

**Garland Independent School District**

**Board of Trustees**

**Regular Meeting**

**Tuesday, February 23, 2021**

**Agenda**

**5:00 PM**

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance and Moment of Silence
- III. This meeting is being held in accordance by order of Governor Greg Abbott's Executive Order on September 17, 2020 and the Texas Health and Human Services. These modifications are necessary to promote the health and safety of the Garland ISD community, and to comply with governmental orders, as well as guidance from health authorities.
- IV. Public Hearing
  - A. Conduct 2019-2020 Annual Performance Report Public Hearing- 4  
**District Affairs Committee**
- V. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building or via email at BoardPublicComments@garlandisd.net prior to the start of the meeting indicated in the posting notice. The emailed comments will be read aloud at the meeting by a designated speaker. Emails should include the requester's name, address and the detailed topic to be read aloud. In addition, comments must be limited to issues that can be presented in a public forum and are directly related to the posted and noticed agenda items. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- VI. Information Items
  - A. Evidence of Excellence
    - 1. Recognize *I Write Short Stories by Kids for Kids* Publishing 131  
Contest Winners-**Caren Rodriguez**
  - B. Going the Extra Mile (GEMs)
    - 1. Recognize Going the Extra Mile (GEM) Award Recipient Sandi 132  
Davis-**Caren Rodriguez**

2. Recognize Going the Extra Mile (GEM) Award Recipient James McKee- <b>Caren Rodriguez</b>	134
C. Receive Graduation Update- <b>Dr. Susanna Russell</b>	136
VII. Discussion Items	
A. Trustees' Report	143
1. Trustee attendance at recent district and community events	
2. Announcement of upcoming district and community events	
3. Recognition of outstanding performance by district staff and students	
4. Recognition of new programs and special activities	
5. Message from Board President	
B. Superintendent's Report	145
C. Future Agenda Items	147
VIII. Consent Agenda - Consider approval of	
A. Human Resources Report	149
B. Board Meeting Minutes	153
IX. Action Item (Non Consent)	
A. Consider Approval of TASB Update 116 Local Policies- <b>Lisa Ray</b>	171
B. Consider Approval of a Resolution Allowing Compensation for Staff Members Due to Time Missed During Inclement Weather Days- <b>Dr. Gradyne E. Brown</b>	180
C. Consider Approval of Proclamation 2021: PreK Textbook Adoption- <b>District Affairs Committee</b>	183
D. Consider Approval of Budget Transfers and Amendments to the 2020-2021 General Fund- <b>Finance Committee</b>	195
E. Consider Approval of Donation from the Junior Achievement- <b>Finance Committee</b>	198
F. Consider Approval of Location of Private Cellular Tower at Jackson Technology Center for Math and Science- <b>Facilities</b> <b>Committee</b>	201
G. Consider Approval of Resolution for Scholarship Awards for Students- <b>Finance Committee</b>	204
H. Consider Approval of Tax Refunds for Overpayments or Erroneous Payments- <b>Finance Committee</b>	206
I. New Bids	
1. Contract #2-21 - Consider Approval of Purchase of Oracle Upgrade Services- <b>Finance Committee</b>	209
2. Contract #15-21 - Consider Approval of Purchase of Internet Service Provider- <b>Finance Committee</b>	214
3. Contract #141-22 - Consider Approval of Purchase of Commodity Processing- <b>Finance Committee</b>	218
4. Contract #310-21-03 - Consider Approval of Purchase of Professional Staff Development Consulting Services- <b>Finance</b> <b>Committee</b>	236
J. Increase to Awarded Bids	

1. Contract #219-18-01 - Consider Approval of Increase in  
Awarded Amount for Glass Materials and Glass Installation  
Services-**Finance Committee**

239

- X. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
  - A. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.
  - B. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.
- XI. Reconvene from Executive Session for action relative to items considered during Executive Session
- XII. Adjournment



## Garland Independent School District Board of Trustees

**Date of Meeting:** February 23, 2021

**Agenda Item:** 2019-2020 Annual Performance Report

**Agenda Section:** Public Hearing

**Administrator Responsible:** Veronica Salgado Joyner  
Director of Research, Assessment & Accountability

Allison Davenport  
Assistant Director of Finance

Lauren McKinney  
Federal Programs Grant Manger

Dr. Babetta Hemphill  
Executive Director of Student Services

### **Board Goal Objective:**

#### **OBJECTIVE A: EARLY LITERACY (Reading)**

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

#### **OBJECTIVE B: EARLY LITERACY (Writing)**

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

#### **OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

#### **OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

#### **OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

#### **OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)**

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

**OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

**OBJECTIVE H: STUDENT MANAGEMENT**

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

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #1 – Student Results**

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

**Superintendent Goal #2 – Fiscal Responsibility**

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

**Summary/Background Information:**

Texas Education Code Chapter §39.306 requires each district's board of trustees to publish an annual report that includes the TAPR, campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. In addition to publishing the report, districts are required to hold a public hearing. During this public hearing, school trustees will receive information related to the required components:

- The 2019-2020 Texas Academic Performance Report (TAPR);
- Public Education Information Management System (PEIMS) Actual Financial Standard Reports based on the 2018-2019 Financial Actual Information;
- Campus Performance Objectives, as approved in the fall of 2020;
- Report on Violent or Criminal Incidents (2019-2020); and
- Graduate Report (Class of 2018 - FY 2019).

**Administrative Recommendations:**

Provided for your information only.



2019-2020  
Annual Performance Report  
as required by Texas Education Code §39.306

Board of Trustees Public Hearing, February 23, 2021

# Components of the Annual Report



District Accreditation Status



Campus Performance Objectives  
2020-2021



Texas Academic Performance Report  
(TAPR)  
2019-2020



Report on Violent/Criminal Incidents  
2019-2020



PEIMS Financial Standard Report  
2018-2019 Actual Financial Report



Postsecondary Performance

*Class of 2018; provided for District and each campus*

*For the District and each campus in the district*

*For the District and each campus in the district*

2019-2020 TAPR Glossary

# Accreditations and Ratings Summary



## Accreditation Status

2019-2020 Accreditation Status	Accredited
2019-2020 FIRST Rating	A-Superior
2020 Accountability Rating	<i>*Not Rated: Declared State of Disaster</i>
2020 Special Education Determination Status	Meets Requirements

\*All Texas districts and campuses were labeled **Not Rated: Declared State of Disaster** for 2020 due to disruptions caused by the COVID-19 pandemic.

# Texas Academic Performance Report



The Texas Academic Performance Report (TAPR) is a state mandated performance report prepared by the Texas Education Agency. The TAPR is published annually, and shared via the district's website and TEA's website.

A report is created for each campus and the district as a whole. The TAPR includes:

- STAAR Performance, progress, and participation
- Attendance, graduation, and dropout rates
- College, Career, and Military Readiness (CCMR) and other Postsecondary Indicators
- Student information
- Staff information
- PEIMS Financial Standards Reports
- Comprehensive Glossary

# TAPR: STAAR Performance (pp. 3-8)



- All 3 performance rates
  - Approaches Grade Level or Above
  - Meets Grade Level or Above
  - Masters Grade Level
- Reported for
  - Each Assessment
  - All Grades All Subjects
  - All Grades by Subject
- Performance data includes results from **2019 Accountability Year**
- Only includes results for students in the **accountability subset** (students taking assessments who were enrolled in the district/campus on the preceding fall snapshot date)

## ALL GRADES ALL SUBJECTS

78% Approaches Grade Level

50% Meets Grade Level

23% Masters Grade Level



## School Progress Domain: Academic Growth Score by Grade and Subject

- Reported separately and collectively for

- Grade 4-8 ELA/Reading
- English II EOC
- Grade 4-8 Mathematics
- Algebra I EOC

**ALL GRADES ALL SUBJECTS**

**70% Met Reading Progress**

**71% Met Math Progress**

- Represents the percentage of students that earn Expected or Accelerated Progress on the STAAR assessments from one year to the next

# TAPR: District Prior Year & Student Success Initiative (pp. 10-11)



**Reading: 44%**  
**Mathematics: 49%**

- Progress of Prior Year Non-Proficient Students
  - The percent of students in grades 4 through 8 who did not reach Approaches Grade Level in the prior year but performed at/above Approaches Grade Level in the current year
- Student Success Initiative (SSI) Performance
  - Percent of current year students meeting Approaches Grade Level on 1<sup>st</sup> STAAR administration
  - Percent of current year students requiring Accelerated Instruction
  - Cumulative percent of students that met Approaches Grade Level
  - Percent of non-proficient students promoted to next grade level by Grade Placement Committee

**SSI 1<sup>st</sup> ADMIN SUCCESS**  
**Grade 5 RE: 82%    MA: 85%**  
**Grade 8 RE: 79%    MA: 87%**

# TAPR: Bilingual Education/ESL (pp. 12-13)



- STAAR performance for students participating in Bilingual or ESL programs
- Disaggregated by BE/ESL instructional model
- Reports performance by content area and includes all three performance levels
  - Approaches Grade Level or Above
  - Meets Grade Level or Above
  - Masters Grade Level
- Reports School Progress Domain – Academic Growth Score performance
- Reports Student Success Initiative performance

32.3% of GISD students participate in BE/ESL programs

# TAPR: Other Success Indicators (pp. 14-23)



- STAAR Participation
- Attendance, Graduation, and Dropout Rates
- Graduation Profile
- College, Career and Military Readiness (CCMR)
- CCMR-related indicators
  - e.g., TSIA results, college prep courses, AP/IB results, SAT/ACT results, etc.
- Other Postsecondary Indicators
  - e.g., dual-credit courses (9-12), college enrollment, and college development education courses

**Class of 2018 Enrollment in a TX  
Higher Education Institution**

**54.7%**

# TAPR: District Profile (pp. 24-29)



- **Student Enrollment Information**

- Including enrollment by grade level, ethnicity, and other student demographic indicators, including students with disabilities by primary eligibility category)

- **Staff Information**

- Including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information

- **Program Information**

- Student enrollment by program
- Teachers by program

# PEIMS Financial Standards Reports

## (2018-2019 Financial Actual Reports)



The Public Education Information Management System's (PEIMS) financial data and reporting services ensure that all public school funding is appropriately accounted for and publically available for review. The PEIMS financial report summarizes all revenue, expenditures, disbursements, tax rates and fund balances. These resources help districts manage budgets in a manner that maximizes fund allocations for direct instructional purposes.

### DISTRICT REPORT

- Revenues
- Program Expenditures
- Disbursements
- Tax Rates
- Fund Balances

### CAMPUS REPORTS

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

# Campus Performance Objectives



The TEA requires that each campus identify board approved campus performance objectives as part of the campus improvement plan. Districts must monitor and publically report each campuses progress towards meeting the identified objectives.

- Each campus has developed and is implementing a CIP, as required by TEC §11.253
- Each campus **periodically measures progress** toward its performance objectives
- Updated CIPs (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

# Report on Violent or Criminal Incidents



TEC §39.306 requires each district to publish, as part of its Annual Report, a report on violent and criminal incidents at each campus in the district

The report must include:

- Number, rate and type of violent or criminal incidents that occurred
- Information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students
- Findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

**2019-2020**  
**462 Violent or Criminal Incidents**  
**down ~11% from prior year**

# POSTSECONDARY PERFORMANCE



- TEC §39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- Data are compiled by the Texas Higher Education Coordinating Board (THECB)
- Most current report is for **2017-2018 high school graduates**:
  - Student performance is measured by the Grade Point Average (GPA) earned by 2018 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2019
  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2018, Spring 2019, and Summer 2019** are added together and averaged to determine the GPA

QUESTIONS?

# *Memo*

To: GISD School Board Trustees District Affairs Committee

From: Veronica Salgado Joyner, Director of Research, Assessment & Accountability  
Allison Davenport, Asst. Director of Finance  
Lauren McKinney, Federal Programs Grant Manager  
Dr. Babetta Hemphill, Executive Director of Student Services

CC: Dr. Ricardo Lopez, GISD Superintendent  
Dr. Jovan Wells, GISD Chief Academic Officer

Date: February 17, 2021

Subj: Texas Annual Performance Report (2019-2020)

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Prior to the upcoming School Board meeting scheduled for Tuesday, February 23, 2021, Trustees will conduct a public hearing regarding GISD's annual report required by Texas Education Code Chapter §39.306. The goal of the public hearing is to provide trustees and the public with an overview of the comprehensive public report, including the components and accessibility of the information.

In advance of the public hearing, the following documents were provided for your review in the District Affair Committee meeting on February 9, 2021 and have been attached to this memo:

- A draft of the presentation that was shared during the meeting that provides the contextual overview of the annual report,
- Guidelines provided by TEA related to the Texas Academic Performance Report (TAPR),
- The 2019-2020 TAPR district report (\*),
- Glossary explaining the various data points and their calculations,
- The 2018-2019 Actual Financial Data district report (\*),
- The 2020-2021 District Performance Objectives (\*),
- The district's 2019-2020 Violent/Criminal Incidents Report, and
- The district's Class of 2018 (FY 19) graduate report.

It's important to note that reports identified with an asterisk (\*) are also available for each campus in the district. Due to the volume of these documents, copies have not been included in the board packet for this public hearing. However, electronic copies have been posted to the following GISD internet site: <http://www.garlandisd.net/content/annual-academic-performance-report>.

*Memo - page 2*

We are looking forward to the opportunity to share this information with you and answer any questions you may have.



# 2019-2020 Annual Performance Report

as required by Texas Education Code §39.306

Board of Trustees Public Hearing, February 23, 2021

## Components of the Annual Report



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Campus Performance Objectives  
2020-2021



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(TAPR)  
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Report on Violent/Criminal Incidents  
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*For the District and each campus in the district*



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## TAPR: District Progress (p. 9)



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- **Staff Information**
  - Including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information
- **Program Information**
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  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2018**, **Spring 2019**, and **Summer 2019** are added together and averaged to determine the GPA



QUESTIONS?



# 2019-20 District Snapshot

(Due to the cancellation of Spring 2020 STAAR, all STAAR Performance and Academic Growth data are the same as reported for the 2018-19 District Snapshot)

<b>District Name</b>	<b>GARLAND ISD</b>	<b>District Number</b>	<b>057909</b>
<b>Total Enrollment</b>	<b>55,701</b>	<b>Region</b>	<b>10</b>

## 2019-20 Accountability Summary

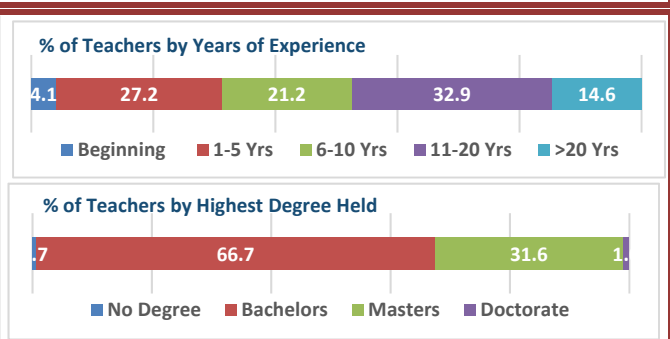
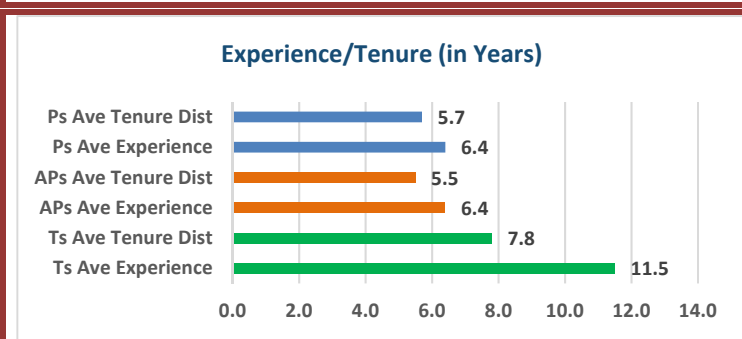
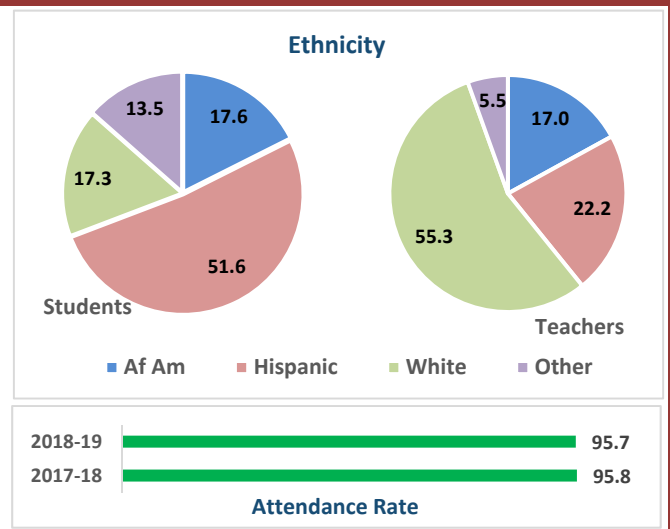
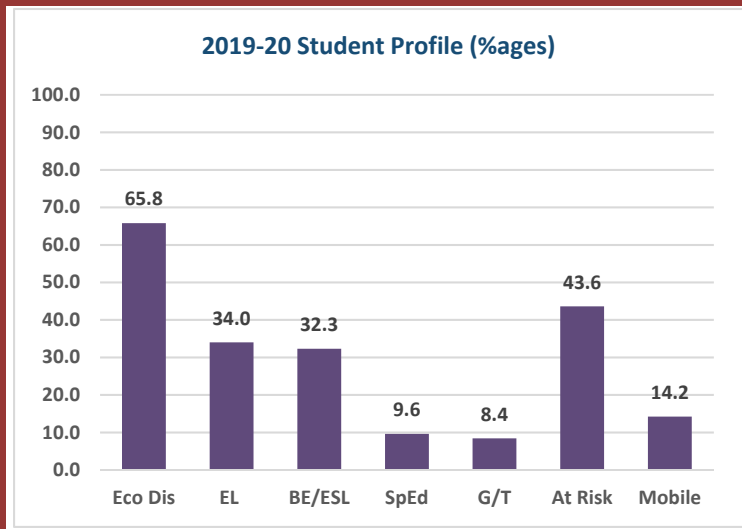
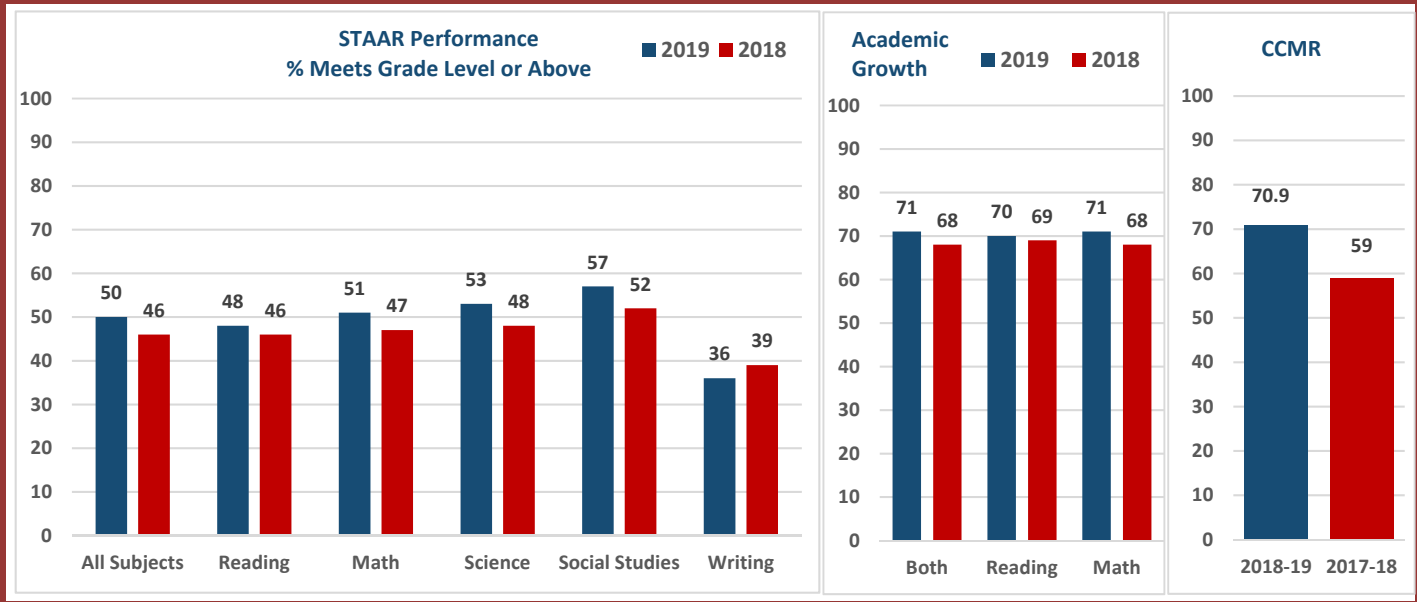
**Overall District Rating**

**Not Rated: Declared State of Disaster**

**Distinction Designation**

*Due to the cancellation of Spring 2020 STAAR, Distinction Designations were not assigned for 2019-20*

**Special Education Compliance Status** *Meets Requirements*



# Guidelines

## 2019–20 Texas Academic Performance Report

November 2020

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

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR; Thanksgiving and winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

- 1. Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online TAPR system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2020 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded), the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

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

- 2. PEIMS Financial Standard Reports (2018–19 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

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

- 3. District Accreditation Status** Each district's annual report must include the 2019–20

## 2019–20 Texas Academic Performance Report

accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F* (not applicable for 2020 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded).

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
  - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
  - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
  - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

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

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

The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The report is titled *Report of 2017–2018 High School Grads GPA in Higher Ed Report*. The first page explains the purpose of the report and data calculation methods.

## 2019–20 Texas Academic Performance Report

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

- 8. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
- 9. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

- 10. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
- 11. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2019–20 TAPR.

