IOLA INDEPENDENT SCHOOL DISTRICT
PUBLIC HEARING
REGULAR BOARD MEETING

March 25, 2024

6:30 P.M.

IOLA INDEPENDENT SCHOOL DISTRICT
NOTICE OF CALLED SCHOOL BOARD MEETING
PUBLIC HEARING

MARCH 25, 2024

MONDAY: 6:15 p.m. IOLA ISD BOARD ROOM

AGENDA

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows: (Items do not have to be taken in the same order as shown on this meeting notice.)

1. Call to order
2. Invocation
3. Public hearing: TAPR report
4. Adjourn

This notice was posted and filed in compliance with the Open Meetings Law on March 22, 2024 at 3:00 P.M

Jeff Dye
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT
NOTICE OF PUBLIC HEARING

Notice is hereby given that on the 25th of March, 2024, the Board of Trustees of the Iola School District will hold a public hearing located at Iola ISD Board Room, Iola, Texas 77861. The subjects to be discussed are listed on the agenda which is attached to the made a part of this Notice.

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed session of the Board of Trustees is required, then such closed or session as authorized by the Texas Open Meeting Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:
Texas Government Code Section:

551.071	Private consultation with the board's secretary.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
551.082	Considering discipline of the public school child, or complaint or charge against personnel.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives follow, in consultation with representatives of employees groups.
551.084	Excluding witnesses from a hearing.
551.087	Deliberations regarding Economic development negotiations

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed session, then the final action, final decision, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting;

or

(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

On this 22nd of March, 2024 original copy was posted on the front window in the School District Administration Building at 3:00 p.m. on said date.

Jeff Dyer, Superintendent
For the Board of Education

2022-23 Texas Academic Performance Report (TAPR)

District Name: IOLA ISD

District Number: 093903

STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**88%**	-	73%	92%	-	*	-	*	50%	*	88%	90%	79%	*
	2022	76%	78%	**92%**	-	100%	90%	-	-	-	-	57%	*	88%	100%	82%	-
At Meets Grade Level or Above	2023	50%	53%	**67%**	-	55%	68%	-	*	-	*	25%	*	63%	80%	50%	*
	2022	51%	53%	**72%**	-	63%	74%	-	-	-	-	43%	*	75%	67%	53%	-
At Masters Grade Level	2023	20%	21%	**43%**	-	18%	46%	-	*	-	*	25%	*	37%	70%	7%	*
	2022	30%	32%	**46%**	-	25%	52%	-	-	-	-	14%	*	54%	33%	29%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	77%	**86%**	-	73%	89%	-	*	-	*	50%	*	85%	90%	79%	*
	2022	71%	74%	**90%**	-	88%	90%	-	-	-	-	57%	*	83%	100%	76%	-
At Meets Grade Level or Above	2023	45%	48%	**65%**	-	45%	68%	-	*	-	*	25%	*	63%	70%	36%	*
	2022	43%	46%	**69%**	-	63%	71%	-	-	-	-	14%	*	71%	67%	53%	-
At Masters Grade Level	2023	19%	21%	**27%**	-	18%	27%	-	*	-	*	25%	*	32%	10%	14%	*
	2022	21%	24%	**51%**	-	38%	55%	-	-	-	-	14%	*	50%	53%	29%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**75%**	-	67%	80%	-	-	-	*	25%	*	67%	84%	53%	-
	2022	77%	79%	**88%**	-	80%	89%	-	-	-	*	60%	*	85%	100%	80%	*
At Meets Grade Level or Above	2023	48%	50%	**35%**	-	22%	40%	-	-	-	*	25%	*	43%	26%	27%	-
	2022	54%	57%	**68%**	-	40%	70%	-	-	-	*	40%	*	65%	75%	40%	*
At Masters Grade Level	2023	22%	23%	**10%**	-	0%	13%	-	-	-	*	0%	*	14%	5%	0%	-
	2022	28%	30%	**26%**	-	0%	33%	-	-	-	*	10%	*	27%	25%	10%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	74%	**68%**	-	78%	67%	-	-	-	*	25%	*	71%	63%	53%	-
	2022	70%	72%	**85%**	-	60%	89%	-	-	-	*	60%	*	81%	100%	70%	*
At Meets Grade Level or Above	2023	48%	52%	**48%**	-	44%	50%	-	-	-	*	13%	*	48%	47%	27%	-
	2022	43%	46%	**62%**	-	60%	59%	-	-	-	*	10%	*	58%	75%	30%	*
At Masters Grade Level	2023	22%	26%	**23%**	-	22%	23%	-	-	-	*	0%	*	33%	11%	13%	-
	2022	23%	26%	**38%**	-	40%	37%	-	-	-	*	0%	*	35%	50%	20%	*
Grade 5 Reading																	

Texas Education Agency

2022-23 STAAR Performance (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

At Approaches Grade Level or Above	2023	81%	81%	**92%**	-	60%	97%	-	-	-	*	63%	*	93%	90%	70%	*
	2022	81%	80%	**100%**	-	100%	100%	-	-	-	-	*	*	100%	100%	100%	-
At Meets Grade Level or Above	2023	57%	58%	**76%**	-	40%	80%	-	-	-	*	38%	*	78%	70%	30%	*
	2022	58%	57%	**77%**	-	67%	79%	-	-	-	-	*	*	79%	70%	67%	-
At Masters Grade Level	2023	28%	29%	**32%**	-	20%	33%	-	-	-	*	13%	*	37%	20%	0%	*
	2022	36%	37%	**64%**	-	67%	64%	-	-	-	-	*	*	66%	60%	44%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	81%	**79%**	-	40%	84%	-	-	-	*	56%	*	71%	100%	56%	*
	2022	77%	77%	**87%**	-	100%	85%	-	-	-	-	*	*	90%	80%	67%	-
At Meets Grade Level or Above	2023	51%	52%	**68%**	-	20%	74%	-	-	-	*	33%	*	61%	90%	44%	*
	2022	48%	50%	**62%**	-	83%	58%	-	-	-	-	*	*	62%	60%	44%	-
At Masters Grade Level	2023	21%	23%	**29%**	-	0%	35%	-	-	-	*	0%	*	29%	30%	0%	*
	2022	25%	27%	**44%**	-	33%	45%	-	-	-	-	*	*	52%	20%	33%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**69%**	-	60%	69%	-	-	-	*	40%	*	69%	70%	20%	*
	2022	66%	69%	**74%**	-	83%	73%	-	-	-	-	*	*	76%	70%	67%	-
At Meets Grade Level or Above	2023	36%	40%	**33%**	-	0%	38%	-	-	-	*	10%	*	24%	60%	0%	*
	2022	38%	42%	**49%**	-	33%	52%	-	-	-	-	*	*	52%	40%	22%	-
At Masters Grade Level	2023	16%	19%	**8%**	-	0%	9%	-	-	-	*	0%	*	7%	10%	0%	*
	2022	18%	20%	**13%**	-	0%	15%	-	-	-	-	*	*	17%	0%	0%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**86%**	-	83%	86%	-	-	-	-	20%	*	90%	73%	89%	-
	2022	70%	73%	**81%**	*	75%	85%	-	-	-	*	33%	-	81%	80%	77%	-
At Meets Grade Level or Above	2023	52%	55%	**67%**	-	67%	67%	-	-	-	-	0%	*	71%	55%	67%	-
	2022	43%	47%	**57%**	*	58%	63%	-	-	-	*	11%	-	56%	60%	36%	-
At Masters Grade Level	2023	22%	24%	**21%**	-	17%	22%	-	-	-	-	0%	*	23%	18%	11%	-
	2022	23%	26%	**43%**	*	42%	48%	-	-	-	*	11%	-	44%	40%	36%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**95%**	-	83%	97%	-	-	-	-	80%	*	97%	91%	100%	-
	2022	73%	79%	**79%**	*	75%	85%	-	-	-	*	11%	-	81%	73%	68%	-

At Meets Grade Level or Above	2023	40%	45%	**67%**	-	67%	67%	-	-	-	-	40%	*	71%	55%	44%	-
	2022	39%	46%	**60%**	*	58%	67%	-	-	-	*	11%	-	59%	60%	41%	-
At Masters Grade Level	2023	16%	21%	**38%**	-	50%	36%	-	-	-	-	0%	*	42%	27%	33%	-
	2022	16%	23%	**17%**	*	17%	19%	-	-	-	*	11%	-	19%	13%	9%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	80%	**89%**	*	83%	90%	-	-	-	-	57%	*	83%	100%	84%	-
	2022	80%	81%	**92%**	-	100%	91%	-	-	-	-	*	-	97%	71%	80%	-
At Meets Grade Level or Above	2023	55%	56%	**70%**	*	67%	73%	-	-	-	-	29%	*	67%	79%	68%	-
	2022	56%	57%	**77%**	-	83%	76%	-	-	-	-	*	-	81%	57%	60%	-
At Masters Grade Level	2023	27%	28%	**34%**	*	8%	47%	-	-	-	-	0%	*	37%	29%	16%	-
	2022	37%	38%	**64%**	-	67%	64%	-	-	-	-	*	-	66%	57%	40%	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	63%	**75%**	*	67%	80%	-	-	-	-	14%	*	70%	86%	68%	-
	2022	61%	62%	**92%**	-	83%	94%	-	-	-	-	*	-	91%	100%	80%	-
At Meets Grade Level or Above	2023	37%	36%	**55%**	*	42%	63%	-	-	-	-	14%	*	47%	71%	47%	-
	2022	31%	30%	**56%**	-	67%	55%	-	-	-	-	*	-	59%	43%	40%	-
At Masters Grade Level	2023	11%	9%	**11%**	*	8%	13%	-	-	-	-	14%	*	13%	7%	5%	-
	2022	13%	11%	**36%**	-	33%	36%	-	-	-	-	*	-	38%	29%	10%	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**93%**	-	100%	92%	-	-	-	*	*	-	94%	92%	90%	-
	2022	83%	83%	**85%**	*	64%	92%	-	-	-	*	64%	-	82%	100%	75%	*
At Meets Grade Level or Above	2023	58%	59%	**69%**	-	71%	68%	-	-	-	*	*	-	73%	58%	50%	-
	2022	58%	58%	**52%**	*	45%	55%	-	-	-	*	9%	-	50%	63%	40%	*
At Masters Grade Level	2023	28%	29%	**38%**	-	43%	35%	-	-	-	*	*	-	39%	33%	20%	-
	2022	37%	38%	**40%**	*	27%	45%	-	-	-	*	0%	-	39%	50%	25%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	80%	**84%**	-	67%	87%	-	-	-	*	*	-	81%	91%	89%	-
	2022	71%	75%	**71%**	*	64%	72%	-	-	-	-	27%	-	66%	100%	67%	*
At Meets Grade Level or Above	2023	46%	52%	**35%**	-	50%	30%	-	-	-	*	*	-	35%	36%	11%	-
	2022	40%	48%	**29%**	*	36%	28%	-	-	-	-	9%	-	29%	29%	11%	*

Texas Education Agency

2022-23 STAAR Performance (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

At Masters Grade Level	2023	17%	22%	**3%**	-	0%	3%	-	-	-	*	*	-	0%	9%	0%	-
	2022	14%	19%	**12%**	*	18%	10%	-	-	-	-	9%	-	11%	14%	6%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	77%	**78%**	-	86%	76%	-	-	-	*	*	-	73%	92%	50%	-
	2022	74%	77%	**67%**	*	45%	76%	-	-	-	*	27%	-	61%	100%	50%	*
At Meets Grade Level or Above	2023	47%	51%	**51%**	-	57%	49%	-	-	-	*	*	-	55%	42%	40%	-
	2022	45%	49%	**38%**	*	27%	42%	-	-	-	*	9%	-	36%	50%	15%	*
At Masters Grade Level	2023	17%	20%	**9%**	-	0%	11%	-	-	-	*	*	-	12%	0%	10%	-
	2022	24%	26%	**21%**	*	9%	26%	-	-	-	*	0%	-	23%	13%	15%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	64%	**71%**	-	86%	68%	-	-	-	*	*	-	73%	67%	50%	-
	2022	61%	63%	**65%**	*	55%	68%	-	-	-	*	36%	-	61%	88%	60%	*
At Meets Grade Level or Above	2023	33%	35%	**49%**	-	71%	43%	-	-	-	*	*	-	42%	67%	40%	-
	2022	31%	34%	**40%**	*	45%	39%	-	-	-	*	27%	-	36%	63%	30%	*
At Masters Grade Level	2023	16%	18%	**20%**	-	14%	22%	-	-	-	*	*	-	21%	17%	30%	-
	2022	18%	21%	**13%**	*	18%	13%	-	-	-	*	18%	-	14%	13%	10%	*
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	75%	**86%**	*	67%	95%	-	-	-	*	67%	-	83%	100%	75%	*
	2022	65%	67%	**78%**	*	57%	85%	-	-	-	*	0%	-	81%	67%	57%	-
At Meets Grade Level or Above	2023	52%	56%	**75%**	*	58%	85%	-	-	-	*	50%	-	72%	91%	60%	*
	2022	47%	50%	**76%**	*	43%	85%	-	-	-	*	0%	-	77%	67%	57%	-
At Masters Grade Level	2023	13%	15%	**26%**	*	8%	32%	-	-	-	*	0%	-	24%	36%	10%	*
	2022	11%	12%	**22%**	*	0%	30%	-	-	-	*	0%	-	19%	33%	14%	-
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	76%	**92%**	*	71%	96%	-	-	-	*	*	-	91%	*	92%	-
	2022	72%	74%	**85%**	*	83%	84%	-	*	-	*	50%	*	93%	67%	76%	-
At Meets Grade Level or Above	2023	54%	57%	**81%**	*	43%	92%	-	-	-	*	*	-	79%	*	75%	-
	2022	55%	58%	**70%**	*	67%	71%	-	*	-	*	0%	*	75%	58%	53%	-

At Masters Grade Level	2023	9%	9%	**16%**	*	0%	23%	-	-	-	*	*	-	15%	*	8%	-
	2022	9%	9%	**10%**	*	0%	10%	-	*	-	*	0%	*	11%	8%	0%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	80%	**88%**	*	80%	92%	-	-	-	-	64%	-	85%	100%	76%	*
	2022	76%	77%	**95%**	*	100%	97%	-	-	-	*	60%	-	94%	100%	93%	-
At Meets Grade Level or Above	2023	43%	44%	**46%**	*	20%	57%	-	-	-	-	9%	-	39%	78%	12%	*
	2022	43%	45%	**64%**	*	43%	69%	-	-	-	*	20%	-	61%	83%	53%	-
At Masters Grade Level	2023	23%	24%	**22%**	*	20%	24%	-	-	-	-	0%	-	17%	44%	12%	*
	2022	27%	29%	**48%**	*	0%	56%	-	-	-	*	0%	-	44%	67%	20%	-
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	90%	**96%**	*	89%	97%	-	-	-	*	90%	-	95%	100%	94%	*
	2022	83%	86%	**100%**	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2023	56%	61%	**65%**	*	56%	67%	-	-	-	*	20%	-	62%	78%	47%	*
	2022	55%	60%	**77%**	*	43%	88%	-	-	-	*	*	-	77%	80%	67%	-
At Masters Grade Level	2023	21%	24%	**25%**	*	11%	31%	-	-	-	*	0%	-	24%	33%	12%	*
	2022	21%	24%	**40%**	*	14%	44%	-	-	-	*	*	-	40%	40%	25%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	95%	**97%**	-	100%	97%	-	*	-	-	80%	*	100%	90%	100%	-
	2022	89%	92%	**86%**	*	83%	85%	-	-	-	*	*	*	90%	67%	73%	-
At Meets Grade Level or Above	2023	70%	75%	**75%**	-	67%	76%	-	*	-	-	20%	*	73%	80%	64%	-
	2022	68%	74%	**56%**	*	17%	67%	-	-	-	*	*	*	63%	17%	27%	-
At Masters Grade Level	2023	38%	43%	**47%**	-	33%	52%	-	*	-	-	0%	*	42%	60%	36%	-
	2022	42%	49%	**36%**	*	17%	44%	-	-	-	*	*	*	40%	17%	9%	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	94%	**100%**	-	*	*	-	-	-	*	-	-	*	*	*	-
	2022	92%	95%	**100%**	-	-	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2023	61%	72%	**80%**	-	*	*	-	-	-	*	-	-	*	*	*	-
	2022	64%	72%	**86%**	-	-	86%	-	-	-	-	-	-	100%	*	*	-

Texas Education Agency

2022-23 STAAR Performance (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

At Masters Grade Level	2023	12%	16%	**0%**	-	*	*	-	-	-	*	-	-	*	*	*	-
	2022	13%	15%	**14%**	-	-	14%	-	-	-	-	-	-	20%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	**85%**	69%	76%	87%	-	*	-	91%	51%	69%	84%	87%	74%	53%
	2022	74%	76%	**84%**	59%	77%	86%	-	*	-	88%	46%	67%	83%	88%	74%	44%
At Meets Grade Level or Above	2023	49%	52%	**60%**	15%	49%	63%	-	*	-	86%	21%	38%	59%	63%	43%	41%
	2022	48%	51%	**60%**	0%	51%	63%	-	*	-	88%	15%	17%	60%	60%	41%	25%
At Masters Grade Level	2023	20%	22%	**24%**	0%	14%	27%	-	*	-	32%	5%	19%	25%	23%	12%	12%
	2022	23%	26%	**34%**	0%	23%	37%	-	*	-	35%	7%	0%	34%	31%	19%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**88%**	67%	75%	91%	-	*	-	90%	51%	82%	87%	90%	78%	67%
	2022	75%	76%	**88%**	67%	80%	90%	-	*	-	86%	50%	100%	88%	86%	77%	60%
At Meets Grade Level or Above	2023	53%	55%	**68%**	17%	54%	72%	-	*	-	90%	27%	36%	69%	64%	54%	50%
	2022	53%	55%	**68%**	0%	57%	71%	-	*	-	86%	19%	40%	69%	64%	49%	20%
At Masters Grade Level	2023	20%	22%	**28%**	0%	13%	32%	-	*	-	50%	7%	18%	29%	27%	9%	17%
	2022	25%	27%	**40%**	0%	30%	44%	-	*	-	14%	7%	0%	41%	37%	24%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**83%**	60%	72%	86%	-	*	-	86%	50%	64%	82%	86%	73%	33%
	2022	72%	75%	**86%**	60%	80%	88%	-	-	-	80%	46%	*	84%	91%	75%	20%
At Meets Grade Level or Above	2023	45%	48%	**55%**	0%	42%	59%	-	*	-	86%	20%	45%	53%	61%	32%	33%
	2022	42%	46%	**58%**	0%	56%	59%	-	-	-	80%	12%	*	57%	60%	39%	20%
At Masters Grade Level	2023	19%	21%	**22%**	0%	17%	24%	-	*	-	29%	7%	18%	23%	18%	11%	17%
	2022	20%	23%	**34%**	0%	24%	37%	-	-	-	60%	8%	*	35%	33%	17%	20%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	80%	**82%**	*	81%	81%	-	-	-	*	54%	*	81%	87%	62%	60%
	2022	76%	78%	**79%**	*	71%	81%	-	-	-	*	44%	*	77%	87%	68%	*
At Meets Grade Level or Above	2023	47%	51%	**51%**	*	43%	52%	-	-	-	*	13%	*	49%	58%	32%	40%
	2022	47%	51%	**52%**	*	33%	57%	-	-	-	*	6%	*	52%	52%	32%	*

At Masters Grade Level	2023	18%	21%	**15%**	*	5%	18%	-	-	-	*	0%	*	15%	13%	8%	0%
	2022	21%	24%	**24%**	*	8%	27%	-	-	-	*	0%	*	26%	13%	15%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	**83%**	-	92%	80%	-	*	-	*	44%	*	85%	77%	76%	-
	2022	75%	77%	**74%**	*	65%	75%	-	-	-	*	36%	*	73%	79%	65%	*
At Meets Grade Level or Above	2023	52%	54%	**60%**	-	69%	58%	-	*	-	*	11%	*	56%	73%	52%	-
	2022	50%	54%	**47%**	*	35%	51%	-	-	-	*	21%	*	47%	43%	29%	*
At Masters Grade Level	2023	27%	31%	**32%**	-	23%	35%	-	*	-	*	0%	*	31%	36%	33%	-
	2022	30%	35%	**23%**	*	18%	26%	-	-	-	*	14%	*	24%	14%	10%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**59%**	-	45%	59%	-	*	-	*	25%	*	56%	70%	36%	*
	2022	36%	38%	**62%**	-	50%	65%	-	-	-	-	14%	*	67%	53%	47%	-
Reading and Mathematics Including EOC	2023	37%	40%	**59%**	-	45%	59%	-	*	-	*	25%	*	56%	70%	36%	*
	2022	36%	38%	**62%**	-	50%	65%	-	-	-	-	14%	*	67%	53%	47%	-
Reading Including EOC	2023	50%	53%	**67%**	-	55%	68%	-	*	-	*	25%	*	63%	80%	50%	*
	2022	51%	53%	**72%**	-	63%	74%	-	-	-	-	43%	*	75%	67%	53%	-
Math Including EOC	2023	45%	48%	**65%**	-	45%	68%	-	*	-	*	25%	*	63%	70%	36%	*
	2022	43%	46%	**69%**	-	63%	71%	-	-	-	-	14%	*	71%	67%	53%	-
4th Graders																	
Reading and Mathematics	2023	38%	41%	**20%**	-	11%	23%	-	-	-	*	13%	*	24%	16%	20%	-
	2022	36%	39%	**53%**	-	40%	52%	-	-	-	*	10%	*	50%	63%	20%	*
Reading and Mathematics Including EOC	2023	38%	41%	**20%**	-	11%	23%	-	-	-	*	13%	*	24%	16%	20%	-
	2022	36%	39%	**53%**	-	40%	52%	-	-	-	*	10%	*	50%	63%	20%	*
Reading Including EOC	2023	48%	50%	**35%**	-	22%	40%	-	-	-	*	25%	*	43%	26%	27%	-
	2022	54%	57%	**68%**	-	40%	70%	-	-	-	*	40%	*	65%	75%	40%	*
Math Including EOC	2023	48%	52%	**48%**	-	44%	50%	-	-	-	*	13%	*	48%	47%	27%	-
	2022	43%	46%	**62%**	-	60%	59%	-	-	-	*	10%	*	58%	75%	30%	*
5th Graders																	
Reading and Mathematics	2023	43%	44%	**67%**	-	20%	72%	-	-	-	*	29%	*	65%	70%	22%	*
	2022	41%	42%	**56%**	-	67%	55%	-	-	-	-	*	*	59%	50%	33%	-

