermediate</b>	<b>2,440</b>	<b>2,507</b>	<b>2,571</b>	<b>2,603</b>	<b>2,518</b>
<b>Junior High Schools (Grades 7-8)</b>					
Burnett	727	772	808	843	877
Cooper	820	891	922	904	978
McMillan	747	846	882	929	866
<b>Total for Junior High</b>	<b>2,294</b>	<b>2,509</b>	<b>2,612</b>	<b>2,676</b>	<b>2,721</b>
<b>High Schools (Grades 9-12)</b>					
Wylie East High School	1,825	1846	1958	1992	2103
Wylie High School	2,303	2428	2614	2710	2893
Achieve Academy (Alternative) Gr 11-12	129	130	131	111	86
<b>Total for High School</b>	<b>4,257</b>	<b>4,404</b>	<b>4,703</b>	<b>4,813</b>	<b>5,082</b>
<b>Total District Enrollment</b>	<b>15,011</b>	<b>15,741</b>	<b>16,381</b>	<b>16,762</b>	<b>16,854</b>

Source: PEIMS Standard Report; 2019-20 based on August 13, 2020 Attendance

# Student Enrollment Projections

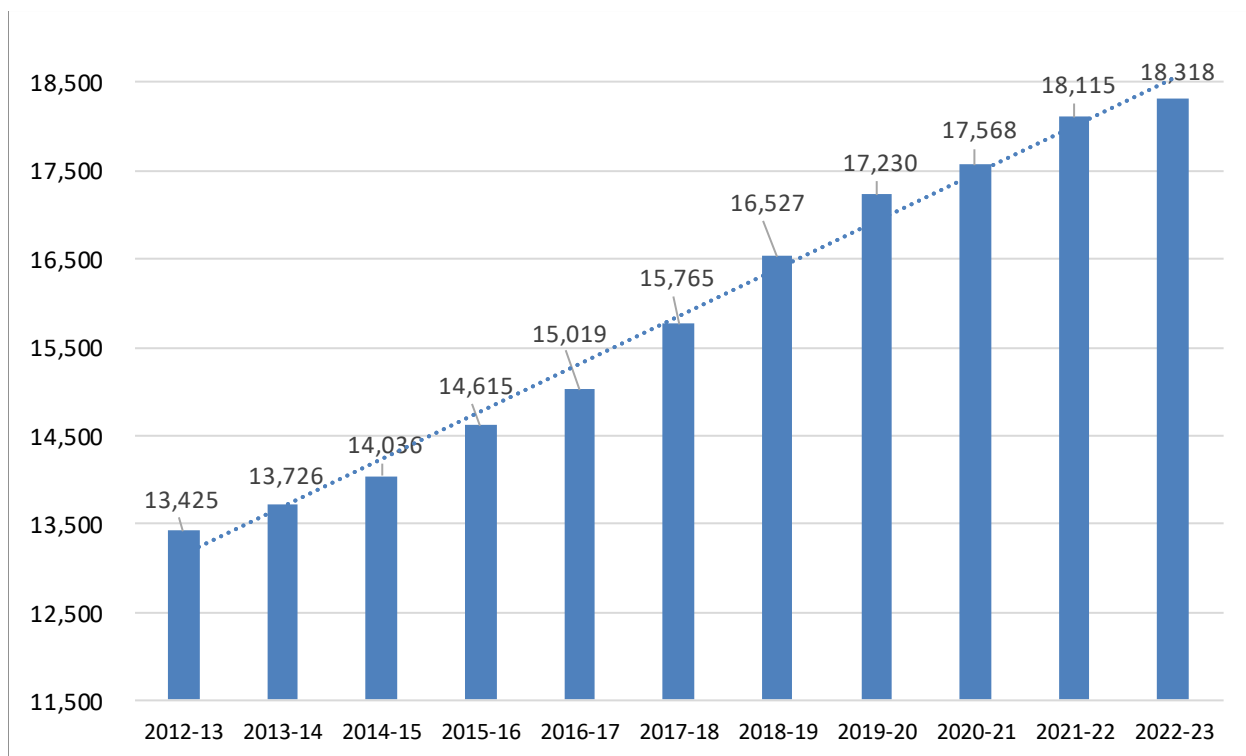
Wylie ISD continues to respond to the enrollment growth needs of the District. According to the District’s demographer, School District Strategies, using the New Home Method (Moderate), Wylie ISD’s enrollment should peak at 20,766 students. At that point the District will be built out within its 41 square 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 but anticipated to be Fall of 2029

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 average daily attendance (ADA) is the basis for computing state aid. The correlation between the two is very important.

Wylie ISD enrollment experienced significant increases in the early 2000’s with the highest in 2004-05 with 18% growth from the previous year. Total PK-12 enrollments have risen over the past years from 7,826 in 2004-2005 to over an estimated 17,568 in 2020-2021. The average increase of students has steadied over the past five years to approximately 500 students per year.

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

**Table 72**  
**Student Enrollment History and Projections**



# Staffing

As with most school districts anywhere in the nation, the annual operating budget is labor intensive with approximately 85% of its budget going toward salaries 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 past few years. As enrollment increases, additional staff is essential to provide the necessary educational services ranging from teachers to bus drivers. The table below shows the staffing history for Wylie ISD.

**Table 73**

## Wylie Independent School District Staffing History

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Professional</b> (Superintendent, Assistant Superintendents, Directors, Other Professional, Principal, Assistant Principal, Counselor, Librarian, Nurse)	234	235	243	269	274
<b>Teachers</b> (Teacher - Secondary, Elementary, Special Education)	969	1,006	1,030	1,071	1,123
<b>Other</b> (Paraprofessional, Food Service, Bus Driver, Hourly, Other)	708	726	879	887	907
<b>Total</b>	<b>1,911</b>	<b>1,967</b>	<b>2,152</b>	<b>2,227</b>	<b>2,304</b>
<b>Student Enrollment</b>	15,019	15,765	16,299	16,762	16,854
<b>Staffing Ratios:</b>					
Teaching Staff	15.5	15.7	15.8	15.7	15.0
Total Staff	7.9	8.0	7.6	7.5	7.3

# 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:

## General Fund

1. The 85th Legislative Session resulted in very minimal funding increase for public education.
2. The continuation of development, renovations, and additions, as needed due to enrollment growth.
3. Salary and benefit cost will continue to escalate due to competition for highly qualified teachers.
4. The District enrollment growth will require new staff increased both for direct instructional positions and support positions.

## Debt Service Fund

1. State implications from HB114 passed in the 85th legislative session addressing Capital Appreciation Bonds and the limitations including refunding will impact the school district.
2. The tax rate will be addressed on an annual basis utilizing the taxable values and state aid calculations.
3. Restructure debt to maximize funding for the district and all taxpayers.

## Student Nutrition Fund

1. Federal reimbursements for breakfast and lunch meals to sustain same rates while providing nutritious and appealing meals to our students.
2. Salary and benefit costs will continue to escalate due to competitive staff between neighboring school districts. A 3% midpoint raise is estimated in future projections.
3. The District enrollment growth includes additional revenues and expenditures proportionately.

Projections for the General, Debt Service, and Student Nutrition funds for future budget years are listed on the following pages:

# Future Years Budget Projections (Cont.)

**Table 74**

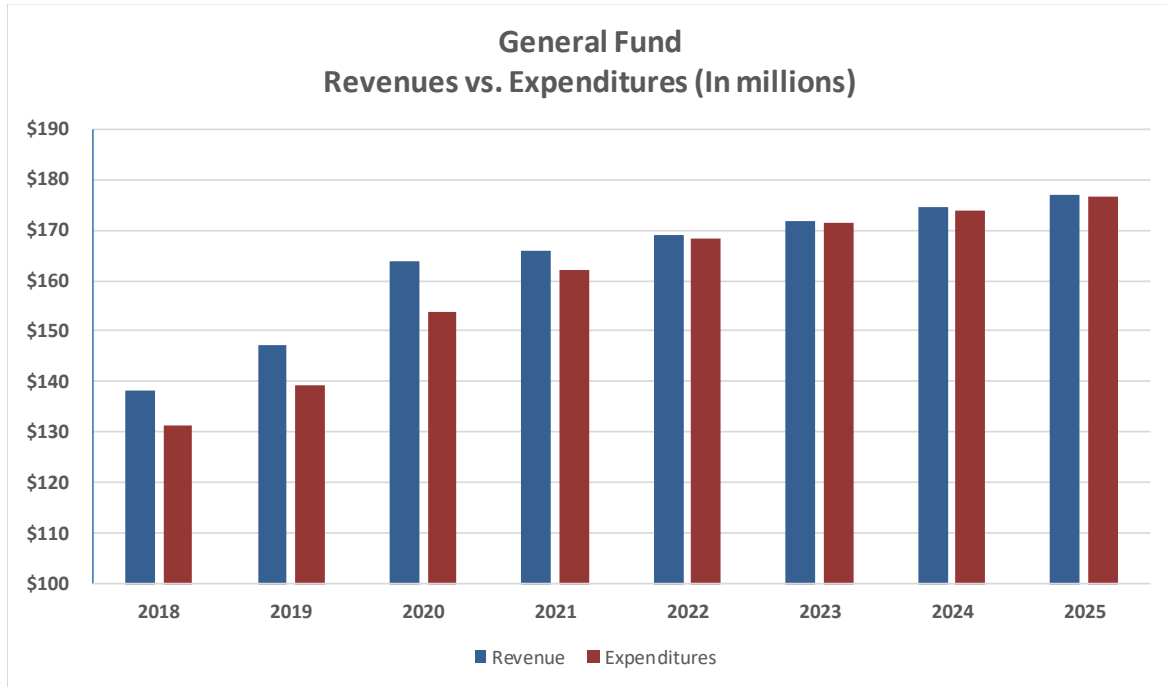
GENERAL FUND SUMMARY For the Fiscal Year Periods 2020 -- 2025