## 2019–20 Texas Academic Performance Report

- 12. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct TSDS PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 13. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 14. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
  - **PDF and System Data Sources** The TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
  - **The Accountability Subset** The PDF TAPR includes the 2019 and 2018 STAAR results of only those students enrolled in the campus or district as of the previous TSDS PEIMS October snapshot (October 26, 2018 and October 17, 2017, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
  - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/masking.html>.
- 15. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

# 2019-20 Texas Academic Performance Report

District Name: **GARLAND ISD**

District Number: **057909**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

*2020 Special Education Determination Status:*

***Meets Requirements***

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District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL					
	State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	ously	Disadv	(Current & Monitored)	
										Races	(Current)	(Former)	Enrolled	Enrolled			
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	78%	<b>78%</b>	70%	76%	85%	64%	92%	*	82%	46%	77%	79%	74%	74%	78%
	2018	77%	78%	<b>77%</b>	71%	75%	85%	86%	87%	-	80%	50%	67%	79%	72%	74%	75%
At Meets Grade Level or Above	2019	45%	48%	<b>48%</b>	37%	45%	56%	43%	67%	*	60%	26%	36%	48%	46%	43%	48%
	2018	43%	45%	<b>45%</b>	33%	42%	58%	57%	58%	-	48%	26%	36%	45%	43%	38%	41%
At Masters Grade Level	2019	27%	30%	<b>29%</b>	22%	26%	37%	7%	48%	*	46%	9%	26%	29%	30%	25%	28%
	2018	25%	27%	<b>25%</b>	17%	21%	40%	36%	37%	-	33%	10%	19%	26%	24%	20%	21%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	81%	<b>82%</b>	74%	82%	87%	86%	95%	*	84%	54%	81%	83%	80%	80%	85%
	2018	78%	79%	<b>80%</b>	70%	78%	87%	79%	93%	-	86%	52%	78%	81%	75%	76%	81%
At Meets Grade Level or Above	2019	49%	52%	<b>53%</b>	40%	51%	62%	36%	79%	*	53%	32%	54%	54%	47%	47%	56%
	2018	47%	50%	<b>49%</b>	36%	47%	58%	43%	69%	-	51%	29%	46%	50%	42%	44%	49%
At Masters Grade Level	2019	25%	28%	<b>28%</b>	19%	24%	38%	0%	50%	*	31%	11%	28%	29%	24%	23%	29%
	2018	23%	26%	<b>25%</b>	16%	21%	32%	29%	50%	-	32%	11%	27%	26%	21%	20%	25%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	75%	<b>73%</b>	65%	70%	82%	76%	87%	*	86%	43%	70%	75%	67%	68%	70%
	2018	73%	73%	<b>72%</b>	62%	69%	81%	83%	90%	*	77%	44%	68%	74%	66%	66%	70%
At Meets Grade Level or Above	2019	44%	46%	<b>43%</b>	32%	39%	55%	53%	65%	*	48%	22%	40%	46%	37%	37%	40%
	2018	46%	47%	<b>44%</b>	36%	38%	59%	50%	71%	*	50%	28%	33%	46%	38%	36%	39%
At Masters Grade Level	2019	22%	24%	<b>21%</b>	13%	18%	32%	18%	38%	*	24%	5%	17%	23%	17%	15%	18%
	2018	24%	26%	<b>24%</b>	19%	18%	32%	25%	48%	*	25%	9%	16%	25%	19%	18%	20%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>72%</b>	58%	71%	82%	76%	92%	*	76%	44%	75%	74%	67%	68%	72%
	2018	78%	79%	<b>77%</b>	66%	77%	84%	64%	94%	*	75%	48%	82%	80%	70%	73%	79%
At Meets Grade Level or Above	2019	48%	51%	<b>45%</b>	34%	40%	57%	47%	72%	*	53%	25%	51%	48%	38%	39%	44%
	2018	49%	51%	<b>46%</b>	34%	42%	56%	43%	74%	*	50%	31%	47%	48%	38%	40%	45%
At Masters Grade Level	2019	28%	32%	<b>26%</b>	17%	22%	36%	24%	50%	*	32%	11%	32%	28%	21%	22%	26%
	2018	27%	30%	<b>25%</b>	16%	21%	32%	29%	54%	*	26%	10%	27%	26%	20%	19%	24%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	68%	<b>68%</b>	57%	66%	73%	71%	84%	*	71%	33%	61%	70%	59%	62%	69%
	2018	63%	64%	<b>65%</b>	55%	64%	70%	64%	85%	*	64%	33%	58%	68%	57%	60%	67%
At Meets Grade Level or Above	2019	35%	38%	<b>35%</b>	24%	33%	42%	29%	53%	*	39%	16%	22%	37%	28%	29%	36%
	2018	39%	42%	<b>40%</b>	35%	35%	48%	43%	64%	*	40%	24%	28%	42%	34%	33%	38%
At Masters Grade Level	2019	11%	13%	<b>10%</b>	6%	9%	13%	12%	18%	*	7%	3%	4%	11%	7%	7%	11%
	2018	11%	14%	<b>10%</b>	6%	8%	14%	7%	25%	*	13%	6%	6%	11%	7%	7%	10%

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	Hispanic	White	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL			
	State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	ously	Continu-	Disadv	(Current		
										Races	(Current)	Enrolled	ously		&		
											(Former)	Enrolled	ously		Monitored)		
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	<b>89%</b>	82%	89%	92%	100%	95%	*	93%	54%	87%	90%	84%	86%	89%
	2018	84%	85%	<b>86%</b>	80%	84%	92%	92%	95%	*	81%	51%	84%	88%	79%	82%	84%
At Meets Grade Level or Above	2019	54%	57%	<b>57%</b>	46%	54%	69%	64%	79%	*	60%	28%	49%	59%	51%	51%	56%
	2018	54%	57%	<b>55%</b>	45%	51%	69%	77%	76%	*	62%	28%	53%	58%	47%	48%	51%
At Masters Grade Level	2019	29%	33%	<b>31%</b>	24%	25%	44%	36%	54%	*	34%	10%	25%	32%	26%	25%	26%
	2018	26%	29%	<b>27%</b>	20%	23%	39%	38%	48%	*	38%	8%	24%	29%	22%	21%	22%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	91%	<b>91%</b>	84%	90%	94%	93%	98%	*	93%	60%	91%	92%	86%	88%	91%
	2018	91%	91%	<b>90%</b>	83%	89%	94%	92%	98%	*	88%	62%	87%	91%	84%	87%	90%
At Meets Grade Level or Above	2019	58%	61%	<b>59%</b>	47%	55%	68%	50%	85%	*	59%	29%	59%	62%	48%	52%	59%
	2018	58%	60%	<b>55%</b>	44%	51%	65%	77%	83%	*	56%	32%	52%	58%	46%	49%	54%
At Masters Grade Level	2019	36%	40%	<b>36%</b>	25%	31%	47%	36%	69%	*	38%	12%	34%	38%	29%	30%	36%
	2018	30%	33%	<b>27%</b>	18%	22%	36%	46%	57%	*	35%	9%	20%	29%	20%	21%	26%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	<b>72%</b>	63%	67%	86%	93%	90%	*	82%	40%	69%	74%	66%	66%	67%
	2018	76%	76%	<b>74%</b>	66%	70%	86%	100%	91%	*	73%	45%	75%	75%	69%	68%	71%
At Meets Grade Level or Above	2019	49%	50%	<b>47%</b>	37%	40%	66%	64%	73%	*	56%	29%	45%	49%	40%	40%	41%
	2018	41%	42%	<b>37%</b>	26%	30%	53%	62%	66%	*	46%	26%	32%	38%	31%	30%	32%
At Masters Grade Level	2019	24%	25%	<b>22%</b>	14%	16%	38%	7%	46%	*	29%	10%	19%	24%	17%	16%	17%
	2018	17%	18%	<b>15%</b>	9%	10%	25%	23%	34%	*	16%	7%	16%	16%	11%	10%	12%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	<b>68%</b>	64%	62%	80%	69%	88%	*	72%	28%	66%	71%	58%	61%	60%
	2018	69%	71%	<b>69%</b>	60%	65%	79%	64%	85%	*	72%	36%	68%	70%	63%	64%	62%
At Meets Grade Level or Above	2019	37%	41%	<b>37%</b>	34%	30%	52%	46%	63%	*	46%	15%	31%	40%	28%	30%	28%
	2018	39%	42%	<b>38%</b>	32%	32%	50%	27%	59%	*	46%	24%	37%	39%	33%	31%	30%
At Masters Grade Level	2019	18%	20%	<b>18%</b>	14%	12%	27%	15%	40%	*	22%	4%	15%	20%	11%	12%	12%
	2018	19%	21%	<b>17%</b>	15%	13%	26%	9%	34%	*	22%	9%	21%	18%	13%	12%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	<b>77%</b>	70%	75%	85%	83%	95%	*	81%	39%	75%	80%	69%	73%	75%
	2018	77%	79%	<b>73%</b>	65%	70%	83%	90%	90%	*	76%	47%	69%	75%	66%	68%	69%
At Meets Grade Level or Above	2019	47%	51%	<b>40%</b>	33%	34%	50%	50%	75%	*	40%	18%	37%	43%	31%	34%	36%
	2018	44%	49%	<b>36%</b>	25%	30%	51%	30%	64%	*	45%	21%	34%	37%	30%	29%	31%
At Masters Grade Level	2019	21%	25%	<b>17%</b>	13%	11%	26%	17%	46%	*	20%	5%	15%	19%	11%	12%	15%
	2018	18%	22%	<b>12%</b>	7%	8%	18%	10%	31%	*	13%	7%	12%	12%	10%	8%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	<b>75%</b>	71%	72%	83%	69%	89%	*	81%	37%	69%	78%	66%	70%	71%
	2018	74%	76%	<b>72%</b>	66%	67%	83%	72%	91%	*	81%	29%	63%	75%	62%	66%	66%

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 County Name: DALLAS  
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Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Meets Grade Level or Above		2019	49%	52%	<b>48%</b>	42%	42%	61%	38%	68%	*	59%	22%	36%	50%	38%	40%	40%
		2018	48%	51%	<b>45%</b>	39%	60%	50%	72%	*	54%	15%	30%	48%	33%	37%	36%	
At Masters Grade Level		2019	29%	32%	<b>27%</b>	22%	21%	37%	0%	49%	*	40%	8%	21%	28%	20%	20%	20%
		2018	29%	32%	<b>26%</b>	22%	19%	38%	39%	49%	*	25%	5%	19%	28%	17%	19%	18%
Grade 7 Mathematics																		
At Approaches Grade Level or Above		2019	75%	77%	<b>68%</b>	59%	66%	78%	67%	88%	-	80%	37%	57%	69%	65%	63%	66%
		2018	72%	75%	<b>63%</b>	55%	60%	72%	45%	87%	*	65%	33%	57%	65%	55%	59%	61%
At Meets Grade Level or Above		2019	43%	46%	<b>27%</b>	22%	22%	39%	22%	59%	-	36%	18%	20%	28%	25%	22%	23%
		2018	40%	44%	<b>22%</b>	15%	19%	28%	18%	55%	*	29%	16%	26%	24%	17%	18%	20%
At Masters Grade Level		2019	17%	20%	<b>7%</b>	4%	4%	11%	0%	27%	-	15%	3%	3%	7%	6%	4%	5%
		2018	18%	23%	<b>7%</b>	4%	5%	9%	0%	26%	*	8%	5%	6%	7%	5%	4%	5%
Grade 7 Writing																		
At Approaches Grade Level or Above		2019	70%	72%	<b>68%</b>	62%	64%	78%	57%	88%	*	80%	30%	55%	71%	58%	62%	64%
		2018	69%	71%	<b>66%</b>	61%	59%	81%	72%	85%	*	76%	20%	45%	69%	54%	58%	57%
At Meets Grade Level or Above		2019	42%	45%	<b>38%</b>	33%	32%	50%	29%	62%	*	48%	17%	27%	40%	30%	32%	31%
		2018	43%	46%	<b>39%</b>	33%	31%	55%	39%	65%	*	46%	13%	21%	42%	27%	30%	29%
At Masters Grade Level		2019	18%	21%	<b>14%</b>	11%	9%	21%	7%	35%	*	21%	4%	14%	15%	9%	10%	10%
		2018	15%	17%	<b>11%</b>	8%	7%	19%	6%	23%	*	13%	3%	7%	12%	7%	6%	6%
Grade 8 Reading^																		
At Approaches Grade Level or Above		2019	86%	87%	<b>87%</b>	83%	85%	94%	95%	94%	*	95%	39%	83%	89%	80%	84%	82%
		2018	86%	86%	<b>86%</b>	81%	84%	93%	91%	92%	*	97%	42%	78%	89%	77%	84%	80%
At Meets Grade Level or Above		2019	55%	58%	<b>55%</b>	47%	48%	71%	63%	79%	*	64%	17%	40%	58%	44%	47%	43%
		2018	49%	52%	<b>49%</b>	42%	40%	64%	55%	72%	*	66%	20%	35%	52%	38%	41%	34%
At Masters Grade Level		2019	28%	31%	<b>27%</b>	20%	21%	42%	11%	48%	*	36%	5%	15%	30%	18%	19%	17%
		2018	27%	29%	<b>26%</b>	22%	19%	36%	45%	48%	*	45%	5%	16%	28%	21%	20%	13%
Grade 8 Mathematics^																		
At Approaches Grade Level or Above		2019	88%	90%	<b>91%</b>	85%	91%	94%	94%	98%	*	93%	53%	87%	92%	88%	89%	91%
		2018	86%	87%	<b>89%</b>	81%	89%	92%	100%	97%	*	87%	47%	88%	91%	82%	87%	88%
At Meets Grade Level or Above		2019	57%	60%	<b>59%</b>	51%	56%	68%	44%	82%	*	68%	25%	50%	61%	53%	54%	56%
		2018	51%	54%	<b>53%</b>	41%	49%	64%	40%	84%	*	46%	19%	41%	55%	46%	47%	50%
At Masters Grade Level		2019	17%	19%	<b>15%</b>	11%	12%	19%	6%	37%	*	14%	6%	13%	15%	14%	12%	13%
		2018	15%	17%	<b>13%</b>	6%	9%	20%	20%	35%	*	15%	3%	12%	14%	10%	10%	10%
Grade 8 Science																		
At Approaches Grade Level or Above		2019	81%	83%	<b>81%</b>	75%	77%	92%	63%	95%	*	93%	39%	75%	83%	73%	76%	74%
		2018	76%	78%	<b>74%</b>	63%	70%	88%	73%	91%	*	77%	30%	65%	77%	61%	69%	65%
At Meets Grade Level or Above		2019	51%	55%	<b>51%</b>	40%	44%	72%	42%	80%	*	52%	20%	40%	55%	38%	42%	41%
		2018	52%	54%	<b>47%</b>	34%	38%	67%	55%	75%	*	57%	18%	27%	50%	33%	38%	34%
At Masters Grade Level		2019	25%	29%	<b>25%</b>	16%	18%	43%	26%	52%	*	26%	5%	18%	28%	13%	17%	16%
		2018	28%	31%	<b>23%</b>	14%	14%	40%	27%	51%	*	38%	5%	12%	25%	15%	16%	12%

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	72%	<b>70%</b>	65%	64%	83%	84%	91%	*	70%	32%	61%	73%	60%	63%	61%
	2018	65%	68%	<b>64%</b>	57%	56%	80%	73%	86%	*	72%	28%	56%	67%	52%	56%	49%
At Meets Grade Level or Above	2019	37%	41%	<b>40%</b>	33%	31%	59%	42%	69%	*	33%	19%	30%	43%	28%	31%	28%
	2018	36%	40%	<b>34%</b>	28%	23%	51%	36%	66%	*	46%	15%	27%	36%	25%	25%	19%
At Masters Grade Level	2019	21%	25%	<b>23%</b>	17%	16%	37%	21%	51%	*	18%	9%	22%	25%	14%	16%	14%
	2018	21%	24%	<b>19%</b>	15%	11%	30%	18%	46%	*	33%	3%	17%	21%	13%	13%	9%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	<b>68%</b>	63%	63%	80%	82%	85%	*	82%	27%	47%	71%	58%	63%	55%
	2018	65%	66%	<b>64%</b>	58%	60%	74%	70%	84%	*	79%	26%	51%	67%	54%	58%	51%
At Meets Grade Level or Above	2019	50%	52%	<b>50%</b>	43%	43%	69%	76%	74%	*	69%	15%	21%	54%	39%	44%	34%
	2018	44%	47%	<b>45%</b>	38%	39%	60%	45%	73%	*	59%	16%	26%	49%	33%	38%	29%
At Masters Grade Level	2019	11%	14%	<b>10%</b>	8%	5%	19%	12%	29%	*	17%	1%	3%	12%	4%	6%	3%
	2018	7%	8%	<b>6%</b>	3%	3%	11%	0%	19%	*	10%	2%	2%	7%	2%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	<b>68%</b>	64%	64%	78%	60%	83%	*	81%	23%	50%	72%	56%	63%	50%
	2018	67%	69%	<b>66%</b>	61%	61%	80%	62%	79%	100%	77%	23%	46%	70%	51%	60%	42%
At Meets Grade Level or Above	2019	49%	52%	<b>48%</b>	42%	41%	65%	30%	70%	*	65%	14%	21%	52%	35%	41%	26%
	2018	48%	50%	<b>47%</b>	39%	41%	65%	50%	65%	80%	52%	14%	20%	51%	33%	39%	21%
At Masters Grade Level	2019	8%	10%	<b>7%</b>	5%	3%	14%	3%	21%	*	9%	2%	2%	8%	4%	4%	1%
	2018	8%	9%	<b>6%</b>	3%	4%	11%	0%	19%	0%	8%	2%	0%	7%	3%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	87%	<b>87%</b>	81%	86%	90%	77%	96%	*	86%	53%	77%	89%	81%	84%	86%
	2018	83%	84%	<b>84%</b>	78%	82%	88%	70%	97%	*	88%	43%	82%	87%	76%	81%	80%
At Meets Grade Level or Above	2019	61%	64%	<b>63%</b>	52%	61%	72%	50%	88%	*	61%	23%	43%	67%	52%	58%	61%
	2018	55%	57%	<b>56%</b>	47%	51%	67%	45%	88%	*	70%	19%	48%	60%	43%	50%	49%
At Masters Grade Level	2019	37%	42%	<b>40%</b>	29%	35%	49%	41%	76%	*	38%	7%	22%	43%	30%	34%	38%
	2018	32%	35%	<b>32%</b>	24%	25%	43%	30%	70%	*	45%	5%	20%	35%	22%	26%	25%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	<b>87%</b>	84%	85%	94%	94%	95%	*	94%	54%	73%	90%	80%	85%	82%
	2018	87%	88%	<b>86%</b>	82%	83%	93%	79%	95%	*	90%	53%	77%	88%	77%	83%	77%
At Meets Grade Level or Above	2019	62%	64%	<b>59%</b>	52%	51%	77%	47%	83%	*	71%	19%	24%	63%	46%	52%	43%
	2018	59%	62%	<b>58%</b>	51%	51%	78%	54%	82%	*	69%	20%	41%	63%	46%	51%	41%
At Masters Grade Level	2019	25%	28%	<b>25%</b>	18%	16%	43%	18%	56%	*	38%	3%	7%	29%	15%	18%	12%
	2018	24%	27%	<b>23%</b>	17%	15%	39%	29%	54%	*	33%	2%	12%	26%	14%	16%	9%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	<b>92%</b>	89%	92%	95%	100%	96%	*	98%	56%	86%	94%	86%	91%	83%
	2018	92%	92%	<b>92%</b>	90%	90%	96%	95%	96%	*	97%	57%	88%	93%	85%	90%	79%
At Meets Grade Level or Above	2019	73%	74%	<b>74%</b>	68%	69%	86%	78%	87%	*	86%	31%	55%	77%	62%	68%	48%
	2018	70%	72%	<b>69%</b>	64%	62%	85%	68%	83%	*	84%	25%	56%	72%	59%	62%	40%

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

## Texas Education Agency Texas Academic Performance Report 2019-20 District STAAR Performance

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	48%	<b>46%</b>	39%	37%	65%	39%	69%	*	53%	10%	28%	49%	35%	37%	20%
	2018	40%	44%	<b>39%</b>	31%	31%	58%	42%	59%	*	52%	8%	29%	42%	29%	31%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	<b>78%</b>	72%	75%	86%	79%	91%	88%	84%	42%	70%	80%	70%	73%	73%
	2018	77%	78%	<b>76%</b>	69%	73%	85%	77%	90%	96%	80%	41%	69%	78%	67%	71%	70%
At Meets Grade Level or Above	2019	50%	53%	<b>50%</b>	41%	44%	63%	48%	74%	76%	56%	22%	37%	52%	40%	43%	42%
	2018	48%	51%	<b>46%</b>	38%	40%	61%	49%	72%	71%	54%	21%	36%	49%	37%	39%	37%
At Masters Grade Level	2019	24%	26%	<b>23%</b>	16%	18%	34%	17%	46%	45%	28%	7%	16%	25%	17%	17%	18%
	2018	22%	24%	<b>20%</b>	14%	15%	30%	22%	42%	27%	27%	6%	14%	21%	14%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	<b>75%</b>	70%	72%	84%	76%	89%	83%	83%	36%	65%	78%	66%	71%	69%
	2018	74%	75%	<b>73%</b>	66%	69%	83%	75%	87%	95%	80%	36%	63%	76%	64%	68%	66%
At Meets Grade Level or Above	2019	48%	51%	<b>48%</b>	41%	43%	63%	50%	71%	72%	58%	20%	32%	51%	39%	42%	39%
	2018	46%	49%	<b>46%</b>	38%	40%	61%	51%	68%	70%	55%	21%	32%	49%	37%	39%	35%
At Masters Grade Level	2019	21%	23%	<b>20%</b>	15%	15%	30%	12%	39%	39%	28%	5%	13%	22%	14%	15%	15%
	2018	19%	22%	<b>18%</b>	14%	14%	28%	19%	36%	20%	26%	6%	12%	20%	14%	13%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	<b>82%</b>	74%	81%	88%	83%	95%	88%	85%	49%	79%	84%	77%	79%	82%
	2018	81%	82%	<b>80%</b>	72%	79%	87%	77%	94%	100%	82%	47%	78%	82%	73%	77%	79%
At Meets Grade Level or Above	2019	52%	55%	<b>51%</b>	41%	47%	61%	44%	79%	75%	53%	24%	46%	54%	43%	45%	49%
	2018	50%	52%	<b>47%</b>	36%	42%	58%	43%	76%	79%	52%	24%	42%	49%	38%	41%	44%
At Masters Grade Level	2019	26%	30%	<b>26%</b>	18%	21%	34%	20%	54%	69%	28%	8%	22%	27%	20%	21%	24%
	2018	24%	27%	<b>21%</b>	14%	17%	29%	25%	49%	36%	27%	7%	18%	23%	16%	16%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	<b>68%</b>	60%	65%	76%	65%	86%	80%	75%	32%	58%	71%	59%	62%	66%
	2018	66%	68%	<b>66%</b>	58%	62%	76%	69%	85%	*	68%	27%	51%	69%	56%	59%	62%
At Meets Grade Level or Above	2019	38%	42%	<b>36%</b>	29%	33%	46%	29%	58%	40%	43%	17%	24%	39%	29%	30%	34%
	2018	41%	44%	<b>39%</b>	34%	33%	52%	41%	65%	*	42%	19%	24%	42%	31%	32%	34%
At Masters Grade Level	2019	14%	17%	<b>12%</b>	9%	9%	17%	10%	26%	20%	13%	4%	8%	13%	8%	9%	10%
	2018	13%	15%	<b>11%</b>	7%	7%	16%	6%	24%	*	13%	4%	7%	12%	7%	7%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	<b>80%</b>	74%	77%	91%	82%	93%	100%	88%	45%	73%	82%	73%	76%	74%
	2018	80%	81%	<b>78%</b>	72%	74%	89%	83%	93%	100%	79%	44%	73%	81%	70%	74%	71%
At Meets Grade Level or Above	2019	54%	56%	<b>53%</b>	43%	45%	72%	50%	79%	100%	60%	23%	36%	56%	42%	45%	41%
	2018	51%	53%	<b>48%</b>	38%	40%	67%	56%	75%	67%	57%	21%	34%	51%	37%	40%	35%
At Masters Grade Level	2019	25%	27%	<b>24%</b>	16%	17%	42%	18%	51%	33%	32%	6%	14%	27%	15%	17%	15%
	2018	23%	25%	<b>20%</b>	14%	13%	35%	27%	47%	33%	28%	5%	13%	23%	13%	14%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	<b>81%</b>	77%	78%	89%	92%	94%	100%	85%	44%	71%	84%	73%	76%	69%
	2018	78%	80%	<b>78%</b>	74%	73%	88%	87%	91%	*	84%	42%	73%	81%	68%	73%	60%

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 County Name: DALLAS  
 District Number: 057909

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Performance**

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At Meets Grade Level or Above	2019	55%	58%	<b>57%</b>	51%	50%	73%	59%	78%	100%	61%	25%	40%	60%	45%	49%	35%
	2018	53%	56%	<b>52%</b>	47%	43%	69%	57%	75%	*	64%	20%	43%	55%	42%	44%	27%
At Masters Grade Level	2019	33%	36%	<b>35%</b>	28%	27%	52%	30%	60%	33%	37%	10%	25%	37%	25%	26%	16%
	2018	31%	34%	<b>30%</b>	23%	21%	45%	33%	53%	*	42%	5%	23%	32%	21%	22%	11%

District Name: GARLAND ISD  
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 District Number: 057909

## Texas Education Agency Texas Academic Performance Report 2019-20 District Progress

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	62	<b>60</b>	60	57	61	53	75	*	69	53	61	61	59	58	58
	2018	63	64	<b>60</b>	61	57	61	41	74	*	65	60	53	60	60	58	58
Grade 4 Mathematics	2019	65	67	<b>61</b>	57	57	65	69	76	*	69	59	63	60	61	58	59
	2018	65	67	<b>60</b>	57	58	60	65	79	*	58	55	67	60	59	58	60
Grade 5 ELA/Reading	2019	81	83	<b>86</b>	84	86	86	85	88	*	87	81	90	85	86	86	87
	2018	80	82	<b>82</b>	80	83	78	80	86	*	83	76	87	81	83	82	84
Grade 5 Mathematics	2019	83	85	<b>86</b>	83	86	87	92	91	*	80	79	78	85	87	85	87
	2018	81	82	<b>79</b>	80	78	80	86	86	*	79	75	79	79	79	79	80
Grade 6 ELA/Reading	2019	42	46	<b>45</b>	43	41	49	38	63	*	47	31	42	46	42	42	43
	2018	47	50	<b>46</b>	42	43	50	67	63	*	43	41	49	46	44	43	43
Grade 6 Mathematics	2019	54	58	<b>51</b>	54	46	59	38	71	*	60	45	49	52	49	48	46
	2018	56	60	<b>48</b>	50	43	54	40	62	*	48	53	51	47	49	44	43
Grade 7 ELA/Reading	2019	77	78	<b>77</b>	77	76	77	50	83	*	82	66	81	77	76	75	77
	2018	76	77	<b>75</b>	71	75	74	68	86	*	69	66	70	76	71	73	77
Grade 7 Mathematics	2019	62	64	<b>63</b>	59	62	66	44	71	-	65	47	59	62	65	62	62
	2018	67	69	<b>64</b>	59	67	59	45	72	*	65	59	68	64	65	65	68
Grade 8 ELA/Reading	2019	77	78	<b>80</b>	77	80	80	64	81	*	85	69	84	80	80	79	80
	2018	79	80	<b>80</b>	82	80	75	100	81	*	88	73	80	80	81	80	79
Grade 8 Mathematics	2019	82	81	<b>82</b>	84	83	80	93	81	*	77	71	80	81	86	84	83
	2018	81	80	<b>78</b>	77	80	74	85	80	*	81	70	89	77	81	80	80
End of Course English II	2019	69	71	<b>71</b>	72	70	72	58	78	*	74	62	69	72	71	71	68
	2018	67	67	<b>67</b>	63	67	68	58	72	*	61	48	51	67	65	65	60
End of Course Algebra I	2019	75	78	<b>78</b>	72	77	80	83	93	*	77	50	67	79	73	75	78
	2018	72	75	<b>76</b>	72	72	79	61	95	*	80	42	68	78	68	72	72
All Grades Both Subjects	2019	69	71	<b>71</b>	69	69	72	65	80	85	72	60	69	71	70	69	70
	2018	69	71	<b>68</b>	66	67	68	66	79	72	68	60	68	68	67	67	68
All Grades ELA/Reading	2019	68	70	<b>70</b>	69	69	71	58	78	82	73	60	71	71	69	69	70
	2018	69	70	<b>69</b>	66	68	68	67	77	73	69	61	66	69	68	67	68
All Grades Mathematics	2019	70	72	<b>71</b>	69	69	74	73	82	88	71	59	67	71	70	69	69
	2018	70	72	<b>68</b>	66	66	69	64	80	71	68	59	70	68	67	66	67

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District Prior Year and Student Success Initiative**

