



Waxahachie
INDEPENDENT SCHOOL DISTRICT

411 N. Gibson St. Waxahachie, TX 75165 • 972-923-4631 Phone • 972-923-4759 Fax. • wisd.org

Regular Meeting, Public Hearing, and Workshop | AGENDA

Monday, February 12, 2024

4:00 PM

Live Stream:

<https://www.youtube.com/waxahachieisd>

A Regular Meeting, Public Hearing, and Workshop of the Board of Trustees of Waxahachie Independent School District will be held Monday, February 12, 2024, beginning at 4:00 PM in the Waxahachie ISD Administration Building, 411 N. Gibson St., Waxahachie, TX 75165.

The subjects to be discussed or considered or acted 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. Announcement by the presiding officer that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner required by law.
- II. WORKSHOP.
 - A. Freshman Center workshop. 4
- III. CLOSED SESSION. Section 551.001 et seq. (if necessary)
 - A. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including discussing complaints, hiring, resignation, termination, proposal for non renewal, proposal for termination, evaluation, promotion or demotion of personnel. Gov't Code 551.074
 - B. Deliberating the purchase, exchange, lease or value of real property. Gov't Code 551.072
 - C. Deliberation regarding security devices, personnel deployment, or security audits. Gov't Code 551.076.
 - D. Consulting privately with the board's attorney concerning contemplated litigation. Gov't Code 551.071.
- IV. RECONVENE TO OPEN SESSION.
 - A. Invocation and Pledges of Allegiance to the American and Texas Flags.
 - B. Recite Vision and Core Values.
- V. RECOGNITIONS.* 5
- VI. OPEN FORUM: Hearing of individuals or committees.**
- VII. OPEN PUBLIC HEARING. 6
 - A. Conduct a public hearing regarding the Texas Academic Performance Report (TAPR) for the 2022-2023 school year. 7
- VIII. CLOSE PUBLIC HEARING.
- IX. REPORTS.
 - A. Superintendent's Report. 101
 - B. Informational Bond 2023 construction update. 102
 - C. Informational report on WISD's Balanced Scorecard: Priority 1.1, 1.3 and House Bill 3 Addendum. 103
 - D. Informational report on the recent quarterly demographic update. 133
- X. CONSENT AGENDA.

A.	Consideration and approval of minutes from previous meetings.	152
B.	Consideration and approval of monthly bid reports, purchase orders requiring board approval, and proposed budget amendments.	155
C.	Consideration and approval of monthly financial reports that include cash position, revenue reports, budget summary, and tax collection reports.	159
D.	Informational report on the maintenance department's work orders.	181
E.	Informational report regarding monthly student attendance, student discipline, student drug offenses and drug prevention measures.	183
F.	Informational report on the transportation department.	192
G.	Consideration with possible approval of new and/or modified positions.	208
H.	Consideration to approve the 2024-2025 administrative contracts.	210
I.	Consideration and possible action to appoint school marshals who have been certified as eligible by the Texas Commission on Law Enforcement pursuant to WISD Board Policy CKEB (Legal) and Section 37.08 of the Texas Education Code.	211
J.	Consideration with possible action to name Kathy Rodrigue, Ellis County Appraisal District Chief Appraiser, as agent for Waxahachie ISD for purposes of filing a self-appeal related to 2023 Property Value Study values received from the Texas Comptrollers Office.	212
K.	Consideration and approval of the Memorandum of Understanding with Texas State Technical College (TSTC) in regard to CTE students enrolling in dual credit courses with Texas State Technical College (TSTC) in Red Oak.	214
L.	Consideration with possible action to approve WISD's GT Policies and Procedures.	232
M.	Consideration to approve the 2022-2023 Texas Academic Performance Report (TAPR) as presented.	245
N.	Consideration with possible action to approve a Memorandum of Understanding with Region 10 related to the Texas Instruction Leadership/Emerging Schools Framework grant.	246
O.	Consideration with possible approval of a revised agreement with Rone Engineering for construction materials and engineering testing at Jimmie Ray Elementary.	250
P.	Consideration with possible approval of an amendment to an existing purchase order with Pace for one additional door to replace the music room door at Northside Elementary.	263
Q.	Consideration with possible approval to approve the resolution to name February as Career and Technical Education month in Waxahachie ISD.	269
R.	Consideration with possible approval of a Memorandum of Understanding with Tarleton State University.	271
S.	Consideration with possible action to approve an agreement with Geotex Engineering to provide a geotechnical investigation of the Waxahachie Creek High School campus site at a cost not to exceed \$99,050.	293
T.	Consideration with possible action to approve an agreement with DIYS Solutions, Inc. to provide network technology equipment for Jimmie Ray Elementary and Wilemon STEAM Academy at a cost not to exceed \$752,868.98.	300
U.	Consideration with possible approval of House Bill 3 addendum as presented.	302
XI.	ACTION ITEMS.	
A.	Consideration with possible action to order an election of Board of	303

Trustees-Places 3, 4, & 5 for Waxahachie Independent School District and approve the use of the WISD Administration building for early voting and Marvin Biomedical Academy as an election day polling location.	
B. Consideration to approve the 2024-2025 Waxahachie ISD academic calendar.	304
C. Consideration with possible approval for an auxiliary pay scale adjustment.	307
D. Consideration with possible approval of Board Policy Update 122 with changes affecting Waxahachie ISD local policies CQB, CSA, DC, EHB, EHBC, EHBCA, FEA, FFAC, FFB, and FL.	312
E. Consideration with possible action to approve the 2024 WISD rezoning map.	354
F. Consideration with possible action to approve the staffing plan for Jimmie Ray Elementary.	358
G. Consideration with possible action to approve a resolution authorizing the Board President and/or Superintendent to execute all necessary documents to grant a public roadway right of way deed to the City of Waxahachie allowing the widening of Northgate Drive along the northern boundary of Waxahachie ISD's property where Coleman Junior High School is located.	361
H. Consideration with possible action to approve a resolution to pay staff during an emergency weather closure on Tuesday, January 16, 2024.	372
I. Consideration with possible action to hire the Executive Director of Athletics.	376
XII. COMMENTS FROM INDIVIDUAL BOARD MEMBERS.	
A. Board members will comment on items of community interest, including expressions of thanks, congratulations, or condolence; information regarding holiday schedules; recognition of a public official, public employee, or other citizen; and reminders about upcoming district events.	
XIII. ADJOURN.	

If, during the course of the meeting, a discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Regular meetings of the Waxahachie ISD Board of Trustees begin at 5 p.m. To respect the time of those being recognized, recognitions will not begin before 6 p.m., and agenda items may be taken out of order to accommodate recognitions. Those being recognized are asked to arrive by 6 p.m.

*Audience participation is limited to the time allotted for those individuals who submit a Public Comment Card indicating the agenda or non-agenda topic they wish to address. At all other times during Board Meetings, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer. Speaker presentation time will be set by the Board President at the Board dais. No action may be taken regarding the information received by the Board.

**In accordance with state law, public comment may not be used to voice a complaint involving the naming of specific individuals, including but not limited to the names of district employees or students, even if the matter is listed on the agenda. Additionally, no information that may be reasonably linked to an individual person may be spoken about during public comment. All complaints may be directed through the appropriate administrative channels before being presented to the Board:

Students/Parents – Board Policy FNG(LOCAL);
 Employee – Board Policy DGBA(LOCAL); or,
 Community Member – Board Policy GF(LOCAL).

This agenda (one or more pages) is part of a document entitled NOTICE OF MEETING in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. The Waxahachie ISD Administration Building, Board Room, 411 North Gibson Street, Waxahachie, Texas, 75165 is wheelchair accessible. A curb slope entry is available at the rear entrance.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Dr. David Averett, Dr. Jerry Hollingsworth, Ryan Kahlden

Subject: Freshman Center Workshop **Related Page(s)** _____

**Workshop
Agenda Item**

EXECUTIVE SUMMARY:

Dr. David Averett, Dr. Jerry Hollingsworth, and Ryan Kahlden will give a brief update on the costs and benefits of opening a freshman center.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Jenny Bridges

Subject: Recognitions **Related Page(s)** _____

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

Pledge students – Thomas Cunningham and Sophie Smith, Waxahachie High School

We will recognize the following:

- WHS state cheer team
- Texas Dance Educators Association All-State dancer Jaelyn Salas (WHS)
- Rich Armstrong and the WHS band – Sudler Shield recognition
- CTE month

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Dawn Hilburn

Subject: 2022-23 TAPR-Texas Academic Performance Report **Related Page(s)** 4 Attachments



EXECUTIVE SUMMARY:

Dawn Hilburn will present the 2022-23 TAPR-Texas Academic Performance Report during the Open Public Hearing.

ATTACHMENTS:

- 2022-2023 TAPR Report
- TAPR Glossary
- TAPR Guidelines and
- WISD TAPR Data Dashboard

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

2022-23 Texas Academic Performance Report (TAPR)

District Name: WAXAHACHIE ISD

District Number: 070912

This page is intentionally blank.

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	76%	79%	75%	75%	82%	*	100%	-	94%	49%	76%	78%	79%	71%	67%
	2022	76%	76%	77%	66%	74%	83%	*	100%	*	81%	45%	93%	77%	79%	66%	67%
At Meets Grade Level or Above	2023	50%	52%	51%	43%	45%	57%	*	100%	-	61%	24%	52%	50%	52%	40%	39%
	2022	51%	52%	52%	40%	41%	62%	*	100%	*	67%	21%	80%	51%	55%	36%	32%
At Masters Grade Level	2023	20%	22%	16%	16%	12%	17%	*	100%	-	21%	3%	14%	16%	16%	10%	7%
	2022	30%	32%	29%	16%	21%	38%	*	40%	*	39%	6%	40%	27%	33%	16%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	74%	67%	67%	83%	*	100%	-	82%	47%	81%	74%	75%	64%	64%
	2022	71%	72%	71%	62%	63%	78%	*	100%	*	75%	40%	93%	70%	73%	58%	59%
At Meets Grade Level or Above	2023	45%	48%	46%	35%	37%	57%	*	100%	-	61%	22%	52%	46%	46%	34%	37%
	2022	43%	45%	41%	27%	31%	53%	*	80%	*	50%	18%	60%	41%	42%	27%	26%
At Masters Grade Level	2023	19%	22%	18%	8%	13%	25%	*	40%	-	30%	4%	24%	20%	14%	12%	13%
	2022	21%	23%	18%	9%	13%	24%	*	60%	*	22%	5%	33%	18%	18%	11%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	78%	71%	74%	83%	*	100%	*	87%	47%	82%	78%	78%	71%	67%
	2022	77%	76%	77%	67%	77%	81%	-	*	-	73%	52%	79%	78%	75%	68%	60%
At Meets Grade Level or Above	2023	48%	50%	43%	33%	35%	52%	*	80%	*	63%	15%	39%	44%	42%	32%	31%
	2022	54%	55%	52%	34%	52%	59%	-	*	-	47%	28%	50%	55%	48%	41%	37%
At Masters Grade Level	2023	22%	24%	15%	7%	11%	21%	*	40%	*	18%	6%	11%	16%	13%	10%	11%
	2022	28%	30%	25%	12%	27%	28%	-	*	-	30%	8%	29%	27%	21%	16%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	73%	67%	60%	61%	73%	*	100%	*	82%	32%	86%	68%	65%	58%	65%
	2022	70%	71%	68%	48%	72%	72%	-	*	-	70%	39%	68%	69%	67%	57%	68%
At Meets Grade Level or Above	2023	48%	51%	42%	33%	32%	53%	*	80%	*	53%	17%	57%	45%	38%	31%	36%
	2022	43%	45%	38%	20%	38%	46%	-	*	-	30%	20%	39%	39%	37%	26%	31%
At Masters Grade Level	2023	22%	25%	16%	6%	12%	23%	*	40%	*	26%	3%	29%	18%	14%	10%	8%
	2022	23%	25%	17%	7%	15%	23%	-	*	-	13%	5%	18%	17%	18%	11%	12%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	81%	69%	81%	86%	-	*	-	81%	54%	90%	84%	74%	73%	71%
	2022	81%	81%	84%	72%	81%	90%	*	*	*	82%	52%	87%	82%	86%	77%	73%
At Meets Grade Level or Above	2023	57%	58%	51%	33%	52%	57%	-	*	-	50%	26%	53%	54%	44%	42%	38%
	2022	58%	59%	57%	44%	53%	64%	*	*	*	61%	23%	68%	58%	55%	48%	42%
At Masters Grade Level	2023	28%	31%	21%	14%	23%	24%	-	*	-	16%	9%	18%	23%	18%	16%	13%
	2022	36%	38%	33%	20%	29%	41%	*	*	*	46%	8%	48%	35%	31%	24%	24%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	80%	69%	83%	83%	-	*	-	72%	60%	68%	83%	75%	73%	73%
	2022	77%	77%	77%	66%	70%	85%	*	*	*	79%	48%	90%	79%	73%	71%	73%
At Meets Grade Level or Above	2023	51%	55%	46%	27%	47%	55%	-	*	-	44%	23%	50%	51%	39%	34%	33%
	2022	48%	50%	42%	28%	38%	51%	*	*	*	46%	17%	55%	45%	39%	32%	33%
At Masters Grade Level	2023	21%	25%	16%	6%	14%	23%	-	*	-	19%	6%	18%	19%	11%	9%	9%
	2022	25%	27%	19%	5%	13%	27%	*	*	*	21%	8%	29%	21%	14%	9%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	67%	50%	68%	74%	-	*	-	69%	44%	83%	71%	59%	56%	54%
	2022	66%	66%	67%	45%	59%	80%	*	*	*	75%	34%	84%	67%	66%	56%	50%
At Meets Grade Level or Above	2023	36%	37%	37%	17%	37%	46%	-	*	-	44%	19%	50%	41%	31%	27%	19%
	2022	38%	39%	36%	24%	30%	46%	*	*	*	32%	18%	32%	39%	31%	25%	25%
At Masters Grade Level	2023	16%	17%	16%	7%	15%	19%	-	*	-	25%	6%	20%	18%	11%	10%	8%
	2022	18%	18%	16%	6%	13%	23%	*	*	*	14%	4%	16%	19%	12%	8%	16%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	82%	70%	79%	90%	*	100%	*	80%	47%	89%	82%	80%	72%	79%
	2022	70%	72%	75%	67%	68%	84%	*	*	*	73%	42%	82%	78%	70%	62%	44%
At Meets Grade Level or Above	2023	52%	55%	52%	40%	46%	62%	*	83%	*	60%	20%	57%	52%	52%	37%	34%
	2022	43%	45%	48%	34%	41%	59%	*	*	*	50%	17%	55%	51%	44%	30%	21%
At Masters Grade Level	2023	22%	26%	19%	7%	16%	27%	*	50%	*	27%	4%	22%	23%	14%	11%	16%
	2022	23%	25%	24%	16%	21%	30%	*	*	*	27%	6%	41%	25%	23%	14%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	80%	66%	76%	90%	*	100%	*	83%	53%	84%	80%	80%	72%	70%
	2022	73%	76%	78%	73%	75%	83%	*	*	*	77%	47%	86%	81%	74%	67%	65%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	44%	39%	26%	30%	54%	*	83%	*	43%	15%	65%	42%	35%	28%	26%
	2022	39%	42%	41%	24%	34%	53%	*	*	*	42%	16%	55%	44%	37%	25%	21%
At Masters Grade Level	2023	16%	19%	12%	5%	8%	18%	*	67%	*	13%	4%	19%	13%	10%	5%	9%
	2022	16%	18%	14%	4%	12%	19%	*	*	*	12%	8%	32%	16%	11%	7%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	80%	81%	72%	79%	86%	*	100%	*	72%	47%	83%	82%	79%	71%	62%
	2022	80%	80%	81%	75%	76%	87%	-	*	*	78%	47%	100%	80%	81%	72%	66%
At Meets Grade Level or Above	2023	55%	58%	57%	42%	51%	68%	*	83%	*	60%	23%	50%	57%	57%	39%	23%
	2022	56%	58%	54%	47%	46%	64%	-	*	*	61%	25%	53%	55%	53%	41%	39%
At Masters Grade Level	2023	27%	31%	25%	18%	20%	33%	*	50%	*	24%	7%	28%	26%	24%	12%	9%
	2022	37%	40%	38%	27%	31%	47%	-	*	*	48%	11%	42%	38%	37%	26%	24%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	67%	63%	53%	58%	73%	*	*	-	65%	39%	40%	63%	62%	56%	56%
	2022	61%	62%	59%	56%	51%	69%	-	*	*	67%	37%	71%	56%	63%	48%	51%
At Meets Grade Level or Above	2023	37%	42%	28%	18%	26%	37%	*	*	-	12%	15%	20%	29%	25%	23%	20%
	2022	31%	34%	22%	18%	20%	27%	-	*	*	28%	15%	29%	20%	26%	19%	20%
At Masters Grade Level	2023	11%	16%	2%	3%	0%	3%	*	*	-	0%	3%	0%	2%	3%	1%	0%
	2022	13%	17%	4%	1%	3%	6%	-	*	*	0%	4%	21%	3%	5%	4%	3%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	85%	73%	83%	93%	*	80%	*	88%	56%	90%	87%	82%	81%	83%
	2022	83%	84%	85%	81%	81%	88%	*	*	*	94%	54%	87%	85%	85%	78%	76%
At Meets Grade Level or Above	2023	58%	61%	56%	40%	53%	67%	*	80%	*	81%	23%	66%	58%	53%	46%	38%
	2022	58%	60%	58%	50%	57%	61%	*	*	*	58%	28%	65%	59%	56%	46%	45%
At Masters Grade Level	2023	28%	32%	25%	15%	22%	34%	*	60%	*	23%	3%	31%	25%	26%	15%	12%
	2022	37%	40%	39%	33%	39%	39%	*	*	*	42%	13%	45%	39%	37%	30%	25%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	77%	83%	73%	80%	90%	*	86%	*	96%	50%	97%	84%	81%	75%	79%
	2022	71%	72%	76%	70%	70%	84%	*	*	*	71%	40%	77%	77%	73%	67%	67%
At Meets Grade Level or Above	2023	46%	48%	55%	37%	51%	67%	*	86%	*	61%	25%	67%	55%	55%	42%	36%
	2022	40%	41%	49%	37%	42%	59%	*	*	*	29%	16%	52%	51%	42%	38%	41%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	17%	18%	21%	12%	16%	29%	*	57%	*	25%	10%	23%	19%	24%	12%	7%
	2022	14%	15%	18%	4%	15%	25%	*	*	*	14%	5%	16%	21%	11%	11%	9%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	76%	76%	61%	70%	90%	*	100%	*	81%	43%	86%	77%	75%	68%	67%
	2022	74%	76%	79%	70%	74%	86%	*	*	*	79%	44%	91%	79%	78%	70%	68%
At Meets Grade Level or Above	2023	47%	50%	46%	31%	39%	61%	*	80%	*	54%	18%	69%	47%	45%	34%	30%
	2022	45%	48%	44%	26%	39%	55%	*	*	*	48%	17%	47%	47%	39%	30%	34%
At Masters Grade Level	2023	17%	19%	14%	4%	12%	23%	*	20%	*	12%	3%	24%	15%	13%	9%	6%
	2022	24%	26%	22%	12%	18%	27%	*	*	*	27%	7%	25%	24%	17%	15%	15%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	64%	63%	49%	57%	73%	*	80%	*	85%	30%	76%	64%	59%	51%	52%
	2022	61%	63%	68%	54%	64%	75%	*	*	*	67%	35%	63%	70%	63%	53%	61%
At Meets Grade Level or Above	2023	33%	36%	33%	20%	28%	44%	*	60%	*	46%	17%	45%	32%	36%	23%	17%
	2022	31%	33%	32%	24%	28%	38%	*	*	*	36%	12%	38%	35%	26%	21%	23%
At Masters Grade Level	2023	16%	19%	14%	6%	12%	21%	*	60%	*	12%	4%	21%	13%	16%	9%	8%
	2022	18%	20%	18%	8%	15%	25%	*	*	*	18%	6%	13%	21%	14%	12%	11%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	76%	68%	72%	81%	*	*	*	89%	35%	80%	77%	74%	67%	65%
	2022	65%	66%	70%	63%	66%	77%	*	100%	*	82%	33%	71%	70%	70%	63%	61%
At Meets Grade Level or Above	2023	52%	54%	53%	40%	48%	62%	*	*	*	69%	16%	49%	55%	49%	41%	34%
	2022	47%	49%	50%	40%	45%	59%	*	100%	*	58%	23%	57%	50%	50%	40%	37%
At Masters Grade Level	2023	13%	16%	10%	5%	8%	15%	*	*	*	20%	2%	11%	10%	10%	5%	2%
	2022	11%	12%	9%	6%	7%	11%	*	43%	*	8%	6%	14%	10%	7%	5%	4%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	82%	75%	80%	87%	*	100%	*	86%	44%	75%	84%	77%	75%	66%
	2022	72%	72%	77%	64%	74%	85%	*	100%	*	80%	39%	75%	78%	75%	69%	56%
At Meets Grade Level or Above	2023	54%	56%	61%	51%	56%	72%	*	100%	*	71%	30%	50%	64%	57%	50%	33%
	2022	55%	56%	59%	37%	54%	72%	*	100%	*	70%	22%	58%	59%	59%	47%	32%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	9%	10%	10%	8%	7%	14%	*	57%	*	11%	3%	4%	11%	8%	6%	1%
	2022	9%	10%	6%	2%	5%	10%	*	14%	*	3%	2%	8%	6%	7%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	80%	80%	77%	78%	86%	*	*	*	64%	50%	76%	81%	80%	73%	74%
	2022	76%	76%	75%	74%	72%	79%	*	100%	*	78%	46%	82%	75%	75%	65%	69%
At Meets Grade Level or Above	2023	43%	45%	44%	34%	39%	57%	*	*	*	31%	11%	45%	48%	38%	35%	36%
	2022	43%	46%	42%	28%	40%	49%	*	100%	*	48%	17%	64%	44%	38%	29%	39%
At Masters Grade Level	2023	23%	26%	23%	13%	19%	33%	*	*	*	12%	3%	29%	26%	17%	16%	14%
	2022	27%	30%	27%	15%	23%	34%	*	50%	*	40%	7%	45%	30%	22%	14%	16%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	90%	91%	86%	93%	*	*	*	93%	70%	90%	90%	90%	86%	82%
	2022	83%	84%	83%	81%	79%	88%	*	100%	*	92%	60%	100%	82%	85%	77%	77%
At Meets Grade Level or Above	2023	56%	57%	53%	41%	45%	64%	*	*	*	64%	13%	47%	55%	48%	41%	31%
	2022	55%	56%	56%	49%	50%	66%	*	100%	*	56%	29%	83%	58%	53%	46%	47%
At Masters Grade Level	2023	21%	24%	14%	7%	12%	20%	*	*	*	18%	4%	16%	17%	11%	8%	6%
	2022	21%	24%	23%	17%	16%	31%	*	71%	*	22%	7%	17%	24%	21%	16%	11%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	95%	92%	94%	97%	*	100%	*	96%	75%	97%	95%	95%	93%	89%
	2022	89%	89%	94%	90%	93%	96%	*	*	*	100%	73%	100%	94%	92%	91%	81%
At Meets Grade Level or Above	2023	70%	70%	74%	63%	68%	86%	*	100%	*	73%	40%	65%	76%	71%	63%	41%
	2022	68%	68%	74%	65%	71%	82%	*	*	*	76%	37%	91%	74%	75%	67%	40%
At Masters Grade Level	2023	38%	39%	42%	26%	36%	52%	*	83%	*	50%	20%	38%	43%	39%	28%	18%
	2022	42%	43%	47%	34%	45%	55%	*	*	*	52%	17%	73%	47%	48%	37%	16%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	93%	89%	88%	96%	*	*	*	100%	-	*	94%	85%	84%	67%
	2022	92%	94%	99%	89%	98%	100%	-	*	-	100%	-	-	99%	93%	100%	-
At Meets Grade Level or Above	2023	61%	69%	68%	42%	61%	76%	*	*	*	83%	-	*	74%	35%	55%	33%
	2022	64%	70%	77%	67%	65%	84%	-	*	-	100%	-	-	79%	60%	65%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	12%	18%	4%	0%	2%	6%	*	*	*	17%	-	*	5%	0%	0%	0%
	2022	13%	19%	11%	11%	6%	13%	-	*	-	0%	-	-	12%	7%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	79%	70%	76%	85%	74%	97%	86%	83%	48%	83%	80%	77%	71%	69%
	2022	74%	75%	76%	68%	72%	83%	66%	96%	94%	79%	45%	83%	77%	75%	67%	65%
At Meets Grade Level or Above	2023	49%	52%	49%	36%	44%	60%	36%	85%	82%	56%	20%	53%	51%	46%	38%	32%
	2022	48%	50%	48%	36%	43%	57%	34%	88%	65%	50%	21%	53%	50%	45%	36%	34%
At Masters Grade Level	2023	20%	23%	18%	10%	14%	24%	8%	53%	41%	20%	5%	20%	19%	15%	11%	8%
	2022	23%	25%	22%	13%	19%	28%	14%	49%	39%	25%	7%	30%	23%	20%	14%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	80%	72%	78%	86%	76%	97%	70%	85%	47%	84%	82%	78%	73%	70%
	2022	75%	75%	78%	69%	74%	84%	54%	97%	91%	81%	45%	85%	78%	77%	69%	63%
At Meets Grade Level or Above	2023	53%	55%	53%	41%	49%	62%	47%	87%	70%	64%	22%	52%	55%	51%	41%	34%
	2022	53%	54%	54%	41%	49%	63%	38%	91%	73%	59%	23%	61%	55%	52%	41%	36%
At Masters Grade Level	2023	20%	23%	17%	11%	14%	22%	12%	58%	40%	20%	5%	16%	18%	15%	10%	8%
	2022	25%	27%	24%	15%	21%	29%	23%	37%	45%	30%	8%	38%	25%	23%	15%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	77%	68%	73%	84%	73%	97%	100%	78%	47%	79%	78%	75%	68%	69%
	2022	72%	74%	73%	65%	69%	80%	78%	96%	100%	75%	42%	81%	74%	72%	62%	65%
At Meets Grade Level or Above	2023	45%	49%	45%	31%	39%	56%	20%	84%	86%	46%	18%	53%	47%	40%	33%	32%
	2022	42%	45%	41%	27%	36%	51%	22%	82%	78%	42%	17%	50%	43%	37%	28%	31%
At Masters Grade Level	2023	19%	22%	16%	8%	12%	23%	0%	45%	43%	19%	5%	22%	17%	14%	10%	9%
	2022	20%	23%	17%	7%	14%	24%	0%	54%	56%	19%	6%	26%	19%	15%	10%	11%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	78%	79%	70%	76%	86%	*	100%	*	82%	52%	86%	80%	77%	72%	69%
	2022	76%	76%	77%	69%	72%	85%	60%	92%	100%	82%	46%	88%	77%	77%	69%	67%
At Meets Grade Level or Above	2023	47%	49%	46%	31%	41%	58%	*	89%	*	55%	17%	53%	48%	42%	35%	27%
	2022	47%	49%	47%	36%	41%	56%	40%	85%	57%	46%	21%	43%	49%	43%	35%	37%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	20%	15%	6%	13%	21%	*	33%	*	19%	5%	19%	17%	12%	9%	7%
	2022	21%	23%	21%	13%	16%	28%	20%	62%	29%	22%	6%	20%	23%	17%	14%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	79%	70%	76%	86%	*	91%	*	90%	47%	87%	80%	77%	70%	68%
	2022	75%	76%	80%	74%	78%	85%	*	100%	*	81%	50%	72%	82%	77%	72%	70%
At Meets Grade Level or Above	2023	52%	53%	54%	41%	49%	66%	*	82%	*	60%	26%	56%	55%	54%	41%	28%
	2022	50%	51%	53%	47%	48%	59%	*	100%	*	53%	22%	51%	54%	49%	43%	30%
At Masters Grade Level	2023	27%	29%	28%	16%	24%	37%	*	73%	*	31%	10%	30%	29%	27%	18%	13%
	2022	30%	32%	33%	22%	29%	39%	*	80%	*	33%	10%	28%	34%	30%	24%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	39%	38%	31%	30%	46%	*	100%	-	48%	16%	38%	38%	38%	27%	27%
	2022	36%	38%	35%	19%	26%	46%	*	80%	*	50%	14%	60%	36%	34%	20%	21%
Reading and Mathematics Including EOC	2023	37%	39%	38%	31%	30%	46%	*	100%	-	48%	16%	38%	38%	38%	27%	27%
	2022	36%	38%	35%	19%	26%	46%	*	80%	*	50%	14%	60%	36%	34%	20%	21%
Reading Including EOC	2023	50%	52%	51%	43%	45%	57%	*	100%	-	61%	24%	52%	50%	52%	40%	39%
	2022	51%	52%	52%	40%	41%	62%	*	100%	*	67%	21%	80%	51%	55%	36%	32%
Math Including EOC	2023	45%	48%	46%	35%	37%	57%	*	100%	-	61%	22%	52%	46%	46%	34%	37%
	2022	43%	45%	41%	27%	31%	53%	*	80%	*	50%	18%	60%	41%	42%	27%	26%
4th Graders																	
Reading and Mathematics	2023	38%	41%	33%	24%	23%	44%	*	80%	*	47%	12%	39%	35%	30%	23%	23%
	2022	36%	38%	33%	18%	32%	39%	-	*	-	27%	15%	36%	34%	30%	22%	26%
Reading and Mathematics Including EOC	2023	38%	41%	33%	24%	23%	44%	*	80%	*	47%	12%	39%	35%	30%	23%	23%
	2022	36%	38%	33%	18%	32%	39%	-	*	-	27%	15%	36%	34%	30%	22%	26%
Reading Including EOC	2023	48%	50%	43%	33%	35%	52%	*	80%	*	63%	15%	39%	44%	42%	32%	31%
	2022	54%	55%	52%	34%	52%	59%	-	*	-	47%	28%	50%	55%	48%	41%	37%
Math Including EOC	2023	48%	51%	42%	33%	32%	53%	*	80%	*	53%	17%	57%	45%	38%	31%	36%
	2022	43%	45%	38%	20%	38%	46%	-	*	-	30%	20%	39%	39%	37%	26%	31%
5th Graders																	
Reading and Mathematics	2023	43%	46%	37%	18%	39%	44%	-	*	-	34%	18%	43%	40%	31%	26%	25%
	2022	41%	43%	36%	23%	30%	45%	*	*	*	43%	11%	48%	38%	33%	26%	25%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	46%	37%	18%	39%	44%	-	*	-	34%	18%	43%	40%	31%	26%	25%
	2022	41%	43%	36%	23%	30%	45%	*	*	*	43%	11%	48%	38%	33%	26%	25%
Reading Including EOC	2023	57%	58%	51%	33%	52%	57%	-	*	-	50%	26%	53%	54%	44%	42%	38%
	2022	58%	59%	57%	44%	53%	64%	*	*	*	61%	23%	68%	58%	55%	48%	42%
Math Including EOC	2023	51%	55%	46%	27%	47%	55%	-	*	-	44%	23%	50%	51%	39%	34%	33%
	2022	48%	50%	42%	28%	38%	51%	*	*	*	46%	17%	55%	45%	39%	32%	33%
6th Graders																	
Reading and Mathematics	2023	35%	40%	33%	21%	25%	45%	*	83%	*	37%	12%	49%	36%	29%	22%	22%
	2022	31%	34%	33%	17%	27%	43%	*	*	*	31%	12%	41%	35%	29%	16%	16%
Reading and Mathematics Including EOC	2023	35%	40%	33%	21%	25%	45%	*	83%	*	37%	12%	49%	36%	29%	22%	22%
	2022	31%	34%	33%	17%	27%	43%	*	*	*	31%	12%	41%	35%	29%	16%	16%
Reading Including EOC	2023	52%	55%	52%	40%	46%	62%	*	83%	*	60%	20%	57%	52%	52%	37%	34%
	2022	43%	45%	48%	34%	41%	59%	*	*	*	50%	17%	55%	51%	44%	30%	21%
Math Including EOC	2023	40%	45%	39%	26%	30%	54%	*	83%	*	43%	15%	65%	42%	35%	28%	26%
	2022	40%	44%	41%	24%	34%	53%	*	*	*	42%	16%	55%	44%	37%	25%	21%
7th Graders																	
Reading and Mathematics	2023	37%	42%	41%	21%	35%	54%	*	67%	*	32%	15%	39%	43%	35%	23%	14%
	2022	32%	35%	37%	22%	30%	49%	-	*	*	30%	17%	42%	39%	33%	26%	26%
Reading and Mathematics Including EOC	2023	38%	43%	41%	22%	35%	54%	*	67%	*	32%	15%	39%	43%	35%	23%	14%
	2022	33%	37%	37%	22%	30%	49%	-	*	*	30%	17%	42%	39%	33%	26%	26%
Reading Including EOC	2023	55%	58%	57%	42%	51%	68%	*	83%	*	60%	23%	50%	57%	57%	39%	23%
	2022	56%	58%	54%	47%	46%	64%	-	*	*	61%	25%	53%	55%	53%	41%	39%
Math Including EOC	2023	43%	48%	48%	28%	43%	61%	*	83%	*	36%	19%	56%	51%	41%	31%	25%
	2022	37%	40%	41%	27%	34%	53%	-	*	*	35%	19%	47%	43%	36%	30%	29%
8th Graders																	
Reading and Mathematics	2023	31%	32%	31%	23%	32%	33%	*	*	*	50%	14%	50%	29%	35%	27%	22%
	2022	27%	27%	26%	20%	26%	29%	*	-	*	13%	8%	38%	26%	25%	20%	26%
Reading and Mathematics Including EOC	2023	44%	48%	45%	28%	43%	55%	*	80%	*	60%	16%	59%	47%	41%	36%	28%
	2022	41%	44%	41%	30%	40%	47%	*	*	*	33%	11%	45%	43%	38%	29%	35%
Reading Including EOC	2023	58%	61%	56%	40%	53%	67%	*	80%	*	81%	23%	66%	58%	53%	46%	38%
	2022	58%	60%	58%	50%	57%	61%	16	*	*	*	58%	28%	65%	59%	46%	45%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	55%	54%	37%	49%	67%	*	80%	*	60%	23%	66%	55%	53%	44%	39%
	2022	48%	51%	50%	39%	46%	57%	*	*	*	42%	13%	52%	52%	45%	38%	44%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	40%	36%	23%	31%	45%	10%	78%	80%	42%	15%	43%	37%	33%	25%	22%
	2022	34%	36%	33%	20%	29%	42%	13%	74%	100%	34%	13%	43%	35%	31%	22%	23%
Reading and Mathematics Including EOC	2023	39%	43%	38%	24%	33%	48%	10%	79%	80%	43%	15%	45%	40%	34%	27%	24%
	2022	36%	39%	36%	21%	31%	45%	13%	76%	100%	36%	14%	45%	38%	33%	23%	25%
Reading Including EOC	2023	53%	56%	52%	38%	47%	61%	40%	83%	80%	62%	22%	53%	53%	50%	39%	34%
	2022	53%	55%	54%	42%	49%	62%	25%	86%	100%	57%	24%	61%	55%	51%	40%	36%
Math Including EOC	2023	47%	50%	46%	31%	40%	58%	10%	83%	80%	50%	20%	58%	48%	42%	34%	33%
	2022	43%	46%	42%	27%	37%	52%	25%	76%	100%	41%	17%	51%	44%	39%	30%	31%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	50%	51%	45%	53%	*	70%	*	51%	42%	45%	50%	49%	48%	47%
Grade 4 Mathematics	2023	63%	65%	58%	50%	55%	62%	*	40%	*	76%	38%	73%	60%	56%	51%	57%
Grade 5 ELA/Reading	2023	65%	68%	60%	52%	60%	62%	-	*	-	58%	55%	66%	61%	56%	55%	58%
Grade 5 Mathematics	2023	71%	74%	72%	74%	72%	72%	-	*	-	72%	76%	66%	75%	67%	70%	66%
Grade 6 ELA/Reading	2023	51%	54%	51%	40%	48%	59%	*	70%	*	55%	40%	54%	54%	47%	42%	53%
Grade 6 Mathematics	2023	54%	58%	59%	57%	57%	63%	*	70%	*	52%	60%	61%	59%	59%	56%	51%
Grade 7 ELA/Reading	2023	71%	74%	71%	73%	69%	73%	*	83%	*	60%	55%	56%	71%	72%	65%	67%
Grade 7 Mathematics	2023	56%	60%	57%	50%	58%	61%	*	*	-	44%	50%	45%	56%	59%	55%	52%
Grade 8 ELA/Reading	2023	63%	66%	60%	50%	59%	65%	*	*	*	63%	51%	55%	60%	59%	55%	59%
Grade 8 Mathematics	2023	74%	73%	79%	79%	77%	83%	*	92%	*	76%	64%	88%	79%	81%	76%	78%
End of Course English I	2023	57%	58%	51%	41%	47%	57%	*	*	*	61%	38%	46%	51%	51%	44%	51%
End of Course English II	2023	74%	75%	81%	80%	78%	84%	*	100%	*	85%	65%	74%	82%	79%	77%	63%
End of Course Algebra I	2023	76%	78%	78%	76%	77%	80%	*	*	*	61%	69%	82%	78%	78%	74%	74%
All Grades Both Subjects	2023	64%	66%	64%	60%	62%	68%	63%	75%	63%	63%	53%	63%	65%	63%	59%	60%
All Grades ELA/Reading	2023	63%	65%	61%	56%	58%	65%	73%	77%	61%	62%	49%	55%	62%	59%	55%	57%
All Grades Mathematics	2023	66%	68%	68%	66%	67%	71%	50%	70%	67%	65%	59%	72%	69%	67%	64%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	32%	33%	29%	35%	32%	-	-	-	50%	20%	57%	32%	35%	34%	36%
Grade 4 Mathematics	2023	27%	27%	23%	18%	25%	20%	*	-	-	43%	10%	*	25%	18%	20%	28%
Grade 5 ELA/Reading	2023	37%	38%	38%	32%	43%	36%	-	-	-	50%	23%	67%	42%	33%	32%	42%
Grade 5 Mathematics	2023	48%	50%	51%	48%	52%	55%	-	-	-	30%	44%	29%	54%	46%	46%	37%
Grade 6 ELA/Reading	2023	26%	26%	28%	16%	30%	46%	*	-	*	0%	15%	33%	28%	27%	25%	42%
Grade 6 Mathematics	2023	35%	38%	47%	30%	49%	63%	-	-	-	67%	33%	*	47%	48%	44%	39%
Grade 7 ELA/Reading	2023	39%	41%	42%	38%	47%	39%	*	-	-	25%	25%	*	39%	48%	40%	43%
Grade 7 Mathematics	2023	22%	24%	31%	21%	31%	38%	*	-	-	33%	17%	*	34%	27%	31%	33%
Grade 8 ELA/Reading	2023	39%	40%	49%	33%	51%	62%	*	*	-	*	38%	*	52%	44%	47%	65%
Grade 8 Mathematics	2023	49%	49%	53%	47%	50%	66%	*	*	-	*	30%	100%	54%	53%	50%	54%
End of Course English I	2023	26%	26%	26%	30%	19%	38%	-	-	-	*	16%	*	31%	20%	24%	37%
End of Course English II	2023	41%	42%	51%	41%	54%	54%	-	-	-	*	28%	71%	56%	41%	45%	41%
End of Course Algebra I	2023	58%	58%	56%	60%	57%	54%	-	-	-	33%	48%	50%	52%	61%	50%	46%
All Grades Both Subjects	2023	38%	39%	42%	36%	43%	46%	43%	*	*	40%	27%	49%	43%	39%	38%	42%
All Grades ELA/Reading	2023	35%	36%	39%	32%	41%	43%	*	*	*	38%	24%	51%	41%	36%	36%	44%
All Grades Mathematics	2023	40%	42%	44%	39%	44%	48%	*	*	-	41%	30%	46%	45%	42%	40%	40%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	78%	79%	70%	-	-	70%	-	-	67%	56%	68%	-	73%	80%	68%	96%
	2022	74%	75%	76%	64%	-	-	64%	-	-	58%	60%	58%	-	55%	78%	59%	91%
At Meets Grade Level or Above	2023	49%	52%	49%	33%	-	-	33%	-	-	30%	33%	30%	-	19%	51%	30%	70%
	2022	48%	50%	48%	29%	-	-	29%	-	-	24%	30%	23%	-	26%	50%	26%	73%
At Masters Grade Level	2023	20%	23%	18%	10%	-	-	10%	-	-	8%	11%	7%	-	6%	19%	8%	19%
	2022	23%	25%	22%	13%	-	-	13%	-	-	8%	15%	7%	-	8%	23%	10%	29%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	80%	74%	-	-	74%	-	-	66%	59%	67%	-	69%	81%	68%	98%
	2022	75%	75%	78%	68%	-	-	68%	-	-	53%	59%	52%	-	53%	80%	57%	93%
At Meets Grade Level or Above	2023	53%	55%	53%	37%	-	-	37%	-	-	31%	37%	30%	-	24%	56%	31%	72%
	2022	53%	54%	54%	33%	-	-	33%	-	-	26%	33%	25%	-	23%	56%	27%	79%
At Masters Grade Level	2023	20%	23%	17%	12%	-	-	12%	-	-	6%	8%	6%	-	8%	18%	8%	11%
	2022	25%	27%	24%	17%	-	-	17%	-	-	10%	15%	9%	-	7%	26%	11%	25%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	77%	70%	-	-	70%	-	-	66%	56%	69%	-	78%	78%	68%	89%
	2022	72%	74%	73%	65%	-	-	65%	-	-	60%	59%	60%	-	52%	74%	61%	88%
At Meets Grade Level or Above	2023	45%	49%	45%	35%	-	-	35%	-	-	31%	32%	31%	-	17%	46%	31%	68%
	2022	42%	45%	41%	28%	-	-	28%	-	-	23%	25%	23%	-	22%	43%	25%	67%
At Masters Grade Level	2023	19%	22%	16%	9%	-	-	9%	-	-	9%	14%	8%	-	4%	17%	9%	16%
	2022	20%	23%	17%	9%	-	-	9%	-	-	8%	14%	7%	-	10%	18%	8%	25%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	78%	79%	52%	-	-	52%	-	-	70%	52%	72%	-	68%	80%	67%	100%
	2022	76%	76%	77%	47%	-	-	47%	-	-	63%	67%	63%	-	64%	79%	59%	93%
At Meets Grade Level or Above	2023	47%	49%	46%	15%	-	-	15%	-	-	29%	24%	30%	-	12%	48%	25%	60%
	2022	47%	49%	47%	23%	-	-	23%	-	-	27%	33%	27%	-	32%	48%	27%	73%
At Masters Grade Level	2023	18%	20%	15%	7%	-	-	7%	-	-	5%	10%	5%	-	4%	16%	6%	20%
	2022	21%	23%	21%	15%	-	-	15%	-	-	8%	20%	6%	-	4%	22%	9%	28%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	79%	-	-	-	-	-	-	66%	-	66%	-	83%	80%	68%	100%
	2022	75%	76%	80%	-	-	-	-	-	-	65%	-	65%	-	59%	81%	64%	91%
At Meets Grade Level or Above	2023	52%	53%	54%	-	-	-	-	-	-	28%	-	28%	-	17%	57%	27%	80%
	2022	50%	51%	53%	-	-	-	-	-	-	15%	-	15%	-	41%	54%	21%	69%
At Masters Grade Level	2023	27%	29%	28%	-	-	-	-	-	-	13%	-	13%	-	8%	30%	13%	36%
	2022	30%	32%	33%	-	-	-	-	-	-	6%	-	6%	-	18%	34%	8%	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	64%	59%	-	-	59%	-	-	59%	53%	60%	-	61%	65%	59%	73%
All Grades ELA/Reading	2023	63%	65%	61%	54%	-	-	54%	-	-	56%	46%	57%	-	62%	61%	56%	73%

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	68%	68%	64%	-	-	64%	-	-	62%	59%	63%	-	59%	69%	63%	74%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	42%	40%	-	-	40%	-	-	41%	21%	45%	-	54%	42%	42%	*
All Grades ELA/Reading	2023	35%	36%	39%	43%	-	-	43%	-	-	44%	24%	46%	-	47%	38%	44%	*
All Grades Mathematics	2023	40%	42%	44%	37%	-	-	37%	-	-	39%	19%	43%	-	64%	44%	40%	*

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

Texas Education Agency
2022-23 STAAR Participation (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	94%	91%	93%	96%	91%	91%	85%	94%	95%	96%	97%	89%	93%	87%
Not Included in Accountability: Mobile	4%	5%	5%	8%	4%	4%	9%	3%	15%	5%	4%	3%	2%	10%	6%	6%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	0%	6%	0%	0%	1%	0%	0%	1%	1%	7%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	93%	91%	92%	96%	89%	93%	83%	95%	94%	96%	97%	88%	92%	83%
Not Included in Accountability: Mobile	4%	5%	5%	9%	4%	4%	11%	2%	17%	5%	4%	3%	2%	9%	5%	5%
Not Included in Accountability: Other Exclusions	3%	4%	1%	0%	3%	0%	0%	5%	0%	0%	1%	1%	1%	2%	2%	12%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	99%	100%	100%	100%	100%	100%	99%	100%	99%	99%	100%	99%	100%
Included in Accountability	94%	93%	94%	91%	94%	96%	88%	94%	78%	94%	95%	96%	97%	89%	93%	89%
Not Included in Accountability: Mobile	5%	5%	5%	9%	4%	4%	12%	3%	22%	5%	4%	3%	2%	9%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	3%	0%	0%	1%	0%	0%	1%	1%	5%
Not Tested	1%	1%	1%	1%	0%	0%	0%	0%	0%	1%	0%	1%	1%	0%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	* 100%	* 100%	* 99%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	91%	94%	96%	* 75%	* 75%	* 95%	95%	95%	95%	98%	88%	93%	91%
Not Included in Accountability: Mobile	4%	5%	5%	9%	5%	3%	* 8%	* 8%	* 4%	5%	4%	2%	11%	6%	6%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	* 17%	* 17%	* 0%	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	0%	0%	0%	0%	* 0%	* 0%	* 1%	0%	1%	0%	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	1%	0%	1%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	94%	95%	97%	*	92%	*	91%	95%	100%	98%	90%	94%	93%
Not Included in Accountability: Mobile	4%	4%	4%	5%	4%	3%	*	0%	*	9%	5%	0%	2%	9%	6%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	8%	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	96%	90%	90%	88%	92%	*	*	*	86%	-	*	89%	96%	85%	86%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	99%	97%	97%	100%	99%	99%	98%	99%	99%	99%	100%
Included in Accountability	93%	92%	93%	90%	94%	95%	76%	84%	100%	95%	95%	91%	97%	88%	93%	91%
Not Included in Accountability: Mobile	5%	5%	5%	9%	4%	4%	18%	13%	0%	4%	4%	7%	2%	10%	6%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	1%	0%	3%	0%	0%	0%	0%	0%	0%	1%	1%	5%
Not Tested	1%	1%	1%	1%	1%	1%	3%	3%	0%	1%	1%	2%	1%	1%	1%	0%
Absent	1%	1%	0%	1%	1%	0%	0%	3%	0%	1%	1%	2%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	99%	100%	98%	100%	100%	99%	98%	100%	100%	99%	100%
Included in Accountability	92%	91%	93%	90%	93%	96%	76%	88%	100%	95%	94%	91%	96%	88%	93%	89%
Not Included in Accountability: Mobile	5%	5%	5%	9%	4%	4%	18%	10%	0%	4%	4%	7%	2%	10%	6%	3%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	2%	0%	6%	0%	0%	0%	1%	0%	1%	2%	1%	8%
Not Tested	1%	1%	0%	0%	0%	1%	0%	3%	0%	0%	1%	2%	0%	0%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	3%	0%	0%	1%	2%	0%	0%	1%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	98%	99%	99%	92%	97%	100%	98%	99%	99%	99%	99%	99%	100%
Included in Accountability	93%	93%	93%	89%	94%	95%	75%	85%	100%	94%	95%	93%	96%	88%	93%	93%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	5%	9%	4%	4%	17%	12%	0%	4%	4%	6%	2%	10%	6%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	1%	2%	1%	1%	8%	3%	0%	2%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	0%	1%	0%	0%	0%	3%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	1%	1%	0%	1%	8%	0%	0%	1%	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	98%	98%	99%	99%	99%	99%	100%	94%	100%	98%	98%	97%	99%	99%	99%	100%
Included in Accountability	93%	93%	93%	90%	93%	95%	71%	76%	100%	92%	95%	91%	97%	87%	92%	92%
Not Included in Accountability: Mobile	4%	5%	6%	9%	5%	4%	29%	18%	0%	6%	4%	7%	2%	11%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	2%	2%	1%	1%	1%	1%	0%	6%	0%	2%	2%	3%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	0%	6%	0%	2%	2%	3%	1%	1%	1%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	99%	99%	99%	100%	* 100%	* 100%	* 100%	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	94%	94%	94%	91%	94%	96%	* 71%	* 71%	* 97%	94%	91%	97%	88%	94%	90%	
Not Included in Accountability: Mobile	4%	4%	5%	9%	5%	4%	* 29%	* 29%	* 3%	5%	6%	3%	11%	5%	7%	
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	* 0%	* 0%	* 0%	0%	0%	0%	1%	0%	3%	
Not Tested	2%	2%	1%	1%	1%	0%	* 0%	* 0%	* 0%	0%	2%	0%	1%	0%	0%	
Absent	1%	1%	1%	1%	1%	0%	* 0%	* 0%	* 0%	0%	2%	0%	1%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	* 0%	* 0%	* 0%	0%	0%	0%	0%	0%	0%	
Accelerated Testers																
SAT/ACT Participant	89%	95%	83%	75%	86%	83%	* *	* *	-	83%	*	-	87%	63%	59%	-

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.6%	93.5%	93.2%	93.3%	93.9%	93.1%	96.7%	92.7%	93.1%	92.7%	92.4%	94.1%
2020-21	95.0%	95.2%	94.6%	94.1%	93.8%	95.3%	94.8%	97.5%	94.1%	94.1%	93.8%	93.2%	94.3%
Chronic Absenteeism													
2021-22	25.7%	23.5%	20.1%	22.9%	22.0%	17.8%	18.5%	8.8%	22.7%	20.3%	23.9%	26.4%	17.0%
2020-21	15.0%	13.7%	14.5%	17.6%	17.8%	11.1%	17.5%	4.0%	21.4%	16.6%	17.6%	20.4%	15.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	0.1%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.3%	0.1%	0.0%
2020-21	0.9%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	3.2%	1.0%	1.3%	1.3%	0.6%	0.0%	0.0%	0.0%	0.0%	2.3%	1.8%	1.7%
2020-21	2.4%	2.8%	1.1%	1.5%	1.4%	0.6%	0.0%	0.0%	0.0%	2.2%	2.3%	2.3%	1.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	87.3%	94.9%	92.2%	94.7%	96.0%	*	*	*	95.2%	83.6%	90.9%	89.3%
Received TxCHSE	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	4.1%	1.0%	2.6%	1.1%	0.3%	*	*	*	0.0%	4.1%	0.7%	0.0%
Dropped Out	6.4%	8.4%	4.1%	5.2%	4.2%	3.7%	*	*	*	4.8%	12.3%	8.3%	10.7%
Graduates and TxCHSE	90.0%	87.5%	94.9%	92.2%	94.7%	96.0%	*	*	*	95.2%	83.6%	90.9%	89.3%
Graduates, TxCHSE, and Continuers	93.6%	91.6%	95.9%	94.8%	95.8%	96.3%	*	*	*	95.2%	87.7%	91.7%	89.3%
Class of 2021													
Graduated	90.0%	87.5%	95.7%	96.9%	95.3%	95.3%	*	*	*	100.0%	93.5%	93.0%	87.5%
Received TxCHSE	0.3%	0.2%	0.3%	0.0%	0.4%	0.3%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	5.1%	1.4%	1.5%	2.1%	0.9%	*	*	*	0.0%	0.0%	1.4%	8.3%
Dropped Out	5.8%	7.1%	2.7%	1.5%	2.1%	3.4%	*	*	*	0.0%	6.5%	5.6%	4.2%
Graduates and TxCHSE	90.3%	87.7%	95.9%	96.9%	95.7%	95.6%	*	*	*	100.0%	93.5%	93.0%	87.5%
Graduates, TxCHSE, and Continuers	94.2%	92.9%	97.3%	98.5%	97.9%	96.6%	*	*	*	100.0%	93.5%	94.4%	95.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	96.9%	97.7%	97.4%	96.3%	*	*	*	100.0%	93.7%	94.1%	95.8%
Received TxCHSE	0.4%	0.3%	0.4%	0.0%	0.4%	0.3%	*	*	*	0.0%	0.0%	0.3%	0.0%
Continued HS	1.0%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	8.5%	2.7%	2.3%	2.1%	3.4%	*	*	*	0.0%	6.3%	5.6%	4.2%
Graduates and TxCHSE	92.7%	90.3%	97.3%	97.7%	97.9%	96.6%	*	*	*	100.0%	93.7%	94.4%	95.8%
Graduates, TxCHSE, and Continuers	93.7%	91.5%	97.3%	97.7%	97.9%	96.6%	*	*	*	100.0%	93.7%	94.4%	95.8%

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	89.9%	94.6%	94.5%	93.7%	95.6%	100.0%	*	*	92.9%	83.7%	91.8%	78.3%
Received TxCHSE	0.5%	0.3%	0.3%	0.0%	0.0%	0.7%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.1%	5.0%	5.5%	6.3%	3.7%	0.0%	*	*	7.1%	16.3%	8.2%	21.7%
Graduates and TxCHSE	92.7%	90.2%	95.0%	94.5%	93.7%	96.3%	100.0%	*	*	92.9%	83.7%	91.8%	78.3%
Graduates, TxCHSE, and Continuers	93.8%	91.9%	95.0%	94.5%	93.7%	96.3%	100.0%	*	*	92.9%	83.7%	91.8%	78.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	90.5%	94.7%	94.5%	93.7%	95.6%	100.0%	*	*	92.9%	84.6%	91.8%	78.3%
Received TxCHSE	0.5%	0.4%	0.3%	0.0%	0.0%	0.7%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.5%	5.0%	5.5%	6.3%	3.7%	0.0%	*	*	7.1%	15.4%	8.2%	21.7%
Graduates and TxCHSE	93.2%	90.9%	95.0%	94.5%	93.7%	96.3%	100.0%	*	*	92.9%	84.6%	91.8%	78.3%
Graduates, TxCHSE, and Continuers	93.8%	91.5%	95.0%	94.5%	93.7%	96.3%	100.0%	*	*	92.9%	84.6%	91.8%	78.3%
Class of 2019													
Graduated	92.6%	91.3%	93.9%	92.6%	93.2%	94.5%	*	100.0%	*	93.8%	80.4%	90.9%	78.9%
Received TxCHSE	0.6%	0.5%	1.5%	0.0%	0.0%	2.7%	*	0.0%	*	6.3%	5.4%	1.1%	0.0%
Continued HS	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.6%	4.6%	7.4%	6.8%	2.7%	*	0.0%	*	0.0%	14.3%	8.0%	21.1%
Graduates and TxCHSE	93.2%	91.8%	95.4%	92.6%	93.2%	97.3%	*	100.0%	*	100.0%	85.7%	92.0%	78.9%
Graduates, TxCHSE, and Continuers	93.8%	92.4%	95.4%	92.6%	93.2%	97.3%	*	100.0%	*	100.0%	85.7%	92.0%	78.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.3%	94.4%	92.2%	93.6%	95.7%	*	*	*	95.2%	80.3%	90.3%	86.2%
Class of 2021	90.0%	87.5%	94.5%	96.2%	92.9%	94.7%	*	*	*	100.0%	85.7%	90.8%	80.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	55.6%	*	*	*	*	-	-	-	-	*	-	-
Class of 2021	87.5%	62.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	12.0%	14.2%	11.3%	12.4%	*	*	*	5.0%	28.3%	11.2%	24.0%
Class of 2021	3.8%	3.0%	12.2%	18.1%	13.4%	8.5%	*	*	*	5.9%	36.1%	14.7%	19.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	85.9%	68.2%	60.4%	66.5%	71.3%	*	*	*	85.0%	20.0%	55.4%	32.0%
Class of 2021	81.9%	79.4%	69.8%	65.4%	62.5%	77.0%	*	*	*	76.5%	22.2%	60.9%	19.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	89.4%	79.8%	73.8%	77.5%	83.4%	*	*	*	90.0%	47.5%	66.5%	56.0%
Class of 2021	85.7%	82.5%	82.0%	83.5%	75.9%	85.6%	*	*	*	82.4%	58.3%	75.6%	38.1%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	26.5%	0.0%	*	*	*	-	-	-	-	*	*	-
2020-21	43.8%	19.6%	*	*	-	*	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.7%	11.5%	13.4%	10.8%	12.1%	*	*	*	4.5%	26.9%	10.9%	18.8%
2020-21	3.8%	3.1%	11.5%	17.2%	12.6%	8.1%	40.0%	*	*	5.3%	32.5%	13.5%	16.7%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	65.7%	60.7%	62.8%	69.0%	*	*	*	81.8%	19.4%	55.4%	28.1%
2020-21	80.4%	77.8%	66.2%	61.9%	59.4%	73.5%	0.0%	*	*	68.4%	21.3%	56.9%	16.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.3%	76.6%	72.8%	73.3%	80.4%	*	*	*	86.4%	43.7%	66.0%	46.9%
2020-21	84.1%	80.8%	77.4%	78.5%	72.0%	81.4%	40.0%	*	*	73.7%	52.4%	70.2%	33.3%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	743	100.0%	368,686	100.0%
By Ethnicity:				
African American	114	15.3%	45,227	12.3%
Hispanic	270	36.3%	191,125	51.8%
White	326	43.9%	103,171	28.0%
American Indian	3	0.4%	1,159	0.3%
Asian	4	0.5%	18,794	5.1%
Pacific Islander	4	0.5%	569	0.2%
Two or More Races	22	3.0%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	6	0.8%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	168	22.6%	51,023	13.8%
Foundation H.S. Program (Endorsement)	85	11.4%	14,179	3.8%
Foundation H.S. Program (DLA)	484	65.1%	302,917	82.2%
Other Graduates:				
Special Education Graduates	71	9.6%	32,447	8.8%
Economically Disadvantaged Graduates	268	36.1%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	32	4.3%	40,398	11.0%
At-Risk Graduates	360	48.5%	159,689	43.3%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	70.7%	65.3%	43.9%	69.6%	69.9%	*	*	*	54.5%	63.4%	52.6%	43.8%
2020-21	65.2%	65.3%	64.7%	51.9%	58.6%	75.5%	0.0%	*	*	73.7%	76.8%	58.5%	41.7%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	54.8%	43.9%	21.9%	42.2%	53.1%	*	*	*	31.8%	9.9%	29.5%	12.5%
2020-21	52.7%	55.3%	47.9%	33.3%	41.4%	59.6%	0.0%	*	*	47.4%	13.4%	38.4%	8.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	57.9%	46.7%	31.6%	44.4%	54.3%	*	*	*	36.4%	2.8%	33.2%	9.4%
2020-21	56.1%	58.4%	55.2%	37.0%	47.3%	68.6%	20.0%	*	*	57.9%	13.4%	41.9%	4.2%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	48.4%	40.2%	21.1%	38.9%	47.9%	*	*	*	40.9%	4.2%	26.9%	3.1%
2020-21	45.7%	46.2%	45.0%	28.9%	37.2%	58.4%	20.0%	*	*	36.8%	4.9%	37.4%	4.2%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.7%	34.6%	15.8%	32.6%	42.6%	*	*	*	31.8%	1.4%	20.9%	3.1%
2020-21	40.4%	41.7%	39.8%	23.0%	31.8%	53.4%	0.0%	*	*	36.8%	3.7%	31.1%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	25.8%	10.0%	2.6%	8.5%	13.8%	*	*	*	4.5%	1.4%	3.4%	0.0%
2020-21	21.3%	26.9%	7.7%	0.7%	3.8%	14.0%	0.0%	*	*	0.0%	1.2%	3.1%	4.2%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.1%	10.2%	6.1%	10.4%	10.1%	*	*	*	18.2%	1.4%	7.8%	0.0%
2020-21	2.6%	3.3%	10.6%	7.4%	8.8%	14.0%	0.0%	*	*	0.0%	3.7%	9.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	23.1%	27.7%	12.3%	28.5%	32.2%	*	*	*	18.2%	7.0%	20.5%	9.4%
2020-21	25.9%	25.6%	29.3%	19.3%	25.9%	36.6%	0.0%	*	*	26.3%	9.8%	21.5%	4.2%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	3.2%	0.1%	0.0%	0.0%	0.3%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	31.7%	42.4%	32.5%	48.9%	41.7%	*	*	*	31.8%	60.6%	39.2%	34.4%
2020-21	24.2%	20.4%	29.2%	26.7%	28.9%	30.7%	0.0%	*	*	36.8%	72.0%	29.1%	33.3%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	26.3%	38.8%	26.3%	46.7%	37.4%	*	*	*	31.8%	23.9%	35.8%	34.4%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	14.9%	23.1%	15.6%	23.8%	25.8%	0.0%	*	*	31.6%	22.0%	21.5%	29.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.7%	1.6%	0.0%	0.0%	3.7%	*	*	*	0.0%	2.8%	0.7%	0.0%
2020-21	0.7%	0.9%	1.4%	0.0%	2.5%	1.2%	0.0%	*	*	0.0%	0.0%	1.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.2%	1.7%	2.6%	1.9%	1.5%	*	*	*	0.0%	18.3%	1.9%	3.1%
2020-21	2.4%	2.0%	3.0%	3.7%	2.1%	3.1%	0.0%	*	*	10.5%	26.8%	4.5%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.9%	4.2%	6.1%	3.3%	4.6%	*	*	*	0.0%	43.7%	4.1%	0.0%
2020-21	4.4%	4.1%	5.9%	8.9%	5.4%	5.0%	0.0%	*	*	10.5%	52.4%	5.5%	4.2%

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	17.8%	39.6%	21.9%	40.0%	45.4%	*	*	*	31.8%	1.4%	27.6%	9.4%
	2020-21	25.9%	21.6%	50.0%	33.3%	43.1%	62.4%	20.0%	*	*	47.4%	12.2%	38.1%	4.2%
Mathematics	2021-22	18.7%	13.9%	36.6%	15.8%	36.3%	43.9%	*	*	*	36.4%	2.8%	24.3%	0.0%
	2020-21	19.4%	15.1%	41.0%	27.4%	33.5%	52.8%	20.0%	*	*	36.8%	4.9%	34.3%	4.2%
Both Subjects	2021-22	12.6%	8.3%	28.3%	10.5%	28.9%	33.4%	*	*	*	27.3%	1.4%	17.2%	0.0%
	2020-21	14.4%	10.7%	34.6%	20.7%	28.0%	45.7%	0.0%	*	*	31.6%	2.4%	27.7%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	9.5%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	7.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	11.3%	2.6%	2.6%	1.9%	3.1%	*	*	*	4.5%	1.4%	3.0%	0.0%
	2020-21	10.3%	7.5%	3.7%	3.7%	5.0%	2.8%	0.0%	*	*	5.3%	0.0%	4.5%	0.0%
Both Subjects	2021-22	7.5%	5.9%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	28.4%	12.1%	3.3%	10.7%	16.4%	25.0%	57.1%	0.0%	9.5%	0.0%	4.4%	2.7%
	2021	21.1%	26.1%	8.7%	1.8%	6.6%	13.0%	0.0%	33.3%	0.0%	5.7%	0.7%	3.7%	0.0%
English Language Arts	2022	13.2%	17.2%	8.6%	2.4%	6.4%	12.6%	25.0%	28.6%	0.0%	7.1%	0.0%	2.8%	0.0%
	2021	12.1%	16.0%	6.6%	0.9%	4.7%	10.3%	0.0%	33.3%	0.0%	2.9%	0.7%	2.2%	0.0%
Mathematics	2022	6.9%	9.3%	3.4%	0.4%	2.7%	4.6%	12.5%	42.9%	0.0%	2.4%	0.0%	1.2%	0.0%
	2021	6.1%	8.3%	2.2%	0.0%	1.1%	3.9%	0.0%	16.7%	0.0%	0.0%	0.0%	0.7%	0.0%
Science	2022	9.6%	12.0%	7.7%	1.6%	7.0%	10.2%	25.0%	57.1%	0.0%	4.8%	0.0%	2.8%	0.0%
	2021	8.7%	10.9%	4.6%	0.9%	3.0%	7.2%	0.0%	16.7%	0.0%	2.9%	0.7%	1.7%	0.0%
Social Studies	2022	12.5%	15.7%	5.0%	1.2%	4.3%	6.7%	12.5%	28.6%	0.0%	4.8%	0.0%	1.6%	0.0%
	2021	11.6%	14.2%	3.9%	0.4%	3.8%	5.1%	0.0%	33.3%	0.0%	2.9%	0.0%	2.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	58.5%	59.1%	37.5%	61.8%	59.2%	*	*	-	*	-	68.2%	*
	2021	48.6%	53.0%	57.6%	*	61.3%	59.5%	-	*	-	*	*	55.0%	-
English Language Arts	2022	53.2%	59.1%	54.4%	50.0%	45.5%	57.0%	*	*	-	*	-	42.9%	-
	2021	42.7%	47.1%	54.4%	*	68.2%	50.8%	-	*	-	*	*	50.0%	-
Mathematics	2022	50.4%	57.3%	67.3%	*	85.7%	62.1%	*	*	-	*	-	50.0%	-
	2021	49.4%	55.3%	70.0%	-	80.0%	66.7%	-	*	-	-	-	*	-
Science	2022	44.7%	50.8%	37.5%	*	27.8%	45.3%	*	*	-	*	-	50.0%	-
	2021	41.4%	46.6%	30.6%	*	21.4%	34.1%	-	*	-	*	*	33.3%	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	49.2%	43.1%	*	54.5%	40.5%	*	*	-	*	-	62.5%	-
	2021	42.2%	48.7%	39.6%	*	33.3%	48.4%	-	*	-	*	-	36.4%	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	82.2%	44.3%	46.5%	37.8%	48.5%	*	*	*	50.0%	14.1%	29.4%	12.9%
	2020-21	70.8%	80.5%	53.6%	51.9%	46.0%	59.3%	20.0%	*	*	63.2%	15.9%	40.5%	16.7%
At/Above Criterion for All Examinees	2021-22	32.1%	34.9%	44.7%	15.1%	47.1%	51.9%	*	*	*	45.5%	10.0%	25.6%	*
	2020-21	32.9%	36.5%	42.9%	17.1%	32.7%	59.2%	*	*	*	33.3%	15.4%	35.9%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1017	1077	955	1062	1119	*	*	*	1046	902	999	*
	2020-21	1002	1015	1039	935	998	1102	-	1050	1015	980	806	1004	853
English Language Arts and Writing	2021-22	506	512	542	483	532	565	*	*	*	534	460	508	*
	2020-21	504	509	524	469	500	558	-	527	520	504	413	502	420
Mathematics	2021-22	496	506	535	472	530	554	*	*	*	512	442	491	*
	2020-21	498	506	515	466	498	544	-	523	495	476	393	503	433
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.0	20.8	17.1	20.3	22.3	-	*	-	*	15.4	17.7	*
	2020-21	20.0	19.9	20.8	15.3	19.0	23.3	17.0	-	-	21.3	21.7	19.2	12.0
English Language Arts	2021-22	19.2	18.6	20.8	16.6	20.1	22.7	-	*	-	*	15.0	17.4	*
	2020-21	19.6	19.5	20.4	13.7	18.2	23.4	17.5	-	-	22.0	23.0	18.2	11.5
Mathematics	2021-22	19.3	19.0	19.8	16.3	19.4	21.1	-	*	-	*	14.0	16.4	*
	2020-21	19.9	20.0	21.1	16.4	19.9	23.1	16.0	-	-	19.0	20.7	20.1	14.0
Science	2021-22	19.8	19.2	21.0	18.2	20.6	22.1	-	*	-	*	17.0	18.9	*
	2020-21	20.3	20.3	20.9	16.4	19.3	22.9	17.0	-	-	21.3	20.0	19.7	12.0

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	47.5%	47.8%	35.6%	45.7%	54.2%	35.3%	85.7%	50.0%	40.0%	15.8%	37.7%	19.5%
	2020-21	42.5%	46.6%	49.4%	34.9%	48.6%	54.7%	50.0%	86.7%	55.6%	42.9%	20.0%	38.5%	19.7%
English Language Arts	2021-22	16.6%	17.8%	18.1%	9.9%	17.5%	21.7%	23.5%	33.3%	33.3%	13.7%	1.5%	11.8%	2.5%
	2020-21	16.3%	17.4%	16.1%	8.6%	13.9%	20.4%	8.3%	33.3%	25.0%	10.7%	2.0%	10.4%	0.7%
Mathematics	2021-22	19.9%	21.9%	18.0%	13.5%	19.2%	18.7%	23.5%	28.6%	50.0%	13.8%	8.8%	14.9%	5.6%
	2020-21	19.3%	21.2%	15.9%	15.2%	13.5%	18.0%	7.7%	26.7%	11.1%	14.3%	13.1%	11.1%	5.0%
Science	2021-22	21.1%	22.3%	18.0%	12.8%	17.6%	20.3%	23.5%	28.6%	20.0%	15.2%	2.9%	13.1%	3.4%
	2020-21	20.6%	22.7%	19.9%	13.7%	19.9%	22.0%	14.3%	26.7%	37.5%	17.3%	3.3%	16.8%	6.1%
Social Studies	2021-22	22.8%	26.5%	25.6%	15.7%	21.4%	33.2%	25.0%	33.3%	16.7%	20.9%	1.5%	16.3%	4.5%
	2020-21	22.8%	26.8%	26.8%	13.7%	24.9%	32.7%	28.6%	60.0%	12.5%	20.8%	3.0%	17.5%	6.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	44.7%	41.0%	47.4%	33.5%	44.1%	40.0%	*	*	36.8%	20.7%	33.6%	12.5%
	2019-20	46.1%	46.2%	48.2%	49.5%	35.6%	56.4%	42.9%	*	*	57.1%	16.7%	36.8%	14.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	10,778	100.0%	5,504,150	100.0%	10,837	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	27	0.3%	17,201	0.3%	65	0.6%	25,110	0.5%
Pre-Kindergarten	269	2.5%	243,493	4.4%	269	2.5%	244,284	4.4%
Pre-Kindergarten: 3-year Old	1	0.0%	40,199	0.7%	1	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	268	2.5%	203,294	3.7%	268	2.5%	203,749	3.7%
Kindergarten	757	7.0%	367,180	6.7%	757	7.0%	367,633	6.7%
Grade 1	769	7.1%	399,048	7.2%	769	7.1%	399,419	7.2%
Grade 2	812	7.5%	395,639	7.2%	812	7.5%	395,969	7.2%
Grade 3	777	7.2%	393,583	7.2%	779	7.2%	393,871	7.1%
Grade 4	795	7.4%	393,765	7.2%	795	7.3%	394,020	7.1%
Grade 5	771	7.2%	395,111	7.2%	771	7.1%	395,384	7.2%
Grade 6	773	7.2%	399,341	7.3%	773	7.1%	399,557	7.2%
Grade 7	785	7.3%	409,362	7.4%	785	7.2%	409,566	7.4%
Grade 8	845	7.8%	425,589	7.7%	845	7.8%	425,758	7.7%
Grade 9	1,024	9.5%	477,875	8.7%	1,024	9.4%	478,101	8.7%
Grade 10	897	8.3%	436,752	7.9%	897	8.3%	437,002	7.9%
Grade 11	764	7.1%	385,894	7.0%	767	7.1%	386,246	7.0%
Grade 12	713	6.6%	364,317	6.6%	729	6.7%	366,512	6.6%
Ethnic Distribution:								
African American	1,902	17.6%	705,310	12.8%	1,911	17.6%	706,775	12.8%
Hispanic	3,783	35.1%	2,915,219	53.0%	3,806	35.1%	2,921,416	52.9%
White	4,546	42.2%	1,410,571	25.6%	4,573	42.2%	1,416,240	25.7%
American Indian	62	0.6%	17,920	0.3%	62	0.6%	17,976	0.3%
Asian	74	0.7%	280,306	5.1%	74	0.7%	280,742	5.1%
Pacific Islander	18	0.2%	8,696	0.2%	18	0.2%	8,718	0.2%
Two or More Races	393	3.6%	166,128	3.0%	393	3.6%	166,565	3.0%
Sex:								
Female	5,218	48.4%	2,688,496	48.8%	5,238	48.3%	2,693,780	48.8%
Male	5,560	51.6%	2,815,654	51.2%	5,599	51.7%	2,824,652	51.2%
Economically Disadvantaged	5,367	49.8%	3,415,987	62.1%	5,387	49.7%	3,421,217	62.0%
Non-Educationally Disadvantaged	5,411	50.2%	2,088,163	37.9%	5,450	50.3%	2,097,215	38.0%
Section 504 Students	1,170	10.9%	407,619	7.4%	1,173	10.8%	407,904	7.4%
EB Students/EL	1,028	9.5%	1,269,408	23.1%	1,029	9.5%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	273	2.5%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	1,031	9.6%	302,409	5.5%	1,034	9.5%	302,615	5.5%
Foster Care	53	0.5%	13,415	0.2%	53	0.5%	13,453	0.2%
Homeless	83	0.8%	72,534	1.3%	83	0.8%	72,654	1.3%
Immigrant	35	0.3%	122,390	2.2%	35	0.3%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	8,049	74.7%	3,555,650	64.6%	8,050	74.3%	3,563,890	64.6%
Military Connected	926	8.6%	199,203	3.6%	926	8.5%	199,325	3.6%
At-Risk	5,150	47.8%	2,935,164	53.3%	5,172	47.7%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	1,025	9.5%	1,278,846	23.2%	1,026	9.5%	1,279,697	23.2%
Career and Technical Education	3,057	28.4%	1,459,380	26.5%				
Career and Technical Education (9-12 grades only)	2,703	79.5%	1,203,083	72.3%				
Gifted and Talented Education	884	8.2%	453,585	8.2%	884	8.2%	453,689	8.2%
Special Education	1,772	16.4%	693,061	12.6%	1,815	16.7%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,772		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	804	45.4%	305,800	44.1%				
Students with Physical Disabilities	310	17.5%	138,820	20.0%				
Students with Autism	302	17.0%	107,586	15.5%				
Students with Behavioral Disabilities	329	18.6%	130,018	18.8%				
Students with Non-Categorical Early Childhood	27	1.5%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	1,553	15.4%	893,031	16.8%				
By Ethnicity:								
African American	399	4.0%	176,665	3.3%				
Hispanic	531	5.3%	462,284	8.7%				
White	529	5.2%	180,620	3.4%				
American Indian	12	0.1%	3,221	0.1%				
Asian	8	0.1%	38,716	0.7%				
Pacific Islander	7	0.1%	2,067	0.0%				
Two or More Races	67	0.7%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	304	16.5%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	121	13.5%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	863	19.9%	604,295	18.7%				
Student Attrition (2021-22):								
34								
Total Student Attrition	1,283	16.4%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.9%	1.5%	4.5%	4.5%
Grade 1	2.6%	2.5%	4.1%	3.6%
Grade 2	1.6%	1.6%	0.6%	2.0%
Grade 3	0.4%	0.8%	1.8%	0.9%
Grade 4	0.0%	0.5%	0.6%	0.5%
Grade 5	0.4%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	1.1%	0.4%	0.6%	0.5%
Grade 8	0.4%	0.4%	0.0%	0.5%
Grade 9	8.7%	8.7%	19.6%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	28	0.5%	7,322	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	18.7	18.7
Grade 1	18.1	19.1
Grade 2	18.9	19.1
Grade 3	18.5	19.3
Grade 4	19.6	19.4
Grade 5	21.0	20.8
Grade 6	19.6	19.2
Secondary:		
English/Language Arts	18.7	16.2
Foreign Languages	25.3	18.8
Mathematics	23.1	17.5
Science	35	24.7
Social Studies	25.1	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	1,595.3	100.0%	763,729.4	100.0%
Professional Staff:	967.3	60.6%	489,326.8	64.1%
Teachers	761.0	47.7%	371,646.7	48.7%
Professional Support	126.3	7.9%	82,878.8	10.9%
Campus Administration (School Leadership)	43.0	2.7%	25,300.5	3.3%
Central Administration	37.0	2.3%	9,500.8	1.2%
Educational Aides:	188.9	11.8%	86,185.9	11.3%
Auxiliary Staff:	439.1	27.5%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	7.0	n/a	4,258.0	n/a
Part-time Librarians	2.0	n/a	646.0	n/a
Full-time Counselors	28.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	575.9	36.1%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	53.3	7.0%	44,033.4	11.8%
Hispanic	98.2	12.9%	110,015.9	29.6%
White	594.5	78.1%	203,967.5	54.9%
American Indian	5.0	0.7%	1,274.2	0.3%
Asian	1.0	0.1%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	9.0	1.2%	4,531.1	1.2%
Teachers by Sex:				
Males	159.3	20.9%	90,752.5	24.4%
Females	601.6	79.1%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	20.3	2.7%	7,591.2	2.0%
Bachelors	558.7	73.4%	268,238.6	72.2%
Masters	181.0	23.8%	92,878.9	25.0%
Doctorate	1.0	0.1%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	34.8	4.6%	36,179.6	9.7%
1-5 Years Experience	127.3	16.7%	97,667.0	26.3%
6-10 Years Experience	204.6	26.9%	76,209.5	20.5%
11-20 Years Experience	256.1	33.7%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	118.6	15.6%	49,550.0	13.3%
Over 30 Years Experience	19.6	2.6%	10,867.4	2.9%
Number of Students per Teacher	14.2	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.9	6.1
Average Years Experience of Principals with District	4.3	5.3
Average Years Experience of Assistant Principals	3.7	5.2
Average Years Experience of Assistant Principals with District	3.1	4.4
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	12.4	11.0
Average Years Experience of Teachers with District:	6.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$54,702	\$53,300
1-5 Years Experience	\$58,416	\$56,516
6-10 Years Experience	\$59,600	\$59,732
11-20 Years Experience	\$63,870	\$63,389
21-30 Years Experience	\$69,382	\$67,876
Over 30 Years Experience	\$79,773	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$62,659	\$60,717
Professional Support	\$73,633	\$72,022
Campus Administration (School Leadership)	\$85,700	\$85,167
Central Administration	\$91,153	\$112,702
Instructional Staff Percent:		
Instructional Staff Percent:	61.3%	65.1%
Turnover Rate for Teachers:		
Turnover Rate for Teachers:	18.1%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	37	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
WAXAHACHIE ISD (070912) - ELLIS COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	*	*	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	31.3	4.1%	22,050.2	5.9%
Career and Technical Education	48.2	6.3%	19,907.7	5.4%
Compensatory Education	25.2	3.3%	11,928.5	3.2%
Gifted and Talented Education	0.2	0.0%	6,181.8	1.7%
Regular Education	488.1	64.1%	262,398.5	70.6%
Special Education	115.8	15.2%	36,110.2	9.7%
Other	52.1	6.8%	13,069.7	3.5%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

STAAR Performance (2022–23)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain—Annual Growth Score is the percentage of improvement or growth students have made from year to year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning Score is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See [STAAR Progress Measure for 2023](#) for more information.