Reading and Mathematics Including EOC	2023	43%	44%	**67%**	-	20%	72%	-	-	-	*	29%	*	65%	70%	22%	*
	2022	41%	42%	**56%**	-	67%	55%	-	-	-	-	*	*	59%	50%	33%	-
Reading Including EOC	2023	57%	58%	**76%**	-	40%	80%	-	-	-	*	38%	*	78%	70%	30%	*
	2022	58%	57%	**77%**	-	67%	79%	-	-	-	-	*	*	79%	70%	67%	-
Math Including EOC	2023	51%	53%	**68%**	-	20%	74%	-	-	-	*	33%	*	61%	90%	44%	*
	2022	48%	50%	**62%**	-	83%	58%	-	-	-	-	*	*	62%	60%	44%	-
6th Graders																		
Reading and Mathematics	2023	35%	39%	**60%**	-	67%	58%	-	-	-	-	0%	*	65%	45%	33%	-
	2022	31%	36%	**50%**	*	50%	56%	-	-	-	*	11%	-	48%	53%	27%	-
Reading and Mathematics Including EOC	2023	35%	39%	**60%**	-	67%	58%	-	-	-	-	0%	*	65%	45%	33%	-
	2022	31%	36%	**50%**	*	50%	56%	-	-	-	*	11%	-	48%	53%	27%	-
Reading Including EOC	2023	52%	55%	**67%**	-	67%	67%	-	-	-	-	0%	*	71%	55%	67%	-
	2022	43%	47%	**57%**	*	58%	63%	-	-	-	*	11%	-	56%	60%	36%	-
Math Including EOC	2023	40%	45%	**67%**	-	67%	67%	-	-	-	-	40%	*	71%	55%	44%	-
	2022	40%	46%	**60%**	*	58%	67%	-	-	-	*	11%	-	59%	60%	41%	-
7th Graders																		
Reading and Mathematics	2023	37%	41%	**52%**	*	42%	60%	-	-	-	-	14%	*	47%	64%	47%	-
	2022	32%	36%	**54%**	-	50%	55%	-	-	-	-	*	-	56%	43%	30%	-
Reading and Mathematics Including EOC	2023	38%	42%	**52%**	*	42%	60%	-	-	-	-	14%	*	47%	64%	47%	-
	2022	33%	37%	**54%**	-	50%	55%	-	-	-	-	*	-	56%	43%	30%	-
Reading Including EOC	2023	55%	56%	**70%**	*	67%	73%	-	-	-	-	29%	*	67%	79%	68%	-
	2022	56%	57%	**77%**	-	83%	76%	-	-	-	-	*	-	81%	57%	60%	-
Math Including EOC	2023	43%	47%	**55%**	*	42%	63%	-	-	-	-	14%	*	47%	71%	47%	-
	2022	37%	41%	**56%**	-	67%	55%	-	-	-	-	*	-	59%	43%	40%	-
8th Graders																		
Reading and Mathematics	2023	31%	32%	**35%**	-	50%	30%	-	-	-	*	*	-	35%	36%	11%	-
	2022	27%	30%	**24%**	*	36%	21%	-	-	-	-	9%	-	23%	29%	11%	*
Reading and Mathematics Including EOC	2023	44%	46%	**47%**	-	57%	43%	-	-	-	*	*	-	48%	42%	20%	-
	2022	41%	44%	**38%**	*	36%	39%	-	-	-	*	9%	-	39%	38%	20%	*
Reading Including EOC	2023	58%	59%	**69%**	-	71%	68%	-	-	-	*	*	-	73%	58%	50%	-
	2022	58%	58%	**52%**	*	45%	55%	-	-	-	*	9%	-	50%	63%	40%	*

Math Including EOC	2023	51%	55%	**47%**	-	57%	43%	-	-	-	*	*	-	48%	42%	20%	-
	2022	48%	52%	**42%**	*	36%	45%	-	-	-	*	9%	-	43%	38%	20%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	40%	**49%**	*	39%	51%	-	*	-	83%	16%	36%	50%	47%	31%	*
	2022	34%	37%	**49%**	*	48%	51%	-	-	-	*	11%	*	49%	50%	28%	20%
Reading and Mathematics Including EOC	2023	39%	42%	**51%**	*	40%	53%	-	*	-	83%	16%	36%	52%	47%	32%	*
	2022	36%	39%	**51%**	*	48%	53%	-	-	-	*	11%	*	52%	51%	30%	20%
Reading Including EOC	2023	53%	55%	**64%**	*	54%	66%	-	*	-	83%	23%	36%	67%	58%	49%	*
	2022	53%	55%	**66%**	*	58%	69%	-	-	-	*	24%	*	66%	65%	47%	20%
Math Including EOC	2023	47%	50%	**58%**	*	46%	61%	-	*	-	83%	22%	45%	57%	61%	37%	*
	2022	43%	47%	**58%**	*	58%	58%	-	-	-	*	11%	*	57%	59%	38%	20%

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

Texas Education Agency
2022-23 Progress (TAPR)
IOLA ISD (093903) - GRIMES COUNTY

School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	56%	**28%**	-	28%	28%	-	-	-	*	13%	*	24%	32%	27%	-
Grade 4 Mathematics	2023	63%	65%	**35%**	-	44%	33%	-	-	-	*	13%	*	48%	21%	33%	-
Grade 5 ELA/Reading	2023	65%	64%	**64%**	-	50%	63%	-	-	-	*	38%	*	69%	50%	25%	*
Grade 5 Mathematics	2023	71%	68%	**61%**	-	20%	68%	-	-	-	*	39%	*	57%	70%	44%	*
Grade 6 ELA/Reading	2023	51%	54%	**33%**	-	40%	32%	-	-	-	-	0%	*	32%	38%	44%	-
Grade 6 Mathematics	2023	54%	59%	**76%**	-	100%	72%	-	-	-	-	50%	*	77%	69%	78%	-
Grade 7 ELA/Reading	2023	71%	70%	**67%**	*	54%	72%	-	-	-	-	50%	*	73%	54%	55%	-
Grade 7 Mathematics	2023	56%	51%	**52%**	*	46%	55%	-	-	-	-	50%	*	50%	57%	58%	-
Grade 8 ELA/Reading	2023	63%	63%	**57%**	-	57%	56%	-	-	-	*	*	-	56%	59%	50%	-
Grade 8 Mathematics	2023	74%	75%	**44%**	-	42%	47%	-	-	-	*	*	-	40%	55%	56%	-
End of Course English I	2023	57%	59%	**73%**	*	67%	74%	-	-	-	*	70%	-	74%	70%	79%	*
End of Course English II	2023	74%	74%	**89%**	*	83%	88%	-	-	-	*	*	-	87%	*	91%	-
End of Course Algebra I	2023	76%	72%	**71%**	*	65%	74%	-	-	-	-	80%	-	66%	94%	72%	*
All Grades Both Subjects	2023	64%	64%	**58%**	67%	53%	59%	-	-	-	67%	46%	53%	60%	53%	55%	55%
All Grades ELA/Reading	2023	63%	63%	**59%**	80%	54%	58%	-	-	-	88%	43%	39%	61%	51%	54%	50%
All Grades Mathematics	2023	66%	66%	**57%**	*	52%	59%	-	-	-	*	49%	67%	58%	55%	56%	60%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	35%	**0%**	-	-	*	-	-	-	*	*	*	*	*	*	-
Grade 4 Mathematics	2023	27%	27%	**33%**	-	*	*	-	-	-	*	*	*	*	*	*	-
Grade 5 ELA/Reading	2023	37%	34%	*	-	*	*	-	-	-	-	*	-	*	-	*	*
Grade 5 Mathematics	2023	48%	46%	*	-	*	*	-	-	-	-	*	*	*	-	*	*
Grade 6 ELA/Reading	2023	26%	28%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
Grade 6 Mathematics	2023	35%	36%	**100%**	-	-	100%	-	-	-	-	*	-	*	*	*	-
Grade 7 ELA/Reading	2023	39%	38%	**29%**	-	*	*	-	-	-	-	*	*	29%	-	*	-
Grade 7 Mathematics	2023	22%	21%	**0%**	*	*	*	-	-	-	-	0%	*	0%	*	0%	-
Grade 8 ELA/Reading	2023	39%	40%	*	-	-	*	-	-	-	-	*	-	*	*	*	-
Grade 8 Mathematics	2023	49%	49%	*	-	*	*	-	-	-	-	*	-	*	-	*	-
End of Course English I	2023	26%	28%	**38%**	*	*	*	-	-	-	-	*	-	38%	-	40%	*
End of Course English II	2023	41%	41%	*	*	*	-	-	-	-	-	*	-	*	-	*	-
End of Course Algebra I	2023	58%	52%	**67%**	-	*	75%	-	-	-	-	63%	-	67%	-	67%	*
All Grades Both Subjects	2023	38%	37%	**38%**	*	38%	40%	-	-	-	*	29%	0%	38%	40%	38%	0%
All Grades ELA/Reading	2023	35%	35%	**33%**	*	50%	24%	-	-	-	*	32%	*	36%	20%	33%	*
All Grades Mathematics	2023	40%	39%	**42%**	*	27%	52%	-	-	-	*	27%	*	39%	60%	41%	*

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

\- Indicates there are no students in the group.

STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	78%	**85%**	-	-	-	-	-	-	53%	53%	-	-	-	85%	53%	-
	2022	74%	76%	**84%**	-	-	-	-	-	-	44%	44%	-	-	-	85%	44%	-
At Meets Grade Level or Above	2023	49%	52%	**60%**	-	-	-	-	-	-	41%	41%	-	-	-	61%	41%	-
	2022	48%	51%	**60%**	-	-	-	-	-	-	25%	25%	-	-	-	60%	25%	-
At Masters Grade Level	2023	20%	22%	**24%**	-	-	-	-	-	-	12%	12%	-	-	-	25%	12%	-
	2022	23%	26%	**34%**	-	-	-	-	-	-	6%	6%	-	-	-	34%	6%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**88%**	-	-	-	-	-	-	67%	67%	-	-	-	88%	67%	-
	2022	75%	76%	**88%**	-	-	-	-	-	-	60%	60%	-	-	-	88%	60%	-
At Meets Grade Level or Above	2023	53%	55%	**68%**	-	-	-	-	-	-	50%	50%	-	-	-	68%	50%	-
	2022	53%	55%	**68%**	-	-	-	-	-	-	20%	20%	-	-	-	68%	20%	-
At Masters Grade Level	2023	20%	22%	**28%**	-	-	-	-	-	-	17%	17%	-	-	-	29%	17%	-
	2022	25%	27%	**40%**	-	-	-	-	-	-	0%	0%	-	-	-	40%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**83%**	-	-	-	-	-	-	33%	33%	-	-	-	84%	33%	-
	2022	72%	75%	**86%**	-	-	-	-	-	-	20%	20%	-	-	-	87%	20%	-
At Meets Grade Level or Above	2023	45%	48%	**55%**	-	-	-	-	-	-	33%	33%	-	-	-	56%	33%	-
	2022	42%	46%	**58%**	-	-	-	-	-	-	20%	20%	-	-	-	58%	20%	-
At Masters Grade Level	2023	19%	21%	**22%**	-	-	-	-	-	-	17%	17%	-	-	-	22%	17%	-
	2022	20%	23%	**34%**	-	-	-	-	-	-	20%	20%	-	-	-	34%	20%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	80%	**82%**	-	-	-	-	-	-	60%	60%	-	-	-	83%	60%	-
	2022	76%	78%	**79%**	-	-	-	-	-	-	*	*	-	-	-	80%	*	-
At Meets Grade Level or Above	2023	47%	51%	**51%**	-	-	-	-	-	-	40%	40%	-	-	-	52%	40%	-
	2022	47%	51%	**52%**	-	-	-	-	-	-	*	*	-	-	-	54%	*	-
At Masters Grade Level	2023	18%	21%	**15%**	-	-	-	-	-	-	0%	0%	-	-	-	15%	0%	-
	2022	21%	24%	**24%**	-	-	-	-	-	-	*	*	-	-	-	24%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	**83%**	-	-	-	-	-	-	-	-	-	-	-	83%	-	-
	2022	75%	77%	**74%**	-	-	-	-	-	-	*	*	-	-	-	74%	*	-
At Meets Grade Level or Above	2023	52%	54%	**60%**	-	-	-	-	-	-	-	-	-	-	-	60%	-	-
	2022	50%	54%	**47%**	-	-	-	-	-	-	*	*	-	-	-	46%	*	-
At Masters Grade Level	2023	27%	31%	**32%**	-	-	-	-	-	-	-	-	-	-	-	32%	-	-
	2022	30%	35%	**23%**	-	-	-	-	-	-	*	*	-	-	-	24%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	**58%**	-	-	-	-	-	-	55%	55%	-	-	-	58%	55%	-
All Grades ELA/Reading	2023	63%	63%	**59%**	-	-	-	-	-	-	50%	50%	-	-	-	59%	50%	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

All Grades Mathematics	2023	66%	66%	**57%**	-	-	-	-	-	-	60%	60%	-	-	-	57%	60%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**38%**	-	-	-	-	-	-	0%	0%	-	-	-	42%	0%	-
All Grades ELA/Reading	2023	35%	35%	**33%**	-	-	-	-	-	-	*	*	-	-	-	36%	*	-
All Grades Mathematics	2023	40%	39%	**42%**	-	-	-	-	-	-	*	*	-	-	-	47%	*	-

* 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.

2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	100%	95%	96%	-	*	-	79%	95%	100%	96%	94%	92%	100%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	5%	4%	-	*	-	21%	4%	0%	4%	6%	8%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																	
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**96%**	100%	96%	97%	-	*	-	83%	97%	100%	97%	95%	93%	100%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	4%	3%	-	*	-	17%	3%	0%	3%	5%	7%	0%
Not Included in Accountability: Other Exclusions	3%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																	
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	98%	100%	100%	100%	99%	100%
Included in Accountability	94%	94%	**96%**	100%	95%	96%	-	*	-	78%	93%	100%	97%	93%	91%	100%
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	5%	3%	-	*	-	22%	5%	0%	3%	7%	8%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	2%	0%	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	2%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																	
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	*	95%	96%	-	-	-	80%	96%	*	95%	94%	90%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	5%	4%	-	-	-	20%	4%	*	5%	6%	10%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%

Texas Education Agency

2022-23 STAAR Participation (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

Absent	1%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																	
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	-
Included in Accountability	94%	94%	**92%**	-	93%	93%	-	*	-	*	90%	*	92%	92%	88%	-
Not Included in Accountability: Mobile	4%	4%	**8%**	-	7%	7%	-	*	-	*	10%	*	8%	8%	13%	-
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	-
Not Tested	1%	1%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	-
Absent	1%	1%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	-
Accelerated Testers																	
SAT/ACT Participant	93%	89%	**100%**	-	*	*	-	-	-	*	-	-	*	*	*	-
2022 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	100%	97%	94%	-	*	-	81%	99%	71%	97%	87%	95%	100%
Not Included in Accountability: Mobile	5%	5%	**5%**	0%	3%	5%	-	*	-	19%	1%	29%	3%	13%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																	
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	**93%**	100%	97%	93%	-	*	-	78%	98%	71%	96%	85%	95%	100%
Not Included in Accountability: Mobile	5%	5%	**7%**	0%	3%	7%	-	*	-	22%	2%	29%	4%	15%	5%	0%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																	
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	93%	93%	**94%**	100%	96%	94%	-	-	-	83%	98%	67%	97%	86%	94%	100%

Not Included in Accountability: Mobile	5%	5%	**6%**	0%	4%	6%	-	-	-	17%	2%	33%	3%	14%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	1%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	93%	**96%**	*	96%	97%	-	-	-	*	100%	*	97%	92%	95%	*
Not Included in Accountability: Mobile	4%	5%	**4%**	*	4%	3%	-	-	-	*	0%	*	3%	8%	5%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	94%	**98%**	*	100%	97%	-	-	-	*	100%	*	97%	100%	97%	*
Not Included in Accountability: Mobile	4%	4%	**2%**	*	0%	3%	-	-	-	*	0%	*	3%	0%	3%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	89%	89%	**100%**	-	-	100%	-	-	-	-	-	-	100%	*	*	-

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

\- Indicates there are no students in the group.

Texas Education Agency

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

Attendance Rate													
2021-22	92.2%	93.6%	**96.0%**	92.4%	95.8%	96.1%	-	*	-	97.0%	94.0%	94.4%	97.0%
2020-21	95.0%	94.9%	**96.4%**	95.1%	96.2%	96.4%	-	*	-	97.1%	95.7%	95.4%	97.0%
Chronic Absenteeism													
2021-22	25.7%	19.7%	**5.6%**	11.1%	8.6%	5.0%	-	*	-	0.0%	10.4%	10.7%	0.0%
2020-21	15.0%	15.1%	**6.7%**	0.0%	7.9%	6.8%	-	*	-	0.0%	5.0%	9.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	0.9%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	**0.0%**	*	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	-
2020-21	2.4%	1.3%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.7%	**100.0%**	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.3%	0.5%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	3.5%	2.6%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.4%	4.1%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	90.0%	93.2%	**100.0%**	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.6%	95.9%	**100.0%**	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2021													
Graduated	90.0%	92.8%	**96.9%**	-	100.0%	96.0%	-	-	-	-	*	83.3%	-
Received TxCHSE	0.3%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	3.9%	2.7%	**3.1%**	-	0.0%	4.0%	-	-	-	-	*	16.7%	-
Dropped Out	5.8%	4.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Graduates and TxCHSE	90.3%	93.3%	**96.9%**	-	100.0%	96.0%	-	-	-	-	*	83.3%	-
Graduates, TxCHSE, and Continuers	94.2%	96.0%	**100.0%**	-	100.0%	100.0%	-	-	-	-	*	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.5%	**100.0%**	-	100.0%	100.0%	-	-	-	-	*	100.0%	-
Received TxCHSE	0.4%	0.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	1.0%	0.7%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.3%	4.3%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Graduates and TxCHSE	92.7%	95.1%	**100.0%**	-	100.0%	100.0%	-	-	-	-	*	100.0%	-

Graduates, TxCHSE, and Continuers	93.7%	95.7%	**100.0%**	-	100.0%	100.0%	-	-	-	-	*	100.0%	-
Class of 2020													
Graduated	92.2%	94.1%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
Received TxCHSE	0.5%	0.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	1.1%	0.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.2%	4.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Graduates and TxCHSE	92.7%	94.9%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	95.4%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.3%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
Received TxCHSE	0.5%	0.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	0.5%	0.3%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.2%	4.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Graduates and TxCHSE	93.2%	95.2%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	95.4%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
Class of 2019													
Graduated	92.6%	93.5%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
Received TxCHSE	0.6%	1.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	0.6%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.2%	5.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Graduates and TxCHSE	93.2%	94.6%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.7%	**100.0%**	*	*	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2021	90.0%	92.8%	**96.9%**	-	100.0%	96.0%	-	-	-	-	*	83.3%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	4.2%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
Class of 2021	3.8%	2.8%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

Class of 2022	84.3%	84.0%	**80.0%**	*	*	83.3%	-	-	-	*	20.0%	60.0%	-
Class of 2021	81.9%	84.1%	**93.5%**	-	85.7%	95.8%	-	-	-	-	*	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.2%	**80.0%**	*	*	83.3%	-	-	-	*	20.0%	60.0%	-
Class of 2021	85.7%	86.9%	**93.5%**	-	85.7%	95.8%	-	-	-	-	*	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	*	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	51.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	4.2%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	3.8%	2.9%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.2%	**77.8%**	*	*	80.6%	-	-	-	*	16.7%	54.5%	-
2020-21	80.4%	83.0%	**90.9%**	-	85.7%	92.3%	-	-	-	-	*	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	86.5%	**77.8%**	*	*	80.6%	-	-	-	*	16.7%	54.5%	-
2020-21	84.1%	85.8%	**90.9%**	-	85.7%	92.3%	-	-	-	-	*	100.0%	-

Texas Education Agency

2022-23 Graduation Profile (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

Graduates (2021-22 Annual Graduates)				
Total Graduates	36	100.0%	368,686	100.0%
By Ethnicity:				
African American	1	2.8%	45,227	12.3%
Hispanic	3	8.3%	191,125	51.8%
White	31	86.1%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	1	2.8%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	8	22.2%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	28	77.8%	302,917	82.2%
Special Education Graduates	6	16.7%	32,447	8.8%
Economically Disadvantaged Graduates	11	30.6%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	40,398	11.0%
At-Risk Graduates	5	13.9%	159,689	43.3%
CTE Completers	13	36.1%	107,502	29.2%

Texas Education Agency

2022-23 College, Career, and Military Readiness (CCMR) (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	68.2%	**66.7%**	*	*	74.2%	-	-	-	*	50.0%	54.5%	-
2020-21	65.2%	63.5%	**72.7%**	-	57.1%	76.9%	-	-	-	-	*	50.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	48.9%	**50.0%**	*	*	54.8%	-	-	-	*	0.0%	27.3%	-
2020-21	52.7%	48.7%	**39.4%**	-	42.9%	38.5%	-	-	-	-	*	0.0%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	54.7%	**63.9%**	*	*	67.7%	-	-	-	*	0.0%	45.5%	-
2020-21	56.1%	54.2%	**51.5%**	-	71.4%	46.2%	-	-	-	-	*	16.7%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	48.1%	**52.8%**	*	*	58.1%	-	-	-	*	0.0%	27.3%	-
2020-21	45.7%	45.1%	**36.4%**	-	28.6%	38.5%	-	-	-	-	*	0.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.6%	**50.0%**	*	*	54.8%	-	-	-	*	0.0%	27.3%	-
2020-21	40.4%	40.3%	**36.4%**	-	28.6%	38.5%	-	-	-	-	*	0.0%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	19.7%	**2.8%**	*	*	3.2%	-	-	-	*	0.0%	0.0%	-
2020-21	21.3%	20.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.7%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	2.6%	0.7%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	22.8%	**33.3%**	*	*	35.5%	-	-	-	*	0.0%	9.1%	-
2020-21	25.9%	23.9%	**33.3%**	-	28.6%	34.6%	-	-	-	-	*	0.0%	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	1.2%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	4.4%	1.1%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	33.8%	**33.3%**	*	*	38.7%	-	-	-	*	50.0%	27.3%	-
2020-21	24.2%	23.7%	**39.4%**	-	14.3%	46.2%	-	-	-	-	*	50.0%	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	29.1%	**27.8%**	*	*	32.3%	-	-	-	*	16.7%	9.1%	-

2020-21	18.4%	18.8%	**33.3%**	-	14.3%	38.5%	-	-	-	-	*	50.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.1%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	0.7%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.7%	**5.6%**	*	*	6.5%	-	-	-	*	33.3%	18.2%	-
2020-21	2.4%	3.1%	**3.0%**	-	0.0%	3.8%	-	-	-	-	*	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.4%	**2.8%**	*	*	3.2%	-	-	-	*	16.7%	9.1%	-
2020-21	4.4%	3.8%	**6.1%**	-	0.0%	7.7%	-	-	-	-	*	0.0%	-

Texas Education Agency

2022-23 CCMR-Related Indicators (TAPR)

IOLA ISD (093903) - GRIDMES COUNTY

TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	19.4%	**36.1%**	*	*	38.7%	-	-	-	*	0.0%	18.2%	-
	2020-21	25.9%	23.9%	**42.4%**	-	57.1%	38.5%	-	-	-	-	*	16.7%	-
Mathematics	2021-22	18.7%	18.4%	**19.4%**	*	*	19.4%	-	-	-	*	0.0%	18.2%	-
	2020-21	19.4%	18.1%	**18.2%**	-	14.3%	19.2%	-	-	-	-	*	0.0%	-
Both Subjects	2021-22	12.6%	11.1%	**11.1%**	*	*	9.7%	-	-	-	*	0.0%	9.1%	-
	2020-21	14.4%	13.7%	**18.2%**	-	14.3%	19.2%	-	-	-	-	*	0.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	10.2%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
	2020-21	8.6%	9.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Mathematics	2021-22	14.0%	12.6%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
	2020-21	10.3%	11.8%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Both Subjects	2021-22	7.5%	6.6%	**0.0%**	*	*	0.0%	-	-	-	*	0.0%	0.0%	-
	2020-21	4.9%	5.7%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.3%	**8.7%**	*	0.0%	10.3%	-	-	-	*	0.0%	5.0%	-
	2021	21.1%	19.4%	**7.5%**	*	18.2%	5.6%	-	-	-	*	0.0%	5.6%	-
English Language Arts	2022	13.2%	9.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2021	12.1%	8.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Mathematics	2022	6.9%	7.4%	**8.7%**	*	0.0%	10.3%	-	-	-	*	0.0%	5.0%	-
	2021	6.1%	6.6%	**7.5%**	*	18.2%	5.6%	-	-	-	*	0.0%	5.6%	-
Science	2022	9.6%	10.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2021	8.7%	9.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Social Studies	2022	12.5%	11.1%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2021	11.6%	10.2%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	60.8%	**16.7%**	-	-	16.7%	-	-	-	-	-	*	-
	2021	48.6%	57.4%	**0.0%**	-	*	*	-	-	-	-	-	*	-
English Language Arts	2022	53.2%	59.9%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	53.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	62.2%	**16.7%**	-	-	16.7%	-	-	-	-	-	*	-
	2021	49.4%	61.9%	**0.0%**	-	*	*	-	-	-	-	-	*	-
Science	2022	44.7%	55.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	50.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2022-23 CCMR-Related Indicators (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

