



**Waxahachie Independent School  
District**  
411 North Gibson Street  
Waxahachie, TX 75165  
972-923-4631  
www.wisd.org

**Regular Meeting, Public Hearing, and  
Workshop | AGENDA**  
**Tuesday, January 17, 2023**  
**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 Tuesday, January 17, 2023, 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. BOARD WORKSHOP.
  - A. Spring 2023 bond proposal workshop.
- 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.\* 4
- VI. OPEN FORUM: Hearing of individuals or committees.\*\*
- VII. OPEN PUBLIC HEARING.
  - A. Conduct a public hearing regarding the Texas Academic Performance Report (TAPR) for the 2021-2022 school year. 5
- VIII. CLOSE PUBLIC HEARING.
- IX. REPORTS.
  - A. Superintendent's Report. 102
  - B. Presentation of the Annual Financial Audit Report from the fiscal year that ended on August 31, 2022. 108
- X. CONSENT AGENDA.
  - A. Consideration and approval of minutes from previous meetings. 210
  - B. Consideration to approve Monthly Financial Reports that include cash position, revenue reports, budget summary, tax collection report, bid report, purchase orders requiring board approval, and proposed budget 214

	amendments.	
C.	Informational report on the Maintenance department's work orders.	239
D.	Monthly report regarding student attendance, student discipline, student drug offenses, and drug prevention measures.	241
E.	Consideration and approval of possible new and/or modified positions.	248
F.	Consideration with possible approval of the 2023-2024 budget calendar as presented.	250
G.	Consideration to approve the 2021-2022 Texas Academic Performance Report (TAPR) as presented.	254
H.	Consideration with possible approval of additional IXL licenses for student accelerated learning plans in the amount of \$11,863.00.	255
I.	Consideration with possible approval to submit to TEA the waiver for the alternate 7th grade reading instrument.	257
J.	Consideration to approve the purchase of two school buses from Longhorn Bus Sales at a price not to exceed \$270,000.00.	258
K.	Consideration with 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 37.0811 of the Texas Education Code.	262
XI.	ACTION ITEMS.	
A.	Consideration with possible approval of the fiscal year ended August 31, 2022, audit report as presented.	263
B.	Consideration and action to approve a staging area agreement with LC Paving & Construction, LLC, for the purpose of allowing construction material storage on district-owned property near Wilemon Field related to a public works construction project along Bryson Street.	264
C.	Consideration to approve the hiring of the Fine Arts Director.	268
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:** January 17, 2023 **Presented By:** Jenny Bridges

**Subject:** Student & Staff Recognitions **Related Page(s)** \_\_\_\_\_

**Informational  
Agenda Item**

**EXECUTIVE SUMMARY:**

**Pledge students – Everett, Eleanor, and Adeline Lockridge, Dunaway Elementary School and Calen White, Coleman Junior High**

We will recognize the following students and staff members:

- Waxahachie Lions Club
- Dawnrene' Woodyatt, Dunaway Elementary Hero of the Month
- Dunaway Elementary campus highlight
- Brittney Webb, Coleman Chiefs Excellence Award
- Coleman Junior High campus highlight

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

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023      **Presented By:** Dawn Hilburn

**Subject:** 2021-22 Texas Academic Performance Report (TAPR) Public Hearing      **Related Page(s)** 4 Attachments



**EXECUTIVE SUMMARY:** Dawn Hilburn will present the 2021-22 Texas Academic Performance Report (TAPR) during the Public Hearing.

**ATTACHMENTS:**

- 2021-2022 TAPR Report
- TAPR Glossary
- TAPR Guidelines and
- WISD TAPR Data Dashboard

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2022 Accountability Rating:** The overall rating earned by the district or campus for 2022.

**2022 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

**2022 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.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Performance

**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/account/2022/masking.html>.

## STAAR Performance (2021–22)

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.

### 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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## *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.

## **Progress (Academic Growth and STAAR Progress Measure)**

*School Progress Domain—Academic Growth Score.* Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

*STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

*STAAR Progress Measure Percent at Accelerated Growth.* The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

*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.

## 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, 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),

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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.

## STAAR Participation (2021–22)

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.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- *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 (2021–22)

**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.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2020–21 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
- 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 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

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

**number of dropouts in grades 7 and 8 during the 2020–21 school year**

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**number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year**

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

**number of dropouts in grades 9–12 during the 2020–21 school year**

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**number of students in grades 9–12 in attendance at any time during the 2020–21 school year**

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

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, 2020–21](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2022 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 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

### *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 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. 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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## **4-Year Longitudinal Rate**

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2021**

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**number of students in the 2021 cohort\***

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

**number of students from the cohort who received a TxCHSE by August 31, 2021**

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**number of students in the 2021 cohort\***

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

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**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 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school  
year**

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**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:

**number of students from the 2021 cohort who received a high school diploma by August 31,  
2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021**

**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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

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**number of students in the 2021 cohort\***

## ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

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**number of students in the 2020 cohort\***

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**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 2021–22 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 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 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school year**

---

**number of students in the 2020 cohort\***

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- (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, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**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, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2020 cohort\***

## ***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2019 cohort\***

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2021} \end{aligned}}{\text{number of students in the 2019 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2021} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year} \end{aligned}}{\text{number of students in the 2019 cohort}^*}$$

- \* 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 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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed through 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, 2021**

---

**number of students in the 2021 cohort \*\***

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year 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, 2021**

---

**number of students in the 2020 cohort\*\***

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 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.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2020–21](#) (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021)** 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 2021 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2021 with reported graduation plans  
(excludes graduates with FHSP degree 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 2021 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2021 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 2021 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2021 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 2021 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2021 with reported graduation plans**

**RHSP/DAP Graduates (Annual Rate) (2020-21)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with  
FHSP degree plans)**

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

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**number of graduates in SY 2020–21 who earn an FHSP-E**

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**number of graduates in SY 2020–21 with reported FHSP graduation plans**

FHSP-DLA Graduates (Annual Rate) (2020–21) 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 2020–21 who earn an FHSP-DLA**

---

**number of graduates in SY 2020–21 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

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**number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP  
or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2020–21 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 2021. 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](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2021–22)

**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 2020–21 are also shown:

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

*(Data source: PEIMS 40203)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**Special Education:** The population of students served by special education programs. *(Data source: PEIMS 41163)*

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

**number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

**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. *(Data source: PEIMS 40110)*

**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 \(d-1\)](#). *(Data source: PEIMS 40100)*

**number of students in the 2020–21 school year considered as at risk**

---

**total number of students**

## College, Career, or Military\* Readiness (CCMR) (2021–22)

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

### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading 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, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- 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 industry-based certification under 19 TAC §74.1003. *(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 graduates under an advanced degree plan and is identified as a current special education student *(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)*
- 10) **\*Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(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 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## 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:

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

The percentages are calculated as follows:

*English Language Arts.*

number of 2020-21 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

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 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

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number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 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

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number of 2020-21 annual graduates

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

*Any Subject.*

number of 2020-21 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

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number of 2020-21 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 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2020-21 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 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2020-21 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 2020-21 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 2020-21 annual graduates

**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*)

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 48011*)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of 2020-21 annual graduates who earned an approved industry-based certification

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number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who earned a level I or level II certificate

---

number of 2020-21 annual graduates

**Graduate 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 [2022 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

---

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

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number of 2020-21 annual graduates

## CCMR-related Indicators (2021–22)

**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.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

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number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

---

number of 2020-21 annual graduates

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**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.*

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number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

---

number of 2020-21 annual graduates

*Mathematics.*

---

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2020-21 annual graduates

*Both Subjects.*

---

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2020-21 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)*  
*All Subjects*

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number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination

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total students enrolled in grades 11 & 12

*English Language Arts*

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number of students in grades 11 & 12 in the 2020-21 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 2020-21 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 2020-21 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 2020-21 school year who took at least one AP or IB examination in social studies

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# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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total students enrolled in grades 11 & 12

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

**AP/IB Results (Examinees  $\geq$  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 2020-21 school year with at least one AP or IB score at or above criterion

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

## *English Language Arts*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
ELA

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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 2020-21 school year with at least one AP or IB score at or above criterion in  
mathematics

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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 2020-21 school year with at least one AP or IB score at or above criterion in  
science

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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 2020-21 school year with at least one AP or IB score at or above criterion in  
social studies

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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 (11<sup>th</sup> & 12<sup>th</sup> 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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## All Subjects

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> 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 2020-21 graduates who took either the SAT or the ACT

---

number of 2020-21 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 composite and 530 on SAT mathematics or 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2020-21 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

---

number of 2020-21 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 2020-21 graduates who took the SAT

---

number of 2020-21 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 2020-21 graduates who took the  
SAT

---

number of 2020-21 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 2020-21 graduates who took the SAT

---

number of 2020-21 graduates who took the SAT

*(Data source: College Board and PEIMS 40203)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**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.

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

**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*

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

*English Language Arts*

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number of students in grades 9–12 in 2020-21 who received credit for at least one ELA advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one ELA course in 2020-21

## Mathematics

number of students in grades 9–12 in 2020-21 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21

## Science

number of students in grades 9–12 in 2020-21 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 2020-21

## Social Studies

number of students in grades 9–12 in 2020-21 who received credit for at least one social studies advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one social studies course in 2020-21

*(Data source: PEIMS 43415)*

**CTE Coherent Sequence (Annual Graduates):** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: PEIMS 40100, 40203, and 42400)*

number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

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number of in 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

**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 2019-20 school year who attended a public or independent college or university in Texas in the following academic year

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number of graduates during the 2019-20 school year

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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 (2021–22)

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 2019–20, use the data displayed under Membership.

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 29, 2021).

**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 and staff 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**

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**total number of students**

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**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 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**

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

For 2021–22, 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;

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(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)*

**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 2021–22 school year considered as at risk**

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**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 bilingual/ESL education, gifted and talented education, or special education. The

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

percentages do not total to 100 because students may participate in more than one of these programs.  
(Data source: 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)

- 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).

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number of mobile students in 2020–21

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number of students who were in membership at any time during the  
2020–21 school year

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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 Rates:** The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. 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 they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2020–21](#), 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 7<sup>th</sup>–12<sup>th</sup> 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 2020–21 the end of the school-start window was September 25, 2021)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**number of underreported students**

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**number of students in grades 7–12 who were served in the district in the 2020–21 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).

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 (2021–22)

**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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**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 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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**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.

*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

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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.

**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 2020–21 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 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. 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*)

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**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)*

**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)*

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## Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 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

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
O3221100	RESEARCH/TECHNICAL WRITING
O3221200	CREATIVE WRITING
O3221500	LITERARY GENRES (LIT GENR)
O3221600	HUMANITIES (FIRST TIME TAKEN)
O3221800	INDEP STUDY/ENGLISH (1ST TIME)
O3231000	INDEP STUDY/JOURNALISM (1ST)
O3231902	ADV BROADCAST JOURNALISM III
O3240400	ORAL INTERPRETATION III
O3240800	DEBATE III (DEBATE 3)
O3241100	PUBLIC SPEAKING III (PUBSPKG3)
O3241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

### Mathematics

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
O3101100	PRECALCULUS (PRE CALC)
O3102500	INDEP STUDY IN MATH (1ST TIME)
O3102501	INDEP STUDY IN MATH (2ND TIME)
O3580370	DISCRETE MATH FOR COMP SCIENCE
O3580395	ROBOTICS PROGRAMMING & DESIGN

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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

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

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
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

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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 PORTFOLIO
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTFOLIO
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

I3060001	IB SPORTS EXERCISE & HEALTH SCI STANDARD LEVEL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HIGHER LEVEL
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADVANCED 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
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENGINEERING DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

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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

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
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

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I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

## Foreign Language

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
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

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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
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

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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
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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

N1100014	AP RESEARCH
N1130026	AP SEMINAR

## Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## 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

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

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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

## 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.

## 2021–22 Texas Academic Performance Report

The intent of these guidelines is 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.

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, §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 requires that each district's board of trustees hold a public hearing to discuss the district's annual report 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, including posting it on the district website and other public places.

- 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. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2022 as a *Not Rated: Senate Bill 1365* was assigned to all campuses with a scaled score equivalent to an *F*), the district's current special education compliance status (included in the district PDF TAPR cover page), 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 Section 11.185; and college, career, and military readiness plans adopted under Section 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.

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 this winter. 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 (2020–21 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 2021–22 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 *F* (not applicable for 2022 as a *Not Rated: Senate Bill 1365* was assigned to all campuses with a scaled score equivalent to an *F*).

**2021–22 Texas Academic Performance Report**

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.
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 2023.

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) the Annual Report 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 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.

## 2021–22 Texas Academic Performance Report

- 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. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2021–22 TAPR.
- 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 2021 and 2022 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 30, 2020 and October 29, 2021, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
  - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights

## 2021–22 Texas Academic Performance Report

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/2022/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

2021-2022 Texas Academic Performance Report  
January 2023



The Texas Academic Performance Reports (TAPR) pull 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.

## 2021-22 Texas Academic Performance Report (TAPR)

District Name: WAXAHACHIE ISD

District Number: 070912

2022 Accountability Rating: B

2022 Special Education Determination Status:

**Meets Requirements**

**2022 Special Education Determination Status** (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

**\*Meets Requirements**

\*Needs Assistance

\*Needs Intervention

\*Needs Substantial Intervention

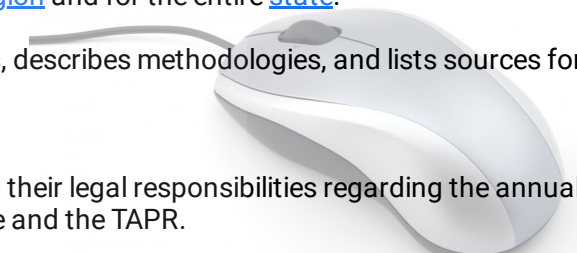
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1. 2022 Accountability Ratings
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10. Other Post Secondary Indicators

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.





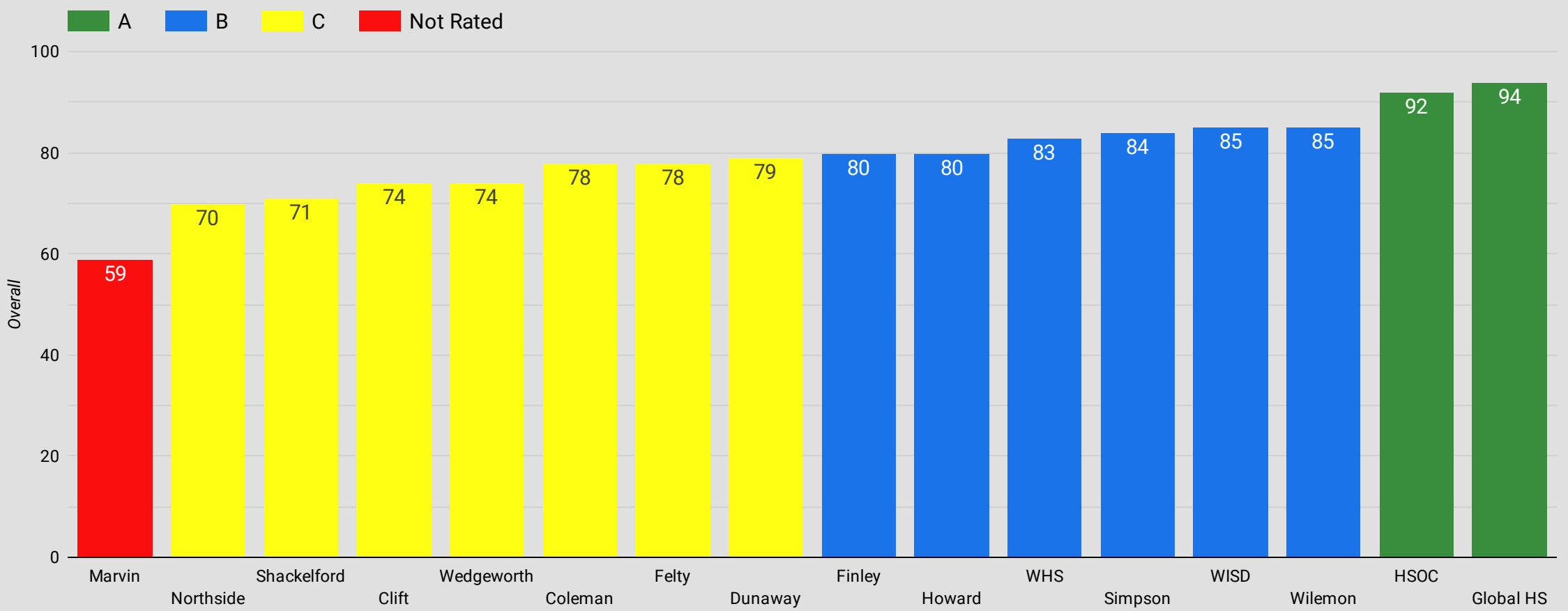
# WAXAHACHIE ISD

2022 A-F District Accountability

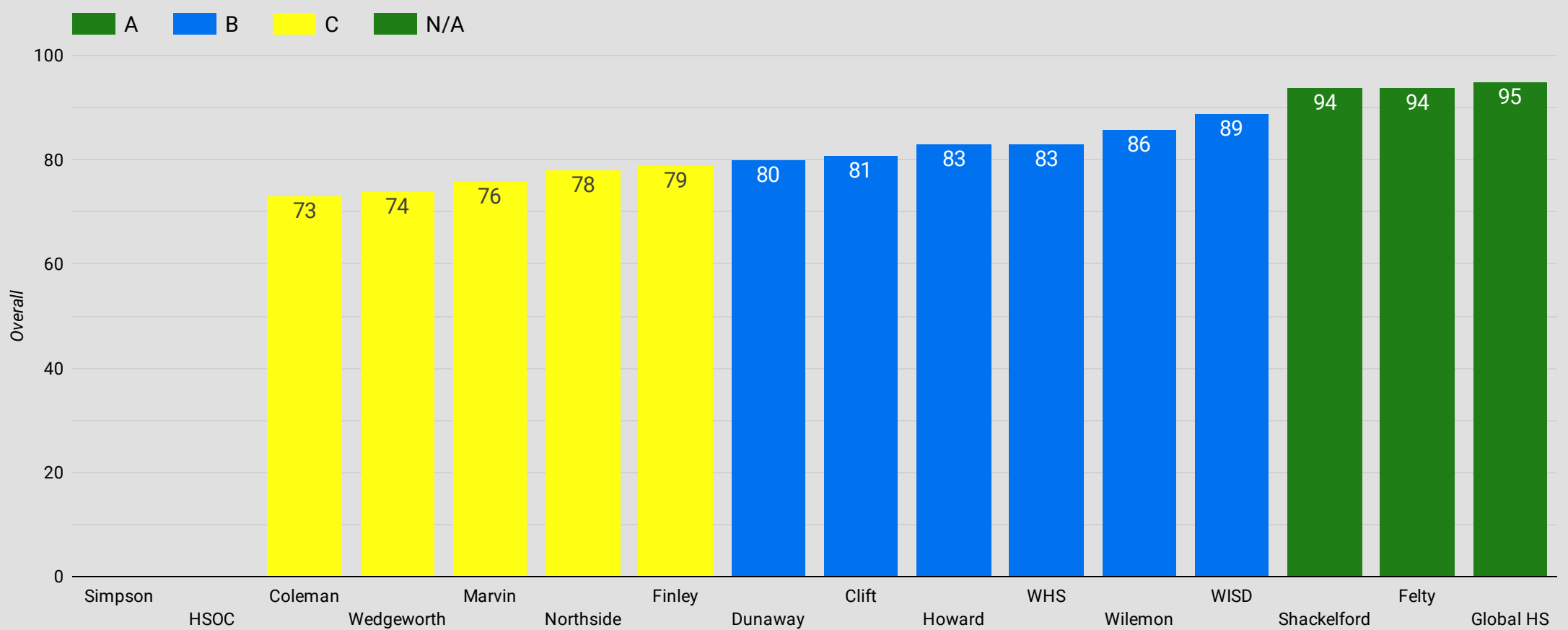


Campus ▼

## 2022 Overall Rating



## 2019 Overall Rating

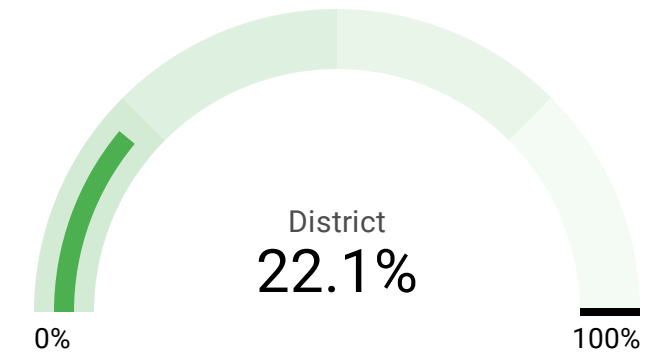
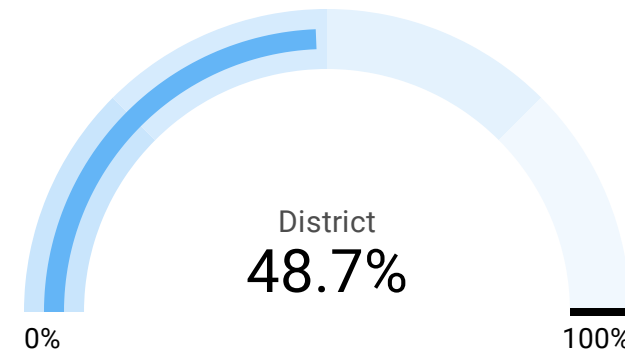
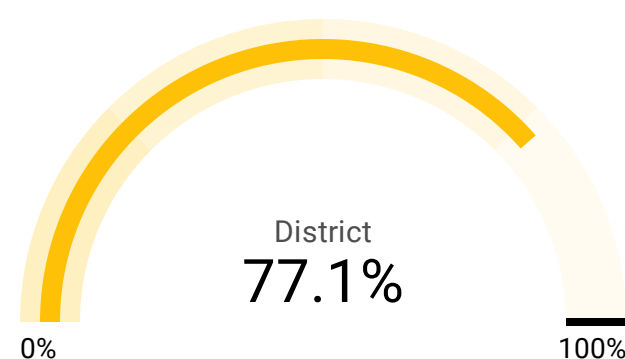
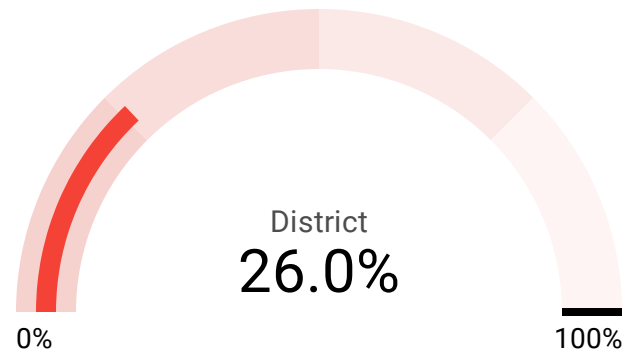


School Year	Campus	Student Achievement	School Progress	Closing the Gaps	Letter Grade
2022	Simpson	85	79	80	B
2022	Felty	79	70	76	C
2022	Coleman	79	80	74	C
2022	Marvin	56	72	41	Not Rated
2022	Clift	71	75	70	C
2022	Finley	81	79	77	B
2022	Northside	72	70	65	C
2022	HSOC	92	null	null	A
2022	Shackelford	73	58	66	C
2022	Dunaway	78	82	73	C
2022	Wilemon	88	77	77	B
2022	WISD	86	57	85	B
2022	Wedgeworth	70	74	74	C



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.



**DID NOT MEET GRADE LEVEL**  
No basic understanding of course expectations is shown, student may need significant support next year

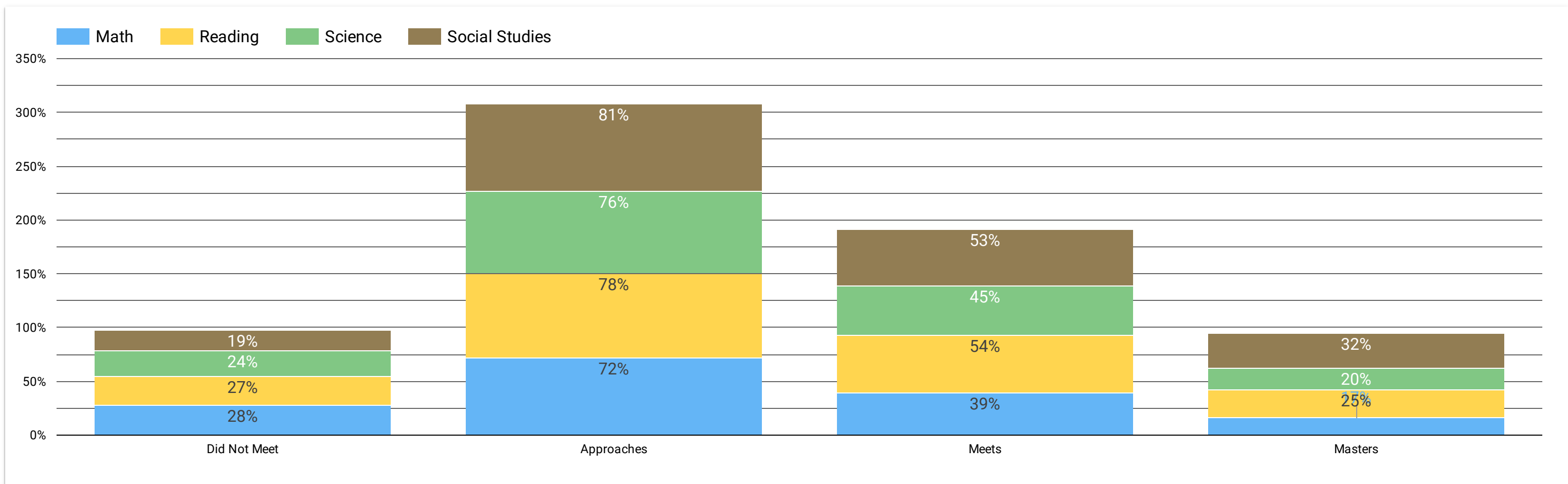
**APPROACHES GRADE LEVEL**  
Some knowledge of course content but may be missing critical elements, student needs additional support

**MEETS GRADE LEVEL**  
Strong knowledge of course content, student is prepared to progress to the next grade

**MASTERS GRADE LEVEL**  
Mastery of the course knowledge and skills is shown, student is on track for college and/or career

Grade/Course... ▾

Subject ▾



Grade/Course/Test	Proficiency Level	School Year	Subject	State	Region 10	District
3rd	Meets	2022	Math	43.00%	45.00%	41.00%
3rd	Did Not Meet	2022	Math	29.00%	28.00%	29.00%
3rd	Masters	2022	Math	21.00%	23.00%	18.00%
3rd	Approaches	2022	Math	71.00%	72.00%	71.00%
3rd	Meets	2022	Reading	51.00%	52.00%	52.00%
3rd	Masters	2022	Reading	30.00%	32.00%	29.00%
3rd	Approaches	2022	Reading	76.00%	76.00%	77.00%
3rd	Did Not Meet	2022	Reading	24.00%	24.00%	23.00%
4th	Did Not Meet	2022	Reading	23.00%	24.00%	23.00%
4th	Approaches	2022	Math	70.00%	71.00%	68.00%
4th	Approaches	2022	Reading	77.00%	76.00%	77.00%
4th	Did Not Meet	2022	Math	30.00%	29.00%	32.00%
4th	Meets	2022	Math	43.00%	45.00%	41.00%



# WAXAHACHIE ISD

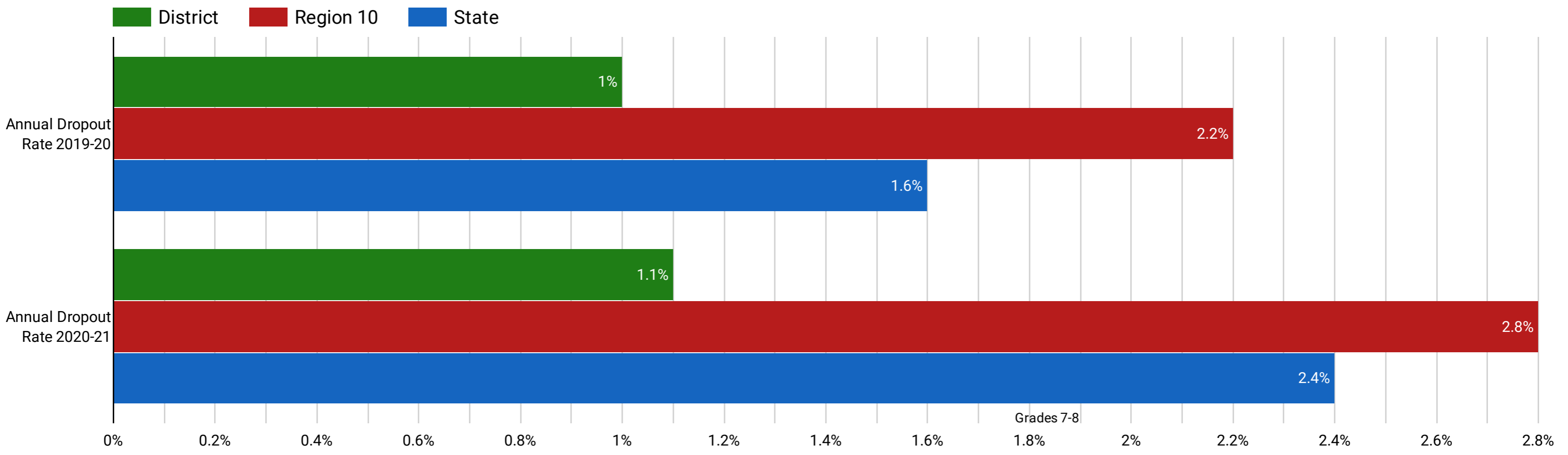
## Dropout Rates



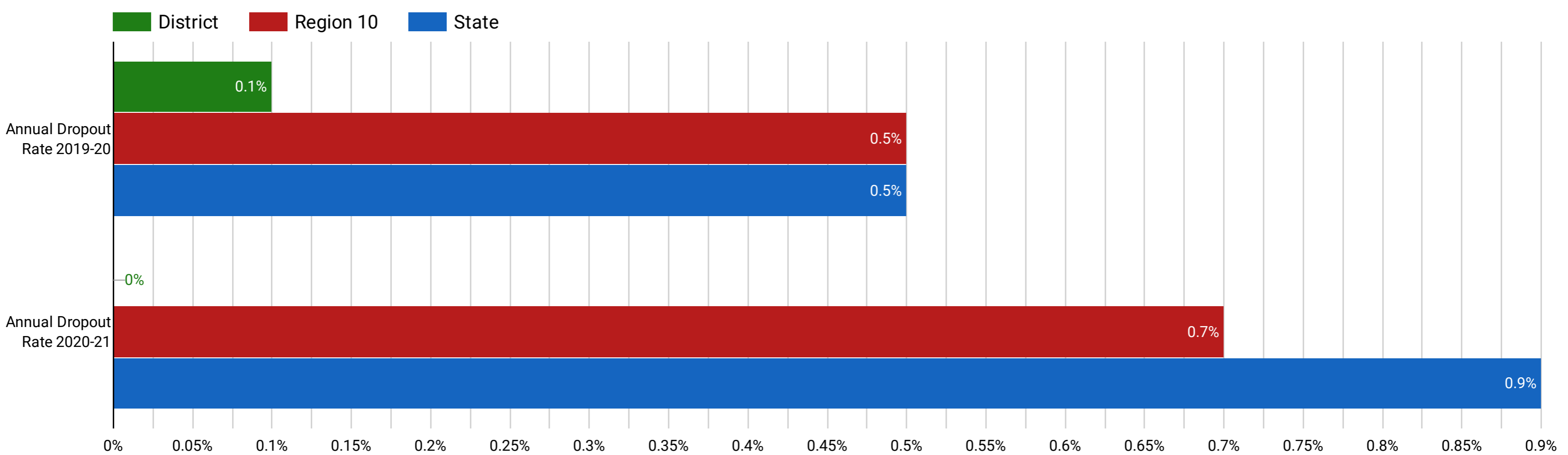
**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual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

### Grades 9-12



### Grades 7-8



## Longitudinal Graduation Rates

**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 2017–18. They are followed through their expected graduation with the Class of 2021.

\*For the **5-Year Extended Longitudinal Rate**, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

\*For the **6-Year Extended Longitudinal Rate**, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

Rate	Year	Graduation Rate	State	Region 10	District
4-Year Longitudinal Rate	Class of 2021	Continued HS	3.9%	5.1%	1.4%
4-Year Longitudinal Rate	Class of 2021	Received TxCHSE	0.3%	0.2%	0.3%
4-Year Longitudinal Rate	Class of 2021	Graduated	90%	87.5%	95.7%
4-Year Longitudinal Rate	Class of 2021	Dropped Out	5.8%	7.1%	2.7%
4-Year Longitudinal Rate	Class of 2020	Received TxCHSE	0.4%	0.3%	0.3%
4-Year Longitudinal Rate	Class of 2020	Graduated	90.3%	87.7%	93.7%
4-Year Longitudinal Rate	Class of 2020	Dropped Out	5.4%	6.6%	4.9%
4-Year Longitudinal Rate	Class of 2020	Continued HS	3.9%	5.4%	1.1%
4-Year Longitudinal Rate	Class of 2020	Graduates, TxCHSE, and Continuers	94.2%	92.9%	97.3%

Rate	Year	Graduation Rate	State	Region 10	District
5-Year Extended Longitudinal Ra...	Class of 2020	Continued HS	1.1%	1.7%	0%
5-Year Extended Longitudinal Ra...	Class of 2020	Received TxCHSE	0.5%	0.3%	0.3%
5-Year Extended Longitudinal Ra...	Class of 2020	Dropped Out	6.2%	8.1%	5%
5-Year Extended Longitudinal Ra...	Class of 2020	Graduated	92.2%	89.9%	94.6%
5-Year Extended Longitudinal Ra...	Class of 2019	Continued HS	1.3%	1.8%	0%
5-Year Extended Longitudinal Ra...	Class of 2019	Received TxCHSE	0.5%	0.4%	1.4%
5-Year Extended Longitudinal Ra...	Class of 2019	Dropped Out	6.1%	7.2%	4.8%
5-Year Extended Longitudinal Ra...	Class of 2019	Graduated	92%	90.6%	93.8%

Rate	Year	Graduation Rate	State	Region 10	District
6-Year Extended Longitudinal R...	Class of 2019	Continued HS	0.6%	0.7%	0%
6-Year Extended Longitudinal R...	Class of 2019	Received TxCHSE	0.6%	0.5%	1.5%
6-Year Extended Longitudinal R...	Class of 2019	Dropped Out	6.2%	7.6%	4.6%
6-Year Extended Longitudinal R...	Class of 2019	Graduated	92.6%	91.3%	93.9%
6-Year Extended Longitudinal R...	Class of 2018	Continued HS	0.6%	0.7%	0%
6-Year Extended Longitudinal R...	Class of 2018	Received TxCHSE	0.7%	0.5%	1.8%
6-Year Extended Longitudinal R...	Class of 2018	Dropped Out	6.1%	6.9%	6.4%
6-Year Extended Longitudinal R...	Class of 2018	Graduated	92.6%	91.9%	91.8%



# WAXAHACHIE ISD

## Percentage of Graduation Program Types



**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.

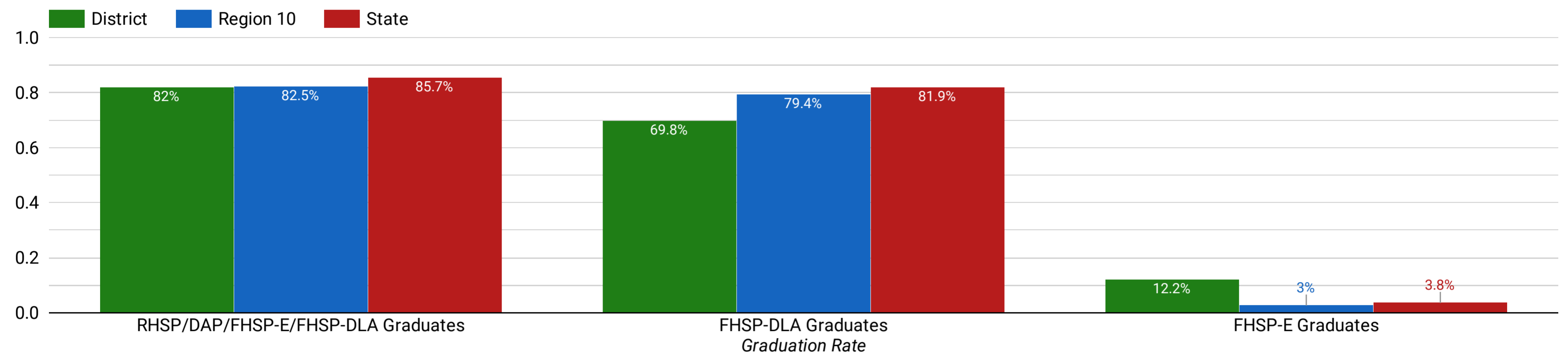
\* **FHSP-DLA Graduates** (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

\***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.

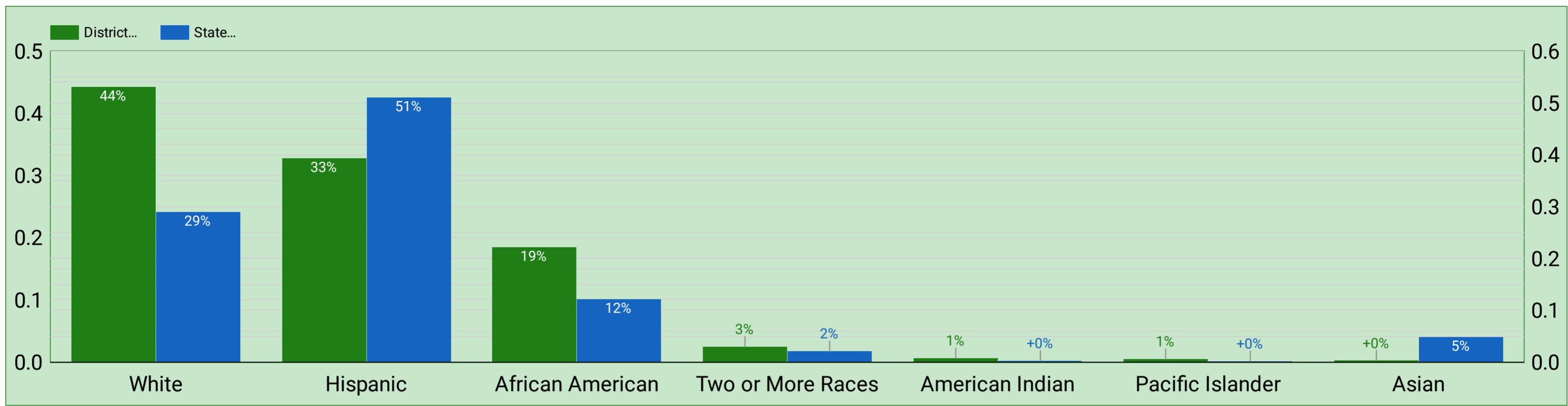
- \* **Minimum High School Program (MHSP)**
- \* **Recommended High School Program (RHSP)**
- \* **Distinguished Achievement Program (DAP)**
- \* **Foundation High School Program (FHSP)**

[Side by Side Comparison](#)

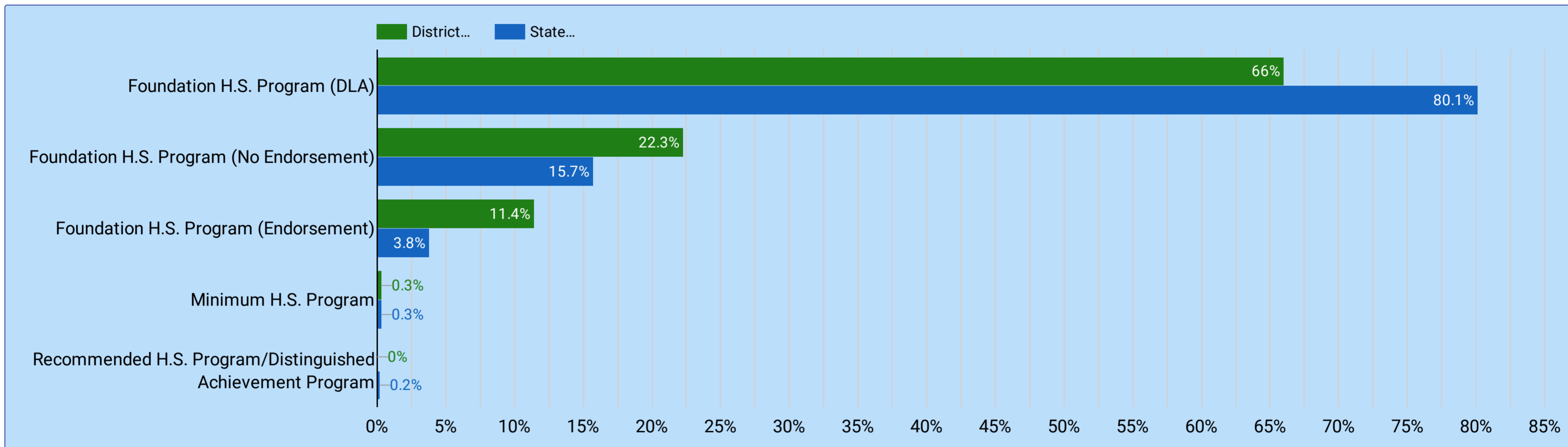
### 2020-21 Grad Profile by Program Type



### 2020-21 Grad Profile by Ethnicity



### 2020-21 Graduation Profile by Graduation Type



### 2020-21 Graduation Profile by Ethnicity

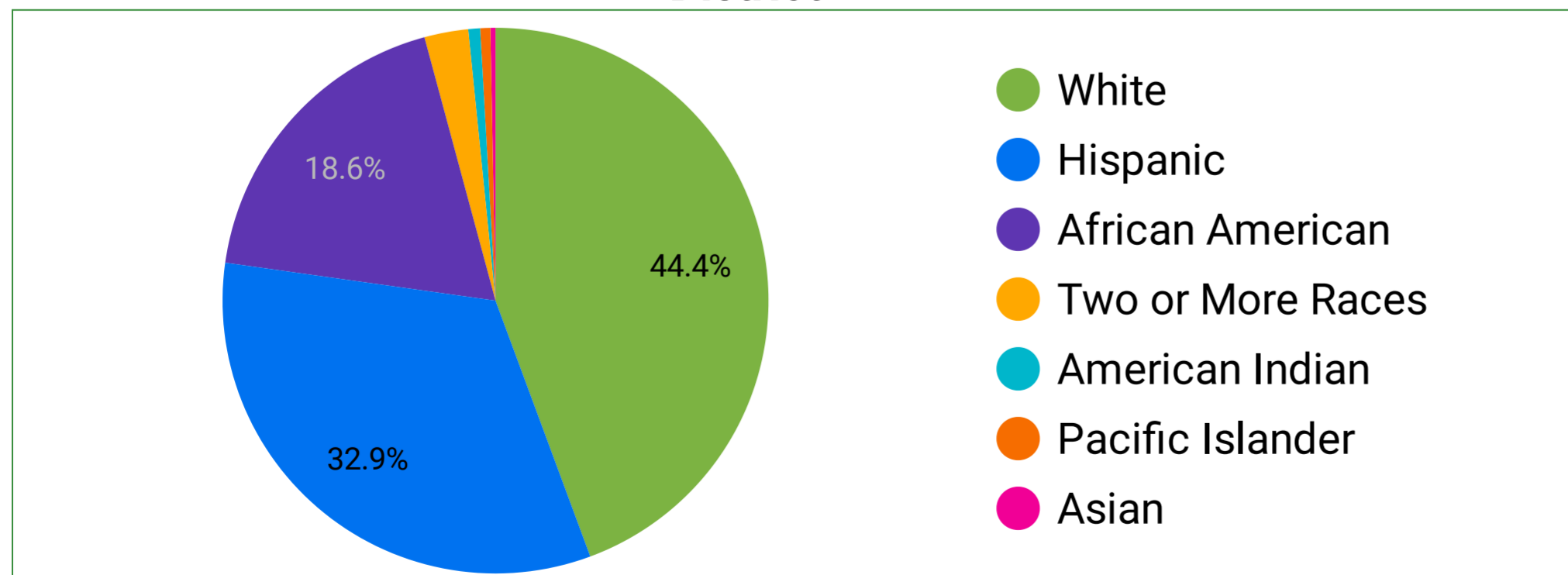
2020-21 Graduation Profile by Ethnicity	District Count	District Percent	State Count	State Percent
White	322	44.40%	103898	29.00%
Two or More Races	19	2.60%	7842	2.20%
Pacific Islander	4	0.60%	553	0.20%
Hispanic	239	32.90%	183306	51.10%
Asian	2	0.30%	18030	5.00%
American Indian	5	0.70%	1195	0.30%
African American	135	18.60%	44018	12.30%

### 2020-21 Graduation Profile by Student Group

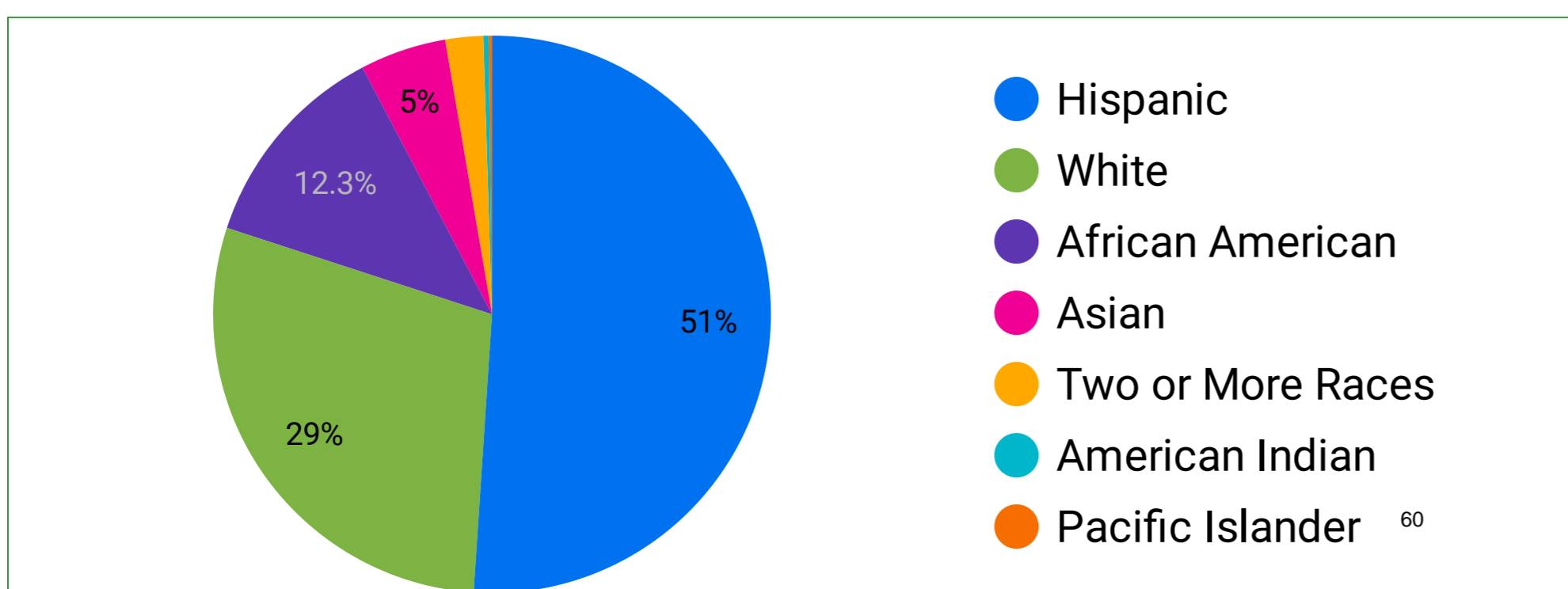
2020-21 Graduation Profile by Graduation by Student Group	District Percent	State Percent
At-Risk Graduates	49.6%	43.4%
Economically Disadvantaged Graduates	39.8%	51.3%
CTE Completers	26.7%	27.6%
Special Education Graduates	11.3%	8.6%
Emergent Bilingual (EB)/English Learner (EL) Gra...	3.3%	9.1%

\*\*Graduation rates are a lagging indicator thus the most current TAPR data represents 2021 graduates.

#### District



#### State



**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


## Student Growth

Better of Achievement or Progress  
70%


30%



Student  
Achievement



School  
Progress



Closing  
The Gaps

**School Progress Domain**—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

### School Progress - Growth

School Progress...	Grade	2019 District	2019 Region10	2019 State	2022 District	2022 Region10	2022 State	2019 to 2022 D...
Algebra 1	EOC	79	78	75	57	69	67	-22
English II	EOC	69	71	69	71	73	71	3
Math	4	62	67	65	59	75	74	-3
Math	5	86	85	83	65	78	79	21
Math	6	49	58	54	48	62	61	-1
Math	7	66	64	62	59	60	60	-7
Math	8	73	81	82	73	72	74	0
Reading	4	55	62	61	67	76	77	12
Reading	5	80	83	81	83	87	87	3
Reading	6	37	46	42	60	63	61	23

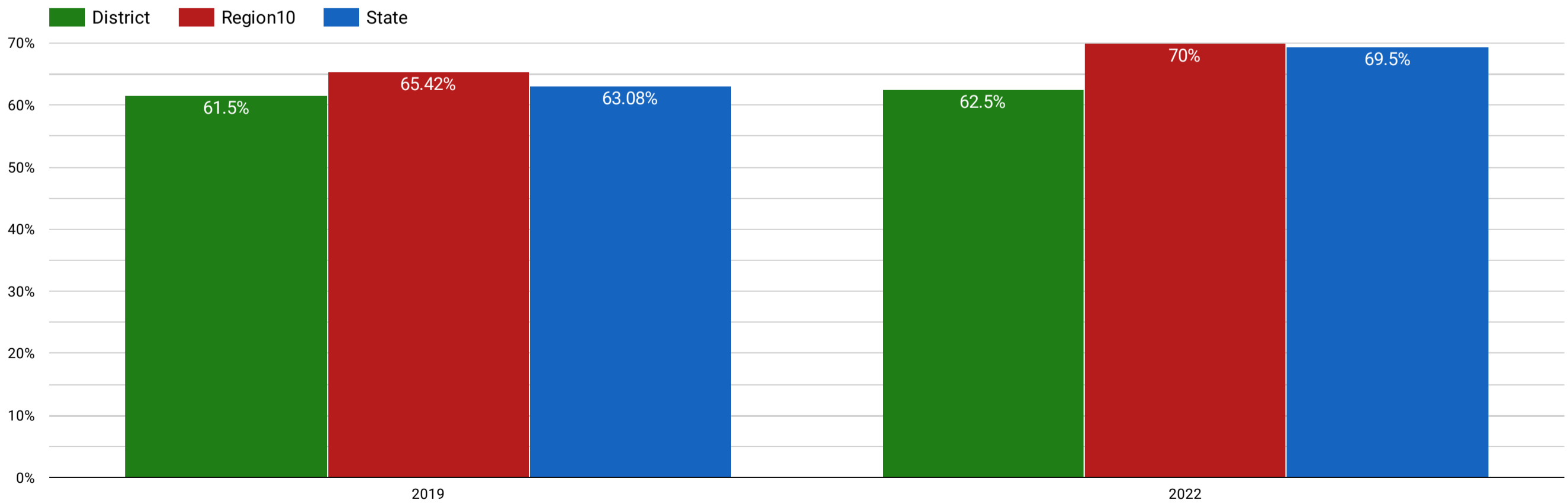
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### Accelerated Growth

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the 2022 Accountability Manual for more information.