The above measures were used to determine the Annual Growth, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English,

2022–23 Texas Academic Performance Report (TAPR) Glossary

with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR Participation (2022–23)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
 - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

Attendance, Graduation, and Dropout Rates (2022–23)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2021–22 school year

total number of days that students in grades 1–12 were in membership during the 2021–22 school year

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year

total number of K–12 students enrolled for at least 10 days during the 2021–22 school year

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

2022–23 Texas Academic Performance Report (TAPR) Glossary

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2021–22 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2023 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2022 for the 2022 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2022–23 school year

number of students in the 2022 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2022 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022 plus

number of students from the cohort who received a TxCHSE by August 31, 2022 plus

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

number of students in the 2022 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2021 cohort*

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2021 cohort*

2022–23 Texas Academic Performance Report (TAPR) Glossary

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{aligned}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{aligned}}{\text{number of students in the 2021 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2020 cohort*

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2022–23 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

number of students in the 2020 cohort*

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2022–23 school year

number of students in the 2020 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022
plus
number of students from the cohort who received a TxCHSE by August 31, 2022**

number of students in the 2020 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022
plus
number of students from the cohort who received a TxCHSE by August 31, 2022
plus
number of students from the cohort who were enrolled in the fall of the 2022–23 school year**

number of students in the 2020 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89

2022–23 Texas Academic Performance Report (TAPR) Glossary

or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2022 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2021 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2020 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

2022–23 Texas Academic Performance Report (TAPR) Glossary

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2022) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2022 with reported graduation plans
(excludes graduates with FHSP graduation plans)**

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2022 who complete a 4-year FHSP-E

number of graduates in the Class of 2022 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2022 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2022 with reported graduation plans

2022–23 Texas Academic Performance Report (TAPR) Glossary

RHSP/DAP Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP

number of graduates in SY 2021–22 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2021–22 who earn an FHSP-E

number of graduates in SY 2021–22 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2021–22 who earn an FHSP-DLA

number of graduates in SY 2021–22 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2021–22 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2022–2023)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2021–22 are also shown:

2022–23 Texas Academic Performance Report (TAPR) Glossary

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. (Data source: PEIMS 41163)

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. (Data source: PEIMS 40100 and STAAR)

number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2021-22 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. (Data source: PEIMS 40110)

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). (Data source: PEIMS 40100)

number of graduates in the 2021–22 school year considered as at risk

total number of graduates in the 2021-22 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (Data source: PEIMS Course Completion Records)

College, Career, or Military* Readiness (CCMR) (2022–23)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between

2022–23 Texas Academic Performance Report (TAPR) Glossary

- an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
 - 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
 - 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
 - 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

10) ***Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: PEIMS 40203*)

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

2022–23 Texas Academic Performance Report (TAPR) Glossary

TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
	Combination	Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
		OR				
	Mathematics	TSIA1	Score ≥ 350 on Mathematics			
TSIA2		Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2021-22 annual graduates

Any Subject.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2021-22 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2021-22 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2021-22 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2021-22 annual graduates

2022–23 Texas Academic Performance Report (TAPR) Glossary

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 48011*)

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 40203*)

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2022–23)

TSIA Results (Graduates \geq Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: PEIMS 43415*)

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2021-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

2022–23 Texas Academic Performance Report (TAPR) Glossary

All Subjects.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders \geq Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2021-22 graduates who took either the SAT or the ACT

2022–23 Texas Academic Performance Report (TAPR) Glossary

number of 2021-22 graduates reported

- (2) *At/Above Criterion for All Graduates*: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2021-22 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2021-22 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

- (2) *English Language Arts and Writing*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the
SAT

number of 2021-22 graduates who took the SAT

- (3) *Mathematics*: The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *All Subjects*: The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

- (2) *English Language Arts*: The average score for the ACT English and reading combined. The maximum score is 36.

2022–23 Texas Academic Performance Report (TAPR) Glossary

sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

(3) *Mathematics*: The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

(4) *Science*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

Other Postsecondary Indicators (2022–23)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: PEIMS 43415)

Any Subject.

number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2021-22

English Language Arts.

number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2021-22

Mathematics.

number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22

2022–23 Texas Academic Performance Report (TAPR) Glossary

Science.

number of students in grades 9–12 in 2021-22 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2021-22

Social Studies.

number of students in grades 9–12 in 2021-22 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2021-22

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2020-21 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2020-21 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2020–2021, use the data displayed under Membership.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. (*Data source: PEIMS 40110*)

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts

2022–23 Texas Academic Performance Report (TAPR) Glossary

report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
(B) includes —

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), 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 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2022–23 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

2022–23 Texas Academic Performance Report (TAPR) Glossary

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2021–22

**number of students who were in membership at any time during the
2021–22 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

number of students enrolled in fall 2021 – number of students who returned in fall 2022

number of students enrolled in fall 2021

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

number of students enrolled in the same grade from one school year to the next

number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2021–22](#) available from TEA. (Data source: PEIMS 40110)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2021–22 school year

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

2022–23 Texas Academic Performance Report (TAPR) Glossary

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2022–23)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile):* The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

2022–23 Texas Academic Performance Report (TAPR) Glossary

record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher’s FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers’ FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher’s FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher’s coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. (*Data source: Division of District Talent Systems*)

2022–23 Texas Academic Performance Report (TAPR) Glossary

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

2022–23 Texas Academic Performance Report (TAPR) Glossary

Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

Course Code	Course Name
I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

- 004.....Assistant/Associate/Deputy Superintendent
- 027.....Superintendent/CAO/CEO/President
- 061.....Asst/Assoc/Deputy Exec Director
- 062.....Component/Department Director
- 063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

- 003.....Assistant Principal
- 020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

- 012.....Instructional Officer
- 028.....Teacher Supervisor
- 040.....Athletic Director
- 043.....Business Manager
- 044.....Tax Assessor and/or Collector
- 045.....Director - Personnel/Human Resources
- 055.....Registrar
- 060.....Executive Director

PROFESSIONAL SUPPORT STAFF

- 002Art Therapist
- 005Psychological Associate
- 006.....Audiologist
- 007.....Corrective Therapist

2022–23 Texas Academic Performance Report (TAPR) Glossary

008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
TEACHERS	
087.....	Teacher
047.....	Substitute Teacher
EDUCATIONAL AIDES	
033.....	Educational Aide
036.....	Certified Interpreter

2022–23 Texas Academic Performance Report (TAPR) Glossary

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

2022–23 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

As of December 2023, the TAPR does not include *A–F* ratings, Distinction Designations, or Special Education Determination Status. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change.

These guidelines are not a substitute for districts’ knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC, §39.306 requires each district’s board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under “Annual Report”.

Statute, TEC §39.306, requires that each district’s board of trustees hold a public hearing to discuss the district’s annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district’s annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
 - a. According to TEC, §39.306, in addition to the PDF TAPR, a district’s annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year’s graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district’s early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
 - b. As of December 2023, the PDF TAPR does not include, *A–F* ratings, Distinction Designations, or Special Education Determination Status.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2024. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2021–22 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** Each district’s annual report must include the 2022–23 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>.

The report must also include any campuses that earned a distinction designation or was rated.

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*)The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report. *Not available as of December 2023.*
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2024.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and
 - (B) college, career, and military readiness plans adopted under Section 11.186.
9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and

2022–23 Texas Academic Performance Report

electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

- 10. Accessing the PDF TAPR** The TAPR is available on the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.
- 11. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*
- 12. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is *separate* from widely releasing the annual report to the public. This means for the 2023-24 school year, the 2021-2022 TAPR was posted on District websites as it is the most recent.
- 13. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 14. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 15. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
 - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
 - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - **The Accountability Subset** The PDF TAPR includes the 2022 and 2023 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 29, 2021 and October 28, 2022, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

2022–23 Texas Academic Performance Report

- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

16. Recommended Meetings Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.



WAXAHACHIE ISD

2022-2023 Texas Academic Performance Report (TAPR) Overview

January 2024



2022-23 Texas Academic Performance Report (TAPR)

District Name: WAXAHACHIE ISD

District Number: 070912

The Texas Academic Performance Reports (TAPR) pulls together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators.

This summary must clearly indicate where and how to obtain a copy of the full report. Follow the link below:

The [2022-23 TAPR](#) are available for the state and every public school, district, or region of Texas.

[PEIMS Financial Standard Reports](#) (2021-22 Financial Actual Reports)
The financial section of the TAPR is provided by the State Funding Division.

Table of Contents

1. Accountability Ratings
2. STAAR
3. School Progress
4. Grad Programs
5. Dropout, Graduation, and Attendance Rates
6. School Info
7. College, Career, and Military Readiness
8. SAT/ACT
9. Staff Info
10. KG Readiness

Search by individual [Campus](#) or [District](#)

TAPR data are also available by [ESC region](#) and for the entire [state](#).

The [TAPR Glossary](#) provides definitions, describes methodologies, and lists sources for each tab in the TAPR system.

The [TAPR Guidelines](#) help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the TAPR.

[TAPR/TPRS Overview](#)

[Accountability Ratings \(Not..](#)

[STAAR](#)

[School Progress: Growth](#)

[Grad Programs](#)

[Dropout, Grad,...](#)

[Student Info](#)

[CCMR](#)

[SAT/ACT](#)

[Staff Info](#)

[KG Readiness](#)

WAXAHACHIE ISD

Accountability Ratings 2023



The 2023 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 88th Legislature during a special called session.



WAXAHACHIE ISD District STAAR Performance 2023

STAAR performance standards relate levels of test performance to the expectations defined in the state-mandated curriculum standards known as the Texas Essential Knowledge and Skills (TEKS). Cut scores established by the agency distinguish between performance levels.

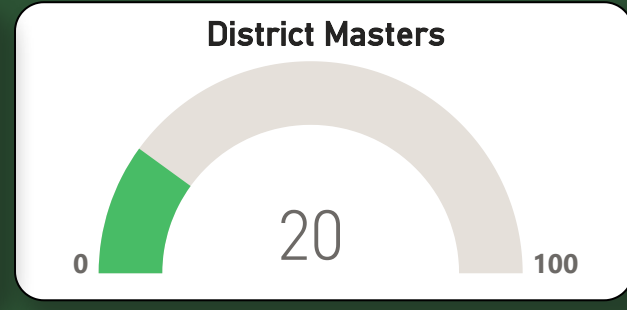
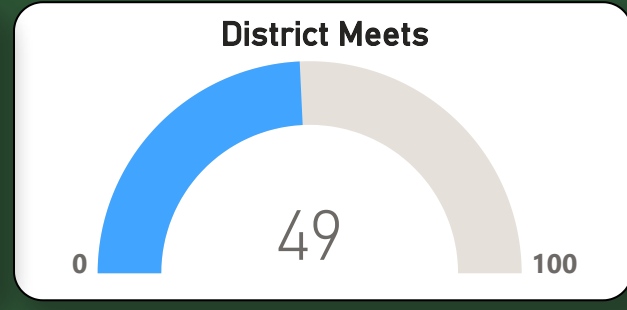
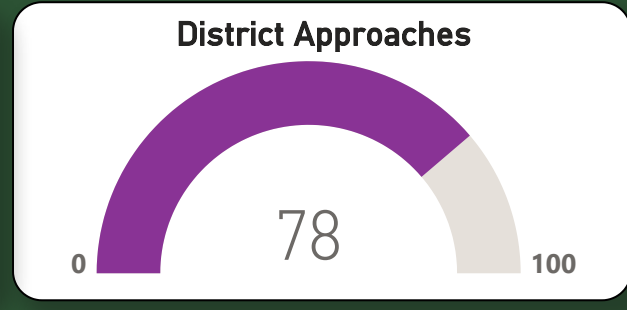
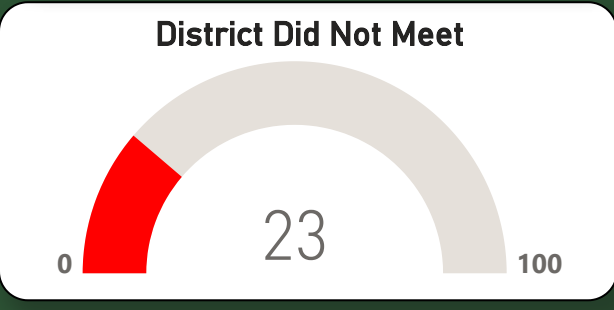
Did Not Meet Grade Level	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
No basic understanding of course expectations is shown; student may need significant support next year.	Some knowledge of course content but may be missing critical elements; student needs additional support.	Strong knowledge of course content; student is prepared to progress to the next grade.	Mastery of the course knowledge and skills is shown; student is on track for college and/or career.

Grade/Subject

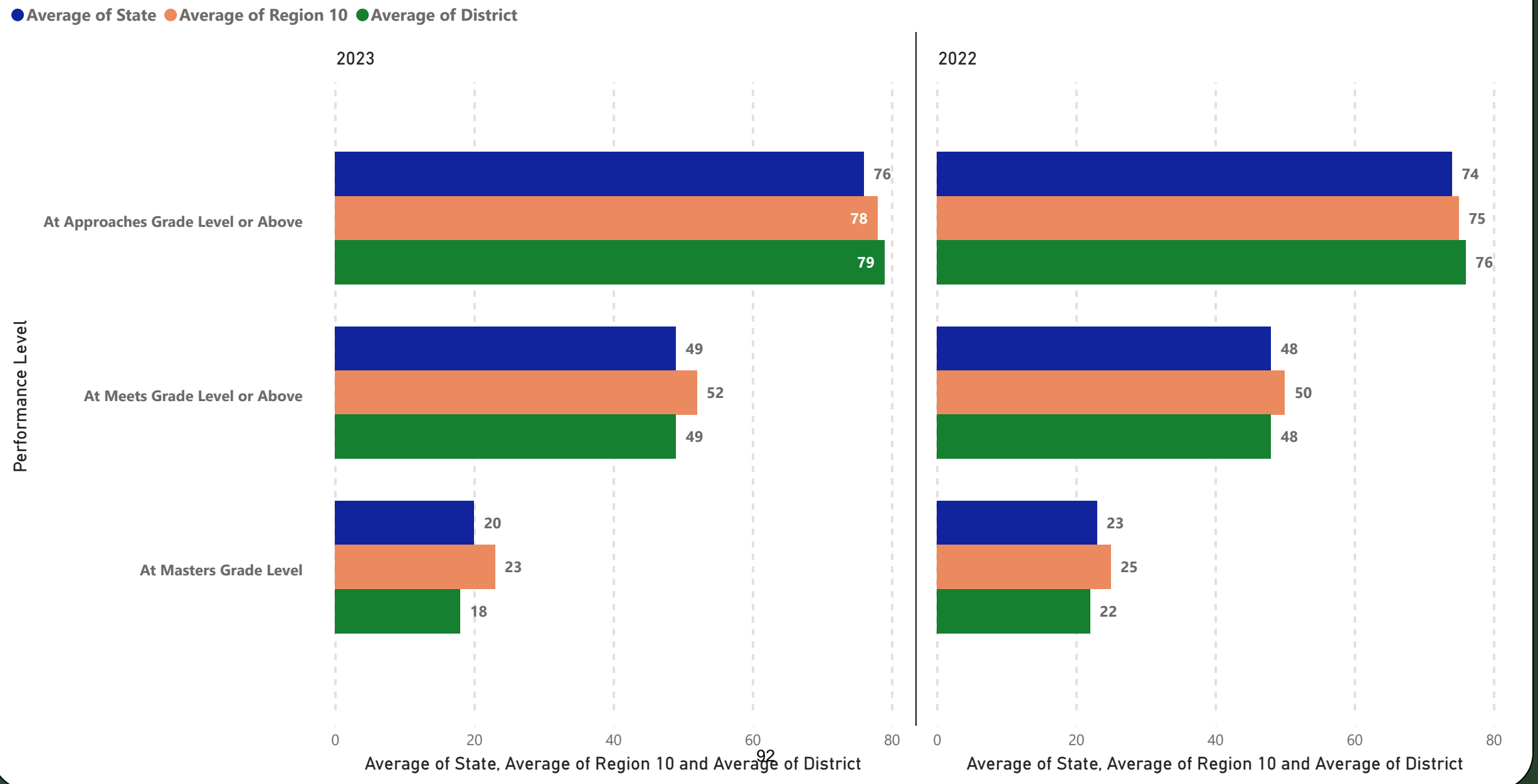
All Grades All Subjects

SchoolYear

All



Average of State, Average of Region 10 and Average of District by Performance Level and SchoolYear



WAXAHACHIE ISD School Progress 2023



Progress Measure

School Progress Annual Growth by Grade and Subject

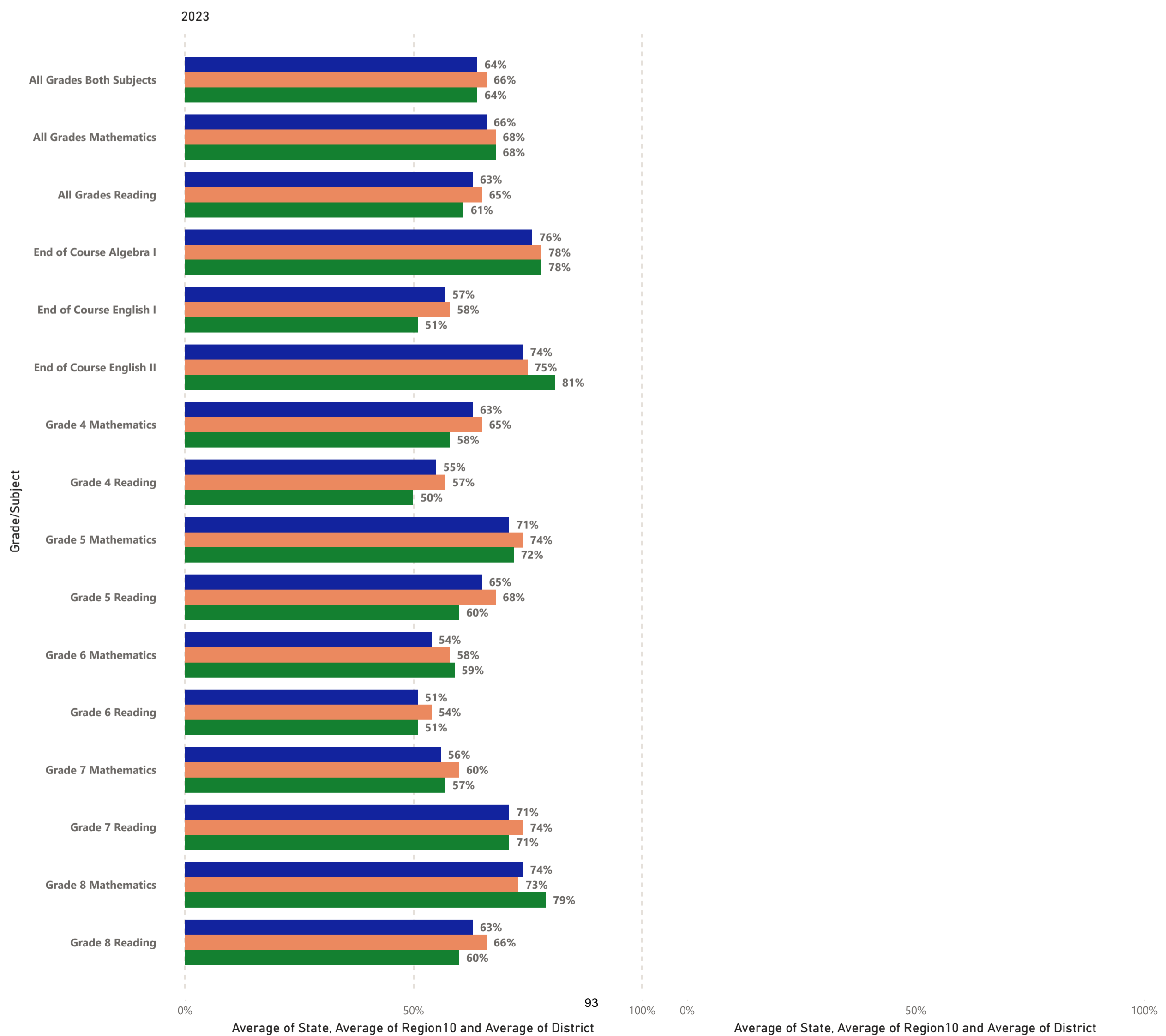
Percent of Students Maintaining or Improving Compared to Prior Year Performance Level: The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

School Progress Domain - Accelerated Learning: The percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

School Progress Domain - Annual Growth: The percentage of students that grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

Average of State, Average of Region10 and Average of District by Grade/Subject and SchoolYear

● Average of State ● Average of Region10 ● Average of District





WAXAHACHIE ISD Graduation Programs

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP/FHSP-Endorsement/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

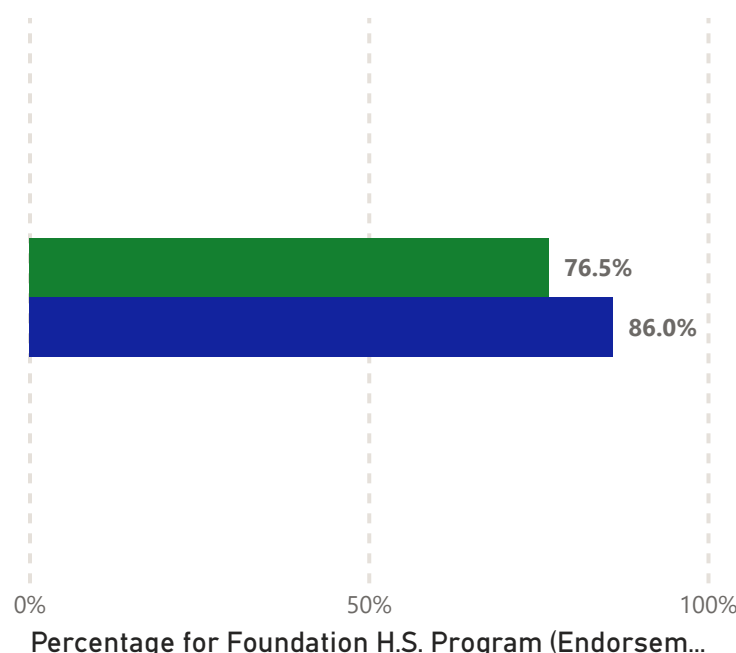
FHSP-DLA Distinguished Level of Achievement Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

FHSP-Endorsement Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

Programs

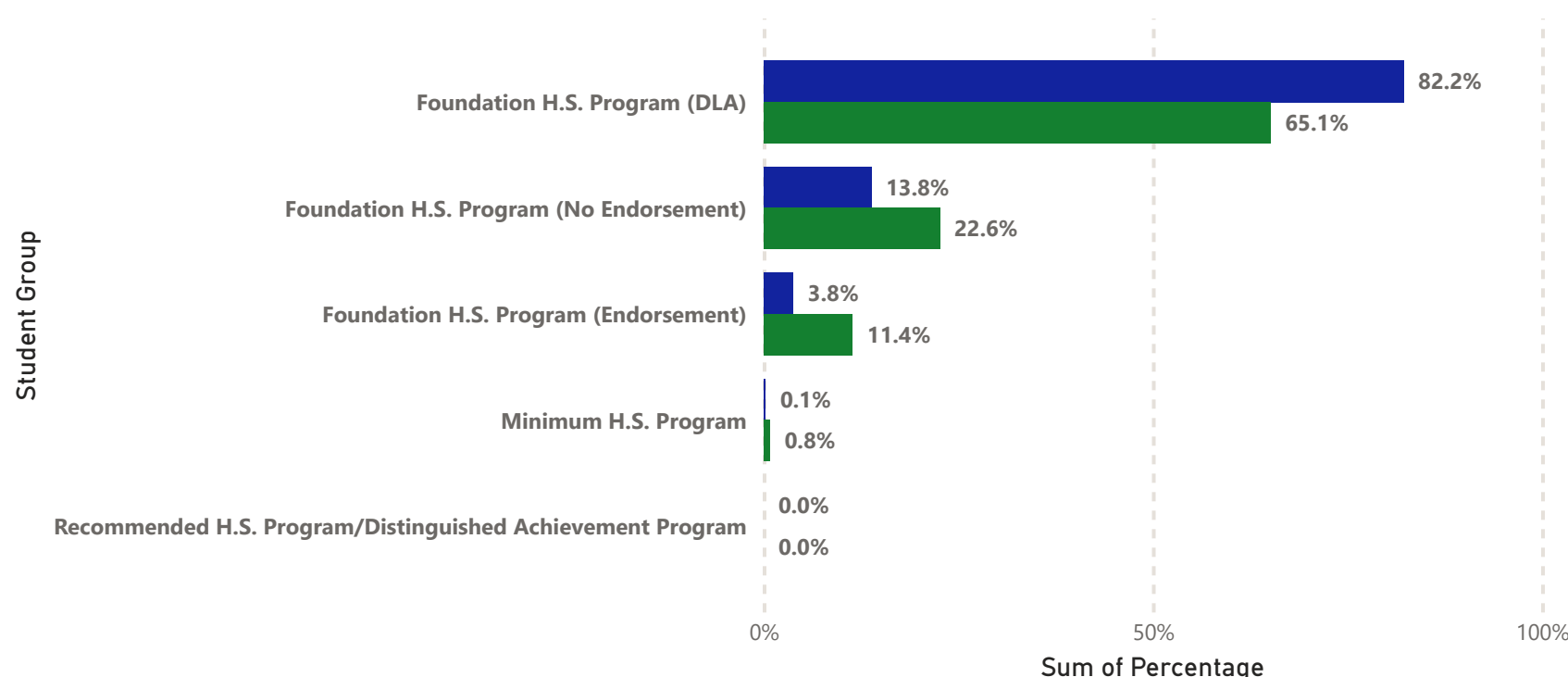
Percentage for Foundation H.S. Program (Endorsement), Recommended H.S. Program/Distinguished Achievement Program, ...

Report Level ● District ● State



Sum of Percentage by Student Group and Report Level

Report Level ● State ● District

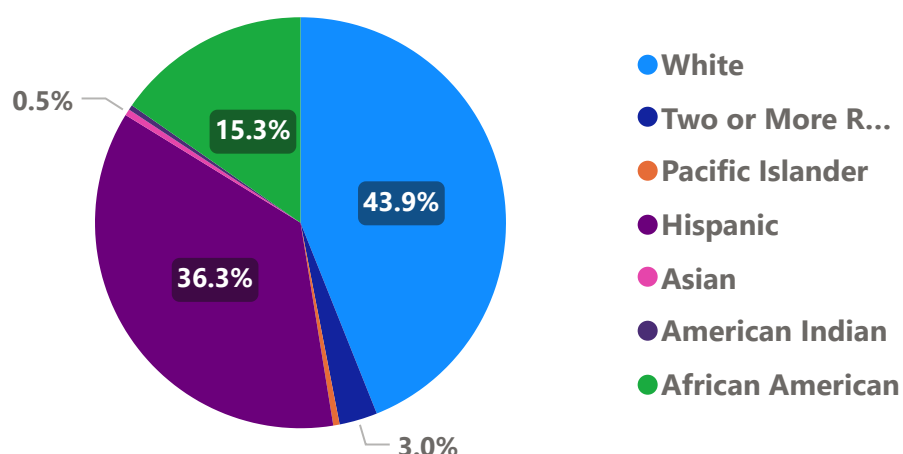


Student Group: District

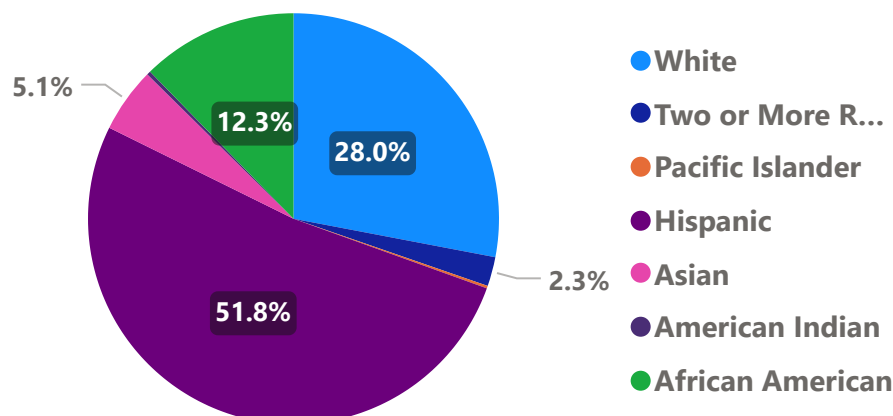
Student Group: State

***Graduation rates are a lagging indicator thus the most current TAPR data represents 2022 graduates.*

Sum of Percentage by Student Group and Report Level



Sum of Percentage by Student Group and Report Level

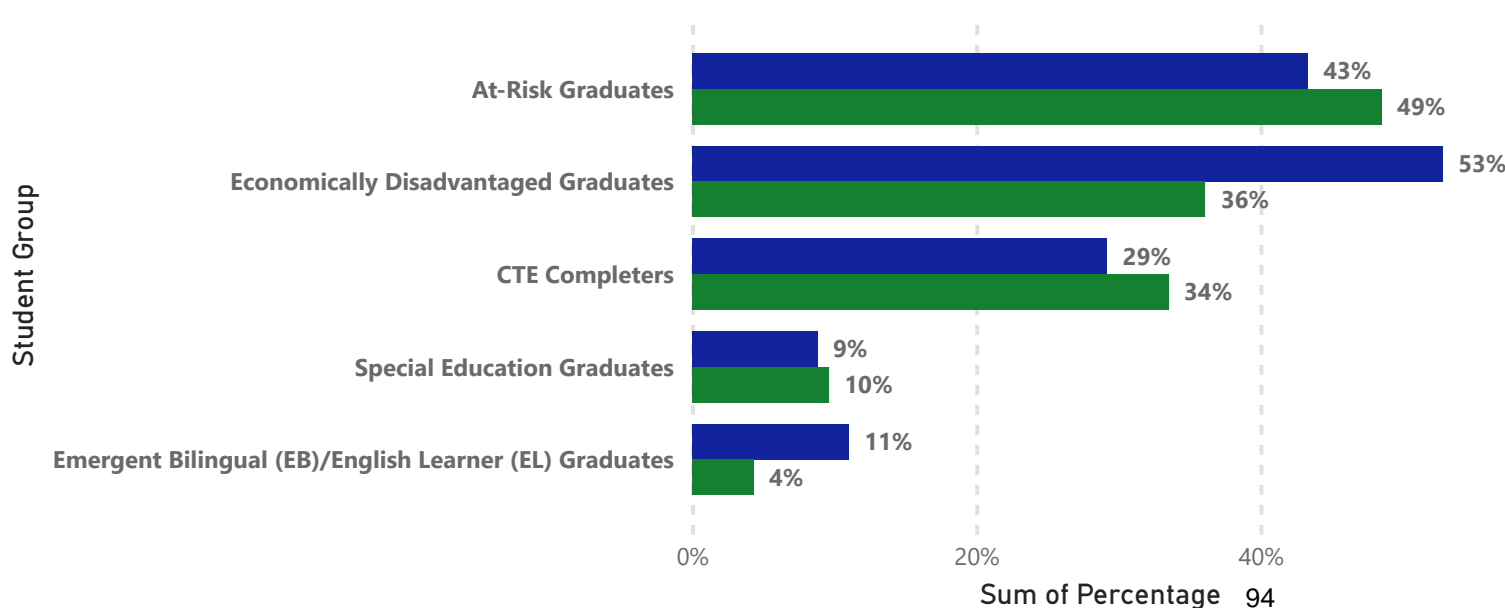


Student Group	District	State
Hispanic	36%	52%
White	44%	28%
African American	15%	12%
Asian	1%	5%
Two or More Races	3%	2%
American Indian	0%	0%
Pacific Islander	1%	0%

Graduation Profile by Student Group

Sum of Percentage by Student Group and Report Level

Report Level ● State ● District



Special Education: The population of students served by special education programs.

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual", "English learner" and "Limited English Proficient" (LEP) are used interchangeably.

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).



WAXAHACHIE ISD

Dropout, Grad, Attendance Rates

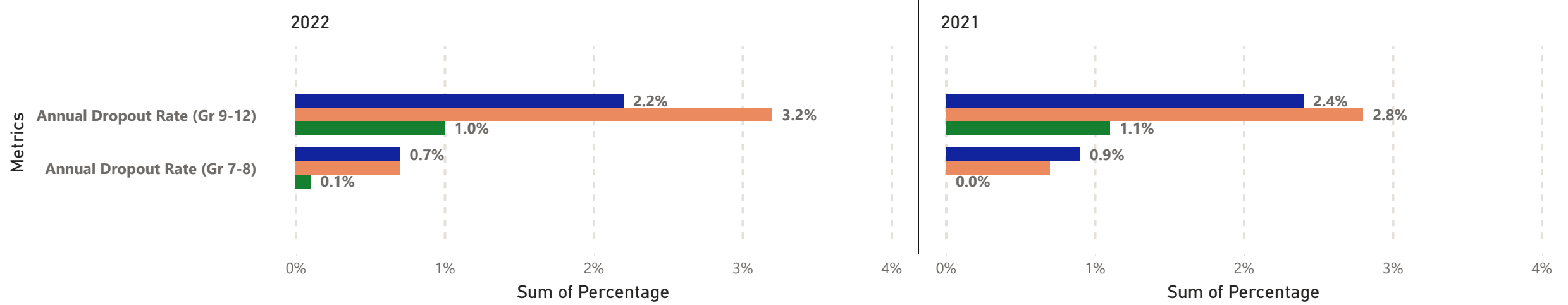
Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Dropout Rates

Sum of Percentage by Metrics, Report Level and Year

Report Level ● State ● Region 10 ● District



Graduation Rates

Longitudinal

4-Year

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (4-Year Longitudinal Rate), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-Year Extended Longitudinal Rate).

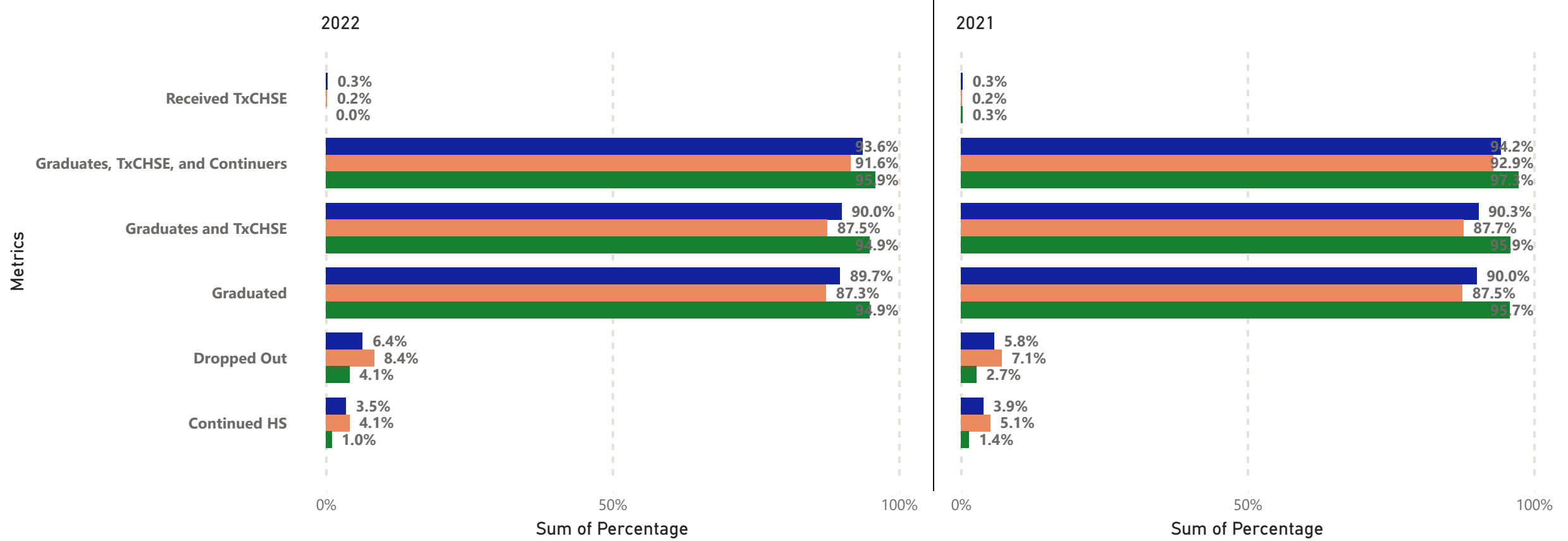
For the **4-Year Longitudinal Rate**, the cohort consists of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022.

For the **5-Year Extended Longitudinal Rate**, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the **6-Year Extended Longitudinal Rate**, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

Sum of Percentage by Metrics, Report Level and Year

Report Level ● State ● Region 10 ● District



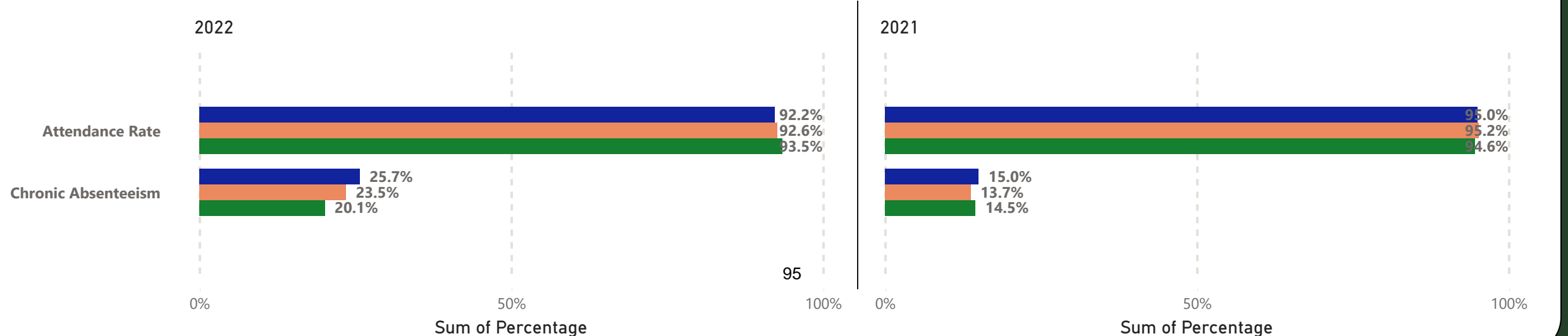
Attendance Rates

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days.

Sum of Percentage by Metrics, Report Level and Year

Report Level ● State ● Region 10 ● District



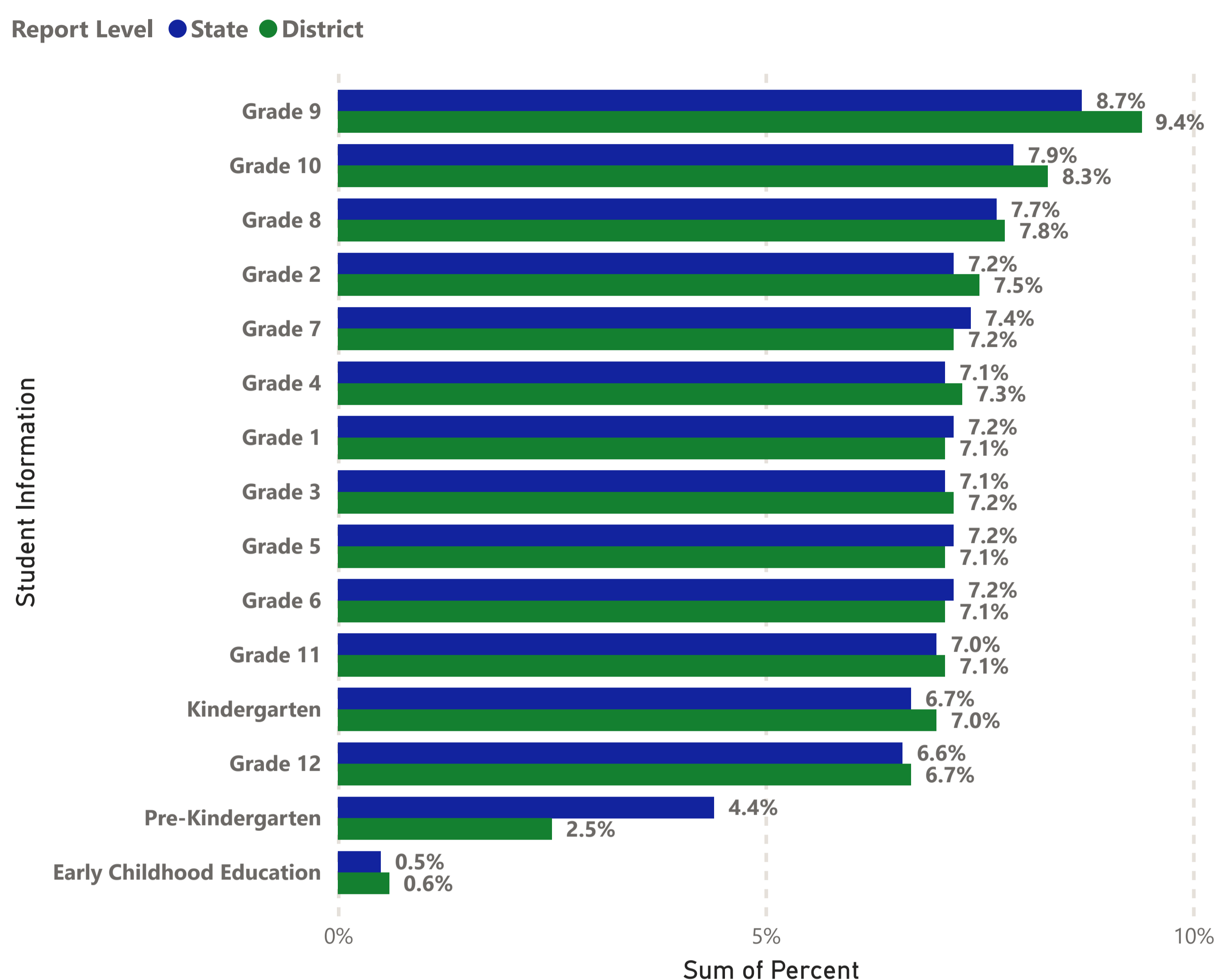
WAXAHACHIE ISD

Student Info



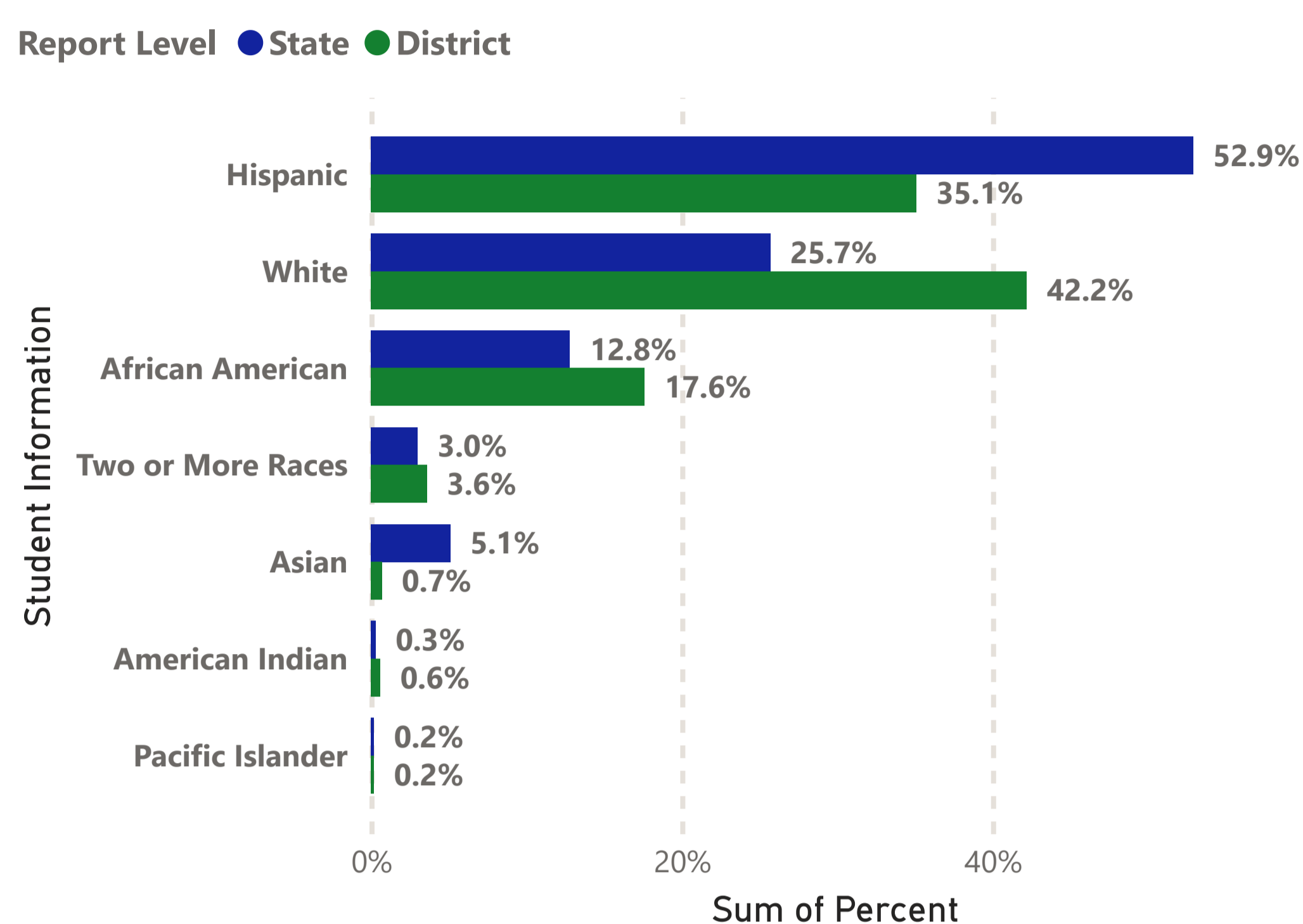
By Grade Level

Sum of Percent and Sum of Count by Student Information and Report Level



By Ethnicity

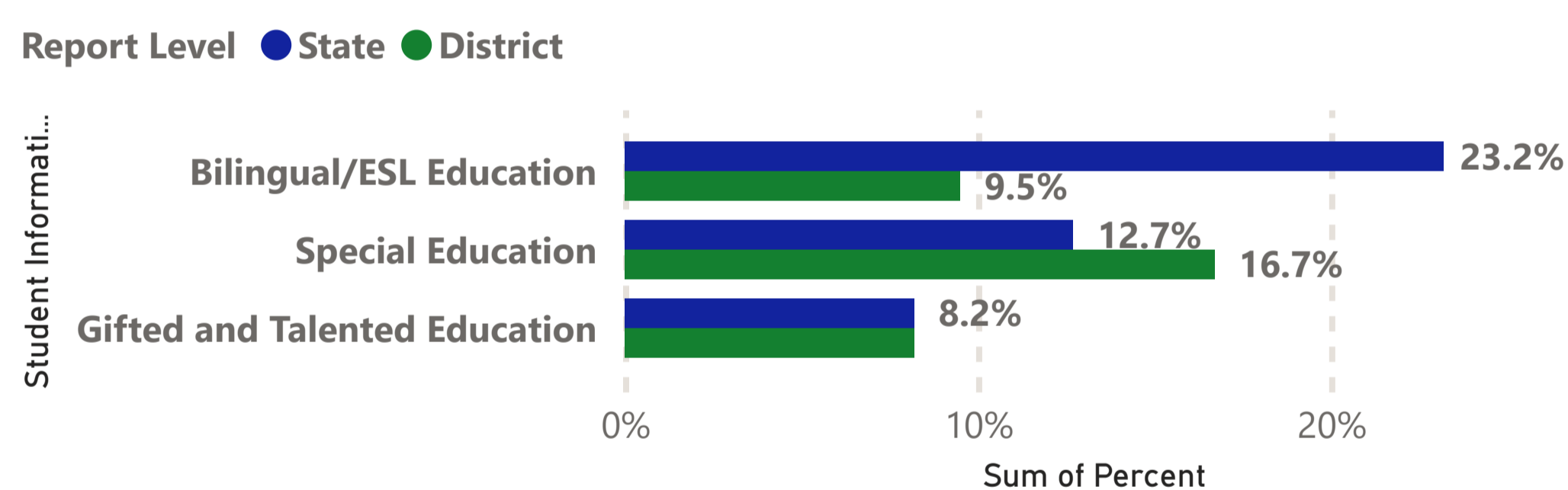
Sum of Percent and Sum of Count by Student Information and Report Level



By Program

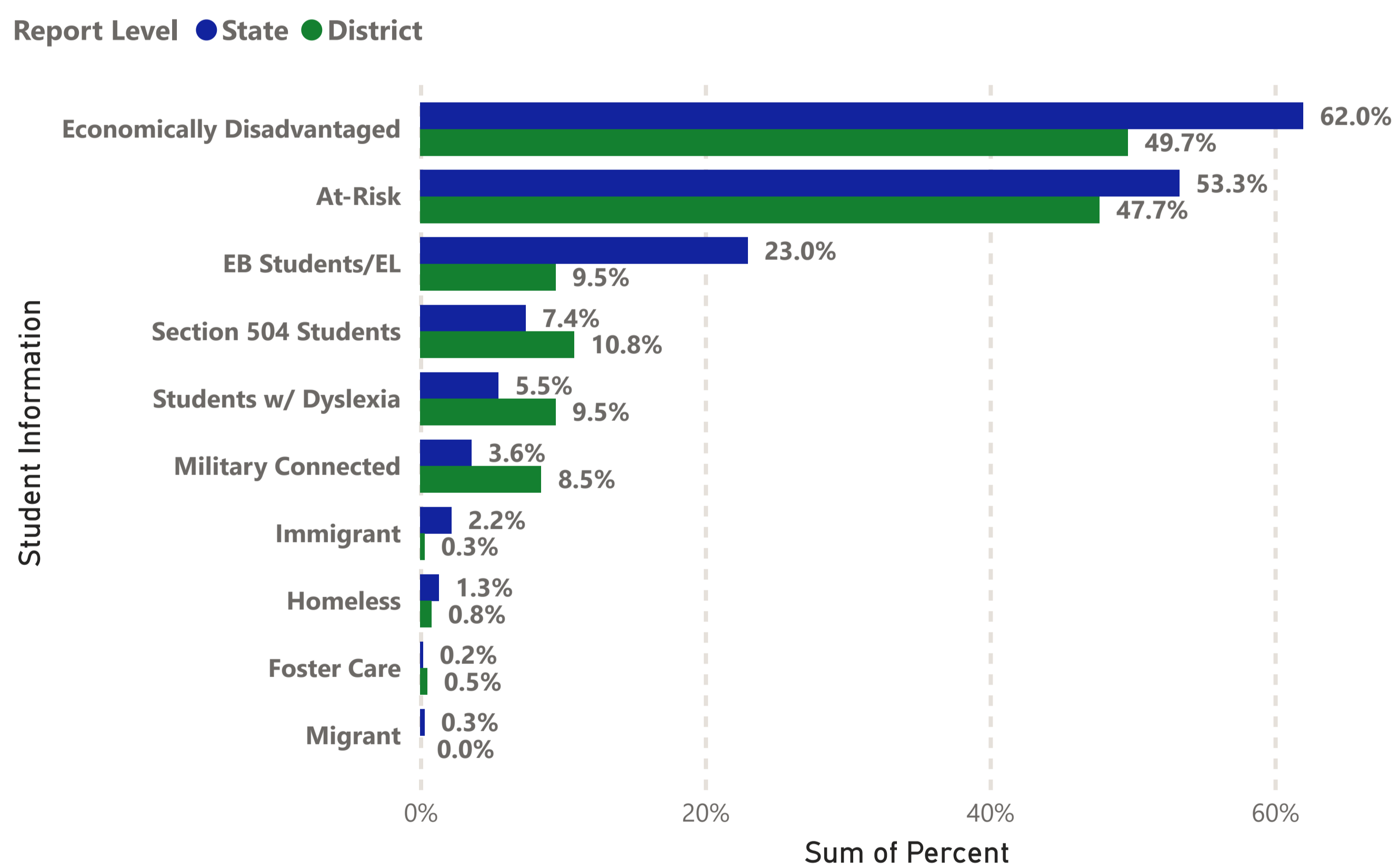
Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education.

Sum of Percent and Sum of Count by Student Information and Report Level



By Population

Sum of Percent and Sum of Count by Student Information and Report Level



At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

Emergent bilingual students/English learner (EB/EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably. The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. (Data source: TELPAS file)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). (Data source: PEIMS 40100)

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
(B) includes —

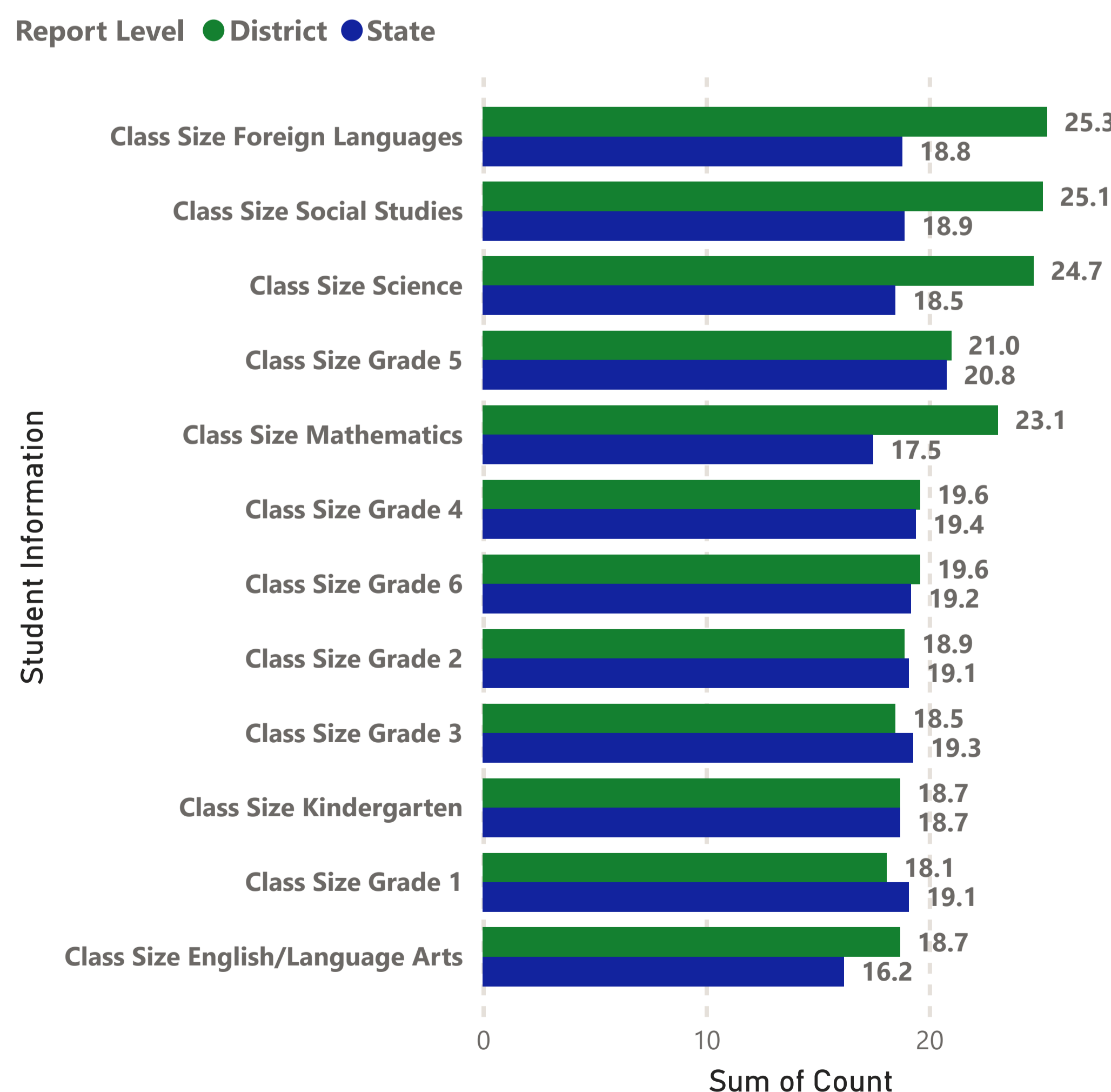
(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2)(C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

Class Size

Sum of Count by Student Information and Report Level



WAXAHACHIE ISD

College, Career, or Military Readiness

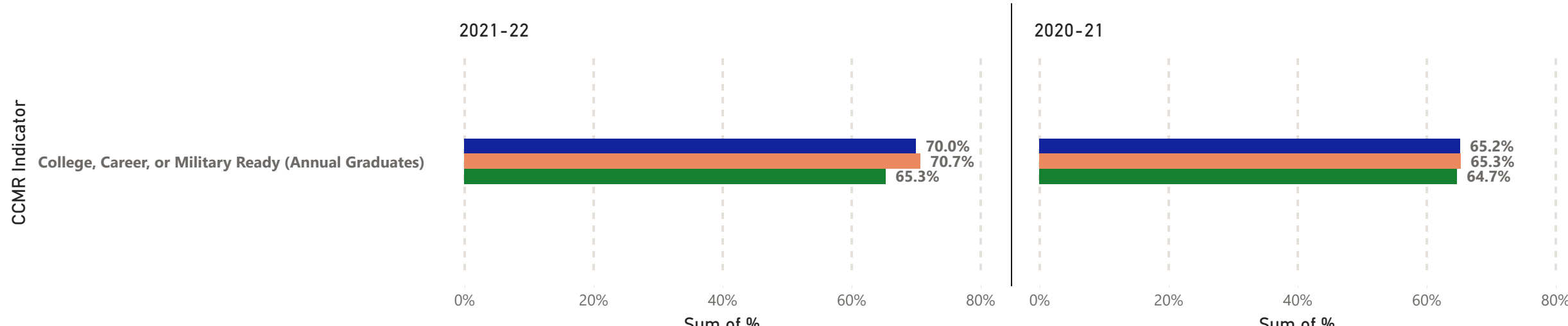


CCMR

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in College, Career, or Military Readiness.

Sum of % by CCMR Indicator, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District

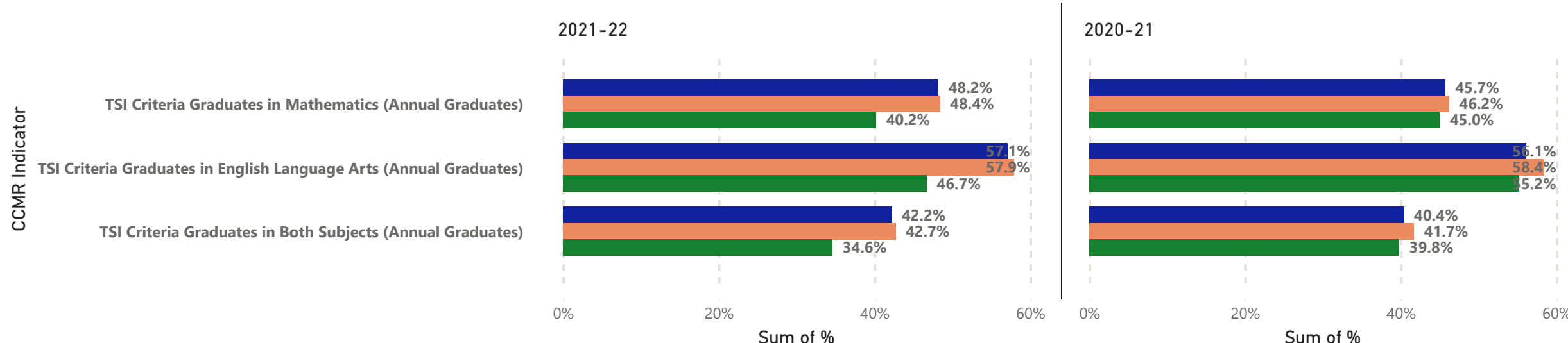


TSIA2

Texas Success Initiative (TSI) Criteria: Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics.

Sum of % by CCMR Indicator, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District



AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification.

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course.

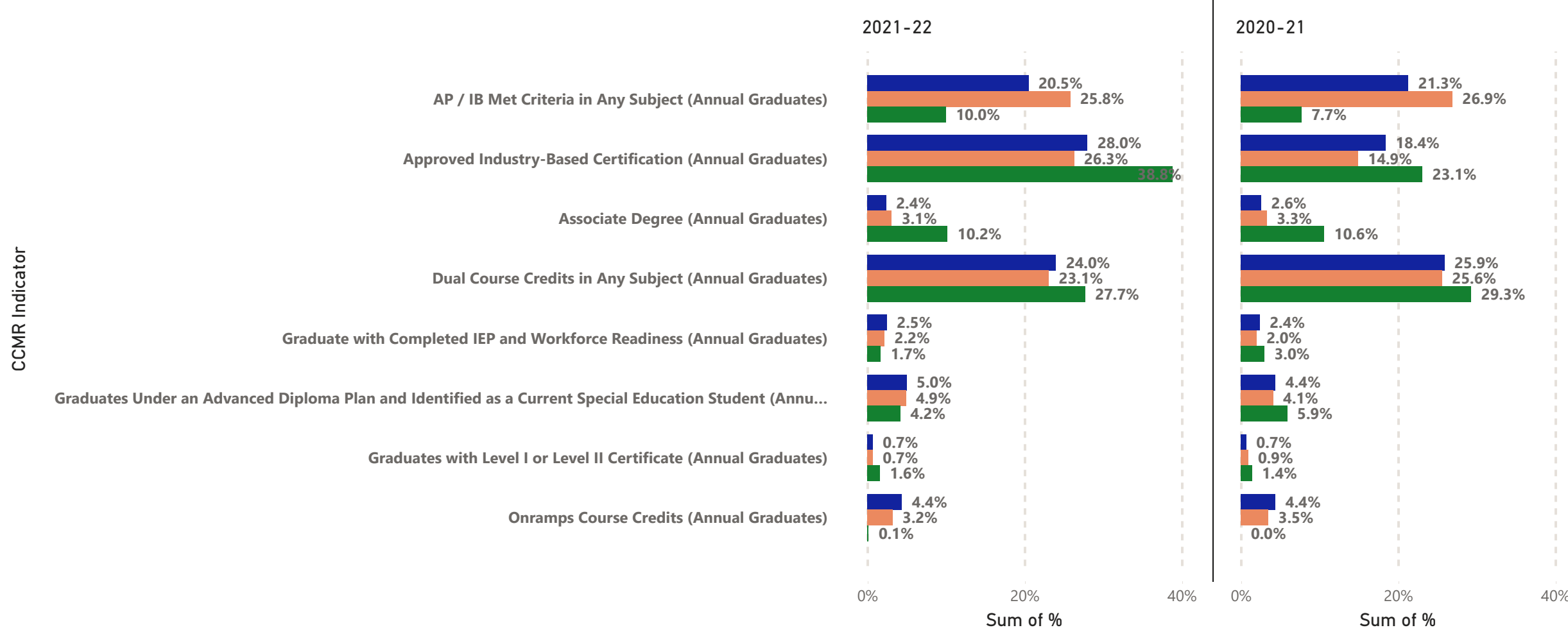
Graduate with Completed IEP and Workforce Readiness: A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate.

Indicators

Sum of % by CCMR Indicator, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District

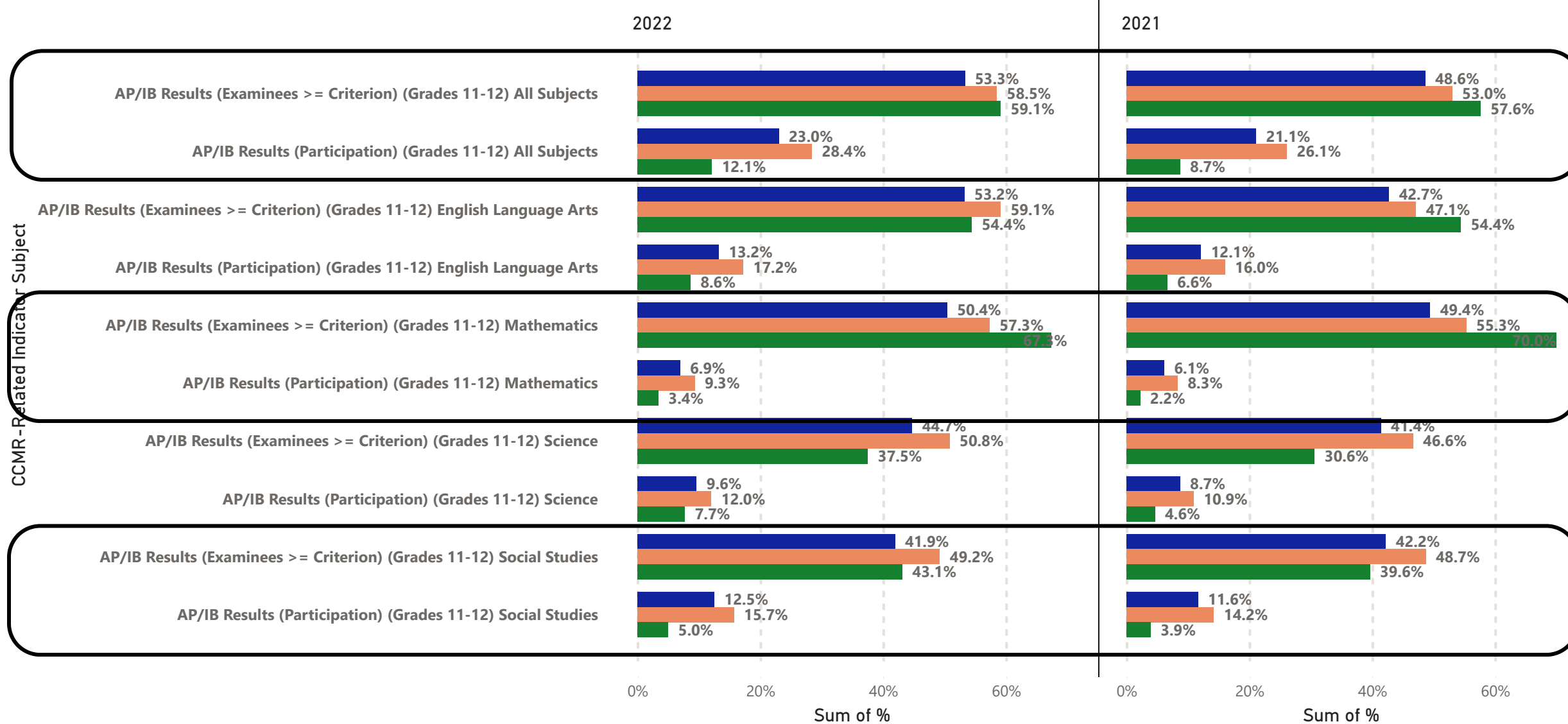


AP/IB Results

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations.

Sum of % and Sum of Count by CCMR-Related Indicator, Subject, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District

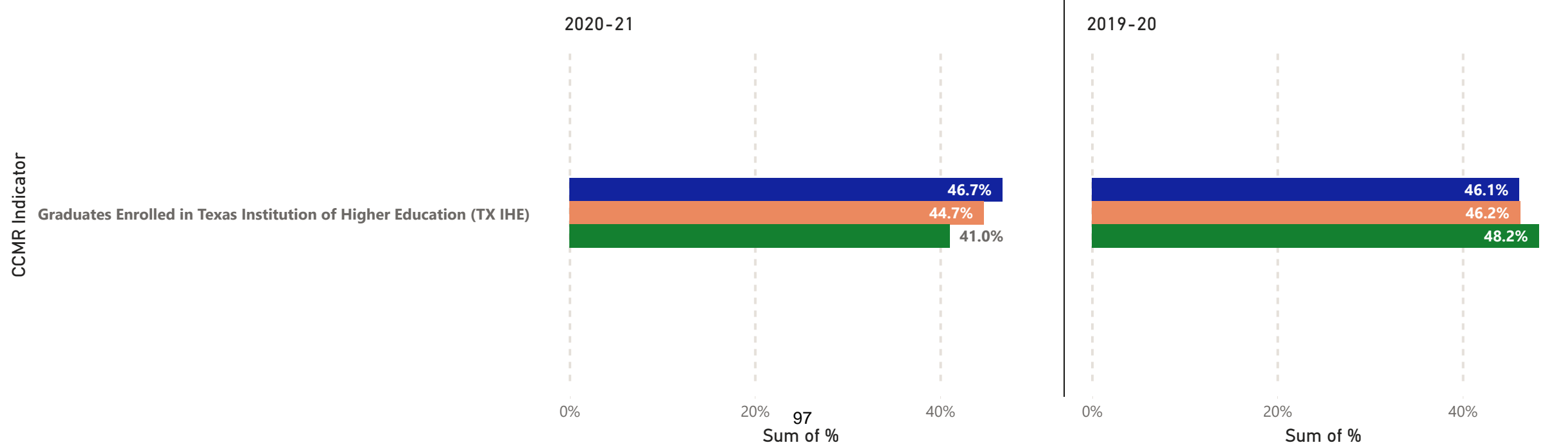


IHE

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

Sum of % by CCMR Indicator, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District





WAXAHACHIE ISD

SAT/ACT

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment.

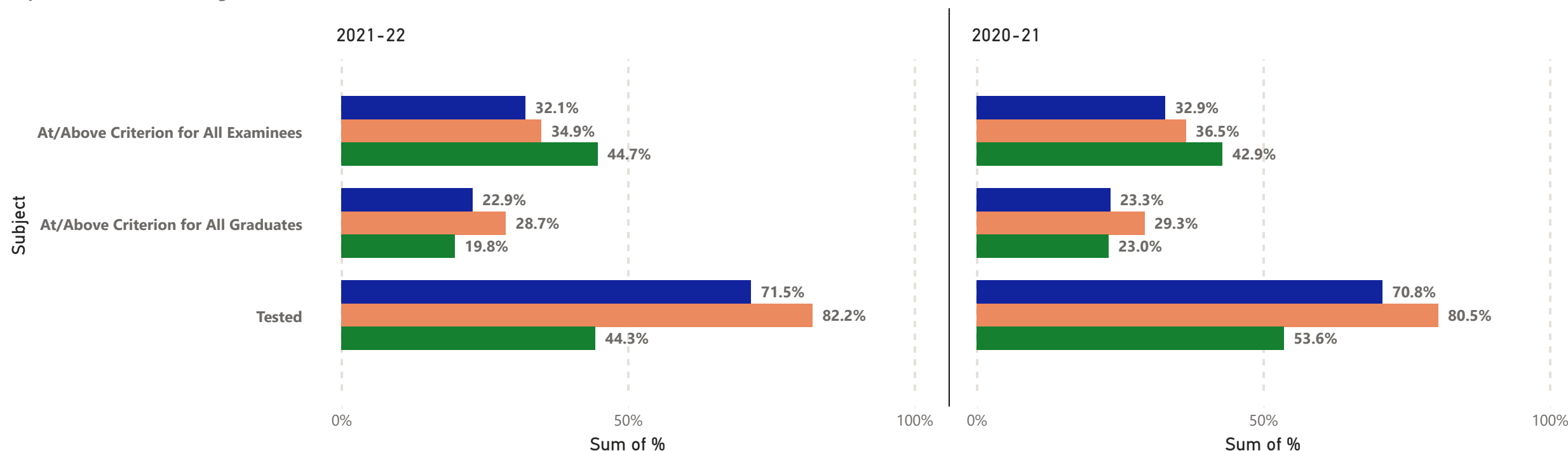
Results

At/Above Criterion: The percentage of students who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing or 19 on ACT English section and 23 composite and 530 on SAT mathematics or 19 on ACT Mathematics section and 23 on the ACT composite

Tested: The percentage of graduates who took either college admissions assessment.

Sum of % by Subject, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District



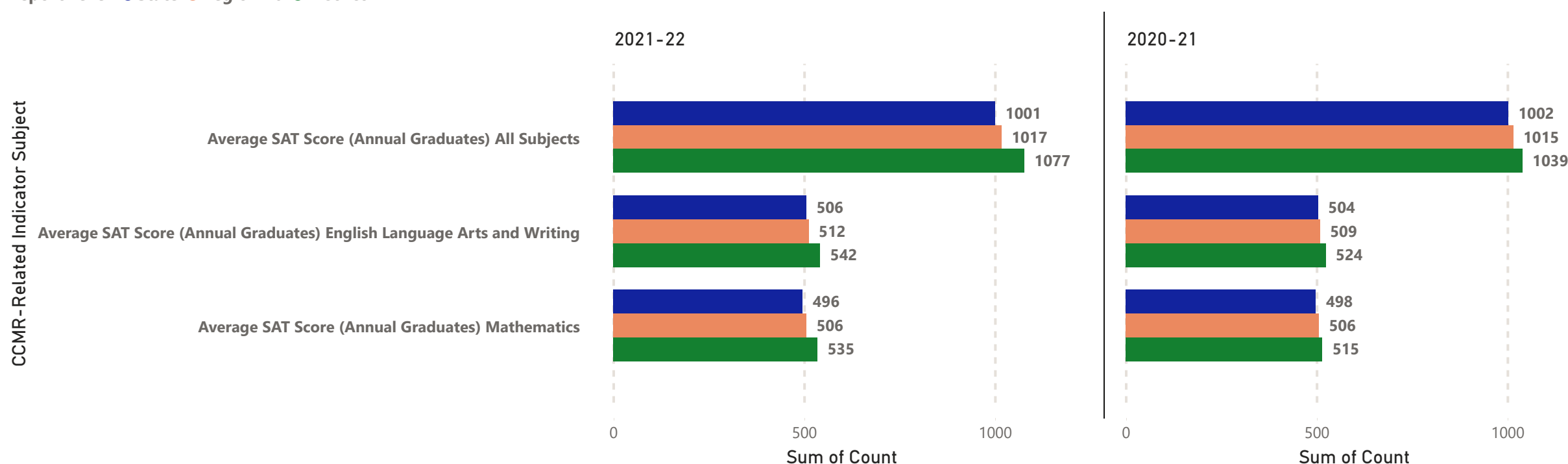
Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

SAT

- (1) **Average SAT Score (All Subjects):** The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.
- (2) **Average SAT Score (English Language Arts and Writing):** The average score for the SAT evidence-based reading and writing. The maximum score is 800.
- (3) **Average SAT Score (Mathematics):** The average score for the SAT mathematics. The maximum score is 800.

Sum of Count by CCMR-Related Indicator, Subject, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District



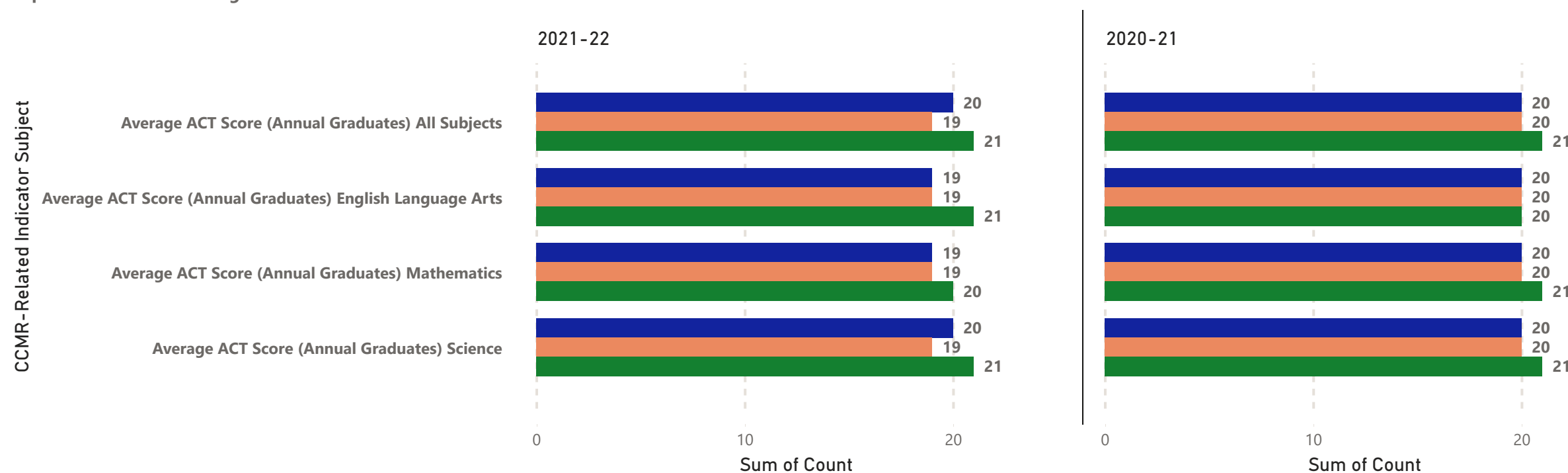
Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

ACT

- (1) **Average ACT Score (All Subjects):** The average score for the ACT composite. The maximum score is 36.
- (2) **Average ACT Score (English Language Arts):** The average score for the ACT English and reading combined. The maximum score is 36.
- (3) **Average ACT Score (Mathematics):** The average score for the mathematics ACT. The maximum score is 36.
- (4) **Average ACT Score (Science):** The average score for the science ACT. The maximum score is 36.