Social Studies	2022	41.9%	53.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	52.1%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	66.7%	**80.6%**	*	*	80.6%	-	-	-	*	0.0%	54.5%	-
	2020-21	70.8%	61.5%	**36.4%**	-	42.9%	34.6%	-	-	-	-	*	20.0%	-
At/Above Criterion for All Examinees	2021-22	32.1%	38.8%	**41.4%**	*	*	48.0%	-	-	-	*	-	16.7%	-
	2020-21	32.9%	39.2%	**50.0%**	-	*	55.6%	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1035	**1032**	*	*	1040	-	-	-	*	-	1000	-
	2020-21	1002	1042	**1063**	-	1080	1058	-	-	-	-	-	980	-
English Language Arts and Writing	2021-22	506	521	**508**	*	*	510	-	-	-	*	-	512	-
	2020-21	504	526	**534**	-	567	523	-	-	-	-	-	470	-
Mathematics	2021-22	496	514	**524**	*	*	530	-	-	-	*	-	488	-
	2020-21	498	516	**529**	-	513	534	-	-	-	-	-	510	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.9	*	-	-	*	-	-	-	-	-	-	-
	2020-21	20.0	20.4	**19.0**	-	-	19.0	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	19.5	*	-	-	*	-	-	-	-	-	-	-
	2020-21	19.6	20.1	**17.5**	-	-	17.5	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	19.6	*	-	-	*	-	-	-	-	-	-	-
	2020-21	19.9	20.3	**18.0**	-	-	18.0	-	-	-	-	-	-	-
Science	2021-22	19.8	20.3	*	-	-	*	-	-	-	-	-	-	-
	2020-21	20.3	20.8	**21.0**	-	-	21.0	-	-	-	-	-	-	-

Texas Education Agency

2022-23 Other Postsecondary Indicators (TAPR)

IOLA ISD (093903) - GRIDS COUNTY

	Academic Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL	Non-EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.6%	**34.3%**	*	25.0%	35.5%	-	*	-	33.3%	12.5%	20.0%	-
	2020-21	42.5%	40.4%	**40.4%**	*	33.3%	41.7%	-	*	-	*	31.3%	28.6%	-
English Language Arts	2021-22	16.6%	13.2%	**14.6%**	*	10.5%	14.8%	-	*	-	16.7%	0.0%	4.8%	-
	2020-21	16.3%	13.8%	**14.8%**	*	15.0%	13.9%	-	*	-	*	0.0%	2.9%	-
Mathematics	2021-22	19.9%	19.1%	**18.7%**	*	5.3%	20.0%	-	*	-	33.3%	0.0%	7.5%	-
	2020-21	19.3%	18.8%	**19.1%**	*	26.3%	18.1%	-	*	-	*	6.7%	5.7%	-
Science	2021-22	21.1%	22.0%	**22.1%**	*	10.5%	24.3%	-	*	-	16.7%	15.4%	14.6%	-
	2020-21	20.6%	22.1%	**24.8%**	*	31.6%	25.2%	-	*	-	*	31.3%	20.0%	-
Social Studies	2021-22	22.8%	19.1%	**20.0%**	*	15.0%	20.0%	-	*	-	33.3%	0.0%	6.7%	-
	2020-21	22.8%	19.3%	**21.5%**	*	15.0%	21.3%	-	*	-	*	0.0%	8.6%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	44.1%	**45.5%**	-	57.1%	42.3%	-	-	-	-	*	20.0%	-
	2019-20	46.1%	43.4%	**66.7%**	*	60.0%	66.7%	-	-	-	-	*	45.5%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2022-23 Student Information (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

Total Students	582	100.0%	5,504,150	100.0%	587	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	17,201	0.3%	2	0.3%	25,110	0.5%
Pre-Kindergarten	17	2.9%	243,493	4.4%	17	2.9%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	17	2.9%	203,294	3.7%	17	2.9%	203,749	3.7%
Kindergarten	40	6.9%	367,180	6.7%	41	7.0%	367,633	6.7%
Grade 1	49	8.4%	399,048	7.2%	50	8.5%	399,419	7.2%
Grade 2	48	8.2%	395,639	7.2%	48	8.2%	395,969	7.2%
Grade 3	52	8.9%	393,583	7.2%	52	8.9%	393,871	7.1%
Grade 4	43	7.4%	393,765	7.2%	43	7.3%	394,020	7.1%
Grade 5	40	6.9%	395,111	7.2%	40	6.8%	395,384	7.2%
Grade 6	42	7.2%	399,341	7.3%	42	7.2%	399,557	7.2%
Grade 7	45	7.7%	409,362	7.4%	46	7.8%	409,566	7.4%
Grade 8	46	7.9%	425,589	7.7%	46	7.8%	425,758	7.7%
Grade 9	54	9.3%	477,875	8.7%	54	9.2%	478,101	8.7%
Grade 10	37	6.4%	436,752	7.9%	37	6.3%	437,002	7.9%
Grade 11	35	6.0%	385,894	7.0%	35	6.0%	386,246	7.0%
Grade 12	34	5.8%	364,317	6.6%	34	5.8%	366,512	6.6%
Ethnic Distribution:								
African American	7	1.2%	705,310	12.8%	7	1.2%	706,775	12.8%
Hispanic	113	19.4%	2,915,219	53.0%	113	19.3%	2,921,416	52.9%
White	442	75.9%	1,410,571	25.6%	447	76.1%	1,416,240	25.7%
American Indian	0	0.0%	17,920	0.3%	0	0.0%	17,976	0.3%
Asian	2	0.3%	280,306	5.1%	2	0.3%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	18	3.1%	166,128	3.0%	18	3.1%	166,565	3.0%
Sex:								
Female	288	49.5%	2,688,496	48.8%	291	49.6%	2,693,780	48.8%
Male	294	50.5%	2,815,654	51.2%	296	50.4%	2,824,652	51.2%
Economically Disadvantaged	194	33.3%	3,415,987	62.1%	195	33.2%	3,421,217	62.0%
Non-Educationally Disadvantaged	388	66.7%	2,088,163	37.9%	392	66.8%	2,097,215	38.0%
Section 504 Students	45	7.7%	407,619	7.4%	45	7.7%	407,904	7.4%
EB Students/EL	6	1.0%	1,269,408	23.1%	6	1.0%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	4	0.7%	87,162	1.5%				

Students w/ Dyslexia	31	5.3%	302,409	5.5%	31	5.3%	302,615	5.5%
Foster Care	0	0.0%	13,415	0.2%	0	0.0%	13,453	0.2%
Homeless	0	0.0%	72,534	1.3%	0	0.0%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	582	100.0%	3,555,650	64.6%	587	100.0%	3,563,890	64.6%
Military Connected	4	0.7%	199,203	3.6%	4	0.7%	199,325	3.6%
At-Risk	137	23.5%	2,935,164	53.3%	138	23.5%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	6	1.0%	1,278,846	23.2%	6	1.0%	1,279,697	23.2%
Career and Technical Education	209	35.9%	1,459,380	26.5%	210	35.8%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	148	92.5%	1,203,083	72.3%	148	92.5%	1,203,363	72.2%
Gifted and Talented Education	22	3.8%	453,585	8.2%	22	3.7%	453,689	8.2%
Special Education	93	16.0%	693,061	12.6%	97	16.5%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	93		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	47	50.5%	305,800	44.1%				
Students with Physical Disabilities	21	22.6%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	17	18.3%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	54	10.3%	893,031	16.8%				
By Ethnicity:								
African American	5	1.0%	176,665	3.3%				
Hispanic	5	1.0%	462,284	8.7%				
White	41	7.8%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	3	0.6%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	7.3%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	19	10.4%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	33	7.7%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
IOLA ISD (093903) - GRIMES COUNTY

	[redacted]		[redacted]	
	[redacted]		[redacted]	
Retention Rates by Grade:				
Kindergarten	0.0%	1.5%	22.2%	4.5%
Grade 1	0.0%	2.5%	0.0%	3.6%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	0.0%	8.7%	0.0%	12.6%

	[redacted]		[redacted]	
	[redacted]		[redacted]	
Data Quality:				
Underreported Students	1	0.4%	7,322	0.3%

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

[redacted]	[redacted]	
Elementary:		
Kindergarten	13.8	18.7
Grade 1	7.0	19.1
Grade 2	13.5	19.1
Grade 3	14.8	19.3
Grade 4	16.4	19.4
Grade 5	16.0	20.8
Grade 6	20.4	19.2
Secondary:		
English/Language Arts	10.2	16.2
Foreign Languages	11.2	18.8
Mathematics	10.8	17.5
Science	12.8	18.5
Social Studies	14.9	18.9

Texas Education Agency

2022-23 Staff Information (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

Total Staff	95.2	100.0%	763,729.4	100.0%
Professional Staff:	61.0	64.1%	489,326.8	64.1%
Teachers	53.7	56.5%	371,646.7	48.7%
Professional Support	3.3	3.5%	82,878.8	10.9%
Campus Administration (School Leadership)	3.0	3.2%	25,300.5	3.3%
Central Administration	1.0	1.1%	9,500.8	1.2%
Educational Aides:	8.5	8.9%	86,185.9	11.3%
Auxiliary Staff:	25.7	27.0%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	1.0	n/a	13,815.0	n/a
Part-time Counselors	1.0	n/a	1,240.0	n/a
Total Minority Staff:	7.0	7.4%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	1.0	1.9%	44,033.4	11.8%
Hispanic	1.0	1.9%	110,015.9	29.6%
White	51.7	96.3%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.0	0.0%	4,531.1	1.2%
Teachers by Sex:				
Males	10.0	18.6%	90,752.5	24.4%
Females	43.7	81.4%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	40.5	75.4%	268,238.6	72.2%
Masters	13.2	24.6%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.9%	36,179.6	9.7%
1-5 Years Experience	9.5	17.7%	97,667.0	26.3%
6-10 Years Experience	7.0	13.0%	76,209.5	20.5%
11-20 Years Experience	26.2	48.8%	101,173.2	27.2%

Texas Education Agency

2022-23 Staff Information (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

21-30 Years Experience	8.0	14.9%	49,550.0	13.3%
Over 30 Years Experience	2.0	3.7%	10,867.4	2.9%
Number of Students per Teacher	10.8	n/a	14.8	n/a

Experience of Campus Leadership:		
Average Years Experience of Principals	3.7	6.1
Average Years Experience of Principals with District	3.3	5.3
Average Years Experience of Assistant Principals	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	4.4
Average Years Experience of Teachers:	14.7	11.0
Average Years Experience of Teachers with District:	5.2	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$51,000	$53,300
1-5 Years Experience	$45,037	$56,516
6-10 Years Experience	$47,571	$59,732
11-20 Years Experience	$56,332	$63,389
21-30 Years Experience	$63,289	$67,876
Over 30 Years Experience	$73,497	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$54,764	$60,717
Professional Support	$64,848	$72,022
Campus Administration (School Leadership)	$76,624	$85,167
Central Administration	$120,000	$112,702
Instructional Staff Percent:	67.8%	65.1%
Turnover Rate for Teachers:	15.4%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency

2022-23 Staff Information (TAPR)

IOLA ISD (093903) - GRIMES COUNTY

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

Program (Population)	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	4.1	7.6%	19,907.7	5.4%
Compensatory Education	1.2	2.2%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	43.1	80.1%	262,398.5	70.6%
Special Education	3.8	7.1%	36,110.2	9.7%
Other	1.6	2.9%	13,069.7	3.5%

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

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

IOLA INDEPENDENT SCHOOL DISTRICT
NOTICE OF SCHOOL BOARD MEETING
MARCH 25, 2024

MONDAY: Immediately following public hearing IOLA ISD BOARD ROOM

AGENDA

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows: (Items do not have to be taken in the same order as shown on this meeting notice.)

1. Call to order

2. Invocation

3. Recognition of visitors: Public Forum

4. Consideration of consent agenda
   a. minutes of previous meeting
   b. monthly disbursements
   c. student membership
   d. tax report
   e. SRO report
   f. financial report

5. Campus and administrative report
   a. elementary student and staff activities
   b. high school student and staff activities
   c. superintendent report

6. Consideration of the proposed changes of the (DOI) District of Innovation plan

7. Consideration of approving the academic calendar for the 2024-2025 school year:

8. Consideration of authorizing Superintendent to offer teacher employment contracts and professional extra duty assignments for the 2024-2025 school year from April 1, 2024 until September 30, 2024

9. Consideration to the Iola ISD Wellness Policy updates

10. Consideration of approval of Iola High School Course Catalog & Course Sequence for Endorsement for 2024-2025

11. Consideration of Certification of Annual Instructional Materials Allotment and TEKS Certification 2024-2025

12. Discussion of updated board goals # 3 and interim test results

13. Consideration of turf and track bid from Hellas

14. Personnel
    a. administrative contracts and salaries: Brian Fowler, Kristin Sajewski, Jamie McDougald, Eric Blenden
    b. employment
    c. resignation

15. Closed Session: Texas Government Code Sections 551.071 (Attorney Consultation), 551.074 (Personnel Matters), 551.082 (Student Discipline Matters), 551.072 (Purchase of Real Property) 551.076 (Student Safety) 551.087 (Deliberations regarding Economic Development Negotiations)

16. Adjourn

This notice was posted and filed in compliance with the Open Meetings Law on March 22, 2024 at 3:00 pm.

Jeff Dyer
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Public Forum (Item 3)

At regular meetings the Board shall allot up to 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in this portion of the meeting shall sign up as they arrive indicating the topics about which they wish to speak.

Public participation is limited to the designated open forum portion of a meeting. At all other times during Board meetings, the audience shall not enter into discussion or debate on matters being considered by the Board. No presentation shall exceed 5 minutes.

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board may not deliberate, discuss, or make any decision on any subject not on the agenda.

BOARD PRESIDENT: The presiding officer shall determine whether a person who wishes to address the Board has attempted to solve a matter administratively. If not, the person shall be directed to do so before bringing the matter to the board at a subsequent meeting.

Respectfully submitted,

Jeff Dyer
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Consideration of consent agenda (Item 4)

a. minutes of previous meetings
b. monthly disbursements
c. student membership
d. SRO report
e. tax report
f. financial report

****

It is recommended that the Board of Trustees approve the consent agenda as presented.

Respectfully submitted,

Jeff Dyer
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD MINUTES

February 26, 2024

Monday: 6:30 p.m. IOLA ISD BOARD ROOM

The Board of Trustees of the Iola Independent School District met in regular session on February 26, 2024 in the Board Room, Iola, Texas.

Members Present: Jason Gooch, Alec Pointer Tammy Harvey, Sierra Betancourt and Todd Kay
Members Absent: Jody Evans and Mark Cunningham

1. Call to order: Jason Gooch

2. Invocation: Alec Pointer

3. Recognition of visitors: Public Forum

4. Consideration of consent agenda
   a. minutes of previous meetings
   b. monthly disbursements
   c. student membership
   d. SRO report
   e. tax report
   f. financial report

   A motion was made by Tammy Harvey to approve the consent agenda. Second by Alec Pointer. Vote carried 5-0

5. Campus and administrative report
   a. elementary student and staff activities: Mr. Dyer
   b. high school student and staff activities: Mr. Dyer
   c. superintendent report: Mr. Dyer

6. Consideration of SB 763- Optional Program for School Chaplains Resolutions
   A motion was made by Tammy Harvey to decline the SB 763-Optional Program for School Chaplain resolution. Second by Todd Kay Vote carried 5-0

7. Consideration of TASB localized revised Policy Manual Update 122
   A motion was made by Alec Pointer to accept the legal policy update 122. Second by Sierra Betancourt. Vote carried 5-0
   A motion was made by Jason Gooch to accept the local policy update 122. Second by Tammy Harvey. Vote carried 3/2 opposed Alec Pointer and Sierra Betancourt

8. Consideration to accept or reject turd and track resurface by Paragon Sports Contractors,
   A motion was made by Alec Pointer to reject the bid by Paragon Sport Contractors. Second by Sierra Betancourt. Vote carried 5-0

9. Consideration of the change order from Dudley Construction
   A motion was made by Tammy Harvey to approve Option A change order. Second by Alec Pointer Vote carried 5-0

8. Personnel: none

    a. employment
    b. resignation

9. Closed Session: Texas Government Code Sections 551.071 (Attorney Consultation), 551.074 (Personnel Matters), 551.082 (Student Discipline Matters), 551.072 (Purchase of Real Property) 551.076 (Student Safety) 551.087 (Deliberations regarding Economic Development Negotiations) The Board of Trustees went into closed session at 7:19 p.m. under TGCS 554.074 and returned to regular meeting at 8:36 p.m.

10. Adjourn: A motion by Jason Gooch to adjourn. Second by Tammy Harvey. Vote carried 5-0

_____
Jason Gooch, President

_____
Tammy Harvey, Secretary

IOLA INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD MINUTES

March 5, 2024

Tuesday: 6:00 p.m. IOLA ISD BOARD ROOM

The Board of Trustees of the Iola Independent School District met in called session on March 5, 2024 in the Board Room, Iola, Texas.

Members Present: Tammy Harvey, Jody Evans, Mark Cunningham, Todd Kay and Sierra Betancourt
Members Absent: Jason Gooch, Alec Pointer

1. Call to order: Tammy Harvey

2. Invocation: Sierra Betancourt

3. Public Forum

4. Personnel: none

5. Closed Session: Texas Government Code Sections 551.071 (Attorney Consultation), 551.074 (Personnel Matters), 551.082 (Student Discipline Matters), 551.072 (Purchase of Real Property) 551.076 (Student Safety) 551.087 (Deliberations regarding Economic Development Negotiations) The Board of Trustees met in closed session TGCS 551.074 at 6:02 pm and returned to regular meeting at 7:06 p.m.

6. Adjourn: A motion was made by Sierra Betancourt to adjourn. Second was made by Jody Evans. Vote carried 5-0

_____
Jason Gooch, President

_____
Tammy Harvey, Secretary

IOLA INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD MINUTES

March 7, 2024

Thursday: 6:00 p.m. IOLA ISD BOARD ROOM

The Board of Trustees of the Iola Independent School District met in called session on March 7, 2024 in the Board Room, Iola, Texas.

Members Present: Jason Gooch, Alec Pointer, Tammy Harvey, Jody Evans, Mark Cunningham,
Members Absent: Todd Kay and Sierra Betancourt

1. Call to order: Jason Gooch

2. Invocation: Alec Pointer

3. Public Forum

4. Discussion of turf: report by Mr. Dyer

5. Personnel
   a. employment of AD/Head Football Coach: A motion was made by Tammy Harvey to employ Eric Blenden as AD/Head Football Coach. Second was made by Jason Gooch. Vote carried 5/0

   b. resignation: Elementary Principal: A motion was made by Alec Pointer to accept the resignation of elementary principal Dianne Luna. Second was made by Jody Evans. Vote carried 5-0

6. Closed Session: Texas Government Code Sections 551.071 (Attorney Consultation), 551.074 (Personnel Matters), 551.082 (Student Discipline Matters), 551.072 (Purchase of Real Property) 551.076 (Student Safety) 551.087 (Deliberations regarding Economic Development Negotiations) none