Grade ▼

STAAR Progress Measure Percent at Expected or Accelerate... ▼





# WAXAHACHIE ISD

## Student Information



### STUDENT INFORMATION

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

#### Students by Grade Level 2021-2022

Student Grade	District Count
Pre-Kindergarten: 3-year Old	0
Pre-Kindergarten: 4-year Old	248
Pre-Kindergarten	248
Early Childhood Education	33
Kindergarten	682
Grade 1	754
Grade 2	697
Grade 3	718
Grade 4	709
Grade 5	701
Grade 6	741
Grade 7	770
Grade 8	813
Grade 9	949
Grade 10	839
Grade 11	800
Grade 12	641

#### Instructional Programs 2021-2022

Instructional Program	District Count
Bilingual/ESL Education	918
Gifted and Talented Education	828
Special Education	1,629

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. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: PEIMS 40110, 41163 and 41169)

#### Student Ethnicity 2021-2022

Student Ethnicity	District Count
African American	1,558
American Indian	63
Asian	60
Hispanic	3,489
Pacific Islander	23
Two or More Races	370
White	4,532

#### Student Population 2021-2022

Student Population	District Count
At-Risk	4,769
EB Students/EL	918
Economically Disadvantaged	4,697
Foster Care	60
Homeless	48
Immigrant	30
Migrant	1
Military Connected	677
Non-Educationally Disadvantaged	5,398
Section 504 Students	1,104
Students w/ Dyslexia	888

#### Student Class Size 2021-2022

Class Size	District	State
Grade 1	18.9	18.7
Grade 2	17.5	18.6
Grade 3	17.2	18.7
Grade 4	18.1	18.8
Grade 5	19.8	20.2
Grade 6	21.3	19.2
Kindergarten	17.5	18.7
Secondary English/Language Arts	19.7	16.3
Secondary Foreign Language	22.7	18.4
Secondary Mathematics	22	17.5
Secondary Science	22.1	18.5
Secondary Social Studies	22.4	19.1

**CHOICES**  
We value choices because they make us unique and are critical to learning.

**COLLABORATION**  
We value a collaborative culture that honors and supports all who positively impact the lives of students.

**BELONGING**  
We value an environment of belonging that respects individual differences and ensures equality for all.

**COMMUNITY**  
We value relationships that broaden learning experiences and enrich our community.

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

**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 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.

**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).

**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)

**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).



## GOOD SCHOOL ATTENDANCE MEANS...

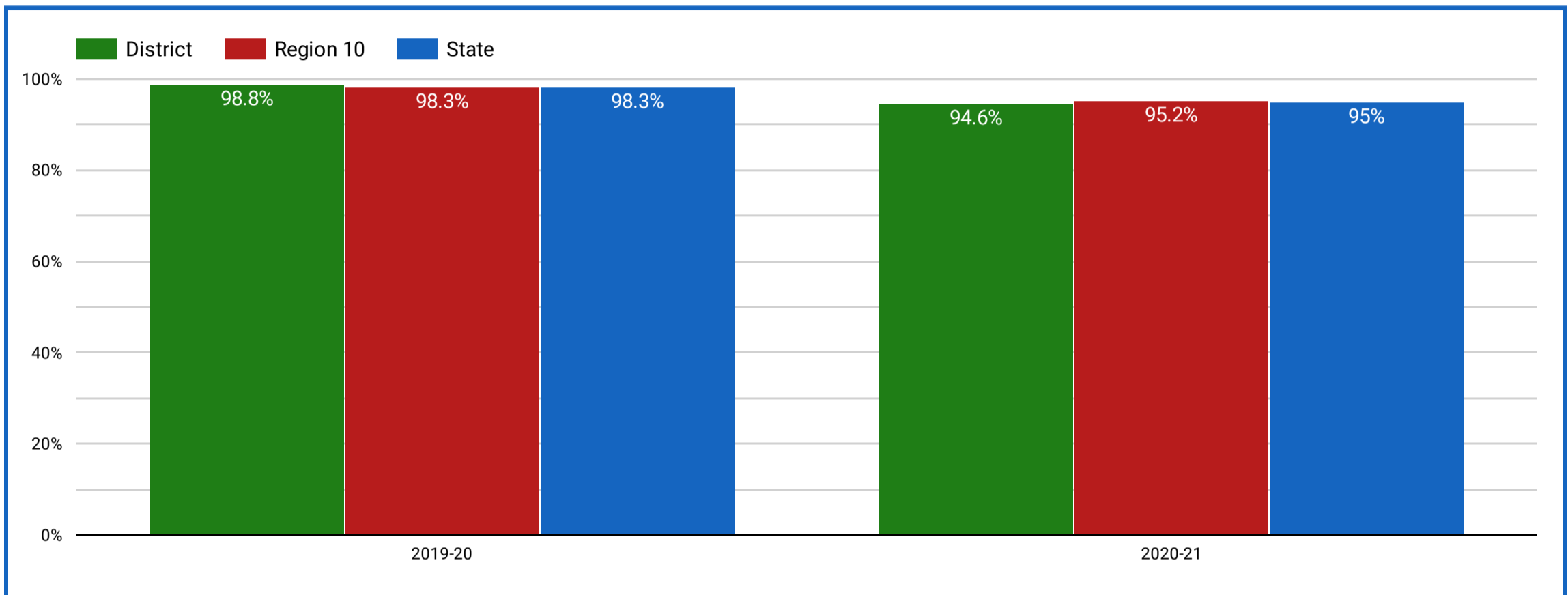


- ELEMENTARY STUDENTS**  
read well by the end of third grade
- MIDDLE SCHOOLERS**  
pass important courses
- HIGH SCHOOLERS**  
stay on track for graduation
- COLLEGE STUDENTS**  
earn their degrees
- WORKERS**  
succeed in their jobs

## Attendance

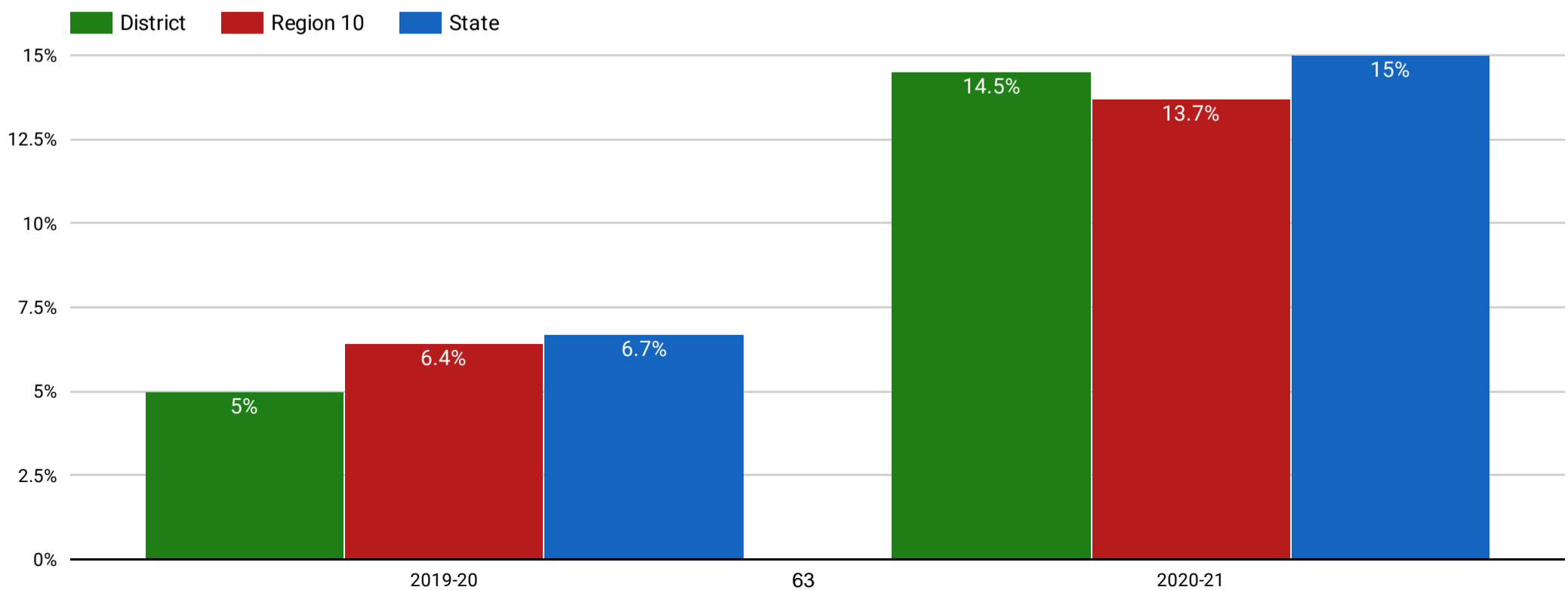
### Attendance Rates

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

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



# WAXAHACHIE ISD

## CCMR Related Indicators



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.

College, Career, and Military Ready Graduates (Student Achievement)- Annual Graduates	Year	State	Region 10	District
TSI Criteria Graduates in Mathematics	2019-20	47.90%	47.60%	49.80%
TSI Criteria Graduates in Mathematics	2020-21	45.70%	46.20%	45.00%
TSI Criteria Graduates in English Language Arts	2019-20	59.70%	60.00%	52.60%
TSI Criteria Graduates in English Language Arts	2020-21	56.10%	58.40%	55.20%
TSI Criteria Graduates in Both Subjects	2019-20	43.20%	43.80%	42.80%
TSI Criteria Graduates in Both Subjects	2020-21	40.40%	41.70%	39.80%

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.

College, Career, and Military Ready Graduates (Student Achievement)- Annual Graduates	Year	State	Region 10	District
AP / IB Met Criteria in Any Subject	2019-20	21.10%	27.00%	6.30%
AP / IB Met Criteria in Any Subject	2020-21	21.30%	26.90%	7.70%

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

College, Career, and Military Ready Graduates (Student Achievement)- Annual Graduates	Academic Year	State	Region 10	District
Graduates with Level I or Level II Certificate	2019-20	0.70%	0.90%	2.90%
Graduates with Level I or Level II Certificate	2020-21	0.70%	0.90%	1.40%

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.

College, Career, and Military Ready Graduates (Student Achievement)- Annual Graduates	Academic Year	State	Region 10	District
Dual Course Credits in Any Subject	2019-20	24.60%	23.10%	30.40%
Dual Course Credits in Any Subject	2020-21	25.90%	25.60%	29.30%

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

College, Career, and Military Ready Graduates (Student Achievement)- Annual Graduates	Academic Year	State	Region 10	District
Graduates with Industry-Based Certification or Level I or Level II Certificate	2019-20	13.60%	9.70%	17.30%
Graduates with Industry-Based Certification or Level I or Level II Certificate	2020-21	18.80%	15.50%	23.60%

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.

College, Career, and Military Ready Graduates (Student Achievement)- Annual Graduates	Academic Year	State	Region 10	District
Graduate with Completed IEP and Workforce Readiness	2019-20	2.40%	2.60%	4.10%
Graduate with Completed IEP and Workforce Readiness	2020-21	2.40%	2.00%	3.00%

Annual graduates demonstrate college, career, or military ready

College, Career, and Military Ready Graduates (Student Achievement)- Annual Graduates	Academic Year	State	Region 10	District
College, Career, or Military Ready	2019-20	63.00%	62.80%	61.30%
College, Career, or Military Ready	2020-21	65.20%	65.30%	64.70%

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)

CCMR Related Indicators	Academic Year	District	Region 10	State
All Subjects AP/IB Results (Participation) (Grades 11-12)	2020	9.40%	27.50%	22.00%
All Subjects AP/IB Results (Participation) (Grades 11-12)	2021	8.70%	26.10%	21.10%
2019-20 English Language Arts AP/IB Results (Participation) (Grades 11-12)	2020	6.90%	16.70%	12.70%
English Language Arts AP/IB Results (Participation) (Grades 11-12)	2021	6.60%	16.00%	12.10%
Mathematics AP/IB Results (Participation) (Grades 11-12)	2020	1.80%	9.20%	6.40%
Mathematics AP/IB Results (Participation) (Grades 11-12)	2021	2.20%	8.30%	6.10%
Science AP/IB Results (Participation) (Grades 11-12)	2020	4.90%	12.10%	9.40%
Science AP/IB Results (Participation) (Grades 11-12)	2021	4.60%	10.90%	8.70%
Social Studies AP/IB Results (Participation) (Grades 11-12)	2020	4.40%	15.50%	12.40%
Social Studies AP/IB Results (Participation) (Grades 11-12)	2021	3.90%	14.20%	11.60%

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)

CCMR Related Indicators	Academic Year	District	Region 10	State
All Subjects AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2020	50.80%	62.60%	59.00%
All Subjects AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2021	57.60%	53.00%	48.60%
English Language Arts AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2020	43.80%	53.80%	50.10%
English Language Arts AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2021	54.40%	47.10%	42.70%
Mathematics AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2020	65.20%	62.70%	56.50%
Mathematics AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2021	70.00%	55.30%	49.40%
Science AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2020	27.00%	51.00%	47.60%
Science AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2021	30.60%	46.60%	41.40%
Social Studies AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2020	45.60%	57.40%	52.30%
Social Studies AP/IB Results (Examinees >= Criterion) (Grades 11-12)	2021	39.60%	48.70%	42.20%

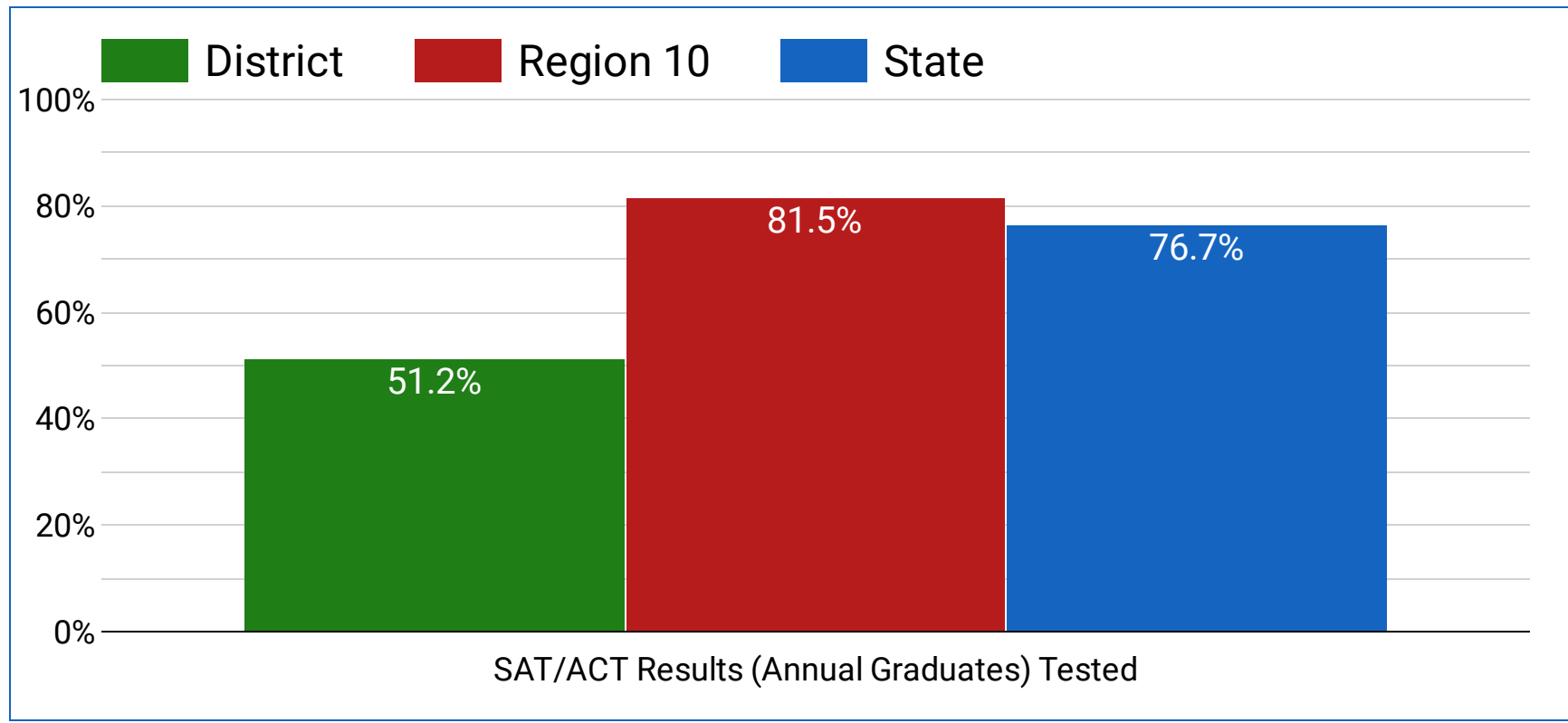


SAT

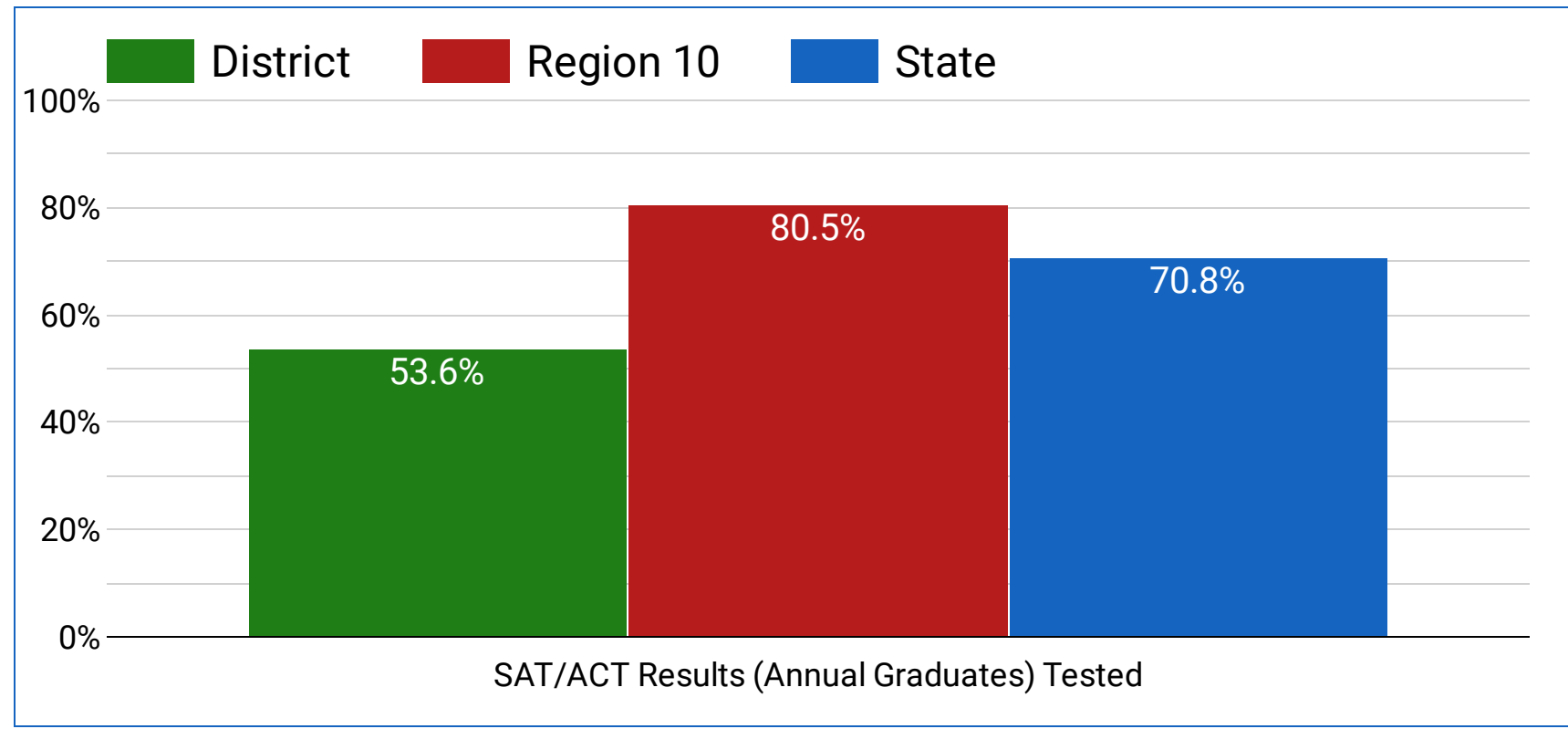
SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment.

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

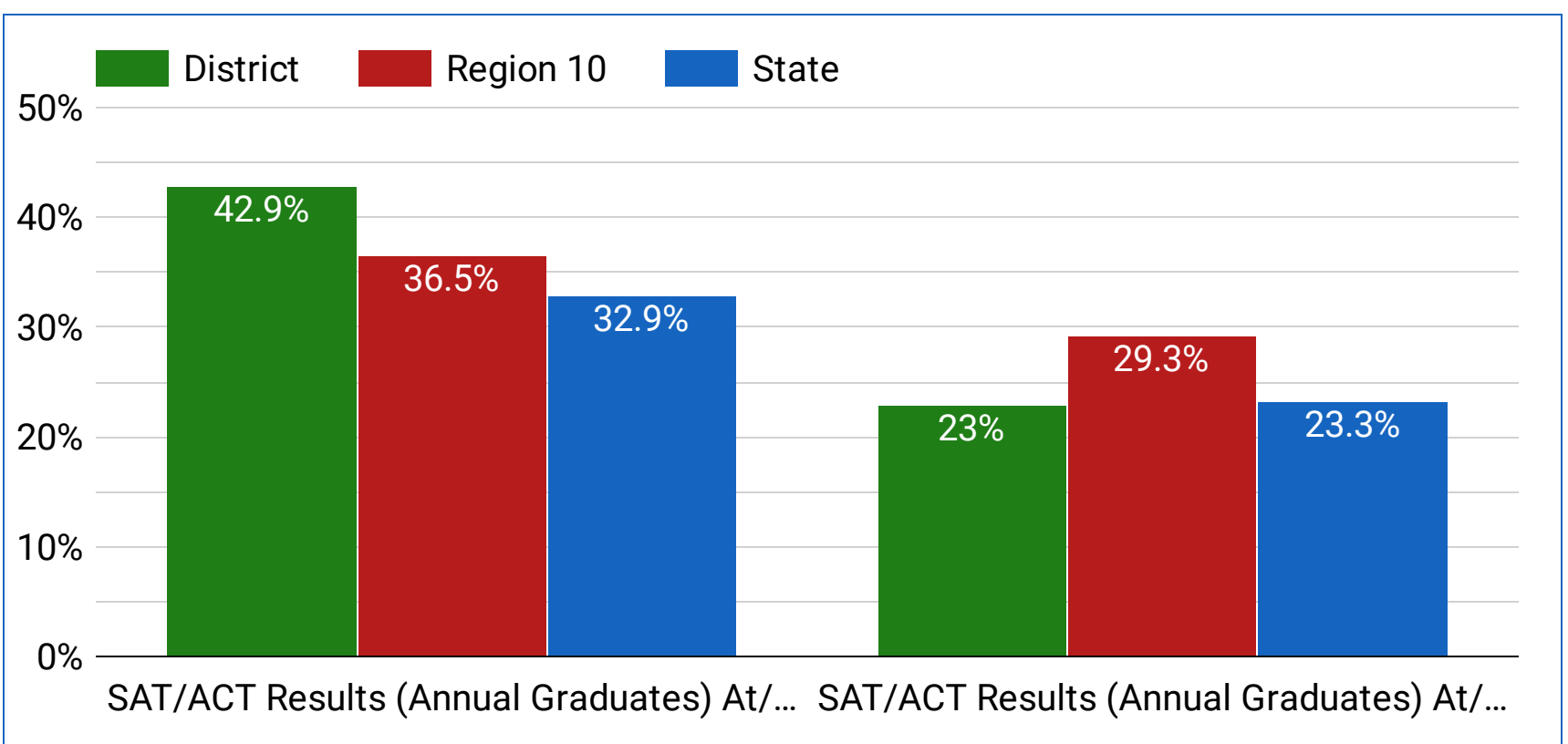
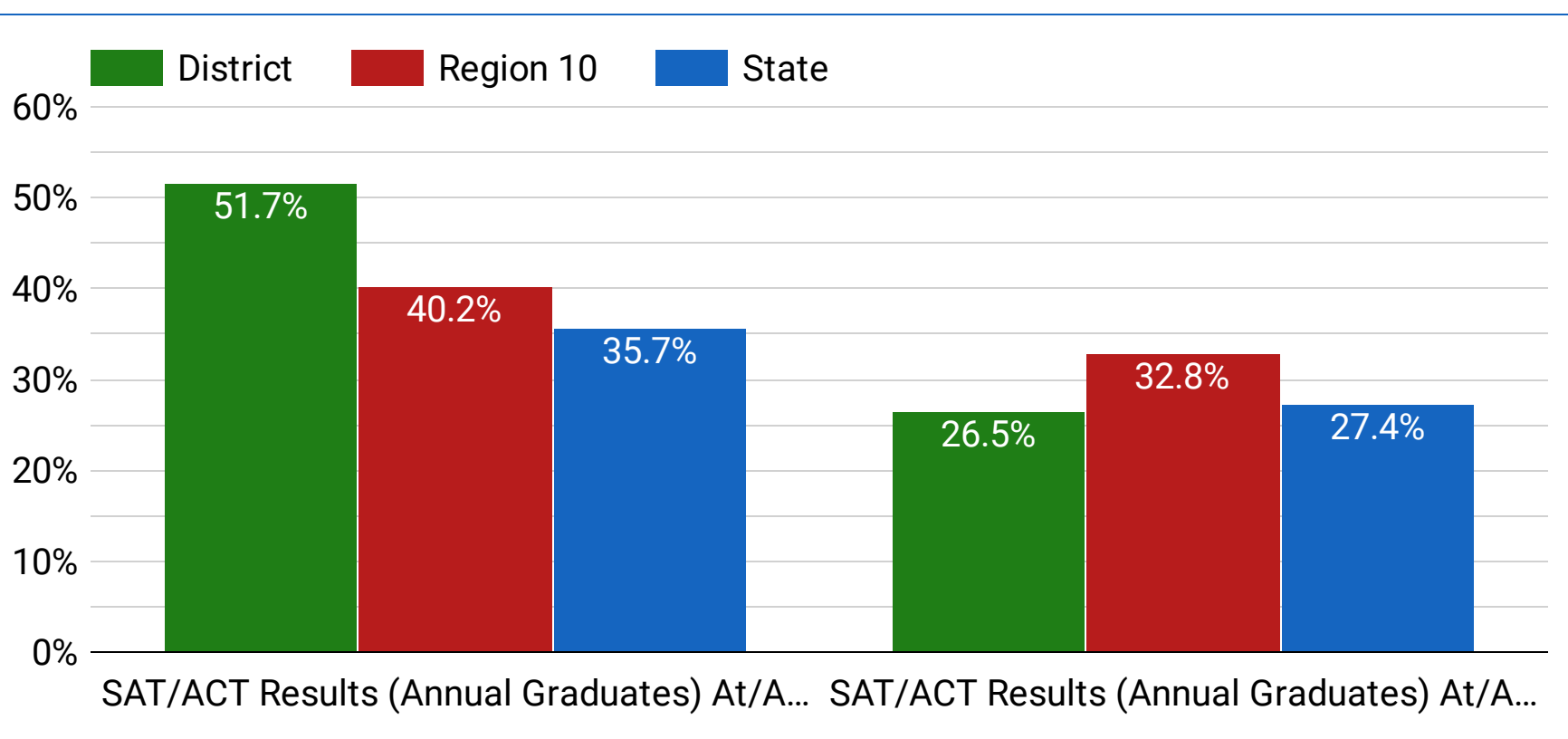
2019-20



2020-21

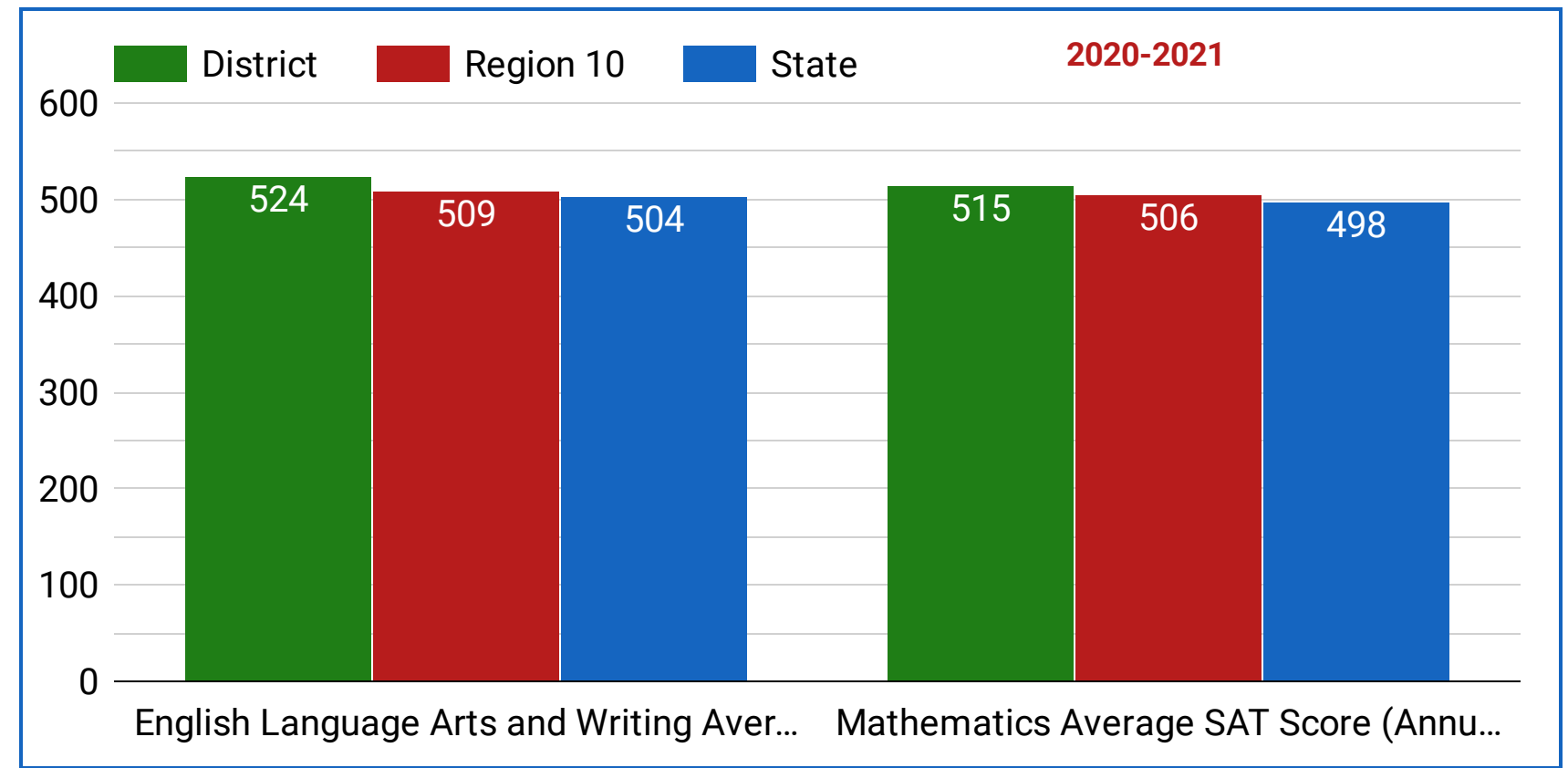
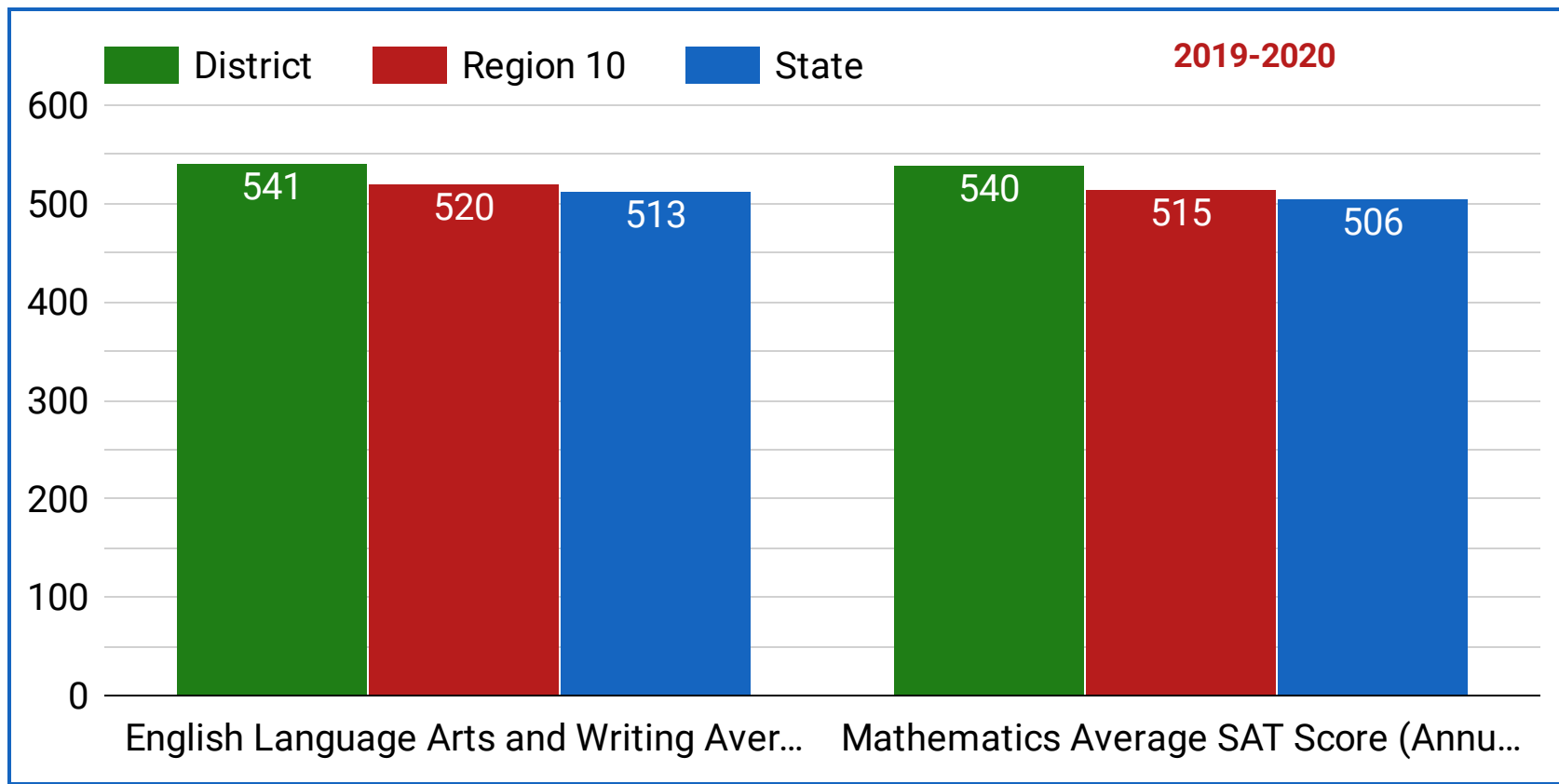


At/Above Criterion for All Graduates: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing or 19 on ACT English section and 23 composite and 530 on SAT mathematics or 19 on ACT Mathematics section and 23 on the ACT composite



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.

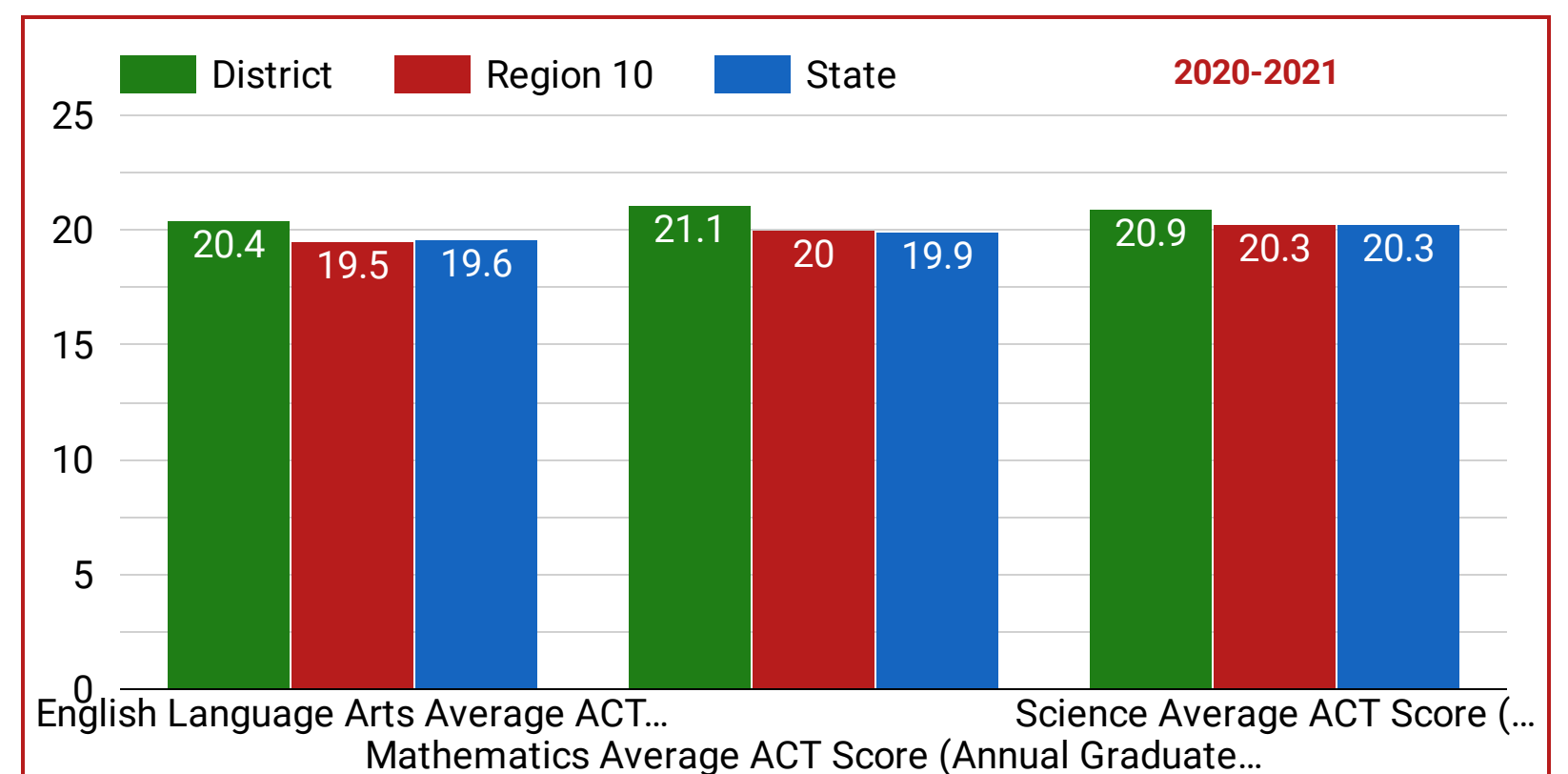
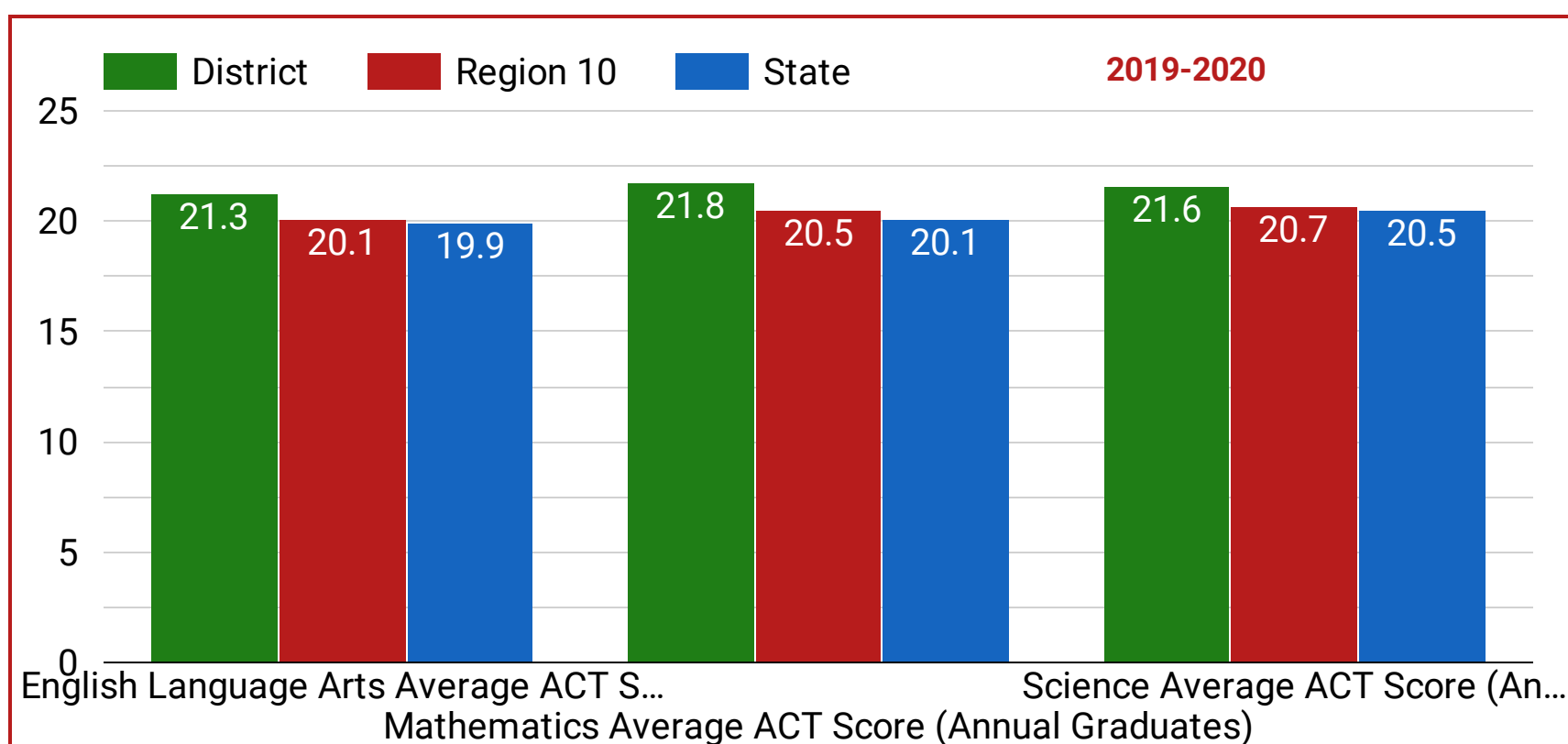
- 1) Average SAT Score (All Subjects): The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.
- 2) Average SAT Score (English Language Arts and Writing): The average score for the SAT evidence-based reading and writing. The maximum score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



ACT

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) 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.

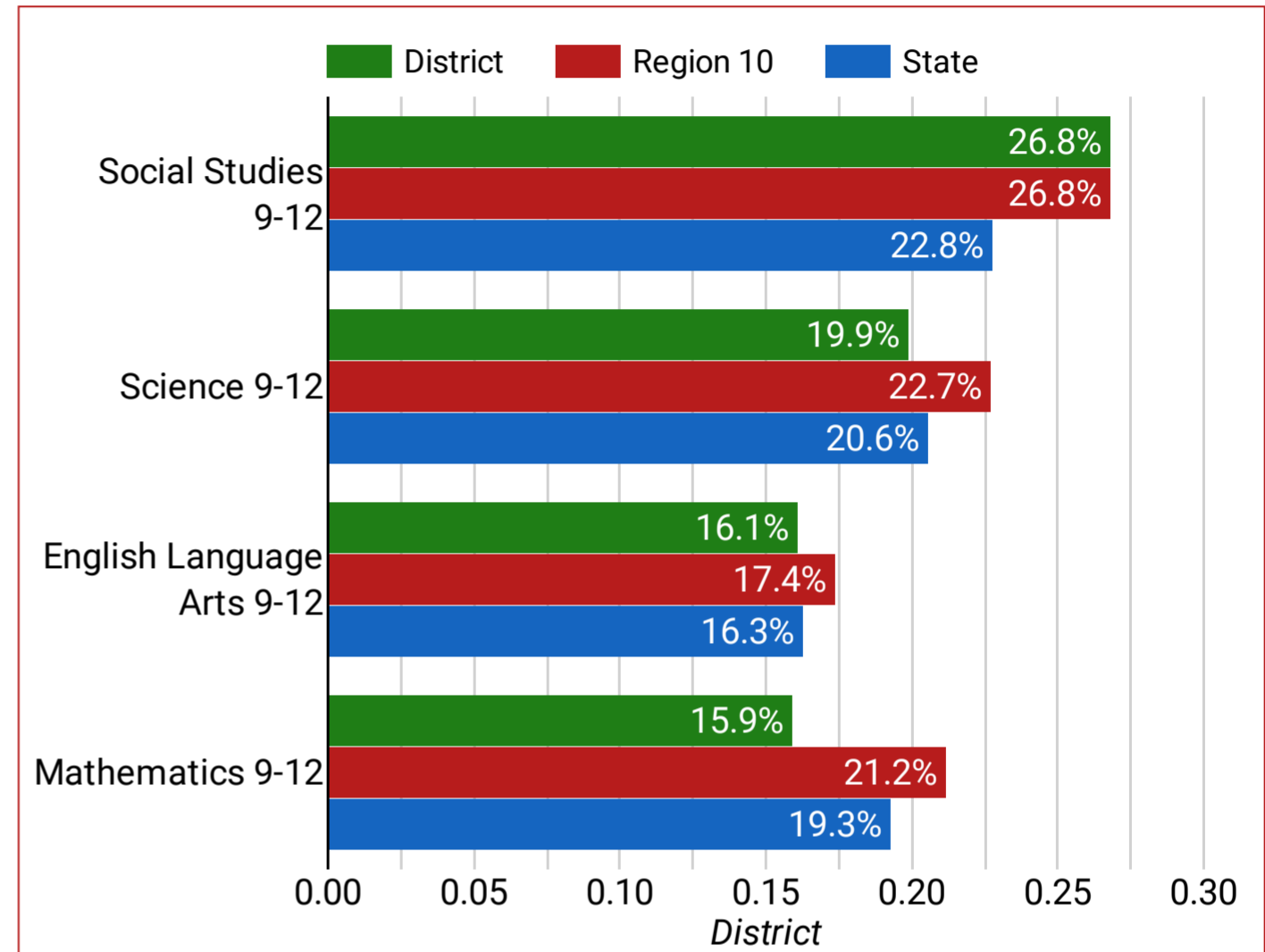
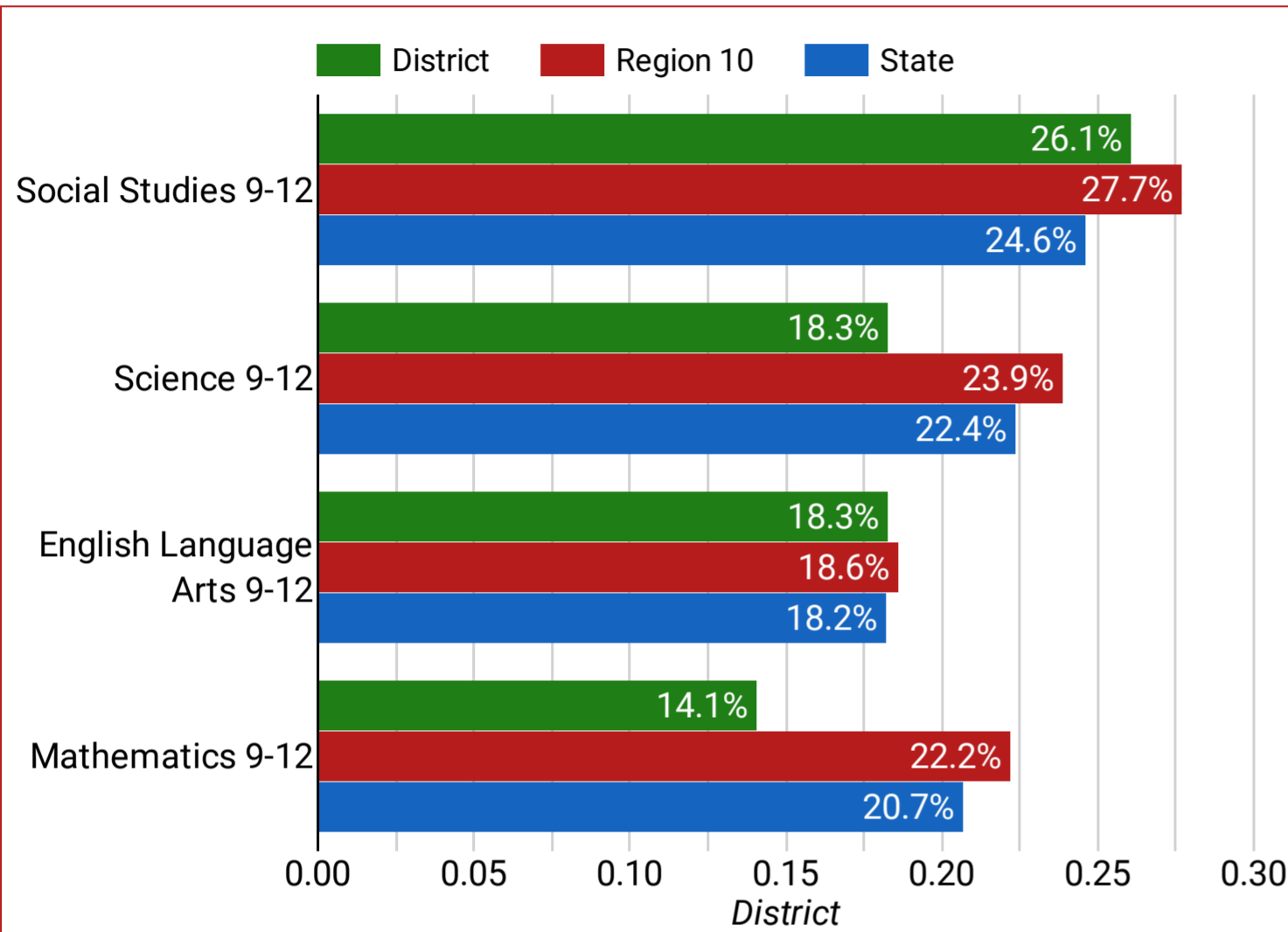




Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course.

