

Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, November 29, 2022

Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance
- III. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Gilbreath-Reed Career and Technical Education Center prior to the start of the meeting indicated in the posted notice. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- IV. Information Items
 - A. Evidence of Excellence
 - 1. Recognize the Texas Foreign Language Association Teacher of the Year - **Jason Wheeler** 4
 - 2. Recognize iWrite Campus Winners - **Jason Wheeler** 5
 - B. Going the Extra Mile (GEMs)
 - 1. Recognize Going the Extra Mile (GEM) Recipient Annamarie Banner - **Sherese Nix** 6
 - C. Review September 2022 Tax Report - **Ms. Kristi Cooper** 8
- V. Discussion Items
 - A. Trustees' Report 10
 - 1. Trustee attendance at recent district and community events
 - 2. Announcement of upcoming district and community events
 - 3. Recognition of outstanding performance by district staff and students
 - 4. Recognition of new programs and special activities
 - 5. Message from Board President
 - B. Superintendent's Report 17
 - C. Future Agenda Items 19
 - D. Discuss Public Education Information Management System (PEIMS) and Student Information System (SIS) Internal Audit Report 21

- Dr. Ricardo López, Kent Ingram (Gibson Consulting), Ali Taylan (Gibson Consulting)	
VI. Consent Agenda - Consider approval of	
A. Human Resources Report - Dr. Gradyne Brown	177
VII. Action Item (Non Consent)	
A. Student Services Clinic and Garland Health Department MOU – Dr. Babetta Hemphill and Angela Daniel (Academic and District Affairs Committee)	181
B. Consider Approval of Budget Transfers and Amendments to the 2022-2023 General Fund – Brandy Mayo (Finance, Facilities and Operations Committee)	192
C. Consider Approval of \$30,000 Donation from Community Partner- Larry Glick – Dr. Susanna Russell (Finance, Facilities and Operations Committee)	195
D. Consider Approval of \$30,000 Donation from Community Partner- Texas Campus Innovators Award Grant – Dr. Susanna Russell (Finance, Facilities and Operations Committee)	198
E. Consider Approval of Park Crest Elementary School Educational Garden – Javier Fernandez (Finance, Facilities and Operations Committee)	202
F. Consider Approval of Recommendation for Salary Schedule Addendum TCLAS Decision 11A Extended Learning Program – Dr. Gradyne E. Brown (Finance, Facilities and Operations Committee)	212
G. New Bids (Finance, Facilities and Operations Committee)	
1. Contract #128-23 – Consider Approval of Purchase of Movie Licensing Subscription (District Wide) – Dr. Kim Caddell	214
2. Contract #357-22-01 – Consider Approval of Purchase of Mental Health Platform and Care Coordination – Dr. Kim Caddell, Dr. Tiffany Gilmore	218
3. Contract #397-23 – Consider Approval of Purchase of Instructional Software and Materials for CTE – Dr. Kim Caddell	244
H. Renewal Bids (Finance, Facilities and Operations Committee)	
1. Contract #122-20 – Consider Approval of Purchase of Web Design, Development, Hosting and Related Services (Drupal) – Sherese Nix	247
2. Contract #363-21 – Consider Approval of Purchase of Property Insurance – John King	251
I. Increase to Awarded Bids (Finance, Facilities and Operations Committee)	
1. Contract #250-22 – Consider Approval of Increase in Awarded Amount for General Merchandise Equipment and Supplies – Mark A. Booker	255
2. Contract #68-22 – Consider Approval of Increase in Awarded Amount for Student Educational Travel Services – Dr. Kim Caddell	258

Awarded Amount for Testing and Assessment – **Dr. Kim Caddell**

VIII. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.

A. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.

B. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

IX. Reconvene from Executive Session for action relative to items considered during Executive Session

X. Adjournment



Garland Independent School District Board of Trustees

Date of Meeting:	November 29, 2022
Agenda Item:	Evidence of Excellence Award – Teacher of the Year - ASL
Agenda Section:	Information Items
Administrator Responsible:	Jason Wheeler Director of Communications
Board Goal Objective:	Superintendent Goal #4 & #6

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

We are so proud to announce that Kristina Sedberry, Sachse High School ASL teacher, won Teacher of the Year for the state of Texas from The Texas Foreign Language Association. The award recognizes outstanding academic achievement in ASL studies, and involvement in the Deaf community.

Her impact on her students, her school, and the community is unparalleled!

American Sign Language is a visual language used by the deaf community. An ASL user communicates through the shape, placement, and movement of hands in addition to facial expressions and body movements. ASL is not based off of spoken English. It has its own unique set of grammar rules, idioms, historical context, and cultural differences.

Administrative Recommendations:

Provided for your information only.



Garland Independent School District Board of Trustees

Date of Meeting:	November 29, 2022
Agenda Item:	Evidence of Excellence Award – iWrite Campus Winners
Agenda Section:	Information Items
Administrator Responsible:	Jason Wheeler Director of Communications
Board Goal Objective:	Superintendent Goal #4 & #6

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

The iWRITE Nonprofit Organization builds writing confidence for students in grades 3-12 through fun writing and publishing programs designed by real authors. Our mission at iWRITE is to build student confidence through writing.

Publishing is a powerful incentive for learning and is a unique way to validate that a child's voice should be heard. Each year, young writers in the 3rd-12th grade all across the globe have the chance to be published authors. The iWRITE Non-Profit Organization offers students the opportunity to submit their writing and artwork to our annual publishing contest.

We are proud to honor **five Garland ISD students** who were selected to have their works published:

- Mia Andrea – Austin Academy
- Jasmine John – Garland High School
- Rhyslan Benson – Kimberlin Academy
- Sierra Thompson – Rowlett High School
- Wm. Patrick Cook – Sachse High School

Administrative Recommendations:

Provided for your information only.



**Garland Independent School District
Board of Trustees**

Date of Meeting: November 29, 2022
Agenda Item: Going the Extra Mile (GEM) Recognition
Agenda Section: Information Item
Administrator Responsible: Sherese Nix, Executive Director of Communications and Public Relations

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information: The Going the Extra Mile (GEM) recognition is a district acknowledgment of those outstanding Garland ISD employees who display superior commitment, innovation, leadership, work ethic, accomplishments and/or initiative.

Garland ISD GEM (Going the Extra Mile) Recognition is open to any GISD employee, and anyone can nominate an employee as a GEM. Those selected are notified and recognized at a GISD Board of Trustees meeting once a month.

Annamarie Banner, the Director of Transportation, was nominated for a GEM for modeling the Unity Pillar and demonstrating We Develop Relationships under the Holdsworth Leadership Definition. She is going above and beyond by changing the culture and climate in the Transportation Department.

Administrative Recommendation:

Provided for your consideration.



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022
Agenda Item: Review September 2022 Tax Report
Agenda Section: Information Item
Administrator Responsible: Ms. Kristi Cooper
Director of Tax Services

Board Goal Objective:

Not Applicable

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown is the Garland Independent School District tax report for September 2022 presented to the Finance, Facilities and Operations Committee for review on November 8, 2022.

Administrative Recommendations:

Provided for your information.

Tax Collections Report

Garland ISD
Tax Collection Report Through 9-30-2022

	Tax Year 2022	Tax Year 2021	Change from 2021 Prior Year	Percent Change
CURRENT TAX LEVY:				
Gross Tax Levy as of September 1, 2021	314,088,773.91	292,655,343.08	21,433,430.83	7%
Adjustments and Transfers to Inactives	7,645,147.20	6,133,087.83	1,512,059.37	
ADJUSTED TAX LEVY- CURRENT	321,733,921.11	298,788,430.91	22,945,490.20	7.68%
Cumulative Collections this month	0.00	0.00	0.00	
Cumulative Collections last month	0.00	0.00	0.00	
Current Collections This Month- Current	0.00	0.00	0.00	
CURRENT TAX LEVY OUTSTANDING ON 9-30-2022	321,733,921.11	298,788,430.91	22,945,490.20	7.68%
Delinquent Tax Levy				
Delinquent Tax roll as of September 1, 2021	6,305,807.71	6,657,901.08	-352,093.37	-5.29%
Adjustments and Transfers to Inactives	-654,104.21	-201,781.59	-452,322.62	
NET COLLECTABLE - DELINQUENT	5,651,703.50	6,456,119.49	-804,415.99	
Cumulative Collections this month - Delinquent	-260,388.74	108,094.32	-368,483.06	
Cumulative Collections last month - Delinquent	0.00	0.00	0.00	
	-260,388.74	108,094.32	-368,483.06	
DELINQUENT TAX LEVY OUTSTANDING ON 9-30-2022	5,912,092.24	6,348,025.17	-435,932.93	-6.87%

TOTAL COLLECTIONS - MONTH TO DATE				
Current	0.00	0.00	0.00	
Delinquent	-260,388.74	108,094.32	-368,483.06	
Penalty & Interest	108,196.26	97,217.36	10,978.90	
Ag Rollback Taxes	15,164.50	15,309.72	-145.22	
Additional Penalty & Court Cost	75,144.35	67,543.12	7,601.23	
Total This Month	-61,883.63	288,164.52	-350,048.15	-121.48%
TOTAL COLLECTIONS - YEAR TO DATE				
Current	0.00	0.00	0.00	
Delinquent	-260,388.74	108,094.32	-368,483.06	
Penalty & Interest	108,196.26	97,217.36	10,978.90	
Ag Rollback Taxes	15,164.50	15,309.72	-145.22	
Additional Penalty & Court Cost	75,144.35	67,543.12	7,601.23	
Total Year to Date	-61,883.63	288,164.52	-350,048.15	-121.48%

PERCENT OF NET COLLECTABLE COLLECTED - MONTH TO DATE				
Current Collection / Adjusted Current Tax Levy	0.00%	0.00%	0.00%	
Delinquent Collection / Adjusted Current Tax Levy	-0.08%	0.04%	-0.12%	-324%
Collection-P&I-Add.Pen-C.C./Adjusted Current Tax Levy	-0.02%	0.10%	-0.12%	-120%

PERCENT OF NET COLLECTABLE COLLECTED - YEAR TO DATE		3 Year Average		3 Year Average
		<u>Current</u>	<u>Delinquent</u>	N/A
Current Collection / Adjusted Current Tax Levy	0.00%	0.00%		
Delinquent Collection / Adjusted Delinquent Tax Levy	-4.61%		4.40%	



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Trustees' Report

Agenda Section: Discussion Item

Administrator Responsible: Dr. Ricardo López
Superintendent

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Trustees report to other trustees, the administrative staff and the public of activities that impact the Board's governance of the District. Trustees may report on the following subjects:

1. Trustee attendance at recent district and community events.
2. Announcement of upcoming district and community events.
3. Recognition of outstanding performance by district staff and students.
4. Recognition of new programs and special activities.
5. Message from Board President.

Administrative Recommendations:

For discussion.

November 28, 2022 - December 4, 2022

November 2022							December 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

Monday, November 28

Tuesday, November 29

5:00pm - 8:00pm Board Meeting (Board Room) 

Wednesday, November 30

Thursday, December 1

Friday, December 2

12:00pm - 1:00pm Garland Chamber Member Appreciation Day
(Dallas College-Garland Center 675 W. Walnut St. Garland, Texas 75040)

Saturday, December 3

Sunday, December 4

3:00pm - 4:30pm Austin Jazz Ensemble Midwest Preview Concert
(Garland High School Auditorium)

December 5, 2022 - December 11, 2022

December 2022							January 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				

Monday, December 5

Tuesday, December 6

7:00am - 9:00am **Garland Chamber 8th Biennial Legislator Forum**
(Dallas College Garland Center)

9:00am - 2:00pm **Special Olympics Bowling Competition** (Bowlero
Garland Lanes, 1950 Marketplace Dr, Garland, TX 75041)

Wednesday, December 7

9:00am - 10:00am **Council PTA Meeting** (Student Services
Department Auditorium) - Mechelle Hogan

11:30am - 1:00pm **Noon Exchange Club Children's Christmas Party**

Thursday, December 8

7:00am - 9:00am **Garland Chamber Hometown Heroes Community
Fellowship Breakfast** (The Atrium at the Granville Arts Center 300 N.
5th Street Garland, Texas 75040)

5:30pm - 8:00pm **Veritex Bank Christmas Party**

Friday, December 9

Saturday, December 10

Sunday, December 11

December 12, 2022 - December 18, 2022

December 2022						January 2023							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				

Monday, December 12

Tuesday, December 13

11:30am - 1:00pm Sachse Chamber Luncheon (Chase Oaks Church, 2709 3rd St, Sachse, TX 75048) ↻

5:00pm - 8:00pm Board Meeting (Board Room) ↻

Wednesday, December 14

11:30am - 1:00pm Rowlett Chamber of Commerce (Rowlett Community Center) - Ricardo Lopez ↻

Thursday, December 15

Friday, December 16

Saturday, December 17

Sunday, December 18

December 19, 2022 - December 25, 2022

December 2022							January 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				

Monday, December 19

- 12:00am Winter Break →
- 10:30am - 11:30am Austin Academy Jazz Band Performance
(McCormick Place West, 2301 S. Indiana Avenue, Chicago, 60616)

Tuesday, December 20

- ← Winter Break →

Wednesday, December 21

- ← Winter Break →

Thursday, December 22

- ← Winter Break →

Friday, December 23

- ← Winter Break →

Saturday, December 24

- ← Winter Break →
- Christmas Eve (United States)

Sunday, December 25

- ← Winter Break →
- Christmas Day (United States)

December 26, 2022 - January 1, 2023

December 2022

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Monday, December 26

- < Winter Break >
- Christmas Holiday (Observed) (United States)

Tuesday, December 27

- < Winter Break >

Wednesday, December 28

- < Winter Break >

Thursday, December 29

- < Winter Break >

Friday, December 30

- < Winter Break >

Saturday, December 31

- < Winter Break >
- New Year's Eve (United States)

Sunday, January 1

- < Winter Break >
- New Year's Day (United States)



Garland Independent School District Board of Trustees

Date of Meeting:	November 29, 2022
Agenda Item:	Superintendent's Report
Agenda Section:	Discussion Item
Administrator Responsible:	Dr. Ricardo López Superintendent
Board Goal Objective:	

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Dr. López will provide an update on District and community events.

Administrative Recommendations:

Provided for your information and discussion.



Garland Independent School District Board of Trustees

Date of Meeting:	November 29, 2022
Agenda Item:	Future Agenda Items
Agenda Section:	Discussion Item
Administrator Responsible:	Dr. Ricardo López Superintendent
Board Goal Objective:	

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Trustees may submit items to be placed on future Board Meeting agendas.

Administrative Recommendations:

For discussion.



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Public Education Information Management System (PEIMS)
and Student Information System (SIS)
Internal Audit Report

Agenda Section: Discussion Item

Administrator Responsible: Dr. Ricardo López, Superintendent
Jamie Miller, Internal Audit Advisory Group Chair
Kent Ingram, Gibson Consulting
Ali Taylan, Gibson Consulting
Greg Gibson, Gibson Consulting

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Summary/Background Information:

Gibson Consulting conducted an independent review of the Public Education Information Management System (PEIMS) and Student Information System (SIS). The purpose of this agenda item will be to share independent review findings.

Administrative Recommendations:

Provided for your consideration and discussion.

Garland Independent School District

Overview of SIS and PEIMS Internal Audit

GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

November 29, 2022

Project Scope – SIS

- Do system controls and access levels ensure that the right people have access to the right information?
- Do data integration processes with key third-party systems ensure data accuracy and security?
- Is student data secure and routinely backed up?
- Are screen and field controls used to improve data reliability?
- Is student data validated through reasonableness testing?
- Has a disaster recovery plan been established, documented, and tested?

Project Scope – PEIMS

- Attendance
 - Is student attendance data accurate and complete?
- Leavers
 - Are correct leaver codes being applied to students?
 - Is sufficient documentation and evidence maintained for leavers?
- Special Programs
 - English learners
 - Immigrants
 - Homeless
 - Pre-Kindergarten (Pre-K)
 - Pregnancy-Related services (PRS)

Project Scope – PEIMS

- Special Programs
 - Are proper PEIMS codes applied?
 - Is supporting documentation maintained?
- College, Career, and Military Readiness (CCMR)
 - Is CCMR data accurate?
 - Are data validation and monitoring controls implemented?

Executive Summary

- Many positive practices were noted.
 - Special programs and campuses are accountable for data;
 - The District PEIMS function supports accountability;
 - Training and support is established and repeatable in many departments; and
 - Audit and data validation controls are implemented in several areas.
 - PRS
 - Leavers
 - CCMR

Executive Summary

- Gibson noted a lack of training within a few domains.
 - Attendance;
 - Six-weeks reporting; and
 - Immigrant student coding.
- Inefficiencies were discovered within student coding processes.
 - Homeless students; and
 - English learners.
- Data analyses and reasonableness assessments are lacking in key areas.
 - Unrecorded and late attendance;
 - Immigrant student coding; and
 - Pre-Kindergarten students.

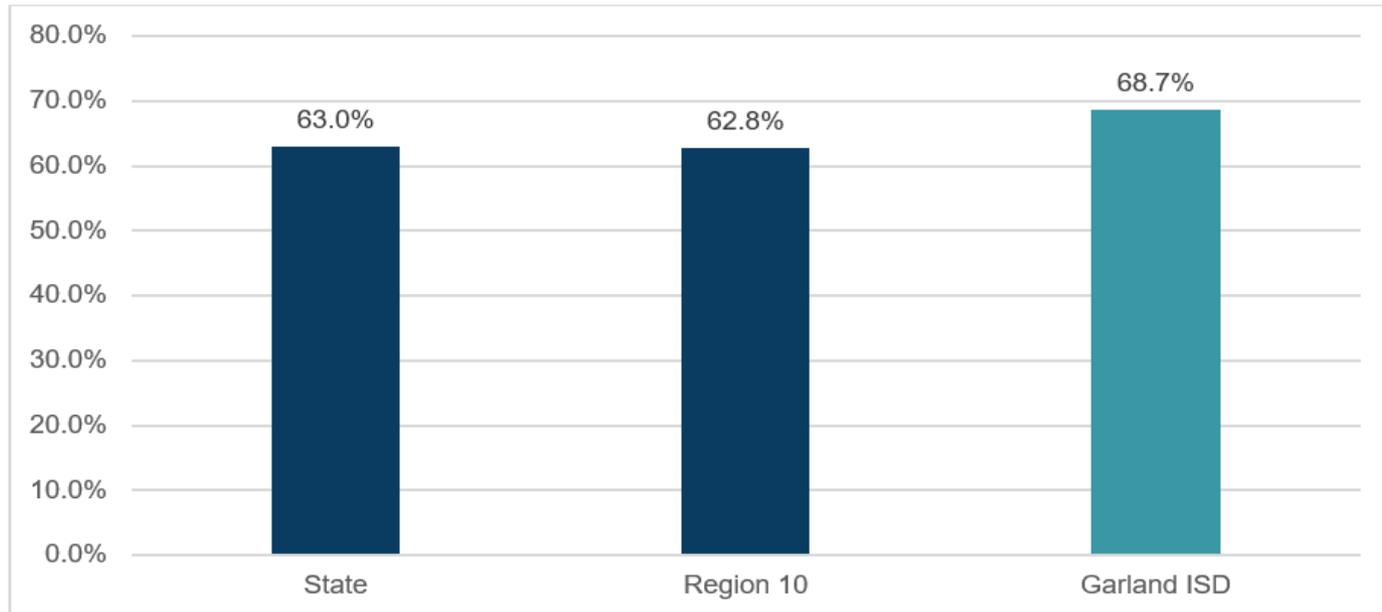
Audit Recommendations

No.	Priority	Recommendation
1	Medium	Implement a centralized system for monitoring SIS and PEIMS training attendance.
2	Medium	Run SIS user access validation report monthly.
3	High	Monitor and enforce attendance reporting requirements.
4	Medium	Provide additional training to campus clerks on attendance-taking procedures for field trips and extracurricular events.
5	Medium	Modify the six-weeks reporting audit control.
6	Medium	Provide additional six-weeks reporting training to principals and special program leaders.
7	High	Expand the leaver audit control to include all leaver codes.
8	High	Modify the EL student identification and coding process to improve efficiency and control.
9	High	The District should develop a staffing formula for Campus LPAC staff.
10	Medium	Provide training to campus clerks regarding the immigrant student identification requirements.
11	High	Use SIS reports to validate immigrant student data.
12	Medium	Modify the online Student Residency Questionnaire to include more data validation controls.
13	Medium	Modify the homeless student coding process.
14	High	Implement periodic audits and data validation of Pre-K students.

Commendation

- GISD's proactive monitoring and validation of CCMR data is a best practice.
 - Favorable CCMR performance is attributable to focused efforts.

Figure 26. Percentage of CCMR Graduates, GISD, State, Region 10, 2019-20



Source: Texas Performance Reporting System

Commendation

- Procedural documentation clearly outlines roles and responsibilities for CCMR data;
- The SIS team regularly reconciles CCMR data to third-party source files; and
- A dashboard is used to quickly identify CCMR requirement concerns at a student level.

Finding #3

- Finding: Garland ISD is not consistently enforcing requirements for taking attendance.
 - Attendance is taken on time, according to GISD guidelines, 63% of the time.
 - Attendance is recorded by teachers 93% of the time.
 - Campus clerks are relied upon to enforce attendance taking, but lack the authority.
 - Attendance *taking* data is not being monitored and analyzed.
 - Inappropriately recorded and unsupported attendance represents financial risk to GISD.

Recommendation #3

- Recommendation: Monitor and enforce attendance reporting requirements.
 - Performance evaluations should consider attendance taking.
 - On-time and not-recorded attendance data analysis should be implemented.
 - Increased accountability and oversight should improve compliance.
- **Management Response:** Management agrees with this recommendation.

Finding #6

- Finding: The scope of the existing GISD leaver audit control is inadequate to ensure accurate coding assignment and documentation of all leaver types.
 - Student Services audits all leavers coded as returning to home country or homeschooled twice each year.
 - 56% of the leaver population is not subjected to the audit control.
 - Test results indicated instances of non-compliance with documentation requirements.

Recommendation #7

- Recommendation: Expand the leaver audit control to include all leaver codes.
 - A representative sample of the leaver population should be tested by administration.
 - Expanding the control would likely improve compliance.
- **Management Response:** Management agrees with this recommendation.

Finding #7

- Finding: The District's EL student identification and coding process include duplicate data entry, increasing the chance for error.
 - EL data is entered four times in three different systems.
 - Data is entered before the official LPAC meeting, not complying with TEA guidelines.
 - After the LPAC meeting, data is re-entered into *Ellevation* and *Google Docs*.
 - Manually compared by Student Services to provisional data in the SIS.
 - Entering of provisional data and reliance on manual intervention increases risk to GISD.

Recommendation #8

- Recommendation: Modify the EL student identification and coding process to improve efficiency and control.
 - Student Services should test students and reserve a seat in an EL program.
 - LPAC occurs and then campus staff record data into *Ellevation*, interfacing with SIS.
 - If integration is not possible, campus staff enter information directly into SIS instead of *Google Doc*.
 - The Multilingual Program Department should generate reports for SIS and *Ellevation* for audits.
 - Revisions to process and implementation of audit control will reduce risk of non-compliance.
- **Management Response:** Management agrees with this recommendation.

Finding #8

- Finding: Campus LPAC staffing varies widely across schools, resulting in inequitable workloads and related risks.
 - Administrative responsibilities for EL students is shared between campus personnel.
 - GISD does not use a staffing formula to assign resources to manage EL student population.
 - Wide ranges in EL Student to Campus LPAC staff ratios exist.
 - Elementary: 43 to 1; 415 to 1
 - Middle: 130 to 1; 818 to 1
 - High: 697 to 1; 796 to 1
 - Risk of delays in fulfilling administrative responsibilities increase compliance risks.

Recommendation #9

- Recommendation: The District should develop a staffing formula for Campus LPAC staff.
 - An advisory committee should be established to guide the effort.
 - Evaluate job descriptions and actual responsibilities for LPAC staff;
 - Estimate time commitments for responsibilities;
 - Analyze staffing approaches of similar districts; and
 - Recommend a target EL students to LPAC staff ratio.
 - Staffing to an informed target would reduce non-compliance risks in schools with a large EL student population.
- **Management Response:** Management agrees with this recommendation.

Finding #9

- Finding: The District does not have sufficient controls over accurately identifying immigrant students.
 - Data analysis indicated potential data integrity concerns.
 - Nine immigrant students did not have birth country information in SIS;
 - 32 immigrant students were born in the United States or Puerto Rico; and
 - 3,160 students not reported as immigrants matched all criteria in SIS.
 - Campus staff were not aware of conditions that qualify students as immigrants.
 - Under-identification of immigrant students may have occurred.

Recommendation # 11

- Recommendation: Use SIS reports to validate immigrant student data.
 - Student Services should periodically perform data analyses to identify potential immigrant students.
 - Data accuracy would likely improve and additional funding may be discovered.
- **Management Response:** Management agrees with this recommendation.

Finding #12

- Finding: Data accuracy controls over Pre-K students are insufficient, potentially limiting the amount of state funding.
 - Data analysis indicated potential data integrity concerns.
 - 125 students coded as ineligible for Pre-K funding possessed one or more eligibility criteria.
 - No detailed review controls or transaction level controls exist over Pre-K coding.
 - Incorrect eligibility determinations can impact Pre-K funding for GISD.

Recommendation #14

- Recommendation: Implement periodic audits and data validation of Pre-K students.
 - Samples of Pre-K students should be selected and their eligibility documentation obtained.
 - Data validation should be performed by the PEIMS Team.
 - Additional controls could mitigate risks and identify additional funding.
- **Management Response:** Management agrees with this recommendation.

Additional Recommendations

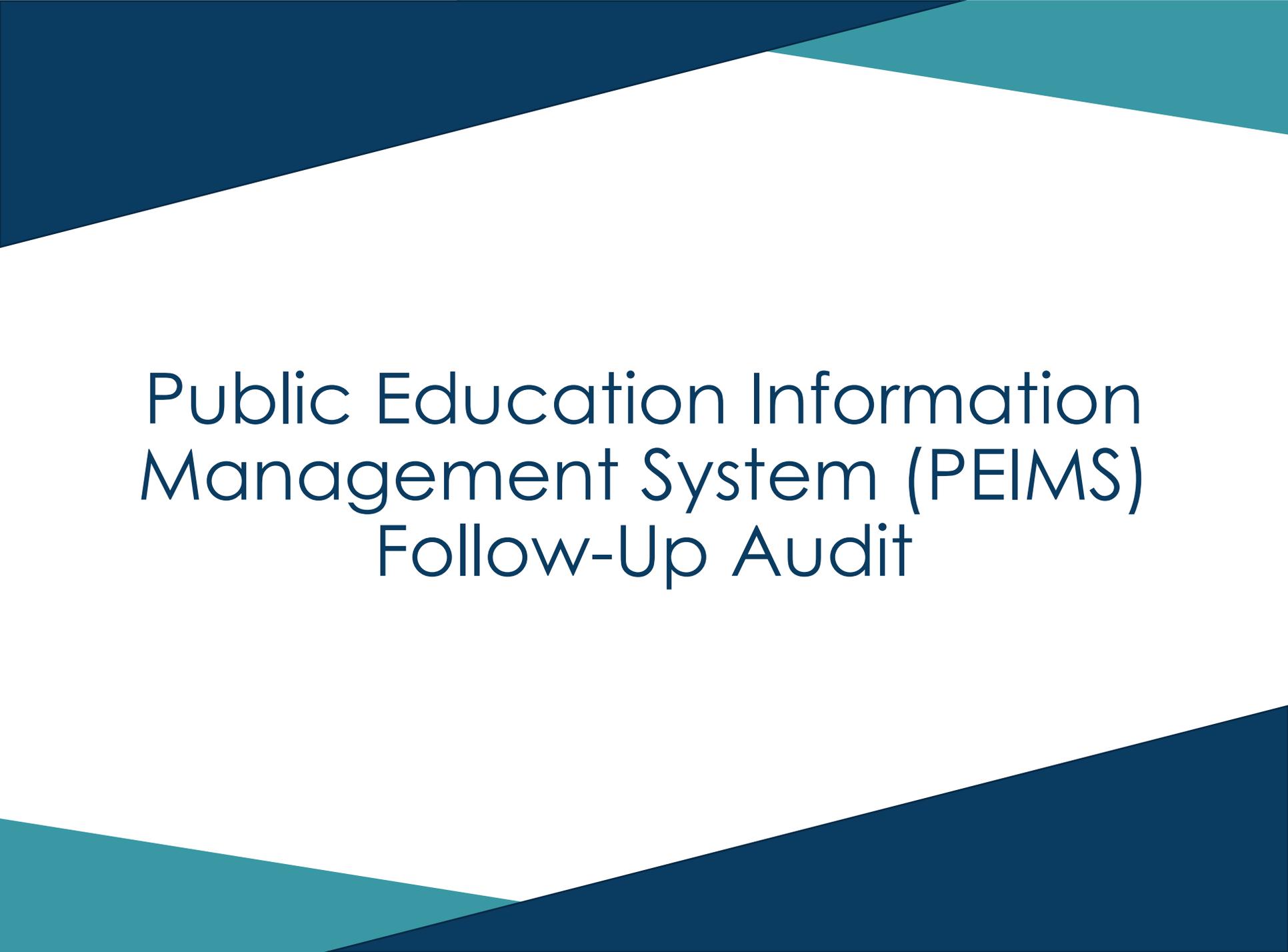
- *Recommendation 1: Implement a centralized system for monitoring SIS and PEIMS training attendance.*
 - Management Response: Agree
- *Recommendation 2: Run SIS user access validation report monthly.*
 - Management Response: Agree
- *Recommendation 4: Provide additional training to campus clerks on attendance-taking procedures for field trips and extracurricular events.*
 - Management Response: Agree

Additional Recommendations

- *Recommendation 5: Modify the six-weeks reporting audit control.*
 - Management Response: Agree
- *Recommendation 6: Provide additional six-weeks reporting training to principals and special program leaders.*
 - Management Response: Agree
- *Recommendation 10: Provide training to campus clerks regarding the immigrant student identification requirements.*
 - Management Response: Agree

Additional Recommendations

- *Recommendation 12: Modify the online Student Residency Questionnaire to include more data validation controls.*
 - Management Response: Agree
- *Recommendation 13: Modify the homeless student coding process.*
 - Management Response: Agree



Public Education Information Management System (PEIMS) Follow-Up Audit

Original Recommendations

Recommendation #	Recommendation	Management's Evaluated Status	Gibson's Evaluated Status
1	Develop additional control procedures and reports to reconcile student special education data between Skyward and eSped.	Complete	Complete
2	Create additional custom reports to help PEIMS staff identify data issues with PEIMS rules or acquire a commercially available software that can assist with improving data controls.	Complete	Substantially Complete
3	The G/T Department should perform periodic checks on student supporting documentation housed at campuses to ensure it meets compliance requirements.	Complete	Complete
4	Provide training and give access to campus data clerks to code qualifying at-risk students in Skyward.	Complete	Partially Complete
5	Implement a procedure to prevent the assignment of CTE courses for other purposes.	Complete	Substantially Complete

Follow-Up Audit

- Recommendation 2: Create additional custom reports to help PEIMS staff identify data issues with PEIMS rules or acquire a commercially available software that can assist with improving data controls.
 - **Original Implementation Decision:** Implementation without Modification
 - **GISD Management's Status Assessment:** Complete
 - **Audit Team's Follow-up Assessment:** Substantially Complete

Follow-Up Audit

- The audit team observed numerous data validation reports.
- The original analysis was reperformed.
 - 26 students were coded as receiving Special Education and 504 services.
- The existence of data errors indicate a need for further monitoring.

Follow-Up Audit

- Recommendation 4: Provide training and give access to campus data clerks to code qualifying at-risk students in *Skyward*.
 - **Original Implementation Decision:** Implementation without Modification
 - **GISD Management's Status Assessment:** Complete
 - **Audit Team's Follow-up Assessment:** Partially Complete

Follow-Up Audit

- Training was provided in 2020 to counselors and data clerks.
 - Documentation was observed by the audit team.
- Work performed during current audit indicated that processes remained unchanged.

Follow-Up Audit

- Recommendation 5: Implement a procedure to prevent the assignment of CTE courses for other purposes.
 - **Original Implementation Decision:** Implementation without Modification
 - **GISD Management's Status Assessment:** Complete
 - **Audit Team's Follow-up Assessment:** Substantially Complete

Follow-Up Audit

- Periodic reviews of the master schedule have occurred.
- The original analysis was reperformed.
 - All CTE courses had the appropriate indicator flags in *Skyward*.
 - No non-CTE courses were found to have a CTE indicator flag.
 - Same service ID was used for two separate CTE courses.
 - Same exception found in the initial audit.
- Administration should incorporate the review of duplicated service IDs into their CTE course audits.



Questions?

Public Education Information Management System (PEIMS) and Student Information System (SIS) Internal Audit Report

Prepared for:
Garland Independent
School District

June 2022

Submitted By:

Gibson Consulting Group, Inc.
1801 South Mopac Expressway, Suite 270
Austin, Texas 78746
+512.328.0884
www.gibsonconsult.com

GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

Table of Contents

Chapter 1 – Introduction	1
Audit Summary	1
Chapter 2 – Organization and Management	5
Organizational Structure	5
Training and Support	10
Finding and Recommendations	13
Chapter 3 – Student Information System	15
Student Information System Software	15
Student Information System Availability and Redundancy.....	17
Student Information System Data Connections	18
Access and Security	21
Findings and Recommendations	25
Chapter 4 – Attendance	26
Attendance Process	26
Audit Testing.....	29
PEIMS Six-Weeks Reporting.....	34
Findings and Recommendations	39
Chapter 5 – Leavers	44
Audit Testing.....	48
Findings and Recommendations	51
Chapter 6 – English Learners	52
Regulatory Guidance	54
EL Student Identification and Coding Process	57

Audit Testing	58
Findings and Recommendations	64
Chapter 7 – Immigrant Students.....	73
Immigrant Student Identification and Coding Process	73
Audit Testing.....	74
Findings and Recommendations	77
Chapter 8 – Homeless Students	79
Audit Testing.....	82
Findings and Recommendations	84
Chapter 9 – Other PEIMS Components.....	87
College, Career, and Military Readiness (CCMR).....	87
Prekindergarten (Pre-K)	93
Pregnancy-Related Services (PRS)	101
Chapter 10 – Follow-Up Audit.....	106
Special Education	107
Gifted and Talented	109
Bilingual/English as a Second Language and At-Risk Component.....	111
Career and Technical Education	112
Appendix A – Interviews and Focus Groups List	A-1
Appendix B – Student Residency Questionnaire	B-1

Chapter 1 – Introduction

In July 2021, Gibson Consulting Group, Inc. (Gibson), as part of its contract to provide internal auditing services for the Garland Independent School District (Garland ISD/GISD/the District) Board of Trustees, began conducting an audit of the Student Information System (SIS) and the function responsible for Public Education Information Management System (PEIMS) submittals. Gibson also performed a follow-up audit of the recommendations made during the limited-scope 2019 PEIMS Audit for Garland ISD. This introductory Chapter provides a summary of audit findings and recommendations for improvement, an overview of the audit scope and objectives, and a description of Gibson’s approach and methodology.

Gibson wishes to thank the Garland ISD leadership and staff for their assistance in conducting this audit and the Internal Audit Advisory Group (IAAG) for overseeing this important work.

Audit Summary

Garland ISD has a strong foundational approach for student data management and PEIMS reporting, as special programs and campuses are accountable for the accuracy of their data, and the District’s PEIMS Team is viewed as an accountability support function. Many GISD departments provide training and support to campus staff through formal courses and written procedural guides. The District also has audit and data validation controls in place in several areas, including Pregnancy Related Services (PRS), leavers, and College, Career, and Military Readiness (CCMR) indicators. These positive aspects are noteworthy; however, opportunities for improvement do exist.

Interviews, data analysis, and audit test exceptions within the attendance process, six-week reporting process, and immigrant student process indicated a lack of training within these domains. Data entry tasks for certain special programs, such as homeless students and English learner students, have been isolated to a small number of people, even though data is often first gathered at the individual campuses. This results in inefficiencies, including manual and duplicative data entry and underutilization of existing systems.

The District is not performing sufficient data analyses and reasonableness assessments within a few key domains, including unrecorded and late attendance, immigrant, and Pre-K students. Within immigrant and Pre-K students, the audit team noted potentially eligible students that were not generating funding. Similar data analysis to the one performed by the audit team would have allowed the District the opportunity to catch these omissions and increase funding.

This audit contains 14 recommendations to improve PEIMS data integrity, reporting, and accountability at Garland ISD. These recommendations are listed in Table 1, along with the priority assigned by the audit team. The audit team assigned a priority level to each recommendation based on perceived risk and/or impact on the organization. Recommendations are not listed in order of priority but rather in the order in which they appear in the report.

Table 1. Summary of Recommendations

No.	Priority	Recommendation
1	Medium	Implement a centralized system for monitoring SIS and PEIMS training attendance.
2	Medium	Run SIS user access validation report monthly.
3	High	Monitor and enforce attendance reporting requirements.
4	Medium	Provide additional training to campus clerks on attendance-taking procedures for field trips and extracurricular events.
5	Medium	Modify the six-weeks reporting audit control.
6	Medium	Provide additional six-weeks reporting training to principals and special program leaders.
7	High	Expand the leaver audit control to include all leaver codes.
8	High	Modify the EL student identification and coding process to improve efficiency and control.
9	High	The District should develop a staffing formula for Campus LPAC staff.
10	Medium	Provide training to campus clerks regarding the immigrant student identification requirements.
11	High	Use SIS reports to validate immigrant student data.
12	Medium	Modify the online Student Residency Questionnaire to include more data validation controls.
13	Medium	Modify the homeless student coding process.
14	High	Implement periodic audits and data validation of Pre-K students.

Source: Gibson Consulting Group

The follow-up audit performed by Gibson demonstrated that out of the five recommendations from the initial audit, two have been completely implemented, two are substantially implemented, and one is partially implemented.

Project Objectives and Scope

The objective of this internal audit project was to assess the existence and adequacy of controls, processes, and procedures in place within the SIS and selected PEIMS functions to ensure that data generated by both functions are accurate and compliant with State standards set by the Texas Education Agency (TEA).

Unlike other audits that focused on specific departments, functions, or programs, the scope of this audit was dedicated exclusively to student information collected, validated, and reported by Garland ISD through its SIS and ultimately submitted to TEA through PEIMS. All Garland ISD organizational units and positions involved in these responsibilities were included in the scope of work, with the exception of student discipline data, which was excluded from this scope of work.

Student Information System (SIS)

Gibson reviewed the computer system controls and system access levels to ensure that the right people have access to the right information. Gibson also reviewed data integration processes with key third-party Districtwide systems to ensure that data exchanges among systems are accurate and data are protected at all times.

Additionally, Gibson analyzed student information systems to ensure that: student data is secure and routinely backed up; SIS access is properly controlled through authorized security levels and passwords; student data entry has proper screen and field controls to improve data reliability; student data are validated through system and reasonableness testing; and, a disaster recovery plan has been established, documented, and tested.

PEIMS

The PEIMS audit evaluated data entry and processing practices and tested the accuracy of reported data through sampling. The audit team audited the following major PEIMS processes: attendance, leavers, special programs, and College, Career, and Military Readiness (CCMR).

- **Attendance** – The audit team reviewed and analyzed regular and modified attendance (field trips, substitutes, extracurricular activities, and first day of school). Audit testing and data analyses were performed to test the accuracy and completeness of attendance data reported by the District to the State.
- **Leavers** – The audit team reviewed the District's processes for capturing and reporting leavers across various campuses. Audit testing and trend analyses were performed on leaver data, providing evidence that proper documentation is maintained and that the correct leaver code is assigned.
- **Special Programs** – The audit team reviewed the student coding processes for each population (English learners, Immigrants, Homeless, Pre-Kindergarten (Pre-K), and Pregnancy-Related services [PRS]) across various campuses. Audit testing was performed on each special program population, providing evidence that proper documentation is maintained and that the correct student code is assigned. Gibson also performed follow-up procedures on areas included in the original targeted PEIMS audit in 2019. The coding of students served by Special Education, Gifted and Talented, At-Risk, or Career and Technical Education programs was reviewed during this audit, and testing was performed if elements of continuing risk were noted.
- **CCMR** – The audit team reviewed the policies and procedures for validating and monitoring CCMR indicator data. Interviews and reviews of existing documentation provided sufficient audit evidence for Gibson; thus, transaction testing was unnecessary.

Project Approach and Methodology

The findings and recommendations included in this report were informed by the following data collection and analytical activities.

Data Collection and Analysis

As part of this audit, Gibson collected and analyzed 2021-22 PEIMS Fall submission data and historical program-specific PEIMS data provided by Garland ISD, which included attendance taken by teachers and PEIMS student coding data as well as other program- and function-specific information.

Interviews and Focus Groups

From February to March 2022, the Gibson audit team conducted 27 individual interviews with the Superintendent, central office administrators and staff, the Student Services Group, and the Data Administrative System Group staff. The team also conducted seven focus group sessions with elementary and secondary Principals, elementary and secondary Data Clerks, secondary Attendance Clerks, and elementary and secondary PEIMS Admins. The objective of the interviews and focus group sessions was to gather information about GISD's PEIMS data collection, validation, and reporting processes and assess stakeholder perceptions regarding areas of strength and opportunities for improvement in PEIMS reporting.

A complete list of interviewees and focus groups can be found in *Appendix A – Interview List*.

Audit Testing

Gibson conducted audit tests to validate the appropriateness of access to the SIS, the compliance of attendance taking, and the accuracy of special population coding. Fourteen audit tests were performed across the SIS and nine PEIMS domains. Test approaches and results are presented in subsequent chapters of this audit report.

The remainder of this report is organized into the following chapters and appendices:

- Chapter 2 – Organization and Management
- Chapter 3 – Student Information System
- Chapter 4 – Attendance
- Chapter 5 – Leavers
- Chapter 6 – English Learners
- Chapter 7 – Immigrant Students
- Chapter 8 – Homeless Students
- Chapter 9 – Other PEIMS Components
- Chapter 10 – Follow-Up Audit
- Appendix A – Interviews and Focus Groups List

Chapter 2 – Organization and Management

Organizational Structure

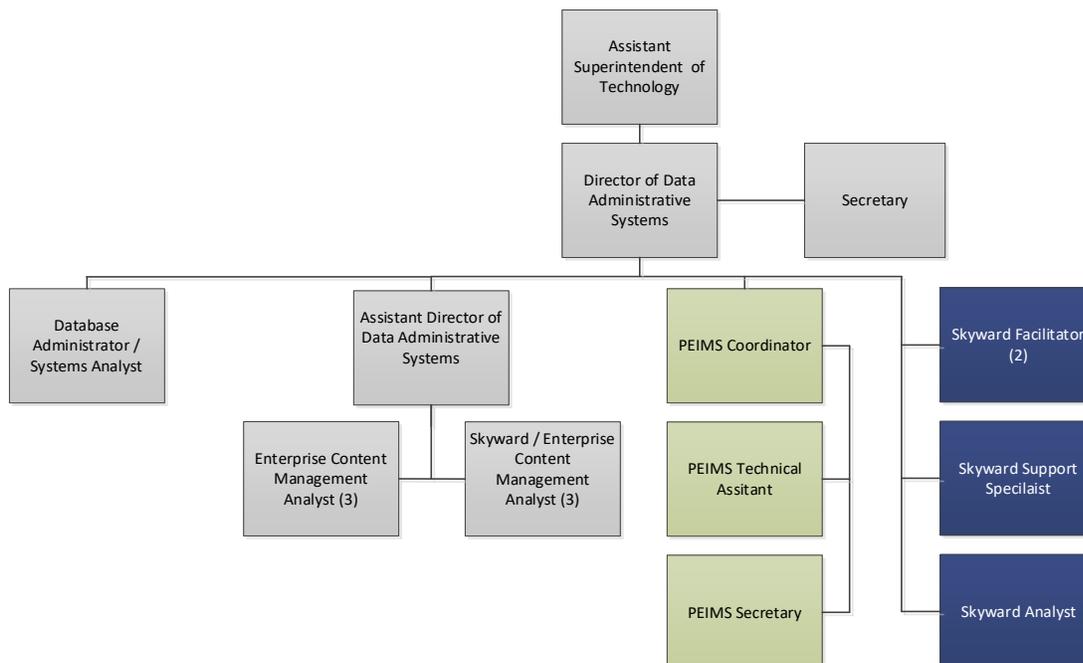
The Data Administrative Systems (DAS) Group is responsible for the support of the Student Information System (*Skyward*, SIS) function and PEIMS function in Garland ISD. The Director of DAS reports to the Assistant Superintendent of Technology. DAS group has 17 positions, including the Director. In addition to the SIS and PEIMS functions, this group supports *Laserfiche*, the District Enterprise Content Management (ECM) System used to store documents electronically.

The *Skyward* Facilitators, *Skyward* Systems Specialist, and *Skyward* Analyst (SIS Team), all of whom report to the Director of DAS, are the main source of SIS support. They provide assistance with advanced and complex report generation, maintain and support all Districtwide databases, including the SIS, and create and maintain automated integration to all Districtwide systems (including the SIS) with third-party applications.

The PEIMS Coordinator, PEIMS Technical Assistant, and PEIMS Secretary (collectively, the PEIMS Team), also report to the Director of DAS, providing PEIMS function support for GISD.

Figure 1 presents the organizational chart for the DAS Group. The positions that exclusively support the SIS function are shaded in dark blue, and the positions shaded in green support the PEIMS function. This structure represents a logical alignment of PEIMS and SIS functions under the DAS Group.

Figure 1. DAS Group Organizational Chart



Source: Garland ISD DAS Group organization chart, Spring 2022

Table 2 lists the major responsibilities of the SIS Team members according to their district job descriptions.

Table 2. SIS Team Major Responsibilities and Required Knowledge and Skills

Job Title	Major Responsibilities
<i>Skyward</i> Facilitator	<ul style="list-style-type: none"> ▪ Assist with the development and implementation of a Districtwide calendar of significant SIS module implementation timelines and grade book deadlines for each school year. ▪ Coordinate with other department and campus staff to perform any necessary configurations, processes/utilities, and maintenance on SIS modules as needed. ▪ Coordinate SIS module support for campus staff. ▪ Plan, schedule, and conduct staff development on specific SIS modules throughout the school year. ▪ Develop new and/or update existing documentation for all SIS modules.
<i>Skyward</i> Support Specialist	<ul style="list-style-type: none"> ▪ Develop and manage report cards, progress notices, and transcripts for staff and guardians to support grade reporting efforts. ▪ Develop and manage scheduled tasks to provide letters to alert campuses of possible attendance compliance issues and to assign homerooms and advisors. ▪ Export student data based on approved open records requests by non-District personnel when requested. ▪ Develop and manage online custom forms for staff and guardians to support enrollment, registration, and other program application efforts. ▪ Provide ongoing support to staff and guardians using the SIS. ▪ Assist with the development of documentation and training as requested.
<i>Skyward</i> Analyst	<ul style="list-style-type: none"> ▪ Develop, test, document, implement, and maintain high-quality systems solutions on various computer platforms. ▪ Develop, enhance, code, test, debug, document, and implement complex data integration programs. ▪ Design, document, create, and optimize database schemas. ▪ Tune queries, stored procedures, and functions to improve database performance. ▪ Establish policies, procedures, and technologies to ensure standardization, performance, and secure access. ▪ Maintains up-to-date documentation, including diagrams, on all applications development, database systems, integration services, and connectivity.

Source: GISD Technology job descriptions, Spring 2022

Table 3 lists the major responsibilities of the PEIMS Team members according to their District job descriptions.

Table 3. PEIMS Team Major Responsibilities and Required Knowledge and Skills

Job Title	Major Responsibilities
PEIMS Coordinator	<ul style="list-style-type: none"> ▪ Coordinate the collection, integration, and formatting of all data required for PEIMS submission according to PEIMS Data Standards. ▪ Submit all required data files to the state for the submission of fall, mid-year, summer, and extended year programs reports. ▪ Run edits, reports, and verification checks on data to ensure accuracy of the information, then distribute edits and reports to appropriate staff for analysis, verification, and correction. ▪ Coordinate the collection of all data from Finance and HR management systems as they relate to PEIMS. ▪ Responsible for Data quality in compliance with Performance-Based monitoring. ▪ Oversee Personal Identification Database (PID) reports. ▪ Responsible for developing training materials and training and monitoring District staff in areas related to PEIMS compliance. ▪ Responsible for training staff on Texas and Federal laws and procedures in Discipline Management and Reporting as described in the PEIMS Data Standards. ▪ Responsible for training staff on Texas and Federal Limited English Proficiency Data Management laws and procedures as described in the PEIMS Data Standards. ▪ Oversee Texas Record Exchange (TREx) training and monitor campus personnel on TREx submissions. ▪ Compile, maintain, and file all required physical and computerized reports, records, and other documents. ▪ Comply with the District standards for Texas and Federal attendance accounting laws and procedures in the Texas Student Attendance Accounting Handbook. ▪ Comply with the District standards for Federal enrollment laws and procedures in The Texas Student Attendance Accounting Handbook and the PEIMS Data Standards.
PEIMS Technical Assistant	<ul style="list-style-type: none"> ▪ Support Texas Student Data System verification processes. ▪ Preparation and validation of PEIMS data. ▪ Perform campus visits to assist in data entry and data verification procedures as needed. ▪ Support District staff regarding TREx. ▪ Train District staff on discipline data entry. ▪ Perform compliance checks on six-week cycle discipline records. ▪ Audit data exchange between <i>Review 360</i> and <i>Skyward</i> for accuracy.
PEIMS Secretary	<ul style="list-style-type: none"> ▪ Provide support for the District staff in the following areas: enrollment and withdrawal of student records, TREx, attendance, scheduling, report cards, grade book, family access, summer school, choice of school, printing reports, and data mining. ▪ Provide training for campus staff with PEIMS-related material. ▪ Assist in auditing Student Membership reports. ▪ Monitor the PEIMS-related Six Weeks Reports, submitted by campuses.