Sum of Count by CCMR-Related Indicator, Subject, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District

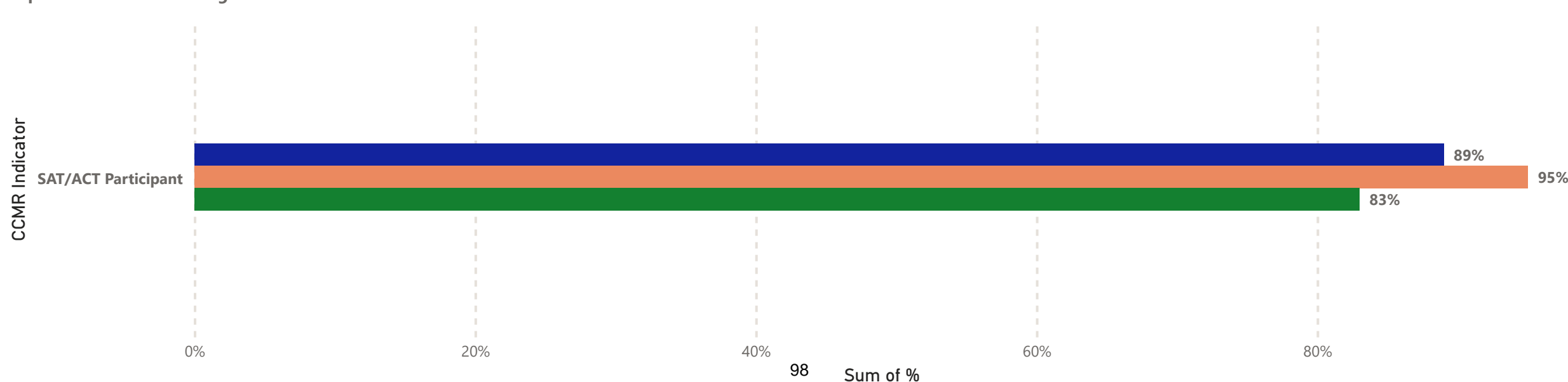


Accelerated Testers

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Sum of % by CCMR Indicator and Report Level

Report Level ● State ● Region 10 ● District



WAXAHACHIE ISD

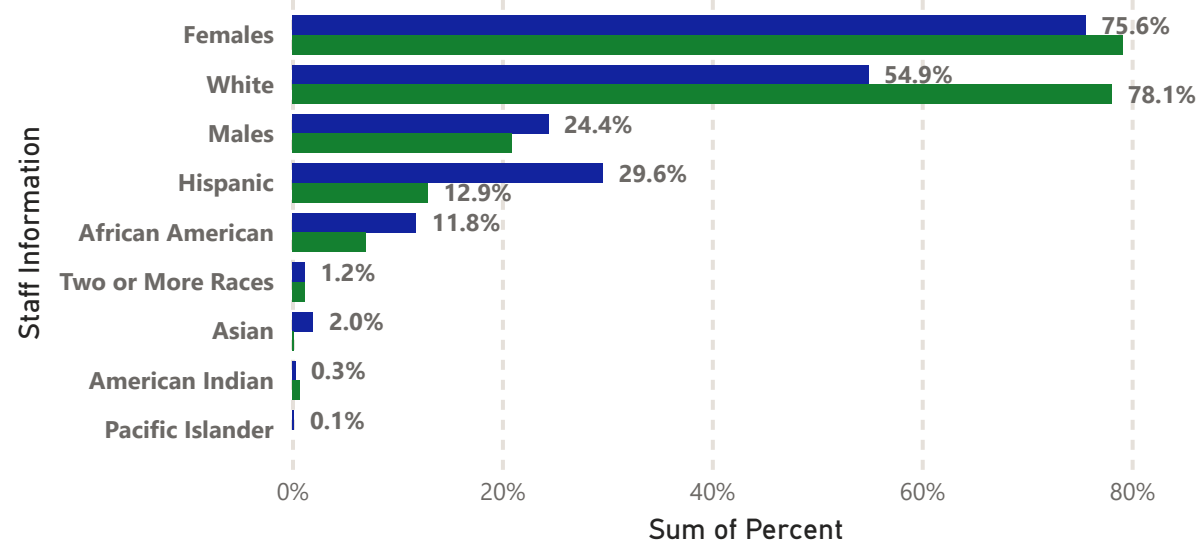
Staff Info



Staff by Demographic

Sum of Percent and Sum of Count by Staff Information and Report Level

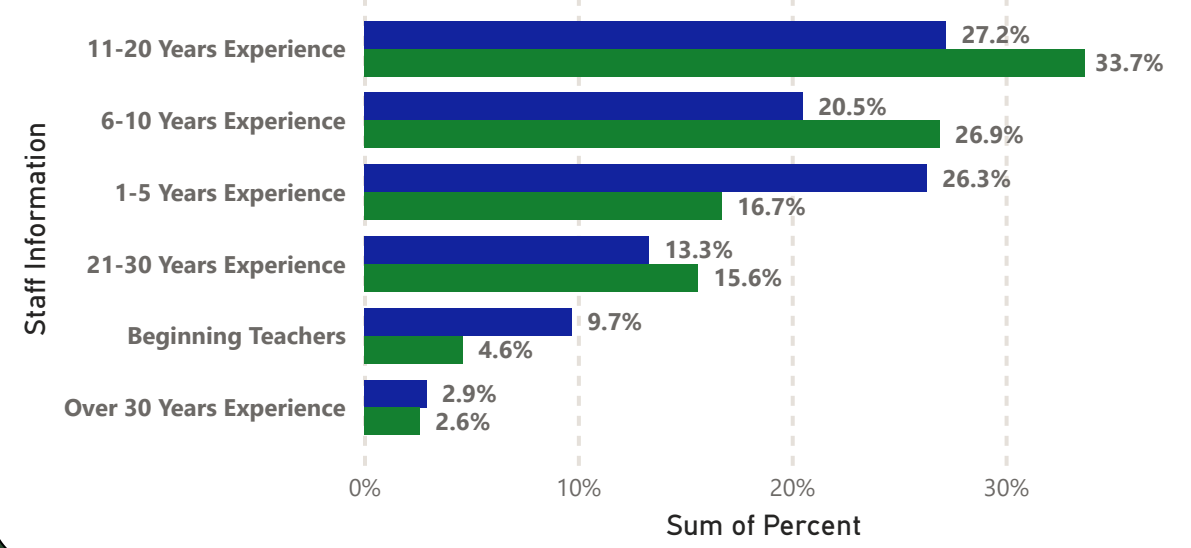
Report Level ● State ● District



Teachers by Experience

Sum of Percent and Sum of Count by Staff Information and Report Level

Report Level ● State ● District



Salary by Duty

Sum of Count by Staff Information and Report Level

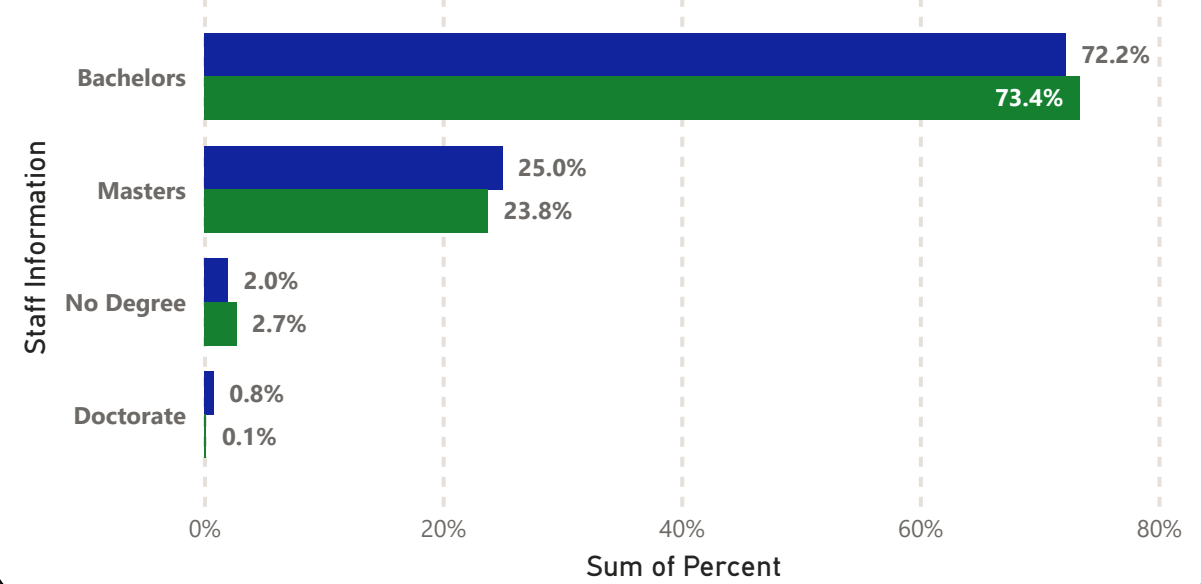
Report Level ● State ● District



Teachers by Highest Education

Sum of Percent and Sum of Count by Staff Information and Report Level

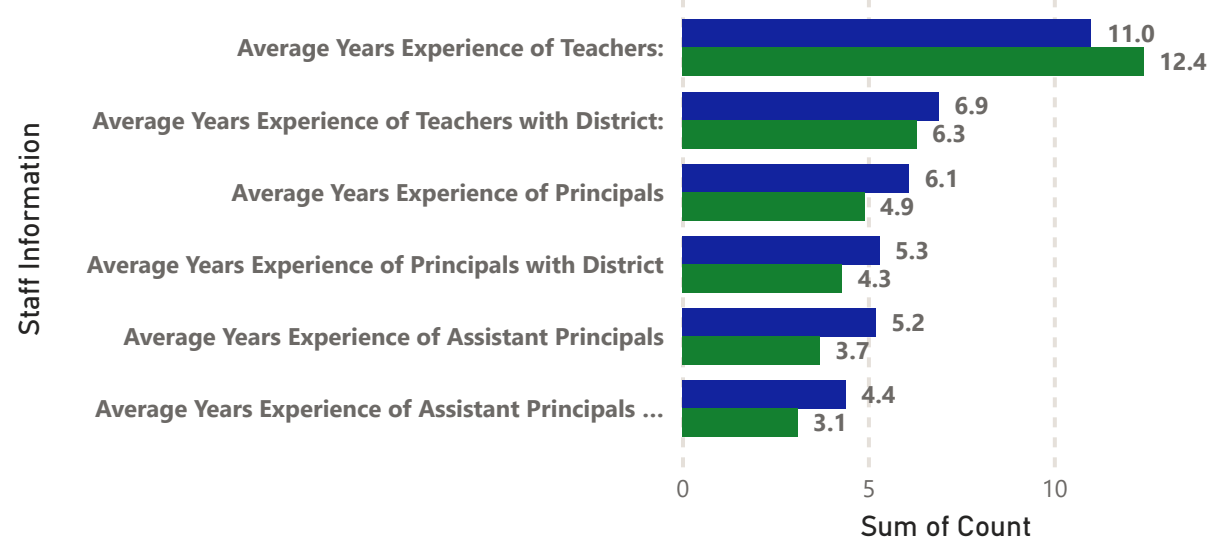
Report Level ● State ● District



Experience by Duty

Sum of Count by Staff Information and Report Level

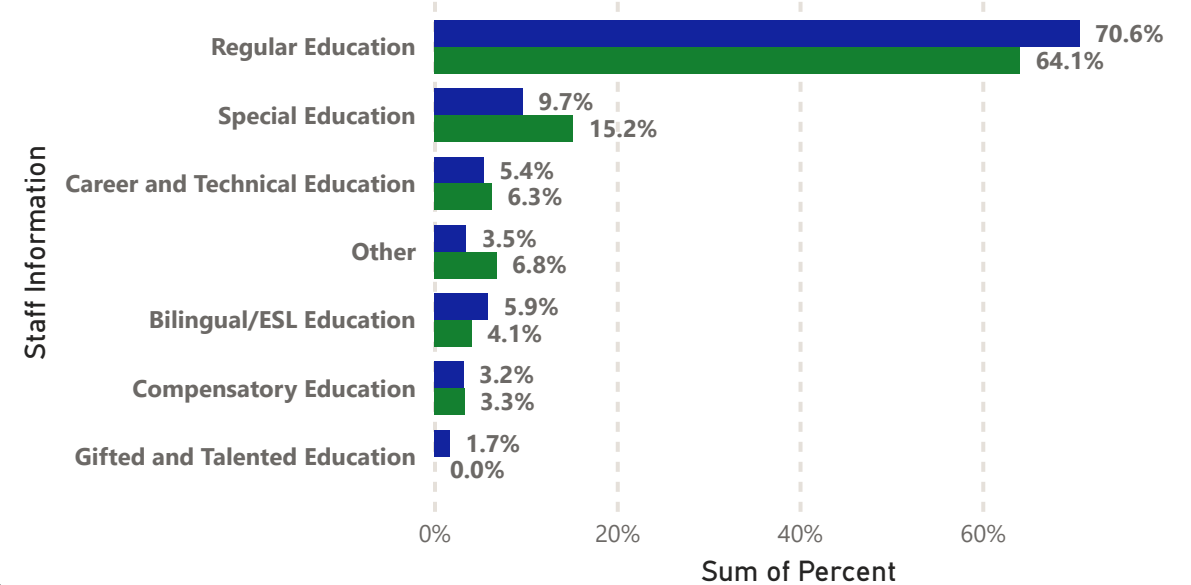
Report Level ● State ● District



Teachers by Program

Sum of Percent and Sum of Count by Staff Information and Report Level

Report Level ● State ● District



WAXAHACHIE ISD

KG Readiness



Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2017–18, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BoY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

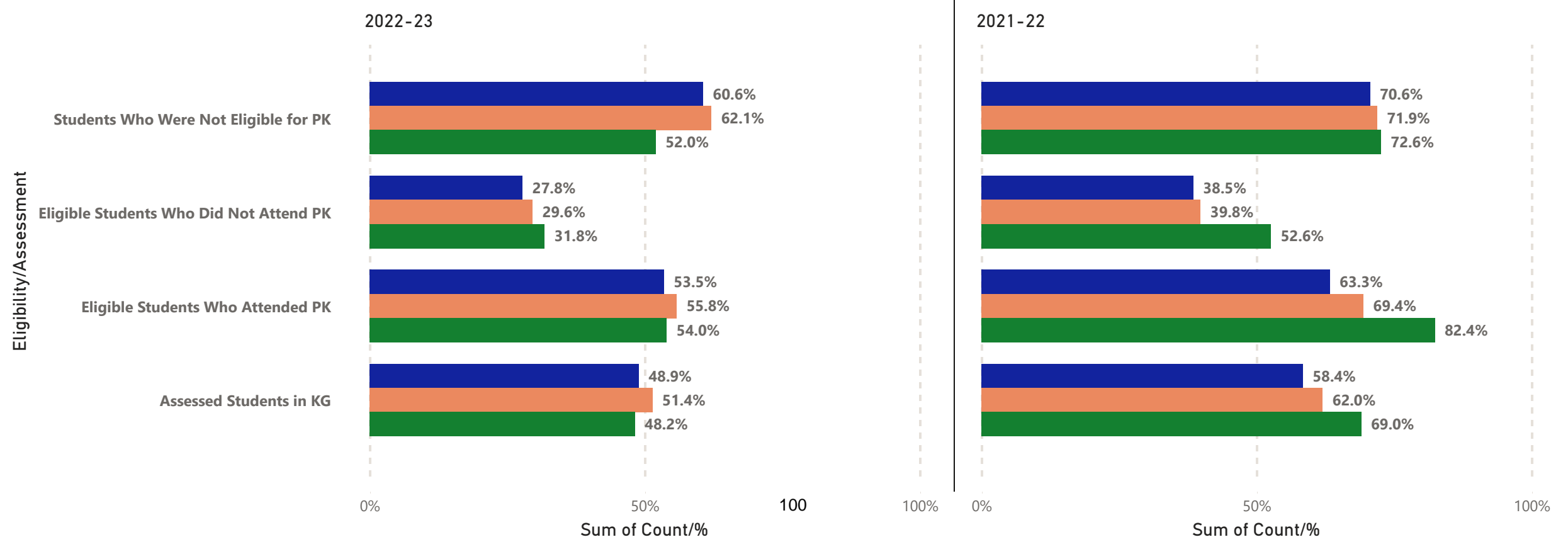
Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Sum of Count/% by Eligibility/Assessment, Report Level and AcademicYear

Report Level ● State ● Region 10 ● District



**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Dr. Jerry Hollingsworth

Subject: Superintendent's Report **Related Page(s)** 1



EXECUTIVE SUMMARY:

Dr. Jerry Hollingsworth will provide to the Board an overview of major activities related to leadership and learning throughout the district. This month's Superintendent's Report will include:

- A review of enrollment and attendance for the month of December 2023
- An overview of presentations offered at the Texas Association of School Administrators (TASA) Midwinter Conference
- Plans for spring 2024 "Soup with the Sup" Campus Rounds
- Other items relevant to leadership and learning in WISD

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Stephen Mott

Subject: Construction Update **Related Page(s)** 1

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

Monthly Construction Update

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Dr. David Averett

Subject: Balanced Scorecard – Priority 1.1 & 1.3
+ HB 3 **Related Page(s)** 18



EXECUTIVE SUMMARY:

Assistant Superintendent Dr. David Averett will present an informational update on the Waxahachie ISD Balanced Scorecard – Priority 1.1 & 1.3 + HB 3.

ATTACHMENT:

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

Waxahachie ISD Balanced Scorecard Report

Priority 1: Student Growth - 1.1 & 1.3



Priority 1.1: Key Strategic Actions

Priority 1: Student Growth

1.1 Every student grows academically every year in English Language Arts and Reading, Math, Science, and Social Studies.

1.1.A. Use multiple forms of data to measure student performance and growth.

1.1.B Ensure the use of high-quality instructional materials and research-based instructional strategies.

1.1.C Ensure PLCs focus on the four guiding questions and respond to student performance through changes to instructional practice and appropriate interventions.

1.1.D Develop, implement, and sustain walk-through protocols to ensure desired classroom environments and research-based instructional practices are in alignment with T-TESS and district expectations



Priority 1: Student Growth

1.1 Every student grows academically every year in English Language Arts and Reading, Math, Science and Social Studies.

Key Strategic Actions (Inputs)

1.1.A. Use multiple forms of data to measure student performance and growth.

1.1.B. Ensure the use of high-quality instructional materials and research-based instructional strategies.

1.1.C. Ensure PLCs focus on the four guiding questions and respond to student performance through changes to instructional practice and appropriate interventions.

1.1.D. Develop, implement, and sustain walkthrough protocols to ensure desired classroom environments and research-based instructional practices are in alignment with T-TESS and district expectations.

Progress Measures:

- Measure of Academic Progress (MAP)

Progress Measures:

- Embedded and aligned assessments (HQIM)
- Lexia, Circle (Pre-K)

Progress Measures:

- Released STAAR/EOC Exams (Benchmarking)

Progress Measures:

- Locally-Developed Assessments



Priority 1: Student Growth

1.1 Every student grows academically every year in English Language Arts and Reading, Math, Science and Social Studies.

Key Strategic Actions (Inputs)

1.1.A. Use multiple forms of data to measure student performance and growth.

1.1.B. Ensure the use of high-quality instructional materials and research-based instructional strategies.

1.1.C. Ensure PLCs focus on the four guiding questions and respond to student performance through changes to instructional practice and appropriate interventions.

1.1.D. Develop, implement, and sustain walkthrough protocols to ensure desired classroom environments and research-based instructional practices are in alignment with T-TESS and district expectations.

Audit of current instructional materials:

- TLI and campus administrators continually monitor and evaluate current resource adoptions and use of district resources.

Ensure use of research-based instructional strategies and high-quality instructional materials as evidenced by classroom instruction and collaborative team meetings through walk-through data:

- Walkthrough observations will focus on the use of HQIM as determined by TLI and based on approved district provided and vetted resources.



Priority 1: Student Growth

1.1 Every student grows academically every year in English Language Arts and Reading, Math, Science and Social Studies.

Key Strategic Actions (Inputs)

1.1.A. Use multiple forms of data to measure student performance and growth.

1.1.B. Ensure the use of high-quality instructional materials and research-based instructional strategies.

1.1.C. Ensure PLCs focus on the four guiding questions and respond to student performance through changes to instructional practice and appropriate interventions.

1.1.D. Develop, implement, and sustain walkthrough protocols to ensure desired classroom environments and research-based instructional practices are in alignment with T-TESS and district expectations.

Principal-monitoring of collaborative teams (PLC):

- Agendas with notes
- Data collection

PLC Agendas including teacher attendance with protocols aligned to desired outcomes.

Review of data from ongoing formative assessments:

- MAP Growth Reports, "quick checks," unit tests, and others



Priority 1: Student Growth

1.1 Every student grows academically every year in English Language Arts and Reading, Math, Science and Social Studies.

Key Strategic Actions (Inputs)

1.1.A. Use multiple forms of data to measure student performance and growth.

1.1.B. Ensure the use of high-quality instructional materials and research-based instructional strategies.

1.1.C. Ensure PLCs focus on the four guiding questions and respond to student performance through changes to instructional practice and appropriate interventions.

1.1.D. Develop, implement, and sustain walkthrough protocols to ensure desired classroom environments and research-based instructional practices are in alignment with T-TESS and district expectations.

Ensure monitoring and implementation of classroom “look-fors”:

- The weekly principal check-in practice will have a heavy focus on the use of HQIM.

Monthly T-TESS calibration with campus principals and assistant principals.

Streamline walk-through processes:

- Reducing the variance in forms to focus on Domains I (planning) & II (instruction)

Review of walk-through data and feedback to teachers in weekly principal check-ins.



Priority 1.3: Key Strategic Actions

Priority 1: Student Growth

1.3 Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

1.3.A.1 Create, implement, and sustain a district-wide college readiness Framework

1.3.A.2 Explore options for district academic acceleration opportunities

1.3.B.1 Evaluate and refine the district-wide career readiness framework

1.3.B.2 Increase community partnerships to enhance and broaden learning experiences

1.3.C Increase exposure and awareness of armed forces post secondary opportunities



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action
1.3.A.1: Create, implement, publish, and sustain a district-wide college readiness framework to inform staff, students, and parents of advanced academics opportunities

Advanced Academics
Washoe High School

WISD COLLEGE READINESS FRAMEWORK

The most important predictor of college success is an academically rigorous high school experience. Rigorous coursework in elementary and middle school provides students with the foundation to complete college-level coursework in high school. The opportunity to develop college readiness is the Advanced Placement Program® (AP®) offered by College Board and the Dual Credit program in partnership with Navarro College. These two academically rigorous pathways provide students with the option to complete college-level coursework in high school and to prepare to be successful in college.

OPEN ENROLLMENT

WISD and the College Board are committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses. All students who are willing to accept the challenge of a rigorous academic curriculum should consider enrollment in Pre-AP, AP and DC courses.

THREE CRITICAL GOALS

- Increasing Rigor
- Promoting Equity
- Developing Critical Knowledge & Skills

BENEFITS OF PRE-ADVANCED PLACEMENT, ADVANCED PLACEMENT & DUAL CREDIT
 College preparation, increased depth of study, opportunity to earn college credit and save on tuition, possible scholarship opportunities

PSAT/SAT

To prepare for the SAT, students in grades 8th-11th are encouraged to take the PSAT.

The SAT Reasoning Test is a standardized test that evaluates reading, writing/language and math which may be used as a predictor for college success. The current SAT Reasoning Test is administered in a digital format. The test is scored in two 800-point sections with a possible combined score of 1600.

PRE-ACT/ACT

To prepare for the ACT, students in grades 8th & 10th are encouraged to take the Pre-ACT.

The ACT® assesses high school students' general educational development and their ability to complete college-level work. The multiple choice test covers English, math, reading and science. (Writing is optional.) The ACT is administered in paper and digital formats. The test is scored out of a possible 36 points.

TSIA2

To meet the eligibility requirements of our higher institution partners and to establish that our students are qualified to perform entry-level college course work, WISD requires students to take the Texas Success Initiative (TSIA2) unless exemption criteria has been met. See the WISD course catalog for TSIA2 exemptions.

High school students enter the National Merit Scholarship Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test.

ADVANCED ACADEMICS DEPARTMENT
 Melissa Abadie - Director Theresa Smithy - Coordinator

COLLEGE & CAREER ADVISORS
 WHS - Brooke Sanchez & Trever Thome; Global High - Stephanie Rogers

For more detailed information, visit the Advanced Academics page at www.wisd.org.

WISD ADVANCED ACADEMICS PATHWAY

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
FRESHMAN	Pre-AP English I	Pre - AP Geometry with Statistics	Pre - AP Biology	AP Human Geography
SOPHOMORE	Pre-AP English II	Advanced Algebra II	Pre - AP Chemistry	AP World History: Modern
JUNIOR & SENIOR CHOICES	AP Language & Composition Dual Credit (DC) English Composition AP Literature & Composition DC Research & Technical Writing DC British Literature	AP Pre-Calculus DC Pre-Calculus DC College Algebra AP Computer Science AP Calculus AB AP Statistics DC Statistics	AP Physics I AP Physics II AP Biology DC Biology DC Geology AP Chemistry w/lab DC Chemistry AP Environmental Science	AP US History DC US History DC Sociology DC Psychology AP US Government AP Macroeconomics DC Macroeconomics DC Government DC Texas Government

GRADE POINT AVERAGE (GPA) SCALE TO DETERMINE CLASS RANK
 Any course eligible to serve as core academic subject area; English, science, math, or social studies, will be included in every student's GPA calculation if they have taken a course. Weighted GPA (6.0) will be given to all Pre-AP/AP courses that fulfill a core academic subject area, all dual credit courses that fulfill core academic subject area, and other selected courses identified as "Advanced." On level courses are weighted on a 4.0 scale.

PERFORMANCE ACKNOWLEDGEMENTS
 Performance Acknowledgements note outstanding achievement in specific areas. These distinctions will be included in your high school transcript and better position you for successful entry into college and/or the workforce. Students may earn Performance Acknowledgements for outstanding performance in:

- Dual credit course, Advanced Placement
- Bilingualism and biliteracy
- PSAT, ACT's Plan, SAT, or ACT
- Earning a nationally or internationally recognized business or industry certification or license

DISTINGUISHED LEVEL OF ACHIEVEMENT
 To best prepare yourself now for the transition to postsecondary education, choosing and taking the right classes is essential. A student must earn the distinguished level of achievement to be admitted to a Texas public university under the Top 10% automatic admission law. To earn this achievement, students must complete:

- 4 credits of English
- 4 credits in Math including Algebra II
- 4 credits in Science
- 2 credits of Language other than English
- 1 credit of Physical Education
- 1 credit of Fine Arts, 5 credits of Electives
- At least one endorsement area

11 credits of Social Studies

Advanced Academics
Washoe High School

For more detailed information, visit the Advanced Academics page at www.wisd.org.



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action

1.3.A.1: Create, implement, publish, and sustain a district-wide college readiness framework to inform staff, students, and parents of advanced academics opportunities

PROGRESS MEASURES (Output):

- Conduct informational sessions across grade levels on Advanced Academic and College Pathways, with a specific focus on 5th-to-6th and 8th-to-9th student and parent presentations (parent preview prior to student presentation)
- Actively increase enrollment in advanced, AP, & Dual Credit Courses
- Utilize data from AP Potential (College Board) to inform parents, teachers, and counselors as to students' readiness and potential to take advanced courses
- Review and refine academic counseling practices in light of this strategic action
- Utilize Texas College Bridge to increase the number of students achieving "CCMR met"

In January and February, the Advanced Academics team collaborated with the WISD Counseling team and campus administration to support Guide to the Tribe for all incoming 9th grade students, student presentations for all incoming 6th grade students, and parent presentations for all incoming 6th grade students. Together, we have also published a transition website for families. Slideshows, presentations, the WISD College Readiness Framework handout and Advanced Academics staff were available to meet with families. This information can also be found on our district and campus websites.

In November, AP Potential letters were sent to parents. Counselors will use the AP Potential information to help guide students with course selection for the 2024-2025 year.

The Advanced Academics team provides professional learning opportunities for the WISD counselors each month during their district monthly meeting. These meetings focus on the nature and needs of GT students.



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action

1.3.A.2: Increase enrollment and success in advanced academics, Gifted and Talented, and sustain academic acceleration opportunities

PROGRESS MEASURES (Output):

- Continue and refine elementary math telescoping & junior high accelerated math and science course sequence
- Refine criteria for selection for telescoping math courses at elementary and accelerated math and science at junior high
- Increase participation and average score on ACT, SAT, and TSI

We will expand the Math Telescoping Program to all 10 elementary schools for the 2024-2025 school year.

We will continue the Math and Science Acceleration pathways at the three junior high campuses.

We are offering junior high teachers the opportunity to take the Science Composite test for reimbursement with a passing score. Securing certified teachers at each junior high campus will allow Accelerated Science IPC 6th graders the opportunity to stay on campus for this course.

In December, the Advanced Academics team hosted a parent meeting to review PreACT and PSAT scores, provide information to explain how to choose which test is better for their student and how to prepare for the ACT and SAT tests.

The GT Program Advisory Committee is actively providing feedback on how to increase participation and preparation for ACT and SAT.



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action

1.3.A.2: Increase enrollment and success in advanced academics, Gifted and Talented, and sustain academic acceleration opportunities

PROGRESS MEASURES (Output):

- Continue and refine elementary & junior high accelerated math and science course sequence
- Refine criteria for selection for telescoping math courses at elementary and accelerated math and science at junior high
- Expand participation to more closely reflect district demographics
- Increase participation and average score on ACT, SAT, and TSI
- Increase AP test achievement (scores of 3 or higher)

GT population has increased from 8.1% in 2022-2023 to 8.7% in 2023-2024. The state average is 8.2%.

The Advanced Academics team has partnered with the Dual Language team to strengthen our identification, communication and services to help closely align the GT population with the district demographics. Attendance at conferences and book studies have provided a strong foundation for this work. These efforts are resulting in more EB students being identified to move to phase II of testing and to qualify for GT services. The GT and DL coordinators collaborated to create a video in English and Spanish for all parents about Phase II and the Parent Survey component.



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action

1.3.A.2: Increase enrollment and success in advanced academics, Gifted and Talented, and sustain academic acceleration opportunities

PROGRESS MEASURES (Output):

- Continue and refine elementary & junior high accelerated math and science course sequence
- Refine criteria for selection for telescoping math courses at elementary and accelerated math and science at junior high
- Expand participation to more closely reflect district demographics
- Increase participation and average score on ACT, SAT, and TSI
- Increase AP test achievement (scores of 3 or higher)

The Advanced Academics team provided professional learning to PreAP and AP teachers and campus administrators using the book *All 4s and 5s*.

The Advanced Academics team provided each advanced teacher the opportunity to meet individually to discuss support needed on an individual basis. This collaboration has helped to ensure students are getting what they need to be successful in the classroom.

We will continue the AP Scholar Breakfast Celebration and monetary incentives for both students and teachers.

We will continue the Advanced Academics Leadership trip in May to celebrate students who take all four core advanced courses.



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action

1.3.B.1: Evaluate and refine the district-wide career readiness framework

PROGRESS MEASURES (Output):

- Increase number of students completing coherent sequence aligned with Industry-Based Certifications
- Increase number of students participating in work-based learning courses
- Expand career awareness to elementary and junior high grade levels
- Increase students completing IEPs to earn code 54/55

8th to 9th transition events were well attended, and counselors are in the process of registering 8th grade students for high school courses.

Waxahachie ISD CTE and Administration are working through additional dual credit and certification opportunities with Navarro College, Texas State Technical College, and Tarleton State University.

8th Grade students completed Career Interest Inventories prior to high school course registration.



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action

1.3.B.1: Evaluate and refine the district-wide career readiness framework

PROGRESS MEASURES (Output):

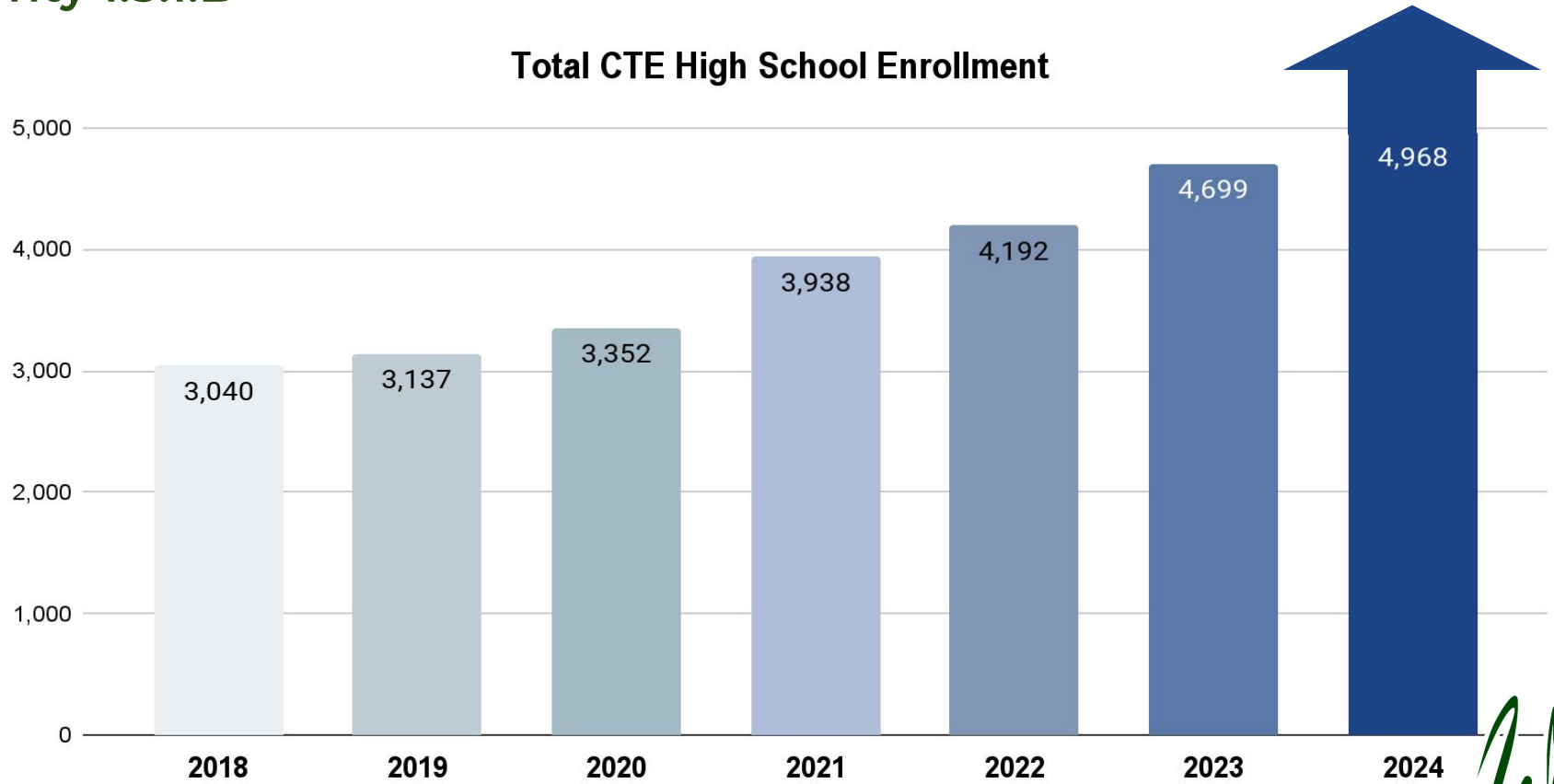
- Increase number of students completing coherent sequence aligned with Industry-Based Certifications
- Increase number of students participating in work-based learning courses
- Expand career awareness to elementary and junior high grade levels
- Increase students completing IEPs to earn code 54/55

Transition and high school staff completed training with Region 10 to learn innovative ways to assist students in earning CCMR designation.



Priority 1.3.1.B

Total CTE High School Enrollment



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action

1.3.B.2: Increase community partnerships to enhance and broaden learning experiences

PROGRESS MEASURES (Output):

- Industry Leadership Council reflect consistent attendance and participation by all members
- Increase student internships and placements in the community

Industry Leadership Council meeting held on Wednesday, February 7th with all CTE teachers.

ILC reviewed the Ellis County workforce and economy overview.



Priority 1.3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Key Strategic Action

1.3.C: Increase exposure and awareness of Armed Forces post-secondary opportunities and implement a JROTC program

PROGRESS MEASURES (Output):

- Research and implement the newly-approved Naval JROTC program at WHS
- Increase number of students taking the ASVAB each year
- Ensure students have the opportunity to meet with recruiters of all military branches
- WISD will develop a strong relationship with its House of Representatives office related to Service Academy recruitment

New program has been added. 8th Graders as well as current high school students will have the opportunity to join the program.

First student/parent information session was held at Guide to the Tribe on January 22nd at WHS.



Coming in March - Priority 2 - Honor and Support Staff



HB3 Early Childhood and CCMR Balanced Scorecard Addendum



February 12, 2024
Dr. Dustin Binnicker

Why This Matters



In keeping with the state's 60x30TX goal, the School Finance Commission recommended that each public district be required to:

- establish locally developed board goals
- annually report their progress publicly

60x30TX



60x30 Educated Population

By 2030, at least 60 percent of Texans aged 25-34 will have a certificate or degree

Completion

By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's or master's from an institution of higher education in Texas

Marketable Skills

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills

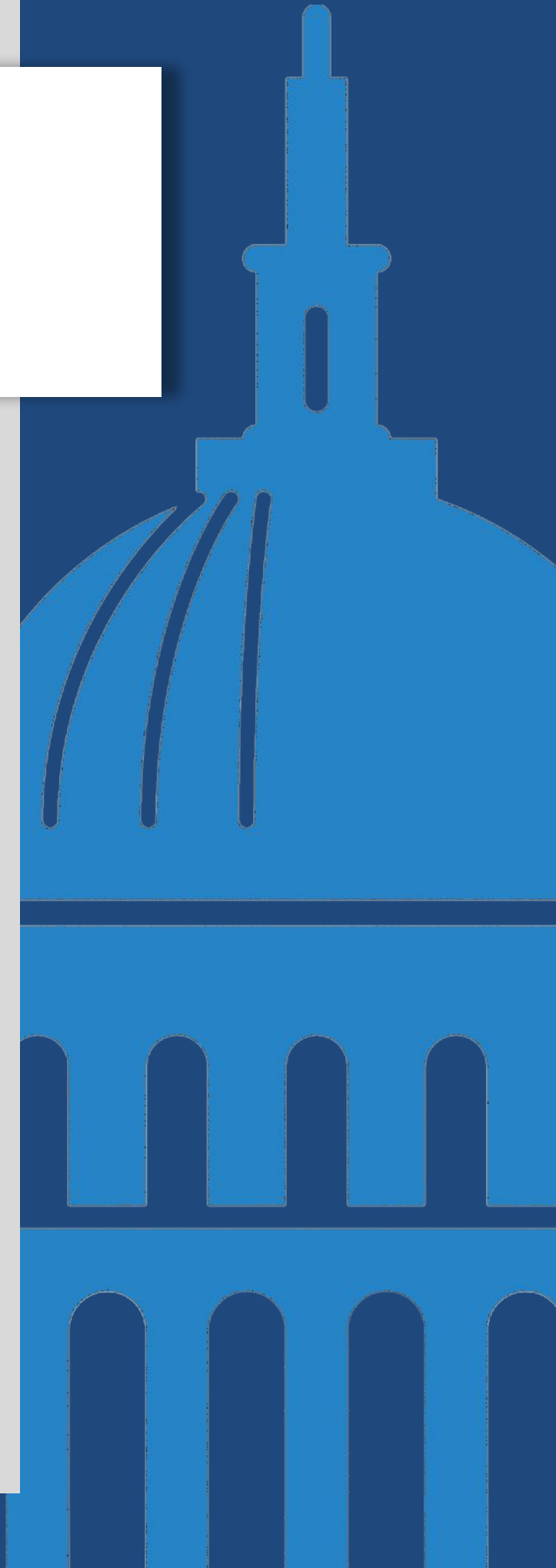
Student Debt

By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions

HB 3 Provides Direction for Goal Setting

House Bill 3 requires school boards to adopt detailed plans developed by their management teams that achieves goals in three areas:

1. **Early Childhood Literacy**
2. **Mathematics Proficiency**
3. **College, Career, and Military Readiness**



HB 3 Brings Focus to Three High Leverage Areas

1. Early Childhood Reading

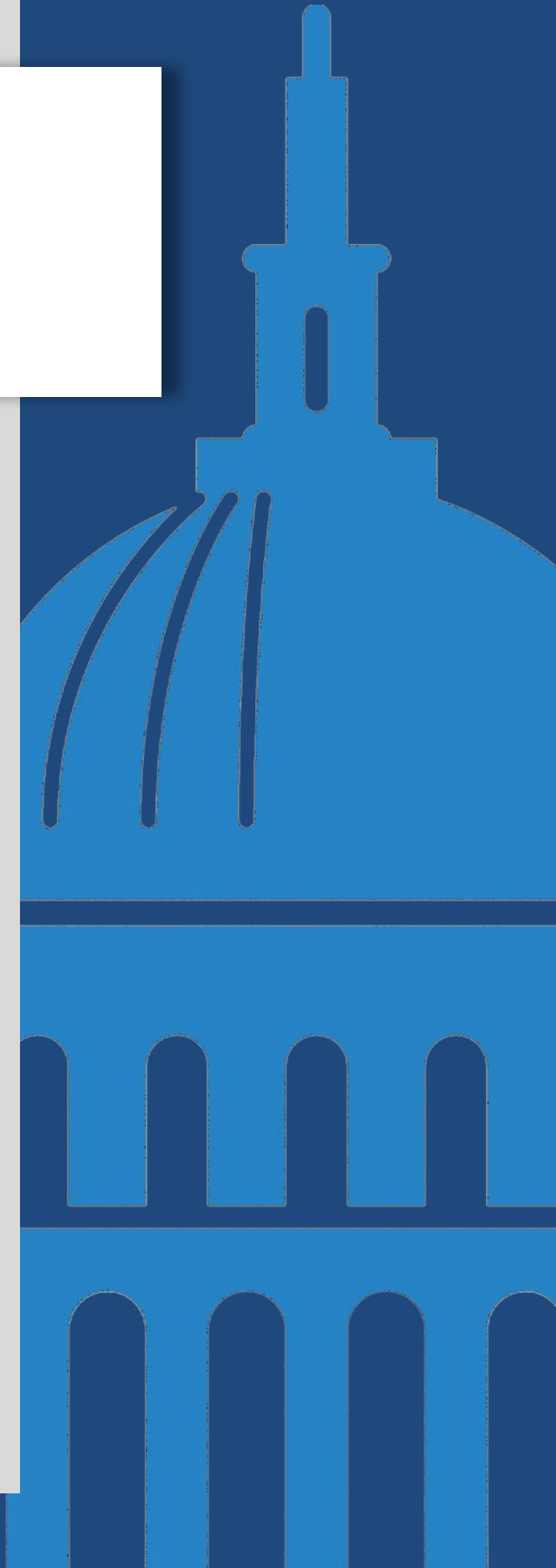
- a. PK-3 “Learn to Read”
- b. 4-12 “Read to Learn”

2. Early Childhood Math

- a. PK-3 Foundational Skills

3. College, Career, Military Readiness

- a. Addresses Grades 4-12 learning
- b. Life after High School
- c. Earn a seat at the college or university of choice
- d. A license or certification for a career



Early Childhood Literacy



The percent of 3rd grade students that score **Meets** grade level or above on STAAR Reading will increase from 51% to 66% by June 2028.

Yearly Target Goals				
2024	2025	2026	2027	2028
54%	57%	60%	63%	66%

Early Childhood Math



The percent of 3rd grade students that score **Meets** grade level or above on STAAR Math will increase from 46% to 62% by June 2028.

Yearly Target Goals				
2024	2025	2026	2027	2028
50%	53%	56%	59%	62%

CCMR



The percentage of graduates that meet the criteria for College, Career, Military Readiness will increase from 65% to 100% by June 2028.

Yearly Target Goals				
2024	2025	2026	2027	2028
73%	80%	88%	96%	100%

DISCUSSION



STUDENT OUTCOME GOAL (LITERACY)

Student achievement on the third-grade state assessment in reading at the **Meets** performance level or above shall increase from 51% to 62% by August 2028.

STUDENT OUTCOME GOAL (MATHEMATICS)

Student achievement on the third-grade state assessment in mathematics at the **Meets** performance level or above shall increase from 46% to 60% by August 2028.

STUDENT OUTCOME GOAL (CCMR)

College, Career, and Military Readiness shall increase from 65% to 90% by August 2028.

A. Performance objectives for academic growth in reading

1. The percentage of 3rd-grade students that score **Approaches** grade level or above on STAAR Reading will increase from 79% to 90% by 2028.

Annual target growth:

81% in 2024
84% in 2025
87% in 2026
90% in 2027
93% in 2028

2. The percentage of 3rd-grade students that score **Meets** grade level or above on STAAR Reading will increase from 51% to 63% by 2028.

Annual target growth:

54% in 2024
57% in 2025
60% in 2026
63% in 2027
66% in 2028

3. The percentage of 3rd-grade students that score **Masters** grade level or above on STAAR Reading will increase from 16% to 34% by 2028.

Annual target growth:

18% in 2024
22% in 2025
26% in 2026
30% in 2027
34% in 2028

B. Performance objectives for academic growth in mathematics

1. The percentage of 3rd-grade students that score **Approaches** grade level or above on STAAR Math will increase from 74% to 90% by 2028.

Annual target growth:

77% in 2024

80% in 2025

84% in 2026

87% in 2027

90% in 2028

2. The percentage of 3rd-grade students that score **Meets** grade level or above on STAAR Math will increase from 46% to 62% by 2028.

Annual target growth:

50% in 2024

53% in 2025

56% in 2026

59% in 2027

62% in 2028

3. The percentage of 3rd-grade students that score **Masters** grade level or above on STAAR Math will increase from 18% to 30% by 2028.

Annual target growth:

18% in 2024

20% in 2025

24% in 2026

28% in 2027

30% in 2028

C. STUDENT OUTCOME GOAL (CCMR)

1. The percentage of graduates that meet the criteria for College, Career, and Military Readiness will increase from 65% to 100% by June 2028.

Annual target growth:

73% in 2024

80% in 2025

88% in 2026

96% in 2027

100% in 2028

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Demographics Update Q3 2023 **Related Page(s)** Demographic Report

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

Trent Smith with Zonda Demographics will be on hand to discuss the most recent quarterly demographic update report.

ATTACHMENTS:

Demographic update report

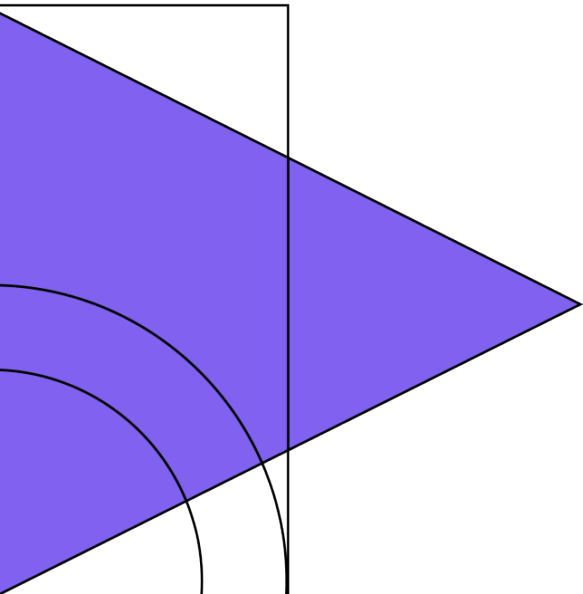
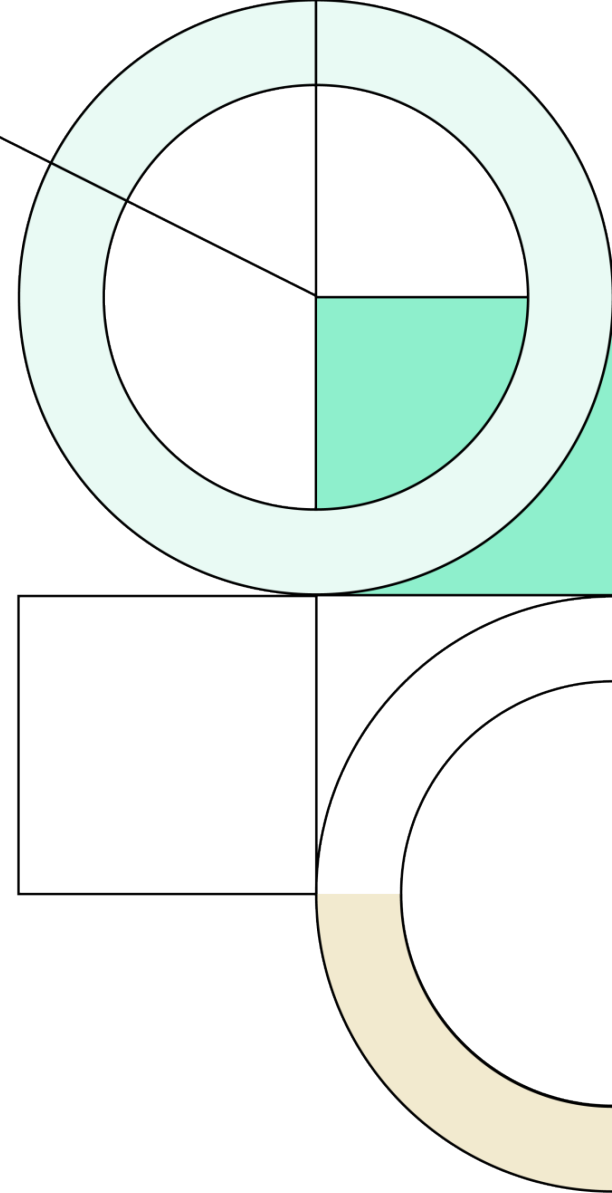
		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity



**Waxahatchee
Independent
School
District**

3Q23

Demographic
Report¹³⁴





Annual Enrollment Change

Year (Oct.)	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	% Growth
2019/20	37	254	644	683	653	627	675	720	764	767	752	875	759	708	563	9,481	544	6.1%
2020/21	32	182	702	674	698	675	660	692	738	799	787	861	836	688	655	9,679	198	2.1%
2021/22	31	248	682	754	697	718	709	701	741	770	813	949	838	803	641	10,095	416	4.3%
2022/23	47	275	736	758	800	769	784	763	774	787	843	1,027	918	801	716	10,798	703	7.0%
2023/24	38	308	680	783	802	822	808	816	828	787	814	1,000	934	867	759	11,046	248	2.3%

*Yellow Box = largest grade per year
Green Box = second largest grade per year

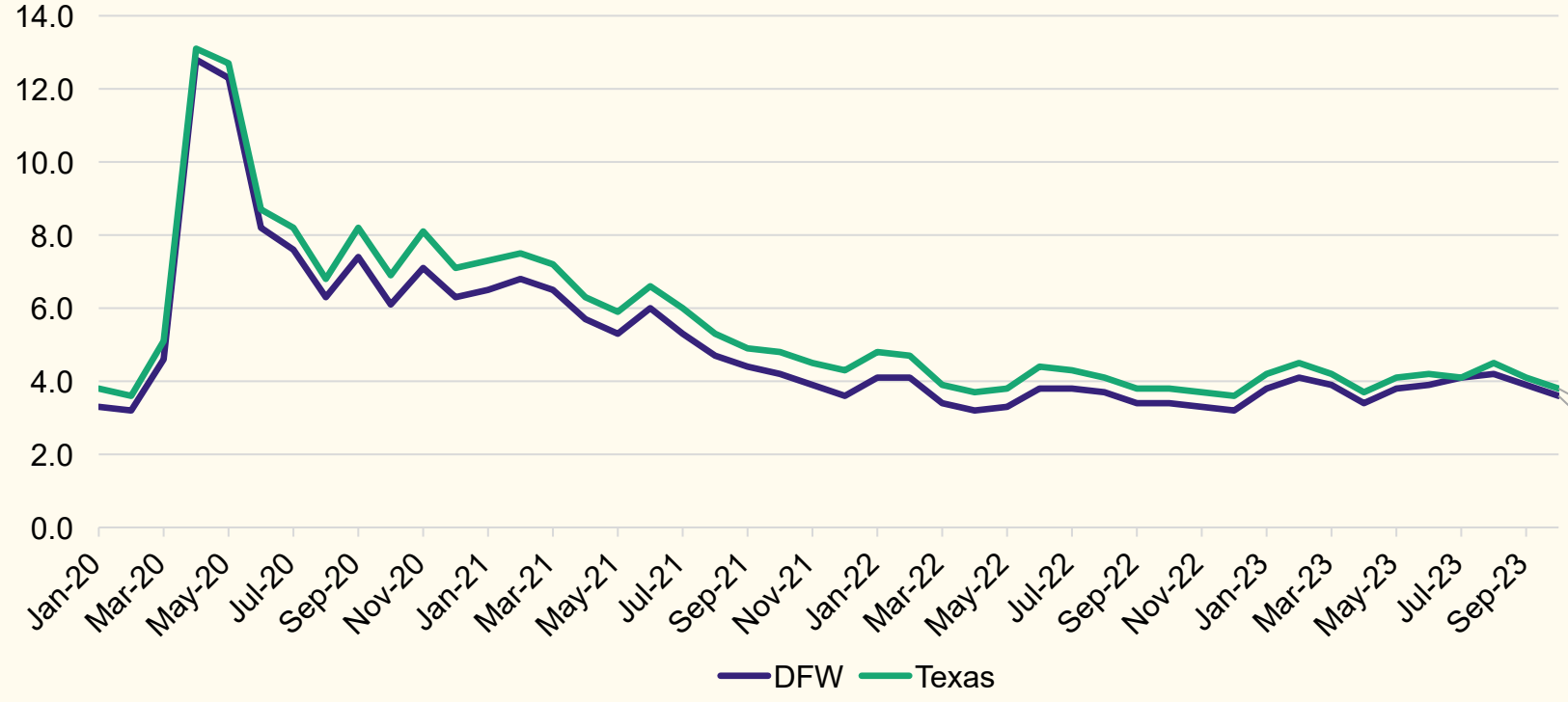
2023/24	35	335	766	781	782	839	796	798	774	820	832	1,025	993	851	719	11,146		
	-3	27	86	-2	-20	17	-12	-18	-54	33	18	25	59	-16	-40	100		
	-7.9%	8.8%	12.6%	-0.3%	-2.5%	2.1%	-1.5%	-2.2%	-6.5%	4.2%	2.2%	2.5%	6.3%	-1.8%	-5.3%	0.9%		

cohort	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	EL avg	MS avg	HS avg.
3 Year Average	1.098	1.197	0.992	1.083	1.051	1.053	1.064	1.060	1.087	1.041	1.049	1.218	0.950	0.954	0.924	1.050	1.059	1.011
2021/22	0.969	1.363	0.972	1.074	1.034	1.029	1.050	1.062	1.071	1.043	1.018	1.206	0.973	0.961	0.932	1.037	1.044	1.018
2022/23	1.516	1.109	1.079	1.111	1.061	1.103	1.092	1.076	1.104	1.062	1.095	1.263	0.967	0.956	0.892	1.087	1.087	1.020
2023/24	0.809	1.120	0.924	1.064	1.058	1.028	1.051	1.041	1.085	1.017	1.034	1.186	0.909	0.944	0.948	1.027	1.045	0.997

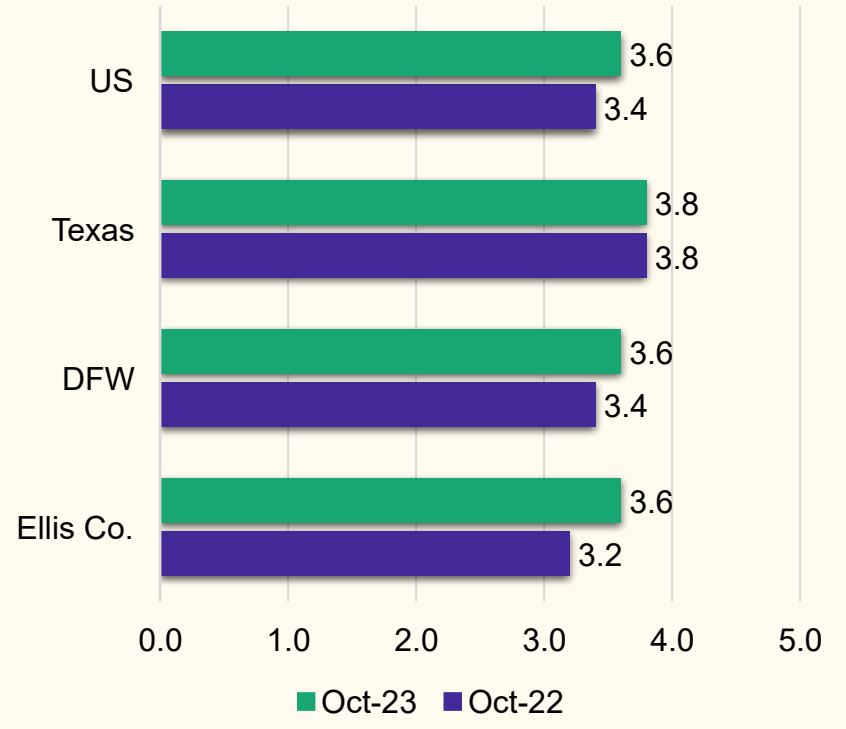


Local Economic Conditions

Unemployment Rate, Jan. 2019 - Oct. 2023



Unemployment Rate, Year over Year

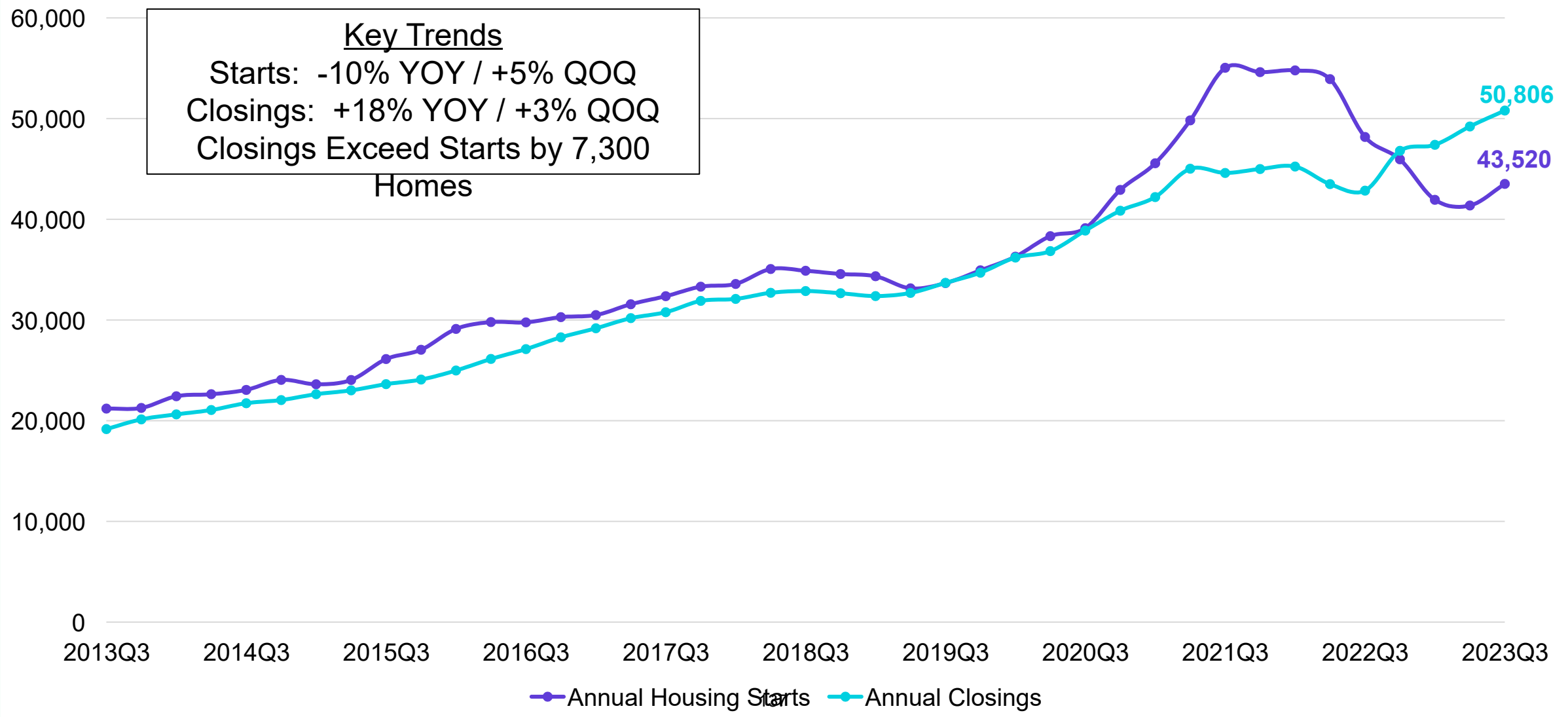




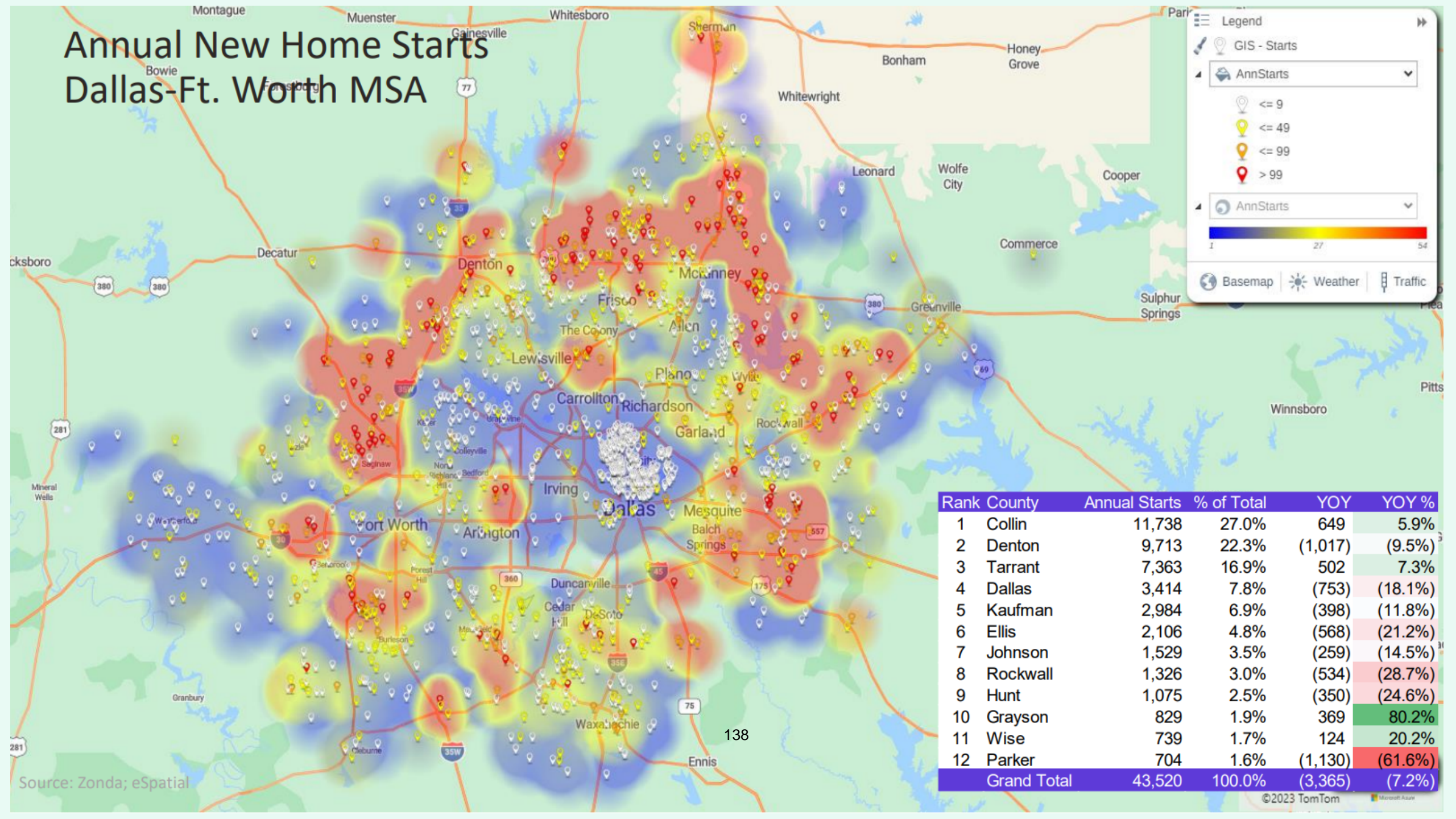
DFW New Home Starts & Closings

Annual Housing Starts vs. Annual Closings

Key Trends
 Starts: -10% YOY / +5% QOQ
 Closings: +18% YOY / +3% QOQ
 Closings Exceed Starts by 7,300
 Homes



Annual New Home Starts Dallas-Ft. Worth MSA



Legend

GIS - Starts

AnnStarts

- Light Blue Pin: <= 9
- Yellow Pin: <= 49
- Orange Pin: <= 99
- Red Pin: > 99

AnnStarts

1 27 54

Basemap Weather Traffic

Rank	County	Annual Starts	% of Total	YOY	YOY %
1	Collin	11,738	27.0%	649	5.9%
2	Denton	9,713	22.3%	(1,017)	(9.5%)
3	Tarrant	7,363	16.9%	502	7.3%
4	Dallas	3,414	7.8%	(753)	(18.1%)
5	Kaufman	2,984	6.9%	(398)	(11.8%)
6	Ellis	2,106	4.8%	(568)	(21.2%)
7	Johnson	1,529	3.5%	(259)	(14.5%)
8	Rockwall	1,326	3.0%	(534)	(28.7%)
9	Hunt	1,075	2.5%	(350)	(24.6%)
10	Grayson	829	1.9%	369	80.2%
11	Wise	739	1.7%	124	20.2%
12	Parker	704	1.6%	(1,130)	(61.6%)
Grand Total		43,520	100.0%	(3,365)	(7.2%)

Source: Zonda; eSpatial



DFW New Home Ranking Report

ISD Ranked by Annual Closings – 3Q23

Rank	District Name	Annual Starts	Annual Closings	Inventory	VDL	Future
1	NORTHWEST ISD	3,365	3,396	2,005	3,293	40,872
2	DENTON ISD	2,721	3,323	1,419	3,707	27,751
3	PROSPER ISD	2,727	2,781	2,192	3,372	16,642
4	PRINCETON ISD	2,372	2,631	1,244	3,150	7,374
5	MCKINNEY ISD	1,573	1,873	895	3,154	11,995
6	EAGLE MT-SAGINAW ISD	2,120	1,823	1,099	1,725	14,577
7	AUBREY ISD	1,135	1,617	545	813	6,074
8	CROWLEY ISD	1,462	1,613	702	2,002	14,945
9	FORNEY ISD	1,713	1,491	1,100	3,728	18,942
10	CRANDALL ISD	796	1,479	441	2,409	16,485
11	FRISCO ISD	855	1,435	644	1,776	8,547
12	ROYSE CITY ISD	1,118	1,416	788	1,756	7,727
13	DALLAS ISD	1,207	1,363	1,553	1,704	5,593
14	ROCKWALL ISD	940	1,269	719	2,872	10,023
15	MANSFIELD ISD	865	1,254	669	2,258	5,273
16	MELISSA ISD	1,228	1,204	830	1,038	2,961
17	ANNA ISD	1,020	1,142	781	1,643	7,355
18	CELINA ISD	876	1,122	701	1,902	35,606
19	LEWISVILLE ISD	765	1,041	666	581	1,447
20	WYLIE ISD	612	964	435	939	2,100

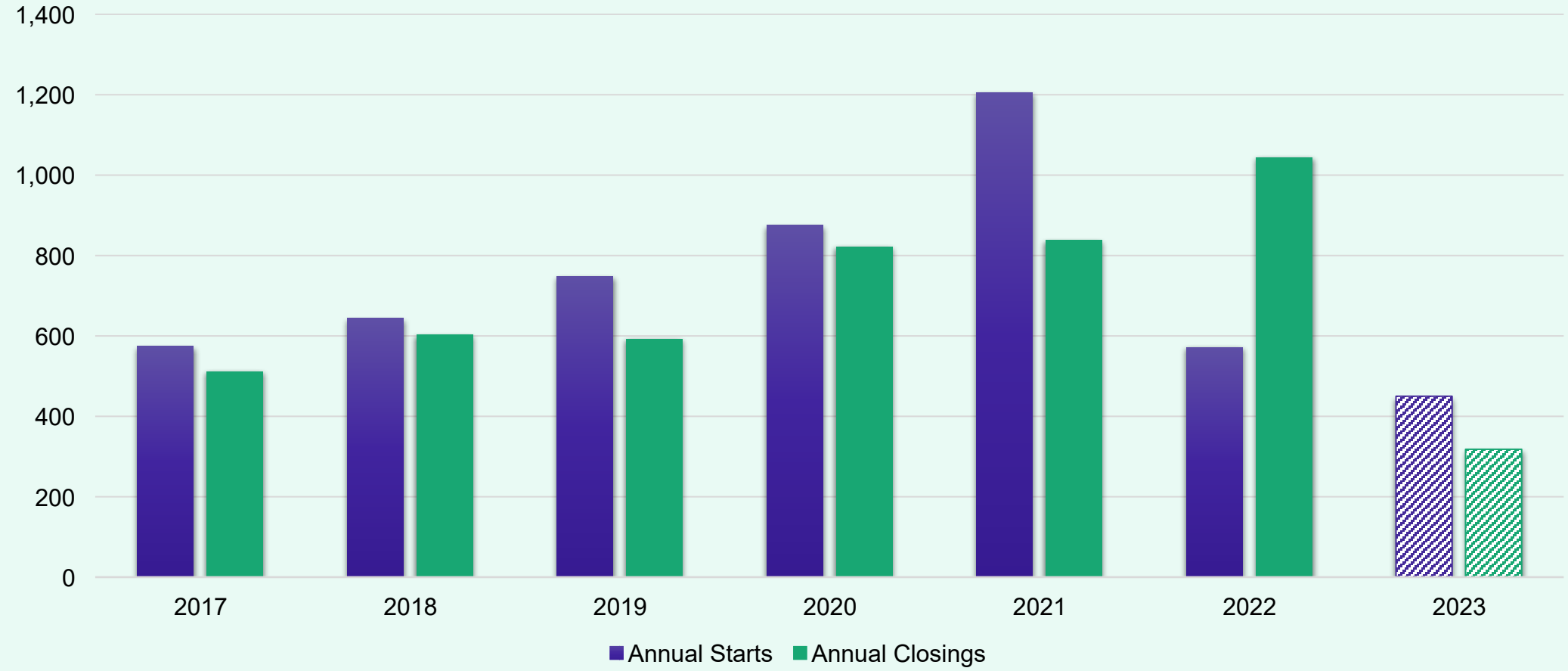
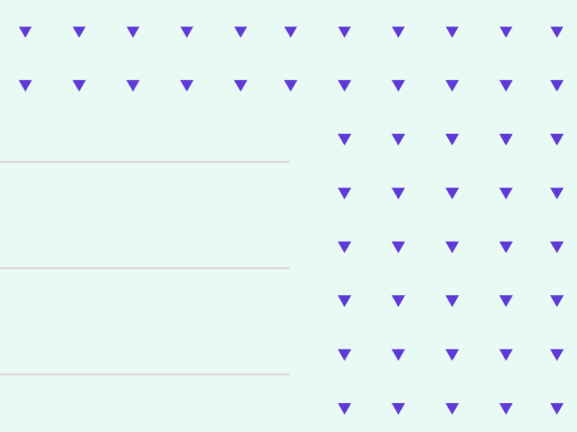
* Based on additional housing research by Zonda Education



31	ALLEN ISD	253	1,381	221	562	275
32	WAXAHACHIE ISD	551	476	424	2,190	19,716*
33	WEATHERFORD ISD	169	464	158	816	1,051



District New Home Starts and Closings by



Starts	2017	2018	2019	2020	2021	2022	2023
1Q	126	103	101	204	194	205	99
2Q	143	247	187	186	218	178	158
3Q	146	176	252	169	410	87	193
4Q	159	119	207	316	384	101	
Total	574	645	747	875	1,206	571	450

Closings	2016	2017	2018	2019	2020	2021	2022	2023
1Q	102	89	92	119	196	142	262	30
2Q	114	114	176	141	239	257	369	196
3Q	123	136	172	125	186	237	254	92
4Q	138	172	163	207	201	203	158	
Total	477	511	603	592	822	839	1,043	318





District Housing Overview by Elementary Zone

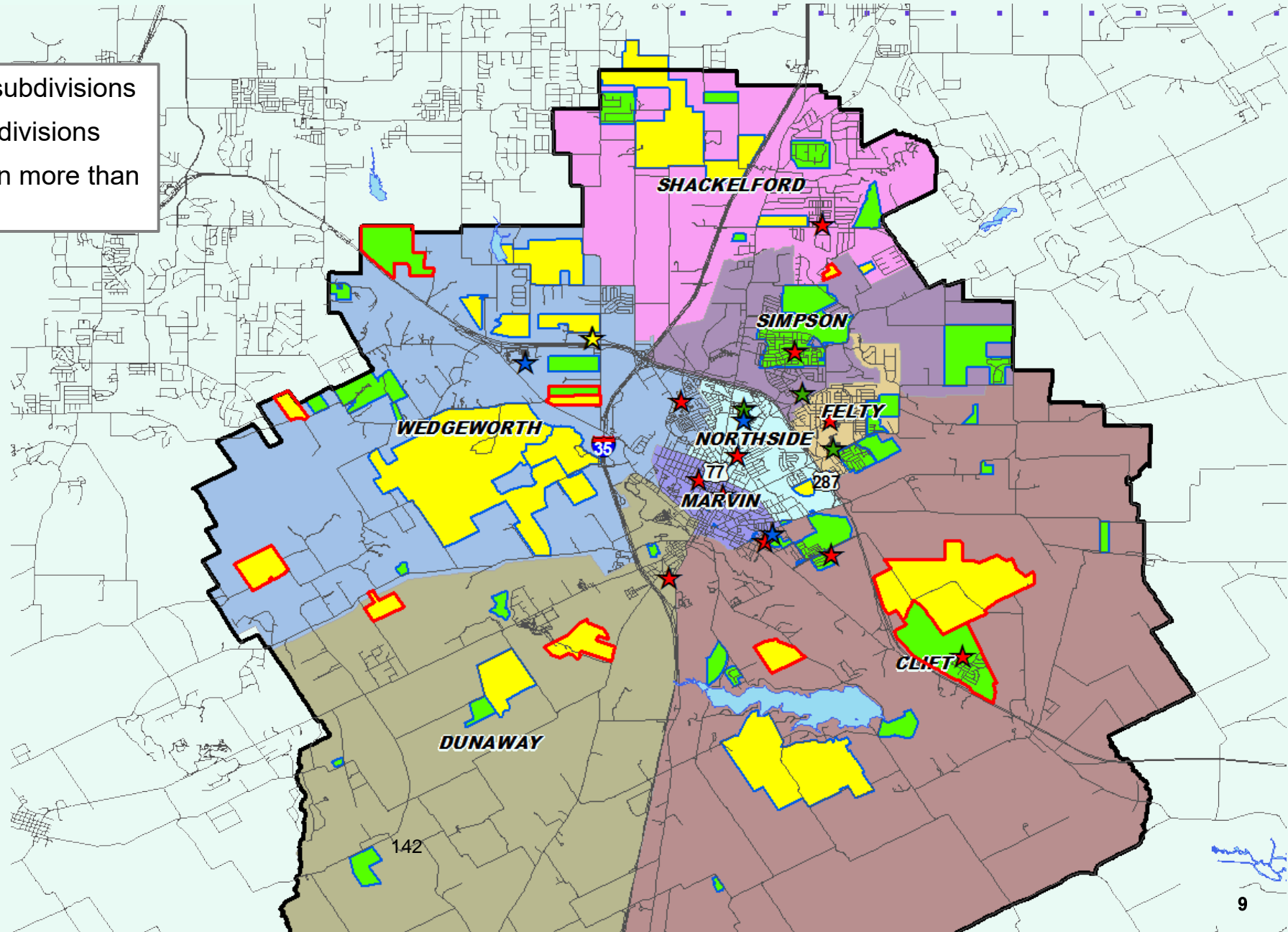
Elementary Zone	Annual Starts	Quarter Starts	Annual Closings	Quarter Closings	Under Const.	Inventory	Vacant Dev. Lots	Future
CLIFT	177	116	114	17	141	163	419	6,781
DUNAWAY	22	0	33	10	3	4	194	457
FELTY	30	9	69	10	14	22	157	29
MARVIN	1	0	4	0	0	0	5	15
NORTHSIDE	1	0	1	0	0	4	0	87
SHACKELFORD	29	5	4	0	28	28	207	2,350
SIMPSON	175	37	181	39	86	125	821	220
WEDGEWORTH	116	26	70	16	64	78	387	9,777
Grand Totals	551	193	476	92	336	424	2,190	19,716

- Highest activity in the category
- Second highest activity in the category
- Third highest activity in the category



District Housing Overview

- The district has 40 actively building subdivisions
- Within WISD there are 23 future subdivisions
- Of these, groundwork is underway on more than 1,400 lots within 11 subdivisions

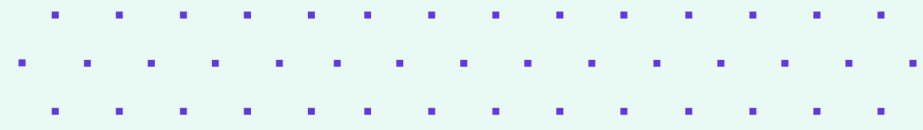
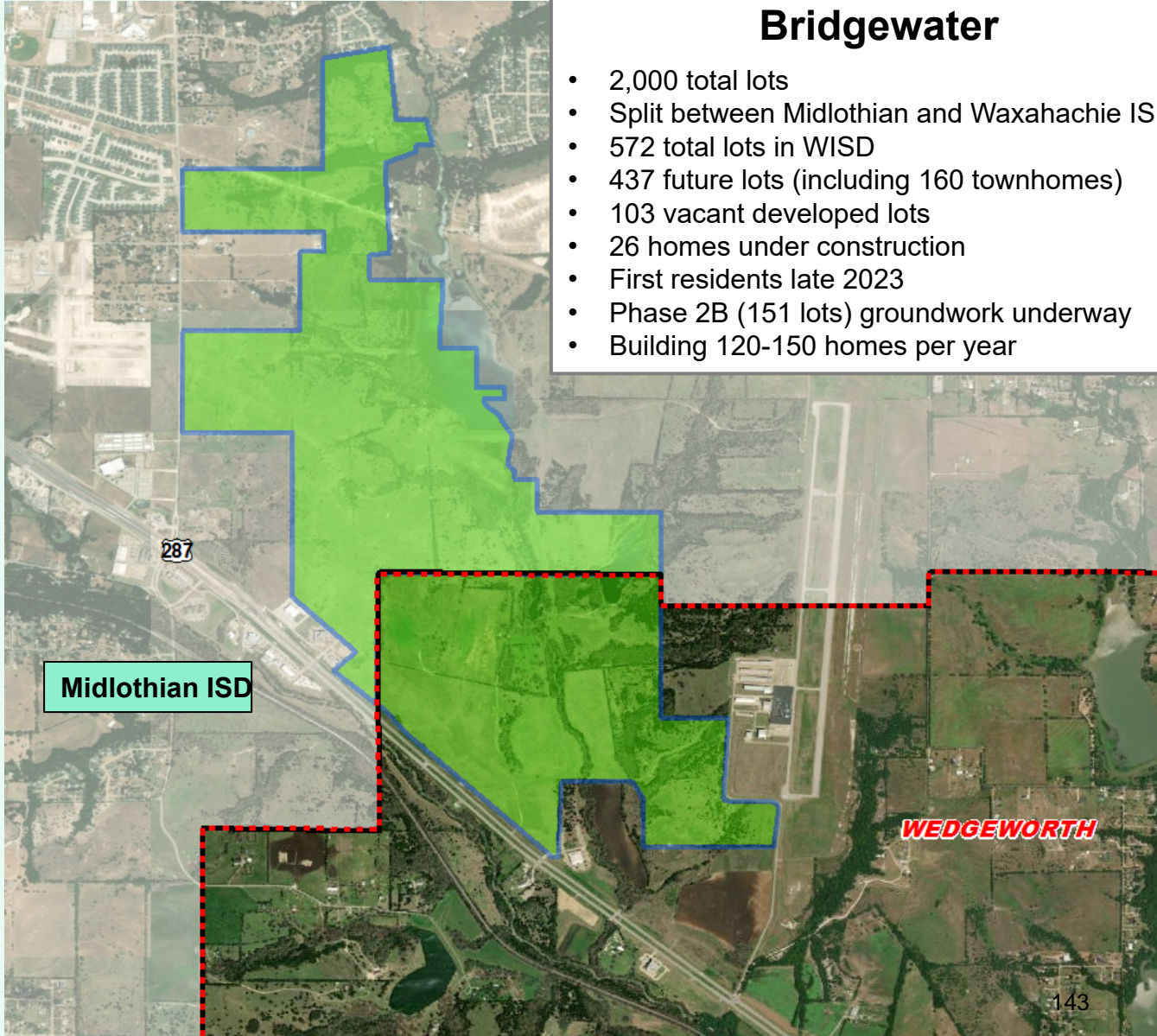


