

Agenda of Workshop Meeting

The Board of Trustees Abilene Independent School District

A Workshop Meeting of the Board of Trustees of Abilene Independent School District will be held Thursday, February 6, 2025, beginning at 5:00 PM in the Alta Vista Room, One AISD Center 241 Pine Street, Abilene, Texas 79601.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call to Order
 - A. Oral Communication from the Public
 - B. Board/Superintendent Announcements/Information
- II. Board Workshop Items
 - A. Comprehensive and Targeted Schools
 - B. 2025-2026 Budget Calendar
 - C. Career and Technical Education Report
 - D. Policy FL (LOCAL) - Directory Information
- III. Agenda for Regular Meeting February 10, 2025
 - A. Consent Agenda Items
 - I. Finance: Budget Amendments
 - II. Finance: December Financials
 - III. Approval of Minutes
 - IV. The Board will consider Policy DC (LOCAL).
 - V. The Board will consider approval of Targeted Improvement Plans (TIP).
 - B. Reports
 - I. Goal Progress Monitoring - Goals 1 and 2
 - C. Business Items Requiring Board Action
 - I. Policy FL (LOCAL) - Directory Information
- IV. Closed Session: A closed session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and section 551.0821.
 - A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
 - I. The Superintendent Performance Evaluation and Contract Consideration
- V. Reconvene from Closed Session
- VI. The Board may take action relevant to Items Covered During Closed Session.

- A. Superintendent Performance Evaluation and Contract Consideration
- VII. Adjournment

Abilene Independent School District Board Document - Agenda Item II.A.

Meeting Date: February 6, 2025

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: February

Subject: Comprehensive and Targeted Schools

Background Information: As part of the Every Student Succeed Act, requires action to improve schools that are underperforming or have low graduation rates. This ranking is based on Domain 3 of the STAAR exams. This is the “Closing the Gap” domain of the exams. It focuses on identifying underperforming student groups. Each year, campuses are federally identified and could be given one of three different identifications. A campus could be identified as Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support.

This presentation will explain more of how campuses are given these identifications and the tasks that must be completed should campuses be identified.

Attached Supporting Documents:

Fiscal Implications:

None

Administrative Recommendation:

None at this time.

Contact Person:

Dr. Karen Munoz, Executive Director for Innovation and Program Development



Comprehensive & Targeted Schools

*Dr. Karen Munoz
Executive Director for
Innovation & Program
Development*

Identification of Schools for Improvement

- Every Student Succeeds Act (ESSA)
- Uses Domain 3 (Closing the Gaps)
- Underperforming student groups
- Minimum size of 10
- All federal sub groups

**Comprehensive Support and
Improvement (CSI)**

**Targeted Support and
Improvement (TSI)**

**Additional Targeted Support
(ATS)**

How are Comprehensive Support and Improvement Identifications calculated?

Low performance in Domain 3:

A **Title I** campus with a Closing the Gaps (CTG) **scaled score in the bottom five percent** of their school type is identified for CSI.

- TEA determines the **bottom 5%** of the CTG outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/K-12, and alternative education accountability campuses. TEA then determines which campuses fall in the bottom 5% for each school type.

Low graduation rate:

If any **Title I or non-Title I** campus **does not attain a 66.7% six-year federal graduation rate** for the All Students group, the campus is identified for CSI low graduation.

2-Year Identification

Targeted Support and Improvement (TSI)

Identification:

- Any campus with at least one consistently underperforming student group (Title I or non-Title I)
- Must look at all FEDERALLY REQUIRED groups
- Minimum Size = 10 RLA & 10 Math tests
- Group misses targets in same 3 indicators for 3 consecutive years = consistently underperforming
- School years = 2022, 2023, 2024

This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) ⁺	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	3	0	-	-	-	-	2	-	3	-	-
Academic Achievement Status: Reading/Language Arts (RLA)												
2022	-	32%	55%	-	-	-	-	30%	-	14%		
2023	2	0	3	-	-	-	3	3	0	0	3	2
2024	3	3	0	-	-	-	3	3	2	1	3	0
Academic Achievement Status: Mathematics												
2022	-	19%	36%	-	-	-	-	17%	-	12%		
2023	0	1	2	-	-	-	2	1	0	1	0	2
2024	1	0	0	-	-	-	1	0	0	0	2	0
Academic Growth Status: RLA												
2022	-	66%	80%	-	-	-	-	66%	-	55%		
2023	0	0	3	-	-	-	3	0	0	0	3	0
2024	2	3	3	-	-	-	3	3	2	2	-	2
Academic Growth Status: Mathematics												
2022	-	56%	59%	-	-	-	-	53%	-	42%		
2023	0	1	2	-	-	-	0	1	3	2	2	2
2024	1	0	0	-	-	-	0	0	0	0	0	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2022	17	25	41	-	-	-	29	24	18	13		
2023	1	1	2	-	-	-	2	2	0	0	0	2
2024	0	0	0	-	0	-	0	0	0	1	0	0
Progress in Achieving English Language Proficiency (EB/EL Current)												
2022												
2023									-			
2024									0			