FISCAL YEAR REVENUES BY SOURCE	CURRENT		PROJECTED		PROJECTED		PROJECTED		PROJECTED			
	2019-20	% Chg	2020-21	% Chg	2021-22	% Chg	2022-23	% Chg	2023-24	% Chg	2024-25	% Chg
Local And Intermediate Sources	74,651,121	57.9%	77,760,833	4.2%	78,325,028	0.7%	79,221,473	1.1%	79,467,284	0.3%	79,467,284	0.0%
State Program Revenues	81,769,338	26.0%	84,420,829	3.2%	84,807,731	0.5%	85,673,763	1.0%	86,874,259	1.4%	86,874,259	0.0%
Federal Program Revenues	1,031,800	38.6%	1,031,800	0.0%	1,031,800	0.0%	1,031,800	0.0%	1,031,800	0.0%	1,031,800	0.0%
Other Resources/Non-Operating	-		-		-		-		-		-	
<b>TOTAL REVENUE</b>	<b>157,452,259</b>	<b>38.5%</b>	<b>163,213,462</b>	<b>3.7%</b>	<b>164,164,559</b>	<b>0.6%</b>	<b>165,927,036</b>	<b>1.1%</b>	<b>167,373,343</b>	<b>0.9%</b>	<b>167,373,343</b>	<b>0.0%</b>
<b>EXPENDITURES BY OBJECT</b>	<b>2019-20</b>	<b>% Chg</b>	<b>2020-21</b>	<b>% Chg</b>	<b>2021-22</b>	<b>% Chg</b>	<b>2022-23</b>	<b>% Chg</b>	<b>2023-24</b>	<b>% Chg</b>	<b>2024-25</b>	<b>% Chg</b>
Payroll Costs	128,162,723	43.3%	133,881,462	4.5%	137,890,906	3.0%	142,014,633	3.0%	146,256,072	3.0%	150,618,754	3.0%
Professional And Contracted Svs.	8,746,178	57.9%	8,921,102	2.0%	9,099,524	2.0%	9,281,514	2.0%	9,467,144	2.0%	9,467,144	0.0%
Supplies And Materials	9,351,093	18.8%	9,538,115	2.0%	9,728,877	2.0%	9,923,455	2.0%	10,121,924	2.0%	10,121,924	0.0%
Other Operating Expenses	3,822,718	162.4%	3,899,172	2.0%	3,977,156	2.0%	4,056,699	2.0%	4,137,833	2.0%	4,137,833	0.0%
Capital Outlay	3,811,410	1001.6%	3,887,638	2.0%	1,982,695	(49.0%)	2,022,349	2.0%	2,062,796	2.0%	2,062,796	0.0%
Other Uses/Non-Operating	1,195,990	(3.1%)	1,219,910	2%	1,244,308	2.0%	1,269,194	2.0%	1,294,578	2.0%	1,294,578	0.0%
<b>TOTAL EXPENDITURES</b>	<b>155,090,112</b>	<b>46.4%</b>	<b>161,347,399</b>	<b>4.0%</b>	<b>163,923,466</b>	<b>1.6%</b>	<b>168,567,844</b>	<b>2.8%</b>	<b>173,340,347</b>	<b>2.8%</b>	<b>177,703,029</b>	<b>2.5%</b>
<b>SURPLUS/(DEFICIT)</b>	<b>2,362,147</b>		<b>1,866,063</b>		<b>241,093</b>		<b>(2,640,808)</b>		<b>(5,967,004)</b>		<b>(10,329,686)</b>	

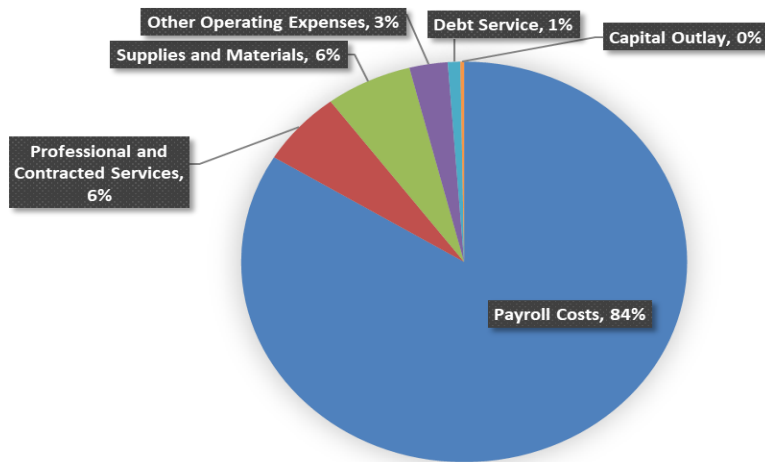
<b>ENDING FUND BALANCE</b>	<b>56,547,031</b>	<b>58,413,094</b>	<b>58,654,188</b>	<b>56,013,380</b>	<b>50,046,375</b>	<b>39,716,689</b>
FUND BALANCE - % of EXPENDITURES	36.5%	36.2%	35.8%	33.2%	28.9%	22.4%
FUND BALANCE - # OF MONTHS OF EXP.	4.4	4.3	4.3	4.0	3.5	2.7

# Future Years Budget Projections (Cont.)

Table 75



**General Fund - 2020-21 Expenditures**



**Budget assumptions for the five year projections are:**

- 3%,3%, 2%,1% Increase in Property Values
- Enrollment Growth 306-562 students
- 1 to 2% Salary Increase
- Additional 12-22 Teachers Per Year Due to Growth
- Same Tax Rates (\$1.17 M&O; \$0.47 I&S)  
Various TEA Calculated General Fund rate and consistent .047 I&S

## Future Years Budget Projections (Cont.)

**Table 76**

### **Debt Service**

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Revenues	33.7	35	35.7	36.8	37.6	38
Expenditures	25.8	29.3	29.1	29.5	28.1	30.5
Net	7.9	5.7	6.6	7.3	9.5	7.5
Other Sources	0	0	0	0	0	0
Other Uses	0	-17	0	0	0	0
Net	0	-17	0	0	0	0
Beginning Fund Balan	41.5	49.4	38.1	44.7	52	61.5
Ending Fund Balance	49.4	38.1	44.7	52	61.5	69

### **Student Nutrition**

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Revenues	5.6	6.7	7.1	7.6	8.1	8.5
Expenditures	5.8	6.7	7.1	7.6	8.1	8.5
Net	-0.2	0	0	0	0	0
Other Sources	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0
Net	0	0	0	0	0	0
Beginning Fund Balan	1.8	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, PFM Asset Management, LLCL, works with District staff to effectively structure its debt capacity.

The Unlimited Tax School Building Bonds, Series 2019 in the amount of \$193.7 million focuses on four key areas:

1. Renovations and Additions to Address Current Growth
2. Provisions for Future Growth for the next Five Years
3. Functional Equity
4. Safety & Security

Construction has already begun with the timeline of the projects reflected on the following page.

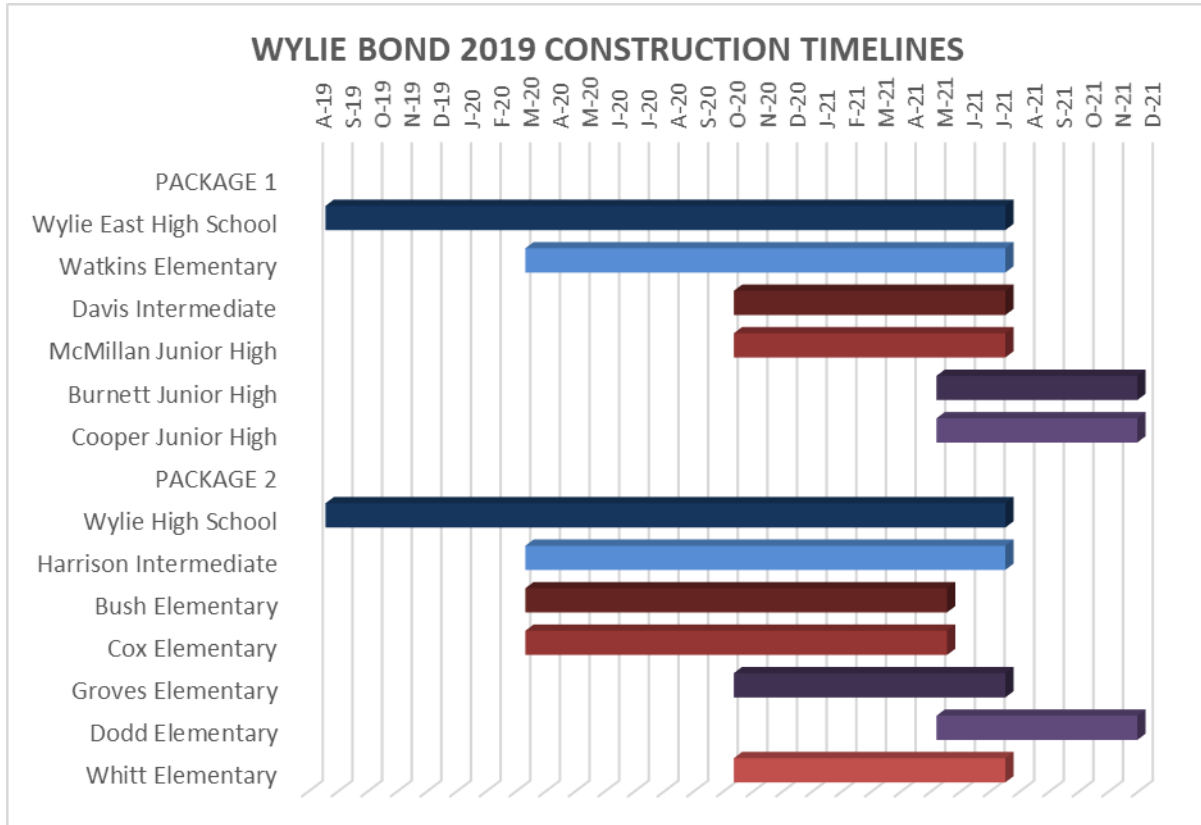
The chart on page 244 shows the bond amortization schedule for Wylie ISD.





# General Obligation Debt (Cont.)

Table 77



# General Obligation Debt (Cont.)

Table 78

**Wylie Independent School District**  
 Aggregate Unlimited General Obligation Tax Bonds  
 Debt Tax Support as of June 30, 2021

<b>Fiscal Year Ending June 30</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2021	11,564,522	17,695,284	\$ 29,259,806
2022	11,281,374	17,769,907	\$ 29,051,281
2023	11,575,177	17,925,961	\$ 29,501,138
2024	10,426,830	18,304,476	\$ 28,731,306
2025	12,768,374	19,068,920	\$ 31,837,294
2026	11,102,068	20,672,370	\$ 31,774,438
2027	10,926,241	20,942,897	\$ 31,869,138
2028	15,287,721	15,878,573	\$ 31,166,294
2029	15,760,361	15,352,208	\$ 31,112,569
2030	16,055,134	14,703,685	\$ 30,758,819
2031	13,805,159	16,954,134	\$ 30,759,293
2032	14,581,109	16,180,034	\$ 30,761,143
2033	15,412,808	15,345,958	\$ 30,758,766
2034	15,356,735	15,404,484	\$ 30,761,219
2035	13,429,422	17,333,203	\$ 30,762,625
2036	13,365,824	17,396,700	\$ 30,762,524
2037	12,656,789	18,103,361	\$ 30,760,150
2038	11,773,361	18,989,764	\$ 30,763,125
2039	11,662,602	19,098,323	\$ 30,760,925
2040	11,614,940	19,156,035	\$ 30,770,975
2041	15,988,412	14,767,813	\$ 30,756,225
2042	16,246,428	14,510,322	\$ 30,756,750
2043	16,428,956	14,330,644	\$ 30,759,600
2044	16,535,340	14,222,885	\$ 30,758,225
2045	16,665,580	14,095,995	\$ 30,761,575
2046	16,819,348	13,942,293	\$ 30,761,641
2047	17,001,152	13,761,504	\$ 30,762,656
2048	17,200,828	13,560,656	\$ 30,761,484
2049	17,423,212	13,339,522	\$ 30,762,734
2050	17,662,812	13,098,204	\$ 30,761,016
2051	17,924,628	12,836,310	\$ 30,760,938
	\$ 446,303,247	\$ 504,742,425	\$ 951,045,672

# 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 2019-20 Teks Accountability Performance Report, and 2018-19 PEIMS Financial Actual Reports data between Wylie ISD and the State as a whole. This is the latest information available on the Texas Education Agency web-site. 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.