2019-2020

2020-2021



Advanced/Dual-Credit Course Completion	Academic Year	District	Region 10	State	African American	Hispanic	White
English Language Arts 9-12	2020-21	16.10%	17.40%	16.30%	8.60%	13.90%	20.40%
English Language Arts 9-12	2019-20	18.30%	18.60%	18.20%	8.60%	14.80%	24.10%
Mathematics 9-12	2020-21	15.90%	21.20%	19.30%	15.20%	13.50%	18.00%
Mathematics 9-12	2019-20	14.10%	22.20%	20.70%	6.70%	11.30%	18.60%
Science 9-12	2020-21	19.90%	22.70%	20.60%	13.70%	19.90%	22.00%
Science 9-12	2019-20	18.30%	23.90%	22.40%	13.90%	15.80%	21.40%
Social Studies 9-12	2020-21	26.80%	26.80%	22.80%	13.70%	24.90%	32.70%
Social Studies 9-12	2019-20	26.10%	27.70%	24.60%	11.10%	22.30%	33.40%



# WAXAHACHIE ISD

## Staff Information



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

**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.

**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. S

**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 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.

### Staff by Ethnicity 2021-2022

Staff Ethnicity	District Count	District Percent	State Count	State Percent
White	589.1	82.4%	208,485.4	56.4%
Hispanic	78.6	11%	106,866.5	28.9%
African American	39.4	5.5%	41,286.1	11.2%
Two or More Races	3	0.4%	4,312	1.2%
Asian	3	0.4%	6,956	1.9%
American Indian	1.5	0.2%	1,235.6	0.3%
Pacific Islander	0	0%	553.2	0.1%

### Teachers by Gender

Staff Gender	District Count	District Percent	State Count	State Percent
Males	140.6	19.70%	89015.4	24.10%
Females	573.9	80.30%	280680.4	75.90%

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### Average Teacher Salary by Years of Experience 2021-2022

Average Teacher Salary by ...	District	State
1-5 Years Experience	\$54,733	\$54,577
11-20 Years Experience	\$62,494	\$61,377
<b>21-30 Years Experience</b>	<b>\$69,025</b>	<b>\$65,949</b>
6-10 Years Experience	\$59,258	\$57,746
Beginning Teachers	\$55,397	\$51,054
Over 30 Years Experience	\$80,395	\$71,111

### Teachers by Years of Experience 2021-2022

Years of Experience	District Count	District Perc...	State Cou...	State Perc...
11-20 Years Experience	249.7	34.9%	105,811.4	28.6%
6-10 Years Experience	191.3	26.8%	76,197.2	20.6%
1-5 Years Experience	126.4	17.7%	98,764.8	26.7%
21-30 Years Experience	104.6	14.6%	48,804.6	13.2%
Beginning Teachers	23.9	3.3%	29,215.8	7.9%
Over 30 Years Experience	18.7	2.6%	10,902	2.9%

### Average Salaries Regular Duties 2021-2022

Staff	District	State
Campus Administration (School Leadership)	\$79,162	\$84,990
Central Administration	\$90,158	\$112,797
Professional Support	\$71,433	\$69,505
Teachers	\$61,441	\$58,887

### Teachers by Highest Degree Held

Degree Held	District Count	District Percent	State Count	State Percent
No Degree	10.8	1.5%	5,187.9	1.4%
Masters	173.2	24.2%	93,139.5	25.2%
Doctorate	1	0.1%	2,808.1	0.8%
Bachelors	529.6	74.1%	268,560.2	72.6%

### Experience of Campus Leadership

Experience of Campus Leadership and Teachers	District	State
Average Years Experience of Assistant Principals	2.9	5.5
Average Years Experience of Assistant Principals with District	2.6	4.8
Average Years Experience of Principals	3.9	6.3
Average Years Experience of Principals with District	3.3	5.4
Average Years Experience of Teachers	12.5	11.1
Average Years Experience of Teachers with District	6.7	7.2

### Teachers by Program

Program	District	District Percent	State	State Percent
Regular Education	456.8	63.9%	261,685.1	70.8%
Special Education	104.5	14.6%	35,441	9.6%
Other	53.9	7.5%	12,775.1	3.5%
Career and Technical Education	42.9	6%	19,365.5	5.2%
Bilingual/ESL Education	31.5	4.4%	22,926.8	6.2%
Compensatory Education	24.9	3.5%	11,037.2	3%
Gifted and Talented Education	0	0%	6,465	1.7%



# WAXAHACHIE ISD

## Kindergarten Readiness



Student Group ▾	State	Region 10	District	African American	Hispanic	White	Two or More Races	Special Ed	Econ Disadv	EB/EL
Students ready for KG 21-22	199076	33781	459	69	143	227	13	38	213	39
Students assessed in KG 21-22	340841	54501	665	103	235	297	21	55	324	67
Percent ready in KG 21-22	0.584	0.62	0.69	0.67	0.609	76.4...	61.9...	0.691	0.657	0.582
Eligible Students Who Did Not Attend PK 2021-22 ready for KG	38359	6096	102	17	42	**	*	null	92	14
Eligible Students Who Did Not Attend PK 2021-22 assessed in KG	99725	15309	194	34	93	**	*	null	178	32
Eligible Students Who Did Not Attend PK 2021-22 Percent ready	0.385	0.398	0.526	0.5	0.452	68.4...	*	null	0.517	0.438
Eligible Students Who Attended PK 2021-22 ready for KG	82799	13475	126	30	57	*	*	18	121	25
Eligible Students Who Attended PK 2021-22 assessed in KG	130762	19418	153	37	72	*	*	25	146	35
Eligible Students Who Attended PK 2021-22 Percent ready	0.633	0.694	0.824	0.811	0.792	*	*	0.72	0.829	0.714

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**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.

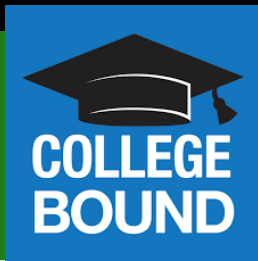
**Eligible Students Who Did Not Attend PK:** Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

**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



# WAXAHACHIE ISD

## Accelerated Testers / Grduates in TX IHE



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



Test ▾	State	Region 10	District
SAT/ACT Participant	89.00%	95.00%	83.00%

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**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.

Academic Year	State	Region 10	District	African American	Hispanic	White	Two or More Races	Special Ed	Econ Disadv	EB/EL ▾
2018-19	52.60%	53.90%	56.60%	59.10%	50.20%	60.50%	53.80%	20.40%	47.80%	31.30%
2019-20	46.10%	46.20%	48.20%	49.50%	35.60%	56.40%	57.10%	16.70%	36.80%	14.30%

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The new higher education plan, 60x30TX, focuses on this common goal by striving for 60 percent of the 25- to 34-year old Texas population to hold a certificate or degree by 2030.



## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: WAXAHACHIE ISD**

**District Number: 070912**

**2022 Accountability Rating: B**

***2022 Special Education Determination Status:***

***Meets Requirements***

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Texas Education Agency  
**2021-22 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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	76%	<b>77%</b>	66%	74%	83%	*	100%	*	81%	45%	93%	77%	79%	66%	67%
	2021	67%	68%	<b>78%</b>	59%	78%	82%	-	*	*	83%	48%	100%	76%	80%	68%	60%
At Meets Grade Level or Above	2022	51%	52%	<b>52%</b>	40%	41%	62%	*	100%	*	67%	21%	80%	51%	55%	36%	32%
	2021	39%	40%	<b>46%</b>	26%	44%	55%	-	*	*	45%	25%	78%	48%	42%	34%	19%
At Masters Grade Level	2022	30%	32%	<b>29%</b>	16%	21%	38%	*	40%	*	39%	6%	40%	27%	33%	16%	15%
	2021	19%	21%	<b>23%</b>	12%	20%	30%	-	*	*	17%	7%	56%	24%	21%	16%	6%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	72%	<b>71%</b>	62%	63%	78%	*	100%	*	75%	40%	93%	70%	73%	58%	59%
	2021	62%	64%	<b>75%</b>	52%	79%	80%	-	*	*	69%	43%	100%	74%	77%	65%	68%
At Meets Grade Level or Above	2022	43%	45%	<b>41%</b>	27%	31%	53%	*	80%	*	50%	18%	60%	41%	42%	27%	26%
	2021	31%	33%	<b>42%</b>	20%	41%	49%	-	*	*	34%	20%	78%	41%	43%	31%	24%
At Masters Grade Level	2022	21%	23%	<b>18%</b>	9%	13%	24%	*	60%	*	22%	5%	33%	18%	18%	11%	9%
	2021	14%	17%	<b>18%</b>	6%	17%	23%	-	*	*	14%	7%	44%	19%	18%	13%	11%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	76%	<b>77%</b>	67%	77%	81%	-	*	-	73%	52%	79%	78%	75%	68%	60%
	2021	63%	64%	<b>71%</b>	51%	68%	80%	-	*	*	67%	40%	82%	73%	69%	60%	63%
At Meets Grade Level or Above	2022	54%	55%	<b>52%</b>	34%	52%	59%	-	*	-	47%	28%	50%	55%	48%	41%	37%
	2021	36%	39%	<b>41%</b>	19%	33%	52%	-	*	*	46%	14%	53%	42%	37%	28%	33%
At Masters Grade Level	2022	28%	30%	<b>25%</b>	12%	27%	28%	-	*	-	30%	8%	29%	27%	21%	16%	15%
	2021	17%	19%	<b>19%</b>	4%	12%	28%	-	*	*	38%	5%	18%	20%	18%	10%	15%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	71%	<b>68%</b>	48%	72%	72%	-	*	-	70%	39%	68%	69%	67%	57%	68%
	2021	59%	62%	<b>71%</b>	45%	64%	84%	-	*	*	63%	38%	94%	72%	68%	56%	58%
At Meets Grade Level or Above	2022	43%	45%	<b>38%</b>	20%	38%	46%	-	*	-	30%	20%	39%	39%	37%	26%	31%
	2021	36%	39%	<b>47%</b>	25%	37%	59%	-	*	*	50%	18%	82%	50%	41%	32%	34%
At Masters Grade Level	2022	23%	25%	<b>17%</b>	7%	15%	23%	-	*	-	13%	5%	18%	17%	18%	11%	12%
	2021	21%	24%	<b>27%</b>	12%	16%	39%	-	*	*	38%	10%	59%	29%	23%	14%	13%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2021-22 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	2022	81%	81%	<b>84%</b>	72%	81%	90%	*	*	*	82%	52%	87%	82%	86%	77%	73%
	2021	73%	75%	<b>79%</b>	67%	74%	88%	*	100%	*	71%	38%	93%	82%	75%	70%	72%
At Meets Grade Level or Above	2022	58%	59%	<b>57%</b>	44%	53%	64%	*	*	*	61%	23%	68%	58%	55%	48%	42%
	2021	46%	49%	<b>53%</b>	30%	46%	66%	*	100%	*	57%	16%	67%	54%	52%	40%	36%
At Masters Grade Level	2022	36%	38%	<b>33%</b>	20%	29%	41%	*	*	*	46%	8%	48%	35%	31%	24%	24%
	2021	30%	32%	<b>35%</b>	15%	28%	47%	*	100%	*	29%	6%	67%	35%	36%	24%	12%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	77%	<b>77%</b>	66%	70%	85%	*	*	*	79%	48%	90%	79%	73%	71%	73%
	2021	70%	72%	<b>82%</b>	63%	79%	88%	*	100%	*	81%	50%	87%	84%	77%	73%	73%
At Meets Grade Level or Above	2022	48%	50%	<b>42%</b>	28%	38%	51%	*	*	*	46%	17%	55%	45%	39%	32%	33%
	2021	44%	47%	<b>58%</b>	39%	53%	67%	*	100%	*	62%	19%	60%	61%	51%	42%	40%
At Masters Grade Level	2022	25%	27%	<b>19%</b>	5%	13%	27%	*	*	*	21%	8%	29%	21%	14%	9%	16%
	2021	25%	28%	<b>35%</b>	11%	29%	45%	*	80%	*	43%	7%	47%	37%	29%	21%	15%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	66%	<b>67%</b>	45%	59%	80%	*	*	*	75%	34%	84%	67%	66%	56%	50%
	2021	62%	63%	<b>75%</b>	53%	72%	84%	*	100%	*	71%	41%	87%	78%	69%	66%	61%
At Meets Grade Level or Above	2022	38%	39%	<b>36%</b>	24%	30%	46%	*	*	*	32%	18%	32%	39%	31%	25%	25%
	2021	31%	33%	<b>42%</b>	12%	36%	54%	*	80%	*	52%	16%	53%	42%	41%	29%	27%
At Masters Grade Level	2022	18%	18%	<b>16%</b>	6%	13%	23%	*	*	*	14%	4%	16%	19%	12%	8%	16%
	2021	13%	14%	<b>19%</b>	2%	11%	29%	*	40%	*	24%	5%	40%	19%	18%	10%	7%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	72%	<b>75%</b>	67%	68%	84%	*	*	*	73%	42%	82%	78%	70%	62%	44%
	2021	62%	64%	<b>59%</b>	45%	53%	69%	-	*	*	83%	31%	83%	62%	53%	47%	54%
At Meets Grade Level or Above	2022	43%	45%	<b>48%</b>	34%	41%	59%	*	*	*	50%	17%	55%	51%	44%	30%	21%
	2021	32%	35%	<b>27%</b>	12%	23%	36%	-	*	*	28%	18%	33%	31%	19%	16%	19%
At Masters Grade Level	2022	23%	25%	<b>24%</b>	16%	21%	30%	*	*	*	27%	6%	41%	25%	23%	14%	12%
	2021	15%	17%	<b>12%</b>	5%	8%	17%	-	*	*	17%	10%	0%	13%	9%	5%	6%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	76%	<b>78%</b>	73%	75%	83%	*	*	*	77%	47%	86%	81%	74%	67%	65%
	2021	68%	70%	<b>72%</b>	53%	68%	81%	73	-	*	*	89%	42%	92%	75%	66%	64%

Texas Education Agency  
**2021-22 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	2022	39%	42%	<b>41%</b>	24%	34%	53%	*	*	*	42%	16%	55%	44%	37%	25%	21%
	2021	36%	40%	<b>37%</b>	19%	30%	49%	-	*	*	39%	17%	67%	40%	30%	22%	30%
At Masters Grade Level	2022	16%	18%	<b>14%</b>	4%	12%	19%	*	*	*	12%	8%	32%	16%	11%	7%	8%
	2021	15%	18%	<b>15%</b>	6%	8%	25%	-	*	*	11%	7%	17%	17%	10%	6%	2%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	80%	<b>81%</b>	75%	76%	87%	-	*	*	78%	47%	100%	80%	81%	72%	66%
	2021	69%	70%	<b>70%</b>	57%	68%	73%	*	*	*	73%	40%	74%	70%	68%	62%	65%
At Meets Grade Level or Above	2022	56%	58%	<b>54%</b>	47%	46%	64%	-	*	*	61%	25%	53%	55%	53%	41%	39%
	2021	45%	47%	<b>43%</b>	28%	41%	46%	*	*	*	58%	20%	35%	44%	41%	34%	42%
At Masters Grade Level	2022	37%	40%	<b>38%</b>	27%	31%	47%	-	*	*	48%	11%	42%	38%	37%	26%	24%
	2021	25%	27%	<b>24%</b>	15%	21%	28%	*	*	*	27%	8%	22%	25%	23%	16%	22%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	62%	<b>59%</b>	56%	51%	69%	-	*	*	67%	37%	71%	56%	63%	48%	51%
	2021	55%	59%	<b>57%</b>	47%	55%	62%	*	*	*	47%	34%	61%	60%	51%	51%	55%
At Meets Grade Level or Above	2022	31%	34%	<b>22%</b>	18%	20%	27%	-	*	*	28%	15%	29%	20%	26%	19%	20%
	2021	27%	32%	<b>20%</b>	12%	21%	23%	*	*	*	11%	12%	39%	23%	16%	19%	20%
At Masters Grade Level	2022	13%	17%	<b>4%</b>	1%	3%	6%	-	*	*	0%	4%	21%	3%	5%	4%	3%
	2021	12%	16%	<b>3%</b>	0%	3%	3%	*	*	*	0%	3%	6%	2%	4%	2%	4%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	84%	<b>85%</b>	81%	81%	88%	*	*	*	94%	54%	87%	85%	85%	78%	76%
	2021	73%	75%	<b>78%</b>	66%	77%	83%	*	100%	*	82%	45%	87%	79%	77%	70%	70%
At Meets Grade Level or Above	2022	58%	60%	<b>58%</b>	50%	57%	61%	*	*	*	58%	28%	65%	59%	56%	46%	45%
	2021	46%	48%	<b>50%</b>	46%	44%	54%	*	83%	*	64%	26%	40%	51%	48%	40%	34%
At Masters Grade Level	2022	37%	40%	<b>39%</b>	33%	39%	39%	*	*	*	42%	13%	45%	39%	37%	30%	25%
	2021	21%	23%	<b>20%</b>	16%	15%	24%	*	67%	*	21%	7%	13%	23%	14%	15%	11%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	72%	<b>76%</b>	70%	70%	84%	*	*	*	71%	40%	77%	77%	73%	67%	67%
	2021	62%	62%	<b>77%</b>	63%	75%	82%	-	100%	*	75%	47%	71%	78%	74%	68%	75%
At Meets Grade Level or Above	2022	40%	41%	<b>49%</b>	37%	42%	59%	*	*	*	29%	16%	52%	51%	42%	38%	41%
	2021	36%	36%	<b>54%</b>	35%	55%	56%	-	100%	*	59%	30%	64%	56%	49%	44%	52%

Texas Education Agency  
**2021-22 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	2022	14%	15%	<b>18%</b>	4%	15%	25%	*	*	*	14%	5%	16%	21%	11%	11%	9%
	2021	11%	11%	<b>16%</b>	8%	18%	17%	-	17%	*	16%	7%	21%	18%	13%	10%	16%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	76%	<b>79%</b>	70%	74%	86%	*	*	*	79%	44%	91%	79%	78%	70%	68%
	2021	68%	70%	<b>79%</b>	75%	78%	81%	*	100%	*	85%	50%	87%	81%	76%	73%	74%
At Meets Grade Level or Above	2022	45%	48%	<b>44%</b>	26%	39%	55%	*	*	*	48%	17%	47%	47%	39%	30%	34%
	2021	43%	45%	<b>51%</b>	44%	48%	54%	*	83%	*	52%	23%	47%	53%	47%	42%	44%
At Masters Grade Level	2022	24%	26%	<b>22%</b>	12%	18%	27%	*	*	*	27%	7%	25%	24%	17%	15%	15%
	2021	24%	26%	<b>25%</b>	20%	21%	28%	*	67%	*	30%	7%	33%	26%	22%	18%	11%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	63%	<b>68%</b>	54%	64%	75%	*	*	*	67%	35%	63%	70%	63%	53%	61%
	2021	57%	60%	<b>67%</b>	61%	64%	69%	*	83%	*	79%	37%	60%	69%	62%	57%	57%
At Meets Grade Level or Above	2022	31%	33%	<b>32%</b>	24%	28%	38%	*	*	*	36%	12%	38%	35%	26%	21%	23%
	2021	28%	31%	<b>34%</b>	30%	29%	40%	*	67%	*	24%	23%	40%	37%	28%	23%	22%
At Masters Grade Level	2022	18%	20%	<b>18%</b>	8%	15%	25%	*	*	*	18%	6%	13%	21%	14%	12%	11%
	2021	14%	15%	<b>15%</b>	14%	12%	17%	*	50%	*	9%	7%	20%	16%	12%	9%	6%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	66%	<b>70%</b>	63%	66%	77%	*	100%	*	82%	33%	71%	70%	70%	63%	61%
	2021	67%	67%	<b>71%</b>	52%	67%	80%	*	100%	*	84%	35%	73%	72%	68%	61%	53%
At Meets Grade Level or Above	2022	47%	49%	<b>50%</b>	40%	45%	59%	*	100%	*	58%	23%	57%	50%	50%	40%	37%
	2021	50%	51%	<b>51%</b>	30%	46%	62%	*	86%	*	68%	22%	55%	53%	46%	40%	35%
At Masters Grade Level	2022	11%	12%	<b>9%</b>	6%	7%	11%	*	43%	*	8%	6%	14%	10%	7%	5%	4%
	2021	12%	14%	<b>10%</b>	4%	7%	15%	*	14%	*	21%	2%	0%	11%	9%	6%	4%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	72%	<b>77%</b>	64%	74%	85%	*	100%	*	80%	39%	75%	78%	75%	69%	56%
	2021	71%	71%	<b>75%</b>	64%	72%	81%	*	100%	*	72%	25%	75%	75%	74%	67%	54%
At Meets Grade Level or Above	2022	55%	56%	<b>59%</b>	37%	54%	72%	*	100%	*	70%	22%	58%	59%	59%	47%	32%
	2021	57%	58%	<b>60%</b>	44%	56%	68%	*	100%	*	59%	13%	75%	59%	60%	48%	35%

Texas Education Agency  
**2021-22 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	2022	9%	10%	<b>6%</b>	2%	5%	10%	*	14%	*	3%	2%	8%	6%	7%	2%	1%
	2021	11%	13%	<b>9%</b>	5%	7%	13%	*	20%	*	10%	1%	13%	10%	8%	6%	3%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	76%	<b>75%</b>	74%	72%	79%	*	100%	*	78%	46%	82%	75%	75%	65%	69%
	2021	73%	74%	<b>80%</b>	73%	78%	84%	*	100%	*	82%	50%	85%	81%	78%	76%	73%
At Meets Grade Level or Above	2022	43%	46%	<b>42%</b>	28%	40%	49%	*	100%	*	48%	17%	64%	44%	38%	29%	39%
	2021	41%	44%	<b>49%</b>	40%	48%	53%	*	100%	*	55%	22%	54%	50%	47%	44%	42%
At Masters Grade Level	2022	27%	30%	<b>27%</b>	15%	23%	34%	*	50%	*	40%	7%	45%	30%	22%	14%	16%
	2021	23%	27%	<b>28%</b>	23%	22%	33%	*	100%	*	32%	7%	38%	31%	21%	22%	25%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	84%	<b>83%</b>	81%	79%	88%	*	100%	*	92%	60%	100%	82%	85%	77%	77%
	2021	82%	82%	<b>84%</b>	73%	80%	91%	*	100%	*	90%	58%	78%	86%	80%	76%	67%
At Meets Grade Level or Above	2022	55%	56%	<b>56%</b>	49%	50%	66%	*	100%	*	56%	29%	83%	58%	53%	46%	47%
	2021	55%	56%	<b>55%</b>	28%	49%	69%	*	86%	*	70%	29%	22%	59%	48%	40%	35%
At Masters Grade Level	2022	21%	24%	<b>23%</b>	17%	16%	31%	*	71%	*	22%	7%	17%	24%	21%	16%	11%
	2021	22%	24%	<b>24%</b>	11%	19%	32%	*	43%	*	40%	4%	11%	27%	16%	14%	14%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2022	89%	89%	<b>94%</b>	90%	93%	96%	*	*	*	100%	73%	100%	94%	92%	91%	81%
	2021	88%	88%	<b>93%</b>	91%	93%	95%	*	100%	*	93%	68%	100%	93%	93%	89%	73%
At Meets Grade Level or Above	2022	68%	68%	<b>74%</b>	65%	71%	82%	*	*	*	76%	37%	91%	74%	75%	67%	40%
	2021	69%	69%	<b>80%</b>	69%	76%	88%	*	100%	*	85%	46%	80%	81%	79%	72%	44%
At Masters Grade Level	2022	42%	43%	<b>47%</b>	34%	45%	55%	*	*	*	52%	17%	73%	47%	48%	37%	16%
	2021	43%	44%	<b>56%</b>	42%	50%	66%	*	86%	*	56%	19%	40%	56%	55%	44%	23%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	94%	<b>99%</b>	89%	98%	100%	-	*	-	100%	-	-	99%	93%	100%	-
	2021	95%	96%	<b>99%</b>	100%	98%	99%	-	*	*	*	*	*	99%	93%	100%	*
At Meets Grade Level or Above	2022	64%	70%	<b>77%</b>	67%	65%	84%	-	*	-	100%	-	-	79%	60%	65%	-
	2021	69%	73%	<b>76%</b>	58%	69%	81%	-	*	*	*	*	*	80%	36%	79%	*

Texas Education Agency  
**2021-22 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	2022	13%	19%	<b>11%</b>	11%	6%	13%	-	*	-	0%	-	-	12%	7%	0%	-
	2021	14%	20%	<b>7%</b>	0%	5%	9%	-	*	*	*	*	*	8%	0%	3%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	75%	<b>76%</b>	68%	72%	83%	66%	96%	94%	79%	45%	83%	77%	75%	67%	65%
	2021	67%	69%	<b>74%</b>	61%	72%	80%	89%	99%	82%	77%	41%	81%	76%	71%	65%	64%
At Meets Grade Level or Above	2022	48%	50%	<b>48%</b>	36%	43%	57%	34%	88%	65%	50%	21%	53%	50%	45%	36%	34%
	2021	41%	44%	<b>47%</b>	31%	43%	55%	63%	88%	56%	50%	20%	51%	49%	43%	35%	33%
At Masters Grade Level	2022	23%	25%	<b>22%</b>	13%	19%	28%	14%	49%	39%	25%	7%	30%	23%	20%	14%	13%
	2021	18%	21%	<b>20%</b>	11%	16%	26%	33%	51%	24%	23%	6%	25%	22%	18%	13%	11%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	75%	<b>78%</b>	69%	74%	84%	54%	97%	91%	81%	45%	85%	78%	77%	69%	63%
	2021	68%	69%	<b>73%</b>	58%	69%	79%	90%	100%	62%	77%	38%	83%	74%	70%	63%	61%
At Meets Grade Level or Above	2022	53%	54%	<b>54%</b>	41%	49%	63%	38%	91%	73%	59%	23%	61%	55%	52%	41%	36%
	2021	45%	46%	<b>47%</b>	31%	42%	55%	60%	86%	54%	54%	19%	51%	48%	44%	35%	32%
At Masters Grade Level	2022	25%	27%	<b>24%</b>	15%	21%	29%	23%	37%	45%	30%	8%	38%	25%	23%	15%	14%
	2021	18%	20%	<b>19%</b>	9%	14%	25%	40%	47%	15%	22%	6%	24%	19%	17%	12%	10%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	74%	<b>73%</b>	65%	69%	80%	78%	96%	100%	75%	42%	81%	74%	72%	62%	65%
	2021	66%	68%	<b>75%</b>	59%	72%	82%	100%	100%	100%	72%	43%	83%	77%	71%	66%	69%
At Meets Grade Level or Above	2022	42%	45%	<b>41%</b>	27%	36%	51%	22%	82%	78%	42%	17%	50%	43%	37%	28%	31%
	2021	37%	41%	<b>46%</b>	29%	42%	53%	50%	96%	60%	46%	20%	62%	48%	40%	34%	36%
At Masters Grade Level	2022	20%	23%	<b>17%</b>	7%	14%	24%	0%	54%	56%	19%	6%	26%	19%	15%	10%	11%
	2021	18%	20%	<b>20%</b>	10%	16%	27%	33%	56%	40%	22%	7%	32%	22%	17%	12%	13%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	76%	<b>77%</b>	69%	72%	85%	60%	92%	100%	82%	46%	88%	77%	77%	69%	67%
	2021	71%	72%	<b>80%</b>	68%	77%	86%	71%	100%	*	82%	49%	85%	82%	75%	72%	68%
At Meets Grade Level or Above	2022	47%	49%	<b>47%</b>	36%	41%	56%	40%	85%	57%	46%	21%	43%	49%	43%	35%	37%
	2021	44%	45%	<b>50%</b>	30%	45%	59%	57%	83%	*	57%	22%	44%	52%	45%	37%	36%

Texas Education Agency  
**2021-22 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	2022	21%	23%	<b>21%</b>	13%	16%	28%	20%	62%	29%	22%	6%	20%	23%	17%	14%	14%
	2021	20%	22%	<b>23%</b>	12%	17%	30%	29%	50%	*	31%	5%	31%	24%	19%	14%	12%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	76%	<b>80%</b>	74%	78%	85%	*	100%	*	81%	50%	72%	82%	77%	72%	70%
	2021	73%	74%	<b>80%</b>	76%	79%	81%	*	92%	*	85%	48%	76%	81%	77%	72%	63%
At Meets Grade Level or Above	2022	50%	51%	<b>53%</b>	47%	48%	59%	*	100%	*	53%	22%	51%	54%	49%	43%	30%
	2021	49%	50%	<b>57%</b>	49%	53%	63%	*	85%	*	52%	30%	56%	58%	53%	46%	30%
At Masters Grade Level	2022	30%	32%	<b>33%</b>	22%	29%	39%	*	80%	*	33%	10%	28%	34%	30%	24%	14%
	2021	29%	30%	<b>35%</b>	27%	31%	40%	*	69%	*	30%	11%	28%	35%	33%	26%	12%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	38%	<b>35%</b>	19%	26%	46%	*	80%	*	50%	14%	60%	36%	34%	20%	21%
	2021	24%	26%	<b>33%</b>	16%	32%	40%	-	*	*	24%	15%	78%	32%	35%	22%	10%
Reading and Mathematics Including EOC	2022	36%	38%	<b>35%</b>	19%	26%	46%	*	80%	*	50%	14%	60%	36%	34%	20%	21%
	2021	24%	26%	<b>33%</b>	16%	32%	40%	-	*	*	24%	15%	78%	32%	35%	22%	10%
Reading Including EOC	2022	51%	52%	<b>52%</b>	40%	41%	62%	*	100%	*	67%	21%	80%	51%	55%	36%	32%
	2021	38%	40%	<b>46%</b>	26%	44%	55%	-	*	*	45%	25%	78%	48%	42%	33%	17%
Math Including EOC	2022	43%	45%	<b>41%</b>	27%	31%	53%	*	80%	*	50%	18%	60%	41%	42%	27%	26%
	2021	31%	33%	<b>41%</b>	20%	40%	49%	-	*	*	34%	20%	78%	41%	43%	30%	19%
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	38%	<b>33%</b>	18%	32%	39%	-	*	-	27%	15%	36%	34%	30%	22%	26%
	2021	26%	29%	<b>32%</b>	14%	23%	44%	-	*	*	42%	8%	53%	34%	29%	21%	25%
Reading and Mathematics Including EOC	2022	36%	38%	<b>33%</b>	18%	32%	39%	-	*	-	27%	15%	36%	34%	30%	22%	26%
	2021	26%	29%	<b>32%</b>	14%	23%	44%	-	*	*	42%	8%	53%	34%	29%	21%	25%
Reading Including EOC	2022	54%	55%	<b>52%</b>	34%	52%	59%	-	*	-	47%	28%	50%	55%	48%	41%	37%
	2021	36%	39%	<b>41%</b>	19%	33%	52%	-	*	*	46%	14%	53%	42%	37%	28%	33%
Math Including EOC	2022	43%	45%	<b>38%</b>	20%	38%	46%	-	*	-	30%	20%	39%	39%	37%	26%	31%
	2021	36%	39%	<b>47%</b>	25%	37%	59%	-	*	*	50%	18%	82%	50%	41%	32%	34%
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	43%	<b>36%</b>	23%	30%	45%	*	*	*	43%	11%	48%	38%	33%	26%	25%
	2021	34%	37%	<b>43%</b>	21%	37%	54%	*	100%	*	52%	11%	53%	45%	41%	28%	27%

Texas Education Agency  
**2021-22 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	2022	41%	43%	<b>36%</b>	23%	30%	45%	*	*	*	43%	11%	48%	38%	33%	26%	25%
	2021	34%	37%	<b>43%</b>	21%	37%	54%	*	100%	*	52%	11%	53%	45%	41%	28%	27%
Reading Including EOC	2022	58%	59%	<b>57%</b>	44%	53%	64%	*	*	*	61%	23%	68%	58%	55%	48%	42%
	2021	46%	49%	<b>53%</b>	30%	46%	66%	*	100%	*	57%	16%	67%	54%	52%	40%	36%
Math Including EOC	2022	48%	50%	<b>42%</b>	28%	38%	51%	*	*	*	46%	17%	55%	45%	39%	32%	33%
	2021	44%	47%	<b>58%</b>	39%	53%	67%	*	100%	*	62%	19%	60%	61%	51%	42%	40%
<b>6th Graders</b>																	
Reading and Mathematics	2022	31%	34%	<b>33%</b>	17%	27%	43%	*	*	*	31%	12%	41%	35%	29%	16%	16%
	2021	24%	28%	<b>22%</b>	7%	19%	30%	-	*	*	22%	15%	33%	25%	15%	12%	15%
Reading and Mathematics Including EOC	2022	31%	34%	<b>33%</b>	17%	27%	43%	*	*	*	31%	12%	41%	35%	29%	16%	16%
	2021	24%	28%	<b>22%</b>	7%	19%	30%	-	*	*	22%	15%	33%	25%	15%	12%	15%
Reading Including EOC	2022	43%	45%	<b>48%</b>	34%	41%	59%	*	*	*	50%	17%	55%	51%	44%	30%	21%
	2021	32%	35%	<b>27%</b>	12%	23%	36%	-	*	*	28%	18%	33%	31%	19%	16%	19%
Math Including EOC	2022	40%	44%	<b>41%</b>	24%	34%	53%	*	*	*	42%	16%	55%	44%	37%	25%	21%
	2021	36%	41%	<b>37%</b>	19%	30%	49%	-	*	*	39%	17%	67%	40%	30%	22%	30%
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	35%	<b>37%</b>	22%	30%	49%	-	*	*	30%	17%	42%	39%	33%	26%	26%
	2021	26%	29%	<b>31%</b>	14%	30%	36%	*	*	*	35%	13%	35%	33%	28%	24%	27%
Reading and Mathematics Including EOC	2022	33%	37%	<b>37%</b>	22%	30%	49%	-	*	*	30%	17%	42%	39%	33%	26%	26%
	2021	27%	31%	<b>31%</b>	14%	30%	36%	*	*	*	35%	13%	35%	33%	28%	24%	27%
Reading Including EOC	2022	56%	58%	<b>54%</b>	47%	46%	64%	-	*	*	61%	25%	53%	55%	53%	41%	39%
	2021	45%	47%	<b>43%</b>	28%	41%	46%	*	*	*	58%	20%	35%	44%	41%	34%	42%
Math Including EOC	2022	37%	40%	<b>41%</b>	27%	34%	53%	-	*	*	35%	19%	47%	43%	36%	30%	29%
	2021	32%	36%	<b>40%</b>	22%	40%	45%	*	*	*	35%	17%	52%	43%	36%	32%	38%
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	27%	<b>26%</b>	20%	26%	29%	*	-	*	13%	8%	38%	26%	25%	20%	26%
	2021	21%	21%	<b>26%</b>	17%	25%	27%	-	*	*	44%	19%	11%	26%	27%	20%	21%
Reading and Mathematics Including EOC	2022	41%	44%	<b>41%</b>	30%	40%	47%	*	*	*	33%	11%	45%	43%	38%	29%	35%
	2021	33%	36%	<b>41%</b>	34%	36%	45%	*	83%	*	52%	21%	33%	43%	37%	31%	30%
Reading Including EOC	2022	58%	60%	<b>58%</b>	50%	57%	61%	*	*	*	58%	28%	65%	59%	56%	46%	45%
	2021	47%	49%	<b>50%</b>	46%	44%	54%	*	83%	*	64%	26%	40%	51%	48%	40%	34%

Texas Education Agency  
**2021-22 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	2022	48%	51%	<b>50%</b>	39%	46%	57%	*	*	*	42%	13%	52%	52%	45%	38%	44%
	2021	43%	45%	<b>55%</b>	46%	54%	58%	*	100%	*	61%	28%	60%	59%	47%	46%	54%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	36%	<b>33%</b>	20%	29%	42%	13%	74%	100%	34%	13%	43%	35%	31%	22%	23%
	2021	26%	29%	<b>32%</b>	15%	28%	39%	*	76%	50%	36%	13%	44%	33%	29%	21%	21%
Reading and Mathematics Including EOC	2022	36%	39%	<b>36%</b>	21%	31%	45%	13%	76%	100%	36%	14%	45%	38%	33%	23%	25%
	2021	28%	31%	<b>34%</b>	18%	29%	42%	33%	79%	50%	38%	14%	45%	36%	31%	23%	23%
Reading Including EOC	2022	53%	55%	<b>54%</b>	42%	49%	62%	25%	86%	100%	57%	24%	61%	55%	51%	40%	36%
	2021	41%	43%	<b>43%</b>	28%	38%	51%	50%	83%	63%	51%	20%	48%	45%	40%	32%	30%
Math Including EOC	2022	43%	46%	<b>42%</b>	27%	37%	52%	25%	76%	100%	41%	17%	51%	44%	39%	30%	31%
	2021	37%	40%	<b>46%</b>	29%	42%	54%	50%	96%	63%	47%	20%	65%	49%	41%	34%	36%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**WAXAHACHIE ISD (070912) - ELLIS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	76	<b>67</b>	63	69	67	-	*	-	71	62	68	67	67	65	58
	2019	61	62	<b>55</b>	51	53	58	*	*	*	50	51	71	57	52	54	56
Grade 4 Mathematics	2022	74	75	<b>59</b>	54	60	60	-	*	-	57	51	41	56	65	57	61
	2019	65	67	<b>62</b>	51	58	69	*	*	*	44	61	77	63	60	57	52
Grade 5 ELA/Reading	2022	87	87	<b>83</b>	80	82	83	*	*	*	93	74	90	82	84	80	72
	2019	81	83	<b>80</b>	78	81	80	*	*	*	68	81	78	79	81	79	93
Grade 5 Mathematics	2022	79	78	<b>65</b>	69	66	63	*	*	*	57	72	65	65	65	64	76
	2019	83	85	<b>86</b>	81	86	86	*	*	*	92	91	89	86	86	84	88
Grade 6 ELA/Reading	2022	61	63	<b>60</b>	60	61	60	*	*	*	44	56	62	60	59	54	55
	2019	42	46	<b>37</b>	31	40	37	*	*	-	32	24	40	38	35	33	39
Grade 6 Mathematics	2022	61	62	<b>48</b>	54	45	50	*	*	*	46	55	60	45	54	44	42
	2019	54	58	<b>49</b>	45	47	49	*	*	-	68	36	48	49	48	44	41
Grade 7 ELA/Reading	2022	88	89	<b>89</b>	88	88	91	-	*	*	87	74	87	88	92	86	86
	2019	77	78	<b>81</b>	77	77	84	*	*	*	88	71	61	81	80	78	77
Grade 7 Mathematics	2022	60	60	<b>59</b>	63	54	64	-	*	*	54	59	61	57	63	54	57
	2019	62	64	<b>66</b>	58	66	70	*	-	*	54	47	39	66	66	61	59
Grade 8 ELA/Reading	2022	83	84	<b>82</b>	82	84	80	*	*	*	80	78	79	83	80	81	79
	2019	77	78	<b>78</b>	75	78	79	*	*	-	71	69	83	79	75	77	83
Grade 8 Mathematics	2022	74	72	<b>73</b>	68	72	76	*	*	*	71	62	76	74	73	71	76
	2019	82	81	<b>73</b>	75	73	74	*	*	-	44	60	92	74	72	70	70
End of Course English II	2022	71	73	<b>71</b>	70	72	72	*	93	*	61	63	73	70	75	71	63
	2019	69	71	<b>69</b>	70	66	71	60	*	50	58	54	79	68	70	62	54
End of Course Algebra I	2022	67	69	<b>57</b>	53	57	58	-	100	*	62	27	71	58	56	47	58
	2019	75	78	<b>79</b>	69	80	82	*	*	*	76	52	73	80	79	75	78
All Grades Both Subjects	2022	74	74	<b>68</b>	67	68	69	54	77	77	65	62	69	67	69	65	66
	2019	69	71	<b>68</b>	64	68	70	70	74	70	64	59	69	69	67	65	66
All Grades ELA/Reading	2022	78	79	<b>75</b>	74	76	75	43	78	75	73	68	77	75	76	73	71
	2019	68	70	<b>67</b>	64	67	68	74	69	61	61	59	67	68	65	64	67
All Grades Mathematics	2022	69	70	<b>60</b>	60	59	62	70	76	79	58	55	61	59	62	56	62
	2019	70	72	<b>70</b>	63	69	72	65	79	83	68	60	71	70	69	66	64

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- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**WAXAHACHIE ISD (070912) - ELLIS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	75%	<b>76%</b>	64%	-	-	64%	-	-	58%	60%	58%	-	55%	78%	59%	91%
	2021	67%	69%	<b>74%</b>	64%	-	-	64%	-	-	53%	59%	53%	-	49%	76%	56%	92%
At Meets Grade Level or Above	2022	48%	50%	<b>48%</b>	29%	-	-	29%	-	-	24%	30%	23%	-	26%	50%	26%	73%
	2021	41%	44%	<b>47%</b>	31%	-	-	31%	-	-	23%	23%	23%	-	19%	48%	25%	67%
At Masters Grade Level	2022	23%	25%	<b>22%</b>	13%	-	-	13%	-	-	8%	15%	7%	-	8%	23%	10%	29%
	2021	18%	21%	<b>20%</b>	12%	-	-	12%	-	-	6%	3%	6%	-	6%	22%	8%	23%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	75%	<b>78%</b>	68%	-	-	68%	-	-	53%	59%	52%	-	53%	80%	57%	93%
	2021	68%	69%	<b>73%</b>	65%	-	-	65%	-	-	46%	61%	45%	-	52%	74%	52%	91%
At Meets Grade Level or Above	2022	53%	54%	<b>54%</b>	33%	-	-	33%	-	-	26%	33%	25%	-	23%	56%	27%	79%
	2021	45%	46%	<b>47%</b>	32%	-	-	32%	-	-	19%	17%	19%	-	18%	49%	23%	67%
At Masters Grade Level	2022	25%	27%	<b>24%</b>	17%	-	-	17%	-	-	10%	15%	9%	-	7%	26%	11%	25%
	2021	18%	20%	<b>19%</b>	12%	-	-	12%	-	-	5%	4%	5%	-	5%	20%	7%	17%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	74%	<b>73%</b>	65%	-	-	65%	-	-	60%	59%	60%	-	52%	74%	61%	88%
	2021	66%	68%	<b>75%</b>	67%	-	-	67%	-	-	64%	61%	64%	-	53%	76%	64%	92%
At Meets Grade Level or Above	2022	42%	45%	<b>41%</b>	28%	-	-	28%	-	-	23%	25%	23%	-	22%	43%	25%	67%
	2021	37%	41%	<b>46%</b>	33%	-	-	33%	-	-	29%	30%	29%	-	20%	47%	30%	68%
At Masters Grade Level	2022	20%	23%	<b>17%</b>	9%	-	-	9%	-	-	8%	14%	7%	-	10%	18%	8%	25%
	2021	18%	20%	<b>20%</b>	14%	-	-	14%	-	-	7%	4%	8%	-	11%	21%	10%	25%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	76%	<b>77%</b>	47%	-	-	47%	-	-	63%	67%	63%	-	64%	79%	59%	93%
	2021	71%	72%	<b>80%</b>	65%	-	-	65%	-	-	56%	60%	56%	-	50%	81%	58%	95%
At Meets Grade Level or Above	2022	47%	49%	<b>47%</b>	23%	-	-	23%	-	-	27%	33%	27%	-	32%	48%	27%	73%
	2021	44%	45%	<b>50%</b>	28%	-	-	28%	-	-	20%	0%	21%	-	15%	52%	22%	71%
At Masters Grade Level	2022	21%	23%	<b>21%</b>	15%	-	-	15%	-	-	8%	20%	6%	-	4%	22%	9%	28%
	2021	20%	22%	<b>23%</b>	6%	-	-	6%	-	-	7%	0%	7%	-	5%	24%	6%	26%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	76%	<b>80%</b>	-	-	-	-	-	-	65%	-	65%	-	59%	81%	64%	91%
	2021	73%	74%	<b>80%</b>	-	-	-	-	-	-	49%	-	49%	-	33%	81%	47%	92%
At Meets Grade Level or Above	2022	50%	51%	<b>53%</b>	-	-	-	-	-	-	15%	-	15%	-	41%	54%	21%	69%
	2021	49%	50%	<b>57%</b>	-	-	-	-	-	-	21%	-	21%	-	17%	59%	20%	63%

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**WAXAHACHIE ISD (070912) - ELLIS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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
At Masters Grade Level	2022	30%	32%	<b>33%</b>	-	-	-	-	-	-	6%	-	6%	-	18%	34%	8%	43%
	2021	29%	30%	<b>35%</b>	-	-	-	-	-	-	6%	-	6%	-	0%	37%	5%	34%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	74%	<b>68%</b>	66%	-	-	66%	-	-	62%	55%	62%	-	68%	68%	63%	79%
	2019	69%	71%	<b>68%</b>	66%	-	-	52%	84%	-	62%	71%	61%	-	58%	-	63%	-
All Grades ELA/Reading	2022	78%	79%	<b>75%</b>	61%	-	-	61%	-	-	70%	60%	71%	-	72%	76%	68%	80%
	2019	68%	70%	<b>67%</b>	65%	-	-	49%	92%	-	71%	76%	70%	-	55%	-	67%	-
All Grades Mathematics	2022	69%	70%	<b>60%</b>	69%	-	-	69%	-	-	54%	50%	54%	-	65%	60%	59%	77%
	2019	70%	72%	<b>70%</b>	67%	-	-	54%	80%	-	55%	66%	54%	-	61%	-	59%	-

\* 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  
**2021-22 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)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	99%	99%	99%	97%	97%	100%	99%	99%	98%	99%	99%	99%	100%
Included in Accountability	93%	92%	<b>93%</b>	90%	94%	95%	76%	84%	100%	95%	95%	91%	97%	88%	93%	91%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	9%	4%	4%	18%	13%	0%	4%	4%	7%	2%	10%	6%	4%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	3%	0%	0%	0%	0%	0%	0%	1%	1%	5%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	3%	3%	0%	1%	1%	2%	1%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	1%	1%	0%	0%	3%	0%	1%	1%	2%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	99%	100%	98%	100%	100%	99%	98%	100%	100%	99%	100%
Included in Accountability	92%	91%	<b>93%</b>	90%	93%	96%	76%	88%	100%	95%	94%	91%	96%	88%	93%	89%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	9%	4%	4%	18%	10%	0%	4%	4%	7%	2%	10%	6%	3%
Not Included in Accountability: Other Exclusions	2%	3%	<b>1%</b>	0%	2%	0%	6%	0%	0%	0%	1%	0%	1%	2%	1%	8%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	0%	3%	0%	0%	1%	2%	0%	0%	1%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	0%	3%	0%	0%	1%	2%	0%	0%	1%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>99%</b>	98%	99%	99%	92%	97%	100%	98%	99%	99%	99%	99%	99%	100%
Included in Accountability	93%	93%	<b>93%</b>	89%	94%	95%	75%	85%	100%	94%	95%	93%	96%	88%	93%	93%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	9%	4%	4%	17%	12%	0%	4%	4%	6%	2%	10%	6%	4%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	<b>1%</b>	2%	1%	1%	8%	3%	0%	2%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	1%	0%	0%	0%	3%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	<b>1%</b>	1%	0%	1%	8%	0%	0%	1%	0%	0%	1%	1%	1%	0%
<b>Science</b>																
Assessment Participant	98%	98%	<b>99%</b>	99%	99%	99%	100%	94%	100%	98%	98%	97%	99%	99%	99%	100%
Included in Accountability	93%	93%	<b>93%</b>	90%	93%	95%	71%	76%	100%	92%	95%	91%	97%	87%	92%	92%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	9%	5%	4%	29%	18%	0%	6%	4%	7%	2%	11%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	2%	2%	<b>1%</b>	1%	1%	1%	0%	6%	0%	2%	2%	3%	1%	1%	1%	0%

Texas Education Agency  
**2021-22 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%	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%
<b>Social Studies</b>																
Assessment Participant	98%	98%	99%	99%	99%	100%	*	100%	*	100%	100%	98%	100%	99%	100%	100%
Included in Accountability	94%	94%	94%	91%	94%	96%	*	71%	*	97%	94%	91%	97%	88%	94%	90%
Not Included in Accountability: Mobile	4%	4%	5%	9%	5%	4%	*	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%	1%	0%	3%
Not Tested	2%	2%	1%	1%	1%	0%	*	0%	*	0%	0%	2%	0%	1%	0%	0%
Absent	1%	1%	1%	1%	1%	0%	*	0%	*	0%	0%	2%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	95%	83%	75%	86%	83%	*	*	-	83%	*	-	87%	63%	59%	-
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	98%	97%	98%	98%	100%	100%	97%	97%	97%	96%	98%	97%	97%	99%
Included in Accountability	83%	87%	93%	91%	93%	94%	90%	98%	97%	92%	93%	92%	96%	87%	93%	92%
Not Included in Accountability: Mobile	3%	3%	4%	6%	4%	4%	10%	0%	0%	5%	4%	3%	2%	9%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	2%	0%	1%	1%	1%	0%	1%	1%	5%
Not Tested	12%	8%	2%	3%	2%	2%	0%	0%	3%	3%	3%	4%	2%	3%	3%	1%
Absent	2%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	3%	1%	1%	2%	1%
Other	10%	7%	1%	2%	1%	1%	0%	0%	3%	2%	2%	2%	1%	1%	1%	0%
<b>Reading</b>																
Assessment Participant	89%	92%	98%	97%	99%	99%	100%	100%	100%	98%	98%	96%	98%	98%	98%	99%
Included in Accountability	83%	86%	93%	91%	93%	95%	91%	97%	100%	92%	93%	92%	96%	88%	93%	91%
Not Included in Accountability: Mobile	3%	3%	4%	7%	4%	3%	9%	0%	0%	5%	3%	3%	2%	9%	4%	2%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	2%	0%	0%	3%	0%	1%	1%	1%	0%	2%	1%	6%
Not Tested	11%	8%	2%	3%	1%	1%	0%	0%	0%	2%	2%	4%	2%	2%	2%	1%
Absent	2%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	2%	1%	1%	1%	1%
Other	10%	7%	1%	1%	1%	1%	0%	0%	0%	1%	1%	3%	1%	1%	1%	0%
<b>Mathematics</b>																
Assessment Participant	88%	92%	98%	98%	97%	98%	100%	100%	91%	98%	98%	95%	98%	97%	97%	98%
Included in Accountability	84%	88%	93%	91%	93%	94%	86%	96%	91%	92%	93%	90%	96%	87%	92%	91%