Highlighted

Cells:

2022 - % score below target

2023 & 2024 - 0: No target, no growth

1: No target, limited growth

Additional Targeted Support

- Subset of Targeted Support campuses (Title I or non-Title I)
- Has at least one consistently underperforming student group
- **Closing the Gap score for student group is lower than the CTG score used to identify Comprehensive campuses.**
- Minimum size = 10 in all indicators

FEDERAL ACCOUNTABILITY SUMMARY - 8.29.24

CAMPUS	24-25 SCHOOL IMPROVEMENT <small>(based on 23-24 data)</small>	23-24 SCHOOL IMPROVEMENT <small>(based on 22-23 data)</small>	22-23 SCHOOL IMPROVEMENT <small>(based on 21-22 data)</small>	21-22 SCHOOL IMPROVEMENT <small>(based on 18-19 data)</small>
Abilene High	n/a	n/a	n/a	n/a
Cooper High	n/a	n/a	n/a	n/a
ATEMS	n/a	n/a	n/a	n/a
Woodson	n/a	n/a	n/a	n/a
Clack	Comprehensive	Targeted	Additional Targeted	Targeted
Craig	n/a	n/a	Targeted	Targeted
Madison	Targeted	Targeted	Additional Targeted	Targeted
Mann	Targeted	Targeted	Targeted	Targeted
Alcorta	n/a	n/a	Comprehensive	Comprehensive
Austin	Targeted	n/a	n/a	n/a
Bassetti	Targeted	Targeted	n/a	n/a
Bonham	Targeted	Targeted	Targeted	Targeted
Bowie	Comprehensive	Targeted	Targeted	Targeted
Dyess	n/a	n/a	n/a	n/a
Martinez	n/a	n/a	n/a	Additional Targeted
Ortiz	Comprehensive	Comprehensive	Targeted	Targeted
Purcell	Targeted	Targeted	Targeted	Targeted
Stafford	n/a	n/a	Targeted	Targeted
Taylor	Targeted	n/a	Targeted	n/a
Thomas	n/a	n/a	n/a	n/a
Ward	Targeted	n/a	n/a	n/a

Effective Schools Framework Grant 2023-2025

- ▶ In 2023, four campuses applied for a grant to assist with school improvement strategies
- ▶ 2 Year Grant/final year of awarded grant
- ▶ Instructional Supports from e2L/PLC training

What's Next

<p>Comprehensive Campuses (3 campuses)</p>	<ul style="list-style-type: none">● ESF Diagnostic● Superintendent Consultation (11/8)● Engage stakeholders● Create Targeted Improvement Plan (TIP)-submit to TEA● Board approval
<p>Targeted Campuses (8 campuses)</p>	<ul style="list-style-type: none">● Superintendent Consultation (11/8)● Engage stakeholders● Create Local Improvement Plan (LIP)
<p>Additional Targeted (0 campuses)</p>	<ul style="list-style-type: none">● Superintendent Consultation● Engage stakeholders● Create Local Improvement Plan (LIP)
<p>Effective School Framework Focused Support Grant campuses 2023-2025 (4 campuses)</p>	<ul style="list-style-type: none">● Superintendent Consultation (11/8)● Engage stakeholders● ESF Diagnostic● Create Targeted Improvement Plan (TIP)-submit to TEA● Board approval

QUESTIONS?

Abilene Independent School District Board Document - Agenda Item II.B

Meeting Date: February 6, 2025

Meeting Type: Workshop

Item Type: Report

Future Action Required: No

If Yes, Month: N/A

Subject: 2024-2025 Budget Calendar

Background Information: At the beginning of the budget cycle the Board can review and comment on the AISD Budget Calendar. The calendar is attached for your review. A presentation of the AISD Budget Calendar will be a part of the February Workshop meeting, where the Executive Director of Finance will welcome any questions or comments on the calendar. The budget process to develop and approve the 2025-2026 AISD Budget will be reviewed.