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	41%	<b>44%</b>	40%	45%	46%	50%	48%	*	49%	19%	43%	42%
	2018	38%	39%	<b>38%</b>	34%	39%	38%	*	50%	*	33%	16%	38%	37%
Mathematics	2019	45%	46%	<b>49%</b>	42%	51%	51%	53%	61%	*	49%	22%	47%	49%
	2018	47%	47%	<b>48%</b>	43%	50%	50%	*	59%	-	31%	24%	46%	47%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>82%</b>	74%	80%	88%	93%	93%	*	85%	37%	78%	79%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>18%</b>	26%	20%	12%	7%	7%	*	15%	63%	22%	21%
STAAR Cumulative Met Standard														
	2019	86%	87%	<b>89%</b>	82%	88%	92%	100%	95%	*	92%	49%	86%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>98%</b>	98%	98%	100%	*	100%	-	94%	100%	98%	98%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	8%	<b>7%</b>	6%	7%	5%	-	17%	-	8%	2%	7%	8%
Retained in Grade 5	2019	63%	64%	<b>67%</b>	*	83%	-	-	-	-	*	-	63%	80%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	85%	<b>85%</b>	76%	85%	90%	93%	97%	*	88%	45%	82%	85%
Students Requiring Accelerated Instruction														
	2019	17%	15%	<b>15%</b>	24%	15%	10%	7%	3%	*	12%	55%	18%	15%
STAAR Cumulative Met Standard														
	2019	90%	90%	<b>91%</b>	84%	90%	94%	93%	98%	*	92%	55%	88%	91%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>98%</b>	97%	98%	100%	*	100%	-	92%	100%	98%	98%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	24%	<b>18%</b>	16%	17%	24%	*	14%	-	25%	8%	18%	14%
Retained in Grade 5	2019	65%	60%	<b>63%</b>	*	*	-	-	-	-	*	-	50%	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>79%</b>	74%	75%	90%	84%	91%	*	88%	23%	74%	55%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>21%</b>	26%	25%	10%	16%	9%	*	12%	77%	26%	45%
STAAR Cumulative Met Standard														
	2019	85%	87%	<b>87%</b>	83%	84%	94%	95%	94%	*	95%	36%	83%	70%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>100%</b>	100%	100%	100%	*	100%	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	13%	<b>11%</b>	7%	10%	11%	-	30%	-	*	5%	9%	11%

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Prior Year and Student Success Initiative**

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Retained in Grade 8	2019	38%	41%	*	-	*	-	-	-	-	-	-	-	-
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	<b>87%</b>	81%	86%	92%	81%	97%	*	88%	45%	84%	81%
Students Requiring Accelerated Instruction	2019	18%	16%	<b>13%</b>	19%	14%	8%	19%	3%	*	12%	55%	16%	19%
STAAR Cumulative Met Standard	2019	88%	89%	<b>91%</b>	85%	90%	94%	94%	98%	*	93%	50%	89%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	98%	<b>99%</b>	100%	99%	97%	-	100%	-	100%	100%	99%	100%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	50%	52%	<b>46%</b>	49%	44%	47%	-	33%	-	60%	36%	44%	46%
Promoted to Grade 9	2019	56%	53%	*	-	*	*	-	-	-	-	-	*	-
Retained in Grade 8	2019	56%	53%	*	-	*	*	-	-	-	-	-	*	-

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>78%</b>	77%	-	76%	95%	82%	63%	45%	63%	76%	68%	68%
	2018	77%	78%	<b>76%</b>	76%	56%	76%	94%	-	54%	16%	54%	65%	62%	62%
At Meets Grade Level or Above	2019	50%	53%	<b>50%</b>	46%	-	44%	70%	54%	29%	15%	29%	43%	34%	35%
	2018	48%	51%	<b>46%</b>	40%	33%	40%	61%	-	21%	6%	21%	33%	29%	29%
At Masters Grade Level	2019	24%	26%	<b>23%</b>	21%	-	20%	38%	27%	10%	1%	10%	21%	14%	14%
	2018	22%	24%	<b>20%</b>	18%	33%	17%	34%	-	7%	1%	7%	12%	11%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>75%</b>	79%	-	79%	94%	77%	55%	29%	55%	72%	62%	63%
	2018	74%	75%	<b>73%</b>	75%	*	75%	91%	-	47%	3%	47%	59%	57%	57%
At Meets Grade Level or Above	2019	48%	51%	<b>48%</b>	47%	-	46%	69%	51%	24%	3%	24%	42%	31%	32%
	2018	46%	49%	<b>46%</b>	41%	*	40%	51%	-	19%	3%	19%	28%	27%	27%
At Masters Grade Level	2019	21%	23%	<b>20%</b>	22%	-	20%	37%	29%	8%	0%	8%	18%	12%	13%
	2018	19%	22%	<b>18%</b>	19%	*	19%	32%	-	6%	0%	6%	11%	11%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	<b>82%</b>	83%	-	82%	98%	87%	76%	83%	76%	85%	79%	79%
	2018	81%	82%	<b>80%</b>	83%	*	83%	98%	-	68%	35%	69%	72%	74%	74%
At Meets Grade Level or Above	2019	52%	55%	<b>51%</b>	51%	-	50%	84%	56%	40%	30%	40%	50%	44%	44%
	2018	50%	52%	<b>47%</b>	47%	*	47%	77%	-	29%	13%	29%	40%	37%	37%
At Masters Grade Level	2019	26%	30%	<b>26%</b>	27%	-	27%	55%	25%	16%	3%	16%	29%	20%	20%
	2018	24%	27%	<b>21%</b>	22%	*	22%	45%	-	10%	4%	10%	16%	15%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	<b>68%</b>	71%	-	71%	84%	-	55%	*	55%	62%	62%	62%
	2018	66%	68%	<b>66%</b>	65%	*	65%	88%	-	42%	0%	43%	66%	53%	53%
At Meets Grade Level or Above	2019	38%	42%	<b>36%</b>	39%	-	39%	26%	-	22%	*	22%	32%	29%	29%
	2018	41%	44%	<b>39%</b>	35%	*	35%	41%	-	18%	0%	18%	35%	26%	26%
At Masters Grade Level	2019	14%	17%	<b>12%</b>	12%	-	12%	5%	-	5%	*	5%	14%	8%	8%
	2018	13%	15%	<b>11%</b>	10%	*	10%	6%	-	3%	0%	3%	7%	6%	6%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	<b>80%</b>	62%	-	62%	100%	-	67%	40%	67%	80%	65%	66%
	2018	80%	81%	<b>78%</b>	68%	*	67%	100%	-	53%	33%	53%	70%	58%	59%
At Meets Grade Level or Above	2019	54%	56%	<b>53%</b>	33%	-	32%	81%	-	27%	20%	27%	44%	29%	30%
	2018	51%	53%	<b>48%</b>	25%	*	25%	60%	-	17%	0%	17%	34%	20%	21%
At Masters Grade Level	2019	25%	27%	<b>24%</b>	13%	-	12%	31%	-	7%	0%	7%	16%	9%	9%
	2018	23%	25%	<b>20%</b>	8%	*	7%	33%	-	4%	0%	4%	8%	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	<b>81%</b>	*	-	-	*	-	54%	50%	54%	70%	54%	55%
	2018	78%	80%	<b>78%</b>	-	-	-	-	-	43%	*	44%	67%	43%	45%
At Meets Grade Level or Above	2019	55%	58%	<b>57%</b>	*	-	-	*	-	20%	27%	20%	37%	20%	21%
	2018	53%	56%	<b>52%</b>	-	-	-	-	-	14%	*	14%	27%	14%	14%
At Masters Grade Level	2019	33%	36%	<b>35%</b>	*	-	-	*	-	6%	5%	6%	21%	6%	7%
	2018	31%	34%	<b>30%</b>	-	-	-	-	-	4%	*	4%	10%	4%	5%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	71%	<b>71%</b>	71%	-	71%	80%	*	66%	61%	66%	73%	68%	68%
	2018	69%	71%	<b>68%</b>	69%	70%	69%	69%	-	64%	59%	64%	63%	66%	66%
All Grades ELA/Reading	2019	68%	70%	<b>70%</b>	71%	-	71%	75%	*	68%	40%	68%	72%	69%	69%
	2018	69%	70%	<b>69%</b>	71%	*	71%	60%	-	65%	58%	65%	61%	67%	67%
All Grades Mathematics	2019	70%	72%	<b>71%</b>	71%	-	71%	85%	*	64%	77%	64%	75%	66%	67%

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Performance**

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	2018	State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	72%	<b>68%</b>	68%	*	68%	77%	-	62%	60%	62%	65%	64%	64%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	41%	<b>44%</b>	52%	-	51%	80%	-	39%	0%	39%	44%	42%	42%
	2018	38%	39%	<b>38%</b>	45%	*	45%	*	-	34%	*	34%	37%	37%	37%
Mathematics	2019	45%	46%	<b>49%</b>	46%	-	46%	*	*	50%	20%	50%	56%	49%	49%
	2018	47%	47%	<b>48%</b>	54%	*	54%	*	-	45%	*	45%	38%	48%	47%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Participation**

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Participation section of this year's report is not updated.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	99%	100%	99%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	<b>95%</b>	93%	95%	96%	94%	94%	100%	94%	94%	95%	92%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	6%	3%	3%	5%	3%	0%	6%	4%	3%	4%
Other Exclusions	1%	1%	<b>1%</b>	1%	1%	0%	1%	2%	0%	0%	1%	1%	4%
Not Tested	1%	1%	<b>0%</b>	1%	0%	1%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	<b>0%</b>	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>99%</b>	99%	99%	99%	98%	100%	100%	99%	99%	99%	99%
Included in Accountability	94%	94%	<b>95%</b>	93%	95%	96%	93%	95%	81%	94%	94%	95%	92%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	6%	3%	3%	5%	3%	17%	5%	4%	3%	4%
Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	0%	2%	2%	0%	1%	1%	3%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	2%	0%	0%	1%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	1%	1%	1%	2%	0%	0%	1%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: GARLAND ISD  
County Name: DALLAS  
District Number: 057909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	95.7%	<b>95.7%</b>	95.4%	95.5%	95.5%	96.7%	97.9%	96.2%	95.2%	94.3%	95.5%	96.3%
2017-18	95.4%	95.7%	<b>95.8%</b>	95.7%	95.6%	95.6%	96.6%	98.0%	95.6%	95.5%	94.3%	95.7%	96.4%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.4%	<b>0.1%</b>	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	0.6%	0.5%	0.1%	0.0%
2017-18	0.4%	0.4%	<b>0.1%</b>	0.2%	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.2%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	2.4%	<b>1.0%</b>	1.4%	1.0%	0.7%	3.1%	0.4%	0.0%	0.6%	0.7%	1.1%	2.1%
2017-18	1.9%	2.0%	<b>1.0%</b>	1.0%	1.2%	0.7%	0.9%	0.5%	0.0%	0.6%	1.9%	1.1%	2.7%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	88.4%	<b>94.1%</b>	93.9%	93.1%	95.3%	94.4%	96.5%	*	96.1%	88.3%	92.7%	78.6%
Received TxCHSE	0.5%	0.3%	<b>0.1%</b>	0.1%	0.1%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	4.6%	<b>2.3%</b>	2.0%	2.8%	1.8%	0.0%	1.8%	*	3.9%	5.3%	2.5%	7.5%
Dropped Out	5.9%	6.6%	<b>3.5%</b>	4.0%	4.1%	2.6%	5.6%	1.8%	*	0.0%	6.4%	4.7%	13.9%
Graduates and TxCHSE	90.4%	88.7%	<b>94.2%</b>	94.1%	93.2%	95.5%	94.4%	96.5%	*	96.1%	88.3%	92.8%	78.6%
Graduates, TxCHSE, and Continuers	94.1%	93.4%	<b>96.5%</b>	96.0%	95.9%	97.4%	94.4%	98.2%	*	100.0%	93.6%	95.3%	86.1%
Class of 2018													
Graduated	90.0%	88.8%	<b>92.6%</b>	91.0%	91.6%	94.5%	89.3%	95.8%	100.0%	97.2%	82.9%	91.7%	79.2%
Received TxCHSE	0.4%	0.2%	<b>0.2%</b>	0.1%	0.2%	0.5%	0.0%	0.2%	0.0%	0.0%	0.0%	0.2%	0.0%
Continued HS	3.8%	4.8%	<b>3.3%</b>	3.9%	3.9%	2.0%	7.1%	2.2%	0.0%	0.0%	12.5%	3.5%	8.5%
Dropped Out	5.7%	6.1%	<b>3.9%</b>	5.0%	4.3%	3.0%	3.6%	1.8%	0.0%	2.8%	4.6%	4.6%	12.3%
Graduates and TxCHSE	90.4%	89.1%	<b>92.9%</b>	91.1%	91.8%	95.0%	89.3%	96.0%	100.0%	97.2%	82.9%	91.9%	79.2%
Graduates, TxCHSE, and Continuers	94.3%	93.9%	<b>96.1%</b>	95.0%	95.7%	97.0%	96.4%	98.2%	100.0%	97.2%	95.4%	95.4%	87.7%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	91.3%	<b>95.3%</b>	93.9%	95.0%	96.3%	86.2%	98.0%	100.0%	95.9%	95.6%	94.6%	86.0%
Received TxCHSE	0.6%	0.4%	<b>0.4%</b>	0.3%	0.3%	0.8%	0.0%	0.2%	0.0%	1.4%	0.0%	0.3%	0.0%
Continued HS	1.1%	1.4%	<b>0.2%</b>	0.1%	0.3%	0.0%	6.9%	0.0%	0.0%	0.0%	0.0%	0.2%	0.6%
Dropped Out	6.1%	6.9%	<b>4.1%</b>	5.7%	4.5%	2.9%	6.9%	1.8%	0.0%	2.7%	4.4%	4.8%	13.4%
Graduates and TxCHSE	92.8%	91.7%	<b>95.7%</b>	94.1%	95.3%	97.1%	86.2%	98.2%	100.0%	97.3%	95.6%	94.9%	86.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	<b>95.9%</b>	94.3%	95.5%	97.1%	93.1%	98.2%	100.0%	97.3%	95.6%	95.2%	86.6%
Class of 2017													
Graduated	92.0%	91.7%	<b>94.6%</b>	95.4%	93.1%	95.7%	96.0%	98.2%	100.0%	94.7%	91.4%	94.3%	78.7%
Received TxCHSE	0.6%	0.4%	<b>0.4%</b>	0.3%	0.2%	0.7%	0.0%	0.3%	0.0%	1.3%	0.4%	0.3%	0.0%
Continued HS	1.1%	1.4%	<b>0.3%</b>	0.3%	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	1.3%
Dropped Out	6.3%	6.5%	<b>4.7%</b>	4.1%	6.2%	3.4%	4.0%	1.5%	0.0%	4.0%	8.2%	5.0%	20.0%
Graduates and TxCHSE	92.6%	92.1%	<b>95.0%</b>	95.6%	93.3%	96.4%	96.0%	98.5%	100.0%	96.0%	91.8%	94.6%	78.7%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	<b>95.3%</b>	95.9%	93.8%	96.6%	96.0%	98.5%	100.0%	96.0%	91.8%	95.0%	80.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													

Texas Education Agency  
Texas Academic Performance Report

District Name: GARLAND ISD  
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**2019-20 District Attendance, Graduation, and Dropout Rates**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Class of 2017</b>													
Graduated	92.4%	92.3%	<b>95.0%</b>	95.4%	93.7%	95.9%	96.0%	98.2%	100.0%	94.7%	91.7%	94.7%	79.9%
Received TxCHSE	0.7%	0.6%	<b>0.5%</b>	0.3%	0.4%	0.7%	0.0%	0.3%	0.0%	1.3%	0.4%	0.3%	0.0%
Continued HS	0.6%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.5%	<b>4.6%</b>	4.4%	5.9%	3.3%	4.0%	1.5%	0.0%	4.0%	7.9%	4.9%	20.1%
Graduates and TxCHSE	93.2%	92.9%	<b>95.4%</b>	95.6%	94.1%	96.6%	96.0%	98.5%	100.0%	96.0%	92.1%	95.1%	79.9%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	<b>95.4%</b>	95.6%	94.1%	96.7%	96.0%	98.5%	100.0%	96.0%	92.1%	95.1%	79.9%
<b>Class of 2016</b>													
Graduated	92.1%	92.0%	<b>94.7%</b>	94.4%	93.6%	95.6%	95.7%	98.1%	*	97.3%	91.7%	94.3%	75.5%
Received TxCHSE	0.8%	0.6%	<b>0.3%</b>	0.4%	0.0%	0.6%	4.3%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	0.5%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	6.9%	<b>5.0%</b>	5.2%	6.3%	3.7%	0.0%	1.9%	*	2.7%	8.3%	5.6%	24.5%
Graduates and TxCHSE	92.9%	92.6%	<b>94.9%</b>	94.8%	93.7%	96.2%	100.0%	98.1%	*	97.3%	91.7%	94.4%	75.5%
Graduates, TxCHSE, and Continuers	93.4%	93.1%	<b>95.0%</b>	94.8%	93.7%	96.3%	100.0%	98.1%	*	97.3%	91.7%	94.4%	75.5%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	88.4%	<b>92.6%</b>	92.0%	91.6%	93.8%	94.4%	95.8%	*	93.7%	71.2%	91.0%	77.5%
Class of 2018	90.0%	88.8%	<b>91.6%</b>	88.9%	90.6%	93.8%	89.3%	95.6%	100.0%	97.2%	77.3%	90.6%	77.1%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	76.1%	<b>86.7%</b>	*	80.0%	*	-	*	-	-	-	87.5%	*
Class of 2018	68.5%	71.8%	<b>78.0%</b>	*	75.0%	60.0%	*	90.9%	-	-	20.0%	80.6%	82.8%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	5.1%	<b>0.3%</b>	0.3%	0.5%	0.1%	0.0%	0.3%	*	0.0%	0.0%	0.4%	0.3%
Class of 2018	5.0%	4.2%	<b>0.5%</b>	0.1%	0.6%	0.4%	0.0%	0.7%	0.0%	1.4%	2.4%	0.5%	0.4%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	82.7%	<b>84.9%</b>	84.0%	81.7%	87.3%	94.1%	95.3%	*	94.6%	35.3%	82.4%	72.7%
Class of 2018	82.0%	82.4%	<b>84.8%</b>	84.9%	81.6%	86.2%	91.7%	94.7%	80.0%	87.1%	37.6%	82.3%	68.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	87.8%	<b>85.2%</b>	84.3%	82.2%	87.5%	94.1%	95.5%	*	94.6%	35.3%	82.9%	72.8%
Class of 2018	86.8%	86.5%	<b>85.2%</b>	84.9%	82.2%	86.4%	92.0%	95.3%	80.0%	88.6%	39.5%	82.8%	70.5%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	22.3%	<b>35.0%</b>	40.0%	50.0%	7.1%	*	*	-	-	0.0%	36.8%	50.0%
2017-18	37.7%	43.0%	<b>38.9%</b>	35.0%	44.2%	6.3%	-	66.7%	-	*	6.5%	45.5%	73.1%
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	6.0%	<b>0.3%</b>	0.4%	0.4%	0.1%	0.0%	0.3%	*	0.0%	0.5%	0.4%	0.6%
2017-18	4.9%	4.2%	<b>0.4%</b>	0.1%	0.6%	0.2%	0.0%	0.5%	0.0%	1.4%	2.3%	0.5%	0.4%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	80.9%	<b>82.6%</b>	81.2%	79.2%	85.0%	89.5%	94.6%	*	95.9%	27.8%	80.2%	69.8%
2017-18	81.5%	82.1%	<b>83.2%</b>	83.3%	79.5%	85.5%	95.7%	94.0%	80.0%	87.1%	35.9%	81.2%	67.4%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Attendance, Graduation, and Dropout Rates**

District Name: GARLAND ISD

County Name: DALLAS

District Number: 057909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	86.3%	<b>82.4%</b>	81.3%	79.4%	83.8%	90.0%	94.6%	*	95.9%	25.0%	80.2%	70.0%
2017-18	85.1%	84.7%	<b>82.6%</b>	82.1%	79.3%	84.3%	95.7%	93.5%	80.0%	87.3%	34.3%	80.9%	68.2%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Graduation Profile**

District Name: GARLAND ISD

County Name: DALLAS

District Number: 057909

	District Count	District Percent	State Count	State Percent
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	4,121	100.0%	355,615	100.0%
By Ethnicity:				
African American	755	18.3%	43,953	12.4%
Hispanic	2,053	49.8%	180,673	50.8%
White	828	20.1%	105,577	29.7%
American Indian	20	0.5%	1,293	0.4%
Asian	390	9.5%	16,564	4.7%
Pacific Islander	1	0.0%	537	0.2%
Two or More Races	74	1.8%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	26	0.6%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	14	0.3%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	711	17.3%	51,579	14.5%
Foundation H.S. Program (Endorsement)	14	0.3%	15,160	4.3%
Foundation H.S. Program (DLA)	3,356	81.4%	285,538	80.3%
Special Education Graduates	228	5.5%	27,598	7.8%
Economically Disadvantaged Graduates	2,292	55.6%	186,364	52.4%
LEP Graduates	360	8.7%	25,189	7.1%
At-Risk Graduates	1,653	40.1%	146,432	41.2%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District College, Career, and Military Readiness (CCMR)**

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	71.2%	<b>70.9%</b>	58.9%	70.2%	75.8%	65.0%	86.2%	*	77.7%	70.6%	68.0%	60.1%
2017-18	65.5%	63.6%	<b>59.0%</b>	46.7%	56.6%	64.0%	60.9%	80.4%	50.0%	60.6%	64.6%	54.9%	45.0%
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	53.0%	<b>52.7%</b>	39.9%	47.2%	63.4%	45.0%	80.8%	*	67.6%	8.3%	47.4%	33.3%
2017-18	50.0%	49.5%	<b>43.6%</b>	31.7%	37.9%	52.0%	39.1%	72.8%	20.0%	40.8%	6.0%	37.1%	24.4%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	61.0%	<b>63.8%</b>	62.1%	54.5%	77.2%	60.0%	84.4%	*	82.4%	12.3%	58.4%	24.2%
2017-18	58.2%	58.0%	<b>57.4%</b>	51.7%	48.0%	72.1%	60.9%	78.2%	60.0%	66.2%	7.5%	48.2%	15.4%
Mathematics													
2018-19	48.6%	46.9%	<b>44.3%</b>	35.6%	35.0%	57.1%	35.0%	81.8%	*	55.4%	4.4%	38.5%	23.9%
2017-18	46.0%	44.1%	<b>36.5%</b>	27.2%	26.5%	47.2%	34.8%	75.1%	20.0%	39.4%	4.5%	29.0%	17.3%
Both Subjects													
2018-19	44.2%	43.7%	<b>41.4%</b>	32.7%	32.1%	55.6%	30.0%	75.4%	*	54.1%	3.1%	35.1%	16.4%
2017-18	42.1%	41.3%	<b>34.6%</b>	26.1%	25.1%	45.8%	34.8%	68.5%	0.0%	38.0%	3.7%	26.4%	10.3%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	<b>24.4%</b>	20.9%	20.4%	27.4%	25.0%	43.8%	*	36.5%	6.1%	21.4%	11.9%
2017-18	20.7%	16.7%	<b>16.4%</b>	14.1%	13.0%	20.6%	8.7%	28.3%	20.0%	8.5%	3.0%	13.5%	3.2%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	26.6%	<b>23.2%</b>	11.0%	20.9%	30.2%	15.0%	43.3%	*	28.4%	0.4%	19.9%	15.8%
2017-18	20.4%	25.7%	<b>22.5%</b>	10.5%	19.3%	29.8%	30.4%	43.1%	0.0%	16.9%	1.9%	18.9%	16.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.9%	<b>2.1%</b>	1.6%	1.7%	3.0%	0.0%	2.8%	*	4.1%	0.0%	1.7%	0.0%
2017-18	1.4%	1.4%	<b>1.4%</b>	1.2%	0.9%	2.5%	0.0%	2.0%	0.0%	2.8%	0.0%	0.9%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.8%	<b>0.4%</b>	0.3%	0.2%	0.2%	0.0%	2.3%	*	0.0%	0.0%	0.4%	0.8%
2017-18	1.0%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.6%	<b>38.8%</b>	32.2%	43.4%	32.7%	40.0%	42.8%	*	28.4%	70.2%	40.7%	39.3%
2017-18	28.7%	25.8%	<b>26.6%</b>	21.6%	29.4%	23.2%	28.3%	28.5%	30.0%	28.2%	64.0%	28.6%	26.1%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.2%	<b>15.3%</b>	7.4%	19.7%	10.7%	5.0%	19.7%	*	6.8%	8.8%	17.1%	21.9%
2017-18	4.8%	3.0%	<b>2.9%</b>	1.5%	4.1%	1.8%	4.3%	2.2%	0.0%	1.4%	1.1%	3.6%	2.2%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District College, Career, and Military Readiness (CCMR)**

District Name: GARLAND ISD

County Name: DALLAS

District Number: 057909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.3%	<b>2.5%</b>	5.2%	1.9%	2.9%	0.0%	0.3%	*	1.4%	45.6%	2.5%	4.2%
2017-18	1.7%	1.7%	<b>1.9%</b>	2.7%	2.1%	1.7%	0.0%	0.7%	0.0%	0.0%	28.7%	2.2%	4.8%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.8%	<b>51.2%</b>	39.2%	57.5%	42.6%	65.0%	61.0%	*	40.5%	29.4%	52.7%	43.6%
2017-18	38.7%	38.0%	<b>37.6%</b>	25.2%	43.0%	31.5%	43.5%	46.5%	40.0%	35.2%	26.1%	40.2%	34.6%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.1%	<b>3.4%</b>	4.4%	3.3%	3.4%	0.0%	2.8%	*	4.1%	1.8%	3.9%	2.2%
2017-18	4.3%	2.2%	<b>3.7%</b>	4.4%	3.2%	3.8%	8.7%	3.1%	0.0%	8.5%	1.9%	3.9%	1.6%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	<b>1.3%</b>	1.1%	1.5%	1.2%	5.0%	0.5%	*	2.7%	23.2%	1.2%	3.3%
2017-18	2.6%	2.6%	<b>2.1%</b>	2.2%	2.1%	2.4%	0.0%	1.1%	20.0%	5.6%	32.1%	2.2%	3.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.5%	<b>0.1%</b>	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
2017-18	0.6%	0.4%	<b>0.2%</b>	0.1%	0.3%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District CCMR-Related Indicators