Subdivisions

- ACTIVE
- FUTURE
- Groundwork Underway



Residential Activity



September 2023





Residential Activity

Saddlebrook Estates

- 1,770 total lots
- 1,135 future lots
- 54 vacant developed lots
- 581 homes occupied
- Homebuilding stalled in early 2023 due to lack of available lots
- Phase 3 (341 lots) groundwork underway, delivering 3Q24
- Building 100-200 homes per year when building resumes
- Current student yield: 0.521

October 2023



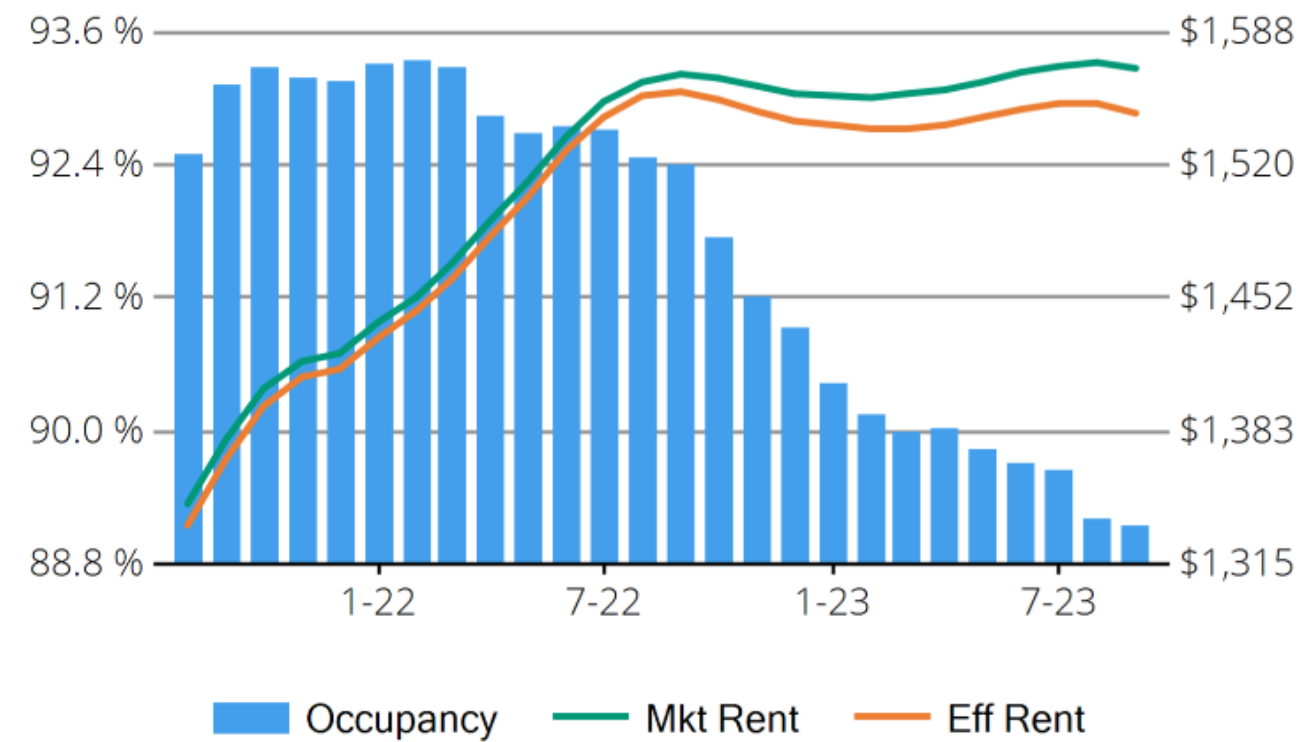


Housing Market Trends: Multi-family Market- Sept 2023

Stabilized and Lease-up Properties*

Conventional Properties	Sep 2023	Annual Change
Occupancy	89.1	-3.5%
Unit Change	32,805	
Units Absorbed (Annual)	3,705	
Average Size (SF)	874	+0.2%
Asking Rent	\$1,569	+0.3%
Asking Rent per SF	\$1.79	+0.0%
Effective Rent	\$1,546	-0.6%
Effective Rent per SF	\$1.77	-0.9%
% Offering Concessions	23%	+161.3%
Avg. Concession Package	5.4%	+14.7%

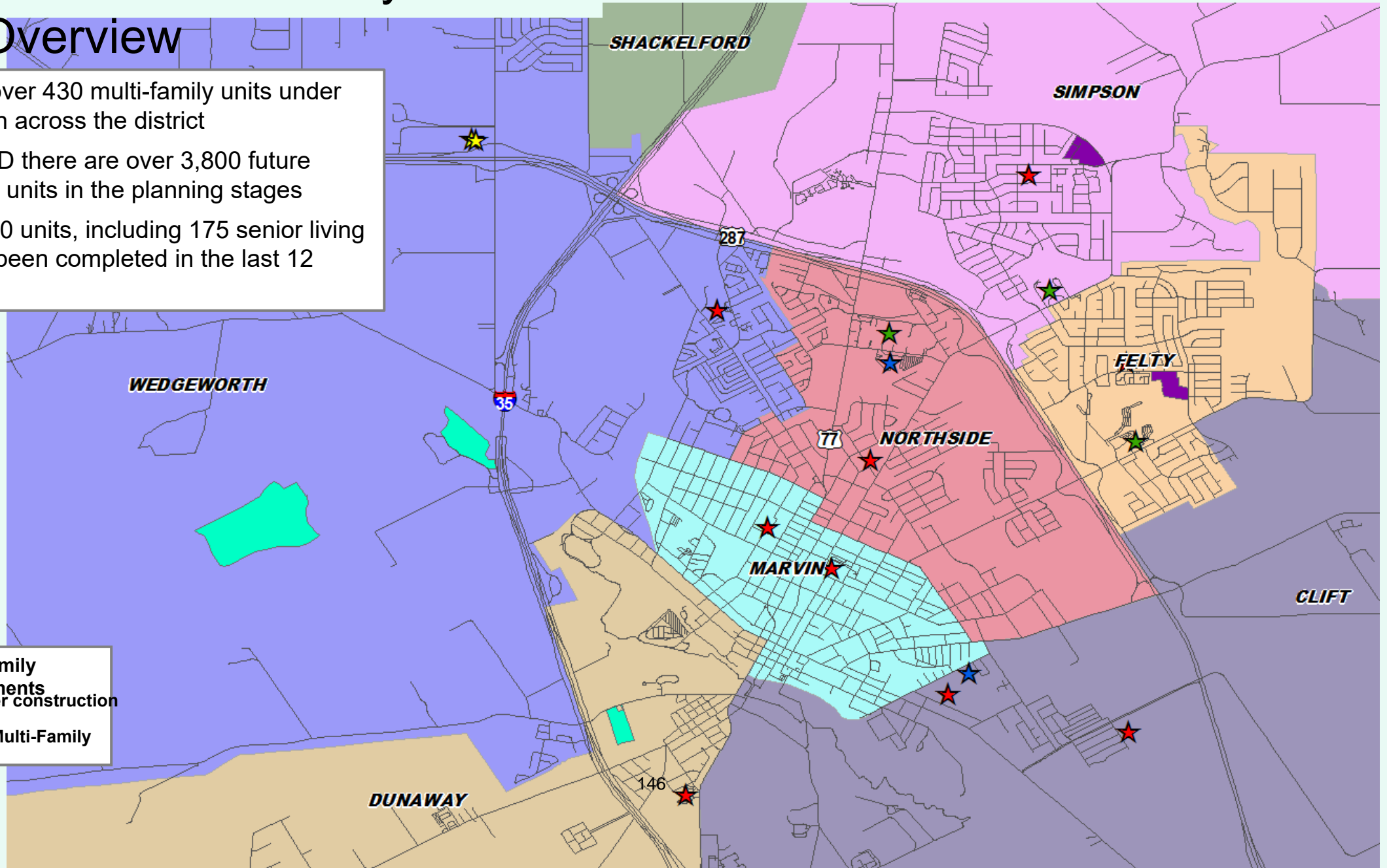
Dallas/Fort Worth, TX





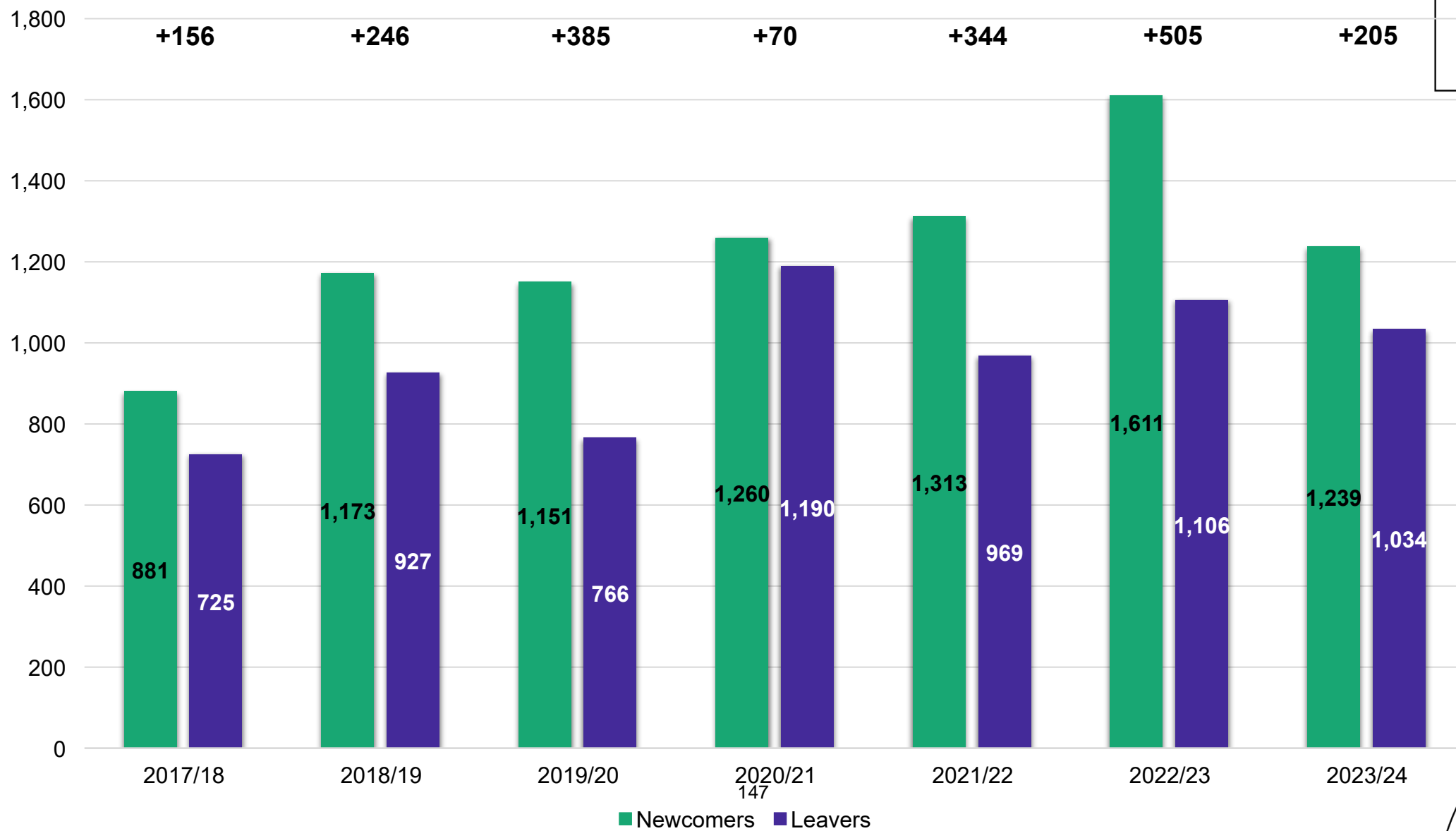
District Multi-Family Overview

- There are over 430 multi-family units under construction across the district
- Within WISD there are over 3,800 future multi-family units in the planning stages
- Roughly 600 units, including 175 senior living units have been completed in the last 12 months



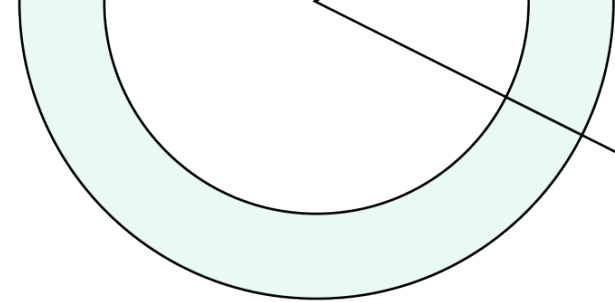


Newcomers and Leavers

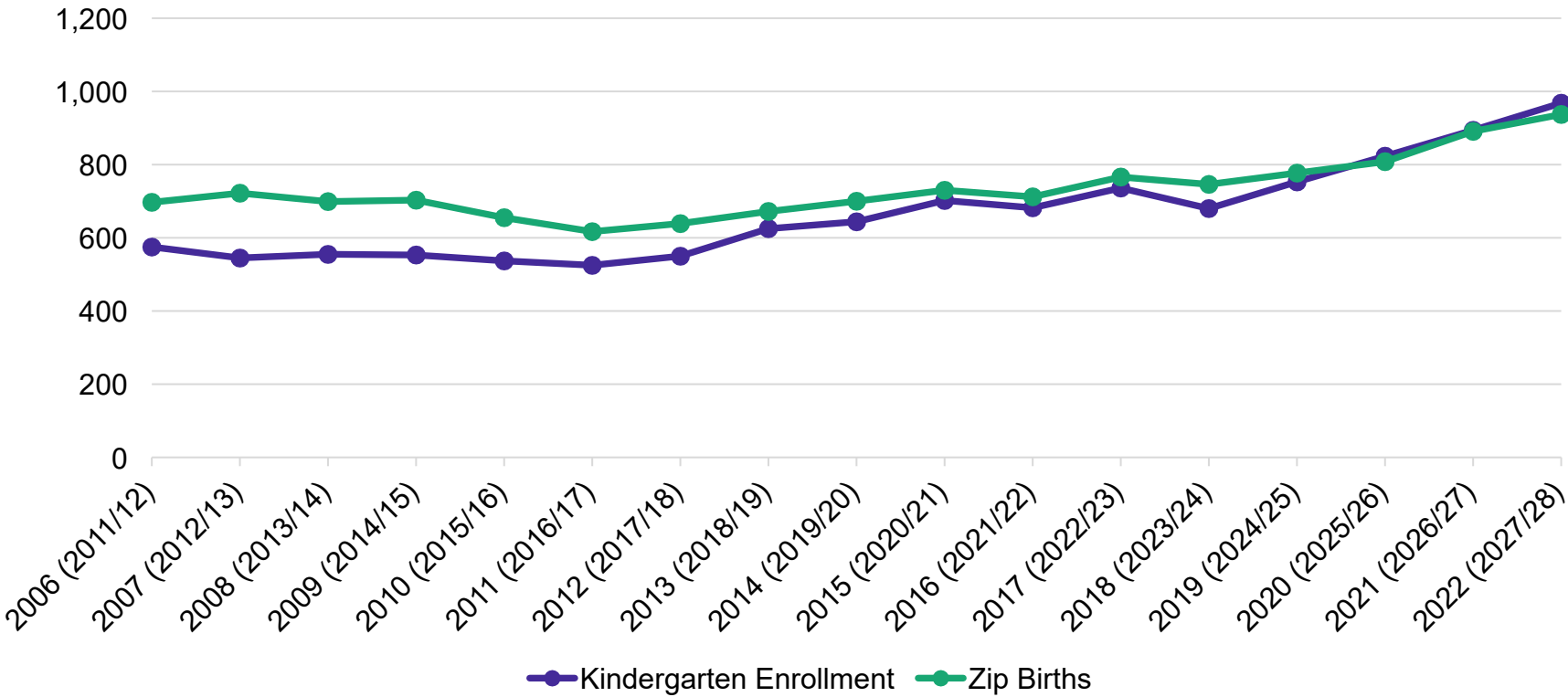




Birth Rate Analysis



Waxahachie ISD KG Enrollment v. Zip Births



	Kindergarten Enrollment	District Births	Ratio
2006 (2011/12)	575	697	0.825
2007 (2012/13)	545	722	0.755
2008 (2013/14)	555	699	0.794
2009 (2014/15)	553	703	0.787
2010 (2015/16)	537	655	0.820
2011 (2016/17)	525	617	0.851
2012 (2017/18)	550	639	0.861
2013 (2018/19)	625	672	0.930
2014 (2019/20)	644	700	0.920
2015 (2020/21)	702	730	0.962
2016 (2021/22)	682	712	0.958
2017 (2022/23)	736	766	0.961
2018 (2023/24)	680	746	0.912
2019 (2024/25)	753	777	0.969
2020 (2025/26)	823	808	1.019
2021 (2026/27)	894	891	1.003
2022 (2027/28)	968	937	1.033



Ten Year Forecast by Grade Level

Year (Oct.)	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	% Growth
2019/20	37	254	644	683	653	627	675	720	764	767	752	875	759	708	563	9,481	544	6.1%
2020/21	32	182	702	674	698	675	660	692	738	799	787	861	836	688	655	9,679	198	2.1%
2021/22	31	248	682	754	697	718	709	701	741	770	813	949	838	803	641	10,095	416	4.3%
2022/23	47	275	736	758	800	769	784	763	774	787	843	1,027	918	801	716	10,798	703	7.0%
2023/24	38	308	680	783	802	822	808	816	828	787	814	1,000	934	867	759	11,046	248	2.3%
2024/25	46	404	753	752	831	849	878	853	852	881	820	992	950	890	798	11,548	502	4.5%
2025/26	50	433	823	850	797	874	919	943	891	911	935	1,012	943	909	833	12,122	574	5.0%
2026/27	55	462	894	916	909	872	955	997	1,005	942	936	1,119	945	895	848	12,750	628	5.2%
2027/28	59	492	968	1,007	977	976	940	1,022	1,044	1,085	979	1,127	1,053	898	825	13,452	702	5.5%
2028/29	63	518	1,032	1,085	1,070	1,041	1,054	1,009	1,067	1,114	1,139	1,174	1,109	998	828	14,300	848	6.3%
2029/30	67	542	1,091	1,167	1,157	1,149	1,128	1,135	1,057	1,118	1,157	1,350	1,118	1,050	918	15,203	902	6.3%
2030/31	71	569	1,157	1,221	1,239	1,234	1,238	1,202	1,185	1,117	1,165	1,372	1,293	1,058	964	16,086	883	5.8%
2031/32	74	590	1,208	1,273	1,283	1,307	1,312	1,307	1,256	1,250	1,166	1,380	1,323	1,223	972	16,924	838	5.2%
2032/33	77	612	1,261	1,335	1,340	1,358	1,392	1,387	1,369	1,320	1,301	1,381	1,322	1,250	1,119	17,824	900	5.3%
2033/34	670	19	1,315	1,389	1,400	1,413	1,439	1,467	1,451	1,440	1,374	1,532	1,325	1,249	1,143	18,627	803	4.5%

Yellow box = largest grade per year
Green box = second largest grade per year



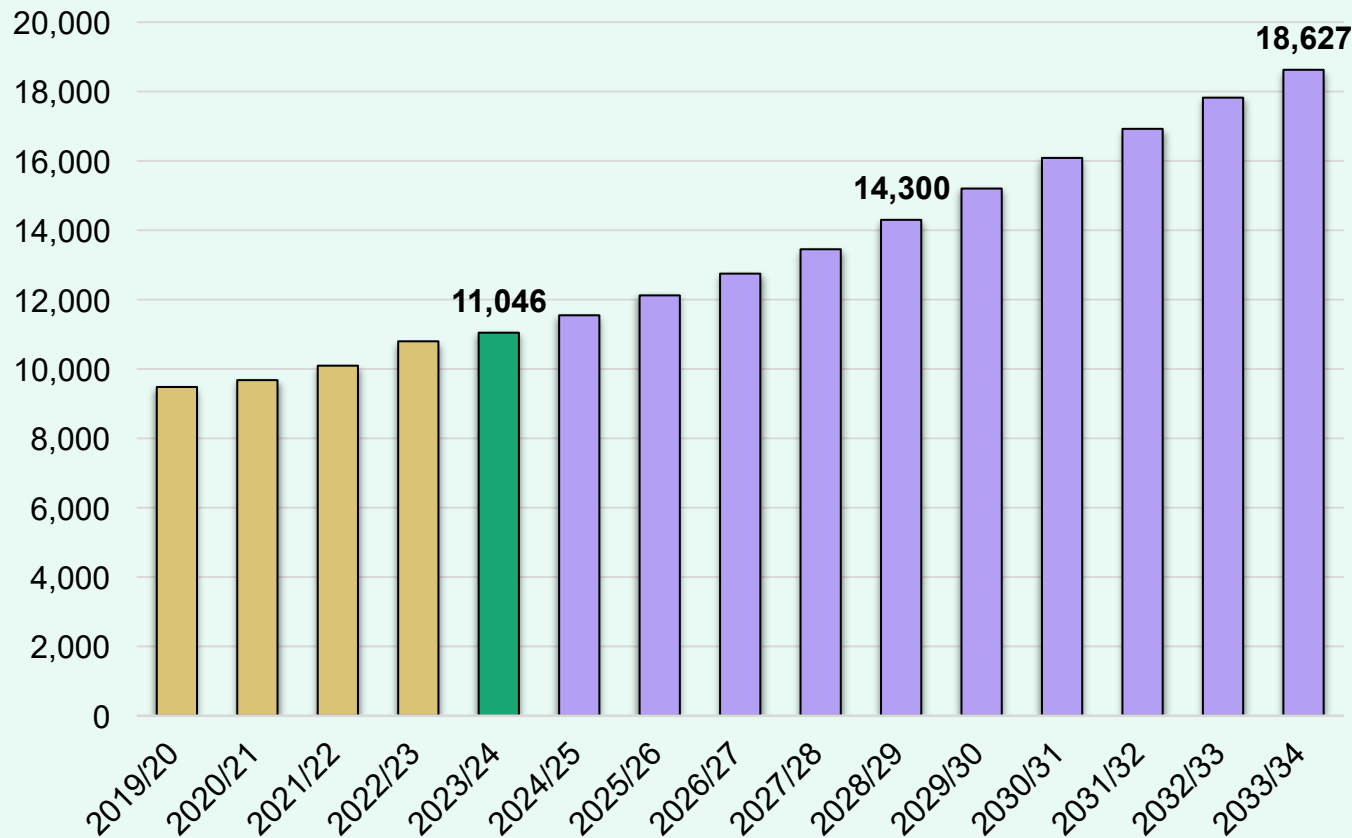
Ten Year Forecast by Campus

	Functional	Max		Fall	ENROLLMENT PROJECTIONS									
Campus	Capacity	Capacity	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34
Turner Early Learning Center	193	214	220	256	354	387	420	455	485	513	544	568	593	593
Dunaway Elementary	594	660	441	463	481	496	528	556	593	608	622	641	648	651
Felty Elementary	614	682	560	525	538	552	566	556	567	591	591	596	593	595
Clift Elementary	514	572	538	587	647	716	820	925	1,051	1,191	1,347	1,504	1,665	1,807
Marvin Elementary	496	550	454	501	511	512	522	526	508	515	519	521	521	521
Northside Elementary	493	550	517	494	498	500	490	482	478	487	494	506	511	509
Shackelford Elementary	534	594	461	438	429	441	452	491	542	615	684	747	809	866
Simpson Elementary	720	800	621	684	764	863	921	936	941	972	990	1,005	1,020	1,028
Wedgeworth Elementary	891	990	693	679	724	799	918	1,093	1,284	1,521	1,719	1,845	1,981	2,121
Wilemon Elementary	474	528	427	430	419	422	422	421	423	423	421	421	421	421
ELEMENTARY TOTALS	5,330	5,926	4,932	5,057	5,365	5,688	6,059	6,441	6,872	7,435	7,931	8,354	8,762	9,112
Elementary Absolute Growth			392	125	308	323	371	382	430	564	496	423	408	350
Elementary Percent Growth			8.63%	2.53%	6.09%	6.02%	6.53%	6.31%	6.68%	8.20%	6.67%	5.33%	4.88%	3.99%
Coleman Junior High	1,263	1,441	838	821	884	968	1,047	1,091	1,183	1,223	1,336	1,439	1,590	1,717
Finley Junior High	1,134	1,294	817	832	867	942	1,009	1,116	1,168	1,129	1,079	1,095	1,127	1,169
Howard Junior High	1,046	1,193	749	776	802	827	827	901	969	980	1,052	1,138	1,273	1,379
MIDDLE SCHOOL TOTALS	3,443	3,928	2,404	2,429	2,553	2,737	2,883	3,108	3,320	3,332	3,467	3,672	3,990	4,265
Middle School Absolute Growth			80	25	124	184	146	225	212	12	135	205	318	275
Middle School Percent Growth			3.44%	1.04%	5.10%	7.21%	5.33%	7.80%	6.82%	0.36%	4.05%	5.91%	8.66%	6.89%
Waxahachie High School	3,152	3,602	3,019	3,150	3,253	3,313	3,430	3,523	3,728	4,056	4,308	4,518	4,692	4,870
Waxahachie Global High School	561	746	412	359	326	333	326	329	330	328	329	329	329	329
Waxahachie HS of Choice			31	51	51	51	51	51	51	51	51	51	51	51
HIGH SCHOOL TOTALS	3,713	4,348	3,462	3,560	3,630	3,697	3,807	3,903	4,109	4,435	4,688	4,898	5,072	5,250
High School Absolute Growth			231	98	70	67	110	95	206	327	253	210	174	178
High School Percent Growth			7.15%	2.83%	1.97%	1.85%	2.98%	2.51%	5.27%	7.95%	5.70%	4.48%	3.55%	3.51%
DISTRICT TOTALS	12,486	14,202	10,798	11,046	11,548	12,122	12,750	13,452	14,300	15,203	16,086	16,924	17,824	18,627
District Absolute Growth			703	248	502	574	628	702	848	902	883	838	900	803
District Percent Growth			7.0%	2.3%	4.5%	5.0%	5.2%	5.5%	6.3%	6.3%	5.8%	5.2%	5.3%	4.5%

Yellow box = exceeds max capacity
Green box = exceeds functional capacity

Key Takeaways

Enrollment Projections



- Waxahachie ISD added 248 students this fall
- After 5 consecutive quarters of declining activity, new home starts increased in the 3rd quarter across the DFW region
- New home activity in WISD slowed in 2023 in response to rising interest rates and inflation costs, but is expected to increase as new lots become available and builder work through backlog
- There are nearly 2,200 lots currently available to build on, and groundwork is underway on more than 1,400 additional lots across the district
- The district is forecasted to enroll roughly 14,300 students in 2028/29, and more than 18,600 students in 2033/34

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Nisa Redd

Subject: Board meeting minutes from January 8, 2024 **Related Page(s)** 2

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Attached are the proposed minutes from the January 8, 2024, meeting.

ATTACHMENTS:

Board minutes from January 8, 2024, meeting.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends that the attached minutes be approved as presented.

Minutes January 8, 2024
Board of Trustees Regular Meeting, Workshop, and Public Hearing
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met January 8, 2024, in the WISD boardroom. President Dusty Autrey called the Board Operating Procedures workshop portion of the meeting to order at 4:00pm. Trustees Judd McCutchen, Kim Kriegel, John Rodgers, Melissa Starnater, and Debbie Timmermann were present. WISD Superintendent Dr. Jerry Hollingsworth, Assistant Superintendent of Secondary Learning Dr. David Averett, Assistant Superintendent of Elementary Learning Lisa Mott, Assistant Superintendent of Teaching, Learning, and Innovation Dr. Dustin Binnicker, General Counsel Lee Auvenshine, Chief Financial Officer Ryan Kahlden, Chief Human Resource Officer Monica James, and Public Relations Director Jenny Bridges, as well as other administrators, were also present. Trustee Clay Schoolfield arrived to the workshop at 4:15pm.

The Board entered closed session from the workshop at 4:58pm. The Board reconvened to Open Session at 5:48pm to begin the regular portion of the board meeting.

The Board of Trustees recognized the WHS Boys Cross Country team, including state competitor Lucas Whitt, and Coach Edward De La Cruz, who was named Coach of the Year. They also recognized the WHS marching band for competing in the state competition this year, WHS theater students who were national qualifiers from the Texas Thespians State Festival, as well as WHS teacher Kevin Sanders, who intervened when a student was experiencing a medical emergency, and quite likely saved that student's life. Public Relations Director Jenny Bridges recognized the Board of Trustees for Board Appreciation Month.

No one spoke in Open Forum.

ACTION ITEM:

- A. Trustee Debbie Timmermann made a motion to approve the naming of WISD's comprehensive high school #2 to be Waxahachie Creek High School. Trustee Clay Schoolfield seconded, and the motion passed 7-0.

Dr. Hollingsworth then gave his Superintendent's Report which included an update on student enrollment and attendance, the Student Spaceflight Experiments Program, the Jobs for Education for Texans (JET) Grant, and Professional Learning.

WISD Project Manager Stephen Mott and AG/CM Project Manager Bob Myers gave an update on bond projects.

General Counsel Lee Auvenshine presented an informational review of Board Policy Update 122.

Public Relations Director Jenny Bridges and Communications Coordinator Ami Trull gave an informational report on the district rebranding, as well as a timeline for the new brand to be implemented.

Director of Human Resources Theresa Burkhalter reported on student teacher job sharing.

Trustee John Rodgers made a motion to approve Consent Agenda Items A-I. Trustee Judd McCutchen seconded, and the motion passed 7-0. Those items were:

- A. Minutes from previous meetings.
- B. Monthly bid reports, purchase orders requiring board approval, and proposed budget amendments.
- C. Monthly financial reports that include cash position, revenue reports, budget summary, and tax collection report.
- D. Monthly report on Maintenance Department’s work orders.
- E. Monthly report regarding student attendance, student discipline, student drug offenses, and drug prevention measures.
- F. Monthly operational report on the transportation department.
- G. The approval of possible new and/or modified positions.
- H. The approval of accepting a roofing overlay project at T.C. Wilemon Building as complete and authorize payment of \$16,847.50.
- I. The approval of the 2024-2025 Budget Calendar as presented.

ACTION ITEMS:

- B. Trustee Kim Kriegel made a motion to approve a resolution and agreement for a public sidewalk easement with the City of Waxahachie where Dunaway Elementary School is located. Trustee Debbie Timmerman seconded, and the motion passed 7-0.
- C. Trustee Debbie Timmermann made a motion to approve a furniture purchase order for Jimmie Ray Elementary. Trustee Kim Kriegel seconded, and the motion passed 7-0.

COMMENTS FROM INDIVIDUAL BOARD MEMBERS

- Board members commented on items of community interest, including expressions of thanks, congratulations, or condolences; information regarding holiday schedules; recognition of a public employees, or other citizen; and reminders about upcoming district events.

Trustee Judd McCutchen made a motion to adjourn. Trustee Melissa Starnater motion passed 7-0. The meeting adjourned at 6:53pm.

Dusty Autrey, President

John Rodgers, Secretary

Date

**, Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Budget Transfers/Revisions, Bids/RFPS **Related Page(s)** 3

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Budget Transfers & Revisions and Bids/RFP responses requiring Board approval are presented.

ATTACHMENTS:

Report of Budget Transfers/Revisions and Bid/RFP response report

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends that all Budget Transfers/Revisions and Bids/RFP responses be approved as presented.

BID REPORT
FEBRUARY 12, 2024 BOARD MEETING

1. The Business Office requests Board approval of the attached list of approved vendors for the RFP category of "Transportation Related Supplies, Equipment & Services.

TRANSPORTATION RELATED SUPPLIES, EQUIPMENT AND SERVICES
 VENDOR LIST GOOD FROM FEBRUARY 2024 THRU JANUARY 2025

VENDOR	LOCATION	PRICING
ADVANCE AUTO PARTS/CARQUEST	RALEIGH, NC	35-65% DISCOUNT
BUCK'S WHEEL & EQUIPMENT CO.	FORT WORTH, TX	15% DISCOUNT/\$110 PER HOUR
COMMERCIAL TRUCK & TRAILER PARTS, INC.	MIDLOTHIAN, TX	55% DISCOUNT FROM LIST
CTX INC.	WAXAHACHIE, TX	10-60% DISCOUNT
I.V. TIRE SERVICE, INC.	FORT WORTH, TX	CALL FOR QUOTE
INGRAM FLEET SERVICE, LLC	WAXAHACHIE, TX	10% DISCOUNT/\$125 PER HOUR
LAWSON PRODUCTS, INC.	CHICAGO, IL	35-79% DISCOUNT
O'REILLY AUTO PARTS	WAXAHACHIE, TX	LIST LESS 41% OR BETTER
PATRIOT PARTS & SERVICE, LLC	WILLOW PARK, TX	30% DISCOUNT
PETE'S AUTOMOTIVE	WAXAHACHIE, TX	CALL FOR QUOTE
PHOENIX MOBILE AIR, INC.	CARROLLTON, TX	CALL FOR QUOTE
SARDIS TIRE & WHEELS, LLC	MIDLOTHIAN, TX	5% DISCOUNT
SOUTHWEST INTERNATIONAL TRUCKS	DALLAS, TX	GOVERNMENT PRICING
TRANSPAR	CHARLESTON, SC	SEE PRICING WITH RFP
VINYARD PARTS & ACCS	WAXAHACHIE, TX	MASTER INSTALLER PRICING DISCOUNT

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Monthly financial reports from December 2023 **Related Page(s)** 21

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Monthly financial reports that include cash position, revenue reports, budget summary and tax collection reports.

ATTACHMENTS:

21 pages of December 2023 monthly financial reports.

BOARD PRIORITY GOALS		
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends that the monthly financial reports for December 2023 be approved as presented.

**GENERAL OPERATING
CASH POSITION
AS OF DECEMBER 2023**

Actual Invested Funds:	\$24,323,153.80
Actual Cash Balance:	<u>\$ 1,019,096.39</u>

Total Cash Balance (Dec. 23): \$25,342,250.19

Estimated Jan. 24 Tax Revenue:	\$28,790,300.00
Estimated Jan. 24 State/Other Revenue:	\$ 2,740,300.00
Estimated Jan. 24 Payroll Expenses:	\$ -7,930,400.00
Estimated Jan. 24 A/P Expenses:	<u>\$ -1,698,400.00</u>
Projected Cash Balance end (Jan. 2024):	\$47,244,050.19

There are no anticipated cash flow problems for the District.

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2023-24
(updated with monthly actuals)

Projected 2023-24 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 26,728,837	\$ 28,841,348	\$ 27,586,729	\$ 26,030,070	\$ 25,342,251	\$ 47,244,051	\$ 57,562,291	\$ 53,534,081	\$ 48,503,181	\$ 40,792,571	\$ 34,617,470	\$ 30,965,210	
Local Tax Revenue	\$ 81,754	\$ 81,490	\$ 2,314,729	\$ 8,929,901	\$ 28,790,300	\$ 16,940,600	\$ 1,760,390	\$ 895,700	\$ 550,790	\$ 265,800	\$ 227,400	\$ 176,800	\$ 61,015,654
State/Other Revenue	\$ 13,435,457	\$ 9,140,045	\$ 6,056,634	\$ 473,886	\$ 2,740,300	\$ 2,965,040	\$ 3,799,600	\$ 3,759,400	\$ 2,175,300	\$ 3,780,500	\$ 6,790,540	\$ 8,349,500	\$ 63,466,202
Payroll Expenses	\$ (7,911,615)	\$ (7,836,022)	\$ (7,829,931)	\$ (8,870,643)	\$ (7,930,400)	\$ (7,911,600)	\$ (7,912,400)	\$ (7,935,200)	\$ (7,935,400)	\$ (8,345,500)	\$ (7,911,800)	\$ (7,945,700)	\$ (96,276,210)
Accounts Payable	\$ (3,493,085)	\$ (2,640,132)	\$ (2,098,091)	\$ (1,220,964)	\$ (1,698,400)	\$ (1,675,800)	\$ (1,675,800)	\$ (1,750,800)	\$ (2,501,300)	\$ (1,875,900)	\$ (2,758,400)	\$ (3,680,400)	\$ (27,069,071)
Ending Balance	\$ 28,841,348	\$ 27,586,729	\$ 26,030,070	\$ 25,342,251	\$ 47,244,051	\$ 57,562,291	\$ 53,534,081	\$ 48,503,181	\$ 40,792,571	\$ 34,617,471	\$ 30,965,210	\$ 27,865,410	\$ (123,345,281)

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2023-24
(original projections)

Projected 2023-24 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 26,728,837	\$ 28,841,348	\$ 28,909,378	\$ 27,850,878	\$ 46,859,578	\$ 57,544,721	\$ 60,579,861	\$ 56,106,261	\$ 50,655,961	\$ 42,669,861	\$ 36,479,361	\$ 31,793,061	
Local Tax Revenue	\$ 81,754	\$ 175,400	\$ 3,675,900	\$ 27,650,400	\$ 17,573,643	\$ 9,657,500	\$ 1,315,000	\$ 476,300	\$ 275,300	\$ 250,400	\$ 233,000	\$ 107,400	\$ 61,471,997
State/Other Revenue	\$ 13,435,457	\$ 9,745,930	\$ 6,012,000	\$ 2,533,900	\$ 2,740,300	\$ 2,965,040	\$ 3,799,600	\$ 3,759,400	\$ 2,175,300	\$ 3,780,500	\$ 5,750,900	\$ 8,349,500	\$ 65,047,827
Payroll Expenses	\$ (7,911,615)	\$ (7,943,500)	\$ (7,910,800)	\$ (8,750,300)	\$ (7,930,400)	\$ (7,911,600)	\$ (7,912,400)	\$ (7,935,200)	\$ (7,935,400)	\$ (8,345,500)	\$ (7,911,800)	\$ (7,945,700)	\$ (96,344,215)
Accounts Payable	\$ (3,493,085)	\$ (1,909,800)	\$ (2,835,600)	\$ (2,425,300)	\$ (1,698,400)	\$ (1,675,800)	\$ (1,675,800)	\$ (1,750,800)	\$ (2,501,300)	\$ (1,875,900)	\$ (2,758,400)	\$ (4,750,800)	\$ (29,350,985)
Ending Balance	\$ 28,841,348	\$ 28,909,378	\$ 27,850,878	\$ 46,859,578	\$ 57,544,721	\$ 60,579,861	\$ 56,106,261	\$ 50,655,961	\$ 42,669,861	\$ 36,479,361	\$ 31,793,061	\$ 27,553,461	\$ (125,695,199)

Projections based on these assumptions:

The beginning balance is based on the 8/31/23 cash balance of \$992,059.99 plus the actual invested balance of \$25,726,777.20.

Tax revenue is based on total taxes budgeted for 23-24 and divided per month based on 22-23 collections.

Tax revenue includes General Operating only - not I&S, and includes budgeted amount for current, delinquent and penalties.

State/Other revenue based on budgeted revenue for General Operating and Federal/State Special Programs.

These projections do not include Child Nutrition, Lighthouse for Learning, Child Care Center, Student Activity Campus Activity, Interest and Sinking or Capital Projects - which all have separate bank accounts.

Payroll expenses are based on September's actual payroll expense and certain fluctuations anticipated throughout the 23-24 year - including substitutes and retiree payoff's.

Accounts payable amounts for September are actual. October through August are projected amounts. These projections only include General Operating and Federal/State Special Programs.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
CASH POSITION
FOR THE PERIOD ENDED
DECEMBER 2023

	<u>LOCAL MAIN</u>	<u>I & S</u>	<u>OSCB ESCROW</u>	<u>CAPITAL</u>	<u>ENTERPRISE</u>	<u>TOTAL</u>
Beginning Balances	\$ 952,091.02	\$ 652,709.65	\$ -	\$ 36,348.61	\$ 5,122,817.05	\$ 6,763,966.33
Add: Deposits	\$ 10,158,611.85	\$ 2,568.05	\$ -	\$ 4,096,331.50	\$ 137,407.57	\$ 14,394,918.97
Less: Disbursements	\$ (10,091,606.48)	\$ -	\$ -	\$ (4,096,140.58)	\$ (429,518.17)	\$ (14,617,265.23)
Ending Balances	\$ 1,019,096.39	\$ 655,277.70	\$ -	\$ 36,539.53	\$ 4,830,706.45	\$ 6,541,620.07
Add: Investments	\$ 24,323,153.80	\$ 21,848,436.35	\$ 2,185,979.84	\$ 181,708,144.41	\$	\$ 230,065,714.40
TOTALS	\$ 25,342,250.19	\$ 22,503,714.05	\$ 2,185,979.84	\$ 181,744,683.94	\$ 4,830,706.45	\$ 236,607,334.47

PERCENTAGE OF CURRENT YEAR REVENUES
General Operating and Interest & Sinking

	<u>Total Levy (Budgeted)</u>	<u>12/31/2023</u>	<u>Percentage</u>
2022-23 Tax Collections			
Current	\$ 92,289,782	47,079,358.42	51.01%
Prior Yr. Delinquent	\$ 489,431	134,200.19	27.41%
Penalties	\$ 815,984	54,230.01	6.64%
2023-24 Tax Collections			
Current	\$ 94,451,499	17,370,762.01	18.39%
Prior Yr. Delinquent	\$ 390,000	132,739.37	34.03%
Penalties	\$ 330,000	92,933.91	28.16%
2022-23 Other Revenue	\$ 49,883,108	19,239,342.50	38.57%
2023-24 Other Revenue	\$ 57,968,851	21,470,197.27	37.04%
2022-23 Total Revenue	\$ 143,478,305	66,507,131.12	46.35%
2023-24 Total Revenue	\$ 153,140,350	39,066,632.56	25.51%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY RATE	YIELD	COST	PROJ. INT.	PAR
12/1/2023	G/O	POOL	TASB LONE STAR	\$19,919,496.54	12/31/2023	5.354	\$19,919,496.54	\$90,575.21	\$20,010,071.75
12/1/2023	G/O	POOL	TEX-POOL	\$5,158,482.37	12/31/2023	5.369	\$5,158,482.37	\$23,524.29	\$5,182,006.66
12/1/2023	G/O	POOL	TASB LONE STAR	\$ 7,045.00	12/31/2023	5.354	\$ 7,045.00	\$32.03	\$7,077.03
12/4/2023	G/O	POOL	TASB LONE STAR	\$ 12,941.60	12/31/2023	5.354	\$ 12,941.60	\$51.25	\$12,992.85
12/4/2023	G/O	POOL	TASB LONE STAR	\$ 1,548.00	12/31/2023	5.354	\$ 1,548.00	\$6.13	\$1,554.13
12/6/2023	G/O	POOL	TASB LONE STAR	-\$ 258,300.11	withdrawal		-\$ 258,300.11	\$0.00	-\$258,300.11
12/6/2023	G/O	POOL	TASB LONE STAR	\$ 99,209.54	12/31/2023	5.354	\$ 99,209.54	\$363.80	\$99,573.34
12/7/2023	G/O	POOL	TASB LONE STAR	\$ 277,289.16	12/31/2023	5.354	\$ 277,289.16	\$976.14	\$278,265.30
12/7/2023	G/O	POOL	TASB LONE STAR	-\$ 594,000.00	withdrawal		-\$ 594,000.00	\$0.00	-\$594,000.00
12/8/2023	G/O	POOL	TASB LONE STAR	-\$ 1,145,259.67	withdrawal		-\$ 1,145,259.67	\$0.00	-\$1,145,259.67
12/8/2023	G/O	POOL	TASB LONE STAR	\$ 191,805.82	12/31/2023	5.354	\$ 191,805.82	\$647.08	\$192,452.90
12/11/2023	G/O	POOL	TASB LONE STAR	\$ 241,720.85	12/31/2023	5.354	\$ 241,720.85	\$709.11	\$242,429.96
12/11/2023	G/O	POOL	TASB LONE STAR	\$ 970.62	12/31/2023	5.354	\$ 970.62	\$2.85	\$973.47
12/12/2023	G/O	POOL	TASB LONE STAR	\$ 466,145.01	12/31/2023	5.354	\$ 466,145.01	\$1,299.10	\$467,444.11
12/13/2023	G/O	POOL	TASB LONE STAR	\$ 196,021.27	12/31/2023	5.354	\$ 196,021.27	\$517.54	\$196,538.81
12/14/2023	G/O	POOL	TASB LONE STAR	\$ 212,084.71	12/31/2023	5.354	\$ 212,084.71	\$528.84	\$212,613.55
12/14/2023	G/O	POOL	TASB LONE STAR	-\$ 358,000.00	withdrawal		-\$ 358,000.00	\$0.00	-\$358,000.00
12/15/2023	G/O	POOL	TASB LONE STAR	-\$ 372,652.87	withdrawal		-\$ 372,652.87	\$0.00	-\$372,652.87
12/15/2023	G/O	POOL	TASB LONE STAR	-\$ 380,000.00	withdrawal		-\$ 380,000.00	\$0.00	-\$380,000.00
12/15/2023	G/O	POOL	TASB LONE STAR	-\$ 6,950,143.91	withdrawal		-\$ 6,950,143.91	\$0.00	-\$6,950,143.91
12/15/2023	G/O	POOL	TASB LONE STAR	\$ 140,686.99	12/31/2023	5.354	\$ 140,686.99	\$330.17	\$141,017.16
12/18/2023	G/O	POOL	TASB LONE STAR	\$ 175,545.27	12/31/2023	5.354	\$ 175,545.27	\$334.74	\$175,880.01
12/20/2023	G/O	POOL	TASB LONE STAR	\$ 122,401.99	12/31/2023	5.354	\$ 122,401.99	\$197.49	\$122,599.48
12/20/2023	G/O	POOL	TASB LONE STAR	\$ 488,670.70	12/31/2023	5.354	\$ 488,670.70	\$788.46	\$489,459.16
12/21/2023	G/O	POOL	TASB LONE STAR	\$ 666,664.64	12/31/2023	5.354	\$ 666,664.64	\$977.86	\$667,642.50
12/22/2023	G/O	POOL	TASB LONE STAR	\$ 162,697.99	12/31/2023	5.354	\$ 162,697.99	\$214.78	\$162,912.77
12/22/2023	G/O	POOL	TASB LONE STAR	\$ 254,699.00	12/31/2023	5.354	\$ 254,699.00	\$336.23	\$255,035.23
12/26/2023	G/O	POOL	TASB LONE STAR	\$ 431,862.25	12/31/2023	5.354	\$ 431,862.25	\$316.73	\$432,178.98
12/28/2023	G/O	POOL	TASB LONE STAR	\$ 887,660.52	12/31/2023	5.354	\$ 887,660.52	\$390.60	\$888,051.12
12/29/2023	G/O	POOL	TASB LONE STAR	\$ 408,724.12	12/31/2023	5.354	\$ 408,724.12	\$119.90	\$408,844.02
12/29/2023	G/O	POOL	TASB LONE STAR	\$ 72,901.79	interest		\$ 72,901.79	\$0.00	\$72,901.79
12/29/2023	G/O	POOL	TEX-POOL	\$23,524.50	interest		\$23,524.50	\$0.00	\$23,524.50
1/2/2024	G/O	POOL	TASB LONE STAR	\$1,052,916.21	in-transit		\$1,052,916.21	\$0.00	\$1,052,916.21
1/3/2024	G/O	POOL	TASB LONE STAR	\$2,024,480.03	in-transit		\$2,024,480.03	\$0.00	\$2,024,480.03
1/4/2024	G/O	POOL	TASB LONE STAR	\$683,313.87	in-transit		\$683,313.87	\$0.00	\$683,313.87
			SUB-TOTAL:	\$24,323,153.80			\$24,323,153.80		
12/1/2023	I&S	POOL	TASB-LONE STAR	\$15,295,542.39	12/31/2023	5.354	\$15,295,542.39	\$69,552.39	\$15,365,094.78
12/6/2023	I&S	POOL	TASB-LONE STAR	\$ 54,787.02	12/31/2023	5.354	\$ 54,787.02	\$200.91	\$54,987.93
12/7/2023	I&S	POOL	TASB-LONE STAR	\$ 151,053.37	12/31/2023	5.354	\$ 151,053.37	\$531.77	\$151,585.14
12/8/2023	I&S	POOL	TASB-LONE STAR	\$ 104,481.06	12/31/2023	5.354	\$ 104,481.06	\$352.49	\$104,833.55
12/11/2023	I&S	POOL	TASB-LONE STAR	\$ 132,926.37	12/31/2023	5.354	\$ 132,926.37	\$389.97	\$133,316.34
12/12/2023	I&S	POOL	TASB-LONE STAR	\$ 1,605,263.00	12/31/2023	5.354	\$ 1,605,263.00	\$4,473.89	\$1,609,736.89

**Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY RATE	YIELD	COST	PROJ. INT.	PAR
12/12/2023	I&S	POOL	TASB-LONE STAR	\$ 254,574.64	12/31/2023	5.354	\$ 254,574.64	\$709.50	\$255,284.14
12/13/2023	I&S	POOL	TASB-LONE STAR	\$ 106,786.31	12/31/2023	5.354	\$ 106,786.31	\$281.95	\$107,068.26
12/14/2023	I&S	POOL	TASB-LONE STAR	\$ 115,004.52	12/31/2023	5.354	\$ 115,004.52	\$286.78	\$115,291.30
12/15/2023	I&S	POOL	TASB-LONE STAR	\$ 76,647.97	12/31/2023	5.354	\$ 76,647.97	\$179.89	\$76,827.86
12/18/2023	I&S	POOL	TASB-LONE STAR	\$ 95,258.40	12/31/2023	5.354	\$ 95,258.40	\$181.65	\$95,440.05
12/20/2023	I&S	POOL	TASB-LONE STAR	\$ 66,575.19	12/31/2023	5.354	\$ 66,575.19	\$107.42	\$66,682.61
12/20/2023	I&S	POOL	TASB-LONE STAR	\$ 266,361.77	12/31/2023	5.354	\$ 266,361.77	\$429.78	\$266,791.55
12/21/2023	I&S	POOL	TASB-LONE STAR	\$ 367,285.73	12/31/2023	5.354	\$ 367,285.73	\$538.75	\$367,824.48
12/22/2023	I&S	POOL	TASB-LONE STAR	\$ 90,790.84	12/31/2023	5.354	\$ 90,790.84	\$119.86	\$90,910.70
12/26/2023	I&S	POOL	TASB-LONE STAR	\$ 235,881.23	12/31/2023	5.354	\$ 235,881.23	\$173.00	\$236,054.23
12/28/2023	I&S	POOL	TASB-LONE STAR	\$ 483,818.44	12/31/2023	5.354	\$ 483,818.44	\$212.91	\$484,031.35
12/29/2023	I&S	POOL	TASB-LONE STAR	\$ 220,389.32	12/31/2023	5.354	\$ 220,389.32	\$64.66	\$220,453.98
12/29/2023	I&S	POOL	TASB-LONE STAR	\$ 4,920.64	interest		\$ 4,920.64	\$0.00	\$4,920.64
12/29/2023	I&S	POOL	TASB-LONE STAR	\$ 74,583.72	interest		\$ 74,583.72	\$0.00	\$74,583.72
1/3/2024	I&S	POOL	TASB-LONE STAR	\$ 1,100,212.88	in-transit		\$ 1,100,212.88	\$0.00	\$1,100,212.88
1/4/2024	I&S	POOL	TASB-LONE STAR	\$ 372,343.87	in-transit		\$ 372,343.87	\$0.00	\$372,343.87
1/5/2024	I&S	POOL	TASB-LONE STAR	\$ 572,947.67	in-transit		\$ 572,947.67	\$0.00	\$572,947.67
			SUB-TOTAL:	\$21,848,436.35			\$21,848,436.35		\$21,848,436.35
12/1/2023	QSCB	POOL	TASB-LONE STAR	\$2,176,085.10	12/31/2023	5.354	\$2,176,085.10	\$9,895.17	\$2,185,980.27
12/31/2023	QSCB	POOL	TASB-LONE STAR	\$9,894.74	interest		\$9,894.74	\$0.00	\$9,894.74
			SUB-TOTAL:	\$2,185,979.84			\$2,185,979.84		
12/1/2023	CAP PROJ	POOL/BANK	COMBINED	\$184,977,041.55	12/31/2023		\$184,944,041.55	\$0.00	\$184,944,041.55
12/7/2023	CAP PROJ	BANK	FFB	-\$43,134.00	withdrawal		-\$43,134.00	\$0.00	-\$43,134.00
12/7/2023	CAP PROJ	BANK	FFB	-\$509,060.50	withdrawal		-\$509,060.50	\$0.00	-\$509,060.50
12/31/2023	CAP PROJ	BANK	FFB	\$120,160.13	interest		\$120,160.13	\$0.00	\$120,160.13
12/4/2023	CAP PROJ	POOL	TEX-POOL	-\$1,464,174.15	withdrawal		-\$1,464,174.15	\$0.00	-\$1,464,174.15
12/4/2023	CAP PROJ	POOL	TEX-POOL	-\$1,468,335.60	withdrawal		-\$1,468,335.60	\$0.00	-\$1,468,335.60
12/7/2023	CAP PROJ	POOL	TEX-POOL	-\$10,000.00	withdrawal		-\$10,000.00	\$0.00	-\$10,000.00
12/13/2023	CAP PROJ	POOL	TEX-POOL	-\$500,575.79	withdrawal		-\$500,575.79	\$0.00	-\$500,575.79
12/13/2023	CAP PROJ	POOL	TEX-POOL	-\$5,478.11	withdrawal		-\$5,478.11	\$0.00	-\$5,478.11
12/13/2023	CAP PROJ	POOL	TEX-POOL	-\$62,192.40	withdrawal		-\$62,192.40	\$0.00	-\$62,192.40
12/15/2023	CAP PROJ	POOL	TEX-POOL	-\$5,110.83	withdrawal		-\$5,110.83	\$0.00	-\$5,110.83
12/15/2023	CAP PROJ	POOL	TEX-POOL	-\$28,079.20	withdrawal		-\$28,079.20	\$0.00	-\$28,079.20
12/15/2023	CAP PROJ	POOL	TEX-POOL	\$526,855.34	interest		\$526,855.34	\$0.00	\$526,855.34
12/29/2023	CAP PROJ	POOL	TASB-LONE STAR	\$180,227.97	interest		\$180,227.97	\$0.00	\$180,227.97
12/29/2023	CAP PROJ	POOL	TASB-LONE STAR	\$181,708,144.41	interest		\$181,675,144.41	\$0.00	\$180,227.97
			TOTAL INVESTED:	\$230,065,714.40					
			total does not include						

**Pool interest calculated on a per month basis using month end balance.

FC OBJ	2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
00 LOCAL/INTER. SOURCES	12,225,535.43	0.00	62,993,497	63,005,300	50,779,764.57	19.40		
00 STATE PROGRAM REV.	21,261,617.67	0.00	54,335,548	54,335,548	33,073,930.33	39.13		
00 FEDERAL PROG. REV.	-2,527,799.95	0.00	2,000,000	2,000,000	4,527,799.95	-126.39		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER RESOURCES	0.00	0.00	0	0	0.00	0.00		
00 gen	30,959,353.15	0.00	119,329,045	119,340,848	88,381,494.85	25.94		
-- Revenue	30,959,353.15	0.00	119,329,045	119,340,848	88,381,494.85	25.94		
00	0.00	0.00	0	0	0.00	0.00		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
00	0.00	0.00	0	0	0.00	0.00		
00 gen	0.00	0.00	0	0	0.00	0.00		
11 PAYROLL COSTS	21,053,759.01	0.00	66,656,609	66,490,509	45,436,749.99	31.66		
11 PRO./CONTRACTED SVC.	355,950.05	330,297.29	1,344,436	1,477,036	790,788.66	46.46		
11 SUPPLIES	1,056,417.16	448,799.07	2,146,334	2,526,019	1,020,802.77	59.59		
11 OTHER OPERATING EXP.	78,337.12	25,603.00	404,219	452,122	348,181.88	22.99		
11 CAPITAL PROJECTS	187,106.19	44,033.40	16,000	247,296	16,156.41	93.47		
11 INSTRUCTION	22,731,569.53	848,732.76	70,567,598	71,192,982	47,612,679.71	33.12		
12 PAYROLL COSTS	408,428.69	0.00	1,265,823	1,265,823	857,394.31	32.27		
12 PRO./CONTRACTED SVC.	19,418.54	0.00	26,268	26,268	6,849.46	73.92		
12 SUPPLIES	22,065.27	34,325.56	121,032	120,043	63,652.17	46.98		
12 OTHER OPERATING EXP.	0.00	2,708.00	4,400	5,389	2,681.00	50.25		
12 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
12 INST. RESOURCES & ME	449,912.50	37,033.56	1,417,523	1,417,523	930,576.94	34.35		
13 PAYROLL COSTS	493,901.73	0.00	1,465,657	1,433,157	939,255.27	34.46		
13 PRO./CONTRACTED SVC.	71,339.13	0.00	52,739	86,139	14,799.87	82.82		
13 SUPPLIES	5,573.93	1,719.41	54,586	54,346	47,052.66	13.42		
13 OTHER OPERATING EXP.	55,301.23	9,198.02	192,779	182,603	118,103.75	35.32		
13 CURRICULUM DEV. & INS	626,116.02	10,917.43	1,765,761	1,756,245	1,119,211.55	36.27		
21 PAYROLL COSTS	1,025,370.63	0.00	2,804,376	2,804,376	1,779,005.37	36.56		
21 PRO./CONTRACTED SVC.	13,785.09	0.00	4,800	4,800	-8,985.09	287.19		
21 SUPPLIES	7,136.76	1,212.81	16,200	15,000	6,650.43	55.66		
21 OTHER OPERATING EXP.	4,932.27	2,325.87	42,200	37,500	30,241.86	19.36		
21 INSTRUCTIONAL LEADER	1,051,224.75	3,538.68	2,867,576	2,861,676	1,806,912.57	36.86		

FC OBJ	2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
23 PAYROLL COSTS	2,206,469.01	0.00	6,760,737	6,760,737	4,554,267.99	32.64		
23 PRO./CONTRACTED SVC.	0.00	0.00	5,000	1,000	1,000.00	0.00		
23 SUPPLIES	27,003.08	3,916.10	94,204	75,599	44,679.82	40.90		
23 OTHER OPERATING EXP.	13,715.39	720.06	87,100	54,915	40,479.55	26.29		
23 SCHOOL LEADERSHIP	2,247,187.48	4,636.16	6,947,041	6,892,251	4,640,427.36	32.67		
31 PAYROLL COSTS	1,017,785.20	0.00	3,069,671	3,069,671	2,051,885.80	33.16		
31 PRO./CONTRACTED SVC.	0.00	0.00	0	3,000	3,000.00	0.00		
31 SUPPLIES	47,068.04	6,424.47	36,460	64,082	10,589.49	83.48		
31 OTHER OPERATING EXP.	6,209.89	1,147.67	12,835	24,213	16,855.44	30.39		
31 GUIDANCE & COUNSELIN	1,071,063.13	7,572.14	3,118,966	3,160,966	2,082,330.73	34.12		
32 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
32 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
32 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
32 SOCIAL WORK SERVICES	0.00	0.00	0	0	0.00	0.00		
33 PAYROLL COSTS	470,276.93	0.00	1,441,846	1,441,846	971,569.07	32.62		
33 PRO./CONTRACTED SVC.	12,897.85	0.00	5,000	5,000	-7,897.85	257.96		
33 SUPPLIES	9,329.10	484.71	33,175	31,175	21,361.19	31.48		
33 OTHER OPERATING EXP.	1,116.50	0.00	6,850	6,850	5,733.50	16.30		
33 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00		
33 HEALTH SERVICES	493,620.38	484.71	1,486,871	1,484,871	990,765.91	33.28		
34 PAYROLL COSTS	1,156,235.09	0.00	2,917,119	2,917,119	1,760,883.91	39.64		
34 PRO./CONTRACTED SVC.	36,002.40	8,836.75	110,000	88,477	43,637.85	50.68		
34 SUPPLIES	235,795.67	121,213.06	619,500	572,500	215,491.27	62.36		
34 OTHER OPERATING EXP.	84,417.93	1,610.08	98,000	118,000	31,971.99	72.91		
34 CAPITAL PROJECTS	292,634.13	597,480.00	326,000	1,254,843	364,728.87	70.93		
34 PUPIL TRANSPORTATION	1,805,085.22	729,139.89	4,070,619	4,950,939	2,416,713.89	51.19		
35 PAYROLL COSTS	25,507.24	0.00	0	0	-25,507.24	0.00		
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
35 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
35 FOOD SERVICES	25,507.24	0.00	0	0	-25,507.24	0.00		
36 PAYROLL COSTS	1,147,470.45	0.00	3,531,235	3,531,235	2,383,764.55	32.49		
36 PRO./CONTRACTED SVC.	139,881.61	3,680.00	219,939	233,489	89,927.39	61.49		
36 SUPPLIES	118,721.29	65,348.90	296,288	303,301	119,230.81	60.69		
36 OTHER OPERATING EXP.	346,832.53	42,273.16	1,033,394	995,551	606,445.31	39.08		

FC OBJ	FYTD Activity	Encumbered Amount	2023-24		Unencumbered Balance	2023-24 FYTD %
			Original Budget	Revised Budget		
36 CAPITAL PROJECTS	39,773.91	444,082.98	0	483,858	1.11	100.00
36 COCURR./EXTRACURR.AC	1,792,679.79	555,385.04	5,080,856	5,547,434	3,199,369.17	42.33
41 PAYROLL COSTS	905,006.26	0.00	2,678,058	2,678,058	1,773,051.74	33.79
41 PRO./CONTRACTED SVC.	175,053.93	12,309.00	504,550	484,550	297,187.07	38.67
41 SUPPLIES	22,779.85	7,927.30	91,435	90,804	60,096.85	33.82
41 OTHER OPERATING EXP.	115,300.47	29,615.49	454,185	444,816	299,900.04	32.58
41 CAPITAL PROJECTS	29,064.00	0.00	7,000	37,000	7,936.00	78.55
41 GENERAL ADMINISTRATI	1,247,204.51	49,851.79	3,735,228	3,735,228	2,438,171.70	34.72
51 PAYROLL COSTS	2,101,481.13	0.00	6,447,085	6,447,085	4,345,603.87	32.60
51 PRO./CONTRACTED SVC.	783,649.02	57,925.15	2,512,600	2,413,600	1,572,025.83	34.87
51 SUPPLIES	292,886.61	45,105.48	800,000	800,000	462,007.91	42.25
51 OTHER OPERATING EXP.	1,266,060.60	2,810.10	1,440,213	1,440,213	171,342.30	88.10
51 CAPITAL PROJECTS	7,150.00	199,000.00	205,000	404,000	197,850.00	51.03
51 PLANT MAINTENANCE &	4,451,227.36	304,840.73	11,404,898	11,504,898	6,748,829.91	41.34
52 PAYROLL COSTS	670,816.64	0.00	1,454,270	1,454,270	783,453.36	46.13
52 PRO./CONTRACTED SVC.	16,904.85	12,400.00	620,000	620,000	590,695.15	4.73
52 SUPPLIES	8,848.72	12,905.72	64,000	64,000	42,245.56	33.99
52 OTHER OPERATING EXP.	1,305.36	0.00	10,500	10,500	9,194.64	12.43
52 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00
52 SECURITY & MONITORIN	697,875.57	25,305.72	2,148,770	2,148,770	1,425,588.71	33.66
53 PAYROLL COSTS	321,765.63	0.00	910,417	910,417	588,651.37	35.34
53 PRO./CONTRACTED SVC.	316,546.95	19,163.19	595,195	595,195	259,484.86	56.40
53 SUPPLIES	233,095.65	34,819.21	370,251	370,251	102,336.14	72.36
53 OTHER OPERATING EXP.	2,854.32	0.00	15,383	15,383	12,528.68	18.56
53 CAPITAL PROJECTS	0.00	8,443.92	45,000	45,000	36,556.08	18.76
53 DATA PROCESSING SERV	874,262.55	62,426.32	1,936,246	1,936,246	999,557.13	48.38
61 PAYROLL COSTS	65,441.07	0.00	219,882	219,882	154,440.93	29.76
61 PRO./CONTRACTED SVC.	0.00	0.00	1,431	0	0.00	0.00
61 SUPPLIES	24,482.25	500.00	27,241	29,822	4,839.75	83.77
61 OTHER OPERATING EXP.	463.58	1,088.78	11,258	10,108	8,555.64	15.36
61 COMMUNITY SERVICES	90,386.90	1,588.78	259,812	259,812	167,836.32	35.40
71 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00
71 DEBT SERVICES	0.00	0.00	0	0	0.00	0.00

FC OBJ	2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
81 PRO./CONTRACTED SVC.	2,000.00	0.00	0	0	-2,000.00	0.00		
81 SUPPLIES	0.00	0.00	0	0	0.00	0.00		
81 CAPITAL PROJECTS	24,367.86	127,695.00	825,000	518,250	366,187.14	29.34		
81 FACILITIES ACQ. & CO	26,367.86	127,695.00	825,000	518,250	364,187.14	29.73		
91 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
91 CONT. INST. SVCS. \PUBL	0.00	0.00	0	0	0.00	0.00		
95 PRO./CONTRACTED SVC.	8,395.00	0.00	40,000	40,000	31,605.00	20.99		
95 PYMTS. TO JJAEP PROGR	8,395.00	0.00	40,000	40,000	31,605.00	20.99		
99 PRO./CONTRACTED SVC.	469,785.05	0.00	655,000	655,000	185,214.95	71.72		
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
99 Other Governmental C	469,785.05	0.00	655,000	655,000	185,214.95	71.72		
-- Expense	40,159,470.84	2,769,148.71	118,327,765	120,063,091	77,134,471.45	35.76		
Grand Revenue Totals	30,959,353.15	0.00	119,329,045	119,340,848	88,381,494.85	25.94		
Grand Expense Totals	40,159,470.84	2,769,148.71	118,327,765	120,063,091	77,134,471.45	35.76		
Grand Totals	9,200,117.69	2,769,148.71	1,001,280	722,243	11,247,023.40	1,273.83		
		Loss	Profit	Loss	Profit			

Number of Accounts: 13367

***** End of report *****

FC OBJ	2023-24		2023-24		2023-24	2023-24	2023-24	Unencumbered	2023-24
	FYTD Activity	Amount	Original Budget	Revised Budget					
00 LOCAL/INTER. SOURCES	0.00	0.00	0.00	0.00			0.00	0.00	
00 STATE PROGRAM REV.	104,224.44	0.00	0.00	3,303,825.56			3,199,601.12	3.15	
00 FEDERAL PROG. REV.	891,649.88	0.00	0.00	6,577,206.92			5,685,557.04	13.56	
00 PAYROLL COSTS	0.00	0.00	0.00	0.00			0.00	0.00	
00 OTHER RESOURCES	0.00	0.00	0.00	0.00			0.00	0.00	
00 gen	995,874.32	0.00	0.00	9,881,032.48			8,885,158.16	10.08	
-- Revenue	995,874.32	0.00	0.00	9,881,032.48			8,885,158.16	10.08	
00 PAYROLL COSTS	0.00	0.00	0.00	0.00			0.00	0.00	
00 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00			0.00	0.00	
00 SUPPLIES	0.00	0.00	0.00	0.00			0.00	0.00	
00	0.00	0.00	0.00	0.00			0.00	0.00	
00 gen	0.00	0.00	0.00	0.00			0.00	0.00	
11 PAYROLL COSTS	761,958.27	0.00	0.00	2,344,565.25			1,582,606.98	32.50	
11 PRO./CONTRACTED SVC.	231,085.61	216,516.64	0.00	652,985.00			205,382.75	35.39	
11 SUPPLIES	174,954.09	153,580.87	0.00	2,572,688.72			2,244,153.76	6.80	
11 OTHER OPERATING EXP.	3,722.87	0.00	0.00	15,177.00			11,454.13	24.53	
11 CAPITAL PROJECTS	163,005.64	263,754.43	0.00	410,573.00			-16,187.07	39.70	
11 INSTRUCTION	1,334,726.48	633,851.94	0.00	5,995,988.97			4,027,410.55	22.26	
12 PAYROLL COSTS	7,620.59	0.00	0.00	0.00			-7,620.59	0.00	
12 SUPPLIES	0.00	0.00	0.00	0.00			0.00	0.00	
12 CAPITAL PROJECTS	0.00	0.00	0.00	0.00			0.00	0.00	
12 INST. RESOURCES & ME	7,620.59	0.00	0.00	0.00			-7,620.59	0.00	
13 PAYROLL COSTS	79,610.91	0.00	0.00	476,028.47			396,417.56	16.72	
13 PRO./CONTRACTED SVC.	127,089.00	76,430.00	0.00	759,443.00			555,924.00	16.73	
13 SUPPLIES	4,405.39	8,359.86	0.00	126,225.00			113,459.75	3.49	
13 OTHER OPERATING EXP.	12,309.77	220.20	0.00	373,225.00			360,695.03	3.30	
13 CURRICULUM DEV. & INS	223,415.07	85,010.06	0.00	1,734,921.47			1,426,496.34	12.88	
21 PAYROLL COSTS	9,162.94	0.00	0.00	0.00			-9,162.94	0.00	
21 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00			0.00	0.00	
21 SUPPLIES	0.00	0.00	0.00	0.00			0.00	0.00	
21 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00			0.00	0.00	
21 INSTRUCTIONAL LEADER	9,162.94	0.00	0.00	0.00			-9,162.94	0.00	
23 PAYROLL COSTS	45,260.60	0.00	0.00	0.00			-45,260.60	0.00	

FC OBJ	2023-24		2023-24		2023-24	2023-24	2023-24		Unencumbered	2023-24
	FYTD Activity	Encumbered	Original Budget	Revised Budget			Comment	Balance		
23 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00				0.00	0.00	
23 SUPPLIES	0.00	0.00	0.00	0.00				0.00	0.00	
23 OTHER OPERATING EXP.	64.25	0.00	0.00	1,391.00				1,326.75	4.62	
23 SCHOOL LEADERSHIP	45,324.85	0.00	0.00	1,391.00				-43,933.85	3,258.44	
31 PAYROLL COSTS	655,329.98	0.00	0.00	1,727,211.00				1,071,881.02	37.94	
31 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00				0.00	0.00	
31 SUPPLIES	0.00	0.00	0.00	0.00				0.00	0.00	
31 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00				0.00	0.00	
31 CAPITAL PROJECTS	0.00	0.00	0.00	0.00				0.00	0.00	
31 GUIDANCE & COUNSELIN	655,329.98	0.00	0.00	1,727,211.00				1,071,881.02	37.94	
32 PAYROLL COSTS	0.00	0.00	0.00	0.00				0.00	0.00	
32 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00				0.00	0.00	
32 SOCIAL WORK SERVICES	0.00	0.00	0.00	0.00				0.00	0.00	
33 PAYROLL COSTS	8,656.17	0.00	0.00	0.00				-8,656.17	0.00	
33 SUPPLIES	0.00	0.00	0.00	0.00				0.00	0.00	
33 HEALTH SERVICES	8,656.17	0.00	0.00	0.00				-8,656.17	0.00	
34 PAYROLL COSTS	33,146.85	0.00	0.00	0.00				-33,146.85	0.00	
34 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00				0.00	0.00	
34 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00				0.00	0.00	
34 CAPITAL PROJECTS	0.00	0.00	0.00	0.00				0.00	0.00	
34 PUPIL TRANSPORTATION	33,146.85	0.00	0.00	0.00				-33,146.85	0.00	
35 PAYROLL COSTS	37,137.04	0.00	0.00	0.00				-37,137.04	0.00	
35 SUPPLIES	0.00	0.00	0.00	0.00				0.00	0.00	
35 FOOD SERVICES	37,137.04	0.00	0.00	0.00				-37,137.04	0.00	
36 PAYROLL COSTS	2,544.22	0.00	0.00	0.00				-2,544.22	0.00	
36 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00				0.00	0.00	
36 SUPPLIES	0.00	0.00	0.00	0.00				0.00	0.00	
36 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00				0.00	0.00	
36 COCURR./EXTRACURR.AC	2,544.22	0.00	0.00	0.00				-2,544.22	0.00	
41 PAYROLL COSTS	12,718.13	0.00	0.00	0.00				-12,718.13	0.00	
41 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00				0.00	0.00	
41 GENERAL ADMINISTRATI	12,718.13	0.00	0.00	0.00				-12,718.13	0.00	

FC OBJ	2023-24		2023-24		Unencumbered Balance	2023-24 Comment	2023-24 FYTD %
	FYTD Activity	Amount	Original Budget	Revised Budget			
51 PAYROLL COSTS	61,375.32	0.00	0.00	0.00	-61,375.32		0.00
51 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00		0.00
51 CAPITAL PROJECTS	0.00	0.00	0.00	0.00	0.00		0.00
51 PLANT MAINTENANCE &	61,375.32	0.00	0.00	0.00	-61,375.32		0.00
52 PAYROLL COSTS	21,932.44	0.00	0.00	0.00	-21,932.44		0.00
52 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00		0.00
52 SUPPLIES	0.00	0.00	0.00	0.00	0.00		0.00
52 CAPITAL PROJECTS	217,614.65	116,038.19	0.00	418,999.00	85,346.16		51.94
52 SECURITY & MONITORIN	239,547.09	116,038.19	0.00	418,999.00	63,413.72		57.17
53 PAYROLL COSTS	6,113.19	0.00	0.00	0.00	-6,113.19		0.00
53 DATA PROCESSING SERV	6,113.19	0.00	0.00	0.00	-6,113.19		0.00
61 PAYROLL COSTS	8,142.31	0.00	0.00	0.00	-8,142.31		0.00
61 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00	0.00		0.00
61 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00	0.00		0.00
61 COMMUNITY SERVICES	8,142.31	0.00	0.00	0.00	-8,142.31		0.00
71 DEBT SERVICE	0.00	0.00	0.00	0.00	0.00		0.00
71 DEBT SERVICES	0.00	0.00	0.00	0.00	0.00		0.00
81 PAYROLL COSTS	0.00	0.00	0.00	0.00	0.00		0.00
81 CAPITAL PROJECTS	0.00	0.00	0.00	0.00	0.00		0.00
81 FACILITIES ACO. & CO	0.00	0.00	0.00	0.00	0.00		0.00
-- Expense	2,684,960.23	834,900.19	0.00	9,878,511.44	6,358,651.02		27.18
Grand Revenue Totals	995,874.32	0.00	0.00	9,881,032.48	8,885,158.16		10.08
Grand Expense Totals	2,684,960.23	834,900.19	0.00	9,878,511.44	6,358,651.02		27.18
Grand Totals	1,689,085.91	834,900.19	0.00	2,521.04	2,526,507.14		???
	Loss	Loss		Profit	Profit		

Number of Accounts: 12027

***** End of report *****

FC OBU	2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
00 LOCAL/INTER. SOURCES	6,502,016.41	0.00	33,699,502	33,699,502	27,197,485.59	19.29		
00 STATE PROGRAM REV.	1,605,263.00	0.00	0	0	-1,605,263.00	0.00		
00 FEDERAL PROG. REV.	0.00	0.00	100,000	100,000	100,000.00	0.00		
00 OTHER RESOURCES	0.00	0.00	0	0	0.00	0.00		
00 gen	8,107,279.41	0.00	33,799,502	33,799,502	25,692,222.59	23.99		
-- Revenue	8,107,279.41	0.00	33,799,502	33,799,502	25,692,222.59	23.99		
00 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00		
00	0.00	0.00	0	0	0.00	0.00		
00 gen	0.00	0.00	0	0	0.00	0.00		
71 DEBT SERVICE	0.00	0.00	37,842,888	37,842,888	37,842,888.00	0.00		
71 DEBT SERVICES	0.00	0.00	37,842,888	37,842,888	37,842,888.00	0.00		
-- Expense	0.00	0.00	37,842,888	37,842,888	37,842,888.00	0.00		
Grand Revenue Totals	8,107,279.41	0.00	33,799,502	33,799,502	25,692,222.59	23.99		
Grand Expense Totals	0.00	0.00	37,842,888	37,842,888	37,842,888.00	0.00		
Grand Totals	8,107,279.41	0.00	4,043,386	4,043,386	12,150,665.41	-200.51		
	Profit		Loss	Loss				

Number of Accounts: 29

***** End of report *****

FC OBJ	2023-24		2023-24		2023-24 Comment	2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	FYTD %
00 LOCAL/INTER. SOURCES	3,362,022.48	0.00	0	0		-3,362,022.48	0.00
00 STATE PROGRAM REV.	0.00	0.00	0	0		0.00	0.00
00 OTHER RESOURCES	0.00	0.00	0	0		0.00	0.00
00 gen	3,362,022.48	0.00	0	0		-3,362,022.48	0.00
-- Revenue	3,362,022.48	0.00	0	0		-3,362,022.48	0.00
00	0.00	0.00	0	0		0.00	0.00
00 gen	0.00	0.00	0	0		0.00	0.00
11 PAYROLL COSTS	0.00	0.00	0	0		0.00	0.00
11 SUPPLIES	0.00	0.00	0	0		0.00	0.00
11 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
11 INSTRUCTION	0.00	0.00	0	0		0.00	0.00
12 SUPPLIES	0.00	0.00	0	0		0.00	0.00
12 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
12 INST. RESOURCES & ME	0.00	0.00	0	0		0.00	0.00
35 SUPPLIES	0.00	0.00	0	0		0.00	0.00
35 FOOD SERVICES	0.00	0.00	0	0		0.00	0.00
36 SUPPLIES	0.00	0.00	0	0		0.00	0.00
36 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
36 COCURR./EXTRACURR.AC	0.00	0.00	0	0		0.00	0.00
51 PRO./CONTRACTED SVC.	0.00	900.00	0	0		-900.00	0.00
51 SUPPLIES	19,386.43	14,939.63-	0	0		-4,446.80	0.00
51 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
51 PLANT MAINTENANCE &	19,386.43	14,039.63-	0	0		-5,346.80	0.00
52 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
52 SUPPLIES	0.00	0.00	0	0		0.00	0.00
52 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
52 SECURITY & MONITORIN	0.00	0.00	0	0		0.00	0.00
71 DEBT SERVICE	0.00	0.00	0	0		0.00	0.00
71 DEBT SERVICES	0.00	0.00	0	0		0.00	0.00
81 PAYROLL COSTS	0.00	0.00	0	0		0.00	0.00

FC OBJ	2023-24		2023-24		2023-24	2023-24		Unencumbered	2023-24
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Comment	Balance		
81 PRO./CONTRACTED SVC.	5,478.11	0.00	0	0		-5,478.11	0.00		
81 SUPPLIES	0.00	0.00	0	0		0.00	0.00		
81 OTHER OPERATING EXP.	-15.00	0.00	0	0		15.00	0.00		
81 CAPITAL PROJECTS	13,355,751.47	7,874,173.41	0	537,770,684		516,540,759.12	2.48		
81 FACILITIES ACQ. & CO	13,361,214.58	7,874,173.41	0	537,770,684		516,535,296.01	2.48		
-- Expense	13,380,601.01	7,860,133.78	0	537,770,684		516,529,949.21	2.49		
Grand Revenue Totals	3,362,022.48	0.00	0	0		-3,362,022.48	0.00		
Grand Expense Totals	13,380,601.01	7,860,133.78	0	537,770,684		516,529,949.21	2.49		
Grand Totals	10,018,578.53	7,860,133.78	0	537,770,684		519,891,971.69	1.86		
	Loss	Loss		Loss					

Number of Accounts: 321

***** End of report *****

FC OBJ	2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
00 LOCAL/INTER. SOURCES	1,127,948.26	0.00	1,992,000	1,992,000	864,051.74	56.62		
00 STATE PROGRAM REV.	25,434.99	0.00	354,874	354,874	329,439.01	7.17		
00 FEDERAL PROG. REV.	0.00	0.00	0	0	0.00	0.00		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER RESOURCES	823,315.45	0.00	3,090,000	3,090,000	2,266,684.55	26.64		
00 gen	1,976,698.70	0.00	5,436,874	5,436,874	3,460,175.30	36.36		
-- Revenue	1,976,698.70	0.00	5,436,874	5,436,874	3,460,175.30	36.36		
00	0.00	0.00	0	0	0.00	0.00		
00 gen	0.00	0.00	0	0	0.00	0.00		
11 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
11 INSTRUCTION	0.00	0.00	0	0	0.00	0.00		
35 PAYROLL COSTS	860,261.26	0.00	2,817,084	2,817,084	1,956,822.74	30.54		
35 PRO./CONTRACTED SVC.	1,262.00	610.00	4,000	4,000	2,128.00	46.80		
35 SUPPLIES	966,684.41	345,602.37	2,177,460	2,171,960	859,673.22	60.42		
35 OTHER OPERATING EXP.	71.10	4,525.00	4,000	9,500	4,903.90	48.38		
35 CAPITAL PROJECTS	51,063.68	0.00	100,000	100,000	48,936.32	51.06		
35 FOOD SERVICES	1,879,342.45	350,737.37	5,102,544	5,102,544	2,872,464.18	43.71		
51 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
51 PRO./CONTRACTED SVC.	0.00	0.00	79,572	79,572	79,572.00	0.00		
51 PLANT MAINTENANCE &	0.00	0.00	79,572	79,572	79,572.00	0.00		
61 PAYROLL COSTS	185,080.64	0.00	568,990	568,990	383,909.36	32.53		
61 PRO./CONTRACTED SVC.	1,041.40	0.00	20,569	20,569	19,527.60	5.06		
61 SUPPLIES	21,282.88	4,004.01	35,200	52,700	27,413.11	47.98		
61 OTHER OPERATING EXP.	207.80	300.00	3,362	10,862	10,354.20	4.68		
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
61 COMMUNITY SERVICES	207,612.72	4,304.01	628,121	653,121	441,204.27	32.45		
81 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
81 FACILITIES ACQ. & CO	0.00	0.00	0	0	0.00	0.00		
-- Expense	2,086,955.17	355,041.38	5,810,237	5,835,237	3,393,240.45	41.85		
Grand Revenue Totals	1,976,698.70	0.00	5,436,874	5,436,874	3,460,175.30	36.36		

FC OBJ	2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
Grand Expense Totals	2,086,955.17	355,041.38	5,810,237	5,835,237	3,393,240.45	41.85		
Grand Totals	110,256.47	355,041.38	373,363	398,363	66,934.85	27.68		
	Loss	Loss	Loss	Loss	Profit			

Number of Accounts: 995

***** End of report *****

WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF DECEMBER 2023

GENERAL FUND	YTD ACTUAL	ORIGINAL BUDGET	REVISED BUDGET	YTD %	PRIOR YTD %
REVENUES	30,959,353.15	119,329,045	119,340,848	25.94%	65.38%
EXPENDITURES	40,159,470.84	118,327,765	120,063,091	33.45%	41.53%
SPECIAL PROGRAMS					
REVENUES	995,874.32	7,527,540	9,881,032	10.08%	23.52%
EXPENDITURES	2,684,960.23	7,525,019	9,878,511	27.18%	40.21%
INTEREST & SINKING					
REVENUES	8,107,279.41	33,799,502	33,799,502	23.99%	75.90%
EXPENDITURES	0.00	37,842,888	37,842,888	0.00%	0.00%
CAPITAL PROJECTS					
REVENUES	3,362,022.48	-	0.00	0.00%	0.00%
EXPENDITURES	13,380,601.01	-	537,770,684	2.49%	0.00%
ENTERPRISE FUNDS					
REVENUES	1,976,698.70	5,436,874	5,436,874	36.36%	56.21%
EXPENDITURES	2,086,955.17	5,810,237	5,835,237	35.77%	47.63%

Waxahachie ISD 2023-24 Budget Summary December 2023

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	YTD Actual Gen. Fund 1XXX	Amended State-Fed Programs	YTD Actual State-Fed Programs	Amended Debt Serv. 5XXX	YTD Actual Debt Serv. 5XXX	Amended Cap. Proj. 6XXX	YTD Actual Cap. Proj. 6XXX	Amended Ent. Fund 7XXX	YTD Actual Ent. Fund 7XXX
REVENUES											
5700 LOCAL REVENUE	62,993,497	63,005,300	12,225,535								
5800 STATE PROGRAM REVENUES	54,335,548	54,335,548	21,261,618	3,303,826	104,224	33,699,502	6,502,016		3,362,022	1,992,000	1,127,948
5900 FEDERAL REVENUES	2,000,000	2,000,000	(2,527,800)	6,577,207	891,649	100,000	1,605,263		-	354,874	25,435
7900 OTHER RESOURCES/TRANSFERS											
TOTAL REVENUES	119,329,045	119,340,848	30,959,353	9,881,033	995,873	33,799,502	8,107,279	-	3,362,022	5,436,874	823,315
APPROPRIATIONS BY FUNCTION											
00 TRANSFERS BETWEEN FUNDS											
11 INSTRUCTIONAL RESOURCES & MEDIA SER	70,567,598	71,192,982	22,731,570	5,995,889	1,334,726						
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,417,523	1,417,523	449,913		7,621						
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,765,761	1,756,245	626,116	1,734,921	223,415						
21 INSTRUCTIONAL LEADERSHIP	2,867,576	2,861,676	1,051,225		9,163						
23 SCHOOL ADMINISTRATION	6,947,041	6,892,251	2,247,187	1,391	45,325						
31 GUIDANCE AND COUNSELING SERVICES	3,118,966	3,160,966	1,071,063	1,727,211	655,330						
32 SOCIAL WORK SERVICES											
33 HEALTH SERVICES	1,486,871	1,484,871	493,620		8,656						
34 STUDENT (PUPIL) TRANSPORTATION	4,070,619	4,950,939	1,805,085		33,147					5,102,544	1,879,342
35 FOOD SERVICES			25,507		37,137						
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	5,080,856	5,547,434	1,792,680		2,544						
41 GENERAL ADMINISTRATION	3,735,228	3,735,228	1,247,205		12,718						
51 PLANT MAINTENANCE AND OPERATION	11,404,898	11,504,898	4,451,227		61,375				19,386	79,572	
52 SECURITY & MONITORING SERVICES	2,148,770	2,148,770	697,876	418,999	239,547						
53 DATA PROCESSING SERVICES	1,936,246	1,936,246	874,263		6,113						
61 COMMUNITY SERVICES	259,812	259,812	90,387		8,142					653,121	207,613
71 DEBT SERVICE						37,842,888					
81 FACILITIES	825,000	518,250	26,368					537,770,684	13,361,215		
95 JJAEP	40,000	40,000	8,395								
99 OTHER	655,000	655,000	469,785								
TOTAL APPROPRIATIONS AND TRANSFERS	118,327,765	120,063,091	40,159,471	9,878,411	2,684,960	37,842,888	-	537,770,684	13,380,601	5,835,237	2,086,955
TOTAL REVENUES OVER (UNDER) APPROPRIATIONS	1,001,280	(722,243)	(9,200,118)	2,622	(1,689,086)	(4,043,386)	8,107,279	(537,770,684)	(10,018,579)	(398,363)	(110,256)

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12 , 2024 **Presented By:** Andy Reeves

Subject: Report regarding maintenance work orders **Related Page(s)** 1

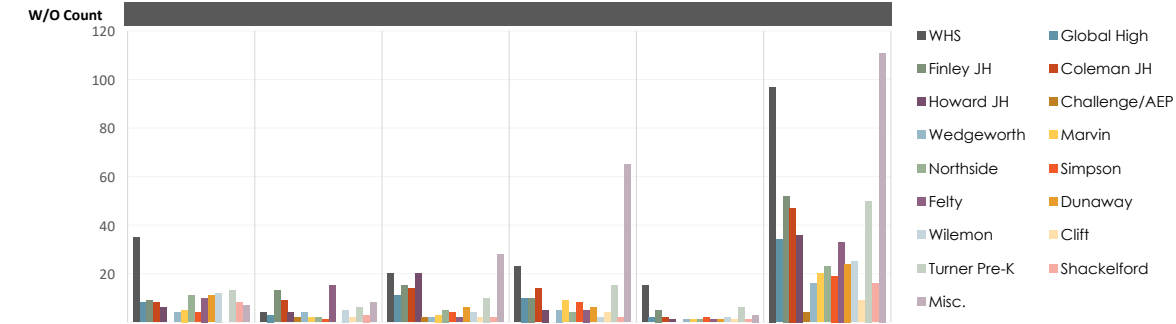
**Informational
Agenda Item**

EXECUTIVE SUMMARY: Informational report on the maintenance department’s work orders from the month of January 2024.