Texas Education Agency  
**2021-22 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	4%	3%	4%	7%	4%	4%	14%	0%	0%	5%	4%	4%	2%	9%	4%	3%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	1%	0%	0%	4%	0%	1%	1%	1%	0%	1%	1%	4%
Not Tested	12%	8%	2%	2%	3%	2%	0%	0%	9%	2%	2%	5%	2%	3%	3%	2%
Absent	2%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	3%	1%	1%	2%	2%
Other	10%	7%	1%	2%	1%	2%	0%	0%	9%	2%	2%	3%	1%	2%	1%	0%
<b>Science</b>																
Assessment Participant	87%	91%	97%	97%	97%	98%	100%	100%	*	95%	96%	91%	98%	96%	96%	99%
Included in Accountability	84%	87%	93%	91%	93%	94%	100%	100%	*	90%	92%	87%	96%	86%	92%	94%
Not Included in Accountability: Mobile	3%	3%	4%	6%	4%	4%	0%	0%	*	4%	3%	4%	2%	9%	4%	2%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	1%	0%	0%	0%	*	1%	0%	0%	0%	1%	1%	3%
Not Tested	13%	9%	3%	3%	3%	2%	0%	0%	*	5%	4%	9%	2%	4%	4%	1%
Absent	2%	2%	2%	2%	2%	1%	0%	0%	*	1%	3%	9%	1%	3%	3%	1%
Other	10%	7%	1%	1%	0%	1%	0%	0%	*	4%	2%	0%	1%	1%	1%	0%
<b>Social Studies</b>																
Assessment Participant	87%	91%	98%	97%	98%	97%	* 100%	* 100%	* 100%	97%	100%	98%	97%	97%	97%	99%
Included in Accountability	84%	88%	94%	90%	94%	95%	* 100%	* 100%	* 97%	93%	100%	96%	88%	93%	93%	93%
Not Included in Accountability: Mobile	3%	3%	4%	8%	3%	2%	* 0%	* 0%	* 3%	4%	0%	2%	7%	3%	3%	3%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	1%	0%	* 0%	* 0%	* 0%	0%	0%	0%	0%	1%	1%	3%
Not Tested	13%	9%	2%	3%	2%	3%	* 0%	* 0%	* 0%	3%	0%	2%	3%	3%	3%	1%
Absent	3%	2%	2%	1%	2%	2%	* 0%	* 0%	* 0%	1%	0%	1%	2%	2%	2%	1%
Other	10%	7%	1%	2%	0%	0%	* 0%	* 0%	* 0%	2%	0%	0%	0%	1%	1%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	92%	87%	80%	86%	89%	-	*	*	*	*	*	90%	67%	76%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 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
<b>Attendance Rate</b>													
2020-21	95.0%	95.2%	<b>94.6%</b>	94.1%	93.8%	95.3%	94.8%	97.5%	94.1%	94.1%	93.8%	93.2%	94.3%
2019-20	98.3%	98.3%	<b>98.8%</b>	98.8%	98.8%	98.9%	98.5%	99.5%	99.7%	98.8%	98.5%	98.6%	99.1%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	13.7%	<b>14.5%</b>	17.6%	17.8%	11.1%	17.5%	4.0%	21.4%	16.6%	17.6%	20.4%	15.9%
2019-20	6.7%	6.4%	<b>5.0%</b>	5.2%	5.5%	4.4%	10.8%	0.0%	0.0%	6.4%	7.1%	6.4%	3.4%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.5%	<b>0.1%</b>	0.0%	0.0%	0.2%	0.0%	0.0%	-	0.0%	0.0%	0.1%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	2.8%	<b>1.1%</b>	1.5%	1.4%	0.6%	0.0%	0.0%	0.0%	2.2%	2.3%	2.3%	1.7%
2019-20	1.6%	2.2%	<b>1.0%</b>	0.4%	1.4%	1.0%	4.2%	0.0%	0.0%	0.0%	2.9%	1.6%	3.7%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	87.5%	<b>95.7%</b>	96.9%	95.3%	95.3%	*	*	*	100.0%	93.5%	93.0%	87.5%
Received TxCHSE	0.3%	0.2%	<b>0.3%</b>	0.0%	0.4%	0.3%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	5.1%	<b>1.4%</b>	1.5%	2.1%	0.9%	*	*	*	0.0%	0.0%	1.4%	8.3%
Dropped Out	5.8%	7.1%	<b>2.7%</b>	1.5%	2.1%	3.4%	*	*	*	0.0%	6.5%	5.6%	4.2%
Graduates and TxCHSE	90.3%	87.7%	<b>95.9%</b>	96.9%	95.7%	95.6%	*	*	*	100.0%	93.5%	93.0%	87.5%
Graduates, TxCHSE, and Continuers	94.2%	92.9%	<b>97.3%</b>	98.5%	97.9%	96.6%	*	*	*	100.0%	93.5%	94.4%	95.8%
<b>Class of 2020</b>													
Graduated	90.3%	87.7%	<b>93.7%</b>	94.5%	93.2%	94.2%	88.9%	*	*	92.9%	83.7%	91.0%	78.3%
Received TxCHSE	0.4%	0.3%	<b>0.3%</b>	0.0%	0.0%	0.7%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	5.4%	<b>1.1%</b>	0.0%	0.5%	1.7%	11.1%	*	*	0.0%	0.0%	1.2%	0.0%
Dropped Out	5.4%	6.6%	<b>4.9%</b>	5.5%	6.3%	3.4%	0.0%	*	*	7.1%	16.3%	7.8%	21.7%
Graduates and TxCHSE	90.7%	88.0%	<b>94.0%</b>	94.5%	93.2%	94.9%	88.9%	*	*	92.9%	83.7%	91.0%	78.3%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	<b>95.1%</b>	94.5%	93.7%	96.6%	100.0%	*	*	92.9%	83.7%	92.2%	78.3%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.9%	<b>94.6%</b>	94.5%	93.7%	95.6%	100.0%	*	*	92.9%	83.7%	91.8%	78.3%
Received TxCHSE	0.5%	0.3%	<b>0.3%</b>	0.0%	0.0%	0.7%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.1%	<b>5.0%</b>	5.5%	6.3%	3.7%	0.0%	*	*	7.1%	16.3%	8.2%	21.7%
Graduates and TxCHSE	92.7%	90.2%	<b>95.0%</b>	94.5%	93.7%	96.3%	100.0%	*	*	92.9%	83.7%	91.8%	78.3%

Texas Education Agency  
**2021-22 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
Graduates, TxCHSE, and Continuers	93.8%	91.9%	<b>95.0%</b>	94.5%	93.7%	96.3%	100.0%	*	*	92.9%	83.7%	91.8%	78.3%
<b>Class of 2019</b>													
Graduated	92.0%	90.6%	<b>93.8%</b>	92.6%	93.2%	94.5%	*	100.0%	*	93.8%	79.6%	90.9%	78.9%
Received TxCHSE	0.5%	0.4%	<b>1.4%</b>	0.0%	0.0%	2.5%	*	0.0%	*	6.3%	3.7%	1.1%	0.0%
Continued HS	1.3%	1.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	7.2%	<b>4.8%</b>	7.4%	6.8%	3.1%	*	0.0%	*	0.0%	16.7%	8.0%	21.1%
Graduates and TxCHSE	92.6%	91.0%	<b>95.2%</b>	92.6%	93.2%	96.9%	*	100.0%	*	100.0%	83.3%	92.0%	78.9%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	<b>95.2%</b>	92.6%	93.2%	96.9%	*	100.0%	*	100.0%	83.3%	92.0%	78.9%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	91.3%	<b>93.9%</b>	92.6%	93.2%	94.5%	*	100.0%	*	93.8%	80.4%	90.9%	78.9%
Received TxCHSE	0.6%	0.5%	<b>1.5%</b>	0.0%	0.0%	2.7%	*	0.0%	*	6.3%	5.4%	1.1%	0.0%
Continued HS	0.6%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.6%	<b>4.6%</b>	7.4%	6.8%	2.7%	*	0.0%	*	0.0%	14.3%	8.0%	21.1%
Graduates and TxCHSE	93.2%	91.8%	<b>95.4%</b>	92.6%	93.2%	97.3%	*	100.0%	*	100.0%	85.7%	92.0%	78.9%
Graduates, TxCHSE, and Continuers	93.8%	92.4%	<b>95.4%</b>	92.6%	93.2%	97.3%	*	100.0%	*	100.0%	85.7%	92.0%	78.9%
<b>Class of 2018</b>													
Graduated	92.6%	91.9%	<b>91.8%</b>	89.5%	90.9%	93.2%	*	*	*	86.4%	91.5%	87.0%	94.1%
Received TxCHSE	0.7%	0.5%	<b>1.8%</b>	0.0%	1.1%	2.3%	*	*	*	9.1%	0.0%	3.9%	0.0%
Continued HS	0.6%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	<b>6.4%</b>	10.5%	8.0%	4.6%	*	*	*	4.5%	8.5%	9.1%	5.9%
Graduates and TxCHSE	93.3%	92.4%	<b>93.6%</b>	89.5%	92.0%	95.4%	*	*	*	95.5%	91.5%	90.9%	94.1%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	<b>93.6%</b>	89.5%	92.0%	95.4%	*	*	*	95.5%	91.5%	90.9%	94.1%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	87.5%	<b>94.5%</b>	96.2%	92.9%	94.7%	*	*	*	100.0%	85.7%	90.8%	80.8%
Class of 2020	90.3%	87.7%	<b>92.9%</b>	94.5%	91.6%	93.6%	88.9%	*	*	92.9%	77.8%	90.3%	75.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	62.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	91.3%	*	-	-	*	-	-	-	-	*	*	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	3.0%	<b>12.2%</b>	18.1%	13.4%	8.5%	*	*	*	5.9%	36.1%	14.7%	19.0%
Class of 2020	4.3%	5.2%	<b>2.0%</b>	1.2%	3.4%	1.4%	0.0%	*	*	0.0%	12.5%	1.8%	5.6%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	81.9%	79.4%	<b>69.8%</b>	65.4%	62.5%	77.0%	*	*	*	76.5%	22.2%	60.9%	19.0%

Texas Education Agency  
**2021-22 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	83.5%	80.4%	<b>80.3%</b>	74.4%	72.9%	87.7%	62.5%	*	*	84.6%	35.0%	72.1%	55.6%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	82.5%	<b>82.0%</b>	83.5%	75.9%	85.6%	*	*	*	82.4%	58.3%	75.6%	38.1%
Class of 2020	87.8%	85.6%	<b>82.2%</b>	75.6%	76.3%	88.8%	62.5%	*	*	84.6%	46.3%	73.5%	61.1%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	19.6%	*	*	-	*	-	-	-	-	*	*	-
2019-20	38.6%	50.7%	*	*	-	*	-	-	-	-	*	*	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	3.1%	<b>11.5%</b>	17.2%	12.6%	8.1%	40.0%	*	*	5.3%	32.5%	13.5%	16.7%
2019-20	4.4%	5.3%	<b>1.9%</b>	1.1%	3.2%	1.4%	0.0%	*	*	0.0%	8.8%	2.1%	4.8%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	77.8%	<b>66.2%</b>	61.9%	59.4%	73.5%	0.0%	*	*	68.4%	21.3%	56.9%	16.7%
2019-20	81.8%	78.7%	<b>76.1%</b>	72.2%	68.5%	82.4%	71.4%	*	*	78.6%	26.3%	66.5%	47.6%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	80.8%	<b>77.4%</b>	78.5%	72.0%	81.4%	40.0%	*	*	73.7%	52.4%	70.2%	33.3%
2019-20	85.8%	83.7%	<b>77.5%</b>	72.5%	71.8%	82.9%	71.4%	*	*	78.6%	33.3%	68.0%	52.4%

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**WAXAHACHIE ISD (070912) - ELLIS COUNTY**

	District Count	District Percent	State Count	State Percent
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	726	100.0%	358,842	100.0%
<b>By Ethnicity:</b>				
African American	135	18.6%	44,018	12.3%
Hispanic	239	32.9%	183,306	51.1%
White	322	44.4%	103,898	29.0%
American Indian	5	0.7%	1,195	0.3%
Asian	2	0.3%	18,030	5.0%
Pacific Islander	4	0.6%	553	0.2%
Two or More Races	19	2.6%	7,842	2.2%
<b>By Graduation Type:</b>				
Minimum H.S. Program	2	0.3%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	162	22.3%	56,281	15.7%
Foundation H.S. Program (Endorsement)	83	11.4%	13,582	3.8%
Foundation H.S. Program (DLA)	479	66.0%	287,316	80.1%
Special Education Graduates	82	11.3%	31,028	8.6%
Economically Disadvantaged Graduates	289	39.8%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	24	3.3%	32,809	9.1%
At-Risk Graduates	360	49.6%	155,884	43.4%
CTE Completers	194	26.7%	99,076	27.6%

Texas Education Agency  
**2021-22 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
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	65.3%	<b>64.7%</b>	51.9%	58.6%	75.5%	0.0%	*	*	73.7%	76.8%	58.5%	41.7%
2019-20	63.0%	62.8%	<b>61.3%</b>	47.3%	53.7%	70.5%	71.4%	*	*	57.1%	65.0%	51.5%	47.6%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	55.3%	<b>47.9%</b>	33.3%	41.4%	59.6%	0.0%	*	*	47.4%	13.4%	38.4%	8.3%
2019-20	53.4%	55.1%	<b>48.5%</b>	31.9%	39.8%	59.1%	57.1%	*	*	57.1%	11.7%	34.4%	14.3%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	58.4%	<b>55.2%</b>	37.0%	47.3%	68.6%	20.0%	*	*	57.9%	13.4%	41.9%	4.2%
2019-20	59.7%	60.0%	<b>52.6%</b>	39.6%	41.7%	63.1%	71.4%	*	*	71.4%	6.7%	35.7%	9.5%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	46.2%	<b>45.0%</b>	28.9%	37.2%	58.4%	20.0%	*	*	36.8%	4.9%	37.4%	4.2%
2019-20	47.9%	47.6%	<b>49.8%</b>	29.7%	42.6%	60.1%	57.1%	*	*	57.1%	6.7%	33.6%	9.5%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	41.7%	<b>39.8%</b>	23.0%	31.8%	53.4%	0.0%	*	*	36.8%	3.7%	31.1%	0.0%
2019-20	43.2%	43.8%	<b>42.8%</b>	23.1%	33.8%	54.0%	57.1%	*	*	57.1%	6.7%	26.1%	9.5%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	26.9%	<b>7.7%</b>	0.7%	3.8%	14.0%	0.0%	*	*	0.0%	1.2%	3.1%	4.2%
2019-20	21.1%	27.0%	<b>6.3%</b>	1.1%	5.6%	8.7%	0.0%	*	*	7.1%	1.7%	3.3%	9.5%
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	3.3%	<b>10.6%</b>	7.4%	8.8%	14.0%	0.0%	*	*	0.0%	3.7%	9.0%	0.0%
2019-20	2.1%	2.6%	<b>12.8%</b>	5.5%	10.2%	16.1%	14.3%	*	*	14.3%	5.0%	8.7%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	25.6%	<b>29.3%</b>	19.3%	25.9%	36.6%	0.0%	*	*	26.3%	9.8%	21.5%	4.2%
2019-20	24.6%	23.1%	<b>30.4%</b>	15.4%	24.1%	38.6%	42.9%	*	*	35.7%	5.0%	22.0%	4.8%
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	3.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2019-20	4.0%	3.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	20.4%	<b>29.2%</b>	26.7%	28.9%	30.7%	0.0%	*	*	36.8%	72.0%	29.1%	33.3%
2019-20	18.7%	14.9%	<b>22.2%</b>	22.0%	24.1%	20.8%	14.3%	*	*	21.4%	60.0%	26.1%	33.3%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

Texas Education Agency  
**2021-22 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%	<b>23.1%</b>	15.6%	23.8%	25.8%	0.0%	*	*	31.6%	22.0%	21.5%	29.2%
2019-20	13.2%	8.9%	<b>15.2%</b>	6.6%	18.5%	15.4%	0.0%	*	*	21.4%	8.3%	14.9%	19.0%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.9%	<b>1.4%</b>	0.0%	2.5%	1.2%	0.0%	*	*	0.0%	0.0%	1.0%	0.0%
2019-20	0.7%	0.9%	<b>2.9%</b>	3.3%	3.2%	2.3%	0.0%	*	*	0.0%	1.7%	4.6%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	2.0%	<b>3.0%</b>	3.7%	2.1%	3.1%	0.0%	*	*	10.5%	26.8%	4.5%	0.0%
2019-20	2.4%	2.6%	<b>4.1%</b>	9.9%	4.2%	2.3%	14.3%	*	*	0.0%	41.7%	6.6%	19.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	4.1%	<b>5.9%</b>	8.9%	5.4%	5.0%	0.0%	*	*	10.5%	52.4%	5.5%	4.2%
2019-20	3.7%	3.8%	<b>3.2%</b>	8.8%	1.4%	3.0%	0.0%	*	*	0.0%	33.3%	5.0%	4.8%

Texas Education Agency  
**2021-22 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
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	21.6%	<b>50.0%</b>	33.3%	43.1%	62.4%	20.0%	*	*	47.4%	12.2%	38.1%	4.2%
	2019-20	30.1%	25.3%	<b>33.8%</b>	22.0%	28.2%	40.3%	42.9%	*	*	42.9%	5.0%	26.1%	4.8%
Mathematics	2020-21	19.4%	15.1%	<b>41.0%</b>	27.4%	33.5%	52.8%	20.0%	*	*	36.8%	4.9%	34.3%	4.2%
	2019-20	21.2%	16.6%	<b>36.6%</b>	16.5%	33.3%	44.3%	42.9%	*	*	35.7%	6.7%	24.1%	9.5%
Both Subjects	2020-21	14.4%	10.7%	<b>34.6%</b>	20.7%	28.0%	45.7%	0.0%	*	*	31.6%	2.4%	27.7%	0.0%
	2019-20	16.4%	12.8%	<b>24.2%</b>	9.9%	21.8%	29.5%	28.6%	*	*	28.6%	5.0%	17.4%	4.8%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	7.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
	2019-20	7.3%	5.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	7.5%	<b>3.7%</b>	3.7%	5.0%	2.8%	0.0%	*	*	5.3%	0.0%	4.5%	0.0%
	2019-20	9.7%	6.8%	<b>6.3%</b>	7.7%	5.6%	7.0%	0.0%	*	*	0.0%	0.0%	7.1%	0.0%
Both Subjects	2020-21	4.9%	3.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
	2019-20	4.2%	3.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	26.1%	<b>8.7%</b>	1.8%	6.6%	13.0%	0.0%	33.3%	0.0%	5.7%	0.7%	3.7%	0.0%
	2020	22.0%	27.5%	<b>9.4%</b>	1.9%	7.7%	13.6%	0.0%	0.0%	0.0%	9.7%	2.7%	4.7%	2.3%
English Language Arts	2021	12.1%	16.0%	<b>6.6%</b>	0.9%	4.7%	10.3%	0.0%	33.3%	0.0%	2.9%	0.7%	2.2%	0.0%
	2020	12.7%	16.7%	<b>6.9%</b>	1.9%	5.4%	10.0%	0.0%	0.0%	0.0%	6.5%	2.1%	4.1%	2.3%
Mathematics	2021	6.1%	8.3%	<b>2.2%</b>	0.0%	1.1%	3.9%	0.0%	16.7%	0.0%	0.0%	0.0%	0.7%	0.0%
	2020	6.4%	9.2%	<b>1.8%</b>	0.0%	1.4%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%
Science	2021	8.7%	10.9%	<b>4.6%</b>	0.9%	3.0%	7.2%	0.0%	16.7%	0.0%	2.9%	0.7%	1.7%	0.0%
	2020	9.4%	12.1%	<b>4.9%</b>	0.0%	3.3%	8.0%	0.0%	0.0%	0.0%	3.2%	0.0%	2.2%	0.0%
Social Studies	2021	11.6%	14.2%	<b>3.9%</b>	0.4%	3.8%	5.1%	0.0%	33.3%	0.0%	2.9%	0.0%	2.0%	0.0%
	2020	12.4%	15.5%	<b>4.4%</b>	0.0%	3.8%	6.8%	0.0%	0.0%	0.0%	0.0%	1.4%	2.1%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	53.0%	<b>57.6%</b>	*	61.3%	59.5%	-	*	-	*	*	55.0%	-
	2020	59.0%	62.6%	<b>50.8%</b>	*	48.5%	54.9%	-	-	-	*	*	48.0%	*
English Language Arts	2021	42.7%	47.1%	<b>54.4%</b>	*	68.2%	50.8%	-	*	-	*	*	50.0%	-
	2020	50.1%	53.8%	<b>43.8%</b>	*	34.8%	50.0%	-	-	-	*	*	31.8%	*
Mathematics	2021	49.4%	55.3%	<b>70.0%</b>	-	80.0%	66.7%	-	*	-	-	-	*	-
	2020	56.5%	62.7%	<b>65.2%</b>	-	66.7%	64.7%	-	-	-	-	-	*	-
Science	2021	41.4%	46.6%	<b>30.6%</b>	*	21.4%	34.1%	-	*	-	*	*	33.3%	-
	2020	47.6%	51.0%	<b>27.0%</b>	-	35.7%	25.0%	-	-	-	*	-	16.7%	-

Texas Education Agency  
**2021-22 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	2021	42.2%	48.7%	<b>39.6%</b>	*	33.3%	48.4%	-	*	-	*	-	36.4%	-
	2020	52.3%	57.4%	<b>45.6%</b>	-	37.5%	48.8%	-	-	-	-	*	45.5%	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	80.5%	<b>53.6%</b>	51.9%	46.0%	59.3%	20.0%	*	*	63.2%	15.9%	40.5%	16.7%
	2019-20	76.7%	81.5%	<b>51.2%</b>	46.2%	37.5%	60.7%	71.4%	*	*	64.3%	8.3%	35.1%	19.0%
At/Above Criterion for All Examinees	2020-21	32.9%	36.5%	<b>42.9%</b>	17.1%	32.7%	59.2%	*	*	*	33.3%	15.4%	35.9%	*
	2019-20	35.7%	40.2%	<b>51.7%</b>	21.4%	44.4%	60.8%	60.0%	60.0%	-	66.7%	40.0%	28.2%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	1015	<b>1039</b>	935	998	1102	-	*	*	980	806	1004	*
	2019-20	1019	1035	<b>1081</b>	972	1072	1108	1094	1068	-	1119	1006	1019	960
English Language Arts and Writing	2020-21	504	509	<b>524</b>	469	500	558	-	*	*	504	413	502	*
	2019-20	513	520	<b>541</b>	486	536	555	548	550	-	574	532	511	465
Mathematics	2020-21	498	506	<b>515</b>	466	498	544	-	*	*	476	393	503	*
	2019-20	506	515	<b>540</b>	486	536	554	546	518	-	545	474	508	495
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	19.9	<b>20.8</b>	15.3	19.0	23.3	*	-	-	*	*	19.2	*
	2019-20	20.2	20.5	<b>21.7</b>	17.1	21.2	22.5	-	25.0	-	23.3	20.0	18.4	17.0
English Language Arts	2020-21	19.6	19.5	<b>20.4</b>	13.7	18.2	23.4	*	-	-	*	*	18.2	*
	2019-20	19.9	20.1	<b>21.3</b>	16.7	21.2	21.8	-	27.2	-	22.8	17.5	17.8	15.0
Mathematics	2020-21	19.9	20.0	<b>21.1</b>	16.4	19.9	23.1	*	-	-	*	*	20.1	*
	2019-20	20.1	20.5	<b>21.8</b>	17.2	20.2	23.1	-	23.0	-	24.3	26.0	18.3	18.0
Science	2020-21	20.3	20.3	<b>20.9</b>	16.4	19.3	22.9	*	-	-	*	*	19.7	*
	2019-20	20.5	20.7	<b>21.6</b>	17.4	21.2	22.5	-	22.7	-	22.0	20.0	19.0	18.0

Texas Education Agency  
**2021-22 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
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	46.6%	<b>49.4%</b>	34.9%	48.6%	54.7%	50.0%	86.7%	55.6%	42.9%	20.0%	38.5%	19.7%
	2019-20	46.3%	49.4%	<b>42.2%</b>	28.4%	39.7%	48.0%	75.0%	92.3%	40.0%	40.0%	14.6%	32.8%	15.4%
English Language Arts	2020-21	16.3%	17.4%	<b>16.1%</b>	8.6%	13.9%	20.4%	8.3%	33.3%	25.0%	10.7%	2.0%	10.4%	0.7%
	2019-20	18.2%	18.6%	<b>18.3%</b>	8.6%	14.8%	24.1%	25.0%	38.5%	20.0%	14.9%	2.2%	11.3%	2.1%
Mathematics	2020-21	19.3%	21.2%	<b>15.9%</b>	15.2%	13.5%	18.0%	7.7%	26.7%	11.1%	14.3%	13.1%	11.1%	5.0%
	2019-20	20.7%	22.2%	<b>14.1%</b>	6.7%	11.3%	18.6%	25.0%	38.5%	10.0%	9.9%	7.2%	8.6%	3.8%
Science	2020-21	20.6%	22.7%	<b>19.9%</b>	13.7%	19.9%	22.0%	14.3%	26.7%	37.5%	17.3%	3.3%	16.8%	6.1%
	2019-20	22.4%	23.9%	<b>18.3%</b>	13.9%	15.8%	21.4%	26.7%	27.3%	20.0%	20.5%	4.4%	14.9%	3.6%
Social Studies	2020-21	22.8%	26.8%	<b>26.8%</b>	13.7%	24.9%	32.7%	28.6%	60.0%	12.5%	20.8%	3.0%	17.5%	6.7%
	2019-20	24.6%	27.7%	<b>26.1%</b>	11.1%	22.3%	33.4%	53.3%	72.7%	20.0%	28.6%	3.0%	15.4%	1.4%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
	2019-20	58.5%	52.0%	<b>93.8%</b>	91.2%	94.9%	93.6%	100.0%	*	*	92.9%	83.3%	95.4%	95.2%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	46.2%	<b>48.2%</b>	49.5%	35.6%	56.4%	42.9%	*	*	57.1%	16.7%	36.8%	14.3%
	2018-19	52.6%	53.9%	<b>56.6%</b>	59.1%	50.2%	60.5%	*	50.0%	*	53.8%	20.4%	47.8%	31.3%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
**2021-22 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	10,065	100.0%	5,402,928	100.0%	10,095	100.0%	5,427,370	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	15	0.1%	14,290	0.3%	33	0.3%	21,375	0.4%
Pre-Kindergarten	248	2.5%	222,767	4.1%	248	2.5%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	248	2.5%	188,798	3.5%	248	2.5%	189,474	3.5%
Kindergarten	681	6.8%	370,054	6.8%	682	6.8%	371,502	6.8%
Grade 1	754	7.5%	384,494	7.1%	754	7.5%	386,232	7.1%
Grade 2	697	6.9%	382,008	7.1%	697	6.9%	383,838	7.1%
Grade 3	717	7.1%	383,078	7.1%	718	7.1%	384,872	7.1%
Grade 4	708	7.0%	383,959	7.1%	709	7.0%	386,011	7.1%
Grade 5	701	7.0%	387,945	7.2%	701	6.9%	389,971	7.2%
Grade 6	741	7.4%	398,640	7.4%	741	7.3%	400,447	7.4%
Grade 7	770	7.7%	418,486	7.7%	770	7.6%	418,788	7.7%
Grade 8	813	8.1%	424,287	7.9%	813	8.1%	424,544	7.8%
Grade 9	949	9.4%	475,437	8.8%	949	9.4%	475,746	8.8%
Grade 10	839	8.3%	408,393	7.6%	839	8.3%	408,700	7.5%
Grade 11	800	7.9%	389,034	7.2%	800	7.9%	389,454	7.2%
Grade 12	632	6.3%	360,056	6.7%	641	6.3%	362,157	6.7%
<b>Ethnic Distribution:</b>								
African American	1,555	15.4%	690,999	12.8%	1,558	15.4%	694,302	12.8%
Hispanic	3,482	34.6%	2,850,147	52.8%	3,489	34.6%	2,860,754	52.7%
White	4,514	44.8%	1,420,166	26.3%	4,532	44.9%	1,427,241	26.3%
American Indian	62	0.6%	17,944	0.3%	63	0.6%	18,028	0.3%
Asian	60	0.6%	259,342	4.8%	60	0.6%	261,788	4.8%
Pacific Islander	23	0.2%	8,443	0.2%	23	0.2%	8,477	0.2%
Two or More Races	369	3.7%	155,887	2.9%	370	3.7%	156,780	2.9%
<b>Sex:</b>								
Female	4,874	48.4%	2,640,313	48.9%	4,885	48.4%	2,650,563	48.8%
Male	5,191	51.6%	2,762,615	51.1%	5,210	51.6%	2,776,807	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	4,688	46.6%	3,278,452	60.7%	4,697	46.5%	3,289,420	60.6%
Non-Educationally Disadvantaged	5,377	53.4%	2,124,476	39.3%	5,398	53.5%	2,137,950	39.4%
Section 504 Students	1,102	10.9%	400,729	7.4%	1,104	10.9%	401,648	7.4%
EB Students/EL	917	9.1%	1,171,661	21.7%	918	9.1%	1,175,333	21.7%

Texas Education Agency  
**2021-22 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/ Disciplinary Placements (2020-21)	269	2.6%	34,054	0.6%				
Students w/ Dyslexia	888	8.8%	270,260	5.0%	888	8.8%	270,966	5.0%
Foster Care	59	0.6%	15,338	0.3%	60	0.6%	15,409	0.3%
Homeless	48	0.5%	61,433	1.1%	48	0.5%	61,687	1.1%
Immigrant	30	0.3%	108,510	2.0%	30	0.3%	108,787	2.0%
Migrant	1	0.0%	14,366	0.3%	1	0.0%	14,426	0.3%
Title I	7,495	74.5%	3,473,996	64.3%	7,497	74.3%	3,487,333	64.3%
Military Connected	677	6.7%	176,253	3.3%	677	6.7%	176,554	3.3%
At-Risk	4,758	47.3%	2,892,191	53.5%	4,769	47.2%	2,901,015	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	917	9.1%	1,182,035	21.9%	918	9.1%	1,185,511	21.8%
Gifted and Talented Education	828	8.2%	434,269	8.0%	828	8.2%	435,356	8.0%
Special Education	1,608	16.0%	624,256	11.6%	1,629	16.1%	635,097	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	1,608		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	762	47.4%	268,673	43.0%				
Students with Physical Disabilities	259	16.1%	129,679	20.8%				
Students with Autism	253	15.7%	91,742	14.7%				
Students with Behavioral Disabilities	316	19.7%	125,096	20.0%				
Students with Non-Categorical Early Childhood	18	1.1%	9,066	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	1,472	15.4%	705,063	13.6%				
By Ethnicity:								
African American	347	3.6%	131,970	2.5%				
Hispanic	503	5.2%	342,504	6.6%				
White	535	5.6%	184,235	3.5%				
American Indian	13	0.1%	2,852	0.1%				
Asian	5	0.1%	16,716	0.3%				
Pacific Islander	5	0.1%	1,690	0.0%				
Two or More Races	64	0.7%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	298	17.7%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	101	12.5%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	835	18.8%	467,226	15.0%				
<b>Student Attrition (2020-21):</b>								
	97							
Total Student Attrition	1,264	17.0%	772,746	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**WAXAHACHIE ISD (070912) - ELLIS COUNTY**

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	2.6%	1.9%	10.1%	5.2%
Grade 1	3.8%	2.9%	4.1%	4.2%
Grade 2	1.1%	1.7%	2.1%	2.2%
Grade 3	0.6%	1.0%	0.0%	1.0%
Grade 4	0.4%	0.7%	0.7%	0.7%
Grade 5	0.7%	0.5%	0.7%	0.7%
Grade 6	0.5%	0.6%	0.6%	0.6%
Grade 7	0.8%	0.7%	0.7%	0.7%
Grade 8	0.3%	0.6%	0.0%	0.8%
Grade 9	7.9%	10.5%	15.7%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	38	0.8%	8,781	0.3%

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

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	17.5	18.7
Grade 1	18.9	18.7
Grade 2	17.5	18.6
Grade 3	17.2	18.7
Grade 4	18.1	18.8
Grade 5	19.8	20.2
Grade 6	21.3	19.2
<b>Secondary:</b>		
English/Language Arts	19.7	16.3
Foreign Languages	22.7	18.4
Mathematics	22.0	17.5
Science	22.1	18.5
Social Studies	22.4	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**WAXAHACHIE ISD (070912) - ELLIS COUNTY**

	---- District ----		----- State -----		
<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	
Total Staff	1,518.4	100.0%	749,473.4	100.0%	
Professional Staff:	911.8	60.0%	480,632.3	64.1%	
Teachers	714.5	47.1%	369,695.8	49.3%	
Professional Support	123.2	8.1%	80,190.4	10.7%	
Campus Administration (School Leadership)	41.0	2.7%	22,091.4	2.9%	
Central Administration	33.0	2.2%	8,654.8	1.2%	
Educational Aides:	182.5	12.0%	82,972.4	11.1%	
Auxiliary Staff:	424.2	27.9%	185,868.6	24.8%	
<b>Librarians and Counselors (Headcount):</b>					
Full-time Librarians	9.0	n/a	4,194.0	n/a	
Part-time Librarians	2.0	n/a	607.0	n/a	
Full-time Counselors	26.0	n/a	13,550.0	n/a	
Part-time Counselors	1.0	n/a	1,176.0	n/a	
Total Minority Staff:	483.3	31.8%	390,611.0	52.1%	
<b>Teachers by Ethnicity:</b>					
African American	39.4	5.5%	41,286.1	11.2%	
Hispanic	78.6	11.0%	106,866.5	28.9%	
White	589.1	82.4%	208,485.4	56.4%	
American Indian	1.5	0.2%	1,235.6	0.3%	
Asian	3.0	0.4%	6,956.0	1.9%	
Pacific Islander	0.0	0.0%	553.2	0.1%	
Two or More Races	3.0	0.4%	4,312.0	1.2%	
<b>Teachers by Sex:</b>					
Males	140.6	19.7%	89,015.4	24.1%	
Females	573.9	80.3%	280,680.4	75.9%	
<b>Teachers by Highest Degree Held:</b>					
No Degree	10.8	1.5%	5,187.9	1.4%	
Bachelors	529.6	74.1%	268,560.2	72.6%	
Masters	173.2	24.2%	93,139.5	25.2%	
Doctorate	1.0	0.1%	2,808.1	0.8%	
<b>Teachers by Years of Experience:</b>					
Beginning Teachers	23.9	3.3%	29,215.8	7.9%	
1-5 Years Experience	99	126.4	17.7%	98,764.8	26.7%
6-10 Years Experience	191.3	26.8%	76,197.2	20.6%	

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**WAXAHACHIE ISD (070912) - ELLIS COUNTY**

	---- District ----		----- State -----	
<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
11-20 Years Experience	249.7	34.9%	105,811.4	28.6%
21-30 Years Experience	104.6	14.6%	48,804.6	13.2%
Over 30 Years Experience	18.7	2.6%	10,902.0	2.9%
Number of Students per Teacher	14.1	n/a	14.6	n/a

<b>Staff Information</b>	<b>District</b>	<b>State</b>
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	3.9	6.3
Average Years Experience of Principals with District	3.3	5.4
Average Years Experience of Assistant Principals	2.9	5.5
Average Years Experience of Assistant Principals with District	2.6	4.8
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	12.5	11.1
Average Years Experience of Teachers with District:	6.7	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$55,397	\$51,054
1-5 Years Experience	\$54,733	\$54,577
6-10 Years Experience	\$59,258	\$57,746
11-20 Years Experience	\$62,494	\$61,377
21-30 Years Experience	\$69,025	\$65,949
Over 30 Years Experience	\$80,395	\$71,111
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$61,441	\$58,887
Professional Support	\$71,433	\$69,505
Campus Administration (School Leadership)	\$79,162	\$84,990
Central Administration	\$90,158	\$112,797
Instructional Staff Percent:	61.0%	64.9%
Turnover Rate for Teachers:	16.4%	17.7%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
	100	
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**WAXAHACHIE ISD (070912) - ELLIS COUNTY**

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	31.5	4.4%	22,926.8	6.2%
Career and Technical Education	42.9	6.0%	19,365.5	5.2%
Compensatory Education	24.9	3.5%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	456.8	63.9%	261,685.1	70.8%
Special Education	104.5	14.6%	35,441.0	9.6%
Other	53.9	7.5%	12,775.1	3.5%

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

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023  
\_\_\_\_\_

**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 the district's enrollment and average daily attendance through the month of December 2022
- From the Fall 2022 external presentation, the superintendent will provide two comparisons of the geographic size of Waxahachie ISD as it compares to other school districts and the impact on the likely number of comprehensive high schools needed

**ATTACHMENTS:**

Printout of the slides for the report.

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

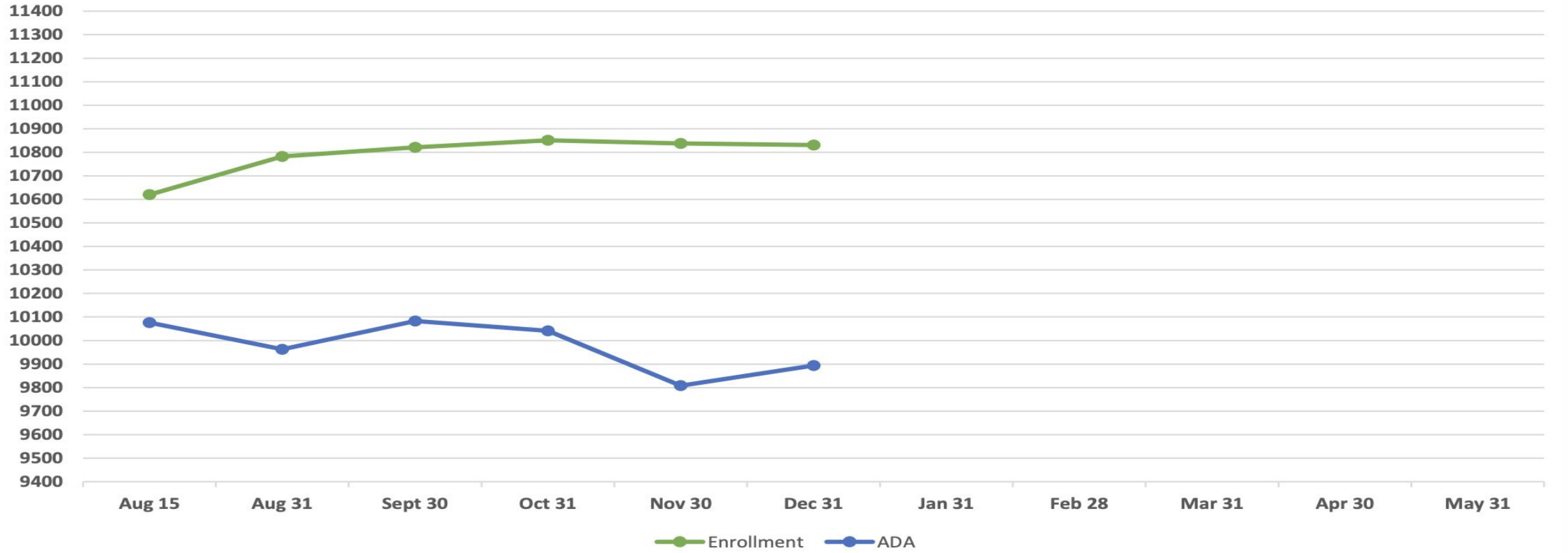


# Superintendent's Report

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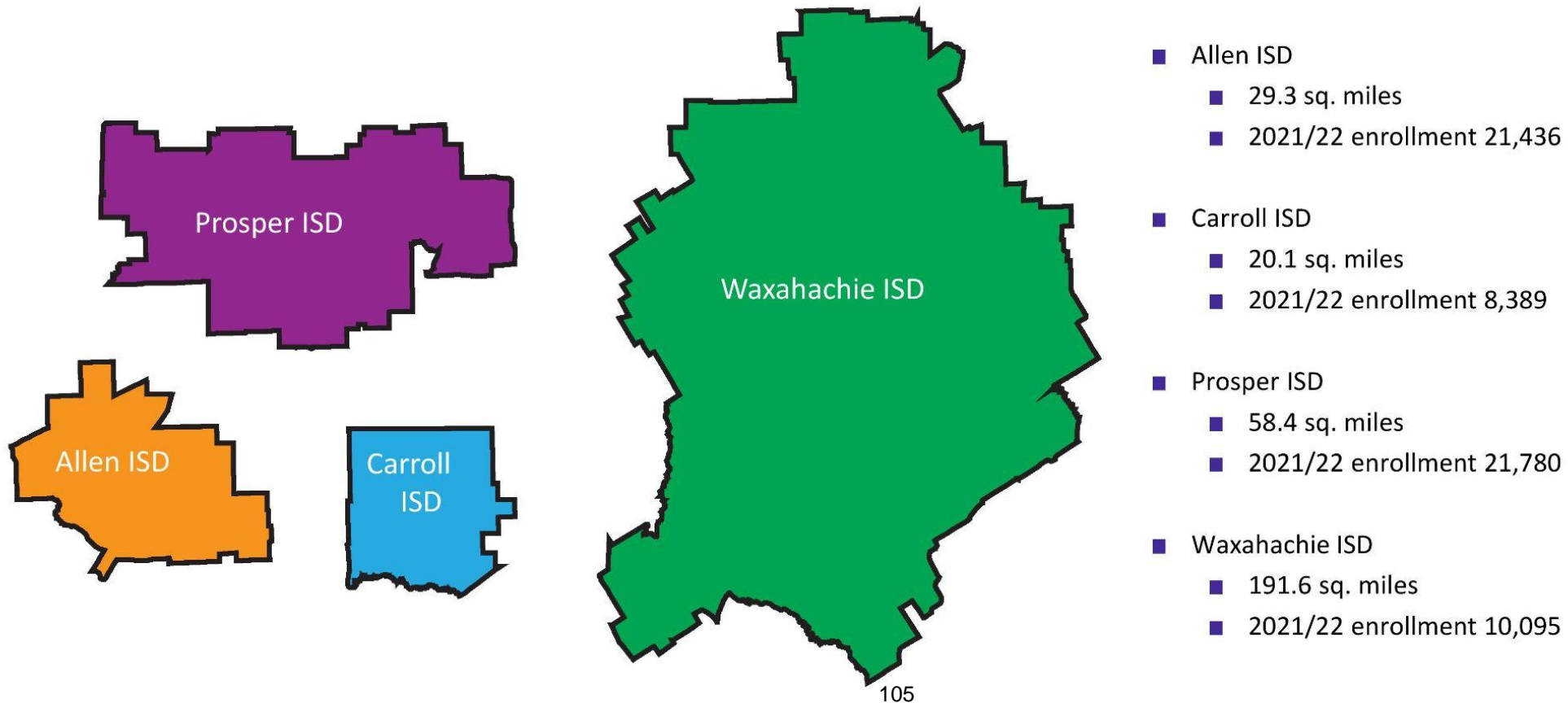
Dr. Jerry Hollingsworth

## Waxahachie ISD Monthly Enrollment and ADA 2022-2023 School Year

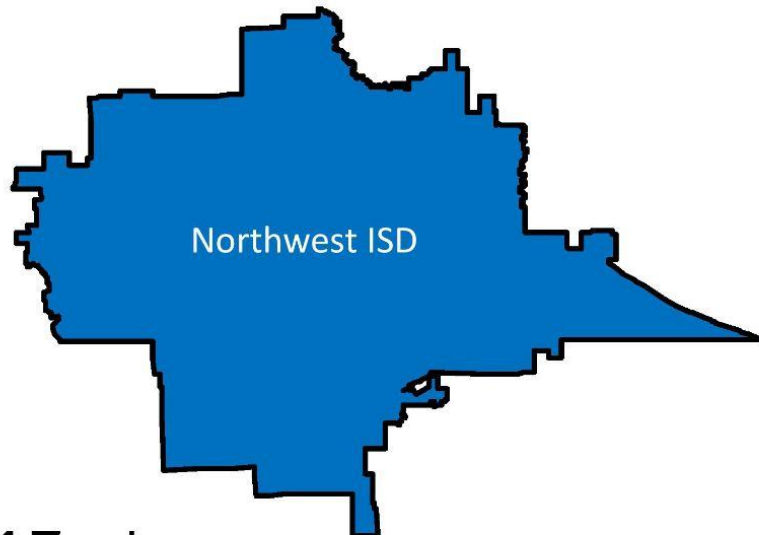


Date	Aug 15	Aug 31	Sept 30	Oct 31	Nov 30	Dec 31	Jan 31	Feb 28	Mar 31	Apr 30	May 31
Enrollment	10620	10782	10821	10851	10838	10831					
ADA	10076.5	9963.02	10082.99	10041.28	9808.07	9893.80					
% in Attendance	97.05%	95.44%	95.08%	94.52%	92.54%	93.39%					

# Comparison Maps



# Comparison Maps



- Lewisville ISD
  - 124.5 sq. miles
  - 2021/22 enrollment 49,205
- Mansfield ISD
  - 94.0 sq. miles
  - 2021/22 enrollment 35,559
- Northwest ISD
  - 252.1 sq. miles
  - 2021/22 enrollment 27,583
- Waxahachie ISD
  - 191.6 sq. miles
  - 2021/22 enrollment 10,095

# Future Student Capacity Needs

Grade Level	Current Capacity	Capacity Needed by 2032/33	Capacity Needed by 2042/43
Elementary (PK-5)	5,474	8,677	12,579
Junior High (6-8)	3,443	4,009	5,947
High School (9-12)	3,773	5,351	8,013

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023 **Presented By:** Mike Vail / Ryan Kahlden

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**Subject:** Fiscal Year Ended August 31, 2022 Annual **Related Page(s)**  
Financial Audit Report

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## Informational Agenda Item

**EXECUTIVE SUMMARY:** Mike Vail from the CPA firm of Vail & Park, P.C. will present information from the fiscal year ended August 31, 2022, financial audit that his firm conducted.

**ATTACHMENTS:** Audited Financial Statements with Audit Reports

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

ANNUAL FINANCIAL REPORT  
AND REQUIRED SUPPLEMENTARY INFORMATION  
Waxahachie Independent School District  
District No. 070-912

*For the Year Ended August 31, 2022*

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**CERTIFICATE OF BOARD**

Waxahachie Independent School District	Ellis	070-912
Name of School District	County	County – District Number

We, the undersigned, certify that the attached financial reports of the above-named school district were reviewed and ( ) approved ( ) disapproved for the year ended August 31, 2022, at a meeting of the Board of School Trustees of such school district on the \_\_\_\_\_ day of \_\_\_\_\_, 2023.

\_\_\_\_\_  
Signature of Board Secretary

\_\_\_\_\_  
Signature of Board President

If the auditor's report was disapproved, the reason(s) therefore is/are (attach list if necessary):

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**FINANCIAL SECTION**

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## Independent Auditor's Report

Board of School Trustees  
**Waxahachie Independent School District**  
Waxahachie, Texas

### Opinions

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Waxahachie Independent School District (the "District"), as of and for the year ended August 31, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the District, as of August 31, 2022, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgement, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate to those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### **Required Supplementary Information**

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### **Supplementary Information**

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Example School District's basic financial statements. The combining statements and required TEA schedules, as listed in the table of contents, and the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated December 29, 2022, on our consideration of Waxahachie Independent School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Waxahachie Independent School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Waxahachie Independent School District's internal control over financial reporting and compliance.

Vail & Park, P.C.  
Richardson, Texas  
December 29, 2022

# WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

## Management's Discussion and Analysis

Year Ended August 31, 2022

As Management of Waxahachie Independent School District, we offer readers of the District's financial statement this narrative overview and analysis of the financial activities of the District for the year ended August 31, 2022. Please read this narrative in conjunction with the independent auditors' report on page 1, and the District's Basic Financial Statements that begin on page 9.

### FINANCIAL HIGHLIGHTS

- The liabilities and deferred inflows of resources of the District exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year by (\$522,093) (*deficit net position*).
- The District's total net position increased by \$11,995,791 during the current fiscal year from the result of current year operations.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of \$29,244,667. Approximately 85% of this total amount (\$24,837,897) is unassigned and available for use within the District's fund balance policies.
- At the end of the current fiscal year, unassigned fund balance for the general fund was \$24,147,725 or 23% of the total general fund expenditures.

### OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis are intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves. The government-wide financial statements include the Statement of Net Position and the Statement of Activities (on pages 9 through 11). These provide information about the activities of the District as a whole and present a longer-term view of the District's property and debt obligations and other financial matters. They reflect the flow of total economic resources in a manner similar to the financial reports of a business enterprise.

Fund financial statements (starting on page 12) report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. For governmental activities, these statements tell how services were financed in the short term as well as what resources remain for future spending. They reflect the flow of current financial resources, and supply the basis for tax levies and the appropriations budget. For proprietary activities, fund financial statements tell how goods or services of the District were sold to departments within the District or to external customers and how the sales revenues covered the expenses of the goods or services. The remaining statements, fiduciary statements, provide financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside of the District. The District has no component units for which it is financially accountable.

The notes to the financial statements (starting on page 25) provide narrative explanations or additional data needed for full disclosure in the government-wide statements or the fund financial statements.

The required supplementary information provides information on the District's pension and OPEB plans. The combining statements for nonmajor funds contain even more information about the District's individual funds. The sections labeled TEA Required Schedules and Federal Awards Section contain data used by monitoring or regulatory agencies for assurance that the District is using funds supplied in compliance with the terms of grants.

### Reporting the District as a Whole

#### The Statement of Net Position and the Statement of Activities

The analysis of the District's overall financial condition and operations begins on page 9. Its primary purpose is to show whether the District is better off or worse off as a result of the year's activities. The Statement of Net Position includes all the District's assets and deferred outflows of resources; and liabilities and deferred inflows of resources at the end of the year while the Statement of Activities includes all revenues and expenses generated by the District's operations during the year. These apply the accrual basis of accounting (the basis used by private sector companies).

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**  
Management's Discussion and Analysis  
Year Ended August 31, 2022

All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. The District's revenues are divided into those provided by outside parties who share the costs of some programs, such as tuition received from students from outside the district and grants provided by the U.S. Department of Education to assist children with disabilities or from disadvantaged backgrounds (program revenues), and revenues provided by the taxpayers or by TEA in equalization funding processes (general revenues). All the District's assets and deferred outflows of resources are reported whether they serve the current year or future years. Liabilities and deferred inflows of resources are considered regardless of whether they must be paid in the current or future years.

These two statements report the District's net position and changes in it. The District's net position (the difference between assets plus deferred outflows of resources less liabilities plus deferred inflows of resources) provide one measure of the District's financial health, or financial position. Over time, increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating. To fully assess the overall health of the District, however, you should consider nonfinancial factors as well, such as changes in the District's average daily attendance or its property tax base and the condition of the District's facilities.

In the Statement of Net Position and the Statement of Activities, we divide the District into two kinds of activities:

- Governmental activities-Most of the District's basic services are reported here, including the instruction, counseling, co-curricular activities, food services, transportation, maintenance, community services, and general administration. Property taxes, tuition, fees, and state and federal grants finance most of these activities.
- Business-type activities-The District has programs in which it charges a fee to "customers" to help it cover all or most of the cost of services it provides such as the child nutrition program, childcare fund, and an adult education program.

### **Reporting the District's Most Significant Funds**

#### **Fund Financial Statements**

The fund financial statements begin on page 14 and provide detailed information about the most significant funds-not the District as a whole. Laws and contracts require the District to establish some funds, such as grants received under the No Child Left Behind Act from the U.S. Department of Education. The District's administration establishes other funds to help it control and manage money for particular purposes (like campus activities). The District's two kinds of funds - governmental and proprietary - use different accounting approaches.

- Governmental funds - Most of the District's basic services are reported in governmental funds. These funds use modified accrual accounting (a method that measures the receipt and disbursement of cash and all other financial assets that can be readily converted to cash) and report balances that are available for future spending. The governmental fund statements provide a detailed short-term view of the District's general operations and the basic services it provides. We describe the differences between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in reconciliation schedules following each of the fund financial statements.
- Proprietary funds - The District reports the activities for which it charges users (whether outside customers or other units of the District) in proprietary funds using the same accounting methods employed in the Statement of Net Position and the Statement of Activities. In fact, the District's enterprise funds (one category of proprietary funds) are the business-type activities reported in the government-wide statements, but contain more detail and additional information, such as cash flows.

#### **The District as Trustee**

#### **Reporting the District's Fiduciary Responsibilities**

The District is the trustee, or fiduciary, for money raised by student activities and for a scholarship fund. The District's fiduciary activity is reported in a separate Statement of Fiduciary Net Position on page 23 and a Statement of Changes in Fiduciary Fund Net Position on page 24. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in this fund are used for their intended purposes.

#### **GOVERNMENT-WIDE FINANCIAL ANALYSIS**

The following analysis presents both current and prior year data and discusses significant changes in the accounts. Our analysis focuses on the net position (Table I) and changes in net position (Table II) of the District's governmental and business-type activities.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**  
**Management's Discussion and Analysis**  
**Year Ended August 31, 2022**

Net position of the District's governmental activities increased from (\$13,529,129) to (\$3,930,069). Unrestricted net position of the District's governmental activities -the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements was (\$57,071,025) at August 31, 2022.