District Name: GARLAND ISD  
County Name: DALLAS  
District Number: 057909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	27.5%	<b>31.3%</b>	30.2%	29.8%	31.3%	20.0%	40.8%	*	36.5%	4.8%	29.3%	9.7%
2017-18	32.1%	25.5%	<b>23.7%</b>	21.9%	20.5%	27.2%	13.0%	33.7%	40.0%	31.0%	3.7%	19.1%	3.5%
Mathematics													
2018-19	24.7%	18.3%	<b>22.8%</b>	21.2%	20.9%	25.5%	25.0%	29.7%	*	24.3%	1.3%	21.8%	13.6%
2017-18	23.7%	16.7%	<b>12.4%</b>	9.6%	11.2%	12.2%	8.7%	21.8%	20.0%	18.3%	2.2%	10.8%	8.7%
Both Subjects													
2018-19	18.8%	13.6%	<b>14.4%</b>	13.2%	13.8%	15.9%	10.0%	16.9%	*	16.2%	0.4%	13.2%	5.3%
2017-18	18.1%	12.2%	<b>7.7%</b>	5.3%	7.3%	8.6%	0.0%	11.9%	0.0%	9.9%	1.5%	6.6%	1.9%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	60.0%	<b>52.2%</b>	40.0%	58.5%	43.6%	65.0%	62.3%	*	40.5%	30.7%	53.8%	45.3%
2017-18	58.4%	62.0%	<b>50.0%</b>	37.8%	56.1%	43.5%	56.5%	56.0%	40.0%	49.3%	36.2%	53.9%	46.5%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	3.6%	<b>3.2%</b>	6.6%	2.8%	1.0%	0.0%	3.3%	*	5.4%	1.8%	4.3%	4.4%
2017-18	2.0%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	4.2%	<b>2.6%</b>	2.5%	2.9%	1.8%	0.0%	3.3%	*	1.4%	2.6%	3.0%	3.9%
2017-18	3.9%	1.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	1.5%	<b>0.4%</b>	0.8%	0.4%	0.1%	0.0%	0.8%	*	0.0%	0.9%	0.7%	1.1%
2017-18	0.9%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	31.3%	<b>33.6%</b>	24.5%	29.0%	38.5%	22.7%	63.6%	33.3%	40.0%	n/a	28.1%	n/a
2018	25.8%	31.8%	<b>35.9%</b>	27.2%	30.2%	42.2%	28.3%	66.8%	0.0%	35.7%	n/a	30.1%	n/a
English Language Arts													
2019	14.5%	19.0%	<b>23.8%</b>	17.7%	18.7%	28.9%	15.9%	50.4%	33.3%	29.7%	n/a	18.6%	n/a
2018	15.3%	20.1%	<b>25.3%</b>	21.4%	18.8%	32.3%	26.4%	49.5%	0.0%	27.4%	n/a	19.6%	n/a
Mathematics													
2019	7.4%	10.2%	<b>9.0%</b>	5.3%	5.5%	12.0%	4.5%	27.9%	0.0%	13.8%	n/a	6.6%	n/a
2018	7.3%	9.7%	<b>10.1%</b>	6.7%	5.9%	13.7%	7.5%	30.0%	0.0%	6.4%	n/a	6.9%	n/a
Science													
2019	10.4%	13.4%	<b>16.1%</b>	11.4%	11.1%	18.5%	0.0%	46.3%	0.0%	18.6%	n/a	12.5%	n/a
2018	10.8%	13.4%	<b>16.6%</b>	11.0%	11.1%	20.8%	13.2%	45.2%	0.0%	18.5%	n/a	12.5%	n/a
Social Studies													
2019	13.9%	17.4%	<b>18.0%</b>	13.9%	14.4%	21.3%	11.4%	38.7%	16.7%	17.9%	n/a	15.0%	n/a
2018	14.5%	18.2%	<b>21.0%</b>	15.7%	16.1%	25.4%	22.6%	45.7%	0.0%	21.7%	n/a	16.1%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	54.4%	<b>43.9%</b>	31.9%	36.6%	56.1%	50.0%	55.2%	*	44.8%	n/a	37.7%	n/a
2018	50.7%	54.8%	<b>41.9%</b>	28.4%	36.2%	51.3%	60.0%	52.1%	-	39.3%	n/a	36.4%	n/a
English Language Arts													
2019	41.2%	44.3%	<b>26.4%</b>	21.3%	17.7%	37.3%	28.6%	33.7%	*	32.6%	n/a	18.6%	n/a
2018	42.5%	45.1%	<b>27.1%</b>	18.4%	18.8%	38.8%	42.9%	32.7%	-	32.6%	n/a	18.7%	n/a

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District CCMR-Related Indicators**

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	58.1%	<b>47.5%</b>	35.0%	34.1%	60.1%	*	54.2%	-	55.0%	n/a	38.3%	n/a
2018	52.8%	60.2%	<b>47.2%</b>	32.4%	34.4%	60.2%	*	53.2%	-	50.0%	n/a	35.9%	n/a
Science													
2019	40.6%	44.2%	<b>37.5%</b>	25.6%	22.5%	54.2%	-	47.5%	-	48.1%	n/a	29.6%	n/a
2018	38.0%	43.5%	<b>30.2%</b>	12.6%	18.9%	42.6%	57.1%	40.3%	-	17.2%	n/a	21.4%	n/a
Social Studies													
2019	46.3%	51.2%	<b>37.3%</b>	32.4%	23.3%	54.7%	40.0%	47.6%	*	46.2%	n/a	28.3%	n/a
2018	44.6%	48.6%	<b>34.1%</b>	25.9%	23.2%	43.2%	33.3%	46.6%	-	41.2%	n/a	25.8%	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	80.5%	<b>97.1%</b>	97.6%	95.3%	97.5%	100.0%	100.0%	*	100.0%	n/a	95.6%	n/a
2017-18	74.6%	79.0%	<b>96.9%</b>	96.6%	94.5%	98.7%	100.0%	100.0%	60.0%	100.0%	n/a	96.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	40.1%	<b>26.0%</b>	18.2%	16.6%	41.5%	15.0%	55.0%	*	35.8%	n/a	19.3%	n/a
2017-18	37.9%	41.3%	<b>28.0%</b>	21.1%	17.9%	41.9%	26.9%	54.8%	*	22.5%	n/a	19.2%	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	1039	<b>957</b>	923	906	1042	936	1094	*	1014	n/a	922	n/a
2017-18	1036	1047	<b>974</b>	931	922	1052	987	1106	*	977	n/a	926	n/a
English Language Arts and Writing													
2018-19	517	521	<b>484</b>	470	459	531	474	538	*	518	n/a	467	n/a
2017-18	521	525	<b>492</b>	472	466	537	506	545	*	500	n/a	467	n/a
Mathematics													
2018-19	510	518	<b>473</b>	453	447	512	463	556	*	496	n/a	456	n/a
2017-18	515	522	<b>482</b>	459	456	515	481	560	*	476	n/a	459	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	20.6	<b>21.5</b>	19.5	19.5	24.2	*	24.6	-	23.5	n/a	19.9	n/a
2017-18	20.6	20.5	<b>21.5</b>	19.3	19.3	24.4	24.5	24.2	-	21.2	n/a	19.5	n/a
English Language Arts													
2018-19	20.3	20.2	<b>21.4</b>	19.5	19.2	24.4	*	24.5	-	23.7	n/a	19.7	n/a
2017-18	20.3	20.0	<b>21.5</b>	19.2	18.9	24.9	24.3	24.1	-	22.2	n/a	19.0	n/a
Mathematics													
2018-19	20.4	20.7	<b>20.8</b>	18.5	19.2	23.2	*	24.3	-	21.8	n/a	19.4	n/a
2017-18	20.6	20.6	<b>21.0</b>	18.7	19.1	23.1	24.8	24.4	-	19.1	n/a	19.4	n/a
Science													
2018-19	20.8	20.8	<b>21.7</b>	19.8	19.9	24.4	*	24.4	-	23.7	n/a	20.1	n/a
2017-18	20.9	20.7	<b>21.7</b>	19.7	19.9	24.3	24.2	23.9	-	20.8	n/a	20.1	n/a

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Other Postsecondary Indicators

District Name: GARLAND ISD

County Name: DALLAS

District Number: 057909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2018-19	44.6%	47.2%	<b>48.7%</b>	42.5%	43.6%	56.7%	44.4%	71.1%	50.0%	54.9%	16.2%	42.9%	21.9%
2017-18	43.4%	45.7%	<b>49.1%</b>	41.8%	43.9%	57.2%	44.3%	73.5%	47.1%	55.8%	16.0%	43.3%	23.3%
English Language Arts													
2018-19	17.8%	18.5%	<b>16.7%</b>	15.1%	13.1%	22.1%	11.5%	27.8%	37.5%	20.0%	0.7%	13.1%	1.5%
2017-18	17.3%	17.5%	<b>16.3%</b>	14.2%	11.9%	22.9%	16.5%	29.3%	11.8%	19.7%	1.0%	12.2%	0.8%
Mathematics													
2018-19	20.4%	22.0%	<b>23.9%</b>	20.6%	20.9%	28.1%	13.3%	37.9%	12.5%	25.6%	5.6%	20.3%	9.3%
2017-18	20.7%	21.8%	<b>23.8%</b>	19.7%	19.6%	30.6%	18.8%	39.6%	29.4%	24.7%	4.7%	19.6%	9.6%
Science													
2018-19	21.7%	22.7%	<b>26.4%</b>	25.7%	22.7%	29.9%	18.6%	41.0%	12.5%	23.9%	12.6%	23.0%	10.5%
2017-18	21.2%	21.9%	<b>25.9%</b>	23.9%	22.0%	29.9%	26.0%	42.6%	25.0%	26.0%	13.0%	22.3%	12.8%
Social Studies													
2018-19	23.6%	27.0%	<b>26.3%</b>	23.2%	19.0%	35.3%	23.6%	52.3%	0.0%	35.0%	2.0%	20.4%	3.7%
2017-18	22.8%	26.4%	<b>29.1%</b>	24.0%	22.3%	37.9%	23.8%	55.6%	23.5%	35.9%	2.1%	22.7%	3.9%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	53.9%	<b>54.7%</b>	56.6%	46.9%	57.6%	69.6%	79.1%	60.0%	52.8%	30.1%	48.8%	35.7%
2016-17	54.6%	54.1%	<b>56.2%</b>	58.0%	49.7%	57.6%	52.2%	80.7%	71.4%	60.5%	21.1%	51.3%	30.5%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	57.3%	<b>49.4%</b>	37.6%	39.2%	62.0%	43.8%	73.1%	*	45.9%	8.8%	41.2%	20.4%
2016-17	59.2%	58.5%	<b>50.3%</b>	38.5%	39.9%	61.5%	63.6%	76.8%	*	63.6%	10.2%	43.1%	21.7%

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Student Information

District Name: GARLAND ISD  
County Name: DALLAS  
District Number: 057909

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	55,584	100.0%	5,479,173	100.0%	55,701	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	218	0.4%	16,848	0.3%	285	0.5%	25,883	0.5%
Pre-Kindergarten	1,900	3.4%	248,413	4.5%	1,900	3.4%	249,226	4.5%
Kindergarten	3,689	6.6%	383,585	7.0%	3,694	6.6%	384,114	7.0%
Grade 1	3,724	6.7%	391,175	7.1%	3,729	6.7%	391,449	7.1%
Grade 2	3,823	6.9%	388,370	7.1%	3,827	6.9%	388,675	7.1%
Grade 3	3,836	6.9%	391,565	7.1%	3,840	6.9%	391,795	7.1%
Grade 4	3,948	7.1%	399,883	7.3%	3,952	7.1%	400,111	7.3%
Grade 5	4,163	7.5%	417,272	7.6%	4,166	7.5%	417,444	7.6%
Grade 6	4,417	7.9%	422,605	7.7%	4,423	7.9%	422,740	7.7%
Grade 7	4,345	7.8%	423,421	7.7%	4,346	7.8%	423,545	7.7%
Grade 8	4,226	7.6%	411,170	7.5%	4,227	7.6%	411,272	7.5%
Grade 9	4,787	8.6%	448,929	8.2%	4,787	8.6%	449,122	8.2%
Grade 10	4,360	7.8%	406,785	7.4%	4,365	7.8%	407,044	7.4%
Grade 11	4,107	7.4%	376,894	6.9%	4,108	7.4%	377,208	6.9%
Grade 12	4,041	7.3%	352,258	6.4%	4,052	7.3%	354,312	6.4%
Ethnic Distribution:								
African American	9,779	17.6%	691,582	12.6%	9,797	17.6%	692,925	12.6%
Hispanic	28,694	51.6%	2,892,928	52.8%	28,749	51.6%	2,899,504	52.8%
White	9,605	17.3%	1,477,699	27.0%	9,639	17.3%	1,483,688	27.0%
American Indian	863	1.6%	19,999	0.4%	864	1.6%	20,062	0.4%
Asian	5,143	9.3%	250,065	4.6%	5,150	9.2%	250,463	4.6%
Pacific Islander	53	0.1%	8,466	0.2%	53	0.1%	8,481	0.2%
Two or More Races	1,447	2.6%	138,434	2.5%	1,449	2.6%	138,817	2.5%
Sex:								
Female	26,748	48.1%	2,673,270	48.8%	26,790	48.1%	2,678,619	48.8%
Male	28,836	51.9%	2,805,903	51.2%	28,911	51.9%	2,815,321	51.2%
Economically Disadvantaged	36,598	65.8%	3,303,974	60.3%	36,632	65.8%	3,309,610	60.2%
Non-Educationally Disadvantaged	18,986	34.2%	2,175,199	39.7%	19,069	34.2%	2,184,330	39.8%
Section 504 Students	3,672	6.6%	376,734	6.9%	3,676	6.6%	376,956	6.9%
English Learners (EL)	18,904	34.0%	1,112,674	20.3%	18,915	34.0%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	593	1.0%	82,551	1.5%				
Students w/ Dyslexia	3,088	5.6%	224,619	4.1%	3,090	5.5%	224,741	4.1%
Foster Care	147	0.3%	17,393	0.3%	147	0.3%	17,451	0.3%
Homeless	852	1.5%	78,178	1.4%	854	1.5%	78,296	1.4%
Immigrant	1,791	3.2%	126,747	2.3%	1,794	3.2%	126,858	2.3%
Migrant	8	0.0%	18,888	0.3%	8	0.0%	18,992	0.3%
Title I	54,351	97.8%	3,568,526	65.1%	54,466	97.8%	3,576,850	65.1%
Military Connected	350	0.6%	105,751	1.9%	351	0.6%	105,787	1.9%
At-Risk	24,288	43.7%	2,773,390	50.6%	24,306	43.6%	2,776,481	50.5%

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Student Information

District Name: GARLAND ISD  
County Name: DALLAS  
District Number: 057909

<b>Student Information</b>	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent

Students by Instructional Program:								
Bilingual/ESL Education	17,993	32.4%	1,128,904	20.6%	18,001	32.3%	1,129,558	20.6%
Career & Technical Education	16,689	30.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	3,908	22.6%	805,496	50.8%	3,911	22.6%	806,117	50.8%
Gifted & Talented Education	4,661	8.4%	444,125	8.1%	4,662	8.4%	444,196	8.1%
Special Education	5,245	9.4%	577,868	10.5%	5,340	9.6%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,245		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,669	31.8%	245,216	42.4%				
Students with Physical Disabilities	1,505	28.7%	123,847	21.4%				
Students with Autism	991	18.9%	79,952	13.8%				
Students with Behavioral Disabilities	1,053	20.1%	120,042	20.8%				
Students with Non-Categorical Early Childhood	27	0.5%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	7,794	14.2%	806,375	15.3%				

<b>Student Information</b>	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.1%	1.6%	7.7%	5.5%
Grade 1	0.9%	2.9%	3.4%	4.9%
Grade 2	0.6%	1.6%	1.8%	2.0%
Grade 3	0.3%	0.9%	0.2%	0.8%
Grade 4	0.1%	0.5%	0.0%	0.4%
Grade 5	0.2%	0.4%	0.2%	0.5%
Grade 6	0.2%	0.4%	0.5%	0.5%
Grade 7	0.1%	0.5%	0.0%	0.6%
Grade 8	0.2%	0.4%	0.0%	0.6%
Grade 9	7.0%	7.8%	8.9%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	67	0.2%	5,686	0.2%

District Name: GARLAND ISD  
County Name: DALLAS  
District Number: 057909

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Student Information

<b>Class Size Information</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	21.1	19.0
Grade 1	20.1	18.9
Grade 2	19.7	18.8
Grade 3	20.4	19.0
Grade 4	20.0	19.2
Grade 5	24.5	20.9
Grade 6	21.5	20.4
Secondary:		
English/Language Arts	19.7	16.4
Foreign Languages	20.6	18.7
Mathematics	21.5	17.8
Science	22.8	18.8
Social Studies	23.2	19.3

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Staff Information

District Name: GARLAND ISD  
County Name: DALLAS  
District Number: 057909

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	7,184.9	100.0%	734,726.4	100.0%
Professional Staff:	4,680.9	65.1%	468,132.4	63.7%
Teachers	3,594.1	50.0%	363,121.3	49.4%
Professional Support	851.7	11.9%	74,698.8	10.2%
Campus Administration (School Leadership)	190.1	2.6%	21,960.1	3.0%
Central Administration	45.0	0.6%	8,352.3	1.1%
Educational Aides:	553.8	7.7%	78,096.8	10.6%
Auxiliary Staff:	1,950.2	27.1%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	74.0	n/a	4,373.0	n/a
Part-time	2.0	n/a	595.0	n/a
Counselors				
Full-time	146.0	n/a	12,901.0	n/a
Part-time	18.0	n/a	1,103.0	n/a
Total Minority Staff:	3,541.4	49.3%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	609.4	17.0%	39,132.5	10.8%
Hispanic	798.8	22.2%	102,099.7	28.1%
White	1,985.8	55.3%	209,453.0	57.7%
American Indian	23.6	0.7%	1,239.6	0.3%
Asian	110.2	3.1%	6,393.2	1.8%
Pacific Islander	13.6	0.4%	638.2	0.2%
Two or More Races	52.7	1.5%	4,165.2	1.1%
Males	935.2	26.0%	86,302.4	23.8%
Females	2,658.9	74.0%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	23.6	0.7%	4,859.9	1.3%
Bachelors	2,397.1	66.7%	266,596.3	73.4%
Masters	1,136.4	31.6%	89,088.4	24.5%
Doctorate	37.0	1.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	149.0	4.1%	26,878.7	7.4%
1-5 Years Experience	975.8	27.2%	101,305.8	27.9%
6-10 Years Experience	763.0	21.2%	70,305.4	19.4%
11-20 Years Experience	1,181.9	32.9%	106,767.7	29.4%
Over 20 Years Experience	524.4	14.6%	57,863.9	15.9%
Number of Students per Teacher	15.5	n/a	15.1	n/a

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Staff Information**

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	6.4	6.2
Average Years Experience of Principals with District	5.7	5.3
Average Years Experience of Assistant Principals	6.4	5.3
Average Years Experience of Assistant Principals with District	5.5	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	11.5	11.1
	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$54,573	\$49,868
1-5 Years Experience	\$56,590	\$52,823
6-10 Years Experience	\$58,209	\$55,756
11-20 Years Experience	\$60,345	\$59,308
Over 20 Years Experience	\$65,508	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$59,386	\$57,091
Professional Support	\$73,530	\$67,352
Campus Administration (School Leadership)	\$96,105	\$82,512
Central Administration	\$125,783	\$108,367
Instructional Staff Percent:	65.5%	64.6%
Turnover Rate for Teachers:	16.0%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Staff Information**

District Name: GARLAND ISD  
 County Name: DALLAS  
 District Number: 057909

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	421.0	11.7%	23,626.0	6.5%
Career & Technical Education	190.8	5.3%	18,120.4	5.0%
Compensatory Education	254.4	7.1%	10,147.3	2.8%
Gifted & Talented Education	32.9	0.9%	7,053.3	1.9%
Regular Education	2,094.8	58.3%	257,548.7	70.9%
Special Education	329.2	9.2%	33,620.4	9.3%
Other	271.0	7.5%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Cover Page

**2020 Accountability Rating:** Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

**2020 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: [https://tea.texas.gov/sites/default/files/method%2018\\_19.pdf](https://tea.texas.gov/sites/default/files/method%2018_19.pdf)

Data Reports for RDA and SPP/APR:

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

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

**2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

*Not Given:* The district completed the reporting requirement but did not offer the ASVAB CEP.

*Alternate Test Given:* The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

#### Other Important Information:

*Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

*Special Education.* STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

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

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html>.

### STAAR Performance

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

#### STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

*End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

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

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

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

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

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

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

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

## Progress (Academic Growth and STAAR Progress Measure)

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

*STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

*STAAR Progress Measure Percent at Accelerated Growth.* The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

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

### Prior Year and SSI

**Progress of Prior-Year Non-Proficient Students:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

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number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

### Bilingual Education/ESL

**Bilingual Education (BE):** Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

*BE-Trans Early Exit.* Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

*BE-Trans Late Exit.* Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

*BE-Dual Two-Way.* Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

*BE-Dual One-Way.* Bilingual program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

**English as a Second Language (ESL):** An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

*ESL Content.* An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

*ESL Pull-Out.* An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

*LEP No Services.* A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

*LEP with Services.* A student identified as limited English proficient who receives bilingual education services or English as a second language services.

**School Progress Domain—Academic Growth Score:** Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

**STAAR Progress Measure Percent at Expected or Accelerated Growth:** The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

**Progress of Prior-Year Non-Proficient Students:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018  
but passed in 2019**

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**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018**

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

### STAAR Participation

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

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

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
  - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

*Not Tested:* answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

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

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Attendance and Graduation

#### Attendance, Graduation, and Dropout Rates

**Attendance Rate:** The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

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**number of dropouts in grades 9–12 during the 2018–19 school year**

**number of students in grades 9–12 in attendance at any time during the 2018–19 school year**

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2018–19](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual \(Data source: TSDS PEIMS 40203, 40110, 42400, and 42500\)](#)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

#### *Additional Information on Cohorts:*

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

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

### **4-Year Longitudinal Rate**

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2019**

---

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

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

**number of students from the cohort who received a TxCHSE by August 31, 2019**

---

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

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2019–20 school year**

---

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

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 school  
year**

---

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

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

**number of students from the 2019 cohort who received a high school diploma by August 31,  
2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019**

---

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{aligned}}{\text{number of students in the 2019 cohort*}}$$

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

(1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

(4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2019**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2019**

---

**number of students in the 2018 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2019**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2019**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2019–20 school year**

---

**number of students in the 2018 cohort\***

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

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2019**

---

**number of students in the 2017 cohort\***

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2019**

---

**number of students in the 2017 cohort\***

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2019–20 school year**

---

**number of students in the 2017 cohort\***

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 school year**

---

**number of students in the 2017 cohort\***

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

#### *Additional Information about Federal Graduation Rates*

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort}^{**}}$$

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

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- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

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**number of students from the cohort who received a high school diploma by August 31, 2019**

---

**number of students in the 2017 cohort\*\***

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

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

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

---

**number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2019 with reported graduation plans  
(excludes graduates with FHSP degree plans)**

**FHSP-E Graduates (Longitudinal Rate) (Class of 2019)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

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**number of graduates in the Class of 2019 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2019 with reported FHSP graduation plans**

**FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

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**number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA**

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**number of graduates in the Class of 2019 with reported FHSP graduation plans**

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2019 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2018–19 who earn an FHSP-E**

---

**number of graduates in SY 2018–19 with reported FHSP graduation plans**

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in SY 2018–19 who earn an FHSP-DLA**

---

**number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA**

---

**number of graduates in SY 2018–19 with reported graduation plans**

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

### Graduation Profile

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

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

*(Data source: TSDS PEIMS 40203)*

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

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

**number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance**

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**total number of students**

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

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

**number of students in the 2018–19 school year considered as at risk**

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**total number of students**

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Postsecondary Readiness

#### College, Career, or Military Readiness (CCMR)

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

#### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

#### Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (Data source: THECB)

### College, Career, or Military Ready Graduates

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

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

**College Ready and Career/Military Ready:** The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

### College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)

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

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=23 Composite	or	Complete and earn credit for mathematics college prep course

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

The percentages are calculated as follows:

### *English Language Arts.*

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

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number of 2018–19 annual graduates

### *Mathematics.*

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

---

number of 2018–19 annual graduates

### *Both Subjects.*

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

---

number of 2018–19 annual graduates

### *Either Subject.*

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2018–19 annual graduates

**Associate’s Degree:** The percentage of annual graduates who earned an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2018–19 annual graduates who earned an associate’s degree before graduation

---

number of 2018–19 annual graduates

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

**Associate’s Degree but not Career/Military Ready:** The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

**Associate’s Degree and Career/Military Ready:** The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

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

---

number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2018–19 annual graduates

### Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

---

number of 2018–19 annual graduates who earned an approved industry-based certification

---

number of 2018–19 annual graduates

**Graduate with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

---

number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55

---

number of 2018–19 annual graduates

**CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (*Data source: TSDS PEIMS 43415 and 40110*)

---

number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications

---

number of 2018–19 annual graduates

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

**U.S. Armed Forces Enlistment:** The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

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number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

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number of 2018–19 annual graduates

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

---

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

---

number of 2018–19 annual graduates

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

---

number of 2018–19 annual graduates who earned a Level I or Level II certificate

---

number of 2018–19 annual graduates

## CCMR-related Indicators

**Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates):** The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

---

number of 2018–19 annual graduates who took the TSIA

---

number of 2018–19 annual graduates

**TSIA Average Score (Annual Graduates):** The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

### Reading

---

sum of total reading scores of all annual graduates who took the TSIA

---

number of annual graduates who took the reading portion of the TSIA

### Mathematics

---

sum of total mathematics scores of all annual graduates who took the TSIA

---

number of annual graduates who took the mathematics portion of the TSIA

**TSIA Results (Graduates >= Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

---

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

---

number of 2018–19 annual graduates

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

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

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

---

number of 2018–19 annual graduates

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

*English Language Arts.*

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

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number of 2018–19 annual graduates

*Mathematics.*

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2018–19 annual graduates

*Both Subjects.*

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2018–19 annual graduates

**AP/IB Course Completion (Annual Graduates):** The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

---

number of 2018–19 annual graduates

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

*All Subjects*

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

### Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

### Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

### Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

---

total students enrolled in grades 11 & 12

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

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

### All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

---

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

### English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

---

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

### Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

---

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

### Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

---

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

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### *Social Studies*

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies

---

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

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

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

### *All Subjects*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in 2018–19 with at least one AP or IB score at or above criterion

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

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

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

number of 2018–19 graduates who took either the SAT or the ACT

---

number of 2018–19 graduates reported

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

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

---

number of 2018–19 graduating examinees taking either the SAT or the ACT

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

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

---

number of 2018–19 graduates reported

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

**OnRamps Course Credits**: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. (Data source: OnRamps program)

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation

---

number of 2018–19 annual graduates

### **Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:**

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

---

number of 2018–19 annual graduates

## Other Postsecondary Indicators

**Advanced/Dual-Credit Course Completion (Grades 11–12):** The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

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

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

### *Any Subject*

number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one course in 2018–19

### *English Language Arts*

number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one ELA course in 2018–19

### *Mathematics*

number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Science

number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one science course in 2018–19

### Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

*(Data source: TSDS PEIMS 43415)*

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

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

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

### Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one course in 2018–19

### English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

### Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Science

number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one science course in 2018–19

### Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

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

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

---

number of graduates during the 2017–18 school year

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

(Data source: THECB)

**Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

*and*

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

---

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

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

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

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Profile

#### Student Information

*Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.*

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 25, 2019).