Attached Supporting Documents: Presentation, AISD 2025-2026 Budget Calendar

Fiscal Implications: None

Administrative Recommendation: N/A

Contact Person: Jennifer Hinds



ABILENE INDEPENDENT SCHOOL DISTRICT 2025-26 BUDGET CALENDAR

ACTIVITY	PERSON(S) RESPONSIBLE	COMPLETION DATE
Discuss budget calendar and other budget items	Cabinet	January 2025
Ongoing assessment of 2025-2026 staffing needs	Assoc. Superintendent for the Development of Human Resources	February - June, 2025
Discuss budget calendar with Board	Executive Director of Finance	February 2025 (Workshop)
Prepare budget workbooks with non-payroll allocations based on 2024-25 1st semester attendance	Executive Director of Finance	March 2025
2025-26 budget workbooks will be accessible to budget managers electronically	Executive Director of Finance	April 2025
Discuss attendance projections, revenue forecasts, overall financial condition and other budget items	Executive Director of Finance Cabinet/Executive Leadership Team	April 2025 Executive Team
Budget Collaboration Meetings with all Budget Owners	Executive Director of Finance	April - May 2025
Receive estimated 2025 tax rolls from Taylor and Jones county	Appraisal Districts	April 28, 2025
2025-26 Budget Overview and preliminary budget discussion with Board	Executive Director of Finance	May 2025 (Workshop)
Discuss preliminary revenue estimates and special needs with Board	Executive Director of Finance	June 2025 (Workshop)
Discuss preliminary expenditure projections with Board	Executive Director of Finance	July 2025 (Workshop)
Receive certified 2025 tax rolls from Taylor and Jones county	Appraisal Districts	July 25, 2025
Calculation of rollback tax rate and other information for public notice	Executive Director of Finance Taylor County Appraisal District	July 25, 2025
Approval of budget parameters to be used for budget workbook and set public meeting date to discuss budget and proposed tax rate (Recommendation: August 25, 2025)*	Board of Trustees	August 2025 (Workshop)

ABILENE INDEPENDENT SCHOOL DISTRICT 2025-26 BUDGET CALENDAR

ACTIVITY	PERSON(S) RESPONSIBLE	COMPLETION DATE
Final discussions of 2025-26 preliminary budget with Board	Executive Director of Finance	August 2025 (Workshop)
Vote on proposed tax rate that will be published in the notice	Board of Trustees	August 2025 (Regular Meeting)
Publish <i>NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE</i>	Executive Director of Finance	August 15, 2025*
Post summary of proposed budget on district website	Executive Director of Finance	August 15, 2025*
Conduct public hearing on 2025-26 proposed budget and tax rate, adopt budget, adopt tax rate	Board of Trustees	August 25, 2025 (Special Meeting)*

*Date Subject to Change

<p>THIS CALENDAR COMPLIES WITH THE LAWS AND REQUIREMENTS FOR THE PREPARATION AND APPROVAL OF THE 2025-2026 BUDGET. IT ALSO COMPLIES WITH ALL TRUTH-IN-TAXATION LAWS.</p>
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Budget Calendar 2025-2026

Jennifer Hinds
Executive Director of Finance

Budget Calendar

2025-2026

February

- Budget Calendar to Board
- Staffing Assessment (ongoing through June)

March

- Prepare Budget Books with Non-Payroll
All Campuses & Departments

April

- Forecasts - Revenue, ADA, Financial Conditions
- Budget Meetings with Budget Owners
- Preliminary Tax Values/Rolls Received

May

- Board Budget Workshop - Budget Overview

June

- Board Budget Workshop
- Revenue Estimates

July

- Board Budget Workshop
- Expense Estimates incl. Payroll
- Certified Tax Values Received
- Tax Rate Calculation

August

- Board Budget Workshop
- Set public meeting date
- Final Budget Discussions
- Vote on Tax Rate
- Public meeting regarding Budget & Tax Rate
- Budget & Tax Rate Adoption



Current Assumptions

- ❑ **Staffing Levels to Match Enrollment**
- ❑ **Legislative Action - What will happen?**
- ❑ **Property Value Growth**
- ❑ **Tax Compression**
- ❑ **Many changes at the local, state & federal levels**
- ❑ **VATRE**



Questions?



Budget Calendar 2025-2026

Jennifer Hinds
Executive Director of Finance

Abilene Independent School District Board Document - Agenda Item II.C.

Meeting Date: February 6, 12025

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: Career and Technical Education Report

Background Information:

This report provides an overview of Career and Technical Education (CTE) in Abilene ISD, highlighting framework and funding requirements, programs of study, industry-based certifications, student participation, achievements, and initiatives. Each program of study includes a sequence of courses that build upon each other, culminating in opportunities for students to earn industry-recognized certifications.