Source: GISD Technology job descriptions, Spring 2022

In addition to job descriptions, the DAS Group uses a responsibility matrix to define the SIS and PEIMS responsibilities. The matrix shows which team member has primary, secondary (if the primary is not available), and system-level (application and/or technology) support responsibilities related to specific SIS modules. Table 4 presents the responsibility matrix for the SIS and PEIMS Team members.

Table 4. SIS Responsibility Matrix among SIS and PEIMS Team Members

SIS Module	Skyward Facilitator	Skyward Facilitator	Skyward Support Specialist	Skyward Analyst	PEIMS Team
Activities	All	All	All	All	
Attendance	System Support	System Support	System Support	System Support	Primary
Canvas Integration		Backup		Primary	
Courses	Primary			Backup	
Data Mining	All	All	All	All	
Discipline				Backup	Primary
Enrollment/Withdrawal			System Support	System Support	Primary
Family Access			Primary	Backup	
Fee Management		Primary			
GPA/Rank	Backup			Primary	
Grade Book		Primary		Backup	
Grade History		Primary		Backup	
New Student Online Enrollment			Primary	System Support	Backup
Online Forms	All	All	All	All	
Report Card Design & Support	Backup			Primary	
Reports	All	All	All	All	
Scheduling	Primary	Backup			
Security/Permissions	All	All	All	All	
Skylert		Primary	Backup		
Special Programs				Backup	Primary
Student Pictures			Primary	Backup	
Summer School	Backup	Primary			
Transcript	Primary			Backup	

SIS Module	Skyward Facilitator	Skyward Facilitator	Skyward Support Specialist	Skyward Analyst	PEIMS Team
Transcript Design	Primary			Backup	
TREx				Backup	Primary

Source: GISD The DAS Group, Spring 2022

SIS enables and supports the District's key processes such as enrollment, attendance, course creation, scheduling, grading, student ranking, GPA calculations, and graduation.

The PEIMS Team focuses on membership, six-week reporting, and submission of PEIMS data to the State.

These tasks and processes involve multiple departments, as well as campus staff. As a result, the DAS Group interacts and works with staff from various departments, campus administrators, and campus clerks in over 60 GISD campuses.

Both the SIS Team and the PEIMS Team work with the Student Services Group. The Student Services Group oversees and supports processes within (in scope PEIMS-related processes bolded):

- **Student Enrollment**
- Student Wellness
- Family and Community Engagement
- **Student Attendance**
- **Student Withdrawals**
- Student Discipline
- **Homeless and Foster Care Students**
- **At-Risk Students**
- **English Learner Student Testing**

The Student Services Group is led by the Executive Director of Student Services, who reports to the Chief Leadership and Academic Officer. Two Assistant Directors support the Executive Director of Student Services. The Assistant Directors oversee the At-Risk Coordinator and the Student Services Coordinator. The staff under the Assistant Directors trains and works closely with campus-based staff on SIS and PEIMS tasks and processes. The At-Risk Coordinator focuses on attendance and at-risk coding processes and procedures. The At-Risk Coordinator provides training to attendance and data clerks, as well as documented click-throughs and operating procedures for these campus-based positions. Two Attendance Administrators support the At-Risk Coordinator. These Administrators provide support to campus clerks and perform audits of student leaver files and six-week reporting files, both of which are discussed in detail

later in this report. The Student Services Coordinator and their staff oversee the Enrollment Center for GISD. Many key PEIMS processes occur at the enrollment center, such as language testing and program placement for English learner students, identification of homeless students, and identification and coding of immigrant students.

Training and Support

Training

A large percentage of campus staff use *Skyward* and work with PEIMS data, including teachers, campus administrators, attendance clerks, and registrars' clerks, as well as District-level management and special program staff. In order to accommodate the training needs of this diverse group of staff, the DAS Group and the Student Services Group offer a variety of training courses, both in-person and online. The courses address key SIS and PEIMS processes such as attendance taking and reporting, student enrollment and registration, recording discipline, master scheduling, and entering and managing grades.

The SIS and PEIMS Teams provide training on topics listed in Tables 5 and 6 below. Table 5 shows the list of training courses that are offered by the PEIMS Team. The PEIMS Team offers these training courses mostly face to face. Table 6 shows the list of courses that are offered by the SIS Team. The SIS Team offers these training courses face to face and also online.

All new campus clerks initially have “read-only” access to the SIS. Although training is not explicitly required by the District, the DAS Group only gives “edit” access to SIS once the new campus clerks attend the SIS and PEIMS training.

Table 5. List of training courses offered by the PEIMS Team

PEIMS Courses
Beginning-of-Year Attendance Clerk Review - Elementary
Beginning-of-Year Attendance Clerk Review - Secondary
Attendance Clerk Reports Training - Elementary
Attendance Clerk Reports Training - Secondary
New Data Clerk Training
Back-Up Data Clerk Training
Data Clerk Training
TREx Training
TREx Training: for Paraprofessionals
Snapshot Report Training
Membership Reconciliation Workshop
Principal and Secretaries Refresher Class

Source: GISD DAS Group, Spring 2022

Table 6. List of training courses offered by the SIS Team

Skyward Courses			
Gradebook	<i>OnData Suite</i> and Data Mining	Scheduling/ Courses/Career Plans	Other
Gradebook for Administrators I	<i>OnDataSuite</i> CCMR Reporting	<i>Skyward</i> -Master Scheduling Basics	SkyAlert/School Messenger I
Gradebook for Administrators II	<i>OnDataSuite</i> Custom Reports	<i>Skyward</i> -Master Scheduling Course Requests	SkyAlert/School Messenger II
Gradebook for Elementary Administrators	<i>OnDataSuite</i> for Administrators and Counselors	<i>Skyward</i> -Master Scheduling Pseudo Scheduling	<i>Skyward</i> LPAC Training
Gradebook for Elementary Teachers	<i>OnDataSuite</i> for All Level Administrators	<i>Skyward</i> -Master Scheduling Troubleshooting	<i>Skyward</i> Open Lab for Dyslexia Therapists
Gradebook for High School Administrators	<i>OnDataSuite</i> New User Training	Intersession Scheduling	<i>Skyward</i> Overview Training
Gradebook for High School Teachers	<i>OnDataSuite/Skyward</i> CCMR Training	High School Counselor Career Plan Training	<i>Skyward</i> Reports
Gradebook for Middle School Administrators	<i>Skyward</i> Data Mining I	Middle School Counselor Career Plan Training	<i>Skyward</i> Family and Student Access
Gradebook for Middle School Teachers	<i>Skyward</i> Data Mining II	Secondary Counselors Course Request Review	<i>Skyward</i> Activity Groups for Administrators and Counselors
Gradebook for Teachers	<i>Skyward</i> Data Mining III	Secondary Master Schedule Meeting	Fee Management

Source: GISD DAS Group, Spring 2022

The Student Services Group meets with campus staff periodically and provides additional training and updates regarding SIS and PEIMS. Below, Table 7 shows the list of training topics that the Student Services group covered in the 2021-22 school year in their weekly online meetings with campus staff.

Table 7. List of Training Topics covered by Student Services Group

Training Topics			
Absences Rolling to Unexcused	Home Visit vs. Residency Checks	<i>RaaWee</i> Definition and Navigation	Students in a Facility
Asynchronous for Non-Testers	How to adjust attendance step by step	<i>RaaWee</i> Letter and Navigation	Tardy and Truancy Processes
Asynchronous Testing Days	ISS Documentation	<i>RaaWee</i> Reminders	Truancy Filing
At-Risk and Codes	Leavers	<i>RaaWee</i> Truancy	Truancy Intervention Process

Training Topics			
At-Risk Checklist and Process	Loss of Credit	Remote Conference Attendance	Truancy/Loss of Credit
Attendance for Non-Traditional Settings	Mass add with Testing Calendar	Remote Conference Attendance and Schedule	Uploading Contracts in <i>RaaWee</i>
Attendance Notes	Mass Calls	Remote Conference Definition and Qualifications	Views within the <i>RaaWee</i> System
Enrollment	Other Types of Excused Absences	Remote Conference Enrollment Procedures and Process	Weather Event
Excusing COVID/FLU Symptoms	Parent Information Letter	Remote Conference vs. ICON	Withdrawal Audit
Excusing Special Circumstances	Population Considerations	Remote Conference vs. Temporary Virtual School	Withdrawal Codes
Filing Calendar	Qualifications and Details of At-Risk	Role of The Clerks/Administrators	Withdrawal Forms
Funding Period Update	<i>RaaWee</i> Action Board	STAAR Testing/End of Year Reports	Withdrawals

Source: GISD Student Services Group, Spring 2022

The SIS and PEIMS-related documentation (e.g., “How To” guides, step-by-step instructions, and frequently asked questions) are located on a District’s internal website. The documentation is grouped in content-specific areas, accessible by clicking links.

Support

Based on interviews and a review of job descriptions, the DAS Group provides SIS support for District and campus-based staff. The SIS Team members provide support to campus administrators and clerks by answering questions related to scheduling, course creation, graduation, GPA calculations, student enrollment, and other SIS-related areas. They also answer any SIS-related questions from special program staff and other District department staff. The PEIMS Team provides PEIMS support and oversees the support function for PEIMS-related topics. Student Services Group personnel (Attendance Administrators, At-Risk Coordinator, and Assistant Director) provide support to campus-based clerks regarding attendance and special program coding. Experienced campus clerks are also used as part of an informal mentorship strategy. These individuals are typically contacted first by campus clerks before contacting any central administration employee.

In addition to responding to questions, the DAS Group supports District staff by developing procedural manuals called “click sheets” for all key SIS processes, including enrollment, attendance, data mining, discipline, grades, and scheduling processes. These documents have been created to give staff additional details in performing specific steps in a process, such as generating an enrollment report in *Skyward*,

adding attendance notes in *Skyward*, or coding certain special programs. These documents are housed in the District's intranet site.

Until recently, the DAS Group used email and phone calls to respond to questions by District staff. Technology Department leadership shared the challenges of aggregating actionable support data, along with the inability to measure support workload among team members from emails and phone calls. To address these challenges, the GISD Technology Department implemented a help desk ticketing system called *ServiceNow*. Since January 2022, the DAS Group has been using *ServiceNow* for all SIS and PEIMS support transactions.

The Technology Department leadership believes the support data collected by *ServiceNow* will allow the DAS Group to make informed, educated decisions regarding support resource needs and training requirements. The system will also allow the DAS Group to capture the following key attributes regarding each support instance:

- Requestor Name
- Requestor Department/Campus
- Description of Issue
- Description of Resolution
- Issue Priority
- Date and Time of Request Opened
- Date and Time of Request Responded
- Date and Time of Resolution
- Name of the staff providing support

These key attributes of support instances will form the basis of performance metrics such as “Average Response Time,” “Average Resolution Time,” and the “Number of Support Tickets by Support Staff,” which will be monitored by the DAS Group and the Technology Department to determine the efficiency and efficacy of support.

Finding and Recommendations

Finding 1: Garland ISD training attendance is not sufficiently tracked.

The PEIMS Team captures the training attendance manually with sign-up sheets. The training attendance information, like the attendee's position and campuses, is not captured or tracked anywhere else. The SIS Team uses an online system called *Strive*, which is a module in *Eduphoria*, for some of the SIS training courses but not all. The District provided the audit team with training attendance information for SIS courses provided via *Strive*. The Student Services Group uses *Google Meets* for their weekly online meetings,

where they provide SIS and PEIMS training. The Student Services Group provided the audit team with attendance information for their online meetings for the current year but not the previous years.

Participation in these various training activities is not centrally tracked in one place, preventing the Districtwide analysis of training attendance. As a result, the District does not know if staff have attended and received the SIS and PEIMS training they need to succeed in their positions. If staff do not attend necessary trainings, process inconsistencies, like the ones noted by the audit team within filed trip attendance and leavers, may occur. Further discussion on these inconsistencies can be found in their respective chapters.

Recommendation 1: Implement a centralized system for monitoring SIS and PEIMS training attendance.

Both the DAS Group and the Student Services Group should use the online system *Strive* for all of the SIS and PEIMS training and courses. All District users have access to *Strive*; they can view available courses online and register for required courses and courses of interest. The system electronically manages the registration, cancellations, and reminders before training dates. It also provides course credits when the course is complete. This system will allow GISD to monitor training activities, and record attendance electronically for all training events. This would improve accountability for training attendance and give administrators an easy way to identify who is missing required trainings. Additionally, this monitoring of training attendance could improve the implementation fidelity of PEIMS and SIS procedures.

Management Response: *Management agrees with this recommendation. All training provided by the Student Services and PEIMS and/or Skyward teams will be entered in Strive for 2021-22 and future years.*

Chapter 3 – Student Information System

A Student Information System (SIS) is a software solution that enables school districts to manage student information efficiently. Modern SISs consist of integrated modules that enable school districts to perform key functions such as enrollment, scheduling, grading, and discipline, among many others.

The SIS has a broad user base in school districts, including teachers, students, administrators, and parents, thus making SIS training, support, system accessibility, and availability a high priority.

In order to ensure data integrity, there must only be one system of record for student data – the SIS. All state and federal compliance reports are generated from the SIS. Monitoring and controlling the data exchange between SIS and the other feeder systems is critical for ensuring student data accuracy and integrity in all systems. Further, access to the SIS should be monitored and controlled by school district authentication and identity systems to prevent unauthorized access due to the confidential and sensitive nature of student data.

The audit team examined the Garland ISD student information system functionality and its key components, including software, availability, redundancy, data connections, access, and security.

Student Information System Software

Garland ISD uses a Student Information System called *Skyward*, originally purchased in the 2014-15 school year. The District owns and has implemented all of the software's modules and related functionality. Below is the list of all modules that are used by Garland ISD:

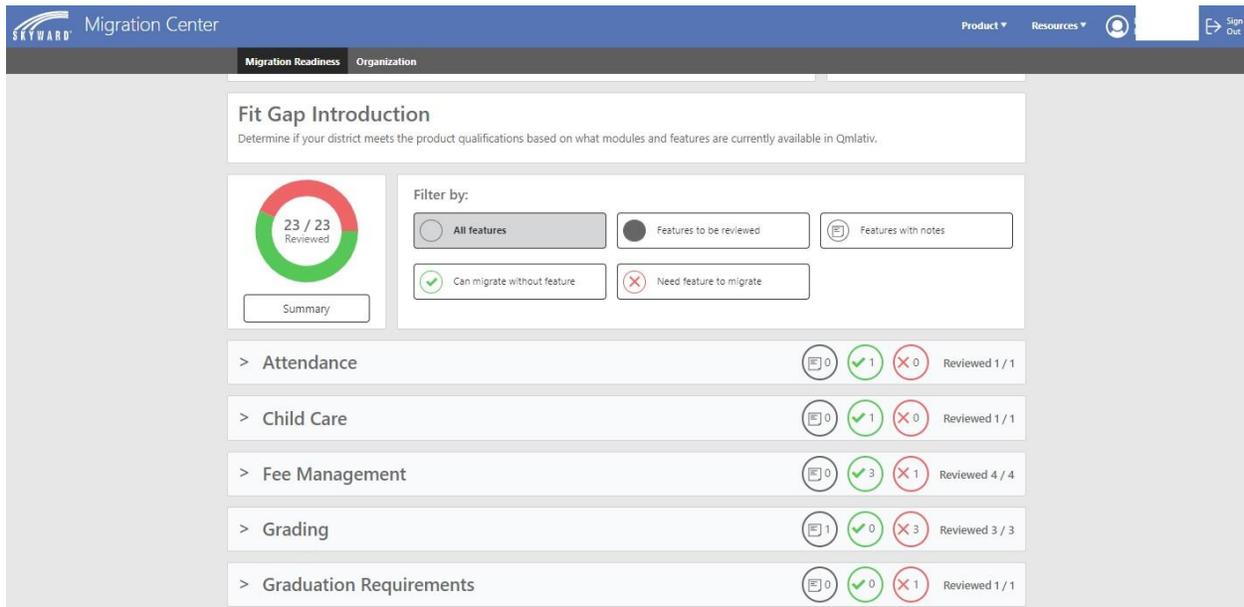
- Student Management-Core Modules
- Curriculum Mapping
- Educator Gradebook
- Family & Student Access
- Fee Tracking
- Graduation Requirement
- Health Records
- Learning Management System / One Roster Application Interface
- New Student Online Enrollment
- PEIMS-Student-Texas
- Skylert Skyward Family Access notification system

Garland ISD is using the *Skyward* SMS software release version of 05.22.02.00.07. Although this is the latest version of *Skyward*'s product with the Progress database, it is not the most current version. In 2018 the company introduced a new *Skyward* product called *Qmlativ* that uses a Microsoft SQL database. However, some functionality in the most recent Progress product was not available in the SQL-based product. Since 2018 the vendor has worked with school districts around the country to add functionality to *Qmlativ* to meet the needs of the existing client base. Despite introducing a new product line, according to the District, the company is not planning to retire the existing *Skyward* product line, which uses the Progress database. This notwithstanding, Garland ISD has started the discussion of evaluating and potentially migrating to *Skyward Qmlativ*.

Garland ISD and the vendor representatives have discussed pricing and potential migration timelines. The vendor also performed a demonstration of *Skyward Qmlativ* to the Technology Department and set up a *Skyward Qmlativ* "sandbox" environment for Garland ISD so the District staff could see the new software in action. GISD reached out to other Texas ISDs that had migrated to the newer *Skyward Qmlativ* to learn about their experiences.

As part of a detailed evaluation process, the Technology Department completed the *Skyward Qmlativ* online migration tool. Figure 1 is a screenshot of the company's migration tool where all *Skyward Qmlativ* features and modules are evaluated by the District staff to determine possible functionality gaps in the system.

Figure 2. Screenshot of *Skyward Qmlativ* Feature Gap Analysis



Source: GISD Technology Department, Spring 2022

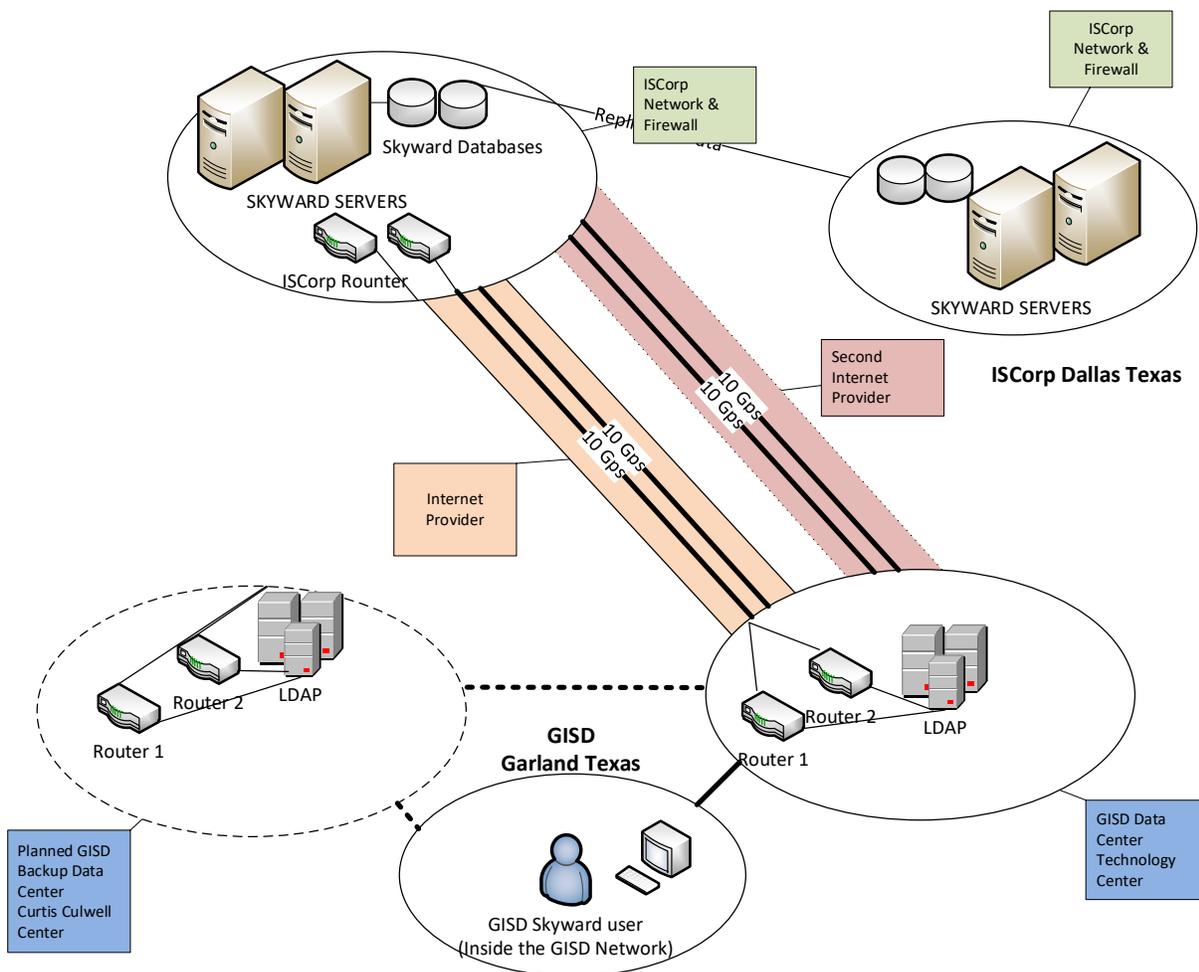
Garland ISD's *Skyward Qmlativ* evaluation team identified functionality gaps in the new *Skyward Qmlativ* system. The gaps caused the District to pause potential migration discussions.

Student Information System Availability and Redundancy

Garland ISD has one data center housed in the GISD Technology Center and is building a second data center in the Curtis Culwell Center. Once the second data center is operational, the District will have a backup data center that will provide redundancy and risk mitigation for all GISD servers and applications.

The District has two internet service providers (ISP), providing internet connectivity to the data center with four 10 Gigabyte per second capacity. If one ISP vendor experiences downtime, the District can use the second ISP and continue to provide connectivity to the District staff and students. Having two separate ISPs also helps the District to overcome a distributed denial of service (DDOS) attack if it is targeted. Figure 3 shows where the main components related to *Skyward* are located and how they are connected via two separate ISP vendors.

Figure 3. Garland ISD *Skyward* Main Components and System Configuration



Source: Garland ISD Technology Department, Spring 2022

There are four 10GBps connections to the *ISCorp* data center where *Skyward* is hosted. Due to the multiple ISPs, a technical problem with one internet provider would not cause Garland ISD to lose connection to the *Skyward*-hosted application and databases.

Skyward uses Garland ISD's Lightweight Directory Access Protocol (LDAP) service to authenticate Garland ISD's *Skyward* users. A backup data center with two ISPs will create redundancy for LDAP services and the connection to the *ISCorp* data center, which will allow Garland ISD to continue to access *Skyward*'s Wisconsin-based systems even if one data center or one ISP is down.

ISCorp maintains backup files for all *Skyward* customers. The *Skyward* Production database backup frequency and retention periods are as follows:

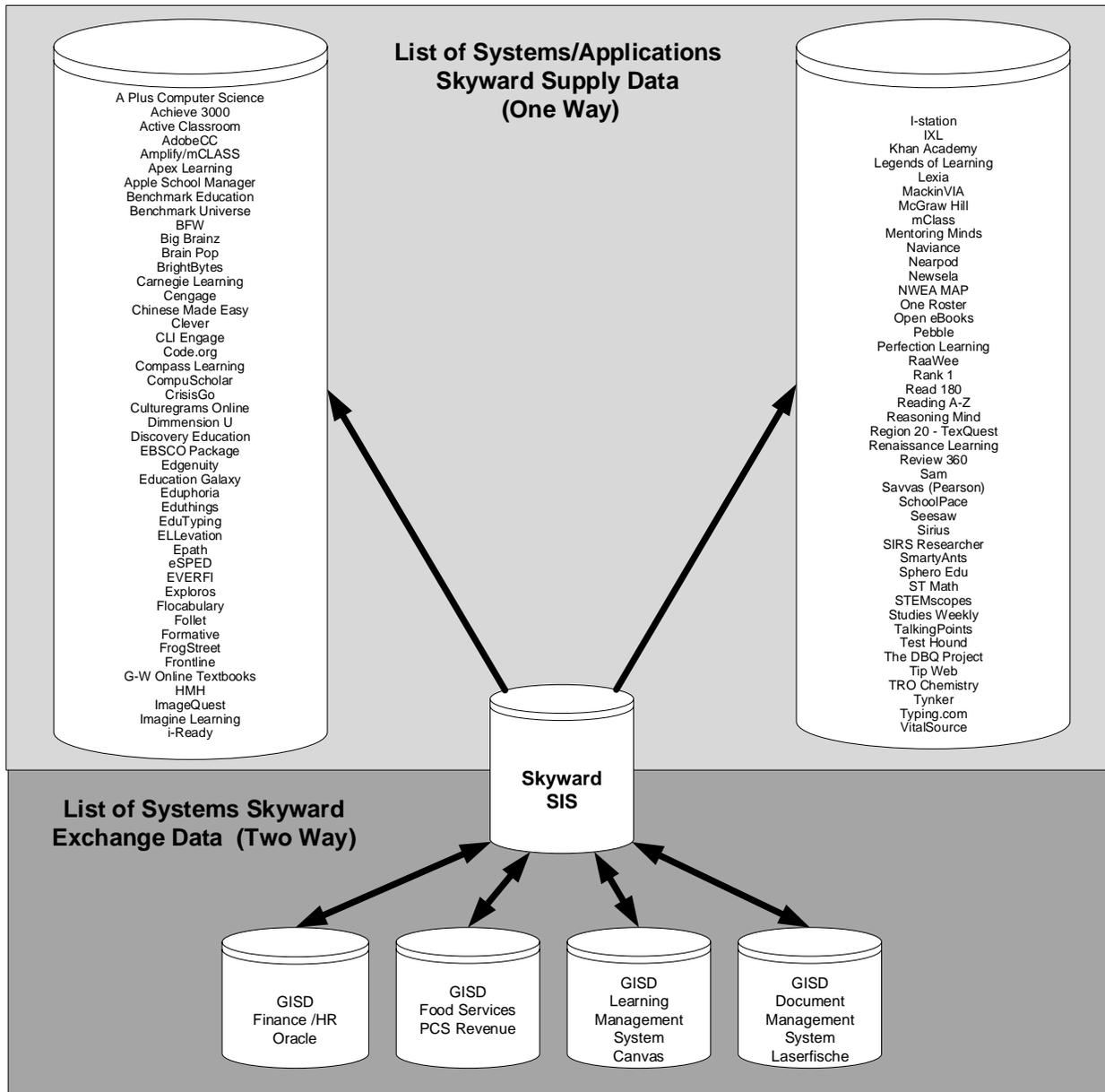
- Daily Backups – 1 month
- Weekly Backups – 3 months
- Monthly Backups – 1 year

Regarding long-term data archiving, *ISCorp* will retain seven years of annual backups. *ISCorp* currently sends encrypted backups to an off-site facility daily.

Student Information System Data Connections

Since *Skyward* maintains all Garland ISD student information, it is also the data source for other student-related information systems in Garland ISD, such as Learning Management, Special Education, and Child Nutrition systems. As Figure 4 displays, there are more than 90 systems and applications on the premises or in the cloud that the SIS interacts with. In order to effectively connect and extract data from *Skyward* to other Garland ISD systems, the DAS Group created nightly, weekly, or ad hoc data exchange scripts that extract data from *Skyward* to accommodate the data needs of other Garland ISD applications.

Figure 4. List of Systems Exchange Data with Skyward



Source: GISD DAS Group, Spring 2022

The DAS Group also supports and manages all Garland ISD software systems and applications. This group has developed a list that contains critical information regarding data exchange types, connectivity frequency, responsible party, etc., for more than 90 systems and applications. Garland ISD’s approach of having all relevant systems and application information in one place allows the staff to easily use the information and make necessary changes if needed.

Audit Testing

Test A: Contracts with Data Sharing Vendors – A data-sharing agreement aims to set standards around data sharing expectations for both the District and the vendor. The three key areas addressed in these agreements are below:

- **Data Ownership and Authorized Access:** The data-sharing agreement clarifies that the data is the property of the District, and all rights, including all intellectual property rights, will be the property of the District. The agreement also indicates that the vendor will not share District data with third parties without prior written approval from the District. Additionally, the agreement clarifies that only the authorized vendor staff have access to the District data.
- **Obligations of District and Vendor:** The data-sharing agreement indicates that both the District and the vendor must comply with applicable state and federal laws. They both must take necessary precautions to secure access to the data. The agreement also indicates the vendor's responsibility regarding the return and destruction of District data within a set time limit at the end of the agreement or if the District cancels the agreement.
- **Data security provisions:** This provision of the data-sharing agreement covers data security and data breach. In the data security section, the vendor agrees to abide by and maintain adequate data security measures consistent with industry standards and best practices to protect District data from unauthorized disclosure or acquisition by an unauthorized person. The agreement usually includes a list of measures such as passwords, employee training, periodic risk assessments, backups, security audits, incident response plans, etc. In the data breach section, the agreement describes what a data breach is and gives a specific timeframe for the vendor to notify the District in case of a data breach.

The objective of this test was to ensure that Garland ISD's third-party software vendors are appropriately using and protecting the District's data. In order to perform this test, the audit team obtained a listing of all Garland ISD cloud-based third-party vendors with which the District shares student-level data and selected a sample of five.

- **Test Approach**
 - Validate that there is a documented agreement between Garland ISD and the third-party software vendor, and it is current (i.e., it has not expired) **(Test 1)**.
 - Validate that the contract agreement between Garland ISD and the third-party software vendor was properly signed by the vendor and the appropriate Garland ISD personnel **(Test 2)**.
 - Validate that there is a data protection/termination clause within the agreement that explains how GISD's data is to be destroyed/returned to the District upon the termination of the agreement **(Test 3)**.

- **Test Results** – Refer to Table 8 for the test results. “P” indicates that a sample passed the test; “N/A” indicates that a test could not be performed due to a lack of data; “F” indicates that a sample failed a test.

Table 8. Test A Results

Vendors	Test 1	Test 2	Test 3
Vendor A	P	P	P
Vendor B	P	P	P
Vendor C	P	P	P
Vendor D	P	P	P
Vendor E	P	P	P
Vendor F	P	P	P

As noted above, there are active contracts with all five vendors. All contracts are properly signed by both the vendor representative and GISD representative. All contracts also have a data protection/termination clause that protects District data in the event of contract termination.

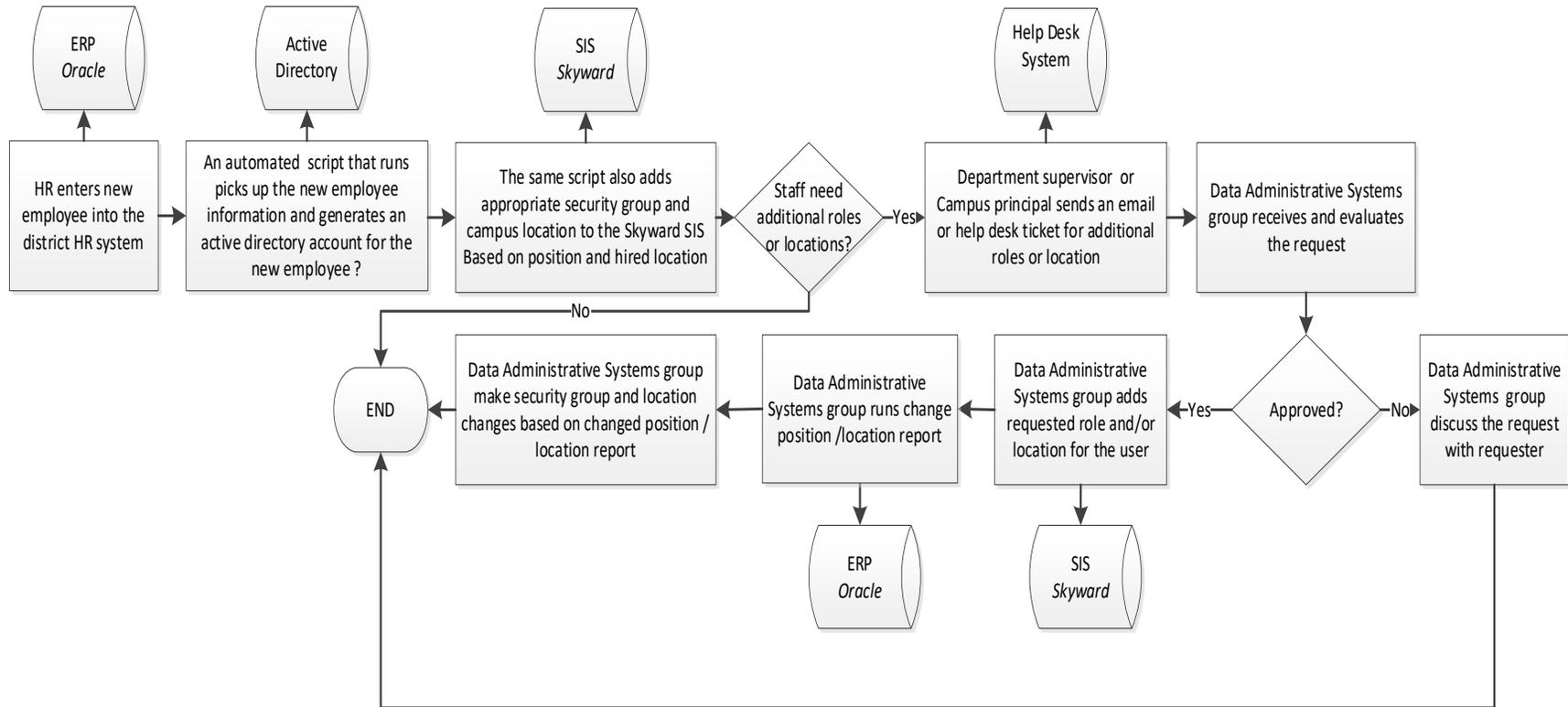
Access and Security

The DAS Group was responsible for managing user access to the *Skyward* system. Garland ISD uses LDAP services across the District to manage access to all of the District’s information technology resources. All active employees must have an active LDAP account to access District systems. Once employees have an active LDAP account, they can access various systems and applications with varying roles based on their position.

Like most Garland ISD systems, *Skyward* works with the District LDAP system. A new *Skyward* user will first need to have an active LDAP account in order to access the *Skyward* system. LDAP also plays a critical role in removing the terminated employee’s access to District systems and resources. Disabling an employee’s LDAP account will remove almost all of their access to District systems and resources. Creating new LDAP accounts for new employees and disabling LDAP accounts for terminated employees are both automated processes that are triggered by certain Human Resources actions.

Assigning security groups or roles and access locations in the District SIS are also automatically done based on the information in the District Human Resources system. Department leaders and campus principals can request additional security groups, roles, or locations for their staff. The DAS Group periodically runs a “change positions and locations report” in the District Human Resources system to update security group roles and locations of District staff based on their changed positions and work locations. Figure 5 presents the new SIS user access creation process.

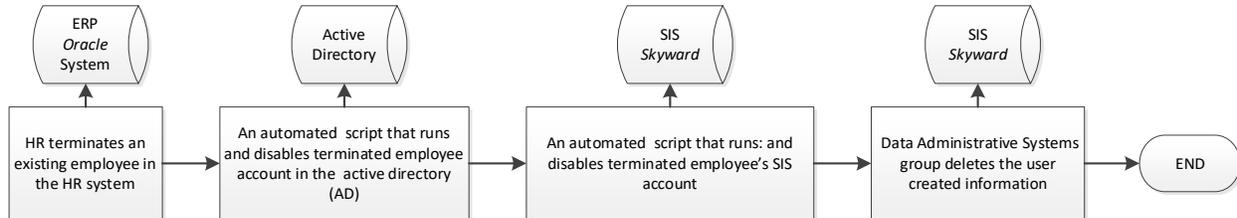
Figure 5. New SIS User Access Creation Process



Source: Gibson Consulting Group, created from interviews with the DAS Group, Spring 2022

The terminated user access removal process is explained in Figure 6. The process starts with disabling the LDAP account of the terminated user, which is automatically triggered by HR terminating an employee in the District HR system. This automated process runs and disables LDAP accounts of the employees that are no longer with the District. Once the employee’s LDAP account is disabled, the employee cannot access any District systems or staff resources. The automated process also disables the user’s SIS *Skyward* account. As the last step, the DAS Group deletes user-created information in SIS *Skyward* as part of the system cleaning.

Figure 6. Terminated User Access Removal Process



Source: Gibson Consulting Group, created from interviews with the DAS Group, Spring 2022

Security groups control access privileges within Skyward. Each security group has permission to view or edit specific screens and fields. Security groups are defined at the District level or at the school level, allowing employees to be assigned access privileges across the District or at one or more schools. Security groups are also defined to allow inquiry or update access privileges to a specific function such as grades or attendance.

Audit Testing

The objective of this audit test was to ensure that Garland ISD staff with “update” access privileges to a selected category of student information – grades – are in line with their position and location of work.

Test Approach

The audit team obtained the names of active employees with “update” access privileges to student grades, along with the position of the employees and the list of locations from which they have access. The audit team excluded any positions that should have “update” access privileges to student grades, such as teachers, principals, assistant principals, and others based on the District instructions.

- Validate that only appropriate positions have “update” access privileges to student grades (**Analysis 1**).
- Validate that staff has “update” access privileges to student grades in their assigned locations (**Analysis 2**).

Analysis Results

The audit test revealed that 75 staff in 46 positions should not have “update” access privileges to student grades in *Skyward*. Of these 75 staff, 34 had access from 20 or more locations (Table 9).

Table 9. Audit Test Results – GISD Staff with Inappropriate Access to Grades from 20 or more locations

Employee	Position Title	Number of Locations
Employee A	Secretary Records Center	71
Employee B	Registrar	71
Employee C	Coordinator Technology	71
Employee D	Data Clerk	71
Employee E	Counselor Facilitator	70
Employee F	Leadership Instructional Design	70
Employee G	Facilitator Instructional Design	70
Employee H	E-Learning Coordinator Title II	70
Employee I	Coordinator PK 12 Math	70
Employee J	Secondary Stem Coordinator	70
Employee K	Secretary Principal	70
Employee L	Program Specialist	70
Employee M	Counselor Facilitator	70
Employee N	Facilitator Instructional Design	69
Employee O	Coordinator PK 12 ELA	69
Employee P	Coordinator Stem	69
Employee Q	Leadership Instructional Design	69
Employee R	Coordinator Social Studies	69
Employee S	Coordinator Technology Digital	69
Employee T	Instructional Leadership Specialist	68
Employee U	Counselor Facilitator	68
Employee V	Counselor Student Success Part Time	68
Employee W	Leadership Instructional Design	67
Employee X	Special Programs Specialist	67
Employee Y	Secretary	63
Employee Z	Instructional Leadership Specialist	45
Employee AA	Counselor	22
Employee AB	Teacher Family Consumer Science	21
Employee AC	Counselor CTE	21
Employee AD	Teacher Family Consumer Science	21

Employee	Position Title	Number of Locations
Employee AE	Infant Center Specialist New Hope	21
Employee AF	Counselor	21
Employee AG	Secretary Assistant Principal	20

Source: Gibson Consulting Group

Findings and Recommendations

Finding 2: The District SIS user access controls are insufficient.

As shown in Figure 5, a new user gets assigned to a list of *Skyward* security groups and locations automatically based on their position and the school or department in which they work. As they change positions or locations based on the approval of a supervisor or principal, new security groups and/or locations are assigned to them by the DAS Group via a help desk ticket.

Although the DAS Group has a step in the new SIS user access creation process to periodically run reports from the District HR system to identify position and location changes (so staff who no longer need certain access privileges and access to location can be removed), the audit test results above revealed inappropriate access by GISD staff.

Having these positions with the “update” access privileges to students’ grades increases the risk of incorrect or unwanted data changes in one of the most sensitive data points in the SIS – student grades.

Recommendation 2: Run SIS user access validation report monthly.

The District should run an employee-level SIS user access validation report monthly, similar to the report that the audit team ran in the data analysis section above, to identify District staff with access privileges and locations that are not in line with their positions and locations. Once identified, the DAS Group should remove staff’s unneeded security groups and location access privileges in SIS.

The DAS Group should run SIS user access validation reports in all SIS-sensitive areas, including but not limited to student grades, enrollment, withdrawals, and graduation.

Management Response: Management agrees with this recommendation. Data & Administrative Systems (DAS) will perform monthly data analysis to identify staff with unneeded security. DAS will review the ability to move to security assigned by the position and not by the person.

Chapter 4 – Attendance

Texas school districts are required to take student attendance daily and periodically submit student attendance data through PEIMS. Accurate and timely attendance taking is one of the most important components of the PEIMS data collection activities because it directly affects state funding.

The TEA Student Attendance Accounting Handbook (SAAH) guides school districts in taking and reporting attendance data. SAAH Sections 2 and 3 provide detailed information on automated attendance accounting system requirements and general attendance-taking rules, which are relevant to this section of the audit report.

According to Section 3.6.2, which is the *Time of Day for Attendance Taking*, “each campus must determine attendance for all grades by the absences recorded at the one particular point in time the campus has chosen for roll to be taken (a snapshot, for example, 9:45 a.m.). The selected time may vary from campus to campus within the district. Once a time has been selected, a campus must not change it during the school year. The class period corresponding to this selected time is also called the PEIMS or funding period.

In addition to establishing a time of the day for attendance taking, SAAH Section 2.2.3 describes the impact of electronic systems, i.e., paperless Student Information System requirements. Most electronic Student Information Systems count all students as ‘Present’ unless marked by the teacher. However, one of the key features required for this system is that the system must provide “positive confirmation for 100 percent of attendance.” In the event that all students are in attendance on a given day, the teacher must click ‘All Present’ to properly report attendance.

Attendance Process

Garland ISD uses *Skyward*, the SIS, to capture and report attendance. The system counts students as ‘Present’ unless marked by the teacher. The system also has the capability to allow teachers to click a Save button for ‘All Present’ to confirm 100 percent attendance.

Garland ISD has chosen 2nd period as their PEIMS period (funding period) for all campuses. Based on the campus bell schedules, Table 10 lists 2nd period times for each school for the 2021-22 school year in Garland ISD.

Table 10. 2nd Period Times for Garland ISD Schools

School Type and Schools	2 nd Period Times
Elementary Schools	
All Elementary Schools	10:00 AM
Middle Schools	
041 Austin Academy for Excellence	9:39 AM
042 Bussey Middle School	9:40 AM
043 Sam Houston Middle School	9:40 AM
045 Jackson Technology Center	9:44 AM

School Type and Schools	2 nd Period Times
046 O'Banion Middle School	9:39 AM
047 Classical Center - Brandenburg	9:20 AM
048 Sellers Middle School	9:39 AM
049 Webb Middle School	9:39 AM
050 Coyle Middle School	9:45 AM
051 Lyles Middle School	9:39 AM
052 B G Hudson Middle School	9:32 AM
054 Vernon Schrade Middle School	9:38 AM
High Schools	
002 Garland High School	9:01 AM
003 South Garland High School	9:08 AM
004 North Garland High School	9:05 AM
005 Lakeview Centennial High School	9:05 AM
008 Naaman Forest High School	9:05 AM
009 Rowlett High School	9:05 AM
010 Sachse High School	9:06 AM

Source: Garland ISD, Spring 2022

The TEA uses the PEIMS period (funding period) attendance to determine average daily attendance for the District, which is used for Foundation School Program (FSP) funding and additional allotments based on special program status.

All teachers and long-term substitutes have a unique username and password to log into *Skyward* to take attendance. It is important that teachers log into *Skyward* and click the *Submit* button daily, even if all students are present, in order to provide evidence that attendance was taken. In accordance with TEA rules, attendance should represent a “snapshot” of the students present at a given time each day. Garland ISD teachers are instructed to take attendance each day at the established window of time. Table 11 lists attendance taking time windows according to the Students Services Group’s 2021-22 Attendance Information document.

Table 11. Garland ISD 2021-22 Attendance Taking Time Windows

Attendance Taking Time		
Elementary: 9:45 to 10:15 AM	Middle: 10 minutes after class starts	High: 20 minutes after class starts

Source: Garland ISD 2021-22 Attendance Information document, Spring 2022

The *Skyward* system maintains logs of all teachers logging in and taking attendance. These records make it possible to determine whether teachers are, in fact, taking attendance daily and within the prescribed timeline.

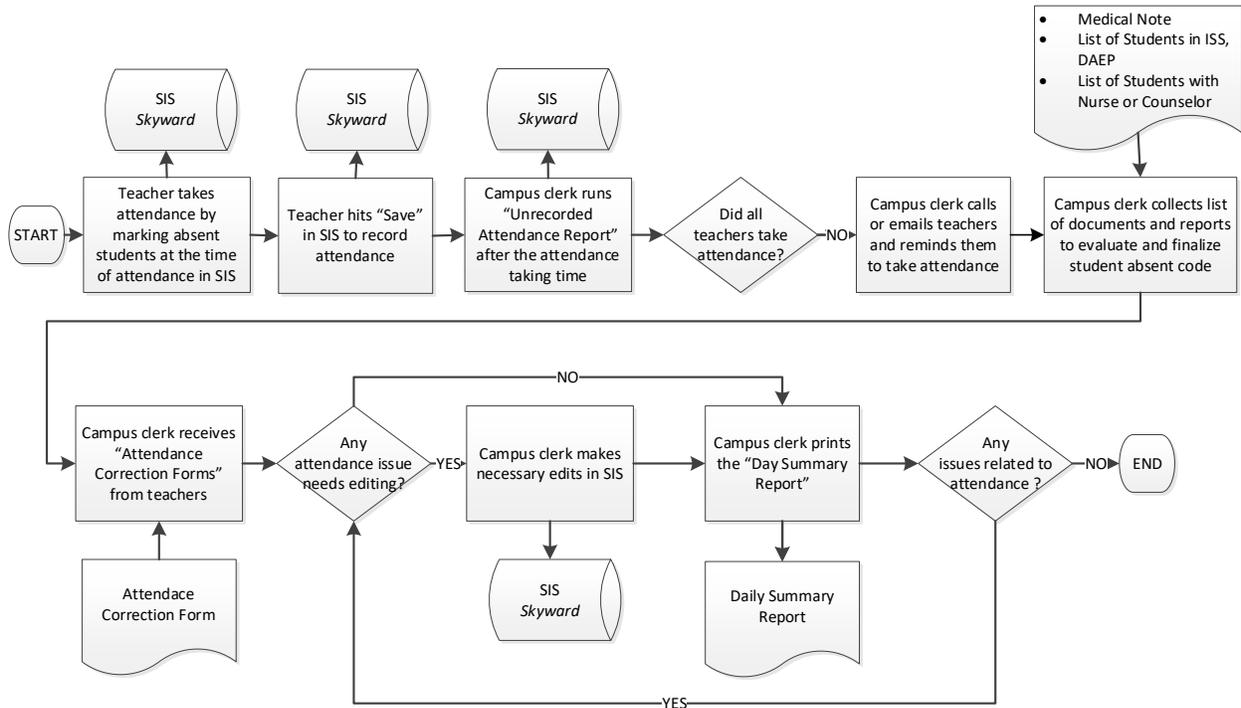
Skyward has an overall attendance restriction that allows the District to implement a cut-off time for attendance taking. *Skyward* also allows each campus or campus type to have a different configuration option for this restriction. GISD selected a cut-off time of 30 minutes past the end of each school's last period (secondary) or school day (elementary). For example, Garland High's final period ends at 2:50 PM; therefore, all teachers must submit attendance by no later than 3:20 PM.

In addition to teachers, campus clerks (attendance clerks, data clerks) play a key role in attendance-related activities, collecting, printing, and storing certain reports and attendance support paperwork in folders that are located in District's internal network drive. These reports and files allow the PEIMS Team and, if needed, TEA to audit and verify the PEIMS period attendance.

After the official attendance time, campus clerks run a report called the "Unrecorded Attendance Report" to identify the teachers that did not take attendance. If the report lists teachers other than those with a substitute, they call or send messages to remind the teacher to take attendance. Clerks also collect documents, such as doctor notes and discipline placement information, such as In-School Suspension (ISS) or Disciplinary Alternative Education Program (DAEP) status, and any other documentation that may affect student attendance. The campus clerks make edits, as necessary, to the attendance taken by teachers based on the "Attendance Correction Form" that is submitted by teachers. If there were any short-term substitutes that day, campus clerks are responsible for entering attendance into *Skyward* from paper attendance rosters. At the end of the day, the campus clerks run the "Day Summary Report" to identify any remaining attendance-related issues and notify teachers to correct them.