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

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

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

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

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

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

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

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

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

---

**total number of students**

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

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

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services.

**English Learners (ELs):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

**number of students with one or more disciplinary placements**

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

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

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

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*(Data source: TSDS PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: TSDS PEIMS 40100)*

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

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

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

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

**number of students in the 2019–20 school year considered as at risk**

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**total number of students**

*(Data source: TSDS PEIMS 40110)*

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

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

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

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

- 13—Traumatic Brain Injury (TBI)

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

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

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: TSDS PEIMS 41163)*

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

**number of mobile students in 2018–19**

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**number of students who were in membership at any time during the  
2018–19 school year**

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

**Attrition Rates** (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

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

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

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

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

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

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

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

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

The following rules apply to the average class sizes:

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

*(Data source: TSDS PEIMS 30090)*

## Staff Information

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

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

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

**Auxiliary Staff** (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

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

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

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

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

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

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

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

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

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

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

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

*(Data source: TSDS PEIMS 30050)*

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

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

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

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

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

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

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: TSDS PEIMS 30040 and 30090*)

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

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

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

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

**Teachers by Program** (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

## Kindergarten Readiness

### Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

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

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

**Eligible Students Who Attended PK:** Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

**Eligible Students Who Did Not Attend PK:** Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

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

**Students Ready for KG:** Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

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

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

**number of kindergarten ready students**

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**all kindergarten students who were assessed for kindergarten readiness**

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

**All PK Attendees Assessed in KG:** Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

**Eligible:** Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

**Eligible PK Attendees Assessed in KG:** Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

**Students Ready for KG:** Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

**Students Assessed in KG:** Count of prekindergarten attendees who were assessed for kindergarten readiness.

**Percent Ready:** Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

**number of kindergarten ready students**

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**all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness**

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting .....	(512) 463-9704
Advanced Courses	Curriculum .....	(512) 463-9581
Charter Schools	Charter Schools .....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT.....	(319) 337-1270
Copies of TAPR reports	<a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html</a>	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order .....	(512) 463-9286
Distinguished Achievement Program	Curriculum .....	(512) 463-9581
Distinction Designations	Performance Reporting .....	(512) 463-9704
Dropouts	Accountability Research .....	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding .....	(512) 463-9238
General Inquiry	General Inquiries .....	(512) 463-9290
Graduates	Accountability Research .....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board .....	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order .....	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability .....	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine .....	(512) 463-9229
Recommended High School Program	Curriculum .....	(512) 463-9581
Retention Policy	Curriculum .....	(512) 463-9581
School Finance	State Funding .....	(512) 463-9238
School Governance	School Governance .....	(512) 463-9623
School Report Card	Performance Reporting .....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor		
	ETS .....	(855) 333-7770
	Pearson .....	(800) 328-5999
	Austin Operational Center .....	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### PEIMS Role Identifications

(In Alphabetical Order by Label)

#### CENTRAL ADMINISTRATORS

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

#### CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

#### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

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

#### PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
<b>TEACHERS</b>	
087	Teacher
047	Substitute Teacher
<b>EDUCATIONAL AIDES</b>	
033	Educational Aide
036	Certified Interpreter
<b>AUXILIARY STAFF</b>	
Employment record, but no responsibility records.	

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

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

#### English Language Arts

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

#### Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

### Technology Applications

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

### Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

## Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

### Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

### Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

### Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

### Other

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

**2018 - 2019 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,848**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>									
<b>Operating Revenue</b>									
Local Property Tax from M&O (excluding recapture)	\$195,961,645	40.24%	\$3,509	\$195,961,645	35.43%	\$3,509	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$269,066,003	55.25%	\$4,818	\$269,267,526	48.68%	\$4,821	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$12,993,559	2.67%	\$233	\$66,915,575	12.10%	\$1,198	\$6,959,931,329	12.27%	\$1,285
Other Local	\$8,949,086	1.84%	\$160	\$21,001,848	3.80%	\$376	\$2,882,959,027	5.08%	\$532
<b>Total Operating Revenue</b>	\$486,970,293	100.00%	\$8,720	\$553,146,594	100.00%	\$9,905	\$56,707,826,255	100.00%	\$10,470
<b>Other Revenue</b>									
Local Property Tax from I&S	\$0	0.00%	\$0	\$79,721,223	90.80%	\$1,427	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$6,364,903	7.25%	\$114	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$1,713,501	100.00%	\$31	\$1,716,107	1.95%	\$31	\$794,651,977	9.45%	\$147
<b>Total Other Revenue</b>	\$1,713,501	100.00%	\$31	\$87,802,233	100.00%	\$1,572	\$8,407,862,653	100.00%	\$1,552
<b>Subtotal: Operating and Other Revenue</b>	\$488,683,794	100.00%	\$8,750	\$640,948,827	100.00%	\$11,477	\$65,115,688,908	100.00%	\$12,022
<b>Recapture Revenue</b>									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
<b>Total Recaptured Revenue</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	\$488,683,794	100.00%	\$8,750	\$640,948,827	100.00%	\$11,477	\$67,884,151,590	100.00%	\$12,534
<b>Debt Service Financing and TRS Estimate Revenue</b>									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$15,509,675	40.14%	\$278	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$23,129,276	100.00%	\$414	\$23,129,276	59.86%	\$414	\$2,077,222,453	36.01%	\$384
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	\$23,129,276	100.00%	\$414	\$38,638,951	100.00%	\$692	\$5,768,376,363	100.00%	\$1,065
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	\$511,813,070	100.00%	\$9,164	\$679,587,778	100.00%	\$12,169	\$70,884,065,271	100.00%	\$13,088
<b>Expenditures</b>									
<b>Operating Expenditures by Object (61xx-64xx only)</b>									
Payroll Expenditures (Object 61xx)	\$383,295,023	85.56%	\$6,863	\$416,857,730	79.72%	\$7,464	\$42,536,152,378	79.22%	\$7,854

**2018 - 2019 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,848**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$36,889,778	8.23%	\$661	\$39,472,141	7.55%	\$707	\$5,053,894,853	9.41%	\$933
Supplies & Materials (Object 63xx)	\$22,758,580	5.08%	\$408	\$58,971,640	11.28%	\$1,056	\$4,665,604,291	8.69%	\$861
Other Operating Expenditures (Object 64xx)	\$5,058,154	1.13%	\$91	\$7,600,165	1.45%	\$136	\$1,436,788,644	2.68%	\$265
<b>Total Operating Expenditures by Object</b>	<b>\$448,001,535</b>	<b>100.00%</b>	<b>\$8,022</b>	<b>\$522,901,676</b>	<b>100.00%</b>	<b>\$9,363</b>	<b>\$53,692,440,166</b>	<b>100.00%</b>	<b>\$9,913</b>
<b>Non-Operating Expenditures by Object</b>									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$70,904,682	52.61%	\$1,270	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$971,777	100.00%	\$17	\$63,872,120	47.39%	\$1,144	\$8,861,633,785	51.22%	\$1,636
<b>Total Non-Operating Expenditures by Object</b>	<b>\$971,777</b>	<b>100.00%</b>	<b>\$17</b>	<b>\$134,776,802</b>	<b>100.00%</b>	<b>\$2,413</b>	<b>\$17,300,929,418</b>	<b>100.00%</b>	<b>\$3,194</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$448,973,312</b>	<b>100.00%</b>	<b>\$8,039</b>	<b>\$657,678,478</b>	<b>100.00%</b>	<b>\$11,776</b>	<b>\$70,993,369,584</b>	<b>100.00%</b>	<b>\$13,108</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>									
Instruction(Function 11,95)	\$262,318,302	58.55%	\$4,697	\$297,353,719	56.87%	\$5,324	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$7,310,740	1.63%	\$131	\$7,412,195	1.42%	\$133	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$11,740,070	2.62%	\$210	\$16,636,586	3.18%	\$298	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$7,693,695	1.72%	\$138	\$8,831,504	1.69%	\$158	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$31,289,348	6.98%	\$560	\$31,806,577	6.08%	\$570	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$21,942,327	4.90%	\$393	\$22,554,317	4.31%	\$404	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$890,218	0.20%	\$16	\$970,923	0.19%	\$17	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$6,487,658	1.45%	\$116	\$6,499,940	1.24%	\$116	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$14,443,445	3.22%	\$259	\$14,511,456	2.78%	\$260	\$1,636,095,662	3.05%	\$302
Food Services (Function 35)	\$90,265	0.02%	\$2	\$30,236,101	5.78%	\$541	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$10,200,783	2.28%	\$183	\$11,582,827	2.22%	\$207	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$14,835,177	3.31%	\$266	\$14,841,285	2.84%	\$266	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$38,699,023	8.64%	\$693	\$38,716,567	7.40%	\$693	\$5,226,340,714	9.73%	\$965
Security & Monitoring Services (Function 52)	\$6,228,447	1.39%	\$112	\$6,234,423	1.19%	\$112	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$12,036,563	2.69%	\$216	\$12,037,090	2.30%	\$216	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$1,795,474	0.40%	\$32	\$2,676,166	0.51%	\$48	\$266,098,830	0.50%	\$49
<b>Total Operating Expenditures by Function</b>	<b>\$448,001,535</b>	<b>100.00%</b>	<b>\$8,022</b>	<b>\$522,901,676</b>	<b>100.00%</b>	<b>\$9,363</b>	<b>\$53,692,440,166</b>	<b>100.00%</b>	<b>\$9,913</b>
<b>Non-Operating Expenditures by Function</b>									

**2018 - 2019 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,848**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$70,904,682	52.61%	\$1,270	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$971,777	100.00%	\$17	\$63,872,120	47.39%	\$1,144	\$8,861,633,785	51.22%	\$1,636
<b>Total Non-Operating Expenditures by Function</b>	\$971,777	100.00%	\$17	\$134,776,802	100.00%	\$2,413	\$17,300,929,418	100.00%	\$3,194
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$448,973,312	100.00%	\$8,039	\$657,678,478	100.00%	\$11,776	\$70,993,369,584	100.00%	\$13,108
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>									
Basic Educational Services (PIC 11)	\$224,318,923	50.07%	\$4,017	\$224,355,174	42.91%	\$4,017	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$5,044,299	1.13%	\$90	\$5,044,876	0.96%	\$90	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$23,685,652	5.29%	\$424	\$24,529,600	4.69%	\$439	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$52,793,951	11.78%	\$945	\$62,910,193	12.03%	\$1,126	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$26,437,090	5.90%	\$473	\$40,369,090	7.72%	\$723	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$9,013,149	2.01%	\$161	\$10,865,462	2.08%	\$195	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$10,066,850	2.25%	\$180	\$10,066,872	1.93%	\$180	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$4,944,691	1.10%	\$89	\$4,978,754	0.95%	\$89	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$7,479,277	1.67%	\$134	\$7,490,966	1.43%	\$134	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$84,217,653	18.80%	\$1,508	\$132,290,689	25.30%	\$2,369	\$13,616,179,442	25.36%	\$2,514
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$448,001,535	100.00%	\$8,022	\$522,901,676	100.00%	\$9,363	\$53,692,440,166	100.00%	\$9,913
<b>Non-Operating Expenditures by PIC</b>									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$70,904,682	52.61%	\$1,270	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$971,777	100.00%	\$17	\$63,872,120	47.39%	\$1,144	\$8,861,633,785	51.22%	\$1,636
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$971,777	100.00%	\$17	\$134,776,802	100.00%	\$2,413	\$17,300,929,418	100.00%	\$3,194
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$448,973,312	100.00%	\$8,039	\$657,678,478	100.00%	\$11,776	\$70,993,369,584	100.00%	\$13,108
<b>Disbursements</b>									
<b>Total Disbursements</b>									
Operating Expenditures	\$448,001,535	91.95%	\$8,022	\$522,901,676	75.13%	\$9,363	\$53,692,440,166	71.10%	\$9,913

**2018 - 2019 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,848**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$37,284,586	7.65%	\$668	\$37,284,586	5.36%	\$668	\$1,068,121,149	1.41%	\$197
Intergovernmental Charge	\$939,783	0.19%	\$17	\$1,075,764	0.15%	\$19	\$681,757,275	0.90%	\$126
Debt Service (Object 6500)	\$0	0.00%	\$0	\$70,904,682	10.19%	\$1,270	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$971,777	0.20%	\$17	\$63,872,120	9.18%	\$1,144	\$8,861,633,785	11.74%	\$1,636
<b>Total Disbursements</b>	\$487,197,681	100.00%	\$8,724	\$696,038,828	100.00%	\$12,463	\$75,511,710,690	100.00%	\$13,942
<b>Tax Rates</b> 2018 - 2019 (current tax year) Tax Rates									
Maintenance & Operations				1.0400			1.1003		
Interest & Sinking				0.4200			0.2097		
<b>Total Tax Rate</b>				1.4600			1.3101		
<b>Fund Balance**</b> Fund Balance									
Nonspendable Fund Balance	\$925,912		\$17	\$2,433,497		\$44	\$255,555,898		\$50
Restricted Fund Balance	\$0		\$0	\$138,983,487		\$2,489	\$17,956,324,818		\$3,521
Committed Fund Balance	\$8,000,000		\$143	\$11,088,140		\$199	\$3,206,045,411		\$629
Assigned Fund Balance	\$673,486		\$12	\$24,634,070		\$441	\$2,969,613,173		\$582
Unassigned Fund Balance	\$220,271,987		\$3,944	\$220,271,987		\$3,944	\$14,724,633,560		\$2,887
<b>Total Fund Balance**</b>	\$229,871,385		\$4,116	\$397,411,181		\$7,116	\$39,112,172,860		\$7,670
<b>Fund Balance Reconciliation</b>									
2017-2018 Total Fund Balance (Previous Year)	\$193,387,258		\$3,425	\$376,547,397		\$6,668	\$35,850,846,786		\$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	\$72,631,572		\$1,301	\$19,035,117		\$341	\$-5,923,414,430		\$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$-36,147,445		\$-647	\$1,828,667		\$33	\$8,992,605,090		\$1,763
2018-2019 Uncommon Items	\$0		\$0	\$0		\$0	\$192,135,414		\$38
<b>2018-2019 Total Fund Balance</b>	\$229,871,385		\$4,116	\$397,411,181		\$7,116	\$39,112,172,860		\$7,670

# Garland Independent School District

## District Improvement Plan

2019-2020



# Mission Statement

The Garland Independent School District exists as a **Diverse Community** with a **Shared Vision** that serves to provide an **Exceptional Education** to **ALL** of its students.

## Vision

## Value Statement

We believe every student can learn.

We know every student deserves our best.

We value and celebrate all cultures.

We respect all students, families, staff and communities.

We demonstrate ethical behavior.

**EDUCATION TRANSFORMS LIVES.**

# Table of Contents

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences. .... 4

# **Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.**

**Performance Objective 1:** Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 47.3% in 2019 to 90% by 2025. (SY1920 interim goal = 59.0%)

**Targeted or ESF High Priority**

**Performance Objective 2:** Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 33.9% in 2019 to 70% by 2025. (SY1920 interim goal = 45.0%)

**Targeted or ESF High Priority**

**Performance Objective 3:** Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2019 to 76% by 2025. (SY1920 interim goal = 46.0%)

**Targeted or ESF High Priority**

**Performance Objective 4:** Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 50.8% in 2019 to 80% by 2025. (SY1920 interim goal = 51.0%)

**Performance Objective 5:** Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 70.4% in 2019 to 90% by 2025. (SY1920 interim goal = 68.5%)

**Performance Objective 6:** Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 52% in 2019 to 70% in by 2025 and SAT School Day Mathematics will increase from 28% in 2019 to 50% by 2025. (SY1920 EBRW interim goal = 54%; 1920 math interim goal = 27%)

**Performance Objective 7:** Percent of students earning qualifying criterion score on AP exams will increase from 38.3% in 2019 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered. (SY1920 interim goal = 36.5%)

**Performance Objective 8:** Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of

School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 44.1% in 2019 to 35% by 2025. (SY1920 interim goal = 44.0%)

**Performance Objective 9:** Percent of students successfully completing graduation requirements will increase from a) 92.6% in 2019 to 95% by 2025 as measured by 4-year graduation rates and b) 59.1% in 2019 to 80% by 2025 as measured by the percentage of students meeting College, Career, and Military Ready standards. (SY1920 graduation rate interim goal = 92.6%; 1920 CCMR interim goal = 55.0%)

# Report on Violent or Criminal Incidents

## School Violence Prevention and Intervention

The GISD Security Department utilizes qualified personnel, staff training, equipment, and key procedures to help keep students, staff and visitors safe at Garland ISD campuses and facilities.

The department conducts an annual audit of district safety and security procedures. Audits of individual schools are conducted at least once every three years.

Controlled entry is one way the district ensures safety on each campus. Access cards are needed to gain entry into GISD buildings. Visitors must be buzzed into two doors, under camera surveillance, and screened before entering the school. Campuses screen visitors by requiring them to show a government I.D., which is run through a national sex offender database. Campus escorts are also used when necessary.

The district also ensures safety on campuses through the use of a closed-circuit video monitoring system.

In addition to lockdown drills, evacuation and severe weather drills are also practiced. Garland ISD staff and students are taught and continually reminded about each type of emergency, the reasons and conditions for each drill activation, and their campus' procedures.

The District employs two methods by which individuals can provide anonymous tips. One is through the telephone hotline system and the other is through the Anonymous Alerts App.

### *School Resource Officers*

Officers from the Garland, Rowlett and Sachse Police Departments serve as School Resource Officers (SRO) for Garland ISD schools. Each SRO brings specialized knowledge of the law, local and national crime trends and safety procedures to the campus. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables them to protect the community and the campus while supporting the educational mission. Two SROs are assigned to each high school; one SRO is assigned to each middle school; and, one SRO rotates among 2-5 elementary schools.

### *Emergency Management Procedures*

- District Emergency Operations Plan
- Standard Response Protocol/Standard Reunification Method
- Random Searches
- Lockdown Drills
- Fire Drills
- Shelter Drills
- District Behavioral Threat Assessment Team
- Traumatic Injury Response Protocol (Stop the Bleed)
- Canine Detection and Prevention Program

### *School Violence In-Service Training*

- Standard Response Protocol Training
- PTA Meetings
- Table Top Exercises
- Districtwide Relocation and Reunification Drills

### *Preventive Equipment*

Electric locks at each campus with main entrance intercom and closed-circuit television camera. Locks controlled through GISD central command center. Each exterior door has a door contact alarm, which alerts the command center if a door is propped open.

Closed-circuit cameras at each campus linked through GISD network. Accessible at each campus and monitored at the central command center.

Visitor management system at each facility requires government I.D. or passport. System scans visitors through a national database system of sex offenders.

Public address systems at each campus link to the telephone structure to allow announcements from classrooms and any District telephone from outside the building as well.

## Violent and Criminal Incidents

The Texas Education agency requires all districts to maintain an accurate record of the number, rate, and type of violent or criminal incidents that occur on each district campus. Table 1-1 provides district and campus totals of violent and criminal incidents that occurred in the 2019-2020 school year.

**Report on Violent or Criminal Incidents  
Student Disciplinary Action Incident Counts by Reason Code  
2019-20 School Year (To the Extented Permitted under FERPA)**

Reason Code	Description	GHS	SGHS	NGHS	LCHS	NFHS	RHS	SHS	Austin Academy	Bussey MS	Sam Houston	Jackson MS	O'Banion MS	Brandenburg MS
		057909002	057909003	057909004	057909005	057909008	057909009	057909010	057909041	057909042	057909043	057909045	057909046	057909047
02	On-Campus Felony	1		2	1	1	1	1	1		1			
04	Controlled Substance	15	27	6	15	29	50	15	1	7	1	4	3	3
05	Alcohol				2	2	3	4	1	2		1	1	
06	Abuse Volatile Chemical													
07	Lewdness/Exposure					3		2						
08	Retaliation against School Employee													
09	Off Campus Felony - Title 5		3		4	5	1					1		1
10	Felony/Non-Title 5													
11	Used, exhibited, possessed firearm		1											
12	Used, exhibited possessed illegal knife													
13	Used, exhibited, possessed illegal club													
14	Used, exhibited, possessed prohibited weapon													
16	Arson													
17	Murder, capital murder, criminal attempt to commit murder/capital murder													
18	Indecency with a child							1						
19	Aggravated kidnapping													
26	Terrorist Threat	1	1	1	3	2	3	2		2	1	1		1
27	Assault School Employee/Volunteer	2	1		1	1	4	3		3	1			2
28	Assault Not School Employee	7	3	1	9	3	5	7	1	6		2	2	2
29	Aggravated assault against school district employee/volunteer													
30	Aggravated assault against non-employee/volunteer										1			
31	Sexual assault/aggravated sexual assault against school district employee/volunteer													
32	Sexual assault/aggravated sexual assault against non-employee/volunteer					1								
35	False Alarm/False Report		1				1							
36	Felony controlled substance violation	4	8	10	1	9	14	11		2	1	1	2	1
37	Felony alcohol violation													
46	Aggravated robbery						1							
47	Manslaughter													
48	Criminally negligent homicide													
49	Engages in deadly conduct													
57	Continuous Sexual Abuse of Young Child or Children													
60	Harassment (Employee)													
	<b>Total Incidents</b>	30	45	23	36	57	82	46	4	22	6	10	8	10
	<b>Student Enrollment (Fall 2019 PEIMS Snapshot)</b>	2,309	2,142	2,748	2,448	2,250	2,491	2,845	994	911	1,041	1,501	1,101	1,250
	<b>Incident Rate</b>	1.3%	2.1%	0.8%	1.5%	2.5%	3.3%	1.6%	0.4%	2.4%	0.6%	0.7%	0.7%	0.8%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

**Report on Violent or Criminal Incidents**  
**Student Disciplinary Action Incident Counts by Reason Code**  
**2019-20 School Year (To the Extented Permitted under FERPA)**

Reason Code	Description	Sellers MS	Webb MS	Coyle MS	Lyles MS	Hudson MS	DAEP	Schrade MS	Beaver Technol	Bullock EL	Centerville EL	Southgate EL	Weaver EL	Heather Glen EL
		057909048	057909049	057909050	057909051	057909052	057909053	057909054	057909101	057909102	057909105	057909113	057909116	057909124
02	On-Campus Felony			1			1							
04	Controlled Substance		4	3	1	1	1	4						
05	Alcohol	2				1	1							
06	Abuse Volatile Chemical													
07	Lewdness/Exposure							1						
08	Retaliation against School Employee													
09	Off Campus Felony - Title 5													
10	Felony/Non-Title 5													
11	Used, exhibited, possessed firearm													
12	Used, exhibited, possessed illegal knife													1
13	Used, exhibited, possessed illegal club													
14	Used, exhibited, possessed prohibited weapon													
16	Arson			1										
17	Murder, capital murder, criminal attempt to commit murder/capital murder													
18	Indecency with a child													
19	Aggravated kidnapping													
26	Terrorist Threat	1					1	1	1	1	1		1	
27	Assault School Employee/Volunteer	3		1		1	3		1			1		
28	Assault Not School Employee	1	9	1	1	1	1	6			1	1		1
29	Aggravated assault against school district employee/volunteer													
30	Aggravated assault against non-employee/volunteer													
31	Sexual assault/aggravated sexual assault against school district employee/volunteer													
32	Sexual assault/aggravated sexual assault against non-employee/volunteer													
35	False Alarm/False Report													
36	Felony controlled substance violation							1						
37	Felony alcohol violation													
46	Aggravated robbery													
47	Manslaughter													
48	Criminally negligent homicide													
49	Engages in deadly conduct													
57	Continuous Sexual Abuse of Young Child or Children													
60	Harassment (Employee)	1												
	<b>Total Incidents</b>	8	13	7	2	4	7	13	1	1	2	2	1	2
	<b>Student Enrollment (Fall 2019 PEIMS Snapshot)</b>	955	1,211	965	617	1,371	96	1,060	570	604	294	466	523	371
	<b>Incident Rate</b>	0.8%	1.1%	0.7%	0.3%	0.3%	7.3%	1.2%	0.2%	0.2%	0.7%	0.4%	0.2%	0.5%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