7. Adjourn: A motion was made by Jason Gooch to adjourn. Second was made by Jody Evans. Vote carried 5-0

Jason Gooch, President

Tammy Harvey, Secretary

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
004621	02-07-2024	ACO MECHANCIAL	201802	16053	199-34-6631.00-000-400000	A/C	923.00	N
004622	02-07-2024	AMSTERDAM	201785	7543877	199-11-6399.00-001-411000	ELEMENTARY/HS	291.58	N
			201785	7543877	199-11-6399.00-101-411000	ELEMENTARY/HS	291.59	N
						Totals for Check 004622	**583.17**	
004623	02-07-2024	AXLEY & RODE LLP	007093	101322	199-41-6212.00-750-499000	AUDIT SERVICES	11,500.00	N
004624	02-07-2024	CEV MULTIMEDIA, LTD	201787	05312	199-11-6499.00-001-422000	ICEV BUSINESS	1,833.65	N
004625	02-07-2024	CHAPARRAL LABORATO	201801		199-51-6299.01-999-499000	WWTP lab/ Bac T	336.00	N
004626	02-07-2024	CITY OF GARLAND	007088		199-00-5766.00-000-400000	REFUND OF OVERPAYMENT	8,000.00	N
004627	02-07-2024	EDWARD DAVIS USE, JR	007091		199-52-6219.03-999-400000	BB SECURITY	200.00	N
004628	02-07-2024	EFFICIENCY MOBILE MA	201793	976582	199-34-6249.00-999-499000	Trip Buses	450.00	N
004629	02-07-2024	ENTERGY	007089		199-51-6259.01-999-499000	ELEM/ FB MAINT	7,808.08	N
004630	02-07-2024	HOUGHTON MIFFLIN HA	201747	955962485	410-11-6321.00-101-411000	2nd Grade ELAR Consumables	2,395.09	N
004631	02-07-2024	RAPTOR TECHNOLOGIE	007092	71283	199-52-6219.01-001-491000	CAMPUS SECURITY	660.00	N
			007092	71283	199-52-6219.01-101-491000	CAMPUS SECURITY	660.00	N
						Totals for Check 004631	**1,320.00**	
004632	02-07-2024	REGION VI	201733	067677	199-11-6499.00-101-437000	DYSLEXIA ACADEMY WORKSHO	100.00	N
			201722	067635	199-11-6499.05-001-411000	Workshop	60.00	N
			007095	067470	199-41-6499.02-701-499000	INVESTMENT REPORT TRAINING	125.00	N
						Totals for Check 004632	**285.00**	
004633	02-07-2024	TEXAS DEPARTMENT O	007096	CRS-202312-	199-41-6499.02-701-499000	HISTORY CHECKS	1.00	N
004634	02-07-2024	WINDSTREAM	007090		199-11-6239.03-001-411000	PHONE/INTERNET	376.96	N
			007090		199-11-6239.03-101-411000	PHONE/INTERNET	376.96	N
						Totals for Check 004634	**753.92**	
004635	02-07-2024	XEROX CORPORATION	007094		199-11-6219.00-999-411000	COPIER LEASE	1,837.07	N
022645	02-14-2024	JAMIE MCDOUGALD	007111		199-36-6412.00-001-491000	SB MEALS (3)	552.00	N
022646	02-16-2024	AVINEXT	007119		199-11-6399.03-001-411000	MAINT RENEWAL	489.50	N
			007119		199-11-6399.03-101-411000	MAINT RENEWAL	489.50	N
						Totals for Check 022646	**979.00**	
022647	02-16-2024	BLUEBONNET GROUND	201817		199-51-6259.03-999-499000	Water Production Tax	1,146.95	N
022648	02-16-2024	COBURN'S SUPPLY CO	201812		199-51-6319.00-999-499000	Water Line Insulation	799.13	N
022649	02-16-2024	COMPLETE SUPPLY	201811		199-51-6319.00-999-499000	Janitorial /Paper Supplies	1,638.56	N
022650	02-16-2024	DSHS CENTRAL LAB	201818		199-51-6299.01-999-499000	Water Testing	207.00	N
022651	02-16-2024	EDWARD DAVIS USE, JR	007116		199-52-6219.00-001-491000	BB SECURITY	160.00	N
022652	02-16-2024	FUN ABOUND, INC.	201810		199-51-6319.02-999-499000	Playground Equipment Balance	124,214.99	N
022653	02-16-2024	HOUGHTON MIFFLIN HA	201819	955980336	410-11-6321.00-101-411000	Additional Books	66.30	N
022654	02-16-2024	MARC	201813		199-51-6319.00-999-499000	Disinfectant's / All campus	1,045.50	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
022655	02-16-2024	MARK'S PLUMBING PAR	201814		199-51-6319.00-999-499000	plumbing Parts	877.37	N
022656	02-16-2024	MSB- SHARS	007112		199-11-6299.07-101-411000	SHARS	116.66	N
022657	02-16-2024	QUILL CORPORATION	201784	36851444	199-11-6399.00-101-411000	ELEMENTARY	850.00	N
022658	02-16-2024	REGION VI	201794	067823	199-11-6499.05-001-411000	SPED PD- Feb. 12	50.00	N
			201736	067747	199-11-6499.05-101-411000	COUNSELOR WORKSHOP	40.00	N
						Totals for Check 022658	**90.00**	
022659	02-16-2024	RICHARDS ISD	007118	2023	199-36-6399.01-101-411000	ELEM UIL SUPPLIES	146.95	N
022660	02-16-2024	STANDLEY FEED & SEE	201815		199-51-6319.00-999-499000	Grease Gun / Shop	39.50	N
022661	02-16-2024	TEXAS A&M COLLEGE O	007117		199-34-6299.01-999-499000	DOT PHYSICAL	90.00	N
022662	02-16-2024	TEXPRINT	007114		199-41-6399.00-701-499000	ACCOUNTS PAYABLE CHECKS	225.71	N
022663	02-16-2024	TIMECLOCK PLUS, LLC	007120	00310860	199-41-6499.02-701-499000	timeclock fee	59.70	N
022664	02-16-2024	TJS HARDWARE	201816		199-51-6319.00-999-499000	Hardware Parts	237.20	N
022665	02-16-2024	UNDERWOOD LAW FIRM	007115		199-41-6212.00-750-499000	LEGAL FEES	250.00	N
022666	02-16-2024	WICKSON CREEK SPECI	007113		199-51-6259.03-999-499000	WATER SERVICE	49.46	N
022667	02-20-2024	CURRICULUM ASSOCIA	201808	90804140	410-11-6321.00-101-411000	STAAR	1,290.00	N
022668	02-20-2024	EDWARD DAVIS USE, JR	007121		199-52-6219.00-001-491000	BB SECURITY	440.00	N
022669	02-20-2024	ELIU SANTOS	007124		199-34-6311.00-999-499000	REIMBURSEMENT FUEL	54.12	N
022670	02-20-2024	ENTERGY	007128		199-51-6259.01-999-499000	MAIN CAMPUS BUILDINGS	11,455.55	N
022671	02-20-2024	JW PEPPER MUSIC	007122		199-11-6399.30-001-411000	JR HIGH SPRING CONCERT MUSI	281.99	N
022672	02-20-2024	RANDALL STANDRIDGE	007126	1151	199-11-6219.30-001-411000	MARCHING SHOW SKETCHES	1,000.00	N
022673	02-20-2024	STRING & HORN SHOP	007125	463647	199-11-6399.30-001-411000	MUSIC BOOKS	62.83	N
022674	02-20-2024	TASB, INC.	007127	635002	199-41-6299.00-701-499000	LOCAL UPDATE	76.00	N
026518	02-12-2024	Willda Beast, LLC	201751		199-51-6299.01-999-499000	LOST CHECK REISSUE	-325.00	N
026599	02-08-2024	GENA INMON	007081		199-11-6399.00-001-422000	LOST CHECK REISSUE	-18.10	N
			007081		199-11-6399.00-001-422000	LOST CHECK REISSUE	-131.99	N
						Totals for Check 026599	**-150.09**	
026622	02-08-2024	ANDREW GLASS	007100		199-13-6411.00-999-411000	TECH WORKSHOP	117.96	N
026623	02-08-2024	BUCK'S WHEEL & EQUIP	201805		199-34-6399.00-999-499000	Bus Parts	946.48	N
026624	02-08-2024	BUFFALO HIGH SCHOOL	007103		199-36-6499.00-001-491000	SOFTBALL TOURNEY FEE	500.00	N
026625	02-08-2024	ETC LITE, LLC	007099		199-41-6399.00-701-499000	ADMIN SUPPLIES	263.69	N
026626	02-08-2024	FOLLETT LIBRARY RES	007102	1533831	199-11-6299.07-101-411000	LIBRARY RENEWAL	3,401.28	N
026627	02-08-2024	GENA INMON	007097		199-11-6399.00-001-422000	LAB REIMBURSEMENT	131.99	N
			007097		199-11-6399.00-001-422000	LAB REIMBURSEMENT	18.10	N
						Totals for Check 026627	**150.09**	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
026628	02-08-2024	MARC	201803	0810070-IN	199-51-6319.00-999-499000	hand soap	117.92	N
026629	02-08-2024	POWELL LAW GROUP, L	007101	10783	199-41-6499.02-701-499000	LEGAL FEES	480.00	N
026630	02-08-2024	PRODUCERS COOP	201806		199-34-6311.00-999-499000	Fuel	4,581.53	N
026631	02-08-2024	SOUTHERN TIRE MART,	201804		199-34-6399.00-999-499000	Bus Tires	2,202.99	N
026632	02-08-2024	UIL MUSIC 8	007098		199-36-6499.30-001-499000	UIL CONCERT AND SIGHT READI	480.00	N
026633	02-12-2024	ARMSTRONG REPAIR C	201800		240-35-6249.00-999-499000	CAFE NON FOOD	321.50	N
026634	02-12-2024	BROTHERS PRODUCE	201798		240-35-6341.00-999-499000	CAFETERIA FOOD	1,201.46	N
026635	02-12-2024	JEFF DYER	007105		199-41-6411.00-701-499000	CONFERENCE TRAVEL	208.40	N
026636	02-12-2024	GOLD STAR FOODS, INC	201807		240-35-6344.00-999-499000	CAFETERIA FOOD	478.59	N
026637	02-12-2024	GORDON FOOD SERVIC	201796		240-35-6341.00-999-499000	CAFETERIA FOOD	13,375.35	N
			201797		240-35-6341.01-999-499000	SNACK BAR FOOD	1,709.30	N
			201796		240-35-6342.00-999-499000	CAFETERIA NON FOOD	1,489.21	N
			201797		240-35-6342.01-999-499000	SNACK BAR NON FOOD	40.96	N
						Totals for Check 026637	**16,614.82**	
026638	02-12-2024	HILAND DAIRY FOODS C	201799		240-35-6341.00-999-499000	CAFETERIA FOOD	2,717.19	N
026639	02-12-2024	M&M APPAREL	201770	N081315	199-36-6399.05-001-491000	Baseball shirts/pants	1,436.50	N
			201769	N081161	199-36-6399.05-001-491000	Baseball caps	900.00	N
						Totals for Check 026639	**2,336.50**	
026640	02-12-2024	REPUBLIC SERVICES	007109		199-51-6259.04-999-499000	DUMPSTER SERVICE	846.04	N
026641	02-12-2024	WELLS FARGO	007107		199-11-6399.00-001-411000	HS SUPPLIES	21.93	N
			007107		199-11-6399.00-001-411000	HS SUPPLIES	284.80	N
			007107		199-11-6399.00-101-411000	ELEM SUPPLIES	178.57	N
			007107		199-11-6399.00-101-411000	ART SUPPLIES	231.17	N
			007107		199-11-6399.00-101-423000	SP ED SUPPLIES	69.17	N
			007107		199-11-6399.03-101-411000	TECH SUPPLIES	180.58	N
			007107		199-11-6411.00-001-422000	AG HOTEL	990.15	N
			007107		199-33-6399.01-001-411000	MEDICAL SUPPLIES	168.00	N
			007107		199-33-6399.01-101-411000	NURSE SUPPLIES	83.94	N
			007107		199-34-6311.00-999-499000	AG FUEL	176.67	N
			007107		199-34-6399.00-999-499000	TRANSPORTATION SUPPLIES	107.52	N
			007107		199-41-6399.00-701-499000	ADMIN SUPPLIES	247.92	N
			007107		199-41-6411.00-701-499000	AD CONFERENCE	860.30	N
			007107		199-51-6259.00-999-499000	NEXVORTEX	109.00	N
			007107		240-35-6399.02-999-499000	BATTERY BACKUPS	159.98	N
						Totals for Check 026641	**3,869.70**	
026642	02-12-2024	WELLS FARGO 3357	007106		199-34-6311.00-999-499000	CHEER MEAL STATE FUEL	84.34	N
			007106		199-36-6399.09-001-491000	SB SUPPLIED	148.92	N
			007106		199-36-6411.00-001-491000	CHEER MEAL STATE	307.88	N
			007106		199-41-6399.00-701-499000	ADMIN SUPPLIES	120.56	N
						Totals for Check 026642	**661.70**	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
026643	02-12-2024	WELLS FARGO #8329	007104		199-11-6399.00-101-411000	ELEM SUPPLIES	199.00	N
			007104		199-11-6399.32-001-422000	AG MECH SUPPLIES	331.78	N
			007104		199-34-6249.00-999-499000	FUEL FILTER REPLACEMENT	1,666.92	N
			007104		199-34-6399.00-999-499000	INSPECTION SUPPLIES	48.50	N
			007104		199-41-6399.00-701-499000	HS SUPPLIES	10.45	N
			007104		199-41-6399.00-701-499000	POSTAGE	204.00	N
			007104		199-41-6411.00-701-499000	HOTEL DEPOSIT	362.20	N
			007104		199-51-6299.01-999-499000	WWT SUPPLIES	940.00	N
			007104		199-51-6319.00-999-499000	MAINT SUPPLIES	353.54	N
						Totals for Check 026643	**4,116.39**	
026644	02-12-2024	Willda Beast, LLC	007110	57957	199-51-6299.01-999-499000	WWT SERVICES	325.00	N
026675	02-20-2024	WRAP GIRL	007129		199-34-6399.00-999-499000	DECALS	336.00	N
026676	02-21-2024	BREMOND ISD	007131		199-36-6499.00-001-491000	TRACK ENTRY FEES	600.00	N
026677	02-21-2024	LEON ATHLETIC BOOST	007130		199-36-6499.00-001-491000	ENTRY FEES TRACK	400.00	N
026678	02-21-2024	TASB, INC.	007132	652871	199-41-6499.02-701-499000	UPDATE 122	2,256.84	N
026680	02-21-2024	LANCE DOBBINS	007133		199-36-6412.00-001-491000	BASEBALL MEALS	432.00	N
026681	02-21-2024	LANCE DOBBINS	007134		199-36-6412.00-001-491000	BASEBALL MEALS	808.00	N
026682	02-22-2024	ABRUSH ABOVE SERVIC	007136		199-51-6299.11-999-499000	FIELD HOUSE AC/CONCESSION	71,778.20	N
026683	02-22-2024	GALLAGHER CONSTRU	007135	10164R	199-51-6299.11-999-499000	PROJECT MANAGER FEE	13,125.00	N
			007135	500194	199-51-6299.12-999-499000	PROJECT MANAGER FEE	8,750.00	N
						Totals for Check 026683	**21,875.00**	
026684	02-28-2024	BREMOND ISD	007142		199-36-6411.00-001-491000	BOYS TRACK MEALS	272.00	N
026685	02-28-2024	DRUG AND ALCOHOL TE	201823	18209114	199-34-6299.00-999-499000	Annual drug testing	870.00	N
026686	02-28-2024	EDWARD DAVIS USE, JR	007137		199-52-6219.00-001-491000	BB SECURITY	220.00	N
026687	02-28-2024	LANCE DOBBINS	007138		199-36-6412.00-001-491000	BASEBALL MEALS	544.00	N
026688	02-28-2024	LINDE GAS & EQUIPMEN	007143	41011003	199-11-6399.01-001-422000	AG NOZZLES	35.00	N
026689	02-28-2024	NYSTROM EDUCATION	201749	S1192773	199-36-6399.01-101-411000	UIL	105.84	N
026690	02-28-2024	TERRACON	007141	TK76984	199-51-6299.12-999-499000	TRANSPORTATION TESTING	3,070.00	N
026691	02-28-2024	VERIZON	007140		199-51-6259.00-999-499000	MOBILE /HOTSPOTS	388.31	N
026692	02-28-2024	YVONNE PIXLEY	007139		199-41-6299.00-701-499000	BUSINESS CONSULTANT	300.00	N
026693	02-28-2024	BREMOND ISD	007145		199-36-6499.00-001-491000	JR/VARSITY TRACK MEET FEES	800.00	N
026694	02-28-2024	EDWARD DAVIS USE, JR	007146		199-52-6219.00-001-491000	JH BB SECURITY	120.00	N
026695	02-29-2024	LATEXO ISD	007147		199-36-6499.00-001-491000	SB OFFICIAL	400.00	N
026696	02-29-2024	JAYME TIMM	007148		199-36-6412.00-001-491000	POWERLIFTING MEALS	64.00	N
026697	02-29-2024	THSPA	007149		199-36-6499.00-001-491000	POWERLIFTING FEE	140.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
026698	02-29-2024	LEON HIGH SCHOOL	007150		199-36-6499.00-001-491000	GIRLS TRACK FEE	500.00	N

Total For Computer Written Checks **339,507.78**

Total Checks **339,507.78**

End of Report

Student Enrollment 2023-2024						
GRADE LEVEL	Last Day	Aug-23	Sept 23	Oct-23	Nov-23	Dec-23
EE	6	3	1	1	1	1
PK	19	16	16	18	18	18
K	42	43	43	41	41	41
1	51	42	40	40	40	40
2	47	47	47	47	49	49
3	51	50	50	50	50	50
4	41	49	49	49	50	51
5	40	43	43	43	43	44
SUB-TOTAL	297	293	290	289	292	294
6	43	45	45	45	45	45
7	47	46	46	46	46	46
8	51	47	47	47	49	49
9	53	55	55	56	56	56
10	36	50	49	49	49	49
11	33	38	38	38	37	37
12	35	34	34	33	34	34
SUB-TOTAL	298	315	314	314	316	316
TOTAL	**595**	**608**	**604**	**603**	**608**	**610**
GRADE LEVEL	Jan-24	Feb-24	Mar-24	Apr-24	May-24	
EE	1	1	1			
PK	17	17	17			
K	40	40	40			
1	40	40	40			
2	49	49	49			
3	50	50	49			
4	51	52	52			
5	44	45	45			
SUB-TOTAL	292	294	293			
6	44	45	45			
7	46	47	46			
8	48	48	48			
9	56	57	57			
10	49	49	49			
11	36	36	36			
12	34	34	34			
SUB-TOTAL	313	316	315			
TOTAL	605	610	608			

Grimes County Sheriff's Office			Monthly Stats for 2023-2024 School Year								Total
Deputy Davis Use'	Aug '23	Sep '23	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24	Apr '24	May '24	
Iola ISD											
Student Assist	26	35	48	37	42	35	44				267
Administration Assist	31	48	52	49	46	42	48				316
Patrol/Detective Assist					1	2	4				7
Parent Conferences		6	5	4	4	2	3				24
Criminal Mischief											0
Tobacco/Vape Violations		1		1			1				3
Alcohol Violations											0
Narcotics Incidents											0
Drug Paraphernalia Assist											0
Weapons											0
Sexual Offenses											0
Larceny/Theft											0
Harassment		1	1								2
Terroristic Threat											0
Suspicous Activity			1		2		3				6
Juvenile Related		2					1				3
Medical calls											0
Crash Reports						1					1
Disturbance/Fight											0
Bullying Incidents				1	1						2
Welfare checks											0
Residency checks	2										2
K9 Campus checks		2	1	1		1	2				7
Traffic contacts	18	26	28	10	12	6	8				108
Miscellaneous Calls					1						1
P3Campus Tips		1					1				2
Juvenile Arrest						1					1
17 + arrest							2				2
Total Incidents/ Police Reports		3	2	1	2		3				11
Classroom Presentations/Activities				1			1				2
School Drills	1	2	1	1	1	1	2				9

Tax Collections Report

I, Mark Boehnke, Chief Appraiser for the Grimes County Appraisal District, do solemnly swear that the attached report is the true and correct accounting for all taxes collected for the Iola ISD during the time period indicated.

Mark Boehnke
Chief Appraiser
Grimes County Appraisal District

Given under my hand and seal of authority on March 4, 2024.

Notary Public in and for the State of Texas

NOTARY PUBLIC STATE OF TEXAS
ROSA R. BARRERA
Notary Public, State of Texas
Comm. Expires May 28, 2025
Notary ID 126912153

GRIMES COUNTY APPRAISAL DISTRICT
TAX COLLECTIONS REPORT

JURISDICTION: Iola ISD
DATE: March 5, 2024

(1)For Month Ending: February 29, 2024

Current Year Taxes	$338,804.50
Current Year P & I	$6,621.04
Current Year Total	$345,425.54
Prior Years Taxes	$2,520.09
Prior Years P&I	$586.64
Prior Years Total	$3,106.73
TOTAL COLLECTIONS	$348,532.27

(2) For Year-to-Date: February 29, 2024

Current Year Collections (Taxes Only)	$4,942,753.10
Prior Year Collections (Taxes Only)	$19,037.75
Penalty & Interest	$12,427.82
TOTAL COLLECTIONS	$4,974,218.67
Current Year Percent Collected (Taxes Only)	94.21%

I, Mark Boehnke, Tax Assessor/Collector for Iola ISD do hereby solemnly swear that this is a true and correct accounting of all property taxes collected for the Iola ISD for the period indicated.

Mark Boehnke
Chief Appraiser

Sworn and subscribed to before me on this the 5 day of March 2024

Rosa R Barrera
Notary Public
State of Texas §
County of Grimes §

ROSA R. BARRERA
Notary Public, State of Texas
Comm. Expires May 28, 2025
Notary ID 126912153

February 29, 2024 FINANCIAL SUMMARY

CASH REPORT

CHECKING	$	206,813.52
CD'S	$	203,850.04
TXPOOL	$	113,612.11
LSIP	$	9,877,730.99
TOTAL	$	10,402,006.66

OPERATING BUDGET

REVENUE	$	6,801,582.04
EXPENDITURES	$	4,086,094.24
TRANSFER OUT		
EXCESS(DEFICIT)	$	2,715,487.80

FOOD SERVICE

REVENUE	$	244,315.12
EXPENDITURES	$	198,442.21
TRANSFER IN		
EXCESS(DEFICIT)	$	45,872.91

DEBT SERVICE

REVENUE	$	1,198,823.93
EXPENDITURES	$	503,175.00
EXCESS(DEFICIT)	$	695,648.93

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
000 - R E C E I P T S					
700 - REVENUE-LOCAL & INTERMED					
710 - LOCAL REAL-PROPERTY TAXES	3,692,840.00	-1,907,646.61	-3,483,804.56	209,035.44	94.34%
740 - OTHER REV FROM LOCAL SOURCES	20,000.00	-447.61	-179,603.69	-159,603.69	898.02%
750 - ENTERPRISING ACTIVITIES	10,000.00	-2,833.25	-13,983.75	-3,983.75	139.84%
760 - OTHER REV FM LOCAL SOURCE	125,000.00	8,000.00	-1,414,247.27	-1,289,247.27	1131.40%
otal REVENUE-LOCAL & INTERMED	**3,847,840.00**	**-1,902,927.47**	**-5,091,639.27**	**-1,243,799.27**	**132.32%**
800 - STATE PROGRAM REVENUES					
810 - PER CAPITA-FOUNDATION REV	3,129,243.00	.00	-1,704,384.00	1,424,859.00	54.47%
820 - STATE PROGRAM REVENUES	50,000.00	.00	.00	50,000.00	.00%
830 - TRS ON BEHALF	250,000.00	.00	.00	250,000.00	.00%
otal STATE PROGRAM REVENUES	**3,429,243.00**	**.00**	**-1,704,384.00**	**1,724,859.00**	**49.70%**
900 - FEDERAL PROGRAM REVENUES					
930 - VOC ED NON FOUNDATION	.00	-631.36	-5,558.77	-5,558.77	.00%
otal FEDERAL PROGRAM REVENUES	**.00**	**-631.36**	**-5,558.77**	**-5,558.77**	**.00%**
000 - OTHER RESOURCES					
900 - OTHER RESOURCES					
910 - OBJECT GROUP DESCRIPTION	.00	.00	.00	.00	.00%
940 - OBJECT GROUP DESCRIPTION	.00	.00	.00	.00	.00%
otal OTHER RESOURCES	**.00**	**.00**	**.00**	**.00**	**.00%**
otal Revenue Local-State-Federal	**7,277,083.00**	**-1,903,558.83**	**-6,801,582.04**	**475,500.96**	**93.47%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
000 - EXPENDITURES						
1 - INSTRUCTION						
100 - PAYROLL COSTS	-3,928,295.00	.00	1,886,772.93	287,464.80	-2,041,522.07	48.03%
200 - PURCHASE & CONTRACTED SVS	-139,000.00	3,283.00	85,161.12	7,108.93	-50,555.88	61.27%
300 - SUPPLIES AND MATERIALS	-63,500.00	3,227.00	47,986.41	4,288.99	-12,286.59	75.57%
400 - OTHER OPERATING EXPENSES	-37,000.00	2,400.34	18,028.72	3,073.80	-16,570.94	48.73%
otal Function11 INSTRUCTION	**-4,167,795.00**	**8,910.34**	**2,037,949.18**	**301,936.52**	**-2,120,935.48**	**48.90%**
2 - INST RESOSURCES & MEDIA SER						
100 - PAYROLL COSTS	-48,372.00	.00	22,431.31	3,655.63	-25,940.69	46.37%
200 - PURCHASE & CONTRACTED SVS	-3,500.00	.00	.00	.00	-3,500.00	-.00%
300 - SUPPLIES AND MATERIALS	-2,100.00	.00	170.23	.00	-1,929.77	8.11%
otal Function12 INST RESOSURCES & MEDIA	**-53,972.00**	**.00**	**22,601.54**	**3,655.63**	**-31,370.46**	**41.88%**
3 - CURRICULUM & INST. STAFF						
100 - PAYROLL COSTS	-79,940.00	.00	40,433.43	6,755.80	-39,506.57	50.58%
300 - SUPPLIES AND MATERIALS	-33,500.00	.00	82,612.47	.00	49,112.47	246.60%
400 - OTHER OPERATING EXPENSES	-4,000.00	.00	2,020.46	117.96	-1,979.54	50.51%
otal Function13 CURRICULUM & INST. STAFF	**-117,440.00**	**.00**	**125,066.36**	**6,873.76**	**7,626.36**	**106.49%**
3 - SCHOOL LEADERSHIP						
100 - PAYROLL COSTS	-405,399.00	.00	188,752.69	30,661.85	-216,646.31	46.56%
200 - PURCHASE & CONTRACTED SVS	-4,000.00	.00	.00	.00	-4,000.00	-.00%
300 - SUPPLIES AND MATERIALS	-2,000.00	.00	289.33	.00	-1,710.67	14.47%
400 - OTHER OPERATING EXPENSES	-2,200.00	.00	423.00	.00	-1,777.00	19.23%
otal Function23 SCHOOL LEADERSHIP	**-413,599.00**	**.00**	**189,465.02**	**30,661.85**	**-224,133.98**	**45.81%**
1 - GUIDANCE AND COUNSELING SVS						
100 - PAYROLL COSTS	-146,955.00	.00	73,397.69	11,986.45	-73,557.31	49.95%
300 - SUPPLIES AND MATERIALS	-500.00	.00	.00	.00	-500.00	-.00%
400 - OTHER OPERATING EXPENSES	-1,100.00	.00	84.28	.00	-1,015.72	7.66%
otal Function31 GUIDANCE AND COUNSELING	**-148,555.00**	**.00**	**73,481.97**	**11,986.45**	**-75,073.03**	**49.46%**
3 - HEALTH SERVICES						
100 - PAYROLL COSTS	-67,314.00	.00	31,481.14	5,093.19	-35,832.86	46.77%
200 - PURCHASE & CONTRACTED SVS	-1,500.00	.00	.00	.00	-1,500.00	-.00%
300 - SUPPLIES AND MATERIALS	-5,000.00	307.44	2,095.14	251.94	-2,597.42	41.90%
400 - OTHER OPERATING EXPENSES	-300.00	.00	.00	.00	-300.00	-.00%
otal Function33 HEALTH SERVICES	**-74,114.00**	**307.44**	**33,576.28**	**5,345.13**	**-40,230.28**	**45.30%**
4 - STUDENT (PUPIL) TRANSPORTATION						
100 - PAYROLL COSTS	-187,041.00	.00	64,235.15	10,111.66	-122,805.85	34.34%
200 - PURCHASE & CONTRACTED SVS	-11,000.00	2,041.94	7,114.35	3,076.92	-1,843.71	64.68%
300 - SUPPLIES AND MATERIALS	-85,000.00	.00	50,566.78	8,538.15	-34,433.22	59.49%
400 - OTHER OPERATING EXPENSES	-11,500.00	.00	13,940.38	.00	2,440.38	121.22%
600 - CPTL OUTLY LAND BLDG & EQUIP	-10,000.00	.00	4,713.56	923.00	-5,286.44	47.14%
otal Function34 STUDENT (PUPIL)	**-304,541.00**	**2,041.94**	**140,570.22**	**22,649.73**	**-161,928.84**	**46.16%**
3 - CO-CURRICULAR ACTIVITIES						
100 - PAYROLL COSTS	-159,593.00	.00	110,450.98	18,036.36	-49,142.02	69.21%
200 - PURCHASE & CONTRACTED SVS	-36,700.00	.00	28,338.00	.00	-8,362.00	77.22%
300 - SUPPLIES AND MATERIALS	-66,350.00	6,273.36	10,054.72	2,738.21	-50,021.92	15.15%
400 - OTHER OPERATING EXPENSES	-84,450.00	.00	76,292.45	6,799.88	-8,157.55	90.34%
otal Function36 CO-CURRICULAR ACTIVITIES	**-347,093.00**	**6,273.36**	**225,136.15**	**27,574.45**	**-115,683.49**	**64.86%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
000 - EXPENDITURES						
1 - GENERAL ADMINISTRATION						
100 - PAYROLL COSTS	-321,570.00	.00	147,048.66	24,415.74	-174,521.34	45.73%
200 - PURCHASE & CONTRACTED SVS	-40,500.00	.00	26,496.79	12,126.00	-14,003.21	65.42%
300 - SUPPLIES AND MATERIALS	-4,000.00	.00	4,047.24	1,072.33	47.24	101.18%
400 - OTHER OPERATING EXPENSES	-35,200.00	.00	21,525.98	4,353.44	-13,674.02	61.15%
otal Function41 GENERAL ADMINISTRATION	**-401,270.00**	**.00**	**199,118.67**	**41,967.51**	**-202,151.33**	**49.62%**
1 - PLANT MAINTENANCE & OPERATION						
100 - PAYROLL COSTS	-355,418.00	.00	168,268.21	28,178.49	-187,149.79	47.34%
200 - PURCHASE & CONTRACTED SVS	-275,875.00	13,900.00	281,462.87	120,009.59	19,487.87	102.03%
300 - SUPPLIES AND MATERIALS	-111,500.00	650.00	211,692.70	129,323.71	100,842.70	189.86%
400 - OTHER OPERATING EXPENSES	-55,000.00	.00	70,673.00	.00	15,673.00	128.50%
600 - CPTL OUTLY LAND BLDG & EQUIP	-10,000.00	.00	11,270.26	.00	1,270.26	112.70%
otal Function51 PLANT MAINTENANCE &	**-807,793.00**	**14,550.00**	**743,367.04**	**277,511.79**	**-49,875.96**	**92.02%**
2 - SECURITY & MONITORING SERVICES						
100 - PAYROLL COSTS	-10,000.00	.00	10,662.60	.00	662.60	106.63%
200 - PURCHASE & CONTRACTED SVS	-75,500.00	.00	76,085.21	2,460.00	585.21	100.78%
300 - SUPPLIES AND MATERIALS	.00	.00	320.00	.00	320.00	.00%
otal Function52 SECURITY & MONITORING	**-85,500.00**	**.00**	**87,067.81**	**2,460.00**	**1,567.81**	**101.83%**
3 - DATA PROCESSING SERVICES						
200 - PURCHASE & CONTRACTED SVS	-25,000.00	.00	25,000.00	.00	.00	100.00%
otal Function53 DATA PROCESSING SERVICES	**-25,000.00**	**.00**	**25,000.00**	**.00**	**.00**	**100.00%**
3 - SHARED SERVICES						
400 - OTHER OPERATING EXPENSES	-175,000.00	.00	107,701.00	.00	-67,299.00	61.54%
otal Function93 SHARED SERVICES	**-175,000.00**	**.00**	**107,701.00**	**.00**	**-67,299.00**	**61.54%**
9 - OTHER GOVERNMENTAL CHARGES						
200 - PURCHASE & CONTRACTED SVS	-125,000.00	.00	75,993.00	.00	-49,007.00	60.79%
otal Function99 OTHER GOVERNMENTAL	**-125,000.00**	**.00**	**75,993.00**	**.00**	**-49,007.00**	**60.79%**
000 - OTHER USES						
0 - BALANCE SHEET						
900 - OTHER USES	.00	.00	.00	.00	.00	.00%
otal Function00 BALANCE SHEET	**.00**	**.00**	**.00**	**.00**	**.00**	**.00%**
otal Expenditures	**-7,246,672.00**	**32,083.08**	**4,086,094.24**	**732,622.82**	**-3,128,494.68**	**56.39%**