**TABLE 79**

**Wylie ISD Benchmark Data - Comparison to State**

	<u>Wylie ISD</u>		<u>State</u>	
<b>Student Enrollment</b>	17,230	100.0%	5,493,940	100.0%
<b>Total Staff</b>	2,103.3	100.0%	734,726.4	100.0%
Professional	1,347.7	64.1%	468,132.4	63.7%
Teachers	1,080.1	51.4%	363,121.3	49.4%
Professional Support (Nurses, Librarians, Counselors, Diagnosticians, Coordinators, etc.)	191.1	9.1%	74,698.8	10.2%
Campus Administrators (Principals, Asst. Principals)	62.5	3.0%	21,960.1	3.0%
Central Administration	14.0	0.7%	8,352.3	1.1%
Educational Aides	255.3	12.1%	78,096.8	10.6%
Auxillary (Maintenance, Student Nutrition, Clerical, Bus Drivers, etc.)	500.4	23.8%	188,497.2	25.7%
<b>Ratios:</b>				
Student to Teacher		16.0		15.1
Student to Total Staff		8.2		7.5
Teacher to Central Office Administration		77.2		43.5
Teacher to Campus Office Administration		17.3		16.5
Teacher to Professional Support Staff		5.7		4.9
Teacher to Educational Aides		4.2		4.6
Instructional Expenditure Ratio		63%		59.5%
<b>Per Student Expenditures</b>				
Total Operating (All Funds)	\$ 9,016	100.0%	\$ 9,913	100.0%
Instruction	5,399	59.9%	5,559	56.1%
Instructional Res Media	80	0.9%	112	1.1%
Curriculum/Staff Development	237	2.6%	226	2.3%
Instructional Leadership	89	1.0%	162	1.6%
School Leadership	483	5.4%	589	5.9%
Guidance Counseling Services	289	3.2%	374	3.8%
Social Work Services	4	0.0%	28	0.3%
Health Services	93	1.0%	103	1.0%
Transportation	307	3.4%	302	3.0%
Food Services	370	4.1%	538	5.4%
Extracurricular	280	3.1%	304	3.1%
General Administration	272	3.0%	322	3.2%
Plant Maint/Operation	797	8.8%	965	9.7%
Security/Monitoring	54	0.6%	103	1.0%
Data Processing Services	259	2.9%	177	1.8%
Community Services	3	0.0%	49	0.5%
<b>Total Expenditures</b>				
Operating Expenditures	\$148,402,074		\$ 53,692,440,166	
Non-Operating (Debt Service & Acquisition/Construction)	37,622,554		17,300,929,418	
Total Operating & Non-Operating Expenditures	186,024,628		70,993,369,584	
Instruction	\$ 88,863,436		\$ 30,104,392,112	
Instruction as % of Operating Expenditures		59.88%		56.07%
Instruction as % of Total Operating & Non-Operating Exp		47.77%		42.40%
Instruction/Extra-Curricular	\$ 93,473,035		\$ 31,752,375,406	
Instruction/Extra-Curricular as % of Operating		62.99%		59.14%

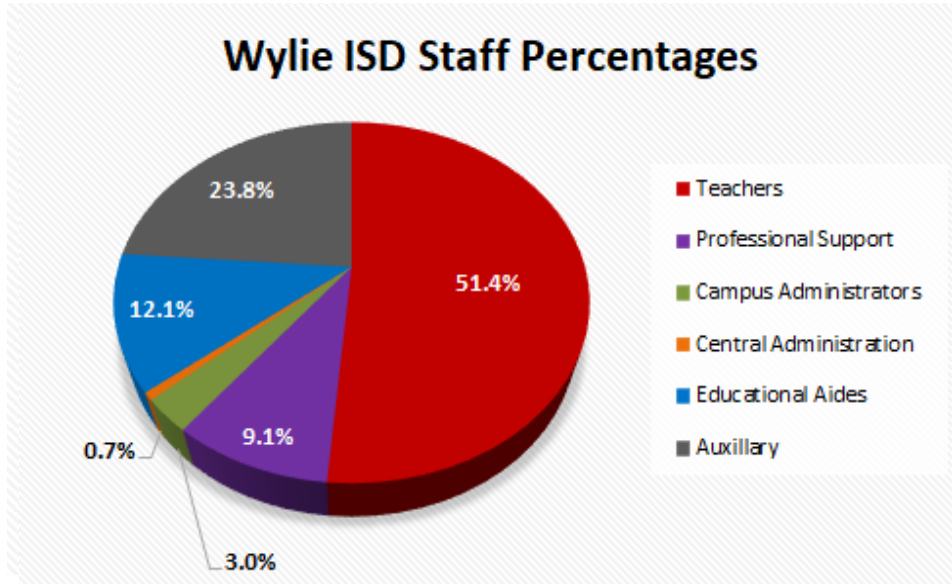
Source: 2019-20 TAPR Report

2018-2019 PEIMS Financial Actual Reports

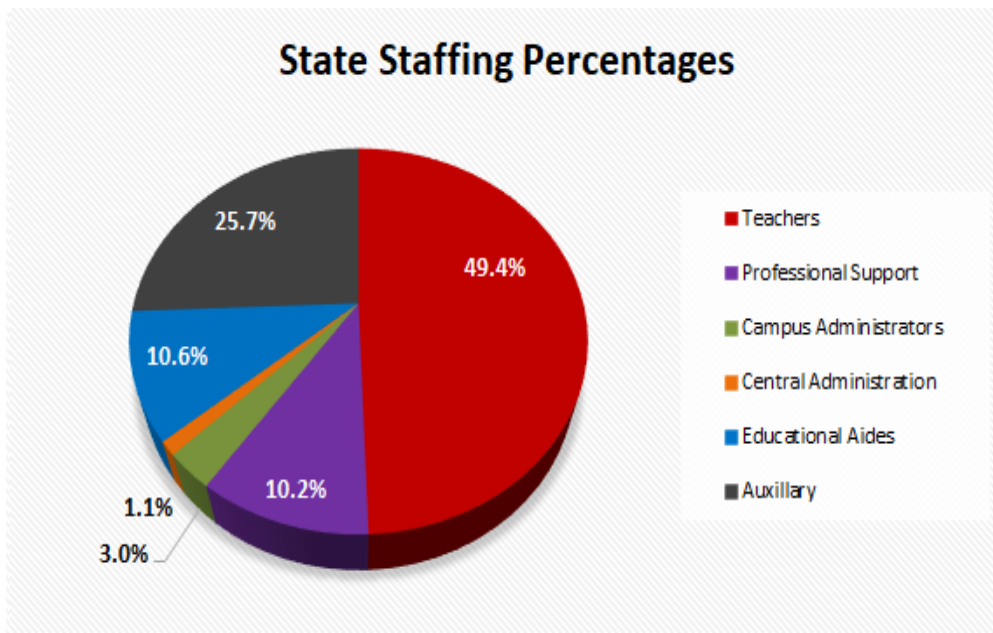
# Benchmarks (Cont.)

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**



**Table 81**

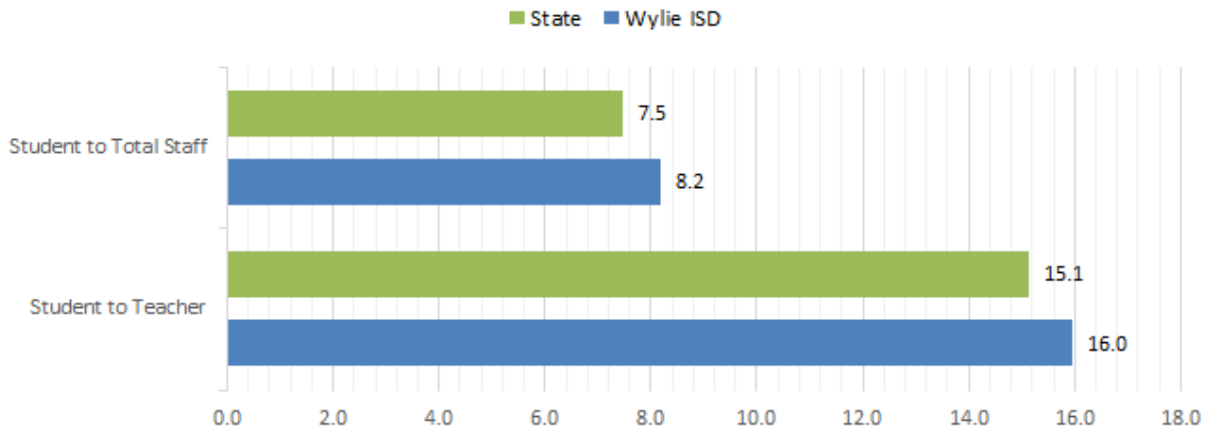


# Benchmarks (Cont.)

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.