TABLE I  
NET POSITION

	Governmental Activities		Business-type Activities		Total	
	2022	2021	2022	2021	2022	2021
Current and other assets	\$ 35,955,957	\$ 37,435,487	\$ 4,233,817	\$ 1,789,003	\$ 40,189,774	\$ 39,224,490
Capital Assets	268,054,810	271,284,783	847,971	961,535	268,902,781	272,246,318
Total Assets	<u>304,010,767</u>	<u>308,720,270</u>	<u>5,081,788</u>	<u>2,750,538</u>	<u>309,092,555</u>	<u>311,470,808</u>
Deferred Outflows of Resources	28,779,585	28,432,742	617,057	596,205	29,396,642	29,028,947
Long-term Liabilities						
Due or Payable Within One Year	15,142,013	20,192,040	364,373	273,792	15,506,386	20,465,832
Due or Payable After One Year	285,813,765	306,305,626	1,196,120	1,534,877	287,009,885	307,840,503
Total Liabilities	<u>300,955,778</u>	<u>326,497,666</u>	<u>1,560,493</u>	<u>1,808,669</u>	<u>302,516,271</u>	<u>328,306,335</u>
Deferred Inflows of Resources	35,764,634	24,184,475	730,385	526,829	36,495,019	24,711,304
Net Position:						
Net Invested in Capital Assets	49,047,911	39,180,600	847,971	1,177,399	49,895,882	40,357,999
Restricted	4,093,054	4,455,029	-	-	4,093,054	4,455,029
Unrestricted	<u>(57,071,025)</u>	<u>(57,164,758)</u>	<u>2,559,996</u>	<u>(166,154)</u>	<u>(54,511,029)</u>	<u>(57,330,912)</u>
Total Net Position	<u>\$ (3,930,060)</u>	<u>\$ (13,529,129)</u>	<u>\$ 3,407,967</u>	<u>\$ 1,011,245</u>	<u>\$ (522,093)</u>	<u>\$ (12,517,884)</u>

TABLE II  
CHANGES IN NET POSITION

	Governmental Activities		Business-type Activities		Total	
	2022	2021	2022	2021	2022	2021
<b>Revenues:</b>						
Program Revenues						
Charges for Services	\$ 418,918	\$ 353,984	\$ 2,087,309	\$ 1,489,713	\$ 2,506,227	\$ 1,843,697
Operating Grants & Contributions	12,015,662	12,627,336	5,939,408	4,135,316	17,955,070	16,762,652
Total Program Revenues	<u>12,434,580</u>	<u>12,981,320</u>	<u>8,026,717</u>	<u>5,625,029</u>	<u>20,461,297</u>	<u>18,606,349</u>
General Revenues						
Property Taxes	77,219,162	69,522,548	-	-	77,219,162	69,522,548
State Aid Formula	39,713,805	43,741,776	-	-	39,713,805	43,741,776
Investment Earnings	224,834	44,848	-	-	224,834	44,848
Other	9,461,681	1,431,819	-	-	9,461,681	1,431,819
Total General Revenue	<u>126,619,482</u>	<u>114,740,991</u>	<u>-</u>	<u>-</u>	<u>126,619,482</u>	<u>114,740,991</u>
Total Revenues	<u>139,054,062</u>	<u>127,722,311</u>	<u>8,026,717</u>	<u>5,625,029</u>	<u>147,080,779</u>	<u>133,347,340</u>
<b>Expenses:</b>						
Instruction	73,336,604	71,041,759	-	-	73,336,604	71,041,759
Instruction Resources & Media	1,501,779	1,519,049	-	-	1,501,779	1,519,049
Curriculum and Staff Development	2,344,542	1,971,390	-	-	2,344,542	1,971,390
Instructional Leadership	2,859,915	2,632,367	-	-	2,859,915	2,632,367
School Leadership	7,001,917	6,439,860	-	-	7,001,917	6,439,860
Guidance, Counseling & Evaluation	4,849,826	4,378,111	-	-	4,849,826	4,378,111
Health Services	1,485,376	1,407,457	-	-	1,485,376	1,407,457
Student Transportation	3,450,354	3,648,292	-	-	3,450,354	3,648,292
Food Services	72,378	684,847	5,033,275	4,686,650	5,105,653	5,371,497
Extracurricular Activities	4,943,790	5,614,122	-	-	4,943,790	5,614,122
General Administration	3,626,406	3,358,390	-	-	3,626,406	3,358,390
Facilities Maintenance/Operations	10,700,414	9,533,371	-	-	10,700,414	9,533,371
Security and Monitoring Services	1,799,468	1,729,080	-	-	1,799,468	1,729,080
Data Processing Services	2,038,437	2,317,411	-	-	2,038,437	2,317,411
Community Services	319,006	317,021	-	-	319,006	317,021
Debt Service - Interest on Debt	8,486,301	9,519,579	-	-	8,486,301	9,519,579
Debt Service - Bond Issuance Cost	4,536	145,682	-	-	4,536	145,682
Payments to Juvenile Justice Alt Ed	51,948	-	-	-	51,948	-
Other Intergovernmental Charges	573,249	543,072	605,467	406,892	1,178,716	949,964
Total Expenses	<u>129,446,246</u>	<u>126,800,860</u>	<u>5,638,742</u>	<u>5,093,542</u>	<u>135,084,988</u>	<u>131,894,402</u>
Transfers	(8,747)	(361,030)	8,747	361,030	-	-
Increase/(Decrease) in Net Position	9,599,069	560,421	2,396,722	892,517	11,995,791	1,452,938
Beginning Net Position	<u>(13,529,129)</u>	<u>(14,089,550)</u>	<u>1,011,245</u>	<u>118,728</u>	<u>(12,517,884)</u>	<u>(13,970,822)</u>
Ending Net Position	<u>\$ (3,930,060)</u>	<u>\$ (13,529,129)</u>	<u>\$ 3,407,967</u>	<u>\$ 1,011,245</u>	<u>\$ (522,093)</u>	<u>\$ (12,517,884)</u>

# WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

## Management's Discussion and Analysis

Year Ended August 31, 2022

At the end of the current fiscal year, the District reports a deficit balance in unrestricted net position, while reporting positive balances in net investment in capital assets and in restricted net position. The District's net position increased by \$11,995,791 during the current fiscal year.

During the 2021-2022 fiscal year, the following measures were taken to enable the District to maintain a sound financial position.

- The District's average daily attendance (ADA) increased by 256.739, or approximately 2.79%. Total state aid decreased 2.2% due to changes in student enrollment and in the state funding provided as a result of hold-harmless provisions related to the COVID-19 pandemic.
- The District's General Fund expenditures increased 3.2% due primarily to increases in personnel costs due to increased positions required by higher enrollment and salary increases and an increase in capital outlay.
- The District's maintenance and operations (M&O) tax rate decreased from \$0.9815 per \$100 in valuation to \$0.9603 per \$100 in valuation. The interest and sinking (I&S) tax rate was unchanged at \$0.3839 per \$100 in valuation. The District's taxable property valuation increased approximately 12.29%.

The cost of all governmental activities for the current fiscal year was \$129,446,246. However, as shown in the Statement of Activities, the amount that our taxpayers ultimately financed for these activities through District taxes was \$77,219,162 because some of the costs were paid by those who directly benefited from the programs (\$418,918) or by other governments and organizations that subsidized certain programs with grants and contributions (\$12,015,662).

### THE DISTRICT'S FUNDS

As of the end of the current fiscal year, the District's governmental funds (as presented in the balance sheet on page 12, reported a combined fund balance of \$29,244,667, which is \$2,194,083 less than last year's total of \$31,438,750. Included in this year's total change in fund balance is a decrease of \$1,884,975 in the General Fund, and a \$7,662 increase in the Debt Service Fund.

Over the course of the year, the Board of Trustees revised the District's budget several times. These budget amendments fall into three categories. The first category includes amendments and supplemental appropriations that were approved shortly after the beginning of the year and reflect the actual beginning balances (versus the amounts we estimated in August 2021). The second category includes changes that the Board made during the year to reflect new information regarding revenue sources and expenditure needs. These included increases in personnel costs and maintenance costs throughout the year. The third category involves amendments moving funds from programs that did not need all the resources originally appropriated to them to programs with resource needs.

The District's General Fund balance of \$24,461,440 reported on pages 12 and 13 differs from the General Fund's budgetary fund balance of \$21,009,757 reported in the budgetary comparison schedule on page 55. This is principally due to reduced state revenue as a result of lower attendance rates.

### CAPITAL ASSETS AND DEBT ADMINISTRATION

#### Capital Assets

At August 31, 2022, the District's governmental activities had \$266,234,809 invested in a broad range of capital assets, including facilities and equipment for instruction, transportation, athletics, administration, and maintenance. This amount represents a net decrease of \$3,399,974 from the prior year.

#### Debt Administration

At year-end, the District had \$249,672,338 in bonds payable outstanding (including accreted interest on capital appreciation bonds) versus \$264,021,912 in the prior year, a decrease of \$14,349,574. The District's general obligation bond rating is AAA (as a result of guarantees of the Texas Permanent School Fund) according to national rating agencies.

Additional information about the District's capital assets and long-term liabilities is presented on pages 37 - 39 of the notes to the financial statements.

## **WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

### Management's Discussion and Analysis

Year Ended August 31, 2022

#### **ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES**

- Total state aid is expected to increase slightly due to increased enrollment for the fall 2022 semester, provided that student attendance is better than the non-hold harmless attendance from the 2021-2022 school year.
- Expenditures are expected to rise approximately 4.07% due to higher personnel costs from salary increases and new positions added to accommodate enrollment growth and accelerated student instruction.
- The Maintenance and Operations (M&O) tax rate decreased from \$0.9603 per \$100 in valuation to \$0.9429 per \$100 in valuation. The 2022 adopted debt service tax rate (I&S) remained \$0.3839 per \$100 in valuation.
- The 2022-2023 general fund budget has revenues and expenditures totaling \$109,127,528 with no expected increase in fund balance.

#### **CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the District's business office at Waxahachie Independent School District, 411 N. Gibson Street, Waxahachie, Texas 75165, or at (972) 923-4631,

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**BASIC FINANCIAL STATEMENTS**

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WAXAHACHIE ISD  
STATEMENT OF NET POSITION  
AUGUST 31, 2022

EXHIBIT A-1

Data Control Codes	1	2 Primary Government	3
	Governmental Activities	Business Type Activities	Total
<b>ASSETS</b>			
1110 Cash and Cash Equivalents	\$ 26,097,620	\$ 3,684,103	\$ 29,781,723
1220 Property Taxes - Delinquent	1,396,162	-	1,396,162
1230 Allowance for Uncollectible Taxes	(79,529)	-	(79,529)
1240 Due from Other Governments	7,531,526	259,499	7,791,025
1260 Internal Balances	516,082	-	516,082
1290 Other Receivables, Net	180,921	-	180,921
1300 Inventories	-	290,215	290,215
1410 Prepayments	313,175	-	313,175
Capital Assets:			
1510 Land	15,762,929	-	15,762,929
1520 Buildings, Net	242,495,174	-	242,495,174
1530 Furniture and Equipment, Net	6,365,065	(1,874,498)	4,490,567
1540 Other Capital Assets, Net	-	2,722,469	2,722,469
1580 Construction in Progress	1,611,642	-	1,611,642
1800 Restricted Assets	1,820,000	-	1,820,000
1000 Total Assets	<u>304,010,767</u>	<u>5,081,788</u>	<u>309,092,555</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>			
1701 Deferred Charge for Refunding	6,034,828	-	6,034,828
1705 Deferred Outflow Related to TRS Pension	10,504,571	283,646	10,788,217
1706 Deferred Outflow Related to TRS OPEB	12,240,186	333,411	12,573,597
1700 Total Deferred Outflows of Resources	<u>28,779,585</u>	<u>617,057</u>	<u>29,396,642</u>
<b>LIABILITIES</b>			
2110 Accounts Payable	694,986	29,764	724,750
2140 Interest Payable	372,356	-	372,356
2150 Payroll Deductions and Withholdings	245,217	(1,424)	243,793
2160 Accrued Wages Payable	6,252,454	218,162	6,470,616
2300 Unearned Revenue	22,000	117,871	139,871
Noncurrent Liabilities:			
2501 Due Within One Year: Loans, Note, Leases, etc.	7,555,000	-	7,555,000
Due in More than One Year:			
2502 Bonds, Notes, Loans, Leases, etc.	242,117,338	-	242,117,338
2540 Net Pension Liability (District's Share)	13,951,745	391,495	14,343,240
2545 Net OPEB Liability (District's Share)	29,744,682	804,625	30,549,307
2000 Total Liabilities	<u>300,955,778</u>	<u>1,560,493</u>	<u>302,516,271</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
2605 Deferred Inflow Related to TRS Pension	14,983,956	262,548	15,246,504
2606 Deferred Inflow Related to TRS OPEB	20,780,678	467,837	21,248,515
2600 Total Deferred Inflows of Resources	<u>35,764,634</u>	<u>730,385</u>	<u>36,495,019</u>
<b>NET POSITION</b>			
3200 Net Investment in Capital Assets and Right-to-Use Lease Assets	49,047,911	847,971	49,895,882
3850 Restricted for Debt Service	4,093,054	-	4,093,054
3900 Unrestricted	(57,071,025)	2,559,996	(54,511,029)
3000 Total Net Position	<u>\$ (3,930,060)</u>	<u>\$ 3,407,967</u>	<u>\$ (522,093)</u>

The notes to the financial statements are an integral part of this statement.

WAXAHACHIE ISD  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED AUGUST 31, 2022

Data Control Codes	1	Program Revenues	
		3	4
	Expenses	Charges for Services	Operating Grants and Contributions
<b>Primary Government:</b>			
GOVERNMENTAL ACTIVITIES:			
11 Instruction	\$ 73,336,604	\$ 150,476	\$ 7,399,111
12 Instructional Resources and Media Services	1,501,779	-	79,412
13 Curriculum and Instructional Staff Development	2,344,542	-	562,668
21 Instructional Leadership	2,859,915	-	-
23 School Leadership	7,001,917	-	191,314
31 Guidance, Counseling, and Evaluation Services	4,849,826	-	1,622,533
33 Health Services	1,485,376	-	-
34 Student (Pupil) Transportation	3,450,354	-	528,773
35 Food Services	72,378	-	-
36 Extracurricular Activities	4,943,790	268,442	224,831
41 General Administration	3,626,406	-	56,176
51 Facilities Maintenance and Operations	10,700,414	-	1,296,474
52 Security and Monitoring Services	1,799,468	-	54,370
53 Data Processing Services	2,038,437	-	-
61 Community Services	319,006	-	-
72 Debt Service - Interest on Long-Term Debt	8,486,301	-	-
73 Debt Service - Bond Issuance Cost and Fees	4,536	-	-
95 Payments to Juvenile Justice Alternative Ed. Prg.	51,948	-	-
99 Other Intergovernmental Charges	573,248	-	-
[TG] Total Governmental Activities:	129,446,245	418,918	12,015,662
BUSINESS-TYPE ACTIVITIES:			
35 Enterprise Fund - National School Breakfast&Lunch	5,033,274	1,283,728	5,939,408
01 WISD Child care Center	593,153	792,087	-
02 Lighthouse for learning	12,314	11,494	-
[TB] Total Business-Type Activities:	5,638,741	2,087,309	5,939,408
[TP] TOTAL PRIMARY GOVERNMENT:	\$ 135,084,986	\$ 2,506,227	\$ 17,955,070
Data Control Codes	General Revenues:		
	Taxes:		
MT	Property Taxes, Levied for General Purposes		
DT	Property Taxes, Levied for Debt Service		
SF	State Aid - Formula Grants		
GC	Grants and Contributions not Restricted		
IE	Investment Earnings		
MI	Miscellaneous Local and Intermediate Revenue		
FR	Transfers In (Out)		
TR	Total General Revenues & Transfers		
CN	Change in Net Position		
NB	Net Position - Beginning		
NE	Net Position - Ending		

The notes to the financial statements are an integral part of this statement.

Net (Expense) Revenue and Changes in Net Position		
6	7	8
Primary Government		
Governmental Activities	Business-type Activities	Total
\$ (65,787,017)	\$ -	\$ (65,787,017)
(1,422,367)	-	(1,422,367)
(1,781,874)	-	(1,781,874)
(2,859,915)	-	(2,859,915)
(6,810,603)	-	(6,810,603)
(3,227,293)	-	(3,227,293)
(1,485,376)	-	(1,485,376)
(2,921,581)	-	(2,921,581)
(72,378)	-	(72,378)
(4,450,517)	-	(4,450,517)
(3,570,230)	-	(3,570,230)
(9,403,940)	-	(9,403,940)
(1,745,098)	-	(1,745,098)
(2,038,437)	-	(2,038,437)
(319,006)	-	(319,006)
(8,486,301)	-	(8,486,301)
(4,536)	-	(4,536)
(51,948)	-	(51,948)
(573,248)	-	(573,248)
<u>(117,011,665)</u>	<u>-</u>	<u>(117,011,665)</u>
-	2,189,862	2,189,862
-	198,934	198,934
-	(820)	(820)
<u>-</u>	<u>2,387,976</u>	<u>2,387,976</u>
<u>(117,011,665)</u>	<u>2,387,976</u>	<u>(114,623,689)</u>
55,214,427	-	55,214,427
22,004,735	-	22,004,735
39,713,805	-	39,713,805
8,271,354	-	8,271,354
224,832	-	224,832
1,190,327	-	1,190,327
(8,747)	8,747	-
<u>126,610,733</u>	<u>8,747</u>	<u>126,619,480</u>
9,599,068	2,396,723	11,995,791
<u>(13,529,129)</u>	<u>1,011,245</u>	<u>(12,517,884)</u>
<u>\$ (3,930,061)</u>	<u>\$ 3,407,968</u>	<u>\$ (522,093)</u>

WAXAHACHIE ISD  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
AUGUST 31, 2022

Data Control Codes	10 General Fund	20 Major Special Revenue Fund	50 Debt Service Fund
<b>ASSETS</b>			
1110 Cash and Cash Equivalents	\$ 23,187,882	\$ -	\$ 2,217,430
1220 Property Taxes - Delinquent	1,019,093	-	377,069
1230 Allowance for Uncollectible Taxes	(58,702)	-	(20,827)
1240 Due from Other Governments	4,387,634	1,242,288	-
1260 Due from Other Funds	3,237,422	-	-
1290 Other Receivables	125,296	-	55,625
1410 Prepayments	313,175	-	-
1800 Restricted Assets	-	-	1,820,000
1000 Total Assets	<u>\$ 32,211,800</u>	<u>\$ 1,242,288</u>	<u>\$ 4,449,297</u>
<b>LIABILITIES</b>			
2110 Accounts Payable	\$ 541,700	\$ -	\$ -
2150 Payroll Deductions and Withholdings Payable	244,585	-	-
2160 Accrued Wages Payable	5,981,684	-	-
2170 Due to Other Funds	-	1,242,288	-
2300 Unearned Revenue	22,000	-	-
2000 Total Liabilities	<u>6,789,969</u>	<u>1,242,288</u>	<u>-</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
2601 Unavailable Revenue - Property Taxes	960,391	-	356,242
2600 Total Deferred Inflows of Resources	<u>960,391</u>	<u>-</u>	<u>356,242</u>
<b>FUND BALANCES</b>			
Nonspendable Fund Balance:			
3430 Prepaid Items	313,715	-	-
Assigned Fund Balance:			
3565 Retirement of Loans or Notes Payable	-	-	4,093,055
3600 Unassigned Fund Balance	24,147,725	-	-
3000 Total Fund Balances	<u>24,461,440</u>	<u>-</u>	<u>4,093,055</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 32,211,800</u>	<u>\$ 1,242,288</u>	<u>\$ 4,449,297</u>

The notes to the financial statements are an integral part of this statement.

Other Funds	Total Governmental Funds
\$ 692,308	\$ 26,097,620
-	1,396,162
-	(79,529)
1,901,604	7,531,526
-	3,237,422
-	180,921
-	313,175
-	1,820,000
<u>\$ 2,593,912</u>	<u>\$ 40,497,297</u>
\$ 153,286	\$ 694,986
632	245,217
270,770	6,252,454
1,479,052	2,721,340
-	22,000
<u>1,903,740</u>	<u>9,935,997</u>
-	1,316,633
<u>-</u>	<u>1,316,633</u>
-	313,715
-	4,093,055
690,172	24,837,897
<u>690,172</u>	<u>29,244,667</u>
<u>\$ 2,593,912</u>	<u>\$ 40,497,297</u>

WAXAHACHIE ISD  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE  
STATEMENT OF NET POSITION  
AUGUST 31, 2022

EXHIBIT C-2

<b>Total Fund Balances - Governmental Funds</b>	\$	29,244,667
1 Capital assets used in governmental activities are not financial resources and therefore are not reported in governmental funds. At the beginning of the year, the cost of these assets was \$387,919,935 and the accumulated depreciation was (\$118,285,152). In addition, long-term liabilities, including bonds payable of (\$232,338,708), are not due and payable in the current period, and, therefore are not reported as liabilities in the funds. The net effect of including the beginning balances for capital assets (net of depreciation) and long-term debt in the governmental activities is to increase net position.		37,296,075
2 Current year capital outlays of \$5,663,167 and long-term debt principal payments of \$9,061,708 are expenditures in the fund financial statements, but they should be shown as increases in capital assets and reductions in long-term debt in the government-wide financial statements. The net effect of including the current year capital outlays and debt principal payments is to increase net position.		14,724,875
3 Included in the items related to debt is the recognition of the District's proportionate share of the net pension liability required by GASB 68. The net position related to TRS included a Deferred Resource Outflow in the amount of \$10,504,571, a Deferred Resource Inflow in the amount of (\$14,983,956) and a net pension liability in the amount of (\$13,951,745). This resulted in a decrease in net position.		(18,431,130)
4 Included in the items related to debt is the recognition of the District's proportionate share of the net OPEB liability required by GASB 75. The net position related to TRS included a Deferred Resource Outflow in the amount of \$12,240,186 a Deferred Resource Inflow in the amount of (\$20,780,678) and a net OPEB liability in the amount of (\$29,744,682). This resulted in a decrease in net position.		(38,285,174)
5 The current year depreciation expense increases accumulated depreciation. The net effect of the current year's depreciation is to decrease net position.		(9,063,141)
6 Accrued interest payable on long-term debt is not shown on the fund financial statements, but is shown on the government-wide financial statements. The effect of including accrued interest payable is to decrease net position.		(372,356)
7 Accreted interest on capital appreciation bonds are not included on the fund financial statements, but is included on the government-wide financial statements. The effect of including accreted interest is to decrease net position.		(10,513,165)
8 Various other reclassifications and eliminations are necessary to convert from the modified accrual basis of accounting to accrual basis of accounting. These include recognizing unavailable revenue from property taxes as revenue, reclassifying the proceeds of bond sales as an increase in bonds payable, and recognizing the liabilities associated with maturing long-term debt and interest. The net effect of these reclassifications and recognitions is to decrease net position.		(8,530,711)
<b>19 Net Position of Governmental Activities</b>	<b>\$</b>	<b>(3,930,060)</b>

The notes to the financial statements are an integral part of this statement. 128

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WAXAHACHIE ISD  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2022

Data Control Codes	10 General Fund	20 Major Special Revenue Fund	50 Debt Service Fund
REVENUES:			
5700 Total Local and Intermediate Sources	\$ 56,511,970	\$ -	\$ 22,081,969
5800 State Program Revenues	43,385,906	-	265,754
5900 Federal Program Revenues	4,225,420	1,879,617	108,079
5020 Total Revenues	<u>104,123,296</u>	<u>1,879,617</u>	<u>22,455,802</u>
EXPENDITURES:			
Current:			
0011 Instruction	61,075,652	-	-
0012 Instructional Resources and Media Services	1,307,345	-	-
0013 Curriculum and Instructional Staff Development	1,660,608	-	-
0021 Instructional Leadership	2,642,981	-	-
0023 School Leadership	6,208,130	-	-
0031 Guidance, Counseling, and Evaluation Services	2,983,279	-	-
0033 Health Services	1,360,117	-	-
0034 Student (Pupil) Transportation	3,089,025	528,773	-
0035 Food Services	24,677	-	-
0036 Extracurricular Activities	4,466,701	-	-
0041 General Administration	3,347,708	-	-
0051 Facilities Maintenance and Operations	9,140,009	1,296,474	-
0052 Security and Monitoring Services	1,721,032	54,370	-
0053 Data Processing Services	2,553,540	-	-
0061 Community Services	238,611	-	-
Debt Service:			
0071 Principal on Long-Term Liabilities	-	-	13,255,000
0072 Interest on Long-Term Liabilities	-	-	9,188,604
0073 Bond Issuance Cost and Fees	-	-	4,536
Capital Outlay:			
0081 Facilities Acquisition and Construction	3,961,842	-	-
Intergovernmental:			
0095 Payments to Juvenile Justice Alternative Ed. Prg.	51,948	-	-
0099 Other Intergovernmental Charges	573,248	-	-
6030 Total Expenditures	<u>106,406,453</u>	<u>1,879,617</u>	<u>22,448,140</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(2,283,157)</u>	<u>-</u>	<u>7,662</u>
OTHER FINANCING SOURCES (USES):			
7912 Sale of Real and Personal Property	406,929	-	-
8911 Transfers Out (Use)	(8,747)	-	-
7080 Total Other Financing Sources (Uses)	<u>398,182</u>	<u>-</u>	<u>-</u>
1200 Net Change in Fund Balances	(1,884,975)	-	7,662
0100 Fund Balance - September 1 (Beginning)	<u>26,346,414</u>	<u>-</u>	<u>4,085,392</u>
3000 Fund Balance - August 31 (Ending)	<u>\$ 24,461,439</u>	<u>\$ -</u>	<u>\$ 4,093,054</u>

The notes to the financial statements are an integral part of this statement.

Other Funds	Total Governmental Funds
\$ 728,942	\$ 79,322,881
538,909	44,190,569
8,868,271	15,081,387
10,136,122	138,594,837
7,419,989	68,495,641
209,994	1,517,339
562,668	2,223,276
-	2,642,981
191,314	6,399,444
1,622,533	4,605,812
-	1,360,117
-	3,617,798
-	24,677
224,831	4,691,532
56,176	3,403,884
-	10,436,483
-	1,775,402
-	2,553,540
-	238,611
-	13,255,000
-	9,188,604
-	4,536
165,386	4,127,228
-	51,948
-	573,248
10,452,891	141,187,101
(316,769)	(2,592,264)
-	406,929
-	(8,747)
-	398,182
(316,769)	(2,194,082)
1,006,944	31,438,750
\$ 690,175	\$ 29,244,668

WAXAHACHIE ISD  
 RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,  
 AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES  
 FOR THE YEAR ENDED AUGUST 31, 2022

EXHIBIT C-4

<b>Total Net Change in Fund Balances - Governmental Funds</b>	\$ (2,194,082)
Current year capital outlays of \$5,663,167 and long-term debt principal payments of \$9,061,706 are expenditures in the fund financial statements, but they should be shown as increases in capital assets and reductions in long-term debt in the government-wide financial statements. The net effect of including the current year capital outlays and debt principal payments is to increase net position.	14,724,873
Depreciation is not recognized as an expense in governmental funds since it does not require the use of current financial resources. The net effect of the current year's depreciation is to decrease net position.	(9,063,141)
The implementation of GASB 68 required that certain plan expenditures be de-expended and recorded as deferred resource outflows. These contributions made after the measurement date of the plan caused the change in ending net position to increase by \$2,916,270. Contributions made before the measurement date and during the previous fiscal year were also expended and recorded as a reduction in net pension liability. This caused a decrease in net position totaling (\$2,403,017). Finally, the proportionate share of the TRS pension expense on the plan as whole had to be recorded. The net pension expense (benefit) increased the change in net position by \$91,713. The net result is an increase in the change in net position.	604,966
The implementation of GASB 75 required that certain plan expenditures be de-expended and recorded as deferred resource outflows. These contributions made after the measurement date of the plan caused the change in ending net position to increase by \$687,773. Contributions made before the measurement date and during the previous fiscal year were also expended and recorded as a reduction in net OPEB liability. This caused a decrease in net position totaling (\$618,698). Finally, the proportionate share of the TRS OPEB expense on the plan as a whole had to be recorded. The net OPEB expense increased the change in net position by \$509,485. The net result is an increase in the change in net position.	578,560
Accrued interest payable on long-term debt is not shown on the fund financial statements, but is shown on the government-wide financial statements. The effect of including accrued interest payable is to increase net position.	12,284
Accreted interest on capital appreciation bonds are not included on the fund financial statements, but is included on the government-wide financial statements. The effect of including accreted interest is to increase net position.	4,193,292
Various other reclassifications and eliminations are necessary to convert from the modified accrual basis of accounting to accrual basis of accounting. These include recognizing unavailable revenue from property taxes as revenue, adjusting current year revenue to show the revenue earned from the current year's tax levy, reclassifying the proceeds of bond sales, and recognizing the liabilities associated with maturing long-term debt and interest. The net effect of these reclassifications and recognitions is to decrease net position.	742,316
<b>Change in Net Position of Governmental Activities</b>	\$ 9,599,068

WAXAHACHIE ISD  
STATEMENT OF NET POSITION  
PROPRIETARY FUNDS  
AUGUST 31, 2022

	Business-Type Activities - Enterprise Funds		
	Child Nutrition Program	Nonmajor Enterprise Funds	Total Enterprise Funds
<b>ASSETS</b>			
Current Assets:			
Cash and Cash Equivalents	\$ 2,865,202	\$ 818,901	\$ 3,684,103
Due from Other Governments	259,499	-	259,499
Inventories	290,215	-	290,215
Total Current Assets	<u>3,414,916</u>	<u>818,901</u>	<u>4,233,817</u>
Noncurrent Assets:			
Capital Assets:			
Depreciation on Furniture and Equipment	(1,761,224)	(113,274)	(1,874,498)
District Defined Capital Assets	2,502,420	220,049	2,722,469
Total Noncurrent Assets	<u>741,196</u>	<u>106,775</u>	<u>847,971</u>
Total Assets	<u>4,156,112</u>	<u>925,676</u>	<u>5,081,788</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>			
Deferred Outflow Related to TRS OPEB	333,411	-	333,411
Deferred Outflow Related to TRS Pensions	283,646	-	283,646
Total Deferred Outflows of Resources	<u>617,057</u>	<u>-</u>	<u>617,057</u>
<b>LIABILITIES</b>			
Current Liabilities:			
Accounts Payable	28,917	847	29,764
Payroll Deductions and Withholdings Payable	(1,376)	(48)	(1,424)
Accrued Wages Payable	168,056	50,106	218,162
Unearned Revenues	110,795	7,076	117,871
Total Current Liabilities	<u>306,392</u>	<u>57,981</u>	<u>364,373</u>
NonCurrent Liabilities:			
Net Pension Liability	391,495	-	391,495
Net OPEB Liability	804,625	-	804,625
Total Noncurrent Liabilities	<u>1,196,120</u>	<u>-</u>	<u>1,196,120</u>
Total Liabilities	<u>1,502,512</u>	<u>57,981</u>	<u>1,560,493</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
Deferred Inflow Related to TRS OPEB	467,837	-	467,837
Deferred Inflow Related to TRS Pensions	262,548	-	262,548
Total Deferred Inflows of Resources	<u>730,385</u>	<u>-</u>	<u>730,385</u>
<b>NET POSITION</b>			
Unrestricted Net Position	2,540,272	867,695	3,407,967
Total Net Position	<u>\$ 2,540,272</u>	<u>\$ 867,695</u>	<u>\$ 3,407,967</u>

The notes to the financial statements are an integral part of this statement.

WAXAHACHIE ISD  
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION  
PROPRIETARY FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2022

	Business-Type Activities - Enterprise Funds		
	Child Nutrition Program	Nonmajor Enterprise Funds	Total Enterprise Funds
<b>OPERATING REVENUES:</b>			
Local and Intermediate Sources	\$ 977,497	\$ 769,695	\$ 1,747,192
State Program Revenues	306,067	33,886	339,953
Total Operating Revenues	<u>1,283,564</u>	<u>803,581</u>	<u>2,087,145</u>
<b>OPERATING EXPENSES:</b>			
Payroll Costs	2,046,344	508,759	2,555,103
Professional and Contracted Services	100,294	10,878	111,172
Supplies and Materials	2,694,909	52,378	2,747,287
Other Operating Costs	7,152	11,697	18,849
Depreciation Expense	184,575	21,755	206,330
Total Operating Expenses	<u>5,033,274</u>	<u>605,467</u>	<u>5,638,741</u>
Operating Income (Loss)	<u>(3,749,710)</u>	198,114	<u>(3,551,596)</u>
<b>NONOPERATING REVENUES (EXPENSES):</b>			
Gain in Sale of Real and Personal Property	164	-	164
National School Breakfast Program	1,223,663	-	1,223,663
National School Lunch Program	4,255,404	-	4,255,404
Donated Commodities (USDA)	460,340	-	460,340
Total Nonoperating Revenues (Expenses)	<u>5,939,571</u>	<u>-</u>	<u>5,939,571</u>
Income Before Transfers	2,189,861	198,114	2,387,975
Transfer In	8,747	-	8,747
Change in Net Position	2,198,608	198,114	2,396,722
Total Net Position - September 1 (Beginning)	<u>341,664</u>	<u>669,581</u>	<u>1,011,245</u>
Total Net Position - August 31 (Ending)	<u>\$ 2,540,272</u>	<u>\$ 867,695</u>	<u>\$ 3,407,967</u>

The notes to the financial statements are an integral part of this statement.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT  
STATEMENTS OF CASH FLOWS  
PROPRIETARY FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2022

EXHIBIT D-3

	Business-Type Activities		
	Child Nutrition Program	Nonmajor Enterprise Fund	Total Enterprise Funds
<b>Cash Flows from Operating Activities:</b>			
Cash Received from User Charges	\$ 977,497	\$ 769,695	\$ 1,747,192
Cash Received from State	306,067	33,886	339,953
Cash Received from Federal Programs	6,080,990	-	6,080,990
Cash Payments to Employees for Services	(2,302,691)	(463,805)	(2,766,496)
Cash Payments to Suppliers	(2,886,372)	(52,378)	(2,938,750)
Cash Payments for Other Operating Expenses	(7,152)	(11,697)	(18,849)
Net Cash Used for Operating Activities	<u>2,168,339</u>	<u>275,701</u>	<u>2,444,040</u>
<b>Cash Flows from Investing Activities:</b>			
Purchase of Furniture and Fixtures	(92,776)	-	(92,776)
Net Cash Used for Investing Activities	<u>(92,776)</u>	<u>-</u>	<u>(92,776)</u>
Net Increase (Decrease) in Cash and Cash Equivalents	2,075,563	275,701	2,351,264
Cash and Cash Equivalents at the Beginning of Year	789,639	543,200	1,332,839
Cash and Cash Equivalents at the End of Year	<u>\$ 2,865,202</u>	<u>\$ 818,901</u>	<u>\$ 3,684,103</u>
<b>Reconciliation of Operating Income (Loss) to Net Cash Used for Operating Activities:</b>			
Operating Income (Loss)	\$ 2,198,608	\$ 198,114	\$ 2,396,722
<b>Adjustments to Reconcile Operating Income to Net Cash Used for Operating Activities:</b>			
Depreciation	184,575	21,755	206,330
Non-Cash Donated Commodities:	(234,969)	-	(234,969)
<b>Effect of Increases and Decreases in Current Assets and Liabilities:</b>			
Decrease (increase) in Due From Other Funds	141,419	-	141,419
Decrease (increase) in Receivables	-	-	-
Decrease (increase) in Prepaid Expenses	-	-	-
Increase (decrease) in Accounts Payable	17,063	847	17,910
Increase (decrease) in Accrued Wages Payable	-	49,900	49,900

WAXAHACHIE ISD  
STATEMENT OF FIDUCIARY NET POSITION  
FIDUCIARY FUNDS  
AUGUST 31, 2022

	Private Purpose Trust Fund	Total Custodial Funds
<b>ASSETS</b>		
Cash and Cash Equivalents	\$ 919,844	\$ 766,668
Total Assets	<u>919,844</u>	<u>\$ 766,668</u>
<b>LIABILITIES</b>		
Accounts Payable	-	5,662
Payroll Deductions and Withholdings Payable	-	49,604
Due to Other Funds	-	516,083
Due to Student Groups	-	7,632
Total Liabilities	<u>-</u>	<u>578,981</u>
<b>NET POSITION</b>		
Unrestricted Net Position	<u>919,844</u>	<u>187,687</u>
Total Net Position	<u>\$ 919,844</u>	<u>\$ 187,687</u>

The notes to the financial statements are an integral part of this statement.

WAXAHACHIE ISD  
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION  
FIDUCIARY FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2022

	Private Purpose Trust Fund	Total Custodial Funds
<b>ADDITIONS:</b>		
Miscellaneous Revenue - Student Activities	\$ -	\$ 294,357
Earnings from Temporary Deposits	5,747	-
Contributions, Gifts and Donations	38,000	-
Total Additions	<u>43,747</u>	<u>294,357</u>
<b>DEDUCTIONS:</b>		
Other Deductions	44,000	247,913
Total Deductions	<u>44,000</u>	<u>247,913</u>
Change in Fiduciary Net Position	(253)	46,444
Total Net Position September 1 (Beginning)	<u>920,097</u>	<u>141,243</u>
Total Net Position August 31 (Ending)	<u><u>\$ 919,844</u></u>	<u><u>\$ 187,687</u></u>

The notes to the financial statements are an integral part of this statement.

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## WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

Notes to the Financial Statements

Year Ended August 31, 2022

### **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Waxahachie Independent School District (the "District") is a public educational agency operating under the applicable laws and regulations of the State of Texas. It is governed by a seven-member Board of Trustees (the "Board") elected by registered voters of the District. The District prepares its basic financial statements in conformity with accounting principles generally accepted in the United States of America promulgated by the Governmental Accounting Standards Board (GASB), and it complies with the requirements of the appropriate version of the Texas Education Agency's *Financial Accountability System Resource Guide* (the Resource Guide) and the requirements of contracts and grants of agencies from which it receives funds.

#### **Reporting Entity**

The Board is elected by the public and has the authority to make decisions, appoint administrators and managers, and significantly influence operations. It also has the primary accountability for fiscal matters. Therefore, the District is a financial reporting entity as defined by GASB in its Statement No. 14, "The Financial Reporting Entity," as amended by Statements No. 39, "Determining Whether Certain Organizations are Component Units," and No. 61, "The Financial Reporting Entity: Omnibus – an Amendment of GASB Statements No. 14 and No. 34." There are no component units within the reporting entity.

#### **Government-Wide & Fund Financial Statements**

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all non-fiduciary activities of the District. Taxes and intergovernmental revenues normally support governmental activities. The effect of interfund activity has been removed from these statements.

The Statement of Activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Program revenues include: 1) charges for services or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Taxes and other items not identifiable as program revenues are reported instead as general revenues.

Separate financial statements are provided for governmental funds and fiduciary funds. The fiduciary funds are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements.

#### **Measurement Focus, Basis of Accounting & Financial Statement Presentation**

**Government-Wide Financial Statements** are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

**Governmental Fund Financial Statements** are reported using the current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets, current liabilities, deferred inflows and outflows of resources, and fund balances are included on the balance sheet. Operating statements of these funds present net increases and decreases in current assets (i.e., revenues and other financing sources and expenditures and other financing uses).

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(continued)*

**Measurement Focus, Basis of Accounting & Financial Statement Presentation** *(continued)*

The modified accrual basis of accounting recognizes revenues in the accounting period in which they become both measurable and available. Expenditures are generally recorded when a liability is incurred, if measurable, except for unmatured interest and principal on long-term debt, which is recognized when due. Expenditures related to compensated absences, claims, and judgments are recognized when the obligations are expected to be liquidated with expendable available financial resources. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. The District considers all revenues available if they are collectible within 60 days of year end.

Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available.

The special revenue funds include programs that are financed on a project grant basis. These projects have grant periods that range from less than twelve months to in excess of two years. Grant funds are considered to be earned to the extent expenditures are made under the provisions of the grant. When grant funds are received in advance of being earned, they are recorded as unearned revenue until earnings criteria are met. If balances have not been expended by the end of the project period, grantors sometimes require the District to refund all or part of the unused amount.

**Fiduciary Fund Financial Statements** are accounted for on a flow of economic resources measurement focus. With this focus, all assets and all liabilities associated with the operation of these funds are included on the fund Statement of Net Position. Custodial Funds do not involve measurement of results or operations.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities, and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS-Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS-Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as-you-go plan and all cash is held in a cash account.

**Fund Accounting**

The District reports its financial activities through the use of “fund accounting”. The activities of the District are organized on the basis of funds. The operations of each fund are accounted for within a separate set of self-balancing accounts to reflect results of activities. Fund accounting segregates funds according to their intended purposes to assist management in demonstrating compliance with finance-related legal and contractual provisions.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(continued)*

**Fund Accounting – Governmental Funds** *(continued)*

**Governmental Funds** are those through which most governmental functions of the District are financed. The acquisition, use, and balances of the District’s expendable financial resources and the related liabilities are accounted for through the governmental funds. The following are the District’s major governmental funds:

General Fund - The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenses that are not paid through other funds are paid from the General Fund.

Debt Service Fund - The Debt Service Fund is used to account for the accumulation of resources for, and the retirement of, long-term debt principal, interest, and related costs.

Major Special Revenue Fund - The Major Special Revenue Fund consist of ESSER II fund that accounts for resources that are legally restricted or locally committed to expenditures for specified purposes.

Other non-major governmental funds consist of special revenue funds that account for resources that are legally restricted or locally committed to expenditures for specified purposes. Most Federal and some State financial assistance is accounted for in special revenue funds.

**Enterprise Funds** are used to account for the District’s activities for which outside users are charged a fee roughly equal to the cost of providing the goods or services of those activities. The District accounts for a childcare center and an after-school program in nonmajor enterprise funds.

Child Nutrition Program Enterprise Fund - The District utilizes an enterprise fund to account for the District’s Child Nutrition Program because the Child Nutrition Program is self-supporting and does not require subsidies from the General Fund.

**Fiduciary Funds** are used to account for assets held by the District in a trustee capacity or as an agent for individuals, organizations, and/or other funds:

Private Purpose Trust Fund - The District accounts for donations which have the stipulation that the funds be used for a specific purpose in this fund. The District’s Private Purpose Trust Fund is a scholarship fund. These funds are not budgeted.

Custodial Funds - The Student Activity Fund accounts for the receipt and disbursement of monies from student activity organizations. These organizations exist with the explicit approval of, and are subject to revocation by, the District’s Board of Trustees. This accounting reflects the District’s custodial relationship with the student activity organizations.

**Assets, Liabilities & Deferred Inflows/Outflows**

**Cash & Cash Equivalents** - The District’s cash and cash equivalents include cash on hand, demand deposits, money markets, and short-term investments with original maturities of three months or less from the date of acquisition.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(continued)*

**Assets, Liabilities & Deferred Inflows/Outflows** *(continued)*

**Investments** – Investments, except for the investment pools, are recorded at fair value. Fair value is determined by the amount at which a financial instrument can be exchanged in a current transaction between willing parties. The investment pools operate in accordance with appropriate state laws and regulations and are reported at amortized cost. District management believes that the District adheres to the requirements of the State of Texas Public Funds Investment Act regarding investment practice, management reports and establishment of appropriate policies. Additionally, management believes that the investment practices of the District are in accordance with local policies for the current fiscal year.

**Interfund Receivables & Payables** - Activities between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as “due to/from other funds.” All residual balances between governmental activities are eliminated in the government-wide statements.

**Prepaid Expenditures** – Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in the financial statements and expended in a subsequent period using the consumption method. All prepaid expenditures are offset at fiscal yearend by nonspendable fund balance in the fund financial statements.

**Inventories** – The District records purchases of supplies as expenditures in the Governmental Funds. In the proprietary fund-types, the consumption method is used to account for inventories of food and other supplies. Under this method, these items are carried in an inventory account for the respective fund at cost, using the first-in, first-out method of accounting and are subsequently charged to expenditures when consumed.

**Capital Assets** - Capital assets, which include property, plant, and equipment, are reported in the applicable governmental activities columns in the government-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the life of the asset are not capitalized.

Major outlays for capital assets and improvements are capitalized as projects are constructed.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
Buildings	50
Furniture & Equipment	3 - 15

**Compensated Absences** – The District allows employees to accumulate unused vacation and sick time annually. There is a stipulation that upon retirement, with appropriate notice, and meeting certain attendance requirements, the District will pay employees for some of their unused leave. A liability is not recorded in the financial statements as these factors are generally not satisfied at the end of the fiscal year and all payments are made annually in the year in which the employee qualified for the payment.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)

**Long-Term Obligations** - In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the *Statement of Net Position*. Bond premiums and discounts are reported as a liability or contra-liability, as appropriate, and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are expensed as incurred.

In the fund financial statements, the face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances and payments to bond refunding escrow agents are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

**Pensions** – The District records its proportionate share of the net pension liability of the Teacher Retirement System of Texas (TRS). The fiduciary net position of TRS has been determined using the economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities, and additions to/deductions from TRS’s fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized by TRS when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**Retiree Health Plan** – The District records its proportionate share of the net OPEB liability of the Teacher Retirement System of Texas (TRS) Care Plan. The fiduciary net position of the TRS Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS Care’s fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as you-go plan and all cash is held in a cash account.

**Deferred Outflows/Inflows of Resources** – In addition to assets and liabilities, the government-wide Statement of Net Position and governmental fund Balance Sheet report separate sections for deferred outflows and deferred inflows of resources. Deferred outflows of resources represent a consumption of net position/fund balance that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. Deferred inflows of resources represent the acquisition of net position/fund balance that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. In addition to deferred losses on debt refunding transactions, which are reported as deferred outflows of resources, the District reports certain deferred inflows and outflows related to pensions on the government-wide Statement of Net Position. At the governmental fund level, earned but unavailable tax revenue is reported as a deferred inflow of resources.

**Fund Balances and Net Position**

Net position on the government-wide Statement of Net Position includes the following:

Net Investment in Capital Assets reports the difference between capital assets, net of accumulated depreciation, and the outstanding balance of debt, excluding unspent bond proceeds that is directly attributable to the acquisition, construction, or improvement of those capital assets.

Restricted for Federal and State Grant Programs is the component of net position restricted to be spent for specific purposes prescribed by federal and state granting agencies.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(continued)*

**Fund Balances and Net Position** *(continued)*

Restricted for Debt Service is the component of net position that is restricted for payment of debt service by constraints established by the bond covenants.

Restricted for Capital Projects is the component of net position that is restricted for construction of capital projects.

Unrestricted Net Position is the residual difference between assets, deferred outflows, liabilities, and deferred inflows that is not invested in capital assets or restricted for specific purposes.

It is the District's policy to spend funds available from restricted sources prior to unrestricted sources.

Fund balances on the governmental funds' Balance Sheet include the following:

Nonspendable Fund Balance is the portion of the gross fund balance that is not expendable because it is either not in spendable form or it is legally or contractually required to be maintained intact.

Restricted Fund Balance includes amounts restricted for a specific purpose by the provider (such as a grantors, bondholders, and high levels of government), through constitutional provisions, or by enabling legislation. Debt service resources are to be used for future servicing of the District's bonded debt and are restricted through debt covenants. Capital Projects bond funds are restricted by the bondholders for the specific purpose of capital projects and capital outlays. Federal and State grant resources are restricted pursuant to the mandates of the granting agency.

Committed Fund Balance is that portion of fund balance that is committed to a specific purpose by the District's Board of Trustees. The Board of Trustees establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. These amounts cannot be used for any other purpose unless the Board removes or changes the constraint by exercising the same type of action originally used to commit the funds. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The Board of Trustees have committed resources as of August 31, 2022 for campus activities.

Assigned Fund Balance is that portion of fund balance that is spendable or available for appropriation but has been tentatively earmarked for some specific purpose. This intent can be expressed by an official to which the Board of Trustees delegates this authority. Under the District's adopted policy, only the Board of Trustees may assign amounts for specific purposes. This classification also includes the remaining positive fund balance for all governmental funds except for the General Fund. The District has not assigned any fund balance of the General Fund as of August 31, 2022.

Unassigned Fund Balance is the difference between the total fund balance and the total of the nonspendable, restricted, committed, and assigned fund balances and can be utilized for any legal purpose. This portion of the total fund balance in the General Fund is available to finance operating expenditures.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements  
Year Ended August 31, 2022

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(continued)*

**Fund Balances and Net Position** *(continued)*

As of August 31, 2022, fund balances are composed of the following:

	General Fund	Debt Service Fund	Nonmajor Governmental Funds	Total Governmental Funds
Nonspendable:				
Inventories	\$ -	\$ -	\$ -	\$ -
Prepays	313,715	-	-	313,715
Restricted:				
Debt Service	-	4,093,055	-	4,093,055
Federal Grant	-	-	-	-
Committed:				
Construction	-	-	-	-
Unassigned	24,147,725	-	690,172	24,837,897
<b>Total Fund Balances</b>	<b>\$ 24,461,440</b>	<b>\$ 4,093,055</b>	<b>\$ 690,172</b>	<b>\$ 29,244,667</b>

**Data Control Codes**

The Data Control Codes refer to the account code structure prescribed by the Texas Education Agency (TEA) in the *Financial Accountability System Resources Guide*. TEA requires school districts to display these codes in the financial statements filed with the Agency in order to ensure accuracy in building a statewide data base for policy development and funding plans.

**Management’s Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimations and assumptions that affect the reported amounts of assets, deferred outflows, liabilities, and deferred inflows at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

**Encumbrance Accounting**

Under encumbrance accounting, purchase orders, contracts, and other commitments for the expenditure of funds are recorded in the accounting system in order to assign the portion of the applicable appropriation. This methodology is employed in the governmental fund financial statements. Encumbrances are not liabilities and are therefore not recorded as expenditures until receipt of the material or service. For budgetary purposes, appropriations lapse at fiscal year-end, and outstanding encumbrances at year-end are re-appropriated in the next fiscal year. There were no outstanding encumbrances at year end.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)

**Budgetary Data**

The Board of Trustees adopts an “appropriated budget” for the General Fund, Debt Service Fund, and Food Service Enterprise Fund on a basis consistent with accounting policies generally accepted in the United States of America. The District is required to present the adopted and final amended budgeted revenues and expenditures for each of these funds. The Budgetary Comparison Schedule for the General Fund appears in Exhibit F-1. The Budgetary Comparison Schedules for the Food Service Fund and Debt Service Fund appear in Exhibits H-2 and H-3. The special revenue funds and the Capital Projects Fund adopt project-length budgets which do not correspond to the District’s Fiscal Year.

The following procedures are followed in establishing the budgetary data reflected in the basic financial statements:

- Prior to August 20, the District prepares a budget for the next succeeding fiscal period beginning September 1. The operating budget includes proposed expenditures and the means of financing them.
- A meeting of the Board is then called for the purpose of adopting the proposed budget. At least ten days’ public notice of the meeting must be given.
- Prior to September 1, the budget is legally enacted through passage of a resolution by the Board.

Once a budget is approved, it can only be amended at the fund and function level. To do so requires the approval of a majority of the members of the Board of Trustees. Amendments are presented to the Board at its regular meetings. Such amendments are reflected in the official minutes of the Board. The budget was properly amended throughout the year by the Board of Trustees.

The Budget Coordinator controls each budget for revenues and expenditures at the fund, function, and object level. Management is able to transfer amounts within each function. Budgeted amounts are as amended by the Board of Trustees. All budget appropriations lapse at year end. A reconciliation of fund balances for both appropriated budget and non-appropriated budget special revenue funds is as follows:

<u>August 31, 2022 Fund Balance</u>	
Appropriated budget funds	\$ -
Non-appropriated budget funds	690,172
All Special Revenue Funds	<u>\$ 690,172</u>

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**RECONCILIATION OF GOVERNMENT-WIDE & FUND FINANCIAL STATEMENTS**

**Explanation of Certain Differences Between the Governmental Fund Balance Sheet & the Government-Wide Statement of Net Position**

Exhibit C-2 provides a reconciliation between *fund balance - total governmental funds* and *net position - governmental activities* as reported in the government-wide statement of net position. One element of that reconciliation explains that “various other reclassifications and eliminations are necessary to convert from the modified accrual basis of accounting to the full accrual basis of accounting.” The details of this (\$8,530,714) adjustment are as follows:

Long Term Debt:	
Premium and Discount Costs on Bonds	\$ (15,882,173)
Deferred Loss on Refunding Bonds	6,034,826
Capital Appreciation Bonds - Matured	
	<hr/>
	(9,847,347)
Recognize Unavailable Property Tax Revenue	<hr/>
	1,316,633
Net adjustment to decrease fund balance - total governmental funds to arrive at net position - governmental activities	<hr/>
	\$ (8,530,714)

**Explanation of Certain Differences Between the Governmental Fund Statement of Revenues, Expenditures, and Changes in Fund Balances & the Government – Wide Statement of Activities**

Exhibit C-4 provides a reconciliation between *net changes in fund balances - total governmental funds* and *changes in net position of governmental activities* as reported in the government-wide statement of activities. One element of that reconciliation explains that “various other reclassifications are necessary to convert from the modified accrual basis of accounting to the full accrual basis of accounting.” The details of this \$742,315 adjustment are as follows:

Long-Term Debt:	
Current Year Amortization	\$ 1,094,574
Current Year Premium and Discount Cost on Bonds	-
Current year deferred loss on refunding bonds	(404,555)
Capital Appreciation Bonds - Matured	
	<hr/>
	690,019
Recognize Unavailable Property Tax Revenue	<hr/>
	52,296
Net adjustment to increase net changes in fund balances - total governmental funds to arrive at changes to net position of governmental activities	<hr/>
	\$ 742,315

**CASH & INVESTMENTS**

The funds of the District must be deposited and invested under the terms of a contract, contents of which are set out in the Depository Contract Law. The depository bank places approved pledged securities for safekeeping and trust with the District’s agent bank in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank’s dollar amount of Federal Deposit Insurance Corporation (“FDIC”) insurance.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**CASH & INVESTMENTS** *(continued)*

At August 31, 2022, the carrying amount of the District's deposits (cash) was \$6,053,133. The book balance was \$5,707,307. The difference was due to usual outstanding checks that were issued but have not cleared the banks. The District's combined deposits at August 31, 2022 and during the year ended August 31, 2022 were fully insured by federal depository insurance or collateralized with securities pledged to the District and held by the District's agent.