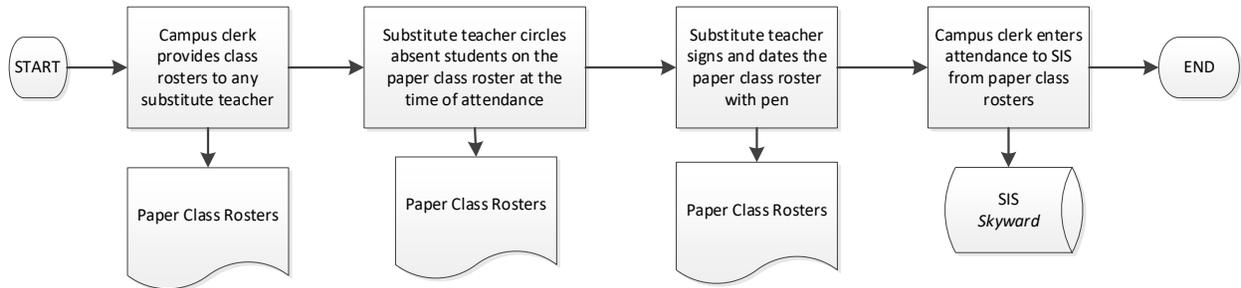
Figure 7 provides a schematic overview of the regular attendance process, and Figure 8 provides a schematic overview of the substitute teacher attendance process.

Figure 7. Regular Attendance Process



Source: Gibson Consulting Group, created from interviews with the Student Services and PEIMS Team, 2022

Figure 8. Substitute Teacher Attendance Process



Source: Gibson Consulting Group, created from interviews with the Student Services and PEIMS Team, 2022

Audit Testing

The audit team conducted two separate attendance tests. The objective of the first test was to determine what percentage of attendance was taken on time, and the second test was to quantify the occurrence of teachers if any, not taking attendance at all.

On-Time Attendance

With the assistance of the DAS Group, the audit team performed an on-time attendance test for all Garland ISD campuses in the 2021-22 school year. Due to the remote component of attendance taking in the 2020-21 school year, the attendance data were collected from August 2021 to December 2021. Due to the high

number of manual attendances taken during the first ten days of school, these dates were also excluded from the attendance test.

The audit team also excluded Memorial Pathway Academy, Alternative Education Center, Cisneros Prekindergarten School, and Parsons Prekindergarten School from this analysis due to these campuses' special attendance times and unique attendance circumstances.

The Student Services Group provided the allowable time window of the PEIMS period for every campus for teachers to take attendance which is listed in Table 11 above. The audit team used this information to calculate the number of instances where attendance was taken outside of the allowed window for the PEIMS period. As discussed at the beginning of this Chapter, attendance must be taken within the allowed time window for the PEIMS period. Otherwise, TEA may not accept the attendance record.

In order to calculate the on-time attendance percentage for each campus, the audit team divided the number of instances where PEIMS period attendance was recorded outside of the allowed window to total PEIMS period attendance occurrences.

Table 12 presents an analysis of on-time attendance within Garland ISD schools, with the percentage of attendance taken on time in green-shaded bars and the percentage of attendance that did not comply with the allowable window (more than 15 minutes early or 15 minutes late for the elementary schools, more than 10 minutes late for the middle schools and more than 20 minutes late for the high schools) in red-shaded bars.

The results of the on-time attendance data analysis showed that overall, based on the parameters defined above, Garland ISD took attendance within its own guidelines 62.8 percent of the time. Attendance was taken outside of the allowable window 37.2 percent of the time. The on-time attendance percentage of secondary schools is lower than elementary schools, even though the window is longer. All high schools, middle schools, and 39 elementary schools have on-time attendance lower than 90 percent. Eight middle schools, two high schools, and one elementary school had an on-time attendance percentage lower than 50 percent. Eight elementary schools had an on-time attendance percentage of 90 percent or above. The lowest campus on-time attendance reporting was 48.7 percent for elementary schools, 27.4 percent for middle schools, and 42.2 percent for high schools.

Table 12 presents the results of the “On-Time Attendance Testing” by campus.

Table 12. On-Time Attendance Testing of Garland ISD Schools in 2021-22

High Schools	Percent Taken On-Time	Percent Taken outside the attendance taking window
003 South Garland High School	42.2%	57.8%
008 Naaman Forest High School	43.0%	57.0%
009 Rowlett High School	50.3%	49.7%
005 Lakeview Centennial High School	54.5%	45.5%
010 Sachse High School	55.6%	44.4%
002 Garland High School	57.1%	42.9%
004 North Garland High School	65.0%	35.0%
Middle Schools	Percent Taken On-Time	Percent Taken outside the attendance taking window
047 Classical Center - Brandenburg	27.4%	72.6%
051 Lyles Middle School	34.5%	65.5%
052 B G Hudson Middle School	35.3%	64.7%
049 Webb Middle School	38.3%	61.7%
048 Sellers Middle School	39.1%	60.9%
050 Coyle Middle School	39.6%	60.4%
045 Jackson Technology Center	44.5%	55.5%
042 Bussey Middle School	45.6%	54.4%
054 Vernon Schrade Middle School	47.1%	52.9%
041 Austin Acad For Excell	50.4%	49.6%
043 Sam Houston Middle School	53.0%	47.0%
046 O'Banion Middle School	54.7%	45.3%
Elementary Schools	Percent Taken On-Time	Percent Taken outside the attendance taking window
120 Shorehaven Elementary School	48.7%	51.3%
124 Heather Glen Elementary School	57.1%	42.9%
158 Liberty Grove Elementary School	59.5%	40.5%
146 Katherine Stephens Elementary School	62.3%	37.7%
116 Weaver Elementary School	64.6%	35.4%
159 George Washington Carver Elementary School	65.5%	34.5%
138 Spring Creek Elementary School	67.0%	33.0%
157 Glen Couch Elementary School	67.2%	32.8%
113 Southgate Elementary School	67.5%	32.5%
126 Davis Elementary School	70.2%	29.8%
139 Luna Elementary School	71.5%	28.5%
110 Handley Elementary School	73.9%	26.1%
132 Club Hill Elementary School	74.3%	25.7%
154 Steadham Elementary School	76.7%	23.3%
101 Beaver Technology Center	76.8%	23.2%
134 Northlake Elementary School	77.2%	22.8%
128 Ethridge Elementary School	78.3%	21.7%
109 Freeman Elementary School	80.3%	19.7%
156 Nita Pearson Elementary School	80.4%	19.6%
143 Abbett Elementary School	81.0%	19.0%
140 Back Elementary School	81.8%	18.2%
122 Walnut Glen Acad For Excel	83.4%	16.6%
133 Hickman Elementary School	83.7%	16.3%
115 Watson Technology Center	83.8%	16.2%
102 Bullock Elementary School	84.2%	15.8%
119 Bradfield Elementary School	84.4%	15.6%
108 Daugherty Elementary School	85.8%	14.2%
155 John W Armstrong Elementary School	85.8%	14.2%
117 Williams Elementary School	85.9%	14.1%
127 Roach Elementary School	86.6%	13.4%
142 Herfurth Elementary School	86.7%	13.3%
141 Shugart Elementary School	87.1%	12.9%
144 Keeley Elementary School	87.5%	12.5%
147 Vernal Lister Elementary School	88.0%	12.0%
129 Classical Center At Vial Elementary School	88.2%	11.8%
123 Golden Meadows Elementary School	88.4%	11.6%
136 Toler Elementary School	89.0%	11.0%
107 Cooper Elementary School	89.7%	10.3%
125 Hillside Acad For Excel	89.9%	10.1%
105 Centerville Elementary School	90.1%	9.9%
103 Caldwell Elementary School	90.8%	9.2%
112 Park Crest Elementary School	91.9%	8.1%
121 Montclair Elementary School	92.8%	7.2%
145 Robert B Sewell Elementary School	93.9%	6.1%
137 Rowlett Elementary School	94.5%	5.5%
111 Kimberlin Acad For Excel	94.6%	5.4%
148 Norma Dorsey Elementary School	94.7%	5.3%
Total	62.8%	37.2%

Source: Garland ISD PEIMS period attendance time report aggregated and analyzed by Gibson Consulting Group, 2022

Not-Recorded Attendance

As described at the beginning of this Chapter, many SIS's automatically count all students 'Present' for each attendance period unless the teacher or authorized person marks a student absent. This creates a risk of falsely counting all students for that particular period 'All Present' if there is no action by the teacher. The audit team analyzed the 2021-22 attendance data from the beginning of the 2021-22 school year to the end of December 2021 to identify the number of occurrences where the teacher assigned to the PEIMS period did not take attendance.

This analysis excluded attendance taking by substitute teachers. In order to find out how many occurrences the assigned teacher did not take attendance for each campus, the audit team subtracted the occurrences of attendance taken by substitute teachers from unrecorded attendance occurrences. Then the team divided the unrecorded attendance occurrences into total instances where attendance was taken during the PEIMS period for each campus. The same exclusions discussed in the "On-Time Attendance Data Analysis" were applicable to the "Not-Recorded Attendance Analysis."

Table 13 presents the results of the "Not-Recorded Attendance Data Analysis" by campus. In 2021-22, within the timeframe described in Table 11 above, the District data shows that teachers did not record attendance 6.6 percent of the time. This 6.6 percent corresponds to a total of 12,597 occurrences of teachers not taking attendance in the PEIMS period. The campus with the most unreported attendance taking was 19.3 percent for elementary schools, 18.3 percent for middle schools, and 6.2 percent for high schools.

Table 13. Not-Recorded Attendance Data Analysis of Garland ISD Schools in 2021-22

High Schools	Percent attendance recorded	Percent not recorded attendance
009 Rowlett High School	93.8%	6.2%
008 Naaman Forest High School	93.9%	6.1%
003 South Garland High School	93.9%	6.1%
002 Garland High School	94.8%	5.2%
010 Sachse High School	95.6%	4.4%
004 North Garland High School	95.8%	4.2%
005 Lakeview Centennial High School	96.8%	3.2%
Middle Schools	Percent attendance recorded	Percent not recorded attendance
051 Lyles Middle School	81.7%	18.3%
046 O'Banion Middle School	88.2%	11.8%
042 Bussey Middle School	88.9%	11.1%
054 Vernon Schrade Middle School	92.3%	7.7%
050 Coyle Middle School	92.3%	7.7%
049 Webb Middle School	92.6%	7.4%
043 Sam Houston Middle School	93.2%	6.8%
052 B G Hudson Middle School	93.3%	6.7%
045 Jackson Technology Center	95.1%	4.9%
047 Classical Center - Brandenburg	95.4%	4.6%
041 Austin Acad For Excell	95.7%	4.3%
048 Sellers Middle School	96.1%	3.9%
Elementary Schools	Percent attendance recorded	Percent not recorded attendance
112 Park Crest Elementary School	80.7%	19.3%
145 Robert B Sewell Elementary School	83.6%	16.4%
147 Vernal Lister Elementary School	85.9%	14.1%
111 Kimberlin Acad For Excel	88.0%	12.0%
133 Hickman Elementary School	88.5%	11.5%
116 Weaver Elementary School	89.3%	10.7%
123 Golden Meadows Elementary School	89.4%	10.6%
141 Shugart Elementary School	89.6%	10.4%
148 Norma Dorsey Elementary School	90.2%	9.8%
138 Spring Creek Elementary School	90.6%	9.4%
120 Shorehaven Elementary School	91.0%	9.0%
128 Ethridge Elementary School	91.1%	8.9%
103 Caldwell Elementary School	91.2%	8.8%
142 Herfurth Elementary School	91.3%	8.7%
102 Bullock Elementary School	91.5%	8.5%
117 Williams Elementary School	91.8%	8.2%
139 Luna Elementary School	91.8%	8.2%
119 Bradfield Elementary School	92.0%	8.0%
136 Toler Elementary School	92.2%	7.8%
113 Southgate Elementary School	92.6%	7.4%
156 Nita Pearson Elementary School	92.6%	7.4%
125 Hillside Acad For Excel	92.9%	7.1%
137 Rowlett Elementary School	93.3%	6.7%
115 Watson Technology Center	93.4%	6.6%
132 Club Hill Elementary School	93.6%	6.4%
159 George Washington Carver Elementary School	93.8%	6.2%
129 Classical Center At Vial Elementary School	94.0%	6.0%
101 Beaver Technology Center	94.1%	5.9%
121 Montclair Elementary School	94.3%	5.7%
134 Northlake Elementary School	94.3%	5.7%
126 Davis Elementary School	94.4%	5.6%
140 Back Elementary School	94.4%	5.6%
127 Roach Elementary School	94.5%	5.5%
108 Daugherty Elementary School	95.0%	5.0%
110 Handley Elementary School	95.3%	4.7%
146 Katherine Stephens Elementary School	95.5%	4.5%
158 Liberty Grove Elementary School	95.5%	4.5%
154 Steadham Elementary School	95.6%	4.4%
143 Abbott Elementary School	95.7%	4.3%
144 Keeley Elementary School	96.1%	3.9%
107 Cooper Elementary School	96.7%	3.3%
105 Centerville Elementary School	96.7%	3.3%
157 Glen Couch Elementary School	96.9%	3.1%
155 John W Armstrong Elementary School	97.2%	2.8%
122 Walnut Glen Acad For Excel	97.6%	2.4%
109 Freeman Elementary School	98.0%	2.0%
124 Heather Glen Elementary School	98.5%	1.5%
Total	93.4%	6.6%

Source: Garland ISD PEIMS period attendance time report aggregated and analyzed by Gibson Consulting Group 2022

PEIMS Six-Weeks Reporting

The TEA guidelines incorporated in the SAAH require that a Student Detail Report and the Campus Summary Report be generated at the end of each six-week reporting period or semester, depending on local preference. These reports must be reviewed by the campus principal and persons who record and approve data, including leaders of special program areas. The District Summary Report encompasses all information from the individual campus reports and must be reviewed and approved by the superintendent. School and district officials are required to review the reports to ensure the accuracy of the underlying data. The SAAH indicates that the principal and superintendent, at a minimum, should:

- Scrutinize regular attendance totals and special program attendance totals based on approximate membership;
- Investigate all data totals that have an exceptionally high value or a value of zero; and,
- Compare current-year totals to prior-year totals to detect unreasonable fluctuations.

Every first and fourth six-weeks reporting period has an additional required certification. Attendance during each official attendance period must be reconciled to a teacher's class roster. The purpose of this reconciliation is to verify that all students are accurately reported in attendance records and that "no-show" students have been correctly removed from attendance. This reconciliation should be completed no later than the final week of the six-weeks reporting period. The District PEIMS coordinator and superintendent must sign the district-level reconciliation.

Six-Weeks Reporting Process

Attendance clerks in Garland ISD are the primary data generators and reviewers for the six-weeks reporting process. Each day during the six-weeks period, attendance clerks make attendance corrections in *Skyward* to account for students that should have been marked as present during the funding period due to an allowable absence. This includes:

- A student enrolled in and attending off-campus dual credit program courses and is not scheduled to be on campus during any part of the school day;
- A student participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day;
- A student enrolled full-time in Texas Virtual School Network (TXVSN) courses;
- A student participating in an activity approved by your local school board and is under the direction of a professional staff member, an adjunct staff member, or a paraprofessional staff member of your school district;
- A student that is participating, with local school board approval, in a short-term (for example, five-day) class that the Texas School provides for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student's campus;

- A student who is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC §74.44;
- A student who misses school for the purpose of observing religious holy days, including traveling for that purpose;
- A student who is in grades six through 12 and misses school for the purpose of playing “Taps” at a military honors funeral held in Texas for a deceased veteran;
- A student who misses school for the purpose of attending a required court appearance, including traveling for that purpose;
- A student who is in the conservatorship of the DFPS and misses school:
 - To participate in an activity ordered by a court under the Texas Family Code, Chapter 262 or Chapter 263, provided that scheduling the participation outside of school hours is not practicable; or
 - To attend an activity under a service plan under the Texas Family Code, Chapter 263, Subchapter B.
- A student who misses school for the purpose of serving as a student early voting clerk, if your school district has a policy allowing for this type of excused absence, or an election clerk or student election clerk;
- A student who misses school for the purpose of appearing at a governmental office to complete the paperwork required in connection with the student’s application for US citizenship, including traveling for that purpose;
- A student who misses school for the purpose of taking part in the student’s own US naturalization oath ceremony, including traveling for that purpose;
- A student who is temporarily absent because of a documented appointment for the student or the student’s child that is with a health care professional licensed, certified, or registered to practice in the United States;
- A student who is absent as the result of a serious or life-threatening illness or related treatment that makes the student’s attendance infeasible;
- A student who is in their junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student’s interest in attending the institution;
- A student who is 17 years of age or older and pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard;

- A student who is absent to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides; or
- A student who misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit.¹

The clerk will upload the note or documentation for each of these corrections to an internal drive for GISD PEIMS. Additionally, field trip rosters, testing rosters, manual substitute teacher rosters, and teacher corrections for the funding period are uploaded to the "P drive" to support the edits made by the clerk. At the end of the six-weeks period, the attendance clerk generates the Student Detail (DR) report and Contact Hours Report. These reports are circulated to special program contacts at each campus for their review and signature. The following special program leaders are expected to review and sign off on the data every six weeks:

- Special Education
- Career and Technology Education (if applicable)
- Gifted and Talented
- Bilingual/ESL Education
- Pregnancy-Related Services (if applicable)

Additionally, the attendance clerk and principal are required to review and sign off on the data, with the principal expected to be the final review at the campus. If an error is noted during the review process, the attendance clerk is expected to correct the error or communicate with the PEIMS Team to have the error fixed. Updated reports will then be generated to reflect the corrections. This updated report will then be reviewed again and signed off again, but only by the impacted special program lead. Clerks are expected to upload all reports, inclusive of signatures, to the "P drive."

After the campus-level reports are uploaded, the PEIMS Team will create the District-level reports. The District-level reports are reviewed and reconciled to the underlying campus reports by the PEIMS Team. If discrepancies are noted, the PEIMS Team will contact the relevant personnel to obtain information about the student. The PEIMS coordinator will make necessary corrections to the data in *Skyward*.

¹ 2021-2022 Student Attendance Accounting Handbook, Section 3.6.3, Texas Education Agency.

Audit Testing

Test A: Six-Weeks Reporting – As discussed at the beginning of the section above, campuses are required to generate, review, and sign the Student Detail, Campus Summary, and Roster Reconciliation Reports every six weeks. The audit team developed testing procedures to assess if campuses are performing the six-weeks reporting duties as required by TEA.

- **Test Approach**

- Judgmentally selected 20 six-weeks reporting periods from the 2021-22 school year.
- Obtained Contact Hours/Principal Reports (**Test 1**) and Daily Register Reports (**Test 2**) for each sample and One Day Enrollment Reports (**Test 3**) for samples in the 1st six-weeks period.
- Inspected affidavits to validate that the attendance clerk signed the report after report generation and before the principal (**Test 4**).
- Inspected affidavits to validate that the special program person signed the report after report generation and before the principal (**Test 5**).
- Compared principal signature date to all other signature dates to validate that the principal was the last party to review (**Test 6**).

- **Test Results** –Table 14 presents the test results. “P” indicates that the six-weeks passed the test; “F” indicates that the six-weeks failed the test; “N/A” indicates that the test was not applicable for that six-weeks period or could not be performed.

Table 14. Test A: Six-Weeks Reporting Results

Sample	Six-Weeks Period	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6
1	2	P	P	N/A	P	P	P
2	1	P	P	P	P	P	P
3	2	P	P	N/A	P	P	P
4	1	P	P	P	P	P	F
5	1	P	P	P	P	P	P
6	1	P	P	P	F	F	F
7	1	P	P	P	P	P	P
8	1	P	P	P	P	P	P
9	1	P	P	P	P	P	P
10	1	P	P	P	P	F	P
11	3	P	P	N/A	F	P	F

Sample	Six-Weeks Period	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6
12	3	P	P	N/A	P	P	P
13	2	P	P	N/A	N/A	F	F
14	2	P	P	N/A	P	P	F
15	3	P	P	N/A	P	P	P
16	1	P	P	P	P	P	P
17	1	P	P	P	P	P	P
18	2	P	P	N/A	P	P	P
19	1	P	P	P	F	N/A	F
20	1	P	P	P	P	P	P

- **Test 1 – Existence of Contact Hours/Principal Report**
 - All samples generated and maintained the report for their respective six-weeks period.
- **Test 2 – Existence of Daily Register Report**
 - All samples generated and maintained the report for their respective six-weeks period.
- **Test 3 – Existence of One Day Enrollment Report**
 - All samples generated and maintained the report for the 1st six-weeks.
 - The report is not required for the 2nd or 3rd six-weeks.
- **Test 4 – Existence of Reasonable Attendance Clerk Signatures**
 - 16 samples had attendance clerk signatures after the report generation dates and prior to the principal sign-off.
 - Samples 6, 11, and 19 had an attendance clerk signature dated after the principal's signature.
 - Sample 13 did not have a principal signature; thus, the test could not be performed.
- **Test 5 – Existence of Reasonable Special Program Signatures**
 - 16 samples had evidence of reasonable Special Program Signatures.
 - Sample 6 had two Special Program signatures dated after the principal's signature.
 - Sample 10 did not have a sign-off by the Career and Technical Education program.

- Sample 13 did not have a sign-off by the Bilingual/ESL program.
- Sample 19 did not have dates assigned for many of the Special Program signatures, thus, the test could not be performed.
- **Test 6 – Existence of Reasonable Principal Signatures**
 - 14 samples had principal signatures occurring after report generation, and all other signatures.
 - Samples 4, 14, and 19 had assistant principals sign the reports instead of principals.
 - Sample 6 had a principal signature before many special program signatures.
 - Sample 11 had a principal signature before the attendance clerk's signature.
 - Sample 13 did not have any principal signature.

Findings and Recommendations

Finding 3: Garland ISD is not consistently enforcing requirements for taking attendance.

The results of Gibson's audit testing and data analysis are consistent with information gathered during interviews and focus groups. At some schools, campus administrators rely on campus clerks to monitor and enforce accurate and on-time attendance taking. However, these clerical positions do not have the authority to hold teachers accountable. The lack of information reported at the District-level (similar to the graphical information above) limits the ability of the District (and campus administrators) to monitor and enforce accurate and on-time attendance taking. This, in turn, could expose the District to financial risks.

If a teacher does not click the *Save* button in *Skyward* to positively confirm the attendance in his/her class or does not take attendance within the prescribed time after the PEIMS period snapshot, the District will not have original documentation to support the attendance data submitted through PEIMS. Based on the regulations presented in the SAAH, TEA can retain 100 percent of the District's FSP allotment for inappropriately documented attendance for the school year for which records have not been maintained.²

Recommendation 3: Monitor and enforce attendance reporting requirements.

The campus administrators should include on-time and accurate attendance taking as part of the overall evaluation of their staff. To ensure attendance compliance, the DAS Group should create reports similar to the data analysis reports above for on-time and not-recorded attendance for campus and District leadership to review and act on exceptions. Both approaches, combined with additional support and training for the campus clerks from the Student Services Group, should help ensure compliance with attendance reporting requirements.

² 2021-22 Student Attendance Accounting Handbook (SAAH) Section 2.1.

Management Response: *Management agrees with this recommendation. In the past Student Services provided in-depth training and strategies to one ‘Lead Student Services’ administrator per campus. The Student Services team will train other campus administrators to ensure all administrators support and monitor attendance taking by teachers (Executive Director of Leadership [EDL] meetings with principals and/or assistant principals).*

Finding 4: Attendance-taking procedures for field trips and extracurricular activities vary across campuses and pose compliance risks.

The Student Services Group developed a supplemental attendance manual for regular attendance taking, attendance taking during testing, and attendance taking during field trips. According to the manual, teachers should take attendance during the field trip. However, the audit team found varying processes among campuses regarding attendance taken during field trips or extracurricular activities. These varying processes include the following:

- Some campus clerks print paper class rosters and ask teachers to take attendance for the upcoming periods that the students will be gone before the students leave the campus.
- Some campus clerks ask teachers to take attendance at the attendance time during the field trip or extracurricular activity using paper class rosters.
- Some teachers take attendance using paper class rosters after the field trip or extracurricular activity and ask the campus clerk to enter attendance after the trip or activity.

Field trips and extracurricular activities follow the same state attendance-taking requirements described previously in this section. Inconsistencies in attendance-taking procedures for field trips and extracurricular activities could cause compliance risks for the District.

Recommendation 4: Provide additional training to campus clerks on attendance-taking procedures for field trips and extracurricular events.

Teachers should take attendance at the designated attendance time during field trips or extracurricular activities. The Student Services Group should train the campus clerks so that campuses apply the same procedure throughout the District and update the supplemental procedures manual to reflect this more specific guidance.

Management Response: *Management agrees with this recommendation. Guidance for attendance taking procedures for field trips was created and shared in the past. The Attendance team will provide additional face-to-face professional development and prepare a separate module for on-demand viewing. The team will coordinate with other departments to strategically monitor campus implementation.*

Finding 5: GISD’s existing controls over the six-weeks reporting process are insufficient.

The Student Services Group and PEIMS Team use a checklist for auditing each campus’ six-weeks reporting process. The checklist is included in Figure 9 below.

Figure 9. PEIMS Six-Weeks Reporting Audit Checklist

DR Desk Audit 2021-2022	
Cycle: <i>C41</i>	DR Preparer:
Campus:	Campus Loc:
Average Daily Attendance Report (ADA)	
<input checked="" type="checkbox"/> Correct Cycle	<input checked="" type="checkbox"/> Served - LPAC Report
<input checked="" type="checkbox"/> Appropriate Date	<input checked="" type="checkbox"/> Monitored - LPAC Report
<input checked="" type="checkbox"/> Met Deadline	<input checked="" type="checkbox"/> GT Report
Changes Needed below:	
Floating Reports-Signed and Dated	
Daily Register Report (DR)	
<input checked="" type="checkbox"/> Correct Cycle	<input checked="" type="checkbox"/> Attendance Corrections
<input checked="" type="checkbox"/> Guardian Info	Field Trips <i>N/A</i>
<input checked="" type="checkbox"/> No Log Register	ISS Rolls <i>N/A</i>
<input checked="" type="checkbox"/> Appropriate Date	<input checked="" type="checkbox"/> Non-Absence Notes
<input checked="" type="checkbox"/> Met Deadline	Nurse Logs <i>N/A</i>
Changes Needed below:	Office Visits <i>N/A</i>
	<input checked="" type="checkbox"/> Substitute Rolls
	<input checked="" type="checkbox"/> Teacher Submissions
Contact Hours (CH)	
<input checked="" type="checkbox"/> Correct Cycle	Testing Rosters <i>N/A</i>
<input checked="" type="checkbox"/> Appropriate Date	<input checked="" type="checkbox"/> Nothing Unnecessary is Present
<input checked="" type="checkbox"/> Signature Page	Notes: <i>Perfect!</i> <i>Thank you!</i>
<input checked="" type="checkbox"/> All Signatures present	
<input checked="" type="checkbox"/> All Signatures dated	
Signatures Missing below:	
Signatures Missing Date below:	Audited By:
	Date: <i>9/21/21</i>
	Recheck Notes:
<input checked="" type="checkbox"/> Met Deadline <input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/> Signed Affidavit(s) <input checked="" type="checkbox"/>	Audited By:
	Date:

Source: Garland ISD, June 2022

The existing checklist is not sufficiently detailed to validate that appropriate sign-offs occurred. For example, audit testing of six-weeks reporting indicated that certain special program signatures are missing or occurred after the principal sign-off date. According to the SAAH, special program leaders are “responsible for reviewing special program data and totals for accuracy and completeness” and should “check the Student Detail Report for any coding errors.” The review of students coded to special programs is an important control for several reasons. First, the programs that require attestation are tied to student funding. Without having special program leadership perform a detailed review each six-weeks, there is a risk that GISD may not be capturing all possible revenues. Additionally, there is a risk that revenue may be overstated for these special programs in the absence of a thorough review control. An overstatement could lead to compliance risks and possible TEA enforcement actions. Lastly, many accountability indicators rely on the coding of special program students. Data integrity issues related to Results Driven Accountability (RDA) indicators could arise if special program leaders do not perform a timely, detailed review of the special program data within the six-week reporting process.

Through interviews, many individuals described the campus principal review as merely a sign-off, as they rely on clerks to vet the data. Audit testing showed that many samples included missing, untimely principal signoffs or assistant principals signing for principals. The current review procedures performed by principals – as evidenced by audit testing and corroborated by interviews – do not meet TEA standards for such procedures described below:

- Scrutinize regular attendance totals and special program attendance totals based on approximate membership;
- Investigate all data totals that have an exceptionally high value or a value of zero; and,
- Compare current year totals to prior year totals to detect unreasonable differences.³

According to SAAH, principals are accountable for the PEIMS data generated at their individual campuses. This data, as discussed earlier, generates funding through attendance, special program participation, and accountability indicators. Relying primarily on attendance clerks to correctly perform the six-weeks reporting process without a strong review control at the campus administration level increases the risk that attendance reports are incorrect and do not comply with TEA guidelines as discussed above. A more detailed audit checklist would have likely discovered these deficiencies.

Recommendation 5: Modify the six-weeks reporting audit control.

The existing audit checklist should be modified to include the following attributes:

- Appropriate signatory position
- Appropriate sequence of signatures

The PEIMS team should create the new audit protocol and train the Student Services Group and Attendance Clerks on the updated checklist. Additionally, the audit control should include a rotation

³ 2019-2020 Student Attendance Accounting Handbook Version 2 Adopted, TEA, Page 30.

component where no auditor reviews a single campus' file more than three times a year. This would help ensure audit accuracy.

Management Response: *Management agrees with this recommendation. PEIMS team will create a checklist for special programs to follow each six weeks for data validation.*

Recommendation 6: Provide additional six-weeks reporting training to principals and special program leaders.

Informing principals and special program leaders of their responsibilities for validating student data is important to ensuring accurate funding and accountability. Training should be provided to these positions, with a focus on how to perform a review that complies with TEA requirements.

Management Response: *Management agrees with this recommendation. PEIMS team will include six-weeks reporting and the importance for data verification. This will occur in the Fall training of each year with campus administrators and special program leaders.*

Chapter 5 – Leavers

Texas school districts must account for all students that have enrolled in that district. Any student who leaves a particular school must also be tracked to determine where the student went and why. Typically, students leave a particular school as promotion to a higher-level school within the district (i.e., from elementary to middle school within the same district) or move among schools of the same level (i.e., from one district high school to another). Students may also leave a school to enroll at another Texas public or charter school. These types of transfers are generally known as moves.

A student is considered to “leave” the District when they discontinue attendance at a Garland ISD school for any reason other than those described above. For these students, Garland ISD must record a reason (i.e., “leaver” code) for the student leaving the District. The codes used correspond to the reasons why a student may leave. A description of each leaver code and required documentation is provided below.⁴

- Code 03 – Student died while enrolled in school or during the summer break after completing the prior school year.
 - A death certificate, obituary, funeral program, or statement by parent or guardian.
- Code 16 – Student returned to family’s home country.
 - Copy of the Transfer Document for Binational Migrant Student, withdrawal form signed and dated by parent/guardian and administrator, a signed letter from parent/guardian, or statement by an adult neighbor or other adult with knowledge of the family’s whereabouts.
- Code 24 – Student entered college and is working towards an Associate’s or Bachelor’s degree.
 - Transcript request, verification by an authorized college representative, or verification by the parent/guardian.
- Code 60 – Student is home-schooled.
 - Signed and dated verification by the parent/guardian. The verification must include the date homeschooling began.
- Code 66 – Student was removed by Child Protective Services (CPS), and the District has not been informed of the student’s current status or enrollment.
 - Due process documentation, a written statement signed and dated by a CPS officer, or documentation of a conversation with a CPS officer signed and dated by a school official.
- Code 78 – Student was expelled under the provisions of TEC §37.007 and cannot return to school.

⁴ Obtained from 2021-22 Texas Education Data Standards, Documentation Requirements by Leaver Reason Code.

- Due process documentation.
- Code 81 – Student enrolled in a private school in Texas.
 - Transcript request, verification by the superintendent or authorized campus, district administrator of the receiving district, or verification by the parent/guardian.
- Code 82 – Student enrolled in a public or private school outside of Texas.
 - Transcript request, verification by the superintendent or authorized campus, district administrator of the receiving district, or verification by the parent/guardian.
- Code 83 – Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.
 - Due process documentation supporting withdrawal.
- Code 85 – Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again.
 - Transcript showing sufficient credits, date, school official signature, and a diploma with a graduation seal.
- Code 86 – Student completed the GED outside of Texas.
 - Copy of GED certificate or written document the testing company provides showing GED completion.
- Code 87 – Student withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program.
 - Records or transcript requests from the high school diploma program or a letter from the high school diploma program showing student enrollment.
- Code 88 – Student was ordered by a court to attend a GED program and has not earned a GED certificate.
 - Copy of the court order requiring the student to attend a GED program.
- Code 89 – Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.

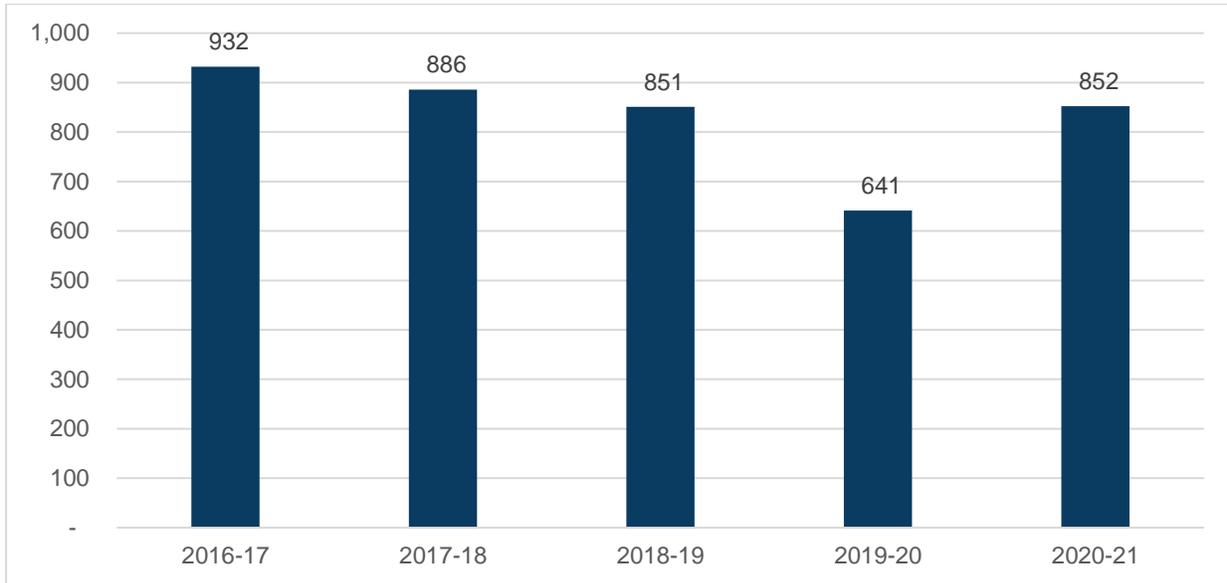
- Written Statement of oral notification, or a written statement by a law enforcement agency, jail, or prosecuting attorney to an authorized district representative.
- Code 90 – Student graduated from another State under provisions of the Interstate Compact on Educational Opportunity for Military Children.
 - Transcript showing sufficient credits, date, and school official signature, or a diploma with a graduation seal.
- Code 98 – Other (reason unknown or not listed above).

The accurate coding of leaver students is important for districts as accountability ratings are impacted by the number of students who are determined to be dropouts, identified as Code 98 in the list above. If a non-98 leaver code cannot be assigned to a student, the student is considered to be a dropout. Similarly, if documentation is not maintained for any leaver with a code other than 98, TEA could require the district to change the leaver code to a 98, negatively impacting accountability ratings.

Garland ISD uses Local Board policies to ensure compliance with the TEA regulations for leavers:

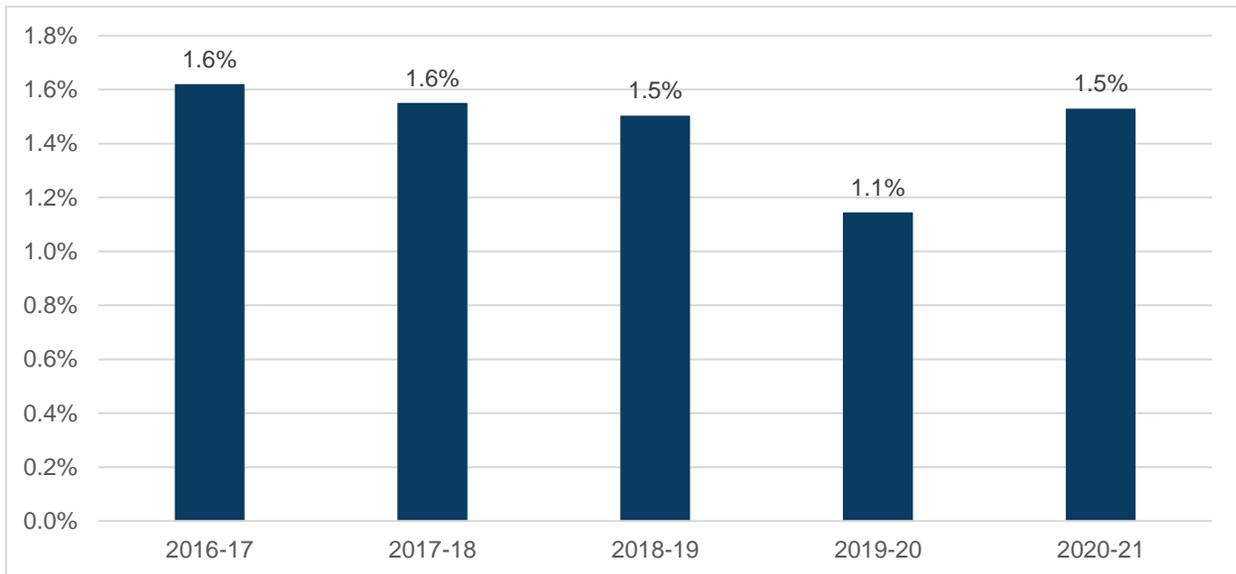
- *Board Policy FD (Local)* – This policy states that a parent or guardian who wishes to withdraw a minor student shall provide a signed statement including the reason for withdrawal.
- *Board Policy FEA (Local)* – This policy states that the District may withdraw a student, triggering the coding process discussed above, after the student has been absent for ten consecutive school days. Documentation requirements for students withdrawing to be homeschooled are also discussed in this policy. The District requires a parent or guardian to provide a written, signed statement indicating when the homeschooling began.

The number of leavers (excluding graduates) is included in Figure 10 below. Leavers are reported on an annual lag or one full year after the leaver transaction occurs. For example, the 932 students who were reported as leavers in 2016-17 actually left the District in 2015-16. Until 2020-21 (2019-20 school year), the number of reported leavers decreased annually. The number of students leaving Garland increased substantially that year.

Figure 10. Leavers per Year, Garland ISD, 2016-17 to 2020-21

Source: Leaver by Leaver Reason, *OnData Suite*, May 2022

When calculated as a percentage of enrollment, the number of leavers has decreased slightly, from 1.6 percent to 1.5 percent, as demonstrated in Figure 11. The previous year's enrollment and leaver data were used for the calculation.

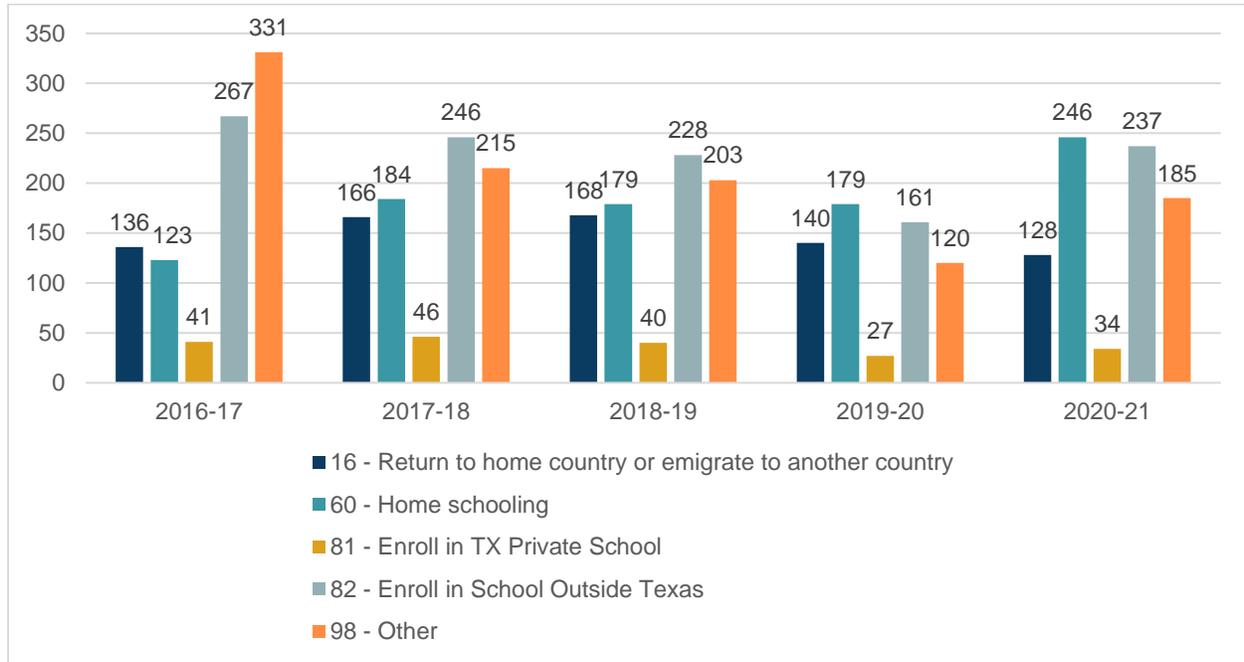
Figure 11. Leavers as a Percentage of Enrollment, Garland ISD, 2016-17 to 2020-21

Source: Leaver by Leaver Reason, *OnData Suite*, May 2022; Student Programs and Special Population Reports, TEA, May 2022

The five most commonly applied reason codes are included in Figure 12 below. From 2016-17, over 96 percent of leavers were coded with one of these reasons. In 2016-17, Code 98 – Other (commonly referred to as dropouts) was the most commonly applied leaver code. Students coded as 98's decreased

significantly from 2016-17. The second most commonly applied reason code has fluctuated since 2016-17 between students leaving to be homeschooled and students enrolling outside of Texas. A large increase in students being home-schooled occurred in 2019-20 (reported in 2020-21), potentially resulting from the impact of COVID-19.

Figure 12. Most Common Leaver Codes, Garland ISD, 2016-17 to 2020-21



Source: Leaver by Leaver Reason, *OnData Suite*, May 2022

Audit Testing

Test A: Appropriateness of Leaver Codes – TEA requires documentation to support each leaver code that is applied to a student, as described in the section above. Garland ISD requires additional documentation, as also described in the above section, to demonstrate compliance with TEA regulations. The audit team designed a test to validate that leaver documentation required by Garland ISD and TEA is obtained and supports the applied leaver code for a student.

- **Test Approach**

- Obtained a report of all students classified as leavers, which was submitted to TEA on October 29, 2022.
- Stratified the population by leaver code.
- Judgmentally selected 25 leavers across the various codes, ensuring that sample representation is consistent on the count of students assigned with a specific code.
- Obtained the student withdrawal form for each sample to validate its existence, completion, and authorization (**Test 1**).

- Inspected documentation maintained by Garland ISD to validate that the TEA required documentation was obtained for the assigned leaver code (**Test 2**).
- Compared the documentation to the leaver code to validate that the correct leaver code was assigned (**Test 3**).
- **Test Results** – Please refer to Table 15 below. “P” indicates that the sample passed the test; “F” indicates that the sample failed the test; “N/A” indicates that the test was not applicable for the sample or could not be performed.

Table 15. Test A: Accuracy of Leaver Student Coding Results

Sample	Test 1	Test 2	Test 3
1	P	P	P
2	F	P	P
3	P	P	P
4	N/A	P	P
5	P	P	P
6	P	P	P
7	P	P	P
8	P	P	F
9	P	P	P
10	P	P	P
11	P	P	P
12	P	P	P
13	P	P	P
14	P	P	P
15	P	P	P
16	F	F	N/A
17	F	F	N/A
18	P	P	P
19	P	P	P
20	P	P	P
21	P	P	P
22	P	P	P
23	F	F	F
24	F	F	F

Sample	Test 1	Test 2	Test 3
25	F	F	F

- **Test 1 – Withdrawal form exists for the student.**
 - 18 out of 25 samples had completed student withdrawal forms.
 - Sample 2 was coded as enrolling in a school outside of Texas but did not have a completed withdrawal form.
 - Sample 4 was coded as enrolling in a school outside of Texas. The student was a “no-show,” meaning that they never attended the GISD during the 2020-21 school year and were removed from enrollment. A withdrawal form is not required in this instance.
 - Samples 16 and 17 were coded as dropouts. No withdrawal form was developed for these samples.
 - Samples 23, 24, and 25 were coded as administrative withdrawals. No withdrawal forms were maintained for these samples.
- **Test 2 – Adequate supporting documentation was maintained for the leaver code designation.**
 - 20 out of 25 samples had adequate supporting documentation.
 - Samples 16 and 17 were coded as dropouts. No supporting documentation was maintained for these samples.
 - Samples 23, 24, and 25 were coded as administrative withdrawals. No supporting documentation was maintained for these samples.
- **Test 3 – The applied leaver code is accurate.**
 - 19 out of 25 samples had the correct leaver code applied.
 - Sample 8 was coded as home-schooled; however, the withdrawal documentation indicated the student returned to their home country.
 - The test could not be performed for Samples 16 and 17 as no documentation was maintained for these students coded as dropouts.
 - Samples 23, 24, and 25 were inappropriately coded as administrative withdrawals. The samples were withdrawn due to lack of attendance, as indicated by notes on their cumulative files. The allowable circumstances to code a student as an administrative withdrawal are restricted to one of the following:

- The student was not a resident of the District.
- The student was not entitled under other provisions of TEC §25.001 or as a transfer student.
- The student was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.

Findings and Recommendations

Finding 6: The scope of the existing GISD leaver audit control is inadequate to ensure accurate coding assignment and documentation of all leaver types.

GISD applies an audit control to ensure that some student leavers are coded correctly and are adequately supported by documentation. For example, Student Services will audit all leavers coded as returning to their home country (Code 16) or leaving to be homeschooled (Code 60) in Fall and Spring annually. This audit includes reviewing student folders to ensure that withdrawal forms have been completed and supporting documentation is maintained. The control has appeared to be effective in ensuring the coding accuracy of leavers with Codes 16 and 60 based on Gibson's test results, where only one inaccurately coded student was assigned a Code 16. However, the other exceptions indicated that not all leaver transactions are subject to the same level of review. While Code 16 and Code 60 are two of the most commonly applied leaver codes, they only accounted for 44 percent of all leavers reported in 2020-21. The remaining 56 percent of the leaver population is not subjected to the GISD audit control procedure described above.

Recommendation 7: Expand the leaver audit control to include all leaver codes.

The GISD leaver audit control should be expanded to include a more representative sample of the entire leaver population. The District could apply weights based on complexity and occurrence, either frequent or infrequent, to each code to determine how many from each code should be audited. The expansion of the leaver audit control would likely result in increased data accuracy.

Management Response: *Management agrees with this recommendation. Student Services Team is expanding the Leaver Audit process to include all leaver codes.*

Chapter 6 – English Learners

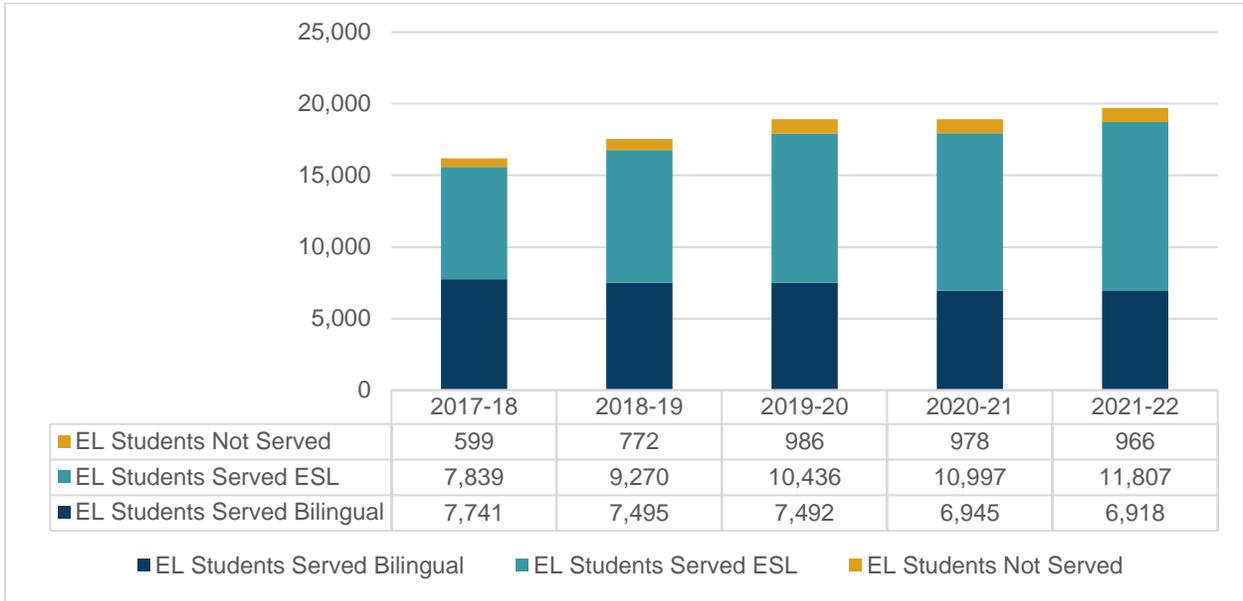
Texas Education Code (TEC) previously referred to students who are in the process of acquiring English and have a primary language other than English as Limited English Proficient (LEP). Texas Administrative Code (TAC) Chapter 89 used the term English Language Learner (ELL). However, recent revisions updated the term English Learner (EL) in alignment with the Every Student Succeeds Act (ESSA). Senate Bill 2066 amended the TEC to replace the term “Limited English Proficient (LEP)” with “Emergent Bilingual (EB).” As a result, the Texas Education Agency (TEA) began using the term “Emergent Bilingual” instead of LEP on September 1, 2021. According to TEA, “Emergent Bilingual” and “English Learners” terms may be used interchangeably.