**Report on Violent or Criminal Incidents**  
**Student Disciplinary Action Incident Counts by Reason Code**  
**2019-20 School Year (To the Extented Permitted under FERPA)**

Reason Code	Description	Ethridge	Vial	Club Hill	Hickman	Rowlett	Spring Creek	Shugart	Stephens	Pearson	Couch	Carver	Total
		EL 057909128	Academv 057909129	EL 057909132	EL 057909133	EL 057909137	EL 057909138	EL 057909141	EL 057909146	EL 057909156	EL 057909157	EL 057909159	
02	On-Campus Felony	1											12
04	Controlled Substance												190
05	Alcohol		1										20
06	Abuse Volatile Chemical												0
07	Lewdness/Exposure												0
08	Retaliation against School Employee												0
09	Off Campus Felony - Title 5												15
10	Felony/Non-Title 5												0
11	Used, exhibited, possessed firearm												1
12	Used, exhibited, possessed illegal knife												1
13	Used, exhibited, possessed illegal club												0
14	Used, exhibited, possessed prohibited weapon												0
16	Arson												1
17	Murder, capital murder, criminal attempt to commit murder/capital murder												0
18	Indecency with a child												1
19	Aggravated kidnapping												0
26	Terrorist Threat		1					1			1		27
27	Assault School Employee/Volunteer			1	2	1	1			1			34
28	Assault Not School Employee			1			1	1	1	2	1	1	79
29	Aggravated assault against school district employee/volunteer												0
30	Aggravated assault against non-employee/volunteer		1										2
31	Sexual assault/aggravated sexual assault against school district employee/volunteer												0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer												1
35	False Alarm/False Report												2
36	Felony controlled substance violation												65
37	Felony alcohol violation												0
46	Aggravated robbery												1
47	Manslaughter												0
48	Criminally negligent homicide												0
49	Engages in deadly conduct												0
57	Continuous Sexual Abuse of Young Child or Children												0
60	Harassment (Employee)												1
<b>Total Incidents</b>		1	3	2	2	1	2	2	1	3	2	1	462
<b>Student Enrollment (Fall 2019 PEIMS Snapshot)</b>		734	590	523	523	539	588	484	569	665	562	709	
<b>Incident Rate</b>		0.1%	0.5%	0.4%	0.4%	0.2%	0.3%	0.4%	0.2%	0.5%	0.4%	0.1%	

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

## **Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Please note:** In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2018  
Enrolled in Texas Public or Independent Higher Education in FY 2019**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
<b>GARLAND ISD</b>								
	057909002 GARLAND H S							
	Four-Year Public University	133	12	13	19	31	57	1
	Two-Year Public Colleges	182	65	30	11	25	30	21
	Independent Colleges & Universities	13						
	Not Trackable	42						
	Not Found	225						
	Total High School Graduates	595						
	057909005 LAKEVIEW CENTENNIAL H S							
	Four-Year Public University	80	11	12	17	18	22	0
	Two-Year Public Colleges	251	105	33	37	32	28	16
	Independent Colleges & Universities	8						
	Not Trackable	19						
	Not Found	124						
	Total High School Graduates	482						
	057909006 MEMORIAL PATHWAY ACADEMY H S							
	Four-Year Public University	3						
	Two-Year Public Colleges	28	13	5	1	1	3	5
	Independent Colleges & Universities	0						
	Not Trackable	35						
	Not Found	164						
	Total High School Graduates	230						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2018  
Enrolled in Texas Public or Independent Higher Education in FY 2019**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	057909004 N GARLAND H S							
	Four-Year Public University	153	20	12	20	42	59	0
	Two-Year Public Colleges	235	63	33	25	46	49	19
	Independent Colleges & Universities	2						
	Not Trackable	44						
	Not Found	188						
	Total High School Graduates	622						
	057909008 NAAMAN FOREST H S							
	Four-Year Public University	61	14	6	10	14	17	0
	Two-Year Public Colleges	167	47	24	20	28	36	12
	Independent Colleges & Universities	6						
	Not Trackable	24						
	Not Found	168						
	Total High School Graduates	426						
	057909009 ROWLETT H S							
	Four-Year Public University	129	26	17	20	26	40	0
	Two-Year Public Colleges	224	88	33	20	36	31	16
	Independent Colleges & Universities	5						
	Not Trackable	22						
	Not Found	238						
	Total High School Graduates	618						
	057909003 S GARLAND H S							
	Four-Year Public University	28	6	3	8	5	5	1
	Two-Year Public Colleges	109	35	15	10	24	10	15
	Independent Colleges & Universities	4						
	Not Trackable	61						
	Not Found	218						
	Total High School Graduates	420						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2018  
Enrolled in Texas Public or Independent Higher Education in FY 2019**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057909010 SACHSE H S							
	Four-Year Public University	145	25	21	15	46	38	0
	Two-Year Public Colleges	254	77	31	34	54	38	20
	Independent Colleges & Universities	15						
	Not Trackable	35						
	Not Found	210						
	Total High School Graduates	659						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Evidence of Excellence Award

**Agenda Section:** Information Item

**Administrator Responsible:** Sherese Lightfoot, Executive Director of  
Communications & Public Relations

**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

Getting a head start on future literary careers, 13 Garland ISD fourth through ninth-graders won the nationwide *I Write Short Stories by Kids for Kids* publishing contest. They are among 100 student authors to be featured in this year's anthology.

**Administrative Recommendations:**

For your information.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021  
**Agenda Item:** Going the Extra Mile (GEM) Recognition  
**Agenda Section:** Information Item  
**Administrator Responsible:** Sherese Lightfoot, Executive Director of Communications and Public Relations

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

**OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

**OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

**OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

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

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

Sandi Davis, secretary at Austin Academy Middle School, was nominated by various colleagues for going above and beyond every day to ensure the campus runs smoothly, everyone is greeted warmly, and the needs of students, staff and families are always met.

**Administrative Recommendation:**

Provided for your consideration.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021  
**Agenda Item:** Going the Extra Mile (GEM) Recognition  
**Agenda Section:** Information Item  
**Administrator Responsible:** Sherese Lightfoot, Executive Director of Communications and Public Relations

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

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

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

James McKee, assistant principal at Gilbreath-Reed Career and Technology Center, was nominated by Annette Himmelreich & Meighan Hylton for going above and beyond volunteering his personal time every Thursday to assist in the McKinney-Vento SAM Camp that helps our most at-risk students.

**Administrative Recommendation:**

Provided for your consideration.



## Garland Independent School District Board of Trustees

**Date of Meeting:** February 23, 2021  
**Agenda Item:** Graduation Update  
**Agenda Section:** Information Item  
**Administrator Responsible:** Dr. Susanna Russell  
Chief Leadership Officer

### **Board Goal Objective:**

#### **OBJECTIVE I: GRADUATION OUTCOMES**

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

#### **Superintendent's Goal:**

##### **Superintendent Goal #1 – Student Results**

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

##### **Superintendent Goal #4 – Educational Leadership**

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

##### **Superintendent Goal #5 – District Management**

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

##### **Superintendent Goal #6 – Community Relations & Relationship Building**

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

#### **Summary/Background Information:**

This presentation will review the planning that has been done for graduation options, since the initial presentation at the February 9, 2021 Facilities Committee meeting. An update will be provided, that outlines plans to proceed at the Curtis Culwell Center, as originally scheduled.

#### **Administrative Recommendations:**

Provided for your information

The background of the slide features a blue, dotted pattern. Overlaid on this are black silhouettes of graduates wearing caps and gowns, with their arms raised in celebration. The text 'Graduation 2021' is prominently displayed in white, with '2021' underlined in a teal color.

# Graduation 2021

A presentation to the Garland ISD  
Board of Trustees  
February 23, 2021

# Globe Life Field

- June 10 and 11
  - 4 ceremonies per day
  - \$197,500.00
- Protocols & Ceremonies
  - Similar to last year
  - Five ticket limit per graduate

# Curtis Culwell Center

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- 50% occupancy limit in effect
- Already successfully hosting events
- Can accommodate all graduations with graduates plus five tickets per graduate
- Live streaming of ceremonies



# Curtis Culwell Center

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- Protocols

- Graduates straight to chairs; no procession
- Masks for all
- Clear bag policy in effect
- Pre-recorded band and choir performances
- Limit faculty attendance to only those supervising
- Disinfect in between the ceremonies

# Next Steps

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Proceed as scheduled with graduations at the CCC

- June 8      1:00    PM      Memorial Pathway Academy
- 5:00    PM      Sachse HS
- June 9      9:00    AM      South Garland HS
- 1:00    PM      Rowlett HS
- 3:00    PM      Lakeview Centennial HS
- June 10     9:00    AM      Naaman Forest HS
- 1:00    PM      Garland HS
- 3:00    PM      North Garland HS





## Garland Independent School District Board of Trustees

**Date of Meeting:** February 23, 2021

**Agenda Item:** Trustees' Report

**Agenda Section:** Discussion Item

**Administrator Responsible:** Dr. Ricardo López  
Superintendent

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

**OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

**OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

**OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

**OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)**

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

**OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

**OBJECTIVE H: STUDENT MANAGEMENT**

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

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent Goal #1 – Student Results**

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

**Superintendent Goal #2 – Fiscal Responsibility**

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

**Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

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

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

**Administrative Recommendations:**

For discussion.



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	February 23, 2021
<b>Agenda Item:</b>	Superintendent's Report
<b>Agenda Section:</b>	Discussion Item
<b>Administrator Responsible:</b>	Dr. Ricardo López Superintendent
<b>Board Goal Objective:</b>	

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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**Superintendent Goal #1 – Student Results**

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**Superintendent Goal #2 – Fiscal Responsibility**

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

**Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

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

**Administrative Recommendations:**

Provided for your information and discussion.



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	February 23, 2021
<b>Agenda Item:</b>	Future Agenda Items
<b>Agenda Section:</b>	Discussion Item
<b>Administrator Responsible:</b>	Dr. Ricardo López Superintendent
<b>Board Goal Objective:</b>	

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

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**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent Goal #1 – Student Results**

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

**Superintendent Goal #2 – Fiscal Responsibility**

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

**Superintendent Goal #3 – Board Relations**

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**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

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

**Administrative Recommendations:**

For discussion.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021  
**Agenda Item:** Human Resources Report  
**Agenda Section:** Consent Agenda  
**Administrator Responsible:** Dr. Gradyne Brown  
Assistant Superintendent Human Resources

**Board Goal Objective:**

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Please see attached recommendations for the new personnel, terminations, leaves of absence, and resignations for the 2020-21 school year.

**Administrative Recommendations:**

Administration recommends approval.

New Hires						
Name	Exp	College	Degree	Job Title	School/Dept.	Effective Date
<b>Administrative New Hires</b>						
Name	Exp	College	Degree	Job Title	School/Dept.	Effective Date
<b>Administrative Appointments/Transfers</b>						
Name		Current Position		Recommended Position		Effective Date
Bass, Chasity		Teaching & Learning - Facilitator Instructional Design ELAR		Teaching & Learning - Coordinator Early Childhood		1/25/2021

Name	Job Title	School/Dept.	Experience	Reasons	Effective Date
Alrid, Kathryn J.	Teach/Special Ed. KN	Beaver T.C.	29 years/26 with GISD	Resignation/ Health Reasons	2/12/2021
Ammer, Rosanne M.	Teach/Special Ed. Pre-K	Parsons PreK	1 year with GISD	Resignation/ Health Reasons	3/5/2021
Clement, Brittany D.	Teach/1st Grade	Golden Meadows Elem.	6 years/5 with GISD	Resignation/ Other	6/9/2021
Ellsworth, Cailee N.	Teach/Gymnastics Coach	CC @ Brandenburg	5 years with GISD	Resignation/ Career Change	2/8/2021
Davis, Cameron C.	Teach/504 Testing Advisor	Naaman Forest H.S.	16 years/1 with GISD	Resignation/ Personal	1/22/2021
Green, Jeffery L.	Teach/PE	Herfurth Elem.	29 years with GISD	Retirement	2/26/2021
Johnson, Kevin W.	Audiologist	Special Education	26 years with GISD	Retirement	6/15/2021
Padilla, Oscar G.	Teach/Asst. Choir	CC @ Brandenburg	17 years/13 with GISD	Resignation/ Career Change	1/29/2021
Peoples, Natasha P.	Teach/Dyslexia	Special Education	7 years/5 with GISD	Resignation/ Health Reasons	1/28/2021
Poor, Bettina (Tina) D.	Teach/Montessori Lower	Herfurth Elem.	1 year with GISD	Resignation/ Other	6/9/2021
Scherwin, Timothy R.	Teach/PE/Coach	North Garland H.S.	1 year with GISD	Resignation/ Moving out of State	2/5/2021
Simpson, Kelsey T.	Teach/Special Ed. CBSE Idea B	Montclair Elem.	0 years with GISD	Resignation/ Health Reasons	1/25/2021
Vega, Armando	Teach/Math/Coach	Coyle M.S.	5 years/3 years with GISD	Resignation/ Personal Reasons	3/5/2021
Veno, Tiffany A.	Director	Communications	12 years/9 with GISD	Resignation/ Career Change	2/19/2021
Wisdom, Sherry D.	Teach/Special Ed. ALE	Williams Elem.	12 years/2 with GISD	Resignation/ Health Reasons	2/5/2021
<b>Professional Resignation/Retirements:</b>		<b>Approved to Date:</b>	<b>163</b>		
		<b>Current:</b>	<b>14</b>		
<b>B. Support Personnel</b>					
<b>Name</b>	<b>Job Title</b>	<b>School/Dept.</b>	<b>Experience</b>	<b>Reasons</b>	
Abbett, Susan R.	Secretary	Risk Management	28 years with GISD	Deceased	2/7/2021
<b>ParaProfessional Resignation/Retirements:</b>		<b>Approved to Date:</b>	<b>11</b>		

		<b>Current:</b>	<b>1</b>		
Date Change*					
Other TX School - has informed us of taking a position at another Texas school district					
Personal - used at the discretion of the employee and no specific reason given or shared					
Career Change - has informed us of taking a position outside of education					



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2020

**Agenda Item:** Consider Approval of Minutes of Board Meetings

**Agenda Section:** Action Item

**Administrator Responsible:** Mechelle Hogan  
Board Service Manager

**Summary/Background Information:**

Minutes from the following meetings are submitted for review and approval: Facilities Committee Meeting held, October 13, 2020; District Affairs Committee held October 13, 2020; Finance and Audit Committee held October 13, 2020; Regular Meeting held October 27, 2020; Facilities Committee Meeting held, November 10, 2020; District Affairs Committee held November 10, 2020; Finance and Audit Committee held November 10, 2020; Special Meeting held November 17, 2020; Regular Meeting held November 17, 2020.

**Administrative Recommendations:** Administration recommends approval.

Garland Independent School District  
Board of Trustees  
Minutes of Regular Board Meeting  
November 17, 2020

Trustees Present: Ana Maria Aguilar DeYoung, Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Linda Griffin, Larry Glick

Administrators Present: Dr. Ricardo López, Dr. Susanna Russell, Dr. Brent Ringo, Dr. Jovan Wells

1. Mr. Beach, President, called the meeting to order at 5:03 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. Mr. Beach led the audience in the Pledges of Allegiance to the U.S. and Texas flags.
2. Mr. Beach announced the building capacity limits per Governor Greg Abbot's September 17, 2020 Executive Order and local health authorities.
3. The following citizens addressed the Board of Trustees during the Public Forum portion of the meeting: Russell Dunn, William Besson, Gail Vines, Sue Moffatt Northrup, Rebecca Menner, Austin Menner, Dawn Lohr Stewart and Bryan Robinson.
4. Trustees bid outgoing Trustee Jed Reed farewell. President Beach provided a brief address.
5. Trustees Ana Maria Aguilar DeYoung, Place 4 and James "Jamie" Miller, Place 5 signed statements of Elected Officers.
6. Board Service Manager, Mechelle Hogan administered the Oath of Office to Trustees Ana Maria Aguilar DeYoung, Place 4 and James "Jamie" Miller, Place 5.
7. The following Information Items were presented:
  - Evidence of Excellence
    - Recognize Austin Academy Honors Orchestra
    - Recognize the Gilbreath-Reed Career and Technical Center
  - Recognize Going the Extra Mile (GEM) Recipient Garland ISD Transportation Department
8. Trustees were given an opportunity to share during the Trustees Report on the following subjects:
  - Trustee attendance at recent district and community events
  - Announcement of upcoming district and community events
  - Recognition of outstanding performance by district staff and students
  - Recognition of new programs and special activities
  - Discuss future meeting dates

- Message from Board President
9. Superintendent Dr. Ricardo López provided a report on recent events.
  10. There were no future agenda items.
  11. On a motion by Mr. Johnson and second by Mrs. Griffin, the Human Resources Report was unanimously approved.
  12. On a motion by Mr. Johnson and second by Mr. Glick, the Board Meeting Minutes were unanimously approved.
  13. On a motion by Mr. Johnson and second by Mr. Miller, Trustees unanimously approved changing the South Garland High School and school colors. The final mascot choice will be brought back before the board at later date. Trustees unanimously approved changing the school colors to red, white and blue.
  14. On a motion by Mr. Johnson and second by Mr. Glick, the following items were unanimously approved:
    - Budget Transfers and Amendments to the 2020-2021 General Fund
    - Disposal of Vehicles
    - Donation from State Farm Enterprise Technology Grant
    - Donation from the Garland Fire Department
  15. On a motion by Mrs. Griffin and second by Mr. Selders, the Board Operating Procedures with the following revisions were approved 6 votes aye and one abstention. Mrs. Griffin, Mr. Selders, Mrs. Aguilar DeYoung, Mr. Beach, Mr. Johnson and Mr. Miller voted aye. Mr. Glick abstained from the vote.
    - Revision #1: Add that the Board President appoints the committee chairs.
    - Revision #2: Add that the Board President can may fill in for a committee member absent adequate Trustee representation at a committee meeting.
  16. On a motion by Mr. Johnson and second by Mr. Glick, the following new bids were unanimously approved:
    - Contract #152-20 -Custodial Supplies – Warehoused
    - Contract #169-20 - Fundraisers (Catalog)
    - Contract #173-20 - Roofing Repair Services
    - Contract #181-20-02 - Apparel (Shirts, T-Shirts, Uniforms & Accessories)
    - Contract #319-21 - Track Uniforms and Equipment
    - Contract #321-20-03 - Textbooks and Materials
    - Contract #363-21 - Property Insurance
  17. On a motion by Mr. Johnson and second by Mr. Robert, the following renewal bids were unanimously approved:
    - Contract #325-20 - Testing and Assessment

18. On a motion by Mr. Miller and second by Mr. Glick, the following increase in awarded bids were unanimously approved:
  - Contract #32-19-04 - Increase in Awarded Amount for Career and Technical Education Agriculture Merchandise and Services
  - Contract #65-20 - Increase in Awarded Amount for Clinic Supplies-Warehoused
  - Contract #127-19-02 - Increase in Awarded Amount for English Language Learners
  - Contract #214-19-07 - Increase in Awarded Amount for HVAC Control Systems, Parts and Services
  - Contract #281-19 - Increase in Awarded Amount for Elevator Maintenance and Repair Services
  - Contract #300-20 - Increase in Awarded Amount for Personal Protective Equipment
19. Trustees discussed continuing Emergency Delegation of Authority to the Superintendent.
20. Mr. Beach stated that the Board would move into executive session at 7:50 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter; and Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee: 1. Consultation and deliberation regarding possible action regarding proposed termination of the Chapter 21 contract of Larry Jones. 2. Consultation and deliberation regarding the selection of officers for the Board of Trustees. The Board reconvened in open session at 8:20 p.m. Mr. Beach certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.
21. On a motion by Mr. Johnson and second by Mr. Miller, Trustees unanimously approved the proposed termination of the Chapter 21 contract of Larry Jones.
22. Dr. López called for nominations for the office of Board President. Mr. Miller nominated Mr. Selders. No other nominations were presented. Following the close of nominations, votes were cast. Mr. Selders was unanimously elected Board President and took over as the officiating officer.
23. Mr. Selders called for nominations for the office of Vice President. Mr. Glick nominated Mr. Miller. No other nominations were presented. Following the close of nominations, votes were cast. Mr. Miller was unanimously elected Vice President.

24. Mr. Selders called for nominations for the office of Secretary. Mrs. Griffin nominated Mr. Johnson. No other nominations were presented. Following the close of nominations, votes were cast. Mr. Johnson was unanimously elected Secretary.
25. Mr. Selders called for nominations for the office of Assistant Secretary. Mr. Beach nominated Mrs. Griffin. No other nominations were presented. Following the close of nominations, votes were cast. Mrs. Griffin was unanimously elected Assistant Secretary.
26. The meeting adjourned at 8:28 p.m.

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Johnny Beach, President  
Board of Trustees

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James Miller, Secretary  
Board of Trustees

Garland Independent School District  
Board of Trustees  
Minutes of Special Board Meeting  
November 17, 2020

Trustees Present: Jed Reed, Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Larry Glick

Trustee Absent: Linda Griffin

Administrators Present: Dr. Ricardo López, Dr. Susanna Russell, Dr. Brent Ringo, Dr. Jovan Wells

1. Mr. Beach, President, called the meeting to order at 4:00 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. Mr. Beach led the audience in the Pledges of Allegiance to the U.S. and Texas flags.
2. Mr. Beach announced the building capacity limits per Governor Greg Abbot's September 17, 2020 Executive Order and local health authorities.
3. No citizens addressed the Board during the Public Forum portion of the meeting.
4. On a motion by Mr. Reed and second by Mr. Glick, the November 3, 2020 Trustee Election and Voter-Approval Tax Rate Election, Proposition A canvass and order declaring the results of said elections was unanimously approved.
5. Certificates of Election were issued to Trustee Ana Maria Aguilar DeYoung, Place 4 and Trustee James "Jamie" Miller, Place 5.
6. On a motion by Mr. Miller and second by Mr. Glick, the Garland ISD Tax Rolls for Tax Year 2020 were unanimously approved.
7. On a motion by Mr. Miller and second by Mr. Glick, the continued use of the 2019-2020 Board President and Secretary Facsimile signatures was unanimously approved.
8. There was no Executive Session.
9. The meeting adjourned at 4:11 p.m.

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Johnny Beach, President  
Board of Trustees

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James Miller, Secretary  
Board of Trustees

Garland Independent School District  
Board of Trustees  
Minutes of District Affairs Committee  
November 10, 2020

Committee Members Present: Robert Selders, Larry Glick, Wesley Johnson, Jed Reed, Johnny Beach, Linda Griffin, James Miller

Administrators Present: Dr. Ricardo López, Dr. Susanna Russell, Dr. Brent Ringo, Dr. Jovan Wells

1. Mr. Johnson, Committee Chairperson, called the meeting to order at 6:03 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.
2. Mr. Johnson announced the meeting was being held per Governor Greg Abbot's September 17, 2020 Executive Order, Texas Health and Human Services and local health authorities.
3. No members of the community addressed the Committee during the Public Forum portion of the meeting.
4. Dr. López provided a brief message about the district.
5. The following items were presented for information items:
  - Receive COVID-19 Update
  - Receive College, Career & Military Readiness (CCMR) Update
  - Receive 2020-2021 District Improvement Plan
  - Receive Discipline Update
6. The following action items were presented for the October 2020 Regular Board Meeting:
  - Consider Approval of 2020-2021 Campus Improvement Plans
  - Consider Approval of Effective School Framework and Targeted Improvement Plan: Heather Glen Elementary School
  - Consider Approval of the 2021-2022 Choice of School Calendar
7. Mr. Johnson stated that there would be no Executive Session.
8. The meeting adjourned at 8:33 p.m.