ATTACHMENTS:

BOARD PRIORITY GOALS		
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

January 2024 WO Report



Campus	HVAC	Elec	Plumbing	General	Doors & Locks	Total	Trend
WHS	35	4	20	23	15	97	
Global High	8	3	11	10	2	34	
Finley JH	9	13	15	10	5	52	
Coleman JH	8	9	14	14	2	47	
Howard JH	6	4	20	5	1	36	
Challenge/AEP	0	2	2	0	0	4	
Wedgeworth	4	4	2	5	1	16	
Marvin	5	2	3	9	1	20	
Northside	11	2	5	4	1	23	
Simpson	4	1	4	8	2	19	
Felty	10	15	2	5	1	33	
Dunaway	11	0	6	6	1	24	
Wilemon	12	5	4	2	2	25	
Clift	0	2	2	4	1	9	
Turner Pre-K	13	6	10	15	6	50	
Shackelford	8	3	2	2	1	16	
Misc.	7	8	28	65	3	111	
Total Count	151	83	150	187	45	616	

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Mike Morgan

Subject: Monthly Attendance, Discipline, Drug Offenses, Drug Testing, and Usage of Drug Dog and Metal Detector Report **Related Page(s)** 7



EXECUTIVE SUMMARY:

Informational reports regarding student attendance, student discipline, student drug offenses, student drug testing, and drug dog and metal detector searches for January 2024.

ATTACHMENTS:

January Reports

BOARD PRIORITY GOALS		
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RANDOM DRUG TESTING – EXTRACURRICULAR SECONDARY STUDENTS

Waxahachie ISD's most recent round of random drug testing for seventh and eighth grade students involved in extracurricular activities occurred on Friday, January 19, and the most recent round of random drug testing for high school students involved in extracurricular activities occurred on Monday, January 29. The total number of students tested at each campus is as follows:

WHS	57 students
Global HS	9 students
Coleman JH	12 students
Howard JH	10 students
<u>Finley JH</u>	<u>10 students</u>
Total	98 students

Eight students at Waxahachie High School tested positive for THC (marijuana). Five of them were new positives, two were positives that showed a decrease in the quantitative amount from the previous month so will be considered negative, and one is a second positive for a student. Melissa Bousquet is working with Jacob Perry to conduct the parent conferences. No student at Global High School or any of the junior highs tested positive for any prohibited substance.

In summation, of the 98 total students tested, six students throughout the district (at WHS) tested positive for prohibited substances.

USAGE OF DRUG DOGS AND METAL DETECTORS

Metal detectors were utilized at Challenge Academy's student entrance on Monday, January 8, checking 50 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, January 9, checking 55 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, January 10, checking 62 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, January 11, checking 62 students. There were zero hits.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Waxahachie High School in multiple classrooms on Thursday, January 11, checking 208 students total. There were six hits with zero finds on students but found two vapes dumped in the trash by students.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Global High School's parking lot Thursday, January 11, checking 78 vehicles total. There was one hit with zero finds.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, January 12, checking 57 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, January 17, checking 56 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, January 18, checking 55 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, January 19, checking 47 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Monday, January 22, checking 41 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, January 23, checking 53 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, January 24, checking 54 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, January 25, checking 58 students. There were zero hits.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Waxahachie High School's parking lot Thursday, January 25, checking 214 vehicles total. There were six hits with zero finds.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Global High School in multiple classrooms on Thursday, January 25, checking 77 students total. There were two hits with zero finds.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at High School of Choice in multiple classrooms on Thursday, January 25, checking 22 students total. There were two hits with zero finds.

Metal detectors were utilized at Waxahachie High School's student and bus entrances on Friday, January 26, checking 388 students total. There were 28 hits with zero finds.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, January 26, checking 48 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Monday, January 29, checking 54 students. There were zero hits.

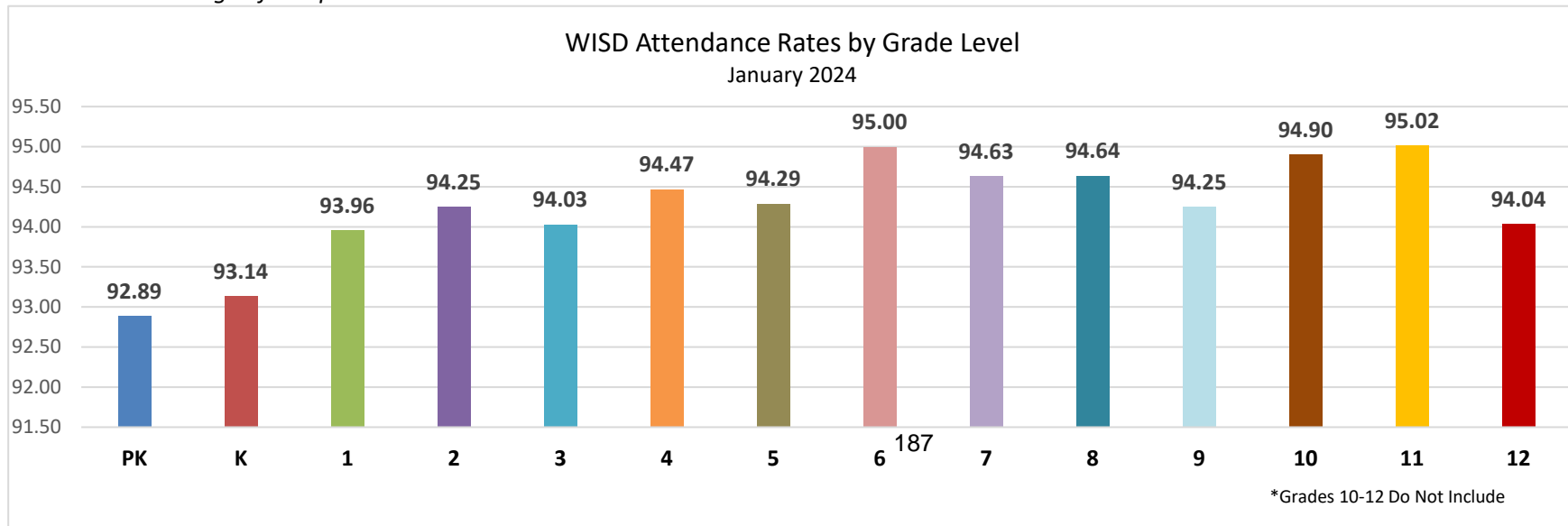
Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, January 30, checking 58 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, January 31, checking 51 students. There were zero hits.

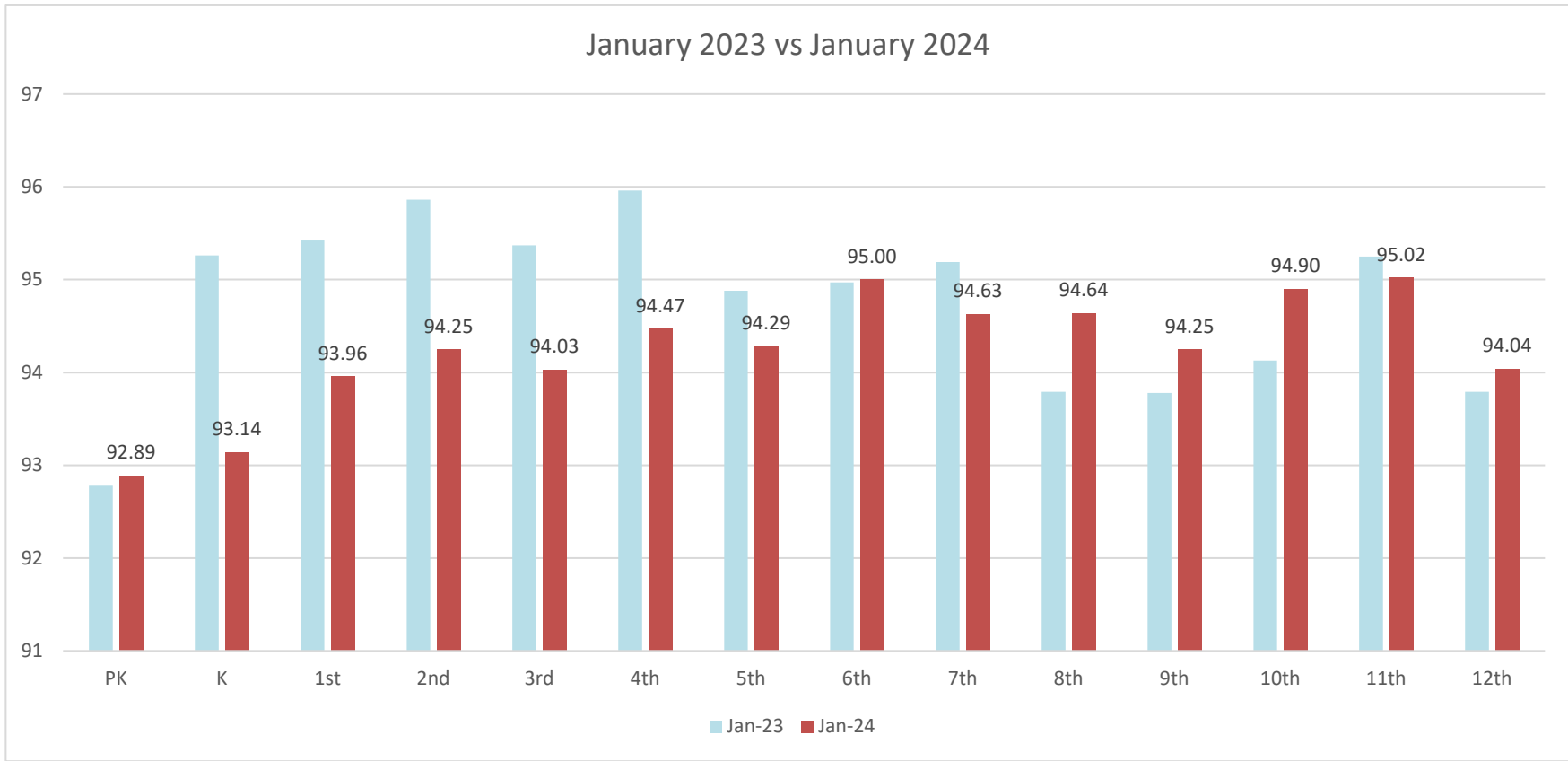
WAXAHACHIE ISD January 2024 Attendance Report

	August	September	October	November	December	January	February	March	April	May	
Waxahachie High School	95.90%	94.09%	93.97%	93.55%	95.21%	93.44%					
High School of Choice	93.40%	90.14%	90.11%	91.12%	92.52%	91.47%					
Global High School	97.86%	96.41%	96.34%	95.75%	95.97%	95.58%					
Coleman Jr. High	95.25%	95.42%	95.10%	94.67%	93.99%	94.64%					
Finley Jr. High	96.94%	96.05%	95.59%	94.90%	94.88%	94.38%					
Howard Jr. High	96.52%	96.14%	95.93%	95.97%	96.19%	95.26%					
Clift Elementary	96.17%	95.89%	94.14%	94.25%	95.49%	94.87%					
Dunaway Elementary	97.39%	96.16%	95.18%	94.88%	94.53%	94.26%					
Felty Elementary	96.08%	96.71%	95.98%	96.09%	95.93%	94.72%					
Marvin Elementary	96.10%	94.42%	94.19%	94.41%	93.61%	93.00%					
Northside Elementary	96.77%	95.56%	94.05%	94.34%	93.90%	93.03%					
Shackelford Elementary	97.15%	96.37%	96.27%	94.73%	96.15%	95.64%					
Simpson Elementary	97.76%	96.90%	96.56%	95.52%	95.81%	94.52%					
Wedgeworth Elementary	96.26%	95.55%	95.04%	94.49%	93.86%	92.67%					
Wilemon Elementary	97.57%	97.07%	95.82%	95.53%	95.13%	93.29%					
Turner PreK	95.30%	92.68%	88.57%	91.26%	89.89%	90.62%					
				<i>*Highlighted cells indicate a drop in attendance from previous month.</i>							
District ADA:	96.36%	95.36%	94.83%	94.50%	94.96%	93.98%					

** Total ADA is calculated with different programs/students receiving different weights for attendance. It is not a true average of campus attendance.*



WAXAHACHIE ISD January 2024 Attendance Report



Discipline Data for WISD (1/1/2024 – 1/31/2024)

The discipline breakdown for Waxahachie ISD for the month of **January** shows discipline assignment trends for students in the district. While all categories of violations are represented in this report, specific categories of discipline infractions to note are: Brought a Firearm to School or Unlawful Carrying of a Handgun **(11)**. Conduct Containing Elements of Offense Relating to Prohibited Weapon **(14)**. Violation of Student Code of Conduct **(21)**. Criminal Mischief **(22)**. Assault Against Someone Other than School Employee **(28)**. Fighting/Mutual Combat **(41)**. Harassment Against an Employee of School District **(60)**. Possessed, sold, gave, used, delivered, or was under the influence of marijuana or THC **(62)**. Possessed, sold, gave, delivered, or used e-cigarette **(63)**.

DAEP Placements (51):

- **1** Brought a Firearm to School **(11)** *Mandatory Expulsion *transfer student - offense occurred in another state; WISD upheld expulsion for 1st semester and student is now at DAEP.*
- **9** Violation of Student Code of Conduct **(21)** *Discretionary DAEP Placement*
- **1** Assault Against Someone Other Than School employee **(28)** *Mandatory DAEP Placement*
- **8** E-Cigarette/Vaping Device **(63)** *Mandatory DAEP Placement*
- **13** Fighting/Mutual Combat **(41)**. *Discretionary DAEP Placement*
- **1** Harassment Against an Employee of the District **(60)** *Mandatory DAEP Placement*
- **18** Possessed, Sold, Gave, Used, Delivered, Or was under the Influence of Marijuana or Tetrahydrocannabinol **(62)** *Mandatory DAEP Placement*

Expulsions (3):

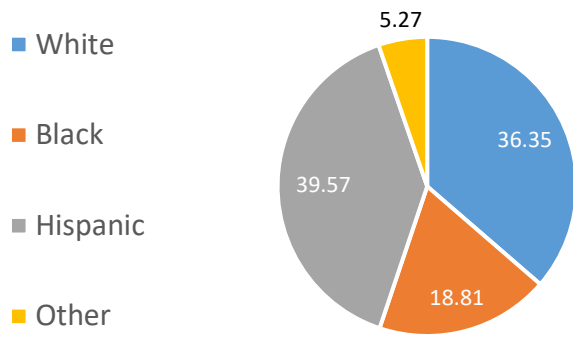
- **2** DAEP Serious Misconduct – Fighting
- **1** Assault Against Someone Other Than School Employee

ISS/OSS Placements:

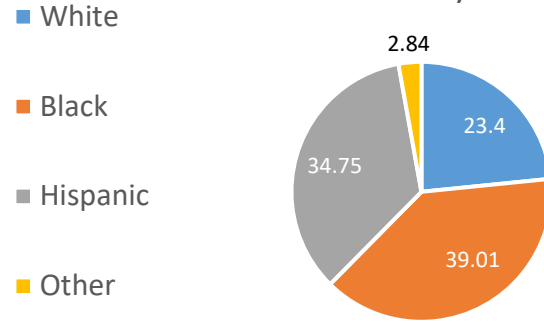
- There were **141** ISS assignments (both full and partial days) for date window. Some of these were multiple day assignments.
- There were **34** OSS assignments (both full and partial days) for date window. Some of these were multiple day assignments.

Charting Discipline for WISD:

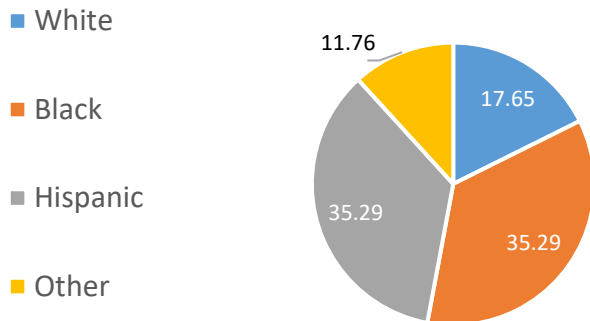
Enrollment % By Ethnicity (11,042 Total)



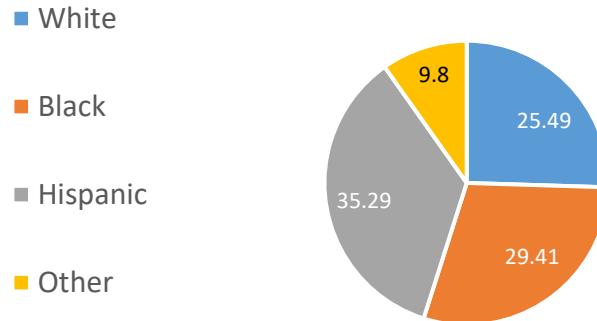
ISS Placements (141 Total)
Ethnicity %



OSS Placements (34 Total)
Ethnicity %



DAEP Placements (51 Total)
Ethnicity %



WAXAHACHIE ISD

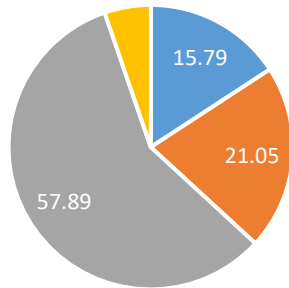
STUDENT DRUG OFFENSES

2023-24 School Year

CAMPUS	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
WHS	4	11	6	4	17	16				
HSOC	0	0	0	0	0	1				
Global	0	0	0	1	0	0				
Coleman	1	0	3	0	2	1				
Finley	0	0	0	1	0	0				
Howard	0	0	0	0	0	1				
Total	5	11	9	6	19	19				

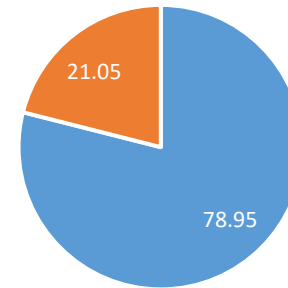
Drug Offenses (19 Total)
Ethnicity %

- White
- Black
- Hispanic
- Other



Drug Offenses (19 Total)
Gender %

- Male
- Female



**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: January 8, 2024 **Presented By:** Christian Garippa

Subject: Transportation Update **Related Page(s)** 15

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

Informational update for the Transportation Department.

ATTACHMENTS:

Slide Presentation

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity



Waxahachie ISD Transportation Accountability Update

January 2024

WAXAHACHIE ISD TRANSPORTATION

By the Numbers



Routes

- Elementary Routes – 41
- Junior High Routes – 18
- High School Routes – 23
- SPED Routes – 11
- Global Runs – 1
- DAEP Runs – 1
- JJAEP Runs – 2
- MCV - 2
- MID-DAY Runs – 5
- Sports Shuttles - 4
- Student Transport – 4,555

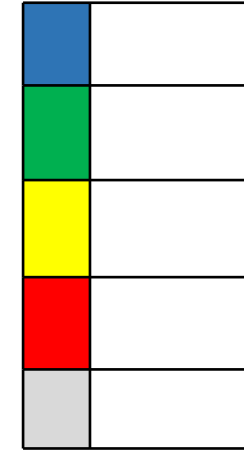
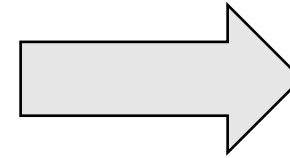
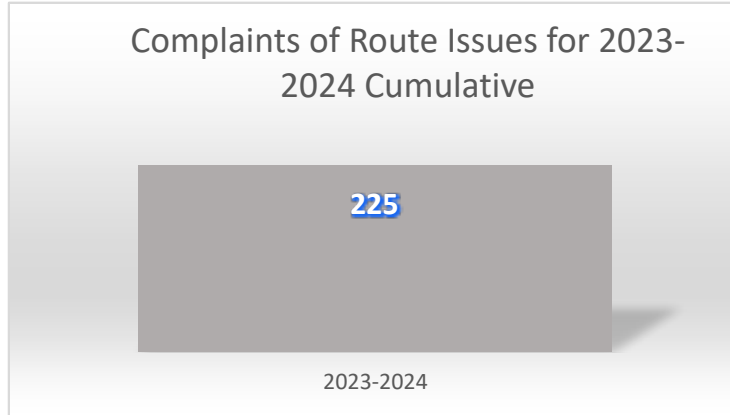
Fleet Size

- Full Size Diesel Buses – 56 (44 Usable for Route)
- SPED Diesel Buses – 14
- District White Fleet – 60
 - Book – 1
 - CTE – 2
 - Food Services – 3
 - Grounds – 6
 - Maintenance – 23
 - Security – 11
 - Technology – 2
 - Transportation – 10
 - Warehouse – 2
- Trailers/Off-Road/Misc. – 21

Total – 151

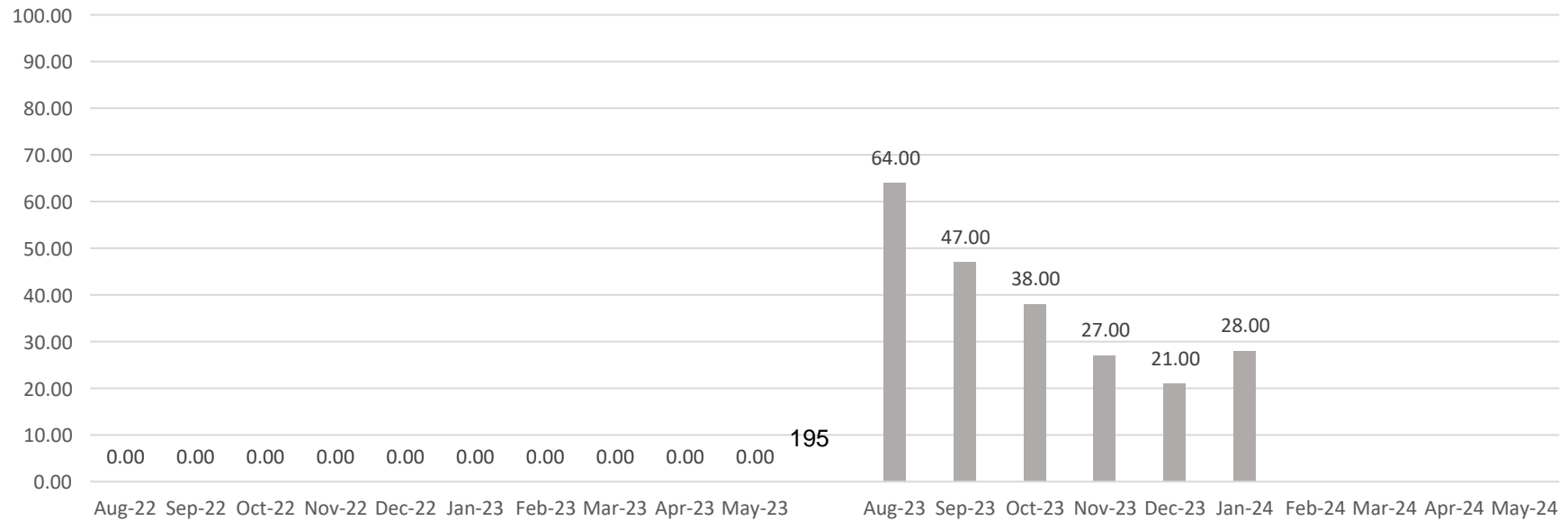
Transportation

2.1 Complaints of Route Issues



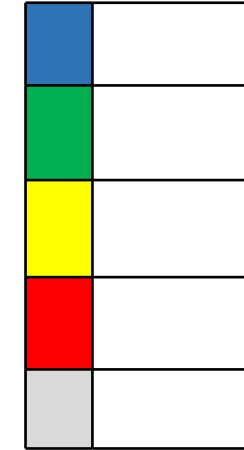
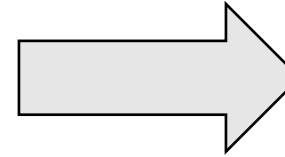
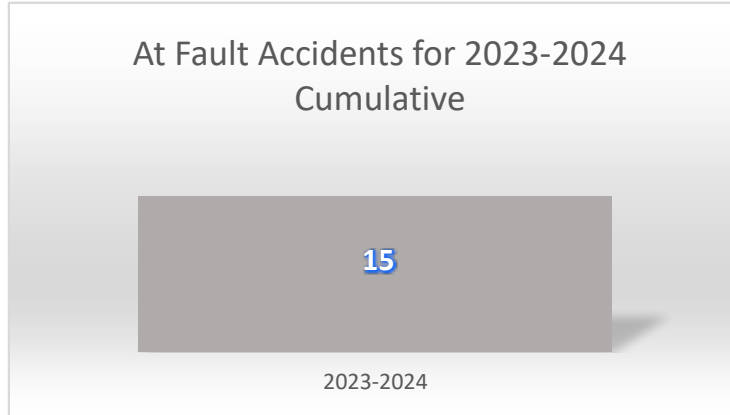
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

Complaints of Route Issues



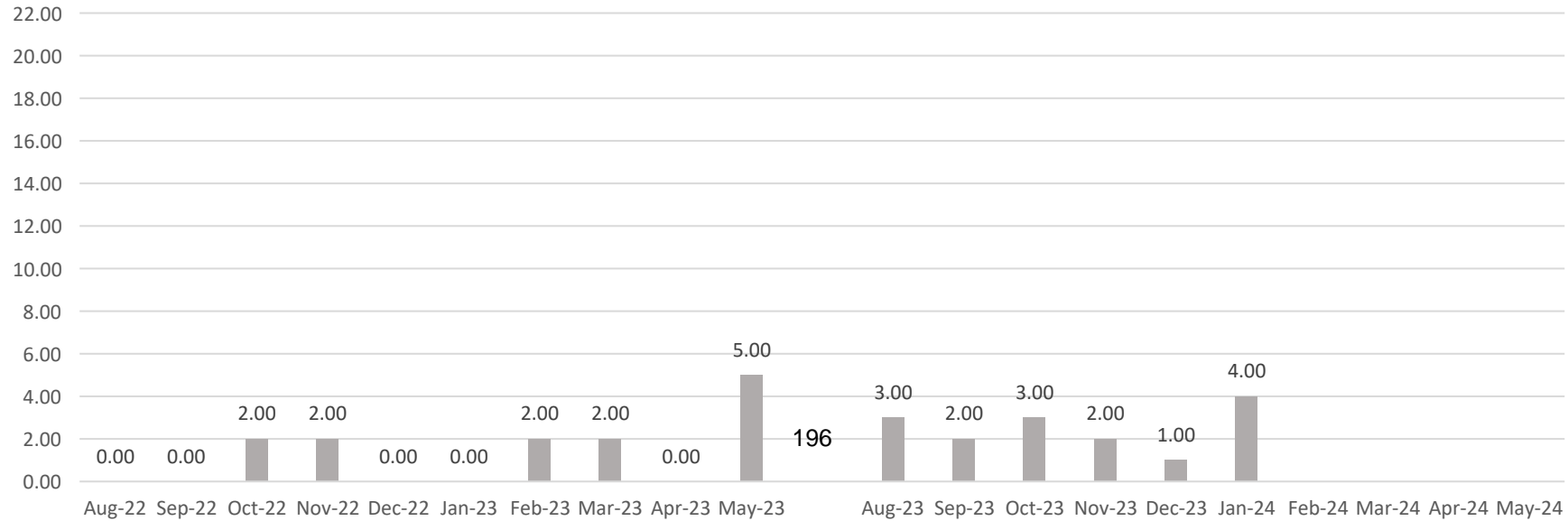
Transportation

3.1 At Fault Accidents



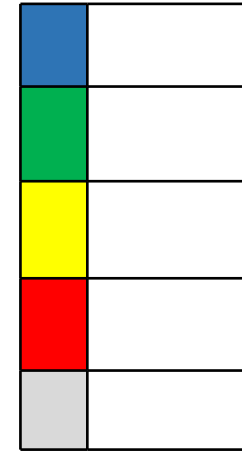
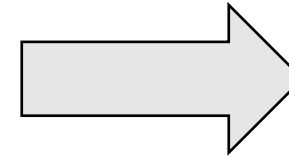
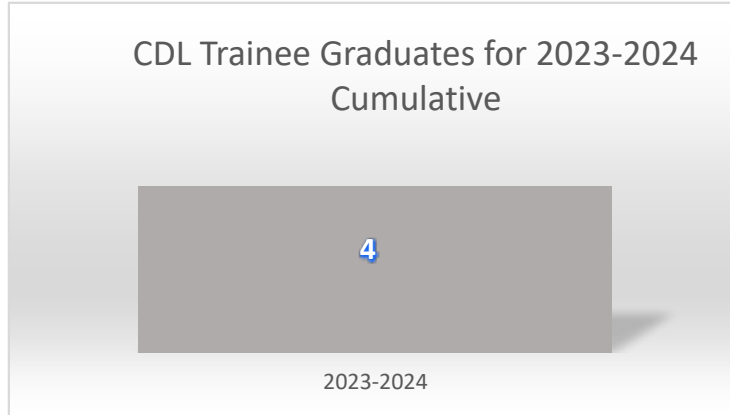
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

At Fault Accidents



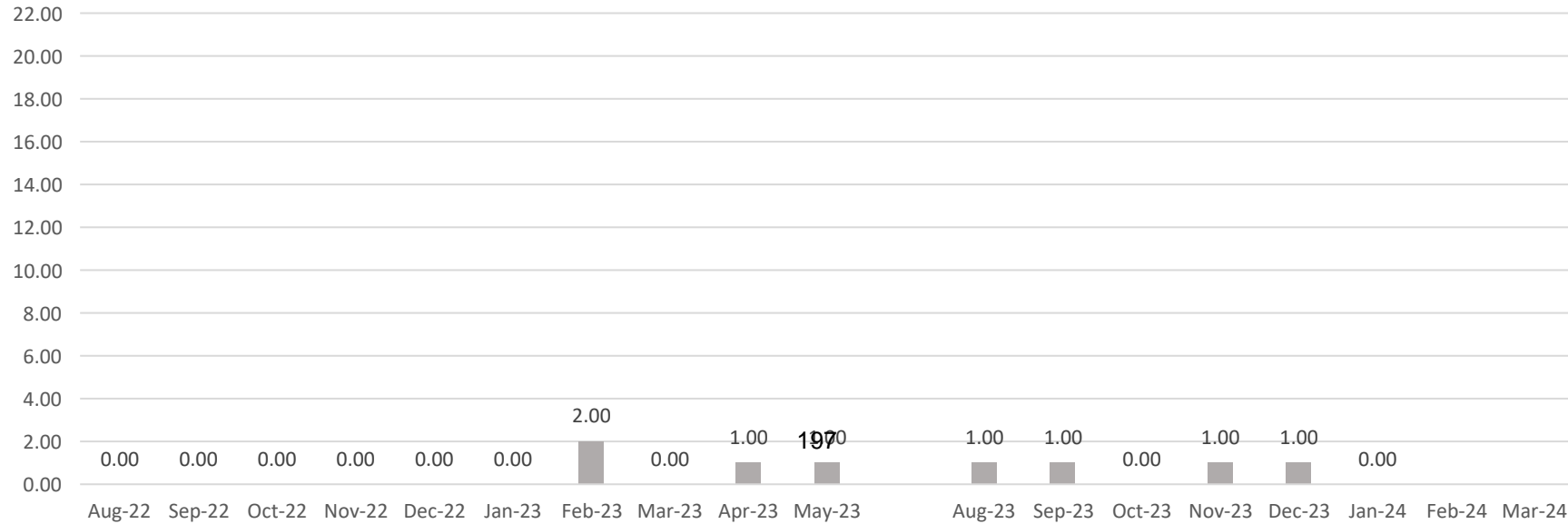
Transportation

3.2 CDL Trainee Graduates



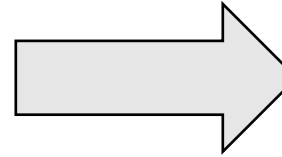
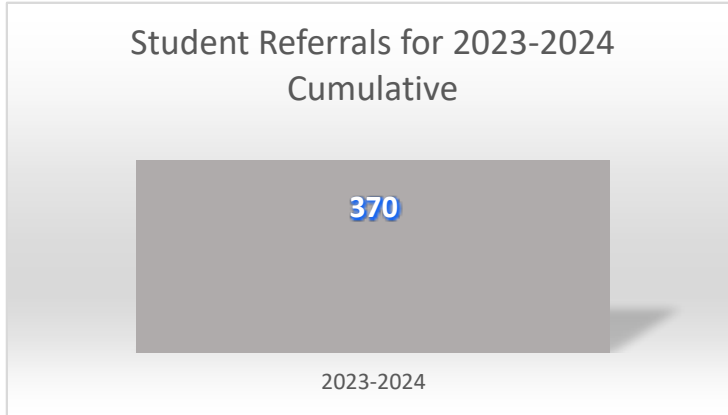
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

CDL Trainee Graduates



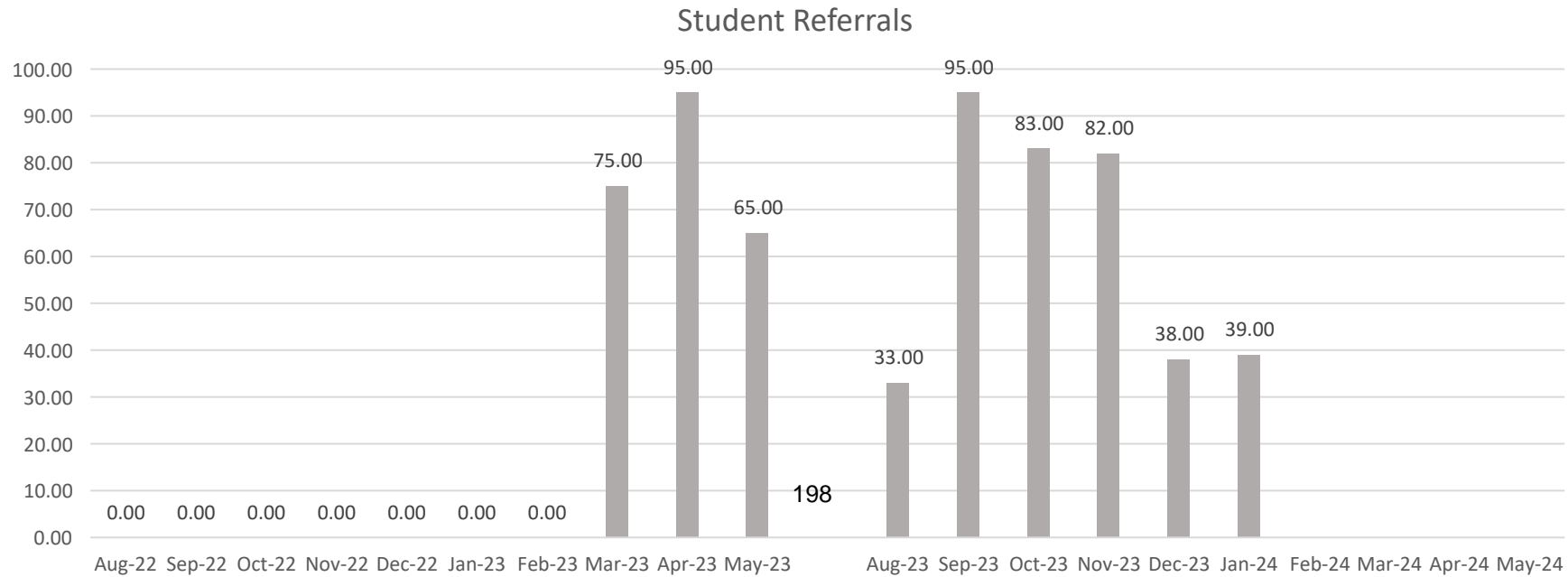
Transportation

4.1 Student Referrals



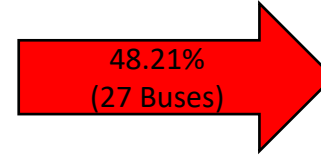
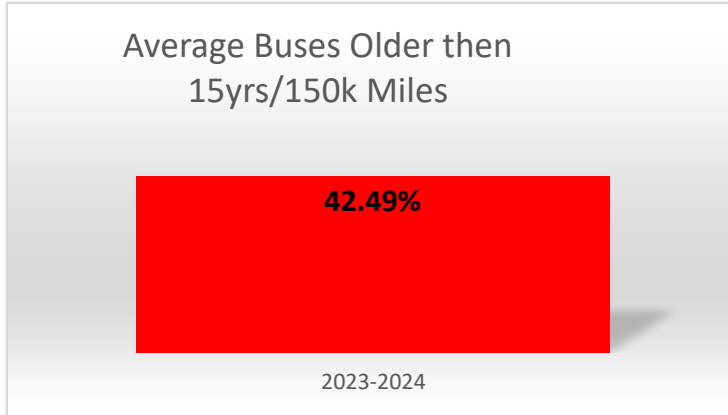
Blue	
Green	
Yellow	
Red	
Grey	

Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data



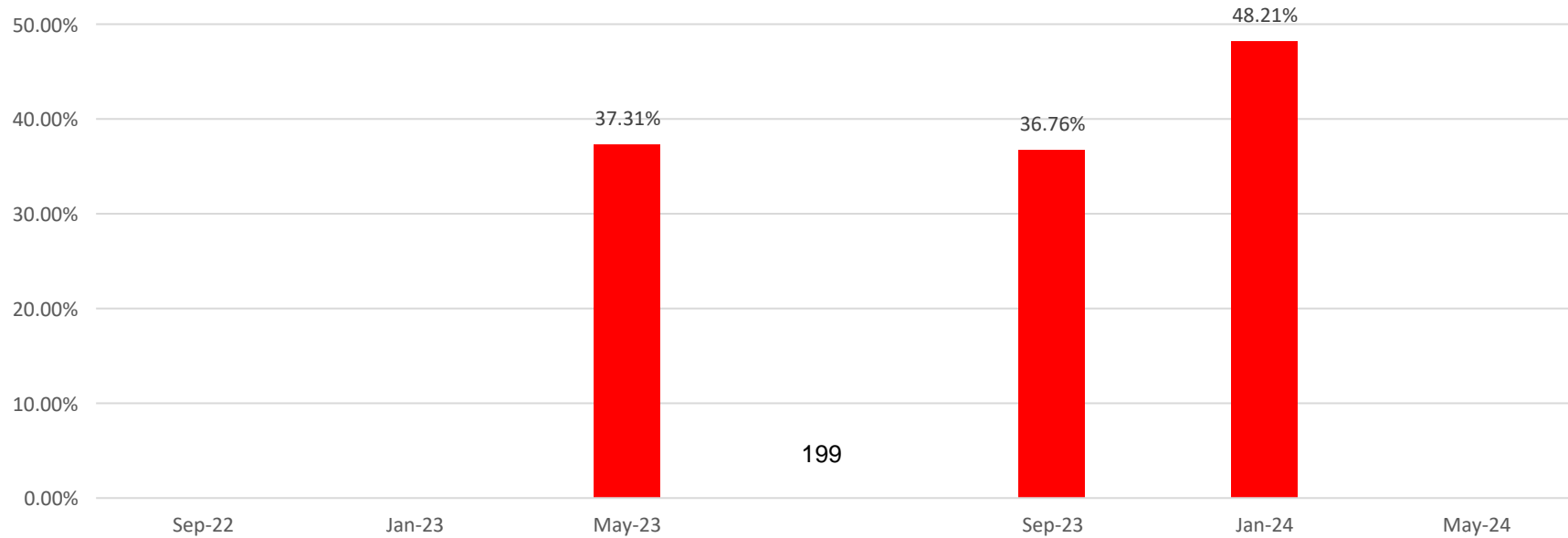
Transportation

5.1 Buses Older than 15yrs/150k Miles



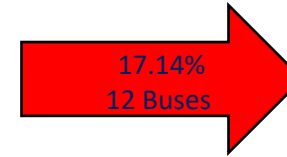
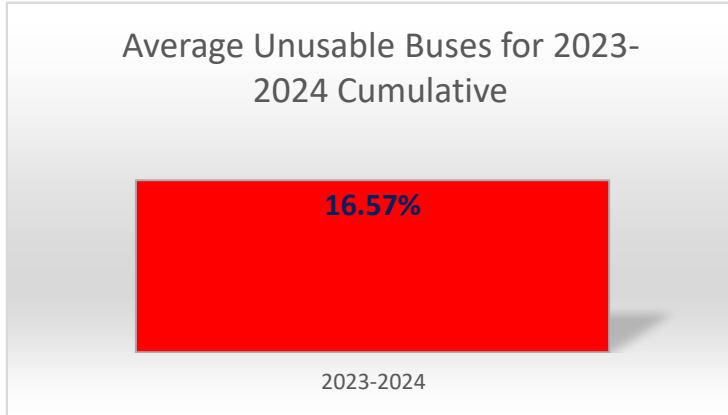
	Above Goal		<12%
	At Goal		12%-18%
	Near Goal		18%-25%
	Below Goal		>25%
	No Data		

Buses Older then 15yrs/150k Miles



Transportation

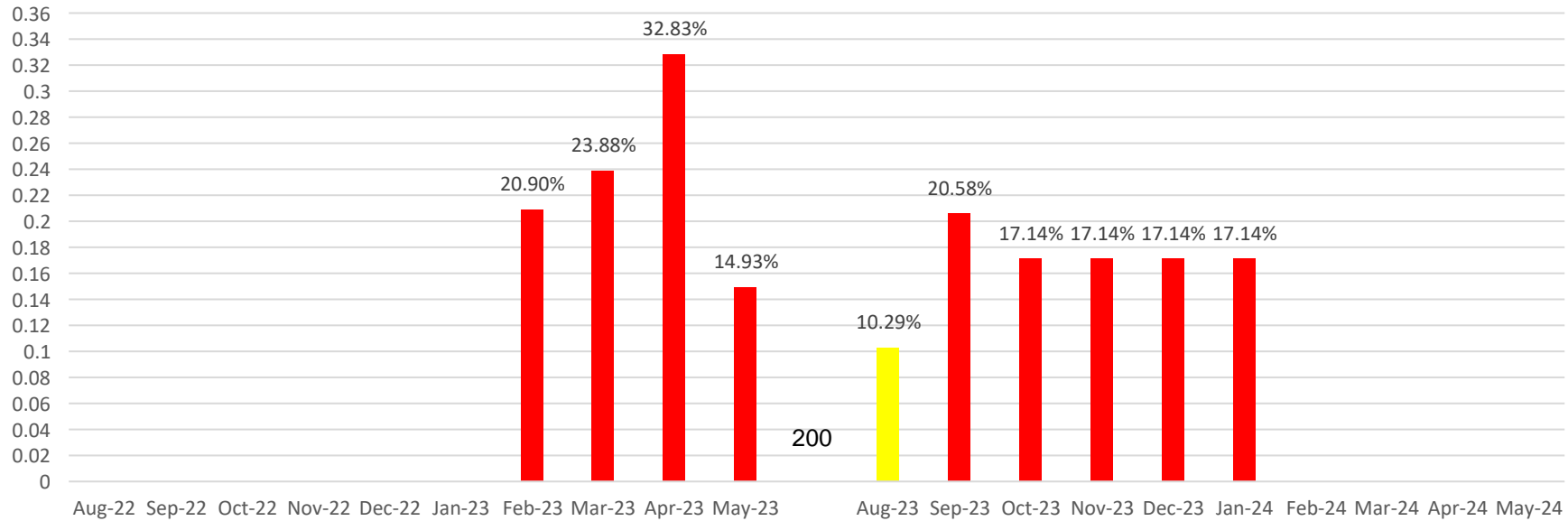
5.2 Average Unusable Buses



	Above Goal
	At Goal
	Near Goal
	Below Goal
	No Data

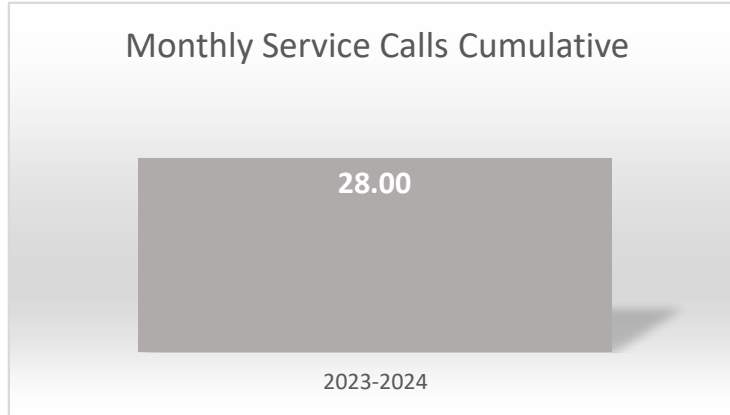
	< 5 %
	5-8%
	9-12%
	>12%

Average Monthly Unusable Buses



Transportation

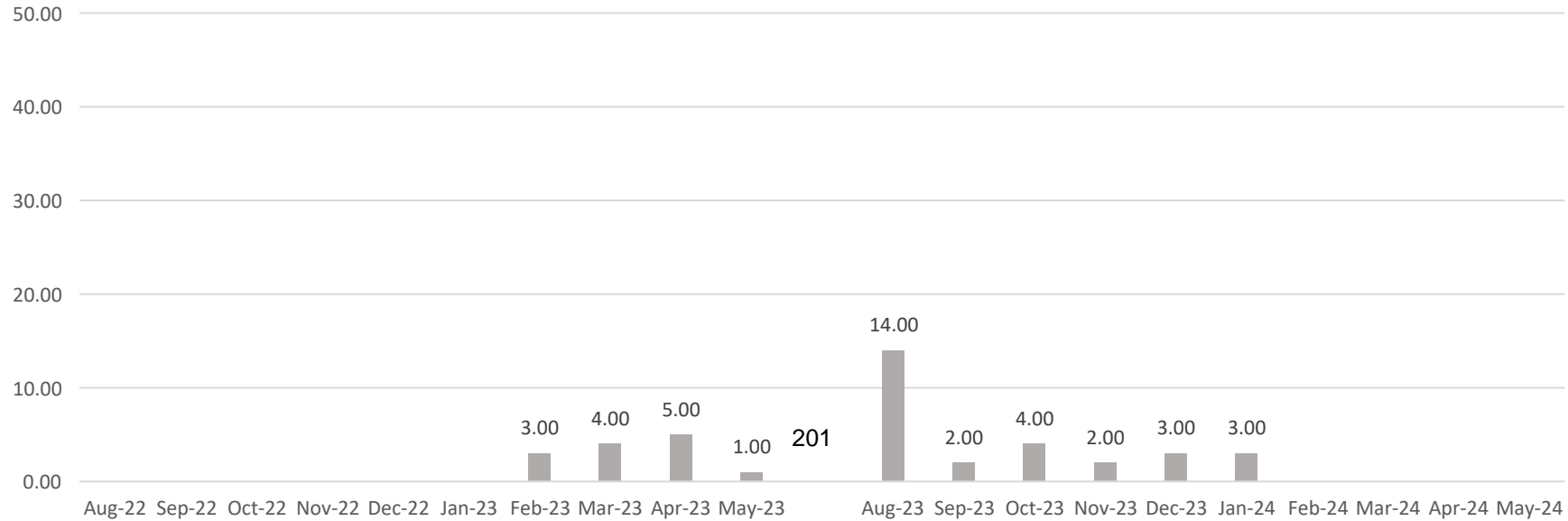
5.3 Monthly Service Calls



Blue	
Green	
Yellow	
Red	
Grey	

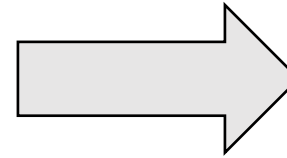
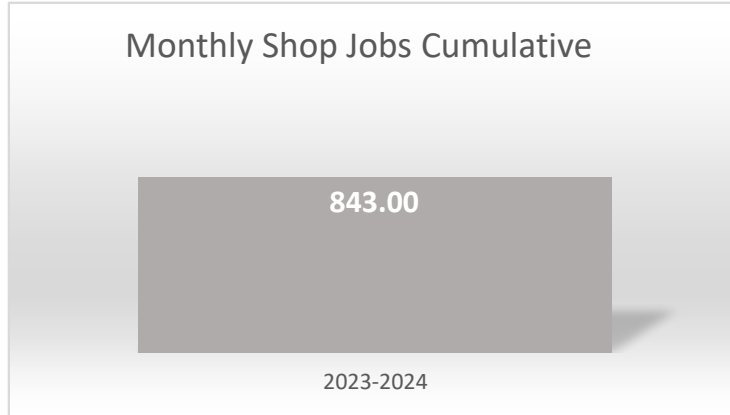
Above Goal
At Goal
Near Goal
Below Goal
No Data

Monthly Service Calls



Transportation

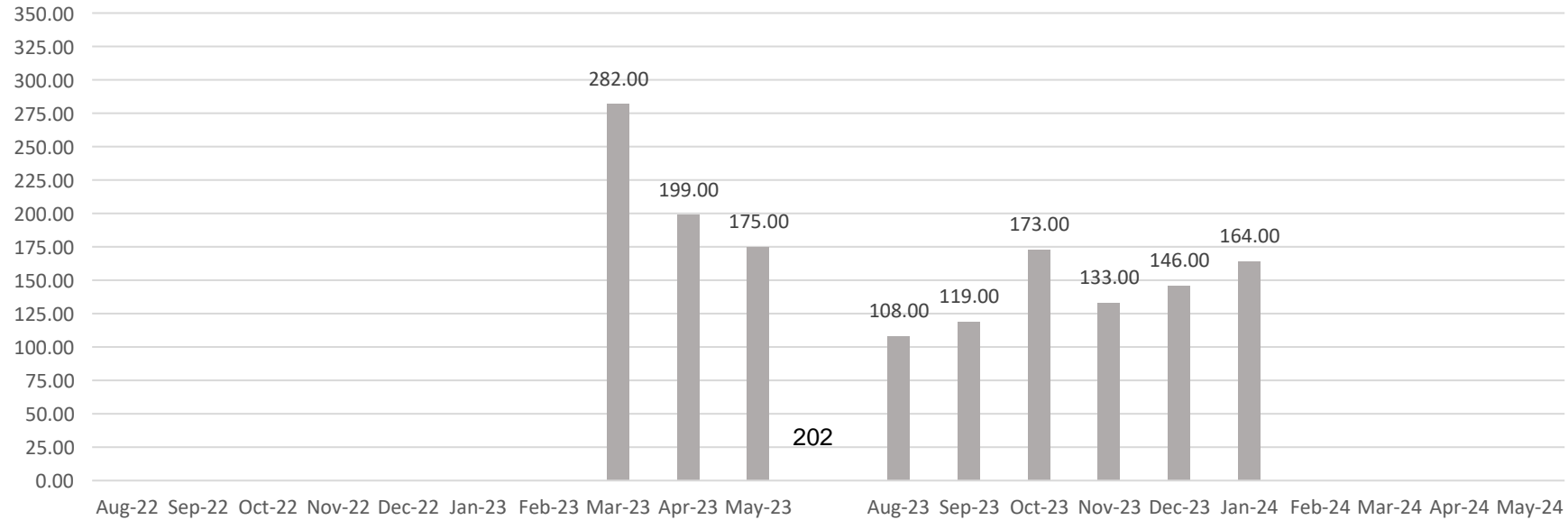
5.4 Monthly Shop Jobs Completed



Blue	
Green	
Yellow	
Red	
Grey	

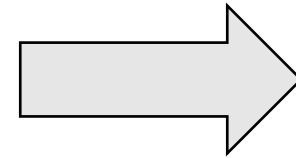
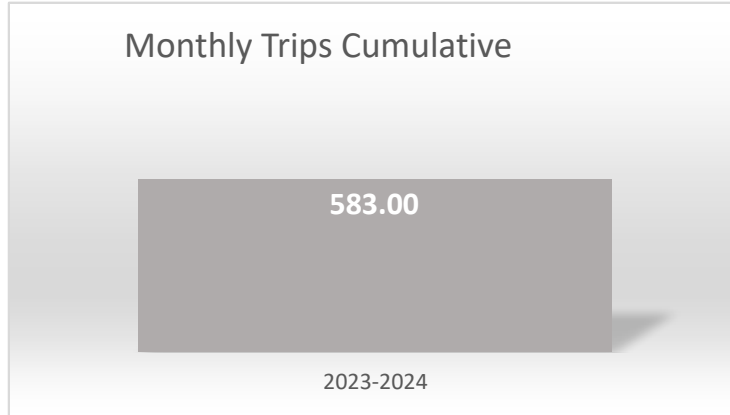
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

Monthly Shop Jobs Completed

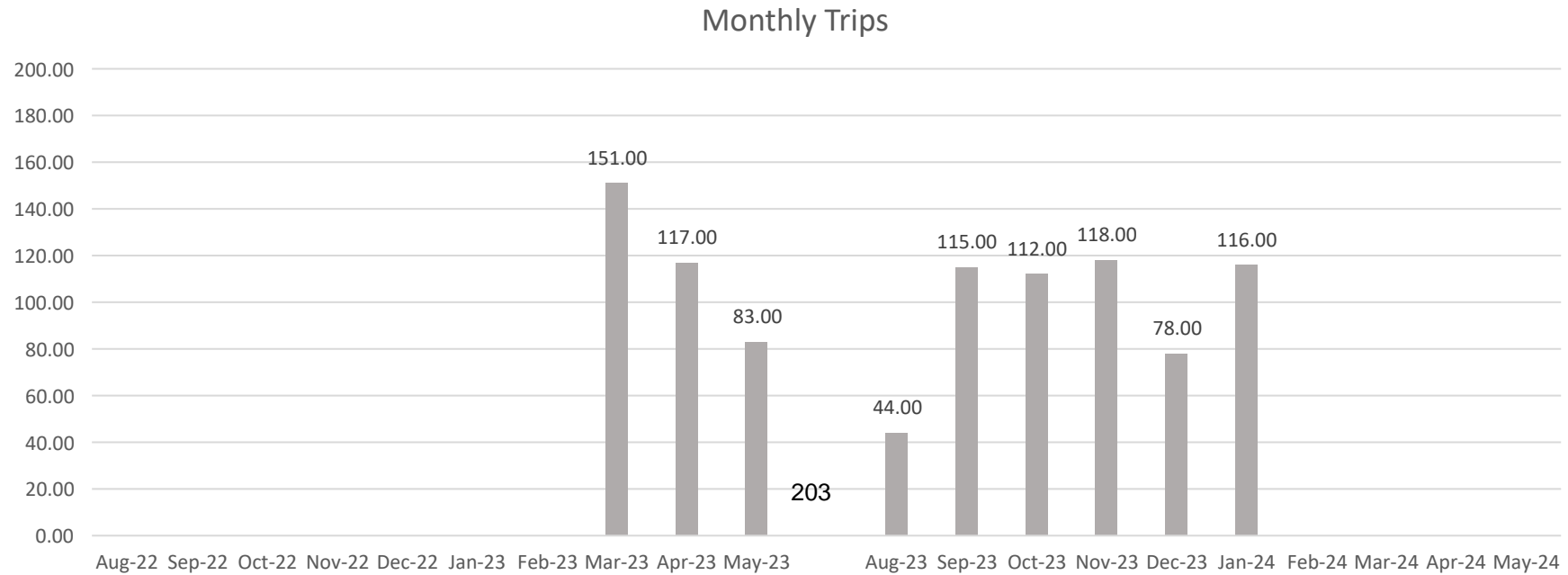


Transportation

6.1 Monthly Trips

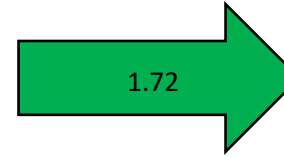
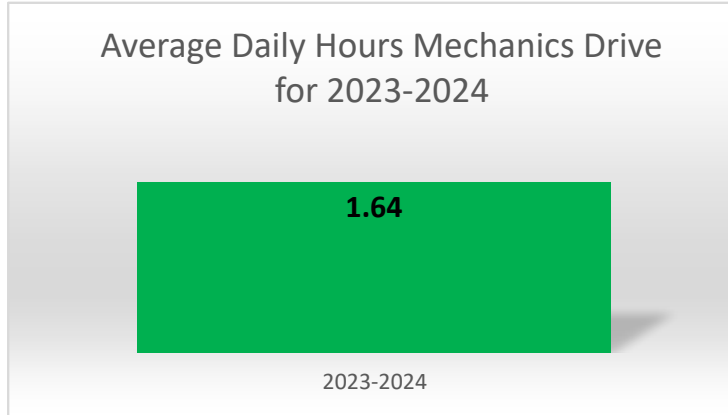


	Above Goal
	At Goal
	Near Goal
	Below Goal
	No Data



Transportation

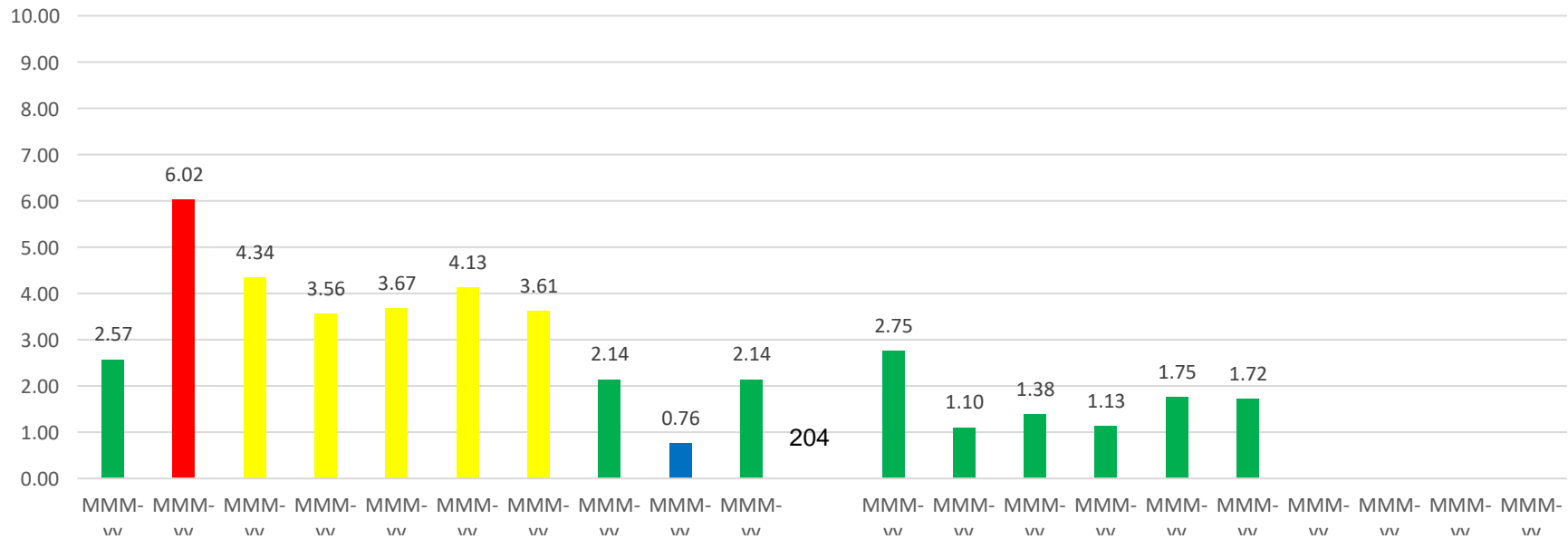
7.1 Number of Daily Hours Mechanics Have to Drive Routes



	Above Goal
	At Goal
	Near Goal
	Below Goal
	No Data

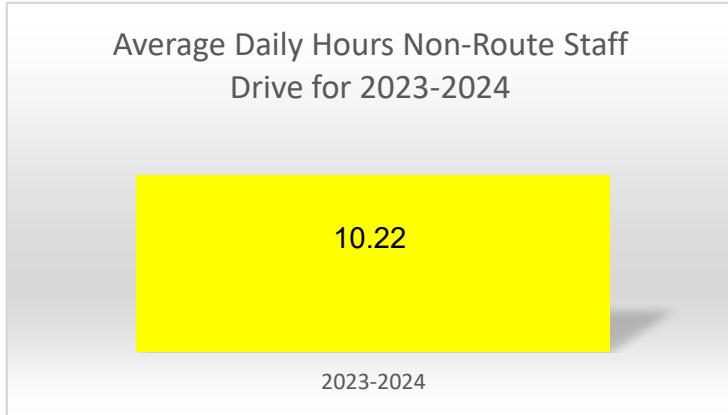
	<1
	1-3
	3-5
	>5

Average Daily Hours Mechanics Drive



Transportation

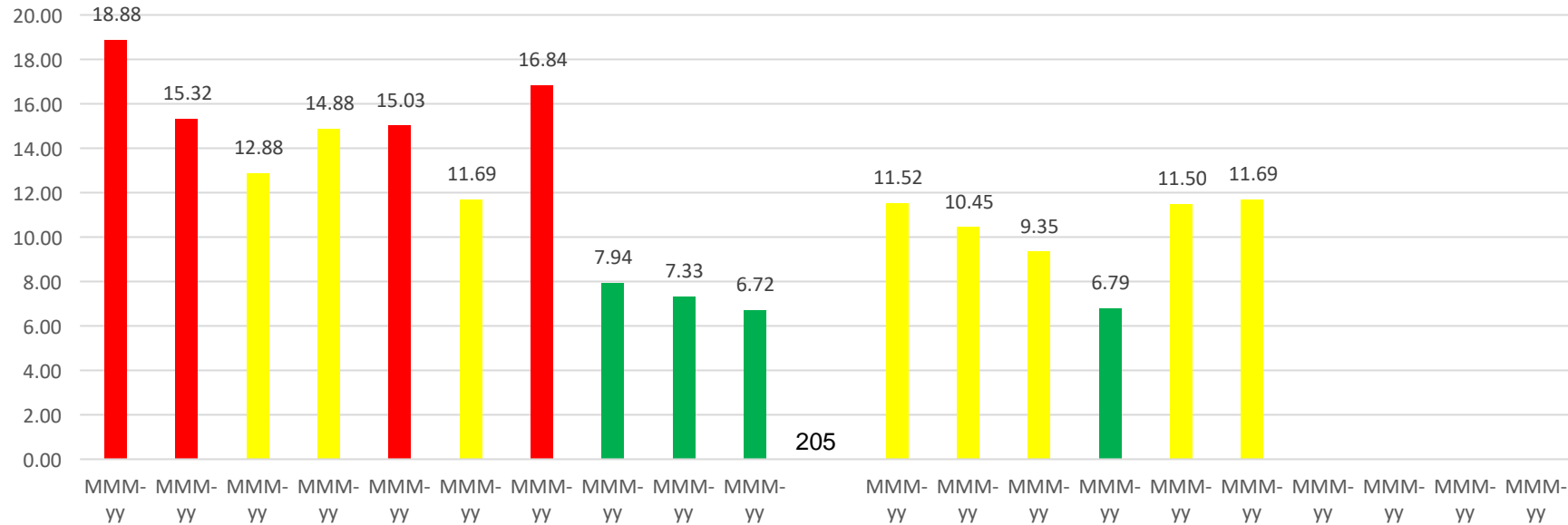
7.2 Number of Daily Hours Non-Route Staff Have to Drive Routes



	Above Goal
	At Goal
	Near Goal
	Below Goal
	No Data

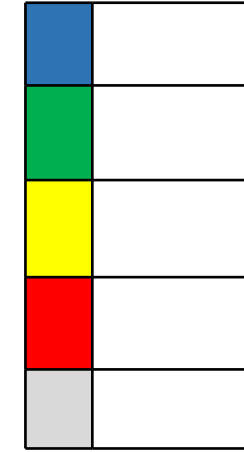
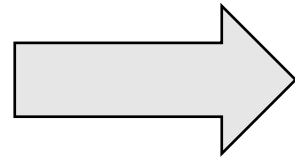
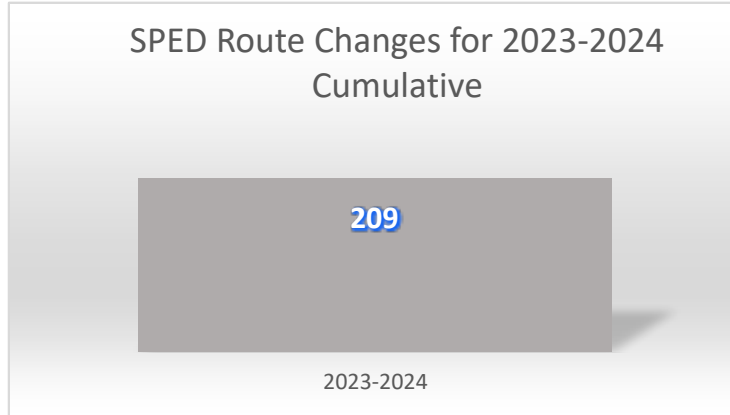
	<3
	3-8
	9-15
	>15

Average Daily Hours Non-Route Staff Drive



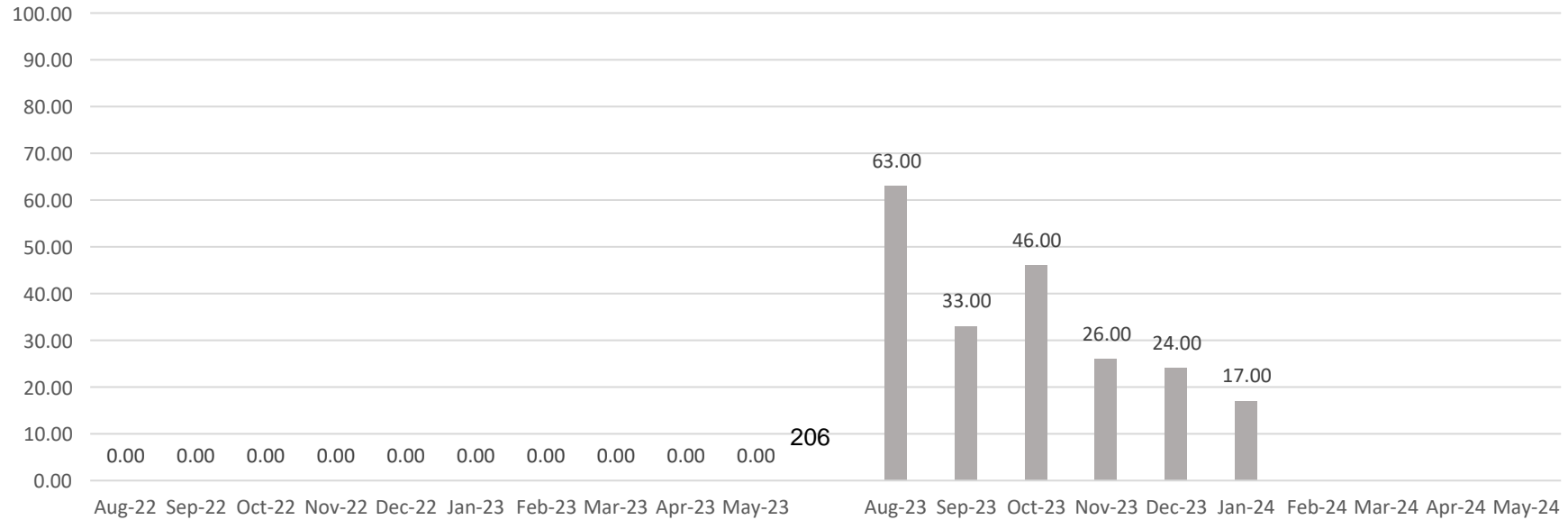
Transportation

8.1 SPED Route Changes



Above Goal
At Goal
Near Goal
Below Goal
No Data

SPED Route Changes





Choices.
Collaboration.
Belonging.
Community.

Our vision is to be a district where innovation thrives and growth is limitless.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Monica James

Subject: New Hires and Resignations **Related Page(s)** 2

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

The Human Resources Department has provided an overview of resignations, retirements, and new hires in the past month.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Monica James

Subject: New Position **Related Page(s)** 1



EXECUTIVE SUMMARY:

The Human Resources Department is requesting a new position for NJROTC/NNDC Instructuror.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve new position for NJROTC/NNDC Instructuror.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Monica James

Subject: Administrative Contracts **Related Page(s)** 3



EXECUTIVE SUMMARY:

Consideration and action to approve administrative contracts as presented.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve the administrative contracts.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Lee Auvenshine

Subject: School Marshal Appointment **Related Page(s)** School Marshal Appointment Form

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Two employees recently completed the 80-hour training administered by the Texas Commission on Law Enforcement to become eligible to serve as school marshals pursuant to WISD Board Policy CKEB (Legal) and Section 37.0811 of the Texas Education Code. Both WISD administration and WPD Lt. Chris Dickinson recommend action by the Board of Trustees to appoint these individuals to serve in the role of school marshal on WISD campuses.