The District receives an additional 10 percent of the normal per-student state allotment for all students receiving Bilingual or English as a Second Language (ESL) services. If an Emergent Bilingual (EB) student is served in a dual language immersion program, an additional 15 percent of the allotment is received. If a non-EB student is served in a two-way dual language immersion program, an additional five percent of the allotment is received.⁵ In addition, the District receives federal funding for each English Learner (EL) student through Title III Part A of the Every Student Succeeds Act (ESSA). Accordingly, PEIMS reporting of EL students has a direct impact on funding.

Garland ISD has experienced growth in the number of English Learners (EL) over the past five years. Between 2017-18 and 2021-22, the number of EL students increased from 16,179 to 19,691, an increase of 21.7 percent. Figure 13 presents the number of EL students by EL program categories in Garland ISD since 2017-18. EL students “not served” represents instances where parents denied services.

⁵ “HB 3 in 30: Bilingual Education Allotment” presented by the Texas Education Agency, September 26, 2019.

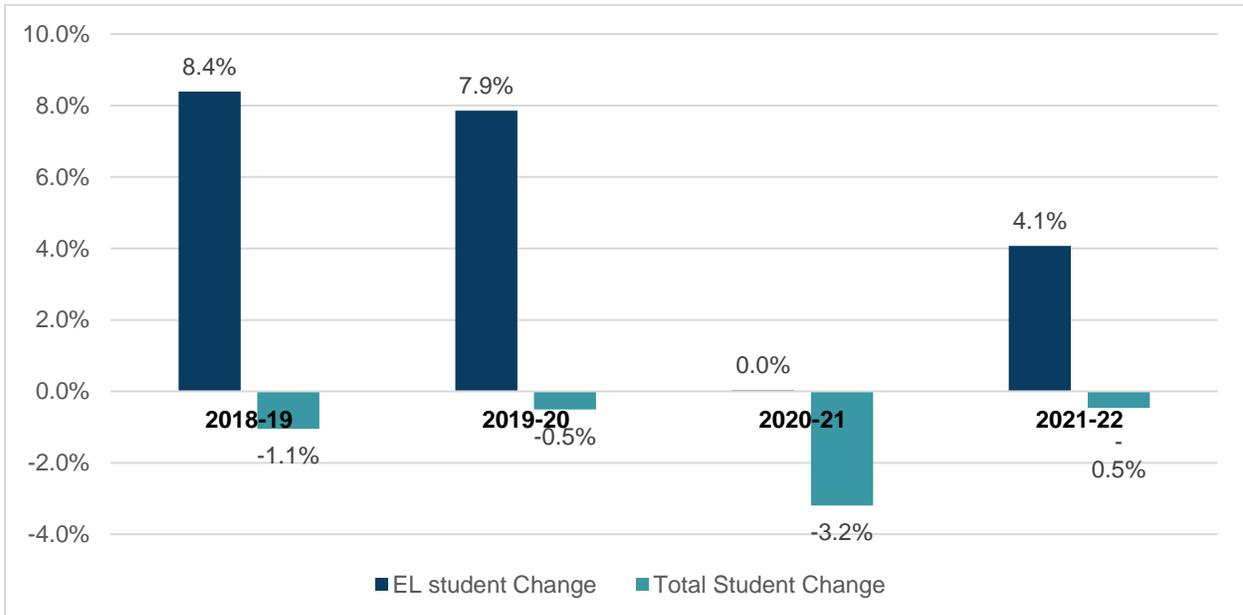
Figure 13. Garland ISD EL Student Count, 2017-18 to 2021-22 (Fall Submission 2021-22)



Source: *OnData Suite* Report, Data Validation Monitoring Report, 2022

The year-to-year percentage change in EL students has been approximately 8 percent in 2018-19 and 2019-20. During 2020-21, the percentage change dropped to zero due to pandemic conditions. While the EL student percentage increased again (by 4 percent) in 2021-22, annual enrollment declines remained fairly constant with the exception of 2020-21, when the decline was higher due to COVID. Figure 14 presents the annual percent change in EL students and total enrollment in Garland ISD from 2018-19 to 2021-22.

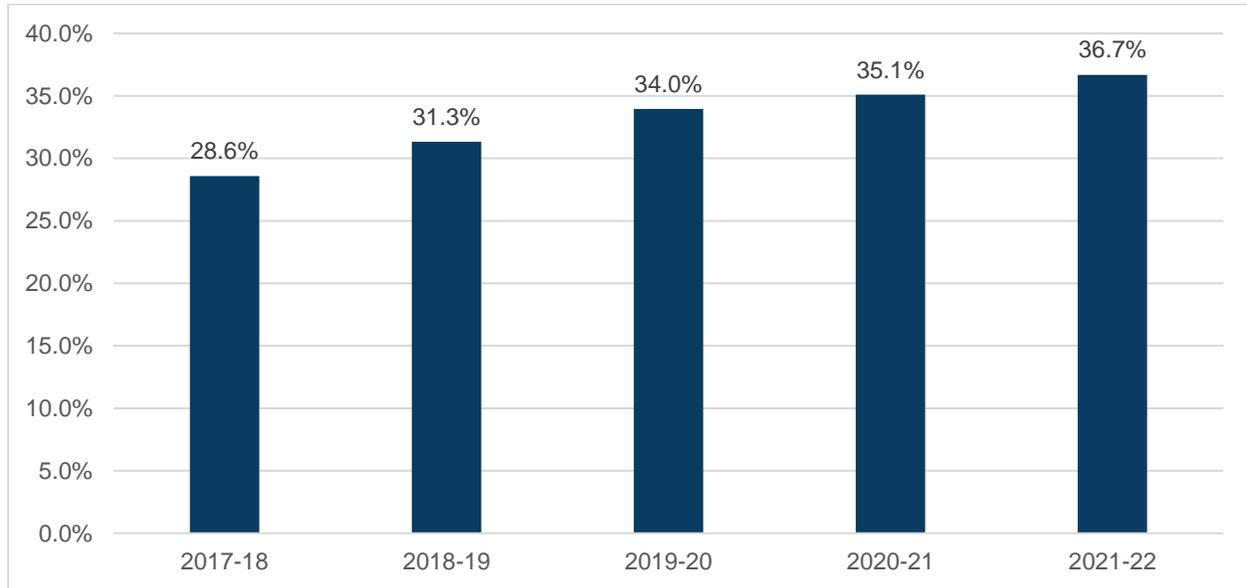
Figure 14. Annual Percent Change in EL Students and Total Enrollment, 2018-19 to 2021-22



Source: *OnData Suite* Report, Data Validation Monitoring Report, 2022

Although the EL student growth has slowed, the percentage of EL students to total enrollment in Garland ISD has grown from 28.6 percent to 36.7 percent over the past five years because of declining total enrollment. Figure 15 shows the percentage of Garland ISD EL students to total enrollment from 2017-18 to 2021-22.

Figure 15. Percentage of EL Students to Total Enrollment, 2017-18 to 2021-22



Source: *OnData Suite* Report, Data Validation Monitoring Report, 2022

Regulatory Guidance

Student Attendance Accounting Handbook (SAAH)

Sub-Section 6.2 of the SAAH explains the procedures for identifying a student as EL and enrolling the EL student in the Bilingual or ESL program. It is important to note that this procedure must be completed within the first four weeks of the student's initial enrollment. Below is the list of steps that the District must follow in the EL student identification process:

- **Obtain the Home Language Survey (HLS):** Upon enrollment, the student's parent(s) or legal guardian(s) complete an HLS to indicate the language spoken in the home most of the time. If the language on the survey is anything other than English, the District must proceed with the EL student identification process.
- **Assess the students' English learning proficiency with a test:** Qualified District personnel provide the student with an English language proficiency test to measure their English proficiency.
- **Review the proficiency test results:** The Language Proficiency Assessment Committee (LPAC) convenes to identify the student as an EL or as English proficient based on the English language proficiency test results. The LPAC may recommend placing the students who do not test as proficient in English in a Bilingual or ESL program.

- **Obtain parental or guardian approval:** The LPAC gives written notice to the student's parent(s) or guardian(s) informing them that the student has been classified as EL and requests approval in order to place the student in a Bilingual or ESL program. The District must obtain a completed parental/guardian approval form with the parent's/guardian's signature in order to enroll the student in a Bilingual or ESL program.

Once identified, students are able to attend the Bilingual or ESL program in the District. Each District is required to offer a Bilingual and/or ESL program for EL students. In the elementary grades, a Bilingual program must be provided when there are 20 or more identified EL students in the same grade level with the same primary language classification across the District. A District is not required to provide a Bilingual program beyond the elementary grades. Regardless of the number of EL students, the District must provide an ESL program from Pre-K through twelfth grade.

EL Policy Framework

Garland ISD has two major board policies – EHBE Legal and EHBE Local – that directly and exclusively address EL students and related programs. The District has other policies where EL students and related services are addressed, along with other special program students.

EHBE Legal – Special Programs cover Bilingual Education/ESL in detail. Below are some of the key elements of this policy.

Regarding District Responsibility:

- Identify English learners based on criteria established by the State;
- Provide Bilingual Education and ESL programs as integral parts of the general program;
- Seek appropriately certified teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills; and,
- Assess achievement for essential knowledge and skills in accordance with Education Code Chapter 29 to ensure accountability for English learners and the schools that serve them.

Regarding Identification of EL Students:

Each district that is required to offer bilingual and special language programs shall, by local board policy, establish an LPAC. A district shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within four weeks of the enrollment of English learners. A district shall have on file policy and procedures for the selection, appointment, and training of members of the LPAC.

The district shall administer only one Home Language Survey to each new student enrolling for the first time in a Texas public school in any grade from Pre-Kindergarten through Grade 12. The district shall require that the survey be signed by the student's parents if the student is in Pre-Kindergarten through Grade 8 or by the student if the student is in Grades 9 through 12. The original copy of the survey shall be kept in the student's permanent record.

The home language survey shall be provided in English, Spanish, and Vietnamese. For students of other language groups, the home language survey shall be translated into the primary language whenever possible.

If the home language survey response indicates that a language other than English is used, the student shall be tested in accordance with 19 Administrative Code 89.1226.

The LPAC may classify a student as an English learner if:

- The student's ability in English is so limited, or the student's disabilities are so severe that assessment procedures cannot be administered;
- The student's score or relative degree of achievement on the TEA-approved English proficiency test is below the levels established by TEA as indicative of reasonable proficiency;
- The student's primary language proficiency score as measured by a TEA-approved test is greater than the student's proficiency in English; or
- The LPAC determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English.

The district shall notify the parent in English and in the parent's primary language that their child has been classified as an English learner and recommended for placement in the required Bilingual Education or ESL program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent in order to have the student included in the bilingual education allotment.

Regarding Bilingual and ESL Programs:

The district is required to offer a Bilingual Education or ESL program that provides each English learner the opportunity to be enrolled in the required program at their grade level. The district's Bilingual Education program shall comply with the program content and design requirements of Administrative Code 19.89.1210. The district shall provide for ongoing coordination between the ESL program and the regular educational program.

English learners shall participate with their English-speaking peers in general education classes provided in subjects such as art, music, and physical education. The district must ensure students enrolled in the Bilingual or ESL program have a meaningful opportunity to participate with other students in all extracurricular activities.

Regarding Personnel:

Teachers assigned to a Bilingual Education program using one of the following program models must be appropriately certified in bilingual education:

- Transitional bilingual/early exit program model; or
- Transitional bilingual/late exit program model.

Teachers assigned to a Bilingual Education program using a dual language immersion/one-way or two-way program model must be appropriately certified for:

- Bilingual education for the component of the program provided in a language other than English; and,
- Bilingual education or English as a second language for the component of the program provided in English.

Teachers assigned to ESL programs must be appropriately certified for ESL.

Regarding Program Exit:

The district may transfer an EL student out of a Bilingual Education or special language program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instructional program. The District shall give written notification to the student's parent(s) or legal guardian(s) of a student's reclassification as English proficient and their exit from the Bilingual or ESL program and acquire written approval from the parent(s) or legal guardian(s).

EL Student Identification and Coding Process

The Multilingual Program Department, the Student Services Group, LPAC Admins and ELL Aides in elementary schools, LPAC Lead Teachers in secondary schools, and campus clerks all work together to identify, enroll, and monitor EL students in Garland ISD. The Multilingual Program Department and campus staff use a software program called *Ellevation*, in addition to the District SIS, to track EL student activities. The DAS Group has a nightly automated process that updates *Ellevation* software with data from *Skyward*.

Campus clerks play a key role in EL student activities by collecting and verifying the HLS and other US school information, if available. Student Services Group is responsible for assessing the English language proficiency of students that have a non-English home language indicated on their HLS. Student Services will provisionally code the students with an EL program placement in *Skyward*. Student Services Group will also collect a provisional parent(s) or legal guardian(s) signature related to the EL program, create LPAC folders for each EL student, and finalize EL student coding in *Skyward* after LPAC meetings.

The LPAC Administrators, who are usually assistant principals, ELL Aides in elementary schools, and LPAC Lead Teachers in secondary schools, are responsible for coordinating and scheduling the LPAC meetings, finalizing the appropriate EL program for the student, communicating with the students' parent(s) or legal guardian(s) and obtaining parent signature for proposed EL program. They also collect, upload, and enter all required EL student documentation and information into *Ellevation* and *Google docs*. The LPAC Lead Teachers on campuses are also responsible for the instructional activities for EL students as well as administrative tasks.

The Multilingual Program Department provides instructional support and training to all LPAC Lead Teachers and other EL-related campus staff, monitors EL data in *Ellevation* and *Skyward* for compliance and assistance, and works closely with the Student Services Group and PEIMS Team in identifying, coding, and monitoring EL students.

Audit Testing

The audit team conducted a series of analyses and audit tests to assess the procedures for PEIMS reporting of EL students. These analyses, tests, and results are described below.

Analysis A: Bilingual Students Enrolled in Non-Bilingual Campuses – The District offers bilingual services at 44 campuses: These campuses are the only campuses where a student should be coded as receiving bilingual services, as these are the only locations where bilingual programs exist in Garland ISD. The audit team analyzed the entire population of students receiving bilingual services to determine if any campuses that do not have a bilingual program were recorded as providing bilingual services.

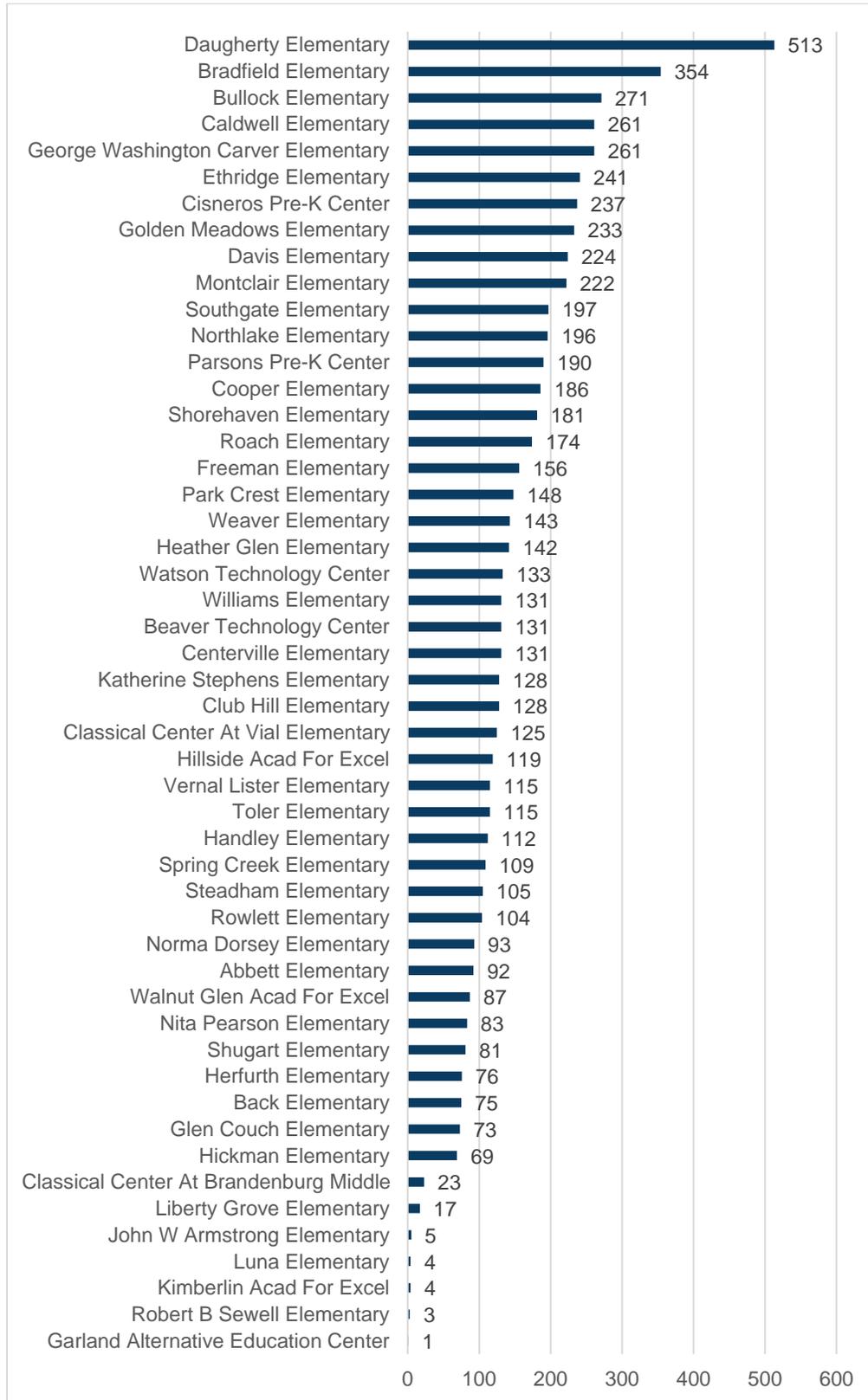
- **Analysis Approach**

- Obtained a list of all students coded as receiving bilingual services as of October 29, 2021.
- Sorted the list of students by campus.
- Analyzed the data to validate that only 44 campuses had bilingual students on the respective campus.

- **Analysis Results**

- Seven campuses reported students serviced by the Bilingual program even though bilingual programs are not offered at that campus. Figure 16 presents the results of the analysis.

Figure 16. Students Receiving Bilingual Services by Campus



Source: Garland ISD Fall PEIMS Submission Data, 2021-22

As of October 29, 2021, 7,002 students were coded as receiving bilingual services. Of these 7,002 students, 40 were coded as attending non-bilingual campuses (Classical Center At Brandenburg Middle, Armstrong, Luna, Sewell Elementary, Kimberlin Academy for Excellence, and Garland Alternative Education Center).

Test A: Enrollment to Parent Signature Lag Testing – The EL student identification process, which starts with enrollment and ends with acquiring parental or guardian consent, must occur within four calendar weeks from the enrollment date, as discussed earlier in this section. The audit team designed a test to validate that the District identified the EL students within the legally obligated timeframe.

- **Test Approach**

- Obtained a list of all students coded as English Learners as of October 29, 2021.
- Judgmentally selected 24 students.
- Obtained enrollment date for each student.
- Obtained parent consent signature date for each student.
- Calculated the lag between the enrollment date to the parent consent signature date.
- Compared the lag to the four-week requirement to validate that the EL student was identified within four weeks of enrollment (**Test 1**).

- **Test Results** – Refer to Table 16 for the test results. “P” indicates that the sample passed the test; “N/A” indicates that a test could not be performed due to a lack of data; “F” indicates that the sample failed the test.

Table 16. Test A Results

Sample	Enrollment Date	Parent Signature Date	Lag	Test 1
1	8/12/2019	7/17/2019	-26	P
2	12/1/2020	11/30/2020	-1	P
3	8/16/2021	8/16/2021	0	P
4	8/28/2017	4/7/2017	-143	P
5	2/22/2017	2/20/2017	-2	P
6	8/20/2018	Transfer	Transfer	N/A
7	8/2/2021	5/19/2021	-75	P
8	8/2/2021	1/27/2021	-187	P
9	8/11/2020	8/11/2020	0	P
10	8/22/2015	4/10/2015	-134	P
11	4/6/2020	3/6/2020	-31	P

Sample	Enrollment Date	Parent Signature Date	Lag	Test 1
12	10/19/2021	10/20/2021	1	P
13	8/12/2019	3/26/2019	-139	P
14	8/19/2019	8/13/2019	-6	P
15	8/1/2013	8/7/2013	6	P
16	1/3/2017	1/2/2017	-1	P
17	8/28/2017	3/23/2017	-158	P
18	8/25/2014	Missing	Missing	N/A
19	8/25/2014	3/18/2014	-160	P
20	8/2/2021	Missing	Missing	N/A
21	10/28/2021	Transfer	Transfer	N/A
22	8/2/2021	4/16/2021	-108	P
23	4/14/2020	10/21/2020	190	F
24	8/12/2019	4/16/2019	-118	P

- **Test 1 – Identification within Four Weeks of Enrollment**

- Out of 24 samples, the identification of 19 students occurred within the four weeks requirement.
- Fifteen students were identified prior to the enrollment date. The dates are reasonable.
- One sample shows that the last step of the parent/guardian consent signature occurred after the four-week window. However, TEA granted an exception to GISD due to the pandemic during the time period of this sample.
- Two samples show students that transferred to Garland ISD. The EL student identification occurred with another district.
- Two samples show that a student's original LPAC folder was lost or the parent consent form was missing, so the test could not be performed.

Test B: Supporting Documentation Completeness and Accuracy (Home Language Survey) – There are many documents that are collected and stored during the EL student identification process, as discussed earlier in this section. The audit team developed an audit test to validate the accuracy of the Home Language Survey.

- **Test Approach**

- Obtained a list of all students coded as English Learners as of October 29, 2021.
- Judgmentally selected 24 students.

- Obtained Home Language Surveys for each student.
 - Compared the language listed on the Home Language Survey to the language reported to PEIMS to validate that both agreed (**Test 1**).
 - Verify the completeness of the Home Language Survey (**Test 2**).
- **Test Results** – Refer to Table 17 for the test results. “P” indicates that the sample passed the test; “F” indicates that the sample failed the test.

Table 17. Test B Results

Sample	Student Language	Placement	Test 1	Test 2
1	Spanish	2 - Transitional Bilingual/Early Exit	P	P
2	Spanish	3 - Transitional Bilingual/Late Exit	P	P
3	English	3 - Transitional Bilingual/Late Exit	P	P
4	Spanish	4 - Dual Language Immersion/Two-Way	P	P
5	Spanish	5 - Dual Language Immersion/One-Way	P	P
6	Spanish	5 - Dual Language Immersion/One-Way	P	P
7	Spanish	5 - Dual Language Immersion/One-Way	P	P
8	Spanish	5 - Dual Language Immersion/One-Way	P	P
9	Spanish	5 - Dual Language Immersion/One-Way	P	P
10	Spanish	5 - Dual Language Immersion/One-Way	P	P
11	Spanish	5 - Dual Language Immersion/One-Way	P	P
12	Spanish	2 - English as a Second Language/Content-Based	P	P
13	Spanish	3 - English as a Second Language/Pull-Out	P	P
14	Mandarin (Chinese)	3 - English as a Second Language/Pull-Out	P	P
15	Spanish	3 - English as a Second Language/Pull-Out	P	P
16	Arabic	3 - English as a Second Language/Pull-Out	P	P
17	Spanish	3 - English as a Second Language/Pull-Out	P	P
18	Spanish	3 - English as a Second Language/Pull-Out	P	P
19	Spanish	3 - English as a Second Language/Pull-Out	P	P
20	Spanish	3 - English as a Second Language/Pull-Out	P	P
21	Spanish	3 - English as a Second Language/Pull-Out	P	P
22	Nepali	3 - English as a Second Language/Pull-Out	P	P
23	Mandarin (Chinese)	Student does not participate in the bilingual education program	P	P

Sample	Student Language	Placement	Test 1	Test 2
24	Spanish	Student does not participate in the bilingual education program	P	P

- **Test 1 – Accuracy of Home Language Coding**

- All samples had student languages listed on the Home Language Survey that agreed with the language reported to TEA.

- **Test 2 – Home Language Surveys were Completed**

- All samples of the Home Language Survey were complete.

Test C: Accuracy of PEIMS Program Coding – Each student coded as having limited English proficiency receives bilingual services, ESL services, or no services due to parent/guardian denial. The audit team developed an audit test to validate that the services the student is required to receive, based on PEIMS coding, are being provided to the student.

- **Test Approach**

- Obtained a list of all students coded as English Learners as of October 29, 2021.
- Judgmentally selected 24 students.
- Obtained a Parent Consent Form for each student.
- Obtained LPAC documentation indicating the services recommended for each student.
- Compared the Parent Consent Form information and LPAC meeting results match what is reported to PEIMS regarding each student’s placement services (**Test 1**).

- **Test Results** – Refer to Table 18 for test results. “P” indicates that the sample passed the test; “F” indicates that the sample failed the test.

Table 18. Test C Results

Sample	Placement	Test
1	2 - Transitional Bilingual/Early Exit	P
2	3 - Transitional Bilingual/Late Exit	P
3	3 - Transitional Bilingual/Late Exit	P
4	4 - Dual Language Immersion/Two-Way	P
5	5 - Dual Language Immersion/One-Way	P
6	5 - Dual Language Immersion/One-Way	P
7	5 - Dual Language Immersion/One-Way	P

Sample	Placement	Test
8	5 - Dual Language Immersion/One-Way	P
9	5 - Dual Language Immersion/One-Way	P
10	5 - Dual Language Immersion/One-Way	P
11	5 - Dual Language Immersion/One-Way	P
12	2 - English as a Second Language/Content-Based	P
13	3 - English as a Second Language/Pull-Out	P
14	3 - English as a Second Language/Pull-Out	P
15	3 - English as a Second Language/Pull-Out	P
16	3 - English as a Second Language/Pull-Out	P
17	3 - English as a Second Language/Pull-Out	P
18	3 - English as a Second Language/Pull-Out	P
19	3 - English as a Second Language/Pull-Out	P
20	3 - English as a Second Language/Pull-Out	P
21	3 - English as a Second Language/Pull-Out	P
22	3 - English as a Second Language/Pull-Out	P
23	Student does not participate in the bilingual education program	P
24	Student does not participate in the bilingual education program	P

All 24 samples had sufficient and accurate documentation to support and match their PEIMS placement coding.

Findings and Recommendations

Finding 7: The District's EL student identification and coding process include duplicate data entry, increasing the chance for error.

Figure 17 provides a schematic overview of the current EL student identification and coding process. Since this schematic covers multiple processes, the audit team divided it into three sections. The process steps in Section A include identifying and gathering HLS from students that may qualify for the EL program. The campus clerks obtain the HLS results of students who may qualify for the EL program and enter the information into the SIS.

Section B describes the process steps involving testing students for English proficiency, provisionally coding students to an EL program in the District SIS, collecting parent signatures and date, reserving a seat for the student on a campus with an EL program, and creating paper LPAC folders for each EL student. Student Services performs each of these steps in Section B.

Section C describes the process for scheduling and convening the LPAC committee and finalizing the EL program that the student will potentially attend, notifying and asking for written approval from students' parents for the proposed EL program. The Campus LPAC staff on each campus is responsible for these steps. The information that the Campus LPAC staff collected in Section C is entered into the District EL software *Ellevation*. For the last step, the Campus LPAC staff re-enters all the relevant EL student information from *Ellevation* into the *Google docs* so the Student Services Group can review and finalize the provisionally entered EL student's PEIMS coding information in SIS.

According to District's current EL student identification and coding process, GISD captures and enters EL student program, parent signature, and date information four times in three different systems.

The Student Services Group captures and enters the EL program information, parent signature, and date information into the District SIS after the student's language proficiency test. However, capturing this information before the official LPAC meeting is non-compliant with procedures outlined in Sub-Section 6.2 of the SAAH; thus, they refer to the information collected and entered as "provisional."

Next, the Campus LPAC staff convenes the LPAC committee, and the committee decides the EL program for the EL student. The Campus LPAC staff then contacts the parent of the EL student again and collects their signature and date for the EL program recommended by the LPAC committee. This recommendation may differ from the "provisional" program coded earlier. According to interviews with the Campus LPAC committee members, asking for parent permission and signatures again for the EL program can cause confusion among some parents. The Campus LPAC staff enters the EL program, parent signature, and date information into *Ellevation*.

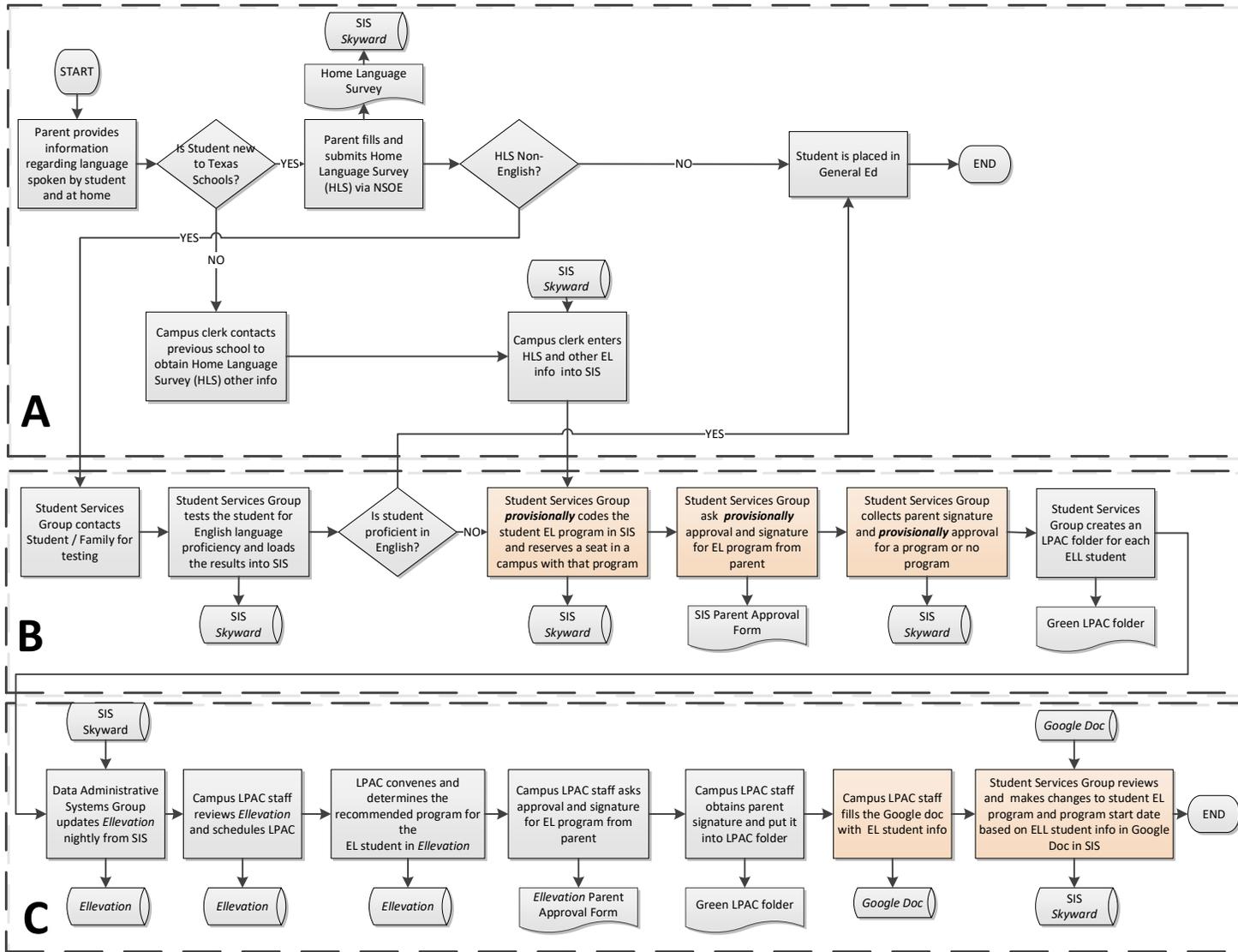
Additionally, the Campus LPAC staff enters the same information that he/she entered in *Ellevation* into *Google docs*, allowing the Student Services Group to review the information that is captured after the LPAC meeting by the Campus LPAC staff.

Finally, the Student Service Group makes any necessary changes in *Skyward* regarding the EL program, parent decision, and consent based on the information entered into the *Google doc* by the Campus LPAC staff.

Orange boxes in Figure 17 represent the process steps that the audit team believes can be eliminated or improved by making the Campus LPAC staff responsible for coding EL student information in *Skyward* and eliminating the "provisional" EL student coding process. This change will also eliminate the use of *Google docs* by the Campus LPAC staff and the Student Services Group.

In addition to entering the same information multiple times, which is inefficient, the data entry of "provisional" EL program and parent consent data into the District SIS increases the risk of inaccurate data and non-compliance, as it relies solely on timely and accurate manual intervention.

Figure 17. EL Student Identification and Coding Process “As-Is”



Source: Gibson Consulting Group, created from interviews with the Multilingual Program Department, 2022

Recommendation 8: Modify the EL student identification and coding process to improve efficiency and control.

Once the Student Services Group tests the students for English proficiency and reserves a seat on a campus based on a “provisional” placement in an EL program, the Campus LPAC staff should convene the LPAC committee and contact the students’ parents for EL program signature. After the information is gathered and documented in *Ellevation*, *Skyward* should be updated with the information in *Ellevation*. However, if the integration is not possible, the Campus LPAC staff should enter the EL program information into *Skyward* instead of *Google docs*.

The Multilingual Program Department should generate reports from *Skyward* and *Ellevation* to review EL program data to audit student coding. This will increase data accuracy.

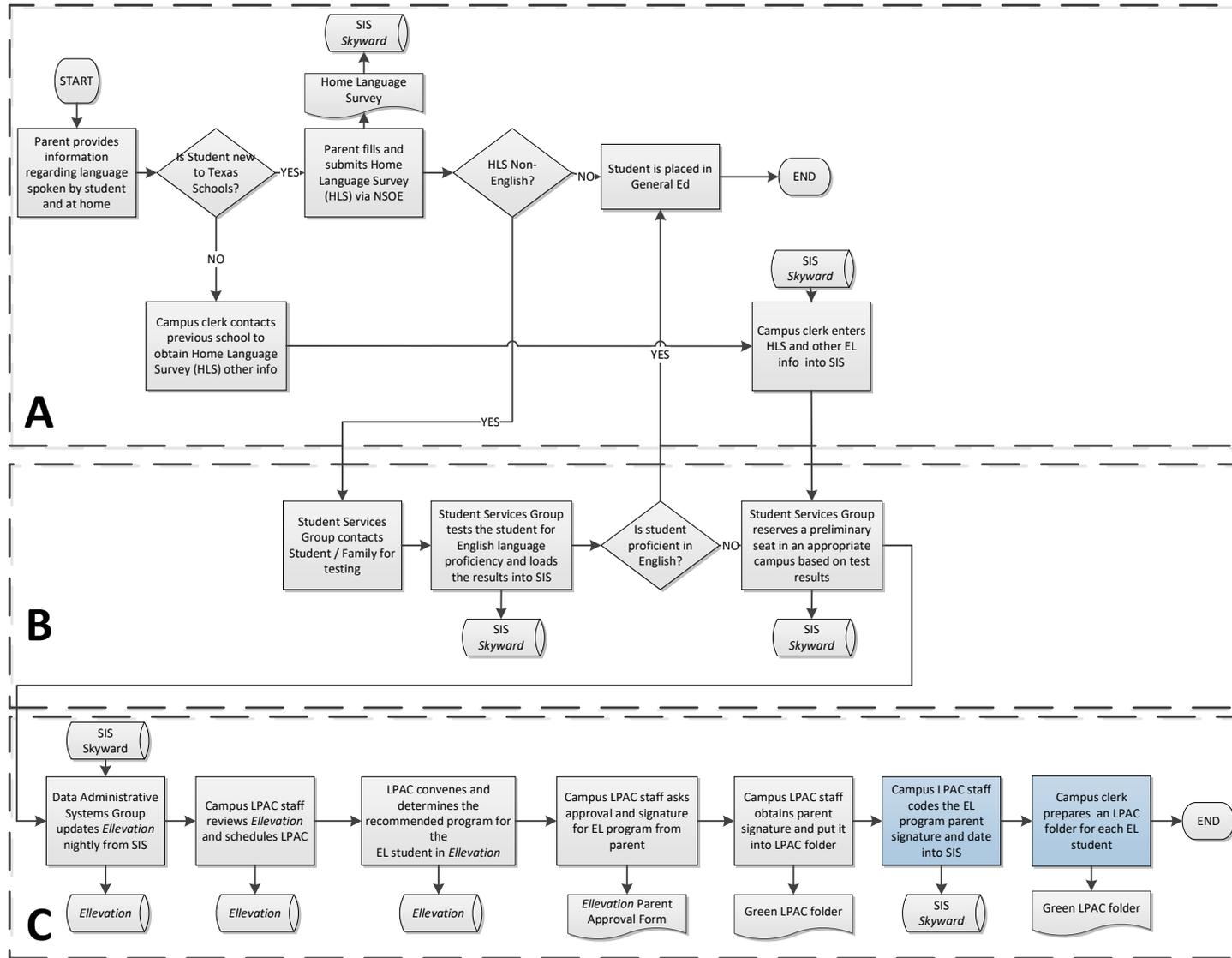
The audit team created a proposed or “to-be” process map for identifying and coding EL students in Garland ISD, as presented in Figure 18. The boxes shaded in blue are the revised process steps from the original process map shown above.

In this proposed process map, the Campus LPAC staff performs all EL program-related administrative tasks, including entering the information captured from these tasks in *Skyward*, where the Student Services Group only tests the students and reserves a seat on a campus. In the proposed “to-be” process map, the LPAC folders are created and prepared by the campus clerks rather than the Student Services Group.

There is always a risk of incorrect data entry by Campus LPAC staff, so the Multilingual Program Department should periodically select a sample set of ELL students and verify that the information in *Skyward* reflects what is on the documents captured in *Ellevation*. In addition to this control, the Multilingual Program Department should generate reports from *Skyward* and *OnData Suite* to identify any data anomalies or unusual trends related to EL students.

Management Response: *Management agrees with this recommendation. Our compliance team (Multiple Language Program [MLP] & Student Services) will work to create a transition plan for the shift of responsibilities that will need to occur to implement the new identification and coding process.*

Figure 18. Proposed EL Student Identification and Coding Process “To-Be”



Source: Gibson Consulting Group, 2022

Finding 8: Campus LPAC staffing varies widely across schools, resulting in inequitable workloads and related risks.

As indicated earlier in this section, there are 19,691 EL students in Garland ISD as of October 29th, 2021. The administrative responsibilities for these students are shared between LPAC Lead Teachers in secondary campuses and LPAC administrators and ELL aides in elementary campuses. Responsibilities include setting up initial LPAC meetings, assessing and implementing LPAC results, progress monitoring of EL students, conducting End of Year LPAC meetings, and all other activities to maintain compliance with TAC Chapter 89 Subchapter BB. While the LPAC Lead teachers in secondary campuses are dedicated to EL student-related responsibilities, LPAC administrators in elementary campuses are assistant principals with additional responsibilities like discipline, testing, teacher evaluations, and LPAC administrative responsibilities listed above. Although elementary campuses have ELL Aides, they are paraprofessionals, and half of their time is dedicated to assisting with RTI related tasks.

The District does not have a staffing formula to designate the number of professionals and paraprofessionals campuses need to manage administrative and other responsibilities of a campus' EL student population. As a result, there are wide ranges in EL Student to Campus LPAC staff ratio among campuses. Below, Table 19 shows the number of EL students in each campus as of October 29th, 2021, the number of professional and paraprofessional staff who manage administrative and other responsibilities of the campus EL student population (Campus LPAC Staff), and the EL student to Campus LPAC staff ratio.

Table 19. Garland ISD EL Student to Campus LPAC Staff Ratio

Campus	EL Student Population	Professional Campus LPAC Staff	Para-professional Campus LPAC Staff	Total Campus LPAC Staff	EL Student to Campus LPAC Staff Ratio
High Schools		LPAC Lead Teacher	N/A		
South Garland High School	1,046	1.5		1.5	697
Naaman Forest High School	699	1.0		1.0	699
Rowlett High School	373	0.5		0.5	746
North Garland High School	770	1.0		1.0	770
Sachse High School	393	0.5		0.5	786
Lakeview Centennial High School	395	0.5		0.5	790
Garland High School	796	1.0		1.0	796
Middle Schools		LPAC Lead Teacher	N/A		
Vernon Schrade Middle School	130	1.0		1.0	130

Campus	EL Student Population	Professional Campus LPAC Staff	Para-professional Campus LPAC Staff	Total Campus LPAC Staff	EL Student to Campus LPAC Staff Ratio
Lyles Middle School	223	1.0		1.0	223
Coyle Middle School	245	1.0		1.0	245
Austin Academy For Excellence	248	1.0		1.0	248
B G Hudson Middle School	264	1.0		1.0	264
Classical Center At Brandenburg Middle School	313	1.0		1.0	313
Webb Middle School	416	1.0		1.0	416
Bussey Middle School	556	1.0		1.0	556
Jackson Technology Center	560	1.0		1.0	560
Obanion Middle School	582	1.0		1.0	582
Sam Houston Middle School	682	1.0		1.0	682
Sellers Middle School	409	0.5		0.5	818
Elementary Schools		LPAC Admin	ELL Aide		
Keeley Elementary School	65	1.0	0.5	1.5	43
Liberty Grove Elementary School	76	1.0	0.5	1.5	51
Luna Elementary School	83	1.0	0.5	1.5	55
Kimberlin Acad For Excel	86	1.0	0.5	1.5	57
Robert B Sewell Elementary School	120	1.0	0.5	1.5	80
Glen Couch Elementary School	130	1.0	0.5	1.5	87
Steadham Elementary School	132	1.0	0.5	1.5	88
Shugart Elementary School	134	1.0	0.5	1.5	89
Nita Pearson Elementary School	140	1.0	0.5	1.5	93
Handley Elementary School	145	1.0	0.5	1.5	97
Herfurth Elementary School	146	1.0	0.5	1.5	97
Rowlett Elementary School	151	1.0	0.5	1.5	101
Toler Elementary School	152	1.0	0.5	1.5	101
Williams Elementary School	158	1.0	0.5	1.5	105
Centerville Elementary School	167	1.0	0.5	1.5	111
Norma Dorsey Elementary School	174	1.0	0.5	1.5	116

Campus	EL Student Population	Professional Campus LPAC Staff	Para-professional Campus LPAC Staff	Total Campus LPAC Staff	EL Student to Campus LPAC Staff Ratio
Walnut Glen Acad For Excel	175	1.0	0.5	1.5	117
Heather Glen Elementary School	180	1.0	0.5	1.5	120
Back Elementary School	182	1.0	0.5	1.5	121
Katherine Stephens Elementary School	182	1.0	0.5	1.5	121
Freeman Elementary School	183	1.0	0.5	1.5	122
Club Hill Elementary School	187	1.0	0.5	1.5	125
Park Crest Elementary School	190	1.0	0.5	1.5	127
Classical Center At Vial Elementary School	191	1.0	0.5	1.5	127
Hickman Elementary School	204	1.0	0.5	1.5	136
Abbett Elementary School	204	1.0	0.5	1.5	136
Weaver Elementary School	208	1.0	0.5	1.5	139
Hillside Acad For Excel	210	1.0	0.5	1.5	140
Vernal Lister Elementary School	214	1.0	0.5	1.5	143
Watson Technology Center	221	1.0	0.5	1.5	147
Shorehaven Elementary School	222	1.0	0.5	1.5	148
Roach Elementary School	229	1.0	0.5	1.5	153
John W Armstrong Elementary School	231	1.0	0.5	1.5	154
Parsons Pre-K Ctr	231	1.0	0.5	1.5	154
Southgate Elementary School	239	1.0	0.5	1.5	159
Cooper Elementary School	243	1.0	0.5	1.5	162
Spring Creek Elementary School	249	1.0	0.5	1.5	166
Cisneros Pre-K Ctr	256	1.0	0.5	1.5	171
Beaver Technology Center	264	1.0	0.5	1.5	176
Northlake Elementary School	267	1.0	0.5	1.5	178
Montclair Elementary School	276	1.0	0.5	1.5	184
Caldwell Elementary School	287	1.0	0.5	1.5	191
Golden Meadows Elementary School	300	1.0	0.5	1.5	200
Davis Elementary School	346	1.0	0.5	1.5	231

Campus	EL Student Population	Professional Campus LPAC Staff	Para-professional Campus LPAC Staff	Total Campus LPAC Staff	EL Student to Campus LPAC Staff Ratio
George Washington Carver Elementary School	367	1.0	0.5	1.5	245
Ethridge Elementary School	377	1.0	0.5	1.5	251
Bullock Elementary School	382	1.0	0.5	1.5	255
Bradfield Elementary School	392	1.0	0.5	1.5	261
Daugherty Elementary School	622	1.0	0.5	1.5	415

Source: Garland ISD Multilingual Programs Department, 2021

The Campus LPAC Staff ratio (EL students per LPAC staff FTEs) ranges from 818/1 to 43/1 across all schools. At the elementary level, the ratio spans from 43/1 to 415/1. Middle schools have ratios between 130/1 and 818/1. High schools have ratios ranging from 697/1 to 796/1. The audit team would like to note that the low denominator values of this ratio (Total Campus LPAC Staff count) make the ratio highly sensitive to the numerator (EL Student Count)

Although the previous recommendation, if implemented, will eliminate duplicative work and bring efficiency to the EL student identification and coding process, the risk of delays in the fulfillment of administrative responsibilities may be greater on campuses with a higher workload for LPAC staff. These delays could result in compliance risks for GISD.

Recommendation 9: The District should develop a staffing formula for Campus LPAC staff.

The District should establish an advisory committee consisting of personnel from the Multilingual Program department, Student Services, Campus LPAC staff, and other key stakeholders to develop a staffing formula for campus LPAC staff based on the number of EL students and the other responsibilities of LPAC staff. The committee should evaluate the job descriptions and actual tasks and responsibilities that are expected of Campus LPAC staff and estimate time commitments for these tasks and responsibilities. The committee should also look at other districts with similar EL student population ratios as Garland ISD and their Campus LPAC staff ratios. The committee should then recommend to the Garland ISD leadership the target ratio of EL students to LPAC staff for each campus type.

Management Response: *Management agrees with this recommendation. We will prepare a staffing proposal for Campus LPAC staff, specifically at the Secondary Level. Furthermore, Human Resources will work with TASB on LPAC Staffing Models.*

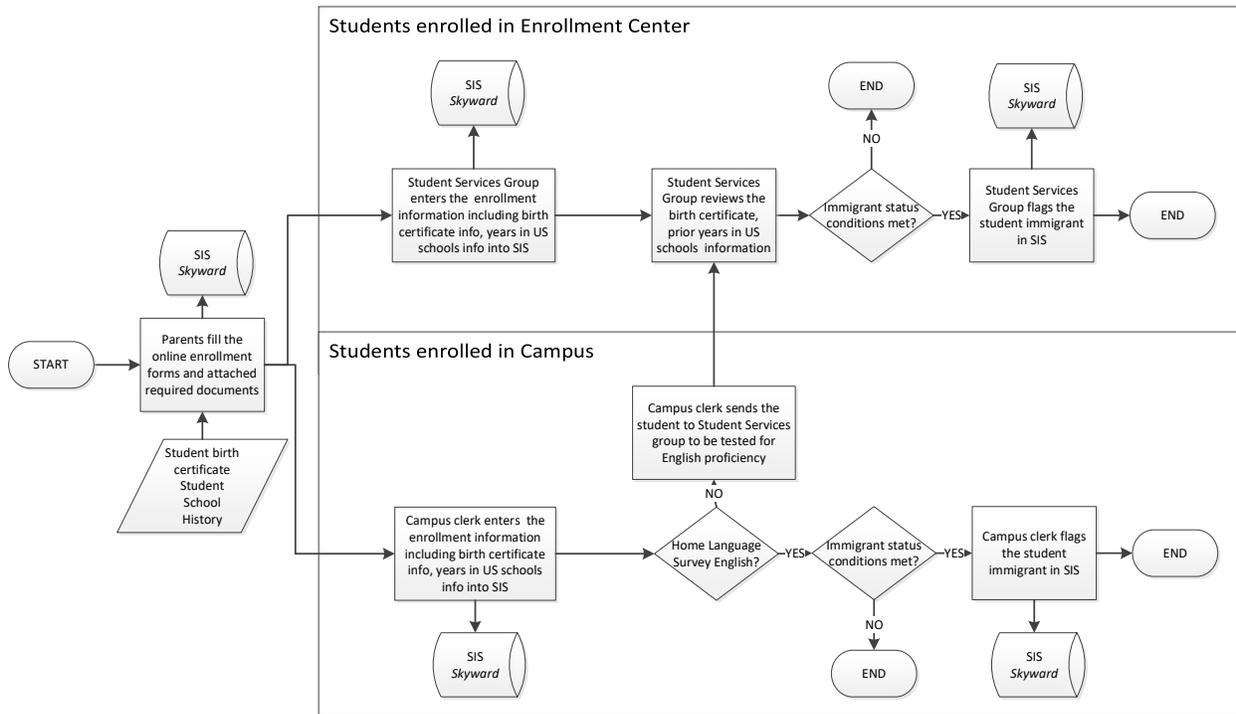
Chapter 7 – Immigrant Students

According to the Texas Education Data Standard's (TEDS) PEIMS student category data submission requirements, the immigrant indicator code indicates whether the student is an identified immigrant under the definition found under Title III of the Every Student Succeeds Act of 2015 (ESSA), where the term “immigrant children and youth” is defined as “individuals who are aged 3 through 21; were not born in any State; and have not been attending one or more schools in any one or more States for more than three full academic years.” TEA uses the federal definition of “immigrant student” under Title III of ESSA in order to determine immigrant student counts for funding, as determined by Title III, Part A, and for coding in PEIMS. Districts identify and report students that meet the immigrant student definition during the fall PEIMS submission.