Attached Supporting Documents:

2024-2025 CTE Board Presentation

AISD Programs of Study Summary

Fiscal Implications:

None

Administrative Recommendation:

None

Contact Person:

Lucille Fullen, Director of Career and Technical Education

Statewide Programs of Study

Abilene Independent School District

Revised 2.3.25

AGRICULTURE, FOOD, AND NATURAL RESOURCES

Animal Science

- Level 1 Principles of Agriculture, Food, and Natural Resources (1.0)
- Level 2 *Small Animal Management/Equine Science (Paired: 0.5/0.5) even years in Aug.
Entrepreneurship I (1.0)
- Level 3 ***Livestock Production** (1.0)
odd years in Aug.
- Level 4 **Veterinary Medical Applications** (1.0)
Practicum in Agriculture, Food, & Natural Resources (2.0)

Agricultural Technology and Mechanical Systems

- Level 1 Principles of Agriculture, Food, and Natural Resources (1.0)
- Level 2 *Agricultural Mechanics and Metal Technologies (1.0)
odd years in Aug
- Level 3 ***Agricultural Structures Design and Fabrications** (1.0)
even years in Aug
- Level 4 **Practicum in Agriculture, Food, & Natural Resources** (2.0)

Plant Science

(In Development - beginning 2025-2026)

- Level 1 Principles of Agriculture, Food, and Natural Resources (1.0)
- Level 2 Greenhouse Operations and Production (1.0)
Entrepreneurship I (1.0)

*Course is offered every other year.

ARCHITECTURE AND CONSTRUCTION

Carpentry

- Level 1 Principles of Construction (1.0)
- Level 2 Construction Technology I (2.0)
Entrepreneurship I (1.0)
- Level 3 **Construction Technology II** (2.0)
Mill and Cabinetmaking Technology (2.0)
- Level 4 **Practicum in Construction Technology** (2.0)
Career Preparation for Programs of Study Extended (3.0)

Electrical

- Level 1 Principles of Construction (1.0)
- Level 2 Electrical Technology I (1.0)
Entrepreneurship I (1.0)
- Level 3 **Electrical Technology II** (2.0)
- Level 4 **Practicum in Construction Technology** (2.0)
Career Preparation for Programs of Study Extended (3.0)

BUSINESS, MARKETING, AND FINANCE

Accounting and Financial Services

- Level 1 Business Information Management I (1.0)
Money Matters (1.0)
Principles of Business, Marketing, and Finance (1.0)
- Level 2 Accounting I (1.0)
Financial Mathematics (1.0)
Entrepreneurship I (1.0)
- Level 3 **Accounting II** (1.0)
- Level 4 **Career Preparation for Programs of Study Extended** (3.0)

Business Management

- Level 1 Business Information Management I (1.0)
Principles of Business, Marketing, and Finance (1.0)
- Level 2 **Business Management** (1.0)
Entrepreneurship I (1.0)
- Level 3 **Statistics and Business Decision Making** (1.0)
- Level 4 **Career Preparation for Programs of Study Extended** (3.0)

ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS

Digital Communications

- Level 1 Audio/Video Production I (1.0) or
Audio/Video Production I with Lab (2.0)
- Level 2 Digital Audio Technology I (1.0)
Entrepreneurship I (1.0)
- Level 3 **Audio/Video Production II** (1.0) or
Audio/Video Production II with Lab (2.0)
Digital Audio Technology II (1.0)
- Level 4 **Practicum of Audio/Video Production** (2.0)

Graphic Design and Interactive Media

- Level 1 Digital Media (1.0)
Video Game Design (1.0)
- Level 2 Animation I (1.0)
Graphic Design and Illustration I (1.0)
Entrepreneurship I (1.0)
- Level 3 **Animation II with Lab** (2.0)
Graphic Design and Illustration II with Lab (2.0)
- Level 4 **Practicum in Animation** (2.0)
Practicum in Graphic Design and Illustration (2.0)
Career Preparation for Programs of Study Extended (3.0)

EDUCATION AND TRAINING

Early Learning

- Level 1 Principles of Education and Training (1.0)
Principles of Human Services (1.0)
- Level 2 Child Development (1.0)
- Level 3 **Child Guidance** (2.0)
- Level 4 **Career Preparation for Programs of Study Extended** (3.0)

Teaching and Training

- Level 1 Principles of Education and Training (1.0)
Principles of Human Services (1.0)
- Level 2 Child Development (1.0)
Human Growth and Development (1.0)
- Level 3 **Instructional Practices** (2.0)
- Level 4 **Practicum in Education and Training** (2.0) or (3.0)
Career Preparation for Programs of Study Extended (3.0)

ENGINEERING

Engineering Foundations

- Level 1 Engineering Essentials (PLTW) (1.0)
Introduction to Engineering Design (PLTW) (1.0)
- Level 2 Engineering Science (1.0)
- Level 3 **Computer Integrated Manufacturing (PLTW)** (1.0)
Aerospace Engineering (PLTW) (1.0)
Engineering Design and Development (PLTW) (1.0)
- Level 4 **Practicum in STEM** (2.0)