ATTACHMENTS:

BOARD PRIORITY GOALS		
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends approval of the appointment of school marshals who have been certified as eligible by the Texas Commission on Law Enforcement pursuant to WISD Board Policy CKEB (Legal) and Section 37.0811 of the Texas Education Code.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Designate Agent for Property Value Study appeal **Related Page(s)** EAD Resolution



EXECUTIVE SUMMARY:

The Comptroller’s office reviews the appraisal valuation data submitted by the local appraisal districts to ensure that the data is accurate to the property tax code. This measurement is done through statistical sampling within the property categories to within a confident interval of certainty. In years past, when values did not meet expectations, the local CAD could file an appeal on the district’s behalf to present evidence to support the local valuations. Due to a change in state law, the Board of the district and Board of the appraisal district must delegate an agent to act on our behalf (unless we file the appeal ourselves). We are requesting the Trustees name the Chief Appraiser of the Ellis County Appraisal District, as our agent for purposes of filing an appeal of the values from our 2023 property value study if an appeal needs to be filed.

ATTACHMENTS:

Resolution naming an agent for property value study appeal

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve resolution naming the Chief Appraiser of the Ellis County Appraisal District as our agent for purposes of filing property value study appeal as presented.

Resolution for ISDs to appoint CAD as Agent in Property Value Study
(Propose Annual Action at the Beginning of Each Year)

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

A RESOLUTION
AUTHORIZING THE ELLIS APPRAISAL DISTRICT CHIEF APPRAISER
OR OTHER EMPLOYEE OF EAD TO ACT AS AGENT IN
REGARD TO FILING A PROTEST AGAINST THE
COMPTROLLER’S 2023 PROPERTY VALUE STUDY
FOR WAXAHACHIE ISD:

WHEREAS, the Board of Trustees of said Independent School District intend to protest the Comptroller’s Property Value Study for tax year 2023;

WHEREAS, 34 TEX. ADMIN. CODE § 9.4302 permits the governing body of a school district to designate the Chief Appraiser and other employees of the appraisal district to act as its agent for the school district in the protest of the Comptroller’s Property Value Study;

WHEREAS, the Board of Trustees of said Independent School District have *unanimously* voted to approve and grant authority to the Chief Appraiser of the Ellis Appraisal District (“EAD”) and all other EAD employees, as delegated and determined by the EAD Chief Appraiser, to act as its agent regarding its protest of the Comptroller’s Property Value Study for tax year 2023;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of said Independent School District hereby authorize and otherwise grant authority to the EAD Chief Appraiser and all other employees of EAD to act as its agent in its protest of the Comptroller’s Property Value Study for tax year 2023.

This resolution shall become effective upon its passage.

Passed, adopted and resolved by the Board of Trustees, at a meeting at which a quorum was present and a majority of the trustees voting for and at which meeting this resolution, in written form, was before the Board at the time of its adoption.

ADOPTED on the _____ day of February, 2024.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

ATTEST: _____
Dusty Autrey
President, Board of Trustees

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Dr. David Averett

Subject: MOU Texas State Technical College **Related Page(s)** 17



ATTACHMENT:

Texas State Technical College Dual Credit Memorandum of Understanding is included.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends approval of the proposed MOU between WISD and TSTC for Dual Credit courses.

**Texas State Technical College
Dual Credit
Memorandum of Understanding**

This Dual Credit Memorandum of Understanding (hereinafter referred to as “MOU”) is between **Texas State Technical College**, an institution of higher education and an agency of the State of Texas (which may hereinafter be referred to as the “College” or “TSTC”), the **Waxahachie Independent School District** (which may hereinafter be referred to as the “District”), and the below listed high school(s) which is/are part of the District (which may hereinafter be referred to as the “High School Partner” or collectively as the “High School Partners”). TSTC, the District, and the High School Partner(s) may individually be referred to as a “Party” or collectively as “Parties” to this MOU.

High School Partner	High School CEEB Code	Name and Physical Address of Dual Credit Instructional Location/Site (Geographical Address where instruction occurs)	ISD Instructional Formats (Online, TSTC Campus, Off-site Credentialed Facility)
Waxahachie High School	447382	411 N. Gibson Street Waxahachie, TX 75165	Online
		TSTC North Texas 119 N. Lowrance Rd. Red Oak, TX 75154	Onsite

The Parties enter into this MOU as authorized by [Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.84\(a\)](#), and agree as follows:

OVERVIEW

TSTC is committed to serving the students and communities of Texas through collaborative work with High School Partner(s). A major initiative promoting technical education and careers is the **Texas State Technical College Dual Credit Program**, which includes the provision of the Dual Credit state program to qualified students. Dual Credit agreements will be aligned with the strategic priorities of the District and the College. TSTC will annually review Dual Credit Pathways and matriculation rates, in addition to the economic development needs of the State of Texas in order to ensure the partnerships in place are commensurate with all aforementioned strategic goals.

DUAL CREDIT MISSION

In order to prepare students for educational and career success, the purpose and mission of TSTC’s Dual Credit program is to provide a comprehensive, structured approach leading to a post-secondary credential at Texas State Technical College. This model allows students the opportunity to complete Career and Technical Education (CTE) courses and potentially prepares them to test for industry-based certifications. The High School Partner(s) agrees to support TSTC’s Dual Credit students in completing coursework in their chosen Dual Credit pathway, and streamline matriculation efforts to TSTC to pursue a credential in a high-demand, high-wage field of study.

MOU PURPOSE

The purpose of this MOU is to outline the roles and responsibilities of TSTC, the District and the High School Partner(s). This MOU is an agreement that encompasses all programs and initiatives under TSTC's Dual Credit program, as required by the Texas Education Agency and the Texas Higher Education Coordinating Board.

KEY COMPONENTS OF THIS MOU

Upon execution of this MOU, TSTC agrees to:

- 1) Provide the High School Partner(s) with a Dual Credit pathway that is reflective of regionally based industry needs.
- 2) Support the High School Partner(s) by way of College recruitment presentations and informational meetings for all students at the High School Partner(s) locations throughout the school year.
- 3) Advise the High School Partner(s) and students of Dual Credit opportunities within a career pathway that leads to matriculation into TSTC, with the intention of helping to place students in high-demand, high-wage jobs.
- 4) Provide pathway alignment of TEA approved Endorsements and Program of Study course TEKS to College course [Workforce Education Course Manual \(WECM\)](#) outcomes by way of suggested crosswalks for Dual Credit courses, postsecondary pathways, credentials at the institution, and industry certifications. [Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.84 \(c\)](#).
- 5) Post a copy of this MOU to TSTC's website at de.tstc.edu in accordance with [Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.84 \(c.10\)](#) and, upon completion of this document, provide a copy for the High School Partner(s) to post to the District's website.

Upon execution of this MOU, the **High School Partner(s)** agree(s) to:

- 1) Work with the Office of Dual Credit to identify and complete the Pathway Offering Form, electronically sent after receipt of the signed MOU (Attached hereto as an example, **EXHIBIT A**).
 - a) High School Partner(s) wishing to add new Dual Credit technical pathways to their existing Pathway Offering form must submit their request in writing to the Office of Dual Credit no later than April 30, 2024, for Academic Year 2024-2025 implementation.
- 2) **Adhere to TSTC's Dual Credit deadlines as outlined below and within the Academic Calendar and to follow all College enrollment procedures and guidelines for Dual Credit students.**

****Dates are subject to change***

Deadline to submit signed 2024-2025 MOU	March 15, 2024
Deadline for Off-Site Facilities Approval	April 5, 2024
Deadline for new DC Instructor Credentialing (Application/Documentation Submitted to College)	April 20, 2024
Deadline for submission of all onsite (TSTC Campus) student applications/ documents	July 12, 2024
Deadline for submission of all online and offsite location applications/ documents	August 10, 2024
Deadline for all student registration	August 24, 2024

- 3) Coordinate with TSTC regarding Dual Credit presentations throughout the academic year on a predetermined basis (fall and spring) to include both application and registration drives, in addition to other presentation format options.
- 4) Notify TSTC of any special Texas Education Agency designation plans, obligations or proposed partnerships for all grant applications. **A copy of the proposal and/or a detailed statement of work must be provided to TSTC, to be vetted through the Office of Dual Credit, the Office of the Provost and the Office of Sponsored Programs, a minimum of thirty (30) days before the grant application is due.** TSTC will provide a written response (approval or disapproval) within two weeks of receipt of the request and the appropriate documentation.
- 5) Post a copy of this MOU to the District's website in accordance with [Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.84 \(c.10\)](#)

STUDENT ELIGIBILITY

TSTC requires High School Partner(s) to follow all College enrollment procedures and guidelines for Dual Credit students. All admissions and eligibility requirements are outlined by the Texas Higher Education Coordinating Board laws and regulations, the [Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D and Subchapter G Rule § 4.85](#), and in the College's [Statewide Operating Standard \(SOS\) ES 4.07 Admission of Students](#).

The Texas Success Initiative Assessment (TSIA) 2.0 is a program designed to assess students' readiness for postsecondary coursework and provide appropriate interventions, services and instructional activities to prepare students for success in college-level courses. Dual Credit students must take the TSIA 2.0 assessment prior to enrolling with TSTC unless otherwise exempt or waived.

ELIGIBLE COURSES

Courses offered by TSTC are developed based on the guidelines published in the [Workforce Education Course Manual \(WECM\)](#) or the [Academic Course Guide Manual \(ACGM\)](#) adopted by

the Texas Higher Education Coordinating Board (THECB) and must be in the approved course inventory of the College and approved for Dual Credit by the College's applicable instructional department and TSTC's Office of Dual Credit. **Remedial or continuing education courses will not be offered for dual credit. TSTC does not offer concurrent enrollment to high school students, except where Individual Approval is met, as stated in TSTC's [Statewide Operating Standard \(SOS\) ES 4.07 Admission of Students](#).**

Enrollment

The High School Partner(s) will designate **ONE High School Contact responsible for:**

- 1) guiding students in the selection of one Dual Credit pathway from the list of programs agreed upon between the High School Partner(s) and TSTC on the Pathway Offering Form. Enrollment in multiple pathways is not permitted; and
- 2) coordinating and submitting of all required documents for admission and registration to the assigned Dual Credit Representative no later than August 10, 2024; and
- 3) adhering to all established College deadlines, policies and procedures including but not limited to schedule changes including, additions, drops, and withdrawals; and
- 4) working in collaboration with the College's Dual Credit office regarding admissions, advisement, registration, grading, reporting and program improvements; and supporting student communication with instructors.

High School Partner Contact Name: _____

Email Address: _____

Phone Number: _____

TSTC will designate one Dual Credit Representative responsible for:

- 1) coordinating and tracking submission of all required documents for admissions and registration from the High School Partner(s); and
- 2) submitting documents from High School Partner(s) for admission and registration to the Office of the Registrar; and
- 3) working with the High School Partner(s)' designated Dual Credit contact to schedule and conduct application and registration drives, program presentations and campus tours, etc.

ACADEMIC POLICIES AND ENROLLMENT PROCEDURES

- 1) Academic policies and procedures applicable to regular College courses and students will also apply to dual credit courses.
- 2) Students are to abide by the Rules and Regulations set forth in TSTC Catalog and Student Handbook, which are published and available on TSTC website at www.tstc.edu for the

current academic year. Academic policies can also be found in the [TSTC Statewide Operating Standards \(SOS\) website](#).

- 3) Dual Credit classes will follow TSTC's Academic Calendar. Exceptions may be arranged through collaboration between the College and the High School Partner(s).

Student Drops/ Withdraws

Students are responsible for notifying their high school counselor and Dual Credit Representative if they are wanting to withdraw from their course(s). Students are required to sign and submit a Course Schedule Change form to the College, in accordance with TSTC's Academic Calendar, in order to be formally dropped from their enrolled course(s). Students who drop after the first class day will still incur the Dual Credit tuition fee in accordance with [Statewide Operating Standard \(SOS\) FA 1.09 Refund of Tuition and Fees](#), if they do not fall under the eligibility requirements for the FAST Program (see below).

METHOD OF DELIVERY AND LOCATION OF CLASS

Courses may be delivered utilizing the method mutually determined by TSTC and the High School Partner(s), which may include the following:

- 1) Delivery at the High School Partner(s)' campus utilizing a high school teacher credentialed and employed and defined in [Statewide Operating Standard \(SOS\) ES 1.11 Faculty Credentials](#) as a College Dual Credit Instructor (DC Instructor); or
- 2) Delivery on a TSTC campus utilizing College Instructors whereby students are integrated into traditional course section offerings; or
- 3) Delivery online utilizing a TSTC Instructor.

Please note: The delivery of courses is subject to change based on curriculum and program updates relative to the modality of instruction.

Dual Credit classes taught in a hybrid modality, as defined by the Texas Higher Education Coordinating Board (THECB), [Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter P, Rule §4.257](#), is "A course in which the majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place. Hybrid courses taught by TSTC are when part of the course is delivered online and part of the course is delivered face-to-face.

Dual Credit classes not taught on a College campus or during regular class hours may include but are not limited to:

- 1) Distance Education: Distance education courses encompass online and hybrid courses as stated in TSTC's [Statewide Operating Standard \(SOS\) ES 2.20 Distance Education](#). Dual Credit students participating in classes delivered online by TSTC are not required to be at the off-site location to receive instruction. Online courses that are delivered 100% online are accessible at any time or location where a student has a computer and internet access. or
- 2) Special technical programs approved to run outside the designated block time; or
- 3) Courses taught at high school, face-to-face; or

- 4) Courses taught in a hybrid modality **Subject to availability by program and location**

Please note: Some programs may be offered through non-traditional modalities such as course/credit-based Competency-Based Education (CBE). TSTC refers to CBE programs as Performance-Based Education (PBE).

COURSE CURRICULUM, INSTRUCTION, AND GRADING

High School Partner(s) that participate in the Dual Credit Program at Texas State Technical College will comply with procedures and guidelines established by TSTC.

Grading Procedures

All DC Instructors will follow the College's grading system as stated in TSTC's [Statewide Operating Standard \(SOS\) ES 4.06 Grading System](#) as well as the grading criteria in the department-approved syllabus.

- 1) A student must earn a grade of "C" or better in a WECM course to pass if the course is not a Performance-Based Education (PBE) course. Performance-Based Education (PBE) courses require a grade of B or better to pass and enroll in the next course.
- 2) Dual Credit students are issued letter grades as pursuant to TSTC's grading system. Dual Credit Representatives do not have access to numerical grades. **If High School Partner(s) require a numerical grade they must directly contact the instructor of record for the course(s).**

FACULTY QUALIFICATION, SELECTION, HIRING, SUPERVISION AND EVALUATION

TSTC has established an approval process for selecting and approving qualified faculty to teach Dual Credit courses. Faculty applying to teach a Dual Credit pathway must meet the credential requirements as stated in TSTC's [Statewide Operating Standard \(SOS\) ES 1.11 Faculty Credentials](#), which includes the criteria used by the College to determine teaching eligibility. Applicants are required to submit all required documents for the hiring process, **including a completed employment application, résumé via Workday and copies of transcripts and/or industry certifications**, to TSTC's Department of Student Learning at faculty.credentialing@tstc.edu.

- 1) TSTC will ensure that College faculty teaching Dual Credit courses have met acceptable national criminal background checks, which may include fingerprinting.
- 2) Each approved Dual Credit Instructor will be supervised by TSTC's respective designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures in accordance with TSTC's [Statewide Operating Standard \(SOS\) ES 1.11 Faculty Credentials](#).
- 3) In the event of an investigation of a personnel matter, the College and the High School Partner(s) will work collaboratively and in a timely manner share any and all information necessary with TSTC's Human Resource office and the corresponding Districts' Human Resource office.

Employment with College is contingent upon the following:

- 1) TSTC complies with the Immigration Reform and Control Act; all positions are contingent upon proof of eligibility to accept employment in the United States. Documentation of eligibility must be provided within 72 hours of application
- 2) Satisfactory evaluation of references and required criminal background checks.
- 3) Satisfactory results of pre-employment medical exam (drug screen only).
- 4) Continued employment is contingent on the required approval, availability of funding, satisfactory performance assessment, and a continued need for the position in the College's department.
- 5) Employees are held responsible for ensuring that **official** transcripts are received by TSTC no later than his or her 30th day of employment. Failure to do so could result in termination of employment.
- 6) Submission of a completed application, along with required documentation, must be done no later than April 20, 2024.
- 7) Continued employment is contingent on an executed MOU with the District and High School Partner.

College DC Instructors will receive stipend pay for the semester the course is taught which will be divided and paid out monthly according to the course start and end dates. Payment may be subject to change should a DC instructor be removed from instruction for any reason (such as extended leave) during the agreed upon semester and course. **Please note: Stipends are contingent on courses taught, not individual sections.** The 2024-2025 stipend system is as follows:

Dual Credit Instructor Stipend Per Semester	\$750 1-2 courses	\$1,250 3-4 courses	\$1,500 5+ courses
--	-----------------------------	-------------------------------	------------------------------

High School Partner(s) and Dual Credit Instructor Expectations:

- 1) The DC Instructor will follow current College procedures to ensure students participating in the course(s) are officially listed on the roster by TSTC's Census date. Any student not on the roster by the 11th day of class (Census Day) will not be enrolled in the course.
- 2) The DC Instructor(s) will report to the designated TSTC Student Learning designee for the program with which they are associated for instructional guidance and support including course delivery expectations.
- 3) DC Instructors will submit required reporting documents through the designated Learning Management System and Workday (such as: submission of midterm and final grades and certification of rosters) in accordance with all timelines and due dates. **All new Dual Credit Instructors are required to complete Faculty Orientation administered by the Human Resources/ Learning and Development Office prior to the first day of class.**

Please note: If Faculty Orientation or other annual online training required by TSTC is not completed by the Dual Credit Instructor prior to the first day of class, the associated pathway will be in jeopardy of being offered to the High School Partner(s).

- 4) DC instructors will complete an annual online faculty orientation and the Essentials training offered by the Human Resources Learning and Development Team via Workday. DC

Instructors must comply with HB 2504 and submit the required curriculum vitae (CV) and the course syllabus by the appropriate deadline each semester.

- 5) The High School Partner(s) will allow release time from high school duties for DC Instructors to complete the required number of hours of faculty development per year as referenced in [**Statewide Operating Standard \(SOS\) HR 1.18 Faculty Professional Development**](#).
- 6) In order to ensure instructional needs are met, the High School Partner(s) will notify TSTC's Dual Credit office of any DC Instructor personnel changes ninety (90) days prior to the first day of the semester. **Any sections with changes in High School personnel within ninety days of the first day of class may be subject to cancellation.**
- 7) In order to ensure instructional needs are met, if any staffing personnel changes occur due to extended leave, the High School Partner(s) are required to notify the Office of Dual Credit and their supervisory Student Learning designee immediately.
- 8) The rigor of college-level course work can often require additional time outside of class in order to meet all course learning objectives and outcomes; therefore, DC Instructors should encourage students to allow a sufficient amount of time to complete out-of-class work assignments.
- 9) When issuing grades, DC Instructors are not permitted to alter the earned College letter grade scale, which may differ from the High School Partner(s)' numeric grade scale.
- 10) Dual Credit students are expected to meet the required minimum number of contact hours per semester in courses offered at the High School Partner(s)' location.

FACILITIES, TEACHING ENVIRONMENT, ENROLLMENT

Facilities

The High School Partner(s) will work with TSTC to ensure that the High School Partner(s)' facilities meet the expectations and criteria required for college classes, and are appropriate for college-level instruction that include the following:

- 1) **High School Partner(s) are required to enroll a minimum of 15 College Dual Credit students for each offsite course section offered at the High School Partner(s) request.**
- 2) High School Partner(s) will ensure that DC Instructors and Dual Credit students have appropriate access to all available instructional resources and essential technology.
- 3) High School Partners will ensure that all required textbooks, materials and additional supplies will be acquired by the ISD or student prior to the first day of class
- 4) High School Partner(s) shall permit access to TSTC's electronic learning resources when the course is taught at the High School Partner(s) facility; and
- 5) High School Partner(s) offering courses shall meet the laboratory safety standards and have materials/equipment that comply with College program requirements.
- 6) High School Partner(s) will ensure the safety and security of the High School facilities where Dual Credit classes are held on High School leased or owned property.
- 7) TSTC will ensure the safety and security of the College's facilities where Dual Credit classes are held on College leased or owned property.

The number of courses in a Dual Credit pathway offered at a High School Partner(s) off-site location will be monitored and approved on an annual basis by TSTC's Curriculum Committee. All applicable off-site

reporting requirements with TSTC's accreditor, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) will be met in accordance with [Statewide Operating Standard \(SOS\) GA 1.23 SACSCOC Substantive Change Compliance](#). When necessary, TSTC must seek approval from SACSCOC to offer 50% or more credits toward a program at an off-site location before implementation. ***Timeline for SACSCOC approval can take up to one year.*** Changes to an off-site location including name, physical address, relocation or closure must be reported to TSTC 60 days prior to implementation.

Please note: Failure to ensure Dual Credit Instructors and students have all the required aforementioned resources can impact TSTC's decision to execute subsequent partnership agreements with the High School Partner(s).

Composition of Class

Dual Credit courses will be composed as defined by the Texas Higher Education Coordinating Board laws and regulations, the [Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D and Subchapter G Rule § 4.85](#).

The High School Partner(s) may not enroll both dual credit and non-dual credit students in the same section, unless the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

- a) If the course is required for completion under State Board of Education High School graduation requirements, and the school is otherwise unable to offer such a course; or
- b) If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students; or
- c) If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

Monitoring Instruction

High School Partner(s) will work with TSTC so that College personnel will have the opportunity to monitor the quality and rigor of instruction in compliance with the College's course syllabus and the standards established by the state of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the High School Partner(s). TSTC's Student Learning designee for the program must conduct a faculty evaluation. The evaluation and training shall include, but not be limited to:

- 1) Coordinated check-ins with the Student Learning designee (face-to-face or online);
- 2) A College end-of-semester course and instructor evaluation completed by students sent to their mymail@tstc.edu email account; and
- 3) A mandatory yearly instructor orientation/training session for all DC instructors, offered online during the month of August.

FINANCE AND FUNDING

FAST (Financial Aid for Swift Transfer) Program

TSTC has opted to participate in the [FAST Program](#) for the 2024-2025 Academic Year as defined in [Texas Education Code, Section 61.003\(8\)](#). Dual Credit students eligible for free Dual Credit tuition, under this program, must meet the following student eligibility requirements:

- 1) are enrolled in an eligible dual credit course at a public school district or charter school (i.e., eligible for Foundation School Program funding); and
- 2) are taking a course offered through an institutional agreement, as outlined in [TAC, Section 4.84](#), from an institution of higher education that has opted to participate in FAST; and
- 3) were qualified for free/reduced-price lunch in any of the four school years prior to the academic year in which they enroll in the dual credit course.

The College will adhere to all reporting requirements and deadlines set forth by the Texas Higher Education Coordinating Board (THECB) to identify eligible students. Student(s) identified as being eligible for free tuition under this program, will not have their tuition invoiced to the ISD.

It is the High School Partner(s) responsibility to:

- 1) ensure that proper reporting of student(s) economic status is reported to the Texas Education Agency (TEA) in order for student eligibility to be determined;
- 2) to notify the College of student eligibility in a timely manner; and
- 3) to ensure that all other fees related to dual credit courses, including, but not limited to: required textbooks, tools, uniforms, software, supplies, computer specifications, internet, and access to all necessary platforms are supplied to the student(s) at no cost to them.

Tuition and Fees

Dual Credit courses are offered at a reduced tuition waiver and fee rate of \$33.00 per credit hour. Dual Credit student eligibility and enrollment requirements must be met for the tuition waiver to apply.

Invoicing

TSTC will invoice the High School Partner(s) for all applicable tuition and fee charges under the sponsorship billing process. Invoicing will follow [Statewide Operating Standard \(SOS\) FA 1.09 Refund of Tuition and Fees](#), unless the fees are specifically designated as non-refundable. Invoicing will begin after student(s) FAST eligibility status has been identified. Students enrolled in semester credit hour courses who drop a course or withdraw from school prior to the first class day shall incur no tuition cost. Students in semester credit hour courses who officially withdraw from school or drop a course after classes begin shall receive their tuition and fees reduced according to the following schedule:

Invoicing fees are as follows:

7 week semester:

TSTC Credit Hour(s)	30% fee	75% fee	100% fee
---------------------	---------	---------	----------

	Up to 7th class day	Up to 9th class day	After 9th class day
1	\$9.90	\$24.75	\$33
2	\$19.80	\$49.50	\$66
3	\$29.70	\$74.25	\$99
4	\$39.60	\$99	\$132

15 week semester:

TSTC Credit Hour(s)	30% fee Up to 14th class day	75% fee Up to 19th class day	100% fee After 19th class day
1	\$9.90	\$24.75	\$33
2	\$19.80	\$49.50	\$66
3	\$29.70	\$74.25	\$99
4	\$39.60	\$99	\$132

The High School Partner(s) will designate a Business Accounting Office Contact to work with TSTC’s Student Accounting office regarding invoices. The Business Accounting Office Contact, listed below, will receive the invoices and be responsible for remitting payment to the College.

<p>Business Accounting Office Contact Name: _____</p> <p>Email Address: _____</p> <p>Phone Number: _____</p>

Books and Supplemental Materials

The High School Partner(s) are responsible for ensuring students have obtained access to the correct editions of required textbooks, tools, uniforms, software, supplies, computer specifications, internet, and access to all necessary online platforms, etc., **before the first day of the college’s class.**

Textbooks, materials, and supplies are available for purchase through the TSTC bookstore at <https://www.tstc.edu/student-life/bookstores/>. Some programs use digital textbooks from a third party platform that is built into the online Learning Management System. The District will receive a separate invoice reflecting the cost of the textbook **if students do not opt out of this option.**

Each semester, the Office of Dual Credit will share the upcoming semester's textbook and additional materials requirements with the High School Partner(s). A list of required materials will be provided via email by the DC office before each semester and will be posted on the DC website at de.tstc.edu, located under the resources section: [Textbook and Materials Information](#).

Please note: Failure to ensure students are prepared for class could result in the student's removal from the course and can impact TSTC's decision to execute subsequent partnership agreements with the High School Partner(s).

Signature _____

STUDENT RIGHTS AND RESPONSIBILITIES

Dual Credit students must abide by the Code of Student Conduct outlined in the current College Catalog and Student Handbook. Dual Credit students will be dismissed for disruptive behavior and referred to their high school principal or designee for disciplinary action on the high school side. Dual Credit students attending classes on TSTC's campus will be treated as college students and are responsible for knowing all rules and regulations of the College. Student conduct violations will be handled through the Code of Student Conduct, [Statewide Operating Standard \(SOS\) ES 3.23 Student Rights and Responsibilities](#).

Enrolled students will be granted access to both Student Information Systems and Learning Management System platforms which includes grades, transcripts, and other College resources.

Student Grievances/Complaints

Procedures for handling student grievances or complaints, as it relates to the college course or customer service, are applicable to all students, including those enrolled in dual credit courses. Dual Credit students with grievances or complaints shall follow the procedures as stated in TSTC's [Statewide Operating Standard \(SOS\) ES 3.24 Student Grievances and Complaints](#), as published in TSTC's [Student Catalog and Student Handbook](#).

STUDENT SUPPORT SERVICES

TSTC and the High School Partner(s) will adhere to Section 504 of the Americans with Disabilities Act Amendments Act (ADAAA). Students in Dual Credit courses will have access to the same or comparable support services that are afforded College students on the main campus. TSTC is responsible for ensuring timely and efficient access to Student Support Services. Services such as these may require a signed student and/or parent consent form to receive services.

TSTC will adhere to and comply with current College policies and procedures, and federal, state and local laws, that govern the College for individuals and/or students with disabilities that require accommodations.

The High School Partner(s) agree that in classes for which college credit is awarded, accommodations will need to meet standards under the ADAAA and Section 504, subpart E, and will adhere to TSTC's current policies and procedures for determining reasonable accommodations and grievances. Service

coordination and costs of required accommodations will be afforded through a collaborative effort. Building and information technology access will be the responsibility of the owner/provider of that infrastructure, including access to web-based curriculum materials.

The High School Partner(s) agree that classes in which high school credit is awarded, the ADA and Section 504, subpart D, accommodations will be the responsibility of the High School Partner(s). If an accommodation fundamentally alters the course, college credit will not be awarded. Students with disabilities who require accommodations will be required to self-disclose with TSTC's Access & Learning Accommodations (ALA) Office.

All Dual Credit students have access to supplemental instruction and tutoring services provided by **TSTC's Office of Student Success**. Dual Credit students also have access to the **Advocacy and Resource Center**, which is designed to assist students with non academic barriers, including basic needs, child care, food pantry, lending library and transportation. Students are responsible for contacting the office for services as needed.

It is the responsibility of the Dual Credit students, their parents/legal guardians or sponsoring agents to provide health and accident insurance for the Dual Credit students. Further, High School Partner(s), the Dual Credit students, their parents/legal guardians or sponsoring agents will hold the College harmless and waive any claims, past, current or future, they may have for any death, personal injury, property damage or accidents involving students or visitors while on TSTC's campus or off-campus instructional site locations.

Learning and Library Resources

All Dual Credit students and DC Instructors have access to TSTC's learning and library resources via the Learning Resource Center (http://tstc.edu/student_life/learningresource). Students will receive regular and timely instruction in the use of the library and other resources.

TRANSCRIPTION OF CREDIT

A college grade shall be transcribed upon completion of the semester for the courses in which they are officially enrolled and will adhere to the current grading policy. The High School Partner(s) agree to evaluate the learning objectives to be achieved by students completing the College's Dual Credit college courses and to transcribe credit on the student's high school transcript accordingly.

ARTICULATED CREDIT

The College does not offer articulated credit as an alternative to Dual Credit to the High School Partner(s).

CAMPUS ACTIVITY AND TRANSPORTATION

The College assumes no obligation or responsibility for the transportation of students to or from the College's campus or any other training facility. Students that have a free period while on the College's campus will not be monitored. The High School Partner(s) shall hold harmless the College for any death, personal injury, property damage and/or campus disruption caused by High School Partner(s)

personnel or students. The College is not responsible for High School Partner(s)' students who leave the College's grounds.

FERPA

The Parties agree to maintain the records for all students by all applicable federal, state and local laws. For the purposes of this MOU, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), TSTC hereby designates the High School Partner(s) as a school official with legitimate education-related interests in the educational records of the students who participate in the Dual Credit program to the extent that access to the records is required by the High School Partner(s) to carry out the functions of the program. The Parties agree to maintain the confidentiality of the students' educational records in accordance with the provisions of FERPA. The Parties shall not release educational records to any third party without written consent by the affected student.

CYBERSECURITY TRAINING

If District has access to a TSTC computer system or database, District represents and warrants that it will comply with the requirements of Section 2054.5192 of the Texas Government Code relating to cybersecurity training certified by the Department of Information Resources (DIR) and required verification of completion of the training program. A [Third Party Vendor](#) form must be signed by the High School Partner(s) designee before access is granted to the College's learning management system.

FORCE MAJEURE

Neither Party to this MOU will be liable or responsible to the other for any loss or damage, or for any delays or failure to perform, due to causes beyond its reasonable control including, but not limited to, acts of God, strikes, epidemics, pandemics, war, riots, flood, fire, sabotage, or any other circumstances of like character ("Force Majeure Occurrence"). However, at the sole discretion of TSTC, the term may be extended in an amount necessary for TSTC to complete the purposes of this MOU, which delay(s) have been caused by the Force Majeure Occurrence, and during said extension, the High School Partner shall work diligently in accordance with this MOU to complete the purposes of this MOU.

TEXAS PUBLIC INFORMATION ACT

Notwithstanding any provisions of this MOU to the contrary, the High School Partner(s) understands that TSTC will comply with the Texas Public Information Act, Gov't Code, Chapter 552 as interpreted by judicial opinions and opinions of the attorney general of the state of Texas. TSTC will notify High School Partner(s) of receipt of a request for information related to this MOU. High School Partner(s) will cooperate with TSTC in the production of documents responsive to the request.

High School Partner(s) may request that TSTC seek an opinion from the attorney general of the state of Texas; however, TSTC will not honor High School Partner(s)'s request for an opinion if the request is not based upon a reasonable interpretation of the Texas Public Information Act. Additionally, High School Partner(s) will notify TSTC's Office of General Counsel of any third-party requests for information that was provided by the state of Texas for use in conducting this MOU. This MOU and all data and other information generated or otherwise obtained in the performance of its responsibilities

under this MOU may be subject to the Texas Public Information Act. High School Partner(s) is required to make any information created or exchanged with the state pursuant to this MOU, and not otherwise excepted, from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the state. High School Partner(s) agrees to maintain the confidentiality of information received from the state of Texas during the performance of this MOU, including information which discloses confidential personal information, particularly, but not limited to, Social Security numbers.

MEMORANDUM OF UNDERSTANDING (MOU)

Any change to the terms of this MOU must be presented in written form and agreed upon by both TSTC and the High School Partner(s) at least thirty (30) days before any term or provision may be changed.

COUNTERPARTS

This MOU may be executed in one or more counterparts and may be electronically transmitted. Each counterpart shall be deemed an original and all of which shall constitute one and the same document.

EFFECTIVE DATE AND TERM

The effective date of this MOU is active upon signature of all parties and applies to the **2024-2025 academic year**.

SIGNATURES

The persons signing this MOU represent, each to the other, that they are authorized to sign for and bind their respective institutions.

Texas State Technical College

119 N. Lowrance Rd.
Red Oak, TX 75154

By:

Date:

Marcus Balch
Provost

By:

Date:

Kadie R. Svrcek
Executive Director, Office of Dual Credit

High School Partner Waxahachie ISD

411 Gibson Street
Waxahachie, TX 75165

By:

Date:

Dr. Jerry Hollingsworth
Superintendent
Waxahachie ISD

Attachment: **Exhibit A** is a copy of Texas State Technical College’s Dual Credit Pathway Offering Form. This exhibit serves as an example ONLY. The formal Pathway Offering Form will be sent to the High School Partner(s) after receipt of this Dual Credit Memorandum of Understanding. **Exhibit A**



TSTC PATHWAY OFFERING FORM

In the spaces below, please indicate the pathways _____ High School proposes to participate in for the 2024-2025 Academic Year.

Please note: The pathways indicated on this form will initiate the development of an application for dual credit students at your high school. Dual Credit students will only be allowed to participate in the pathways listed below.

High School Information:

ISD Name /Texas Home School/ Other Entity:			
High School/ Home School Name:			
High School Principal Name / CTE Designee:		CEEB Code:	
Email Address:			

Pathway Offering Information:

Dual Credit Program Name	Courses Comprising Pathway	Instructional Format <small>On-campus, Off-site or Online</small>

Signatures of Approval:

High School Principal or CTE Designee		Signature		Date
Student Learning Designee(s)		Signature(s)		Date
Executive Director of Dual Credit		Signature		Date

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Melissa Abadie

Subject: Gifted & Talented Policies & Procedures **Related Page(s)** 1 Attachments



EXECUTIVE SUMMARY:

All districts are accountable for services as described in the Texas State Plan for the Education of the Gifted/Talented Students where performance measures are included for six aspects of GT service design. Written policies must be approved by the district Board of Trustees. (Texas Administrative Code Title 19, Part II Chapter 89 Subchapter A.).

ATTACHMENTS:

Attached is the most recent draft of the GT District Policy and Procedures pending Board approval.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends approval of the Policies and Procedures at the next meeting of the Board of Trustees.



**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
POLICY AND PROCEDURES
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS**

(Pending Board Approval)

Nondiscrimination

Waxahachie ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

TABLE OF CONTENTS

	Page
Texas State Goal for Gifted Students	3
Texas State Definition of Gifted and Talented	3
Waxahachie Independent School District's Definition of Gifted and Talented	3
Waxahachie Independent School District Goal for Gifted and Talented Services	4
Waxahachie Independent School District Program Goals for Gifted and Talented Services K-12	4
Waxahachie Independent School District's Identification Procedures and Processes	5 - 6
Screening, Assessment, Qualification	7 - 8
Additional Policies and Procedures	
Transfer Procedure	9
Appeal Process	9
Furlough Procedure	9 - 10
Exit Procedure	10
Provision of Services	10 - 11
Professional Learning	11
Program Evaluation	12

TEXAS STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted and talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted and talented students will have produced products and performances of professional quality as part of their program services.

-Texas State Plan for the Education of Gifted/Talented Students

TEXAS STATE DEFINITION OF GIFTED AND TALENTED STUDENT

Texas Education Code - EDUC § 29.121. DEFINITION: In this subchapter, "gifted and talented student" means a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) Possesses an unusual capacity for leadership; or
- (3) Excels in a specific academic field.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT DEFINITION OF GIFTED AND TALENTED

Waxahachie ISD defines gifted and talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) Exhibits high performance capability in general intellectual ability; or
- (2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
GOAL FOR GIFTED AND TALENTED SERVICES**

The Waxahachie Independent School District Gifted and Talented Program provides instructional opportunities and other services designed to meet the unique needs of gifted and talented students. The teachers serving identified gifted and talented students have met the state requirements necessary for assignment of gifted and talented students. As needed, the teacher will meet the students' needs through modified delivery of instruction by accelerating and/or providing for greater depth, complex content, and enrichment activities. Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce products and performances of professional quality as part of their program services.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
PROGRAM GOALS FOR GIFTED AND TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 who demonstrated an academic need for gifted and talented services using the criteria established by the district, approved by the Waxahachie Independent School District Board, and in compliance with the state mandates.
2. SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT IDENTIFICATION PROCEDURES AND PROCESSES K-12

Waxahachie Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

Texas Administrative Code §89.1: Student Assessment

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment and, if identified, services for the gifted/talented program;
- (4) Provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
IDENTIFICATION TIMELINE**

Phase I Screening Process for grades K-12: Data collection from beginning of the year and middle of the year assessments	September - January
Phase II Screening Process for grades K-12 who meet criteria: After written parental permission to test and permission to participate are obtained, Teacher/Parent Rating Scales collected, evaluations conducted	January - March
Final Selection of Kindergarten students who meet qualification criteria by the Gifted and Talented Committee. Parents notified by email	February
Services begin for identified kindergarten students	Prior to March 1
Final Selection of 1st-12th grade students who meet qualification criteria by Gifted and Talented Committee. Parents notified by email.	May
Services begin for identified students	August

DISSEMINATING INFORMATION

Parents are informed of the identification policies through the Waxahachie Independent School District Parent Handbook, district, or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted and Talented program. In addition, parent awareness sessions are held annually.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT SCREENING/ASSESSMENT/QUALIFICATION PROCESS

All students in grades kindergarten through 12th grade are considered annually for gifted and talented education services through the use of a universal screener, therefore, parents and/or teachers do not need to apply or refer students for program participation. In January, Advanced Academics staff review testing data for all students and actively identify students who meet initial criteria. Upon parental approval, G/T personnel conduct evaluations in which quantitative and qualitative data are reviewed. A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three (3) criteria used in the assessment. The criteria used will be a combination of qualitative and quantitative instruments and may include:

- School Abilities Test such as the Naglieri Nonverbal Ability Test (NNAT), the Otis-Lennon School Abilities Test (OLSAT), The Cognitive Abilities Test (CogAT), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES2), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Metropolitan Achievement Test (MAT), NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress), the Iowa Test of Basic Skills (ITBS), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES2), or other achievement tests as deemed appropriate for the student;
- Teacher and/or Parent Rating Scales such as the Gifted and Talented Evaluation Scales (GATES), Scales for Identifying Gifted Students (SIGS), the Renzulli-Hartman Teacher Rating Scales, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;
- Student product/portfolio and/or student interview

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT QUALIFICATION PROCESS

The student profile identifies the student's academic strengths and weaknesses. The Gifted and Talented Committee individually evaluates each student's profile through a blind (no name) process. A student qualifies for gifted and talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile. The Gifted and Talented Committee consists of at least three district educators who have received training in the nature and needs of gifted students. As the committee evaluates the data on the students nominated, the committee has three options:

- The preponderance of evidence indicates the student exhibits educational need and would benefit from the services offered in the Gifted and Talented program.
- The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted and Talented Committee's decision via email. Parents may request a conference to examine their child's assessment results. Requests should be made through the Advanced Academics office.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
ADDITIONAL POLICIES AND PROCEDURES**

TRANSFER OF STUDENTS

All students who have participated in gifted and talented programs prior to coming to Waxahachie ISD may be considered for the Waxahachie Independent School District's Gifted and Talented Program. Once gifted and talented records are received from the student's previous school district, the records will be reviewed for data that corresponds to Waxahachie Independent School District's criteria. If the transfer academic data is insufficient, Waxahachie Independent School District will assess the student to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the Advanced Academics Department being notified.

APPEALS PROCESS

Once the identification process is complete, parents or guardians are notified of the results. A parent/guardian may appeal an identification decision by submitting an appeal form to the Director of Advanced Academics after the committee has issued letters documenting its qualification decisions. The appeal form must be received within 10 business days of receipt of the parent/guardian letter emailed indicating the committee's initial decision. The committee will reconvene in order to consider the need for further assessment data or other information. The Assistant Director of Advanced Academics will contact the parent/guardian within 10 business days of the committee's decision. Should the parent/guardian have further concerns, he or she may contact the Assistant Superintendent of Learning.

FURLOUGH PROCEDURE

A furlough is a temporary "leave of absence" from the Gifted and Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student 18 years or older, teacher, counselor, or administrator. Requests for a furlough will be given to the campus counselor and emailed to the Advanced Academics Program Coordinator. Members of the District Gifted and Talented Committee will meet to review the request. A student may be furloughed for a period of time deemed appropriate by the District Gifted and Talented Committee. This period may not be shorter than one grading period or longer than one school year. Furloughs are designed to be short-term and temporary. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted and Talented Program, be removed from the program, or be placed on another furlough. A furlough does not indicate a permanent exiting of the program. A furlough is arranged to meet the individual needs of the student.

EXIT

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted and Talented Committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted and Talented Committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT PROVISION OF STUDENT SERVICES

Waxahachie Independent School District offers a variety of learning experiences and opportunities for gifted and talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified gifted and talented students the opportunity to work with other identified students.

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

- (1) Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) A continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) In-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) Opportunities to accelerate in areas of strength.

A continuum of learning experiences will be provided through gifted and talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product, participation in the Texas Performance Standards Project and other services as deemed appropriate for the

student through Elementary Cluster Classrooms, Advanced, Accelerated, Pre-Advanced Placement, Advanced Placement and Dual Credit classrooms. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained by the WISD Advanced Academics team. Parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Students at the elementary level will be monitored through Advanced Learning Plans (ALP). For profoundly gifted students, credit by examination is available through the Director of Advanced Academics to assist students in acceleration through classes and/or grade levels.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT PROFESSIONAL LEARNING AND ONGOING TRAINING IN GIFTED EDUCATION

Waxahachie Independent School District is committed to providing its staff with appropriate and meaningful professional learning, which enables the staff to meet the unique and individual educational needs of all students, including services for gifted and talented students. All staff who are responsible for formally serving these students must obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

Texas Administrative Code §89.2. Professional Development

Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students:

Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;

Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and

Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

DRAFT

PROGRAM EVALUATION

Waxahachie Independent School District will annually evaluate the effectiveness of the gifted and talented program and the results of the evaluation shall be addressed in the district/campus improvement plans. The district shall include parents in the evaluation process and shall share the information with board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Dawn Hilburn

Subject: TAPR Report **Related Page(s)** _____



		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Approve the 2022-2023 Texas Academic Performance Report as presented.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Emerging Schools Framework Grant MOU with Region 10 **Related Page(s)** Region 10 MOU



EXECUTIVE SUMMARY:

The district has applied for, and received, \$70,000 per eligible campus for the Texas Instructional Leadership/Emerging Schools Framework grant (ESF). These funds will be utilized by Marvin, Northside, and Finley by contracting with Region 10 for the continued development of these campuses. The funds have been received and we need to execute the memorandum of understanding (MOU) with Region 10 to fulfill our grant obligations.

ATTACHMENTS:

MOU with Region 10

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve Memorandum of Understanding with Region 10 related to the Texas Instruction Leadership/Emerging Schools Framework grant.

To: Christi Kubin, M.Ed.

From: James Gandy (Assistant Director SLD- Region 10)
Jaclyn Byrom (Texas Instructional Leadership Lead- Region 10)
Ben Dickerson (Program Coordinator SLD-Region 10)

We are pleased to announce Region 10's partnership with Waxahachie ISD to provide professional development, coaching, and implementation support in the Texas Instructional Leadership (TIL) content of Observation/Feedback, ESF support, and TIP support.. Year one of this program will begin on July 10, 2023 and conclude May 31, 2024. The goal of the TIL program is to increase student achievement while mastering action steps in the content you have selected. There will be metrics conducted throughout the year to monitor and measure success. This data will be shared at the state level in efforts to continually refine and grow the TIL program.

Region 10 TIL engages with districts in several ways:

- Face-to-face professional development (substitutes may be required for classroom teachers)
- Practice Labs targeted to district's TIL needs
- Coaching from a Region 10 TIL Cohort Lead (no less than 6 sessions during the span of a cohort)
- Implementation support (i.e. campus visits, technical assistance, etc.)

On the following page, you will find an outline of the program pricing and commitments that indicate the agreed participation from the Superintendent's Designee, Principal Supervisors, and Principals engaging in the TIL content.

District Specifics	
District: (including CDCN)	Waxahachie ISD
TIL District Contact:	Ben Dickerson - ben.dickerson@region10.org Jaclyn Byrom - jaclyn.byrom@region10.org
Designated TIL Campuses (including CDCN)	Marvin Elementary 70912112 Eddie Finley SR JH 70912042 Northside EI 70912104
District Selected TIL Content	Observation/Feedback LAFA Data Driven Instruction
TIL Commitments	
Face-to-Face Professional Development	Summer Intensive: <ul style="list-style-type: none"> ● Region 10 Leadership Academy ● Summer Intensive (3 days of PD): <ul style="list-style-type: none"> Day 1 - ESF / TIP Day 2 -ESF/TIP Day 3 - TIL Leadership Academy Day 4 - Content Planning Session
Principal Coaching	Principals coaching and campus calibration walks up to twice per month
Campus Teacher Training	Campuses will received no less than one day of training for leaders over TIL monthly content
Effective Schools Framework Diagnostic	The campus will also engage in an Effective Schools Framework (ESF) Diagnostic Service that includes multiple touch points including face to face meetings, campus visits, and virtual collaboration. The goal of the ESF Diagnostic process is to help the campus identify their highest leverage focus areas for improvement and to develop an aligned improvement plan which will yield long-term, sustainable growth.
Targeted Improvement Plan	Campuses will be trained, supported and monitored on the development and implementation of their Targeted Improvement Plan as well as submit artifacts for evidence of implementation.
Implementation Support	Provided throughout the duration of the cohort <ul style="list-style-type: none"> ● Implementation support (i.e. campus visits, technical assistance, etc.)
TIL Pricing	
Pricing	Year 1 of 2 year ESF/TIL program - \$50,000/campus Invoice in Fall 23(\$25,000) and Spring 24 (\$25,000)

***Payment:** Region 10 will invoice biannually.

Please note this MOU is open to adjustment as needed. If additional support is needed by the LEA, Region 10 can provide such support at the cost of \$1000/day. Additional support may include but is not limited to:

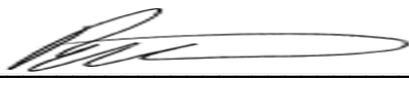
- Additional day(s) of PD
- Additional coaching support
- Campus-level support

We are extremely excited about this learning opportunity and look forward to serving you through the TIL work. Please contact Jaclyn Byrom (jaclyn.byrom@region10.org), Ben Dickerson (ben.dickerson@region10.org) or James Gandy (james.gandy@region10.org) with any additional questions.

Due to logistical planning, limited cohort capacity, and to ensure reliability and fidelity in the data collection process, please return the signed MOU..

Respectfully,

James Gandy
Assistant Director of Administrative Services

Superintendent Signature	Date
CFO Signature	Date
Principal Supervisor's Signature	Date
 Texas Instructional Leadership Team Lead Signature	Date

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Purchase Order – Jimmie Ray Elementary **Related Page(s)** Rone Proposal



EXECUTIVE SUMMARY:

The district needs to amend the contract for construction materials engineering and testing services at Jimmie Ray Elementary. These services are being performed during the construction phase, but the original agreement did not contain the detail required for reviewing the storm shelter area – this was originally listed and quoted as only a gymnasium. The total anticipated cost of all materials and engineering testing at Jimmie Ray are estimated to be \$96,300, an increase of approximately \$16,600 from the original amount estimated.

ATTACHMENTS:

Revised proposal from Rone Engineering

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve revised agreement with Rone Engineering for construction materials and engineering testing at Jimmie Ray Elementary.



June 28, 2023

Revised: November 29, 2023

Mr. Stephen Mott
Waxahachie ISD
51 Northgate Drive
Waxahachie, Texas 75165

Reference: Waxahachie ISD Elementary School 10
Waxahachie, Texas
Proposal No.: P-35630RR-23

Dear Mr. Mott:

Rone Engineering Services, LLC. (Rone) understands that we have been selected based solely on our qualifications and that Waxahachie ISD is currently negotiating scope and fees with only Rone at this time for quality control services for the referenced project. For the purpose of this proposal, we have estimated quantities and tests that will be required in accordance with the Plans and Specifications. This is only an estimate for budgetary purposes. The actual costs for CMT services can decrease or increase with changes in the scope of work or with the contractor's work method. Rone's total fee will be based on the actual amount of technician time and laboratory testing required for the project. These services will be performed on a unit price basis in accordance with the attached Schedule of Services and Fees.

Rone meets the requirements of ASTM E329 and is an active participant in the CCRL and AMRL sample proficiency programs and is currently AASHTO accredited. Rone has experienced personnel to perform the necessary CMT services in accordance with the project specifications.

By execution of the proposal, the undersigned Client acknowledges and agrees that the document entitled "Terms and Conditions" has been provided or made available to Client and Client agrees that such Terms and Conditions shall be applied to the present Proposal and shall be fully binding upon Client. The Terms and Conditions are fully incorporated into this Proposal by reference as if set forth at length.

We appreciate the opportunity to submit this proposal for CMT services and look forward to working with you during the construction phase of this project. If there are any questions concerning this proposal or if we can be of further assistance, please contact us at your convenience.

Respectfully submitted,

Steve Campbell, CET
Senior Manager

Larry Bracken
Partner

Rone Engineering Firm Registration Number F-1572
Rone Code: FR

(This proposal has been revised to include the Storm Shelter scope)

June 19, 2023

Revised: November 29, 2023

Proposal No.: P-35630RR-23

RONE ENGINEERING SERVICES, LLC.
Construction Materials Engineering and Testing
28-Jun-23

Project: Waxahachie ISD Elementary School 10
Waxahachie, Texas

DESCRIPTION	Estimated Quantity	Unit Rate	Estimated Total
Section A: Earthworks			
Engineering (lump sum)	1.0	\$ 7,000.00	\$ 7,000.00
		Sub-Total:	\$ 7,000.00
Section B: Building Pad Earthwork			
Moisture Density Relationship ASTM D-698 (each)	0.0	\$ 165.00	\$ 0.00
Atterberg Limits ASTM D-4318 (each)	5.0	\$ 64.00	\$ 320.00
Percent Passing #200 Sieve ASTM D-1140 (each)	5.0	\$ 54.00	\$ 270.00
Geotechnical Engineer (hourly)	4.0	\$ 200.00	\$ 800.00
Proofroll (hourly)	12.0	\$ 59.00	\$ 708.00
Senior Engineering Technician (hourly, min. 4 hours)	144.0	\$ 59.00	\$ 8,496.00
Senior Engineering Technician OT (hourly)	63.0	\$ 88.50	\$ 5,575.50
• In Place Density Test ASTM D-6938*			
Transportation Charge (trip)	18.0	\$ 45.00	\$ 810.00
Administrative (hourly)	28.4	\$ 76.00	\$ 2,158.40
		Sub-Total:	\$ 19,137.90
Section C: Paving Subgrade Earthwork			
Moisture Density Relationship ASTM D-698 (each)	3.0	\$ 165.00	\$ 495.00
Atterberg Limits ASTM D-4318 (each)	5.0	\$ 64.00	\$ 320.00
Percent Passing #200 Sieve ASTM D-1140 (each)	3.0	\$ 54.00	\$ 162.00
Proofroll (hourly)	16.0	\$ 59.00	\$ 944.00
Senior Engineering Technician (hourly, min. 4 hours)	40.0	\$ 59.00	\$ 2,360.00
Senior Engineering Technician OT (hourly)	0.0	\$ 88.50	\$ 0.00
• In Place Density Test ASTM D-6938*			
• Lime Pulverization Test*			
• Lime Depth Checks*			
Lime Series PI (each)	1.0	\$ 384.00	\$ 384.00
Transportation Charge (trip)	10.0	\$ 45.00	\$ 450.00
Administrative (hourly)	18.4	\$ 76.00	\$ 1,398.40
		Sub-Total:	\$ 6,513.40

RONE ENGINEERING SERVICES, LLC.
 Construction Materials Engineering and Testing
 28-Jun-23

Project: Waxahachie ISD Elementary School 10
 Waxahachie, Texas

DESCRIPTION	Estimated Quantity	Unit Rate	Estimated Total
<u>Section D: Utilities Earthwork</u>			
Moisture Density Relationship ASTM D-698 (each)	1.0	\$ 165.00	\$ 165.00
Atterberg Limits ASTM D-4318 (each)	1.0	\$ 64.00	\$ 64.00
Percent Passing #200 Sieve ASTM D-1140 (each)	1.0	\$ 54.00	\$ 54.00
Senior Engineering Technician (hourly, min. 4 hours)	36.0	\$ 59.00	\$ 2,124.00
Senior Engineering Technician OT (hourly)	0.0	\$ 88.50	\$ 0.00
• In Place Density Test ASTM D-6938*			
Transportation Charge (trip)	9.0	\$ 45.00	\$ 405.00
Administrative (hourly)	8.8	\$ 76.00	\$ 668.80
		Sub-Total:	\$ 3,480.80
<u>Section F: Building Concrete</u>			
Concrete Observation (hourly)	196.0	\$ 39.00	\$ 7,644.00
Concrete Observation OT (hourly)	45.0	\$ 58.50	\$ 2,632.50
4x8 Concrete Test Cylinders (each)	220.0	\$ 16.00	\$ 3,520.00
Reinforcing Steel Observation (hourly)	25.0	\$ 69.00	\$ 1,725.00
Reinforcing Steel Observation OT (hourly)	7.0	\$ 103.50	\$ 724.50
Floor Flatness Observation ASTM E-1155 (each)	0.0	\$ 475.00	\$ 0.00
Floor Flatness Observation Standby Time (hourly)	0.0	\$ 85.00	\$ 0.00
Transportation Charge (trip)	38.0	\$ 45.00	\$ 1,710.00
Administrative (hourly)	45.0	\$ 76.00	\$ 3,420.00
		Sub-Total:	\$ 21,376.00

RONE ENGINEERING SERVICES, LLC.
 Construction Materials Engineering and Testing
 28-Jun-23

Project: Waxahachie ISD Elementary School 10
 Waxahachie, Texas

DESCRIPTION	Estimated Quantity	Unit Rate	Estimated Total
<u>Section G: Hardscape and Paving Concrete</u>			
Concrete Observation (hourly)	98.0	\$ 39.00	\$ 3,822.00
Concrete Observation OT (hourly)	22.0	\$ 58.50	\$ 1,287.00
4x8 Concrete Test Cylinders (each)	205.0	\$ 16.00	\$ 3,280.00
Reinforcing Steel Observation (hourly)	16.0	\$ 69.00	\$ 1,104.00
Reinforcing Steel Observation OT (hourly)	4.0	\$ 103.50	\$ 414.00
Transportation Charge (trip)	24.0	\$ 45.00	\$ 1,080.00
Administrative (hourly)	36.6	\$ 76.00	\$ 2,781.60
		Sub-Total:	\$ 13,768.60
<u>Section I: Masonry</u>			
Engineering Technician (hourly)	24.0	\$ 39.00	\$ 936.00
Engineering Technician OT (hourly)	0.0	\$ 58.50	\$ 0.00
Mortar Cubes ASTM C-109, ASTM C-780 (each)	12.0	\$ 19.00	\$ 228.00
Grout Prisms/Cylinders ASTM C-1019 (each)	8.0	\$ 46.00	\$ 368.00
Transportation Charge (trip)	4.0	\$ 45.00	\$ 180.00
Administrative (hourly)	2.4	\$ 76.00	\$ 182.40
		Sub-Total:	\$ 1,894.40
<u>Section J: Structural Steel</u>			
Structural Steel Inspection (hourly, min. 5 hours)	169.0	\$ 78.00	\$ 13,182.00
Structural Steel Inspection OT (hourly)	0.0	\$ 117.00	\$ 0.00
Ultrasonic Steel Inspection (hourly, min. 5 hours)	10.0	\$ 88.00	\$ 880.00
Ultrasonic Steel Inspection OT (hourly)	0.0	\$ 132.00	\$ 0.00
Transportation Charge (trip)	25.0	\$ 45.00	\$ 1,125.00
Administrative (hourly)	22.5	\$ 76.00	\$ 1,710.00
		Sub-Total:	\$ 16,897.00

RONE ENGINEERING SERVICES, LLC.
 Construction Materials Engineering and Testing
 28-Jun-23

Project: Waxahachie ISD Elementary School 10
 Waxahachie, Texas

DESCRIPTION	Estimated Quantity	Unit Rate	Estimated Total
<u>Section N: Project Manager</u>			
Project Manager (hourly)	66.0	\$ 89.00	\$ 5,874.00
Project Letters Sealed (each)	1.0	\$ 350.00	\$ 350.00
		Sub-Total:	\$ 6,224.00
ESTIMATED BUDGET			\$ 96,292.10

*Included in Senior Engineering Time

With acceptance of this proposal, Rone will hold a pre-construction meeting for the soils work on the project. Building Corner Offset Stakes are required in order to perform our observation services for the building pad. Soils contractor needs to supply access to the elevation controls for the project.

Upon acceptance of the proposal, please include Rone on all pre-construction meetings related to our services. We would like to be in attendance to discuss anticipated inspection/testing, rates of production, responsibilities, etc. This helps avoid inspection/testing concerns and allows us to be better able to manage budget issues.

Waxahachie ISD

Proposal No.: P-35630RR-23

By: _____

Position: _____

Date: _____

Assumptions

The sampling/testing and observation noted in the proposal estimate represents all the services to be provided by Rone on this project unless additional services are requested by the client. No other sampling/testing or observation of any kind is included in this proposal estimate.

We have estimated sampling/testing and observation quantities for this project based on our past 28-Jun-23

We are assuming a 5 day work week. No Weekends or Holidays are included in this proposal estimate.

Soil Testing Frequencies

Earthworks Conditioned Fill:	2000	cubic yards of material placed and compacted per day
Building Pad:	1 density test for every	5000 square feet
Paving:	1 density test for every	10000 square feet
Trench Backfill:	1 density test for every	150 lineal feet
Lime Pulverizations:	1 test for every	10000 square feet
Lime Depth Checks:	1 test for every	10000 square feet

If required to be onsite full time, additional charges will apply.

Note: If Rone is not onsite full time we will not be responsible for assuring soils testing/quantity is in compliance with project requirements.

Concrete Frequencies

1 set of 5 concrete test cylinders for every 100 yards (4 x 8 cylinders)

Concrete observation time is based on delivery of concrete at 50 yards per hour

Confirmation cylinders additional

Floor flatness observation lump sum price is for a maximum of 40,000 square feet per trip and no longer than 4 hours on site. Time in excess of the 4 hours of onsite time allocated will be billed as noted in the proposal.

Mortar/Grout Frequencies

1 set of	6	mortar cubes per	5000	square feet
1 set of	4	grout prisms per	5000	square feet

If required to be onsite full time, additional charges will apply.

Note: Engineering technician time is for sampling of mortar & grout only. For masonry observation additional charges will apply.

Assumptions

Structural Steel

Note: If out of town Fabrication Inspection is required there will be an additional charge for travel.

Project Manager

Note: Requires five working days notice for project review letter.

Limitations of Authority of Rone

Rone is not authorized to release, revoke, alter or enlarge requirements of the Contract Documents. Rone will not approve or accept any portion of the work. Rone is providing sampling/testing/observation services as outlined in this proposal to verify compliance on a random basis at the frequencies indicated. Rone is not responsible for providing access to areas to be tested/observed unless specifically noted in this proposal. Rone has no authority to stop and/or reject any work performed on the project. Rone will perform observations of ongoing construction, sampling/testing of materials as described in this proposal as requested by our client. Rone is not responsible for site safety.

Additional services will be provided when required by the Architect/Engineer and authorized by the client.

Clarifications

Rone's office is located at:

8908 Ambassador Row
Dallas, Texas 75247
Phone: 214-630-9745

28-Jun-23

Dispatch: 214-630-9745

Rone sampling/testing/observation services must be scheduled through dispatch including cancellations. Our dispatch is available at the number noted above, Monday through Friday between the hours of 7:30am and 5:00pm with the exception of Holidays. Calls received outside of this time frame will be handled by our voice mail system and will be checked the next working day morning. It is recommended that you schedule services through our dispatch during our regular working hours noted above. We require one working day (24 hours) advance notice for our services. Same day call-ins or after hour voice mail call-ins for work the following day are subject to the availability of personnel.

Service is not guaranteed for same day call-in's.

Pier Observation services require a complete set of approved construction documents to be delivered to Rone a minimum of 48 hours prior to field construction of the piers commencing. If piers are started prior to receipt of approved documents, Rone will include a comment on field pier logs that the information presented is preliminary until such time that the information can be checked for accuracy against the approved control documents.

Reinforcing Steel observations require adequate lighting in order to perform the observation. The observation needs to be scheduled during daylight hours and/or jobsite illumination needs to be provided by others in order to allow us to perform the required observation. These observations need to be scheduled independently of the concrete observation.

At your request, Rone's project manager will attend the pre-construction meeting for the project. Our project manager will answer any relevant questions regarding our services for the project at that time. As the project progresses our project manager will be available to answer any questions you may have concerning our services.

Three (3) paper copies of test reports are included for mail distribution as directed by the client at no additional charge. Additional mail copies of test reports requested and approved by the client will be charged at \$0.45 per page to cover copying and mailing costs. There is no charge for additional distribution through our e-mail and web distribution system.

Compensation for our services will be based upon the actual sampling/testing/observations performed in accordance with the unit rates shown. The estimated budget that we have indicated is approximate and is based on our past experience with projects of similar type and scope. The estimated budget does not include cancellations/re-testing/re-inspection, and/or any changes and/or modifications to the contract documents.

Clarifications

If Rone is selected to perform the sampling/testing/observation for the project we will require the following items in order to perform our services on your project.

Two complete sets of drawings and specifications.
Approved concrete mix designs for the project.
Report distribution list.

In addition, please be sure to add Rone to the distribution list for all addendums and revisions on the project and notification of pre-construction meetings, where applicable, regarding soils, piers, concrete, masonry and structural steel.

All time is for a minimum of two hours or as noted. Overtime will be charged for all hours worked before 7:00am and after 5:00pm, for any time in excess of 8 hours per day or 40 hours per week, Saturdays, Sundays and Holidays. All time is Portal to Portal.

Administrative services are for report preparation and review, supervision and scheduling of field and laboratory personnel.

This proposal is valid for sixty days from the listed proposal date.

Prior to any work being performed on the project, Rone will need to have an executed contract in place.

All Invoices for our services are payable within 30 days with no retainage.

Terms and Conditions

SECTION 1: PARTIES AND SCOPE OF WORK: RONE Engineering Services, Ltd. (hereinafter referred to as "RONE") shall include said company or its particular division, assigns, successors, subsidiary or affiliate performing the work. "Work" (whether such term is capitalized or not) means the specific geotechnical, analytical, testing or other service to be performed by RONE as set forth in RONE's proposal and these Terms and Conditions. Additional work ordered by Client shall also be subject to these Terms and Conditions. "Client" refers to the person or business entity ordering the work to be done by RONE. If Client is ordering the work on behalf of another, Client represents and warrants that it is the duly authorized agent of said party for the purpose of ordering and directing said work. Unless otherwise stated in writing, Client assumes sole responsibility for determining whether the quantity and the nature of the work ordered by the client is adequate and sufficient for Client's intended purpose. Client shall communicate these General Conditions to each and every third party to whom Client transmits any part of RONE's work. RONE shall have no duty or obligation to any third party greater than that set forth in RONE's proposal, Client's acceptance thereof and these Terms and Conditions. The ordering of work from RONE, or the reliance on any of RONE's work, shall constitute acceptance of the terms of RONE's proposal and these Terms and Conditions, regardless of the terms of any subsequently issued document. If unexpected site conditions are discovered, the scope of work may require additional services even as the work is in progress. RONE will provide these additional services at its normal schedule rate. Initiation of services by RONE for client will automatically invoke and be performed subject to these Terms and Conditions. RONE's duties and obligations for any Work performed is to Client only. If Client chooses to charge any third party for any work performed hereunder, Client is solely responsible for assessing such charges against said third parties. RONE assumes no duty or obligation to pursue such charges against any third party other than Client and Client remains solely responsible to RONE, regardless of the reimbursable or non-reimbursable status of the charges.

SECTION 2: ACCESS TO SITE: Client will arrange and provide such access to the site as is necessary for RONE to perform the work. RONE shall take reasonable measures and precautions to minimize damage to the site and any improvements located thereon as the result of its work or the use of its equipment; however, RONE has not included in its fee the cost of restoration of damage which may occur and shall have no obligation to perform any such restoration work. If Client desires or requires RONE to restore the site to its former condition, upon written request RONE will perform such additional work as is necessary to do so and Client agrees to pay to RONE for the cost.

SECTION 3: TEST AND INSPECTIONS: Client shall cause all tests and inspections of the site, materials and work performed others to be timely and properly performed in accordance with the plans, specifications and contract documents and RONE's recommendations. Any re-testing, if deemed necessary by RONE, or testing due to cancellation of scheduled tests not due to the fault of RONE, are outside the scope of work hereunder and will be provided to Client for an additional charge at RONE's normal rates. No claims for loss, damage or injury shall be brought against RONE by Client or any third party unless all tests and inspections have been so performed and unless RONE's recommendations have been exactly followed. Client agrees to indemnify, defend and hold RONE, its officers, employees and agents harmless from any and all claims, suits, losses, costs and expenses, including, by not limited to, court costs and reasonable attorney's fees in the event that all such tests and inspections are not so performed or RONE's recommendations are not so followed.

28-Jun-23

SECTION 4: CLIENT'S DUTY TO NOTIFY ENGINEER: Client represents and warrants that it has advised RONE of any known or suspected hazardous materials, utility lines and pollutants at any site at which RONE is to do work hereunder, and unless RONE has specifically assumed in writing the responsibility of locating subsurface objects, structures, lines or conduits, Client agrees to defend, indemnify and save RONE harmless from all claims, suits, losses, costs and expenses, including reasonable attorney's fees, incurred as a result of personal injury, death or property damage resulting to or caused by contact with subsurface or latent objects, structures, lines or conduits where the actual or potential presence and location thereof were not specifically revealed to RONE by Client.

SECTION 5: RESPONSIBILITY: RONE's work shall not include determining, supervising or implementing the means, methods, techniques, sequences or procedures of construction. RONE shall not be responsible for evaluating, reporting or affecting job conditions concerning health, safety or welfare. RONE's work or failure to perform same shall not in any way excuse any contractor, subcontractor, laborer or supplier from performance of its work in accordance with the contract documents. RONE has no right or duty to stop any contractor's work.

SECTION 6: SAMPLE DISPOSAL: Unless otherwise agreed in writing, test specimens or samples will be disposed immediately upon completion of the test. All drilling samples or specimens will be disposed sixty (60) days after submission of RONE's report to Client.

SECTION 7: PAYMENT: Client shall be invoiced once each month for work performed during the preceding period. Client agrees to pay each invoice within (30) days of its receipt. Client further agrees to pay interest on all amounts invoiced and not paid or objected to for valid cause in writing within said thirty (30) day period at the rate of eighteen (18) percent per annum (or the maximum interest rate permitted under applicable law), until paid. Client agrees to pay RONE's cost of collection of all amounts due and unpaid after sixty (60) days, including court costs and attorney's fees. RONE shall not be bound by any provision or agreement requiring or providing for arbitration of disputes or controversies arising out of this agreement, any provision wherein RONE waives any rights to a mechanics' lien, or any provision conditioning RONE's right to receive payment for its work upon payment to Client by any third party. These Terms and Conditions are notice, where required, that RONE intends to file a lien to collect past due amounts. Client agrees to provide RONE, upon request, all information necessary for RONE to file its lien, including, but not limited to, a legal description of the property upon which the work was performed. Failure to make payment within 30 days of invoice shall constitute an irrevocable final release of RONE from any and all claims which Client may have, whether in tort, contract or otherwise, and whether known or unknown at the time.

SECTION 8: WARRANTY: RONE'S SERVICES WILL BE PERFORMED, ITS FINDINGS OBTAINED AND ITS REPORTS PREPARED IN ACCORDANCE WITH ITS PROPOSAL AND THESE TERMS AND CONDITIONS, AND WITH GENERALLY ACCEPTED PRINCIPLES AND PRACTICES. IN PERFORMING ITS SERVICES, RONE WILL USE THAT DEGREE OF CARE AND SKILL ORDINARILY EXERCISED UNDER SIMILAR CIRCUMSTANCES BY MEMBERS OF ITS PROFESSION. THIS WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES OR REPRESENTATIONS, EITHER EXPRESSED OR IMPLIED. STATEMENTS MADE IN RONE REPORTS ARE OPINIONS BASED UPON ENGINEERING JUDGEMENT AND ARE NOT TO BE CONSTRUED AS REPRESENTATIONS OF FACT.

Terms and Conditions

SHOULD RONE OR ANY OF ITS EMPLOYEES BE FOUND TO HAVE BEEN NEGLIGENT IN THE PERFORMANCE OF ITS WORK, OR TO HAVE MADE AND BREACHED ANY EXPRESS OR IMPLIED WARRANTY, REPRESENTATION OR CONTRACT, CLIENT, ALL PARTIES CLAIMING THROUGH CLIENT, AND ALL PARTIES CLAIMING TO HAVE IN ANY WAY RELIED UPON RONE'S WORK, AGREE THAT THE MAXIMUM AGGREGATE AMOUNT OF THE LIABILITY OF RONE, ITS OFFICERS, EMPLOYEES AND AGENTS SHALL BE LIMITED TO \$25,000.00 OR THE TOTAL AMOUNT OF THE FEE PAID TO RONE FOR ITS WORK PERFORMED WITH RESPECT TO THE PROJECT, WHICHEVER AMOUNT IS GREATER.

IN THE EVENT CLIENT IS UNWILLING OR UNABLE TO LIMIT RONE'S LIABILITY IN ACCORDANCE WITH THE PROVISIONS SET FORTH IN THIS PARAGRAPH, CLIENT MAY, UPON WRITTEN REQUEST FROM CLIENT RECEIVED WITHIN FIVE DAYS OF CLIENT'S ACCEPTANCE HEREOF, INCREASE THE LIMIT OF RONE'S LIABILITY TO \$250,000.00 BY AGREEING TO PAY RONE A SUM EQUIVALENT TO AN ADDITIONAL AMOUNT OF 10% OF THE TOTAL FEE TO BE CHARGED FOR RONE'S SERVICES. THIS CHARGE IS NOT TO BE CONSTRUED AS BEING A CHARGE FOR INSURANCE OF ANY TYPE, BUT IS INCREASED CONSIDERATION FOR THE GREATER LIABILITY ACCEPTED BY RONE. IN ANY EVENT, ATTORNEY'S FEES EXPENDED BY RONE IN CONNECTION WITH ANY CLAIM SHALL REDUCE THE AMOUNT AVAILABLE, AND ONLY ONE SUCH AMOUNT WILL APPLY TO ANY PROJECT REGARDLESS OF THE NUMBER OF CLAIMS OR CAUSES OF ACTION ARISING OUT OF THE WORK. CLIENT WAIVES ANY AND ALL CLAIMS FOR CONSEQUENTIAL, SPECIAL OR PUNITIVE DAMAGES AGAINST RONE ARISING OUT OF OR RELATING TO THE WORK.

NO ACTION OR CLAIM, WHETHER IN TORT, CONTRACT, OR OTHERWISE, MAY BE BROUGHT AGAINST RONE, ARISING FROM OR RELATED TO RONE'S WORK, MORE THAN TWO YEARS AND ONE DAY AFTER THE CESSATION OF RONE'S WORK HEREUNDER. LIMITATIONS ON LIABILITY AND INDEMNITIES IN THIS AGREEMENT ARE BUSINESS UNDERSTANDINGS BETWEEN THE PARTIES VOLUNTARILY AND KNOWINGLY ENTERED INTO, AND SHALL APPLY TO ALL THEORIES OF RECOVERY INCLUDING, BUT NOT LIMITED TO BREACH OF CONTRACT, WARRANTY, TORT (INCLUDING NEGLIGENCE), STRICT OR STATUTORY LIABILITY, OR ANY OTHER CAUSE OF ACTION, EXCEPT FOR WILLFUL MISCONDUCT OR GROSS NEGLIGENCE. THE PARTIES ALSO AGREE THAT CLIENT WILL NOT SEEK DAMAGES IN EXCESS OF THE LIMITATIONS INDIRECTLY THROUGH SUITS WITH OTHER PARTIES WHO MAY JOIN RONE AS A THIRD-PARTY DEFENDANT. PARTIES MEANS CLIENT AND GEOTECHNICAL ENGINEER AND THEIR OFFICERS, EMPLOYEES, AGENTS, AFFILIATES, AND SUBCONTRACTORS.

SECTION 9: HAZARDOUS MATERIALS: Nothing contained within this agreement shall be construed or interpreted as requiring RONE to assume the status of an owner, operator, generator, storer, transporter, creator, or disposal facility as those terms appear within RCRA or within any Federal or State statute or regulation governing the generation, transportation, treatment, storage and disposal of pollutants. Client assumes full responsibility for compliance with the provisions of RCRA and any other Federal or State statute or regulation governing the handling, treatment, storage and disposal of pollutants. It shall be the duty of the owner, the client, or their representative to advise RONE of any known or suspected hazardous substances which are or may be related to the services provided; such hazardous substances include but are not limited to products, materials, by-products, wastes or samples of the foregoing which RONE may be provided or obtain performing its Work or which hazardous substances exist or may exist on or near any premises upon which work is to be performed by RONE employees, agents or subcontractors. If RONE observes or suspects the existence of unanticipated hazardous materials during the course of its Work, RONE may at its option terminate further work on the project and notify Client of the condition. Work will be resumed only after a renegotiation of scope of services and fees. RONE does not create, generate, or at any time own or take possession or ownership of or arrange for transport, disposal or treatment of hazardous materials as a result of its Work.

SECTION 10: HAZARDOUS MATERIALS INDEMNITY: The Client acknowledges that RONE has neither created nor contributed to the creation of existence of any hazardous, radioactive, toxic, irritant, pollutant, or otherwise dangerous substance or condition at the site. Accordingly, except as expressly provided in this contract, the Client waives any claim against RONE and agrees to indemnify and save RONE, its agents, and employees harmless from any claim, liability or defense cost, including but not limited to attorney fees and other incidental costs, for injury or loss sustained by any party from such exposures, regardless of whether such exposure was allegedly arising out of or related to RONE's performance of services hereunder.

SECTION 11: TERMINATION: This Agreement may be terminated by either party seven (7) days written notice in the event of substantial failure by the other party to perform in accordance with the terms hereof. Such termination shall not be effective if that substantial failure has been remedied before expiration of the period specified in the written notice. In the event of termination, RONE shall be paid for services performed to the termination notice date plus reasonable termination expenses. Expenses of termination or suspension shall include all direct costs of RONE required to complete analyses and records necessary to complete its files and may also include a report on the services performed to the date of notice of termination or suspension.

SECTION 12: PROVISIONS SEVERABLE: The parties have entered into this agreement in good faith, and it is the specific intent of the parties that the terms of these Terms and Conditions be enforced as written. In the event any of the provisions of these Terms and Conditions should be found to be unenforceable, it shall be stricken and the remaining provisions shall be enforceable.

SECTION 13: ENTIRE AGREEMENT: These Terms and Conditions and RONE's proposal constitute the entire understanding of the parties, and there are no representations, warranties or undertakings made other than as set forth herein. This agreement may be amended, modified or terminated only in writing, signed by each of the parties hereto.

Terms and Conditions

SECTION 14: OWNERSHIP OF DOCUMENTS: All reports, boring logs, field data, field notes, laboratory test data, calculations, estimates, and other documents prepared by RONE as instruments of service, shall remain the property of RONE unless there are other written agreements to the contrary.

SECTION 15: ASSIGNS: Client may not delegate, assign, subcontract or transfer its duties (including payment) or interest in this agreement without the written consent of RONE.

SECTION 16: INDEMNIFICATION: To the fullest extent permitted by applicable law, Client expressly agrees to defend (at Client's expense and with counsel acceptable to RONE), indemnify, and save and hold harmless RONE and all of its officers, directors, shareholders, employees, agents, successors, predecessors and assigns, from and against any and all claims, suits, losses, causes of action, damages, liabilities, and expenses of any kind whatsoever, including without limitation, all expenses of litigation and arbitration, court costs, and attorney's fees, arising on account of or in connection with injuries to or the death of any person whomsoever, claims for damages from any third party, or any and all damages to property (including the loss of use thereof), regardless of possession or ownership, which injuries, death or damages arise from, or are in any manner connected with, or alleged to be connected with, the Client's property or work being performed on Client's property by RONE or by persons or entities other than RONE, or are caused in whole or part by reason of the acts or omissions or presence of the person or property of the Client or any of its employees, agents, representatives, subcontractors, or suppliers, INCLUDING, WITHOUT LIMITATION, INJURIES, DEATH, OR DAMAGES WHICH ARISE FROM OR IN CONNECTION WITH, OR ARE CAUSED BY, ANY ACT, ERROR, OMISSION, OR NEGLIGENCE OF RONE AND ITS OFFICERS, DIRECTORS, SHAREHOLDERS, EMPLOYEES, AGENTS, CLIENTS, OR SUPPLIERS; BUT EXCLUDING INJURIES, DEATH, OR DAMAGES CAUSED BY THE SOLE NEGLIGENCE OR WANTON AND WILLFUL MISCONDUCT OF RONE. The indemnification obligations shall not be limited in any way by any limitation on the amount or type of damages, compensation, or benefits payable by or for the Client under worker's or workman's compensation acts, disability benefit acts or other employee benefits acts, and shall extend to and include any actions brought by or in the name of any employee of the Client or of any third party to whom Client may subcontract any work.