In addition the following is disclosed regarding coverage of combined balances on the date of highest deposit:

- Name of Bank – First Financial Bank, N.A.
- The highest combined balances of cash, savings, and time deposit accounts amounted to \$8,836,391 and occurred during the month of July 2022.
- Amount of bond and securities pledged as of the date of the highest combined balance on deposit was \$10,282,474.
- Total amount of FDIC coverage at the time of highest combined balance was \$250,000.

The **Public Funds Investment Act** (Government Code Chapter 2256) contains specific provisions in the areas of investment practices, management reports and establishment of appropriate policies. Among other things, it requires the District to adopt, implement, and publicize an investment policy. That policy must address the following areas:

- Safety of principal and liquidity,
- Portfolio diversification,
- Allowable investments,
- Acceptable risk levels,
- Expected rates of return,
- Maximum allowable stated maturity of portfolio investments,
- Maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio,
- Investment staff quality and capabilities, and
- Bid solicitation preferences for certificates of deposit.

Statutes authorize the District to invest in obligations of the U.S. Treasury and U.S. agencies, municipal securities, repurchase agreements, and certain other investments. The investments owned at fiscal yearend are held by the District or its agent in the District's name.

All investment pools utilized by the District meet the requirements of the Texas Public Funds Investment Act (PFIA). The fair value of the positions in the pools is the same as the value of the pools. The District invests in the following investment pools:

- The Lone Star Investment Pool is governed by an 11-member board, all of whom are participants in the pool. American Beacon Advisors and BNY Mellon Cash Investment Strategies manage the investment of Lone Star's assets.
- Texas Local Government Investment Pool (TexPool) - The Texas Comptroller of Public Accounts exercises oversight responsibility over TexPool.

## WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

Notes to the Financial Statements

Year Ended August 31, 2022

### CASH & INVESTMENTS (continued)

In compliance with the PFIA, the District has adopted a deposit and investment policy. That policy addresses the following risks:

Credit risk is the risk that a security issuer may default on an interest or principal payment. The District controls and monitors this risk by purchasing quality rated instruments that have been evaluated by nationally recognized agencies such as Standard and Poor's (S&P) or Moody's Investors Service.

Custodial credit risk is the risk that, in the event of the failure of a depository financial institution or counterparty (e.g., broker-dealer) to a transaction, a government will not be able to recover its deposits, value of its investments, or collateral securities that are in the possession of an outside party. The PFIA, the District's investment policy, and Government Code Chapter 2257 "Collateral for Public Funds" contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits and investments. The District's funds are deposited and invested under terms of a depository contract with amounts greater than the FDIC insurance coverage protected by approved pledged securities held on behalf of the District. Public funds investment pools created to function as money market mutual funds must mark their portfolios to market daily, and, to the extent reasonably possible, stabilize at a \$1 net asset value. The District's policy manages custodial credit risk by requiring securities purchased by a broker-dealer for the District to be held in a Safekeeping account in the District's name. The policy also requires that security transactions be conducted on a delivery-versus-payment basis.

Concentration of credit risk is the risk associated with holding investments that are not pools and full faith credit securities. These risks are controlled by limiting the percentages of these investments in the District's portfolio.

Interest rate risk is the risk that interest rates will rise and an investment in a fixed-income security will decrease in value. Interest rate risk is reduced by diversifying, investing in securities with different durations, and laddering maturity dates. The District manages its exposure to interest rate risk by limiting the weighted average maturity of its investment portfolio to less than one year from the time of purchase. The weighted average maturity for the District's investment in external investment pools is less than 60 days.

Foreign currency risk is the potential for loss due to fluctuations in exchange rates. The District's policy does not allow for any direct foreign investments, and therefore the District is not exposed to foreign currency risk.

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. GASB Statement No. 72, Fair Value Measurement and Application provides a framework for measuring fair value which establishes a three-level fair value hierarchy that describes the inputs used to measure assets and liabilities:

- Level 1 inputs are quoted prices (unadjusted) for identical assets or liabilities in active markets that a government can access at the measurement date.
- Level 2 inputs are inputs – other than quoted prices included within Level 1 – that are observable for an asset or liability, either directly or indirectly.
- Level 3 inputs are unobservable inputs for an asset or liability.

The fair value hierarchy gives the highest priority to Level 1 inputs and the lowest priority to Level 3 inputs. If a price for an identical asset or liability is not observable, a government should measure fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. If the fair value of an asset or liability is measured using inputs from more than one level of the fair value hierarchy, the measurement is considered to be based on the lowest priority level input that is significant to the entire measurement.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**CASH & INVESTMENTS** *(continued)*

The District has recurring fair value measurements as presented in the table below. The District’s investment balances at August 31, 2022 are as follows:

<u>Description</u>	<u>Credit Rating</u>	<u>Carrying Amount</u>	<u>Fair Value</u>
Lone Star Investment Pool	AAAm	\$ 25,763,185	\$ 26,139,171
TexPool Investment Pool	AAAm	986,356	986,356
		<u>\$ 26,749,541</u>	<u>\$ 27,125,527</u>

**PROPERTY TAXES**

The District’s ad valorem property tax is levied on all real and business personal property located in the District. A lien exists on all property on January 1st of each year. Tax statements are mailed on October 1st each year or as soon thereafter as possible. Taxes are due upon receipt and become delinquent if not paid before February 1st of the following calendar year. The assessed value of the property tax roll on January 1, 2021, upon which the levy for the 2021-22 fiscal period was based, was \$5,726,344,347.

The tax rates levied for the fiscal year ended August 31, 2022, to finance General Fund operations and the payment of principal and interest on general obligation long-term debt were \$0.9603 and \$0.3839 per \$100 valuation, respectively, for a total of \$1.3442 per \$100 valuation.

Current year tax collections for the period ended August 31, 2022, were 99% of the levy.

The ad valorem tax rate is allocated each year between the General Fund and the Debt Service Fund. The full amount estimated to be required for general obligation bond retirement is provided by the debt service tax together with interest earned within the Debt Service Fund.

Allowances for uncollectible taxes within the General Fund and Debt Service Fund are based on historical experience. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature. As of August 31, 2022, the allowance for uncollectible taxes was approximately 2% of total delinquent property taxes receivable.

**DUE FROM OTHER GOVERNMENTS**

The District participates in a variety of federal and state programs from which it receives grants to partially or fully finance certain activities. In addition, the District receives entitlements from the State through the School Foundation Program and Available School Fund.

Receivables due from other governments as of August 31, 2022, for the District’s individual major funds and Non-Major Governmental Funds are as follows:

<u>Fund</u>	<u>Local Governments</u>	<u>State Entitlements</u>	<u>Federal Grants</u>	<u>Total</u>
General	\$ -	\$ 4,387,634	\$ -	\$ 4,387,634
Special Revenue	-	3,143,891	1,242,288	4,386,179
Child Nutrition Program	-	259,499	-	259,499
Total	<u>\$ -</u>	<u>\$ 7,791,024</u>	<u>\$ 1,242,288</u>	<u>\$ 9,033,312</u>

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**INTERFUND TRANSACTIONS**

Inter-fund balances at August 31, 2022, consisted of the following individual fund receivables and payables:

<u>Receivable Fund</u>	<u>Payable Fund</u>	<u>Amount</u>
General Fund	Payroll Clearing Fund	\$ 516,083
General Fund	Special Revenue Funds	\$ 2,721,339

All interfund balances represent transactions between the General Fund and other funds. These amounts are short-term advances and are expected to be repaid in less than one year.

**CAPITAL ASSETS**

A summary of changes in capital assets for the year ended August 31, 2022, follows:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Retirements</u>	<u>Ending Balance</u>
<b>Business-Type Activities:</b>				
Furniture & Equipment	\$ 2,629,706	\$ 92,766	\$ -	\$ 2,722,472
Less: Accumulated depreciation	(1,668,168)	(206,330)	-	(1,874,498)
<b>Total Capital Assets for Business-Type Activities, net</b>	<b>\$ 961,538</b>	<b>\$ (113,564)</b>	<b>\$ -</b>	<b>\$ 847,974</b>
<b>Governmental Activities:</b>				
<b>Capital Assets not being depreciated:</b>				
Land	\$ 13,145,523	\$ 2,617,406	\$ -	\$ 15,762,929
Construction in Progress	1,583,142	28,500	-	1,611,642
	14,728,665	2,645,906	-	17,374,571
<b>Capital Assets being depreciated:</b>				
Buildings & Improvements	351,939,404	1,366,720	-	353,306,124
Furniture & Equipment	21,251,866	1,650,541	-	22,902,407
	373,191,270	3,017,261	-	376,208,531
<b>Less: Accumulated depreciation for:</b>				
Buildings & Improvements	(103,220,571)	(7,590,379)	-	(110,810,950)
Furniture & Equipment	(15,064,581)	(1,472,761)	-	(16,537,342)
	(118,285,152)	(9,063,141)	-	(127,348,293)
<b>Total Capital Assets for Governmental Activities, net</b>	<b>\$ 269,634,783</b>	<b>\$ (3,399,974)</b>	<b>\$ -</b>	<b>\$ 266,234,809</b>

Depreciation expense was charged to functions as follows:

	<u>Governmental</u>	<u>Business-Type</u>	<u>Total</u>
Instruction	\$ 5,766,161	\$ -	\$ 5,766,161
Instructional Resources & Media	130,623	-	\$ 130,623
Curriculum and Instructional Staff Developr	144,146	-	\$ 144,146
Instructional Leadership	243,974	-	\$ 243,974
School Leadership	669,034	-	\$ 669,034
Guidance, Counseling, and Evaluation Servi	291,854	-	\$ 291,854
Health Services	139,819	-	\$ 139,819
Student Transportation	250,395	-	\$ 250,395
Food Services	47,701	206,330	\$ 254,031
Extracurricular Activities	301,138	-	\$ 301,138
General Administration	257,883	-	\$ 257,883
Plant Maintenance & Operations	498,247	-	\$ 498,247
Security & Monitoring	122,768	-	\$ 122,768
Data Processing Services	116,923	151-	\$ 116,923
Community Services	82,475	-	\$ 82,475
<b>Total Depreciation Expense</b>	<b>\$ 9,063,141</b>	<b>\$ 206,330</b>	<b>\$ 9,269,471</b>

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**CAPITAL ASSETS** (continued)

**Construction Commitments**

At August 31, 2022, the District was obligated under major contracts for construction of new facilities and renovations or repair of various existing facilities. A summary of the status of these projects and the related binding contracts with contractors is as follows:

<u>Project</u>	<u>Costs Incurred</u>	<u>Budgeted Costs</u>
Elementary School #10	\$ 741,967	\$ 900,000
Elementary School #11	841,175	900,000
WHS Outdoor seating area	28,500	-
Total	<u>\$ 1,611,642</u>	<u>\$ 1,800,000</u>

**LONG-TERM DEBT**

A summary of changes in long-term debt for the year ended August 31, 2022, follows:

	<u>Original Issue</u>	<u>Interest Rate</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
<b>Bonded Indebtedness:</b>							
2002 Refunding	\$ 34,224,017	5.13-5.96%	\$ 632,007	\$ -	\$ (241,708)	\$ 390,299	\$ 209,229
2011 Refunding	28,621,701	2.00-5.00%	4,966,701	-	-	4,966,701	-
2011 Tax Qualified	2,500,000	4.45%	2,500,000	-	-	2,500,000	170,000
2013 Refunding	5,915,000	2.00-3.50%	5,840,000	-	-	5,840,000	-
2014 Refunding	8,595,000	2.00-3.60%	8,435,000	-	-	8,435,000	-
2015 Refunding	40,990,000	4.00-5.50%	38,465,000	-	(495,000)	37,970,000	520,000
2015 Building	75,000,000	3.00-5.00%	71,980,000	-	(545,000)	71,435,000	570,000
2016 Building	46,545,000	2.00-5.00%	44,005,000	-	(645,000)	43,360,000	680,000
2018 Building	21,005,000	3.00-5.00%	19,820,000	-	(380,000)	19,440,000	400,000
2020 Refunding	18,825,000	3.00-5.00%	18,070,000	-	(740,000)	17,330,000	785,000
2021 Refunding	17,625,000	2.00-3.00%	17,625,000	-	(6,015,000)	11,610,000	-
Subtotal			232,338,708	-	(9,061,708)	223,277,000	3,334,229
Bond Premium			16,976,747	-	(1,094,574)	15,882,173	-
Accreted Interest			14,706,457	-	(4,193,292)	10,513,165	4,220,771
Total Bonded Indebtedness			<u>\$264,021,912</u>	<u>\$ -</u>	<u>\$ (14,349,574)</u>	<u>\$249,672,338</u>	<u>\$ 7,555,000</u>

General obligation bonds are direct obligations issued on a pledge of the general taxing power for the payment of the debt obligations of the District. Interest expense for the year on all bonded indebtedness was \$8,486,301.

The District's Unlimited Tax Qualified School Construction Bonds-Series 2011 require the District to make sinking fund deposits into a sinking fund restricted to payment of the bond principal when the bonds become due in 2026. Sinking fund deposits of \$165,000 per year are required in fiscal years 2012 through 2021 and deposits of \$170,000 are required in fiscal years 2022 through 2026. The balance in the sinking fund account as of August 31, 2022 was \$1,650,000 and is shown in the financial statements as restricted cash in the Debt Service Fund.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements  
Year Ended August 31, 2022

**LONG-TERM DEBT** (continued)

Changes in debt-related deferred outflows of resources for the year ended August 31, 2022, were:

	<u>Beginning Balance</u>	<u>Issued/ Increases</u>	<u>Retired/ Refunded</u>	<u>Ending Balance</u>
Deferred charge for refunding	\$ 6,439,381	-	(404,555)	\$ 6,034,826

Changes in Net Pension Liability and Net OPEB Liability for the year ended August 31, 2022, were:

	<u>08/31/21</u>	<u>Additions</u>	<u>Retirements</u>	<u>08/31/22</u>
Net Pension Liability	\$ 28,406,780	-	(14,063,540)	\$ 14,343,240
Net OPEB Liability	\$ 28,836,811	1,712,496	-	\$ 30,549,307

**Capital Appreciation Bonds**

A capital appreciation bond (CAB) is a bond bearing no interest that is sold at a significant discount but matures at a stated value. Accreted interest is the obligation associated with CABs and reflects period increases in the obligation to reflect the bond at stated value at maturity. CAB premiums represent premium received on the issuance of these bonds which must also be paid back at maturity. Current year accreted interest expense recognized in the government-wide financial statements was \$1,094,574, and \$4,193,292 of outstanding accreted interest was paid off during the year. Total accreted interest on CABs at August 31, 2022 is \$10,513,165, which is reported as long-term liabilities in the government-wide financial statements.

Debt service requirements for the general obligation bonds are as follows:

<u>Year Ending August 31</u>	<u>Principal</u>	<u>Interest</u>	<u>Total Requirements</u>
2023	3,334,229	14,091,565	17,425,794
2024	3,291,071	13,960,754	17,251,825
2025	5,825,720	11,581,405	17,407,125
2026	8,150,980	11,587,643	19,738,623
2027	6,220,000	9,233,626	15,453,626
2028-2032	39,235,000	40,120,062	79,355,062
2033-2037	58,950,000	27,384,417	86,334,417
2038-2042	55,520,000	15,474,450	70,994,450
2043-2047	41,480,000	3,703,475	45,183,475
2048	1,270,000	31,750	1,301,750
	<u>\$ 223,277,000</u>	<u>\$ 147,169,147</u>	<u>\$ 370,446,147</u>

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**UNEARNED REVENUE**

Unearned revenue at August 31, 2022, consisted of the following:

	General Fund	Revenue Funds	Enterprise Funds	Total
Prepaid Athletic Ticket Sales	\$ 22,000	\$ -	\$ -	\$ 22,000
Prepaid Sales - Food Services	-	-	117,871	117,871
Total	<u>\$ 22,000</u>	<u>-</u>	<u>117,871</u>	<u>\$ 139,871</u>

**REVENUES FROM LOCAL & INTERMEDIATE SOURCES**

During the current year, revenues from local and intermediate sources consisted of the following:

	General Fund	Special Revenue Funds	Debt Service Fund	Enterprise Funds	Other Funds	Total
Property Taxes	\$ 54,841,208	\$ -	\$ 21,880,998	\$ -	\$ -	\$ 76,722,206
Food Sales	-	-	-	960,526	-	960,526
Investment Income	-	-	77,234	16,710	3,160	97,104
Penalties, Interest & Other	-	-	-	-	-	-
Tax Related Income	377,068	-	-	-	-	377,068
Co-Curricular Student Activities	268,442	-	124,737	-	-	393,179
Other	1,025,252	-	-	769,956	725,782	2,520,990
Total	<u>\$ 56,511,970</u>	<u>\$ -</u>	<u>\$ 22,082,969</u>	<u>\$ 1,747,192</u>	<u>\$ 728,942</u>	<u>\$ 81,071,073</u>

**RISK MANAGEMENT**

The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During fiscal 2022, the District purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year, and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

**Health Care Coverage**

For the year ended August 31, 2022, all employees of the District were offered health care coverage under the TRS ActiveCare insurance plan (the Plan), which is a statewide health coverage program for public education employees established by the 77<sup>th</sup> Texas Legislature. The District contributed \$245 per month per enrolled employee to the Plan, and employees, at their option, authorized payroll withholdings to pay the additional cost of premiums for themselves and dependents.

**Worker's Compensation Insurance**

During the year ended August 31, 2022, the District met its statutory workers' compensation obligations through participation in the TASB Risk Management Fund (the Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The Fund's workers' compensation program is authorized by Chapter 504, Texas Labor Code. All districts participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties. The Fund provides statutory workers' compensation benefits to its members and their injured employees.

## WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

Notes to the Financial Statements

Year Ended August 31, 2022

### **RISK MANAGEMENT** *(continued)*

#### **Worker's Compensation Insurance** *(continued)*

The Fund and its members are protected against higher than expected claims costs through the purchase of stop loss coverage for any claim in excess of the Fund's self-insured retention of \$2 million. The Fund uses the services of an independent actuary to determine reserve adequacy and fully fund those reserves. As of August 31, 2022, the Fund carries a discounted reserve of \$5,763,007 for future development on reported claims and claims that have been incurred but not yet reported. For the year ended August 31, 2022, the Fund anticipates no additional liability to members beyond their contractual obligations for payment of contributions.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each plan year on August 31<sup>st</sup>. The audit is accepted by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statements as of August 31, 2021, are available at the TASB Risk Management Fund website and have been filed with the Texas State Board of Insurance in Austin.

#### **Unemployment Compensation Pool**

During the year ended August 31, 2022, the District provided unemployment compensation coverage to its employees through participation in the TASB Risk Management Fund (The Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Local Government Code. The Fund's Unemployment Compensation Program is authorized by Section 22.005 of the Texas Education Code and Chapter 172 of the Texas Local Government Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties.

The Fund meets its quarterly obligation to the Texas Workforce Commission. Expenses are accrued monthly until the quarterly payment has been made. Expenses can be reasonably estimated; therefore, there is no need for specific or aggregate stop loss coverage for the Unemployment Compensation pool. For the year ended August 31, 2022, the Fund anticipates that the District has no additional liability beyond the contractual obligation for payment of contribution.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each year on August 31<sup>st</sup>. The audit is accepted by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statement as of August 31, 2021, are available on the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

#### **Litigation & Contingencies**

The District is a party to various legal actions none of which is believed by administration to have a material effect on the financial condition of the District. Accordingly, no provision for losses has been recorded in the accompanying combined financial statements for such contingencies.

#### **State & Federal Programs**

The District participates in numerous state and federal grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collect ability of any related receivable at August 31, 2022 may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

## WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

Notes to the Financial Statements

Year Ended August 31, 2022

### **DEFINED BENEFIT PENSION PLANS**

#### **Plan Description**

The District participates in a cost-sharing multiple employer defined benefit pension that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS's defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

#### **Pension Plan Fiduciary Net Position**

Detail information about the Teacher Retirement System's fiduciary net position is available in a separately issued Annual Comprehensive Financial Report (ACFR) that includes financial statements and required supplementary information. That report may be obtained on the Internet at [https://www.trs.texas.gov/Pages/about\\_publications.aspx](https://www.trs.texas.gov/Pages/about_publications.aspx) ; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698, or by calling (512) 542-6592.

#### **Benefits Provided**

TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes; including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan description above.

Texas Government Code section 821.006 prohibits benefit improvements, if, as a result of the particular action, the time required to amortize TRS unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. Actuarial implications of the funding provided in the manner are determined by the System's actuary.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Contributions**

Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member’s annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year. Employee contribution rates are set in state statute, Texas Government Code 825.402. The TRS Pension Reform Bill (Senate Bill 12) of the 86th Texas Legislature amended Texas Government Code 825.402 for member contributions and increased employee and employer contribution rates for fiscal years 2020 through 2025. *Contribution Rates can be found in the TRS 2020 ACFR, Note 11, on page 82.*

	<u>2021</u>	<u>2022</u>
Member	7.70%	8.00%
Non-Employer Contributing Entity (State)	7.50%	7.75%
Employers	7.50%	7.50%
Fiscal Year 2022 Employer Contributions		\$ 2,916,270
Fiscal Year 2022 Member Contributions		\$ 6,354,228
2021 Measurement Year NECE On-Behalf Contributions		\$ 5,484,281

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

As the non-employer contributing entity for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities or the State of Texas as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

- On the portion of the member’s salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member’s first 90 days of employment.
- When any part or all of an employee’s salary is paid by federal funding sources, a privately sponsored source, from non-educational and general, or local funds
- When the employing district is a public junior college or junior college district, the employer shall contribute to the retirement system an amount equal to 50 percent of the state contribution rate for certain instructional or administrative employees; and 100 percent of the state contribution rate for all other employees.

In addition to the employer contributions listed above, there is an additional surcharge an employer is subject to:

- All public schools, charter schools, and regional educational service centers must contribute 1.5 percent of the member’s salary beginning in fiscal year 2020, gradually increasing to 2 percent in fiscal year 2025.
- When employing a retiree of the Teacher Retirement System the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements  
Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Actuarial Assumptions** – The total pension liability in the August 31, 2021 actuarial valuation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2020 rolled forward to August 31, 2021
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Fair Value
Single Discount Rate	7.25%
Long-term expected Investment Rate of Return	7.25%
Municipal Bond Rate as of August 2020	1.95%
Inflation	2.30%
Salary Increases including inflation	3.05% to 9.05%
Benefit changes during the year	None
Ad hoc post-employment benefit changes	None

The actuarial methods and assumptions used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2020. For a full description of these assumptions please see the actuarial valuation report dated November 9, 2020.

**Discount Rate** – A single discount rate of 7.25% was used to measure the total pension liability. The single discount rate was based on the expected rate of return on pension plan investments of 7.25%. The projection of cash flows used to determine the single discount rate assumed that contributions from active members, employers and the non-employer contributing entity will be made at the rates set by the legislature during the 2019 session. It is assumed that future employer and state contributions will be 8.50% of payroll in fiscal year 2021 gradually increasing to 9.55% of payroll over the next several years. This includes all employer and state contributions for active and rehired retirees.

Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term rate of return on pension plan investments is 7.25%. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the System’s target asset allocation as of August 31, 2020 (see page 53 of the TRSACFR) are summarized below:

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

Asset Class	Target Allocation (1) %	Long-Term Expected Arithmetic Real Rate of Return (2)	Expected Contribution to Long-term Portfolio Returns
<b>Global Equity</b>			
U.S.	18.00%	3.60%	0.94%
Non-U.S. Developed	13.00%	4.40%	0.83%
Emerging Markets	9.00%	4.60%	0.74%
Private Equity	14.00%	6.30%	1.36%
<b>Stable Value</b>			
Government Bonds	16.00%	-0.20%	0.01%
Absolute Return	0.00%	1.10%	0.00%
Stable Value Hedge Funds	5.00%	2.20%	0.12%
<b>Real Return</b>			
Real Estate	15.00%	4.50%	1.00%
Energy, Natural Resources, and Infrastructure	6.00%	4.70%	0.35%
Commodities	0.00%	1.70%	0.00%
<b>Risk Parity</b>			
Risk Parity	8.00%	2.80%	0.28%
<b>Leverage</b>			
Cash	2.00%	-0.70%	-0.01%
Asset Allocation Leverage	-6.00%	-0.50%	0.03%
Inflation Expectation			2.20%
Volatility Drag (3)			-0.95%
<b>Total</b>	<b>100.00%</b>		<b>6.90%</b>

(1) Target Allocations are based on FY2021 policy model.

(2) Capital Market Assumptions come from Aon Hewitt (as of 8/31/21)

(3) The volatility drag results from the conversion between arithmetic and geometric mean returns.

**Discount Rate Sensitivity Analysis**

The following table presents the Net Pension Liability of the plan using the discount rate of 7.25 percent, and what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.25 percent) or one percentage point higher (8.25 percent) than the current rate. *The discount rate can be found in the 2020 TRS ACFR, Note 11, page 84.*

	1% Decrease in Discount Rate (6.25%)	Discount Rate (7.25%)	1% Increase in Discount Rate (8.25%)
Proportionate Share of the Net Pension Liability:	\$ 34,342,255	\$ 14,343,240	\$ 551,878

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements  
Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Pension Liabilities, Pension Expense, Deferred Outflows of Resources & Deferred Inflows of Resources Related to Pensions** - At August 31, 2022, the District reported a liability of \$28,406,780 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the collective net pension liability	\$ 14,343,240
State's proportionate share that is associated with the District	<u>25,160,957</u>
Total	<u>\$ 39,504,197</u>

The net pension liability was measured as of 1 and rolled forward to 2; the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The employer's proportion of the net pension liability was based on the employer's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2020 thru August 31, 2021.

At August 31, 2021, the employer's proportion of the collective net pension liability was 0.05632% which was an increase of 0.000329% from its proportion measured as of August 31, 2020.

**Changes Since the Prior Actuarial Valuation**

There were no changes in assumptions since the prior measurement date.

For the year ended August 31, 2022, the District recognized pension expense of \$5,529,144 and revenue of \$100,590 for support provided by the State.

At August 31, 2022, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual economic experiences	\$ 24,003	\$ 1,009,775
Changes in actuarial assumptions	5,070,055	2,210,109
Differences between projected and actual investment earnings	-	12,026,620
Changes in proportion and differences between the employer's contributions and the proportionate share of contributions	<u>2,777,889</u>	-
Total as of August 31, 2021	\$ 7,871,947	\$ 15,246,504
Contributions paid to TRS subsequent to the measurement date	<u>2,916,270</u>	-
Total as of Fiscal year end	<u>\$ 10,788,217</u>	<u>\$ 15,246,504</u>

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Employee Retirement Plan – Pension Liabilities, Pension Expense, Deferred Outflows of Resources & Deferred Inflows of Resources Related to Pensions** *(continued)*

\$2,916,270 reported as deferred outflow of resources resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending August 31, 2023. The remaining net amounts of the employer’s balances of deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year ended August 31,</u>	<u>Pension Expense Amount</u>
2022	\$ (950,432)
2023	(1,109,302)
2024	(2,259,204)
2025	(3,264,804)
2026	161,806
Thereafter	47,379
	<u>\$ (7,374,557)</u>

**DEFINED OTHER POS-EMPLOYMENT BENEFIT PLANS**

**Plan Description** - The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS-Care). TRS-Care is a multiple-employer, cost-sharing defined Other Post- Employment Benefit (OPEB) plan that has a special funding situation. The TRS-Care program was established in 1986 by the Texas Legislature.

The TRS Board of Trustees administers the TRS-Care program and the related fund in accordance with Texas Insurance Code Chapter 1575. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. The Board may adopt rules, plans, procedures, and orders reasonably necessary to administer the program, including minimum benefits and financing standards.

**OPEB Plan Fiduciary Net Position**

Detail information about the TRS-Care’s fiduciary net position is available in the separately issued TRS Annual Comprehensive Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at [http://www.trs.texas.gov/Pages/about\\_publications.aspx](http://www.trs.texas.gov/Pages/about_publications.aspx) ; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

**Benefits Provided**

TRS-Care provides basic health insurance coverage to retirees from public schools, charter schools, regional education service centers, and other educational districts who are members of the TRS pension plan. Option dependent coverage is available for an additional fee.

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high-deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. There are no automatic post-employment benefit changes; including automatic COLAs.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Defined Other Post-Employment Benefit Plans** *(continued)*

The premium rates for retirees are reflected in the following table.

	TRS-Care Monthly for Retirees	
	Medicare	Non-Medicare
Retiree or surviving spouse	\$ 135	\$ 200
Retiree and Spouse	529	689
Retiree or surviving spouse and children	468	408
Retiree and Family	1,020	999

**Contributions**

Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25 percent of the employee's salary. Section 1575.203 establishes the active employee's rate which is .65 percent of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public or charter school. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

The following table shows contributions to the TRS-Care plan by type of contributor.

	<u>2021</u>	<u>2022</u>
Member	0.65%	0.65%
Non-Employer Contributing Entity (State)	1.25%	1.25%
Employers	0.75%	0.75%
Federal/Private Funding Remitted by Employers	1.25%	1.25%
Fiscal Year 2021 Employer Contributions		\$ 687,773
Fiscal Year 2021 Member Contributions		\$ 485,096
2020 Measurement Year NECE On-behalf Contributions		\$ 828,917

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to (regardless of whether or not they participate in the TRS Care OPEB program). When employers hire a TRS retiree, they are required to pay to TRS Care, a monthly surcharge of \$535 per retiree.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of \$5.5 million in fiscal year 2022 to maintain premiums and benefit levels in the 2021-2022 biennium.

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Defined Other Post-Employment Benefit Plans** *(continued)*

**Actuarial Assumptions**

The actuarial valuation was performed as of August 31, 2020. Update procedures were used to roll forward the Total OPEB Liability to August 31, 2021. The actuarial valuation was determined using the following actuarial assumptions: *Actuarial Assumptions can be found in the 2021 TRS ACFR, Note 9, page 76.*

The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuation performed for the pension plan, except that the OPEB valuation is more complex. All the demographic assumptions, including rates of retirement, termination, and disability, and most of the economic assumptions, including general inflation and salary increases, used in the OPEB valuation were identical to those used in the respective TRS pension valuation. The demographic assumptions were developed in the experience study performed for TRS for the period ending August 31, 2017.

The following assumptions and other inputs used for members of TRS-Care are based on an established pattern of practice and are identical to the assumptions used in the August 31, 2020 TRS pension actuarial valuation that was rolled forward to August 31, 2021:

Rates of Mortality	General Inflation	General Inflation
Rates of Retirement	Wage Inflation	Wage Inflation
Rates of Termination	Expected Payroll Growth	Expected Payroll Growth
Rates of Disability		

The active mortality rates were based on 90 percent of the RP-2014 Employee Mortality Tables for males and females, with full generational mortality using Scale BB. The post-retirement mortality rates for healthy lives were based on the 2018 TRS of Texas Healthy Pensioner Mortality Tables, with full generational projection using the ultimate improvement rates from the most recently published scale (U-MP).

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Defined Other Post-Employment Benefit Plans** *(continued)*

**Additional Actuarial Methods and Assumptions:**

Valuation Date	August 31, 2020 rolled forward to August 31, 2021
Actuarial Cost Method	Individual Entry Age Normal
Inflation	2.30%
Discount Rate	1.95% as of August 31, 2021
Aging Factors	Based on plan specific experience
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claim costs.
Salary Increases	3.05% to 9.05%, including inflation
Election Rates	Normal Retirement: 65% participation prior to age 65 and 50% participation after age 65. 25% of pre-65 retirees are assumed to discontinue coverage at age 65.
Ad hoc post-employment benefit changes	None

**Discount Rate**

A single discount rate of 1.95 percent was used to measure the Total OPEB Liability. There was a decrease of .38 percent in the discount rate since the previous year. *The Discount Rate can be found in the 2021 TRS ACFR on page 77.* Because the plan is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan’s fiduciary net position was projected to ***not be able*** to make all future benefit payments of current plan members. Therefore, the municipal bond rate was used for the long-term rate of return and was applied to all periods of projected benefit payments to determine the total OPEB liability.

The source of the municipal bond rate is the Fidelity “20-year Municipal GO AA Index” as of August 31, 2020 using the fixed-income municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds.

**Discount Rate Sensitivity Analysis** – The following schedule shows the impact of the net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (1.95%) in measuring the net OPEB Liability.

	1% Decrease in Discount Rate <u>(1.20%)</u>	Discount Rate <u>(2.20%)</u>	1% Increase in Discount Rate <u>(3.20%)</u>
Proportionate share of the net OPEB liability:	\$ 36,310,006	\$ 30,549,307	\$ 26,036,316

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Defined Other Post-Employment Benefit Plans** *(continued)*

**OPEB Liabilities, OPEB Expense & Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs**

At August 31, 2022, the District reported a liability of \$28,836,811 for its proportionate share of the TRS's net OPEB liability. This liability reflects a reduction of State OPEB support provided to the District. The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's proportionate share of the collective net OPEB liability	\$ 30,549,307
State's proportionate share that is associated with the District	40,929,263
Total	<u>\$ 71,478,570</u>

The net OPEB liability was measured as of August 31, 2021 and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of that date. The employer's proportion of the net OPEB liability was based on the employer's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2020 thru August 31, 2021.

At August 31, 2021, the employer's proportion of the collective net OPEB liability was 0.07919%, which was an increase of 0.00334% from its proportion measured as of August 31, 2020.

The following schedule shows the impact of the Net OPEB Liability if a healthcare trend rate that is 1% less than and 1% greater than the health trend rates assumed.

	<u>1% Decrease</u>	<u>Current Healthcare Cost Trend Rate</u>	<u>1% Increase</u>
Proportionate share of the net OPEB liability:	\$ 25,567,760	\$ 30,549,307	\$ 37,079,594

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements

Year Ended August 31, 2022

**DEFINED BENEFIT PENSION PLANS** *(continued)*

**Defined Other Post-Employment Benefit Plans - OPEB Liabilities, OPEB Expense & Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs** *(continued)*

**Changes Since the Prior Actuarial Valuation** - No changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

Changes of Benefit Terms Since the Prior Measurement Date – There were no changes in benefit terms since the prior measurement date.

For the year ended August 31, 2022, the District recognized OPEB expense of \$338,686 and revenue of \$(1,510,602) for support provided by the State.

At August 31, 2022, the District reported its proportionate share of the TRS’s deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experiences	\$ 1,315,292	\$ 14,788,002
Changes in actuarial assumptions	3,383,694	6,460,613
Differences between projected and actual investment earnings	33,166	-
Changes in proportion and differences between the employer's contributions and the proportionate share of contributions	7,153,672	-
Total as of August 31, 2020 measurement date	<u>\$ 11,885,824</u>	<u>\$ 21,248,615</u>
Contributions paid to TRS subsequent to the measurement date	687,773	-
Total as of August 31, 2021	<u>\$ 12,573,597</u>	<u>\$ 21,248,615</u>

\$687,773 reported as deferred outflow of resources resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending August 31, 2022. The remaining net amounts of the employer’s balances of deferred outflows and inflows of resources related to OPEBs will be recognized in pension expense as follows:

<u>Fiscal Year ended August 31,</u>	
2022	\$ (2,106,075)
2023	(2,106,823)
2024	(2,106,618)
2025	(1,302,484)
2026	(213,812)
Thereafter	<u>(1,526,977)</u>
	<u>\$ (9,362,789)</u>

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to the Financial Statements  
Year Ended August 31, 2022

**Medicare Part D**

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare D allows for the Texas Public School Retired Employee Group Insurance Program (TRSCare) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. The funds allocated to the District are considered on-behalf payments and are recognized as equal revenues and expenditures in the General Fund. For the year ended August 31, 2022, the contribution made on behalf of the District was \$3,727,543.

**JOINT VENTURES-SHARED SERVICE ARRANGEMENTS**

The District is the fiscal agent for Shared Services Arrangements ("SSA'S") which provide deaf education to member districts. In addition to the District, other member districts include Ferris, Milford, Maypearl, and Italy Independent School Districts.

All services are provided by the fiscal agent. According to guidance provided in TEA's Resource Guide, the District has accounted for the fiscal agent's activities of the SSA'S in Special Revenues Funds. Expenditures of the SSA'S are summarized below:

	<u>Fund 315</u>	<u>Fund 435</u>
Italy	\$ 1,393	\$ 2,706
Maypearl	1,393	2,706
Milford	2,787	5,413
Waxahachie	20,901	40,595
	<u>\$ 26,474</u>	<u>\$ 51,420</u>

**TAX ABATEMENTS**

In compliance with GASB Statement #77, the District did not have any outstanding tax abatements for the year ended August 31, 2022.

**EVALUATION OF SUBSEQUENT EVENTS**

The District has evaluated subsequent events through December 29, 2022, the date which the financial statements were available to be issued.

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**REQUIRED SUPPLEMENTARY INFORMATION**

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WAXAHACHIE ISD  
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
 BUDGET AND ACTUAL - GENERAL FUND  
 FOR THE YEAR ENDED AUGUST 31, 2022

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
<b>REVENUES:</b>					
5700	Total Local and Intermediate Sources	\$ 55,738,292	\$ 56,193,256	\$ 56,511,970	\$ 318,714
5800	State Program Revenues	50,255,468	44,630,580	43,385,906	(1,244,674)
5900	Federal Program Revenues	1,500,000	1,979,073	4,225,420	2,246,347
5020	Total Revenues	107,493,760	102,802,909	104,123,296	1,320,387
<b>EXPENDITURES:</b>					
Current:					
0011	Instruction	64,146,507	61,549,238	61,075,652	473,586
0012	Instructional Resources and Media Services	1,384,097	1,319,957	1,307,345	12,612
0013	Curriculum and Instructional Staff Development	1,663,054	1,738,958	1,660,608	78,350
0021	Instructional Leadership	2,656,151	2,655,175	2,642,981	12,194
0023	School Leadership	6,339,613	6,232,228	6,208,130	24,098
0031	Guidance, Counseling, and Evaluation Services	2,916,120	2,991,160	2,983,279	7,881
0033	Health Services	1,324,898	1,369,133	1,360,117	9,016
0034	Student (Pupil) Transportation	3,358,925	3,173,911	3,089,025	84,886
0035	Food Services	100,000	24,678	24,677	1
0036	Extracurricular Activities	4,464,867	4,574,306	4,466,701	107,605
0041	General Administration	3,372,267	3,491,250	3,347,708	143,542
0051	Facilities Maintenance and Operations	9,306,874	9,515,180	9,140,009	375,171
0052	Security and Monitoring Services	1,769,305	1,788,079	1,721,032	67,047
0053	Data Processing Services	1,889,278	2,618,958	2,553,540	65,418
0061	Community Services	261,804	277,688	238,611	39,077
Capital Outlay:					
0081	Facilities Acquisition and Construction	1,940,000	4,577,000	3,961,842	615,158
Intergovernmental:					
0095	Payments to Juvenile Justice Alternative Ed. Prg.	15,000	55,000	51,948	3,052
0099	Other Intergovernmental Charges	585,000	585,000	573,248	11,752
6030	Total Expenditures	107,493,760	108,536,899	106,406,453	2,130,446
1100	Excess (Deficiency) of Revenues Over Expenditures	-	(5,733,990)	(2,283,157)	3,450,833
<b>OTHER FINANCING SOURCES (USES):</b>					
7912	Sale of Real and Personal Property	-	406,333	406,929	596
8911	Transfers Out (Use)	-	(9,000)	(8,747)	253
7080	Total Other Financing Sources (Uses)	-	397,333	398,182	849
1200	Net Change in Fund Balances	-	(5,336,657)	(1,884,975)	3,451,682
0100	Fund Balance - September 1 (Beginning)	26,346,414	26,346,414	26,346,414	-
3000	Fund Balance - August 31 (Ending)	\$ 26,346,414	\$ 21,009,757	\$ 24,461,439	\$ 3,451,682

WAXAHACHIE ISD  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR THE YEAR ENDED AUGUST 31, 2022

	FY 2022 Plan Year 2021	FY 2021 Plan Year 2020	FY 2020 Plan Year 2019
District's Proportion of the Net Pension Liability (Asset)	0.056322076%	0.053039324%	0.0523144%
District's Proportionate Share of Net Pension Liability (Asset)	\$ 14,343,240	\$ 28,406,780	\$ 27,194,675
State's Proportionate Share of the Net Pension Liability (Asset) Associated with the District	25,160,957	51,136,922	45,308,051
Total	<u>\$ 39,504,197</u>	<u>\$ 79,543,702</u>	<u>\$ 72,502,726</u>
District's Covered Payroll	\$ 79,427,936	\$ 69,059,529	\$ 61,492,949
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	18.07%	41.13%	44.22%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	88.79%	75.54%	75.24%

Note: GASB Codification, Vol. 2, P20.183 requires that the information on this schedule be data from the period corresponding with the periods covered as of the measurement dates of August 31, 2021 for year 2022, August 31, 2020 for year 2021, August 31, 2019 for year 2020, August 31, 2018 for year 2019, August 31, 2017 for year 2018, August 31, 2016 for year 2017, August 31, 2015 for year 2016 and August 31, 2014 for year 2015.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

FY 2019 Plan Year	FY 2018 Plan Year	FY 2017 Plan Year	FY 2016 Plan Year	FY 2015 Plan Year 2014
0.0498397%	0.0459862%	0.0441213%	0.0450521%	0.0232896%
\$ 27,432,958	\$ 14,703,907	\$ 16,672,778	\$ 15,925,318	6,220,974
44,810,363	26,646,736	31,513,766	28,595,115	24,125,762
<u>\$ 72,243,321</u>	<u>\$ 41,350,643</u>	<u>\$ 48,186,544</u>	<u>\$ 44,520,433</u>	<u>\$ 30,346,736</u>
\$ 55,658,471	\$ 52,352,753	\$ 49,822,143	\$ 46,306,390	41,908,789
49.29%	28.09%	33.46%	34.39%	14.84%
73.74%	82.17%	78.00%	78.43%	83.25%

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WAXAHACHIE ISD  
SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR PENSIONS  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR FISCAL YEAR 2022

	<u>2022</u>	<u>2021</u>	<u>2020</u>
Contractually Required Contribution	\$ 2,916,270	\$ 2,403,017	\$ 2,147,911
Contribution in Relation to the Contractually Required Contribution	(2,916,270)	(2,403,017)	(2,147,911)
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's Covered Payroll	\$ 79,427,936	\$ 74,627,359	\$ 69,059,529
Contributions as a Percentage of Covered Payroll	3.67%	3.22%	3.11%

Note: GASB Codification, Vol. 2, P20.183 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

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	2019	2018	2017	2016	2015
\$	1,831,806	\$ 1,678,999	\$ 1,506,070	\$ 1,406,647	\$ 1,334,006
	(1,831,806)	(1,678,999)	(1,506,070)	(1,406,647)	(1,334,006)
\$	-	\$ -	\$ -	\$ -	\$ -
\$	61,492,949	\$ 55,655,595	\$ 52,352,753	\$ 49,822,143	\$ 46,309,390
	2.98%	3.02%	2.88%	2.82%	2.88%

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WAXAHACHIE ISD  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR THE YEAR ENDED AUGUST 31, 2022

	FY 2022 Plan Year 2021	FY 2021 Plan Year 2020	FY 2020 Plan Year 2019
District's Proportion of the Net Liability (Asset) for Other Postemployment Benefits	0.791956614%	0.075857368%	0.0723712%
District's Proportionate Share of Net OPEB Liability (Asset)	\$ 30,549,307	\$ 28,836,811	\$ 34,225,213
State's Proportionate Share of the Net OPEB Liability (Asset) Associated with the District	40,929,263	38,749,762	45,477,654
Total	<u>\$ 71,478,571</u>	<u>\$ 67,586,573</u>	<u>\$ 79,702,867</u>
District's Covered Payroll	\$ 79,427,936	\$ 69,059,529	\$ 61,492,949
District's Proportionate Share of the Net OPEB Liability (Asset) as a Percentage of its Covered Payroll	38.46%	41.76%	55.66%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	6.18%	4.99%	2.66%

Note: GASB Codification, Vol. 2, P50.238 states that the information on this schedule should be determined as of the measurement date. The amounts reported for FY 2022 are for measurement date August 31, 2021. The amounts reported for FY 2021 are for the measurement date of August 31, 2020. The amounts for FY 2020 are for the measurement date August 31, 2019. The amounts for FY 2019 are for the measurement date August 31, 2018. The amounts for FY 2018 are based on the August 31, 2017 measurement date.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

	FY 2019 Plan Year		FY 2018 Plan Year
	0.067525%		0.062862%
\$	33,715,852	\$	27,336,306
	47,367,980		41,295,841
\$	81,083,832	\$	68,632,147
\$	55,658,471	\$	52,352,753
	60.58%		52.22%
	1.57%		0.91%

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WAXAHACHIE ISD  
SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR OTHER POSTEMPLOYMENT BENEFITS (OPEB)  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR FISCAL YEAR 2022

	<u>2022</u>	<u>2021</u>	<u>2020</u>
Contractually Required Contribution	\$ 618,698	\$ 569,073	\$ 513,826
Contribution in Relation to the Contractually Required Contribution	(618,698)	(569,073)	(513,826)
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's Covered Payroll	\$ 79,427,936	\$ 74,627,359	\$ 69,059,529
Contributions as a Percentage of Covered Payroll	0.78%	0.76%	0.74%

Note: GASB Codification, Vol. 2, P50.238 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

Information in this schedule should be provided only for the years where data is available. Eventually 10 years of data should be presented.