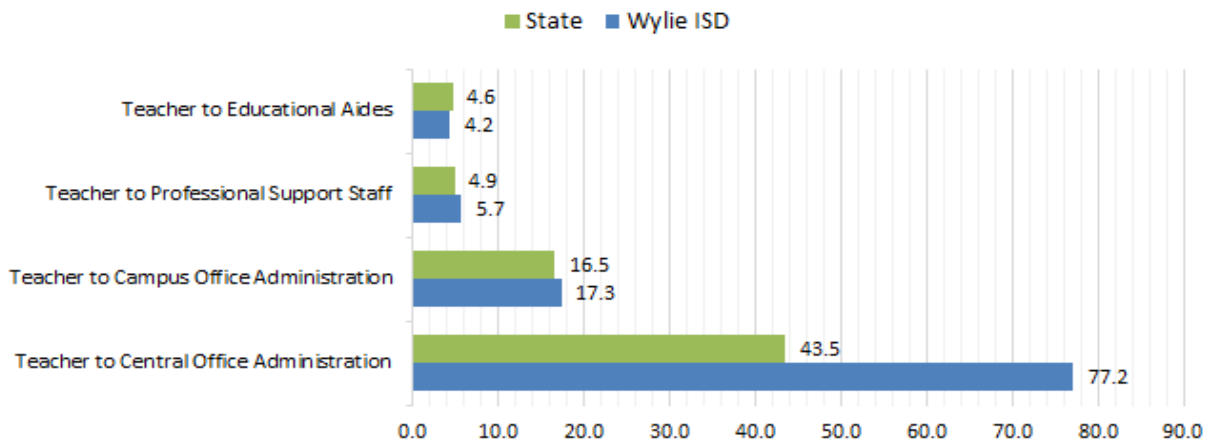
**Table 82**

## Student Ratio Comparison



**Table 83**

## Teacher Ratio Comparison



# Benchmarks (Cont.)

Table 84

## Per Student Expenditure Ratios

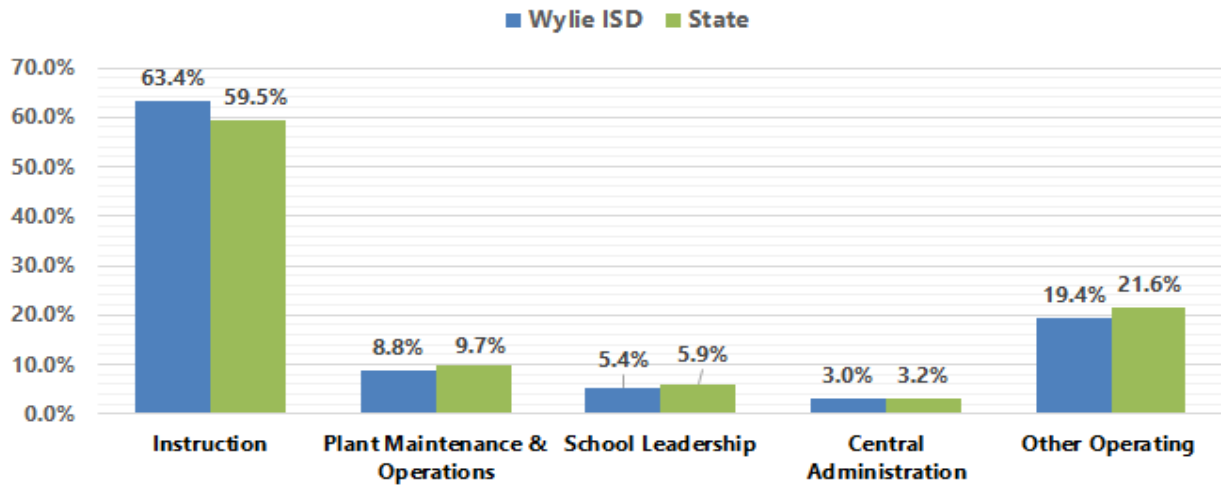
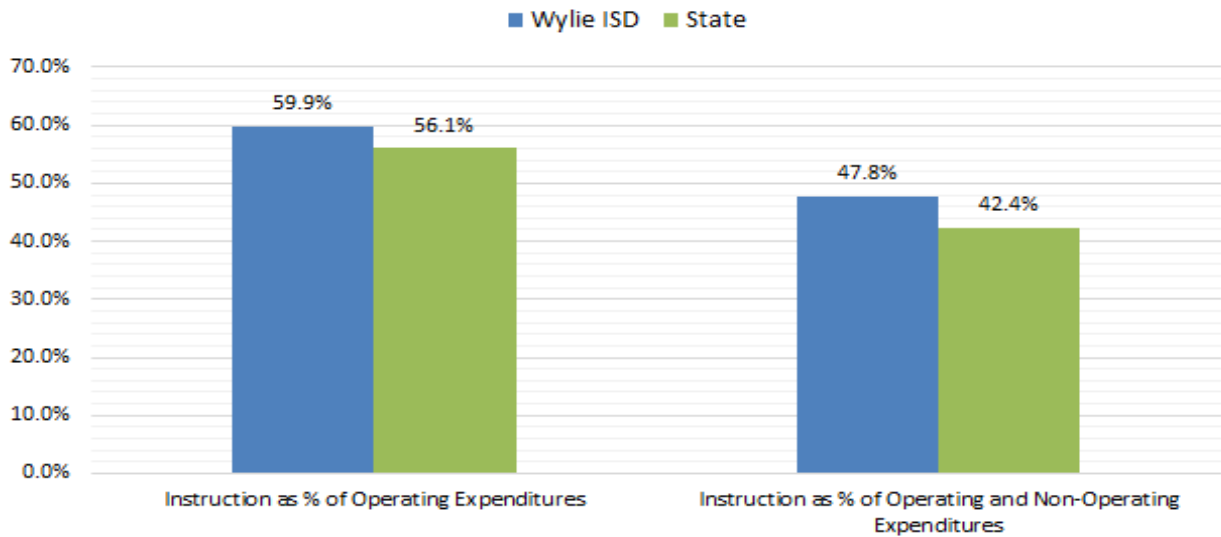


Table 85

## Instruction Percentage





## Benchmarks (Cont.)

### Student Nutrition

The Wylie ISD Student Nutrition Department believes it takes a team to educate a child. Those in Student Nutrition are dedicated to enhancing student's academic performance while meeting or exceeding all state and federal government guidelines. The goal is to provide the best customer care while serving safe, nutritious, quality meals and encourage students to develop the life-long skills and knowledge to make healthy foods choices.

Breakfast is available at all schools, and all District students may purchase a variety of hot lunch selections or fresh salads. Breakfast provides one quarter of the recommended dietary allowance (RDA) for children, and lunch provides one third of the RDA. The Nutrition Services Department has actively taken steps to reduce the fat content of school meals to 30 percent or less, as recommended in the Dietary Guidelines for Americans.



The department is responsible for 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 2019-20 was 28.68%.

The Student Nutrition Department provided 1.05 million lunches and 332,500 breakfasts in 2019-20. Prior to the emergency school closure in March, the department was on an upward trajectory. The department served 350 more lunches and 115 more breakfasts every day from August 2019 through February 2020, compared it to 2018-19. During the emergency school closure, the daily meal participation had decreased significantly by 72.54% from 10,377 meals to 2850 meals per day.

On the following page are graphs that show the difference between free/reduced reimbursable lunches served per day compared to full price lunches as well as total meals per day compared to the average daily attendance.



# Benchmarks (Cont.)

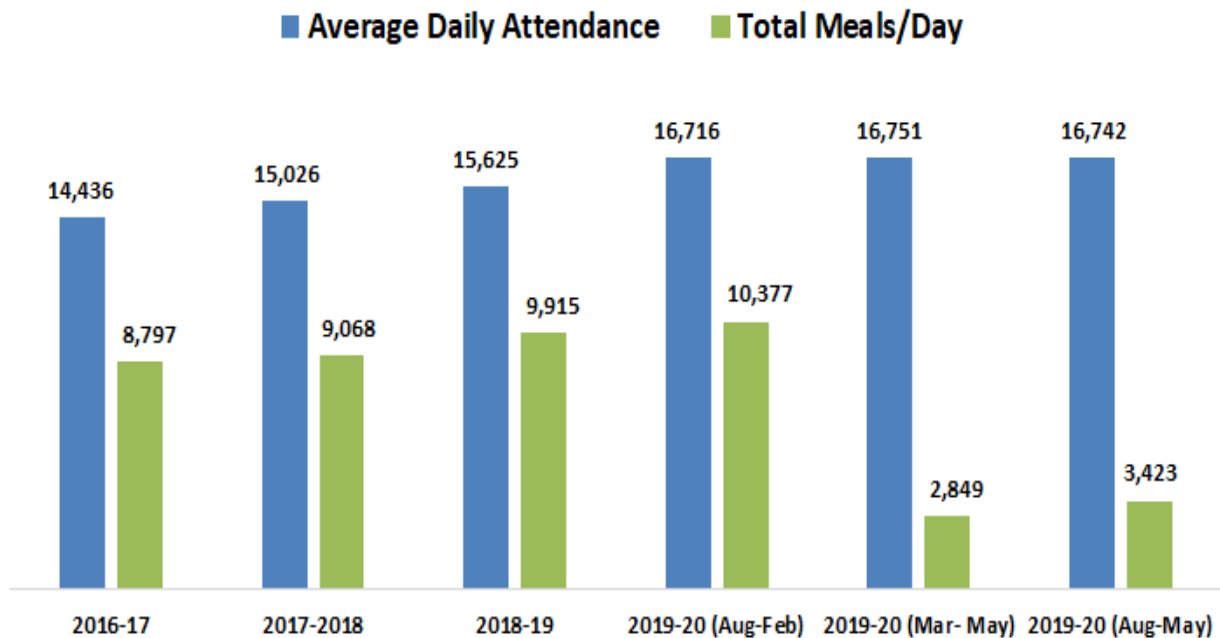
**Table 86**

## 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. In the past four years the requirement to increase student meal price was exempt due to a healthy food service fund balance, however, the food service fund balance is projected to be depleted in SY20-21 due to Covid-19 school closure. Therefore, the Student Nutrition Department is required to increase student meal prices in order to provide nutritious meals to students that fuel successful learning.

Below is a table of Wylie ISD meal pricing history for the past five years.



## Wylie ISD Meal Pricing History

Table 88

	2016-17	2017-18	2018-19	2019-20	2020-21
Student Plate Lunch Grades K-6	2.50	2.50	2.50	2.50	2.70
Student Plate Lunch Grades 7-8	2.60	2.60	2.60	2.60	2.85
Student Plate Lunch Grades 9-12	2.85	2.85	2.85	2.85	3.00
Student Breakfast Grades K-12	1.50	1.50	1.50	1.50	1.50
Employee/Visitor Breakfast	2.25	2.25	2.25	2.25	2.50
Employee Visitor Lunch	3.50	3.50	3.50	3.75	3.75



# 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. Beginning in 2019, transportation funding is based on per mile reimbursement versus linear density as in years past.

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.

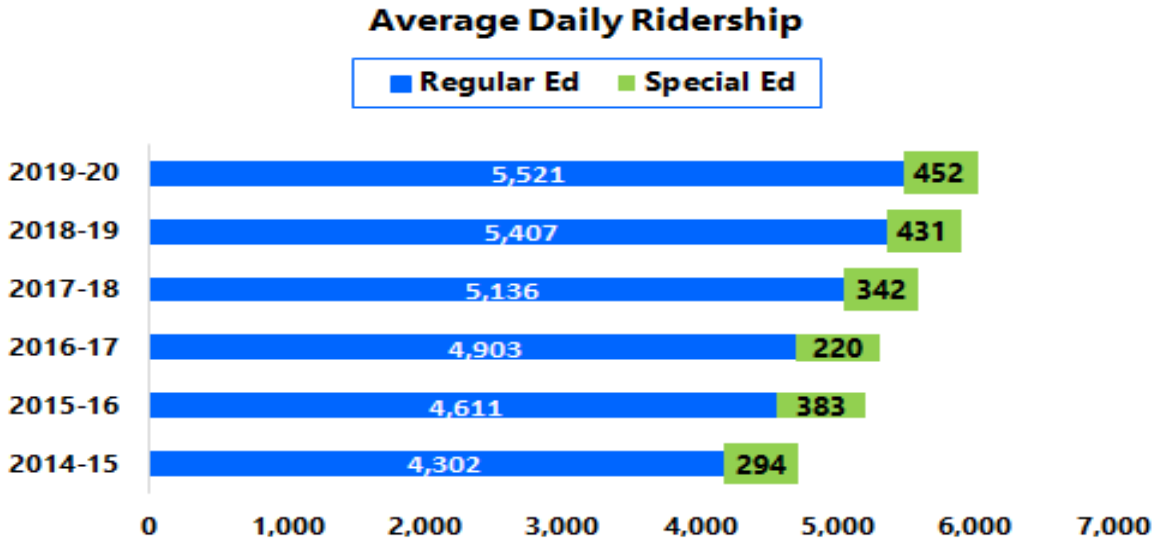
**Description of Program/Funding Element:** The transportation allotment is part of overall Foundation School Program (FSP) funding and is included as a separate line item on the *Summary of Finances*. Districts report transportation data through the web-based FSP Payment System.