Garland Independent School District  
Board of Trustees  
Finance and Audit Committee Meeting Minutes  
November 10, 2020

Trustees Present: Linda Griffin, Robert Selders, Johnny Beach, Jed Reed,  
Wes Johnson, Larry Glick, James Miller

Administrators Present: Dr. Ricardo López, Dr. Brent Ringo, Dr. Susanna Russell,  
Allison Davenport, Mark Booker, Dr. Jovan Wells, Brandy Mayo

1. Mr. Miller, committee chairperson, called the meeting to order at 4:40 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.
2. Mr. Miller announced the meeting was being held per Governor Greg Abbot's September 17, 2020 Executive Order, Texas Health and Human Services and local health authorities.
3. There were no comments during the Public Forum portion of the meeting.
4. Dr. Ricardo López provided a brief update on the district.
5. The following Information items will be presented at the November 2020 Board Meeting:
  - Board of Trustee Contract Renewal Report for November 2020
  - Review September 2020 Monthly Financials
  - Review September 2020 Tax Report
  - Receive First Quarter Investment Report
  - Receive Student Nutrition Services Management Update
  - Receive Presentation on Bond Update
6. The following items will be presented for Action (non-consent) at the November Regular Meeting:
  - Consider Approval of Budget Transfers and Amendments to the General Fund
  - Consider Approval of Disposal of Vehicles
  - Consider Approval of Donation from State Farm Enterprise Technology Grant
  - Consider Approval of Donation from the Garland Fire Department
  - New Bids
    - Contract #152-20 - Consider Approval of Purchase of Custodial Supplies – Warehoused
    - Contract #169-20 - Consider Approval of Purchase of Fundraisers (Catalog)
    - Contract #173-20 - Consider Approval of Purchase of Roofing Repair Services
    - Contract #181-20-02 - Consider Approval of Purchase of Apparel (Shirts, T-Shirts, Uniforms & Accessories)

- Contract #319-21 - Consider Approval of Purchase of Track Uniforms and Equipment
- Contract #321-20-03 - Consider Approval of Purchase of Textbooks and Materials
- Contract #363-21 - Consider Approval of Purchase of Property Insurance
- Renewal Bids
  - Contract #325-20 - Consider Approval of Purchase of Testing and Assessment
- Increase to Awarded Bids
  - Contract #32-19-04 - Consider Approval of Increase in Awarded Amount for Career and Technical Education Agriculture Merchandise and Services
  - Contract #65-20 - Consider Approval of Increase in Awarded Amount for Clinic Supplies-Warehoused
  - Contract #127-19-02 - Consider Approval of Increase in Awarded Amount for English Language Learners
  - Contract #214-19-07 - Consider Approval of Increase in Awarded Amount for HVAC Control Systems, Parts and Services
  - Contract #281-19 - Consider Approval of Increase in Awarded Amount for Elevator Maintenance and Repair Services
  - Contract #300-20 - Consider Approval of Increase in Awarded Amount for Personal Protective Equipment

7. There was no Executive Session.

8. The meeting adjourned at 5:40 p.m.

Garland Independent School District  
Facilities Committee Meeting Minutes  
November 10, 2020

Trustees Present: Larry Glick, Johnny Beach, Linda Griffin, Jed Reed, Robert Selders, Wes Johnson, James Miller

Administrators Present: Dr. Ricardo López, Dr. Brent Ringo, Paul Gonzales, Javier Fernandez, Pat Lamb, Matt Yeager

1. Mr. Glick called the meeting to order at 3:00 p.m. and announced that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.
2. Mr. Glick announced the meeting was being held per Governor Greg Abbot's September 17, 2020 Executive Order, Texas Health and Human Services and local health authorities.
3. No citizens address the committee during the Public Forum comment section of the meeting.
4. Dr. Ricardo López spoke provided a district update message.
5. Paul Gonzales presented the GISD Annual Utility Report 2019-2020..
6. The following items were presented for the November 2020 Regular Board Meeting:
  - Discussion Item
    - Receive Garland ISD Mascot Presentation
  - Information Items
    - Receive Presentation on Bond Update
7. There was no Executive Session.
8. The meeting adjourned at 4:24 p.m.

Garland Independent School District  
Board of Trustees  
Minutes of Regular Board Meeting  
October 27, 2020

Trustees Present: Jed Reed, Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Linda Griffin, Larry Glick

Administrators Present: Dr. Ricardo López, Dr. Susanna Russell, Dr. Brent Ringo, Dr. Jovan Wells

1. Mr. Beach, President, called the meeting to order at 5:00 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. Mr. Beach led the audience in the Pledges of Allegiance to the U.S. and Texas flags.
2. Mr. Beach announced the building capacity limits per Governor Greg Abbot's September 17, 2020 Executive Order and local health authorities.
3. No citizens addressed the Board during the Public Forum portion of the meeting.
4. Allison Davenport led the Public Hearing on School FIRST Rating Report. There were no comments from citizens.
5. The following Information Items were presented:
  - Evidence of Excellence
    - Recognize Naaman Forest High School's eSports Program
    - Recognize Garland ISD's Finance Department
  - Recognize Innovations in Stem Teaching Award Winners
  - Recognize Going the Extra Mile (GEM) Recipient Jennifer Temesvary
  - Recognize Going the Extra Mile (GEM) Recipient Patricia Salazar
  - Receive Presentation of Texas Energy Managers Association (TEMA) Award
  - Receive Internal Audit Risk Assessment Report
  - Announce Board Member Continuing Education Credit Hours
6. Trustees discussed proposed revisions to the Board Operating Procedures.
7. Trustees were given an opportunity to share during the Trustees Report on the following subjects:
  - Trustee attendance at recent district and community events
  - Announcement of upcoming district and community events
  - Recognition of outstanding performance by district staff and students
  - Recognition of new programs and special activities
  - Discuss future meeting dates
  - Message from Board President

8. Superintendent Dr. Ricardo López provided a report on recent events.
9. Mr. Larry Glick requested an update on the Lucy Hawkins Reading Program as a future agenda item. Mrs. Linda Griffin requested a detailed report on elementary students who attended intersession in the fall as a future agenda item.
10. Trustees took a break at 7:10 p.m. and reconvened at 7:21 p.m.
11. On a motion by Mr. Reed and second by Mr. Johnson, the following items were unanimously approved:
  - Human Resources Reports
  - Board Meeting Minutes
12. On a motion by Mr. Reed and second by Mr. Glick, the revisions to Board Policy CH(LOCAL) were unanimously approved.
13. On a motion by Mr. Johnson and second by Mr. Reed, the following items were unanimously approved:
  - Campus Improvement Plans
  - Effective Schools Framework and Targeted Improvement Plans
  - 2021-2022 Choice of School Calendar
14. On a motion by Mr. Miller and second by Mr. Glick, budget transfers and amendments to the 2020-2021 General Fund, Student Nutrition Service Fund and Debt Service Fund were unanimously approved.
15. On a motion by Mr. Miller and second by Mr. Glick, the following new bids were unanimously approved:
  - Contract #7-20 – Purchase of Fuel Quoting
  - Contract #345-20-01 – Purchase of Musical Instruments, Supplies and Repairs
  - Contract #361-16-21 - Purchase of Hazardous Materials Consulting Services
16. On a motion by Mr. Miller and second by Mr. Glick, the following renewal bids were unanimously approved:
  - Contract #360-15 – Extension of Architectural and Related Professional Services-Final Additional Renewal Option
17. On a motion by Mr. Miller and second by Mr. Glick, the following increase in awarded bids were unanimously approved:
  - Contract #32-19-05 Increase in Awarded Amount for Career and Technical Education Health Sciences Merchandise and Services
18. Trustees discussed continuing Emergency Delegation of Authority to the Superintendent.
19. Mr. Beach stated that the Board would move into executive session at 7:33 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et

seq. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter; and Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee; Pursuant to Texas Government Code 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices: 1. Consultation and deliberation regarding Safety and Security Audit. The Board reconvened in open session at 8:45 p.m. Mr. Beach certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

21. The meeting adjourned at 8:45 p.m.

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Johnny Beach, President  
Board of Trustees

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James Miller, Secretary  
Board of Trustees

Garland Independent School District  
Board of Trustees  
Minutes of District Affairs Committee  
October 13, 2020

Committee Members Present: Robert Selders, Larry Glick, Wesley Johnson, Jed Reed, Johnny Beach, Linda Griffin, James Miller

Administrators Present: Dr. Ricardo López, Dr. Susanna Russell, Dr. Brent Ringo, Dr. Jovan Wells

1. Mr. Johnson, Committee Chairperson, called the meeting to order at 7:28 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.
2. Mr. Johnson announced the meeting was being held per Governor Greg Abbot's September 17, 2020 Executive Order, Texas Health and Human Services and local health authorities.
3. No members of the community addressed the Committee during the Public Forum portion of the meeting.
4. Dr. López provided a brief message about the district.
5. The following items were presented for information items:
  - Post ACE: Lyles Middle School and Handley Elementary School Magnet Proposal
  - College for All Update
6. The following action items were presented for the October 2020 Regular Board Meeting:
  - Consider Approval of 2020-2021 Campus Improvement Plans
  - Consider Approval of Effective School Framework and Targeted Improvement Plan: Heather Glen Elementary School
  - Consider Approval of the 2021-2022 Choice of School Calendar
7. Mr. Johnson stated that there would be no Executive Session.
8. The meeting adjourned at 9:33 p.m.

Garland Independent School District  
Board of Trustees  
Finance and Audit Committee Meeting Minutes  
October 13, 2020

Trustees Present: Linda Griffin, Robert Selders, Johnny Beach, Jed Reed,  
Wes Johnson, Larry Glick, James Miller

Administrators Present: Dr. Ricardo López, Dr. Brent Ringo, Dr. Susanna Russell,  
Allison Davenport, Mark Booker, Dr. Jovan Wells, Brandy Mayo

1. Mr. Miller, committee chairperson, called the meeting to order at 6:15 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.
2. Mr. Miller announced the meeting was being held per Governor Greg Abbot's September 17, 2020 Executive Order, Texas Health and Human Services and local health authorities.
3. There were no comments during the Public Forum portion of the meeting.
4. Dr. Ricardo López provided a brief update on the district.
5. The following Information items will be presented at the October 2020 Board Meeting:
  - Public Hearing on School FIRST Rating Report
  - Board of Trustee Contract Renewal Report for October 2020
  - Review August 2020 Monthly Financials
  - Review August 2020 Tax Report
  - Receive Demographics Update for Fall 2020
  - Receive Donation from Raytheon Technologies
  - Receive Presentation of Texas Energy Mangers Association (TEMA) Award
  - Receive Presentation on Bond Update
6. The following items will be presented for Action (non-consent) at the October Regular Meeting:
  - Consider Approval of Budget Transfers and Amendments to the General Fund
  - New Bids
    - Contract #7-20 - Consider Approval of Purchase of Fuel Quoting
    - Contract #345-20-01 - Consider Approval of Purchase of Musical Instruments, Supplies and Repairs
    - Contract #361-16-21 - Consider Approval of Purchase of Hazardous Materials Consulting Services

- Renewal Bids
  - Contract #360-15 - Consider Extension of Architectural and Related Professional Services
- Increase to Awarded Bids
  - Contract #32-19-05 - Consider Approval of Increase in Awarded Amount for Career and Technical Education Health Sciences Merchandise and Services

7. There was no Executive Session.

8. The meeting adjourned at 7:17 p.m.

Garland Independent School District  
Facilities Committee Meeting Minutes  
October 13, 2020

Trustees Present: Larry Glick, Johnny Beach, Linda Griffin, Jed Reed, Robert Selders, Wes Johnson, James Miller

Administrators Present: Dr. Ricardo López, Dr. Brent Ringo, Paul Gonzales, Javier Fernandez, Pat Lamb, Matt Yeager

1. Mr. Glick called the meeting to order at 3:00 p.m. and announced that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.
2. Mr. Glick announced the meeting was being held per Governor Greg Abbot's September 17, 2020 Executive Order, Texas Health and Human Services and local health authorities.
3. No citizens address the committee during the Public Forum comment section of the meeting.
4. Dr. Ricardo López spoke provided a district update message.
5. Jimmy Beach provided a maintenance and operations work order update from May 2020-July 2020.
6. The following items were presented for the October 2020 Regular Board Meeting:
  - Donation from Raytheon Technologies
  - Polling Place Security Update
  - Private Cellular Network Infrastructure Pilot Program
  - Texas Energy Managers Association (TEMA) Award
  - Bond Update Presentation
  - Action Items
    - Renewal Bid
      - Contract #360-15-Consider Extension of Architectural and Related Professional Services
    - New Bid
      - Contract #361-16-21-Consider Approval of Purchase of Hazardous Materials Consulting Services
7. Mr. Glick stated that the Board would move into executive session at 3:02 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the

governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter; 1. Discussion and Consideration regarding District Soil Composition; Pursuant to Texas Government Code Section 551.072, deliberating the purchase, exchange, lease, or value of real property; 1. Discussion and deliberation regarding employee clinic relocation and possible land acquisition; Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee; Pursuant to Texas Government Code 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices; Pursuant to Texas Government Code Session 551.087, deliberation regarding Economic Development Negotiations. The Board reconvened in open session at 4:54 p.m. Mr. Glick certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

8. The meeting adjourned at 6:06 p.m.



## Garland Independent School District Board of Trustee

**Date of Meeting:** February 23, 2021

**Agenda Item:** Approve Local Policies from TASB Update 116

**Agenda Section:** Action Item

**Administrator Responsible:** Lisa Ray  
General Counsel

### **Superintendent's Goal:**

#### **Superintendent Goal #1 – Student Results**

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

#### **Superintendent Goal #2 – Fiscal Responsibility**

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

#### **Superintendent Goal #3 – Board Relations**

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

#### **Superintendent Goal #4 – Educational Leadership**

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

### **Summary/Background Information:**

Update 116 includes policy revisions in response to revised state rules and provisions from the 86<sup>th</sup> Legislative Session that are effective January 1, 2021.

- Delegation of Authority to the Superintendent on implementation of the district cybersecurity training
- Grievance processes
- Medical treatment for students
- Conduct on School Premises

CQB (LOCAL)	TECHNOLOGY RESOURCES - CYBERSECURITY
DED (LOCAL)	COMPENSATION AND BENEFITS: VACATION AND HOLIDAYS
DCD (LOCAL)	EMPLOYMENT PRACTICES – AT-WILL EMPLOYMENT
DCE (LOCAL)	EMPLOYMENT PRACTICES – OTHER TYPES OF CONTRACT
FFAC (LOCAL)	WELLNESS AND HEALTH SERVICES – MEDICAL TREATMENT
GKA (LOCAL)	COMMUNITY RELATIONS – CONDUCT ON SCHOOL PREMISES

**Administrative Recommendations:**

Administration recommends approval.

- Plan** The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.
- Coordinator** The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency (TEA) in cybersecurity matters and as required by law report to TEA breaches of system security.
- Training** The Board delegates to the Superintendent the authority to:
1. Determine the cybersecurity training program to be annually completed by each employee and Board member; and
  2. Verify and report compliance with staff training requirements in accordance with guidance from the Department of Information Resources.
- The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.
- Security Breach Notifications** Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:
1. Written notice.
  2. Email, if the District has email addresses for the affected persons.
  3. Conspicuous posting on the District's websites.
  4. Publication through broadcast media.
- The District's cybersecurity coordinator shall disclose a breach involving sensitive, protected, or confidential student information to TEA and parents in accordance with law.

EMPLOYMENT PRACTICES  
AT-WILL EMPLOYMENT

DCD  
(LOCAL)

Personnel not hired under a contract shall be employed on an at-will basis.

[For information regarding contractual employment, see DCA, DCB, DCC, and DCE, as appropriate]

**Dismissal**

At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District. At-will employees who are dismissed shall receive pay through the end of the last day worked.

Appeal of  
Employment  
Actions

A dismissed employee may appeal the dismissal in accordance with DGBA(LOCAL).

EMPLOYMENT PRACTICES  
OTHER TYPES OF CONTRACTS

DCE  
(LOCAL)

**Non-Chapter 21  
Contracts**

Non-Chapter 21 contracts may be provided for certain District positions, as reflected in the job descriptions of the positions. A non-Chapter 21 contract shall not be governed by Chapter 21 of the Education Code.

**Appeal of  
Employment Actions**

An employee may appeal discharge during the contract period in accordance with DCE(LEGAL).

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

No employee shall give any student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

**Performing Special  
Nursing Procedures  
and Treatments**

A written request from the parent shall be on file requesting that school personnel perform any special nursing procedure or treatment. A written order from the prescribing physician shall be on file requesting that school personnel perform a special nursing procedure or treatment and shall include specific directions for the procedure or treatment. The physician's written order and parental written request shall be valid for only one school year and must be renewed at the beginning of each school year to remain in effect.

**Medication Provided  
by Parent**

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication provided by the parent in accordance with legal requirements and prescribed by a physician or dentist licensed in Texas. [See FFAC(LEGAL)]

Nonprescription medication provided by the parent if properly labeled in the original container, and with a written order from the prescribing physician or dentist licensed in Texas. For an overnight field trip, the District shall make an exception to the requirement for a written order from the prescribing physician or dentist, so long as the nonprescription medication is provided by the parent, is properly labeled in the original container, and the parent has completed a District permission form for this purpose.

2. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities, and with a written order from the prescribing physician or dentist licensed in Texas. These substances shall be administered only by employees authorized by the Superintendent or designee. [See DG]

A written order from the prescribing physician on the form provided by the District shall be on file requesting that school personnel administer parenteral or enteral (excluding oral) medications. The physician's written order shall include specific directions for the administration of the medication. The physician's written order is valid only for one school year

and must be renewed at the beginning of each school year to remain in effect.

**Medication Provided  
by District**

Except as provided by this policy, the District shall not purchase medication to administer to a student.

*Athletic Injuries*

3. Nonprescription medication provided by the District athletic department trainers for athletic injuries and consistent with:
  - a. A standing order provided by the District's team physician who must be licensed to practice medicine in the state of Texas; and
  - b. Parental consent given on the appropriate treatment form.

**Epinephrine**

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Off Campus

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

*Maintenance,  
Availability, and  
Training*

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, availability of unassigned epinephrine auto-injectors at each campus, at off-campus events, and while in transit to and from a school event.

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

FFAC  
(LOCAL)

*Notice to Parents* In accordance with law, the District shall provide notice to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

**Psychotropics**

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

**Medical Treatment**

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Access to District Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or Exclusion under Education Code 37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

**Prohibitions**

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

*Exceptions*

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]



**Garland Independent School District  
Board of Trustees**

<b>Date of Meeting:</b>	February 23, 2021
<b>Agenda Item:</b>	Consider Approval of a Resolution Allowing Compensation for Staff Members Due to Time Missed During Inclement Weather Days
<b>Agenda Section:</b>	Action Item
<b>Administrator Responsible:</b>	Dr. Gradyne E. Brown Assistant Superintendent, Human Resources

**Superintendent Goal #2 – Fiscal Responsibility**

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

**Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Governor Gregg Abbott declared a statewide disaster effective February 12, 2021 due to a severe winter weather advisory. Safety precautions due to impassable roadways and severe cold weather caused Garland ISD to close all campuses and support buildings for multiple days. Although the District was closed, some categories of essential workers are required to report to work on site during District closure. This resolution requests full compensation for all employees who were unable to work remotely and that essential workers who are required to report to work on site during closure be compensated at a rate of time and a half of their regular hourly rate.

**Administrative Recommendations:** Administration recommends approval.

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
GARLAND INDEPENDENT SCHOOL DISTRICT, HEREBY  
DECLARING A PUBLIC PURPOSE FOR THE EXPENDITURE OF  
DISTRICT FUNDS DUE TO INCLEMENT WEATHER**

**WHEREAS**, the District recognizes the value and benefit of encouraging its employees to be models for students in the District;

**WHEREAS**, the District maintains the safety of all students and staff as a top priority of the District;

**WHEREAS**, the Board is authorized by Texas Education Code section 45.105 to expend funds of Garland Independent School District (“Garland ISD” or “District”) for purposes necessary in the conduct of the public schools as determined by the Board;

**WHEREAS**, Greg Abbott, Governor of the State of Texas, declared a state of emergency on February 12, 2021;

**WHEREAS**, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work;

**WHEREAS**, the Board finds that a need exists to address wage payments for employees who are idled;

**WHEREAS**, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and

**WHEREAS**, the Board concludes that continuing wage payments to all designated employees, as identified by the Superintendent or designee —contractual and non-contractual, salaried and non-salaried—who suffer a loss in pay due to an emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen;

**WHEREAS**, as to nonexempt employees who are called on to work during an emergency closing, the Board further concludes that payment of these employees at a premium rate, time and a half, as provided in this resolution, serves the public purposes of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff;

**NOW, THEREFORE, BE IT RESOLVED:**

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.
2. The Board of Trustees of Garland Independent School District authorizes continued wage payments to all designated employees, as identified by the Superintendent or designee —contractual and non-contractual, salaried and non-salaried—who are instructed not to report to work during an emergency closing.

3. The authority granted by this resolution to continue wage payments to idled employees and to pay a premium rate of time and a half to nonexempt employees who provide emergency-related services is effective for any emergency closures through the end of February 2021, unless the Board takes action to authorize payment for a longer duration or modify the resolution at a later date.
4. That it is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the Garland ISD Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Garland ISD Board further ratifies, approves and confirms such written notice and posting thereof.
5. This Resolution shall take effect immediately upon its passage, and is retroactive to any dates Garland ISD was closed due to inclement weather in February 2021.

PASSED AND ADOPTED this 23rd day of February, 2021.

By:

\_\_\_\_\_  
Robert Selders, President

ATTEST:

By:

\_\_\_\_\_  
Wes Johnson, Secretary



## Garland Independent School District Board of Trustees

**Date of Meeting:** February 23, 2021

**Agenda Item:** Proclamation 2021: PreK Textbook Adoption

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Melissa Hill, Director of Teaching & Learning Development  
Megan Frankenberg, Early Learning Program Administrator

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

**OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #1 – Student Results**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

Proclamation 2021 provides districts with the opportunity to adopt a new curriculum for Prekindergarten students. A textbook committee was formed to complete a PreK needs assessment and review materials. The textbook committee voted to choose Frogstreet PreK for the next adoption cycle.

**Administrative Recommendations:**

Administration recommends approval.

# Instructional Materials Adoption PreK

Proclamation 2021





The committee was comprised of:

- 12 ESL Prek teachers
- 6 BIL PreK teachers
- 6 ECSE teachers
- 2 Early Literacy Support Teachers
- 3 Campus Administrators
- 4 BIL Instructional Specialists
- 5 Content Coordinators
- 1 Early Learning Program Administrator

[Complete list of PreK Committee Members](#)

**PreK Adoption Committee Members  
2020-2021**

Campus/Dept	First Name	Last Name	Position	Benchmark	SAVVAS	Frogstreet
Caldwell	Natali	Legeros	Assistant Principal	X	X	X
Caldwell	Edwardo	Marquez	Prek Bilingual Teacher	X	X	X
Club Hill	Sonia	Dorsey	Gen Ed PreK ESL Teacher	X	X	X
Couch	Erin	Parris	Gen Ed inclusion	X	X	X
Couch	Deneata	Cornelius	ECSE inclusion	X	X	X
ELL Dep	Ingrid	Fleury	Bilingual Instructional Specialist	X	X	X
ELL Dep	Julie	Xu	Bilingual Instructional Specialist	X	X	X
ELL Dep	Leticia	Arthur Santos	Bilingual Instructional Specialist	X	X	X
ELL Dep	Ivonne	Acuna	Bilingual Instructional Specialist	X	X	X
Golden Meadows	Tracey	Poarch	Pre-K Gen Ed ESL Teacher	X	X	X
Luna	Stormy	Gonzalez	Gen Ed Pre-K ESL Teacher	X	X	X
Montclair	John	Hare	Gen Ed and BL ½, ½ Teacher	X	X	
Nita Pearson	Denise	Gerberich	Gen Ed, Pre-K ESL Teacher	X	X	X
Northlake	Daisy	Sarinana	Bilingual Pre-k Teacher	X	X	X
Northlake	Kathleen	Taylor	GenEd/ESL Pre-k Teacher	X	X	X
Park Crest	Ysilia	Diaz	PreK Bilingual Teacher	X	X	X
Park Crest	Selena	Morrow Lawrence	Early Literacy Support Teacher		X	X
Park Crest	Tessa	Sharafat	Gen Ed. PreK Teacher	X	X	X
Parsons PreK	Disa	McEwen	Principal	X	X	X
Sewell	Amanda	Waits	GenEd/ESL PreK Teacher	X	X	X
Shugart	Katherine	Herman	Gen Ed. PreK Teacher	X	X	X
Shugart	Debra	Nix	Assistant Principal	X	X	X
Southgate	Leita	Philipp	ECSE PreK Inclusion Teacher	X	X	X
Spring Creek	Adriene	Allen	Early Literacy Support Teacher	X	X	X
Spring Creek	Kelly	Richards	ECSE Inclusion	X	X	X
Spring Creek	Maria	Diwa	ESCE Inclusion	X	X	X

Steadham	Nanci	Robinson	PreK	X	X	X
Toler	Heidi	Munnerlyn	ELST	X	X	X
TLD	John	Hatch	SS Coordinator	X	X	X
TLD	Cara	Warren	Early Literacy Coordinator	X	X	X
TLD	Peter	Chan	Early Childhood Coordinator	X	X	X
TLD	Traci	Vickery	Elementary Math Coordinator	X	X	X
TLD	Esther	Bellah	Bilingual / SLAR Coordinator	X	X	X
TLD	Megan	Frankenberg	Early Learning Program Administrator	X	X	X
Cisneros	Angela	Grossman	ECSE	X	X	X
Cisneros	Cecilia	Perez de Leon	PreK Bilingual teacher	X	X	X
Cisneros	Priscilla Nicole	Flores	PreK ESL teacher	X	X	X
Cisneros	Maria	Gonzalez	PreK Bilingual teacher	X	X	X
Cisneros	Teri	Pollard	PreK ESL teacher		X	X

# Overview of Recommendation Process



## Pre K Textbook Adoption Timeline

Date	Task
<b>SEPTEMBER 2020</b>	
September 11, 2020	Send WAIP re: PreK Adoption & gather committee members
September 22, 2020	Committee selection complete and notification sent out
September 29, 2020	Committee meeting, rules, timeline meeting, feedback on rubric 3:15-4:00
<b>OCTOBER 2020</b>	
October 2020	Request vendor samples to be sent to Cisneros, Parsons & Administration building
October 21, 2020	Requested for materials from Benchmark, Savvas, and Frog Street
October 26, 2020	Materials delivered to the administration building to preview.
<b>NOVEMBER 2020</b>	
Nov 2 - Dec 2, 2020	Vendor Samples Available for Preview by Committee Members: Harris Hill, Parsons PreK & Cisneros PreK Centers
Nov 17, 2020	<p style="text-align: center;"><b>Vendor Presentations</b></p> Nov 17: 4:00 - 4:30 Benchmark Presentation Nov. 17: 4:40 - 5:10 SAVVAS Presentation Nov. 17: 5:20 - 5:50 Frog Street Presentation
<b>DECEMBER 2020</b>	
Dec 3, 2020	Voting Rubric Due via Google Form
Dec 8, 2020	Final Committee meeting to review results & make final recommendation
Dec 11, 2020	Recommendation sent to district Textbook Coordinator with estimated number of Prek students for 2020-2021
<b>JANUARY 2020</b>	
January 2020	Final Recommendations are reviewed by Technology & Administration
<b>FEBRUARY 2021</b>	
February 2020	Budget, purchasing, contracts
February 2020	Adoption goes to board for approval of IMA
<b>MARCH 2021</b>	
March 2020 & beyond	Manage order & delivery to ensure August arrival

# Early Literacy Strategic Goals

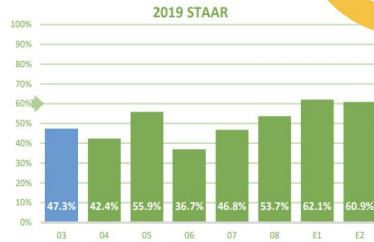
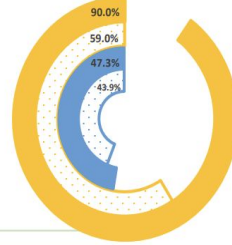


**GOAL:** Garland ISD will ensure **ALL** students graduate prepared for college, careers and life by **increasing** student performance measures, postsecondary readiness, and graduation rates and **decreasing** student management incidences.