Drone (Unmanned Flight)

- Level 1 Introduction to Unmanned Aerial Vehicles (UAV) (1.0)
- Level 2 Robotics I – Drones (1.0)
- Level 3 **Robotics II – Drones** (1.0)
- Level 4 **Practicum in Manufacturing – Drones** (2.0)

HEALTH SCIENCE

Diagnostic & Therapeutic Services

- Level 1 Principles of Health Science (1.0)
- Level 2 Medical Terminology (1.0)
- Level 3 **Anatomy and Physiology** (1.0)
Health Science Theory/Health Science Clinical (2.0)
[DHS, CNA]
- Level 4 **Medical Microbiology** (1.0)
Practicum in Health Science (2.0)
[CMA, PHARM, RDA, CNA]

HOSPITALITY AND TOURISM

Culinary Arts

- Level 1 Introduction to Culinary (1.0)
Principles of Hospitality and Tourism (1.0)
- Level 2 Culinary Arts (1.0)
Entrepreneurship I (1.0)
- Level 3 **Advanced Culinary Arts** (2.0)
- Level 4 **Practicum in Culinary Arts** (2.0)
Career Preparation for Programs of Study Extended (3.0)

HUMAN SERVICES

Family and Community Services

- Level 1 Principles of Human Services (1.0)
- Level 2 Child Development (1.0)
Human Growth and Development (1.0)
- Level 3 **Family and Community Services** (1.0)
- Level 4 **Practicum of Human Services** (2.0)
Career Preparation for Programs of Study Extended (3.0)

Cosmetology

- Level 1
- Level 2 Introduction to Cosmetology (1.0)
Entrepreneurship I (1.0)
- Level 3 **Cosmetology I with Lab** (3.0)
- Level 4 **Cosmetology II with Lab** (3.0)

INFORMATION TECHNOLOGY

Networking Systems

- (The LIFT Center)
- Level 1 Computer Science I (1.0)
Principles of Information Technology (1.0)
- Level 2 Computer Maintenance (1.0) or
Computer Maintenance with Lab (2.0)
Entrepreneurship I (1.0)
- Level 3 **Networking** (1.0)
Networking with Lab (2.0)
- Level 4 **Practicum in Information Technology** (2.0)
Career Preparation for Programs of Study Extended (3.0)

Other CTE Courses

- Robotics I - Competition (1.0)
- Robotics II - Competition (1.0)
- Parenting Education I & II (1.0)
- Career Preparation General (2.0) Extended (3.0)
- Career and College Readiness (.5) Middle school – no high school credit

INFORMATION TECHNOLOGY (Cont.)

Cybersecurity

- Level 1 Foundations of Cybersecurity (1.0)
- Level 2 Computer Science I (1.0)
Computer Maintenance (1.0) or
Computer Maintenance with Lab (2.0)
- Level 3 **Networking** (1.0)
Networking with Lab (2.0)
- Level 4 **Cybersecurity Capstone** (1.0)
Practicum in Information Technology (2.0) or
Practicum in STEM (2.0)

Programming and Software Development

- Level 1
- Level 2 Computer Science I (1.0)
Entrepreneurship I (1.0)
- Level 3 **Computer Science II** (1.0)
AP Computer Science A, LOTE (1.0)
- Level 4 **Practicum in Information Technology** (2.0) or
Practicum in STEM (2.0)
Career Preparation for Programs of Study Extended (3.0)

LAW AND PUBLIC SERVICE

Law Enforcement

- Level 1 Principles of Law, Public Safety, Corrections, and Security (1.0)
- Level 2 Law Enforcement I (1.0)
Criminal Investigations (1.0)
- Level 3 **Correctional Services** (1.0)
- Level 4 **Forensic Science** (1.0)

MANUFACTURING

Welding

- (The LIFT Center)
- Level 1 Introduction to Welding (1.0)
- Level 2 Welding I (2.0)
Entrepreneurship I (1.0)
- Level 3 **Welding II** (2.0) – (Dual credit)
- Level 4 **Practicum in Manufacturing** (2.0) or
Practicum/Extended Practicum in Manufacturing (3.0)
Career Preparation for Programs of Study Extended (3.0)

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Automotive

- Level 1 Automotive Basics (1.0)
- Level 2 **Automotive Technology I: Maintenance & Light Repair** (2.0)
Entrepreneurship I (1.0)
- Level 3 **Automotive Technology II** (2.0)
- Level 4 **Practicum in Transportation Systems** (2.0)
Career Preparation for Programs of Study Extended (3.0)

CTE Concentrator = completion of two CTE courses for two or more credits within a Programs of Study.