# Benchmarks (Cont.)

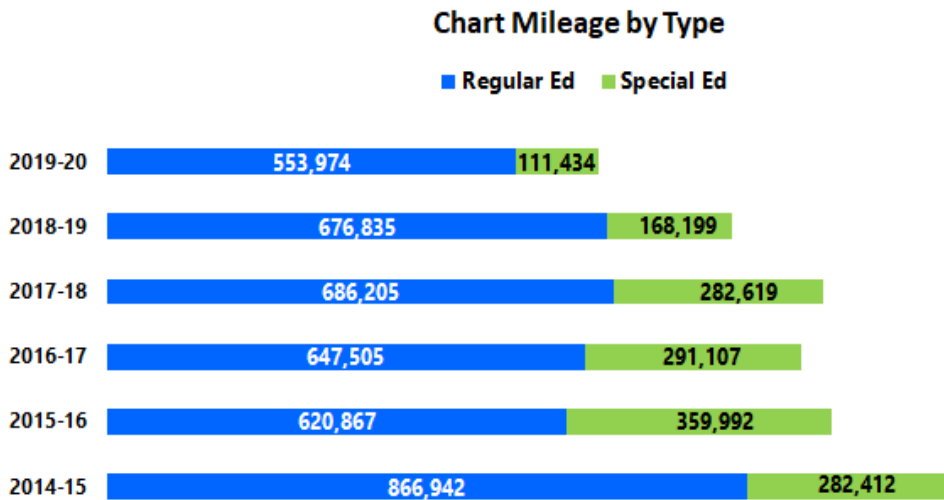
## Transportation

The percentage of students needing transportation services has steadily increased over the past five years due to enrollment growth. Average Daily Ridership increased 4.3 % over the previous year.

**Table 89**



**Table 90**



# Benchmarks (Cont.)

Table 91

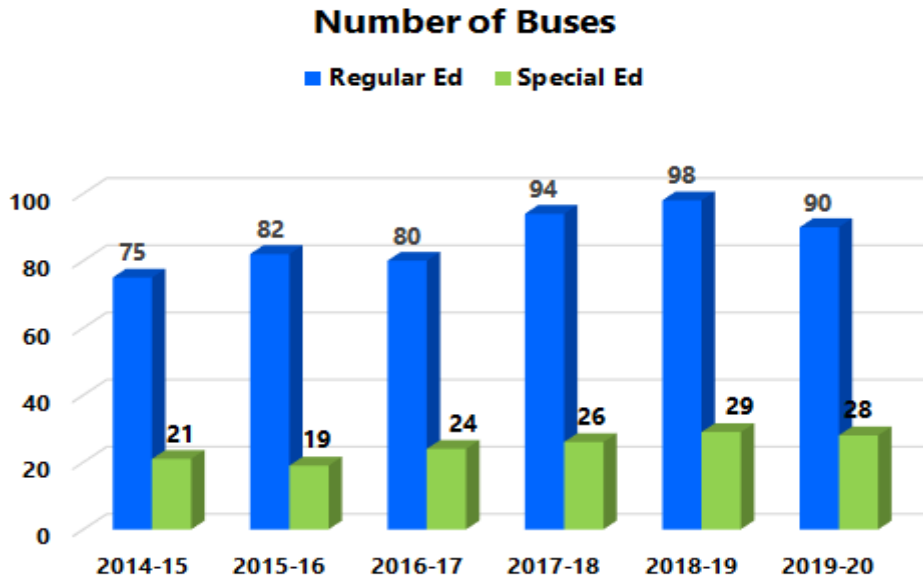
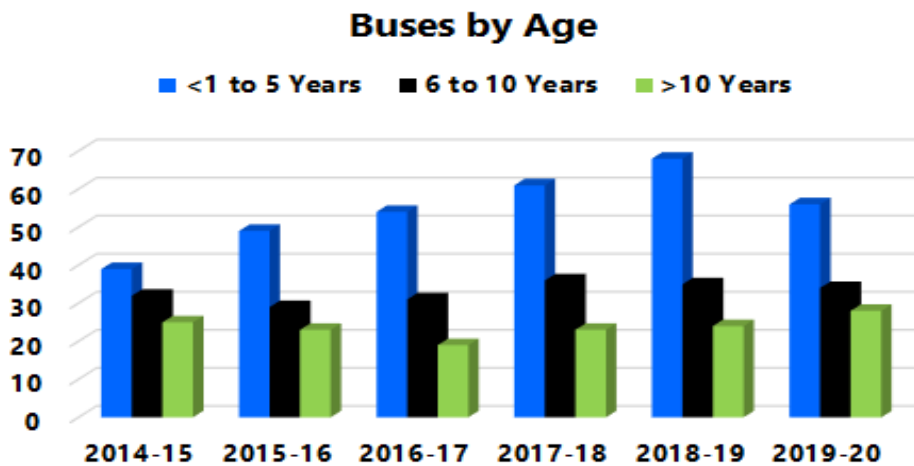


Table 92



# Risk Management

The Wylie Independent School District property insurance has a coverage limit of \$300,000,000 that is funded through a layered insurance program. The primary coverage layer is shared by Everest Group and Arch Specialty Insurance.

The District's workers' compensation insurance program is fully funded by TASB Risk Management Fund.

General liability and auto coverage is also provided by TASB Risk Management Fund. The Wylie ISD vehicle schedule includes over 200 vehicles inclusive of 129 buses.

Wylie ISD continues to grow at a moderate rate when compared to surrounding districts at approximately 17,000 students. For the 2019-20 school year, Wylie ISD has insurable values of \$501,815,500 for buildings and contents.

**Table 93**

<b>Insurance Coverage Summary</b>	
Roach, Howard, Smith, & Barton Everest/Arch Type: Property Coverage May 1, 2020—April 30, 2021	\$1,062,672.20
Roach, Howard, Smith, & Barton Corvus Type: Cybersecurity Coverage May 1, 2020—April 30, 2021	\$7,919.10
Roach, Howard, Smith, & Barton Great American Type: Crime Coverage May 1, 2020—April 30, 2021	\$4,939
TASB Risk Management Fund Type: General Liability/Educators Legal Liability/Cyber Suite/Auto Coverage May 1, 2020—April 30, 2021	\$258,723
TASB Risk Management Fund Type: Workers Compensation September 1, 2020—August 31, 2021	\$425,679
TASB Risk Management Fund Type: Unemployment Insurance September 1, 2020—August 31, 2021	\$91,732
Student Accident Insurance Plans Catlin Insurance Company Type: Student Accident Insurance—Catastrophic/ZUIL Athletics & Activities August 1, 2020—July 31, 2021	\$79,190

# Instructional Improvement

## **2020 Accountability Indicators / Significant Changes**

The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps. In August 2018 districts began receiving a rating of A, B, C, D or F for overall performance, as well as for performance in each domain. Campuses began receiving an A-F rating in August 2019. In August 2018 campuses received rating labels of Met Standard, Improvement Required, Met Alternative Standard, or Not Rated. In 2019, Wylie ISD received a rating of A and all campuses Met Standard. The opportunity for campuses to earn Academic Distinctions in ELA Performance, Math Performance, Science Performance, Social Studies Performance, Student Progress, Closing the Gaps, and Post-secondary Readiness remains in place from prior years. In 2019 seventeen Wylie ISD campuses earned distinctions with one campus earning the maximum number of distinctions available.

Due to COVID-19 all districts and campuses received a label of “not rated: Declared a State of Disaster for 2020 Academic Accountability”.

For more information about Wylie ISD ratings and scores, please visit [www.txschools.org](http://www.txschools.org).

## **Curriculum Framework**

For the 2020-21 school year, Wylie ISD will continue to utilize the TRS curriculum framework in the four core content areas—Math, Reading/ELA, Science, and Social Studies. 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)

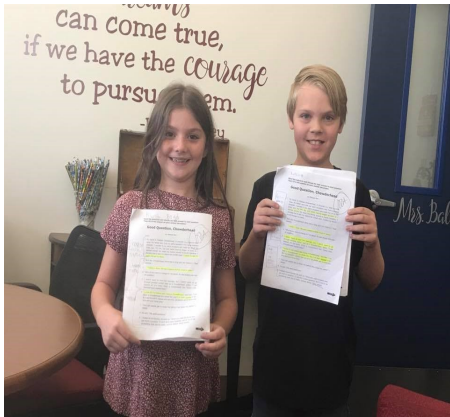
Due to the COVID-19 pandemic, Wylie ISD will offer two options of instructional delivery models for our students for 20-21: Traditional On Campus Learning or at-home Remote Learning. The Remote Learning option is being provided for our families who have health and safety concerns with sending their children back to school.

# 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, Health, Writing, 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: Gifted/Talented, Advanced Academics (Grades 2-4), Alphabet Phonics, special education resource, inclusion, and speech therapy. English as a Second Language (ESL) is available at all campuses and a dual language program is also offered.



Two of the elementary campuses use a Dual Language program to serve the needs of Bilingual Spanish 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, music teacher and physical education teacher. Teachers with special training in Alphabet Phonics, Gifted/Talented, English as a Second Language (ESL) and Special Education are at all schools.

### Technology

Every elementary school has wi-fi connections throughout the building with multimedia presentation stations for teacher and student use in each classroom. Technology this year includes Pads in each K-2 classroom, Chromebooks in each 3-4 grade classroom. In addition, each campus has carts for checkout with iPads and Chromebooks.

Remote learners are provided Chromebooks and internet Hot Spots for those without internet access.



# Instructional Improvement (Cont.)

## Intermediate School Academic Programs

### Curriculum Overview

Intermediate campuses include students in grades 5 and 6. Intermediate school students take required courses in Language Arts, Math, Social Studies, and Science. Students who meet the appropriate prerequisite skills are enrolled in advanced courses in Language Arts, Math, Social Studies, and Science. In addition, students take music, physical education, art, and technology. Students in grade 6 may choose Band, Choir, Orchestra, or Art as a fine arts elective. A variety of services and course offerings for students identified as dyslexic, special needs, English as a second language learners (ESL), and gifted/talented are provided at Intermediate campuses. Dual Language programming is also offered to students who participated in the program during elementary school.

### Technology

Every intermediate campus has wi-fi 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 foyer. Intermediate students have access to Chromebook laptops all day every day.

Remote learners are provided Chromebooks and internet Spots for those without internet access.



Hot

## Junior High School Academic Programs

### Curriculum Overview

Junior High campuses include students in grades 7 and 8. Junior High students take required courses in Language Arts, Math, Social Studies, and Science. Students may select Art, Athletics, Band, Choir, Orchestra, Technology, Theatre Arts, STEM, and Yearbook as electives. Students in grade 8 may take high school courses in Algebra I and Spanish I to begin earning high school credit. A variety of services and course offerings for students identified as dyslexic, special needs, English as second language learners (ESL), and gifted/talented are provided at Junior High campuses. Each Junior High school campus supports an active Student Council as well as a National Junior Honor Society. A dance/drill team and cheerleading squad are available to interested students.

### Technology:

Every junior high school has wi-fi 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. All Social Studies, Science, and ELA classrooms have class sets of Chromebook laptops to support digital resources in the classroom.

# Instructional Improvement (Cont.)

## High School Academic Programs

### High School Configuration Overview

Wylie ISD has three high school campuses – Wylie East High School, Wylie High School, and Choice High School at Achieve Academy. These campuses serve students in grades 9-12. Choice High School provides an opportunity for students to complete high school in a non-traditional academic setting. Students at Choice High School complete their high school coursework through individualized, self-paced, computer-based instruction with the support of the classroom teacher. Choice High School students meet the same graduation requirements as students at Wylie High School and Wylie East High School.

### Curriculum Overview

High School students utilize a traditional 7-period schedule during the school day. Students have the opportunity to take a variety of courses in Language Arts, Math, Science, Social Studies, Foreign Language, Career and Technology, Fine Arts, and Physical Education. Advanced coursework is offered across the curriculum through offerings of Pre-Advanced Placement, Advanced Placement, and Dual Credit Courses. Wylie ISD currently offers 41 different courses that can result in college credit as a result of partnerships with Collin College, College Board, and the University of Texas. Students also have access to 19 Career and Technology classes that have the option to gain an industry certificate, which increases the hiring potential of WISD graduates. A variety of services and course offerings for students identified as dyslexic, special needs, second language learners (ESL), and gifted/talented are provided at High School campuses.