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
)00 - RECEIPTS					
700 - REVENUE-LOCAL & INTERMED					
750 - ENTERPRISING ACTIVITIES	70,000.00	-24,892.70	-125,880.22	-55,880.22	179.83%
otal REVENUE-LOCAL & INTERMED	**70,000.00**	**-24,892.70**	**-125,880.22**	**-55,880.22**	**179.83%**
300 - STATE PROGRAM REVENUES					
820 - STATE PROGRAM REVENUES	5,000.00	.00	.00	5,000.00	.00%
830 - TRS ON BEHALF	.00	.00	.00	.00	.00%
otal STATE PROGRAM REVENUES	**5,000.00**	**.00**	**.00**	**5,000.00**	**.00%**
900 - FEDERAL PROGRAM REVENUES					
920 - FEDERALLY DISTRIBUTED REVENUES	242,500.00	-16,201.22	-118,434.90	124,065.10	48.84%
otal FEDERAL PROGRAM REVENUES	**242,500.00**	**-16,201.22**	**-118,434.90**	**124,065.10**	**48.84%**
)00 - OTHER RESOURCES					
900 - OTHER RESOURCES					
910 - OBJECT GROUP DESCRIPTION	.00	.00	.00	.00	.00%
otal OTHER RESOURCES	**.00**	**.00**	**.00**	**.00**	**.00%**
otal Revenue Local-State-Federal	**317,500.00**	**-41,093.92**	**-244,315.12**	**73,184.88**	**76.95%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
000 - EXPENDITURES						
5 - FOOD SERVICES						
100 - PAYROLL COSTS	-169,000.00	.00	82,264.33	13,250.52	-86,735.67	48.68
200 - PURCHASE & CONTRACTED SVS	.00	.00	321.50	321.50	321.50	.00
300 - SUPPLIES AND MATERIALS	-148,500.00	.00	115,856.38	21,172.04	-32,643.62	78.02
400 - OTHER OPERATING EXPENSES	.00	.00	.00	.00	.00	.00
otal Function35 FOOD SERVICES	**-317,500.00**	**.00**	**198,442.21**	**34,744.06**	**-119,057.79**	**62.50**
otal Expenditures	**-317,500.00**	**.00**	**198,442.21**	**34,744.06**	**-119,057.79**	**62.50**

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
)00 - RECEIPTS					
700 - REVENUE-LOCAL & INTERMED					
710 - LOCAL REAL-PROPERTY TAXES	1,296,480.00	-626,566.67	-1,142,071.82	154,408.18	88.09
740 - OTHER REV FROM LOCAL SOURCES	.00	.00	-10,199.14	-10,199.14	.00
otal REVENUE-LOCAL & INTERMED	**1,296,480.00**	**-626,566.67**	**-1,152,270.96**	**144,209.04**	**88.88**
300 - STATE PROGRAM REVENUES					
820 - STATE PROGRAM REVENUES	9,000.00	.00	-46,553.00	-37,553.00	517.26
otal STATE PROGRAM REVENUES	**9,000.00**	**.00**	**-46,553.00**	**-37,553.00**	**517.26**
otal Revenue Local-State-Federal	**1,305,480.00**	**-626,566.67**	**-1,198,823.96**	**106,656.04**	**91.83**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
000 - EXPENDITURES						
1 - DEBT SERVICE						
500 - DEBT SERVICE	-604,350.00	.00	.00	.00	-604,350.00	-.00%
otal Function71 DEBT SERVICE	**-604,350.00**	**.00**	**.00**	**.00**	**-604,350.00**	**-.00%**
000 - OTHER USES						
) - BALANCE SHEET						
900 - OTHER USES	.00	.00	.00	.00	.00	.00%
otal Function00 BALANCE SHEET	**.00**	**.00**	**.00**	**.00**	**.00**	**.00%**
otal Expenditures	**-604,350.00**	**.00**	**.00**	**.00**	**-604,350.00**	**-.00%**

TexPool Participant Services
1001 Texas Avenue, Suite 1150
Houston, TX 77002

TEXPOOL
AN INVESTMENT SERVICE FOR PUBLIC FUNDS

TEXAS TRUST
TEXAS TREASURY SAFEKEEPING TRUST COMPANY
COMPTROLLER GLENN HEGAR, CHAIRMAN

Participant Statement

IOLA ISD
IOLA GENERAL FUND
ATTN JAN TIMM
PO BOX 159
IOLA TX 77861-0159

Statement Period 02/01/2024 - 02/29/2024

Customer Service 1-866-TEX-POOL
Location ID 000077588
Investor ID 000006315

TexPool Update

Based on participant feedback, effective December 1, 2023, TexPool now offers direct check purchases into TexPool and TexPool Prime. Please contact TexPool Participant Services to learn more.

TexPool Summary

Pool Name	Beginning Balance	Total Deposits	Total Withdrawals	Total Interest	Current Balance	Average Balance
Texas Local Government Investment Pool	$113,133.47	$0.00	$0.00	$478.64	$113,612.11	$113,149.97
Total Dollar Value	**$113,133.47**	**$0.00**	**$0.00**	**$478.64**	**$113,612.11**	

Portfolio Value

Pool Name	Pool/Account	Market Value (02/01/2024)	Share Price (02/29/2024)	Shares Owned (02/29/2024)	Market Value (02/29/2024)
Texas Local Government Investment Pool	449/930100001	$113,133.47	$1.00	113,612.110	$113,612.11
Total Dollar Value		**$113,133.47**			**$113,612.11**

Interest Summary

Pool Name	Pool/Account	Month-to-Date Interest	Year-to-Date Interest
Texas Local Government Investment Pool	449/930100001	$478.64	$989.94
Total		**$478.64**	**$989.94**

0015179

TXP..*66210*.0226586004.06986.06986.CNSTEX01.INVMTX.....TEX.....000077588

TexPool Participant Services
1001 Texas Avenue, Suite 1150
Houston, TX 77002

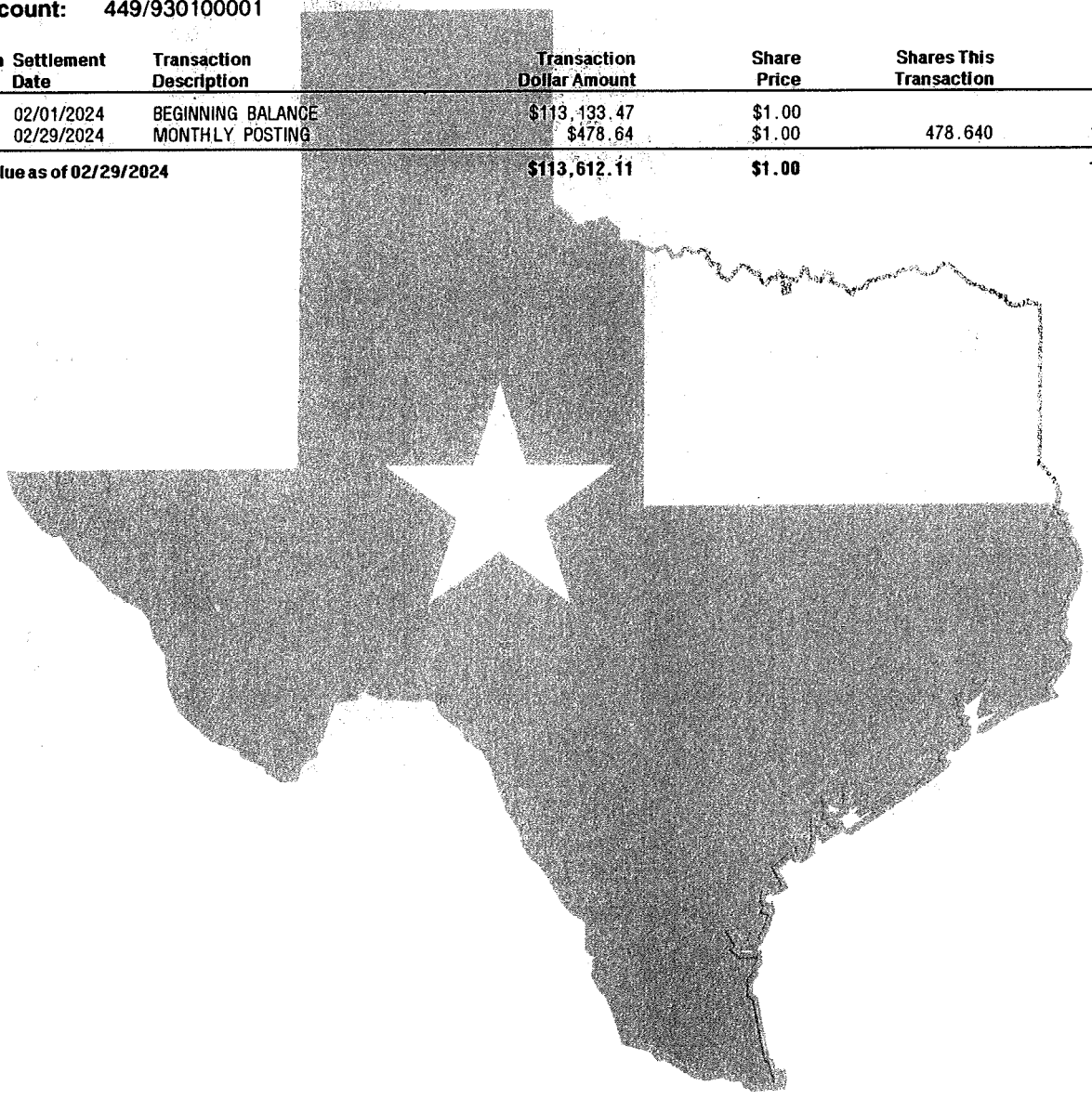
Transaction Detail

Texas Local Government Investment Pool

Participant: IOLA ISD

Pool/Account: 449/930100001

Transaction Date	Settlement Date	Transaction Description	Transaction Dollar Amount	Share Price	Shares This Transaction	Shares Owned
02/01/2024	02/01/2024	BEGINNING BALANCE	$113,133.47	$1.00		113,133.470
02/29/2024	02/29/2024	MONTHLY POSTING	$478.64	$1.00	478.640	113,612.110
Account Value as of 02/29/2024			**$113,612.11**	**$1.00**		**113,612.110**



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Lone★Star™
Investment Pool

Government Overnight Fund

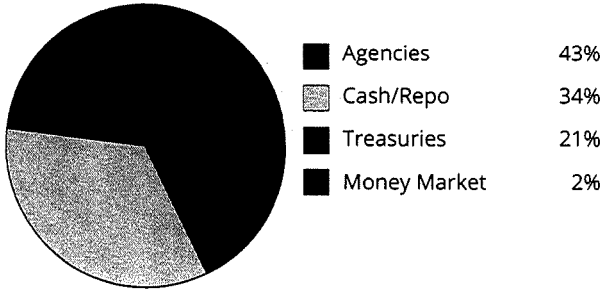
Return Information
February 29, 2024

Average Monthly Return (a)	5.33%
SEC 7-day Fund Yield (b)	5.34%
Weighted Average Maturity One (c)	31 days
Weighted Average Maturity Two (c)	92 days
Portfolio Maturing beyond One Year	5%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,387,318,324.28	2,387,318,324.28
US Treasuries	1,444,285,322.19	1,444,299,039.07
Agencies	3,012,724,597.28	3,012,781,426.40
Money Market Funds	107,132,850.91	107,132,850.91
Total Assets	*6,951,461,094.66*	*6,951,531,640.66*

Investment Distribution



(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

Corporate Overnight Fund

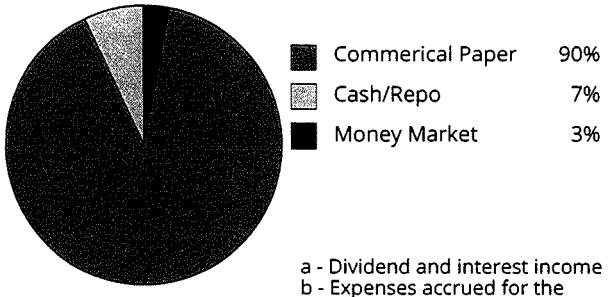
Return Information
February 29, 2024

Average Monthly Return (a)	5.50%
SEC 7-day Fund Yield (b)	5.51%
Weighted Average Maturity One (c)	52 days
Weighted Average Maturity Two (c)	78 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	305,393,181.46	305,393,181.46
US Treasuries	-	-
Agencies	-	-
Commercial Paper	3,625,724,793.90	3,625,635,757.61
Money Market Funds	115,543,192.44	115,550,695.98
Total Assets	*4,046,661,167.80*	*4,046,579,635.05*

Investment Distribution



(b)

SEC 7-Day Yield Calculation

$$\text{Yield} = 2\left[\left(\frac{a-b}{cd}+1\right)^{6}-1\right]$$

a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period

Corporate Overnight Plus Fund

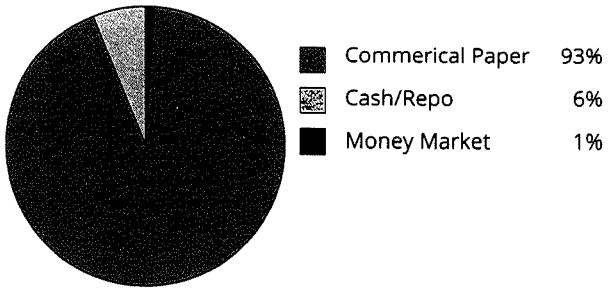
Return Information
February 29, 2024

Average Monthly Return (a)	5.52%
SEC 7-day Fund Yield (b)	5.52%
Weighted Average Maturity One (c)	58 days
Weighted Average Maturity Two (c)	84 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	802,767,111.16	802,767,111.16
US Treasuries	-	-
Agencies	-	-
Commercial Paper	12,936,331,853.60	12,936,152,740.68
Money Market Funds	100,862,970.18	100,863,481.91
Total Assets	*13,839,961,934.94*	*13,839,783,333.75*

Investment Distribution



(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.

Custodian Bank: State Street Bank

Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

The Lone Star Investment Pool Information Statement should be read carefully before investing. Investor should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800-558-8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

Check current rates at
Lonestarinvestmentpool.com

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Lone★Star™
Investment Pool

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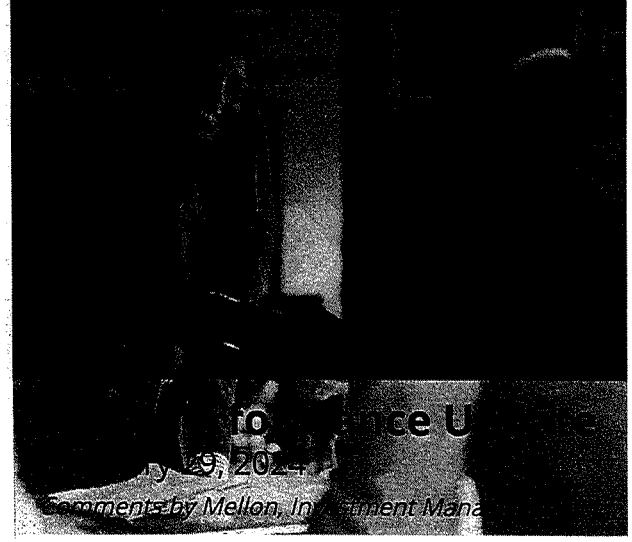

Comments by Mellon, Investment Mana

US Treasury bond yields rose in February, led by the two- to five-year areas of the curve. Equity markets moved higher in February as the Dow Jones Industrial Average, S&P 500 and Nasdaq-100 indices hit all-time highs. The S&P 500 gained over 5% during the month. Yields started moving higher in early February following the release of a very strong January jobs report. Yields received another boost later in the month on stronger-than-expected inflation data. Both the consumer and producer price indices surprised to the upside. The Fed funds futures market made significant adjustments during February. At the end of January, the market was pricing in six cuts of 25 basis points in 2024. At the end of February, expectations changed to just three cuts during the year, which is much more consistent with the Fed's latest dot plot that was released in December.

Active Participants This Month

Schools and Colleges	590
Other Governmental Entities	89
Total	*679*

Participant #: 93903

Lone★Star™ Investment Pool **February 2024 Monthly Statement**

Statement Period: 02/01/2024 to 02/29/2024

Jan Timm
Iola ISD
PO Box 159
Iola,Texas 77861-0159

Summary of Portfolio Holdings

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Debt Service Fund	Corporate Overnight Plus Fund	1,612,173.28	1.00	1,612,173.28	14.03%
			Totals:	**1,612,173.28**	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
General Fund	Corporate Overnight Plus Fund	9,877,730.99	1.00	9,877,730.99	85.97%
			Totals:	**9,877,730.99**	

Totals

Fund	Yield	Share Quantity	Price Per Share	Fund Balance (USD)	% Port.
Corporate Overnight Fund	0.00 %	0.00	1.00	0.00	0.00 %
Government Overnight Fund	0.00 %	0.00	1.00	0.00	0.00 %
Corporate Overnight Plus Fund	5.52 %	11,489,904.27	1.00	11,489,904.27	100.00 %
			Total Value:	**11,489,904.27**	**100.00 %**

Portfolio Transactions

Debt Service Fund - Corporate Overnight Plus Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
02/01/2024	Starting Balance	1,108,474.97			1,108,474.97
02/09/2024	Deposit	2,108,474.97	1,000,000.00	1.00	1,000,000.00
02/15/2024	Withdrawal	1,605,299.97	-503,175.00	1.00	-503,175.00
02/29/2024	Interest	1,612,173.28	6,873.31	1.00	6,873.31
02/29/2024	Ending Balance	1,612,173.28			1,612,173.28

General Fund - Corporate Overnight Plus Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
02/01/2024	Starting Balance	8,935,186.70			8,935,186.70
02/09/2024	Deposit	10,235,186.70	1,300,000.00	1.00	1,300,000.00
02/16/2024	Withdrawal	10,035,186.70	-200,000.00	1.00	-200,000.00
02/23/2024	Withdrawal	9,835,186.70	-200,000.00	1.00	-200,000.00
02/29/2024	Interest	9,877,730.99	42,544.29	1.00	42,544.29

2/29/2024	Ending Balance	9,877,730.99	9,877,730.99

ıportant Information about this statement

ıase review this statement carefully, it is the official record of your account with Lone Star Investment Pool and First Public, LLC. If you agree with any transaction, or if there are any errors or omissions in this statement please notify us promptly in writing, but no later than 10 ɜiness days after receipt of this statement. Trades pending settlement will not appear on this statement. All such trades will appear in the ɛt monthly statement. The yield for the period is an annualized rate that reflects the relationship between the average amount of income ned and the average daily balance for the account. Please notify First Public promptly and in writing of any changes of address or phone nber. Times of transactions will be furnished upon written request. The Lone Star Investment Pool Information Statement should be read efully before investing. Investors should consider the investment objectives, risks, charges and expenses associated with municipal fund urities before investing. All transactions are no load. No remuneration has, or will be, paid to any entity in connection with this transaction. investor may obtain an Information Statement by contacting First Public at the address and phone number identified above. An investment ɹone Star investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation ("FDIC") or any other government ɜncy and although Lone Star Investment Pool seeks to preserve the value of the investment at a fixed share price, it is possible to lose money investing in municipal fund securities.

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Campus and Administrative report (Item 5)

a. elementary school student & staff activities
b. high school student & staff activities
c. superintendent report

****

Respectfully submitted,

Jeff Dyer
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Consideration of the proposed changes of the (DOI) District of Innovation Plan (Item 6)

All required meetings have been met and it is now time to approve the changes of the DOI District of Innovation Plan.

****

It is recommended to the Board of Trustee to approve the changes of the (DOI) District of Innovation Plan as proposed by the District Advisory Committee.

Respectfully submitted,

Jeff Dyer
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT

P.O. Box 159
Iola, Texas 77861
(936) 394-2361

Jeff Dyer
Superintendent

Brian Fowler
Secondary Principal

Dianne Luna
Elementary Principal

Proposed Change to the DOI plan

The District Advisory Committee met on March 7 to vote on making a change to the wording in the Uniform Start Date exemption, to better reflect the next 3 years.

Current wording:
Uniform Start Date (TEC §25.0811)
Current Law
State law currently prohibits school districts from starting class before the fourth Monday in August, unless they are year-round districts.