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<u>2019</u>	
\$	459,947
	(459,947)
\$	<u>-</u>
\$	61,492,949
	0.75%

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**COMBINING STATEMENTS**

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WAXAHACHIE ISD  
 COMBINING BALANCE SHEET  
 NONMAJOR GOVERNMENTAL FUNDS  
 AUGUST 31, 2022

Data Control Codes	211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool	244 Career and Technical - Basic Grant	
<b>ASSETS</b>					
1110	Cash and Cash Equivalents	\$ -	\$ -	\$ -	\$ -
1240	Due from Other Governments	275,557	175,432	4,171	1,355
1000	Total Assets	<u>\$ 275,557</u>	<u>\$ 175,432</u>	<u>\$ 4,171</u>	<u>\$ 1,355</u>
<b>LIABILITIES</b>					
2110	Accounts Payable	\$ 8,422	\$ -	\$ -	\$ -
2150	Payroll Deductions and Withholdings Payable	257	345	5	-
2160	Accrued Wages Payable	75,213	173,823	-	-
2170	Due to Other Funds	191,665	1,263	4,167	1,355
2000	Total Liabilities	<u>275,557</u>	<u>175,431</u>	<u>4,172</u>	<u>1,355</u>
<b>FUND BALANCES</b>					
3600	Unassigned Fund Balance	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
4000	Total Liabilities and Fund Balances	<u>\$ 275,557</u>	<u>\$ 175,431</u>	<u>\$ 4,172</u>	<u>\$ 1,355</u>

255 ESEA II, A Training and Recruiting	263 Title III, A English Lang. Acquisition	279 ESSER III TCLAS ARP Act	282 ESSER III ARP Act	284 IDEA B Formula ARP Act	289 TITLE IV Part A	315 SSA IDEA, Part B Discretionary	379 Other Federal SSA Special Revenue Funds
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,148
76,319	9,600	3,685	885,114	193,788	19,785	6,484	-
<u>\$ 76,319</u>	<u>\$ 9,600</u>	<u>\$ 3,685</u>	<u>\$ 885,114</u>	<u>\$ 193,788</u>	<u>\$ 19,785</u>	<u>\$ 6,484</u>	<u>\$ 5,148</u>
\$ 14,755	\$ -	\$ -	\$ 22,587	\$ -	\$ -	\$ -	\$ -
-	18	-	-	-	-	-	-
11,957	3,082	-	-	-	-	-	-
49,607	6,499	3,685	862,527	193,788	19,785	6,484	-
<u>76,319</u>	<u>9,599</u>	<u>3,685</u>	<u>885,114</u>	<u>193,788</u>	<u>19,785</u>	<u>6,484</u>	<u>-</u>
-	-	-	-	-	-	-	5,148
-	-	-	-	-	-	-	5,148
<u>\$ 76,319</u>	<u>\$ 9,599</u>	<u>\$ 3,685</u>	<u>\$ 885,114</u>	<u>\$ 193,788</u>	<u>\$ 19,785</u>	<u>\$ 6,484</u>	<u>\$ 5,148</u>

WAXAHACHIE ISD  
 COMBINING BALANCE SHEET  
 NONMAJOR GOVERNMENTAL FUNDS  
 AUGUST 31, 2022

Data Control Codes	410 State Instructional Materials	429 Other State Special Revenue Funds	435 SSA Regional Day School - Deaf	461 Campus Activity Funds	
<b>ASSETS</b>					
1110	Cash and Cash Equivalents	\$ -	\$ -	\$ 2,063	\$ 661,077
1240	Due from Other Governments	237,655	8,021	4,638	-
1000	Total Assets	<u>\$ 237,655</u>	<u>\$ 8,021</u>	<u>\$ 6,701</u>	<u>\$ 661,077</u>
<b>LIABILITIES</b>					
2110	Accounts Payable	\$ 104,693	\$ -	\$ -	\$ 2,829
2150	Payroll Deductions and Withholdings Payable	-	(3)	6	-
2160	Accrued Wages Payable	-	-	6,695	-
2170	Due to Other Funds	130,209	8,018	-	-
2000	Total Liabilities	<u>234,902</u>	<u>8,015</u>	<u>6,701</u>	<u>2,829</u>
<b>FUND BALANCES</b>					
3600	Unassigned Fund Balance	2,753	6	-	658,249
3000	Total Fund Balances	<u>2,753</u>	<u>6</u>	<u>-</u>	<u>658,249</u>
4000	Total Liabilities and Fund Balances	<u>\$ 237,655</u>	<u>\$ 8,021</u>	<u>\$ 6,701</u>	<u>\$ 661,078</u>

499 Other Local Special Revenue Funds	Total Nonmajor Special Revenue Funds	625 2015 Bond Fund	626 2018 Bond Fund	Total Nonmajor Capital Project Funds	Total Nonmajor Governmental Funds
\$ 19,700	\$ 687,988	\$ (78,224)	\$ 82,544	\$ 4,320	\$ 692,308
-	1,901,604	-	-	-	1,901,604
<u>\$ 19,700</u>	<u>\$ 2,589,592</u>	<u>\$ (78,224)</u>	<u>\$ 82,544</u>	<u>\$ 4,320</u>	<u>\$ 2,593,912</u>
\$ -	\$ 153,286	\$ -	\$ -	\$ -	\$ 153,286
-	628	-	4	4	632
-	270,770	-	-	-	270,770
-	1,479,052	-	-	-	1,479,052
<u>-</u>	<u>1,903,736</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>1,903,740</u>
19,700	685,856	(78,224)	82,540	4,316	690,172
19,700	685,856	(78,224)	82,540	4,316	690,172
<u>\$ 19,700</u>	<u>\$ 2,589,592</u>	<u>\$ (78,224)</u>	<u>\$ 82,544</u>	<u>\$ 4,320</u>	<u>\$ 2,593,912</u>

WAXAHACHIE ISD  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS  
 FOR THE YEAR ENDED AUGUST 31, 2022

Data Control Codes	211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool	244 Career and Technical - Basic Grant
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ -
5800 State Program Revenues	-	-	-	-
5900 Federal Program Revenues	1,116,049	1,946,065	30,380	81,443
5020 Total Revenues	1,116,049	1,946,065	30,380	81,443
<b>EXPENDITURES:</b>				
<b>Current:</b>				
0011 Instruction	933,927	440,711	130	73,619
0012 Instructional Resources and Media Services	-	-	-	-
0013 Curriculum and Instructional Staff Development	182,122	56,663	-	-
0023 School Leadership	-	-	-	-
0031 Guidance, Counseling, and Evaluation Services	-	1,448,691	30,250	7,824
0036 Extracurricular Activities	-	-	-	-
0041 General Administration	-	-	-	-
<b>Capital Outlay:</b>				
0081 Facilities Acquisition and Construction	-	-	-	-
6030 Total Expenditures	1,116,049	1,946,065	30,380	81,443
1200 Net Change in Fund Balance	-	-	-	-
0100 Fund Balance - September 1 (Beginning)	-	-	-	-
3000 Fund Balance - August 31 (Ending)	\$ -	\$ -	\$ -	\$ -

255 ESEA II, A Training and Recruiting	263 Title III, A English Lang. Acquisition	279 ESSER III TCLAS ARP Act	282 ESSER III ARP Act	284 IDEA B Formula ARP Act	289 TITLE IV Part A	315 SSA IDEA, Part B Discretionary	379 Other Federal SSA Special Revenue Funds
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
-	-	-	-	-	-	-	322
431,981	62,164	60,908	4,727,369	307,940	77,496	26,475	-
431,981	62,164	60,908	4,727,369	307,940	77,496	26,475	322
531	60,381	39,895	4,727,369	172,172	29,518	26,475	-
-	-	-	-	-	-	-	-
240,136	1,783	21,013	-	-	47,978	-	-
191,314	-	-	-	-	-	-	-
-	-	-	-	135,768	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
431,981	62,164	60,908	4,727,369	307,940	77,496	26,475	-
-	-	-	-	-	-	-	322
-	-	-	-	-	-	-	4,826
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,148

WAXAHACHIE ISD  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS  
 FOR THE YEAR ENDED AUGUST 31, 2022

Data Control Codes	410 State Instructional Materials	429 Other State Special Revenue Funds	435 SSA Regional Day School - Deaf	461 Campus Activity Funds
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ 644,922
5800 State Program Revenues	426,670	57,024	54,893	-
5900 Federal Program Revenues	-	-	-	-
5020 Total Revenues	<u>426,670</u>	<u>57,024</u>	<u>54,893</u>	<u>644,922</u>
<b>EXPENDITURES:</b>				
<b>Current:</b>				
0011 Instruction	426,670	44,261	54,893	318,559
0012 Instructional Resources and Media Services	-	-	-	79,412
0013 Curriculum and Instructional Staff Development	-	12,973	-	-
0023 School Leadership	-	-	-	-
0031 Guidance, Counseling, and Evaluation Services	-	-	-	-
0036 Extracurricular Activities	-	-	-	161,276
0041 General Administration	-	-	-	56,176
<b>Capital Outlay:</b>				
0081 Facilities Acquisition and Construction	-	-	-	-
6030 Total Expenditures	<u>426,670</u>	<u>57,234</u>	<u>54,893</u>	<u>615,423</u>
1200 Net Change in Fund Balance	-	(210)	-	29,499
0100 Fund Balance - September 1 (Beginning)	2,753	216	-	628,750
3000 Fund Balance - August 31 (Ending)	<u>\$ 2,753</u>	<u>\$ 6</u>	<u>\$ -</u>	<u>\$ 658,249</u>

499 Other Local Special Revenue Funds	Total Nonmajor Special Revenue Funds	625	626	Total Nonmajor Capital Project Funds	Total Nonmajor Governmental Funds
\$ 83,943	\$ 728,865	\$ 73	\$ 4	\$ 77	\$ 728,942
-	538,909	-	-	-	538,909
-	8,868,271	-	-	-	8,868,271
83,943	10,136,045	73	4	77	10,136,122
1,450	7,350,561	61,487	7,941	69,428	7,419,989
-	79,412	-	130,582	130,582	209,994
-	562,668	-	-	-	562,668
-	191,314	-	-	-	191,314
-	1,622,533	-	-	-	1,622,533
63,555	224,831	-	-	-	224,831
-	56,176	-	-	-	56,176
-	-	157,375	8,011	165,386	165,386
65,005	10,087,495	218,862	146,534	365,396	10,452,891
18,938	48,550	(218,789)	(146,530)	(365,319)	(316,769)
762	637,307	140,566	229,071	369,637	1,006,944
\$ 19,700	\$ 685,857	\$ (78,223)	\$ 82,541	\$ 4,318	\$ 690,175

WAXAHACHIE ISD  
 COMBINING STATEMENT OF FIDUCIARY NET POSITION  
 CUSTODIAL FUNDS  
 AUGUST 31, 2022

	863 Payroll Clearing Fund	865 Custodial Fund Student Activity Acct	899 Employee Sunshine Fund	Total Custodial Funds
<b>ASSETS</b>				
Cash and Cash Equivalents	\$ 565,827	\$ 193,134	\$ 7,707	\$ 766,668
Total Assets	<u>565,827</u>	<u>193,134</u>	<u>7,707</u>	<u>766,668</u>
<b>LIABILITIES</b>				
Accounts Payable	139	5,523	-	5,662
Payroll Deductions and Withholdings Payable	49,604	-	-	49,604
Due to Other Funds	516,083	-	-	516,083
Due to Others	-	(75)	7,707	7,632
Total Liabilities	<u>565,826</u>	<u>5,448</u>	<u>7,707</u>	<u>578,981</u>
<b>NET POSITION</b>				
Unrestricted Net Position	-	187,687	-	187,687
Total Net Position	<u>\$ -</u>	<u>\$ 187,687</u>	<u>\$ -</u>	<u>\$ 187,687</u>

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WAXAHACHIE ISD  
 COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET POSITION  
 CUSTODIAL FUNDS  
 FOR THE YEAR ENDED AUGUST 31, 2022

	863 Payroll Clearing Fund	865 Custodial Fund Student Activity Acct	899 Employee Sunshine Fund	Total Total Custodial Funds
<b>ADDITIONS:</b>				
Miscellaneous Revenue - Student Activities	\$ -	\$ 294,357	\$ -	\$ 294,357
Total Additions	<u>-</u>	<u>294,357</u>	<u>-</u>	<u>294,357</u>
<b>DEDUCTIONS:</b>				
Other Deductions	-	247,913	-	247,913
Total Deductions	<u>-</u>	<u>247,913</u>	<u>-</u>	<u>247,913</u>
Change in Net Position	-	46,444	-	46,444
Net Position -September 1 (Beginning)	<u>-</u>	<u>141,243</u>	<u>-</u>	<u>141,243</u>
Net Position August 31 (Ending)	<u>\$ -</u>	<u>\$ 187,687</u>	<u>\$ -</u>	<u>\$ 187,687</u>

**REQUIRED T.E.A SCHEDULES**

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WAXAHACHIE ISD  
 SCHEDULE OF DELINQUENT TAXES RECEIVABLE  
 FISCAL YEAR ENDED AUGUST 31, 2022

Last 10 Years Ended August 31	(1)	(2)	(3)
	Tax Rates		Assessed/Appraised Value for School Tax Purposes
	Maintenance	Debt Service	
2013 and prior years	Various	Various	\$ 7,368,682,222
2014	1.040000	0.38890	2,823,292,880
2015	1.170000	0.25890	2,989,789,853
2016	1.170000	0.38390	3,158,322,090
2017	1.170000	0.38390	3,423,459,544
2018	1.170000	0.38390	3,758,297,257
2019	1.170000	0.38390	3,974,454,148
2020	1.068300	0.38390	4,702,523,972
2021	0.9815	0.38390	5,142,861,140
2022 (School year under audit)	0.9603	0.38390	5,726,344,347
1000 TOTALS			

(10) Beginning Balance 9/1/2021	(20) Current Year's Total Levy	(31) Maintenance Collections	(32) Debt Service Collections	(40) Entire Year's Adjustments	(50) Ending Balance 8/31/2022
\$ 167,127	\$ -	\$ 24,725	\$ 6,878	\$ (423)	\$ 135,101
31,129	-	3,173	1,186	(130)	26,640
40,040	-	10,983	2,430	5,537	32,164
42,418	-	10,065	3,302	5,478	34,529
55,772	-	1,751	575	(10,499)	42,947
98,009	-	37,981	12,463	7,939	55,504
124,259	-	94,070	30,866	91,326	90,649
204,627	-	86,772	31,182	63,441	150,114
526,759	-	188,353	73,672	(20,554)	244,180
-	76,973,521	54,327,222	21,718,443	(343,521)	584,335
<u>\$ 1,290,140</u>	<u>\$ 76,973,521</u>	<u>\$ 54,785,095</u>	<u>\$ 21,880,997</u>	<u>\$ (201,406)</u>	<u>\$ 1,396,163</u>

WAXAHACHIE ISD  
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
 BUDGET AND ACTUAL - CHILD NUTRITION PROGRAM  
 FOR THE YEAR ENDED AUGUST 31, 2022

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ 593,850	\$ 778,465	\$ 977,497	\$ 199,032
5800 State Program Revenues	174,821	373,006	306,067	(66,939)
5020 Total Revenues	768,671	1,151,471	1,283,564	132,093
<b>EXPENDITURES:</b>				
Current:				
0035 Food Services	4,777,935	6,011,738	5,109,138	902,600
0051 Plant Maintenance and Operations	88,500	88,500	80,190	8,310
6030 Total Expenditures	4,866,435	6,100,238	5,189,328	910,910
1100 Excess (Deficiency) of Revenues Over Expenditures	(4,097,764)	(4,948,767)	(3,905,764)	1,043,003
<b>OTHER FINANCING SOURCES (USES):</b>				
7912 Sale of Real and Personal Property	-	163	164	1
7915 Transfers In	-	8,746	8,747	1
7952 National School Breakfast Program	550,000	1,009,749	1,223,663	213,914
7953 National School Lunch Program	3,200,000	4,209,819	4,255,404	45,585
7954 Donated Commodities (USDA)	347,764	347,764	460,340	112,576
7080 Total Other Financing Sources (Uses)	4,097,764	5,576,241	5,948,318	372,077
1200 Change in Net Position	-	627,474	2,042,554	1,415,080
0100 Total Net Position - September 1	190,523	100,523	190,523	90,000
3000 Total Net Position - August 31 (Ending)	\$ 190,523	\$ 727,997	\$ 2,233,077	\$ 1,505,080

WAXAHACHIE ISD  
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
 BUDGET AND ACTUAL - DEBT SERVICE FUND  
 FOR THE YEAR ENDED AUGUST 31, 2022

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
<b>REVENUES:</b>					
5700	Total Local and Intermediate Sources	\$ 21,824,079	\$ 22,015,346	\$ 22,081,969	\$ 66,623
5800	State Program Revenues	209,788	265,754	265,754	-
5900	Federal Program Revenues	100,000	100,000	108,079	8,079
5020	Total Revenues	22,133,867	22,381,100	22,455,802	74,702
<b>EXPENDITURES:</b>					
Debt Service:					
0071	Principal on Long-Term Liabilities	6,000,000	9,061,708	13,255,000	(4,193,292)
0072	Interest on Long-Term Liabilities	16,339,977	13,381,897	9,188,604	4,193,293
0073	Bond Issuance Cost and Fees	6,500	6,500	4,536	1,964
6030	Total Expenditures	22,346,477	22,450,105	22,448,140	1,965
1200	Net Change in Fund Balances	(212,610)	(69,005)	7,662	76,667
0100	Fund Balance - September 1 (Beginning)	4,085,392	4,085,392	4,085,392	-
3000	Fund Balance - August 31 (Ending)	\$ 3,872,782	\$ 4,016,387	\$ 4,093,054	\$ 76,667

WAXAHACHIE ISD  
STATE COMPENSATORY EDUCATION AND BILINGUAL EDUCATION PROGRAM EXPENDITURES  
FOR THE YEAR ENDED AUGUST 31, 2022

**Section A: Compensatory Education Programs**

AP1	Did your LEA expend any state compensatory education program state allotment funds during the district's fiscal year?	Yes
AP2	Does the LEA have written policies and procedures for its state compensatory education program?	No
AP3	List the total state allotment funds received for state compensatory education programs during the district's fiscal year.	6,989,047
AP4	List the actual direct program expenditures for state compensatory education programs during the LEA's fiscal year.	2,298,217

**Section B: Bilingual Education Programs**

AP5	Did your LEA expend any bilingual education program state allotment funds during the LEA's fiscal year?	Yes
AP6	Does the LEA have written policies and procedures for its bilingual education program?	No
AP7	List the total state allotment funds received for bilingual education programs during the LEA's fiscal year.	605,255
AP8	List the actual direct program expenditures for bilingual education programs during the LEA's fiscal year. (PICs 25,35)	798,583

**FEDERAL AWARDS SECTION**

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**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Trustees  
**Waxahachie Independent School District**  
Waxahachie, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Waxahachie Independent School, as of and for the year ended August 31, 2022, and the related notes to the financial statements, which collectively comprise the Waxahachie Independent School's basic financial statements and have issued our report thereon dated December 29, 2022.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Waxahachie Independent School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Waxahachie Independent School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Waxahachie Independent School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses or significant deficiencies.

**Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Waxahachie Independent School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vail + Park, P.C.

Richardson, Texas  
December 29, 2022

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## **INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of School Trustees  
Waxahachie Independent School District

### **Report on Compliance for Each Major Federal Program**

#### ***Opinion on Each Major Federal Program***

We have audited the Waxahachie Independent School District's (the "District") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the Example School District's major federal programs for the year ended August 31, 2022. The Example School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2022.

#### ***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).<sup>j</sup> Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Example School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Example School District's compliance with the compliance requirements referred to above.

#### ***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Example School District's federal programs.

#### ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Example School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Example School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Example School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Example School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on Internal Control over Compliance**

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Vail + Park, P.C.

Richardson, Texas

December 29, 2022

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Schedule of Findings and Questioned Costs  
For the Year Ended August 31, 2022

**Summary of Auditor's Results:**

Financial Statements

- An unmodified opinion was issued on the financial statements.
- Internal control over financial reporting:
  - Material weakness(es) identified?  Yes  No
  - Significant deficiency(ies) identified that are not considered a material weakness?  Yes  None reported
- Noncompliance material to financial statements noted.  Yes  No

Major Federal Programs

- Internal control over major federal programs:
  - Material weakness(es) identified?  Yes  No
  - Significant deficiency(ies) identified that are not considered a material weakness?  Yes  None reported
- An unmodified opinion was issued on compliance for major federal programs.
- Any audit findings disclosed that were required to be reported in accordance with 2 CFR 200.516(a)?  Yes  No
- Identification of major federal programs:
  - Child Nutrition Cluster 10.553 & 10.555
  - Title I, part A 84.010
  - IDEA, Part B 84.027
  - Education Stabilization Funds 84.425
- The dollar threshold used to distinguish between Type A and Type B programs. \$750,000
- Auditee qualified as a low-risk auditee.  Yes  No

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Schedule of Status of Prior Findings  
For the Year Ended August 31, 2022

Program

Status of Prior Year's  
Finding/Noncompliance

-NONE-

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**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Corrective Action Plan  
For the Year Ended August 31, 2022

Program

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Corrective Action Plan

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-NONE-

Contact Person: Mr. Ryan Kahlden  
Chief Financial Officer

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WAXAHACHIE ISD  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED AUGUST 31, 2022

(1)	(2)	(3)	(4)
FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	Federal Assistance Listing No.	Pass-Through Entity Identifying Number	Federal Expenditures
<b>U.S. DEPARTMENT OF EDUCATION</b>			
<u>Passed Through Texas Education Agency</u>			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	S010A200043	\$ 1,116,050
*IDEA - Part B, Formula	84.027	H027A200008	1,946,065
*IDEA - Part B, Preschool	84.173	H173A190004	30,380
*IDEA B Discretionary	84.173	H173A200004	26,475
Total Assistance Listing Number 84.173			56,855
*IDEA-B Formula-ARP	84.392	H027X210008	307,940
Total Special Education Cluster (IDEA)			2,310,860
Vocal Ed. - Basic Grant	84.048	V0488A200043	81,443
Eng Lang Acquisition/Enhancemt	84.365A	S365A200043	62,164
ESEA, Title II, Part A - Formula Grants	84.367A	S367A200041	431,982
ESSER II	84.425D	S425D210042	1,879,617
ESSER III	84.425D	S425D210042	4,727,369
Total Assistance Listing Number 84.425			6,606,986
*TCLAS- ESSER III	84.386	S425D210042	60,907
	84.424A	S424A200045	74,547
	84.369A	S369A190045	2,949
Total Passed Through Texas Education Agency			10,747,888
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>			10,747,888
<b>U.S. DEPARTMENT OF AGRICULTURE</b>			
<u>Passed Through the Texas Department of Agriculture</u>			
*School Breakfast Program	10.553	202121N109946	1,223,663
*National School Lunch Program	10.555	202120N109946	4,255,404
*National School Lunch Program - Donated Commodities	10.565	N/A	460,340
Total Child Nutrition Cluster			5,939,407
Total Passed Through the Texas Department of Agriculture			5,939,407
<b>TOTAL U.S. DEPARTMENT OF AGRICULTURE</b>			5,939,407
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			\$ 16,687,295

\*Clustered Programs

**WAXAHACHIE INDEPENDENT SCHOOL DISTRICT**

Notes to Schedule of Expenditures of Federal Awards  
For the Year Ended August 31, 2022

1. For all federal programs, the District uses the fund types specified in Texas Education Agency's "Financial Accountability System Resource Guide". Special revenue funds are used to account for resources restricted to, or designated for, specific purposes by a grantor. Federal and state financial assistance is generally accounted for in a Special Revenue Fund.
2. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. The Governmental Fund types are accounted for using a current financial resources measurement focus. All Federal grant funds were accounted for in a Special Revenue Fund that is a Governmental Fund type. With this measurement focus, only current assets and current liabilities and the fund balance are included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets.  
  
The modified accrual basis of accounting is used for the Governmental Fund types. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the fund liability is incurred.  
  
Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as deferred expenditures until earned.
3. The District participates in numerous Federal grant programs that are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, in any, refunds of any money received may be required and the collectability of any related receivable at August 31, 2022 may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provisions have been recorded in the accompanying financial statements for such contingencies.

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<sup>j</sup> In accordance with 2 CFR section 200.515, a reference to the Uniform Guidance has been added to the references to GAAS and *Government Auditing Standards* in the Basis for Opinion on Each Major Federal Program section.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023 **Presented By:** \_\_\_\_\_

**Subject:** Board minutes from December 12, 2022 **Related Page(s)** 2



**EXECUTIVE SUMMARY:**

Attached are the proposed minutes from the December 12, 2022, Board of Trustees meeting.

**ATTACHMENTS:**

Two pages of the December 12, 2022, Board Meeting minutes.

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

**RECOMMENDATION:**

Administration recommends that the proposed minutes be approved as presented.

**Minutes December 12, 2022**  
**Board of Trustees Regular Meeting**  
**Waxahachie Independent School District**

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The Board of Trustees of the Waxahachie Independent School District met December 12, 2022, in the WISD boardroom. Vice President Clay Schoolfield called the meeting to order at 5:00pm. Trustees Kim Kriegel, Melissa Starnater, John Rodgers, and Judd McCutchen were present. Trustee Debbie Timmermann was present via Zoom conferencing for the Board meeting as well as the closed session. Board President Dusty Autrey was not present until later in the meeting. WISD Superintendent Dr. Jerry Hollingsworth, General Counsel Lee Auvenshine, Chief Financial Officer Ryan Kahlden, Assistant Superintendent for Elementary Learning Lisa Mott, Assistant Superintendent for Secondary Learning Dr. David Averett, Chief Human Resource Officer Monica James, Executive Director of Teaching, Learning, and Innovation Dr. Dustin Binnicker, and Public Relations Director Jenny Bridges, as well as other administrators, were also present. Board President Autrey arrived at the meeting at approximately 5:33pm.

The Board entered closed session at 5:01pm. The Board reconvened to Open Session at 5:45pm to begin the regular board meeting.

Trustee Clay Schoolfield gave the invocation.

No one spoke in Open Forum.

Simpson students Aubrey and Ty Featherston led the pledges to the American and Texas flags.

The Board recognized the following this evening:

- WHS student Emilee Jones was recognized by her coach Edward DeLaCruz for her third visit to the Cross-Country State Competition.
- Coach Sandy Faussett recognized her varsity volleyball team for their playoff run.
- Coach Shane Tolleson recognized his varsity football team for their playoff run.
- Director of Fine Arts Sean Cagle recognized the WHS Marching Band and the band directors on their trip to the State competition.
- Tori Banda was recognized for her outstanding work at Felty Elementary.
- Lynda Solis was recognized for receiving the B.E.S.T. (Baptist Educators Serving Texans) award from her alma mater, Mary Hardin Baylor University.
- Monica James was recognized for receiving the TAPSA Distinguished Service Award.
- Darla Wilson, Principal of Simpson Elementary, recognized Dinah Davila as her Simpson Strong Staff Member of the Month. She then gave her campus highlight.
- Al Benskin presented his 212 Award to Lorie Hanna for the month of December for High School of Choice and presented his campus highlight.
- Executive Director of Teaching, Learning and Innovation, Dr. Dustin Binnicker, recognized Ashley Cieri and Barb Mikulecky as his "Points of Light" recipients before giving a TLI department highlight.

Dr. Hollingsworth gave his monthly Superintendent's report which included enrollment and ADA numbers, updates on the Long-Range Planning Committee, and his survey on the Fall Campus Rounds.

CFO Ryan Kahlden introduced Eric Smith who gave an informational report on the health insurance offered to WISD staff.

Dr. Lizzy Johnson introduced Jason Bankhead, Dr. Drew Sambell, Leslie Deen, and LaToya Bryant-Contreras to present the LRPC's 17,000+ recommendation to the Trustees.

Trustee Debbie Timmermann left the meeting at approximately 6:42pm and returned at 6:46pm and left again at 7:00pm to return at 7:02pm.

CFO Ryan Kahlden gave an informational update on the WISD Balanced Scorecard-Priority 4: Financial Integrity.

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

- A. Approval of minutes from previous meetings.
- B. Approval of Monthly Financial Reports that include cash position, revenue reports, budget summary, tax collection report, bid report, purchase order requiring board approval, and proposed budget amendments.
- C. Informational report on the maintenance department's work orders.
- D. Informational report on student attendance, student discipline, and student drug offenses.
- E. Approval of new and/or modified positions.
- F. Approval of a resolution to pay staff during a districtwide closure on January 4, 2023.
- G. Approval if membership and participation in the Region 10 ESC Multi-Region Purchasing Cooperative for the school year of 2023-2024.
- H. Approval of the renewal of the agricultural lease on the WISD property around Waxahachie High School with Campbell Farms.

#### ACTION ITEMS:

- A. Trustee Clay Schoolfield made a motion to approve the staging area agreement with Spring Valley Construction Company to support the expansion of HEB near Global High School. Trustee Debbie Timmermann seconded, and the motion passed 7-0.
- B. Trustee Kim Kriegel made a motion to approve the use of childcare relief funds from the Texas Workforce Commission to provide two retention stipends in the amount of \$500 to childcare workers who were employed as of September 1, 2022, and have remained employed through December 2022, and one retention stipend in the amount of \$750 to all childcare workers of the Little Chief Academy who were employed as of January 1, 2023, and have remained employed through May 26, 2023. Trustee Judd McCutchen seconded, and the motion passed 7-0.

C. Trustee Debbie Timmermann made a motion to approve the action to amend the date of the next regularly scheduled meeting of the Board of the Trustees from Monday, January 9, 2023, to Tuesday, January 17, 2023. Trustee Clay Schoolfield seconded the motion and it passed 7-0.

Trustee Kim Kriegel made a motion to adjourn. Trustee John Rodgers seconded, and the motion passed 7-0. The meeting adjourned at 7:40pm.

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Dusty Autrey, President

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Melissa Starnater, Secretary

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Date

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023      **Presented By:** Ryan Kahlden

**Subject:** Monthly financial reports from November 2022      **Related Page(s)** 24

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:**

Monthly financial reports that include cash position, revenue reports, budget summary, tax collection report, bid report, purchase order requiring board approval, and proposed budget amendments.

**ATTACHMENTS:**

24 pages of November 2022 monthly financial reports.

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

**RECOMMENDATION:**

Administration recommends that the monthly financial reports for November 2022 be approved as presented.

**GENERAL OPERATING  
CASH POSITION  
AS OF NOVEMBER 2022**

Actual Invested Funds:	\$21,498,984.76
Actual Cash Balance:	<u>\$ 969,465.47</u>

**Total Cash Balance (Nov. 2022):**                    **\$22,468,450.23**

Estimated Dec. 22 Tax Revenue:	\$24,790,500.00
Estimated Dec. 22 State/Other Revenue:	\$ 1,275,000.00
Estimated Dec. 22 Payroll Expenses:	\$ -8,750,300.00
Estimated Dec. 22 A/P Expenses:	<u>\$ -1,175,860.00</u>

**Projected Cash Balance end (Dec. 22):**            **\$38,607,790.23**

There are no anticipated cash flow problems for the District.

**GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2022-23**  
(updated monthly with actuals)

Projected 2022-23 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
<b>Beginning Balance</b>	\$ 23,193,042	\$ 22,133,119	\$ 22,447,236	\$ 22,468,450	\$ 38,607,790	\$ 47,047,240	\$ 57,446,840	\$ 63,252,200	\$ 47,798,900	\$ 40,827,900	\$ 34,423,700	\$ 28,582,600	
Local Tax Revenue	\$ 30,006	\$ 210,552	\$ 4,215,299	\$ 24,790,500	\$ 15,790,800	\$ 18,275,300	\$ 3,435,900	\$ 1,875,900	\$ 740,800	\$ 330,700	\$ 325,700	\$ 107,800	\$ 70,128,257
State/Other Revenue	\$ 9,931,724	\$ 9,436,533	\$ 6,012,699	\$ 1,275,000	\$ 1,200,350	\$ 875,900	\$ 975,800	\$ 1,275,300	\$ 1,460,800	\$ 1,786,500	\$ 2,725,800	\$ 3,675,400	\$ 40,631,807
Payroll Expenses	\$ (7,516,850)	\$ (7,422,985)	\$ (7,471,130)	\$ (8,750,300)	\$ (7,175,900)	\$ (7,075,800)	\$ (7,130,540)	\$ (7,125,600)	\$ (7,596,800)	\$ (7,145,600)	\$ (7,096,800)	\$ (7,089,400)	\$ (88,597,706)
Accounts Payable	\$ (3,504,803)	\$ (1,909,983)	\$ (2,735,655)	\$ (1,175,860)	\$ (1,375,800)	\$ (1,675,800)	\$ (1,475,800)	\$ (1,478,900)	\$ (1,575,800)	\$ (1,375,800)	\$ (1,795,800)	\$ (1,975,800)	\$ (22,055,801)
<b>Ending Balance</b>	\$ 22,133,119	\$ 22,447,236	\$ 22,468,450	\$ 38,607,790	\$ 47,047,240	\$ 57,446,840	\$ 53,252,200	\$ 47,798,900	\$ 40,827,900	\$ 34,423,700	\$ 28,582,600	\$ 23,300,600	\$ (110,653,506)

**GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2022-23**  
(original projections)

Projected 2021-22 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
<b>Beginning Balance</b>	\$ 23,193,042	\$ 22,133,119	\$ 20,879,210	\$ 18,611,450	\$ 34,750,790	\$ 45,280,130	\$ 55,599,430	\$ 51,664,690	\$ 46,729,090	\$ 39,758,090	\$ 33,968,090	\$ 28,776,990	
Local Tax Revenue	\$ 30,006	\$ 330,220	\$ 2,950,400	\$ 24,790,500	\$ 17,490,500	\$ 18,195,000	\$ 3,435,900	\$ 1,875,900	\$ 740,800	\$ 330,700	\$ 325,700	\$ 107,800	\$ 70,603,426
State/Other Revenue	\$ 9,931,724	\$ 7,342,000	\$ 3,780,000	\$ 1,275,000	\$ 1,590,540	\$ 875,900	\$ 1,235,700	\$ 1,793,000	\$ 1,460,800	\$ 2,400,700	\$ 3,375,800	\$ 3,420,500	\$ 38,481,664
Payroll Expenses	\$ (7,516,850)	\$ (7,130,250)	\$ (7,540,300)	\$ (8,750,300)	\$ (7,175,900)	\$ (7,075,800)	\$ (7,130,540)	\$ (7,125,600)	\$ (7,596,800)	\$ (7,145,600)	\$ (7,096,800)	\$ (7,089,400)	\$ (88,374,140)
Accounts Payable	\$ (3,504,803)	\$ (1,795,879)	\$ (1,457,860)	\$ (1,175,860)	\$ (1,375,800)	\$ (1,675,800)	\$ (1,475,800)	\$ (1,478,900)	\$ (1,575,800)	\$ (1,375,800)	\$ (1,795,800)	\$ (1,975,800)	\$ (20,663,902)
<b>Ending Balance</b>	\$ 22,133,119	\$ 20,879,210	\$ 18,611,450	\$ 34,750,790	\$ 45,280,130	\$ 55,599,430	\$ 51,664,690	\$ 46,729,090	\$ 39,758,090	\$ 33,968,090	\$ 28,776,990	\$ 23,240,090	\$ (109,038,042)

Projections based on these assumptions:

The beginning balance is based on the adjusted 8/31/22 cash balance of \$912,576.76 plus the actual invested balance of \$22,280,485.40.

Tax revenue is based on total taxes budgeted for 22-23 and divided per month based on 21-22 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 22-23 year - including substitutes and rehire payoffs.

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  
NOVEMBER 2022

		<u>LOCAL MAIN</u>	<u>I &amp; S</u>	<u>OSCB ESCROW</u>	<u>CAPITAL</u>	<u>ENTERPRISE</u>	<u>TOTAL</u>
Beginning Balances	10/31/22	\$ 598,470.79	\$ 480,836.31	\$ -	\$ 4,330.98	\$ 3,974,450.17	\$ 5,058,088.25
Add: Deposits		\$ 10,577,779.20	\$ 592.82	\$ -	\$ 5.34	\$ 250,397.46	\$ 10,828,774.82
Less: Disbursements		\$ (10,206,784.52)	\$ -	\$ -	\$ -	\$ (483,398.12)	\$ (10,690,182.64)
Ending Balances	11/30/22	\$ 969,465.47	\$ 481,429.13	\$ -	\$ 4,336.32	\$ 3,741,449.51	\$ 5,196,680.43
Add: Investments		\$ 21,498,984.76	\$ 3,492,224.86	\$ 1,908,009.40	\$ 0.57	\$ 392,918.23	\$ 27,292,137.82
<b>TOTALS</b>		\$ 22,468,450.23	\$ 3,973,653.99	\$ 1,908,009.40	\$ 4,336.89	\$ 4,134,367.74	\$ 32,488,818.25

**PERCENTAGE OF CURRENT YEAR REVENUES**  
General Operating and Interest & Sinking

	<u>Total Levy</u> <u>(Budgeted)</u>	<u>11/30/2022</u>	<u>Percentage</u>
2021-22 Tax Collections			
Current	\$ 75,995,371	3,627,256.17	4.77%
Prior Yr. Delinquent	\$ 390,000	117,149.21	30.03%
Penalties	\$ 330,000	42,943.61	13.01%
2022-23 Tax Collections			
Current	\$ 99,599,782	6,225,697.70	6.25%
Prior Yr. Delinquent	\$ 390,000	7,063.06	1.81%
Penalties	\$ 330,000	41,784.90	12.66%
2021-22 Other Revenue	\$ 48,874,971	16,549,041.95	33.86%
2022-23 Other Revenue	\$ 37,846,224	17,230,058.49	45.52%
2021-22 Total Revenue	\$ 125,590,342	20,336,390.94	16.19%
2022-23 Total Revenue	\$ 138,166,006	23,504,604.15	17.01%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY RATE	YIELD	COST	PROJ. INT.	PAR
11/1/2022	G/O	POOL	TASB LONE STAR	\$20,857,991.29	11/30/2022	3.740	\$20,857,991.29	\$64,120.32	\$20,922,111.61
11/1/2022	G/O	POOL	TEX-POOL	\$990,774.22	11/30/2022	3.611	\$990,774.22	\$2,940.56	\$993,714.78
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 44,745.00	11/30/2022	3.740	\$ 44,745.00	\$137.55	\$44,882.55
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 25,608.30	11/30/2022	3.740	\$ 25,608.30	\$78.72	\$25,687.02
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 14,103.45	11/30/2022	3.740	\$ 14,103.45	\$43.36	\$14,146.81
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 5,564.95	11/30/2022	3.740	\$ 5,564.95	\$17.11	\$5,582.06
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 3,514.52	11/30/2022	3.740	\$ 3,514.52	\$10.80	\$3,525.32
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 3,393.98	11/30/2022	3.740	\$ 3,393.98	\$10.43	\$3,404.41
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 1,741.98	11/30/2022	3.740	\$ 1,741.98	\$5.36	\$1,747.34
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 52,545.89	11/30/2022	3.740	\$ 52,545.89	\$161.53	\$52,707.42
11/1/2022	G/O	POOL	TASB LONE STAR	\$ 135,995.11	11/30/2022	3.740	\$ 135,995.11	\$418.07	\$136,413.18
11/2/2022	G/O	POOL	TASB LONE STAR	\$ 5,917.00	11/30/2022	3.740	\$ 5,917.00	\$16.98	\$5,933.98
11/3/2022	G/O	POOL	TASB LONE STAR	\$ 4,317.00	11/30/2022	3.740	\$ 4,317.00	\$11.94	\$4,328.94
11/4/2022	G/O	POOL	TASB LONE STAR	\$ 137,367.47	11/30/2022	3.740	\$ 137,367.47	\$365.98	\$137,733.45
11/4/2022	G/O	POOL	TASB LONE STAR	\$ 650,034.24	11/30/2022	3.740	\$ 650,034.24	\$1,731.86	\$651,766.10
11/4/2022	G/O	POOL	TASB LONE STAR	\$ 245,414.51	11/30/2022	3.740	\$ 245,414.51	\$653.85	\$246,068.36
11/4/2022	G/O	POOL	TASB LONE STAR	-\$ 858,786.65	withdrawal		-\$ 858,786.65	\$0.00	-\$858,786.65
11/7/2022	G/O	POOL	TASB LONE STAR	\$ 257,631.63	11/30/2022	3.740	\$ 257,631.63	\$686.40	\$258,318.03
11/7/2022	G/O	POOL	TASB LONE STAR	-\$ 282,716.85	withdrawal		-\$ 282,716.85	\$0.00	-\$282,716.85
11/8/2022	G/O	POOL	TASB LONE STAR	\$ 120,132.63	11/30/2022	3.740	\$ 120,132.63	\$270.82	\$120,403.45
11/8/2022	G/O	POOL	TASB LONE STAR	\$ 29,646.00	11/30/2022	3.740	\$ 29,646.00	\$66.83	\$29,712.83
11/9/2022	G/O	POOL	TASB LONE STAR	\$ 49,294.58	11/30/2022	3.740	\$ 49,294.58	\$106.08	\$49,400.66
11/10/2022	G/O	POOL	TASB LONE STAR	\$ 21,535.25	11/30/2022	3.740	\$ 21,535.25	\$44.13	\$21,579.38
11/14/2022	G/O	POOL	TASB LONE STAR	-\$ 1,203,125.93	withdrawal		-\$ 1,203,125.93	\$0.00	-\$1,203,125.93
11/14/2022	G/O	POOL	TASB LONE STAR	\$ 94,682.85	11/30/2022	3.740	\$ 94,682.85	\$155.24	\$94,838.09
11/15/2022	G/O	POOL	TASB LONE STAR	-\$ 371,844.41	withdrawal		-\$ 371,844.41	\$0.00	-\$371,844.41
11/15/2022	G/O	POOL	TASB LONE STAR	\$ 885,872.08	11/30/2022	3.740	\$ 885,872.08	\$1,361.65	\$887,233.73
11/16/2022	G/O	POOL	TASB LONE STAR	\$ 89,216.17	11/30/2022	3.740	\$ 89,216.17	\$127.99	\$89,344.16
11/16/2022	G/O	POOL	TASB LONE STAR	\$ 102,552.60	11/30/2022	3.740	\$ 102,552.60	\$147.11	\$102,699.71
11/17/2022	G/O	POOL	TASB LONE STAR	\$ 104,008.56	11/30/2022	3.740	\$ 104,008.56	\$138.55	\$104,147.11
11/18/2022	G/O	POOL	TASB LONE STAR	-\$ 6,728,080.95	withdrawal		-\$ 6,728,080.95	\$0.00	-\$6,728,080.95
11/18/2022	G/O	POOL	TASB LONE STAR	\$ 233,654.01	11/30/2022	3.740	\$ 233,654.01	\$287.31	\$233,941.32
11/18/2022	G/O	POOL	TASB LONE STAR	-\$ 324,255.81	withdrawal		-\$ 324,255.81	\$0.00	-\$324,255.81
11/21/2022	G/O	POOL	TASB LONE STAR	\$ 263,739.57	11/30/2022	3.740	\$ 263,739.57	\$243.23	\$263,982.80
11/22/2022	G/O	POOL	TASB LONE STAR	\$ 289,182.84	11/30/2022	3.740	\$ 289,182.84	\$237.06	\$289,419.90
11/23/2022	G/O	POOL	TASB LONE STAR	\$ 33,165.00	11/30/2022	3.740	\$ 33,165.00	\$23.79	\$33,188.79
11/23/2022	G/O	POOL	TASB LONE STAR	\$ 42,163.45	11/30/2022	3.740	\$ 42,163.45	\$30.24	\$42,193.69
11/23/2022	G/O	POOL	TASB LONE STAR	\$ 18.75	11/30/2022	3.740	\$ 18.75	\$0.01	\$18.76
11/23/2022	G/O	POOL	TASB LONE STAR	\$ 25,484.20	11/30/2022	3.740	\$ 25,484.20	\$18.28	\$25,502.48
11/23/2022	G/O	POOL	TASB LONE STAR	\$ 375.00	11/30/2022	3.740	\$ 375.00	\$0.27	\$375.27
11/23/2022	G/O	POOL	TASB LONE STAR	\$ 336,178.06	11/30/2022	3.740	\$ 336,178.06	\$241.14	\$336,419.20
11/25/2022	G/O	POOL	TASB LONE STAR	\$ 252,175.67	11/30/2022	3.740	\$ 252,175.67	\$129.20	\$252,304.87
11/25/2022	G/O	POOL	TASB LONE STAR	\$ 4,072,658.00	11/30/2022	3.740	\$ 4,072,658.00	\$2,086.65	\$4,074,744.65
11/29/2022	G/O	POOL	TASB LONE STAR	\$ 204,993.54	11/30/2022	3.740	\$ 204,993.54	\$21.01	\$205,014.55

\*\*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
11/30/2022	GIO	POOL	TASB LONE STAR	-\$ 358,253.87	withdrawal		\$0.00	-\$358,253.87
11/30/2022	GIO	POOL	TASB LONE STAR	\$ 63,494.50	11/30/2022	3.740	\$0.00	\$63,494.50
11/30/2022	GIO	POOL	TASB LONE STAR	\$ 60,084.92	interest		\$0.00	\$60,084.92
11/30/2022	GIO	POOL	TEX-POOL	\$ 2,940.53	interest		\$0.00	\$2,940.53
12/1/2022	GIO	POOL	TASB LONE STAR	\$ 250,876.99	in transit		\$0.00	\$250,876.99
12/2/2022	GIO	POOL	TASB LONE STAR	\$ 424,443.62	in transit		\$0.00	\$424,443.62
12/5/2022	GIO	POOL	TASB LONE STAR	\$ 136,819.32	in transit		\$0.00	\$136,819.32
			SUB-TOTAL:	\$ 21,498,984.76				
11/10/2022	CH. NUTR	POOL	TASB LONE STAR	\$ 392,918.23	11/30/2022	3.740	\$1,207.82	\$394,126.05
11/1/022	I&S	POOL	TASB-LONE STAR	\$1,768,680.54	11/30/2022	3.740	5,436.88	1,774,117.42
11/4/2022	I&S	POOL	TASB-LONE STAR	\$ 55,931.92	11/30/2022	3.740	149.01	56,080.93
11/7/2022	I&S	POOL	TASB-LONE STAR	\$ 104,890.90	11/30/2022	3.740	247.20	105,138.10
11/8/2022	I&S	POOL	TASB-LONE STAR	\$ 48,885.81	11/30/2022	3.740	110.20	48,996.01
11/9/2022	I&S	POOL	TASB-LONE STAR	\$ 20,070.11	11/30/2022	3.740	43.19	20,113.30
11/10/2022	I&S	POOL	TASB-LONE STAR	\$ 9,407.21	11/30/2022	3.740	19.28	9,426.49
11/14/2022	I&S	POOL	TASB-LONE STAR	\$ 38,540.35	11/30/2022	3.740	63.19	38,603.54
11/15/2022	I&S	POOL	TASB-LONE STAR	\$ 360,681.11	11/30/2022	3.740	554.36	361,235.47
11/16/2022	I&S	POOL	TASB-LONE STAR	\$ 36,315.56	11/30/2022	3.740	52.10	36,367.66
11/17/2022	I&S	POOL	TASB-LONE STAR	\$ 42,346.05	11/30/2022	3.740	56.41	42,402.46
11/18/2022	I&S	POOL	TASB-LONE STAR	\$ 95,128.94	11/30/2022	3.740	116.97	95,245.91
11/21/2022	I&S	POOL	TASB-LONE STAR	\$ 107,374.14	11/30/2022	3.740	99.02	107,473.16
11/22/2022	I&S	POOL	TASB-LONE STAR	\$ 117,695.95	11/30/2022	3.740	96.48	117,792.43
11/23/2022	I&S	POOL	TASB-LONE STAR	\$ 136,594.13	11/30/2022	3.740	97.97	136,692.10
11/25/2022	I&S	POOL	TASB-LONE STAR	\$ 102,637.36	11/30/2022	3.740	52.58	102,689.94
11/29/2022	I&S	POOL	TASB-LONE STAR	\$ 83,464.01	11/30/2022	3.740	8.55	83,472.56
11/30/2022	I&S	POOL	TASB-LONE STAR	\$ 25,811.92	11/30/2022	3.740	0.00	25,811.92
11/30/2022	I&S	POOL	TASB-LONE STAR	\$ 7,374.86	interest		0.00	7,374.86
12/1/2022	I&S	POOL	TASB-LONE STAR	\$ 102,144.11	in transit		0.00	102,144.11
12/2/2022	I&S	POOL	TASB-LONE STAR	\$ 172,798.47	in transit		0.00	172,798.47
12/5/2022	I&S	POOL	TASB-LONE STAR	\$ 55,451.41	in transit		0.00	55,451.41
			SUB-TOTAL:	\$3,492,224.86				3,492,224.86
11/1/2022	QSCB	POOL	TASB-LONE STAR	\$1,902,161.84	11/30/2022	3.740	\$5,847.19	\$1,908,009.03
11/30/2022	QSCB	POOL	TASB-LONE STAR	\$5,847.56	interest			\$5,847.56
			SUB-TOTAL:	\$1,908,009.40				\$1,908,009.40

\*\*Pool interest calculated on a per month basis using month end balance.