Immigrant Student Identification and Coding Process

Campus clerks and the Student Services Group are both involved in identifying and coding immigrant students in Garland ISD.

Two years ago, the Student Services Group identified immigrant students and coded them in *Skyward* because a majority of the students were enrolled at the Garland ISD Enrollment Center, which is managed by the Student Services Group. Currently, while some parents and students still go to the Garland ISD Enrollment Center to enroll students, more parents are going directly to campuses to enroll. As a result, campus clerks who previously did not play a role in identifying and coding immigrant students are now an integral part of the immigrant student identification and coding process. Figure 18 provides a schematic overview of the immigrant student identification and coding process. In order to verify the immigrant student conditions, the District collects a student's birth certificate, verifies a student's time in the United States (US) schools prior to Garland ISD and their age. Although students born outside of the US may speak other languages, the language is not a factor in identifying immigrant students.

Figure 19. Immigrant Student Identification and Coding Process

Source: Gibson Consulting Group, created from interviews with the Student Services Group, 2022

Audit Testing

Below is a description of the immigrant audit test performed by the audit team to validate the PEIMS coding of immigrant students, along with the related results.

Test A: Accuracy of PEIMS Immigrant Coding – Three criteria must be met before a student can be classified as an immigrant:

- The student must be between the ages of 3 and 21;
- The student was not born in the United States; and,
- The student has not attended a U.S. school for three full academic years.

Districts must keep documentation, such as a birth certificate and student academic records, that supports the immigrant coding. The audit team developed a test to validate the accuracy of the immigrant coding and the existence of supporting documentation.

- **Test Approach**

- Obtained a list of all students coded as immigrants as of October 29, 2021.
- Judgmentally selected 25 students.

- Obtained a birth certificate for each student to validate that the District maintained supporting documentation of the student’s birthplace (**Test 1**).
 - Inspected each student’s birth certificate to validate that the student was born outside of the United States (**Test 2**).
 - Inspected the birth certificate of each student to validate that the student is between 3 and 21 years old (**Test 3**).
 - Obtained enrollment verification forms or records requests for each student to validate that the student has been in U.S. schools for fewer than three years (**Test 4**).
- **Test Results** – Refer to Table 20 for the test results. “P” indicates that a sample passed the test; “F” indicates that a sample failed a test; “N/A” indicates that a test could not be performed due to a lack of data.

Table 20. Test A Results

Sample	Test 1	Test 2	Test 3	Test 4
1	P	P	P	P
2	F	P	P	P
3	P	P	P	P
4	P	P	P	P
5	P	P	P	P
6	P	P	P	P
7	F	P	P	P
8	P	P	P	P
9	P	P	P	P
10	P	P	P	P
11	P	P	P	P
12	P	P	P	P
13	F	P	P	P
14	F	P	P	P
15	F	P	P	P
16	P	P	P	P
17	P	P	P	P
18	P	P	P	P
19	F	P	P	P
20	P	P	P	P

Sample	Test 1	Test 2	Test 3	Test 4
21	P	P	P	P
22	P	P	P	P
23	P	P	P	P
24	P	P	P	P
25	P	P	P	P

- **Test 1 – Existence of Birth Certificate**
 - 6 out of 25 students tested did not have a copy of their birth certificate.
- **Test 2 – Student Born Outside of U.S.**
 - All tested students' birth countries were outside of the United States.
- **Test 3 – Student Aged Between 3 and 21**
 - All tested students were between 3 and 21 years old.
- **Test 4 – Not Enrolled in U.S. Schools for More Than Three Years**
 - All tested students were enrolled in U.S. schools for less than three years.

Based on the exceptions identified in the immigrant student testing and the recent change of campus clerks involved in the enrollment process, which impacts the ability to identify an immigrant student, the audit team conducted further data analysis on the 2021-22 fall PEIMS student data set.

Analysis: Accuracy of PEIMS Immigrant Coding – The Audit team analyzed the entire student data set from the 2020-21 school year not only for the accuracy of the immigrant flag students against immigrant student identification criteria but also to look for students that might have qualified as an immigrant but were not coded as immigrant students.

- **Analysis Approach**
 - Obtained a list of all students as of October 29, 2021.
 - Obtained birth country, birth state, birth city, student grade, years in U.S. schools, age information as of September 1st, and immigrant status flag as of October 29, 2021, from *Skyward*.
 - Validate that the students flagged as an immigrant were born outside of the United States (**Analysis A.1**).
 - Validate that the students flagged as an immigrant are between 3 years and 21 years old (**Analysis A.2**).

- Validate that the students who were flagged as an immigrant have been in U.S. schools for fewer than three years (**Analysis A.3**).
 - Validate that there are no students who meet the immigrant student’s criteria within the student population who were not flagged as an immigrant (**Analysis B.1**).
- **Analysis Results** – Refer to Table 21 and Table 22 for the analysis results. “N/A” indicates that the information was not available in *Skyward*.

Table 21. Analysis A Results

Analysis A.1	Not U.S.	N/A	U.S. or Puerto Rico	Total
Number of Students	1,470	9	32	1,511
Analysis A.2	Ages between 3 and 21	N/A	Outside the age window	Total
Number of Students	1,511	0	0	1,511
Analysis A.3	3 years or fewer	N/A	More than 3 years	Total
Number of Students	1,510	0	1	1,511

- Out of 1,511 students coded and reported immigrant, nine students did not have birth country information in *Skyward*, and 32 students were born in the United States or Puerto Rico.
- All 1,511 students coded and reported as an immigrant were between 3 and 21 years old.
- Out of 1,511 students coded and reported as immigrants, only one student was enrolled in U.S. schools for over three years.

Table 22. Analysis B.1 Results

Analysis B.1	Flagged Not immigrant as of October 29, 2021	Born not in the U.S.- Age between 3 and 21- 3 years or fewer in US Schools
Number of Students	51,939	3,160

- Out of 51,939 students coded and reported as not immigrants, 3,160 students match all immigrant status conditions in *Skyward*.

Findings and Recommendations

Finding 9: The District does not have sufficient controls over accurately identifying immigrant students.

As described above, the Student Services Group previously identified all immigrant students and coded them in *Skyward* because the students used to enroll at the Garland ISD Enrollment Center. Currently, students enroll through campuses in addition to the Enrollment Center. When the audit team asked campus clerks during focus groups and school visits about the immigration student identification process, many

campus staff were not aware of the conditions that may qualify students to be coded immigrant; they thought the immigrant student's home language survey (HLS) would be non-English, and since students with non-English HLS are contacted and tested by the Student Services Group would do the identification and coding of the immigrant students.

However, there are students whose HLS may be English but were born outside the United States and have not been in US schools for more than three years, qualifying them as immigrants. This misunderstanding by the campus staff could potentially cause the District to under-report immigrant students and, as a result, not collect additional funding that is available for additional immigrant students. Interviews and analysis of training schedules, as provided in Chapter 1, demonstrated a lack of training on immigrant student identification for campus clerks.

In order to verify and measure the impact of the issues, the audit team analyzed the entire no-immigrant coded student population of 51,939 against the immigrant student identification criteria of:

- Aged between 3 and 21;
- Not born in any U.S. State or territory; and,
- Have not been attending one or more schools in any one or more States for more than three full academic years

As shown in the Analysis B.1 results in Table 22, 3,160 students met this criterion according to the data in *Skyward*. This analysis shows that not all campus clerks have the necessary knowledge to identify and code students with immigrant status and that the controls are inadequate to ensure accurate immigrant students' status determination.

Recommendation 10: Provide training to campus clerks regarding the immigrant student identification requirements.

The Student Services Group should provide training to campus clerks regarding the requirements for identifying immigrant students. The campus clerks should use the student's birth certificate, age information, and prior US school history to identify potential immigrant students. The training should be face-to-face and recorded so the campus clerks who need a refresher or could not attend the face-to-face training can take the recorded training as needed based on their own time without leaving their campuses. The Student Services Group should update the training if the immigrant requirements change.

Management Response: *Management agrees with this recommendation. PEIMS and DAS team are training campus clerks how to identify if a student qualifies as Immigrant. The Student Services Team will incorporate elements of the PEIMS training in all subsequent enrollment and Choice of School training.*

Recommendation 11: Use SIS reports to validate immigrant student data.

The Student Services Group should run SIS reports similar to Analysis B.1 periodically to identify if there are any students who meet the immigrant status criteria but are not coded as such. The Student Services Group should also verify the information that is entered in *Skyward* is accurate before making any changes to the immigrant status of additional students.

Management Response: *Management agrees with this recommendation. DAS team will be running monthly reports to find students missing Birth Country and identify students that might qualify for Immigrant status.*

Chapter 8 – Homeless Students

The McKinney-Vento Homeless Education Assistance Improvements Act of 2001 requires school districts to provide free breakfast and lunch to homeless students and transportation to the student’s school of origin, defined as the school the student attended when permanently housed or the school in which the student was last enrolled.

A Homeless Status Code is applied to each student in Texas. Texas Education Data Standards Code Table C189 provides the following coding options:

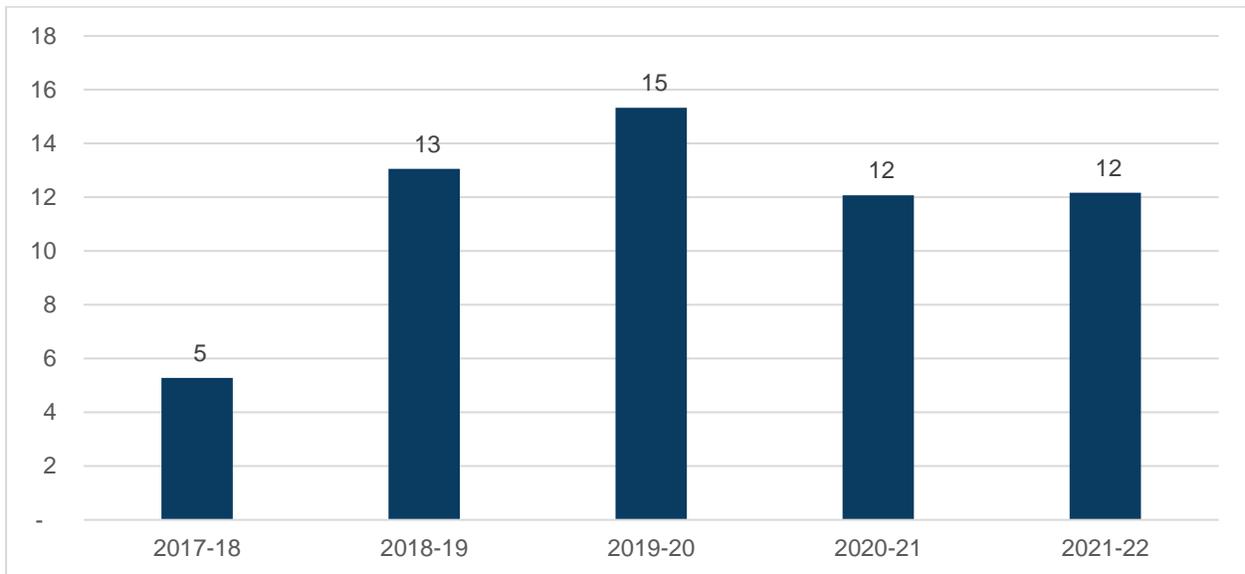
- Code 0 – Student is not homeless at any time during the current school year.
- Code 2 – Student lives temporarily doubled-up (sharing residence with a family or individual) at any time during the current school year. Doubled-Up (e.g., living with another family) is defined as sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. This classification requires a case-by-case determination.
- Code 3 – Student is unsheltered (i.e., lives on the street, in cars, parks, campgrounds, temporary trailers [including FEMA trailers], or abandoned buildings) at any time during the current school year. Unsheltered is defined as a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. It includes such places as cars, parks, campgrounds (if they live there because they lack an alternative accommodation), temporary trailers (if they live there because they lack an alternative accommodation), abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is a “fixed, regular, and adequate nighttime residence.”
- Code 4 – Student lives in motel or hotel at any time during the current school year. Students who stay at a motel or hotel are considered homeless if they reside there because they have lost their housing, lack an alternative accommodation, and do not have a “fixed, regular, and adequate nighttime residence.”
- Code 5 – Student lives in a shelter or transitional housing at any time during the current school year. Shelters are defined as supervised publicly or privately operated facilities designed to provide temporary living accommodations. Homeless students’ shelter categories include emergency shelters, family shelters, domestic violence shelters, youth shelters, and transitional housing programs. The shelters category for homeless students does not include residential treatment facilities, Title I Neglected or Delinquent facilities or TJJD facilities.

Parents, guardians, or unaccompanied students must complete a Student Residency Questionnaire (SRQ) upon enrollment to provide information necessary for the McKinney-Vento Act. In GISD, this form can either

be completed on paper or electronically through New Student Online Enrollment (NSOE). The hard-copy form can be seen in Appendix B. The *Skyward* form, included in NSOE, contains the same data fields as the hard-copy SRQ.

Figure 20 presents the number of homeless students per 1,000 students enrolled in GISD over the past five years; out of 1,000 students, any given number are homeless. The number of homeless students per 1,000 students in GISD increased between 2017-18 and 2019-20. However, the 2017-18 measure appears to be an outlier, potentially indicative of legacy data issues within the homeless student population. The measure decreased in 2020-21 and remained constant in 2021-22. Though overall enrollment did decline by 3.2 percent between 2019-20 and 2020-21, the decrease in the number of homeless students (-23.8 percent) outpaced this decline.

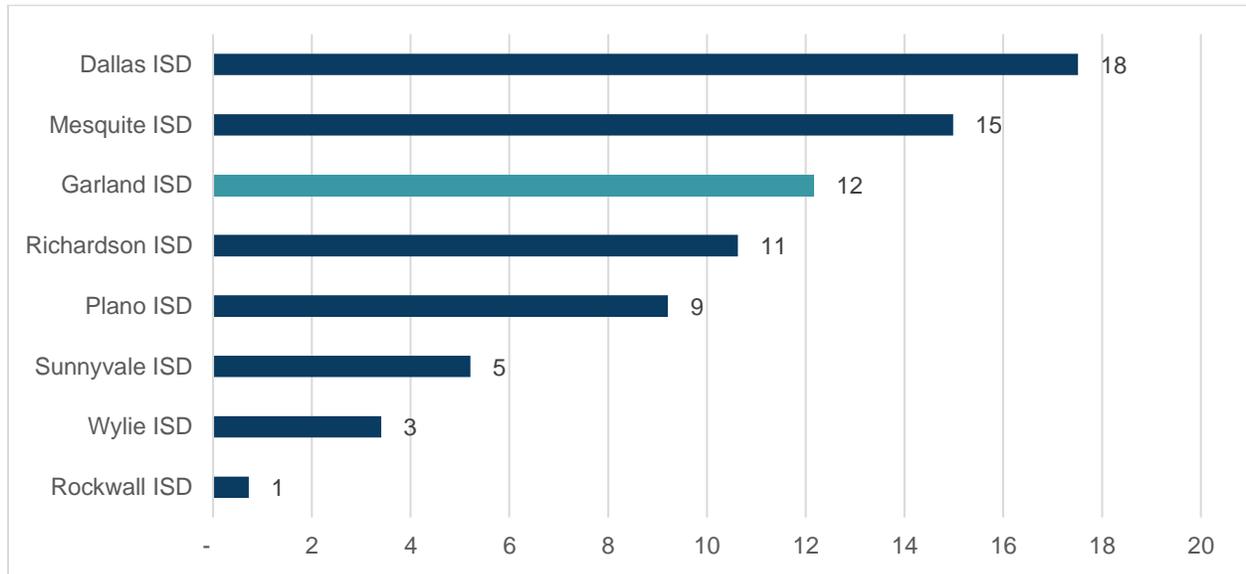
Figure 20. Homeless Student Population per 1,000 Students, GISD, 2017-18 to 2021-22



Source: Homeless Status Totals Reports, *OnData Suite*, May 2022

Compared to neighboring districts, GISD has the third-highest number of homeless students per 1,000 students, as presented in Figure 21.

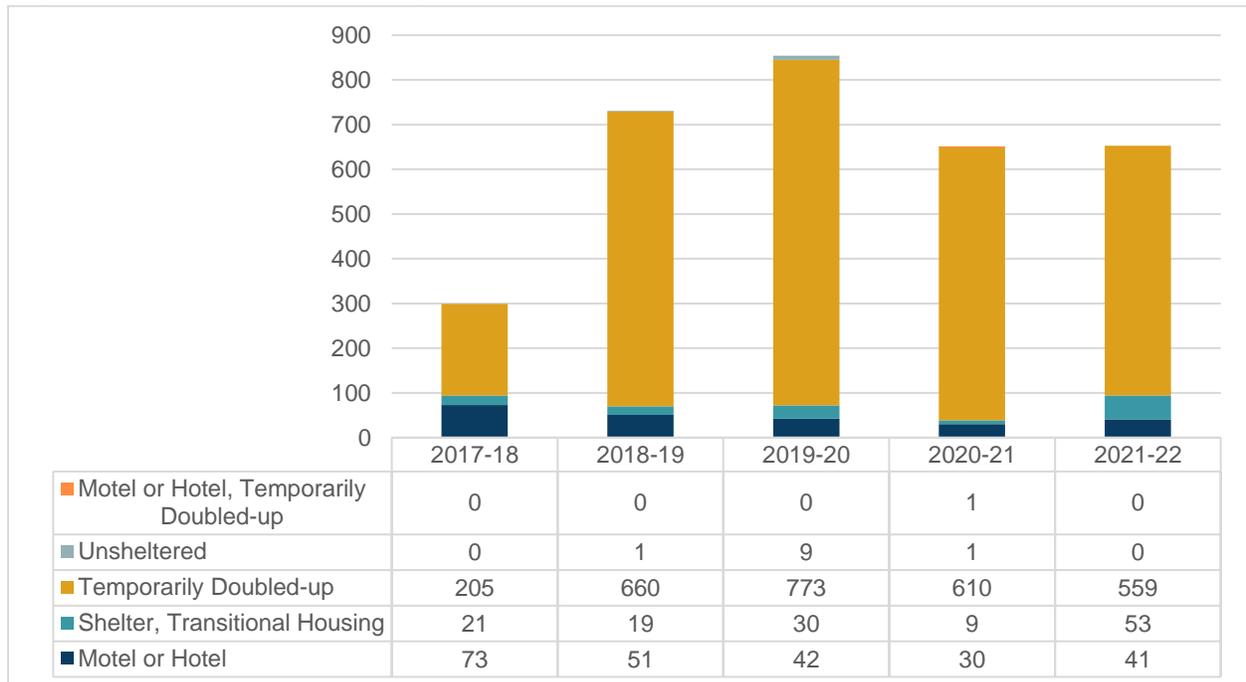
Figure 21. Homeless Student Population per 1,000 Students, 2021-22



Source: “Total Enrollment Counts in Student Program and Special Populations Reports,” TEA, May 2022

Figure 22 shows a homeless student's breakdown by status code for Garland ISD. Code 2 – Temporarily Doubled Up has been the most commonly applied code since 2015-16, with Code 4 – Motel or Hotel as the second most common code. In 2021-22, the number of students coded as being in shelters or transitional housing trailed only students coded as temporarily doubled-up. One student appears to have an inappropriate code in 2020-21; this student was assigned a code that included both motel or hotel and temporarily doubled-up attributes.

Figure 22. Homeless Students by Code, GISD, 2015-16 to 2019-20



Source: Homeless Status Totals Reports, *OnData Suite*, May 2022

Audit Testing

Test A: Accuracy of Homeless Student Coding – The audit team developed an audit test to validate the accuracy of PEIMS coding for homeless students.

- **Test Approach**
 - Obtained a list of all students coded as homeless as of October 29, 2021.
 - Judgmentally selected 20 students.
 - Obtained the SRQ for each student to validate that it was included in their student file (**Test 1**).
 - Inspected the SRQ to validate it was completed (**Test 2**).
 - Inspected the SRQ to validate it was dated (**Test 3**).
 - Inspected the SRQ and supporting evidence to validate that the applied homeless code matched was sufficiently supported (**Test 4**).
- **Test Results** – Refer to Table 23 for the test results. “P” indicates that a sample passed the test; “N/A” indicates that a test could not be performed due to a lack of data; “F” indicates that a sample failed the test.

Table 23. Test A: Accuracy of Homeless Student Coding Results

Sample	Test 1	Test 2	Test 3	Test 4
1	P	P	P	P
2	F	F	F	F
3	P	P	P	P
4	P	F	P	P
5	P	P	P	P
6	P	P	P	P
7	P	P	P	P
8	P	P	P	P
9	P	P	P	F
10	P	P	P	P
11	P	P	P	P
12	P	F	P	P
13	P	P	P	P

Sample	Test 1	Test 2	Test 3	Test 4
14	P	P	P	P
15	P	F	P	F
16	P	F	P	F
17	P	F	P	P
18	P	P	P	P
19	P	F	P	P
20	P	P	P	P

- **Test 1 – SRQ Exists for Student**

- 19 out of 20 samples had SRQs for the student.
- An SRQ for Sample 2 could not be located.

- **Test 2 – SRQ Was Completed**

- 13 out of 20 samples had completed SRQs for the student.
- An SRQ for Sample 2 could not be located.
- Samples 4, 12, 17, and 19 were substantially completed; however, the parent or guardian did not confirm the information on the online SRQ.
- Samples 15 and 16 did not include any current living situation information on the SRQ.

- **Test 3 – SRQ Was Dated**

- 19 out of 20 samples had SRQs for the student.
- An SRQ for Sample 2 could not be located.

- **Test 4 – Applied PEIMS Code Was Supported by SRQ**

- 16 out of 20 samples had accurate PEIMS codes based on information included on the SRQ.
- An SRQ for Sample 2 could not be located.
- Sample 9 had an SRQ that indicated the student was living in transitional housing (Code 5); however, the applied PEIMS code was temporarily doubled up (Code 2).
- Samples 15 and 16 did not include any current living situation information on the SRQ.

Findings and Recommendations

Finding 10: The online Student Residency Questionnaire lacks data validation controls.

Online enrollment can be a powerful tool for streamlining the enrollment process if appropriate controls are in place over the application. The results of Test A and data gathered through interviews indicated a lack of data validation controls within the online SRQ, which is negatively impacting the data quality and the efficiency of identifying and coding homeless students. The SRQ does not have a sufficient amount of key data fields that must be entered before submitting the document. As a result, many SRQs do not have all the necessary information to support the student's homeless status. This lack of data results in the Student Services Group investigating and following up with families to determine the appropriate coding, limiting the value of online enrollment. The gaps in the online SRQ also may have contributed to the decline in homeless students between 2019-20 and 2020-21, as provided in Figure 19 earlier, as parents or guardians could more easily surpass answering residency questions during the online enrollment influx brought by COVID-19. Additionally, parents or guardians are not required to confirm their digital signature on the SRQ.

Recommendation 12: Modify the online Student Residency Questionnaire to include more data validation controls.

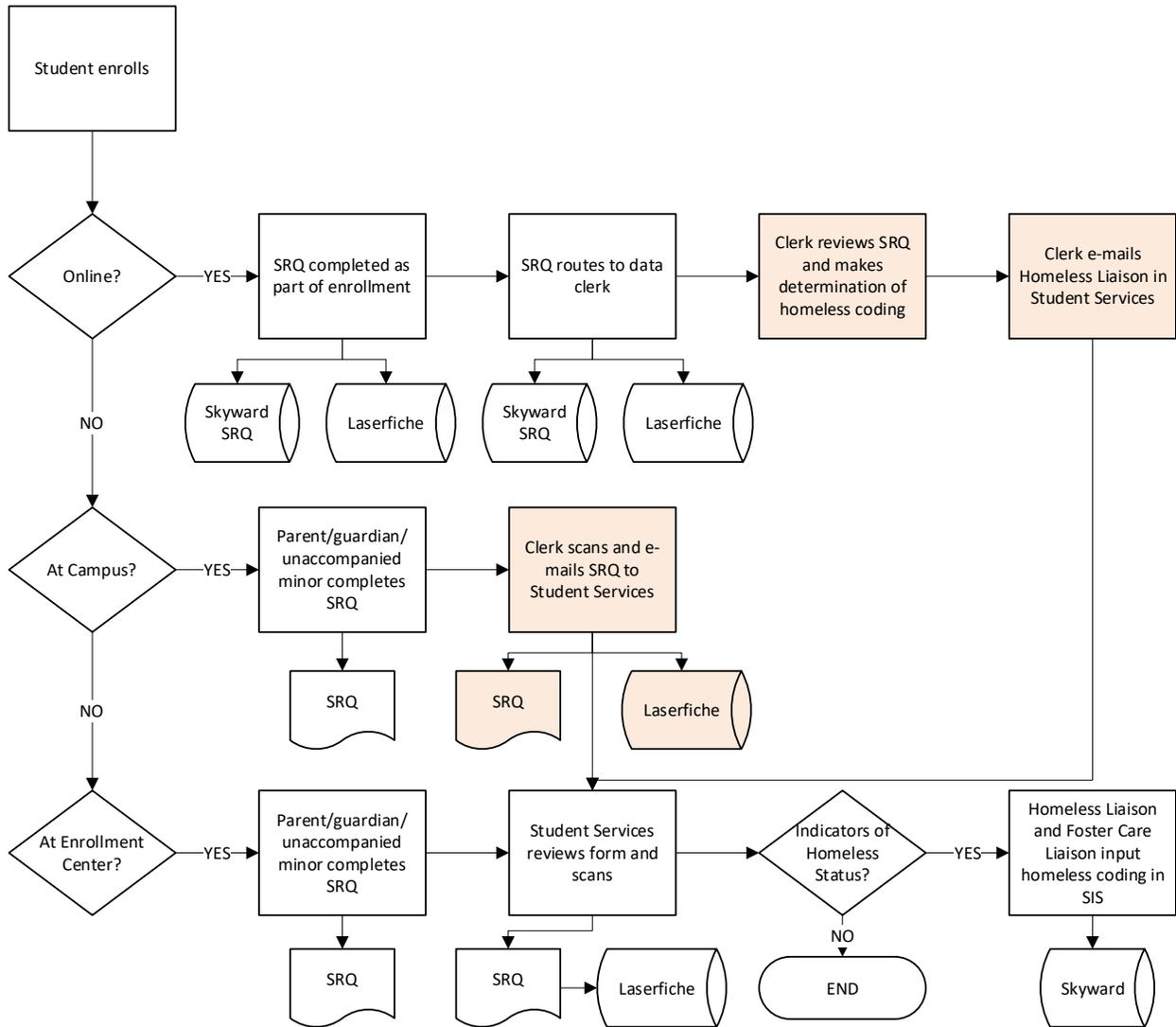
The Online SRQ should be reengineered to ensure that all data fields must be entered before submitting the document. Implementing data validation controls would reduce data clean-up efforts by Student Services Group staff and potentially increase data accuracy and identification, as parents or guardians would be mandated to enter all residency information. Gibson understands that a committee to review back-to-school forms is currently meeting to improve documents submitted to enroll a student, which includes the SRQ. Gibson agrees with this approach and recommends that the committee consider implementing this recommendation.

Management Response: *Management agrees with this recommendation. The Other Student Populations (OSP) team is researching questionnaires from surrounding districts and samples from TASB to guide the revision of the current form. The team will ensure the online form matches the paper version of the form.*

Finding 11: The homeless student coding process is inefficient.

The PEIMS coding process for homeless students currently relies on three primary positions. The data clerk at each campus is responsible for providing the SRQ to the Homeless Liaison within the Student Services Group or notifying the Homeless Liaison that a potential homeless student (based on information provided during online enrollment) has enrolled at the clerk's campus. The Homeless Liaison or Foster Care Liaison will review the SRQs, perform follow-up discussions as necessary, and apply the PEIMS coding within *Skyward*. Figure 23 provides the process map for the homeless student coding process. The shaded boxes indicate opportunities for improvement.

Figure 23. Homeless Student Coding Process (As-Is)



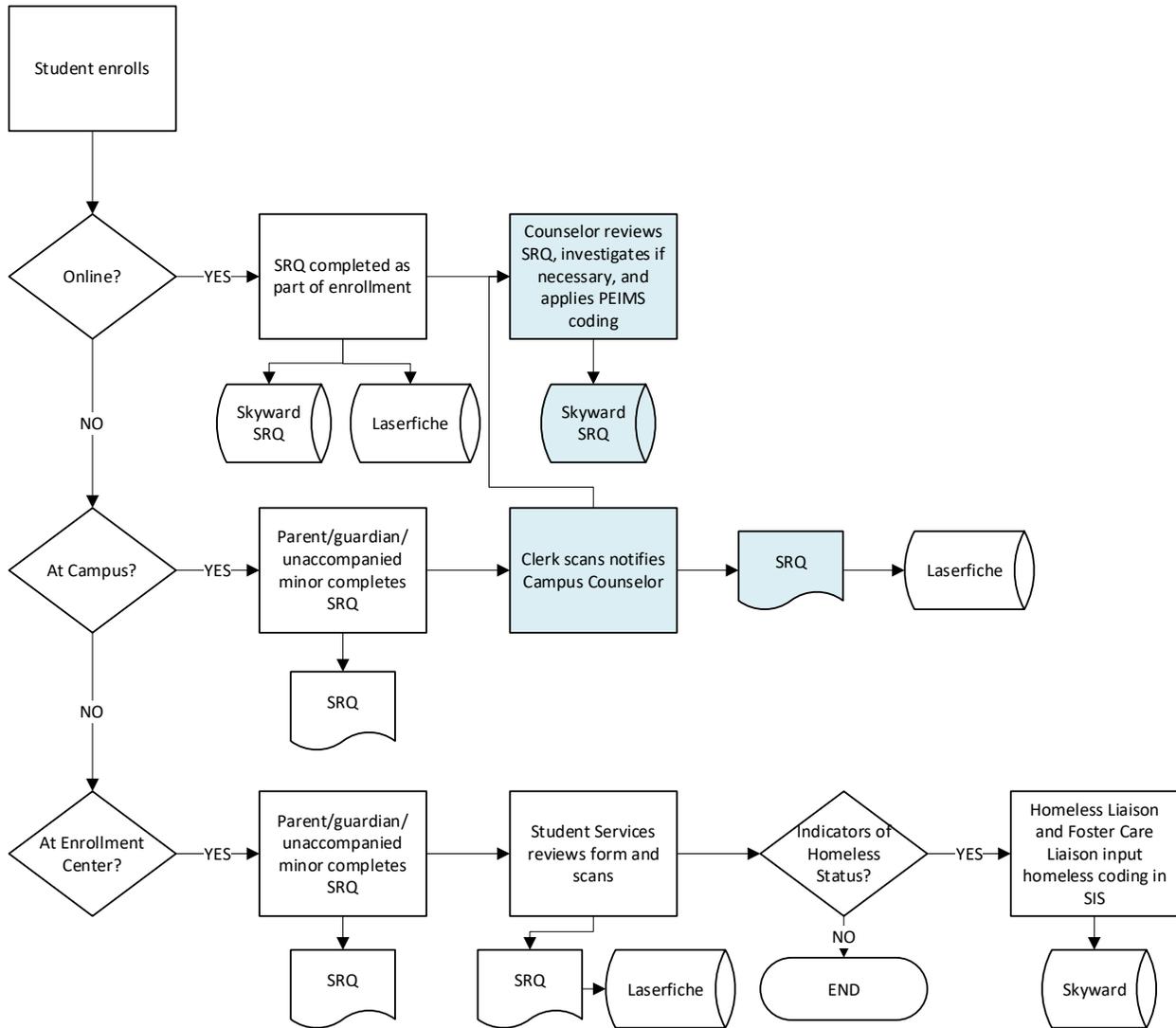
Source: Gibson Consulting Group, 2022

The process depicted above is overly reliant on two positions for data entry, potentially resulting in data accuracy concerns indicated in Test A. Excessive data transfers between campus clerks and the Homeless Liaison and Foster Care Liaison can result in delays in coding and identifying a homeless student.

Recommendation 13: Modify the homeless student coding process.

The coding process for homeless students could be improved by realigning responsibility for data entry to campus-based personnel for online or campus enrollments. A potential position that could be considered for this duty would be counselors, who have in their job descriptions a requirement to “assist in the placement of students in special programs.” This reduces one data transfer step for online enrollment and better distributes the workload of coding approximately 650 homeless students. Figure 24 below includes the proposed process map for coding homeless students assuming that counselors take over this role.

Figure 24. Proposed Homeless Student Coding Process



Source: Gibson Consulting Group, 2022

Assuming that the majority of data entry requirements are re-allocated from the homeless liaison, this position could devote more time to the program's missions. Additionally, the homeless liaison could perform periodic audits of the homeless identification documents, which would help ensure a high level of data accuracy.

Management Response: Management agrees with this recommendation. The Student Services Team is collaborating with other departments to streamline the student coding process.

Chapter 9 – Other PEIMS Components

College, Career, and Military Readiness (CCMR)

Regulatory Framework

In recent years, the State of Texas has emphasized the importance of students being ready for college, a career, or the military after graduation. Indicators were created in the accountability system to measure a district's success in post-secondary readiness/College, Career, and Military Readiness (CCMR). CCMR indicators account for 40 percent of a high school's "Student Achievement" domain, which is one of three domains within the Texas A-F accountability system. In the School Progress domain, "Relative Performance" evaluates the average of STAAR and CCMR performance compared to campuses and districts with similar percentages of economically disadvantaged students. Within the Closing the Gaps domain, School Quality measures graduates' preparedness for college, a career, or the military.

CCMR performance is demonstrated via indicators and is measured as follows:

- College Ready
 - Meet criteria of 3 on AP examinations or 4 on IB examinations;
 - Meet TSI criteria (SAT/ACT/TSIA/college prep course) in reading and mathematics;
 - Complete a course for dual credit (nine hours or more in any subject or three hours or more in ELAR/mathematics);
 - Earn an associate degree; and,
 - Complete an OnRamps course in any subject and earn college credit.
- Career Ready
 - Earn an industry-based certification;
 - Complete CTE coherent sequence coursework and receive credit aligned with approved industry-based certifications (half-point awarded ONLY if the graduate meets no other CCMR indicator);
 - Graduate with completed IEP and workforce readiness;
 - Earn a Level I or Level II certificate; and,
 - Graduate under an advanced degree plan and be identified as a current special education student.

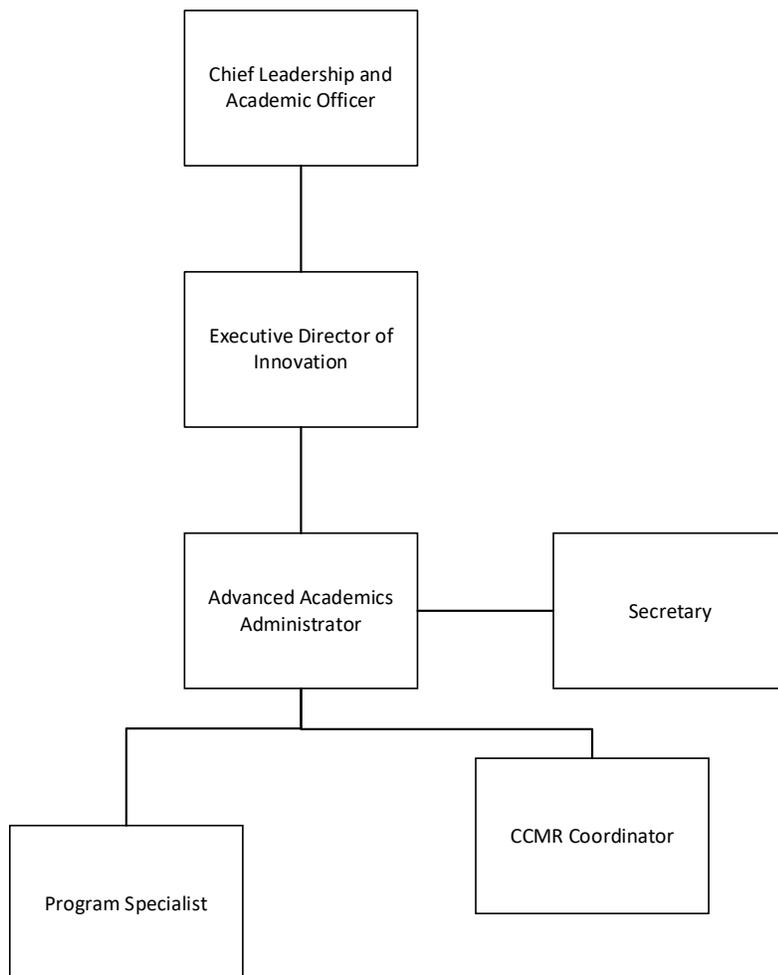
- Military Ready
 - Enlist in the United States Armed Forces.⁶

The TEA Accountability Manual details the data sources, definitions, and calculations for each CCMR indicator. Data accuracy and integrity within these indicators are important for district leaders, so they can monitor a campus' achievement in CCMR and so that the State can apply an accurate accountability rating.

Background

The Advanced Academics Department is responsible for overseeing CCMR within GISD. The organization chart for this department is included in Figure 25 below. The Advanced Academics Administrator is supported by a Program Specialist and a CCMR Coordinator. The CCMR Coordinator is the position with the primary responsibility of leading CCMR accountability efforts in GISD.

Figure 25. GISD Advanced Academics Organization Chart



Source: Gibson Consulting Group, June 2022

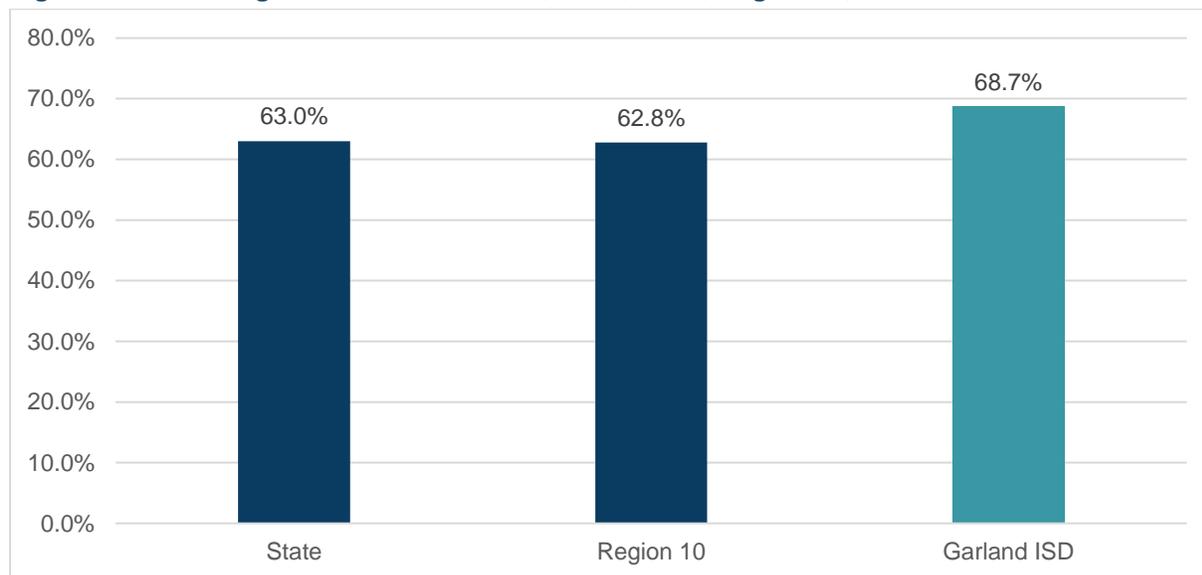
⁶ <https://blog.texasoncourse.org/educator/the-basics-of-ccmr-in-accountability-and-legislation>.

The positions included in the organization chart above are not the only individuals involved in CCMR within GISD. As described earlier, the data required for calculating the CCMR indicators need cross-departmental participation. Outside of Advanced Academics, the following groups are significantly involved in CCMR:

- Campus-based CCMR Administrators
- Guidance and Counseling
- PEIMS
- Special Education
- CTE
- Research, Assessment, and Accountability

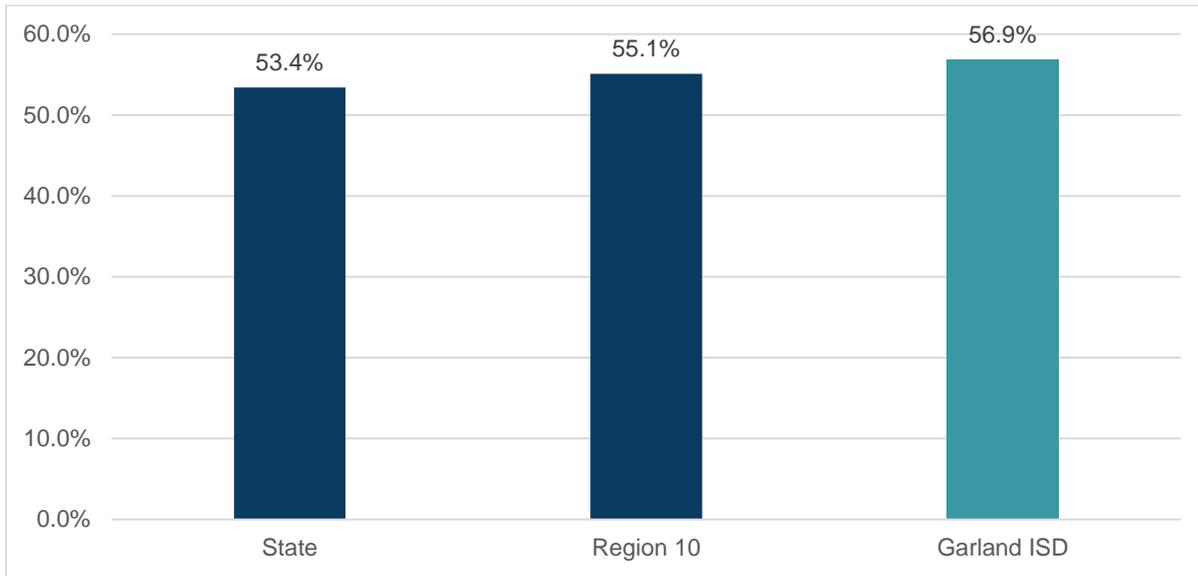
The percentage of CCMR graduates, compared to State and Region 10, is included in Figure 26 below. The percentage of graduates determined to be College, Career, or Military Ready in GISD exceeded the State average by 5.7 percentage points and the Region 10 average by 5.9 percentage points.

Figure 26. Percentage of CCMR Graduates, GISD, State, Region 10, 2019-20



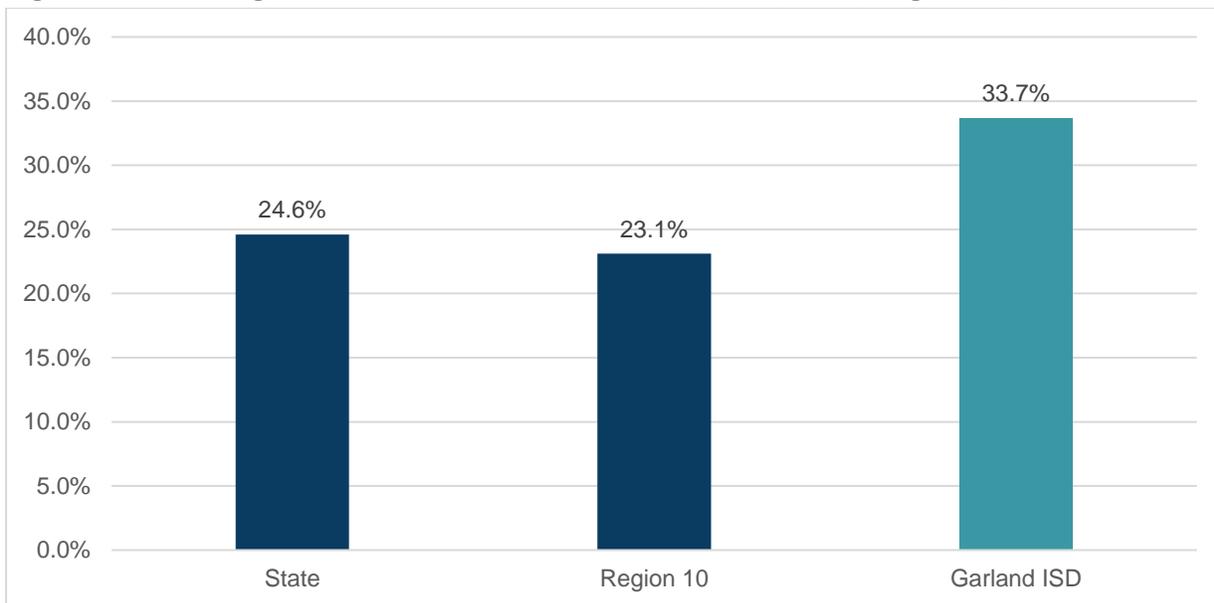
Source: Texas Performance Reporting System

The percentage of GISD graduates considered college-ready also exceeds the State and Region 10 averages, as seen in Figure 27 below.

Figure 27. Percentage of College Ready Graduates, GISD, State, Region 10, 2019-20

Source: Texas Performance Reporting System

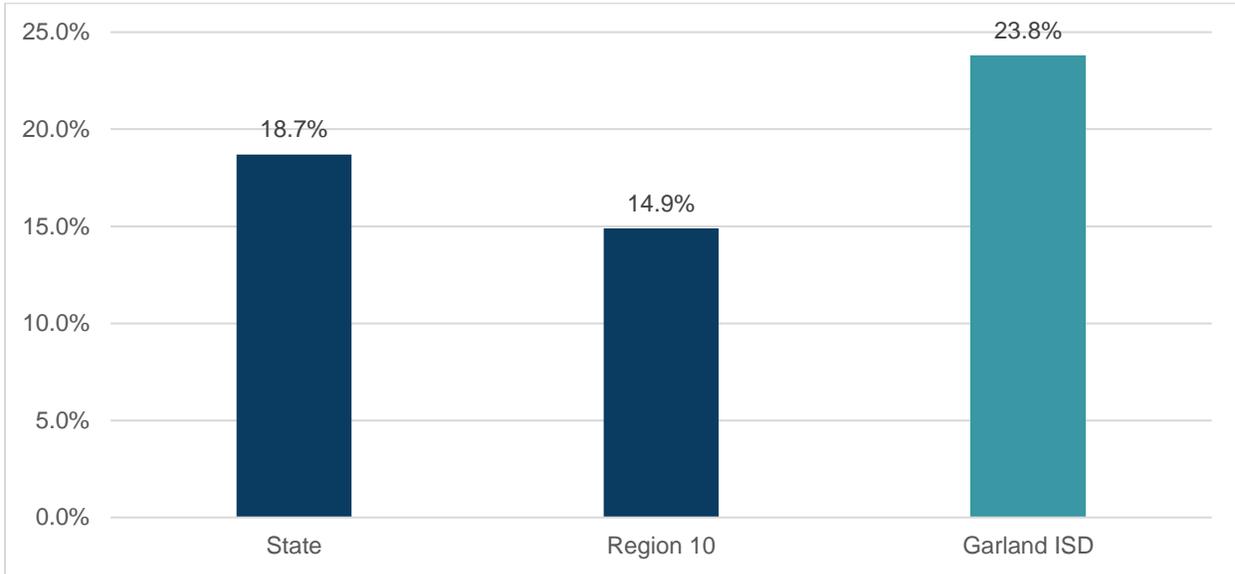
The largest difference between GISD and the State and Region 10 averages for College Readiness is the percentage of graduates with dual course credits. This comparison is shown in Figure 28 below. Garland ISD exceeds the State average by 9.1 percentage points and the Region 10 average by 10.6 percentage points.

Figure 28. Percentage of Dual Course Credit Graduates, GISD, State, Region 10, 2019-20

Source: Texas Performance Reporting System

The percentage of GISD graduates considered career or military ready also exceeds the State and Region 10 averages, as seen in Figure 29 below.