Current Exemption
Iola ISD would like to exempt TEC 25.0811, thus allowing us to start school prior to the fourth Monday of August. For 2023-2024 school year, Iola ISD would not start school before the second Monday of August and teachers would not have to report before the first Monday in August. However, normally Iola ISD would not start school before the third Monday of August and teachers would not have to report before the second Monday of August.

Amendment:
The committee is proposing making the following change to the wording:
" For the school years 2024-2027."

Next steps:

- ⅔ majority vote by Iola ISD Board of trustees.
- District notifies commissioner of approval (online form to fill out.)
- Post updated plan on website.
- Notifies TEA within 15 days of Board approval with a copy of the link to where it is posted on Iola ISD website

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Consideration of the Academic School Calendar for the 2024-2025 school year (Item 7)

Enclosed you will find the proposed academic calendar for your review and approval.

****

It is recommended to the Board of Trustees to approve the Academic School Calendar for the 2024-2025 school year.

Respectfully submitted,

Jeff Dyer
Superintendent

Iola ISD Academic Calendar | 2024-2025

Elementary Nine Weeks	High School Six Weeks
1st 9 weeks: Aug. 14- Oct. 11	1st 6 Weeks: Aug. 14 - Sept. 19
2nd 9 weeks: Oct. 15- Dec. 20	2nd 6 Weeks: Spet. 24 - Nov. 1
3rd 9 Weeks: Jan 8- March 7	3rd 6 Weeks: Nov. 4 - Dec. 20
4th 9 weeks: March 17- May 22	4th 6 Weeks: Jan. 8 - Feb. 13
	5th 6 Weeks: Feb. 18 - Apr. 4
	6th 6 Weeks: Apr 7 - May 22

August 2024

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

August

5	Teacher Comp Day
6	New Teacher Orientation
7	All teachers return
14	First Day of School

September 2024

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

September

2	Labor Day Holiday
20	Staff Development
23	Holiday

October 2024

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

October

11	Staff Development
14	Holiday

November 2024

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

November

15	Teacher Comp Day/Student Holiday
25-29	Thanksgiving Break

December 2024

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

December

20	Early Release
23	Begin Christmas Break

January 2025

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

January

6	Teacher Comp Day
7	Staff Development
8	Students Return
20	Martin L. King Day Holiday

February 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

February

14	Staff Development Day
17	Holiday / Bad Weather Make Up Day

March 2025

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

March

10-14	Spring Break

April 2025

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

April

18	Good Friday Holiday
21	Holiday / Bad Weather Make Up Day

May 2025

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

May

21	Early Release
22	Early Release
23	Graduation

STAAR Testing Window: April 8-May 2
Total Instructional Minutes: 77955
First Semester Instructional Days: 82
Second Semester Instructional Days: 87
Total Teacher Days: 182

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Consideration of authorizing Superintendent to offer teacher employment contracts and professional extra duty assignments for the 2023-2024 school year from April 1, 2024 until September 30, 2024 (Item 8)

In efforts to employ the best candidates possible during summer the Superintendent is usually granted this authority to help with staffing.

****

It is recommended to the Board of Trustees to approve authorizing Superintendent to offer teacher employment contracts and professional extra duty assignments for the 2024-2025 school year from April 1, 2024 until September 30, 2024.

Respectfully submitted,

Jeff Dyer
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

FROM: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Consideration to the Iola ISD Wellness Policy updates (Item 9)

Enclosed you will find the Wellness Policy updates for your review.

****

It is recommended to the Board of Trustees to approve the Iola ISD Wellness Policy updates as presented.

Respectfully submitted,

Jeff Dyer
Superintendent

Updates to the Iola ISD Wellness Policy

Updated by the SHAC on March 5, 2024

Page 3: Leadership

Updated the committee members and their roles.

Page 5: Triennial Progress Assessments

Updated the contact information. Changed contact from Saundra Elliott to Kristin Sajewski.

Page 13: Community Partnerships

Added information about the Texas A&M Mobile Health Clinic, Telehealth, Brazos Valley Food Bank Backpack Program, and community food donations for secondary students.

Page 14: Community Health Program and Engagement

Added the community 5K run and the community volleyball tournament.

The SHAC voted to approve the changes and accept the updated wellness policy with a vote of 7 for and 0 against.

Iola ISD Wellness Policy

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Iola ISD Wellness Policy

Updated March 2024

Preamble

Iola ISD (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe. and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism , and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities — do better academically.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative School Health Advisory Committee (hereto referred to as the SHAC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The SHAC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists); school administrators *(ex.,* superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SHAC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Amy Loggins	Member- Elem.Parent	
Mollie Burnside	Member-JH Parent	
Christy Jurney	Member- HS Parent	
Brandy Bradicich	Member- JH Parent	
Hayley Hoke	Member- Elem. Parent	
Randal Walton	Member- HS Parent	
Brandy Brantley	Member- Elem. Parent	
Traci Mabry	Member- Health Teacher	tmabry@iolaisd.net
Saundra Elliott	Member- Nurse	selliott@iolaisd.net
Linda Evans	Member- Director of Child Nutrition	Levans@iolaisd.net
Kristin Sajewski	Member- Director of Special Programs	ksajewski@iolaisd.net
Brian Fowler	Member- HS Principal	bfowler@iolaisd.net
Jeff Dyer	Superintendent	jdyer@iolaisd.net
Dianne Luna	Elementary Principal	dLuna@iolaisd.net
Jennifer Cherry	Co-Chair Elementary Counselor	jcherry@iolaisd.net
Jeanne Stautzenberger	HS Counselor	jstautz@iolaisd.net

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities (hat promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.iolaisd.net

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at Iola's Administrative Office and/or on Iola's central computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SHAC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year in January, and will include information from each school within the District. This report will include, but is not limited
to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;

- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the SHAC.

The annual report will be available in English and Spanish.

Each school will actively notify households/families of the availability of the annual report.

The SHAC will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary & secondary), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Kristin Sajewski.

The SHAC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations *to* parents, or sending information home to parents, to ensure that all families are actively notified of the content

of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Iola ISD is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
  - Sliced or cut fruit is available daily
  - Daily fruit *options* are displayed in a location in the line of sight and reach of students All available vegetable options have been given creative or descriptive names
  - Daily vegetable options are bundled into all grab and go meals available to students All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - White milk is placed in front of other beverages in all coolers
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options

Staff Qualifications and Professional Development

All school nutrition *program* directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Goods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus' during the school day" support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: https://www.fns.usda.gov/tn/guide-smart-snacks-school

The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day" will meet or exceed the USDA Smart Snacks nutrition standards These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school storer, and snack o- food carts.

Celebrations and Rewards

All foods offered on the school campus will strive to meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas *examples from the Alliance for a Healthier Generation and the USDA*\.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat *and* fat-free *dairy products,* and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essentia/ Healing eating Topics in Health Education

The District will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- food guidance from MyPlate
- Reading and using USOA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related :o unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

USDA's Team Nutrition provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives *to* teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus" during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards so that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined[15] as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as cn posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **can be withheld** as punishment for any reason. No more than half of the time can be withheld and the student must remain active during that timeout. *This does not include participation on sports teams that have specific academic requirements.*

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the *"Essential Physical Activity Topics in Health Education"* subsection).

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary** students in grades PK-5 will receive physical education for at least 150 minutes per week throughout the school year.

All District secondary students in grades 6-8 are required to take the equivalent of two academic year of physical education. In grades 9-12, students are required to take two semesters of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via FitnessGram) and will use criterion-based reporting for each student. Results are available upon parental request.

All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum when health is taught the following essential topics on physical activity. The physical, psychological, or social benefits of physical activity

- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching *goals* in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess *(Elementary)*

All elementary schools will offer 20 minutes of recess on all or most days during the school year This policy may be waived on early dismissal days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students *will be* allowed outside for recess except when outdoor temperature is above/below District-set temperature, inclusive of wind chill factors or heat index, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the school or district must conduct **indoor recess,** teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by offering after school athletics practice and marching band.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crosswalks exist on streets leading to schools
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SHAC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The District will continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals. Iola ISD has partnered with Texas A&M Mobile Clinic. They are on campus every Thursday from 9am-3pm. They are also available for Telehealth Monday-Friday 8am-5pm. The mobile clinic is available to the school and community. Through Brazos Valley Food Bank, the elementary provides food bags for several students to take home over the weekend. Community donations are accepted to provide food bags to several secondary students over the weekend, as well.

Community Health Promotion and Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts: 5K run and community volleyball tournament.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (such as email or displaying notices on the district's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that alt families are actively notified *of* opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The SHAC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Saundra Elliott.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include weight loss competition, & after school work out session.

The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day - time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial - recurring every three years.

Appendix A: School Level Contacts

School	Name	Title	Email Address	Role
Iola Elementary	Saundra Elliott	Nurse	selliott@iolaisd.net	Member
Iola Secondary	Jamie McDougald	Coach	jmcdouglad@iolaisd.net	Member

1 Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of ZS years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, Journal of Adolescent Health. 201Si 52(S):523—S 32.

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• Ul*urphy* JM, *Rzgzno* lvlE, Nachmani J, £perling P, Kane S, Kleinm»r nE. The relationship *of•chooh* breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. Archives of Pediatrics and Adolescent Medicine. l998;lS 2(9):B99-907.

^ Pollitt E, Mathews It. Breakfast and cognition: an integrative summary. American Journal of Clinical Nutrition. 1998; 67(4), 8045-8 13S.

^ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. Breal‹fast habits, nutritional status, body weight, and academic performance in children and adolescents. Journal of the American Dietetic Association. 2005;105(5):743—760, quiz 761-762.

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IOLA INDEPENDENT SCHOOL DISTRICT

P.O. Box 159
Iola, Texas 77861
(936) 394-2361

Jeff Dyer
Superintendent

Brian Fowler
Secondary Principal

Dianne Luna
Elementary Principal

SHAC Meeting Minutes

March 5, 2024 at 4:00pm in the High School Cafeteria
Recording

I. Welcome & Introductions

II. Updates
   A. New location for mobile health clinic is now located in the parking lot of the football field. This allows better visibility, water, and shelter when the weather requires it. The district nurse escorts students over to the mobile clinic when they have an appointment or need to be seen.
   B. Teachers who will be teaching the 5-7 grade health curriculum were trained on February 16.

III. Changes were made to the Iola ISD Wellness Policy. The nurse, child nutrition manager, and PE coach were all consulted beforehand. The policy will now go to the Iola ISD Board of Trustees for approval. After approval, the policy will be posted on the Iola ISD website.

IV. The committee voted to accept changes in Iola ISD Wellness Policy. 7 yes and 0 no.

V. The next meeting will be on May 7, 2024 at 4:00 pm

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Jeff Dyer
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Elementary Principal

Committee Attendance

2023-24 SHAC Member Sign-in
10/3/23 4:00pm

Name	Role	Signature
Amy Loggins	Member- Elem.Parent	Amy Loggins
	Member- Elem. Parent	
Mollie Burnside	Member-JH Parent	
	Member- JH Parent	
	Member- HS Parent	
Christie Jurney	Member- HS Parent	on zoom
Brandy Bradicich	Member- Parent	Brandy Bradicich
Hayley Hoke	Member- Parent	
Randal Walton	Member- Parent	
Brandy Brantley	Member- Parent	
Traci Mabry	Member- Health Teacher	
Saundra Elliott	Member- Nurse	SElliott
Linda Evans	Member- Director of Child Nutrition	
Kristin Sajewski	SHAC Coordinator	KSajewski
Brian Fowler	Member- HS Principal	
Jeff Dyer	Superintendent	
Dianne Luna	Elementary Principal	
Jennifer Cherry	Elementary Counselor	Jennifer Cherry
Jeanne Stautzenberger	HS Counselor	
	School Staff: 9 Parents: 10	

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Committee Vote

Vote to Accept the Iola ISD Wellness Policy Updated March 2024					
Name	Role	Yes Vote	No Vote	Abstain	Not Present
Amy Loggins	Member- Elem.Parent	1			
	Member- Elem. Parent				
Mollie Burnside	Member-JH Parent				
	Member- JH Parent				
	Member- HS Parent				
Christy Jurney	Member- HS Parent	1			
Brandy Bradicich	Member- Parent	1			
Hayley Hoke	Member- Parent				
Randal Walton	Member- Parent				
Brandy Brantley	Member- Parent				
Traci Mabry	Member- Health Teacher				
Saundra Elliott	Member- Nurse	1			
Linda Evans	Member- Director of Child Nutrition				
Kristin Sajewski	SHAC Coordinator	1			
Brian Fowler	Member- HS Principal				
Jeff Dyer	Superintendent				
Dianne Luna	Elementary Principal				
Jennifer Cherry	Elementary Counselor	1			
Jeanne Stautzenberger	HS Counselor	1			
	Totals	7	0	0	

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Consideration of approval of Iola High School Course Catalog & Course Sequence for Endorsement for 2024-2025 (Item 10)

The Iola High School Course Catalog and Course Sequence for Endorsement for 2024-2025 are enclosed for your review.

****

It is recommended to the Board of Trustees to approve the Iola High School Course Catalog & Course Sequence for Endorsement for 2024-2025.

Respectfully submitted,

Jeff Dyer
Superintendent

IOLA SECONDARY SCHOOL

COURSE CATALOG

2024 - 2025

COMPLIANCE STATEMENT

It is the policy of Iola Independent School District to comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be discriminated against on the basis of sex, disability, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator, Lindsey Harris.

PLANNING YOUR FUTURE

· The Iola ISD Course Catalog is designed to provide you, our students and parents, information to assist you in planning a course of study during middle school and high school. The decisions you make along with the course of study you pursue, will affect your post-secondary plans, including college and career readiness. Contact your campus counselor for additional information about graduation programs, courses, state mandated assessments, or other graduation requirements.

- To receive a diploma from Iola ISD, students must meet the requirements of a state graduation plan as mandated by Chapter 74 of the Texas Administrative Code, as well as state testing requirements for graduation. Students are encouraged to develop a graduation plan that identifies the courses which will satisfy the program requirements and prepare them for their chosen career cluster.

- All students should create a PGP, **Personal Graduation Plan**. The PGP is a flexible college and career education plan for each student based on an interest area called an endorsement. High school course selection should be based on the student's researched and carefully selected career pathway.

- A **PGP** is helpful to students in three ways. First, a **PGP** is adjustable which allows students to change their minds. Second, a PGP encourages students to take responsibility for their own path. And third, no two PGP's are exactly the same, which allows each student to create a plan of action for achieving his or her own individual goals and success!

- The goal of Iola ISD is to have every eighth grader create a **PGP** which is reviewed each year and can be revised as necessary. We accomplish this goal by encouraging students to work with their parents, teachers, and counselor. Personal Graduation Plan Meetings are set at the end of the 8th grade year where parents, students and the counselor sit down and create the plan.

- Parents can play a key role in helping their child develop a PGP by becoming partners with counselors and teachers. Parents are encouraged to learn more about endorsements and career clusters by visiting the Iola ISD website and attending the 8th grade Parent Nigh in the Spring!

The school counselor provides information sessions and guidance at the campus throughout the year. We encourage you to participate in these activities to the greatest extent possible so that you will be prepared to make informed decisions. It is important that each student and parent work with the school counselor to ensure that graduation program requirements are met.
The following resources may be of additional assistance:

- Texas Higher Education Coordinating Board
- 1-800-242-3062 or ~~www.theeb.state.tx.us~~ https://www.highered.texas.gov/

- Financial Aid Hotline ~~1-877-782-7322~~ 1-800-433-3243

- SAT/PSAT: College Board www.collegeboard.org

- College for Texans ~~www.collegefortexans.com~~ http://www.collegeforalltexans.com/

~~- Youniversity: website provides college and career information in a student-friendly format: www.youniversitytv.com/youlife/index.home.php~~

· ACT: www.act.org

· Occupational Outlook Handbook published by the US Department of Labor: ~~www.bls.gov/oco~~ www.bls.gov/ooh

· Minnie Piper Stevens Foundation Compendium of Texas Colleges and Financial Aid: ~~http://www.everychanceeverytexan.org/about/scholars/~~

https://comptroller.texas.gov/programs/education/msp/schools/

· Free Application for Federal Student Aid and additional resources: ~~www.fafsa.ed.gov~~ https://studentaid.gov/h/apply-for-aid/fafsa

~~· College Board's College Search~~ ~~www.bigfuture.collegeboard.org~~

SCHEDULING PHILOSOPHY

- ❖ Courses are selected during the spring of the prior year. Students meet with the counselor in academic conferences to ensure proper academic placement. Information regarding course selection is then sent home to the parents. Parents may request a conference with the counselor regarding course selection.
- ❖ Teachers/staff are hired, and the master schedule is set, including class sizes, according to student selections. Staffing needs are dependent upon the integrity of this process.
- ❖ Courses listed in the catalog are subject to student selection patterns and staffing availability and though offered, may not actually become a part of the schedule.

Schedule Changes will be made ONLY for the following reasons:

- ❖ Senior is not enrolled in a class REQUIRED for graduation.
- ❖ Student is scheduled for a class which he/she already has credit.
- ❖ Student is scheduled into a class for which the student does not have prerequisite, did not apply, or did not try out.
- ❖ A scheduling error occurred.
- ❖ Balancing ~~of~~ class sizes is necessary.
- ❖ Student needs to add a course to be a full time student/has an incomplete schedule.
- ❖ Student is cut from the athletic program (WITHIN THE CUT DEADLINE).
- ❖ Academic level changes (WITHIN THE CHANGE DEADLINE).

Deadlines:

- ❖ *Deadline is 5 days after the start of each semester to submit a schedule ~~change~~ ~~❖ request.~~ change request
- ❖ *For change from Advanced to Regular classes, the deadline is within the first 5 days

of ❖ ~~school.~~ school

The following requests will not be approved:

- ❖ Requests for a teacher change
- ❖ Request for an elective change
- ❖ Requests to drop a course after the drop deadline
- ❖ Requests to add a course after the add deadline
- ❖ Requests for a period change

Note:

- ❖ If a student changes academic level, the grade carries over to the new class.

SPECIAL PROGRAMS

Dual Credit

Dual credit enrollment courses may be taken at the high school as part of the student's regular class schedule or as an online course, or at Blinn College. Section 75.167 of the State Board of Education Rules for curriculum provides for awarding high school credit to students completing college-level courses. By completing college-level courses, students receive both high school and college credit. Blinn College credit may not transfer to all colleges and universities. Check with the institution(s) of your choice. Blinn College requires students in the dual credit enrollment program to complete each college course with a college grade of "C" or better while still a high school student. Dual credit courses are exempt from the UIL no pass no play guidelines. Instructions and student responsibilities for Early Admissions College Enrollment will be provided as a part of student advisement. Dual credit courses are only offered in the Sophomore, Junior and Senior years of high school.

Eligibility: Students must have an overall GPA of 3.0, pass all EOC tests, pass required TSI testing sections and meet these course grade requirements:

1. Student must be enrolled in Honors English and have an 85 average or above. OR
2. Student must be enrolled in Honors English and have an 80 average with successful completion of TSI Assessment no more than 1 retake. OR
3. If the student is not enrolled in Honors English they must have a 90 average in Regular English to be considered with successful completion of TSI Assessment with no retake.
4. Students can be considered for Dual Credit in their junior year with a score of 4000 or above on their English 2 EOC test and all other requirements met.

Credit Recovery

If a student does not meet passing standard for any of their core courses, they will be enrolled in our credit recovery classes. We use an online curriculum through Plato Learning Environment in order to allow the students a chance to work at their own pace to finish the course. Only in very rare cases will the student be placed back in the classroom for a course that was unsuccessful. Students may be put back in the classroom for a course that was unsuccessful if they do not pass an EOC associated with that course.

Gifted & Talented

State law requires that specialized instruction is provided for students who have been identified as gifted & talented. Students are often served through advanced courses or if available for the current year they can enroll in the GT elective course unless a furlough is on file with the school counselor. Furloughs must be updated annually.

Honors courses
Students can only enter the Honors Program at the beginning of the school year. The contract must be signed and on file with the course teacher before enrollment is permitted.

Criteria of Honor Program
* 90 yearly average from the previous year in the content area
* Pass ALL STAAR test from previous year
* Teacher recommendation can override criteria in extenuating circumstances

Continuation of Honor Program Criteria
* Maintain an 85 average for the year
* Pass ALL STAAR for current year
* Teacher recommendation can override criteria in extenuating circumstances

If at the end of the semester, a student is failing, the student will be moved to a regular class. No late work will be accepted and the retesting policy does not apply to honors courses. Transfer Students who were in the Honors Program at their previous school can continue in Iola's Honor Program but must maintain the same standards in order to remain in the program.

English for Speakers of Other Languages
Students who are Limited in English Proficiency (LEP)/English Language Learners (ELL) may be eligible and have a need to be enrolled in English for Speakers of Other Languages as their English language arts program. The primary goal of this program is to enable the student who is limited in English to become sufficiently competent in listening, speaking, reading, comprehending, and writing for the successful mastery of the requirements outlined in the Texas Administrative Code and district guidelines in all programs.
All Limited English Proficient (LEP/ELL) placement decisions are made for individual students by the Language Proficiency Assessment Committee (LPAC). The LPAC is composed of a certified ESL teacher, an administrator, and a parent of a language minority student.

Special Education
The Iola Independent School District offers a variety of supports and services for students with disabilities. These instructional supports and services can be provided in any setting available to all students but may also be provided in specialized settings if a student qualifies for Special Education services as determined by the student's ARD Committee (IEP team).
The curriculum provided to all students with disabilities is the enrolled grade level curriculum with individually designed accommodations, adaptations, specialized supports or specialized instruction that have been decided by ~~the 504 Committee or~~ the ARD Committee. The potential effects that specialized instruction may have on graduation are considered in those committees. ~~Recommended and Distinguished graduation plans are~~ The Foundation Plus Endorsement with Distinguished Level of Achievement Graduation Plan is available to students who have successfully completed all the requirements of the general education curriculum. Modification of curriculum is only available to those students eligible for Special Education and whose ARD Committee decided this change to be educationally appropriate and necessary.

Students who are identified as needing 504 services
Students who are identified as needing 504 services receive their support in all general education settings. The curriculum provided to all students with disabilities is the enrolled grade level curriculum with individually designed accommodations, adaptations, specialized supports or specialized instruction that have been decided by the 504 Committee.

Texas Virtual School Network
The Texas Virtual School Network (TxVSN) offers online courses for high school credit. A TxVSN course provides a quality online instructional opportunity for Iola ISD students. Courses are facilitated by online instructors with Texas certification in the course subject area and grade level. Each instructor has completed required TxVSN-approved professional development. The combination of subject area knowledge with training in the unique methods for delivering online instruction will create an interesting, challenging, and interactive learning experience for students.
Through regular review of the student's personal graduation plan the school counselor along with the student and parent may determine that TxVSN online courses provide useful instructional options that are a good fit for the student's goals. For more information, go to www.txvsn.org. Any student interested in participating in a TxVSN course should contact his/her counselor. Interested students and their parent or guardian must sign the Iola ISD/ Texas Virtual School Network Student/Parent Agreement in order to participate.

ENGLISH LANGUAGE ARTS & READING

ENGLISH I
ENG 1 - 1090
Prerequisite: None
Grade Level: 9
Semesters: 2
English I provides an intensive study of composition. Students will plan, draft, and complete written compositions on a regular basis and expository writing is stressed. Students study selected stories, dramas, novels, poetry, and nonfiction. This course will be assessed with an End of Course exam required for graduation.

ENGLISH I HONORS
ENG 1 HON – 1092
Prerequisite: Meet Honors Criteria
Grade Level: 9 Advanced grade points (5.0)
Semesters: 2
English I Honors consists of a study of the elements of literature. An in-depth study of expository writing and research techniques and word and language structures serve as foundations to the course. This course will be assessed with an End of Course exam required for graduation. The course requires summer reading.

ENGLISH II
ENG 2 – 1100
Prerequisite: English I
Grade Level: 10
Semesters: 2
English II provides intensive practice in the persuasive form of writing. Students study selected stories, dramas, novels, poetry, and nonfiction. This course will be assessed with an End of Course exam required for graduation.

ENGLISH II HONORS

ENG 2 HON – 1102
Prerequisite: English I (English I honors suggested) & Meet Honors Criteria
Grade Level: 10 Advanced grade points (5.0)
Semesters: 2
The course provides extensive instruction in methods of literary analysis through reading and persuasive writing about selected works of fiction, nonfiction, drama, and poetry. This course will be assessed with an End of Course exam required for graduation. The course requires summer reading.