FC OBJ	2022-23 FYTD Activity	Encumbered Amount	2022-23 Original Budget	2022-23 Revised Budget	Unencumbered Balance	2022-23 FYTD %
00 LOCAL/INTER. SOURCES	4,805,231.12	0.00	72,002,804	72,002,804	67,197,572.88	6.67
00 STATE PROGRAM REV.	19,119,699.45	0.00	35,124,724	35,124,724	16,005,024.55	54.43
00 FEDERAL PROG. REV.	-2,215,704.62	0.00	2,000,000	2,000,000	4,215,704.62	-110.79
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
00 OTHER RESOURCES	6,769.68	0.00	0	0	-6,769.68	0.00
00 gen	21,715,995.63	0.00	109,127,528	109,127,528	87,411,532.37	19.90
-- Revenue	21,715,995.63	0.00	109,127,528	109,127,528	87,411,532.37	19.90
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	14,878,743.06	0.00	62,920,166	62,579,601	47,700,857.94	23.78
11 PRO./CONTRACTED SVC.	255,744.35	42,956.56	1,220,491	1,162,571	863,870.09	25.69
11 SUPPLIES	678,480.02	486,180.08	2,031,828	2,435,918	1,271,257.90	47.81
11 HER OPERATING EXP.	54,589.47	11,532.48	463,466	399,586	333,464.05	16.55
11 CAPITAL PROJECTS	0.00	0.00	15,599	15,599	15,599.00	0.00
11 INSTRUCTION	15,867,556.90	540,669.12	66,651,550	66,593,275	50,185,048.98	24.64
12 PAYROLL COSTS	291,864.05	0.00	1,283,655	1,282,655	990,790.95	22.75
12 PRO./CONTRACTED SVC.	0.00	0.00	26,268	25,773	25,773.00	0.00
12 SUPPLIES	13,969.62	41,160.54	121,032	122,127	66,996.84	45.14
12 OTHER OPERATING EXP.	0.00	0.00	4,400	4,800	4,800.00	0.00
12 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00
12 INST. RESOURCES & ME	305,833.67	41,160.54	1,435,355	1,435,355	1,088,360.79	24.17
13 PAYROLL COSTS	335,080.84	0.00	1,385,657	1,351,057	1,015,976.16	24.80
13 PRO./CONTRACTED SVC.	43,010.58	0.00	52,739	85,239	42,228.42	50.46
13 SUPPLIES	3,644.71	37,767.43	54,586	55,606	14,193.86	74.47
13 OTHER OPERATING EXP.	48,706.45	15,769.20	178,729	177,989	113,513.35	36.22
13 CURRICULUM DEV..6 INS	430,442.58	53,536.63	1,671,711	1,669,891	1,185,911.79	28.98
21 PAYROLL COSTS	634,310.57	0.00	2,838,514	2,838,514	2,204,203.43	22.35
21 PRO./CONTRACTED SVC.	511.51	0.00	4,800	4,800	4,288.49	10.66
21 SUPPLIES	1,641.54	2,504.13	39,200	39,200	35,054.33	10.58
21 OTHER OPERATING EXP.	10,838.03	4,537.16	45,658	45,658	30,282.81	33.67
21 INSTRUCTIONAL LEADER	647,301.65	7,041.29	2,928,172	2,928,172	2,273,829.06	22.35

FC OBJ	2022-23		2022-23		2022-23		2022-23	
	FYTD Activity	Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD		
23 PAYROLL COSTS	1,585,213.15	0.00	6,443,856	6,443,856	4,858,642.85	24.60		
23 PRO./CONTRACTED SVC.	0.00	0.00	6,000	6,130	6,130.00	0.00		
23 SUPPLIES	13,409.43	18,209.33	93,887	93,132	61,513.24	33.95		
23 OTHER OPERATING EXP.	7,582.32	2,155.28	86,280	86,905	77,167.40	11.20		
23 SCHOOL LEADERSHIP	1,606,204.90	20,364.61	6,630,023	6,630,023	5,003,453.49	24.53		
31 PAYROLL COSTS	735,732.64	0.00	3,017,869	3,017,869	2,282,136.36	24.38		
31 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00		
31 SUPPLIES	16,325.53	3,951.25	51,118	110,938	90,661.22	18.28		
31 OTHER OPERATING EXP.	325.65	0.00	12,380	12,560	12,234.35	2.59		
31 GUIDANCE & COUNSELIN	752,383.82	3,951.25	3,081,367	3,141,367	2,385,031.93	24.08		
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	322,017.47	0.00	1,316,919	1,316,919	994,901.53	24.45		
33 PRO./CONTRACTED SVC.	12,897.85	0.00	5,000	5,000	-7,897.85	257.96		
33 SUPPLIES	4,801.11	3,036.60	34,475	34,475	26,637.29	22.73		
33 OTHER OPERATING EXP.	1,276.00	0.00	6,850	6,850	5,574.00	18.63		
33 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00		
33 HEALTH SERVICES	340,992.43	3,036.60	1,363,244	1,363,244	1,019,214.97	25.24		
34 PAYROLL COSTS	709,110.86	563.10	2,533,066	2,533,066	1,823,392.04	28.02		
34 PRO./CONTRACTED SVC.	16,757.48	18,428.67	110,200	110,200	75,013.85	31.93		
34 SUPPLIES	154,236.08	99,347.87	352,150	352,150	98,566.05	72.01		
34 OTHER OPERATING EXP.	82,877.89	1,981.50	148,167	148,167	63,307.61	57.27		
34 CAPITAL PROJECTS	0.00	0.00	326,050	326,050	326,050.00	0.00		
34 PUPIL TRANSPORTATION	962,982.31	120,321.14	3,469,633	3,469,633	2,386,329.55	31.22		
35 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00		
35 CAPITAL PROJECTS	0.00	0.00	100,000	100,000	100,000.00	0.00		
35 FOOD SERVICES	0.00	0.00	100,000	100,000	100,000.00	0.00		
36 PAYROLL COSTS	774,813.29	0.00	3,231,144	3,209,144	2,434,330.71	24.14		
36 PRO./CONTRACTED SVC.	80,316.02	7,267.01	223,439	225,439	137,855.97	38.85		
36 SUPPLIES	51,099.59	137,008.60	304,811	328,436	140,327.81	57.27		
36 OTHER OPERATING EXP.	307,765.59	104,505.86	729,388	713,858	301,586.55	57.75		

FC OBJ	2022-23		2022-23		2022-23		2022-23	
	FYTD Activity	Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD	Balance	FYTD
36 CAPITAL PROJECTS	0.00	11,733.00	0	12,000	267.00	97.78		
36 COCURR./EXTRACURR.AC	1,213,994.49	260,514.47	4,488,782	4,488,877	3,014,368.04	32,85		
41 PAYROLL COSTS	650,054.71	0.00	2,552,857	2,552,857	1,902,802.29	25.46		
41 PRO./CONTRACTED SVC.	105,140.70	10,000.00	505,350	495,350	380,209.30	23.24		
41 SUPPLIES	25,068.44	24,682.28	90,135	89,635	39,884.28	55.50		
41 OTHER OPERATING EXP.	83,149.13	37,070.91	414,685	425,185	304,964.96	28.27		
41 CAPITAL PROJECTS	0.00	0.00	7,000	7,000	7,000.00	0.00		
41 GENERAL ADMINISTRATI	863,412.98	71,753.19	3,570,027	3,570,027	2,634,860.83	26.19		
51 PAYROLL COSTS	75,854.44	0.00	4,740,250	1,790,250	1,714,395.56	4.24		
51 PRO./CONTRACTED SVC.	666,294.90	145,932.67	1,804,896	1,831,896	1,019,668.43	44.34		
51 SUPPLIES	316,016.56	120,464.19	740,968	738,968	302,487.25	59.07		
51 OTHER OPERATING EXP.	957,040.66	2,547.08	1,028,000	1,028,000	68,412.26	93.35		
51 CAPITAL PROJECTS	12,337.00	49,502.04	243,000	218,000	156,160.96	28.37		
51 PLANT MAINTENANCE &	2,027,543.56	318,445.98	8,557,114	5,607,114	3,261,124.46	41.84		
52 PAYROLL COSTS	441,120.63	0.00	1,223,549	1,223,549	782,428.37	36.05		
52 PRO./CONTRACTED SVC.	13,000.00	11,500.00	511,643	489,643	465,143.00	5.00		
52 SUPPLIES	12,911.92	11,418.51	26,555	48,555	24,224.57	50.11		
52 OTHER OPERATING EXP.	1,102.86	3,325.84	5,610	5,610	1,181.30	78.94		
52 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
52 SECURITY & MONITORIN	468,135.41	26,244.35	1,767,357	1,767,357	1,272,977.24	27.97		
53 PAYROLL COSTS	221,420.26	0.00	920,171	920,171	698,750.74	24.06		
53 PRO./CONTRACTED SVC.	228,276.66	30,140.70	586,195	586,195	327,777.64	44.08		
53 SUPPLIES	156,780.80	128,835.78	395,751	395,751	110,134.42	72.17		
53 OTHER OPERATING EXP.	2,949.98	1,812.85	15,383	15,383	10,620.17	30.96		
53 CAPITAL PROJECTS	0.00	0.00	45,000	45,000	45,000.00	0.00		
53 DATA PROCESSING SERV	609,427.70	160,789.33	1,962,500	1,962,500	1,192,282.97	39.25		
61 PAYROLL COSTS	52,428.96	0.00	207,763	207,763	155,334.04	25.23		
61 PRO./CONTRACTED SVC.	0.00	0.00	1,781	1,781	1,781.00	0.00		
61 SUPPLIES	7,803.30	1,980.82	20,241	20,241	10,456.88	48.34		
61 OTHER OPERATING EXP.	579.96	40.00	10,908	10,908	10,288.04	5.68		
61 COMMUNITY SERVICES	60,812.22	2,020.82	240,693	240,693	177,859.96	26.11		
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	2022-23 FYTD Activity	Encumbered Amount	2022-23 Original Budget	2022-23 Revised Budget	Unencumbered Balance	2022-23 FYTD %
81 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
81 SUPPLIES	0.00	0.00	0	0	0.00	0.00
81 CAPITAL PROJECTS	531,960.75	428,974.25	550,000	3,500,000	2,539,065.00	27.46
81 FACILITIES ACO. & CO	531,960.75	428,974.25	550,000	3,500,000	2,539,065.00	27.46
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.	0.00	0.00	40,000	40,000	40,000.00	0.00
95 PYMTS.TO JJAEP PROGR	0.00	0.00	40,000	40,000	40,000.00	0.00
99 PRO./CONTRACTED SVC.	667,078.77	0.00	620,000	620,000	-47,078.77	107.59
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
99 Other Governmental C	667,078.77	0.00	620,000	620,000	-47,078.77	107.59
-- Expense	27,356,064.14	2,058,823.57	109,127,528	109,127,528	79,712,640.29	26.95
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Grand Revenue Totals	21,715,995.63	0.00	109,127,528	109,127,528	87,411,532.37	19.90
Grand Expense Totals	27,356,064.14	2,058,823.57	109,127,528	109,127,528	79,712,640.29	26.95
Grand Totals	5,640,068.51	2,058,823.57	0	0	7,698,892.08	0.00
	Loss	Loss			Profit	

Number of Accounts: 13211

\*\*\*\*\* End of report \*\*\*\*\*

FC OBJ	2022-23 FYTD Activity	Encumbered Amount	2022-23 Original Budget	2022-23 Revised Budget	2022-23 Comment	Unencumbered Balance	2022-23 FYTD
00 LOCAL/INTER. SOURCES	0.00	0.00	0.00	0.00		0.00	0.00
00 STATE PROGRAM REV.	101,750.53	0.00	0.00	610,751.84		509,001.31	16.66
00 FEDERAL PROG. REV.	1,250,703.53	0.00	2,062,050.00	12,040,861.00		10,790,157.47	10.39
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	1,352,454.06	0.00	2,062,050.00	12,651,612.84		11,299,158.78	10.69
-- Revenue	1,352,454.06	0.00	2,062,050.00	12,651,612.84		11,299,158.78	10.69
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	276,294.33	0.00	0.00	4,111,655.00		3,835,360.67	6.72
11 PRO./CONTRACTED SVC.	386,036.82	311,893.00	0.00	1,845,921.33		1,147,991.51	29.91
11 SUPPLIES	359,297.00	109,852.93	0.00	1,240,040.51		770,890.58	28.97
11 OTHER OPERATING EXP.	13,123.76	1,028.74	0.00	24,767.00		10,614.50	52.99
11 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
11 INSTRUCTION	1,034,751.91	422,774.67	0.00	7,222,383.84		5,764,857.26	14.33
12 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	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	0.00	0.00	0.00	0.00		0.00	0.00
13 PAYROLL COSTS	62,434.50	0.00	0.00	357,379.00		294,944.50	17.47
13 PRO./CONTRACTED SVC.	107,868.00	31,371.00	0.00	274,280.00		135,041.00	39.33
13 SUPPLIES	6,847.08	0.00	0.00	158,415.00		151,567.92	4.32
13 OTHER OPERATING EXP.	20,516.08	14,679.71	0.00	299,254.00		264,058.21	6.86
13 CURRICULUM DEV. & INS	197,665.66	46,050.71	0.00	1,089,328.00		845,611.63	18.15
21 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	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	0.00	0.00	0.00	0.00		0.00	0.00
23 PAYROLL COSTS	86,335.61	0.00	0.00	0.00		-86,335.61	0.00

FC OBJ	2022-23		2022-23		2022-23		2022-23		2022-23	
	FYTD Activity	Amount	Original Budget	Revised Budget	Comment	Balance	Unencumbered	FYTD %		
23 PRO./CONTRACTED SVC.	632.51	0.00	0.00	68,388.00		67,755.49	0.92			
23 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00			
23 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00			
23 SCHOOL LEADERSHIP	86,968.12	0.00	0.00	68,388.00		-18,580.12	127.17			
31 PAYROLL COSTS	441,919.46	0.00	0.00	1,828,511.00		1,386,591.54	24.17			
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	441,919.46	0.00	0.00	1,828,511.00		1,386,591.54	24.17			
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	0.00	0.00	0.00	0.00		0.00	0.00			
33 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00			
33 HEALTH SERVICES	0.00	0.00	0.00	0.00		0.00	0.00			
34 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	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	0.00	0.00	0.00	0.00		0.00	0.00			
35 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00			
35 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00			
35 FOOD SERVICES	0.00	0.00	0.00	0.00		0.00	0.00			
36 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	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	0.00	0.00	0.00	0.00		0.00	0.00			
41 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00			
41 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00			
41 GENERAL ADMINISTRATI	0.00	0.00	0.00	0.00		0.00	0.00			

FC OBJ	2022-23		2022-23		2022-23		2022-23		Unencumbered Balance	FYTD
	FYTD Activity	Amount	Original Budget	Revised Budget	Comment	Balance	FYTD			
51 PAYROLL COSTS	1,308,544.80	0.00	2,062,050.00	2,062,050.00		753,505.20	63.46			
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 &	1,308,544.80	0.00	2,062,050.00	2,062,050.00		753,505.20	63.46			
52 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	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	0.00	0.00	0.00	0.00		0.00	0.00			
52 SECURITY & MONITORIN	0.00	0.00	0.00	0.00		0.00	0.00			
53 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00			
53 DATA PROCESSING SERV	0.00	0.00	0.00	0.00		0.00	0.00			
61 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	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	0.00	0.00	0.00	0.00		0.00	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	3,069,849.95	468,825.38	2,062,050.00	12,270,660.84		8,731,985.51	25.02			
Grand Revenue Totals	1,352,454.06	0.00	2,062,050.00	12,651,612.84		11,299,158.78	10.69			
Grand Expense Totals	3,069,849.95	468,825.38	2,062,050.00	12,270,660.84		8,731,985.51	25.02			
Grand Totals	1,717,395.89	468,825.38	0.00	380,952.00		2,567,173.27	450.82-			
	Loss	Loss		Profit		Profit				

Number of Accounts: 11538

\*\*\*\*\* End of report \*\*\*\*\*

FC OBJ	2022-23		2022-23		2022-23		2022-23		2022-23	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD	Unencumbered Balance	FYTD	Unencumbered Balance	FYTD
00 LOCAL/INTER. SOURCES	1,844,233.52	0.00	28,938,478	28,938,478	27,094,244.48	6.37	27,094,244.48	0.00	0.00	6.37
00 STATE PROGRAM REV.	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
00 FEDERAL PROG. REV.	-55,625.00	0.00	100,000	100,000	155,625.00	-55.63	155,625.00	0.00	0.00	-55.63
00 OTHER RESOURCES	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
00 gen	1,788,608.52	0.00	29,038,478	29,038,478	27,249,869.48	6.16	27,249,869.48	0.00	0.00	6.16
-- Revenue	1,788,608.52	0.00	29,038,478	29,038,478	27,249,869.48	6.16	27,249,869.48	0.00	0.00	6.16
00 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
00	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
00 gen	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
71 DEBT SERVICE	0.00	0.00	16,359,641	16,359,641	16,359,641.00	0.00	16,359,641.00	0.00	0.00	0.00
71 DEBT SERVICES	0.00	0.00	16,359,641	16,359,641	16,359,641.00	0.00	16,359,641.00	0.00	0.00	0.00
-- Expense	0.00	0.00	16,359,641	16,359,641	16,359,641.00	0.00	16,359,641.00	0.00	0.00	0.00
Grand Revenue Totals	1,788,608.52	0.00	29,038,478	29,038,478	27,249,869.48	6.16	27,249,869.48	0.00	0.00	6.16
Grand Expense Totals	0.00	0.00	16,359,641	16,359,641	16,359,641.00	0.00	16,359,641.00	0.00	0.00	0.00
Grand Totals	1,788,608.52	0.00	12,678,837	12,678,837	10,890,228.48	14.11	10,890,228.48	0.00	0.00	14.11
Profit			Profit	Profit	Profit		Profit			

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Number of Accounts: 28

\*\*\*\*\* End of report \*\*\*\*\*

FC OBJ	2022-23		2022-23		2022-23 Comment	2022-23		FYTD
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	FYTD	
00 LOCAL/INTER. SOURCES	16.17	0.00	0	0		-16.17	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	16.17	0.00	0	0		-16.17	0.00	
-- Revenue	16.17	0.00	0	0		-16.17	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	0.00	0	0		0.00	0.00	
51 SUPPLIES	0.00	0.00	0	0		0.00	0.00	
51 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00	
51 PLANT MAINTENANCE &	0.00	0.00	0	0		0.00	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	2022-23		2022-23		2022-23		Unencumbered Balance	2022-23 FYTD
	FYTD Activity	Amount	Original Budget	Revised Budget	Comment			
81 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00	
81 SUPPLIES	0.00	0.00	0	0		0.00	0.00	
81 OTHER OPERATING EXP.	0.00	0.00	0	0		0.00	0.00	
81 CAPITAL PROJECTS	0.00	4,890.00	0	0		-4,890.00	0.00	
81 FACILITIES ACO. & CO	0.00	4,890.00	0	0		-4,890.00	0.00	
-- Expense	0.00	4,890.00	0	0		-4,890.00	0.00	
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Grand Revenue Totals	16.17	0.00	0	0		-16.17	0.00	
Grand Expense Totals	0.00	4,890.00	0	0		-4,890.00	0.00	
Grand Totals	16.17	4,890.00	0	0		4,873.83	0.00	
Profit						Profit		

Number of Accounts: 227

\*\*\*\*\* End of report \*\*\*\*\*

FC OBJ	2022-23		2022-23		2022-23		2022-23	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD	2022-23	FYTD
00 LOCAL/INTER. SOURCES	942,791.02	0.00	593,850	1,000,516	57,724.98	94.23		
00 STATE PROGRAM REV.	15,083.58	0.00	379,078	379,078	363,994.42	3.98		
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	810,001.97	0.00	4,097,764	4,097,764	3,287,762.03	19.77		
00 gen	1,767,876.57	0.00	5,070,692	5,477,358	3,709,481.43	32.28		
-- Revenue	1,767,876.57	0.00	5,070,692	5,477,358	3,709,481.43	32.28		
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	603,815.06	0.00	2,454,983	2,454,983	1,851,167.94	24.60		
35 PRO./CONTRACTED SVC.	199.71	0.00	6,000	6,000	5,800.29	3.33		
35 SUPPLIES	738,791.04	504,364.90	2,426,137	2,426,137	1,182,981.06	51.24		
35 OTHER OPERATING EXP.	12.00	0.00	4,000	4,000	3,988.00	0.30		
35 CAPITAL PROJECTS	14,637.07	56,490.98	100,000	100,000	28,871.95	71.13		
35 FOOD SERVICES	1,357,454.88	560,855.88	4,991,120	4,991,120	3,072,809.24	38.43		
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	147,514.69	0.00	0	22,002	-125,512.69	670.46		
61 PRO./CONTRACTED SVC.	9,732.05	1,485.00	0	16,419	5,201.95	68.32		
61 SUPPLIES	26,902.33	28,610.35	0	88,700	33,187.32	62.58		
61 OTHER OPERATING EXP.	657.28	0.00	0	4,012	3,354.72	16.38		
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
61 COMMUNITY SERVICES	184,806.35	30,095.35	0	131,133	-83,768.70	163.88		
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	1,542,261.23	590,951.23	5,070,692	5,201,825	3,068,612.54	41.01		
Grand Revenue Totals	1,767,876.57	0.00	5,070,692	5,477,358	3,709,481.43	32.28		

12/21/22

WAXAHACHIE ISD  
Enterprise Board Report (Date: 11/2022)

3frbud12.p 76-4  
05.22.10.00.00

FC OBJ	2022-23		2022-23		2022-23		2022-23	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD 1		
Grand Expense Totals	1,542,261.23	590,951.23	5,070,692	5,201,825	3,068,612.54	41.01		
Grand Totals	225,615.34	590,951.23	0	275,533	640,868.89	81.88		
	Profit	Loss		Profit	Profit			

Number of Accounts: 991

\*\*\*\*\* End of report \*\*\*\*\*

**WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF NOVEMBER 2022**

<b>GENERAL FUND</b>	<b>YTD ACTUAL</b>	<b>ORIGINAL BUDGET</b>	<b>REVISED BUDGET</b>	<b>YTD %</b>	<b>PRIOR YTD %</b>
REVENUES	21,715,995.63	109,127,528	109,127,528	19.89%	17.67%
EXPENDITURES	27,356,064.14	109,127,528	109,127,528	25.06%	23.82%
<b>SPECIAL PROGRAMS</b>					
REVENUES	1,352,454.06	2,062,050	12,651,613	10.69%	1.51%
EXPENDITURES	3,069,849.95	2,062,050	12,270,660	25.02%	17.02%
<b>INTEREST &amp; SINKING</b>					
REVENUES	1,788,608.52	29,038,478	29,038,478	6.15%	6.07%
EXPENDITURES	0.00	16,359,641	16,359,641	0.00%	0.00%
<b>CAPITAL PROJECTS</b>					
REVENUES	16.17	-	0	0.00%	0.31%
EXPENDITURES	0.00	-	0	0.00%	74.55%
<b>ENTERPRISE FUNDS</b>					
REVENUES	1,767,876.57	5,070,692	5,477,358	32.28%	34.20%
EXPENDITURES	1,542,261.23	5,071,692	5,201,825	29.65%	26.35%

Waxahachie ISD 2022-23 Budget Summary November 2022

	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
<b>REVENUES</b>											
5700 LOCAL REVENUE	72,002,804	72,002,804	4,805,231			28,938,478	1,844,234		16	1,000,516	942,791
5800 STATE PROGRAM REVENUES	35,124,724	35,124,724	19,119,699	610,752	101,751				-	379,078	15,083
5900 FEDERAL REVENUES	2,000,000	2,000,000	(2,215,705)	12,040,861	1,250,704	100,000	(55,625)				
7900 OTHER RESOURCES/TRANSFERS			6,770							4,097,764	810,002
<b>TOTAL REVENUES</b>	<b>109,127,528</b>	<b>109,127,528</b>	<b>21,715,996</b>	<b>12,651,613</b>	<b>1,352,454</b>	<b>29,038,478</b>	<b>1,788,609</b>	<b>-</b>	<b>16</b>	<b>5,477,358</b>	<b>1,767,876</b>
<b>APPROPRIATIONS BY FUNCTION</b>											
00 TRANSFERS BETWEEN FUNDS											
11 INSTRUCTIONAL RESOURCES & MEDIA SER	66,651,550	66,593,275	15,867,557	7,222,384	1,034,752						
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,435,355	1,435,355	305,834								
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,671,711	1,669,891	430,443	1,089,328	197,666						
21 INSTRUCTIONAL LEADERSHIP	2,928,172	2,928,172	647,302								
23 SCHOOL ADMINISTRATION	6,630,023	6,630,023	1,606,205	68,388	86,968						
31 GUIDANCE AND COUNSELING SERVICES	3,081,367	3,141,367	752,384	1,828,511	441,919						
32 SOCIAL WORK SERVICES											
33 HEALTH SERVICES	1,363,244	1,363,244	340,992								
34 STUDENT (PUPIL) TRANSPORTATION	3,469,633	3,469,633	962,982								
35 FOOD SERVICES	100,000	100,000	0								
36 CURRICULAR/EXTRACURRICULAR ACTIV.	4,488,782	4,488,877	1,213,994								
41 GENERAL ADMINISTRATION	3,570,027	3,570,027	863,413								
51 PLANT MAINTENANCE AND OPERATION	8,557,114	5,607,114	2,027,544	2,062,050	1,308,545					79,572	-
52 SECURITY & MONITORING SERVICES	1,767,357	1,767,357	468,135								
53 DATA PROCESSING SERVICES	1,962,500	1,962,500	609,428								
61 COMMUNITY SERVICES	240,693	240,693	60,812							131,133	184,806
71 DEBT SERVICE						16,359,641					
81 FACILITIES	550,000	3,500,000	531,961								
95 JJAEP	40,000	40,000	0								
99 OTHER	620,000	620,000	667,079								
<b>TOTAL APPROPRIATIONS AND TRANSFERS</b>	<b>109,127,528</b>	<b>109,127,528</b>	<b>27,356,064</b>	<b>12,270,661</b>	<b>3,069,850</b>	<b>16,359,641</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,201,825</b>	<b>1,542,261</b>
<b>TOTAL REVENUES OVER (UNDER) APPROPRIATIONS</b>	<b>-</b>	<b>-</b>	<b>(5,640,069)</b>	<b>380,952</b>	<b>(1,717,396)</b>	<b>12,678,837</b>	<b>1,788,609</b>	<b>-</b>	<b>16</b>	<b>275,533</b>	<b>225,615</b>

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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: 8760023177  
VENDOR KEY : SUPERIOR005  
PAGE NUMBER: 1  
P.O. DATE : 01/05/2023  
SHIP DATE : 01/05/2023  
SHIP VIA : N/A  
FISCAL YEAR: 2022-2023  
ENTERED BY : ROSS WEN001

PRINTED 01/05/2023

COMPANY:  
SUPERIOR PEDIATRIC CARE, INC.  
1201 SUMMIT AVENUE STE 500  
FT WORTH, TX 76102

DELIVER TO:  
WISD SPECIAL EDUCATION DEPT.  
1000 N HWY 77  
WAXAHACHIE, TX 75165

ATTN: MANDI CHAPMAN

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	PO TO ENCUMBER ESTIMATED TOTAL OF VTI AND NECESSARY CONTRACTED SERVICES FOR SPECIAL EDUCATION - FOR THE REMAINDER OF THIS SCHOOL YEAR	150000.00000	150000.00

USE P.O. NUMBER ON ALL CORRESPONDENCE

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.: 8760023177 ACCOUNT SUMMARY (FOR INTERNAL USE) VENDOR KEY : SUPERIOR005  
ACCOUNT 236 AMOUNT  
199 E 11 6219 00 876 0 23 000 150,000.00  
=====

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INVOICE TO:  
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411 N. GIBSON STREET  
WAXAHACHIE, TX 75165  
TAX NBR: 75-6002723  
PHONE: 972-923-4631  
FAX NBR: 972-923-4658

P.O. NUMBER: 9260023091  
VENDOR KEY : SOUTHINT001  
PAGE NUMBER: 1  
P.O. DATE : 01/05/2023  
SHIP DATE : 01/05/2023  
SHIP VIA : N/A  
FISCAL YEAR: 2022-2023  
ENTERED BY : ROSS WEN001

PRINTED 01/05/2023

COMPANY:  
SOUTHWEST INTERNAT'L  
PO BOX 560685  
DALLAS, TX 75356-0685

DELIVER TO:  
WISD TRANSPORTATION  
631 SOLON ROAD  
WAXAHACHIE, TX 75165  
  
ATTN: ERNEST WILSON - TRANSPORTATION

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	REPAIRS -ENGINE ASSEMBLY-COMplete - REMOVE AND INSTALL FOR UNIT 1031	25479.57000	25479.57
1	EACH	REPAIR - ENGINE ASSEMBLY - COMPLETE - REMOVE AND INSTALL FOR UNIT 2104	28583.73000	28583.73
BUYBOARD APPROVED VENDOR - PO WILL BE PRESENTED TO BOARD OF TRUSTEES FOR APPROVAL SINCE OVER \$50,000				
USE P.O. NUMBER ON ALL CORRESPONDENCE			TOTAL	54,063.30

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.: 9260023091 ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : SOUTHINT001
ACCOUNT	AMOUNT
199 E 34 6629 00 926 0 99 000	54,063.30



**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023 **Presented By:** Rolando Gomez

**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 December 2022.

**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

## Maintenance Work Order Status Report

The chart below illustrates the speed at which the maintenance department is completing work orders they receive:

Maintenance Work Order Status      Ending January 9, 2023

Work orders	0-15 days	16-30 days	31-45 days	46-61 days
submitted	168	381	924	1114
open	55	39	8	3
closed	113	342	916	1111
%complete	67.26%	89.76%	99.13%	99.73%

The chart below represents the number of work orders in the 61-90-day column and their current status.

location	requested work	action taken
<b>n/a</b>	<b>complete</b>	<b>all requested</b>

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023      **Presented By:** Jacob Perry

**Subject:** Monthly Attendance, Discipline, Drug Offenses, Drug Testing, and Usage of Drug Dog and Metal Detector Report      **Related Page(s)** 5



**EXECUTIVE SUMMARY:** Informational reports regarding student attendance, student discipline, student drug offenses, student drug testing, and drug dog and metal detector searches for December 2022.

**ATTACHMENTS:**

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

**RECOMMENDATION:** Consideration of informational reports regarding student attendance, student discipline, student drug offenses, student drug testing, and drug dog and metal detector searches for Decemberr 2022.

## Discipline Data for WISD (12/1/2022 – 12/21/2022)

The discipline breakdown for Waxahachie ISD for the month of **December** 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: Possessed, sold, used or was under the influence of marihuana or other controlled substance **(04)**, Possessed, sold, used or was under the influence of an alcoholic beverage **(05)**, Conduct occurring off-campus/student not in attendance/Felony Title V **(09)**, Conduct Violation of Student Code of Conduct **(21)**, Terroristic Threat **(26)**, Assault Against School Employee/Volunteer **(27)**, Assault against someone other than school employee/volunteer **(28)**.

### DAEP Placements (19):

- **11** Possessed, sold, used, or was under the influence of Marihuana or other controlled substance **(04)**. *Mandatory DAEP/Discretionary Expulsion*
- **1** Possessed, sold, used, or was under the influence of an alcoholic beverage **(05)**. *Mandatory DAEP Placement*
- **1** Conduct occurring off-campus student not in attendance/Felony Title V **(09)**. *Mandatory DAEP Placement*
- **3** Violation of Student Code of Conduct **(21)** *Discretionary DAEP Placement*
- **1** Terroristic Threat **(26)**. *Mandatory DAEP Placement*
- **1** Assault against school employee/volunteer **(27)**. *Mandatory DAEP Placement*
- **1** Assault Against Someone other than school employee/volunteer **(28)**. *Mandatory DAEP Placement*

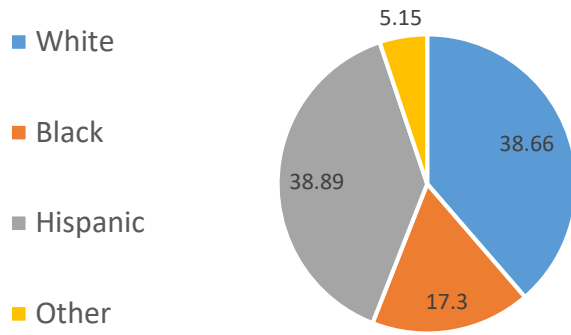
### Expulsions (0):

### ISS/OSS Placements:

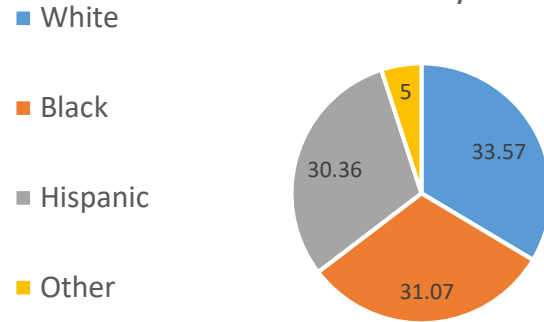
- There were **280** ISS assignments (both full and partial days) for date window. Some of these were multiple day assignments.
- There were **33** OSS assignments (both full and partial days) for date window. Some of these were multiple day assignments.

Charting Discipline for WISD:

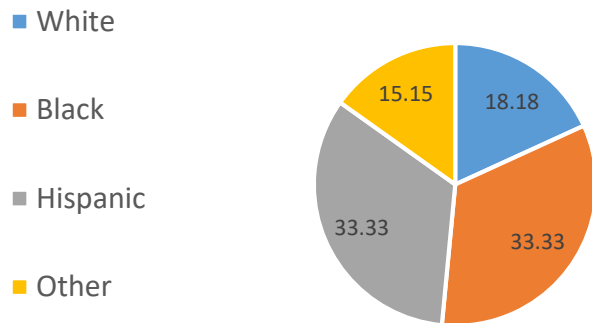
Enrollment % By Ethnicity (10,836 Total)



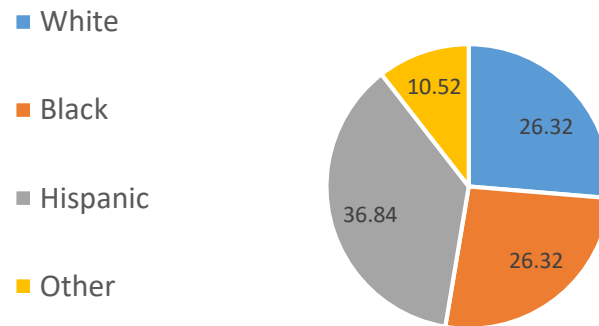
ISS Placements (280 Total)  
Ethnicity %



OSS Placements (33 Total)  
Ethnicity %



DAEP Placements (19 Total)  
Ethnicity %

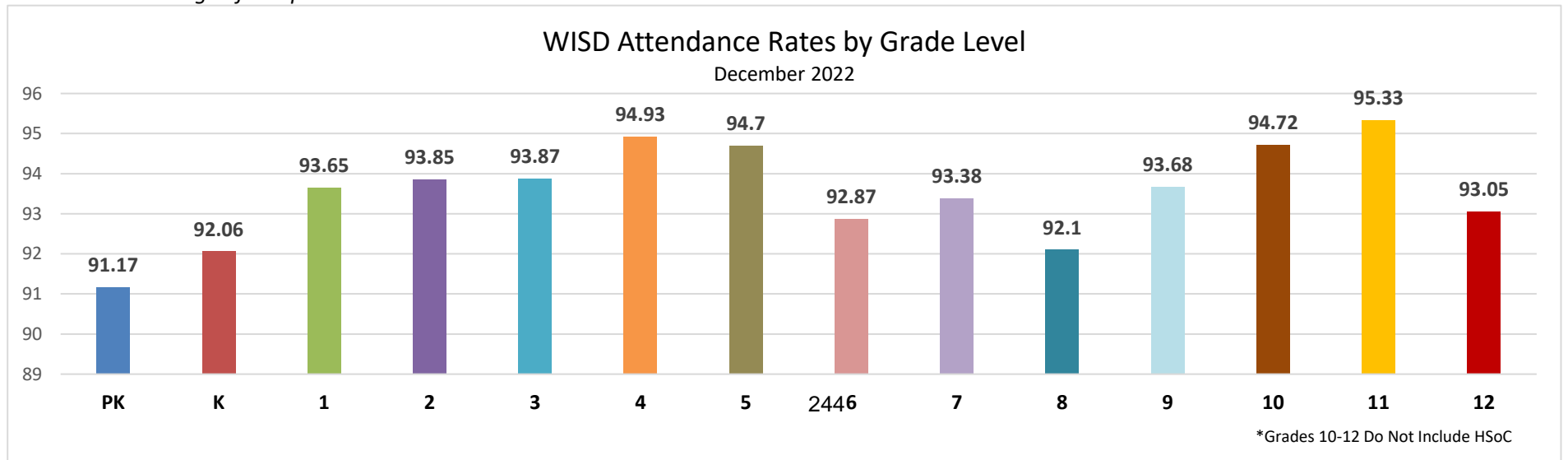


WAXAHACHIE ISD December 2022 Attendance Report

	August	September	October	November	December				
Waxahachie High School	94.75%	94.08%	93.74%	92.24%	93.49%				
High School of Choice	89.63%	86.53%	84.85%	85.90%	84.80%				
Global High School	97.55%	96.69%	96.16%	94.66%	94.74%				
Coleman Jr. High	94.90%	94.99%	94.69%	93.16%	92.19%				
Finley Jr. High	96.37%	95.41%	95.32%	91.37%	92.56%				
Howard Jr. High	96.01%	96.30%	95.80%	93.05%	93.62%				
Clift Elementary	95.49%	94.71%	94.51%	91.65%	92.96%				
Dunaway Elementary	97.55%	96.21%	95.82%	94.59%	95.00%				
Felty Elementary	96.79%	96.16%	95.33%	93.49%	94.53%				
Marvin Elementary	95.21%	94.08%	94.48%	92.53%	93.05%				
Northside Elementary	95.64%	94.89%	93.75%	91.60%	94.57%				
Shackelford Elementary	95.01%	96.10%	95.31%	94.12%	92.74%				
Simpson Elementary	96.02%	96.12%	95.19%	92.40%	94.53%				
Wedgeworth Elementary	93.92%	95.17%	93.48%	91.70%	92.44%				
Wilemon Elementary	95.86%	96.70%	95.31%	93.44%	94.82%				
Turner PreK	90.55%	90.49%	91.66%	90.05%	87.29%				
				<i>*Highlighted cells indicate a drop in attendance from previous month.</i>					
District ADA:	95.44%	95.08%	94.52%	92.54%	93.39%				

\* Total ADA is calculated with different programs/students receiving different weights for attendance.

It is not a true average of campus attendance.



## **RANDOM DRUG TESTING – EXTRACURRICULAR SECONDARY STUDENTS**

WISD did not conduct random drug testing at the high school or junior high levels during the month of December but will resume in January. The three students at WHS who had previously tested positive for prohibited substance (one THC, two refusals) will be on the list to be tested in January.

### **USAGE OF DRUG DOGS AND METAL DETECTORS**

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, December 1, checking 36 students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, December 2, checking 32 students total. There were zero hits.

Metal detectors were utilized at Waxahachie High School's student and bus entrances on Friday, December 2, checking 303 students total. There was one hit with one find which was a survivor tool.

Metal detectors were utilized at Challenge Academy's student entrance on Monday, December 5, checking 40 students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, December 6, checking 40 students total. There were zero hits.

Canine narcotics and firearm detection was utilized in the parking lot of Waxahachie High School on Tuesday, December 6, checking 460 total vehicles. There were five hits with two finds which were alcohol, a cigar, and aspirin.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Global High School on Tuesday, December 6, checking 193 students total. There were zero hits.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at High School of Choice on Tuesday, December 6, checking ten students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, December 7, checking 32 students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, December 8, checking 37 students total. There were zero hits.

Metal detectors were utilized at Coleman Junior High's FAC entrance on Thursday, December 8, checking 127 students total. There were two hits with two finds, which were an inhaler and over-the-counter medication.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, December 9, checking 32 students total. There were zero hits.

Metal detectors were utilized at Finley Junior High's bus entrance on Friday, December 9, checking 141 students total. There two hits with two finds, which were prescription meds, over-the-counter medication, and some BBs.

Metal detectors were utilized at Challenge Academy's student entrance on Monday, December 12, checking 33 students total. There were zero hits.

Metal detectors were utilized at Howard Junior High's bus entrance on Monday, December 12, checking 88 students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, December 13, checking 27 students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, December 14, checking 32 students total. There were zero hits.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Coleman, Finley, and Howard Junior Highs on Thursday, December 15, checking 579 students total at all campuses. There were zero hits and zero finds at Coleman Junior High, zero hits and zero finds at Finley Junior High, and zero hits and zero finds at Howard Junior High.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, December 15, checking 28 students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, December 16, checking 31 students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Monday, December 19, checking 33 students total. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, December 20, checking 27 students total. There were zero hits.

Metal detectors were utilized at Global High School's student entrance on Tuesday, December 20, checking 61 students total. There were three hits with three finds which were a vape, over-the-counter medication, and prescription medication.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, December 21, checking 28 students total. There were zero hits.

WAXAHACHIE ISD  
STUDENT DRUG OFFENSES  
2022-23 School Year

CAMPUS	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY
WHS	11	11	15	9	13					
HSOC	0	0	0	1	1					
Global	0	0	0	0	0					
Coleman	1	1	1	0	0					
Finley	0	2	0	1	1					
Howard	0	0	2	0	0					
TOTAL	12	14	18	11	15					

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023 **Presented By:** Monica James

**Subject:** Additional Positions **Related Page(s)** 1



**EXECUTIVE SUMMARY:**

The Human Resources Department is requesting one instructional aide, special education life skills at Northside due to the campus having received three additional students in the PBSE room.

**ATTACHMENTS:**

Memorandum

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

**RECOMMENDATION:**

Approve an additional instructional aide, special education life skills, at Northside. The cost for this position is estimated to be \$32,000.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023 **Presented By:** Monica James

**Subject:** New Hires and Resignations **Related Page(s)** 3



**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:** January 17, 2023      **Presented By:** Ryan Kahlden

**Subject:** 2023-2024 Budget Calendar      **Related Page(s)** 3

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:** The 2023-2024 Budget Calendar is presented.

**ATTACHMENTS:** Budget Calendar

		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:** Board is requested to approve the 2023-2024 Budget Calendar as presented.

# WAXAHACHIE INDEPENDENT SCHOOL DISTRICT 2023-24 BUDGET CALENDAR

## JANUARY 2023

Review the 2022-23 employees charged to federal and state grants, stipends, salary schedules, substitute pay, etc... with Chief Financial Officer, Chief HR Officer, Director of Accounting and Director of Payroll.

Chief HR Officer updates staffing formulas

January 17, 2023

Monthly board meeting

## FEBRUARY 2023

Principal meetings with site-based committees for budget development

Preliminary revenue estimates

Project enrollment based on demographer reports

Training to Principals/Secretaries/Directors on inputting budget in Skyward - budget allotments sent out

February 13, 2023

Monthly board meeting

## WAXAHACHIE INDEPENDENT SCHOOL DISTRICT 2023-24 BUDGET CALENDAR

### MARCH 2023

Discuss raises to be built into the 2023-2024 budget, if any

March 20, 2023                      Monthly board meeting

March 30, 2023                      Board budget workshop to identify goals/parameters

### APRIL 2023

Continue projections of revenue and expenditures based upon estimates from appraisal district

April 10, 2023                      Monthly board meeting

April 21, 2023                      Deadline to have Campus/Department budgets input into Skyward.  
(Campus/Departments given access to input their own budgets)

April 30, 2023                      Estimated values due from Chief Appraiser

### MAY 2023

May 8, 2023                      Monthly board meeting.  
Preliminary 2023-24 budget reviews.

May 22, 2023                      Optional budget workshop if needed

### JUNE 2023

June 12, 2023                      Monthly board meeting

June 26, 2023                      Optional budget workshop if needed

### JULY 2023

July 10, 2023                      Monthly board meeting. Set tentative tax rate to publish in paper

July 24, 2023                      Certified Values due from Chief Appraiser

## WAXAHACHIE INDEPENDENT SCHOOL DISTRICT 2023-24 BUDGET CALENDAR

### AUGUST 2023

August 3, 2023	Board Meeting on budget to agree on tax rate to publish in paper. Notice must be published in paper before August 9, 2023 for August 28, 2023 public hearing
August 14, 2023	Monthly Board Meeting
August 28, 2023	Public hearing on 2023-24 budget. Adopt 2023-24 budget and set tax rate. Amend final 2022-23 budget.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023      **Presented By:** Dawn Hilburn

**Subject:** 2021-22 TAPR-Texas Academic Performance Report (TAPR)      **Related Page(s)** 4 Attachments

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:** Dawn Hilburn will present the 2021-22 Texas Academic Performance Report (TAPR) during the Public Hearing.

**ATTACHMENTS:**

- 2021-2022 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

**RECOMMENDATION:** Consideration to approve the 2021-2022 Texas Academic Performance Report (TAPR) as presented in the Public Hearing.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023 **Presented By:** Ryan Kahlden

**Subject:** Purchase additional IXL licenses **Related Page(s)** \_\_\_\_\_

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:** IXL is a diagnostic tool that generates individualized action plans for all students in grades 3-8 who are in need of additional or accelerated learning. Each action plan contains tailored skill recommendations based on student need. The Board approved 4,675 student licenses at the called meeting on August 29, 2022, and the district has exceeded these licenses with additional students waiting for licenses. We are seeking approval of 650 additional licenses to accommodate student growth.

**ATTACHMENTS:** Quote from IXL

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

**RECOMMENDATION:** Approve additional IXL licenses for student accelerated learning plans in the amount of \$11,863.



# UPGRADE QUOTE

IXL Learning  
 777 Mariners Island Blvd., Suite 600  
 San Mateo, CA 94404

QUOTE # 2884190-2022-003-3  
 DATE: NOVEMBER 7, 2022

**TO:**

Ashley Cieri  
 Waxahachie ISD  
 411 N. Gibson Street  
 Waxahachie, TX 75165

**COMMENTS OR SPECIAL INSTRUCTIONS**

Quote prepared for Ashley Cieri to account for anticipated increase in district student enrollment.

SALESPERSON	ACCOUNT #	UPGRADE DURATION	QUOTE VALID UNTIL
Lena Sampson	A20-2884190	Through September 20, 2023	January 31, 2023

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	Upgrade IXL site license (Add 650 students in grades 3-8) Subjects: Math, ELA, Science, and Social studies  <i>K-8 math licenses include complimentary access to IXL's universal screener</i>	\$11,863.00	\$11,863.00
SUBTOTAL			\$11,863.00
SALES TAX			--
SHIPPING & HANDLING			--
TOTAL DUE			\$11,863.00

**Ordering instructions**

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, [click here](#) or go to <http://www.ixl.com/po-upload> and enter quote # 2884190-2022-003-3. For international accounts, we can accept wire transfers for an additional fee.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** 01/17/2023 **Presented By:** Stacee Johnson

**Subject:** Waiver – 7<sup>th</sup> Grade Reading Screener **Related Page(s)** \_\_\_\_\_



**EXECUTIVE SUMMARY:**

TEC, §28.006(c-1) requires each school district to administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency. This waiver is to seek approval to utilize MAP Reading Fluency as our district screener since we already have this assessment in place.

**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:**

Submit the waiver to TEA for the alternate 7<sup>th</sup> grade reading instrument.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023 **Presented By:** Ryan Kahlden

**Subject:** Purchase two school buses **Related Page(s)** \_\_\_\_\_

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:** Our transportation department has applied for a Texas Emissions Reduction Program (TERP) grant to replace up to 5 school buses through the Texas Commission on Environmental Quality (TCEQ). At this time, this grant application is still pending and we are awaiting word/review from TCEQ. Separate from this grant, we need to procure a minimum of two school buses as replacements for current buses in the fleet.

**ATTACHMENTS:** Quote comparison form

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

**RECOMMENDATION:** Approve purchase of two school buses from Longhorn Bus Sales at a price not to exceed \$270,000.

## Waxahachie Independent School District Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping.

Name of Person securing quotes: Ernest Wilson  
 Department: Transportation  
 Budget Allocated for Purchase: \$270,000  
 Item(s) being quoted: Purchase 1 SPED Bus and 1-77 Passenger Bus

Vendor #1: Company Name: Longhorn Bus Sales  
 Representative: Mike Horn *includes cameras*  
 Vendor Approved via: Buyboard  
 Amount Quoted: \$265,810.00

Vendor #2: Company Name: Thomas Built Buses  
 Representative: Don Ledbetter *does not include cameras*  
 Vendor Approved via: Buyboard  
 Amount Quoted: \$249,200.00

Vendor #3: Company Name: No other approved vendor for comparison  
 Representative: \_\_\_\_\_  
 Vendor Approved via: \_\_\_\_\_  
 Amount Quoted: \_\_\_\_\_

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use (vendor) Southwest International for the procurement of (item) new buses.

\_\_\_\_\_  
 Campus Principal / Department Head / Administrator

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Business Office Approval

\_\_\_\_\_  
 Date



# Customer Quotation

Prepared For:

Waxahachie ISD

Prepared By :

Don Ledbetter

469-474-4513

don.ledbetter@thomasbustexas.com

Quote Number:  
387058

Quote Date:  
11/29/2022

Customer Order No:  
Stock 39Pax WC

## Model Profile: Saf-T-Liner C2 221TS

Product Type: School Transportation  
 Year: 2024  
 Chassis Model: B2 106  
 Chassis MFG: FLNER  
 GVWR: 25,500 LBS  
 Passenger Capacity: 39  
 Headroom: 78  
 Wheelbase: 199  
 Brake Type: AIR  
 Engine Type: CUMMINS B6.7 220 DIESEL, 6 Cyl, 220 HP, 2600 RPM  
 Fuel Type: DIESEL  
 Fuel Tank Capacity: 60  
 Transmission Type: AUTOMATIC  
 Axle, Front: 8000-lb Capacity  
 Axle, Rear: 17500-lb Capacity  
 Tires, Front: FRONT MICHELIN XZE 255/70R22.5,(H) 16 PLY  
 Tires, Rear: REAR MICHELIN XZE 255/70R22.5,(H) 16 PLY  
 Suspension Front: TAPERLEAF SPRING SUSPENSION  
 Suspension Rear : AIRRIDE REAR SUSPENSION

Total for 1 complete unit(s):

\$ 117,550.00

Buy Board Fee:

\$800 Per Purchase Order

Includes the Following Equipment:

### BODY

#### ACCESSORIES

- 1 VISOR-TINTED DRIVER'S SIDE WINDOW 6"X18"
- 1 LOCKS-KEYED ALIKE #CH545
- 1 LOCK-DRVR'S INTR STORAGE OVR DRV'S HEADER W/O INTRLK CH545

#### CERTIFICATION/SAFETY

- 1 REFLECTTAPE-RR END YEL 2"
- 4 REFLECTTAPE-P/O WDO YEL
- 1 REFLECTTAPE-SI LIFT DR 50" YEL
- 1 REFLECTIVE TAPE-EMERGENCY DOOR REAR YELLOW
- 1 REFLECTTAPE-SI 2" ABV FLR YEL
- 1 FIRE EXTINGUISHER-5 3A-40BC
- 1 REFLECTORS-AMBER (4) MID/FRONT 3"
- 1 REFLECTORS-RED (4) RR/RR SI 3"
- 1 HANDLES-W/S SERVICE, BLACK
- 1 KIT,FIRST AID 24 UNIT TEX.
- 1 KIT - BODY FLUID CLEAN-UP NATIONAL STANDARDS
- 1 LABEL-PASS ADVISOR INSTRUCTION
- 1 LOCATION-VESTIBULE FLOOR PLATE LEFT 5LB FE
- 1 LOC-VEST.FLRAFT REFL.TRIANGLE BRACKET TEXAS
- 2 CUTTER-SEAT BELT W/HAND GRIP
- 1 BLANKET-EMER "EVAC TRANSPORTER"
- 1 TRIANGLES-REFL. 3 W/BOX
- 1 BRACKET,MTG. REFL. TRIANGLES
- 1 LOC-EMER BLANKET STREETSIDE REAR
- 1 OPEN VIEW-ES, NON-HTD, RMT,SS

260



# Customer Quotation

**Prepared For:**

Waxahachie

**Prepared By :**

Don Ledbetter

469-474-4513

don.ledbetter@thomasbus-texas.com

**Quote Number:**  
389288

**Quote Date:**  
11/29/2022

**Customer Order No:**  
Stock - 77Pax

## Model Profile: Saf-T-Liner C2 341TS

**Product Type:** School Transportation  
**Year:** 2024  
**Chassis Model:** B2 106  
**Chassis MFG:** FLNER  
**GVWR:** 32,000 LBS  
**Passenger Capacity:** 77  
**Headroom:** 78  
**Wheelbase:** 279  
**Brake Type:** AIR  
**Engine Type:** CUMMINS B6.7 240 DIESEL, 6 Cyl, 240 HP, 2600 RPM  
**Fuel Type:** DIESEL  
**Fuel Tank Capacity:** 100  
**Transmission Type:** AUTOMATIC  
**Axle, Front:** 10000-lb Capacity  
**Axle, Rear:** 23000-lb Capacity  
**Tires, Front:** FRONT HANKOOK AH24 11R22.5 14 PLY TIRES  
**Tires, Rear:** REAR HANKOOK AH24 11R22.5 14 PLY TIRES  
**Suspension Front:** TAPERLEAF SPRING SUSPENSION  
**Suspension Rear :** AIRRIDE REAR SUSPENSION

**Total for 1 complete unit(s):**

**\$ 130,050.00**

**Buy Board Fee:**

**\$800 Per Purchase Order**

**Includes the Following Equipment:**

### BODY

#### ACCESSORIES

- 1 LOCKS-KEYED ALIKE #CH545
- 1 LOCK-DRVR'S INTR STORAGE OVR DRV'S HEADER W/O INTRLK CH545

#### CERTIFICATION/SAFETY

- 1 REFLECTTAPE-RR END YEL 2"
- 2 REFLECTTAPE-P/O WDO YEL
- 1 REFLECTIVE TAPE-EMERGENCY DOOR REAR YELLOW
- 1 REFLECTTAPE-SI 2" ABV FLR YEL
- 1 FIRE EXTINGUISHER-5 3A-40BC
- 1 REFLECTORS-AMBER (4) MID/FRONT 3"
- 1 REFLECTORS-RED (4) RR/RR SI 3"
- 1 ELECTRICAL-ROOF ESCAPE HATCH POS 3
- 1 HANDLES-W/S SERVICE, BLACK
- 1 KIT,FIRST AID 24 UNIT TEX.
- 1 KIT - BODY FLUID CLEAN-UP NATIONAL STANDARDS
- 1 LABEL-PASS ADVISOR INSTRUCTION
- 1 LOCATION-VESTIBULE FLOOR PLATE LEFT 5LB FE
- 1 LOC-VEST.FLR.AFT REFL.TRIANGLE BRACKET TEXAS
- 1 CUTTER-SEAT BELT W/HAND GRIP
- 1 TRIANGLES-REFL. 3 W/BOX
- 1 BRACKET,MTG. REFL. TRIANGLES
- 1 OPEN VIEW-ES, NON-HTD,REMOTE
- 1 MIR-B EXT.CROSSVIEW BLK.BRKT
- 1 SIGN-STOP, AIR FRT #2500-1C
- 1 SIGN-STOP, AIR RR #2501C

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023      **Presented By:** Lee Auvenshine

**Subject:** School Marshal Appointment      **Related Page(s)** School Marshal Appointment Forms



**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. Josh Oliver recommend action by the Board of Trustees to appoint these individuals to serve in the role of school marshals on WISD campuses.

**ATTACHMENTS:**

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

**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:** January 17, 2023 **Presented By:** Ryan Kahlden

**Subject:** Annual Financial Audit Report **Related Page(s)** \_\_\_\_\_

**Action  
Agenda Item**

**EXECUTIVE SUMMARY:** As presented earlier by Mike Vail, the annual financial audit has been completed with no material deficiencies in internal controls, material misstatements, or material instances of material non-compliance identified.

**ATTACHMENTS:** Audit report

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

**RECOMMENDATION:** Board is requested to approval audit report as presented.



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

**RECOMMENDATION:**

Administration recommends approval of the proposed staging area agreement as presented.



411 N. Gibson Street, Waxahachie, TX 75165 P (972) 923-4631 F (972) 923-4759 www.wisd.org

January 17, 2023

Lee Smith  
LC Paving & Construction, LLC  
114 LCR 219  
Coolidge, Texas 76635

RE: Staging Area / Construction Material Storage Agreement  
Bryson Street Project – WISD Property adjacent to Wilemon Field

Mr. Smith,

You have informed Waxahachie ISD of LC Paving & Construction, LLC's, upcoming public works construction project along Bryson Street which was recently approved by the City of Waxahachie. We understand the work is anticipated to commence in the next few weeks. To facilitate the work, you have expressed a desire to lease a portion of real property owned by Waxahachie ISD adjacent to Wilemon Field as depicted by the red rectangle within the attached overhead depiction of the proposed staging area, for the temporary storage of construction materials during the duration of the public works project which is anticipated to last no longer than six months.

Waxahachie ISD agrees to provide LC Paving & Construction, LLC, a temporary lease of the depicted property for a staging area to support the public works project along Bryson Street, subject to the following terms:

- LC Paving & Construction, LLC, will pay Waxahachie ISD \$500 per month during the duration of its use of the staging area, payable in one up-front payment in the amount of \$3,000. Should the duration of work exceed six months (which is not anticipated), LC Paving & Construction, LLC, will continue to pay Waxahachie ISD \$500 per month for each additional month of work.
- The proposed staging area will be fenced for safety and kept in an orderly and organized state, free from trash.
- LC Paving & Construction, LLC, will provide opportunities for Waxahachie ISD students to conduct educational walkthroughs with the construction project team.
- The property will be restored to pre-leased condition at the end of LC Paving & Construction, LLC's, use, which is anticipated to last no longer than six months.
- LC Paving & Construction, LLC, will indemnify and hold Waxahachie ISD harmless for any injury, theft or loss of goods staged on Waxahachie ISD's property.
- LC Paving & Construction, LLC, will provide adequate certificate of insurance naming Waxahachie ISD as certificate holder for the proposed staging area.

If this Agreement is acceptable, please sign in the space below.

Sincerely,

Dr. Jerry D. Hollingsworth  
Superintendent of Schools

Acceptance of Agreement by LC Paving & Construction, LLC

\_\_\_\_\_  
Lee Smith

\_\_\_\_\_  
Date

**Overhead Depiction of Staging Area**



**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** January 17, 2023      **Presented By:** Monica James

**Subject:** Title Change      **Related Page(s)** 1



**EXECUTIVE SUMMARY:**

The Human Resources Department is requesting Sean Cagle, Interim Director of Fine Arts to be moved into the position of Director of Fine Arts.

**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 Sean Cagle from Interim Director of Fine Arts to Director of Fine Arts.



**MEMORANDUM**

To: Dr. Jerry Hollingsworth, Superintendent  
From: Monica James, Chief Human Resources Officer  
Date: January 17, 2023  
Subject: Title Change  
District Goal: Priority Goals #1,#2, and #4

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**Director of Fine Arts**

- **Director of Fine Arts – Administration, Sean Cagle**  
Mr. Cagle is currently Interim Director of Fine Arts