CTE Completer = completion of three or more courses for four or more credits, including level three or level four course within a Programs of Study



Career and Technical Education

Lucille Fullen
Director for CTE

Our Mission

The mission of the Career and Technical Education (CTE) program in the Abilene Independent School District is **to prepare students for post-secondary education and/or the workforce and to assume productive roles in the family and the community.**

CTE Framework

Sequence of courses

- ▶ General to specific
- ▶ Challenging academic standards
- ▶ Relevant technical knowledge and skills
- ▶ Embedded employability skills

Real-world learning experiences

- ▶ Work-based learning
- ▶ Internships
- ▶ Job shadowing
- ▶ Employment

Purpose: To prepare students for in-demand, high wage, high skill careers in Texas.

Industry-based certifications

Preparation for post-secondary options:

- Enter workforce directly after high school
- Continue education
 - ▶ Training
 - ▶ Certificate
 - ▶ Associate degree
 - ▶ Bachelor's degree
 - ▶ Post-graduate degrees
- Combination of work and further education

Statement of Non-Discrimination



Required Public Posting

Abilene Independent School District offers career and technical education programs in Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Service; Manufacturing; Engineering; Transportation, Distribution, and Logistics. Admission to these programs based on grade placement, aptitude, interest, and the availability of class space.

It is the policy of Abilene Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Abilene Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Abilene Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator Alison Sims (alison.sims@abileneisd.org) or Alison Camp (alison.camp@abilenesid.org) at 241 Pine Street, Abilene, TX 79601, 325-677-1444, and/or the Section 504 Coordinator Andrea Schwertner (andrea.schwertner@abileneisd.org) at 241 Pine Street, Abilene, TX 79601, 325-677-1444.



Funding



Federal Funding: Perkins V Grant

- Funds can only support adopted Programs of Study
- Six required uses of funds:
 - ▶ Career exploration
 - ▶ Professional development
 - ▶ Provide necessary skills for in-demand careers
 - ▶ Support integration of academic skills
 - ▶ Implementation of Programs
 - ▶ Evaluate Programs and Comprehensive Local Needs Assessment
- Must supplement, not supplant
- Cannot pay for teaching positions
- Comprehensive local needs assessment every 2 years.
(Purpose is to drive decision-making.)

State Funding - CTE Allocations

- Based on **contact hours in the classroom**
(45-minute minimum class periods)
- Calculated on tiered weighted courses
(determined by the level of the course)

State Funding - CTE Use of Funds

At least 55% of state funds allocated for CTE must be spent on CTE

- CTE salaries
- CTE operational budget
 - CTE course expenses such as curriculum and supplies
 - Professional development
 - Student organization experiences
(FFA, HOSA, SkillsUSA, TAFE, BPA, TPSA, DECA)

Programs of Study



2024-25 Programs of Study (22)

- Animal Science
- Agricultural Technology & Mechanical Systems
- Culinary Arts
- Digital Communications
- Graphic Design and Interactive Media
- Accounting and Financial Services
- Business Management
- Early Learning
- Teaching and Training
- Family and Community Services
- Cosmetology*
- Carpentry
- Electrical
- Law Enforcement
- Welding
- Engineering Foundations
- Drones*
- Healthcare Therapeutic
- Automotive
- Networking Systems
- Cybersecurity
- Programming & Software Development

A **Program of Study** is series of progressively advanced courses that lead to preparation in a specific career. Most end in an **IBC**.

*Note: Regional Program

Programs of Study

- ▶ 58 Statewide Programs of Study
 - AISD currently offers 20 Statewide Programs
- ▶ 8 Approved Regional Programs of Study
 - AISD currently offers Cosmetology and Drones.
- ▶ Including IBC, Work-based Learning, post-secondary connection
- ▶ Aligned to Labor Market Information (State, Regional) (Region 9)

Cybersecurity

Statewide Program of Study

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and viruses and administering network security measures.