Wylie ISD Academic Guidance Counselors will meet annually with students to discuss their high school graduation plan and options for students after high school. All WISD students have a 4-year graduation plan that shows the courses they are planning to take while in high school. High school students select a career experience where they can map a plan for their future. Students gain experience exploring their strengths and interests while preparing for post-secondary goals. Students select from 1 of 23 different experiences in the areas of Arts & Humanities, Business Industry, Public Services, and STEM. The Wylie ISD Academic Planning Guide includes information about state graduation plans, college and career opportunities, and a full listing of courses offered at Wylie ISD.



# Instructional Improvement (Cont.)

## High School Academic Programs (Cont.)

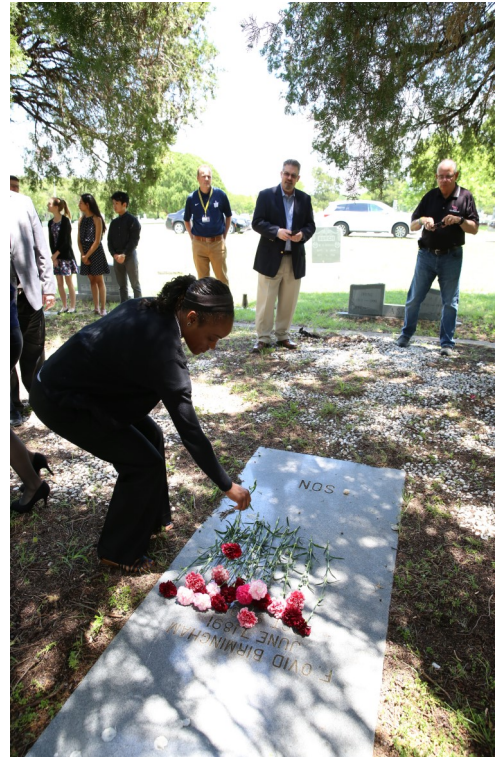
### Technology

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. All Social Studies and ELA classrooms have class sets of Chromebook laptops to support digital resources in the classroom.

### F. O. Birmingham Memorial Land Trust

Wylie ISD High Schools are recipients of the 1940 and 1950 Birmingham Land Trust. The fund was created on the 19<sup>th</sup> 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 1940s trust was established to provide students an opportunity to excel in career pathways. Today, funds from this trust enhance programs and courses such as Culinary Arts, Law Enforcement, Engineering, Health Science, Manufacturing & Welding, Agriculture, Information Technology, Education & Training, Business, Finance, Marketing, Construction, and Audio/Video Technology. The 1950s trust supports Advanced Chemistry and Advanced American History courses at the high school level. Students in these courses experience enhanced classrooms and real-world experiences as a result of the 1950s trust. Enhancements to these high school courses average over \$587,000 per academic year.



# **Instructional Improvement (Cont.)**

## **High School Academic Programs (Cont.)**

### **Pearl Birmingham Scholarship Fund**

The Miss Pearl Birmingham Scholarship Fund was established in 1947 by T. F. Birmingham of Tulsa, Oklahoma, to comply with a request by his sister, 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, Pearl Birmingham 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.

Today the fund supports twenty scholarships valued from \$5,000 to \$7,500 . Each of Wylie ISD high schools receive an equal number of scholarships.

The Wylie ISD Board of Trustees annually reviews the amount of the scholarship fund to determine amounts awarded.

### **High School Extra-Curricular Activities**

Wylie High School and Wylie East High School are members of the University Interscholastic League's athletic program and subscribes to its rules and regulations along with its purposes, goals and objectives. The following sports constitute the program: Football (Boys), Golf (Boys & Girls), Basketball (Boys & Girls,) Tennis (Boys & Girls), Volleyball (Girls), Soccer (Boys & Girls), Track & Field (Boys & Girls), Softball (Girls), Baseball (Boys), Cross Country (Boys & Girls), Power Lifting (Boys & Girls), Wrestling (Boys).

High School students also have the ability to join a variety of academic and fine arts organizations including Band, Orchestra, Choir, Color Guard, Career and Community Leadership in American, Business Professionals of America, Fellowship of Christian Athletes, Society of World Languages, Skills USA, Friends of Rachel, National Forensic League, National Honor Society, Newspaper Staff, Peer Assistance and Leadership, Science Club, Special Olympics, Student Council, Texas Association of Future Educators, Theatre Arts, Visual Arts, Academic Pentathlon, Yearbook Staff, and many more!

# Instructional Improvement (Cont.)

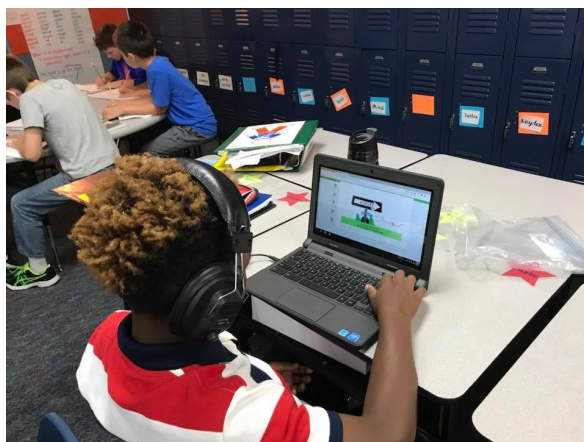
## District Programs

### 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 2019-2020 school year will mark the ninth year in which all WISD students bring their own internet enabled devices to school. This includes laptops, netbooks, smartphones, 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.



## Instructional Improvement (Cont.)

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.

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.

### **edTechWylie**

As a result of the work of an intensive action-research study by the district's Technology Immersion Committee in 2011, the district's Instructional Technology program was created. The multi-year program was launched during the 2012-2013 school year and has grown to now include all K-4 core content classrooms, as well as the Social Studies and English/Language Arts classrooms in grades 5-12. Teachers are immersed in additional professional learning experiences as well as designing technology enhanced lessons that will be used throughout the school year. Each classroom is equipped with technology tools including a teacher laptop, iPads or Chromebooks, and software tools to support instruction,

The goal of #edtechWylie is to make instructional technology "as indispensable to teachers as the Smartphone is to its users!"



# Instructional Improvement (Cont.)

## **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 students who meet eligibility criteria as a child with a disability; and by reason of the disability, the child needs special education and related services.

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.

## **Gifted/Talented Services**

The Gifted and Talented program 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 GT students.

# Instructional Improvement (Cont.)

## **English as a Second Language Program**

ESL Services are offered to Limited English Proficient (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.

## **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 Spanish speaking Limited English Proficient students. This program provides instruction in Spanish and English. 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)**

Students included in this program are LEP and non-LEP. This program provides instruction in Spanish and English. 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.

### **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.



# 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. Certified, degreed music specialists teach students in grades K-4. Beginning in grade 6 the fine arts courses become elective choices. A 6th grade student may choose to study courses in visual art, band, orchestra, or choir. Theater arts is added to the elective choices in the 7th grade. High school students may choose courses in band, orchestra, choir, dance, visual arts, and theatre .

Engagement in the Fine Arts is an essential part of the school curriculum and an important component in the educational development of every student in Wylie ISD.

Fine arts education in Wylie ISD begins in Kindergarten and continues through the 12th grade. Every elementary school student taught by certified, degreed music specialists. Beginning in grade 6, students choose to take Art, Choir, Band or Orchestra. Theatre Arts is added to the Fine Arts elective choices in the 7<sup>th</sup> grade. In grades 9-12 students may choose courses in Band, Choir, Orchestra, Dance, Visual Art and Theatre.

In the 2018-2019 school year, over 72% of all students in grades 6-12 are engaged in fine arts education. This percentage represents 6,140 students out of 8,499 students that attend intermediate, junior high and high school in Wylie ISD. There are 7,815 students in grades K-5. In total there are 13,955 students that are participating in Fine Arts programs in Wylie ISD. This grand total is over 84% of the entire student population in Wylie ISD. Fine Arts is alive and well in Wylie ISD! #wisdfinearts



A collage of various university logos including UT Dallas, CSU, Ashland University, Collin College, TCU, A&amp;M Commerce, Abilene Christian University, Baylor University, Blinn College, Tyler, Texas, UNT, SFA, Harvard University, Tulane University, Sam Houston State University, ASU, Olivet Nazarene University, and Milwaukee Institute of Art &amp; Design. In the center is a yellow box with the following text: "WYLIE ISD SENIORS CONTINUING THEIR PARTICIPATION IN THE FINE ARTS AT THE UNIVERSITY LEVEL (BOTH MAJOR AND NON-MAJOR) HAVE EARNED \$2,467,536 IN SCHOLARSHIPS!"

# Instructional Improvement (Cont.)

## **P.E. and Health**

Wylie ISD supports the health and physical education of ALL students. We encourage students to have an active lifestyle with some moderate to vigorous physical activity daily. Texas Education Agency (TEA) requires students below 6th grade participate in moderate or vigorous daily physical activity for at least 30 minutes as part of the district's physical education curriculum or through structured activity at recess. Physical education is the planned sequential instruction created to develop motor skills, physical fitness, and sports' skills. Through movement, students will experience opportunities to utilize decision making and problem solving skills as well as to enhance mental, social, and emotional abilities. In order for physical education to be effective, it must include a variety of engaging activities, an ongoing assessment, and use of technology. The ultimate goal of physical education is for all students to embrace the challenge of a physically active lifestyle.

Health instruction is embedded into core content at the elementary level for all students. The importance of nutrition, hygiene and healthy choices made at a personal and interpersonal level are highlighted each school year.

## **Career and Technology Education**

Wylie ISD recognizes and is committed to providing students a comprehensive Career and Technical Education program that prepares them to be ready for the future. College and career awareness, exploration and planning are integral parts of the Wylie ISD Academic and Career Connections mission.

Quality partnerships with business, industry and the Wylie community are instrumental in ensuring that our students graduate with technical knowledge and skills needed to prepare them for postsecondary education and for careers in emerging professions.

Students have access to robust, technology rich opportunities for career exploration in 12 of the 16 CTE Career Clusters and 4 of the 5 Endorsements. With over 30 Career Experiences available, Wylie students are able to choose an academic pathway that connects their areas of interest with their high school education goals.

Career and Technical Education provides a connection where academic knowledge is made meaningful and relevant through applied, real-world experiences in the classroom.



## **PALS(Peer Assisted Leadership)**

PAL is Peer Assistance and Leadership. It was established in 1980 as a means to help students succeed through the mentoring of other students. Our students become student mentors to younger students by going to other campuses and meeting with younger students to throughout the school year.

# Instructional Improvement (Cont.)

## **Counseling Services**

The Wylie ISD Guidance and Counseling Department, in partnership with parents, staff, and community, will provide developmental services to all students through guidance curriculum, responsive services, individual planning and system support, which will prepare them to lead successful and productive lives.

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.