ENGLISH III

ENG 3 – 1110
Prerequisite: English II
Grade Level: 11
Semesters: 2
English III provides intensive instruction on the modes and purposes of writing, the development of the multi-paragraph paper, literary analysis, and an emphasis on the research process and the research paper. Students plan, draft, and complete written compositions on a regular basis. Students read extensively in multiple genres from American literature.

ENGLISH III HONORS

ENG 3 HON – 1112
Prerequisite: English II (English II Honors suggested) & Meet Honors Criteria
Grade Level: 11 Advanced grade points (5.0)
Semesters: 2
Especially beneficial to students planning to take dual credit English, this course includes a formal grammar overview, intensive vocabulary study, essay writing, and basic literary analysis, and a research paper. Students will participate in in-depth studies of selected literary works from world literature. The course requires heavy outside reading.

ENGLISH IV

ENG 4 – 1120
Prerequisite: English III
Grade Level: 12
Semesters: 2
Designed for the student who plans to attend college, as well as for the student who is attempting to meet graduation requirements, this course covers grammar and composition skills and the writing of a research paper. Students will undertake a chronological study of British literature from the Anglo-Saxon Period to the Modern Period and read selected novels. The course requires outside reading.

ENGLISH 1301- Freshman Composition I-Fall Semester
ENGLISH 1302-Freshman Composition II-Spring Semester

ENGDC - 1122
Prerequisite: English III Honors (suggested) & Must be college ready
Grade Level: 12 (Dual Credit) Advanced grade points (6.0)
Semesters: 2 (1 credit; 6 college hours)
Tuition & Fees: Student's responsibility (See counselor for details)
Students enrolled in the college course will receive dual credit. The course will focus on developing core skills in reading, critical thinking, writing, and speaking. It emphasizes the writing process and includes standard language conventions. Prose analysis techniques commonly needed for college courses and career responsibilities are also presented.

PRACTICAL WRITING

PRAC WRITING 1091
Prerequisite: fail 8th Grade English STAAR or need additional help in ELA
Grade Level: 9
Semesters: 1 or 2
Practical Writing is a course that emphasizes developing student's writing skills and gives additional instruction for those who struggle in this area. This course does not count toward HS English credit requirements but does count toward credits for graduation.

ENGLISH I EOC PREP

ENGEOC1 - 1097
Prerequisite: fail EOC English 1
Grade Level: 10
Semesters: 1 or 2
English I EOC Prep provides an intensive study of composition. Students will plan, draft, and complete written compositions on a regular basis as well as short answer essays.

CREATIVE WRITING

CREAT WRITING 1204
Prerequisite: fail 9th grade English 1 EOC or need additional help in ELA
Grade Level: 10
Semesters: 1 or 2
Practical Writing is a course that emphasizes developing student's writing skills and gives additional instruction for those who struggle in this area. This course does not count toward HS English credit requirements but does count toward credits for graduation.

ENGLISH II EOC PREP
ENGEOC2 - 1106
Prerequisite: fail EOC English 2
Grade Level: 11
Semesters: 1 or 2
English II EOC Prep provides an intensive study of composition. Students will plan, draft, and complete written compositions on a regular basis as well as short answer essays.

COLLEGE TRANSITION
COLTRN - 1141
Prerequisite: none
Grade Level: 12
Semesters: 1 or 2
College Transition is a high school course designed to equip students with the knowledge, skills and abilities necessary to be active and successful learners both in high school and in college. This course will also provide practice and training for college entrance exams-ACT and SAT. Students will also have the opportunity for successful completion of college applications and college essays. This course provides real world knowledge about navigating a college campus and discussing first year challenges. This is a state adopted Innovative Course.

YEARBOOK PRODUCTION I, II & III
YRBK – 8500, 8510, 8512
Prerequisite: Student application and advisor approval
Grade Level: 10-12
Semesters: 2
Students will use high ethical standards and be responsible journalists for the yearbook, a publication created by students for students. Yearbook staff members will plan, report, write layouts, design pages on the computer, and photograph for the yearbook. Yearbook staff members will also be required to sell advertisements, participate in fund raising, and selling yearbooks. Students will work as team members to achieve the goal of producing a top-quality publication. When necessary, the advisor may assign after school, weekend, and summer work sessions.

MATHEMATICS

ALGEBRA I
ALG 1 – 2090
Prerequisite: None
Grade Level: ~~8*~~-9
Semesters: 2
This course includes the language of algebra, properties of real numbers, linear open sentences, algebraic expressions, rational expressions, irrational expressions, and quadratic functions. Algebra I is the prerequisite for all college preparatory mathematics courses.

Algebra I is designed to provide a foundation for higher level mathematics courses. It emphasizes the properties and structure of mathematics. The focus of Algebra I is on solving relevant problems and on applying algebraic principles in a variety of situations. Topics include the investigation of the real number system and its various subsystems in terms of structural characteristics and operations; algebraic

representation, solution, and evaluation of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; exploration of quadratic equations, polynomials, rational expressions, and properties and operations with square roots. The use of current technology as problem solving and discovery tools will be integrated throughout the course whenever possible. This course will be assessed with an End of Course exam required for graduation.

ALGEBRA I HONORS

ALG 1 – 2092
Prerequisite: Pass all STAAR tests and have a 90 or above grade in Math prior year
Grade Level: 8*-9 Advanced grade point scale (5.0)
Semesters: 2
This course includes the language of algebra, properties of real numbers, linear open sentences, algebraic expressions, rational expressions, irrational expressions, and quadratic functions. Algebra I is the prerequisite for all college preparatory mathematics courses. The honors course is taught at a more rigorous level and student's follow the honor class guidelines.

Algebra I is designed to provide a foundation for higher level mathematics courses. It emphasizes the properties and structure of mathematics. The focus of Algebra I is on solving relevant problems and on applying algebraic principles in a variety of situations. Topics include the investigation of the real number system and its various subsystems in terms of structural characteristics and operations; algebraic representation, solution, and evaluation of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; exploration of quadratic equations, polynomials, rational expressions, and properties and operations with square roots. The use of current technology as problem solving and discovery tools will be integrated throughout the course whenever possible. This course will be assessed with an End of Course exam required for graduation.

* In order to register for this course in 8th grade, there are certain qualifications that must be met.

GEOMETRY

GEOM – 2100
Prerequisite: Algebra I
Grade Level: 9-10
Semesters: 2
An emphasis of the geometry course is on connections. The interplay between geometry and algebra strengthens a student's ability to formulate and analyze problems within and outside of mathematics. Geometry focuses on students' solving relevant problems and applying geometric properties of real-world situations. Proof is an important component of the geometry course. Topics include axiomatic systems; lines, segments, and angles; triangles; polygons; circles; solid geometry; and measurement. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible.

GEOMETRY HONORS

GEOM – 2102
Prerequisite: Algebra I
Grade Level: 9-10 Advanced grade point scale (5.0)
Semesters: 2
An emphasis of the geometry course is on connections. The interplay between geometry and algebra

strengthens a student's ability to formulate and analyze problems within and outside of mathematics. Geometry focuses on students' solving relevant problems and applying geometric properties of real-world situations. Proof is an important component of the geometry course. Topics include axiomatic systems; lines, segments, and angles; triangles; polygons; circles; solid geometry; and measurement. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible. The honors course is taught at a more rigorous level and student's follow the honor class guidelines.

ALGEBRA II

ALG 2 – 2110
Prerequisite: Algebra I & Geometry
Grade Level: 10-12
Semesters: 2
Algebra II is an advanced algebra course. It is designed for students who have mastered the content for Algebra I. Topics covered include mathematical structure, quadratic functions, quadratic relations, systems of equations, numerical methods and higher degree polynomials, exponential and logarithmic functions, rational algebraic functions, sequences and series, and data handling and analysis. Algebra II relates or extends concepts of previously learned material. The use of current technology as problem solving and discovery tools will be integrated throughout the course whenever possible.

MATHEMATICAL MODELS WITH APPLICATIONS

MTHAP – 2130
Prerequisite: Algebra I and Geometry
Grade Level: 10-12
Semesters: 2
In Mathematical Models with Applications students use algebraic, graphical and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Mathematical models from algebra, geometry, probability, statistics, and technology are used to solve application problems in both mathematical and non mathematical situations.

PRECALCULUS

PRECAL - 2120
Prerequisite: Algebra I, Geometry, Algebra II
Grade Level: 11-12 Advanced grade point scale (5.0)
Semesters: 2
Pre-Calculus is taught from a functional approach integrating the topics of trigonometry, elementary analysis, analytic geometry, and number theory. Topics studied in the course include: operations with functions, composite and inverse functions, graphing functions using symmetry and translation, and using functions to model real-world situations to find maximums or minimums; trigonometric circular functions, their inverses and graphs, trigonometric identities and equations, and solving triangles using the Law of Sines and the Law of Cosines; operations with and graphing of polynomial, rational, exponential, and logarithmic functions, solving equations with these functions, and using them to model real-world problems; properties and systems of real and complex numbers; polar coordinates and graphing polar equations; vectors; conic sections; Binomial Theorem; arithmetic and geometric sequences and series and their application in modeling real-world situations, limits, and proof by mathematical induction. Whenever possible, the use of technology is incorporated with traditional problem-solving methods.

AP CALCULUS AB

CALC – 2122
Prerequisite: Alg. I, Geometry, Alg. II, Pre-Calculus
Grade Level: 12 Advanced Grade Point scale (6.0)
Semesters: 2
Calculus covers the topics of elementary functions, differential and integral calculus. Students will evaluate limits, analyze and apply the notions of continuity and differentiability to algebraic and trigonometric functions, use the concept of the derivative and the various formulas associated with it to investigate the properties of functions, used implicit differentiation to solve related rates problems, construct detailed graphs of functions using differentiation, use basic integration techniques to solve simple differential equations, apply the Fundamental Theorem of Calculus to evaluate definite integrals and solve real-world problems, differentiate and integrate logarithmic and exponential functions in addition to inverse trigonometric functions, apply L'Hopital's Rule to evaluate limits of indeterminate forms. The course is primarily concerned with an intuitive understanding of the concepts of the Calculus with emphasis on methods and applications

~~FINANCIAL MATH~~

~~FINMATH – 2125~~
~~Prerequisite: Alg. I~~
~~Grade Level: 12~~
~~Semesters: 2~~
~~Financial Mathematics is a course about personal money management. The course focuses on planning, services for financial and investment planning, banking, insurance, and business financial management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision-making.~~

STRATEGIC LEARNING FOR HIGH SCHOOL MATH

SLHM - 2105
Prerequisite: unsuccessful on 8th grade Math STAAR or struggle in Math
Grade level: 9
Semesters: 1 or 2
This course is designed to create strategic mathematical learners from underprepared students. In this course, students will explore their approach to mathematical learning and receive direct instruction on mathematical skills needed to be successful in Algebra I. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans. This course does not count toward HS Math credit requirements but does count toward credits for graduation.

ALGEBRA I EOC PREP

ALG1INT - 2097
Prerequisite: unsuccessful EOC Algebra 1
Grade level: 10
Semesters: 1 or 2
Students will receive supplemental instruction on topics previously addressed in the Algebra I classroom as well as support for their scheduled Math course. Math Lab students will reattempt the Algebra I EOC in December and again in May, if the December attempt is unsuccessful. This intervention course does not count toward HS Math credit requirements and is considered a local credit.

SCIENCE

BIOLOGY I

BIO 1 – 3090
Prerequisite: None
Grade Level: 9
Semesters: 2
Biology is designed to provide students with a comprehensive foundation in all major branches of biology. The course covers science process skills, biochemistry, cellular biology, genetics, evolution, botany, zoology, ecology, and human body systems. Laboratory work is used throughout to facilitate the student's understanding. Labs include working with models; making chemical determinations; doing dissections of frogs, rats, and some invertebrates; classifying and identifying plants and animals; charting the growth and development of living organisms. This course will be assessed by the Biology STAAR EOC.

INTEGRATED PHYSICS AND CHEMISTRY

INT PHY&CHEM – 3100
Prerequisite: placement based on graduation plan; Biology
Grade Level: 10 (recommended)
Semesters: 2
Integrated Physics and Chemistry is designed to provide a foundation in the physical sciences for those students seeking additional skill development before continuing on with more advanced science courses. Although this course is taught in a conceptual manner, mathematical analysis of scientific concepts will also be presented. Laboratory activities are an integral part of this course used not only to reinforce concepts but also to give students hands-on experience in making inferences and predictions, collecting data, and drawing conclusions. ~~**Some four year colleges do not recognize this course for a science credit.**~~

CHEMISTRY I

CHEM 1 – 3110
Prerequisite: Algebra I, Biology
Grade Level: 10-11
Semesters: 2
The curriculum is designed to achieve the following objectives: to become proficient in the use of the scientific process skills and laboratory equipment, to solve problems using dimensional analysis and the

mole concepts, to understand the properties of matter and energy, to use this information quantitatively and qualitatively to predict chemical behavior, and to develop an appreciation for the work of earlier scientists as well as ongoing scientific research. Chemistry is a concept-oriented course. Good mathematics skills are essential to success in this class. Laboratory safety and technique are emphasized throughout the year. It is recommended that students have concurrent enrollment in Algebra II.

PHYSICS

PHYSICS – 3120
Prerequisite: Algebra I
Grade Level: 11-12
Semesters: 2
This applied physics course is designed to provide a study in force, work, rate, resistance, energy, power, and force transformers as applied to mechanical, fluid, thermal, and electrical energy that comprise simple and technological devices and equipment. The course also reinforces the mathematics applications a student needs to understand to apply the principles being studied.

~~ANATOMY AND PHYSIOLOGY~~

~~ANT/PHYS – 3127~~
~~Prerequisite: Biology, Chemistry~~
~~Grade Level: 12~~
~~Semesters: 2~~
~~Anatomy and Physiology of Human Systems is designed to give students a thorough knowledge of both the structures and functions of the human body. The course is divided into five principal areas of concentration: organization, support and movement, control systems, maintenance, and continuity. The first area covers organization of the body from the molecular level to organ systems. The second area is a study of the skeletal and muscular systems. Included in control systems is a study of nervous system and the endocrine system. The maintenance area focuses on the roles of the cardiovascular, respiratory, digestive, and excretory systems. In each of the areas, both homeostasis and pathology are considered. Laboratory work is an integral part of the course. Approximately three weeks is devoted solely to the cat dissection. Lab practicals are incorporated into most areas of the laboratory work.~~

ANATOMY AND PHYSIOLOGY HONORS

ANT/PHYS – 3126
Prerequisite: Biology, Chemistry
Grade Level: 12 Advanced Grade Points (5.0)
Semesters: 2
Anatomy and Physiology of Human Systems is designed to give students a thorough knowledge of both the structures and functions of the human body. The course is divided into five principal areas of concentration: organization, support and movement, control systems, maintenance, and continuity. The first area covers organization of the body from the molecular level to organ systems. The second area is a study of the skeletal and muscular systems. Included in control systems is a study of nervous system and the endocrine system. The maintenance area focuses on the roles of the cardiovascular, respiratory, digestive, and excretory systems. In each of the areas, both homeostasis and pathology are considered. Laboratory work is an integral part of the course. Approximately three weeks is devoted solely to the cat dissection. Lab practicals are incorporated into most areas of the laboratory work.
Taught with a higher level of rigor and expectations~~ as the course mentioned above~~.

ADVANCED ANIMAL SCIENCE

AAS - 3129
Prerequisite: Recommended, one credit agricultural course
Grade Level: 12
Semesters: 2
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory

~~FORENSIC SCIENCE~~

~~FORENSCI – 3116~~
~~Prerequisite: Biology and Chemistry~~
~~Grade Level: 12~~
~~Semesters: 2~~

~~Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.~~

ENVIRONMENTAL SYSTEMS

ENVIRSYS - 3115
Prerequisite: Biology or IPC
Grade Level: 11-12
Semesters: 2
In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES

WEOG - 4100
Prerequisite: None
Grade Level: 9
Semesters: 2
In World Geography, students will examine people, places, and environments on local, regional, national, and international scales. Students will examine the interrelationships that exist between geography,

history, and economy, while developing cultural empathy.

WORLD HISTORY STUDIES

WHIST - 4090
Prerequisite: None
Grade Level: 10
Semesters: 2
World History provides an overview of the development of civilization in all parts of the globe from prehistoric times to the present. Students will use the process of historical inquiry to research, interpret, and write their analysis of important legal and political concepts.

UNITED STATES HISTORY SINCE RECONSTRUCTION

USHIST - 4110
Prerequisite: World History
Grade Level: 11
Semesters: 2
This course surveys the significant events, issues, and problems in United States History since Reconstruction, considering the causes and results, and attempting to show the students how they may be affected by similar situations. This course is assessed with an End of Course exam required for graduation.

US HISTORY 1301 - Fall Semester (Dual Credit)
US HISTORY 1302 - Spring Semester

USHTDC - 4112
Prerequisite: World History & Must be college ready
Grade Level: 11 Advanced Grade Points (6.0)
Semesters: 2
Tuition & Fees: Student's responsibility (See counselors for details)
1301 is a survey of the social, political, economic, cultural and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that nay be addressed include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.
1302 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

UNITED STATES GOVERNMENT

GOVT - 4120
Prerequisite: World Geography, World History, U.S. History
Grade Level: 12
Semesters: 1
This course includes a study of the political heritage of the United States and Texas, the national and state constitutions, and political participation. Topics examined include political parties and ideologies; voting and elections; interest groups and lobbying; civil rights; and the functions and responsibilities of the legislative, executive, and judicial branches.

AMERICAN GOVERNMENT 2305 (Dual Credit)

AMGVTDC - 4122
Prerequisite: World Geography, World History, U.S. History and Must be college ready
Grade Level: 12 Advanced Grade Points (6.0)
Semesters: 1
Tuition & Fees: Student's responsibility (See counselors for details)
Dual Credit Government is a survey of national, state, and local government, including such topics as the U.S. and Texas Constitutions; democratic theory; federalism; political culture, political socialization, and public opinion, political participation and electoral behavior; political parties and interest groups; press; and local government. These phenomena are examined at the national, state, and local levels with an emphasis placed on linkages with the formulation of public policy.

TEXAS GOVERNMENT 2306 (Dual Credit)

AMGVTDC - 4123
Prerequisite: Government 2305
Grade Level: 12 Advanced Grade Points (6.0)
Semesters: 1
Tuition & Fees: Student's responsibility (See counselors for details)
Texas Government discusses the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

ECONOMICS

ECO - 4130
Prerequisite: World Geography, World History, U.S. History
Grade Level: 12
Semesters: 1
This course concentrates on the economic concepts, laws, and principles as they apply to comparative economic systems, with emphasis on the free enterprise system of the United States. Students will explore personal financial literacy, including budgeting, consumer economics, insurance, investing principles, managing credit, financial planning, retirement savings, consumer loans and mortgages. A part of this course is a simulation in Applied Economics: Entrepreneurship is included.

INTRO TO SOCIOLOGY 1301 (Dual Credit)

Soc - 4140
Prerequisite: Must be College Ready
Grade Level: 10-12 Advanced Grade Points (6.0)
Semesters: 1
Tuition & Fees: Student's responsibility (See counselors for details)
The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

US HISTORY EOC PREP

USHISTINT - 4097
Prerequisite: unsuccessful EOC US HISTORY
Grade level: 12
Semesters: 1 or 2
This course is designed for underprepared US History Students. The goal of the course is to stimulate students to think critically about our US History. The course will develop the skills of students who have not been successful on the US History End of Course exam.

FOREIGN LANGUAGE

SPANISH I

SPAN 1 – 7510
Prerequisite: None
Grade Level: 8*-12
Semesters: 2
Introduction to the Spanish language, people, culture, history and geography with emphasis on these language skills: listening comprehension, speaking, reading, and writing.
* In order to register for this course in 8th grade, there are certain qualifications that must be met.

SPANISH II

SPAN 2 – 7520
Prerequisite: Spanish I
Grade Level: 9-12
Semesters: 2
Review and further development of basic skills. Reading and writing activities increase. Culture, history, and geography of Spanish speaking countries is integrated into the curriculum.

SPANISH III Honors

SPAN 3 – 7532
Prerequisite: Spanish I and Spanish II and Meet Honors Criteria
Grade Level: 10-12 Advanced Grade Points (4.5)
Semesters: 2
Includes advanced grammar and more difficult reading selections. Provides opportunities to improve speaking and listening skills.

SPANISH IV Honors

SPAN 4 – 7542
Prerequisite: Spanish I, Spanish II, Spanish III and Meet Honors Criteria
Grade Level: 11-12 Advanced Grade Points (4.5)

Semesters: 2
Spanish IV is an extended study of language and grammar. Students develop and refine skills in reading, writing, speaking, and listening. Through further study of literature and the arts, they will advance their literary skills as well as gain a greater understanding of Hispanic culture.

FINE ARTS

ART I

ART1 – 8310
Prerequisite: None
Grade Level: 9-12
Semesters: 1-2
This entry level art course allows students to explore the art elements for line, shape, value, texture, color, form and space while applying the principles of art to develop and create original artworks using a variety of art media. Students will analyze, interpret, and evaluate their own artwork as well as those of well-known artists comparing the different styles and techniques used throughout the various periods of art history. This introductory art course is designed for students to experiment with a wide variety of media and skills while providing an overview of the conceptual relationship of art to other subject areas.

ART II

ART2 – 8320
Prerequisite: Art I
Grade Level: 10-12
Semesters: 1-2
This Visual Arts course allows students with prior Art experience to develop and expand their skills in the areas of drawing, painting, printmaking, collage, sculpture, and mixed-media. Students will be expected to apply the elements and principles of art to the creation of original artworks using a variety of techniques and materials. Students will analyze, interpret, and evaluate the styles and movements of Art in a historical context. They will also be expected to discuss and explain their own artistic decisions in a written format.

ART III

ART2 – 8330
Prerequisite: Art II and Teacher Approval
Grade Level: 11-12
Semesters: 1-2
Art 3 allows students with an avid interest in Art and prior Art experience to develop personal expression and style through various media. Students will continue to learn about master artists and will be expected to interpret, compare, and contrast their works in historical and societal contexts. They will also be expected to discuss and explain their own artistic decisions in written and verbal formats. In Art 3, students will be encouraged to express personal ideas through the creation of original and unique compositions. With some guidance, themes and materials will be chosen primarily by the student.

THEATRE ARTS I

TH1 - 8410
Prerequisite: None
Grade Level: 9-12
Semesters: 1-2
Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and

evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

THEATRE ARTS II

TH2 - 8420
Prerequisite: Theatre Arts I
Grade Level: 10-12
Semesters: 2
A more in depth study of Theatre than level 1. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.

BAND COURSES

Placement in one of several performing ensembles is determined through an audition process that includes a student's technical proficiency as well as demonstrated leadership skills, reliability, and personal commitment to ensemble requirements, ensemble instrumentation limitations, eligibility information, and is not necessarily related to the number of years in Band. All ensembles perform at various concerts, community events, competitions, and select festivals that require frequent rehearsals and performances after school hours. Attendance is required at all after-school rehearsals and performances as a part of the graded curricula.
During the fall semester, all band students are members of the marching band that rehearses daily after school hours and performs at all varsity football games, selected competitions, and local school and community events. Students in Marching Band in the fall semester may substitute a maximum of 1 unit for the physical education graduation requirement with the remaining Band units applying toward Fine Arts and/or elective graduation requirements.

BAND I, II, III, IV

Prerequisite: Band Director's Approval
Grade Level: 9-12
Semesters: 1-2
This course stresses building of fundamentals to strengthen playing ability, musicianship, public performances, mental and physical discipline, as well as responsibility to a corporate endeavor. This group appears at football games, pep rallies, parades, civic functions, and participates in All-Region, All Area, and All-State tryouts, UIL Solo and Ensemble, UIL Marching, Concert/Sight-Reading Competition, and selected festivals.