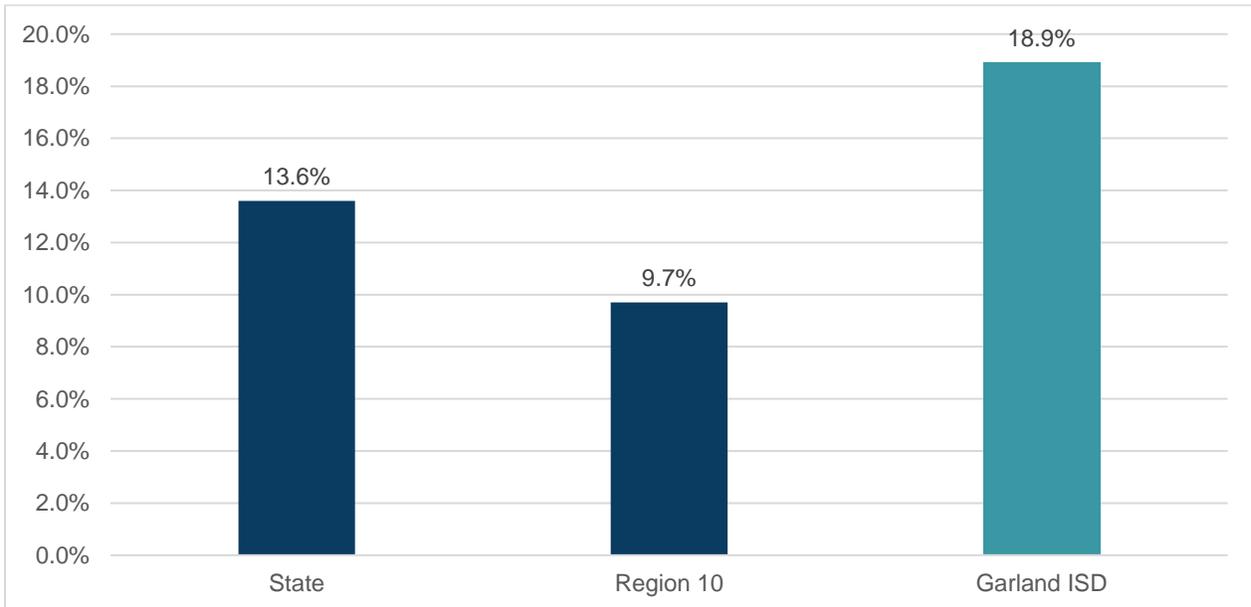
Figure 29. Percentage of Career/Military Ready Graduates, GISD, State, Region 10, 2019-20



Source: Texas Performance Reporting System

The largest differentiator between GISD and the State and Region 10 averages within Career/Military Readiness is the percentage of graduates with industry-based or Level I or Level II certifications. This comparison is shown in Figure 30 below. Garland ISD exceeds the State average by 5.3 percentage points and the Region 10 average by 9.2 percentage points.

Figure 30. Percentage of Graduates Possessing IBC or Level I/II Certification, GISD, State, Region 10, 2019-20



Source: Texas Performance Reporting System

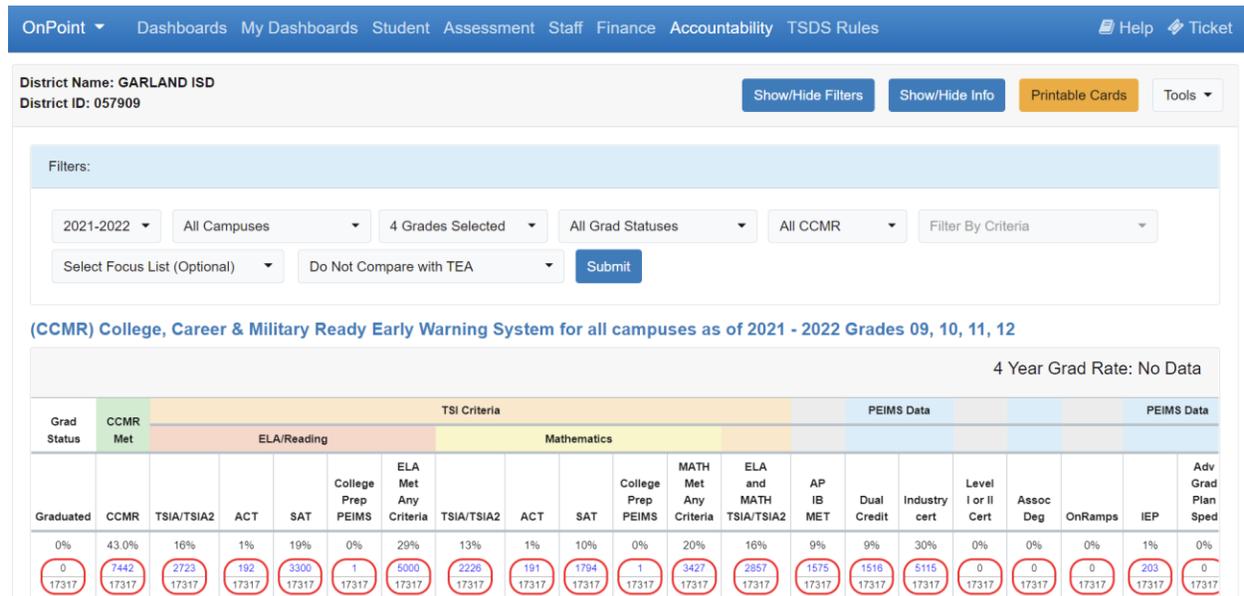
Commendations

Commendation 1: GISD’s proactive monitoring and validation of CCMR data is a best practice.

The favorable comparisons to State and Region 10 averages of CCMR indicators are directly related to the focus GISD has placed on CCMR during the past several years. GISD has implemented multiple steps to ensure data accuracy and, more importantly, ensure that graduates meet CCMR requirements.

CCMR data originates from multiple data sources, some of which come from third parties (SAT, ACT, AP, TSI), central offices (STAAR), or campuses (industry certifications). The Research, Assessment, and Accountability Department (RAD) has implemented processes where this data is pulled together monthly. The CCMR data is uploaded to *OnData Suite*, which tracks CCMR indicators at various levels, from individual students to Districtwide. The dashboards and student-level views allow campuses to monitor if their students met CCMR requirements and highlight the student population that is within 10 percent of reaching the CCMR requirements. High School campuses have a CCMR admin position responsible for meeting the CCMR team and evaluating *OnData* information. This periodic process grants campus and District administrators the ability to intervene and assist students with reaching CCMR goals quickly. Figure 31 provides a screenshot of *OnData Suite’s* CCMR Early Warning System.

Figure 31. CCMR Early Warning System



Source: *OnData Suite*, June 2022

The dedicated CCMR team in the central office coordinates all involved parties to meet regularly, and the roles and responsibilities of all parties are clearly articulated in procedural documentation. The SIS Team will reconcile CCMR data included in *OnData* to third-party data sources and output from GISD licensed applications, such as *Eduthings*, which houses student certification information.

Prekindergarten (Pre-K)

Regulatory Framework

Section 7 of the Texas Education Agency SAAH addresses unique attendance accounting provisions for Pre-K, including eligibility, enrollment procedures, and ADA eligibility.

Eligibility

To be eligible for enrollment in a Pre-K class, a child must be three or four years of age on September 1 of the current school year and must meet one of the following requirements:

- Be unable to speak and comprehend the English language.
- Be educationally disadvantaged (eligible to participate in the National School Lunch Program).
- Be homeless.
- Be the child of an active-duty member of the United States armed forces, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority.
- Be the child of a member of the United States armed forces, including the state military forces or a reserved component of the armed forces, who was injured or killed while serving on active duty.
- Has been in the Texas DFPS (foster care) conservatorship following an adversary hearing.
- Has been in foster care in another state or territory if the child resides in this state.
- Is the child of a person eligible for the Star of Texas Award, such as:
 - A peace officer
 - A firefighter
 - An emergency medical first responder

A student is eligible for Pre-K if the student was eligible to enroll in Pre-K but did not attend during the previous school year under the TEC, §29.153(b), and the child has not yet enrolled in kindergarten, or if the child's parent or guardian elects for the child to repeat Pre-K in accordance with the TEC, §28.02124.

Once a student is determined to be eligible for Pre-K, the student remains eligible for the remainder of the current school year in the district in which they reside.

A district must verify a student's Pre-K eligibility to receive funding in the Pre-K program. Districts must have the verification document as well as any required documentation on file for their records.

Enrollment Procedures

Texas school districts must obtain proof that the student enrolling in Pre-K is three or four years old as of September 1 of the current school year, with two exceptions. First, a child's parent or guardian may elect for the child to repeat Pre-K in accordance with the TEC, §28.02124. Second, if the child would have been eligible to enroll in Pre-K during the previous school year under the TEC, §29.153(b), and the child has not yet enrolled in kindergarten, the parent may elect Pre-K enrollment. Any of the following documents is acceptable for proof of identity and age:

- Birth certificate
- Statement of the child's date of birth issued by the division of the Texas Department of State Health Services responsible for vital statistics for school admission purposes
- Passport
- School ID card, records, or report card
- Military ID
- Hospital birth record
- Adoption records
- Church baptismal record
- Any other legal document that establishes identity and age

Appropriate Pre-K staff members then determine that the student is eligible for Pre-K based on one of the seven criteria described in the eligibility section.

Eligible Days Present and ADA Eligibility

Pre-K classes for eligible students four years old and older must operate on a full-day basis unless the district has applied for and received a waiver. Pre-K classes for eligible three-year-olds and ineligible three- and four-year-olds may be operated as a half-day program. In general, students who meet eligibility requirements for the Pre-K program should be coded as eligible for half-day attendance and not as eligible for full-day attendance. Students in Pre-K are also eligible for special programs such as special education and bilingual/ESL, provided they meet the requirements for these programs.

For every student eligible for the program, district personnel must record the total number of eligible days present for each six-week reporting period in the Student Detail Report. For every student who is served in the program but did not meet the eligibility requirements, district personnel must record the total number of ineligible half-days present for each six-week reporting period in the Student Detail Report. Also, for every student eligible for both Pre-K and special education services, district personnel must record the total number of eligible days present for each six-week reporting period in the Student Detail Report.

To claim eligible Pre-K days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student shown as accumulating Pre-K eligible days present on the Student Detail Report.

Each eligible four-year-old student receives funding for the first half of the day. In addition, each economically disadvantaged student and each English learner student enrolled in full-day Pre-K generate an additional 10 percent of the basic student allotment. The 2021-22 basic student allotment is \$6,160.

At the end of each six-week reporting period, district personnel must generate a Campus Summary Report. The report must provide a summary of the total eligible days present and ineligible days present for the Pre-K grade level. A separate Campus Summary Report will exist for each instructional track for each campus in the district, but only those campuses with Pre-K programs will report Pre-K eligible and ineligible days present. In addition to the Campus Summary Reports, the district personnel must generate a District Summary Report. The report also must provide a summary of the total eligible days present and ineligible days present for the Pre-K grade level from all Campus Summary Reports for each track in the district.

Pre-K Identification and Coding Process

Pre-Kindergarten enrollment operates in a similar fashion to K-12 enrollment in GISD. Parents or guardians enroll online through *Skyward* and upload required documentation to prove Pre-K eligibility. The following documents are required by GISD:

- Student's birth certificate or passport, residency card, etc.
- Government-issued parent/guardian identification
- Proof of income (current pay stub, food stamp letter, etc.)
- Proof of residency (current electricity, water, or gas bill or current apartment lease in parent/guardian name)
- Child's current immunization record
- Residency affidavit (if applicable)
- Military documents (if applicable)
- Foster care documents (if applicable)
- Star of Texas Award certificate (if applicable)⁷

The parent or guardian will include their top three choices of the 27 elementary campuses and two Pre-K centers that offer Pre-K services. Students that meet one of the eligibility criteria described earlier are given

⁷ <https://garlandisd.net/programs-services/prekindergarten/prekindergarten-eligibility>.

priority placement into the Pre-K program. Seats that remain after the priority placement are given to students who do not meet one of the eligibility criteria on a first-come, first-serve basis.

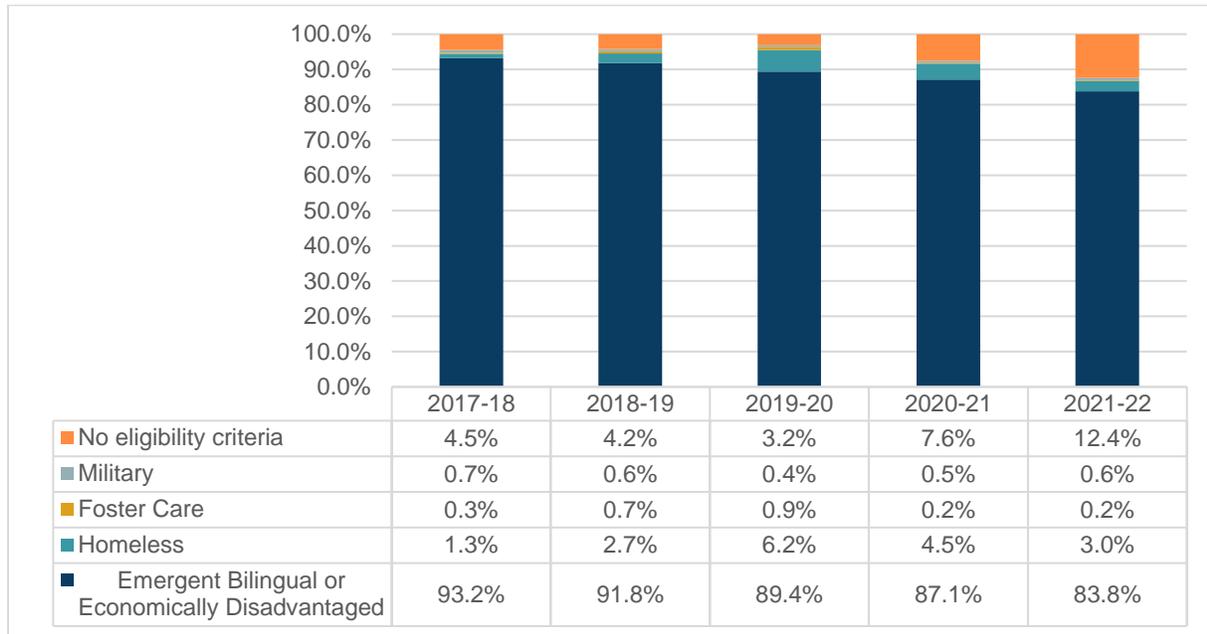
Data clerks at campuses or Student Services Group (if enrolled through the Enrollment Center) review the enrollment documents provided by parents or guardians and will apply the following program type codes for each Pre-K student:

- 01 – Prekindergarten eligible student participates in a Prekindergarten program that provides instruction to the student for at least two hours and less than four hours each day.
- 02 – Prekindergarten eligible student participates in the Prekindergarten program that provides instruction to the student for at least four hours each day.
- 03 – Prekindergarten eligible student participates in the Prekindergarten program that provides instruction to the student for at least four hours each day and receives special education services.
- 04 – Prekindergarten ineligible student participates in a Prekindergarten program that provides instruction to the student for at least two hours and less than four hours each day.
- 05 – Prekindergarten ineligible student participates in the Prekindergarten program that provides instruction to the student for at least four hours each day.⁸

Figure 32 provides the percentage of Pre-K students by eligibility criteria. The overwhelming majority of students have qualified for Pre-K based on either their economically disadvantaged status or English learner status. However, the percentage has declined annually since 2017-18. GISD has made Pre-K open to all students, regardless of eligibility, as demonstrated in the growth of Pre-K students that do not meet any eligibility criteria.

⁸ <https://tealprod.tea.state.tx.us/TWEDS/94/0/0/0/CodeTable/List/13626>.

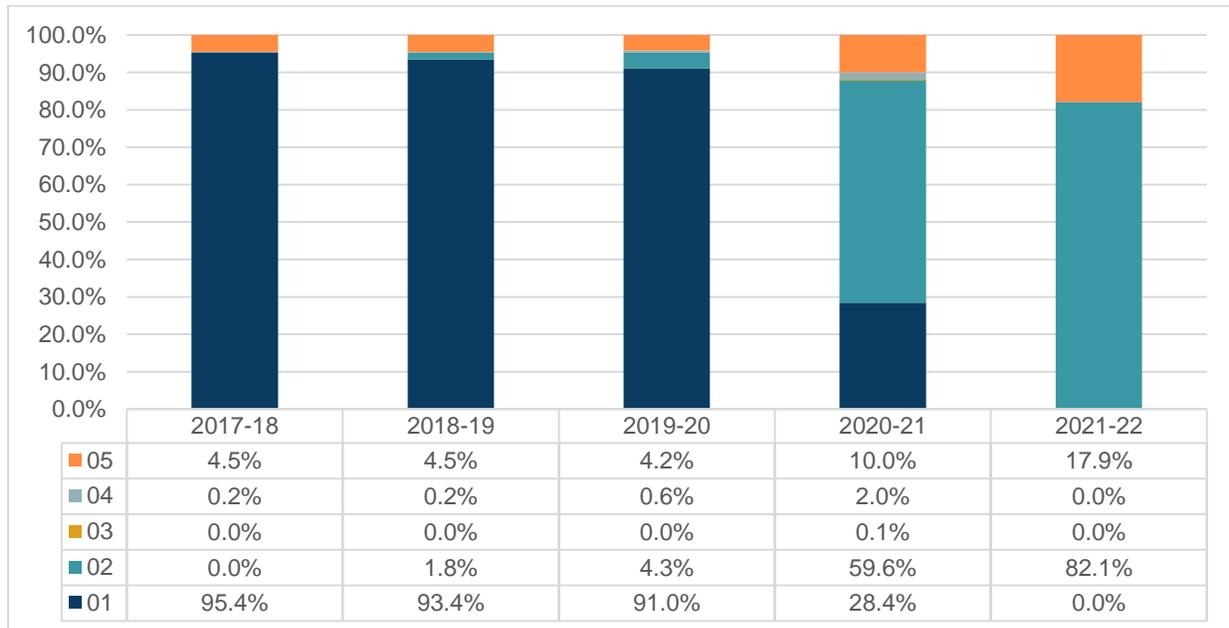
Figure 32. Percentage of Pre-K Students by Eligibility Criteria, GISD, 2017-18 to 2021-22



Source: “Student Fall Enrollment for Grade Code PK” report from *OnData Suite*, May 2022

The percentage of Pre-K students per Program Type Code is provided in Figure 33 below. The impact of House Bill 3, which required that districts convert existing half-day programs to full-day, can be seen starting in the 2020-21 school year. The percentage of students being served for less than four hours (Codes 01, 04) reduced from approximately 92 percent in 2019-20 to 30 percent in 2020-21. The percentage of ineligible students has increased annually since 2017-18.

Figure 33. Percentage of Pre-K Students by Program Type Code, GISD, 2017-18 to 2021-22



Source: “Fall Enrollment by PK Program Type Code” report from *OnData Suite*, May 2022

Note: Code 01 is half-day Pre-K for eligible students; Code 02 is full-day Pre-K for eligible students; Code 03 is full-day Pre-K for SPED students; Code 04 is half-day Pre-K for ineligible students; Code 05 is full-day Pre-K for ineligible students.

Audit Testing

Test A: Eligibility of Pre-K Students – The audit team developed an audit test to validate the eligibility of students served in Pre-K classes.

- **Test Approach**
 - Obtained a list of all students coded as generating Pre-K funding as of October 29, 2021.
 - Stratified the population-based on eligibility criteria.
 - Judgmentally selected samples based on eligibility criteria to have a representative sample.
 - Obtained the required documentation for each student to validate their eligibility status (**Test 1**).
 - Inspected the supporting documentation to validate the student was eligible (**Test 2**).
- **Test Results** – Refer to Table 24 for the test results. “P” indicates that a sample passed the test; “N/A” indicates that a test could not be performed due to a lack of data; “F” indicates that a sample failed the test.

Table 24. Test A: Eligibility of Pre-K Students Results

Sample	Test 1	Test 2
1	P	P
2	P	P
3	P	P
4	P	P
5	P	P
6	P	P
7	P	P
8	P	P
9	P	P
10	P	P
11	P	P
12	F	N/A
13	P	P

Sample	Test 1	Test 2
14	F	N/A
15	P	P
16	F	N/A
17	P	P
18	P	P
19	P	P
20	P	P
21	P	P
22	F	N/A
23	P	P
24	P	P

- **Test 1 – Supporting Documentation is Maintained**

- 20 out of 24 samples had supporting documentation required for the applied eligibility code.
- Sample 12 was Pre-K eligible based upon an EL status. An LPAC document could not be located for the student.
- Samples 14 and 16 were Pre-K eligible based upon an Economically Disadvantaged status. An income verification form or paystub could not be located for the students.
- Sample 22 was Pre-K eligible based upon a Military Connected status. No documentation could be found supporting the military status of the parent or guardian.

- **Test 2 – Applied Eligibility Code is Correct**

- 20 out of 24 samples had the correct eligibility code applied.
- The test could not be performed for four samples due to a lack of supporting documentation.

Analysis A: Program Coding of Students – The Pre-K program code applied to each student is critical as it impacts funding. The audit team performed a data analysis to determine if any students coded as ineligible for Pre-K possessed any eligibility criteria that would have allowed them to be coded as eligible for Pre-K and therefore generate funding.

- **Analysis Approach**

- Obtained a list of all students coded with “Code 05 – Prekindergarten ineligible student participates in the Prekindergarten program that provides instruction to the student at least four hours each day” as of October 29, 2021.
- Obtained a list of all Pre-K students as of October 29, 2021, that included the following attributes:
 - Economically Disadvantaged Status
 - English Learner Status
 - Homeless Status
 - Foster Status
 - Military Connectedness Status
- Validated that no student coded as ineligible possessed one of the eligibility factors included in the list above.

- **Analysis Results**

- Three hundred seventy-four students were coded as “Code 05 – Prekindergarten ineligible student participates in the Prekindergarten program that provides instruction to the student at least four hours each day” as of October 29, 2021.
- One hundred twenty-five of these students included one or more of the Pre-K eligibility factors discussed above.
 - One hundred one of these students were coded as Economically Disadvantaged.
 - Five (5) students were coded as both Economically Disadvantaged and Homeless.
 - Twelve (12) students were coded as both Economically Disadvantaged and English Learners.
 - Seven (7) students were coded as English Learners.
- Approximately 33 percent of the students coded as ineligible for Pre-K could have been eligible for Pre-K funding.⁹

⁹ Fiscal impact could not be determined by the audit team as the funding is based on the average daily attendance (ADA) generated by each individual student.

Findings and Recommendations

Finding 12: Data accuracy controls over Pre-K students are insufficient, potentially limiting the amount of state funding.

Test A and Analysis A results indicate a deficiency in internal controls over the Pre-K data. Currently, elementary data clerks are responsible for ensuring eligibility for Pre-K by obtaining supporting documentation and coding the student within *Skyward*. The students identified as Pre-K are reviewed as a component of the six-weeks reporting process discussed earlier in this report. However, a detailed audit process is not currently in place. Test A demonstrated instances where campus staff did not maintain supporting documentation. Analysis A provided evidence that the administration is not performing data validation over Pre-K students, as 125 students were coded as ineligible but had coding supporting their eligibility. The additional funding of 125 Pre-K students could be meaningful for GISD, especially in the context of financial uncertainties facing districts in Texas.

Well-designed and implemented internal controls would limit the likelihood of such inaccuracies existing.

Recommendation 14: Implement periodic audits and data validation of Pre-K students.

The GISD Administration has previously implemented audit controls within areas such as Leavers (discussed in Chapter 5) and data validation controls within areas such as Special Education. The funding implications of Pre-K are great enough to necessitate more robust internal controls and not only rely on the six-week reporting process. Each six weeks period (or more frequently), a sample of Pre-K students should be selected and their eligibility documentation obtained. This audit control could correct instances where eligibility for a student is not appropriately supported, which represents a potential funding liability for GISD, as TEA could recover funding for ineligible Pre-K students.

Additionally, data validation steps, similar to Analysis A performed by the audit team, should be designed and performed by the PEIMS Team to help ensure that all eligible Pre-K students are accurately coded.

Management Response: *Management agrees with this recommendation. The Student Services Team has identified personnel to conduct the Pre-K audits and closely monitor program enrollment. This will be done in conjunction with the 6-weeks attendance validations.*

Pregnancy-Related Services (PRS)

Regulatory Framework

Section 9 of the Texas Education Agency SAAH addresses unique attendance accounting provisions for PRS, including eligibility, enrollment and withdrawal procedures, funding, and documentation requirements.

Eligibility

Any student of school age who is either pregnant or in the postpartum period is eligible for services. Funding for these services begins on the date PRS services begin. The student is no longer eligible for services

when they resume regular classes after their postpartum confinement or the first day of the seventh week after delivery, whichever is earlier.

While the student is enrolled in PRS, they follow the same absence rules as other students, with one exception. If the student is confined to home based on the opinion of a Licensed Medical Professional (LMP), the student can be counted as present if they are receiving compensatory education home instruction (CEHI). Funding for the PRS program, similar to other special programs, depends upon identifying students as PRS in the SIS.

The total number of PRS days for each student must be included in the Student Detail Report and Campus Summary Report, a component of the six-weeks reporting process for PEIMS (see Chapter 4).

Enrollment and Withdrawal

Any pregnant student may be enrolled in the PRS program pending verification by a campus official or an LMP. The student must be withdrawn from PRS on the date one of the following occurs:

- The student no longer receives services through the PRS program.
- The student returns early from postpartum confinement to attend their regular classes on a school campus.
- The student reaches the first day of the seventh week after their pregnancy ends, and a licensed medical practitioner has not authorized an extension of postpartum confinement.
- If the student's postpartum confinement was extended, the student reaches the first day of the 11th week after their pregnancy ended.
- If the student has been allowed to use the break-in-service option, the student reaches the first day of the school week that follows ten weeks of postpartum confinement.

Funding

If a district serves students with on-campus, regular and routine PRS supports, it will receive 2.41 times the basic allotment, as long as CEHI is part of the program. CEHI may be provided as frequently as needed during periods of confinement for the student, though prenatal confinement must be deemed as medically necessary by an LMP to qualify for the 2.41 weighted funding. As selected by the district, funding for postpartum CEHI begins on either the day or day after a pregnancy ends. Funding will end when a student returns to their normal classes or after a maximum of 10 weeks after the pregnancy ends.

The SAAH provides the following chart for districts to determine the number of eligible days present for funding purposes.

Amount of Time Provided CEHI per Week (Week is Sunday Through Saturday)	PRS Eligible Days Present Earned per Week
0 hours	0 days present PRS

Amount of Time Provided CEHI per Week (Week is Sunday Through Saturday)	PRS Eligible Days Present Earned per Week
1 hour	1 day present PRS
2 hours	2 days present PRS
3 hours	3 days present PRS
4 hours	4 days present PRS, 0 days absent (if the week is a 4-day week) 5 days present, 0 days absent (if the week is a 5-day week)
More than 4 hours	4 days present PRS, 0 days absent (if the week is a 4-day week) 5 days present, 0 days absent (if the week is a 5-day week)

Source: Student Attendance Accounting Handbook 2021-2022, TEA

Campus officials must document all services provided to the student to support funding determinations.

Documentation

For a district to claim PRS eligible days present for funding, all required documentation supporting a student's eligibility must be on file. Documentation requirements are as follows:

- Affirmation by a campus official or by a licensed medical practitioner verifying the student's eligibility to receive PRS.
- Intake documentation by a campus official recording the date of initial contact with a student regarding the student's pregnancy.
- For each period of prenatal confinement, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the prenatal confinement.
- Documentation by a campus official of the date when the student's pregnancy ended.
- When the break-in-service option is used, documentation by a campus official of the infant's hospitalization period(s), including the date(s) the infant was released from the hospital.
- For each student whose postpartum period was extended, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the extended confinement.
- When the prenatal student confined to the home or hospital returns to campus to receive temporary, limited support services or take required state assessments, documentation must be provided by a licensed medical practitioner granting permission for the student to be on campus.
- When a special education student is served through the PRS program, both PRS and special education documentation is required.

- The teacher’s log of the actual amount of CEHI each student received for each week the student received CEHI (applies to both prenatal and postpartum periods). The minimum documentation required in the logs maintained by a CEHI teacher is:
 - Name of the teacher;
 - Student’s name and Texas Unique ID;
 - The date that the teacher visited the student; and,
 - The specific time period that the student was served (for example, 10:00 a.m. until noon).

Additional documentation may be maintained as part of this record at the discretion of the district. This additional documentation may include but is not limited to mileage records for the homebound teacher and information on subjects that were taught as part of the homebound instruction.

GISD Process

GISD developed the New Horizons program in 2014-15 to provide pregnant or parenting students with resources to remain in school or return to school to finish their high school education. PRS services are offered through the New Horizons program and include CEHI, a component critical for obtaining weighted funding. The New Horizons program is overseen by a Career and Technical Education (CTE) Coordinator. Each secondary campus has a teacher who serves as the CEHI instructor, as well as School Age Parent Educators. School Age Parent Educators are responsible for coding the students as PRS within *Skyward*. As discussed earlier, counselors maintain documentation at each secondary campus.

The CTE Department will review each PRS file twice each year to ensure that correct documentation is maintained and that each student has the correct coding within *Skyward*.

Audit Testing

Test B: Accuracy of PRS Students – The audit team developed an audit test to validate that required documentation was maintained for PRS students, and the documentation supported the applied PRS code.

- **Test Approach**
 - Obtained a list of all 59 students coded as PRS as of October 29, 2021.
 - Judgmentally selected five samples.
 - Obtained the verification of pregnancy to validate its existence (**Test 1**).
 - Obtained CEHI logs to validate that eligible days were supported by completed CEHI services (**Test 2**).

- Obtained documentation from LMP regarding end of pregnancy to validate its existence (**Test 3**).
- **Test Results** – Refer to Table 25 for the test results. “P” indicates that a sample passed the test; “N/A” indicates that a test could not be performed due to a lack of data; “F” indicates that a sample failed the test.

Table 25. Test B Accuracy of PRS Students

Sample	Test 1	Test 2	Test 3
1	P	P	P
2	P	P	P
3	P	P	P
4	P	P	P
5	P	P	P

- **Results** – All samples passed each test

Chapter 10 – Follow-Up Audit

This Chapter of the internal audit report provides an assessment of GISD’s progress in implementing the recommendations from the 2020 PEIMS Audit.

Table 26 provides a summary of the five recommendations made in the initial audit report, along with Gibson’s assessment of the implementation status for each as of December 2021. Two of the recommendations have been completely implemented, two of the recommendations is substantially implemented, and one recommendation is partially implemented.

The implementation progress made by the administration should be reviewed considering the impact of the COVID-19 pandemic, which continued to disrupt normal operations over the implementation period. The audit team performed interviews, data analysis, and audit testing, ultimately determining that two of the recommendations were completely implemented by the administration. The remaining three recommendations had fully implemented components; however, implementation steps remain unfinished.

Table 26. Recommendation Implementation Status

Recommendation #	Recommendation	Management’s Evaluated Status	Gibson’s Evaluated Status
1	Develop additional control procedures and reports to reconcile student special education data between <i>Skyward</i> and <i>eSped</i> .	Complete	Complete
2	Create additional custom reports to help PEIMS staff identify data issues with PEIMS rules or acquire a commercially available software that can assist with improving data controls.	Complete	Substantially Complete
3	The G/T Department should perform periodic checks on student supporting documentation housed at campuses to ensure it meets compliance requirements.	Complete	Complete
4	Provide training and give access to campus data clerks to code qualifying at-risk students in <i>Skyward</i> .	Complete	Partially Complete
5	Implement a procedure to prevent the assignment of CTE courses for other purposes.	Complete	Substantially Complete

Special Education

Recommendation 1: Develop additional control procedures and reports to reconcile student special education data between Skyward and eSped.

The original audit found instances where students were coded as receiving special education services in *Skyward* but were not coded as such in *eSped*. The audit team recommended daily reports be run to compare students' key attributes such as primary disability and instructional settings between both systems.

2020 GISD Management Response: The daily export from *eSped* to *Skyward* will not reflect the change in PEIMS elements until the future date (discussed below) occurs. The discrepancies found were dismissals and review ARD meetings in which the primary disabilities were added or deleted, and instructional arrangements were changed. All of these happen in an ARD meeting and are recorded in *eSped*. The PEIMS elements are adjusted with a future date due to the 5-day waiting period. Because the data was pulled from one date in time, the IA's and primary disabilities did not match for some students when changes were made in the ARD. There are reports that match key special education student attributes, such as primary disability and instructional setting. Based on the Gibson Audit, the Special Education Department has started to run a weekly report: Report 873 S.E. Error check *Skyward* vs. *eSped*: displays errors if the student is in *Skyward* and not in *eSped* or not in *Skyward* and in *eSped*. This will validate the date between *Skyward* and *eSped*.

Also, the coordinator over special education PEIMS data and the Department PEIMS secretary have started to receive a daily validation report reporting errors between *eSped* and *Skyward*. The Special Education Department reconciles any identified errors twice a week. The Executive Director of Special Education will be added to receiving this report.

The Special Education Department and PEIMS will provide further training to campuses for auditing special records at the campus level. Auditing will occur each 6-week grading period at the campus level. The Special Education Department will continue to audit *eSped*, *Skyward*, and PEIMS with the daily and weekly reports and work with IT on developing additional validation/error reports to improve and maintain PEIMS accuracy.

Original Implementation Decision: Implementation without Modification

GISD Management's Status Assessment: Complete

Audit Team's Follow-up Assessment: Complete

Subsequent to the original audit, the Special Education department implemented a process in which Report 873 S.E. Error Check *Skyward* vs. *eSped* is run weekly. This report compares data between *Skyward* and *eSped*, and any variances are corrected. Additionally, data audit reports are generated annually by campuses every six weeks to ensure that Special Education data is accurate.

Gibson reformed **Test 3: Reconciliation of Special Education System and Student Information System** from the original audit. The following tasks were performed:

1. Requested the District IT team to pull all special education student data, including student ID, primary disability, and instructional setting, among many other data points, from both systems immediately after the nightly run.
2. Compared the results from both systems to determine if there were any students that appeared in one system but not the other.
3. Compared the primary disability code results from both systems to find discrepancies between the two systems.
4. Compared the instructional setting code results from both systems to find discrepancies between the two systems.

Results: The audit team did not find any instances where student data differed across both systems.

Based on the audit evidence gathered during interviews and testing, the audit team concludes that this recommendation is completely implemented.

Recommendation 2: Create additional custom reports to help PEIMS staff identify data issues with PEIMS rules or acquire a commercially available software that can assist with improving data controls.

The initial audit found that the processes and tools used to monitor data accuracy may be insufficient given the complexity and amount of data rules districts must follow when submitting special education data through PEIMS. The original audit data analysis identified three students marked as receiving 504 services and special education services.

2020 GISD Management Response: Management Agrees – IT Department will create reports for District PEIMS staff to identify any data issues or anomalies. District PEIMS staff will also import PEIMS submission files weekly into *OnData Suite* and identify any data issues arising from the following:

- PEIMS Edits (when available)
- Fall/Summer Limited Scope Attendance Audit Review
- Funding Data Validation
- Course Completion Validation
- Discipline Validation
- FHSP Validation

Original Implementation Decision: Implementation without Modification

GISD Management’s Status Assessment: Complete

Audit Team’s Follow-up Assessment: Substantially Complete

The audit team obtained access to GISD's *OnData Suite* website and observed each of the reports listed above. However, the audit team also reperformed the data analysis from the initial audit. Gibson performed the following steps:

1. Requested the District IT team to pull all special education student data, including student ID, primary disability, and instructional setting, among many other data points, from *Skyward*.
2. Requested the District IT team to pull all 504 student data, including student ID, primary disability, and instructional setting, among many other data points, from *Skyward*.
3. Compared the results from both outputs to determine if there were any students appearing in both files.

Results: The audit team discovered 26 students that were coded as receiving both special education services and 504 services.

Though GISD has implemented several data validation measures throughout the school year, the existence of data errors between special education and 504 students indicates that further monitoring is required. Based on the evidence obtained during interviews and through data analysis, the audit team concludes that this recommendation is substantially implemented.

Gifted and Talented

Recommendation 3: The G/T Department should perform periodic checks on student supporting documentation housed at campuses to ensure it meets compliance requirements.

The original audit found instances where campus staff did not maintain necessary supporting documentation for Gifted and Talented students. The primary contributing factor to this gap was the lack of an audit process over G/T files. Gibson recommended that the GISD G/T Department implement a random audit control to ensure that documentation requirements are being met.

2020 GISD Management Response: Management Agrees – The Gifted & Talented (G/T) Department will conduct periodic checks on students supporting documentation housed at campuses to ensure it meets compliance requirements. The District G/T Administrator will continue to review supporting documentation in G/T folders for newly identified students during the District's G/T identification and program admission process. In addition, the District G/T Administrator will also randomly select G/T students from various elementary, middle, and high school campuses twice a year and check their files at each campus to ensure documentation and retention compliance.

Original Implementation Decision: Implementation without Modification

GISD Management's Status Assessment: Complete

Audit Team's Follow-up Assessment: Complete

Subsequent to the original audit, the G/T Department implemented periodic audits of G/T student files to ensure that supporting documentation was maintained. The department randomly selects students twice

each year and obtains the “G/T folder” from each student’s cumulative file. The department verifies the existence of the following items:

- Signed Parent Permission Letter
- G/T Identification Profile
- Completed Scales for Identifying Gifted Students

The department maintains the results of the audits to inform training and additional process improvements. Out of 62 students sampled to date, four exceptions were found. To verify the efficacy of management’s audit control, Gibson performed testing of G/T students.

Test A: Accuracy of PEIMS Gifted and Talented Coding – Students who are in the G/T program have supporting documentation in their student folders, including a parent permission request letter with parent signature and date, a G/T student profile, and a three-person committee evaluation form with signatures, and parent and teacher survey results. These documents are collected by campus staff, and electronic versions and hard copies are shared with the Garland ISD G/T Department. The audit team tested student folders for the existence of the parent permission letter with the parent signature and date, the student’s profile, and the signed committee evaluation form. In addition to the supporting documentation, the audit team tested the dates that parent signatures were obtained and the date the student enrolled in the program. Below are the steps that were taken in conducting Test A.

- **Test Approach**
 - Obtained a report of all K-4 students classified as G/T, which was submitted to TEA on October 29, 2022. The population was restricted to K-4 students as the probability of their first entrance into the G/T program occurring after the original audit was higher.
 - Judgmentally selected 11 students.
 - Obtained the Gifted and Talented Identification Profile for each sample to validate its existence, completion, and authorization (**Test 1**).
 - Obtained parent permission letters to validate that consent was obtained for their student’s evaluation and placement (**Test 2**).
 - Obtained evaluation committee forms for each sample to validate that a three-person committee convened to determine placement (**Test 3**).
 - Reviewed the parent permission signature date and the date that the student enrolled in the G/T program to ensure students were not coded as receiving G/T services before supporting documentation was obtained (**Test 4**).
- **Test Results** – Please refer to Table 27 below. “P” indicates that the sample passed the test; “F” indicates that the sample failed the test; “N/A” indicates that the test was not applicable for the sample or could not be performed.

Table 27. Test A: Accuracy of PEIMS G/T Coding Results

Sample	Test 1	Test 2	Test 3
1	P	P	P
2	P	P	P
3	P	P	P
4	P	P	P
5	P	P	P
6	P	P	P
7	P	P	P
8	P	P	P
9	P	P	P
10	P	P	P
11	P	P	P

Source:

- **Results** – All samples passed each test.

Based on the test results and evidence obtained through interviews, the audit team concludes that this recommendation is completely implemented.

Bilingual/English as a Second Language and At-Risk Component

Recommendation 4: Provide training and give access to campus data clerks to code qualifying At-Risk students in Skyward.

The original audit identified a process inefficiency within the at-risk coding processes for students, where data clerks receive information, but the data is input into *Skyward* by Student Services. Student Services relied on e-mails from the data clerks to notify them about at-risk coding needs. The audit team recommended modifying the process so that counselors or data clerks could enter at-risk codes into *Skyward*. Additional training for counselors and data clerks was recommended to help facilitate this change.

2020 GISD Management Response: Management Agrees – Present Process: When students enroll at the campus, the data clerks review information from the previous district and campus. The data clerk inputs directory information, grades, and any additional documents that pertain to living arrangements and custody. The At-Risk factors that address living arrangements (students who are in temporary housing or classified as McKinney Vento) and custody (foster care or group home placement) are the only At-Risk factors addressed at enrollment. Upon recognizing the aforementioned indicators, clerks will send an email to Student Services to have the coding added to the student profile. Campus data clerks do not have access to add the At-Risk Coding.

New Process: Counselors and data clerks will be trained to identify the 14 indicators associated with At-Risk as designated by TEA. Counselors will be trained and provided access to add At-Risk identifiers to student profiles once student demographic, and grade records have been received and properly reviewed.

In the future, as students enroll, the data clerks will identify any residence or guardianship factors for an At-Risk indication. Clerks will then pass on all student records to Counselors for review, and counselors will add any grade or social circumstance related indicators. Counselors will then return the student records to the clerk for filing.

Original Implementation Decision: Implementation without Modification

GISD Management’s Status Assessment: Complete

Audit Team’s Follow-up Assessment: Partially Complete

The administration provided counselors and data clerks training on the 14 At-Risk indicators on October 14, 2020. The training was recorded and posted on an internal website for review by all counselors and data clerks. The audit team observed the training documents on the internal website.

At the time of this audit, the coding process for At-Risk students remained unchanged (see Chapter 8 for more details). The audit team continues to recommend that data clerks and counselors be used to provide coding for homeless or foster care students (two of the 14 indicators). Though training did occur, interviews and test results provided earlier in this report indicate that process modifications have not yet occurred. The audit team concludes that this recommendation is partially implemented.

Career and Technical Education

Recommendation 5: Implement a procedure to prevent the assignment of CTE courses for other purposes.

The initial audit found that GISD was inappropriately using CTE courses for non-CTE purposes and that duplicated courses existed. The audit team recommended that GISD develop and implement additional controls to prevent the inappropriate use of CTE courses.

2020 GISD Management Response: Management Agrees – GISD CTE Department will run a beginning-of-school master PEIMS District report and work with the Data and Administrative Systems Department to cross-check each course for an accurate state and local ID number and course title name/instructor designation to ensure PEIMS reporting accuracy, including the CTE indicator flag button. The newly rolled out CTE Programs of Study Course Alignment will also greatly assist with this process of ensuring the fidelity of course alignment and enrollment by counselors and program coordinators. The offices of Curriculum and Instruction and the District Counseling Office have been notified that this monitoring shall be a coordinated effort each year. Yearly training and a concise CTE course update for counselors and campus administrators in charge of the master schedule will occur in order to double-check any inaccuracies in using CTE courses for non-CTE purposes.

Original Implementation Decision: Implementation without Modification

GISD Management’s Status Assessment: Complete

Audit Team’s Follow-up Assessment: Substantially Complete

GISD has implemented periodic reviews of the entire master schedule to ensure that CTE courses are not being utilized for non-CTE classes. The first session occurred over two days (11/30/2021, 12/1/2021), and this review process is expected to occur prior to the beginning of the 2022-23 school year. The audit team reperformed the data analysis included in the initial audit to determine the efficacy of the control steps implemented by the administration.

Test A: Completeness and Accuracy of CTE Course List – The District master schedule includes all CTE courses that the District offers. The audit team tested the completeness and accuracy of all CTE courses in the master schedule when compared to the TEA CTE course list found in Code Table C022 of the TSDS PEIMS Data Standards. Below are the steps that were taken in conducting Test A.

- **Test Approach**

- Obtained the complete master schedule and related information from 2018-19.
- Obtained a list of all CTE courses and their related information from TEA's 2018-19 C022 table.
- Identified CTE courses on the Garland ISD master schedule that match the TEA CTE course list by course service ID.
- Tested the identified Garland ISD courses for accuracy and completeness.

- **Test Results**

- The same service ID was used for two separate CTE courses: The audit found that course service ID 13005100 was assigned to both Construction Technology and Construction Management courses in the Garland ISD master schedule. According to the TEA CTE course list, the Construction Technology course has a service ID 13005100, and the Construction Management course has a service ID 13004900. This is the same exception found in the initial audit.
- All CTE courses had the appropriate indicator flags in *Skyward*.
- No non-CTE courses were found to have a CTE indicator flag.

The administration has made progress in improving the data accuracy and compliance within the CTE course list, as evidenced by the lack of exceptions within the CTE indicator flag test described above. However, the audit team noted that two courses were sharing the same service ID, even though both should have had individual service IDs according to TEA. The administration should incorporate the review of duplicated service IDs into their CTE course audits.

Based on the evidence obtained through interviews and testing, the audit team concludes that this implementation is substantially completed.

Appendix A – Interviews and Focus Groups List

Interviews

- Cheryl Beard - Gifted and Talented Administrator
- Crystal Benitez - Skyward Support Specialist
- Coleman Bruman - Director of Career Technology Education
- Michael Bland – Executive Director of Innovation
- Erica Carbajal - Assistant Director of Student Services
- Dr. Kim Caddell - Assistant Superintendent of Curriculum and Instruction
- Katrina Donham - PEIMS Technical
- Angela Daniels - At-Risk Coordinator
- Dr. Mark Davis - Attendance Administrator
- Dr. Tiffany Gilmore - Director of Guidance and Counseling
- Phyllis Harris - PEIMS Coordinator
- Dr. Babetta Hemphill - Executive Director of Student Services
- Lori Jones Huggins - Guidance and Counseling Coordinator
- Michelle Kuenhold - PEIMS Secretary
- James Iorio - Attendance Administrator
- Dr. Ricardo Lopez - Superintendent
- Amy Montgomery - Director of Data Administrative Systems
- Angela Murray - Assistant Director of Data Administrative Systems
- Kevin Massey - Advanced Academics Administrator
- Ray Merrill - Executive Director of Leadership (Secondary)
- Dr. Bently Parker - Executive Director of Special Education (Interim)
- Dr. Brent Ringo - Chief Financial Officer

- Tamara Stovall - Skyward Facilitator
- Tara Sowels - Director of ELL
- Carlina Tesche - Skyward Analyst
- Denay Taylor - College Career Readiness Facilitator Title I
- Matt Yeager - Assistant Superintendent of Technology

Focus Groups

- Elementary Principals
- Secondary Principals
- Elementary Data Clerks
- Secondary Data Clerks
- Secondary Attendance Clerks
- Elementary PEIMS Admins
- Secondary PEIMS Admins

Appendix B – Student Residency Questionnaire

See attached document.

GARLAND ISD - STUDENT RESIDENCY QUESTIONNAIRE

The information on this form is required to meet the law known as the McKinney-Vento Act 42 U.S.C. 11434a(2), which is also known as Title X, Part C, of the No Child Left Behind Act and ESSA- Every Student Succeeds Act. The act ensures educational rights and protections for children and youth experiencing homelessness. The answers you provide will help the school district determine the services the family may be eligible to receive.

PLEASE PRINT

STUDENT INFORMATION	Student Name: _____
	Last First Middle
	Date of Birth: _____ Garland ISD Student ID #: _____
	Garland ISD School (enrolled at or enrolling to): _____ Grade: _____
Previous District Attended: _____ Previous School: _____	

Last Name, First Name	Brother/ Sister <small>(Including Step-siblings)</small>	Age	Grade	School	District <small>(If GISD, ID # only)</small>

GUARDIAN INFORMATION	Name: _____
	Primary Phone #: _____ Email: _____
	Emergency Contact Name: _____ Phone #: _____
	I am the: <input type="checkbox"/> Parent
	<input type="checkbox"/> Legal Guardian <small>(Legal guardianship may only be granted by a court. Documentation may need to be provided)</small>
<input type="checkbox"/> Caregiver/Designated Guardian <small>(Examples: Friends, relatives, parents of friends, etc.)</small>	
<input type="checkbox"/> Student <small>(I do not live with my parent(s)/legal guardian)</small>	
<input type="checkbox"/> Student in Foster Care <small>(Guardian is a Foster parent/guardian or in Kinshipcare with DFPS via Court docs or Form 2085)</small>	
<input type="checkbox"/> Other: _____	

Street Address: _____ Apt. /Room #: _____

City: _____ Zip Code: _____

- Please identify your living situation:**
- Owner of occupied home.
 - Rental Unit (Apartment, trailer, house).
 - Long-term, agreed-upon living arrangement with a family member or friend.

(If the above does not describe your living situation, then please sign below. If not, then please sign and continue answering information on the back of the form).

I understand that presenting a false record or falsifying records is an offense under Section 37.10, Penal code, and enrollment of the child under false documents subjects the person to liability for tuition or other costs. Texas Education Code Sec. 25.002(3)(d).

Signature of Parent/Legal Guardian/Caregiver/Designated Custodian/Student
Date

GARLAND ISD - STUDENT RESIDENCY QUESTIONNAIRE cont'd.