Science, Technology, Engineering, and Mathematics Career Cluster

<p>Secondary Courses for High School Credit</p> <p>Level 1</p> <ul style="list-style-type: none"> • Foundations of Cybersecurity <p>Level 2</p> <ul style="list-style-type: none"> • Computer Science I • Computer Maintenance • Computer Maintenance with Lab <p>Level 3</p> <ul style="list-style-type: none"> • Networking • Networking with Lab <p>Level 4</p> <ul style="list-style-type: none"> • Cybersecurity Capstone • Practicum in STEM <p>Postsecondary Opportunities</p> <p>Associate's Degrees</p> <ul style="list-style-type: none"> • System Networking, and LAN/WAN Management • Information Technology • Computer and Information Sciences, General • Computer Science <p>Bachelor's Degrees</p> <ul style="list-style-type: none"> • Information Technology • Computer Systems Networking and Telecommunications • Computer and Information Sciences, General • Computer Science <p>Master's, Doctoral, and Professional Degrees</p> <ul style="list-style-type: none"> • Computer Systems Analysis/Analyst • Information Technology • Computer Information Sciences, General • Computer Science 	<p>Work-Based Learning and Expanded Learning Opportunities</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <th style="background-color: #008000; color: white;">Exploration Activities</th> <th style="background-color: #008000; color: white;">Work-Based Learning Activities</th> </tr> <tr> <td> <ul style="list-style-type: none"> • Join TSA or SKILLS USA </td> <td> <ul style="list-style-type: none"> • Teach a community education class on cybersecurity tips • Job shadow a computer system analyst or information security analyst </td> </tr> </table> <p>Industry-Based Certifications</p> <ul style="list-style-type: none"> • CompTIA Security+ 	Exploration Activities	Work-Based Learning Activities	<ul style="list-style-type: none"> • Join TSA or SKILLS USA 	<ul style="list-style-type: none"> • Teach a community education class on cybersecurity tips • Job shadow a computer system analyst or information security analyst
Exploration Activities	Work-Based Learning Activities				
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Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Information Security Analysts	\$91,915	814	29%
Network and Computer System Administrators	\$82,597	2,814	19%
Computer System Analysts	\$87,568	5,937	29%

Successful completion of the Cybersecurity program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised – October 2022

STEM Endorsement
*Advanced CTE course

2023-2024 Page 19 of 123

Industry Based Certifications



Industry Based Certifications

- [INDUSTRY BASED CERTIFICATIONS](#) TEA list
- Aligned to programs of study
- Impact A-F Accountability System
- List was subject to revision every two years
(Will update every 5 years beginning 2025-2026.)
- AISD Reports on earned, passed, and attempted
 - State Reported IBCS:

CTE and Accountability

- ▶ Program of study **concentrator**:

A student who successfully completes 2 or more courses for 2 or more credits within a program of study

- ▶ Program of study **completer**:

A student who successfully completes 3 or more courses for 4 or more credits, within a program of study, with at least one level 3 or 4 course

- ▶ A completer will have finished the coursework necessary to participate in an IBC test.

CTE and Accountability (CCMR)

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2024	August 2025	Earn IBC (2022–2024 list) plus 1 course in aligned program of study
Class of 2025	August 2026	Earn IBC (2022-2024 & 2024-2026 lists) plus concentrator in aligned program of study with a level 2 course
Class of 2026	August 2027	Earn IBC (2022-2024 & 2024-2026 lists) plus completer in aligned program of study

Concentrator - two or more courses for at least two credits in the same program of study

Completer - three or more courses for four or more credits, including one level three or level four course in the same program of study

CTE Expectations



Strategic Priorities

- Establish a culture of collaboration between students, teachers, administrators and the AISD community.
- Learners will be actively engaged in classrooms.
- **Abilene ISD will develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.**
- Tell the AISD story of being a school district of choice that provides unparalleled opportunities for all students, staff, and parents.

Aligned Curriculum

- District Designated Curriculum Documents
- Embedded Employability Skills
- Xello
 - Used at middle and high schools
 - Career interest Inventory
 - Career and college exploration opportunities
 - 4-year plans

CTE Highlights



Highlights and Achievements

- Participation in CTE courses:

<u>Year</u>	<u>Earned Credits</u>
2022-23	4,100
2023-24	3,988
2024-25	3,865

- Added dual credit health science courses for Holland students

Successful Initiatives

- **DCOA – NEXTU Scholarships**
Awarded \$50,399.18 (\$373,727 over the last five years)
- **Workforce Solutions** – industry job shadow experiences (84 students) and internships (5 students)
- **Houses for Healing** – Carpentry and Electrical - building a tiny home for homeless population receiving medical treatment
- **West Texas Chapter of Associated General Contractors** – Infrastructure Tours at TSTC, Tool Donation
- **Stiches for Stiches** – CHS Education and Training students made stuffies for Hendrick pediatric patients.