SECTION 17: COSTS AND TENDERING OF INDEMNIFICATION DEFENSE: The indemnities agreed to by Client herein expressly include all costs of litigation, attorney's fees, settlement costs and reasonable expenses in connection with the litigation or arbitration whether or not the claims made for loss, injury, damage or property damage are valid or groundless, and regardless of whether the defense of RONE is maintained by RONE or assumed by Client. RONE in its sole discretion and at its sole option may defend any or all of the indemnified claims or tender to Client the defense of any or all of the indemnified claims. Upon such tender by RONE to Client, Client shall be bound and obligated to assume the defense of RONE in the indemnified claims, including the settlement negotiations, and shall pay, liquidate, discharge and satisfy any and all settlements, judgements, awards or expenses resulting from or arising out of the indemnified claims without reimbursement from RONE. It is understood and agreed by Client that if RONE tenders the defense of an indemnified claim to Client and Client fails or neglects to assume the defense thereof, RONE may compromise and settle or defend any such suit or action, and Client shall be bound and obligated to reimburse RONE for the amount expended by it in settling or compromising any such claim, or in the amount expended by RONE in paying any judgement rendered therein, together with all reasonable attorney's fees and cost of litigation incurred by RONE by reason of its defense, settlement or compromise of such indemnified claims.

SECTION 18: COLLECTION OF AMOUNTS OWED TO RONE: In the event that Client owes any amount to RONE, whether under this Agreement or otherwise, Client agrees to RONE's employment of whatever collection methods it deems reasonable and expedient, including but not limited to garnishment (pre and post judgement), sequestration, attachment or any other legal method. Client agrees to waive any and all bond requirements associated therewith. Client agrees to pay all costs of collection, including attorney's fees.

SECTION 19: NOTICE: All notices required under this Subcontract Agreement shall be sent via certified mail return receipt requested to the address set forth in the proposal, via facsimile number listed on the proposal or via hand delivery to the office set forth on the proposal. Verbal notification to RONE will not satisfy the notice requirements herein. To the extent any notice provision of these Terms and Conditions violates applicable law in that it is too strict or restrictive, the provision shall be automatically modified to the standards mandated by the applicable law and shall not be void.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Amended Door Purchase Order - Northside **Related Page(s)** D.H. Pace Invoice and Original Purchase Order



EXECUTIVE SUMMARY:

At the August 14, 2023 meeting, Trustees approved a purchase order to replace all interior doors at Northside Elementary with new doors that would help improve classroom safety. Unfortunately, one closet door in the music room was unaccounted for. At this time, the administration is requesting the purchase order be amended by \$2,200 to replace the previously unaccounted for door in the music room. The amended purchase order total would be \$185,681.00.

ATTACHMENTS:

Quote for replacement door from D.H. Pace

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve amendment to existing purchase order with D.H. Pace for one additional door to replace door in music room at Northside Elementary.

COPIES
WHITE VENDOR
YELLOW RECEIVING

INVOICE TO:
WAXAHACHIE ISD
411 N. GIBSON STREET
WAXAHACHIE, TX 75165
TAX NBR: 75-6002723
PHONE: 972-923-4631
FAX NBR: 972-923-4658

P.O. NUMBER: 9000023235
VENDOR KEY : D.H. PAC000
PAGE NUMBER: 1
P.O. DATE : 08/04/2023
SHIP DATE : 08/04/2023
FISCAL YEAR: 2023-2024
ENTERED BY : ROSS WEN001

PRINTED 01/24/2024
REPRINTED PO

COMPANY:
D.H. PACE COMPANY, INC.
1901 E 119TH STREET
OLATHE, KS 66061

DELIVER TO:
WISD MAINTENANCE WAREHOUSE
631 SOLON RD
WAXAHACHIE, TX 75165

ATTN: JERONIMO SAUSTE

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
		PROP C BOND PROJECT - REPLACE DOORS AT NORTHSIDE. WISE APPROVED VENDOR		
1	EACH	SCOPE OF WORK: REMOVE AND REPLACE DOORS. RE-USE HARDWARE ACCEPT WHERE ADVISED. 86 RED OAK WOOD DOORS IN VARIOUS SIZES; 3 HOLLOW METAL DOORS	183481.00000	183481.00
		PRICING AND DETAILS PRESENTED IN PROPOSAL NO. 52745 DATED 8/2/23		

USE P.O. NUMBER ON ALL CORRESPONDENCE TOTAL 183,481.00

T A X E X E M P T I O N S

TAX EXEMPT ENTITY
NO BACK ORDERS ACCEPTED

PURCHASE APPROVED BY:

CHIEF FINANCIAL OFFICER

=====

P.O.: 9000023235	ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : D.H. PAC000
ACCOUNT	264	AMOUNT
629 E 81 6629 00 104 0 99 000		183,481.00

PROPOSAL

Order # 59696
Quote Name Northside Music Rm Storage
Requested By Mott, Steve
Estimator Victoria Boyett

Date 01-18-2024

SOLD TO Waxahachie ISD
411 N Gibson St
Waxahachie, TX 75165

PROJECT Northside Elementary
801 Brown St
Waxahachie, TX 75165

Scope of Work: This is to add a new door to the Music Room Storage.
Quote includes door, hinges, closer, and labor to install. Reuse existing leverset.

- This proposal is priced furnished and installed, all state and local taxes not included.
- Customer to Confirm Description of all material is correct.
- Restocking Fee of 45% on approved material.
- Work to be completed during standard working hours of 8:00 a.m. to 4:00 p.m. Monday-Friday.
- Any Items not specifically included are excluded.
- DUE TO PRICE ESCALATIONS--Submittals not returned in 10 days are subject to manufacturers price increases.
- Our proposal excludes all electrical wiring, conduit, and electrical hookups.
- If during construction/installation hidden or flawed structures are encountered, additional charges may apply.
- All paint and additional work by others.
- Glass excluded unless otherwise specified in quote.
- Keying by others.
- Once All Material is received, job will be scheduled after that time.
- If Purchase orders are used please reference PO# on returned signed quote.
- Please sign this proposal and return it to me by EMAIL Victoria.Boyett@dhpac.com so we may proceed with your order.
- Quote Valid 10 Days.

Door ID	Description	UOM	Quantity
	35-3/4 x 83" ?h 3hng 161	EA	1.00
	HINGE 4.5 X 4.5 626 55858	EA	3.00
	4040XP al closer	EA	1.00
	LABOR	EA	1.00
Option Total			2,198.56

PROPOSAL

Order # 59696
Quote Name Northside Music Rm Storage
Requested By Mott, Steve
Estimator Victoria Boyett

Date 01-18-2024

Material and freight costs are anticipated to rise at unpredictable rates over the next several months. This quotation is based on current pricing from our suppliers and includes existing or announced surcharges levied by the steel industry & freight carriers, as outlined above. Customer acknowledges proposals for projects with extended durations may incur additional costs due to costs incurred from unforeseeable future surcharges. Final pricing will be determined at the time the order is released for fabrication, if not released within date range noted below

0.00% Tax	0.00
Total [USD]	2,198.56

The proposal described herein, including all price(s) quoted, is made conditionally upon Buyer's continued credit status and must be accepted by Buyer as made by Seller. To accept this Proposal, Buyer must date, sign and return the original copy hereof to Seller within 30 days after the date hereof. Unless expressly disclosed and stated, the amount of any sales and use tax is not included in this proposal.

Buyer acknowledges and agrees that each and all of the terms and conditions on the reverse side hereof are a part of this Proposal and that upon Buyer's acceptance of this Proposal shall constitute a valid and binding contract between the parties and all prior proposals, discussions and agreements respecting the subject matter hereof are cancelled. **DEPOSIT ON SPECIAL ORDER ITEMS IS NON-REFUNDABLE.**

PROPOSAL - SELLER

ACCEPTANCE - BUYER

Victoria Boyett 01-18-2024

Name Date

Name Date

TERMS AND CONDITIONS

NOTICE. Due to the unprecedented situation happening around the world with the COVID-19 virus and the potential for follow-on impacts arising from reactions to the outbreak, it is uncertain as to the impact this event will have on manufacturing and supply lead times, shipping, as well as vendor and contractor services and construction activities moving forward. Accordingly, please understand that our quotation today is conditioned upon an acknowledgement and your agreement that, in the event the COVID-19 virus directly or indirectly delays or impacts our ability to perform, including our ability to obtain requisite materials, equipment, or furnish sufficient labor or supervision, DH PACE shall not be deemed in default and the parties shall agree to negotiate a modification of the contract scope, schedule or method of performance to appropriately address the impacts of such event. We will notify you promptly in the event of such impact and provide our best estimate as to the impact and will continue to update you as the circumstances evolve.

Additionally, if awarded this project, DH Pace will require an amendment to any and all contract terms & conditions with the following statement: Neither Party shall be liable or in breach of its obligations under this Agreement to the extent performance of such obligations is delayed or prevented, directly or indirectly, by causes beyond its reasonable control and without its fault or negligence, including acts of God, fire, terrorism, war (declared or undeclared), severe weather conditions, earthquakes, epidemics or pandemics (including but not limited to COVID-19), material shortages, insurrection, acts or omissions of contractor's suppliers or agents, any act or omission by any governmental authority, national epidemics or pandemics (including but not limited to COVID – 19), strikes, labor disputes, acts or threats of vandalism or terrorism (including disruption of technology resources), transportation shortages, or vendor's failure to perform (each, an "Excusable Delay"). The delivery or performance date shall be extended for a period equal to the time lost by reason of such delay, including time to overcome the effect of the delay. The Party experiencing Excusable Delay shall use reasonable efforts to continue performance whenever such causes are removed. However, in the event an Excusable Delay continues for a period two (2) contiguous months or more, then either party may, upon 30-days written notice to the other terminate the affected part of this Agreement for convenience.

Terms. The products ("Products") described on the reverse side and the labor necessary to install the Products ("Labor") are herein collectively referred to as the "Work".

Condition Precedent. Buyer and Seller agree that if, following Buyer's acceptance hereof, a contract is to be executed by them, Seller's performance hereunder shall be subject to the condition precedent that the terms and conditions of such contract are acceptable to Seller.

Scope of Work. Seller agrees to perform for Buyer the Work at the Project. Buyer acknowledges and agrees that: (i) the prices quoted by Seller for the Products are based upon plans, specifications, verbal information or sketches as indicated herein and the addenda hereto; and (ii) that the Work contemplated under this Proposal is fully and correctly described herein.

Unless included in the description of and prices quoted for Products, glass, glazing, painting and electrical wiring is excluded under this Proposal and will be provided only upon receipt of a supplemental order signed by Buyer.

Proposal Price. Conditional upon Seller's prior approval of Buyer's credit, Buyer will pay Seller the unpaid balance for performance of the Work within 30 days of the date of Seller's invoice. If performance of the Work extends over 30 days, Buyer agrees to pay Seller progress payments under Seller's regular billing terms and if Products have been delivered to the Project or stored in a mutually agreed location, Buyer agrees to pay an amount not to exceed 90% of the Proposal Price in payment of the cost of such Products.

If payment of any sum is not made when and as due under this Proposal, Buyer shall pay interest on such delinquent sums at the rate of 1.50% per month or, the highest contract rate allowed under applicable law.

If following Buyer's default Seller refers this account to an attorney for collection, Buyer agrees to pay all attorney's fees incurred by Seller whether or not a lawsuit for collection is instituted, and all other costs of collection and litigation.

Contract Time. Installation dates are estimates only and Seller cannot guarantee commencement of Work or completion thereof on any given date. Completion dates cannot be given until Seller has been furnished with complete approved drawings and any additional information it may request. Seller shall not be liable for total or partial failure to complete or for any delay in delivering Products or Labor under this Proposal. Seller shall not be liable in any event for any special or consequential damages on account of failure or delay in performance regardless of cause.

Work Performance. Performance of the Work will be made by Seller in a prompt manner but Seller cannot be responsible for damage or delay due to acts of God, accidents, civil disturbances, delays in transportation by common carrier, strikes, war, unavailability of material or other cause beyond the reasonable control of Seller.

If Products are installed before a finished floor is completed, warranty is limited and Seller assumes no responsibility for fitting the Product to the floor. An additional charge may be made to Buyer for returning to the Project for adjustments to the Product.

Seller assumes no responsibilities for failure of installation of the Product due to structural deficiencies in an existing building. Buyer shall prepare the Project for installation in accordance with requirements of Seller.

If special work, requiring additional material and labor is required to meet conditions other than those specifically described in this Proposal, Buyer agrees to pay an additional charge therefore.

Seller shall be allowed uninterrupted and exclusive access to the Project during performance of the Work.

No Product may be returned without Seller's prior written approval. All Product returned is subject to a minimum of 25% restocking fee.

Cancellation. In the event Buyer cancels this Proposal after the Seller has commenced Work, Buyer shall forfeit the amount of the down payment given to Seller at the time of the execution of this Proposal, and in addition, shall pay to the Seller such proportion of the total Proposal Price as the amount of Work bears to the total amount of Work agreed upon to be furnished under this Proposal, plus a sum equal to 25% of the total Proposal Price as liquidated damages, which amount is to be paid within 30 days from the date of such cancellation.

In the event of Buyer's insolvency this Proposal shall be cancelled and Seller shall have no further obligations to Buyer hereunder.

Insurance. Seller shall carry workmen's compensation and public liability insurance to cover the Work. Seller shall not be liable to indemnify, hold harmless or protect in any way the Buyer, or any other party involved in the Work, whether an employee of Seller or Buyer or any third party, except to the extent of the workmen's compensation and public liability insurance maintained by Seller.

Buyer shall keep the Project adequately insured against any loss to Seller by reason of damage to Seller's Product or Work or Seller' vehicles, equipment and tools by vandalism, fire, water, windstorm and any other occurrence during the course of Work.

Alterations. Any alterations or modifications initiated by Buyer must be agreed upon between the parties and the price fixed by them before work on such alteration or modification shall commence. Payment for such alteration or modification shall be made at the time of the completion of the Work.

Permits and Licenses. Buyer shall be responsible for securing the necessary permits and licenses for the Work at Buyer's own cost and expense.

Warranties. Seller warrants the Product sold to be free from defects in material and workmanship under normal and intended use and service. This warranty extends only to the Buyer and expires one year after the date of delivery or installation of the Product by Seller.

Parts and labor for service work are warranted for the following periods: All replacement parts 90 days; labor-service 30 days. Seller's sole obligation is limited to repairing or replacing any parts which shall be determined by Seller to be defective and is conditioned upon Buyer giving notice of any such defect to Seller within the warranty period. If Seller concludes that repair or replacement is necessary, Seller will commence work within a reasonable time after the decision to repair or replace is made.

This warranty does not apply to any Product which has been altered or repaired by any person not authorized by the Seller or which has been subjected to misuse, neglect or accident.

Seller assumes no liability for incidental or consequential damages. Warranties implied by law are limited to duration to one year period described above.

Wood Products will be guaranteed only if properly protected within 10 days of delivery or installation by Seller with a prime and finish coat of manufacturer's recommended paint.

No warranty will be honored unless the Proposal Price has been paid in full, including any applicable service charges.

Modification of Proposal. Any modification of this Proposal or additional obligation assumed by either party in connection with this Proposal shall be binding only if evidenced in writing signed by each party or an authorized representative of each party.

Governing Law. It is agreed that this Proposal shall be governed by, construed and enforced in accordance with the laws of the state in which the Project is located.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** N/A

Subject: CTE Month **Related Page(s)** 2



EXECUTIVE SUMMARY:

February is National CTE Month. The board declares CTE Month in Waxahachie ISD (read declaration allowed).

ATTACHMENTS:

CTE Month Resolution

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

To declare February as CTE month in WISD.

CAREER AND TECHNICAL EDUCATION MONTH RESOLUTION

WHEREAS, CTE Month is taking place during the month of February to honor students who have chosen to pursue career and technical education as a means of acquiring real-world skills to compete in the workforce; and

WHEREAS, Around 12.5 million American high school and college students are enrolled in CTE courses, which encompass a variety of occupational fields, including agriculture, construction, manufacturing, computer science, and health care; and

WHEREAS, In addition to gaining specific career-related knowledge, participants in CTE programs learn such essential skills as time management, problem solving, and critical thinking, which better prepare them for the challenges and opportunities of the workplace; these programs motivate and engage students by providing hands-on activities in which they can further their expertise and interact with community members, potential employers, and students and teachers who share their vocational interests; and

WHEREAS, Career and Technical Education is offering a path to success in the 21st-century economy while helping to address the urgent need for skilled labor in high-demand industries, and it is enabling numerous Texans to secure gainful employment and lead productive, fulfilling lives; now, therefore, be it

RESOLVED, That the Waxahachie Independent School District Board of Trustees hereby recognize February as CTE Month and extend sincere best wishes to all the talented young students who have chosen career and technical education as a way to achieve their long-term professional goals.

Dusty Autrey, WISD Board President

John Rodgers, WISD Board Secretary

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Dr. David Averett

Subject: MOU Tarleton State University **Related Page(s)** 22



ATTACHMENT:

Memorandum of Understanding between Tarleton State University and Waxahachie ISD is included.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends approval of the proposed MOU between WISD and Tarleton State University for dual credit courses.

**Memorandum of Understanding
Between
Tarleton State University
and
Waxahachie ISD**

FOR THE 2024-2025 TARLETON TODAY PROGRAM

This Memorandum of Understanding (MOU) with an Effective Date of May 1, 2024, is entered by Waxahachie ISD (WISD) and TARLETON STATE UNIVERSITY, a member of The Texas A&M University System, an agency of the State of Texas, hereinafter referred to as “Tarleton”.

Contracting Parties:

Receiving Party (WISD)
Waxahachie ISD
3001 US Hwy 287 Bypass
Waxahachie, Texas 75167

Performing Party Tarleton State University
1333 W. Washington St.
Stephenville, TX 76402

WHEREAS, Tarleton and WISD are collaborating to offer eligible high school students the opportunity to enroll in college courses while attending high school and receive simultaneous academic credits from Tarleton and their WISD high school(s).

WHEREAS, eligible students will be able to participate in a dual enrollment, distance education program called Tarleton Today.

NOW THEREFORE, in consideration of the mutual promises herein contained, the Parties agree as follows:

1. Nature of Tarleton Today

Tarleton and WISD enter into this Agreement to implement Tarleton Today by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. Tarleton Today offers high school students the opportunity to earn high school credits from WISD and college credits from Tarleton through a distance education course.

WISD and Tarleton will share the responsibility to implement the Tarleton Today program. By entering into this Agreement for the delivery of distance college courses, WISD becomes an active participant in ensuring the effectiveness and quality of the implementation of Tarleton Today at WISD.

2. Fees and Payments

Enrollment Fees:

If joining the Tarleton Today program on or after the Effective Date, the cost of the Tarleton Today course materials, technical support and course implementation support outlined in this Agreement for WISD will be defined on a per-student, per-course basis. Program costs will be evaluated annually.

Texas public ISDs will pay a subsidized rate of \$50 per student per semester credit hour during the 2024-2025 school year (3 credit courses = \$150; 4 credit courses = \$200). Pending Texas FAST Program funding reimbursement, WISD students with a free and reduced lunch status will receive a course fee credit equal to the course fee charge. Tarleton Today will be directly reimbursed for course fees through the FAST Program for these students after completion. Private, parochial, and out-of-state schools are not eligible for the subsidized rate and will be charged \$65 per semester credit hour.

The Tarleton Today course fee is assessed for each student registered in each Tarleton Today course on the designated enrollment date. The program fee covers access to course materials, technology tools, and credit eligibility evaluation. Refunds will not be given at the end of a course for any reason, including if a student is not eligible to earn college credit in the course or withdraws after the enrollment date.

Professional Learning Development (PLD) Fee:

The cost of Tarleton Today professional development will be assessed on a per-teacher basis at a rate of \$500 for all teachers, both new and returning to the program. This fee covers professional learning and development requirements during the entire term of this agreement, including summer professional development courses, virtual learning modules, and coaching sessions from Tarleton. If WISD or the WISD high school teacher joins after the conclusion of summer professional development, the total fee is still required based upon the status of the teacher at student enrollment date. For teachers that complete the Tarleton Today course with at least 60% of their students accepting college credit, Tarleton Today will provide them a \$500 end-of-year bonus.

Any professional development fees do not include lodging, transportation, or teacher substitute cost.

WISD is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to Tarleton State University. Payments should be mailed and/or delivered to:

Tarleton State University
Tarleton Today
1333 W. Washington St.
Stephenville, TX 76402

3. Scope of Work and Responsibilities

Responsibilities to implement Tarleton Today distance college courses will be shared by WISD and Tarleton Today. WISD is an active participant in ensuring the effectiveness and quality of Tarleton Today implementation at its facilities. The Parties agree to provide the following, collectively referred to as the “Services.”

Responsibilities of Tarleton Today

Enrollment and Records

- A. Register high school students for Tarleton Today courses (as listed in Exhibit A) through the Tarleton Today student information system.
- B. Maintain, as part of routine educational effectiveness evaluation at Tarleton, Tarleton Today student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administering, implementing, and improving the program and providing official reporting to Tarleton and WISD. Tarleton Today engages in additional data sharing with Tarleton departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
- C. Record grades on Tarleton transcripts for students who are eligible for and accept college credit for the distance college course.
- D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.

Curriculum and Instruction

- E. Provide Tarleton faculty and academic staff to develop and define college-level course materials and curriculum and assume primary responsibility for oversight of distance college courses.
- F. Deliver instructional materials via distance education. All college course-related materials will be available to the student through unique login in Canvas Learning Management System (Canvas LMS).
- G. Administer Tarleton Today distance college courses via a dual enrollment model. Tarleton faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by Tarleton Department Chairs and supported by Deans. All Tarleton Today students register for semester- or year-long courses. The college enrollment process differs between the two course types.
 - a. Semester-long and year-long course college enrollment information
 - i. Students must complete a series of required assignments and summative assessments as published in the college syllabus that are designed, designated, and evaluated by Tarleton faculty and college Instructors of Record to earn college credit.
 - ii. Students in year-long courses must earn a passing grade (D or above) on the designated portion of the course determined by the Tarleton Instructor of Record to be eligible to earn college credit in the Tarleton Today distance college course.
 - iii. Students who earn a passing grade (D or above) in the college course may accept their college credit or withdraw from the course.
 - iv. Students who accept college credit will have an official Tarleton transcript showing the letter grade earned in the course.

- b. Additional year-long course college enrollment information
 - i. A student who does not earn a passing grade (D or above) may be determined to be eligible if the student meets the Texas Success Initiative (TSI) exemption criteria for that course. Grade-based eligibility criteria and TSI exemption criteria are detailed in each college course syllabus for which TSI exemption may be used, as well as attached in Exhibit C.
 - ii. Eligible student enrollments are recorded with Tarleton in alignment with Tarleton Today and Tarleton processes.
- H. Provide technology and support services necessary for teaching and learning in Tarleton Today courses and program implementation:
 - a. Maintain servers operated by or hosted on Tarleton Today's web-based Canvas LMS.
 - b. Provide access and training on the Canvas LMS for every Tarleton Today student to access course content and instructional experiences.
 - c. Provide online and phone-based technical support for Tarleton Today teachers, students, and Tarleton faculty using the curriculum when that support is not provided through Canvas LMS.
 - d. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments.
 - e. Provide a student orientation module in Canvas LMS for all Tarleton Today courses that detail program enrollment, student academic integrity, and FERPA rights.
 - f. Provide information in the Tarleton Today college courses and through Canvas notifications related to distance college course enrollment activities, including registration, eligibility, credit type selection, credit status, and official transcript requests.
 - g. Provide adequate procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in Tarleton Today.

Professional Development and Support

- I. Deliver professional learning to participating WISD teachers who teach a Tarleton Today course.
 - a. Summer professional development for participating WISD teachers will be delivered by Tarleton Today using distance education and virtual learning technologies, or in-person trainings at one of the Tarleton locations. Summer professional development is required for all Tarleton Today high school teachers.
 - b. Academic year Professional Learning: One-day Professional Learning for new and returning participating WISD teachers will be held at Tarleton or designated regional sites, or delivered virtually during the fall and spring semesters, at Tarleton's sole discretion. WISD teachers are **required** to participate in and fully complete the one-day workshop during each semester in which the teacher delivers a Tarleton Today course, regardless of whether the course will be offered in the subsequent year.

- c. Participating WISD teachers will be provided certificates of completion for the hours of documented attendance, which may count as continuing professional education hours with their district.
- J. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to WISD and its administration.
- K. Deliver in-person or virtual presentations and/or workshops to WISD staff and community members regarding the Tarleton Today program overview, implementation, and strategies for success.
- L. Tarleton Today will hire and assign a qualified course coordinator for each course offered. The coordinator will serve as the content expert and point of contact and support for the high school teacher.
- M. Provide ongoing, one-on-one feedback and guidance to the high school teacher.
- N. Provide virtual coaching to each Tarleton Today high school teacher to support course implementation and enhance their professional practice.

Institutional Effectiveness

- O. Provide feedback regarding course implementation to Tarleton faculty and academic staff, as well as WISD high school teachers and administrators. To ensure Tarleton Today is implemented and facilitated with quality and fidelity, Tarleton Today staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the status of Tarleton Today implementation, based on communication with the Tarleton Today WISD high school teacher(s) and classroom observations.
 - a. Tarleton Today staff will alert WISD administration of any serious concerns regarding WISD or campus implementation of the Tarleton Today course pertaining to quality and fidelity. If WISD implementation of the Tarleton Today course is deemed unsatisfactory, Tarleton Today reserves the right to deny the opportunity to offer the Tarleton Today course in the future or to require a replacement high school teacher.
 - b. A WISD high school teacher deemed by Tarleton Today to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with Tarleton Today expectations and be provided coaching and support as available through the course staff, Tarleton Today Professional Learning, virtual coaching, and ongoing communication. Should the high school teacher's implementation of Tarleton Today continue to be unsatisfactory or without improvement in Tarleton Today's sole discretion, Tarleton Today will notify WISD, who will use its best efforts to identify an alternate high school teacher, and WISD will work with Tarleton Today to continue implementation of the course with the alternate high school teacher. Tarleton Today reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.
 - c. Should Tarleton Today deem a Tarleton Today WISD high school teacher as not compatible with or not in the best interest of the program in Tarleton Today's sole discretion, Tarleton Today will notify WISD who will work with Tarleton Today to continue the course through an alternate teacher.
 - d. Any person performing Services under this Agreement on behalf of Tarleton Today must be actively employed or eligible for employment by Tarleton and

may not be on administrative or medical leave. Tarleton must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If Tarleton becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, a representative of the Tarleton Today program must inform the WISD district contact.

Extended Student Absences [subject to WISD policies]

- P. In a case where a student is removed from their home campus and assigned to an alternative campus due to disciplinary reasons, the WISD point of contact, campus principal and/or the high school teacher of the campus must notify the Tarleton Today Program Coordinator. Information needs to include the length of the placement to determine if the student will continue in the enrolled Tarleton Today course. If the alternative placement is longer than seven (7) school days, then the following will need to be done:
 - a. The administrator, Tarleton Today WISD high school teacher, and Tarleton Today course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined the student will not have the appropriate instruction and access to the course, the student will be dropped from the Tarleton Today course.
 - i. If this occurs prior to the identified course enrollment date, then the WISD will not be invoiced for this student.
 - ii. If the student is enrolled in a year-long Tarleton Today course, the student will be dropped from the Tarleton Today course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule.
- Q. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the WISD point of contact, campus principal and/or the high school instructor must notify the Tarleton Today Program Coordinator immediately to determine if eligibility for enrollment may continue, which decision will be made on Tarleton Today in its sole discretion.

4. Responsibilities of WISD [subject to WISD policies and applicable law]

- A. Implement one or more Tarleton Today courses.
 - a. Assign a(n) WISD contact responsible for overseeing the implementation of Tarleton Today high school course(s) and participating in meetings designated for WISD administration with Tarleton Today staff.
 - i. This WISD contact will provide up-to-date contact information for WISD and its campus administration. In the event there is a change in administration at WISD or at its campuses, the WISD contact will update Tarleton Today.
 - b. Assign 1-2 campus administrators to attend the Tarleton Today train-the-trainer session(s) held online in a webinar-based format. The training will model the parent night presentation, resources, and retention strategies.
 - c. Assign a designated contact for ensuring websites, email addresses, and support for technology related requests. This person will also be responsible for

- uploading course rosters following a specific format via Secure File Transfer Protocol (SFTP) prior to the start of the school year.
- d. Tarleton Today courses do not replace Advanced Placement (AP) curriculum or prepare students for AP exams. Neither Tarleton Today syllabi nor course content may be used for submission to satisfy the requirements for third-party evaluation.
- B. Recruit high school teacher(s) with appropriate qualifications to teach the Tarleton Today course(s), all consistent with WISD policies.
- a. Minimum requirements for all Tarleton Today WISD high school teachers include:
 - i. Bachelor's degree in the discipline or a related field.
 - ii. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus).
 - iii. Completed annual Tarleton Today teacher application.
 - iv. Obtain a Tarleton UID in order to access Canvas LMS and other systems required for implementation of the Tarleton Today program. Tarleton Today will provision the UID as high assurance and may suspend, terminate, or revoke access to its systems through the UID affiliation at Tarleton Today sole discretion. The UID affiliation with Tarleton Today will be revoked if this agreement is terminated or if a Tarleton Today WISD high school teacher can no longer complete the course.
 - v. Successful completion of required tasks before the start of summer professional development, including, but not limited to, completion of FERPA training module provided by Tarleton Today. Tasks will be determined and shared by the Tarleton Today professional learning and development staff in advance of summer professional development. WISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required pre-professional development tasks may not be eligible to attend the summer professional development. The decision to admit or deny such teacher and any accompanying conditions will be determined by the Tarleton Faculty Lead and Program Coordinator at their discretion.
 - vi. Successful completion of summer professional development. New Tarleton Today WISD high school teachers must participate in the entire Summer professional development and complete all assigned work, both before and during the training.
 - vii. Attendance at and completion of all required virtual conferences or virtual learning modules, academic year trainings, and professional development assignments.
 - viii. Attendance at the Fall and Spring Professional Development
 1. WISD teachers are required to participate in and fully complete both academic year professional developments in which the teacher delivers a Tarleton Today course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring professional development will provide up to eight hours of continuing professional education hours.

- ix. Review communication from Tarleton Today course staff in weekly newsletters and respond accordingly to routine requests.
 - x. Adhere to guidelines regarding Tarleton Today course content intellectual property. WISD is responsible for informing teachers that they do not have a license to use any Tarleton Today provided materials outside of the scope of this agreement.
 - xi. Deliver Tarleton Today instructional materials through the Tarleton Today instance of Canvas LMS.
- b. Additional requirements for Tarleton Today returning WISD teachers include:
- i. Successful implementation of Tarleton Today course during the previous academic year according to requirements under section D below.
- C. Ensure Tarleton Today WISD high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to:
- a. Access to Canvas LMS. Participating WISD campuses will work with the Tarleton Today support team to ensure their campus and students can fully access the Canvas LMS.
 - b. Access to computer, internet, and allow lists, as specified by Tarleton Today, and adhere to requirements outlined in the most recent Tarleton Today Technology Manual.
 - c. Scheduled access to technology that meets the specifications defined by Tarleton Today for each course. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
 - d. Graphing calculators for College Algebra and Precalculus.
 - e. Audio/visual projection and/or whiteboard.
 - f. Copy/scanning services to duplicate some course materials and distribute to students in the Tarleton Today course and upload assignments.
 - g. For Intro to Animal Science, students must have periodic access to at least two livestock species (cattle, horses, sheep, goats, pigs, and/or poultry).
 - h. For Music Appreciation, students must have access and ability to utilize headphones for assessment purposes. Twice during the year they will need to attend a concert which may or may not be outside the school.
- D. Ensure Tarleton Today WISD high school teachers implement the program with fidelity, including the following:
- a. Tarleton Today instructors are expected to adhere to Texas Administrative and Education Code, including the Educators' Code of Ethics (19 TAC Chapter 247).
 - b. Administer and facilitate Tarleton Today-required assignments and assessments without alteration through the Tarleton Today instance of Canvas LMS.
 - c. Have students create a TARLETON UID and register for Tarleton Today sections.
 - d. Use Canvas LMS to assign and grade high school work as specified by Tarleton Today course staff.
 - e. Participate in professional learning, including Summer professional development, one-day workshops, video conferences or virtual learning modules, virtual coaching, and ongoing opportunities during each semester in

which they teach the Tarleton Today course. To facilitate teacher participation in the one-day workshops, WISD agrees to pay the cost of substitute teachers for the days the teacher will attend the workshops.

- f. Maintain regular communication via email, phone, video web conferencing, etc. with Tarleton Today course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
- g. Notify Tarleton Today of WISD high school teacher absences that exceed four or more consecutive class days or of teacher resignations using the provided form in the case when the teacher cannot self-report.
- E. Recruit and approve students to participate in the Tarleton Today courses.
- F. Ensure students enrolled in the Tarleton Today program meet the minimum academic requirements for each course as shown in Exhibit A.
- G. Ensure students complete the Tarleton Today registration process within the first two weeks of school. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit. Consent forms must be submitted within one week of the WISD school start date.
- H. Any person performing Services under this Agreement on behalf of WISD must be actively employed or eligible for employment by WISD and may not be on administrative leave. WISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If WISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, the district contact, who oversees the Tarleton Today program, must inform Tarleton Today within 24 business hours.

5. Summer Professional Development, Teacher Registration, and Attendance

1. WISD high school teachers are required to register for Summer Professional Development **two weeks prior** to the start of Summer Professional Development.
2. New Tarleton Today WISD high school teachers must participate in the entire Summer Professional Development and complete all assigned work, both pre- and during Professional Development. New Tarleton Today high school teachers are defined as those who are implementing a Tarleton Today course for the first time or for the first time after more than one year of absence.
 - a. The WISD teacher assigned to the course **must** successfully complete the New Teacher Summer Professional Development experience at least once, in its entirety, before implementing a Tarleton Today course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer Professional Development for each subsequent year they implement that course. If a teacher is assigned to implement a new Tarleton Today course in addition to their current Tarleton Today course, the instructor must complete the New Teacher Summer Professional Development for the new course.
3. Cancellation policy:

- a. All high school teachers must cancel their registration in writing at least one week prior to any in-person Professional Development. WISD will be invoiced for all registered high school teachers three weeks prior to the event starting, and will pay such invoices within thirty (30) days.
 - b. If a high school teacher registers for Summer Professional Development and is unable to attend, the teacher must communicate this change to the Tarleton Today Professional Learning and Development team in writing at least one week prior to the start of Summer Professional Development. The district contact may coordinate with Tarleton Today to identify an appropriate replacement. Fees will be assessed based on teachers who complete Summer Professional Development.
 - c. In the event of an emergency about which Tarleton Today staff and the teacher's principal are notified, a teacher may arrange to make up as much as 20% of Summer Professional Development and still be eligible to teach the Tarleton Today course. Tarleton Today WISD high school teachers who miss more than 20% of Summer Professional Development, regardless of the reason, will be on probationary status and their approval to serve as a Tarleton Today high school teacher will be evaluated by Tarleton Today on a case-by-case basis.
4. If a high school teacher attends Summer Professional Development, and the course for which the teacher is trained is not offered for the school year, WISD will be:
 - a. Charged the full fee based on whether they are new or returning, for Summer Professional Development.
 - b. All materials provided to WISD for the course must be returned to Tarleton Today within 30 days.

6. Educational Records and Data Sharing

- A. WISD and Tarleton Today create, maintain, and manage their own educational records for students and teachers. Tarleton Today maintains all educational records created as a result of the Tarleton Today program consistent with FERPA, as well as applicable Texas A&M University System (TAMUS) policy 16.01.02 and any applicable law. In order to provide the Tarleton Today program and related services to WISD and for WISD's accountability reporting purposes, Tarleton Today requires specific student information from WISD. All such records are provided the same security as those outlined in TAMUS Policy 16.01.02 and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support the Tarleton Today program.
- B. Following Tarleton's Institutional Review Board standards and policy, as applicable, Tarleton Today may obtain and maintain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvements.
- C. For legitimate educational interests, Tarleton Today will facilitate the exchange of information among institutions, with the Texas Higher Education Coordinating Board, the Texas Education Agency, Tarleton Today high school teachers, Tarleton Today faculty and staff, and WISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to verify student's economic status related to state funding reimbursement, 3) to verify student accommodations under IDEA and/or Section 504; 4) to facilitate early intervention and support student success; 5) pertaining to

whether college credit is earned, accepted, and/or declined; 6) to facilitate accurate recordkeeping; and 7) to address academic integrity issues. If either party obtains access to WISD and/or Tarleton records or record systems protected under FERPA, each party agrees to adhere to the provisions of FERPA. While in possession of FERPA records and data, only persons authorized to access the student data related to the Tarleton Today program will be granted access consistent with FERPA.

7. Insurance.

WISD acknowledges that, because Tarleton is an agency of the state of Texas, liability for the tortious conduct of employees of Tarleton or for injuries caused by conditions or use of tangible state property is provided solely by the provisions of the Texas Tort Claims Act (Texas Civil Practice and Remedies Code Chapters 101 and 104); and that workers' compensation insurance coverage for employees of Tarleton is provided by the [A&M SYSTEM] as mandated by the provisions of Chapter 502, Texas Labor Code. Tarleton shall have the right, at its option, to (a) obtain liability insurance protecting Tarleton and its employees and property insurance protecting Tarleton's buildings and contents, to the extent authorized by Section 51.966, Texas Education Code, or other law, or (b) self-insure against any risk that may be incurred by Tarleton as a result of its operations under the Agreement.

8. FERPA.

For purposes of the Family Educational Rights and Privacy Act ("FERPA"), Tarleton hereby designates WISD as a school official with a legitimate educational interest in any education records (as defined in FERPA) that WISD is required to create, access, receive, or maintain in order to fulfill its obligations under this Agreement. WISD shall comply with FERPA as to any such education records and is prohibited from redisclosure of the education records except as provided for in this Agreement or otherwise authorized by FERPA or Tarleton in writing. WISD is only permitted to use the education records for the purpose of fulfilling its obligations under this Agreement and shall restrict disclosure of the education records solely to those employees, subcontractors or agents who have a need to access the education records for such purpose. WISD shall require any such subcontractors or agents to comply with the same restrictions and obligations imposed on WISD in this Section, including without limitation, the prohibition on redisclosure. WISD shall implement and maintain reasonable administrative, technical, and physical safeguards to secure the education records from unauthorized access, disclosure or use.

9. Indemnification

WISD shall indemnify and hold harmless The Texas A&M University System, Tarleton, and their regents, employees and agents (collectively, the "A&M System Indemnitees") from and against any third-party claims, damages, liabilities, expense or loss asserted against A&M System Indemnities arising out of any acts or omissions of WISD or its employees or agents pertaining to the activities and obligations under this Agreement, except to the extent such liability, loss or damage arises from an A&M System Indemnitee's gross negligence or willful misconduct.

10. Term and Termination

A. This Agreement shall commence on April 1, 2024 (the “Effective Date”) and continue through August 31, 2025 (the “Term”) unless earlier terminated as provided herein.

B. This Agreement may be terminated without cause by either Party upon 30 days’ written notice to the other Party.

11. Loss of Funding.

Performance by Tarleton under this Agreement may be dependent upon the appropriation and allotment of funds by the Texas State Legislature (the “Legislature”). If the Legislature fails to appropriate or allot the necessary funds, Tarleton will issue written notice to WISD and Tarleton may terminate this Agreement without further duty or obligation hereunder. WISD acknowledges that appropriation of funds is beyond the control of TARLETON. In the event of a termination or cancellation under this Section, Tarleton will not be liable to WISD for any damages that are caused or associated with such termination or cancellation.

12. PAYMENT TERMS/PROMPT PAYMENT

Tarleton’s payment shall be made in accordance with Chapter 2251, *Texas Government Code* (the “Texas Prompt Payment Act”), which shall govern remittance of payment and remedies for late payment and non-payment.

13. Ownership of Created Works.

WISD irrevocably assigns, transfers and conveys to Tarleton, for no additional consideration, all of WISD’s ownership, rights, title and interest in and to all works prepared by WISD under this Agreement (“Deliverables”), including, without limitation, all copyrights, patents, trademarks, trade secrets and other intellectual property rights and all other rights that may hereafter be vested relating to the Deliverables under law. WISD certifies that all Deliverables will be original, or that WISD will have obtained all rights necessary for the ownership and unrestricted use of the Deliverables by Tarleton. WISD shall secure for TARLETON all consents, releases, and contracts and perform other reasonable acts as TARLETON may deem necessary to secure and evidence Tarleton’s rights in any Deliverable.

14. Independent Contractor

Notwithstanding any provision of this Agreement to the contrary, the Parties hereto are independent contractors. No employer-employee, partnership, agency, or joint venture relationship is created by this Agreement or by WISD’s service to Tarleton. Except as specifically required under the terms of this Agreement, WISD (and its representatives, agents, employees and subcontractors) will not represent themselves to be an agent or representative of Tarleton or [A&M SYSTEM]. As an independent contractor, WISD is solely responsible for all taxes, withholdings, and other statutory or contractual obligations of any sort, including but not limited to workers’ compensation insurance. WISD and its employees shall observe and abide by all applicable Tarleton policies, regulations, rules and procedures, including those applicable to conduct on its premises.

15. Dispute Resolution.

To the extent that Chapter 2260, *Texas Government Code* is applicable to this Agreement, the dispute resolution process provided in Chapter 2260, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by Tarleton and WISD to attempt to resolve any claim for breach of contract made by WISD that cannot be resolved.

16. Notice.

Any notice required or permitted under this Agreement must be in writing, and shall be deemed given: (a) three (3) business days after it is deposited and post-marked with the United States Postal Service, postage prepaid, certified mail, return receipt requested, (b) the next business day after it is sent by overnight carrier, (c) on the date sent by email transmission with electronic confirmation of receipt by the party being notified, or (d) on the date of delivery if delivered personally. Tarleton and WISD can change their respective notice address by sending to the other Party a notice of the new address. Notices should be addressed as follows:

WISD at:

Waxahachie ISD
3001 US Hwy 287 Bypass
Waxahachie, Texas 75167

Tarleton at:

Dr. Jolena Waddell
Box T-0010
1333 W. Washington St.
Stephenville, TX 76402
jwaddell@tarleton.edu

With a copy to:

Tarleton State University
Attn: Contract Specialist
Box T-0120
Stephenville, TX 76402
contracts@tarleton.edu

17. Venue; Governing Law

Pursuant to Section 85.18(b), *Texas Education Code*, mandatory venue for all legal proceedings against Tarleton is to be in the county in which the principal office of Tarleton's governing officer is located. The validity of this Agreement and all matters pertaining to this Agreement, including but not limited to, matters of performance, non-performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed and determined by the Constitution and the laws of the State of Texas.

18. Entire Agreement

This Agreement constitutes the entire and only agreement between the Parties hereto and supersedes any prior understanding, written or oral agreements between the Parties, or “side deals” which are not described in this Agreement. This Agreement may be amended only by a subsequent written agreement signed by authorized representatives of both parties.

19. Non-Assignment

WISD shall neither assign its rights nor delegate its duties under this Agreement without the prior written consent of Tarleton.

20. Survival

Any provision of this Agreement that may reasonably be interpreted as being intended by the Parties to survive the termination or expiration of this Agreement will survive the termination or expiration of this Agreement.

21. Cybersecurity Training Program

Pursuant to Section 2054.5192, *Texas Government Code*, WISD’s employees, officers, and subcontractors who have access to TARLETON’s computer system and/or database must complete a cybersecurity training program certified under Section 2054.519, *Texas Government Code*, and selected by Tarleton. The cybersecurity training program must be completed by WISD’s employees, officers, and subcontractors during the Term and any renewal period of this Agreement. WISD shall verify completion of the program in writing to Tarleton within the first thirty (30) calendar days of the Term and any renewal period of this Agreement. WISD acknowledges and agrees that its failure to comply with the requirements of this paragraph are grounds for Tarleton to terminate this Agreement for cause.

22. Access by Individuals with Disabilities

WISD represents and warrants that the electronic and information resources and all associated information, documentation, and support that it provides to Tarleton under this Agreement (collectively, the “EIRs”) comply with the applicable requirements set forth in Title 1, Chapter 213 of the *Texas Administrative Code* and Title 1, Chapter 206 of the *Texas Administrative Code* (as authorized by Chapter 2054, Subchapter M of the *Texas Government Code*) (the “EIR Accessibility Warranty”). If WISD becomes aware that the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, WISD shall, at no cost to Tarleton, either (1) perform all necessary remediation to make the EIRs satisfy the EIR Accessibility Warranty or (2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. In the event that WISD fails or is unable to do so, Tarleton may immediately terminate this Agreement, and WISD will refund to Tarleton all amounts paid by Tarleton under this Agreement within thirty (30) days following the effective date of termination.

23. Payment of Debt or Delinquency to the State

Pursuant to Sections 2107.008 and 2252.903, *Texas Government Code*, WISD agrees that any payments owing to WISD under this Agreement may be applied directly toward certain debts or delinquencies that WISD owes the State of Texas or any agency of the State of Texas regardless of when they arise, until such debts or delinquencies are paid in full.

24. State Auditor’s Office

WISD understands that acceptance of funds under this Agreement constitutes acceptance of the authority of the Texas State Auditor's Office, or any successor agency (collectively, "Auditor"), to conduct an audit or investigation in connection with those funds pursuant to Section 51.9335(c), Texas Education Code. WISD agrees to cooperate with the Auditor in the conduct of the audit or investigation, including without limitation, providing all records requested. WISD will include this provision in all contracts with permitted subcontractors.

25. Severability

In case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such invalid, illegal, and unenforceable provision had never been contained herein. The Parties agree that any alterations, additions, or deletions to the provisions of the Agreement that are required by changes in federal or state law or regulations are automatically incorporated into the Agreement without written amendment hereto and shall become effective on the date designated by such law or by regulation.

26. Public Information.

WISD acknowledges that TARLETON is obligated to strictly comply with the Public Information Act, Chapter 552, *Texas Government Code*, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law. Upon Tarleton's written request, WISD will promptly provide specified contracting information exchanged or created under this Agreement for or on behalf of Tarleton to Tarleton in a non-proprietary format acceptable to Tarleton that is accessible by the public. WISD acknowledges that Tarleton may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a)(1), *Texas Government Code*. The requirements of Subchapter J, Chapter 552, *Texas Government Code*, may apply to this Agreement and WISD agrees that this Agreement can be terminated if WISD knowingly or intentionally fails to comply with a requirement of that subchapter.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Exhibit A
2024-25 Tarleton Today Courses

Tarleton Today Course Name	Tarleton Course Code	TCCNS Equivalency	Texas Core Code	High School Course	Required Prerequisites
Intro to Agricultural Economics	AGEC 2317	AGRI 2317	080	Agribusiness Mgmt & Marketing	
General Animal Science	ANSC 1319 + 1119	AGRI 1419, AGRI 1319 + 1119	030	Advanced Animal Science	Biology & Chemistry or Integrated Physics & Chemistry (IPC); Algebra I & Geometry; and either Small Animal Management, Equine Science, or Livestock Production.
Personal Finance	BUSI 1307	BUSI 1307	080	Economics or Personal Financial Literacy	
Composition I	ENGL 1301	ENGL 1301	010	English III	Credit in English I and English II
American Literature	ENGL 2326	ENGL 2326	040	English III	Credit in English I and English II
United States History II	HIST 1302	HIST 1302	060	US History since 1877	
College Algebra	MATH 1314	MATH 1314	020	Algebra II or Independent Study in Math	Credit in Algebra I
Precalculus	MATH 2412	MATH 2412	020		Credit in Algebra II & Geometry
Music Appreciation	MUSI 1306	MUSI 1306	050	Music Studies-Music Appreciation I or II	
General Psychology	PSYC 2301	PSYC 2301	080	Psychology	
Intro to the Teaching Profession	EDUC 1301	EDUC 1301		Instructional Practices in Education and Training	
Horticulture	HORT 1301	HORT 1301		Horticultural Science	
Foundations of Leadership	LDRS 2301			Dual credit through Junior ROTC only	

Exhibit B
Data Sharing Agreement

DATA SHARING AGREEMENT
BY AND BETWEEN
Waxahachie ISD
AND
TARLETON TODAY
AT TARLETON STATE UNIVERSITY

Pursuant to this Data Sharing Agreement, Waxahachie ISD agrees to provide individual student-level data to Tarleton Today at Tarleton State University (Tarleton) for the purpose of implementing, billing, and evaluating the Tarleton Today dual enrollment program and informing Tarleton Today students of academic opportunities at Tarleton. WISD hereby appoints Tarleton Today as a legitimate educational official of WISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, Tarleton Today hereby appoints WISD as a legitimate educational official of Tarleton Today in accordance with FERPA. Tarleton Today agrees to provide individual student-level data to WISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2025 unless terminated in writing by one or both Parties.

1. Data type and exchange timeline

WISD Designee for Student Data and Tarleton Today will coordinate data exchange for all Tarleton Today program participants for the 2024-2025 academic year, as follows:

Responsible Party	Time Period	Type of Data
Tarleton Today	August 2024 – July 2025	<p>Throughout the academic year Tarleton Today will provide information about student enrollments, including course rosters, college course eligibility status, and final grades. Access to the information will be limited to pre-identified campus and WISD personnel who must obtain a TARLETON Electronic Identification and password in order to access the information.</p> <p>The following enrollment and performance data is provided throughout the academic year, as information becomes available.</p> <ul style="list-style-type: none"> • Course enrollments • Eligibility status • Eligibility letter grade • Final letter grade • Credit decision (credit accepted or declined) • University transcript grade

		<ul style="list-style-type: none"> • Student qualifying status for free/reduced lunch • Student qualifying status for accommodations under IDEA or Section 504
WISD	<p>July 2024 (one month prior to student start date)</p> <p>October 2024 (for Spring only enrollments)</p>	<p>Student registration information will be provided by the district to Tarleton Today to enroll students in courses and create their Tarleton State University accounts. This data transfer will be via SFTP and will include the following information.</p> <ul style="list-style-type: none"> • Student First Name • Student Middle Name • Student Last Name • Student Date of Birth • Student School Email Address • Student Projected High School Graduation Year • Student Gender • Student Ethnicity • Student Physical Address • Student Mailing Address (if different) • Student TSDS • Student School ID • Student Free/Reduced Lunch Status • Student Citizenship (Country) • Parent/Guardian Name • Parent/Guardian Email Address • Parent/Guardian Phone Number <p>In order for Tarleton Today to identify students who qualify for the reduced course enrollment fee, Tarleton Today must obtain Student State IDs. Based on the Student State IDs, the Texas Education Agency (TEA) provides Tarleton Today with students' Economic Disadvantage Status.</p> <ul style="list-style-type: none"> • TEA-assigned TX-UNIQUE-STUDENT-ID (Student Unique ID)
WISD	May 2025 – July 2025	<p>In order for Tarleton Today to engage in ongoing learning about student experiences, high school grades are exchanged.</p> <ul style="list-style-type: none"> • High school grade in Tarleton Today course, semester 1 • High school grade in Tarleton Today course, semester 2 • High school grade in Tarleton Today course, cumulative

2. Data protection

All data will be exchanged using secure systems and in an encrypted, password-protected electronic format by WISD and Tarleton Today.

Tarleton Today endeavors that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. Tarleton Today further endeavors that the data elements will not be released to a third party without written parental or student (as applicable) consent.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of Tarleton Today or other Tarleton program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure area and to prevent unauthorized access.

3. Information shared with TEA and THECB

- Share rosters of individual students, including student state ID, for all students enrolled in a Tarleton Today course at fall or spring enrollment to determine student eligibility for reduced course fee, AND
- Share rosters of individual students, including student state ID, for students who complete a Tarleton Today course for the purpose of calculating state accountability and other required state performance reporting and metrics.

Exhibit C

Math and English Course Eligibility

1. MATH 1314 and MATH 2412 Eligibility

Students who meet certain criteria gain eligibility for the opportunity to earn college credit through the dual enrollment program. The different ways to gain eligibility are detailed below.

Math Eligibility Pathway	Requirements	
College Grade	If you meet the minimum eligibility grade of a D on college assignment and assessments complete during the first part of the course, you are determined eligible for the opportunity to earn college credit based on your grade.	
Texas Success Initiative (TSI)	Submit proof of scores on certain standardized assessments, as shown in the Requirements for Eligibility by TSI table.	
College Algebra	If you have previous credit for College Algebra while attempting Precalculus, it can be submitted to regain eligibility.	
Requirements for Eligibility by TSI		
Assessment	Subject Area	Minimum Score
TSI	MATH	350
TSIA 2.0	MATH	Math score of 950 or diagnostic level of 6
SAT	MATH	530
ACT (Prior to 2/15/2023)	Composite and MATH	23 (Composite) and 19 (MATH)
ACT (After 2/15/2023)	MATH	22

2. English 1301 (Composition I) Eligibility

Students who meet certain criteria gain eligibility for the opportunity to earn college credit through the dual enrollment program. The different ways to gain eligibility are detailed below.

ELAR Eligibility Pathway	Requirements	
College Grade	If you meet the minimum eligibility grade of a D on college assignment and assessments complete during the first part of ENGL 1301, you are determined eligible for the opportunity to earn college credit based on your grade.	
Texas Success Initiative (TSI)	Submit proof of scores on certain standardized assessments, as shown in the Requirements for Eligibility by TSI table.	
Requirements for Eligibility by TSI		
Assessment	Subject Area	Minimum Score
TSI	READING	351
	WRITING	340 plus essay score 4-8, or diagnostic level 4-6 + essay score 5-8
TSIA 2.0	ELAR	Score of 945 + essay score 5-8, or diagnostic level of 5 or 6 + essay score 5-8.
SAT	Evidence Based	480
ACT	Composite and ENGL	23 (Composite) and 19 (ENGL)

Receiving Party
Waxahachie ISD

Performing Party
TARLETON STATE UNIVERSITY

Signature: _____

Name: Jerry Hollingsworth

Title: _____

Date: _____

Signature: _____

Name: _____

Title: _____

Date: _____

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Contract for Geotechnical Services - WCHS **Related Page(s)** Geotex Quote



EXECUTIVE SUMMARY:

In furthering the design of Waxahachie Creek High School (WCHS), the district is looking to contract with Geotex Engineering to begin geotechnical investigation of the site. The proposal includes a total of 69 borings across the site to determine the land composition, which will determine the foundational design of the building. The proposed cost of this service is \$99,050.00. This firm is recommended by our architects, VLK.

ATTACHMENTS:

Quote for geotechnical investigation from Geotex Engineering.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve agreement with Geotex Engineering to provide geotechnical investigation of the Waxahachie Creek High School campus site at a cost not to exceed \$99,050.

January 25, 2024
 Proposal No.: GP24-2018

Waxahachie ISD
 Attn: Ryan Kahlden
 411 N Gibson Street
 Waxahachie, TX 75165

**Subject: Proposed Geotechnical Investigation
 Waxahachie Creek High School
 Waxahachie, Texas**

Mr. Kahlden:

We are pleased to submit this proposal for the subsurface exploration and professional geotechnical engineering services for the proposed new high school, located approximately 1,660 feet southeast of the intersection of US-77 and Park Hills Drive in Waxahachie, Texas.

PROJECT DESCRIPTION

We understand that the project consists of the construction of a new High School campus with an approximate total footprint of about 498,000 square feet. The provided site plan also indicates the construction of an athletic field house building, tennis courts, a track, football field and separate practice field, and baseball and softball fields. In addition, concrete paved parking lots and drive lanes will be constructed.

SCOPE OF SERVICES

The objective of this geotechnical investigation will be to obtain subsurface data and develop foundation and earthwork recommendations for the new structures and pavements. All services provided will be performed in accordance with and limited to those generally accepted engineering standards prevailing at the time and in the area that the work is performed.

Field Services

Based on the size and scope of the project, we recommend drilling a total of sixty-nine (69) borings across the project site as summarized in the table below.

No. of Borings	Depth of Borings (feet)	Location/Development Type
30	40 ⁽¹⁾	High School Building
3	30 ⁽²⁾	Fieldhouse
12	20 ⁽²⁾	Baseball Field/Softball Field/Tennis Court

No. of Borings	Depth of Borings (feet)	Location/Development Type
11	15 ⁽³⁾	Track/Play Field
13	10 ⁽⁴⁾	Associated paving areas

Notes:

1. Borings will be drilled to indicated depth or 20 feet into competent bedrock, whichever occurs first.
2. Borings will be drilled to indicated depth or 10 feet into competent bedrock, whichever occurs first.
3. Borings will be drilled to indicated depth or 5 feet into competent bedrock, whichever occurs first.
4. Borings will be drilled to indicated depth or top of bedrock, whichever occurs first.

The borings will be drilled and sampled using either a truck-mounted or an ATV-mounted drilling rigs. Competent bedrock strata within some of the building borings will be cored near-continuously using a double-tube core barrel fitted with a tungsten-carbide, saw tooth cutting bit in the high school building borings. Bedrock strata will also be tested periodically in situ using Texas Cone Penetration tests. The recovered subsurface samples will be described, then preserved and labeled as to the appropriate boring number and depth in the field. These materials will be described in further detail in the laboratory by a staff geologist or engineer. Groundwater, if observed, will be recorded during and at the completion of drilling. Groundwater levels in the supplemental borings will be monitored and recorded up to 48 hours after completion of drilling. After final groundwater observations, the borings will be backfilled with the excavated cuttings.

Laboratory Services

Selected laboratory testing of the recovered samples will be performed to evaluate soil index, volume change, and strength properties of the subsurface materials, and to provide data for analysis. These tests may include but may not be limited to the following:

- Moisture content
- Atterberg limits
- Percent passing No. 200 mesh sieve
- Unconfined compression tests (soil and bedrock)
- Overburden swell tests
- Soluble Sulfates
- Corrosion Potential (pH, resistivity, redox, sulfate, sulfide, chloride)

Geotex Engineering will retain recovered samples for 30 days after submission of the geotechnical report unless other arrangements are made by the client.

Engineering Analysis and Report

Data obtained from the field investigation and laboratory tests will be presented in a geotechnical data report. Information to be provided includes the following:

- A plan sheet indicating the approximate location of each boring.

- A log of each boring with the boring number, depth of each stratum, material description, soil classification with laboratory test results, and groundwater information.
- A discussion of subsurface soil and groundwater conditions.
- A brief discussion of the site geology.
- Estimates of soil movement related to settlement and expansive soils (if present).
- Outline of the engineering properties of the natural soils present, and any existing fill, if encountered.
- Recommendations for foundation type, depth and allowable loading, uplift considerations, L-Pile parameters and Seismic Site Class (2018 IBC).
- Earthwork recommendations, including material type(s), compaction, and backfill requirements.
- Pavement and pavement subgrade recommendations.
- Electronic copy of the report.

CONDITIONS

We respectfully request that the Owner provide the following:

- Landowner permission, right(s) of entry, permits, easements or other access authorization required to perform our proposed services.
- The client must also provide access to each boring location for the drill rig and crew prior to drilling operations.
- Geotex will contact DigTess/Texas One Call for general subsurface utility clearing within the easements. Locating and marking any private non-franchise subsurface utilities or other structures or items which might be damaged during the field exploration program is not part of this scope. The client must provide these services before drilling can proceed; however, these services can be provided by third-party vendor to Geotex for an additional fee. **Geotex will not be responsible for damage utilities that are not clearly marked.**

SCHEDULE

Our current drilling backlog should allow us to commence drilling operations, weather permitting, within about 2 weeks of receipt of a signed agreement or official notice-to-proceed. The final report will be provided about 2 to 4 weeks after completion of drilling. Draft logs and preliminary recommendations can be provided within a week after completion of drilling.

COMPENSATION

Geotex Engineering proposes to perform the requested scope of services for a **lump sum of \$95,850**. Clearing may be required for access to the boring locations and will be provided at **an additional fee of up to \$3,200 per day including equipment and labor charges (anticipating 1 day of clearing services)** unless they are provided by the client. **Total cost of services inclusive of site clearing will be \$99,050.**

This amount will not be exceeded without prior approval. Should subsurface conditions be encountered which warrant significant revisions in this scope of services, we will contact you prior to initiating any new work. If additional services are desired, they may subsequently be agreed upon in writing and rendered under this agreement for additional, negotiated compensation.

Please indicate your approval of this proposal and the Geotex Engineering Terms & Conditions by signing below. After you have signed, please email a copy of the entire document, and retain the original for your records. Any modifications of the language must be accepted by both parties.

We appreciate the opportunity to provide you with our services. If you have any questions or wish to discuss any aspect of the project, please call us. Following your authorization, we are ready to begin work and look forward to a successful project.

Sincerely,

Geotex Engineering, LLC



Ibrahim A. Baayeh, P.E.
Director of Geotechnical Engineering

GEOTEX ENGINEERING TERMS AND CONDITIONS
FOR GEOTECHNICAL CONSULTING SERVICES

1. SCOPE OF SERVICES:

- a. **Services Provided:** Geotex Engineering, LLC (Geotex) will provide geotechnical engineering, drilling, and testing services as set forth in the Agreement, including all services described in the Scope of Services. Geotex will perform its Services under this Agreement as an independent contractor. This agreement constitutes the entire agreements between the parties and supersedes and extinguishes all previous drafts, agreements, arrangements, and understandings between the, whether written or oral, relating to this subject matter. Each party acknowledges that in entering into this agreement it does not rely on, and shall have no remedies in respect of, any representation or warranty (whether made innocently or negligently) that is not set out in this agreement.
- b. **Excluded Services:** Geotex services under this Agreement include only those Services specified in the attached agreement. Client expressly waives any claim against Consultant resulting from its failure to perform recommended additional Services that Client has not authorized Geotex to perform, and any claim that Geotex failed to perform services that Client instructs Geotex not to perform. The scope of services does not include any structural / civil site design or survey services.

2. BILLING/PAYMENTS

- a. **Basic Services:** Geotex will perform services as set forth in the attached Agreement for the amount(s) set forth therein.
- b. **Additional Services:** Any Services performed under this Agreement, except those Services expressly identified otherwise in the attached agreement, will be provided on a time and materials basis unless otherwise specifically agreed to in writing by both parties.
- c. **Billing/Payments:** Geotex will submit Invoices for services either upon completion of such services or on a monthly basis. Invoices shall be payable upon receipt. If the invoice is not paid within 30 days, Geotex may, without waiving any claim or right against the Client, and without liability whatsoever to the Client, terminate the performance of the service.
- d. **Billing Disputes:** The Client must identify any disputes with the invoice within ten (10) days of receipt or shall be presumed to be in agreement with all portions of the invoice. In the event of a dispute, the Client shall make prompt payment of all undisputed portions.
- e. **Late Payments:** Any amounts unpaid 60 days after the invoice date are subject to a late payment charge at 1.5% per month or the maximum legal rate, whichever is higher. The failure by the Client to pay Geotex for service rendered in a timely manner will constitute a failure of the Client to perform under this Agreement. Client will be required to reimburse Geotex for time spent and expenses (including fees of any attorney, collection agency, and/or court costs) incurred in connection collecting delinquent payments.

3. PERFORMANCE STANDARD OF CARE

The standard of care for all professional engineering and related services performed or furnished by Geotex and its representatives under this Agreement will be the care and skill ordinarily used by other professionals practicing under similar circumstances at the same time and in the same locality. No other representation, express or implied, and no warranty or guarantee is included or intended by this Agreement or any report, opinion, document, or other instrument of service.

4. CLIENT'S RESPONSIBILITIES

- a. **Rights of Entry:** Provide access to and/or obtain permission for Geotex to enter upon all property, whether or not owned by Client, as required to perform and complete the Services. Geotex will operate with reasonable care to minimize damage to the Project Site(s). However, Client recognizes that Consultant's operations and the use of investigative equipment may unavoidably alter conditions or affect the environment at the existing Project Site(s). The cost of repairing such damage will be borne by Client and is not included in the fee unless otherwise stated.
- b. **Information:** Supply to Geotex all information and documents in Client's possession or knowledge which are relevant to the Services. Geotex may rely upon such information without independently verifying its accuracy.
- c. **Subsurface Structures:** Client shall provide Geotex the location of all subsurface structures, such as pipes, tanks, cables, and utilities within the property line of the Project Site(s) and be responsible for any damage inadvertently caused by Consultant to any such structure or utility not designated. Geotex is not liable to Client for any losses, damages or claims arising from damage to subterranean structures or utilities that were not correctly designed by Client to Geotex.

5. CHANGED CONDITIONS

If Consultant discovers conditions or circumstances that it had no contemplated at the commencement of this agreement ("Changed Conditions"), Consultant will notify Client in writing of the Changed Conditions. Client and Consultant agree to that they will then renegotiate in good faith the terms and conditions of this Agreement. If Consultant and Client cannot agree upon amended terms and conditions within 30 days after notice, Consultant may terminate the Agreement and compensated for services performed prior to the termination notice date, and for any necessary Services and expenses incurred in connection with the termination of the Project.

6. CERTIFICATIONS

Client will not require Geotex to execute any document that would result in its certifying, guaranteeing, or warranting the existence of conditions whose existence the Firm cannot ascertain, or that contains any certification, guarantee or warranty broader than the professional standard of care.

7. ALLOCATION OF RISK

- a. **Limitation on Liability:** Notwithstanding any other article of this agreement, the total liability of the firm and its partners, officers, directors, employees and agents to client and any one claiming by, through or under client for any and all injuries, claims, losses, expenses and damages whatsoever arising out of, or in any way related to, the services of this agreement from any cause or causes whatsoever including, but not limited to, negligence, errors, omissions, strict liability or breach of contract shall not exceed one hundred thousand dollars (\$100,000.00).
- b. **Indemnification:** The Client shall, to the fullest extent permitted by law, indemnify and hold harmless the Firm, and its officers, members, managers, employees, agents and sub consultants from and against all damage, liability and cost, including reasonable attorney's fees and defense costs, arising out of or in any way connected with the performance by any of the parties above named of the services under this agreement, excepting only those damages, liabilities or costs attributable to the gross negligence or willful misconduct of the Firm.
- c. **Consequential Damages:** In no event shall the Firm be liable to Client or the Client to the Firm for consequential, special, or indirect damages, including but not limited to, loss of profits or revenue, loss of use of equipment, loss of production, additional expenses incurred in the use of the equipment and facilities and claims of customers of the Client. This disclaimer shall apply to consequential damages based upon any cause of action whatsoever asserted including, but not limited to, ones arising out of any breach of warranty, guarantee, products liability, negligence, tort, strict liability, or any other cause arising out of the performance or non-performance of the contract by Client or the Firm.

8. INSURANCE

Geotex maintains a complete package, including workman's compensation, commercial general liability, and professional liability insurance. Certificates of insurance shall be provided upon request. Should Client or Owner request the Firm provide additional insurance coverage, increase limits, or revise deductibles that are different than that specified on the certificate issued, compensation to the Firm will be responsibility of Client and or Owner. This agreement will be amended to incorporate such requested requirements. The Client and or Owner understands that this provision does not guarantee coverage.

9. OWNERSHIP AND USE OF DOCUMENTS

- a. **Consultant's Documents:** Unless otherwise agreed in writing, all documents and information prepared by Consultant or obtained by Consultant from any third party in connection with the performance of Services, including, but not limited to, Consultants reports, boring logs, maps, field data, field notes, drawings and specifications, laboratory test data and other similar documents are the property of Consultant. Consultant has the right, in its sole discretion, to dispose of or retain the documents.
- b. **Use of Documents:** All Documents prepared by Consultant are solely for use by Client and will not be provided by either party to any other person or entity without Consultant's prior written notice.
- c. **Unauthorized Reuse:** No party other than Client may rely, and Client will not represent to any other party that it may rely on Documents without Consultant's express prior written consent and receipt of additional compensation. Client waives any and all claims against Consultant resulting in any way from the unauthorized reuse or alteration of Documents by itself or anyone obtaining them through Client. Client will defend, indemnify and hold harmless Consultant from and against any claim, action or proceeding brought by any party claiming to rely upon information or options contained in Documents provided to such person or entity, published, disclosed or referred to without Consultant's prior written consent.

10. DISPUTE RESOLUTION:

Any claims or disputes between the Client and Firm shall be submitted to non-binding mediation. Client and Firm agree to include a similar mediation agreement with all contractors, subcontractors, sub-consultants, suppliers and fabricators, thereby providing for mediation as the primary method for dispute resolution between all parties.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the date set forth above.

GEOTEX ENGINEERING, LLC

CLIENT

By: _____

By: _____

Name: Ibrahim A. Baayeh, P.E.

Name: _____

Title: Director of Geotechnical Engineering

Title: _____

Date: _____

Address: _____

Email: _____

Phone: _____

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: Purchase of network equipment for Jimmie Ray Elementary and the new Wilemon STEAM Academy campus **Related Page(s)** RFP Scoring Matrix



EXECUTIVE SUMMARY:

The district is requesting to purchase networking technology equipment, subsidized by our available E-Rate funding, for Jimmie Ray Elementary and Wilemon STEAM Academy’s new campus. The purchase of this equipment would be partially offset using our (federal) E-Rate funds for this category. We anticipate E-Rate will pick up 80% of the cost of this equipment due to the number of students in the district qualifying for free/reduced meals.

ATTACHMENTS:

Scoring matrix for RFP responses.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve agreement with DISYS Solutions, Inc to provide network technology equipment for Jimmie Ray Elementary and Wilemon STEAM Academy’s new campus at a cost not to exceed \$752,868.98.

E-RATE BID EVALUATION GRID - TEXAS

Organization Name:	Waxahachie ISD	E-Rate Yr:	2024-25
Prepared by:	Shelly Murphree	Title:	Assistant
Signature:	<i>Shelly Murphree</i>	Date:	1/10/2024

Description of Service:	C2 Network for Wilemon STEAM Academy & Jimmie Ray Elementary					
Service Provider	Joe	Eli	Stephen	Brian	Shelly	Total Points
<i>Points Possible for Each Bid</i>	100	100	100	100	100	500
1 Solid IT Networks	72.000	69.000	75.000	70.000	71.000	357.000
2 Netsync Network Solutions	80.145	83.145	79.145	82.145	80.145	404.725
3 DISYS Solutions, Inc	82.281	83.281	82.281	82.281	82.281	412.405
EVALUATION RATIONALE (Attach additional pages as necessary)						

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** _____

Subject: House Bill 3 addendum **Related Page(s)** _____



		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Approve House Bill 3 addendum as presented.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Lisa Mott

Subject: Academic School Calendar 2024-25 **Related Page(s)** 1

**Action
Agenda Item**

EXECUTIVE SUMMARY:

December 12, 2023: The DEIC committee met and reviewed a calendar option that was vetted through Cabinet. DEIC committee members worked collaboratively to provide feedback. As a result of the feedback, a revised edition of the calendar was produced.

December 13, 2023 - January 22, 2024: DEIC members worked with campus principals to elicit feedback from campus/department staff on the edited calendar.

January 25, 2024: The DEIC committee met to review the campus/department feedback. Two calendar options were created to address common feedback from across the district.

February 1, 2024: The DEIC committee reconvened to review feedback on the 2 calendar options.

ATTACHMENTS:

Proposed 2024-2025 academic calendar.












		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Approve the proposed 2024-2025 academic calendar.

DEIC Recommended 2024-2025 ACADEMIC CALENDAR

July 2024							August 2024							September 2024							October 2024							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6					1	2	3	1	2	1	4	5	6	7			1	2	3	4	5	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	HC 11	12	
14	15	16	17	18	19	20	11	12	13	△	15	16	17	15	16	17	18	19	(3D) 20	21	13	fair day 14	15	16	17	18	19	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	(3D) 25	26	
28	29	30	31				25	26	27	28	29	30	31	29	(30						27	28	29	30	31			
										13 Student	20 teacher						19 Student	20 Teacher					20 Student	22 Teacher				
November 2024							December 2024							January 2025							February 2025							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
					1)	2	1	2	3	4	5	6	7				1	2	3	4							1	
3	(4	5	6	7	8	9	8	9	10	11	12	13	14	5	(WD) 6	(PD) 7	△	9	10	11	2	3	4	5	6	7	8	
10	11	12	13	14	(3D) 15	16	15	16	17	18	19	20)ER for all	21	12	13	14	15	16	17	18	9	10	11	12	13	(3D) 14	15	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21)	22	
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31		23	(24	25	26	27	28		
			15 student	16 Teacher						14.5 Student	15 Teacher					17 Student	19 Teacher					18 Student	19 Teacher					
March 2025							April 2025							May 2025							June 2025							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
						1			1	2	3	4	5						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11)	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	13	(14	15	16	17	⚡	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
16	(3D) 17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	⬡	24	22	23	24	25	26	27	28	
23	24	25	26	27	28	29	27	28	29	30				25	26	(3D) 27	(WD) 28	(WD) 29	30	31	29	30						
30	31		15 Student	16 Teacher						20 student	20 teacher					17 Student	20 Teacher											

		COLOR CODING		CHECK MINUTES/DAYS	
Grading Period 1	August 14 - September 27		Student & Staff Holiday	# Student full days	169
Grading Period 2	September 30 - November 1		District Professional Development(Student Holiday)	# Student half days	1
Grading Period 3	November 4 - December 20			* # full days X 455 minutes =	76,895
Grading Period 4	January 8- February 21		Early Release for students and teachers	# half days X 240 minutes =	240
Grading Period 5	February 24 - April 11		Teacher Work Day	Total Minutes	77,135
Grading Period 6	April 14 - May 23		Homecoming/Student Holiday/PT Conferences	Required Minutes	75,600
			3D (Combination of PLC, PL and Work Day)	# of Additional Minutes	1,535
*			Convocation	# of additional days	3.37362
			Back to school days will be a combination of district/campus professional learning and a minimum of 2 teacher work days	1st Semester # Days	82
			Last day for students	2nd Semester # Days	87
			Students First Day 1st & 2nd Semester	Teacher Days	187
			Bad Weather Day	Instructional Day = 455 minutes full day and 240 minutes half day	
				Last day students is May 23.	
				Last day teachers is May 29	
				Global graduation is May 29	
				WHS graduation is May 30	

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Monica James

Subject: Auxiliary Pay Adjustments **Related Page(s)** _____



EXECUTIVE SUMMARY:

The Human Resources Department is requesting auxiliary pay adjustments for pay steps 1, 2, and 3 for hard-to-fill positions.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve auxiliary pay adjustments for pay steps 1, 2, and 3 for hard-to-fill positions.



Memorandum

To: Dr. Jerry Hollingsworth, Superintendent
From: Monica James, Chief Human Resources Officer
Date: February 12, 2024
Subject: Auxiliary Pay Adjustments

BACKGROUND

The request for auxiliary pay adjustments

Support Services

The administration is recommending a \$1.00 per hour wage increase on the auxiliary pay scale for pay steps 1, 2, and 3. This recommendation is made after reviewing the salary scales of our nearest districts and the City of Waxahachie, for these hard-working employees in hard-to-fill positions. We currently have multiple custodial and grounds openings and feel that by offering a more competitive salary for these positions, we will be in a better position to hire and retain quality staff.

Auxiliary 2023 - 2024 Pay Plan
Waxahachie ISD

Draft Update - 02-12-2024

Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
1			Hourly	\$13.24	\$14.91	\$16.58
	Bus Monitor	186	177 Days	18,748	21,113	23,477
	Crossing Guard	177	186 Days	19,701	22,186	24,671
2			Hourly	\$14.35	\$17.28	\$21.59
	Cafeteria Assistants	190	190 Days	21,812	26,266	32,817
	Custodian	260	260 Days	29,848	35,942	44,907
3			Hourly	\$15.47	\$18.58	\$21.70
	Textbook/Asset Assistant	226	226 Days	27,970	33,593	39,234
	Delivery Driver	242	242 Days	29,950	35,971	42,011
	Groundskeeper	260	260 Days	32,178	38,646	45,136
	Groundskeeper, Athletics	260				
	Lead Custodian - ES	260				
	Lead Custodian - JH	260				
	Warehouse Assistant	260				
4			Hourly	\$16.58	\$20.22	\$23.86
	Assistant Cafeteria Manager - HS	191	186 Days	24,673	30,087	35,502
	Cafeteria Manager - ES	191	187 Days	24,805	30,249	35,693
	Cafeteria Manager - JH	191	191 Days	25,336	30,896	36,456
	Cafeteria Manager - PreK	191	260 Days	34,489	42,057	49,626
	Carpenter Helper	260				
	Dispatcher (Transportation)	187				
	Filter Technician	260				
	Fuel Technician	260				
	General Maintenance	260				
	Lead Custodian HS	260				
	Lead Groundskeeper	260				
	Non-CDL Driver	186				
5			Hourly	\$18.73	\$22.85	\$26.96
	Cafeteria Manager - HS	191	187 Days	28,018	34,178	40,338
	Child Nutrition Kitchen Tech Asst	260	191 Days	28,618	34,909	41,200
	Coordinator, Trans - Field Trip	226	226 Days	33,862	41,306	48,750
	Coordinator, Trans Route -Sp Needs	226	260 Days	38,956	47,520	56,084
	Coordinator, Trans - Route - General	226				
	Coordinator, Trans - Drivers' Trainer/Behavior	226/242				
	Painter	260				
	Warehouse Supervisor	260				

6

Child Nutrition Equipment Tech	260
Electrician (General)	260
Fleet Manager	260
HVAC (General)	260
Plumber (General)	260
Security, Non-Certified	187
Security, Certified (+ \$2.00)	187
Vehicle Mechanic (Transportation)	260
Welder	260
Pest Control	260

Hourly		\$21.81	\$26.27	\$30.74
187	Days	32,630	39,305	45,981
260	Days	45,367	54,649	63,931

7

Electrician (Journey License)	260
HVAC Certified Mechanic (Licensed)	260
Lead Carpenter	260
Lead Grounds	260
Lead Mechanic	260
Lead Security Officer	226
Plumber (Journey License)	260
Shop Foreman	260

Hourly		\$25.38	\$29.62	\$35.04
226	Days	45,893	53,554	63,357
260	Days	52,798	61,611	72,889

BD

Bus Driver	186
Bus Driver - Sp Ed	186

Hourly		\$20.41	\$26.25	\$32.09
186	Days	30,366	39,060	47,754

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends approval of the changes to local policies contemplated within Update 122.

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 122 are based almost exclusively on legislation from the 88th Regular Legislative Session.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 88th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

Each regular legislative session, legislation is passed that makes nonsubstantive additions, revisions, or corrections to existing statutes. HB 4595 was passed for this purpose in the 88th Regular Legislative Session. Minor nonsubstantive changes throughout Update 122 result from HB 4595 and are not otherwise mentioned in the explanatory notes.