CURRENT LIVING SITUATION

Which of the following best describes the student(s) current temporary living arrangement **(check one)**:

- We are staying in the home of a friend or relative.
- We are staying in an unsheltered location. *(Ex: Without running water/electricity, tent, car/truck/van, abandoned building, campground, park, multiple families renting rooms/space causing substandard housing conditions, etc.)*
- We are staying in a hotel or motel. *(Ex: economic hardship, eviction, family problems, living conditions, natural disaster, etc.)*

Does the following apply? My homeowners insurance is paying for our stay as part of a filed claim

- We are staying in a shelter. *(Ex: living in a family shelter, domestic violence shelter, children/youth shelter, FEMA housing)*
- We are staying in transitional housing. *(Housing that is available as part of a program for a specific length of time only and is partly or completely paid for by a church, nonprofit organization, governmental agency or another organization)*

How long has the student lived in this living arrangement? _____

Is this a temporary arrangement? Yes No

CONTRIBUTING FACTORS

Factors contributing to the student(s) present living situation **(check all that apply)**:

- Economic hardship:**
 - Loss of job resulting in inability to pay rent/mortgage
 - Income from part-time or low paying job does not cover cost of housing in the area
 - Inability to produce deposits for rent or utilities
 - High medical bills that leave little or no money for housing
 - Other
- Family problems** *(Examples: Divorce, domestic violence)*
- Living conditions** *(Examples: lack of electricity/water/heat, no windows, overcrowding, mold, etc.)*
- Natural disaster**
 - Tornado, storm, flood, etc.
 - Hurricane: Name: _____
 - Fire *(Examples: prairie, forest, grass, lightning strike etc.)*
- Home fire not due to natural disaster** *(Examples: faulty equipment /wiring, furnace, fireplace, etc.)*
- Lack of resources to afford permanent housing**
- Lack of affordable housing in the area**
- None of the above (briefly explain):** _____

CAMPUSES

- Did guardian answer **YES** to owning/renting their own home/apartment? If so, please keep the questionnaire on campus.
- Did guardian answer **NO** to owning/renting their own home/apartment? If so, please forward a copy (front/back) by inner-office mail/fax/email to: Meighan Hylton – mhylton@garlandisd.net; Annette Himmelreich – ashimmel@garlandisd.net; Ivette Resendiz – iresend@garlandisd.net; Sara Arias Lazon- seariasl@garlandisd.net at Valle Student Services Center, Box 501/Fax: 972-494-8275

FOR STUDENT SERVICES USE ONLY

I certify the above named student(s) qualifies for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

McKinney-Vento Liaison Signature _____

Date _____

PEIMS Indicator: 2 3 4 5 UY Indicator: 3 4

DNQ



**Garland Independent School District
Board of Trustees**

Date of Meeting: November 29, 2022
Agenda Item: Consider Approval of Human Resources Report
Agenda Section: Consent Agenda
Administrator Responsible: Dr. Gradyne Brown
Assistant Superintendent Human Resources

Board Goal Objective:

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2022-23 school year.

Administrative Recommendations:

Administration recommends approval.

New Hires - November 29, 2022

Name	Exp	College	Degree	Job Title	School/Dept.	Date
Alvarado, Nathalie	3	A&M - Texarkana	BS	Teacher - Math	Jackson MST	10/31/2022
Burk, Catherine	1	A&M - Commerce	BS	Teacher - Special Education	Bradfield Elem.	10/31/2022
Burke, Stephen	0	Univ. Tennessee	BS	Teacher - Spanish	Rowlett H.S.	11/7/2022
Chatman, Cherita	7	Jackson State Univ.	MA	Teacher - Science	Coyle M.S.	10/31/2022
		Jackson State Univ.	BS			
Clemons, Daniel	0	Southwestern Baptist Theological Seminary	BS	Teacher - Reading	Bussey M.S.	10/31/2022
Lambert, Jessica	1	UNT	BS	Teacher - Marketing Ed. Career Prep.	North Garland H.S.	11/7/2022
McConnell, Yolanda	0	Univ. of Phoenix	BS	Teacher - Science	Jackson MST	11/7/2022
Olvera, Marco	0	TX Tech. Univ.	BS	Teacher - English	Sellers M.S.	10/31/2022
Rosado, Aracely	0	UNT	BS	Teacher - Pre- Kindergarten Bilingual	Cisneros Pre- K	10/24/2022
Savage, Chad	0	Harding University (AR)	BA	Teacher - English	Coyle M.S.	11/7/2022
Taylor, Mikeishla	0	Dallas College	Assoc.	Nurse	Shugart Elem.	10/31/2022
Walker, Jason	6	UT - Dallas	MA	Teacher - English	Lakeview Cent. H.S.	12/6/2022
		UT - Tyler	MA			
		TX Tech Univ.	BA			
Wygol, Julie	0	A&M - Commerce	BS	Teacher - Special Education	Southgate Elem.	11/7/2022
Zacharia, Annu	0	Mercy College	BS	Teacher - Special Education	Shugart Elem.	11/1/2022
Administrative New Hires	Exp	College	Degree	Job Title	School/Dept.	Date
Bayardo, Francisco (Frank)	26	A&M - Kingsville	MS	Director - Maintenance	Maintenance Dept.	10/31/2022
Administrative Appointments/Transfers						
Name		Current Position		Recommended Position		Effective Date

Resignations Retirements - November 29, 2022

<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Almaguer Martinez, Brenda	Teacher/Bilingual 4th Gr.	Back Elementary School	0 years with GISD	Resignation/ Moving out of State	10/24/2022
Battiste-Perkins, Cheryl	Counselor	Lyles Middle School	28 years/7 years with GISD	Retirement/ TRS	12/16/2022
Fuller, Tammy	Teacher/3rd Gr.	Couch Elementary School	0 years with GISD	Resignation/ Moving out of State	10/31/2022
Mastroleo, Patti	Teacher/Early Literacy Support	Professional Development Center	14 years/5 years with GISD	Resignation/ Health Reasons	12/16/2022
Morales, Alma	Teacher/Bilingual 1st Gr.	Montclair Elementary School	7 years/3 years with GISD	Resignation/ Career Change	12/16/2022
Njoku, Nneka	Teacher/SPED VOC ADJ COOR	Rowlett High School	0 years with GISD	Resignation/ Personal	08/04/2022
Palmer, Brandon	Teacher/Reading 7th & 8th Gr.	Webb Middle School	3 years/2 years with GISD	Other/ Expiration of Employment Authorization	11/11/2022
Parrish, Jamayah	Teacher/Math	Lyles Middle School	1 year with GISD	Resignation/ Personal	10/21/2022
Perez, Pamela	Teacher/Spanish	Jackson Technology Center for Math & Scie	0 years with GISD	Resignation/ Moving out of State	11/10/2022
Powell, Adam	Teacher/Math 7th & 8th Gr.	Schrade Middle School	0 years with GISD	Resignation/ Unsatisfied with Job	10/28/2022
Primm, Brandi	Counselor	Sachse High School	29 years/15 years with GISD	Retirement/ TRS	12/31/2022
Sabree, Lauren	Human Resources Temp Dis Susp (Prof) Poo	Harris Hill Building	7 years with GISD	Resignation/ Health Reasons	10/21/2022
Sears, Lori	Safety and Training Manager	Transportation	6 years with GISD	Resignation/ Professional Development	10/31/2022
Udoh, Annietra	School Nurse	Lyles Middle School	1 year with GISD	Resignation/ Career Change	10/31/2022
Professional Resignation/Retirements:		Approved to Date: 73			
		Current: 14			
		Total: 87			
B. Support Personnel					
<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Avila, Diana	Aide/SPED ABC	Beaver Technology Center for Math & Scien	1 year with GISD	Resignation/ Personal	10/07/2022
Brown, Lakesia	Aide/SPED ALE	Hickman Elementary School	3 years/0 years with GISD	Resignation/ Career Change	11/01/2022
Cardoso, Alejandro	Aide/Library	Ethridge Elementary School	5 years with GISD	Resignation/ Career Change	10/28/2022
Curtis Fuller, Janet	Buyer	Harris Hill Building	36 years/11 years with GISD	Resignation/ Private School	11/04/2022

Resignations Retirements - November 29, 2022

Garcia, Blanca	Aide/ Emergent Bilingual Instructional	Shorehaven Elementary School	1 year with GISD	Resignation/ Other Texas School	10/25/2022
Herrera, Linda	Aide/Instructional Title I	Bullock Elementary School	0 years with GISD	Resignation/ Career Change	10/28/2022
Lujan, Alexandria	Aide/Counselor	Schrade Middle School	1 year with GISD	Resignation/ Other Texas School	11/04/2022
Mondragon, Alexis	Data Clerk	South Garland High School	5 years/3 years with GISD	Resignation/ Career Change	11/04/2022
Norris, Joy	Secretary SPED Executive Director	Harris Hill Building	8 years with GISD	Retirement/ TRS	12/31/2022
Payne, Deborah	Aide Caregiver New Horizons	Infant Center	21 years with GISD	Resignation/ Career Change	11/30/2022
Reyes, Alejandra	Aide/Counselor	O'Banion Middle School	4 years with GISD	Resignation/ Personal	10/07/2022
Ruiz, Jennifer	Aide Office	Giddens-Steadham Elementary School	2 years with GISD	Resignation/ Moving out of State	01/02/2023
Ruiz, Lupita	Aide SPED ALE	Centerville Elementary School	8 years with GISD	Resignation/ Personal	10/31/2022
Smith, Nancy	Aide Office	Sachse High School	3 years with GISD	Resignation/ Unsatisfied with Job	10/26/2022
Soria, Adriana	Aide Montessori	Luna Elementary School	6 years/0 years with GISD	Resignation/ Other Texas School	11/11/2022
Suarez, Claudia	Aide/Diagnostician	Montclair Elementary School	1 year with GISD	Resignation/ Career Change	10/28/2022
Swinney, Deron	Aide SPED CBSE IDEA B	Classical Center at Vial Elementary School	27 years/14 years with GISD	Resignation/ Personal	12/31/2022
ParaProfessional Resignation/Retirements:		Approved to Date: 46			
		Current: 17			
		Total: 63			



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Consideration of the Memorandum of Understanding (MOU) for the Garland Health Department and Garland ISD Student Services Clinic

Agenda Section: Action Items

Administrator Responsible: Dr. Babetta Hemphill
Executive Director of Student Services/School Choice

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

The Garland Health Department has partnered with the Student Services Clinic to provide immunizations for qualifying students for one year. This collaboration has enhanced the health status of students in the tri-cities by providing vaccinations to any Texas Vaccine for Children Program (TVFC) eligible PK-12th grade student whose parents or legal guardians have signed the required written consent. Thus, supporting their academic achievement. We seek approval of the MOU for another year.

Administrative Recommendations:

Provided for approval.

Memo

To: GISD School Board Trustees

From: Dr. Babetta Hemphill, Executive Director of Student Services and School Choice

CC: Dr. Ricardo López, GISD Superintendent
Dr. Susanna Russell, Chief Leadership and Academic Officer

Date: November 29, 2022

Subject: Student Services Clinic and Garland Health Department MOU

The Garland Health Department, as part of the Department of State Health Services Immunization Unit, is charged with eliminating the spread of vaccine, preventable diseases by increasing vaccine coverage for Texans, raising awareness of the diseases that vaccines prevent, and educating the public about vaccine safety. The Garland Health Department has partnered with the Student Services Clinic to provide immunizations for qualifying students.

This collaboration has enhanced the health status of students in the tri-cities by providing vaccinations to any Texas Vaccine for Children Program (TVFC) eligible PK-12th grade student, whose parents or legal guardians have signed the required written consent. Thus supporting their academic achievement.

The Student Services Clinic and the Garland Health Department are very excited to work together to improve the health status of our community. We seek approval of the MOU for another year.

Memorandum of Understanding

Dr. Babetta Hemphill
Executive Director Student Services
November 8, 2022



MOU with GHD

This Memorandum of Understanding effectively supports the educational mission and the public health mission.

By providing childhood immunizations and childhood immunization education to student 3 years of age – 18 years of age at no charge through the TVFC program

TVFC is a federally funded program, and eligibility includes children that are uninsured, Medicaid eligible, native American, native Alaskan or Native Hawaiian/Pacific Islander.

TVFC program

Allows children with no insurance to receive recommended vaccinations on schedule

Protect young babies, children and adolescent from 16 diseases

Allows them to stay in school and learn

Assists GISD with ADA funding



January 1, 2022- September 30, 2022

Ages 3-7 = 426 students

Ages 8-18= 1185 students

Doses administered : 4764

Savings to families: \$ 343, 944.71

Back to School Clinics

June, July and August

799 students were screened, vaccinated and in school

2118 doses were administered,

\$142,968.23 savings to our families



Summary

Partnership keeps students in school,

Assist with back to school immunization compliance,

Seniors can be college ready with required vaccines for graduation

Assist health services with compliance immunization report

At no cost to GISD families



Thank you for your support.

Questions

Memorandum of Understanding
Between
Garland Public Health Department
AND
Garland Independent School District

This Agreement is made and entered into, by and between Garland Public Health Department, hereinafter referred to as “GHD” and Garland Independent School District, hereinafter referred to GISD.

BACKGROUND AND MISSION

The Garland Health Department, as part of the Department of State Health Services Immunization Unit is charged with eliminating the spread of vaccine preventable diseases by increasing vaccine coverage for Texans, raising awareness of the diseases that vaccine prevent, and educating the public about vaccine safety.

Garland ISD exist as a diverse community that serves to provide an exceptional education to all its students.

This collaborative program is intended to enhance the health status of students in the tri-cities communities by providing immunizations/vaccinations to any eligible Texas Vaccine for Children Program (TVFC) eligible PK-12th grade, whose parents or legal guardians has signed the required written consent. Thus supporting their academic achievement. This Memorandum of Understanding effectively supports the educational mission and the public health mission.

Purpose

This agreement is to serve as the operating agreement between the parties for the purpose of providing on site immunization services at GISD Student Services Center to GISD students. The parties agree that this MOU is intended to ensure the parties agreement and common understanding of regulatory guidance and policies, to support coordination and integration efforts of GHD and GISD.

Agreement

Accordingly, GHD and GISD agree as follows:

1. This agreement shall become effective on the 1st day of October of 2022 for 1-year term with option to renew each year or until terminated by either party upon thirty (30) days written notice.

2. Garland ISD will provide collaboration, support and services as outlined in Scope of Responsibility of this Agreement.
3. GHD will provide medical providers, standing orders, and emergency orders to comply with TVFC and Immtrac2 programs.
4. The parties acknowledge and agree that the name Garland Health Department or GHD are the exclusive property and rights of GHD.
5. Utilization of the name GHD or information related to electronic format, or other media shall be subject to any guidelines set forth by GHD and to its prior written approval. Upon request, GARLAND ISD will provide GHD with copies of all media, print or electronic reports on the GHD Program in GARLAND ISD schools and copies of promotional materials.
6. The services to be provided through the GHD in GARLAND ISD schools will include childhood immunizations and childhood immunization education to student 3 years of age – 18 years of age by assisting with the delivery of immunizations at no charge to Texas Vaccine for Children Program (TVFC) eligible children. TVFC is a federally funded program, and eligibility includes children that are uninsured, under-insured, Medicaid eligible, native American, native Alaskan or Native Hawaiian/Pacific Islander.

Scope of Responsibility

1. GHD agrees to:
 - a. Provide parental/guardian immunization consent form duplication, distributed by Garland ISD.
 - b. Provide Current Standing Delegation orders and review them annually.
 - c. Be the designated location where vaccines will be transferred in case of emergency.
 - d. Provide training on immunizations as needed.
 - e. Provide additional staffing to partner and deliver immunizations for large events groups.
2. Garland ISD agrees to:
 - a. Train personal to screen immunizations per Advisory Committee on Immunization Practices and Texas State requirements.
 - b. Establish “Garland ISD Student Services Clinic” as an approved vaccine storage site by the State of Texas.
 - c. Have two staff members trained to serve as vaccine coordinator and backup vaccine coordinator.
 - d. Provide separate refrigerator and freezer which will only be used to store vaccines.

- e. Provide digital dataloggers for temperature monitoring and complete daily temperature logging.
 - f. Provide Immunization data entry services into statewide Immtrac 2 system.
3. Compensation: No cost shall be owed to GHD by GARLAND ISD or by the students and families served under this Agreement.
4. Compliance with the GARLAND ISD's Policies and Procedures: In performance of or in connection with the services to be performed by GHD pursuant to the agreement, GHD agrees to comply with all policies of the GARLAND ISD governing operation of the school district, including, but not limited to, all solicitation and distribution policies and all administrative, clinical and safety policies as set forth in all of the GARLAND ISD's policy and procedure manuals. GHD shall require all health care professionals, agents and volunteers, if any, to abide by such policies. If the GARLAND ISD determines that a person, whether it is GHD health care professionals, agents, or volunteer, is failing to abide by or uphold such policies, rules, and regulations, the GARLAND ISD shall be authorized to require the person to immediately cease performing any of the services described in Paragraph 1e above without the GARLAND ISD being in breach of this Agreement.
5. Vaccines: Garland ISD Student Services Clinic will serve as the Vaccine storage site.
6. Relationship between the Parties: It is expressly understood that in the performances of the services herein, GHD and the health care professionals, agents and volunteers thereof, shall act in an independent capacity and not as officers, employees or agents of the GARLAND ISD.
7. Execution and Modification: The Agreement is binding only when signed by both parties.
8. Any modifications or amendments must be in writing and signed by both parties.
9. Assignment: This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.
10. Force Majeure: Each party shall be excused from any breach of the Agreement which is
 - a. proximately caused by government regulation, war, strike, act of God, or other similar
 - b. circumstance normally deemed outside the control of well-managed businesses.
11. Under HIPAA and the Uniform Health Care Information Act, GHD and contracting healthcare organizations are permitted to disclose the following without specific parental consent: Personal health information related to a child's immunization status might be provided to other health care providers.

12. Comply with the Health Insurance and Portability and Accountability act of 1996 (HIPPA) Privacy rules to protect personal health information in medical records. Immunization records are specifically exempted from HIPPA privacy regulations.
13. Comply with the family and Education Rights and Privacy Act (FERPA), Distinguishing education records from Health Records.
14. Maintenance of Records: Garland ISD shall maintain such records, and documents and provide such information to the GHD and to such other state and federal agencies as may be required for GARLAND ISD's compliance with state and federal regulations and statutory provisions. Such records shall be retained for a period of at least five (5) years.
15. GARLAND ISD shall, at its own expense, comply with applicable statutes, ordinances, administrative orders, rules or regulations relating to its activities and performance under this Agreement as the primary collaboration party in GARLAND ISD schools and shall procure all licenses and pay all fees and other charges required thereby.

Professional Liability

1. The Parties shall each be responsible for their respective acts or omissions in the performance of medical services under this MOU and neither party shall incur any liability for the performance of the other party. Garland Independent School District affirms that it carries a professional liability insurance policy as required by law in sufficient amounts to cover any personal injury or loss that may occur through the provision of services by its nursing staff under this MOU. Garland health Department affirms that it has professional liability insurance coverage under the Federal Tort Claims Act (FTCA) in levels and amounts as required by law for any GHD staff providing services under this MOU.

Scope of Agreement

1. This MOU incorporates all the agreements, covenants and understandings between the Parties hereto concerning the subject matter hereof, and all such covenants, agreements and understandings have been merged into this MOU.
2. This Agreement constitutes the entire agreement between the parties with respect to the subject matter. This Agreement is intended by the parties as the complete and exclusive statement of the terms of this Agreement. No amendment, modification, alteration, waiver or discharge of any provision of this Agreement will be valid unless in writing and signed by both parties.

If you are in agreement with the foregoing, please execute this Agreement in the space provided below.

Garland Health Department

Garland Independent School District

Mistie D. Gardner Date 10/11/2022
Mistie Gardner
Director of Operations and Emergency Mgmt
Director of Health

_____ Date _____
Susanna Russell
Chief Leadership Officer

APPROVED AS TO FORM

By _____



**Garland Independent School District
Board of Trustees**

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Budget Transfers and Amendments to the 2022-2023 General Fund

Agenda Section: Action Item

Administrator Responsible: Mrs. Brandy Mayo
Executive Director of Budget

Board Goal Objective:

Not Applicable.

Superintendent's Goal

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown are the transfers and amendments proposed for approval and their respective impacts on the General Fund.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on November 8, 2022.

Administrative Recommendations:

Provided for your consideration.



**BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2022-2023
November 29, 2022**

REVENUES:

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
57 Local Revenue	\$ 230,757,209	\$ 233,511,644	\$ -	\$ -	\$ 233,511,644
58 State Revenue	261,091,692	259,315,193			259,315,193
59 Federal Revenue	16,400,000	16,400,000			16,400,000
Total Revenues	\$ 508,248,901	\$ 509,226,837	\$ -	\$ -	\$ 509,226,837

EXPENDITURES:

11 Instruction	\$ 328,921,556	\$ 329,158,187	\$ 59,165	\$ -	\$ 329,217,352
12 Instructional Resources and Media Services	8,164,013	8,164,198			8,164,198
13 Curriculum Development and Instructional Staff Development	15,044,413	15,495,006			15,495,006
21 Instructional Leadership	9,943,401	9,775,585			9,775,585
23 School Leadership	34,456,718	34,459,178	(59,765)		34,399,413
31 Guidance, Counseling and Evaluation	27,449,597	27,418,523			27,418,523
32 Social Work Services	659,967	664,967			664,967
33 Health Services	8,765,168	8,768,968			8,768,968
34 Student Transportation	19,584,114	19,594,114			19,594,114
35 Food Service	352,111	352,111			352,111
36 Extracurricular Activities	12,672,902	12,611,911			12,611,911
41 General Administration	20,877,560	20,968,723		121,000	21,089,723
51 Facilities Maintenance & Operations	49,375,146	49,674,775		624,798	50,299,573
52 Security and Monitoring Services	8,896,894	8,897,069	600		8,897,669
53 Data Processing Services	15,833,006	15,969,699			15,969,699
61 Community Services	1,736,811	1,738,111			1,738,111
71 Debt Service - Principal on Long-Term Debt	482,517	482,517			482,517
72 Debt Service Interest on Long-Term Debt					-
73 Bond Issuance Cost and Fees					-
81 Facilities Acquisition and Construction					-
95 Juvenile Justice Program	36,000	36,000			36,000
99 Other Intergovernmental Charges	983,947	983,947			983,947
Total Expenditures	\$ 564,235,841	\$ 565,213,589	\$ -	\$ 745,798	\$ 565,959,387

Excess(Deficiency) Revenues Over(Under) Expenditures \$ (55,986,940) \$ (55,986,752) \$ - \$ (745,798) \$ (56,732,550)

Other Financing Sources \$ - \$ - \$ - \$ - \$ -

Other Financing Uses \$ - \$ (2,396,375) \$ - \$ (1,152,800) \$ (3,549,175)

Net Change in Fund Balance \$ (55,986,940) \$ (58,383,127) \$ - \$ (1,898,598) \$ (60,281,725)



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2022-2023
November 29, 2022**

Budget Transfers

Expenditures

	Increase	Decrease	Net
11 Instruction	\$ 59,765	\$ 600	\$ 59,165
23 School Leadership		59,765	(59,765)
52 Security and Monitoring Services	600		600
Total Expenditures	\$ 60,365	\$ 60,365	\$ -

Budget neutral transfers to realign expenditures.

Expenditures

	Increase	Decrease	Net
41 General Administration	\$ 121,000		\$ 121,000
51 Facilities Maintenance & Operations	624,798		624,798
Total Expenditures	\$ 745,798	\$ -	\$ 745,798

Function 41: Funding Title IX Administrator position;

Function 51: Increase in districtwide property insurance expense

Other Financing Sources (Uses)

	Increase	Decrease	Net
Other Resources	\$ -	\$ -	\$ -
Other Financing Uses		1,152,800	(1,152,800)
Total Other Financing Sources (Uses)	\$ -	\$ 1,152,800	\$ (1,152,800)

Funding Park Crest ES Garden PMC Construction Cost Proposal, Hudson MS Sanitary Line Replacement Phase I & II



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of \$30,000 Donation
from Community Partner

Agenda Section: Action Item

Administrator Responsible: Dr. Susanna Russell
Chief Leadership Officer

Board Goal Objective:
Not Applicable

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Per CDAP Section 3.6, Board Policy CDC (Local) governs donations to the District. All donations or gifts to the District, District schools, or District departments which are valued at \$5,000 or more, shall be subject to approval by the Board.

Garland ISD Special Education was gifted \$30,000 from Mr. Larry Glick to go towards fees for Morgan's Wonderland.

This agenda item will be presented to the Finance, Facilities and Operations Committee on November 8, 2022.

Administrative Recommendations:

Provided for your consideration.



October 25, 2022

To whom it may concern,

Garland ISD was gifted with a \$30,000 unsolicited donation from Mr. Larry Glick. Over the years, Mr. Glick has partnered with Garland ISD by supporting students and teachers through donations to benefit Special Education. These donated funds will be used for students to take part in activities at Morgan's Wonderland, meals and any other student resources needed at this facility. We are requesting your approval to accept these funds.

Thank you,

A handwritten signature in blue ink that reads 'Dr. Susanna Russell'.

Dr. Susanna Russell
Chief Leadership Officer



Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100

RECEIPT OF DONATION

The Garland Independent School District acknowledges and expresses appreciation for the following contribution:

Cash donation in the amount of: _____

Donation of goods: _____

Donation received from: _____

Dates of donation: _____

Valued at: _____

The Garland Independent School District is exempt under Section 115 of the Internal Revenue Code.

Instrumentalities of a political subdivision (including cities and independent school districts) are exempt under section 115 of the Internal Revenue Code and are not required to file Federal Income Tax Return Form 1120, nor Information Return Form 990. Contributions to such organizations are deductible by donors as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers of gifts to or for their use are deductible for Federal, estate and gift tax purposes under the provisions of sections 2055, 2106, and 2522 of the Code. Accordingly, independent school districts are not covered by IRS Code Section 501(c)3.

Federal ID number: 75-6001650

Donation Received by:



Date: 10/26/2022

Signature of Authorized Representative, Garland Independent School District



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of \$30,000 Donation from Community Partner

Agenda Section: Action Item

Administrator Responsible: Dr. Susanna Russell
Chief Leadership Officer

Board Goal Objective:
Not Applicable

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Per CDAP Section 3.6, Board Policy CDC (Local) governs donations to the District. All donations or gifts to the District, District schools, or District departments which are valued at \$5,000 or more, shall be subject to approval by the Board.

Rowlett High School was gifted with a \$30,000 unsolicited donation from Texas Campus Innovators Award Grant. These donated funds will be used for supporting student engagement and learning in the P-Tech program. These funds will help create work-based learning opportunities that comply with industry standards and provide teachers with support on instructional practices.

This agenda item will be presented to the Finance, Facilities and Operations Committee on November 8, 2022.

Administrative Recommendations:

Provided for your consideration.



November 29, 2022

To whom it may concern,

Rowlett High School was gifted with a \$30,000 unsolicited donation from Texas Campus Innovators Award Grant. These donated funds will be used for supporting student engagement and learning in the P-Tech program. These funds will help create work-based learning opportunities that comply with industry standards and provide teachers with support on instructional practices. We are requesting your approval to accept these funds.

Thank you,

A handwritten signature in blue ink that reads "Dr. Susanna Russell". The signature is fluid and cursive.

Dr. Susanna Russell
Chief Leadership Officer



DATE: November 29, 2022

TO: Dr. Jason Adams, Chief Academic Officer
Dr. Susanna Russell, Chief Leadership Officer
Dr. Brent Ringo, Chief Financial Officer

FROM: Tanika Haggan, Magnet Advisor, Rowlett HS

RE: Recommendation to Accept the Texas Campus Innovators Award Grant of 30,000 for the Rowlett HS PTECH program

Action Required:

Consider Approval of Grant Funds

Material / Service:

Rowlett HS- Early College HS P-Tech Program applied for the Texas Campus Innovators Award Grant to help purchase resources and materials to enhance the PTECH program for students and staff.

Purpose:

These funds will go to help support student engagement and learning in the P-Tech program. These funds will help create work based learning opportunities that comply with industry standards and provide teachers with support on instructional practices.

Board Goal Objective:

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences. For your information to submit for board acceptance

Administrative Recommendations:

Provided for your consideration.



Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100

RECEIPT OF DONATION

The Garland Independent School District acknowledges and expresses appreciation for the following contribution:

Cash donation in the amount of: _____

Donation of goods: _____

Donation received from: _____

Dates of donation: _____

Valued at: _____

The Garland Independent School District is exempt under Section 115 of the Internal Revenue Code.

Instrumentalities of a political subdivision (including cities and independent school districts) are exempt under section 115 of the Internal Revenue Code and are not required to file Federal Income Tax Return Form 1120, nor Information Return Form 990. Contributions to such organizations are deductible by donors as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers of gifts to or for their use are deductible for Federal, estate and gift tax purposes under the provisions of sections 2055, 2106, and 2522 of the Code. Accordingly, independent school districts are not covered by IRS Code Section 501(c)3.

Federal ID number: 75-6001650

Donation Received by:



Date: 10/26/2022

Signature of Authorized Representative, Garland Independent School District



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Park Crest Elementary School Educational Garden

Agenda Section: Action Item

Administrator Responsible: Mr. Javier Fernandez
Director of Facilities Planning and Construction Services

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

To provide a replacement garden, it is staff's recommendation for an educational garden at Park Crest Elementary School.

The estimated total amount of the project is \$205,901. Potential funding is indicated below.

Education Stabilization Fund (651)

This agenda item was presented to the Finance, Facilities and Operations Committee for review on November 8, 2022.

Administrative Recommendations:

Provided for consideration.

Park Crest Elementary School Educational Garden

Board Meeting

November 29, 2022

Park Crest Elementary Educational Garden

Historical

- May 2018 groundbreaking
- Developed over phases
- Butterfly garden May 2018
- Keyhole garden Fall 2019
- Native prairie garden Spring 2020



Park Crest Elementary Educational Garden



Student Participation

- Twice-yearly Garden Day events; Student rotation through stations led by community volunteers/experts
- Grow Garden Grow partnered with Park Crest to model curriculum aligned lessons in science, reading, and math
- Art teacher took students for nature sketching and rock painting
- Counselor took groups outside for social emotional learning activities
- Students experienced hands-on vegetable harvesting in collaboration with GISD Nutrition Services Garden to Cafeteria program

Park Crest Elementary Educational Garden

Community Participation

- Keep Garland Beautiful
- Grow Garden Grow
- Boys Scouts
- City of Garland Parks Board
- Giving Grove, a Dallas non-profit



Park Crest Elementary Educational Garden

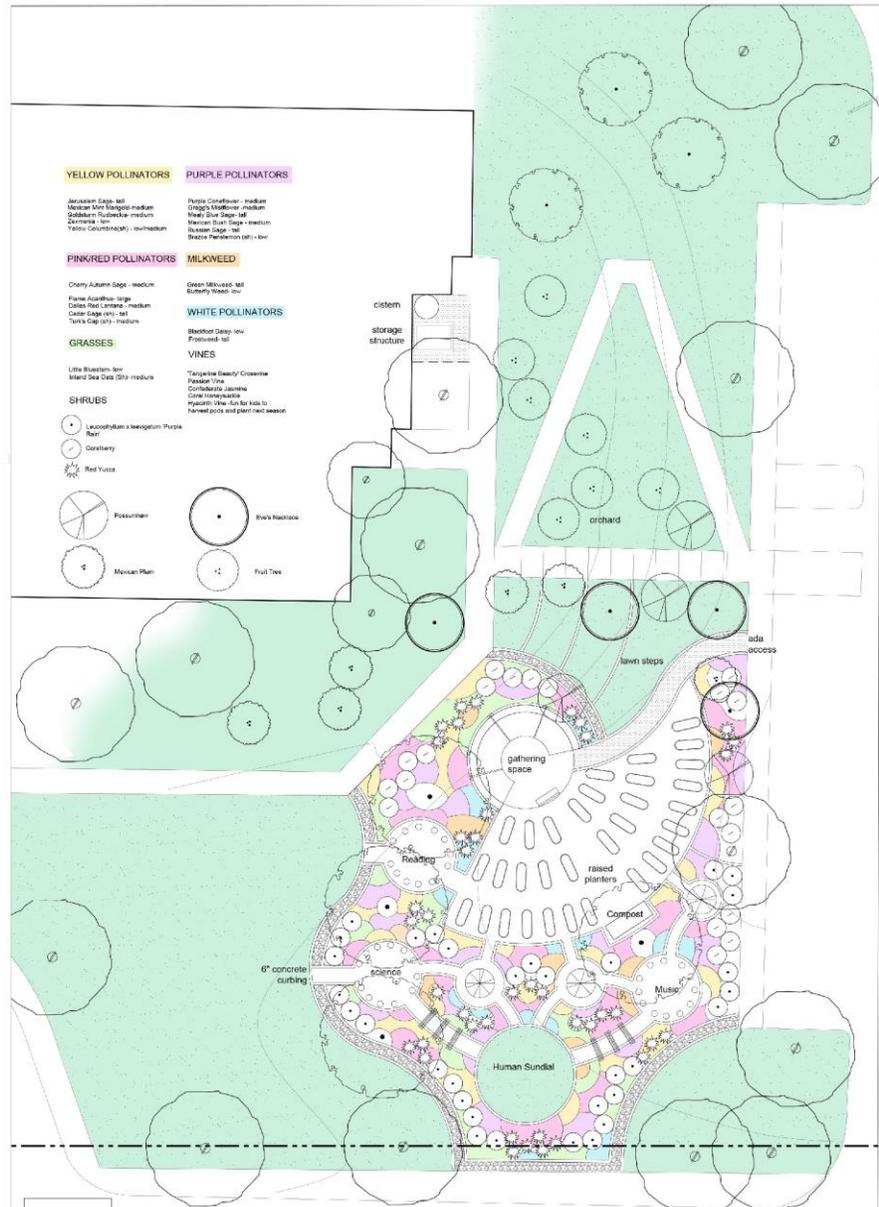


Park Crest Elementary Educational Garden



Future Participation

- Students will utilize garden to enhance learning through experience
- Grow Garden Grow will continue to work alongside teachers to demonstrate and support taking the curriculum outdoors
- Participation goal is a minimum of 20 minutes a week of outdoor education



- | | |
|---|--|
| <p>YELLOW POLLINATORS</p> <ul style="list-style-type: none"> Jacobsen Sage - tall Mexican Mint Marigold - medium Goldfleur Tuberose - medium Abertonia - tall Yellow Calceolarias - tall-medium <p>PINK/RED POLLINATORS</p> <ul style="list-style-type: none"> Cherry Autumn Sage - medium Flame Acanth - large Delia Red Lantana - medium Coral Sage - tall Turkey Cap - tall - medium <p>GRASSES</p> <ul style="list-style-type: none"> Lila Bluegrass - low Island Sea Oats (PS) - medium <p>SHRUBS</p> <ul style="list-style-type: none"> Leucodaphn - a heugelum Purple Rain Caribbeany Red Yucca Passionfruit Mexican Plum | <p>PURPLE POLLINATORS</p> <ul style="list-style-type: none"> Purple Coneflower - medium Orange Marigold - medium Heads Blue Sage - tall Heads Blue Sage - medium Bushes Sage - tall Black Pentstemon (ps) - low <p>MILKWEED</p> <ul style="list-style-type: none"> Green Milkweed - tall Butterfly Weed - low <p>WHITE POLLINATORS</p> <ul style="list-style-type: none"> Blackfoot Daisy - low Prostrated - tall <p>VINES</p> <ul style="list-style-type: none"> Tangipahua Black/Orange Passion Vine Corchorus (a Japanese) Corchorus (a Japanese) Ipomoea (the Sun for kids to harvest juice and plant rice seeds) |
|---|--|


Park Crest Elementary
 2232 Park Crest Dr.
 Garland, TX 75041

A Conceptual School Garden -Planting Schematic

Scale: 1/8" = 1'- 0"

916 Park Crest Elementary Garden		2022 9/29/22
Description		Budget Estimate
Construction		
Renovation		\$ 152,737
Irrigation		\$ 20,000
Permit	1.00%	\$ 1,727
Total Construction		\$ 174,464
Construction Contingency	5.00%	\$ 7,637
Total Construction and Contingency		\$ 182,101
Design		
Architect and Engineering Fee		\$ 6,500
Reimbursable		\$ 1,500
Additional Services		\$ 1,000
Total Design		\$ 9,000
Miscellaneous		
Geotechnical (If Necessary)	1.51%	\$ 2,300
Construction Materials Testing (If Necessary)	3.27%	\$ 5,000
Commissioning	0.90%	\$ -
Roof Consultant	0.50%	\$ -
Test & Balance	0.70%	\$ -
Moving	1.00%	\$ -
Proposal Advertising		\$ -
Legal Services	LS	\$ 2,500
Total Miscellaneous		\$ 9,800
Abatement		
Abatement Consultant	0.5%	\$ -
Abatement Contractor	1.5%	\$ -
Total Abatement		\$ -
Furniture, Fixtures and Equipment (FF&E)		
Chairs/Tables	LS	\$ 5,000
Total FF&E		\$ 5,000
Technology		
Infrastructure	LS	\$ -
Total Technology		\$ -
Safety and Security		
Infrastructure	LS	\$ -
Total Safety and Security		\$ -
TOTAL		\$ 205,901

Comments/Questions



**Garland Independent School District
Board of Trustees**

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Recommendation for Salary Schedule Addendum TCLAS Decision 11A Extended Learning Program

Agenda Section: Action Item

Administrator Responsible: Dr. Gradyne E. Brown
Assistant Superintendent, Human Resources

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Texas COVID Learning Acceleration Supports (TCLAS) is a set of targeted support available to Local Education Agencies (LEAs) to accelerate student learning in the wake of COVID-19. Decision 11 of the Texas COVID Learning Acceleration Supports (TCLAS) grant awarded to Garland ISD provides stipend funding for campus principals and assistant principals that support extended learning programs.

The attached exhibit shows the stipend amount for campus administration supporting afterschool programming.

This agenda item was presented to the Finance, Facilities and Operations Committee on November 8, 2022.

Administrative Recommendations:

Administration recommends approval.

Exhibit

Salary Schedule Addendum—November 15, 2022.

TCLAS Decision 11 Stipend Pay (Stipends will be awarded each semester and end by June 2024)

- Campus Principal/AP stipend support \$500 (1 day/week)
- Campus Principal/AP stipend support \$1000 (2 or more days/week)

Stephens ES-Lindsey Young, Principal
Heather Glen ES-Delcin Wells, Assistant Principal
Southgate ES-Meredith Neatherlin, Assistant Principal
Southgate ES-Jennifer Fowler, Principal

Stipend pay schedule as follows:

Total Stipend Pay \$10,000

Anticipated yearly breakdown:

2022-2023: \$5000

2023-2024: \$5000

Funding Source: Texas COVID Extended Learning Program (TCLAS) Grant Decision 11



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Purchase of Movie Licensing
Subscription (District Wide)
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Dr. Kim Caddell
Assistant Superintendent of Curriculum and Instruction

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System TELPAS.

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Shown is the recommendation of the bids for movie licensing subscription (district wide) for the District, discussed in the November 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Swank Motion Pictures, Inc. dba Swank Movie Licensing USA

The estimated total amount of the bid is not to exceed \$100,000. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

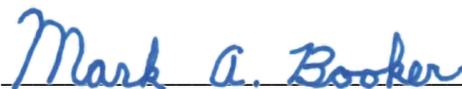
It is the administration's recommendation that the offer(s) for **Movie Licensing Subscription (District Wide)** from the company or companies listed below provides the best value to the Garland Independent School District.

Swank Motion Pictures, Inc. dba Swank Movie Licensing USA

NOT TO EXCEED AMOUNT:

\$100,000

Procurement Method:	Sole Source
Contract Number:	128-23
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(199 General Fund)



Mark A. Booker
Executive Director of Purchasing



Kim Caddell, Ed.D.
Assistant Superintendent of
Curriculum and Instruction

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 27, 2022

To: Misty Roberts, Buyer

From: Jeanine Boyett, Library and Media Services Coordinator

RE: Recommendation to Award Contract 128-23 Movie Licensing Subscription
(District Wide)

Action Required

New Award

Material/Service

Movie Licensing provides a basic license to use videos/movies in the district for non-educational purposes as long as the video/movie is under their licensing umbrella. Since so many school use videos outside the regular school day, this is an important copyright compliance necessity. Streaming movies/videos are used to support curriculum.

Purpose

Instructional support for campus level movie / video use for copyright compliance.

Board Goal Objective

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System TELPAS.

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Recommended Amount

\$100,000 – 199 General Fund



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Purchase of Mental Health Platform and Care Coordination
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Dr. Kim Caddell
Assistant Superintendent of Curriculum and Instruction

Dr. Tiffany Gilmore
Director of Guidance and Counseling

Board Goal Objective:

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community

Summary/Background Information:

Shown is the recommendation of the bids for mental health platform and care coordination for the District, discussed in the May 17, 2022 Finance Committee Meeting and at the November 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Addiction Treatment Technologies LLC. DBA Care Solace

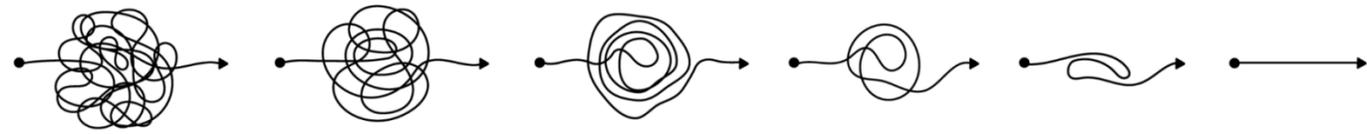
The estimated total amount of the bid and the bid tab sheets will be provided under separate cover. Potential funding is indicated below.

ESSER III of ARP 2021 (282)

Administrative Recommendations:

Provided for your consideration.

Calming the chaos of mental health care



care/solace

Garland ISD

Facilities, Finance and Operations Committee

November 29, 2022

Hello,

There are no words strong enough to properly thank you and CUSD for connecting me to Care Solace. **This company is amazing and beyond its weight in gold.** When you mentioned the company to me, I was hopeful but not terribly optimistic because I have been trying in vain for 8 months to find counseling for both DJ and Karen to help fight their depression. I go through intake interviews just to be put on 6-8 month waiting lists. I leave voice messages and emails for therapists that go unreturned. **Trying to navigate the chaos of mental health has been exhausting.** Our insurance is extremely limited in this area and we can not afford to pay out-of-pocket for private counseling.

Within one hour of speaking to Hector at Care Solace, he found a provider willing to work with us. He set up a conference call with me and the provider so I could ask questions and start the process of setting up appointments. He stayed on the call to make sure I was satisfied and confident about the choice. Both DJ and Karen met with their provider yesterday - a licensed psychiatrist that also provides counseling. She was patient, kind, and connected well with both my children. **Hector connected us with an angel and I am truly grateful.**

I know that CUSD is considering the partnership with Care Solace. **From personal experience, I can tell you this company is an asset.** Especially with the rise in stress and anxiety - from distance learning to the trauma associated with fires and everything in between - having a company like Care Solace be there to support families is a resource you can't put a price tag on. **This company accomplished in ONE HOUR what I have been struggling to accomplish on my own in 8 months.** There are so many families that can benefit from this company and I am extremely appreciative that they were willing to help me.

Please pass this email along to anyone at the district or advise me who I should send this to as the district considers the contract for Care Solace. For parents like me that struggle to find their children the care they desperately need, **this company takes all that stress away. They do the work so I can concentrate on my children.**

Thank you again for making this happen. It could not have been possible without your efforts, and I appreciate so much your willingness to help.

Unsolicited Parent Testimonial

Sincerely,
Stacy Meheen

Our mission.

To handhold students, staff, and their families through the chaos of navigating mental health systems to make it easier, faster, and less painful than ever before.



The story behind Care Solace.

Care Solace is a care coordination service that has a clear impact.



560+
School
Districts



15M
Individuals
Served



350K+
Verified
Providers



83%
Satisfaction
with Care

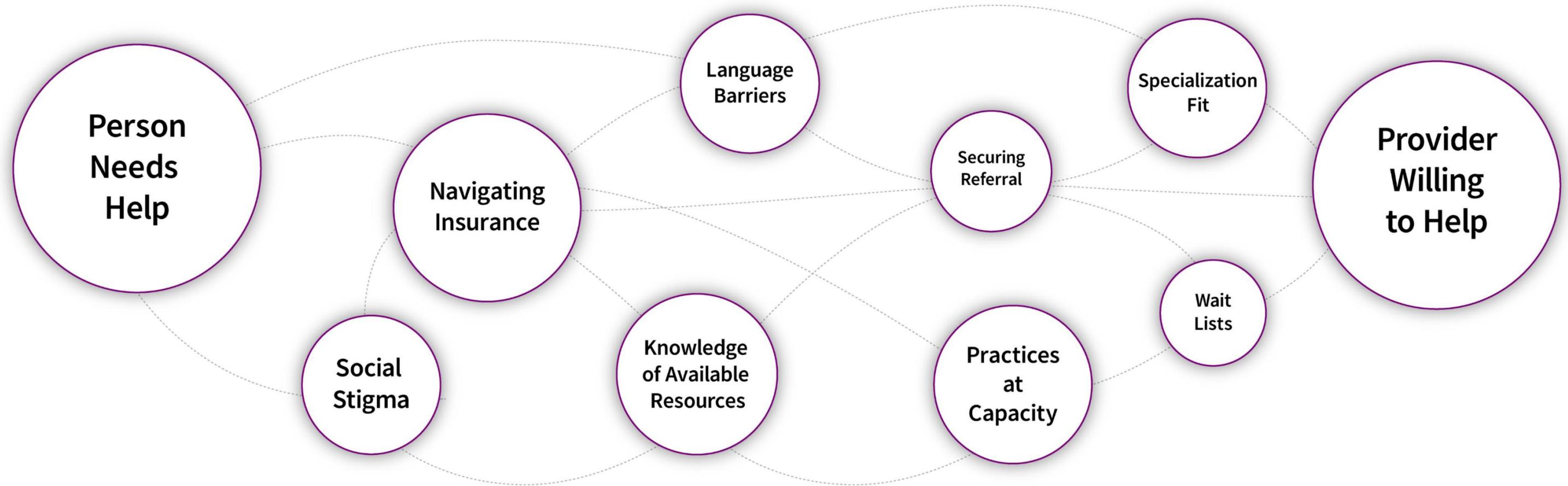
The existing mental health care system is broken.

The need for care is recognized.

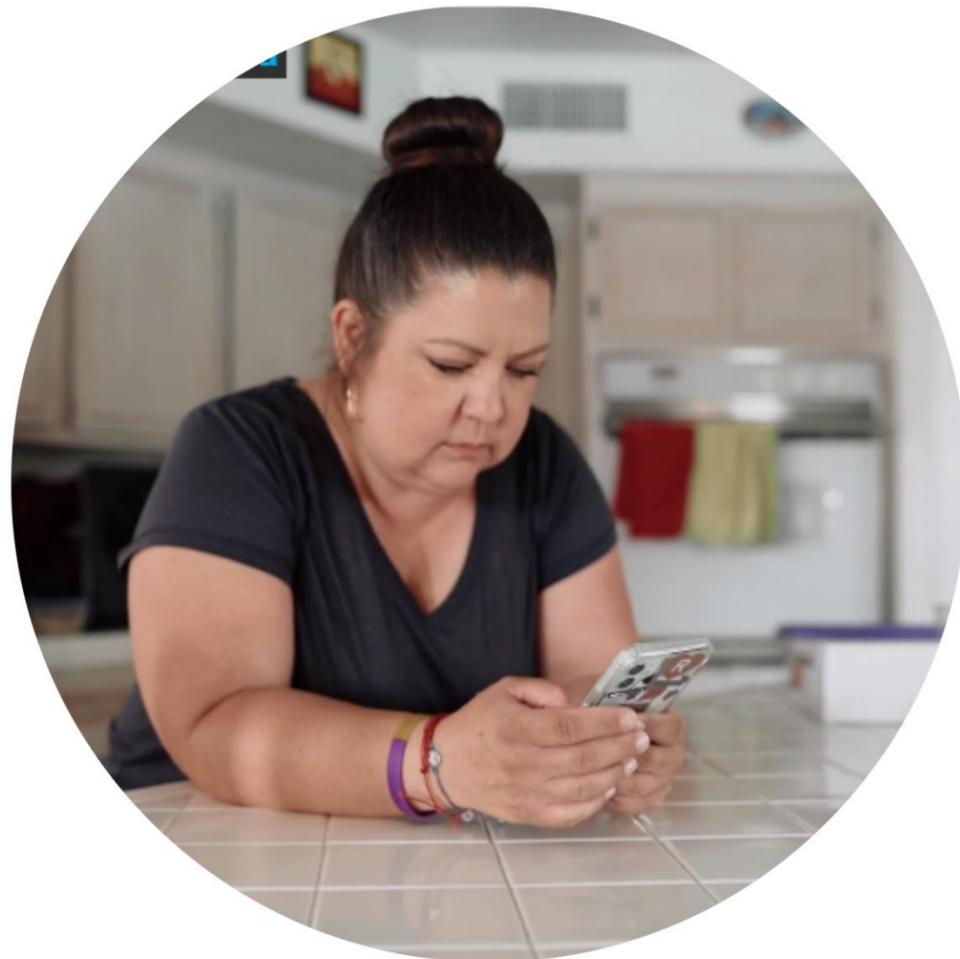
Programs are put in place.

Yet gaps persist.

The chaos of mental health care.



Especially in times of crisis, students, staff and families need services immediately.



- It typically takes 50-60 calls to get connected to services.
- 80% of those who need help don't get the care they need.
- With Care Solace, people get connected to resources **within 120 hours**.

Instant access to community-based care with added layers of support.



Warm Handoff[®]

Referral Submission &
Real-Time Tracking



Care Companions[™]

24/7/365 Multilingual
Navigation Support



Care Match[™]

Anonymous Self-Service
Search Tool

WELCOME TO CARE SOLACE

Anonymous

Confidential

Free Care Connection

24/7/365 Mental Health Care Coordination Service for
the Garland Independent School District community!

Getting help can be a daunting process. Let our Care Companions™ find the help you need for depression, anxiety, stress and more.

Connect with local mental health and substance-abuse treatment providers, none of which pay us to receive referrals.