## **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.

## **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.

# Instructional Improvement (Cont.)

## Learning Specialists

To support the instructional improvement efforts of the district, curriculum and instructional support for teachers and campuses is delivered by a team of 21 Learning Specialists. These content experts model best practices, coach teachers on improving instruction, provide resources, facilitate professional learning, and support the Professional Learning Community (PLC) model. The elementary campuses in Wylie are supported by 10 Learning Specialists in the following areas: PK-2 math, 3-4 math, PK-4 science, PK-4 social studies, PK-2 ELA, 3-4 ELA, Advanced Academics, Special Education, and Bilingual support. The secondary campuses in Wylie are supported by 11 Learning Specialists in the following areas: Advanced Academics, 5-6 ELAR, 7-8 ELAR, 9-12 ELAR, 5-6 math, 7-8 math, 9-12 math, 5-8 science, 9-12 science, 5-8 social studies, 9-12 social studies, and Special Education.





## Instructional Improvement (Cont.)



The Wylie Way is a movement in our schools that is research based and designed to set our students on the path to achievement in every area of their lives. It is built on the foundations of:

- **Relationships:** Building strong relationships with students is vital to their achievement. We share a collective goal in Wylie that every student will have a meaningful relationship with a least one adult. The Wylie Way works because this is our highest priority.
- **Strengths & Interests:** We firmly believe that if we can help our students identify and grow strongly in their strengths and interests, we can set their feet on the path to achievement. We all have innate gifts and talents; we want our students to explore what theirs are and allow them to grow as confident individuals.
- **Plan & Purpose:** Many of us were not given the opportunity to really think through what we wanted for our future while we were in school. In Wylie, we want to help our students develop their future plan and purpose. Our goal is to connect what our students are good at and interested in with possible careers by providing classes in those fields.
- **Core Ethical Values:** The heart of the Wylie Way lies in our values. With the support of the community, we have identified the core values we want to instill in our students. Nor only do we want our students to be high performers, we also want them to be good people and do good things. We intentionally have designated days to understand, care about, and act on the focused value of the 9 weeks.

If we can make each of those foundations compelling and meaningful in the lives of our students, they will be equipped with what is necessary to increase their hope, well-being, and engagement. Being solid in those foundations is necessary to close the achievement gap and have success in life. The Wylie Way is more than character education, it is Achievement Education!

# Instructional Improvement (Cont.)



## Achievement Education



Educating kids the Wylie Way is about focusing on strengths, not failure, and instilling core ethical values, not excuses. The Wylie Way assures each student is provided a plan and a pathway towards a future career, and most importantly the assurance that every student has a positive relationship with a caring adult that guides them towards success. The Wylie Way is about wonderful teachers helping students forge their pathway towards achieving their best tomorrow, while making their world a better place.

The Wylie Way is more than character education, it's achievement education!

### CORE ETHICAL VALUES

We spend time each 9 weeks focusing on a different core value and incorporating that focus into each day. In addition to that, we designate specific Wylie Way days on the campuses recognizing the core values in their unique way!



# 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. Campus and district PLCs are job-embedded learning opportunities where teachers and leaders come together to discuss student data and best practices as it aligns with improvement goals. 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 and early release time 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.

# Instructional Improvement (Cont.)

## Professional Learning (cont.)

**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

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.)

## Mentoring Program for First Year Teachers

First Year teachers are supported throughout the school year in very specific ways. Wylie ISD has created, and continues to refine, a Mentor Program to help guide new to the classroom teachers. First, each first year teacher is assigned a veteran teacher to act as their mentor. The mentor receives training prior to the school year beginning to better understand their role. They are trained in mentoring strategies, as well as instructional coaching. Mentors are required to meet with a district representative throughout the school year to continue training.

First Year Teachers are required to attend First Year Teacher Academy throughout the school year with a district representative. Each meeting addresses different topics to help alleviate stress on the first year teacher. Topics include, but are not limited to:

- Classroom Management
- District Policies and Procedures
- Instructional Strategies
- State Testing
- Special Ed/504 Rules and Regulations
- Student Discipline
- Working with a Mentor



In First Year Teacher Academy, first year teachers are given time to observe other teachers, as well as their mentor. Time is given to ask questions, run through scenarios, and see others in action in areas they feel they may need support. A district representative stays in continual contact with first year teachers to ensure needs are being met.



# Instructional Improvement (Cont.)

## **Mentoring Program (con't)**

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
- Participate in portions of First Year Teacher Academy
- Help Facilitate Campus Induction Day
- Meet weekly with the beginning (0 year) teacher
- 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.

To date, over 200 teachers have graduated from the program and we anticipate 20 more to graduate in May 2020.



# 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.)

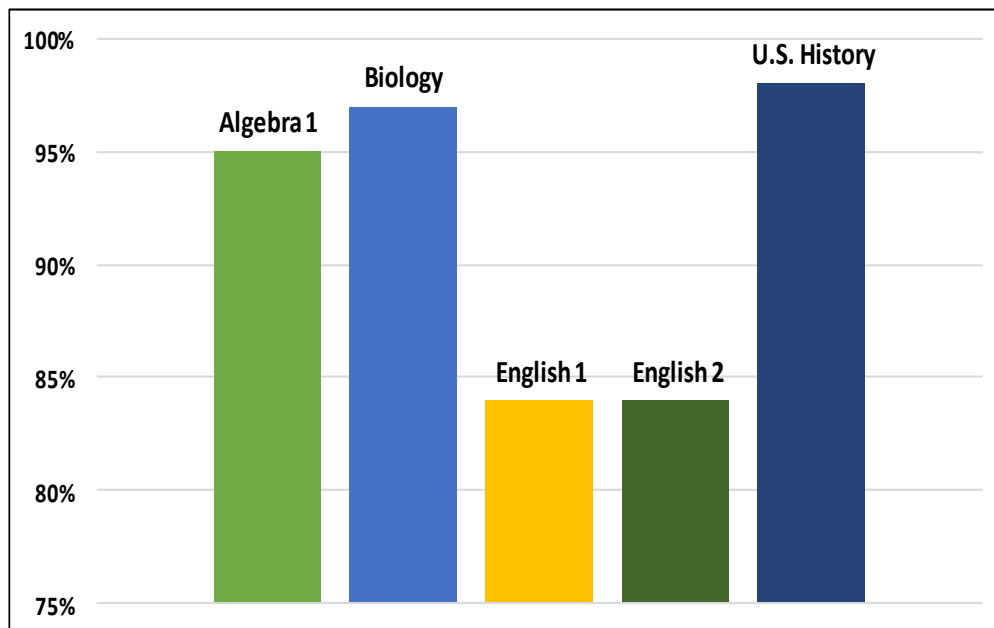
## State of Texas Assessment of Academic Readiness

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 2019 STAAR End of Course Satisfactory Results	
Algebra 1	95%
Biology	97%
English 1	84%
English 2	84%
U.S. History	98%



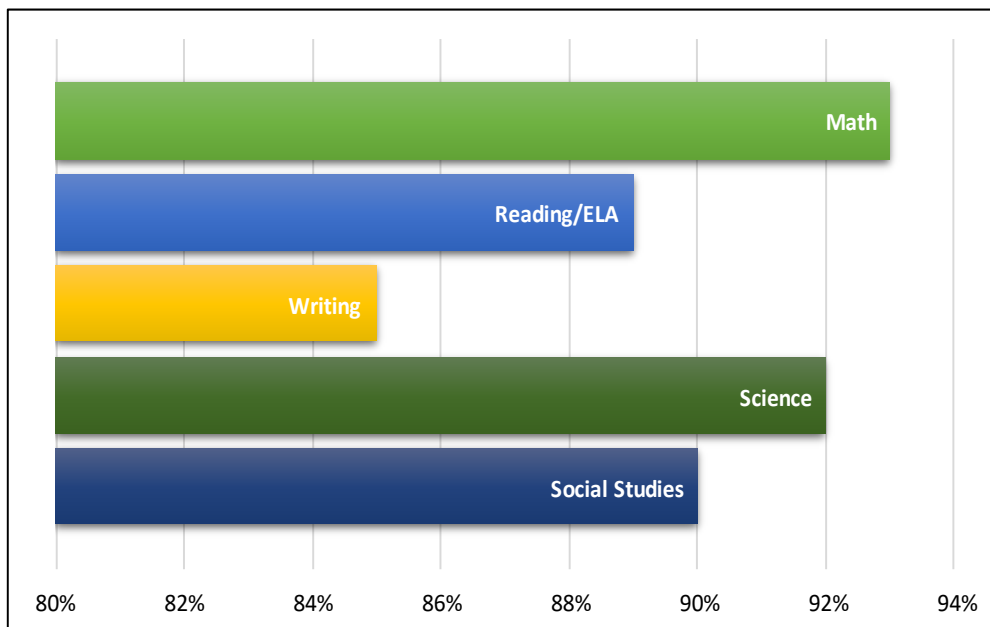
# Academic Assessment & Accountability (Cont.)

## State Assessment System

Wylie ISD students have performed well on standardized tests in the past and are expected to do well on the STAAR 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**

2019 STAAR Results	
Math	92%
Reading/ELA	88%
Writing	84%
Science	89%
Social Studies	85%



# 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. Their teachers holistically rate LEP kindergarten and first grade students in listening, speaking, writing, and reading skills. Teachers of grade 2 and up will holistically rate their students in writing, but student skills in listening, speaking, and writing are assessed online.

## Measures of Academic Progress (MAP)

Wylie ID has been using NWEA Measures of Academic Progress (MAP) for all students in grades K-6 since August 2016 and August 2017 for students in grades 7 and 8. The assessments are given at the beginning, middle, and end of the year. This state approved instrument measures concepts and skills in reading and math as well as growth in these areas over the academic year. Additionally, the Language Usage and science tests are used at various grade levels. The results allow teachers to design individual targeted instruction.

## 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 spring 2016, students in grades 5 and 8 will be required to pass STAAR Reading and Math to be promoted to the next grade.

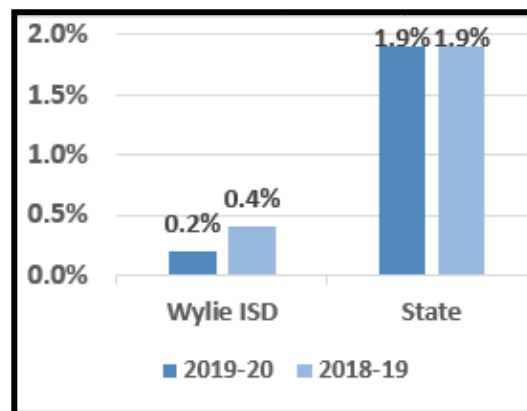
## Graduation Testing Requirement

TAKS 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 earn a satisfactory score on each of five STAAR End-of-Course assessments.

## Student Dropout Rates

Drop Out Rates		
	Wylie ISD	State
2019-20	0.2%	1.9%
2018-19	0.4%	1.9%

Source: Texas Academic Performance Report



# 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<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 & Accountability (Cont.)