Successful Initiatives/Partnerships

- **Operation Stock Show** – AHS FFA provides unique opportunities for special needs students
- **AISD Campuses** – Graphic Design, Mascot Branding
- **AISD Live** – Digital Communications, video @ Shotwell and campus fine arts and athletic events
- **AISD Planetarium** – Welding – racks and floor mount
- **AV Production Projects**
Christmas @ the LIFT (Christmas Karaoke, North Pole Updates); Community Foundation of Abilene : AEF & Stick Horses and Capes; Arrow Ford; Dancing with the Abilene Stars; World of Work; Tige Boats
- **Hello High School** – December 2024 - Over 1,000 students participated



Elementary Initiatives



2nd Grade

Careers on Wheels

Partner: City of Abilene



4th Grade

Adventure Day

Partner: AHS & CHS FFA Chapters



5th Grade

“Grit Leads to Greatness”

Partner: West Texas Chapter of Associated General Contractors

Upcoming Initiatives

- CTE student organizations' state and national contests
- CTE Exploration Summer Camps @ The LIFT
- Expanding dual credit with TSTC
- Esports Competition at the LIFT on March 22, sponsored by Taylor Telcom

Questions?



Abilene Independent School District Board Document - Agenda Item II.D

Meeting Date: **February 6, 2025**

Meeting Type: **Workshop**

Item Type: **Board Workshop Item** Future Action Required: **Yes** If Yes, Month: **February**

Subject: **Policy FL(LOCAL) - Directory Information**

Background Information:

Board Policy [FL\(LEGAL\)](#) establishes student education record maintenance and access guidelines. This policy also clarifies parental rights and procedures regarding the disclosure of “directory information”, which refers to information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. This policy allows the district to make directory information available to the public. In most cases, this information must be provided promptly upon request, unless parents of the student have opted out of providing directory information to the public.

The district clarifies the categories of information it considers to be directory information subject to public disclosure in Policy [FL\(LOCAL\)](#), which currently states the following:

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

In practice, this designation means that anyone who requests directory information from Abilene ISD, including for-profit vendors and certain third parties, could receive student home addresses, direct contact information, school photographs, and birth details.

To better protect student and family privacy, district administration requested a draft revision of FL(LOCAL) from TASB for your consideration and possible approval. This revision designates two separate categories of directory information in Abilene ISD: (1) items for use only for school-sponsored purposes, and (2) items for all other purposes. If this revision is adopted, student addresses, phone listings, photographs, and dates and places of birth would be designated as directory information for school-sponsored purposes only (e.g., district publications), and the district would no longer be obligated to provide vendors and certain third parties with the ability to directly solicit our students and families.

Attached Supporting Documents:

- Abilene ISD FL(L)-A to A1 proposed revisions 1-28-25 (PDF, TASB)
- Meeting presentation slides (Dr. Ziemer)

Fiscal Implications: None

Administrative Recommendation: Adopt the proposed revision to FL(LOCAL) as presented.

Contact Person: Dr. Jordan Ziemer, Director of Communications

PROPOSED REVISIONS

(See page 5)

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The director of guidance and counseling is custodian of all records for currently enrolled students. The director of guidance and counseling is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any accelerated education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.

- b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
- c. Immunization records. [See FFAB]
- 6. Attendance records.
- 7. Student questionnaires.
- 8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
- 9. Verified reports of serious or recurrent behavior patterns.
- 10. Copies of correspondence with parents and others concerned with the student.
- 11. Records transferred from other districts in which the student was enrolled.
- 12. Records pertaining to participation in extracurricular activities.
- 13. Information relating to student participation in special programs.
- 14. Records of fees assessed and paid.
- 15. Records pertaining to student and parent complaints.
- 16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents

may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;

4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

**Transcripts and
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The director of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the Administration Building, One City Center, 241 Pine Street, Abilene, TX 79601.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within 10 District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within 10 District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

~~The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.~~ Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and
2. Items for all other purposes.

School-Sponsored
Purposes

For the following school-sponsored purposes — all District publications and announcements — directory information shall include student name, address, telephone listing, photograph, date and place of birth, honors and awards received, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, and enrollment status.

All Other Purposes

For all other purposes, directory information shall include student name, honors and awards received, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, and enrollment status.



Board of Trustees Workshop

February 6, 2025



Policy FL(LOCAL) Directory Information

*Dr. Jordan Ziemer
Director of Communications*



Background: FL(LEGAL)

- Establishes **student education record** maintenance and access guidelines
- Clarifies parental rights and procedures regarding the disclosure of “**directory information**”
 - *“Information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed”*
- Allows the district to make directory information available to the public **upon request**



Under Consideration: FL(LOCAL)

- Designates categories AISD considers to be directory information **subject to public disclosure**
- *Student name; **address; telephone listing; electronic mail address; photograph; date and place of birth;** major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.*

FL(LOCAL)

Proposed Revision

Directory Information

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For all other purposes, directory information shall include student name, honors and awards received, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, and enrollment status.

Questions?

Thank you for your support!





Policy FL(LOCAL) Directory Information

*Dr. Jordan Ziemer
Director of Communications*