For more information about the bills mentioned throughout and other changes from the 88th Legislative Session, download the free [2023 Legislative Summary for TASB Members](#) PDF from the TASB store.

The *Local Policy Overview* for Update 122, available with your Update 122 materials under [Local Manual Updates](#) on Policy Online® (TASB login required), provides a general, high-level overview of the changes to the local policies included in the update. **Legal policies provide the legal framework for key areas of district operations and are not adopted by the board.**

Changes to the policy manual based on bills from the special called sessions will be included in Update 123.

AF(LEGAL)

INNOVATION DISTRICTS

New and amended Administrative Code rules, effective June 20, 2023, revise the process and timeline for renewing an innovation plan. (See pages 5-6.)

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Provisions regarding remote instruction expired on September 1, 2023, and have been removed from this legal policy.

BBB(LEGAL)

BOARD MEMBERS: ELECTIONS

This legal policy has been updated to increase the population threshold for certain districts to conduct elections jointly with a hospital district. (HB 4559)

BBBA(LEGAL)

ELECTIONS: CONDUCTING ELECTIONS

HB 1217 repeals Election Code provisions creating different requirements for days and hours of early voting at temporary branch polling places in counties with a population under 100,000. The same requirements now apply regardless of county size.

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 2559 adds retired justices of the peace, the comptroller of public accounts, and former comptrollers to the list of persons authorized to administer an oath in Texas. Because this legal policy includes only the four broadest categories of authorized persons, it has been amended to include retired justices of the peace. (See Oath of Office on page 4.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

BBBC(LLEGAL) ELECTIONS: CAMPAIGN FINANCE

HB 2626 requires all districts, regardless of size, to post campaign finance reports filed with the district on the district website not later than the 10th business day after receipt. Certain address information may be removed before posting, and the reports must remain accessible on the website for five years.

BBC(LLEGAL) BOARD MEMBERS: VACANCIES AND REMOVAL FROM OFFICE

SB 232 implements automatic removal from office for certain criminal offenses. If a board member is removed, the board must fill the vacancy at the first regular meeting following the removal. (See page 4.)

HB 17 makes nonsubstantive changes to existing law regarding removal of a board member by written petition and trial. (See page 3.)

BBD(LLEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

The attorney general (AG) may require board members to complete Public Information Act (PIA) training if the AG determines the district has failed to comply with a requirement of the PIA (see page 1). (HB 3033)

BBI(LLEGAL) BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

The Note at the beginning of this policy has been updated to include a reference to CQC(LLEGAL), where provisions from SB 1893 regarding prohibited applications on district-owned devices have been added.

BE(LLEGAL) BOARD MEETINGS

HB 3440 requires all districts to post both the notice *and* agenda for a board meeting on the district website under the Open Meetings Act. (See Internet Posting — Notice on page 4.) The bill repeals the previous provision that tied the requirement to post the agenda to the size of a municipality in the district.

C(LLEGAL) BUSINESS AND SUPPORT SERVICES

The Section C table of contents has been revised to rename CKA as Safety Program/Risk Management: Safety and Security Audits and Monitoring. Provisions regarding asbestos management have been moved to a new code CSC, Facility Standards: Asbestos Management.

CCA(LLEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

For bonds authorized at an election after September 1, 2023, HB 3 allows the use of bond proceeds to pay for compliance with school safety and security requirements for school facilities. If TEA finds that the district is not in compliance, the district must use bond proceeds to achieve compliance before using the proceeds for other purposes. (See page 3.)

CDA(LLEGAL) OTHER REVENUES: INVESTMENTS

SB 1246 amends the Public Funds Investment Act to authorize districts to invest in repurchase agreements through a joint account.

CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

HB 2518 requires a public property lease between a district and another person to include terms requiring the person to include payment and performance bond requirements in any construction contract the person enters related to the leased property. In addition, the person must provide notice of commencement to the district at least 90 days before any construction begins. (See pages 3-4.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

CHE(LEGAL)

PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

HB 1817 specifies the circumstances under which a district contract is voidable for the vendor's failure to provide the required disclosure of interested parties. (See page 2.)

A provision has been added from HB 900 prohibiting the purchase of library material from vendors included on a list created by TEA. Other provisions of HB 900 are set out in EFB(LEGAL). (See page 10.)

CJA(LEGAL)

CONTRACTED SERVICES: CRIMINAL HISTORY

HB 4123 makes significant changes to the laws regarding criminal history record information (CHRI) reviews by the district and "qualified school contractors," as defined in the bill, and repeals provisions relating to CHRI reviews for certain public works contractors. The bill creates a single statutory approach to CHRI reviews for contractors and their employees.

CK(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT

Several legislative changes affect this legal policy on safety programs and risk management:

- HB 3 requires sheriffs in counties with a population of less than 350,000 to conduct semiannual meetings to discuss issues related to school safety.
- HB 1905 allows districts to make school safety training courses, including active shooter training courses, available at no cost to employees of private schools or child-care facilities in the district.
- SB 29 prohibits districts from implementing mandates related to COVID-19.

To better present legislative changes related to school safety and make the associated policies easier to use, provisions in this policy related to safety and security audits have been relocated to CKA(LEGAL).

CKA(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING

To better present legislative changes related to school safety and make the associated policies easier to use, this legal policy has been renamed Safety and Security Audits and Monitoring, and provisions regarding asbestos management have been relocated to CSC(LEGAL) in the policy series related to facility standards. Provisions regarding safety and security audits have been moved from CK(LEGAL) and amended by HB 3.

Other revisions from HB 3 include new provisions related to the following:

- Monitoring by TEA of district implementation and operation of safety and security requirements through a new office of school safety and security
- Vulnerability assessments by TEA
- Intruder detection audits by regional school safety review teams
- Assignment of a conservator by the commissioner if a district fails to comply with specified safety and security requirements

CKC(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

Numerous legislative changes affect this legal policy on emergency plans.

Under HB 3, a district must:

- Adopt a policy for providing notice regarding violent activity at a district campus or facility or at a district-sponsored activity. (See page 1.) [TEA issued a [To the Administrator Addressed letter](#) to provide

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

guidance to educational leaders on September 7, 2023, with [Guidance on Model Standards for Parental Notification](#) that can be used to develop administrative procedures.]

- Provide the Department of Public Safety (DPS) and local law enforcement with emergency response maps and an opportunity to conduct a walk-through using the maps. (See page 1.)
- Follow TEA guidelines in adopting and implementing the district's multihazard emergency operations plan (EOP) to ensure the safety of students and personnel with disabilities or impairments in a disaster or emergency. TEA must develop the guidelines. (See page 3.)
- Submit its multihazard EOP no later than the 30th day after the Texas School Safety Center (TxSSC) requests it. HB 3 modifies the timelines related to submitting the plan and correcting any deficiencies. (See page 5.)
- Provide information from DPS and TxSSC regarding safe storage of firearms to parents. (See pages 6-7.) [TxSSC released [information](#) on September 1, 2023.]

Provisions have been added to this policy from the Texas Disaster Act regarding confidentiality of certain types of information the district may have related to safety and disaster response. (See pages 7-8.)

CKE(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Several revisions to this legal policy on security personnel result from HB 3.

- The board must determine the appropriate number of armed security officers for each campus. The board must ensure that at least one armed security officer, as defined by the bill, is present during regular school hours at each campus or claim a good cause exception due to availability of funding or qualified personnel. A board that claims a good cause exception must develop an alternative standard. (See page 1.)
- The board's options as to who may be hired for security purposes are expanded. (See pages 1-2.)
- Security personnel are no longer required to be commissioned peace officers to carry weapons, but a person permitted to carry a firearm on campus may not perform certain law enforcement duties, except in an emergency, unless they are commissioned peace officers. (See page 5.)

HB 3 and SB 999 modify requirements related to active shooter response training. (See page 3.)

HB 1133 allows peace officers providing volunteer security services at school events to wear their uniforms under certain circumstances. (See pages 3-4.)

For more information, see TASB Legal Services' School Law eSource article "[Armed Security Officer Requirement in House Bill 3 \(2023\)](#)."

CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

This legal policy has been updated to include existing provisions regarding the circumstances under which a body-worn camera recording may be released. (See page 5.)

CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

HB 3623 allows a district to enter into a memorandum of understanding with another district, open-enrollment charter school, or private school to share a school marshal on the other school's campus for certain events. (See page 4.)

CKEC(LLEGAL) SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS

HB 3 implements requirements for a memorandum of understanding for the provision of school resource officers.

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

CLA(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY

SB 2069 revises the requirements for schools to post human trafficking signs. The signs must now be posted in a conspicuous place reasonably likely to be viewed by employees and visitors.

CLE(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: FLAG DISPLAYS

HB 2012 allows a classroom teacher to display the national motto in a classroom if the poster or framed copy meets existing requirements.

CMD(LLEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

HB 1605 makes numerous changes to this legal policy on instructional materials care and accounting, including revisions to permitted expenditures, requisition procedures, requirements related to open education resources (OER), and certification. In addition, districts may be entitled to additional state aid for certain instructional materials.

Administrative code provisions have been deleted to the extent they are superseded by new laws.

CNA(LLEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

Duplicative information regarding the transportation of students to accelerated instruction programs has been replaced with a reference on page 7 to EHBCA for more information.

CNC(LLEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

HB 2190 changes all references in state law from "accident" to "collision."

CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

The list of required internet postings has been updated to include:

- Campaign finance filings at item 18 (HB 2626)
- Item 46 regarding annual reports on measurable outcomes for dropout recovery education programs (SB 1647)

A district may now either post online or provide physical copies of the report on library materials (see item 4 at Optional Internet Postings). (HB 900)

CQB(LLEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

SB 768 shortens the deadline to notify the attorney general of a system security breach from 60 to 30 days and requires the notice to be submitted electronically. (See page 4.)

SB 271 creates additional notification requirements for "security incidents" as defined in the bill. (See page 6.)

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

Based on the new notification requirements imposed by SB 271, the security breach notification provisions have been revised to include security incidents.

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

CQC(LEGAL)

TECHNOLOGY RESOURCES: EQUIPMENT

HB 18 amends requirements related to transferring data processing equipment or electronic devices to students. Beginning with the 2023-24 school year, in addition to existing requirements, districts must adopt rules establishing programs that promote parents as partners in cybersecurity and online safety and install filters to block pornographic or obscene materials or applications. TEA must adopt standards for permissible devices and applications used by a district. If necessary, Policy Service will recommend policy revisions following publication of the TEA standards.

SB 1893 requires the district to adopt a policy prohibiting the installation or use of a "covered application," as defined in the bill, on any device owned or leased by the district. (See page 3.) The Department of Information Resources (DIR) and the Department of Public Safety (DPS) must develop a model policy for districts to use in developing the required policy, and the district must adopt the required policy no later than 60 days after the model is released. Policy Service will recommend local policy revisions, as appropriate, following publication of the DIR/DPS model policy.

CS(LEGAL)

FACILITY STANDARDS

For clarity and ease of use, this legal policy on Facility Standards has been divided into four codes:

- CS: Facility Standards
- CSA: Safety and Security
- CSB: Gas and Pipelines
- CSC: Asbestos Management

CS includes the existing school facility standards that apply to all district capital improvement projects. Accessibility standards as well as provisions related to portable buildings and outdoor lighting also remain in this policy code.

CSA(LEGAL)

FACILITY STANDARDS: SAFETY AND SECURITY

This new policy code regarding safety and security includes existing provisions moved from CS(LEGAL) as well as the commissioner's new school safety rules for facilities, effective May 31, 2023.

HB 3 implements additional safety and security requirements for facilities.

SB 838 requires a district to provide each classroom with silent panic alert technology that allows immediate contact with emergency services and law enforcement. This applies beginning with the 2025-26 school year. (See page 9.)

CSA(LOCAL)

FACILITY STANDARDS: SAFETY AND SECURITY

This new local policy on facility safety and security includes recommended provisions addressing audits of building access control to comply with the commissioner's new school safety rules for facilities, effective May 31, 2023.

CSB(LEGAL)

FACILITY STANDARDS: SAFETY AND SECURITY

To present legal requirements more clearly, this new legal policy regarding gas and pipelines includes existing provisions moved from CS(LEGAL).

CSC(LEGAL)

FACILITY STANDARDS: ASBESTOS MANAGEMENT

To present legal requirements more clearly, existing provisions related to asbestos management have been moved from CKA(LEGAL) to this new policy code.

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

CV(LEGAL) FACILITIES CONSTRUCTION

This legal policy regarding facilities construction includes several revisions:

- HB 679 prohibits requiring a specified experience modifier in construction contracts or solicitations. (See pages 5-6.)
- HB 3485 allows vendors and subcontractors to elect not to proceed with additional work without a properly executed change order. (See page 8.)
- HB 2518 adds the failure to include required lease terms to the circumstances under which a district may be liable for failure to obtain a payment bond. (See page 13.)
- HB 2965 prohibits the waiver of Government Code Chapter 2272 regarding construction liability claims. (See page 20.)

DBAA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

Changes to the laws regarding the use, confidentiality, and destruction of criminal history record information (CHRI) are from HB 4123. (See pages 4-5.) Other revisions are to better reflect statutory sources.

DBE(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: NEPOTISM

HB 1789 provides an exception to the nepotism prohibition for hiring bus drivers if the board approves the employment. (See page 4.)

DC(LOCAL) EMPLOYMENT PRACTICES

HB 1789 creates a nepotism exception for hiring bus drivers, regardless of county population, if the *board* approves employment. We recommend adding a note referring to DBE(LEGAL) (concerning nepotism) to this policy that delegates hiring authority for noncontractual employees to the superintendent as a reminder of the special requirements related to this nepotism exception for bus drivers.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

For at least two school years, a district must assign a mentor teacher to a teacher who has been issued a temporary certificate for military service members and first responders to teach career and technology education (see page 5). (HB 621)

DEC(LEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

Two bills impact leave requirements for district police officers and emergency personnel.

- HB 1486 adds full-time telecommunicators authorized under the Occupations Code to those entitled to paid mental health leave after experiencing a traumatic event in the scope of employment. (See page 6.)
- HB 471 requires a district to extend a leave of absence to a police officer or emergency medical services personnel for an illness or injury related to the person's line of duty. (See pages 6-7.)

DF(LEGAL) TERMINATION OF EMPLOYMENT

HB 4520 adds conviction of or placement on deferred adjudication community supervision for sale, distribution, or display of harmful material to a minor as a basis for mandatory termination. (See page 2.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

Revisions to this legal policy incorporate recent state and federal legislative changes.

- HB 1605 prohibits a district from penalizing a teacher for failure to follow the pacing of instructional materials for a subject in the required curriculum. A classroom teacher is also immune from disciplinary proceedings for violating certain state and federal laws if the teacher used only approved and adopted instructional material and delivered the instruction with fidelity. (See pages 4-5.)
- The federal Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act, effective December 29, 2022, repealed and replaced prior law requiring breaks for employees to express breast milk. The provisions are not limited to nonexempt employees. (See pages 6-7.)

DGC(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

HB 2059 adds local behavioral health authorities to the list of providers of mental health first aid training who receive immunity when assisting an individual experiencing a mental health crisis. (See page 4.)

DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT

HB 4520 adds Penal Code 43.24 (sale, distribution, or display of harmful material to minor) to the qualifying felonies that render a person ineligible for a TRS service retirement annuity if convicted. (See item 4 on page 2.)

DI(LEGAL) EMPLOYEE WELFARE

HB 915 requires a district to post information for reporting workplace violence to the Department of Public Safety.

Other changes are to improve online accessibility of the policy.

DIA(LEGAL) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Revisions to this legal policy incorporate recent state and federal legislative changes.

- HB 567 provides that the prohibition against racial discrimination includes discrimination based on an employee's hair texture or protective hairstyle commonly or historically associated with race. A district commits an unlawful employment practice if it adopts a dress or grooming policy that discriminates against such hair texture or protective hairstyle. (See page 4.)
- The federal Pregnant Workers Fairness Act, effective June 27, 2023, requires employers to provide reasonable accommodations to the known limitations related to the pregnancy, childbirth, or related medical conditions of a qualified employee. (See pages 9-11.)

Additional changes have been made to include citations to Administrative Code provisions and update other citations.

DL(LEGAL) WORK LOAD

HB 1605 allows supplemental agreements between a district and a classroom teacher related to lesson planning or selecting instructional material during planning and preparation time. This applies beginning with the 2024-25 school year.

DLB(LEGAL) WORK LOAD: REQUIRED PLANS AND REPORTS

HB 1605 allows a unit or weekly lesson plan included in instructional material adopted by the board to satisfy a requirement to prepare such a plan. (See item 6 at Restrictions on Written Reports.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Several legislative changes impact this legal policy on staff development.

- A district may satisfy a requirement to implement a program related to substance abuse and prevention and intervention by providing instruction related to fentanyl abuse prevention and drug poisoning awareness (see page 4). (HB 3908)
- A district must require all district employees who regularly interact with students to complete an evidence-based mental health training program (see pages 5-6). (HB 3)
- An athletic trainer who serves as a member of a district's concussion oversight team must take a course that meets the requirements set by the Texas Department of Licensing and Regulation (TDLR) (see page 9). (HB 2495)

Other revisions have been made to clarify the training requirements for other employees related to concussions.

DP(LEGAL) PERSONNEL POSITIONS

Revisions to this legal policy include new Administrative Code provisions, effective May 21, 2023, regarding school counselors, including requirements that they track time spent on various work duties and that the district assess its compliance with its counselor policy. (See pages 5-6.)

The policy also includes provisions from SB 763 authorizing a district to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the board. (See pages 8-9.)

DP(LOCAL) PERSONNEL POSITIONS

SB 763 authorizes districts to employ chaplains or accept chaplains as volunteers to provide support, services, and programs for students as assigned by the board. These provisions apply beginning with the 2023-24 school year. While your district currently may allow chaplains along with other visitors or volunteers on campus, SB 763 requires each board to take a record vote not later than six months after the effective date, September 1, 2023, on whether to adopt a policy authorizing a campus to employ or accept as a volunteer a chaplain. To facilitate this record vote, TASB Policy Service sent a draft resolution with the [2023 Post-Legislative Policy Changes Policy Alert](#), available in the Policy Online® Governance and Management Library (TASB login required), for consideration by the board between September 1, 2023, and March 1, 2024. If the board approves the option to adopt a policy to authorize district campuses to employ or accept as a volunteer a chaplain, send your TASB policy consultant a copy of the resolution for TASB to update the district's DP(LOCAL) policy to reflect the board's decision. If the board would prefer only to accept chaplains as volunteers like other district or campus volunteers, contact your policy consultant for assistance with language at GKG(LOCAL).

EEB(LEGAL) INSTRUCTIONAL ARRANGEMENTS: CLASS SIZE

HB 2729 requires a district or an entity with which a district contracts to provide a prekindergarten program to attempt to maintain an average ratio of at least one *qualified*, rather than certified, teacher or aide for each 11 students. (See High-Quality Prekindergarten Program on page 1.)

EF(LEGAL) INSTRUCTIONAL RESOURCES

This legal policy includes the following revisions from HB 1605:

- Changes to timelines and other requirements related to parental review of tests and instructional materials

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

- New requirements pertaining to district instructional material review on request of a parent or group of parents

The district must adopt a process for a parent to request a district instructional material review. TEA must adopt standards for a district to use in this review. Policy Service will recommend local policy revisions following publication of the TEA standards.

Provisions related to parental rights regarding consent to surveys and information collection have been relocated to new policy FA(LEGAL), dedicated to parental rights.

EFA(LEGAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

Numerous revisions throughout this legal policy on instructional materials are the result of HB 1605.

- Expanded definition of "instructional materials"
- Revised provisions regarding the SBOE's review, selection, and approval or rejection of instructional materials
- New provisions related to TEA's instructional materials website and other support for districts
- New and revised provisions pertaining to open education resource (OER) instructional material

EFB(LEGAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

HB 900 required revisions throughout this legal policy on library materials.

- A district must adhere to the standards for library collection development adopted by the Texas State Library and Archives Commission (TSLAC) with approval of the SBOE. TSLAC must develop standards by January 1, 2024; Policy Service will recommend local policy revisions following publication of the standards.
- Written parental consent is required before a student may check out library material rated by a vendor as "sexually relevant."
- A district must conduct a biennial review of library contents and post a report not later than January 1 of every odd-numbered year.
- Library material vendors may not sell library materials unless they have issued ratings regarding sexually explicit and sexually relevant material previously sold to the district. No sexually explicit material may be sold and any in use must be recalled. Vendors must submit a list to TEA of rated materials sold and in use, and TEA must post the list online.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

HB 1605 requires districts, when adopting instructional materials, to ensure sufficient time for teachers to teach and students to learn the essential knowledge and skills for the subject and grade level. (See Scope and Sequence and Instructional Materials on page 3.)

HB 3908 expands the scope of instruction regarding the dangers of opioids about which the school health advisory council (SHAC) must make recommendations. (See item 7 on page 7.)

EHAB(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ELEMENTARY)

HB 1605 prohibits any instruction that incorporates three-cueing in the required phonics curriculum.

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

EHAC(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

Several bills impact this legal policy on required secondary instruction.

- SB 2124 requires districts to develop an advanced mathematics program and automatically enroll certain sixth grade students unless the student's parent opts out. (See page 3.)
- HB 3908 requires a district to provide annual instruction regarding fentanyl abuse prevention and drug poisoning awareness to students in grades 6 through 12. (See page 7-8.)
- HB 4375 requires a district to provide instruction in using an automated external defibrillator (AED) to students in grades 7 through 12 and allows a district to accept donations to provide such instruction. (See pages 8-9.)

A reference to policy EHBAD has been added on page 9 for more information on new notice requirements regarding the driving with disability program from SB 2304.

EHB(LEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

HB 3928 impacts this legal policy on special programs as follows:

- Further outlines the district's obligations when a student is suspected of having dyslexia or a related disorder (See pages 1-2.)
- Requires the board to adopt a local policy requiring the district to comply with all SBOE and commissioner rules, standards, and guidance related to implementing the program to test students for dyslexia and related disorders (See pages 2-3.)
- Requires the multidisciplinary evaluation team to include a dyslexia specialist when determining a student's eligibility for special education services (See page 3.)
- Implements requirements for progress reports for students receiving dyslexia services (See page 5.)
- Specifies required qualifications for providers of dyslexia instruction (See pages 5-6.)

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions are recommended to comply with HB 3928, which requires the board to adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE and guidance published by the commissioner to implement the program to test students for dyslexia and related disorders.

EHBA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy on identification, evaluation, and eligibility has been updated to include a reference on page 5 to policy EHB for more information on special education of students with dyslexia and related disorders.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Changes reflect revised Administrative Code provisions regarding the admission, review, and dismissal (ARD) committee, effective July 18, 2023. The revisions include requirements related to students new to a district (see pages 4-6), including students who register in the summer, and requirements related to interpretation to ensure parent participation and understanding (see Collaborative Process on page 11).

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

EHBAD(LEGAL) SPECIAL EDUCATION: TRANSITION SERVICES

SB 2304 requires a district to provide information regarding the Texas Driving with Disability Program to specified students. (See pages 3-4.)

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

The requirements for dropout recovery education programs are revised and supplemented by SB 1647. New provisions, beginning on page 6, address who can operate a program, when a district administrator or counselor may refer a student to a program, and reporting requirements.

EHBC(LOCAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

This local policy containing provisions on accelerated instruction has been moved to EHBCA(LOCAL) (see below) to align with the legal policy created at that code in Update 121.

EHBCA(LEGAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

HB 1416 impacts this legal policy on accelerated instruction in numerous ways, including the following:

- Implements exceptions to accelerated instruction for certain students (See pages 1-2.)
- Modifies requirements for supplemental instruction, including requirements regarding the hours of instruction and the instructional group size (See page 3.)
- Provides parents an option to modify or remove a requirement for supplemental instruction for students who failed to perform satisfactorily on certain assessment instruments (See page 4.)
- Excepts a district from the requirement to provide transportation for students to accelerated instruction programs if the district does not operate or contract for a transportation system
- Expands the requirements to provide notice to parents and requires TEA to develop a [model notice](#) [TEA released [information](#) on July 13, 2023.]
- Requires a district to develop an accelerated education plan for a student who does not perform satisfactorily on an assessment instrument for two or more school years in the same subject (See pages 6-7.)
- Requires the district to make a good faith attempt to provide a parent conference for a student with an accelerated education plan
- Adds circumstances under which the commissioner may waive a district's accelerated instruction requirements (See pages 8-9.)
- Repeals several provisions, including provisions related to accelerated learning committees
- Amends the ARD committee meeting requirements

EHBCA(LOCAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

This local policy has been recoded from EHBC(LOCAL) to align with EHBCA(LEGAL) created in Update 121. HB 1416 made several changes to the requirements for accelerated instruction. Recommended changes to this local policy reflect that a parent's ability to request a particular teacher after a student fails to perform satisfactorily on a state assessment is no longer limited to students in grades 3, 5, and 8. Other changes delete references to the accelerated learning committee, which has been eliminated. A

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

district now must develop an accelerated learning plan for certain students, and parents still may file a complaint about the plan in accordance with FNG.

EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

HB 2729 makes several changes related to prekindergarten programs:

- Expands teacher qualifications (See page 5.)
- Requires a district or an entity with which a district contracts to provide a prekindergarten program to attempt to maintain an average ratio of at least one *qualified*, rather than certified, teacher or aide for each 11 students (See page 6.)
- Prescribes new supervisor requirements for entities with which a district contracts to provide a prekindergarten program (See page 6.)

EHBK(LLEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

HB 3991 designates the first Friday in April as Texas Fruit and Vegetable Day and requires appropriate instruction. (See page 4.)

HB 3908 requires the governor to designate Fentanyl Poisoning Awareness Week, which may include age-appropriate instruction. (See page 7.)

EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

HB 8 implements the Financial Aid for Swift Transfer (FAST) program to allow certain students to enroll at no cost in a dual credit course. A district must provide notice to parents about the program and determine student eligibility. (See pages 7-8.)

EHDE(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

Provisions related to attendance calculation for off campus electronic instruction expired on September 1, 2023, and have been removed from this legal policy.

EHDF(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions related to local remote learning programs expired on September 1, 2023. This legal policy has been deleted in its entirety.

EI(LLEGAL) ACADEMIC ACHIEVEMENT

Changes reflect new Administrative Code provisions regarding the academic achievement record of a student who earns a diploma for completing the Texas First Early High School Completion Program, effective June 15, 2023. (See page 4.)

EIA(LLEGAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

This policy on grading/progress reports to parents has been updated to include a reference on page 2 to policy EHB for more information on progress reports for students receiving dyslexia instruction.

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

EIE(LEGAL)

ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION

HB 3803 permits a parent to elect for a student to repeat the grade in which the student was enrolled in the previous school year up to grade 8. In addition, a parent may elect for a student to repeat a course taken for high school credit in the previous school year unless the district determines the student has met all requirements for graduation. (See page 1.)

EIF(LEGAL)

ACADEMIC ACHIEVEMENT: GRADUATION

Provisions related to diplomas for certain students who entered ninth grade before the 2011-12 school year expired on September 1, 2023, and have been removed from this legal policy.

SB 2294 requires a district to allow a student to graduate and receive a diploma under the Texas First Early High School Completion Program if the student satisfies other requirements. (See page 7.)

EKB(LEGAL)

TESTING PROGRAMS: STATE ASSESSMENT

This legal policy has been updated to include legislative changes regarding state assessments.

- In establishing the district's calendar and the dates for the administration of state assessment instruments, the board may consider religious holy days or periods of observance likely to be observed by students during the period for administering those instruments (see page 5). (HB 1883)
- A district may administer a state assessment instrument in paper format to up to three percent of students upon request of a student's parent, guardian, or teacher (see pages 6-7). (HB 1225)

F(LEGAL)

STUDENTS

The Section F table of contents has been revised to add the new code FA, Parent Rights and Responsibilities. We have also added for future expansion a new code addressing identification of students at FI.

FA(LEGAL)

PARENT RIGHTS AND RESPONSIBILITIES

Many of the legal provisions regarding parent rights have been moved to this new policy code so that information is available in a single location. In addition, this policy catalogs the other policy codes that address specific parents' rights throughout the policy manual.

FD(LEGAL)

ADMISSIONS

SB 1008 extends the deadline for an active-duty military parent to provide proof of residence in the district from 10 to 90 days after arrival. (See pages 3-4.)

HB 3 requires a parent enrolling a child or the district the child most recently attended to provide the new district a copy of the child's disciplinary record and any threat assessment involving the child's behavior. (See page 8.)

FDA(LEGAL)

ADMISSIONS: INTERDISTRICT TRANSFERS

HB 3 requires a transfer student's district of residence to provide the receiving district with the student's disciplinary record and any threat assessment involving the student's behavior. (See page 1.)

HB 1959 and HB 2892 require the board to grant the request of a peace officer who is a parent of a student or a servicemember who is a parent of a student to transfer the student to another campus or to another district under an agreement between the districts under Education Code 25.035. (See pages 2-3.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

FDB(LEGAL)

ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

A reference to information regarding intradistrict transfers requested by a parent who is a servicemember or peace officer has been added to page 3 of this legal policy. The referenced information is located in FDA(LEGAL).

FEA(LEGAL)

ATTENDANCE: COMPULSORY ATTENDANCE

HB 1212 prohibits a district from requiring documentation from a clergy member or other religious leader and requires the district to accept a note from a parent when excusing a student's absence to observe a religious holy day. (See page 4.)

SB 68 allows a district to excuse a student from attending school for career investigation days to visit a professional's workplace during the student's junior and senior years to determine the student's interest in a career in the professional's field. (See page 6.)

HB 4559 increases the population threshold for constitutional county courts in certain counties to be designated as truancy courts. (See page 8.)

FEA(LOCAL)

ATTENDANCE: COMPULSORY ATTENDANCE

SB 68 allows a district to excuse a student from attending school for career investigation days to visit a professional's workplace during the student's junior and senior years to determine the student's interest in a career in the professional's field. Districts that choose to excuse students for absences to visit a professional's workplace to explore a career in that professional's field must adopt a policy to determine when an absence will be excused for this purpose and a procedure to verify the visit. A new provision offered for the board's consideration at Career Investigation permits such absences for the maximum amount allowed in law — up to two days during a student's junior year and up to two days during the student's senior year. Contact your policy consultant for revisions if the district will allow fewer excused absences or will not allow any excused absences for this purpose.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FEB(LEGAL)

ATTENDANCE: ATTENDANCE ACCOUNTING

References regarding funding for courses taken with the Texas Virtual School Network have been updated.

FEC(LEGAL)

ATTENDANCE: ATTENDANCE FOR CREDIT

Provisions allowing a district to adopt a policy to exempt students from the 90 percent rule for courses offered under a local remote learning program exception expired on September 1, 2023, and have been removed from this legal policy.

FED(LEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

HB 3917 allows a parent against whom a complaint for contributing to nonattendance has been filed to enter a written agreement to complete counseling, training, or another program designated by the district. (See page 10.)

FFAC(LEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

SB 629 requires a district to adopt a policy regarding maintenance, administration, and disposal of opioid antagonists at each campus that serves students in grades 6 through 12; a district may adopt a policy at

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

campuses serving students in grades below 6. Provisions have been added beginning on page 4 regarding reporting, training, immunity, and other topics.

General provisions related to the administration of opioid antagonists have been deleted in light of the new requirements.

SB 294 revises provisions related to a district's option to adopt a policy regarding maintenance, administration, and disposal of medication for respiratory distress. A district that adopts a policy must require each campus to have at least one authorized and trained person present during regular school hours. Provisions have been added beginning on page 11 regarding required referrals after medication is administered, training, reporting, parental notice of the policy, and other topics.

Also under SB 294, a district that implements a policy for the maintenance, administration, and disposal of epinephrine auto-injectors must give notice *of the policy* to parents before the policy is implemented or before the start of each school year. (See page 10.)

Finally, SB 294 prohibits disciplinary action against an employee or volunteer who refuses to administer or receive training to administer epinephrine auto-injectors or medication for respiratory distress in accordance with board policy. (See pages 13-14.)

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Recommended revisions to the provisions on opioid antagonists are based on SB 629, which requires a district to have at least one person who is authorized and trained to administer the medication present during regular school hours on each campus that serves grades 6 through 12.

The grade levels to which this policy will apply are based on information recently received from the district.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FFAF(LEGAL) WELLNESS AND HEALTH SERVICES: CARE PLANS

SB 1506 requires a student's seizure management and treatment plan to be on a form adopted by TEA. TEA must adopt the form by December 1, 2023, and post the form on the TEA website. (See page 5.)

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

The required policies and procedures for the district's threat assessment and safe and supportive school team are changed as follows (see pages 1-2):

- Under HB 3, the policy must require each campus to establish a procedure for students to report concerning behavior by another student.
- SB 1720 requires the policy to allow employees who report a potential threat to elect to keep their identities confidential.

Before the threat assessment and safe and supportive school team may conduct a threat assessment, HB 473 requires the team to notify a student's parent regarding the assessment. The team must also notify the parent of its findings and conclusions after the assessment.

HB 3 also requires that materials and information from a threat assessment be maintained in the student's school record until the student's 24th birthday.

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

Recommended revisions to this local policy on crisis intervention include the following:

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

- In accordance with HB 3, provisions have been added at Student Reports to require each campus to establish a clear procedure for students to report concerning behavior by another student.
- Revisions at Employee Confidentiality are based on SB 1720 and allow employees who report a potential threat to elect to keep their identities confidential.

FFBA(LEGAL)

CRISIS INTERVENTION: TRAUMA-INFORMED CARE

This policy on trauma-informed care has been updated to include a reference to policy DMA for more information on mental health training for district employees.

FFEA(LEGAL)

COUNSELING AND MENTAL HEALTH: COUNSELING

HB 1605 clarifies that materials required to be made available for parent review are those that are not available digitally through an instructional materials parent portal. (See page 1.)

HB 4363 requires that notice be given to students, teachers, counselors, and parents of Future Texas Teachers Scholarship programs. (See page 3.)

FFG(LEGAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

HB 63 prohibits the Department of Family and Protective Services from taking anonymous reports of abuse or neglect. Revisions have been made to the required contents of a report, including the name and contact information of the person making the report. (See page 3.) Other provisions have been rearranged for clarity.

FL(LEGAL)

STUDENT RECORDS

Information regarding enrollment records has been deleted from this policy to avoid unnecessary duplication of the same information in policy FD. A reference to that policy has been added on page 4.

The following provisions have been relocated to new policy FA(LEGAL) dedicated to parental rights:

- Parental rights regarding consent to surveys and information collection.
- Parental consent requirements related to videotaping or recording students.

FL(LOCAL)

STUDENT RECORDS

HB 1416 repeals provisions related to accelerated learning committees. The references to the accelerated learning committee have been replaced with references to the accelerated education plan that now must be created for certain students who fail to perform satisfactorily on state assessments.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FM(LEGAL)

STUDENT ACTIVITIES

HB 1002 allows a licensed chiropractor or physical therapist to serve on the concussion oversight team if the person meets the training requirements. (See pages 4-5.) This bill also allows a physical therapist to remove a student from practice or competition if the physical therapist believes the student has sustained a concussion. (See page 5.)

HB 2484 requires a district to provide a peace officer, SRO, administrator, or security personnel at an athletic event on district property to ensure the safety of an official of the activity under certain circumstances. (See page 8.) This bill also requires a district to prohibit a spectator from attending athletic activities for at least a year if the spectator causes bodily injury to an official because of the official's actions. (See page 18.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

HB 59 implements new requirements for organized water activities including parental affirmation of whether a child can swim and provision of flotation devices for children who cannot swim. (See pages 9-10.)

HB 699 requires UIL, in assigning league classification, to use the same student enrollment calculation formula for a school that allows homeschooled students to participate in UIL activities as for one that does not. (See pages 15-16.)

HB 3708 provides an allotment of \$1,500 for each UIL activity in which a district allows a homeschooled student to participate. (See page 16.)

An existing provision that a nurse or health-care professional who is not in compliance with training requirements may not serve on a concussion oversight team has been relocated from GKG. (See page 5.)

FNCA(LLEGAL) STUDENT CONDUCT: DRESS CODE

HB 567 prohibits a student dress or grooming policy, including an extracurricular dress code, that discriminates against a hair texture or protective hairstyle commonly or historically associated with race. In light of this new Education Code provision, citations to older caselaw have been deleted.

FNCC(LLEGAL) STUDENT CONDUCT: PROHIBITED ORGANIZATIONS AND HAZING

SB 1900 expands the offense of coercing, inducing, or soliciting membership in a criminal street gang to include a foreign terrorist organization. (See page 1.)

SB 37 allows a report of hazing to be made to a peace officer or law enforcement agency. Provisions regarding immunity for reporting hazing have been added to this legal policy. (See page 2.)

FNCD(LLEGAL) STUDENT CONDUCT: TOBACCO USE AND POSSESSION

This legal policy on tobacco use and possession has been updated to include a reference to policy FOC regarding the new disciplinary consequences for conduct involving e-cigarettes.

FNCF(LLEGAL) STUDENT CONDUCT: ALCOHOL AND DRUG USE

This legal policy has been updated on page 1 to increase the population threshold for certain districts to petition for an alcohol-free zone. (HB 4559)

FNCG(LLEGAL) STUDENT CONDUCT: WEAPONS

HB 114 clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to expulsion. (See Possession of Weapons on page 1.)

FNG(LLEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Provisions outlining parental rights have been relocated to new policy FA(LLEGAL) dedicated to parent rights.

FO(LLEGAL) STUDENT DISCIPLINE

A district peace officer or security personnel may not restrain or use a chemical irritant or Taser on a student in fifth grade or below unless the student poses a serious risk of harm (see page 6). (SB 133)

FOC(LLEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Several bills impact this legal policy regarding placement in a DAEP.

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

- HB 114:
- Clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to placement in a DAEP (see page 1).
- Requires DAEP placement for certain conduct involving e-cigarettes (see item 5 on page 2).
- Allows placement in in-school suspension of students who engaged in certain conduct when DAEP is at capacity (see page 9).
- HB 2187 expands the Title V felony offense of abandoning or endangering a child to include elderly or disabled individuals. (See item 25 on page 4.)
- HB 3928 requires the district, upon placement of a student in DAEP, to provide information to the parent about the process to request an evaluation of the student for special education services. (See page 8.)

FOCA(LLEGAL)

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

HB 114 allows a program of educational and support services to be provided to a student and the student's parents when a DAEP offense involves e-cigarettes. (See page 5.)

HB 3928 requires the personalized transition plan for a student exiting a DAEP to include the provision of information to the parent about the process to request an evaluation of the student for special education services. (See pages 6-7.)

FOD(LLEGAL)

STUDENT DISCIPLINE: EXPULSION

HB 114 clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to expulsion. For ease of reference, content related to pre-placement proceedings has been duplicated in this policy. (See page 6.)

This legal policy also has been updated to increase the population threshold for certain counties considered to be a county with a population of 125,000 or less for purposes of JJAEP requirements (see page 10). (HB 4559)

FODA(LLEGAL)

EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

This legal policy has been updated to increase population thresholds for certain counties considered to be a county with a population of 125,000 or less for purposes of JJAEP requirements. (See pages 1-2.) (HB 4559)

GBA(LLEGAL)

PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

Several legislative changes affect this legal policy on access to public information.

- HB 1161 adds victims of child abduction to those covered by the address confidentiality program. (See page 10.)
- HB 3130 restricts the release of information about certain persons who hold or apply for a license issued by the district. (See page 12.)
- HB 4123 prohibits the release of criminal history record information (CHRI) obtained from the FBI and limits the release of CHRI obtained from other Texas criminal justice agencies. (See page 12.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Waxahachie ISD

- HB 3033 provides that the litigation exception to disclosure does not apply to election information in the possession of the entity that administers elections. (See page 16.)
- HB 30 and HB 3033 address the release of information related to certain arrests and crimes. (See page 17.)

GBAA(LLEGAL) ACCESS TO PUBLIC INFORMATION: REQUESTS FOR INFORMATION

Numerous revisions throughout this legal policy on requests for information are the result of HB 3033, including the following:

- The attorney general (AG) may require board members and the officer for public information to complete Public Information Act (PIA) training if the AG determines the district has failed to comply with a requirement of the PIA. (See page 4.)
- "Business day" is defined. A board may designate 10 nonbusiness days each calendar year. (See page 7.)
- With limited exceptions, a district must submit a request for an AG decision through the AG's electronic filing system. (See page 14.)
- A district must take certain actions as soon as practicable after receiving an AG decision. (See pages 20-21.)
- A district may request photo identification from a requestor to establish the requestor has not exceeded a personnel time limit and concealed the requestor's identity. A requestor may decline to provide identification and pay a charge for exceeding the time limit. (See page 30.)

The list of state and national holidays has been added on page 8.

GC(LLEGAL) PUBLIC NOTICES

This legal policy has been updated to increase the population threshold for the selection of the newspaper for publication of notice in certain counties (see page 2). (HB 4559)

GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

HB 1760 modifies the Penal Code regarding places where weapons are prohibited to require that grounds on which a school-sponsored activity is occurring be owned by and under the control of a school. (See page 7.)

GKC(LLEGAL) COMMUNITY RELATIONS: VISITORS

HB 3 allows a district to eject a person on district property who fails or refuses to provide identification on request if the person reasonably appears to have no legitimate reason to be on district property.

GKG(LLEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM

HB 4123 allows a district to obtain criminal history record information (CHRI) from the Department of Public Safety, in addition to other agencies, about a volunteer who is excepted from the required CHRI check but subject to a discretionary check by the district. (See page 2.)

Provisions related to the concussion oversight team have been relocated to FM(LLEGAL).

GRAC(LLEGAL) STATE AND LOCAL GOVERNMENTAL AUTHORITIES: JUVENILE SERVICE PROVIDERS

HB 446 changed terminology used in statutes to refer to intellectual disability. (See item 8 on page 2.)

Explanatory Notes
TASB Localized Policy Manual Update 122

Waxahachie ISD

GRB(LLEGAL)

**RELATIONS WITH GOVERNMENTAL ENTITIES: INTERLOCAL
COOPERATION CONTRACTS**

This policy has been updated to increase the population threshold for municipalities to contract with one or more school districts to provide school crossing guards. (HB 4559)



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529	800.580.1488

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security or a security incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

Personnel Duties The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Posting Vacancies The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Applications All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For information related to the evaluation of criminal history records, see DBAA.]

Employment of Contractual Personnel The Board delegates to the Superintendent final authority for employment of contractual personnel below the level of campus principal.

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel at the level of campus principal and above, including central administration. The Board retains final authority for employment of contractual personnel at the level of campus principal and above.

[See DCA, DCB, DCC, and DCE as appropriate]

Employment of Noncontractual Personnel

Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]

Employment Assistance Prohibited

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

SPECIAL PROGRAMS
COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

EHBC
(LOCAL)

~~Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.~~

**Accelerated
Instruction**

~~The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.~~

**Accelerated
Learning Committee**

~~When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.~~

~~A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.~~

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS
ACCELERATED INSTRUCTION

EHBCA
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

**Accelerated
Education Plan**

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Career Investigation

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit a professional's workplace for purposes of exploring the student's interest in pursuing a career in that professional's field.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ~~ten~~10 consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as [required by law and](#) provided by this policy, the District shall not purchase medication to administer to a student.

Epinephrine

The District authorizes ~~school personnel and volunteers~~ [school personnel and volunteers](#) who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Off Campus

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

*Maintenance,
Availability, and
Training*

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, availability of unassigned epinephrine auto-injectors at each campus, at off-campus events, and while in transit to and from a school event.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

*Administration of
Opioid Antagonist
Medication
On Campus*

This provision shall be applicable to every campus.

The District ~~shall purchase~~ authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and ~~store opioid antagonist medication, such as Naloxone, to assist~~ this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person ~~who may be~~ is experiencing an opioid-related ~~drug~~ overdose. ~~Only a registered nurse or other designated and trained District employee~~

Each applicable campus shall ~~behave at least one individual who is authorized to administer this medication and may do so only in accordance with a standing order or procedures approved~~ trained to administer an opioid antagonist present during regular school hours.

*Maintenance,
Availability,
Training, and
Reporting*

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by ~~a physician licensed to practice medicine in the state of Texas~~ individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative ~~procedures~~ regulations addressing acquisition, maintenance, expiration, and disposal, ~~and availability~~ of opioid ~~antagonist medication~~ antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or

3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

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 campus and student services is custodian of all records for currently enrolled students. The director of campus and student services 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 ~~documentation of discussion or action by an accelerated learning committee convened~~ 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 time line 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 District special education office.

**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 ~~ten~~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 ~~ten~~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**

Directory information for District students has been classified into three separate categories:

1. Items for use only for school-sponsored purposes;

STUDENT RECORDS

FL
(LOCAL)

2. Items for use only for law enforcement purposes; and
3. 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; photograph; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

Law Enforcement
Purposes

Upon request from a law enforcement entity for information necessary to further an investigation by the requesting entity, such as the Waxahachie Police Department, Ellis County Sheriff's Office, Ellis County and District Attorney's Office, Texas Department of Public Safety, or Federal Bureau of Investigations, the District shall provide student directory information consisting of the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, and enrollment. However, this information shall be released only if the parent or eligible student has provided consent to the release after having been afforded notice of the right to refuse to permit the District to release such information.

All Other Purposes

The District shall not release student directory information to outside requesters unless required by law or in response to a parent's written request.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Ryan Kahlden

Subject: District Rezoning Plan **Related Page(s)** Zoning Maps



EXECUTIVE SUMMARY:

With the impending opening of Jimmie Ray Elementary, the administration has been working on a potential rezoning plan to efficiently and effectively utilize our instructional facilities for the 2024-2025 school year and beyond. After much consideration and discussion, the administration is seeking approval on the plan presented tonight.

Tonight’s proposed plan is very similar to the plans that have previously been shown the trustees, with one significant adjustment. The adjustment is to leave the Sunrise at Garden Valley neighborhood in the Felty zone (originally presented as rezoning to Jimmie Ray Elementary) based on community feedback and recognition of an easier route to school for walkers and bike riders at Felty versus Jimmie Ray.

The administration considered two other adjustments based on community feedback but neither adjustment was feasible from a campus enrollment perspective. The first adjustment considered was going south of downtown along Hwy 77 in which residents on the east side of Hwy 77 are currently zoned to attend Clift Elementary and have to pass two campuses (Dunaway and Marvin) to reach their zoned campus. When looking at the number of elementary students, there are greater than 120 elementary students who would be impacted by adjusting this zone and to accommodate that at Dunaway or Marvin would require a complete shift of all boundaries. Administration felt this was unacceptable given how it was not previously presented on a map for discussion.

The second other adjustment considered was along FM 813 with the neighborhood at the eastern terminus of Grove Creek Rd into FM 813. This area is currently zoned to Simpson Elementary and proposed to be rezoned to Felty Elementary. Administration tried to keep this area at Simpson Elementary and even looked at moving them to Shackelford Elementary, but the number of students involved made adjustments to either zone too taxing on the two campuses.

ATTACHMENTS:

Proposed attendance boundary maps after rezoning plan being considered for approval

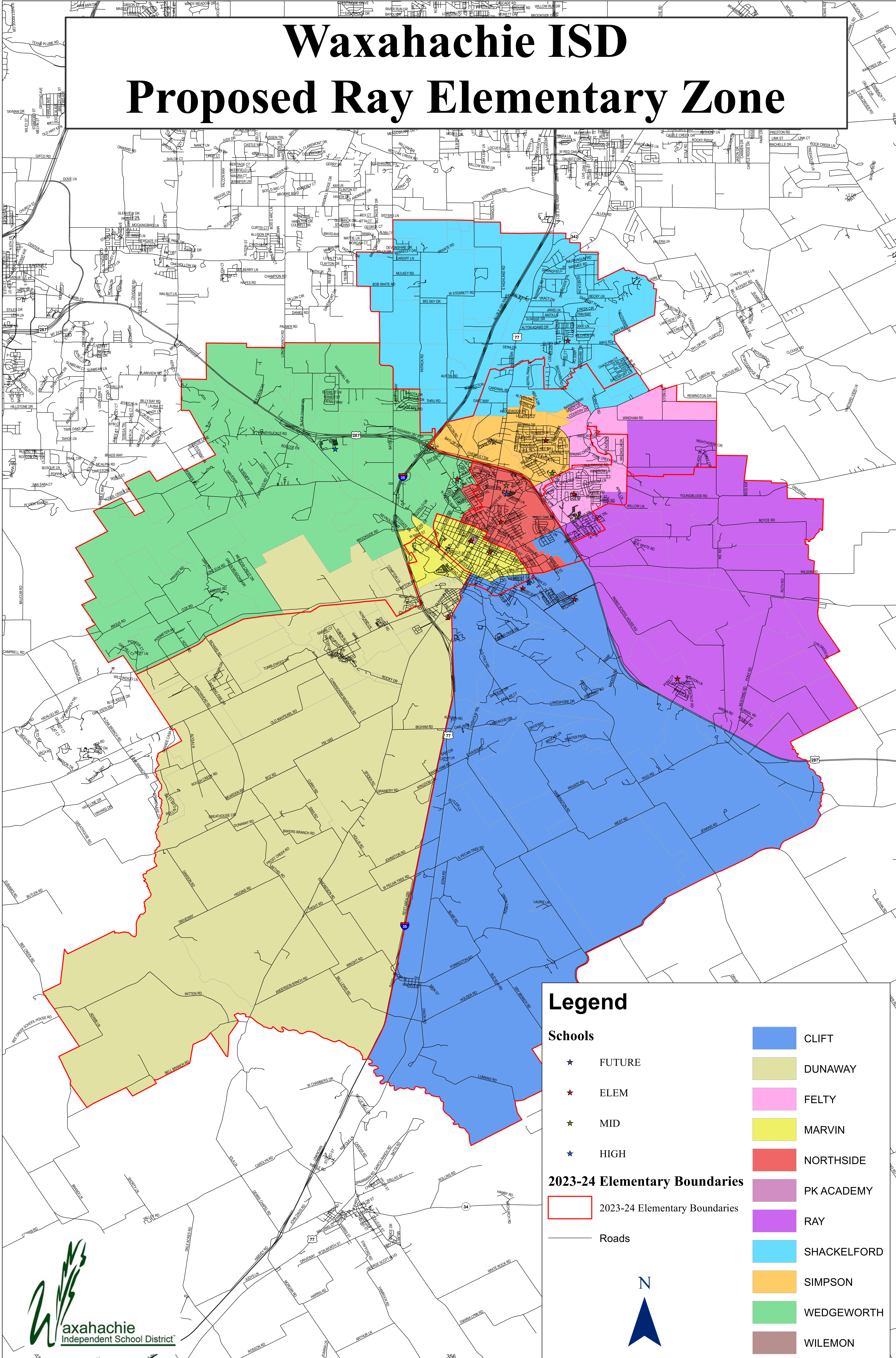
		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve attendance zones as presented.

Waxahachie ISD

Proposed Ray Elementary Zone

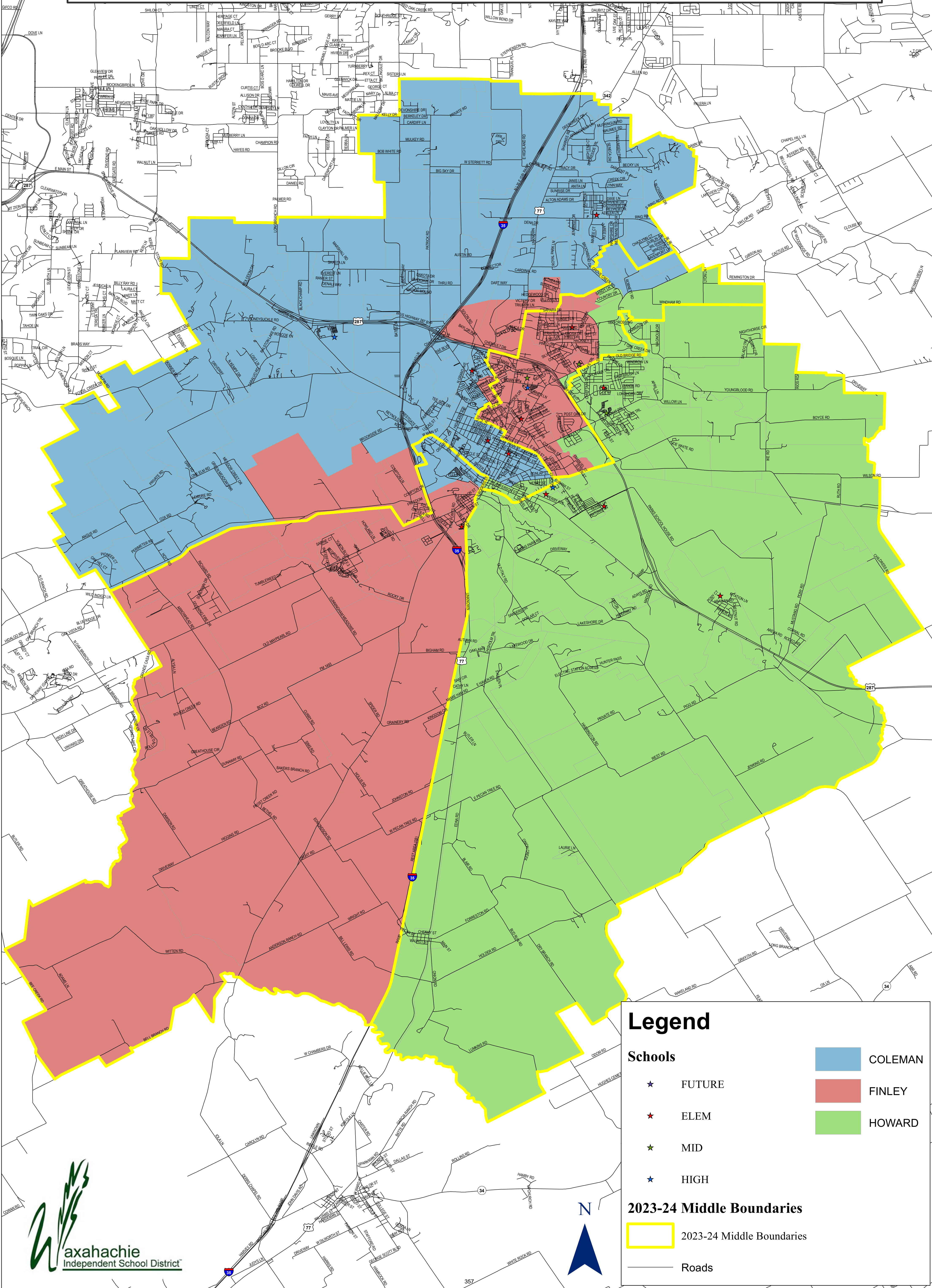


Legend

- Schools**
- ★ FUTURE
 - ★ ELEM
 - ★ MID
 - ★ HIGH
- 2023-24 Elementary Boundaries**
- 2023-24 Elementary Boundaries
 - Roads
- | |
|---|
| CLIFT |
| DUNAWAY |
| FELTY |
| MARVIN |
| NORTHSIDE |
| PK ACADEMY |
| RAY |
| SHACKELFORD |
| SIMPSON |
| WEDGEWORTH |
| WILEMON |



Waxahachie ISD Proposed MS Clean Feeder Map



Legend

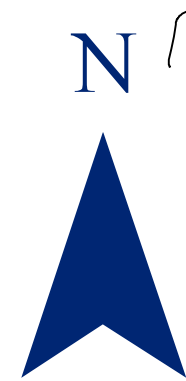
Schools

- ★ FUTURE
- ★ ELEM
- ★ MID
- ★ HIGH

- COLEMAN
- FINLEY
- HOWARD

2023-24 Middle Boundaries

- 2023-24 Middle Boundaries
- Roads



**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Monica James

Subject: Jimmie Ray Elementary Staffing **Related Page(s)** 2



EXECUTIVE SUMMARY:

The Human Resources Department has provided an overview of Jimmie Ray Elementary staffing.

ATTACHMENTS:

Jimmie Ray Elementary Staffing Document

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve staffing for Jimmie Ray Elementary.



Memorandum

To: Dr. Jerry Hollingsworth, Superintendent
 From: Monica James, Chief Human Resources Officer
 Date: February 12, 2024
 Subject: Jimmie Ray Elementary Staffing Plan

Jimmie Ray Elementary Staffing Plan - Updated 1/22/24		
Administrative/Professional		New FTE
1	Principal	1
1	Assistant Principal	0
1	Counselor	0
1	Librarian	1
1	Security Officer	1
1	Registered Nurse	1
Clerical		
1	Campus Secretary	1
1	PEIMS/Attendance Clerk	1
1	Receptionist	1
Paraprofessional		
1	PE Aide	1
2	Instructional Aide	2
2	Aide, Special Ed Resource/Inclusion	2
4	Special Education Aide - Separate Settings	2
0	Title I Aide	0
Teachers		
0	Pre K	0
1:22	Kindergarten	0
1:22	1st grade	0
1:22	2nd grade	0

1:22	3rd grade	0
1:22	4th grade	0
1:25	5th grade	0
2	Special Education	1
2	Special Education - Resource/Inclusion	1
1	Music Teacher	1
1	Theater Teacher	1
1	Art Teacher	1
1	PE Teacher	1
1	Dyslexia Teacher	1
0	Title I Teacher	0
1	Speech Language Pathologist	1
1	Diagnostician	1
Support Staff		
1	CN Manager	1
4	CN Assistants	4
1	Day Lead Custodian	1
5	Evening Custodians	5
3	Grounds Crew	3
	Estimated Total:	37

Waxahachie Independent School District BOARD OF TRUSTEES

Date: February 12, 2024 **Presented By:** Lee Auvenshine

Subject: Dedication of Public Roadway Right of Way to City of Waxahachie to Widen Northgate Drive at Coleman Junior High School **Related Page(s)** Proposed Resolution, Easement, and ROW Dedication



EXECUTIVE SUMMARY:

The City of Waxahachie is seeking the dedication of a public roadway right of way along the northern boundary of the property where Coleman Junior High School is located, to widen the existing Northgate Drive from two lanes to three. Northgate Drive is currently a two-lane road, with only one lane for westbound traffic. Westbound traffic on Northgate Drive regularly backs up to the driveways of the Coleman Junior High School campus due to congestion caused by a high volume of vehicles within one lane.

To resolve the congestion which is adversely impacting the District, its employees, and its stakeholders, the City of Waxahachie has agreed to construct an additional lane for westbound traffic on Northgate Drive at no cost to the District via a public roadway right of way on approximately 2,427 square feet (approximately 0.0557 acres) of existing District property. The additional lane of public roadway will provide the property much greater access to existing public roads and infrastructure while alleviating safety concerns with significantly less traffic congestion.

The City will be responsible for the entire cost of construction. The City intends to finalize approval for this project soon and commence construction of this project during the summer.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends approval of a resolution authorizing the Board President and/or Superintendent to execute all necessary documents to grant a public roadway right of way deed to the City of Waxahachie allowing the widening of Northgate Drive along the northern boundary of Waxahachie ISD's property where Coleman Junior High School is located.

THE STATE OF TEXAS §
 §
THE COUNTY OF ELLIS §

**BOARD RESOLUTION AUTHORIZING DEDICATION OF
PUBLIC ROADWAY RIGHT OF WAY**

WHEREAS, the Texas Education Code § 11.154 provides that “[t]he board of trustees of an independent school district may, by resolution, authorize the sale of any property, other than minerals, held in trust for public school purposes;”

WHEREAS, the Texas Local Government Code § 272.001(l) provides that “A political subdivision may donate or sell for less than fair market value a designated parcel of land or an interest in real property to another political subdivision if: (1) the land or interest will be used by the political subdivision to which it is donated or sold in carrying out a purpose that benefits the public interest of the donating or selling political subdivision; (2) the donation or sale of the land or interest is made under terms that effect and maintain the public purpose for which the donation or sale is made; and (3) the title and right to possession of the land or interest revert to the donating or selling political subdivision if the acquiring political subdivision ceases to use the land or interest in carrying out the public purpose;

WHEREAS, the District owns a tract of land located at 1000 North U.S. Highway 77, Waxahachie, Texas 75165, where Coleman Junior High School is currently located;

WHEREAS, the northern border of the above described property is Northgate Drive, which is currently a two-lane road, with only one lane for westbound traffic;

WHEREAS, westbound traffic on Northgate Drive regularly backs up to the driveways of the Coleman Junior High School campus due to congestion caused by a high volume of vehicles within one lane;

WHEREAS, it is in the District’s interests that said land have adequate access to public roads and infrastructure;

WHEREAS, to resolve the congestion which is adversely impacting the District, its employees, and its stakeholders, the City of Waxahachie has agreed to construct an additional lane for westbound traffic on Northgate Drive at no cost to the District via a public right of way on approximately 2,427 square feet (approximately 0.0557 acres) of existing District property;

WHEREAS, the additional lane of public roadway on the District’s property will provide said land with much greater access to existing public roads and infrastructure while alleviating safety concerns with significantly less congestion; and

WHEREAS, the Board intends to grant a public roadway right of way deed to the City of Waxahachie for the construction and maintenance of a public roadway at the above-referenced tract of land.

NOW THEREFORE, BE IT RESOLVED by the Board of Trustees of the Waxahachie Independent School District that:

1. The Board President is authorized to negotiate and execute all necessary legal documents to grant a public roadway right of way deed to the City of Waxahachie in accordance with the provisions set out herein.
2. The duration of the public roadway right of way deed shall be perpetual.
3. The deed is limited to the construction and maintenance of a public roadway and the regular use thereof.

APPROVED BY THE WAXAHACHIE ISD BOARD OF TRUSTEES ON FEBRUARY 12, 2024, BY A VOTE OF _____ TO _____; THEREFORE, BE IT SO ORDERED.

Adopted this 12th day of February, 2024.

WAXAHACHIE INDEPENDENT
SCHOOL DISTRICT

By: _____
Dusty Autrey, President
Board of Trustees

ATTEST:

By: _____
John Rodgers, Secretary
Board of Trustees

AFTER RECORDING, RETURN TO:

**Amber Villarreal
City Secretary
City of Waxahachie
P.O. Box 757
Waxahachie, Texas 75168**

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM THIS INSTRUMENT BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER

PUBLIC ROADWAY RIGHT OF WAY DEED

STATE OF TEXAS
COUNTY OF ELLIS

KNOW ALL MEN BY THESE PRESENTS:

That **Waxahachie** ISD ("Grantors"), whether one or more, for and in consideration of the sum of TEN AND NO/100 DOLLARS (\$10.00) and other good and valuable consideration to Grantor in hand paid by the **CITY OF WAXAHACHIE**, a Texas municipal corporation ("Grantee"), the receipt and sufficiency of which is hereby acknowledged, and for which no lien is retained, either expressed or implied, has this day GRANTED, SOLD and CONVEYED, and by these presents does GRANT, SELL, and CONVEY unto the said Grantee all the following described real estate, for the purpose of construction of a public roadway, to-wit:

BEING 2,427 square feet of land situated in the John Gooch Survey, Abstract No. 393, City of Waxahachie, Ellis County, Texas, and being more particularly described in Exhibit "A" and depicted on Exhibit "B" attached hereto and made a part hereof ("ROW Tract").

The warranty contained herein is subject to: (i) any and all mineral reservations, restrictions, covenants, conditions and easements, if any, relating to the above-described property, but only to the extent that they are still in effect and shown of record in Ellis County, Texas; and (ii) all zoning law regulations and ordinances of municipal and/or other governmental authorities, if any, but only to the extent that they are still in effect and relate to the above-described property. If such condition does exist, a signature with acknowledgment shall be included and made a part of this document conveying the rights and privileges contained herein, and subordinating any such lien or encumbrance to the Easement granted herein. Grantor represents and warrants that there are no liens, attachments, or other encumbrances which will affect the title or right of the Grantor to convey the interests addressed in this instrument (Roadway Right of Way) to the Grantee for the purposes as described herein to construct a public roadway. If such condition does exist, a signature with acknowledgment shall be included and made a part of this document conveying the rights and privileges contained herein, and subordinating any such lien or encumbrance to the Easement granted herein.

TO HAVE AND TO HOLD the above-described premises, together with all and singular the rights and appurtenances thereto in anyway belonging to such premises unto the said Grantee, Grantee's successors, and assigns forever.

And Grantor does hereby bind Grantor, Grantor's heirs, executors, administrators, successors and assigns to warrant and forever defend all and singular the said premises unto the said Grantee, Grantee's successors and assigns, against every person whomsoever lawfully claiming or attempting to claim the same or any part thereof.

[EXECUTION AND ACKNOWLEDGEMENT PAGES FOLLOW]

Executed this _____ day of February 2024, at Waxahachie, Texas.

GRANTOR:

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

By: _____
Dusty Autrey
President, Board of Trustees

ACKNOWLEDGEMENT

STATE OF TEXAS §
 §
COUNTY OF ELLIS §

This instrument was acknowledged before me by Dusty Autrey, President of the Waxahachie ISD Board of Trustees, on the ____ day of February, 2024, on behalf of said school district.

Notary Public, State of Texas

GRANTEE:

CITY OF WAXAHACHIE, TEXAS

a Texas municipal corporation

By: _____,

Michael Scott, City Manager

AGREED AND ACCEPTED:

CITY OF WAXAHACHIE, TEXAS

THE STATE OF TEXAS §

§

COUNTY OF ELLIS §

BEFORE ME, the undersigned authority, on this day personally appeared Michael Scott, City Manager for and on behalf of the ***CITY OF WAXAHACHIE, TEXAS***, Texas municipal corporation; he acknowledged to me he is the duly authorized representative of the City of Waxahachie, Texas and that he executed said instrument for the purposes and consideration therein expressed and in the capacity therein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this _____ day of _____, 2024

Notary Public in and for the State of Texas

My Commission Expires: _____

EXHIBIT "A"

VARIABLE WIDTH RIGHT-OF-WAY DEDICATION

Being 2,427 square feet of land situated in the John Gooch Survey, Abstract No. 393, City of Waxahachie, Ellis County, Texas, and being a portion of a tract of land described in deed to Waxahachie Independent School District (Waxahachie ISD), according to the deed filed in Volume 470, Page 377, Deed Records of Ellis County, Texas (D.R.E.C.T.), and being more particularly described by metes and bounds as follows;

BEGINNING at an "X" cut in concrete at the northwest corner of said Waxahachie ISD tract, also being at the intersection of the east line of Highway 77 (a variable width right-of-way) and the south line of Northgate Drive (a 50 foot wide right-of-way), and also being the **POINT OF BEGINNING** of the hereafter described tract of land;

THENCE S 82°19'35" E, along the north line of said Waxahachie ISD tract and along the south line of said Northgate Drive, , a distance of 292.87 feet to a 5/8 inch iron rod with cap stamped "TNP" set (hereinafter all 5/8 inch iron rods set are marked the same) at the beginning of a curve to the left whose radius is 647.99 feet, and whose long chord bears N 85°30'28" W, a distance of 63.74 feet;

THENCE over and across said Waxahachie I.S.D. tract, the following courses and distances;

Along said curve, in a northwesterly direction through a central angle of 5°38'16", an arc length of 63.76 feet to a 5/8 inch iron rod set at the beginning of a reverse curve to the right whose radius is 615.22 feet, and whose long chord bears N 85°22'59" W, a distance of 65.88 feet;

Along said curve in a northwesterly direction through a central angle of 6°08'19", an arc length of 65.91 feet to a 5/8 inch iron rod set at the end of said curve;

N 82°16'25" W, a distance of 89.42 feet to a 5/8 inch iron rod set at the beginning of a curve to the left whose radius is 9.00 feet, and whose long chord bears S 86°32'29" W, a distance of 3.49 feet;

Along said curve in a southwesterly direction through a central angle of 22°22'11", an arc length of 3.51 feet to a 5/8 inch iron rod set at the end of said curve;

S 75°21'24" W, a distance of 17.45 feet to a 5/8 inch iron rod set at the beginning of a curve to the right whose radius is 17.00 feet, and whose long chord bears S 86°32'29" W, a distance of 6.60 feet;

Along said curve in a southwesterly direction through a central angle of 22°22'11", an arc length of 6.64 feet to a 5/8 inch iron rod set at the end of said curve;

N 82°16'25" W, a distance of 29.76 feet to a 5/8 inch iron rod set;

S 56°40'47" W, a distance of 9.99 feet to a 5/8 inch iron rod set;

S 07°43'35" W, a distance of 17.63 feet to a 5/8 inch iron rod set;

N 82°16'25" W, a distance of 11.02 feet to an "X" cut in concrete in the west line of said Waxahachie ISD tract, also being in the east line of said Highway 77;

THENCE N 08°10'25" E, along the west line of said Waxahachie ISD tract and the east line of said Highway 77, a distance of 39.69 feet to the **POINT OF BEGINNING** and containing 2,427 square feet or 0.056 of an acre of land.



Date: January 8, 2024

Theron W. Sims, R.P.L.S.
Texas Registration No. 5887



Surveyed on the ground in the month of January, 2024.

1. Bearings of lines shown hereon refer to Grid North of the Texas Coordinate System of 1983 (North Central Zone; NAD83(2011) 2010.00) as derived locally from Allterra Central's Continuously Operating Reference Stations (CORS) via Real Time Kinematic (RTK) methods. An average Combination Factor of 1.000072449 was used to scale grid coordinates and distances to surface. All coordinates shown are surface.

2. Integral parts of this survey:
- a. Legal Description
 - b. Sketch

LINE TABLE		
LINE #	DIRECTION	LENGTH
L1	S75°21'24"W	17.45'
L2	N82°16'25"W	29.76'
L3	S56°40'47"W	9.99'
L4	S07°43'35"W	17.63'
L5	N82°16'25"W	11.02'

NOTES:

1) Bearings of lines shown hereon refer to Grid North of the Texas Coordinate System of 1983 (North Central Zone; NAD83(2011) 2010.00) as derived locally from Allterra Central's Continuously Operating Reference Stations (CORS) via Real Time Kinematic (RTK) methods. An average Combination Factor of 1.000072449 was used to scale grid coordinates and distances to surface. All coordinates shown are surface.

2) Integral parts of this survey:

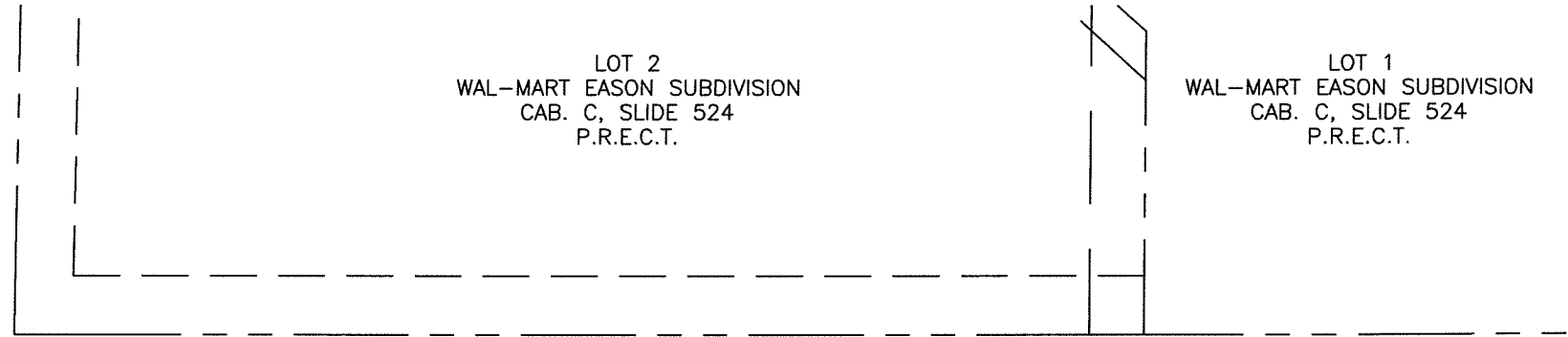
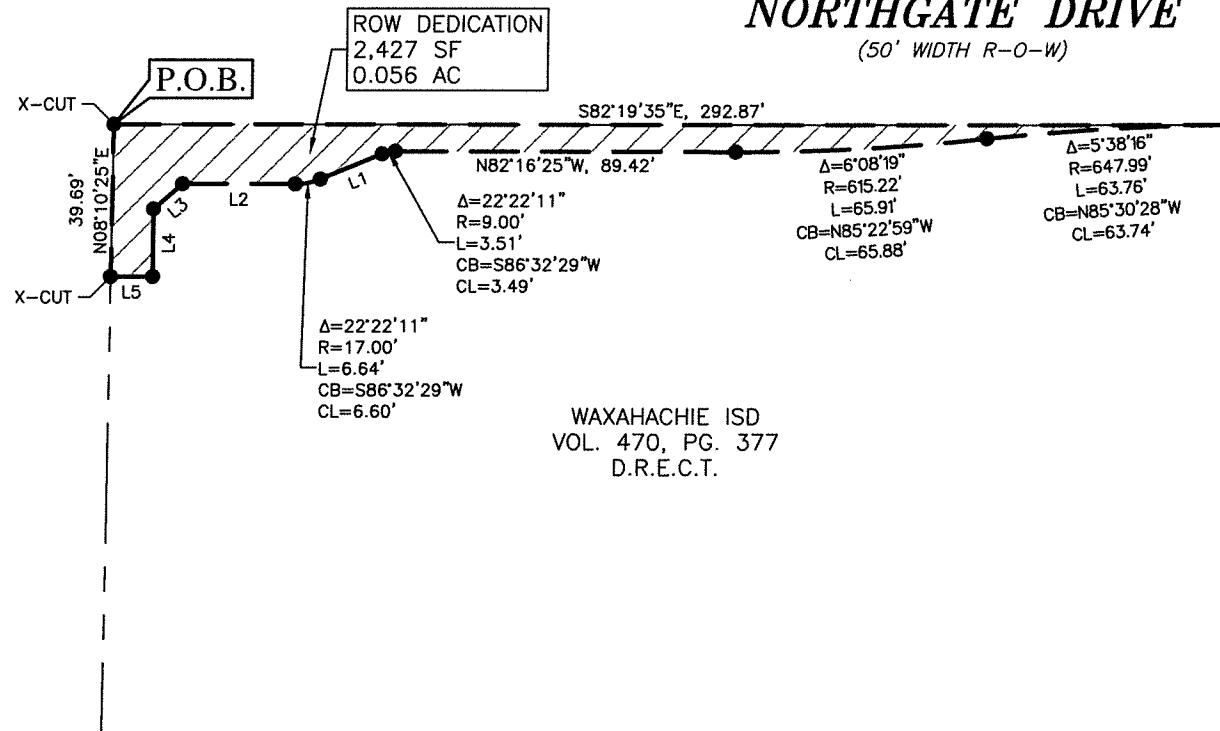
- a. Legal Description
- b. Sketch

3) ● is a 5/8" iron rod with cap stamped "TNP" set unless otherwise noted.



SCALE 1"=50'

HIGHWAY 77
(VARIABLE WIDTH R-O-W)



J. GOOCH SURVEY
ABST. NO. 393

[Signature]
Theron W. Sims, R.P.L.S.
 TEXAS REGISTRATION NO. 5887
 DATE: JANUARY 8, 2024
 Surveyed on the ground in
 the month of January, 2024



JOB No. WAX 22525

teague nall & perkins
 5237 N. Riverside Drive, Suite 100
 Fort Worth, Texas 76137
 817.336.5773 ph 817.332.7756 fx
 www.tnppinc.com / TBPELS Registration No. 100116-00

EXHIBIT "B"
VARIABLE WIDTH
RIGHT-OF-WAY DEDICATION

Situated in the John Gooch Survey, Abstract No. 393,
 City of Waxahachie, Ellis County, Texas

T:\Projects\WAX22525\Sur-030\cad\survey\Ensements\2,427 SF ROW Dedication.dwg

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends the Board of Trustees adopt a resolution to pay district staff during the district-wide emergency closure activated by the Superintendent of Schools under Board Policy EB (LOCAL) on January 16, 2024. This recommendation does not negatively impact the operating 2023-2024 budget, as the payment of all contract work days for each employee is already an expense accounted for in the current year's budget. The Resolution contemplates pay for employees in order to support the safety, morale, and retention of our staff.

**RESOLUTION OF THE WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES TO PAY STAFF DURING EMERGENCY CLOSURE**

WHEREAS, the Waxahachie Independent School District Board of Trustees (the Board) is committed to compensating staff as the school operating budget allows regardless of unexpected district-wide closure or unexpected remote-work status, when financially feasible.

WHEREAS, the Board recognizes that the Superintendent of Schools, by his authority granted in Board Policy EB (LOCAL), cancelled all afternoon and evening activities on the evening of January 15, 2024, and initiated a district-wide emergency closure of all campuses for the entirety of January 16, 2024, for reasons of public health and safety due to inclement winter weather on these dates wherein Waxahachie experienced frozen precipitation and significantly cold temperatures;

WHEREAS, the Waxahachie ISD school calendar for the 2023-24 school year has a surplus of required instructional minutes in excess of those which were lost on January 16, 2024, meaning no instructional day will need to be made up for the day of closure to complete the 2023-24 school year;

WHEREAS, the Board recognizes that the district closure on January 16, 2024, would require the district to open for a staff work day or otherwise cause staff to lose one day of pay, unless the Board approves pay during closure for one day as described below;

WHEREAS, pursuant to Board Policy DEA (LOCAL), the Board desires to pay all employees on January 16, 2024, whose duties could not be completed due to emergency district closure;

WHEREAS, the Board has considered and declares that this decision will have no negative bearing on the operating budget for the 2023-2024 school year, as the budget already assumes full pay for all work days in the contract year for the employees of the district;

WHEREAS, the Board declares that adoption of such payment will serve the public purpose of supporting the safety, wellness, morale, and retention of district employees, particularly given the hardships faced by employees and their families, and which will directly contribute to the success of the district's educational purpose;

WHEREAS, the Board also declares that adoption of such payment will serve the public purpose of saving money for three full days of operating costs within the district's operating budget;

WHEREAS, the Board declares that all employees scheduled to work January 16, 2024, are to be paid in full for the scheduled work day, despite the district-wide emergency closure;

NOW THEREFORE BE IT RESOLVED that the Waxahachie Independent School District Board of Trustees approves and authorizes the Superintendent of Schools to pay all employees scheduled to work on January 16, 2024, whose duties could not be completed due to emergency district closure;

BE IT FURTHER RESOLVED that the Board finds the individualized determination through written resolution to pay employees scheduled to work January 16, 2024, as described above provides sufficient controls to ensure the intended public purposes stated herein are sufficiently accomplished and that the district will receive the return benefits herein described.

The above Resolution is passed and adopted this 12th day of February, 2024, by the Board of Trustees.

APPROVED:

ATTEST:

Dusty Autrey
President, Board of Trustees

John Rodgers
Secretary, Board of Trustees

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: February 12, 2024 **Presented By:** Monica James

Subject: New Hire **Related Page(s)** 1



EXECUTIVE SUMMARY:

The Human Resources Department is seeking the approval of an Executive Director of Athletics.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

Approve the hiring of the Executive Director of Athletics.