**Table 96**  
**PSAT Historical Data 2016-2020**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Critical Reading</b>					
11th Grade	50.0	27.0	25.0	26.0	25.7
10th Grade	47.0	43.0	24.0**	25.0	24.7
<b>Math</b>					
11th Grade	50.0	27.0	25.0	26.0	29
10th Grade	46.0	44.0	24.0**	24.0	25
<b>Writing Skills</b>					
11th Grade	49.0	27.0	26.0	26.0	25.6
10th Grade	45.0	40.0	24.0**	24.0	24.5
<b>National Merit Awards</b>					
Merit Finalists	0	0	0*	2	N/A
Semi-Finalists	2	2	2	2	4
Commended Students	8	8	11	11	N/A
Achievement Program	0	0	0	0	N/A
Hispanic Recognition	1	6	8	11	N/A

\* Process not finished \*\* Test and reporting changes from 17-18

# 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 2016-2020

Year	Critical Reading			Math			Writing		
	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District
2020	528	570	528	523	500	527	*2020 combined with reading		
2019	531	515	556	528	507	558	* 2019 combined with reading		
2018	536	520	557	531	512	558	* 2018 combined with reading		
2017	538	512	549	533	507	553	* 2017 combined with reading		
2016	494	466	495	508	478	509	482	449	470

# Academic Assessment & Accountability (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 98**

### **ACT Historical Data 2015-2019**

Year	Reading			Science			English			Math		
	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District	Nat'l	State	District
2020	21.3	21.1	24.5	20.7	20.6	23.3	20.2	19.5	23.0	20.5	20.4	23.0
2019	21.3	21.1	24.5	20.7	20.6	23.3	20.2	19.5	23.0	20.5	20.4	23.0
2018	21.3	21.1	22.8	20.7	20.8	22.8	20.2	19.6	21.2	20.5	20.6	21.7
2017	21.4	21.1	22.0	21.0	20.9	22.2	20.3	19.5	20.3	20.9	20.7	22.3
2016	21.3	21	22.5	20.8	20.7	22.3	20.1	19.4	20.6	20.6	20.7	21.7

Composite Scores			
Year	Nat'l	State	District
2020	20.7	20.5	23.5
2019	20.7	20.5	23.5
2018	20.8	20.6	22.5
2017	21.0	20.7	21.8
2016	20.8	20.6	21.9

# Accomplishments

## 2019-20 Miss Pearl Birmingham Scholars Named

Wylie ISD is pleased to announce the Pearl Birmingham Scholars for 2019-20.

To be eligible, these students must have received all of their grades from a Wylie ISD high school, be in the top 10 percent of their class, and be of good moral character. Selection is also based on SAT and ACT scores, class ranking, an autobiography, and personal interview with a panel of judges.

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 70th year, the fund will allocate twenty scholarships valued from \$5,000 to \$7,500 awards.

### Recipients from Wylie High School



### Recipients from Wylie East High School



**Wylie High School Students:** (left to right) Madison Brice, Madelene Do, Wreighn Dominique Mendoza, Brooke Ermias, Emma George, Jennifer Okolo, Elijah Pinguel, Anna Poole. (Row 2) Mathew Varghese, Tanny Vo

**Wylie East High School Students:** (left to right) James "Spencer" Armstrong, Daniel Buenrostro, Jason Chu, Luke Enns, Jaron Harbison, Sarmara Huckvale, Huong Huynh, Angela Lamarche. (Row 2), Phillip Mai, Erika Miller.

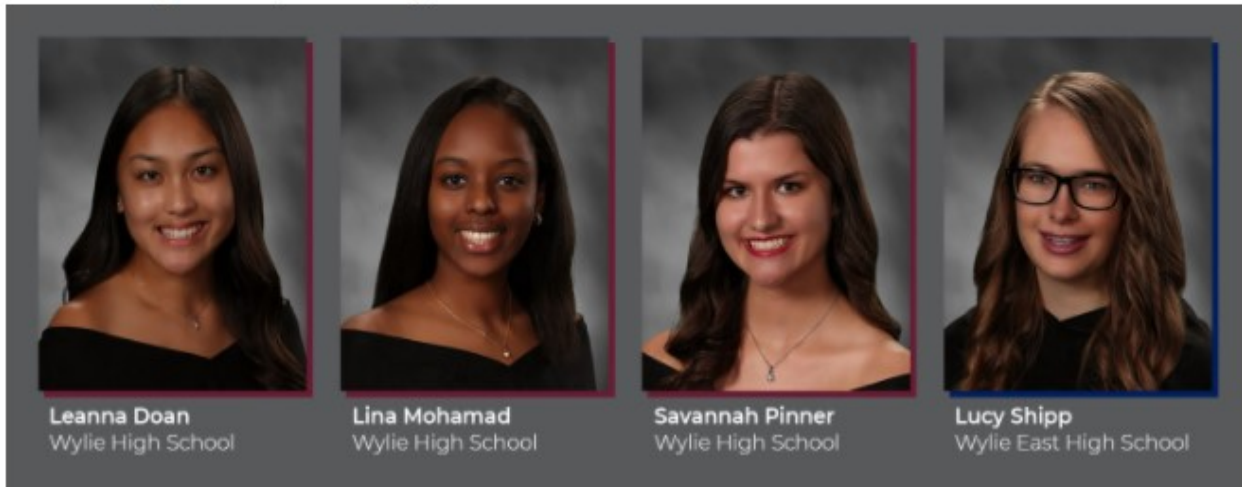
## Accomplishments (Cont.)

### WYLIE ISD Announces National Merit Semifinalists & Commended Students

#### NATIONAL MERIT

##### **4 Wylie ISD Students Recognized as National Merit Scholarship Semifinalists.**

Four students from Wylie ISD are among 16,000 semifinalists in the 66th annual National Merit Scholarship Program, the National Merit Scholarship Corporation announced Wednesday. Less than 1 percent of the nation's high school graduating seniors will qualify as Semifinalists. These academically talented high school seniors have an opportunity to continue in the competition for some 7,600 National Merit Scholarships worth more than \$30 million that will be offered next spring. The best thing about it, these are great kids too!



#### TEACHER GOES ABOVE AND BEYOND TO HELP STUDENTS

Submitted by Austin Keisler  
Keegan Green has been getting custom masks made for her students who don't have one to call their own. She is even personalizing them based on what they like! She is the Wylie Way!





## Accomplishments (Cont.)

### WYLIE HIGH SCHOOL ART STUDENTS WIN TOP HONORS!

#### CONGRESSIONAL ART COMPETITION

Great news for two very talented Wylie High School art students! During the Covid-19 pandemic, Emily Tran and Braelyn Wehe entered the 32<sup>nd</sup> District of Texas Congressional Art Competition through Rep. Colin Allred's office. Sophomore Emily Tran, won the competition and Braelyn was a runner up!

This is an incredible honor as Emily's work will hang at the nation's capital for this next school year. Braelyn's work will hang in the local district office. Congratulations to both of these ladies! Amazing job!

#### Emily Tran's Winning Piece



#### Braelyn Wehe - Runner Up



### Creating Tomorrow's STEM Leaders Today

Hartman Elementary students look forward to computer classes each spring.

At some point between reading, science, writing, math, and social studies, students from Kindergarten to fourth grade have the chance to release the robots. The classroom transforms into a Wonder Workshop with 10 "Dash and Dot" robots who help students code and bring them to life. Dash responds to voice commands, navigates objects, dances, sings, and can play the xylophone with his buddy, Dot, following close behind.



"They couldn't wait to get to computers," Paretti said. "To most of the kids here, they've never had these experiences, and they probably never will unless it's through education. It's exhilarating to be the person that gave them that opportunity."

# Accomplishments (Cont.)

## McMillan Skills USA Silver Chapter of Excellence

The McMillan Junior High School SkillsUSA team earned the Silver Chapter of Excellence Award in late May of 2020 in recognition of their participation in the STEM Video Contest. They are the only junior high school in the state of Texas to earn this achievement. "The contest encourages creative, problem-solving thinking. My students enjoyed the process of creating and designing these videos," said Joanna Robertson, STEM/GEMS teacher and SkillsUSA advisor for Wylie ISD.

The recognition of this achievement was presented by Representative Candy Noble. Congratulations to these students and their advisor!



## Wylie ISD HVAC Program Receives Super "Cool" Donation

The Wylie ISD HVAC program was a recipient of a recent lab equipment donation from Lennox Industries in Dallas. The Heating, Ventilation and Air Conditioning donation exceeded over \$20,000 and includes a variety of different equipment. Ronnie Bayless, HVAC instructor, said "this industry-grade equipment will help prepare our students for the next level of education and the workforce," he continued "We also appreciate area companies taking so much interest in our program and students."

The HVAC students are currently using the equipment to diagnose and troubleshoot electrical component problems associated with the HVAC Technician Field. Texas is projected to have over 3,400 HVAC Installer employment opportunities this year along with an anticipated 13% increase next year.



# Accomplishments (Cont.)

## WYLIE HIGH AND WYLIE EAST TENNIS TEAMS ROCK!!!

This Wylie High School Tennis team made history this week with their very first Bi-District Team Victory over Mesquite! They soundly defeated their opponent 10-1!



Raider Tennis also made history with their first Bi-District Appearance!!! Way to go WEHS!!!



## Burnett Jr. High Football Rules!

Congrats to Burnett Buccaneers 8th A Team for an undefeated season, resulting in a district championship.



# Accomplishments (Cont.)

## WHS VOLLEYBALL

History was made Tuesday night with the latest victory by the Wylie High School volleyball team.



This win advances the Pirates to the Region 2 finals vs. the #1 team in Texas, Klein High School. Klein defeated Sachse 3-1 to reach the finals. A victory over Klein will place WHS in the Final Four of UIL Texas Volleyball Championships



## YALE BOUND!

Scores and scores of data tell us that our kids are more and more prepared for college in Wylie ISD when everyone else is stagnate or falling. I am so proud of Wylie East's Esteban Figueroa, the first in his family to get accepted into college, and receiving a full scholarship to YALE!!!! We are so proud of our Raider and all the teachers that prepared him, the Wylie Way!

# Accomplishments (Cont.)

## LUKE LAMBERT RUNS FOR GOLD

Congratulations to WHS Cross Country State Champion, Luke Lambert! If you know this kid, you will realize this achievement comes from hard work and dedication!





# Accomplishments (Cont.)

## UIL MARCHING CONTEST

Congratulations to That Wylie Band and The Pride of the East for earning straight First Division Ratings at the Regional UIL Marching Contest this past Saturday! This performance marks the 30th consecutive year for a 1st division rating for That Wylie Band. This rating advanced them to the 6A Area Marching Contest on December 5th and now on to State! Congrats to That Wylie Band!

The Pride of the East earned their 12th consecutive 1st division rating, which is every year in the group's existence! There is no advancement for 5A bands this year, so this is the last competitive performance of 2020 for the Pride of the East.



# Accomplishments (Cont.)

## Finance Division Awards and Recognitions



**ASBO Meritorious Budget Award**—Awarded for ten consecutive years.

**ASBO Certificate of Achievement for Excellence in Financial Reporting**—Awarded for nine consecutive years.



**GFOA—Distinguished Budget Presentation Award**—Awarded for nine consecutive years.

**GFOA—Certificate of Achievement for Excellence in Financial Reporting**—Awarded for nine 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 eight 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 six consecutive years.



**Texas Comptroller of Public Accounts—New Platinum Award**—Awarded for two consecutive years.



### **Texas Transparency Stars Award**

In 2017, the District earned its first Transparency Stars Award from the Texas Comptroller's Office for:

- ◆ *Opening its books to the public*
- ◆ *Providing clear, consistent pictures of pending*
- ◆ *Sharing information in a user-friendly format that lets taxpayers drill down for more information.*

The program recognizes local governments across Texas that are striving to meet high standards of financial transparency.

# 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 upkeep 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 1.86, Texas Education Code, divided by the number of students in weighted average daily.