Course Code	Description
BAND 1 – 8090	1st year
BAND 2 – 8100	2nd year
BAND 3 – 8110	3rd year
BAND 4 – 8120	4th year

APPLIED MUSIC I & II

MUS1APL - 8111 & MUS2APL - 8121
Prerequisite: Band Director's Approval; concurrent enrollment in Band 3/4
Grade Level: 11-12
Semesters: 1-2
This course stresses building of fundamentals to strengthen playing ability, musicianship, public performances, mental and physical discipline, as well as responsibility to a corporate endeavor. This course helps prepares students for UIL Solo and Ensemble, UIL Marching, Concert/Sight-Reading Competition, and selected festivals.

TECHNOLOGY APPLICATIONS

COMPUTER SCIENCE I

TACS1 - 7300
Grade Level: 11-12
Prerequisite: Algebra I
Semesters: 2
Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

DIGITAL FORENSICS

DIGFR - 7200
Grade Level: 11-12
Prerequisite: none
Semesters: 2
Digital Forensics will foster students' creativity and innovation by presenting opportunities to investigate

simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computing and networking systems that transmit or store electronic data.

DIGITAL DESIGN AND MEDIA PRODUCTION

DDMP - 7201
Grade Level: 11-12
Prerequisite: none
Semesters: 1 or 2
Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.

PHYSICAL EDUCATION

As allowed by Chapter 74 of the Texas Administrative Code and provided through Iola ISD Board Policy (EIF local), students may substitute certain physical activities for graduation credits required in physical education including the Foundations of Personal Fitness course. The following physical activities will substitute ½ credit per semester toward the physical education state graduation requirements.
Approved Off-Campus Physical Education
Athletics
Cheerleading (fall semester only) (up to 1 credit allowed total)
Drill Team
Marching Band (fall semester only)
For those students participating in a quality physical activity program that is supervised by a certified instructor outside of school, the district allows an off-campus physical education program to substitute for regular physical education. There are two categories in which a student may participate in off-campus physical education. **Category one** requires fifteen (15) hours per week, with at least 75% of those training hours being completed Monday through Friday. (Students approved for category one may be permitted to arrive at school late or be dismissed early for the purpose of attending training sessions.) **Category two** requires five (5) hours per week, Monday through Friday, and the student **will not** be permitted to arrive late or be dismissed early from school. Applications should be made prior to the semester in which the student is seeking approval. Applications received after the first 3 weeks in a semester will only be considered for the following semester. For additional information and application forms, please contact Mrs. Butler.

Students are required to earn 1 credit of physical education to graduate.

LIFETIME FITNESS AND WELLNESS PURSUITS

PE – 5090
Prerequisites: None
Grade Level: 9-10
Semesters: 2
The physical education student develops the knowledge and skills needed to take responsibility for his/her own fitness levels. The student will successfully benefit from an intense program of physical activity and fitness conditioning. Each student will assess his/her own level of fitness and progress during the course. The differences between health-related and skill-related fitness will also be examined.

ATHLETICS I, II, III, IV

ATHG – 5020, 5030, 5040, 5050
ATHB – 5021, 5031, 5041, 5051
Grade Level: 9-12
Prerequisite: Participating in Sport
Semesters: 1-2
All athletic programs are designed to prepare students for competition in specific sports. Athletic classes meet during the school day with seasonal practices also being required outside school hours. The University Interscholastic League Competition and Contest Rules regulate all athletic classes, practices, and contests. Student athletes representing the Iola Independent School District must also adhere to district athletic policies. Available athletic programs include baseball, basketball, cross-country, diving, football, golf, soccer, softball, swimming, tennis, track, volleyball, wrestling, and sports medicine/athletic training. Tryout procedures will be conducted in programs where limitations exist concerning safety, equipment, supervision, and facilities.

HEALTH EDUCATION

HEALTH

HLTH – 5065 (5060 8th Grade)
Grade Level: 8-12
Prerequisite: None
Semesters: 1
Required Elective: Health is designed to give students practical knowledge that will help them keep physically fit and mentally healthy throughout their lives. The scope of this course includes three-week studies of each of the following: Chemical substance abuse (Drugs, Alcohol, Tobacco), Current health issues (Research Papers and Oral Presentations), Education in healthy sexuality (Relationships, Reproduction, Family Planning, Sexually Transmitted Diseases), Emergency care (CPR, First Aid), Healthful lifestyles (Nutrition, Fitness), Mental and social health (Teen Suicide and Stress Management), Healthy relationships (dating violence warning signs and prevention, dealing with negative peer pressure, etc.)

PROFESSIONAL COMMUNICATIONS

PROFESSIONAL COMMUNICATIONS

PRCM - 1200 (1205 8th Grade)
Grade Level: 8-12
Prerequisite: None
Semesters: 1
Required Elective: Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research. This course counts for a ½ credit of Speech required for graduation.

SPCH 1315/PUBLIC SPEAKING (Dual Credit)

PUBSPK1 – 1203
Grade Level: 10-12 Advanced Grade Points (6.0)
Prerequisite: Must be College Ready
Semesters: 1
Tuition & Fees: Student's responsibility (See counselors for details)
This course can satisfy the Speech Requirement. The college level course studies the application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

LOCAL ELECTIVES

SCHOOL SERVICE VOLUNTEER

SSV - 8700
Grade Level: 12
Prerequisite: None
Semester: 1 or 2
Office aide positions are available in various offices. A school service volunteer works in an office performing duties such as filing, taking phone messages, and delivering information to teachers and students. A student must be willing to work in any area of the school. School service volunteers are not graded. Students may be subject to approval for this position. This course is for local credit only and will not fulfill State graduation requirements.

STUDY HALL

STHL - 9997
Grade Level: 11-12
Prerequisite: None
Semester: 1 or 2
Study hall provides an opportunity during the school day to complete assignments and homework under the supervision and support of a teacher.

Peer Assistance and Leadership

PALS -
Grade Level: 11-12
Prerequisite: student application and teacher approval
Semester: 2
The Peer Assistance and Leadership® (PAL) program focuses on working with elementary, middle, and high school age youth. Participants receive effective training in resiliency strategies. High school students have the opportunity to work with younger students in activities that are monitored by the teacher.

The outcomes identified through implementation of the PAL® program in a school setting are a reduction in substance use/abuse, an increase in academic performance, a reduction of absences/truancy, a reduction of discipline referrals to the school office, and an increase in positive decision-making skills and risk resiliency. Parents and school administrators note a favorable perception of the program effectiveness.

CAREER & TECHNICAL EDUCATION

CAREER PATHWAY: AGRICULTURE, FOOD, and NATURAL RESOURCES

Coordinated group and individual instructional activities consisting of classroom and laboratory experiences, supervised agricultural experiences, and leadership activities are included in this comprehensive secondary program. The program is designed to develop competencies needed by high school students desiring to or preparing to enter agricultural, food, and natural resources occupations. Agricultural employment includes all jobs that require agricultural competencies or essential knowledge and skills needed in producing, managing, processing, marketing, distributing, regulating, or protecting any of the renewable natural resources-about 20% of the Gross National Product (GNP). Sixty percent (60%) of all activities are shop/lab activities. All classes are located at the high school. FFA activities are an integral part of the Agricultural Science and Technology education program. Opportunities for developing skills in leadership, cooperation, and citizenship are provided through extension of classroom/laboratory learning experiences by membership and participation in this student leadership organization.

FIFTEEN RELATED CAREERS

Agricultural Scientist
Teacher, Career and Technical Education
Cooperative Extension Service
Fish and Game Warden
Landscape Architect Scientist
Range Manager
Veterinary Technician
Technical Sales Rep. (Agricultural)
Quality Control/Technician-Food Crop Protection
Veterinarian
Hazardous Material Technical Coordinator
Agricultural Engineer
Biological Scientist
Farmer/Farmer Manager
Forester and Conservation

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

PRAFNR – 6090
Grade Level: 9-10

Prerequisite: None
Semesters: 2
To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

LIVESTOCK PRODUCTION

LVPROD – 6163
Grade Level: 10-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources
Semesters: 2
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

EQUINE SCIENCE

EQSCI – 6162
Grade Level: 11-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources
Semesters: 1
To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

SMALL ANIMAL MANAGEMENT

SMANIMGT - 6113
Grade Level: 11-12
Prerequisite: Principles of Agriculture, Food and Natural Resources
Semesters: 1
This course is designed for students preparing for careers in the field of animal science. Small Animal Management focuses on the anatomy, management and physiology of Small Animals. Small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

VETERINARY MEDICAL APPLICATIONS

VMA - 6110
Grade level: 11-12
Prerequisite: Livestock Production
Semesters: 2
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer

knowledge and skills and technologies in a variety of settings. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

ADVANCED ANIMAL SCIENCE

ADAS – 3129
Grade Level: 12
Prerequisite: Recommended, one credit agricultural course
Semesters: 2
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT

WFECMGMT – 6130
Grade Level: 10-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources
Semesters: 2
To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

PROFESSIONAL STANDARDS IN AGRICULTURE

PSAG – 6146
Grade Level: 10-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources, FFA Membership, prepare for and participate in Leadership Development Events in the fall and Career Development Events in the spring, student engagement in and documentation of one or multiple ongoing Supervised Agriculture Experience Projects that span throughout the school year and the completion of proficiency applications. Semesters: 2

To be prepared for careers in agribusiness systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. Student's grades will be on based on their performance and completion of the above minimum criteria. *Supervised Agriculture Experience Projects are not limited to animal production projects; please an Agriculture Teacher for more information in regards to SAE questions.

INTRODUCTION TO AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES

AGMCMT – 6100
Grade Level: 10-12
Prerequisite: Principles of Agriculture, Food and Natural Resources
Semesters: 2
To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

AGRICULTURAL STRUCTURES DESIGN AND FABRICATION

AGFACDFAB – 6104
Grade Level: 11-12
Prerequisite: Introduction to Agricultural Mechanics and Metal Technologies
Semesters: 2
To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. *This course will work towards completion of the OSHA 30 Hour General Industry Certification, which is nationally recognized.

AGRICULTURAL EQUIPMENT DESIGN & FABRICABTION W/LAB

AGEQDFLAB – 6111
Grade Level: 12
Prerequisite: Introduction to Agricultural Mechanics and Metal Technologies
Semesters: 2 & 2 periods
In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. They will have the opportunity to earn welding certifications. *This course will work towards completion of the OSHA 30 Hour General Industry Certification, which is nationally recognized.

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES PRACAG - 6150

Grade Level: 12
Prerequisite: 2 courses in the Agriculture field of study, FFA Membership, prepare for and participate in Leadership Development Events in the fall and Career Development Events in the spring, student engagement in and documentation of one or multiple ongoing Supervised Agriculture Experience Projects that span throughout the school year and the completion of proficiency applications. Semesters: 2; 203 hour class
The practicum is designed to give students supervised practical application of knowledge and skills.

Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. In addition, students will select an event/activity to organize and manage. Student's grades will be on based on their performance and completion of the above minimum criteria. *Supervised Agriculture Experience Projects are not limited to animal production projects; please an Agriculture Teacher for more information in regards to SAE questions.

Students can enroll again in the practicum during their senior year and earn 3 hours of credit if they add an independent study project on to the requirements listed above.

CAREER PATHWAY: BUSINESS, MANAGEMENT & ADMINISTRATION

This comprehensive program provides students with meaningful instruction both for business and about business, while being flexible and adaptable to the needs of industry and society. Students are provided broad, transferable concepts and competencies that allow them to enter the job market with the ability to function in new and emerging technological occupations as well as to reach maximum potential in higher education. Basic skills such as reading, writing, computation and computer technology expertise comprise the foundation of all Business Education courses. Introductory and upper-level courses integrate academic and critical thinking skills for a complete understanding of the functions of business and the implications for personal life skills. Major tasks emphasize developing effective oral and written communication, preparing and analyzing business records, operating appropriate equipment, utilizing software, and developing necessary knowledge and skills to interact successfully with others.

FIFTEEN RELATED CAREERS

Accountant & Auditor
Bank Manager
Buyer, Wholesale & Retail
City Manager
Claims Adjuster
Computer Programmer
Court Reporter
CPA (Certified Public Accountant)
Educational Administrator
Entrepreneur
Medical Secretary
Management Consultant
Real Estate Manager
Stockbroker
Telecommunications Specialist

TOUCH SYSTEM DATA ENTRY

TSDE – 7075
Grade Level: 7-9
Prerequisite: None
Semesters: 1
Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Student will need to apply touch system data entry for production of business documents.

PRINCIPLES OF BUSINESS, MARKETING & FINANCE

PRINBMF - 7091
Prerequisite: None
Grade Level: 9-10
Semesters: 2
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economics and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

BUSINESS INFORMATION MANAGEMENT I

BIM1 – 7083 (8th Grade – 7085)
Grade Level: 8-10
Prerequisite: Touch System Data Entry
Semesters: 2
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

BUSINESS INFORMATION MANAGEMENT II

BIM2 – 7082
Grade Level: 10-12
Prerequisite: BIM I
Semesters: 2
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. *This course will work towards completion of the Microsoft Office Specialist Word Certification, which is nationally recognized.

MONEY MATTERS

MMATT – 7090
Grade Level: 11-12
Prerequisite: BIM I
Semesters: 2
In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

BUSINESS MANAGEMENT

BUSMGT - 7086
Grade Level: 11-12
Prerequisite: BIM I
Semesters: 2
Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

PRACTICUM IN BUSINESS MANAGEMENT

PRACBM - 7087
Grade Level: 12
Prerequisite: Business Management
Semesters: 2
Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

ENTREPRENEURSHIP I

ENTREP - 7095
Grade Level: 9-10
Prerequisite: Business Information Mgt I
Semesters: 2

The Entrepreneurship program teaches students how to plan, direct and coordinate the management of operations of public and private sector organizations. Students learn the skills necessary to formulate policies, manage daily operations, analyze management structures and plan for the use of materials and human resources.

ENTREPRENEURSHIP II

ENTREP2 - 7096
Grade Level: 10 - 11
Prerequisite: Entrepreneurship I
Semesters: 2

The Entrepreneurship program teaches students how to plan, direct and coordinate the management of operations of public and private sector organizations. Students learn the skills necessary to formulate

policies, manage daily operations, analyze management structures and plan for the use of materials and human resources.

CAREER PATHWAY: HUMAN SERVICES

The Human Services curriculum empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is the unique focus of Human Services. The department offers courses designed to prepare students for the world of work and life.

FIFTEEN RELATED CAREERS

Family, School or Career Counselor
Child Care Specialist
Dietitian
Family and Consumer Sciences Teacher
Fashion Designer
Child Psychologist
Hotel/Motel Manager
Home Furnishings Buyer
Cosmetologist
Marketing Research Analyst
Merchandise Display Artist
Public Relations Specialist
Manicurist
Professional Educator
Social Worker

PRINCIPLES OF HUMAN SERVICES

PHS - 6590
Grade Level: 9-11
Semesters: 2
This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

LIFETIME NUTRITION AND WELLNESS

LNW -6510 (6511 8th grade)
Grade Level: 8-12
Suggested Prerequisite: Principles of Human Services or Principles of Education and Training
Semesters: 1
This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

INTERPERSONAL STUDIES

INTSTUD – 6519 (6520 8th grade)
Grade Level: 8-12
Suggested Prerequisite: Principles of Human Services

Semesters: 1
This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

DOLLARS AND SENSE

D&S - 6534
Grade Level: 11-12
Prerequisite: Principles of Human Services or Principles of Business, Marketing & Finance
Semesters: 1
Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.

HUMAN GROWTH & DEVELOPMENT

HGDEV - 6524
Grade Level: 10-12
Prerequisite: Principles of Human Services or Principles of Education and Training
Semesters: 2
Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one semester introductory course in developmental psychology or human development.

CHILD DEVELOPMENT

CHILDDEV - 6525
Grade Level: 10-12
Prerequisite: Principles of Human Services or Principles of Education and Training
Semesters: 2
Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

COUNSELING & MENTAL HEALTH

CONMENHLT – 6521
Grade Level: 11-12
Prerequisite: Human Growth & Development
Semesters: 2
Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

PRACTICUM IN HUMAN SERVICES

PRHS - 6540
Grade Level: 12
Prerequisite: Principles of Human Services and two other public service courses
Semesters: 2 & 2 periods
Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster as well as the essential knowledge and skills described in subsection (c) of this section for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

INTRODUCTION TO CULINARY ARTS

INCULARTS – 6516
Grade Level: 09-10
Semesters: 2
Culinary Arts program introduces students to occupations and educational opportunities related to planning, directing or coordinating activities of food and beverage organizations or departments. It explores opportunities involved in directing and participating in the preparation and cooking of food.

CULINARY ARTS

CULARTS – 6517
Grade Level: 10-11
Semesters: 2
Culinary Arts program introduces students to occupations and educational opportunities related to planning, directing or coordinating activities of food and beverage organizations or departments. It explores opportunities involved in directing and participating in the preparation and cooking of food.

ADV CULINARY ARTS

ADVCULARTS
Grade Level: 11-12
Semesters: 2
Culinary Arts program introduces students to occupations and educational opportunities related to planning, directing or coordinating activities of food and beverage organizations or departments. It explores opportunities involved in directing and participating in the preparation and cooking of food.

Additional CTE Courses

GENERAL EMPLOYABILITY SKILLS

GEMPSK – 7400
Grade Level: 11-12
Prerequisite: Teacher's approval
Semesters: 2
This course will provide instruction in general employability skills as well as the prerequisite skills for general employability. Employability skills are the skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions and become strong members of the work team.

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

FROM: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Consideration of the annual Instructional Material Allotment and TEKS Certification for the 2024-2025 (Item 11)

The Instruction Material Allotment changes the way textbooks and other instructional materials are paid for. Each district is allocated funds to purchase instructional material and textbooks. Prior to purchasing textbooks and instructional material for the 2024-2025 school year, the superintendent and the board of trustees must certify the district has met certain rules (see attached certification). Mrs. Stautzenberger has certified to me that we have met the criteria.

****

It is recommended that the Board of Trustees to approve Instructional Material Allotment and TEKS Certification for the 2024-2025.

Respectfully submitted,

Jeff Dyer
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT

P.O. Box 159
Iola, Texas 77861
(936) 394-2361

Jeff Dyer
Superintendent

Brian Fowler
Secondary Principal

Dianne Luna
Elementary Principal

March 25, 2024

[redacted]

TEKS Certification and Allotment Survey Ratification

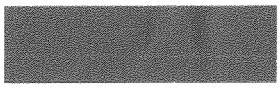
In accordance with Texas Education Code §31.04, school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Kristin Sajewski

Kristin Sajewski

Director of Special Programs
Iola ISD



Texas Education Agency

Certification of Provision of Instructional Materials Survey 2024–25

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	**The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses**	**The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses**	**Do not manage full-subject resources and scope and sequence at the LEA level**	**N/A**
QUESTION 3.1:	**Grades K–2**	☒	☐	☐	☐	☐
QUESTION 3.2:	**Grades 3–5**	☒	☐	☐	☐	☐
QUESTION 3.3:	**Grades 6–8**	☒	☐	☐	☐	☐
QUESTION 3.4:	**Grades 9–12**	☒	☐	☐	☐	☐

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☒Yes
☐No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Reading
HMH Into Writing
Flowcabulary
Heggerty Phonics supplement
TEKS Resource System

English RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Reading
HMH Into Writing
Flowcabulary
Heggerty Phonics supplement
TEKS Resource System
iReady

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

☐Yes
☒No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:

N/A

Spanish RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:

N/A

English Reading Language Arts 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

☒Yes
☐No

English Reading Language Arts 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6-8 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Literature

Read 180 supplemental

Progress Learning

English Reading Language Arts 9-12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9-12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.

☒Yes
☐No

English Reading Language Arts 9-12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s)that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9-12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9-12 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Literature

Edmentum

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?
Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	**The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses**	**The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses**	**Do not manage full-subject resources and scope and sequence at the LEA level**	**N/A**
QUESTION 3.1:	**Grades K–2**	☐	X	☐	☐	☐
QUESTION 3.2:	**Grades 3–5**	☐	X	☐	☐	☐
QUESTION 3.3:	**Grades 6–8**	☐	X	☐	☐	☐
QUESTION 3.4:	**Grades 9–12**	☐	☒	☐	☐	☐

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☒Yes
☐No

Mathematics K-5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Texas Go Math
Guided Math
Progress Learning
Mentoring Minds/iReady
TEKSing Toward STAAR

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☒Yes
☐No

Mathematics 6-8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Texas Go Math

All Things Algebra

Maneuvering the Middle

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☒Yes
☐No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Algebra I/Algebra II/Geometry

All Things Algebra

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?
Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	**The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses**	**The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses**	**Do not manage full-subject resources and scope and sequence at the LEA level**	**N/A**
QUESTION 3.1:	**Grades K–2**	☐	X	☐	☐	☐
QUESTION 3.2:	**Grades 3–5**	☐	X	☐	☐	☐
QUESTION 3.3:	**Grades 6–8**	☐	X	☐	☐	☐
QUESTION 3.4:	**Grades 9–12**	☐	☒	☐	☐	☐

Social Studies K–5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒Yes
☐No

Social Studies K–5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill

Studies Weekly

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒Yes
☐No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Studies Weekly

Lowman

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒Yes
☐No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Lowman

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?
Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	**Grades K–2**	☐	X	☐	☐	☐
QUESTION 3.2:	**Grades 3–5**	☐	X	☐	☐	☐
QUESTION 3.3:	**Grades 6–8**	☐	X	☐	☐	☐
QUESTION 3.4:	**Grades 9–12**	☐	☒	☐	☐	☐

Science K–5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒Yes
☐No

Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Science Fusion

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒Yes
☐No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Science Fusion

Kessler Science

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒Yes
☐No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH TX Biology/Modern Chemistry/Physics

ESTEEM Health

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section 28.0022, Section 43.22, Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C)., Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

☒Yes
☐No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

☒Yes
☐No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

☒English Reading Language Arts

☐Spanish Reading Language Arts

☐Prekindergarten

☒English Phonics

☐Spanish Phonics

☒Science

QUESTION 36.0:

How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)*

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐
6. ☐
7. ☐
8. ☐
9. ☐
10. ☒

QUESTION 37.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	☐	☐	☒
DMCA	☐	☐	☐
Texas Formative Assessment Resource	☐	☐	☐
STAAR Interim	☒	☐	☐
Other: *mCLASS (K-2 assessment)*	☐	☒	☐
Other: *Read 180 (NWEA MAP)*	☐	☒	☐
Other: *Progress Learning*	☐	☒	☒

QUESTION 38.0:

Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?

SBOE-Approved Instructional Materials Allotment - An annual entitlement of $40 per enrolled student credited to a district's Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

☐Yes, we are.

☐No, we do not have a need for it.

☐Unsure, we need more information.

QUESTION 39.0:

Is your LEA planning on using the Open Education Resource Funding Allotment?

Open Education Resource Printing Allotment - An annual entitlement of up to $20 per enrolled student credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

☒Yes, we are.

☐No, we do not have a need for it.

☐Unsure, we need more information.

Certification 2024-25 Survey Ratification

In accordance with Texas Education Code §31.1011, school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

☒Career & Technical Education
☒Fine Arts
☒Health
☒Technology Applications
☒English Language Proficiency Standards
☒Languages other than English

District County Number (6-digit ID):

093903

District Name:

IOLA ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

Signature of the Board President and Secretary or Governing Board Officer

_____ _____

Board President Date

_____

Board Secretary

After ratification, please scan ALL PAGES of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Consideration of turf and track bid from Hellas (Item 13)

See attached

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Respectfully submitted,

Jeff Dyer
Superintendent

IOLA INDEPENDENT SCHOOL DISTRICT
IOLA, TEXAS

MEMORANDUM

TO: Iola ISD Board of Trustees

From: Jeff Dyer, Superintendent

DATE: March 25, 2024

SUBJECT: Personnel (Item 14)

a. administrative contracts and salaries for the 2024-2025 school year
b. employment
c. resignation

a. Brian Fowler (High School Principal) extend contract 1 year with an increase of $3000 in salary. Total salary $ 92,440.00

Kristin Sajewski (Director of Special Programs) extend contract 1 year with an increase of $3000 in salary. Total salary $69,430.00

Jamie McDougald (Girls Athletic Director): 2-year administrative contract with an increase of $3000 in salary. Total salary $88,000.00

Eric Brenden (Boys Athletic Director): 2-year administrative contract with an increase of $3000 in salary. Total salary $ 73,500.00

****

Respectfully submitted,

Jeff Dyer
Superintendent