Find options that meet your insurance requirements.

Find availability and schedule an appointment.





Care Companion Process



Screening



Finding providers



Matching with providers



Scheduling appointments



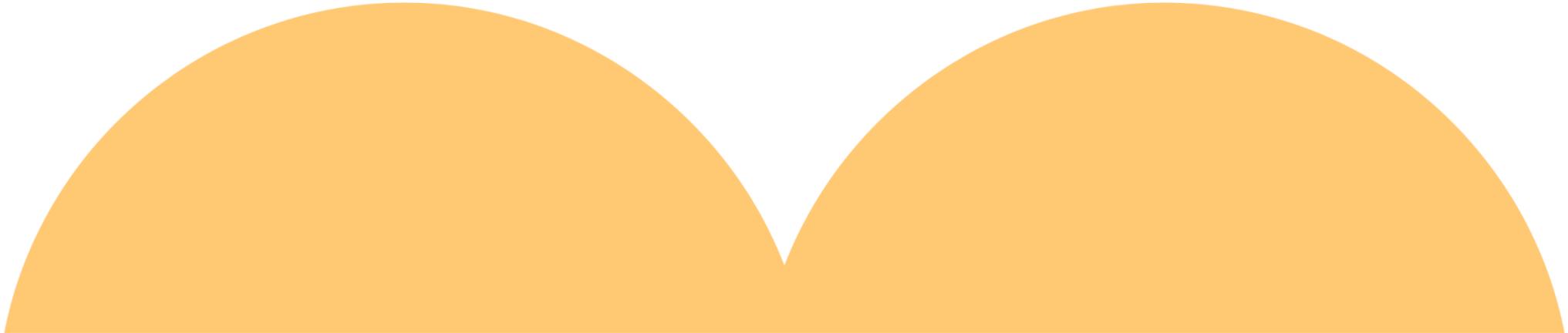
Appointments scheduled



Quality follow-up



Care
Companions™



Total Unique Texas Providers: 21,353 Serving Youth: 17,189

Individual therapy: 18,374

Intensive outpatient program: 5,035

Outpatient program: 4,565

Eating & feeding disorders: 4,872

Residential inpatient program: 2,973

Religiously affiliation: 2,542

Psychiatrists: 2,156

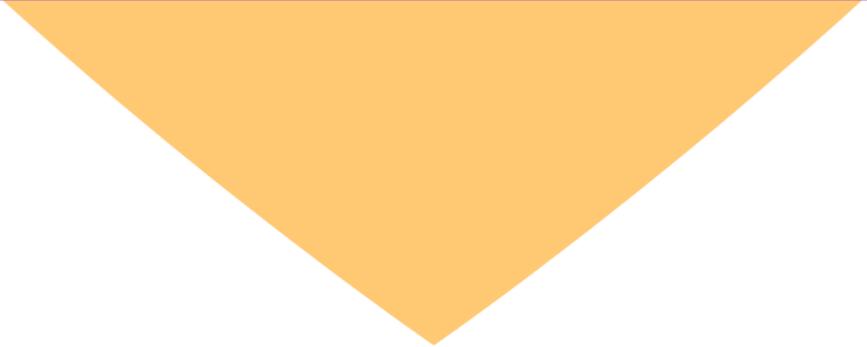
Teletherapy: 1,707

Interventionist: 480

Hospitalization & stabilization: 342

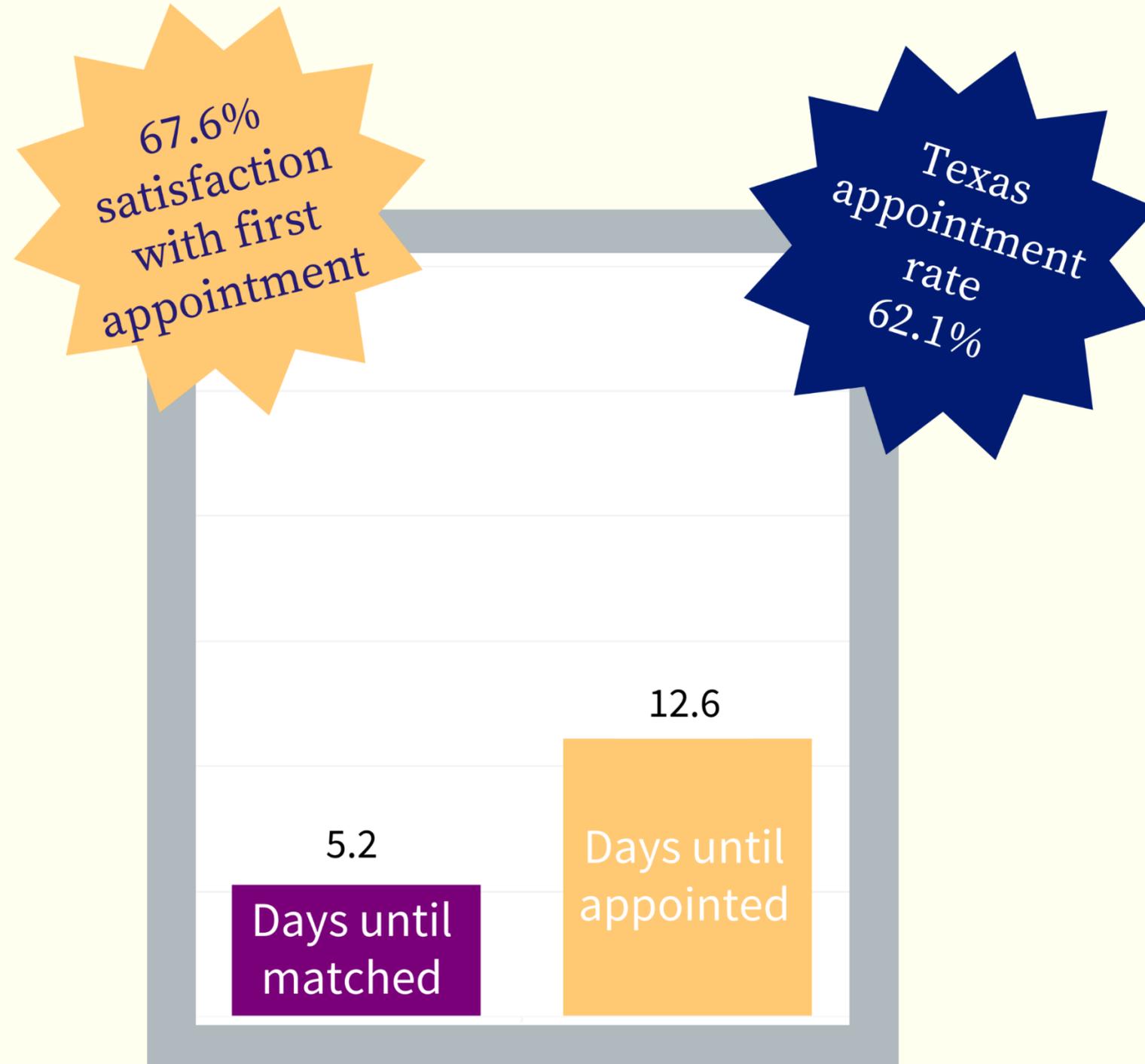
Interventionist: 480

Medical detox: 252





Texas Average Days to Connect to Care with Care Solace





Texas Services Provided

July 2021 - June 2022

Total Services Provided: 201,631

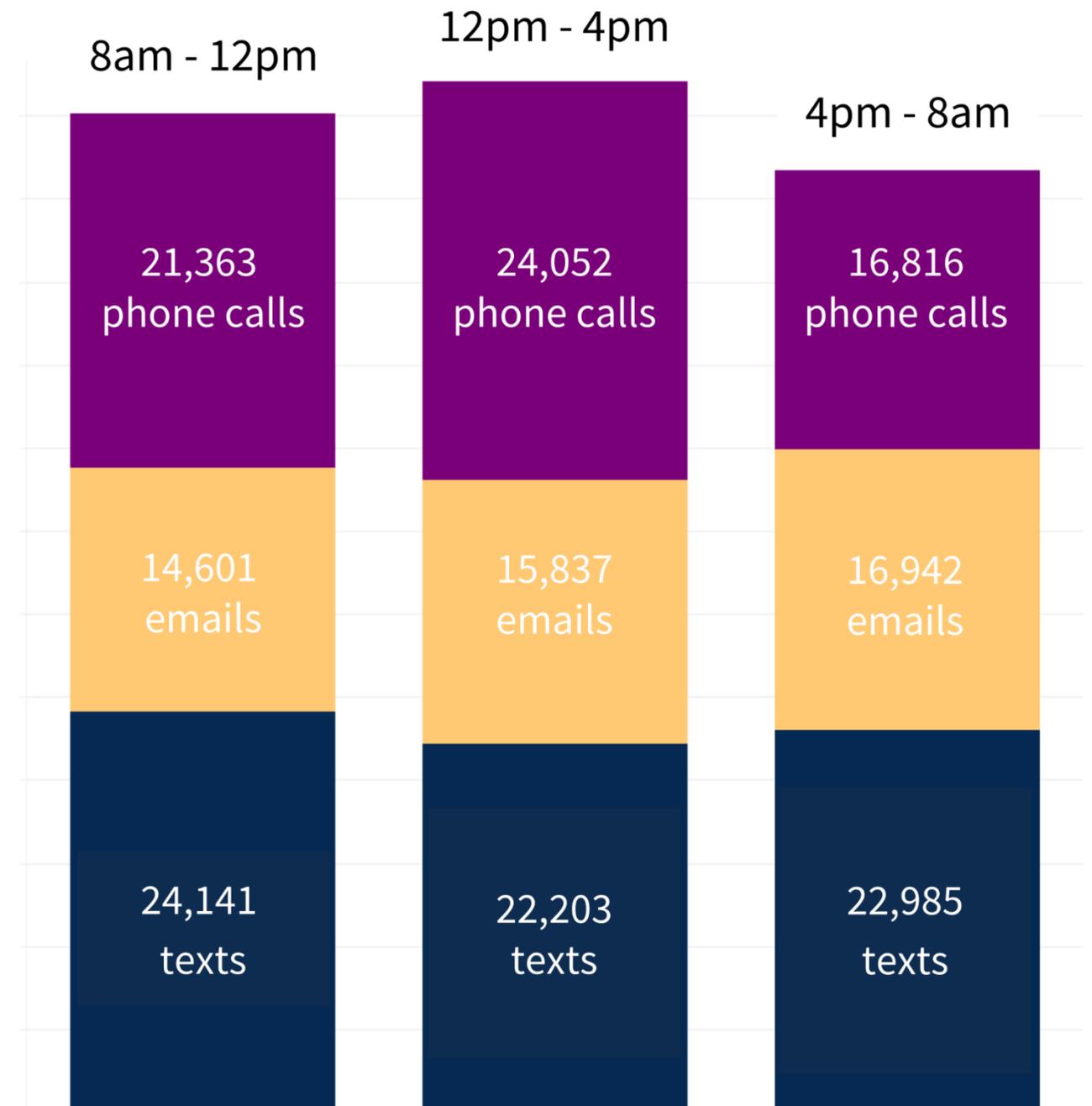
Total Phone Calls: 79,728

Total Emails: 47,380

Total Text Message: 69,329

Anonymous Searches & School Referrals: 5,194

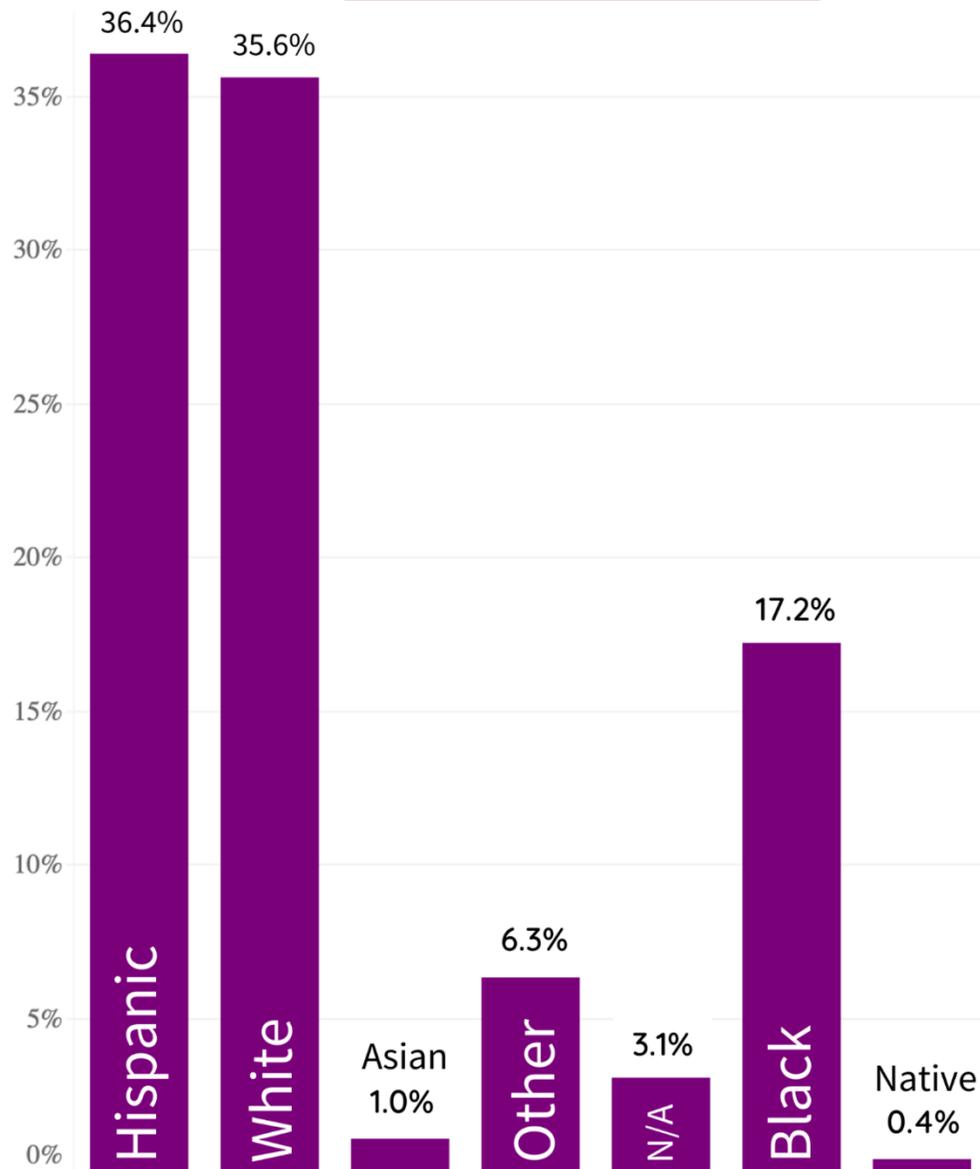
Total communications



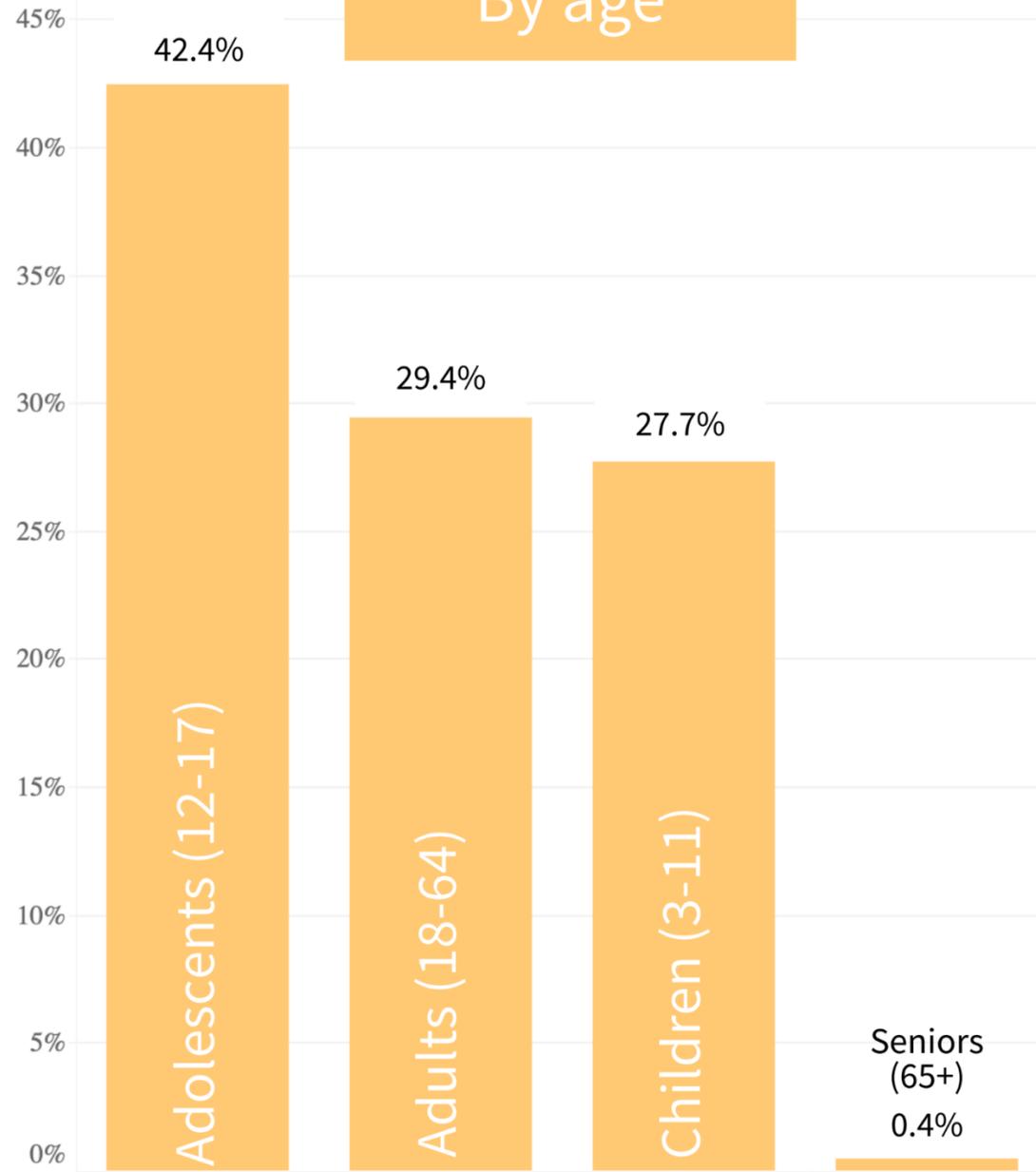


Texas Service Requests

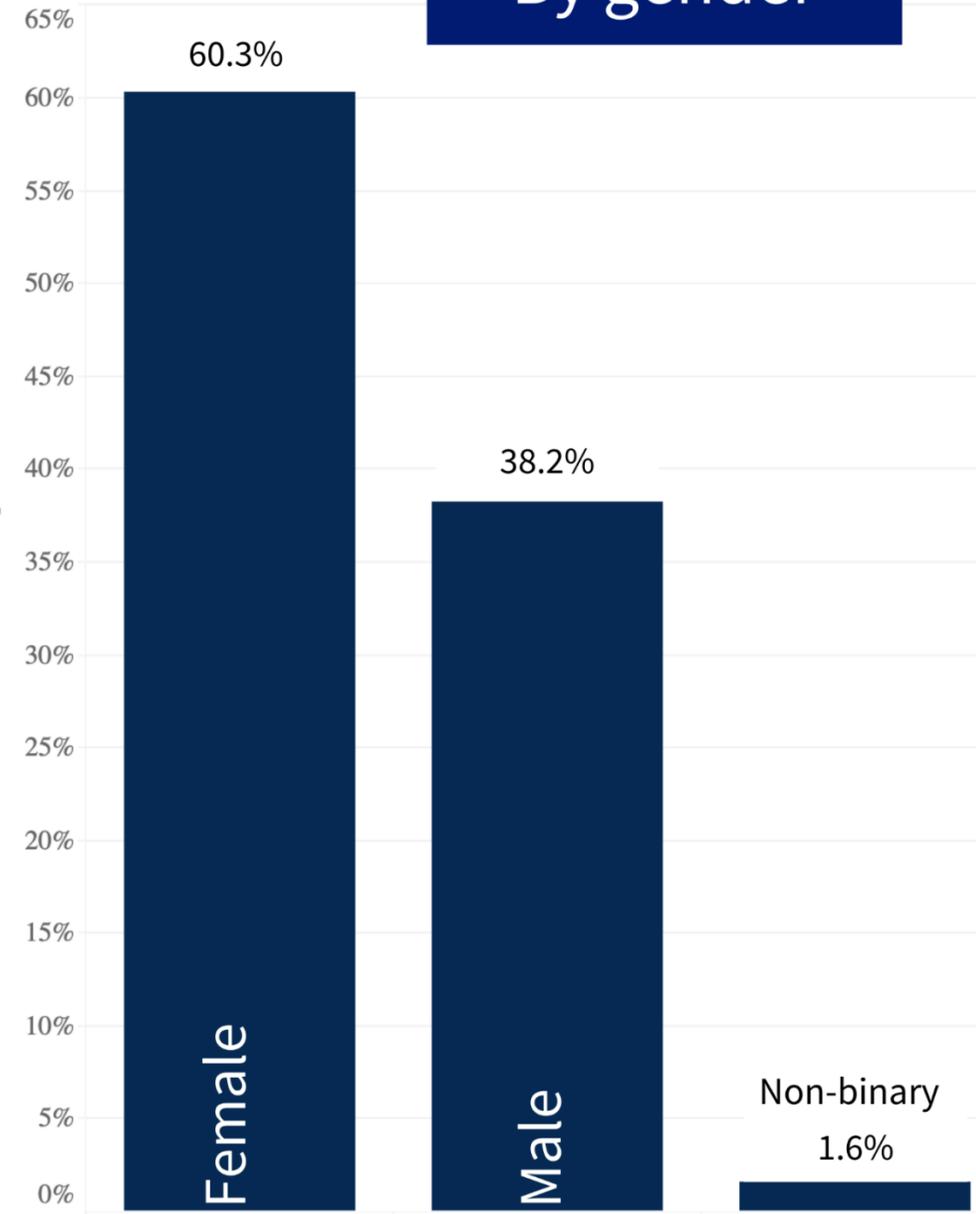
By ethnicity



By age

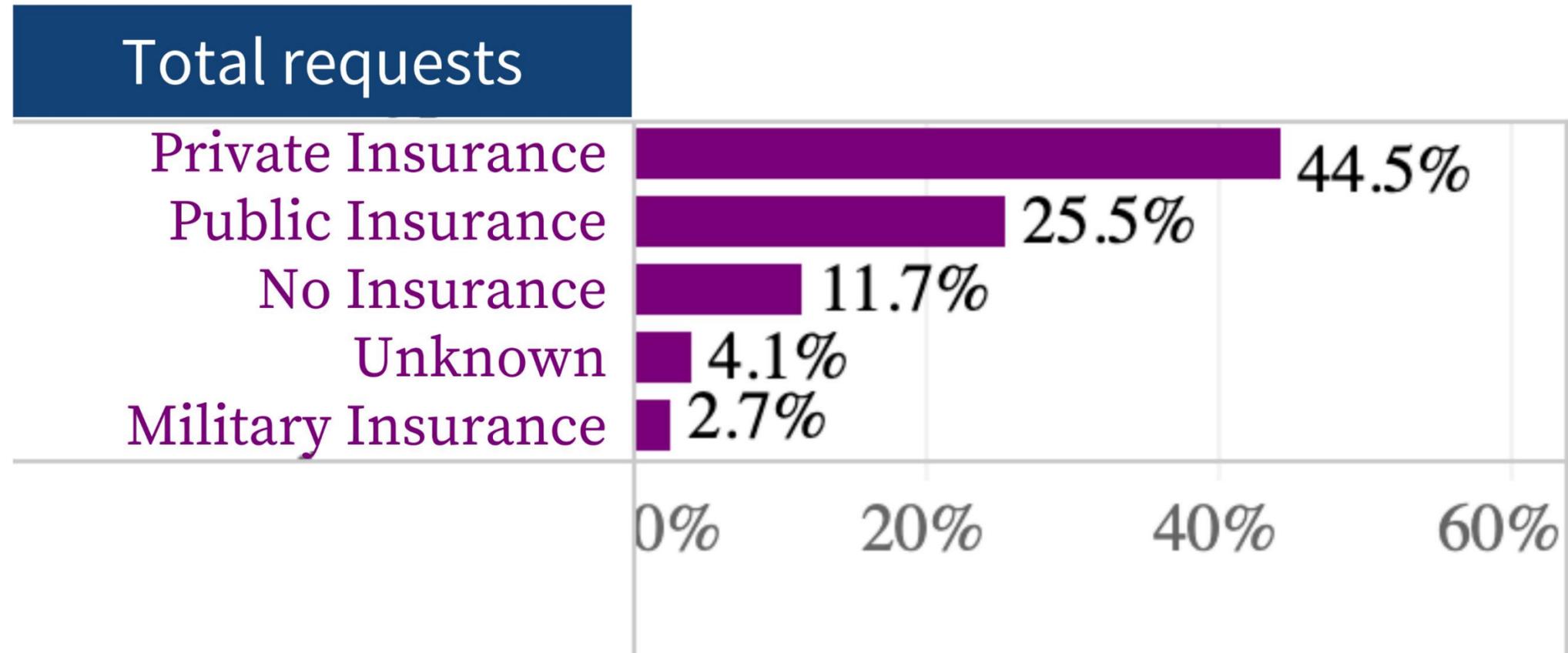


By gender





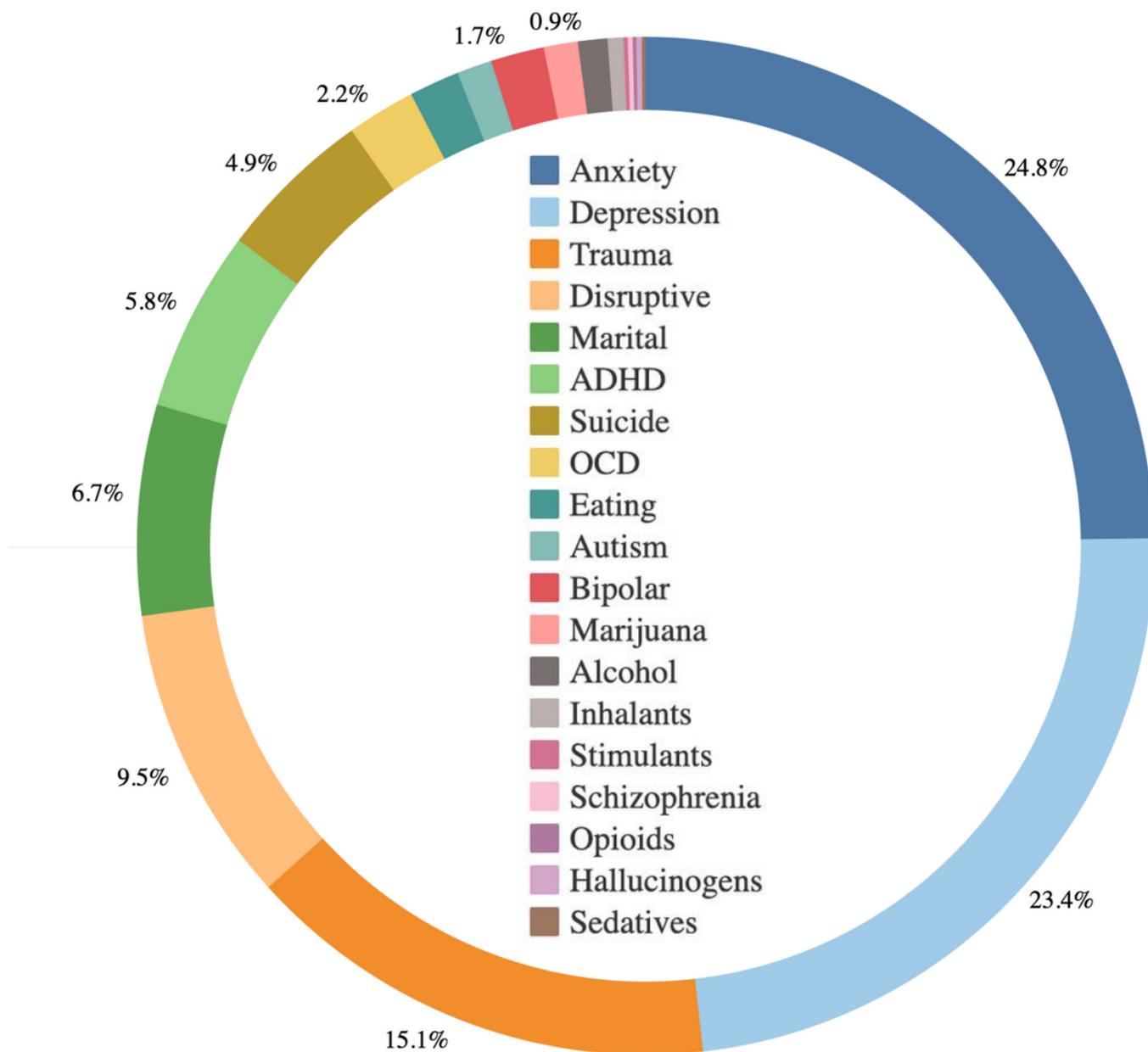
Texas Requests for Help By insurance type



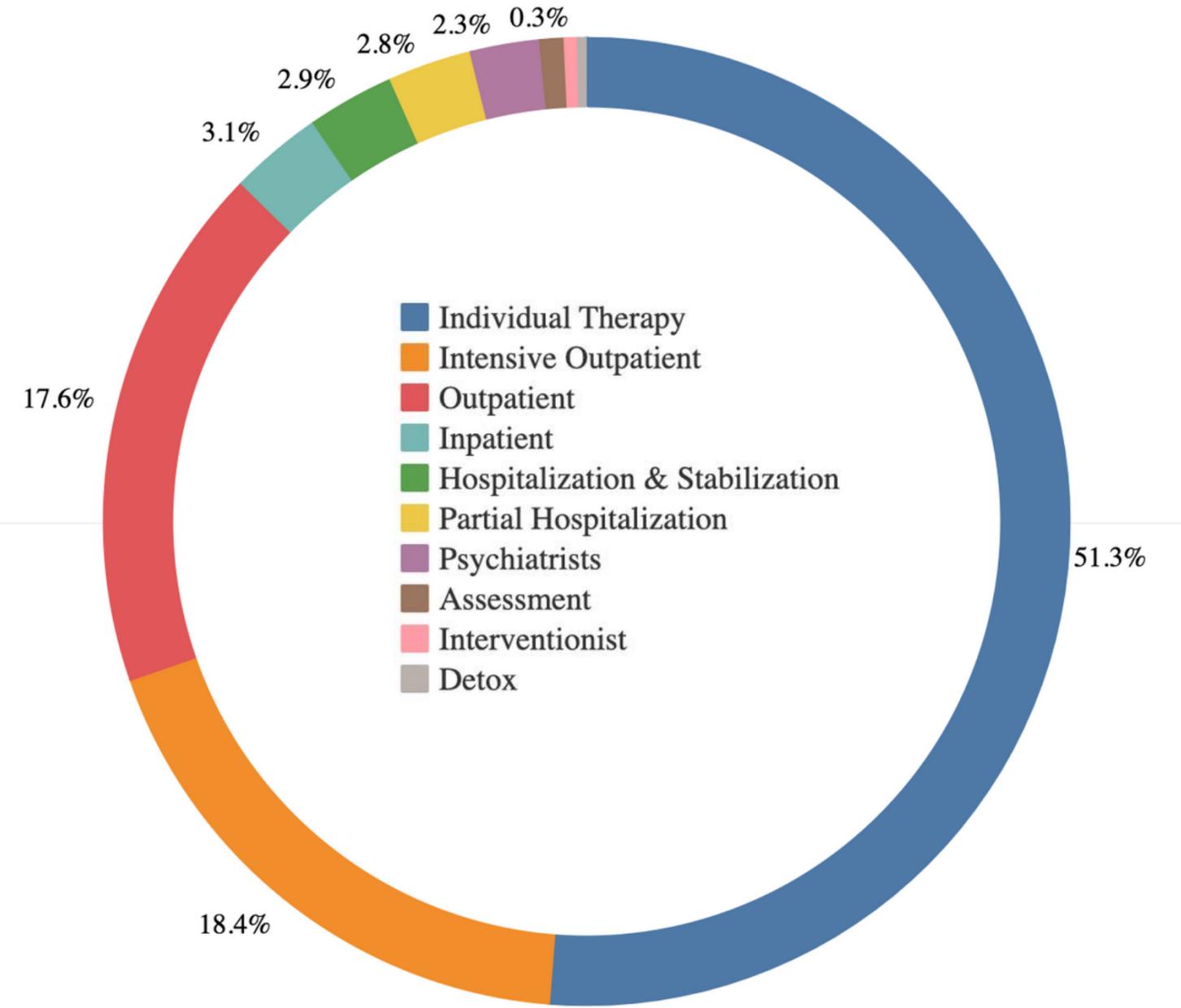


Texas Requests for Help by Need

DSM category



Treatment type





Mental Health MTSS Myths

Offering
telehealth & other
short-term
services

Adding MOU Partners
Hiring mental health staff

Screening/assessing for mental health needs
Providing prevention programs & training

Future of Mental Health in Schools





Any questions?



Chad Castruita

Founder & CEO

chad@caresolace.org

818-437-5609

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

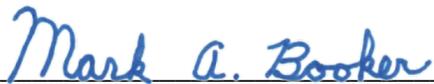
It is the administration's recommendation that the offer(s) for **Mental Health Platform and Care Coordination** from the company or companies listed below provides the best value to the Garland Independent School District.

Addiction Treatment Technologies LLC. DBA Care Solace

NOT TO EXCEED AMOUNT:

Confidential Information

Procurement Method:	Request for Proposal
Contract Number:	357-22-01
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(282 ESSER III of ARP 2021)


Mark A. Booker
Executive Director of Purchasing


Kim Caddell, Ed. D
Assistant Superintendent of
Curriculum and Instruction

Attest:

I have examined the information provided by staff in recommending the award above.


Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: April 5, 2022

To: Misty Roberts, Buyer

From: Tiffany Gilmore, Director of Guidance and Counseling

RE: Recommendation to Award RFP 357-22-01 Mental Health Platform and Care Coordination

Action Required

New Award

Material/Service

Access to health care is one of the nation's biggest challenges. Care Solace currently serves approximately 3 million students, 150,000 school staff members, and 12 million parents and families by serving as a full-time concierge service for mental healthcare services.

Purpose

With Care Solace, all staff, students, and families within our tri-cities will have access to a multilingual Care Concierge team of experts available 24/7 to help staff and families through the process of accessing local community-based mental health programs and resources or virtual therapy options.

Care Solace provides assistance with:

- Accessing vetted mental health providers
- Accessing provider availability to reduce wait times into care
- Navigating insurance or no insurance
- Scheduling an appointment(s) with a response time typically within 15-minutes or less
- Case Management and tracking for district staff, known as a "Warm Hand-Off"
- Full web platform access to our 90,000+ vetted resources
- Monthly utilization report tracking for districts broken down by treatment categories, appointments booked, demographics, etc.

Care Solace's flat annual rate of \$182,000 will provide our tri-city community access to a vast database of verified local and statewide mental health professionals, including our local agencies.

JobPath Partners proposed a lower-priced product; however, they did not outline a process for vetting mental and behavioral health professionals as requested in the scope section 2.1. Additionally, Job Path Partners did not outline their intentions of providing the district with monthly utilization reports, e.g., the number of individuals utilizing the services by demographics.

We recommend awarding Care Solace in lieu of Job Path Partners, as services are more comprehensive and the information provided indicates the goods and services will best meet the district's needs.

Board Goal Objective

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Recommended Amount

Confidential Information – 282 ESSER III of ARP 2021

RFP# 357-22-01 Mental Health Platform and Care Coordination - CRITERIA EVALUATION FORM

EVALUATION CRITERIA	FIRM	FIRM	FIRM	FIRM	FIRM	FIRM	
	JobPath Partners	Neolth Inc.	*Addiction Treatment	CrossTx	CareClix	365 Health & Wellness	
Parameters:	Max Points						
	\$99,840	\$104,000		\$187,325	\$449,200	\$253,243,344	
The purchase price; <i>NOT TO BE EVALUATED BY COMMITTEE MEMBERS</i> . Purchasing Dept. will enter separately. Based on a standard formula Personal Property Purchase: 50-55, Combination of Goods and Services or Service (only):40-50	40	40	38	22	21	9	0
The reputation of the vendor and of the vendor's goods or services;	10	4	4	10	4	3	2
The quality of the vendor's goods or services;	12	11	5	12	8	9	8
The extent to which the goods or services meet the district's needs;	30	13	17	30	23	22	16
The vendor's past relationship with the district;	3	0	0	0	0	0	0
The impact on the ability of the district to comply with the laws and rules relating to historically under-utilized businesses (HUB); (must be 0 points)	0	0	0	0	0	0	0
The total long-term cost to the district to acquire the vendor's goods and services; Range 0-10, Discount structure for each manufacturer.This item is designed to capture all costs other than those identified under initial purchase price, example maintenance cost for years 2-5.	0	0	0	0	0	0	0
For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner: A. has its principal place of business in this state B. employs at least 500 persons in this state Has its principal place of business in this state	0	0	0	0	0	0	0
Voluntary Product Accessibility Template (see 3.23. UNIFORM INFORMATION AND COMMUNICATION TECHNOLOGIES ACCESSIBILITY)	5	0	3	4	2	4	0
Total Points	100	68	64	74	57	43	26



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Purchase of Instructional Software and Materials for CTE
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Dr. Kim Caddell
Assistant Superintendent of Curriculum and Instruction

Board Goal Objective:

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences

Summary/Background Information:

Shown is the recommendation of the bids for instructional software and materials for CTE for the District, discussed in the November 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Nepris Inc.

The estimated total amount of the bid is not to exceed \$149,999. Potential funding is indicated below.

General Fund (199) – 85%
Career and Technical -Basic Grant (244) – 5%
Campus Activity Funds (461) – 5%
Student Activity Account (865) – 5%

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

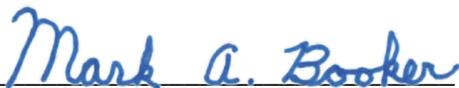
It is the administration's recommendation that the offer(s) for **Instructional Software and Materials for CTE** from the company or companies listed below provides the best value to the Garland Independent School District.

Nepris Inc.

NOT TO EXCEED AMOUNT:

\$149,999

Procurement Method:	Interlocal Contract ESC Region 19	
Contract Number:	397-23	
Contract Term:	One (1) year with four (4) annual renewal options.	
Potential Funding Source:	(199 General Fund)	85%
	(244 Career and Technical- Basic Grant)	5%
	(461 Campus Activity Funds)	5%
	(865 Student Activity Account)	5%



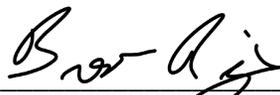
Mark A. Booker
Executive Director of Purchasing



Kim Caddell, Ed.D.
Assistant Superintendent of
Curriculum and Instruction

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: August 12, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Coleman Bruman, Director of Career and Technical Education

RE: Recommendation to Award Contract 397-23 Instructional Software and Materials for CTE

Action Required

New Award

Material/Service

Curriculum, instructional software, and work-based learning activities

Purpose

To provide work-based learning and relevant industrial connections to all students in CTE classrooms in secondary schools.

Board Goal Objective

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Recommended Amount

\$149,999 - 199 General Fund 85%, 244 Career and Technical - Basic Grant 5%, 461 Campus Activity Funds 5%, 865 Student Activity Account 5%



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Purchase of Web Design, Development, Hosting and Related Services (Drupal) Second of Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Ms. Sherese Nix
Executive Director of Communications & Public Relations

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Shown is the recommendation of the bid for web design, development, hosting and related services (Drupal) for the District, discussed in the November 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

See attached list

The estimated total amount of the bid is not to exceed \$240,000. Potential funding is indicated below.

General Fund (199) – 63%
Curtis Culwell Center (757) – 37%

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Web Design, Development, Hosting and Related Services (Drupal)** from the company or companies listed below provides the best value to the Garland Independent School District.

See attached list

NOT TO EXCEED AMOUNT:

\$ 240,000

Procurement Method:	Request for Proposal
Contract Number:	122-20
Contract Term:	Second of four (4) annual renewal options.
Potential Funding Source:	(199 General Fund) 63% (757 Curtis Culwell Center) 37%



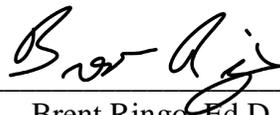
Mark A. Booker
Executive Director of Purchasing



Sherese Nix
Executive Director of
Communications & Public Relations

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 23, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Jasmine Preston, Coordinator of Web Services

RE: Recommendation to Renew RFP 122-20 Web Design, Development, Hosting and Related Services (Drupal)

Action Required

Renewal

Material/Service

The included services are related to maintenance and support for the GISD, Culwell Center, GISD Natatorium and Garland ISD Education Foundation websites including: hosting and site security, ongoing and additional or contingency support hours and related services for software upgrades, site functionality, design enhancements or redesign projects.

Purpose

These services will be used to host and support the district, Culwell Center, Natatorium and Garland ISD Education Foundation websites. They help with maintaining site security and software upgrades while also providing developer and design support for ongoing and future site enhancements.

Additionally, services will be used to redesign the Curtis Culwell Center site to update its look and functionally to be more modern and in line with competitor venues.

Board Goal Objective

Not applicable

Superintendent's Goal

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Recommended Amount

\$240,000 - 199 General Fund 63%, 757 Curtis Culwell Center 37%

RFP 122-20 Web Design, Development, Hosting and Related Services (Drupal)

Awarded Supplier List

CherryRoad Technologies, Inc.*

Domain7 Solutions (U.S.), Inc.*

Interpersonal Frequency

KWALL*

Lab Information Technology Incorporated dba LABUSA*

Modernized Mobile LLC*

OPIN Digital Corp.*

Promet Source*

Saxon Global, Inc.*

Taoti Creative*

*Indicates New Award



Garland Independent School District Board of Trustees

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Purchase of Property Insurance
Second of Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. John King
Director of Risk Management

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown is the recommendation of the bid for property insurance for the District, discussed in the November 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

McGriff Seibels and Williams of Texas Inc.

The estimated total amount of the bid is not to exceed \$4,000,000. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Property Insurance** from the company or companies listed below provides the best value to the Garland Independent School District.

McGriff Seibels and Williams of Texas Inc.

NOT TO EXCEED AMOUNT:

\$ 4,000,000

Procurement Method:	Request for Proposal
Contract Number:	363-21
Contract Term:	Second of four (4) annual renewal options.
Potential Funding Source:	(199 General Fund)



Mark A. Booker
Executive Director of Purchasing



John King
Director of Risk Management

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 30, 2022

To: Mark Booker, Executive Director of Purchasing

From: Mayte Martinez, Assistant Director, Purchasing

RE: Recommendation to Renew RFP 363-21 Property Insurance

Action Required

Renewal

Material/Service

Property and Crime Insurance

Purpose

The District's property insurance transfers some of the financial risk of loss from certain perils such as fire, vandalism, storm, etc. to an insurance company.

Property Insurance- The property insurance market as a whole is still in turmoil and has been increasing now for several years due to heavy insurance losses. In December 2020, the Board approved up to 4 annual renewals with McGriff Siebels and Williams (MSW). This is the second renewal.

As in the current year, in order to get the amount of coverage that the District requires, with an acceptable deductible, the quote is complex involving 25+ different layers of insurers. It includes coverage for Boiler and Machinery, and Terrorism. In addition to the estimated total premium, it is requested the Board approve an additional amount over the next year for additional square footage/values from bond projects and other adjustments, as well as unaccounted for taxes and fees for a not to exceed amount of \$4,000,000 for property insurance, boiler and machinery, and Terrorism.

Crime Insurance- The Property Insurance RFP also included a solicitation for Crime Insurance that covers District losses due to criminal acts, such as theft, robbery, computer fraud, and embezzlement. This insurance has a limit of \$1,000,000 with a \$10,000 deductible. The premium is \$10,000 for 2022-2023 with is written through McGriff Seibels Williams Inc. It is requested that the board approve this amount.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Recommended Amount

\$4,000,000- 199 General Fund



**Garland Independent School District
Board of Trustees**

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Increase in Awarded Amount for General Merchandise Equipment and Supplies One (1) Year with Two (2) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Mark A. Booker
Executive Director of Purchasing

Board Goal Objective:

Not Applicable

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for general merchandise equipment and supplies for the District, discussed in the November 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be increased as indicated below.

	Lowes Home Centers	
Original Amount: (March 22, 2022)		\$ 100,000
Increase Amount:		\$ 50,000

The estimated total amount of the bid is not to exceed \$150,000. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **General Merchandise Equipment and Supplies** from the company or companies listed below provides the best value to the Garland Independent School District.

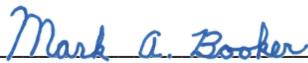
Lowes Home Centers

ORIGINAL AMOUNT: **\$ 100,000**
(March 22, 2022)

INCREASE AMOUNT: **\$ 50,000**

NOT TO EXCEED AMOUNT: **\$ 150,000**

Procurement Method:	Cooperative Purchase Contract National Intergovernmental Purchasing Alliance DBA Omnia Partners
Contract Number:	250-22
Contract Term:	One (1) year with two (2) annual renewal options.
Potential Funding Source:	(199 General Fund)



Mark A. Booker
Executive Director of Purchasing

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 22, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Janet Curtis-Fuller, Buyer

RE: Recommendation to Increase Contract 250-22 General Merchandise
Equipment and Supplies

Action Required

Increase

Material/Service

Variety of Merchandise

Purpose

This contract is used district-wide to support department needs for appliances, materials and maintenance supplies and parts. A recent order from PTECH created the need to increase this contract to allow for other district purchases for the remainder of the contract year.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Recommended Amount

\$50,000 – 199 General Fund



**Garland Independent School District
Board of Trustees**

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Increase in Awarded Amount for Student Educational Travel Services One (1) Year

Agenda Section: Action Item

Administrator Responsible: Dr. Kim Caddell
Assistant Superintendent of Curriculum and Instruction

Board Goal Objective:

Not Applicable

Superintendent’s Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for student educational travel services for the District, discussed in the November 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff’s recommendation that the bid be increased as indicated below.

	Texas Music Festival Enterprises	
Original Amount: (June 8, 2022)		\$ 74,999
Increase Amount:		\$ 425,001

The estimated total amount of the bid is not to exceed \$500,000. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Student Educational Travel Services** from the company or companies listed below provides the best value to the Garland Independent School District.

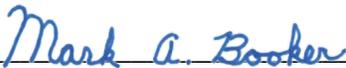
Texas Music Festival Enterprises

ORIGINAL AMOUNT: **\$74,999**
(June 8, 2022)

INCREASE AMOUNT: **\$425,001**

NOT TO EXCEED AMOUNT: **\$500,000**

Procurement Method:	Interlocal Contract EPCNT
Contract Number:	68-22
Contract Term:	One (1) year
Potential Funding Source:	(199 General Fund)



Mark A. Booker
Executive Director of Purchasing



Kim Caddell, Ed.D.
Assistant Superintendent of
Curriculum and Instruction

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 22, 2022

To: Maria Cobar, Buyer

From: Joseph Figarelli, Director of Fine Arts

RE: Recommendation to Increase Contract 68-22 Student Educational Travel Services

Action Required

Increase

Material/Service

Travel Services

Purpose

Turn key travel services for Austin Jazz Band to attend Midwest Clinic in Chicago, Illinois and allow for other campuses to travel at this level if needed.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Recommended Amount

\$425,001 - 199 General Fund



**Garland Independent School District
Board of Trustees**

Date of Meeting: November 29, 2022

Agenda Item: Consider Approval of Increase in Awarded Amount for Testing and Assessment
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Dr. Kim Caddell
Assistant Superintendent of Curriculum and Instruction

Board Goal Objective:

Not Applicable

Superintendent’s Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for testing and assessment for the District, discussed in the November 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff’s recommendation that the bid be increased as indicated below.

	NCS Pearson	
Original Amount: (March 31, 2022)		\$ 74,999
Increase Amount:		\$ 150,000

The estimated total amount of the bid is not to exceed \$224,999. Potential funding is indicated below.

IDEA – Part B, Formula (224)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Testing and Assessment** from the company or companies listed below provides the best value to the Garland Independent School District.

NCS Pearson

ORIGINAL AMOUNT: **\$74,999**
(March 31, 2022)

INCREASE AMOUNT: **\$150,000**

NOT TO EXCEED AMOUNT: **\$224,999**

Procurement Method:	Interlocal Contract EPCNT
Contract Number:	325-22-02
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(224 IDEA - Part B, Formula)



Mark A. Booker
Executive Director of Purchasing



Kim Caddell, Ed.D.
Assistant Superintendent of
Curriculum and Instruction

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 22, 2022

To: Maria Cobar, Buyer

From: Cathy Clifford, Coordinator Special Education

Re: Recommendation to Increase Contract 325-22-02 Testing and Assessment

Action Required

Increase

Material/Service

Pearson Clinical provides evaluation instruments, testing protocols and online scoring for tests utilized for evaluation of students referred to Special Education or due for the federally mandated triannual evaluation. Pearson is a sole provider of the majority of the test instruments we utilize.

Purpose

The evaluation materials will be used to evaluate students and determine disability criteria and assist the IEP committee in determining educational need and services to be provided.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Recommended Amount

\$150,000 - 224 IDEA- Part B, Formula