- Current Performance (18-19)
- Prior Year Performance (17-18)
- 2019-2020 Goal
- 2024-2025 Goal

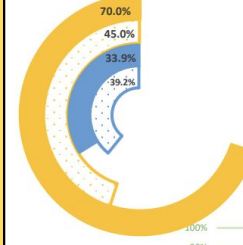
## OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.  
Goal = 90% by 2025



## OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.  
Goal = 70% by 2025



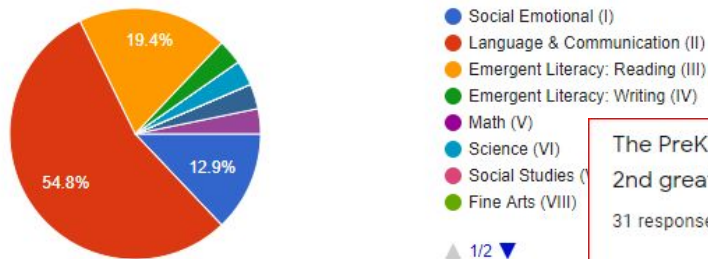
# Committee Members focused on the GarlandISD PreK Needs Assessment



## Two Domains Determined to be Most Important

The PreK guidelines are broken into 10 Domains. Which of the following do you see as the greatest need for PreK when adopting the next textbook.

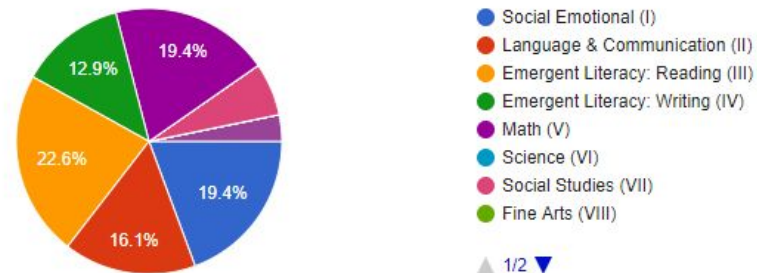
31 responses



### 1. Language & Communication

The PreK guidelines are broken into 10 Domains. Which of the following do you see as the 2nd greatest need for PreK when adopting the next textbook.

31 responses



### 2. Emergent Literacy: Reading

# The Committee Recommends:



## Frog Street Press

- Authors of the program are Early Childhood experts
- A blended approach to reading and writing
- Authentic technology integration in lessons
- ABC Mouse & Ebooks for virtual learners
- Lessons include differentiation for all learners
- SLAR has authentic texts and not translations
- Culturally Responsive Approach
- Research based math curriculum with lesson picture examples
- Integrated hands-on science
- STEAM center incorporated into each theme unit
- Home School Connection



# PreK Adoption Cost:



## Frog Street Press PreK

**4 Year Cost:** English.....\$589,136.78  
Spanish...\$384,713.34  
**Total.....\$973,850.12**

**8 Year Cost:** English....\$365,511.39  
Spanish...\$230,745.67  
**Total.....\$596,247.06**

**Total Cost Savings purchasing 8 year:**

**\$377,603.06**

Costs do not reflect any future PreK Expansion plans. Estimated costs are based on 2020-2021 enrollment.

**QUESTIONS?**



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Budget Transfers and Amendments to the 2020-2021 General Fund

**Agenda Section:** Action Item

**Administrator Responsible:** Ms. Brandy Mayo  
Executive Director of Budget

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown are the transfers and amendments proposed for approval and their respective impacts on the general fund.

This agenda item was reviewed during the Finance Committee Meeting on February 9, 2021.

**Administrative Recommendations:**

Provided for your consideration.



**BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2020-21  
February 23, 2021**

**REVENUES:**

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
57 Local Revenue	\$ 230,653,531	\$ 217,789,287	\$ -	\$ -	\$ 217,789,287
58 State Revenue	320,008,654	291,235,654			291,235,654
59 Federal Revenue	9,000,000	9,000,000			9,000,000
<b>Total Revenues</b>	<b>\$ 559,662,185</b>	<b>\$ 518,024,941</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 518,024,941</b>

**EXPENDITURES:**

11 Instruction	\$ 318,782,474	\$ 314,197,000	\$ 30,680		\$ 314,227,680
12 Instructional Resources and Media Services	8,224,571	8,317,812	40		8,317,852
13 Curriculum Development and Instructional Staff Development	14,005,577	13,520,119	(4,085)		13,516,034
21 Instructional Leadership	9,696,055	9,805,600	22,221		9,827,821
23 School Leadership	34,986,245	34,647,009	11,397		34,658,406
31 Guidance, Counseling and Evaluation	26,267,605	26,329,609	475		26,330,084
32 Social Work Services	1,046,663	836,193			836,193
33 Health Services	7,874,364	9,455,457			9,455,457
34 Student Transportation	19,610,924	19,656,992			19,656,992
35 Food Service	300,000	251,517			251,517
36 Extracurricular Activities	13,877,625	13,941,892	(40,093)		13,901,799
41 General Administration	20,035,055	18,523,940	(59,041)		18,464,899
51 Facilities Maintenance & Operations	46,266,388	45,943,268			45,943,268
52 Security and Monitoring Services	7,197,217	6,922,520	586		6,923,106
53 Data Processing Services	17,057,325	16,201,340			16,201,340
61 Community Services	2,047,132	1,878,373	2,890		1,881,263
71 Debt Service - Principal on Long-Term Debt	484,000	484,000			484,000
72 Debt Service Interest on Long-Term Debt					-
73 Bond Issuance Cost and Fees					-
81 Facilities Acquisition and Construction		48,483			48,483
95 Juvenile Justice Program	36,000	36,000			36,000
99 Other Intergovernmental Charges	928,839	928,839	34,930		963,769
<b>Total Expenditures</b>	<b>\$ 548,724,059</b>	<b>\$ 541,925,963</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 541,925,963</b>
<b>Excess (Deficiency) Revenues Over (Under) Expenditures</b>	<b>\$ 10,938,126</b>	<b>\$ (23,901,022)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (23,901,022)</b>
<b>Other Financing Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Financing Uses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Net Change in Fund Balance</b>	<b>\$ 10,938,126</b>	<b>\$ (23,901,022)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (23,901,022)</b>



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2020-21  
February 23, 2021**

**Budget Transfers**

**Expenditures**

	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
11 Instruction	\$ 53,090	\$ 22,410	\$ 30,680
12 Instructional Resources and Media Services	40	-	40
13 Curriculum Development and Instructional Staff Development	-	4,085	(4,085)
21 Instructional Leadership	24,029	1,808	22,221
23 School Leadership	13,600	2,203	11,397
31 Guidance, Counseling and Evaluation	475	-	475
36 Extracurricular Activities	1,200	41,293	(40,093)
41 General Administration	1,808	60,849	(59,041)
52 Security and Monitoring Services	586	-	586
61 Community Services	2,890	-	2,890
99 Other Intergovernmental Charges	34,930	-	34,930
<b>Total Expenditures</b>	<b>132,648</b>	<b>132,648</b>	<b>-</b>

**Budget neutral transfers to realign expenditures.**



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Donation from the Junior Achievement

**Agenda Section:** Action Item

**Administrator Responsible:** Ms. Jami Lynn  
Librarian, Lakeview Centennial HS

**Board Goal Objective:**

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #1 – Student Results**

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

**Summary/Background Information:**

Board Policy CDC (LOCAL) requires any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, be approved by the Board.

Junior Achievement, is prepared to donate four foot shelves to Lakeview Centennial HS library. These shelves will replace six foot shelves that are almost 40 years old. The shorter shelves will provide an upgrade to the library and a clearer view.

This agenda item will be presented to the Finance Committee for review on February 9, 2021 and submitted to the Board for approval at the February 23, 2021 board meeting.

**Administrative Recommendations:**

Provided for your consideration.



Garland Independent School District

DATE: January 25, 2021

TO: Dr. Jovan Wells, Chief Academic Officer, Division of Academics  
Dr. Brent Ringo, Chief Financial Officer, Division of Finance

FROM: Jami Lynn, Librarian, Lakeview Centennial HS

RE: Recommendation to Accept- gift of library shelves from Junior Achievement

---

**Action Required**

Recommendation of Acceptance

**Material/Service**

Shelves to be donated to Lakeview Centennial HS Library.

**Purpose**

These shelves will replace our current shelves that are almost 40 years old. These shorter shelves will provide an upgrade to the library and a clearer view.

**Board Goal Objective:**

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #1 – Student Results**

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

**For your information to submit for board acceptance**



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

## RECEIPT OF DONATION

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

Cash donation in the amount of: N/A

Donation of goods: 3 Library Book Shelves

\_\_\_\_\_

Donation received from: Junior Achievement

Dates of donation: February 2, 2021

Valued at: \$4,100

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

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

Federal ID number: 75-6001650

Donation Received by:

Jeni Lynn Maresa Bailey Date: February 3, 2021

Signature of Authorized Representative, Garland Independent School District



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Location of Private Cellular Tower at Jackson Technology Center for Math and Science

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Matt Yeager  
Executive Technology Officer

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

Provided are illustrations related to the proposed location of the installation of a private cellular tower at Jackson Technology Center for Math and Science.

This agenda item was presented to the Facilities Committee for review on February 9, 2021.

**Administrative Recommendations:**

Provided for your consideration.



# Garland Independent School District Board of Trustees

## Overview at Jackson MST



## South Side View - Jackson MST



**Example: Tower and Tower Base**





## Garland Independent School District Board of Trustees

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Resolution for Scholarship Awards for Students

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Erika Crump  
Director of CTE

### **Board Goal Objective:**

#### **OBJECTIVE I: GRADUATION OUTCOMES**

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

### **Superintendent's Goal:**

#### **Superintendent Goal #1 – Student Results**

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

#### **Superintendent Goal #3 – Board Relations**

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

#### **Superintendent Goal #4 – Educational Leadership**

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

#### **Superintendent Goal #5 – District Management**

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

#### **Superintendent Goal #6 – Community Relations & Relationship Building**

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

### **Summary/Background Information:**

The District has numerous students who devote their time, energy and effort to participating in local agricultural shows and the subsequent sale of their animals through these shows. Since funds are being raised through the sale of the animal and being deposited into district accounts, then the funds can only be awarded to the student through a scholarship.

This agenda item will be presented to the Finance Committee for review on February 9, 2021 and submitted to the Board for approval at the February 23, 2021 board meeting.

### **Administrative Recommendations:**

Provided for your consideration.

**THE BOARD OF TRUSTEES OF THE  
GARLAND INDEPENDENT SCHOOL DISTRICT**

**February 23, 2021**

**RESOLUTION REGARDING SCHOLARSHIP AWARDS FOR STUDENTS**

**WHEREAS**, the Garland Independent School District has always been and will remain committed to providing the best possible educational opportunities for its students while at the same time being good stewards of available public funds;

**WHEREAS**, the District has numerous students who devote their time, energy and effort to participating in local Agricultural Shows and the subsequent sale of their animals through these shows;

**WHEREAS**, the District desires to develop and promote the development of its students by redistributing the revenue from the sale of the agricultural animal to students in the form of scholarships;

**WHEREAS**, the District will develop criteria for determining students eligible to receive these scholarships;

**WHEREAS**, the District acknowledges the financial burdens incurred by students in their pursuit of higher education and career goals;

**WHEREAS**, a public school purpose will be served by the payment of a one-time scholarship, based on criteria to be developed, in order to demonstrate support of its students, enhance student morale and support the continued entrepreneurship of students.

**NOW, THEREFORE, BE IT RESOLVED:**

The Board of Trustees of the Garland Independent School District authorize the revenue from the agricultural sale of students' livestock to be redistributed to eligible students in the form of scholarships in accordance with District guidelines.

Adopted by the vote of the majority of members of the Board of Trustees of the Garland ISD present and voting at an open meeting of the Board on the 23<sup>th</sup> day of February, 2021 at which a quorum was present:

BY: \_\_\_\_\_  
Robert Selders, President

BY: \_\_\_\_\_  
Wes Johnson, Secretary



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Tax Refunds for Overpayments  
or Erroneous Payments

**Agenda Section:** Action Item

**Administrator Responsible:** Ms. Kristi Cooper  
Director of Tax Services

**Board Goal Objective:**

Not Applicable

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Attached is a list of refunds that were determined to be overpaid.

See Attached List

These refunds, totaling \$21,998.23 will be presented to the Finance Committee for review on February 9, 2021 and submitted to the Board for approval at the February 23, 2021 board meeting.

**Administrative Recommendations:**

Provided for your consideration.



P.O. Box 461407  
Garland, TX  
75046-1407

[www.garlandisd.net](http://www.garlandisd.net)

**Garland Independent School District**  
Department of Taxation

**Street Address**

901 West State Street  
Garland, TX  
75040

**Phone**

972-494-8570

**FAX**

972-494-8631

January 7, 2021

To: Allison Davenport  
Executive Director of Finance  
Business Operations

From: Kristi Cooper  
Director of Tax Services

Re: Refunds for Overpayments or Erroneous Payments

Under section 31.11 of the Texas Property Tax Code, if the collector determines that a payment was erroneous or excessive and exceeds \$500.00 it must also be approved by the governing body before refunded.

Attached are refunds from December 2020 that were determined to be overpaid.

There are no delinquent accounts under the above named person or account number. If you have any questions or comments, please contact me.

## BOARD REFUNDS FOR OVERPAYMENTS OR ERRONEOUS PAYMENTS

<u>NAME</u>	<u>ADDRESS</u>	<u>AMT.</u>	<u>REASON</u>
<u>NAME</u>	<u>ADDRESS</u>	<u>AMT.</u>	<u>REASON</u>
1. Dan or Lynn Williams	609 Carriagehouse Ln	\$1,603.67	2020 Overpayment
2. Corelogic	3003 President George Bush	\$ 749.38	2020 Overpayment
3. Corelogic	3001 President George Bush	\$7,537.80	2020 Overpayment
4. Kevin Kerbel	5513 Oak Lane	\$2,592.25	2020 Overpayment
5. Patsy Carrington	7609 Nassau Drive	\$1,297.30	2020 Overpayment
6. Affiliated Bank	627 Walnut Circle E.	\$1,749.39	2020 Overpayment
7. Song Real Estate LLC	4701 Mariner Dr.	\$3,517.64	2020 Overpayment
8. Shane Joshua St Luce	7902 Woodside Rd.	\$ 879.41	2020 Overpayment
9. Viet Anh Nguyen	1637 Goodfield Ln.	\$ 879.41	2020 Overpayment
10. Donald Saunders	1413 Cedar Crest Dr.	<u>\$1,191.98</u>	2020 Overpayment
Total		\$21,998.23	

**No delinquent accounts under above named person or account number**

**No Interest due on any above Refund**



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Purchase of Oracle Upgrade Services Two (2) Years with One (1) Annual Renewal Option

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Jason Genovese  
Director of Oracle Technology

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown is the recommendation of the bids for Oracle upgrade services for the District, discussed in the February 9, 2021 Finance Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

**Primary:**  
CherryRoad Technologies Inc.

**Alternate:**  
Applications Software Technology LLC

The estimated total amount of the bid is not to exceed \$1,500,000. Bid tab sheets will be provided under separate cover. Potential funding is indicated below.

**General Fund (199)**

**Administrative Recommendations:**

Provided for your consideration.



Garland ISD

# Oracle ERP Upgrade

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Project Overview



# Current Agreement

In 2016, the Board approved a 5 year negotiated agreement for annual maintenance and support of the Oracle EBS and all related products, totaling \$2.3M. This amount is budgeted and expensed annually.

The agreement will be rebid in 2021 and current budget will carry forward to FY22 to apply towards the new agreement.

## Total Annual Maintenance and Support

<b>Applications</b>	<b>\$234,920</b>
<b>Middleware</b>	<b>\$147,280</b>
<b>Database/OS</b>	<b>\$100,800</b>
<b>Total</b>	<b>\$483,000</b>

# Maintenance & Support

GISD pays annual maintenance and support for all Oracle licensed products.

# Project Timeline and Cost

(Estimated and Planned, pending outcome of negotiations and award)

Fiscal Year	Amount
<b>FY21</b>	<b>\$750K</b>
<b>FY22</b> <small>(Budget Development)</small>	<b>\$750K</b>
<b>Total</b>	<b>\$1.5M</b>





# Questions

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**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Purchase of Internet Service Provider  
Three (3) Years with Two (2) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Matt Yeager  
Executive Technology Officer

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown is the recommendation of the bids for internet service provider for the District, discussed in the February 9, 2021 Finance Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Fiber Platform LLC

The estimated total amount of the bid is not to exceed \$216,000. Bid tab sheets will be provided under separate cover. Potential funding is indicated below.

**General Fund (199)**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

It is the administration's recommendation that the offer(s) for **Internet Service Provider** from the company or companies listed below provides the best value to the Garland Independent School District.

Fiber Platform LLC

**NOT TO EXCEED AMOUNT:**

**\$ 216,000**

<b>Procurement Method:</b>	Request for Proposal
<b>Contract Number:</b>	15-21
<b>Contract Term:</b>	Three (3) Years with two (2) annual renewal options.
<b>Potential Funding Source:</b>	(199 General Fund)



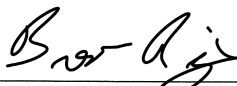
\_\_\_\_\_  
Mark A. Booker  
Executive Director of Purchasing



\_\_\_\_\_  
Matt Yeager  
Executive Technology Officer

Attest:

I have examined the information provided by staff in recommending the award above.



\_\_\_\_\_  
Brent Ringo, Ed.D.  
Chief Financial Officer



**Garland Independent School District**

DATE: January 8, 2021

TO: Janet Curtis-Fuller, Buyer

FROM: Matt Yeager, Executive Technology Officer

RE: Recommendation to Award RFP 15-21 Internet Service Provider

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**Action Required**

New Award

**Material/Service**

Internet Service Provider

**Purpose**

Allow Garland ISD to access the internet for web-based learning and applications, and access from the internet into Garland ISD for remote learners and staff.

**Board Goal Objective**

Not Applicable

**Superintendent's Goal**

**Superintendent Goal #5 – District Management**

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

**Recommended Amount**

\$216,000 – 199 General Fund

EVALUATION CRITERIA		FIRM	FIRM	FIRM
		Unite Private Networks, LLC	Zayo Group **Confidential**	Windstream Services, LLC
Parameters:	Max Points			
PROPOSED PRICING: 10 Gbps Bandwidth (36 months)		\$216,000		\$433,440
The purchase price	33	33	22	16
The reputation of the vendor and the vendor's goods or services	15	12	13	11
The quality of the vendor's goods or services	12	10	12	8
The extent to which the goods or services meet the district's needs	15	13	15	14
The vendor's past relationship with the district	0	0	0	0
The impact on the ability of the district to comply with the laws and rules relating to historically under-utilized businesses (HUB); (must be 0 points)	0	0	0	0
The total long-term cost to the district to acquire the vendor's goods and services	10	10	7	5
For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor(s) or the vendor(s)'s ultimate parent company or majority owner: A. has its principal place of business in this state B. employs at least 500 persons in this state	0	0	0	0
Any other relevant factor specifically listed in the Request for Proposal or Proposals a. Service Level Agreement (10 points) b. Local Service and Support Team (5 points)	15	11	13	13
<b>Total Points</b>	<b>100</b>	<b>88</b>	<b>82</b>	<b>67</b>



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Purchase of Commodity Processing One (1) Year

**Agenda Section:** Action Item

**Administrator Responsible:** Ms. Bridget Broadnax  
Director of Student Nutrition Services

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown is the recommendation of the bids for commodity processing for the District, discussed in the February 9, 2021 Finance Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

See Attached List.

The estimated total amount of the bid is not to exceed \$3,000,000. Bid tab sheets will be provided under separate cover. Potential funding is indicated below.

**National School Breakfast and Lunch Program (240)**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

It is the administration's recommendation that the offer(s) for **Commodity Processing** from the company or companies listed below provides the best value to the Garland Independent School District.

See Attached List

**NOT TO EXCEED AMOUNT:**

**\$ 3,000,000**

<b>Procurement Method:</b>	Request for Bid
<b>Contract Number:</b>	141-22
<b>Contract Term:</b>	One (1) year
<b>Potential Funding Source:</b>	(240 National School Breakfast and Lunch Program)



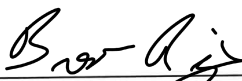
Mark A. Booker  
Executive Director of Purchasing



Bridget Broadnax  
Director of Student Nutrition Services

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.  
Chief Financial Officer



**Garland Independent School District**

DATE: January 12, 2021

TO: Diane Fields, Buyer

FROM: Jennifer Craig, Assistant Director of Student Nutrition Services

RE: Recommendation to Award Bid 141-22 Commodity Processing

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**Action Required**

New Award

**Material/Service**

Further processing of commodities by awarded manufacturers

**Purpose**

The purpose of the processed commodities is to feed the students in the cafeterias of Garland ISD.

**Board Goal Objective**

Not Applicable

**Superintendent Goal #5 – District Management**

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

**Recommended Amount**

\$3,000,000 - 240 National School Breakfast and Lunch Program

# 141-22 COMMODITY PROCESSING

## AWARDED SUPPLIERS

Alpha Foods, Co

Brookwood Farms Incorporated

Butterball, LLC

Calfed Financial Corporation

Conagra Foods Incorporated

Gold Creek Foods, LLC

Good Source Solutions

Goodman Food Products

Integrated Food Service

Jennie O Turkey Stores Sales LLC

JTM Provisions Co Inc

Land O Lakes, Inc.

McCain Foods

Michael Foods

Nardone Bros Baking Co Inc

Out of the Shell, LLC

Peterson Farms Fresh Incorporated

Pilgrims Pride Corp

Rich Chicks, LLC

Tyson Prepared Foods, Inc.

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

<b>Auction Title:141-22</b>	Bid Rfq Num:32416
<b>Commodity Processing</b>	

3PP - Poor Product Performance  
 3TQ - Taste Quality of product unacceptable  
 8PS - Failed to Provide Sample  
 4NS - Not to Specifications  
 1NL - Not Low When Unit Price is Calculated  
 4BV - Best Overall value for this group of items  
 WB - Withdrawn bid

**\*Confidential**

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
1			Beef Fingers, Breaded					
1.01		3PP	(USDA-P) BEEF FINGER, WG	1500	CS	GOODMAN FOOD PRODUCTS	23.70	35,550.00
	Y					TYSON PREPARED FOODS INC	35.42	53,130.00
1.02	Y		Beef Fingers, Breaded	500	CS	TYSON PREPARED FOODS INC	66.88	33,440.00
						GOODMAN FOOD PRODUCTS	72.06	36,030.00
2			Beef Patty					
2.01	Y		(USDA-P) FULLY COOKED SEASONED ALL BEEF PATTY-BULK PACK, NATURAL SHAPE HAMBURGER 140/CASE, 2.25oz	4000	CS	TYSON PREPARED FOODS INC	18.23	72,920.00
						INTEGRATED FOOD SERVICE	29.05	116,200.00
						*JTM PROVISIONS CO INC		125,920.00
						GOODMAN FOOD PRODUCTS	39.60	158,400.00
2.02			FULLY COOKED SEASONED ALL BEEF PATTY-BULK PACK, NATURAL SHAPE HAMBURGER 140/CASE, 2.25oz	1000	CS	INTEGRATED FOOD SERVICE	71.23	71,230.00
	Y	4BV				TYSON PREPARED FOODS INC	87.52	87,520.00
						*JTM PROVISIONS CO INC		100,110.00
						GOODMAN FOOD PRODUCTS	125.62	125,620.00
3			Beef Meatball					
3.01		3TQ	(USDA-P) FULLY COOKED BEEF MEATBALLS, 2/20# BAGS-BULK PACK	1000	CS	GOODMAN FOOD PRODUCTS	25.00	25,000.00
		3TQ				*JTM PROVISIONS CO INC		27,830.00
		8PS				TYSON PREPARED FOODS INC	40.58	40,580.00
	Y					INTEGRATED FOOD SERVICE	66.03	66,030.00
3.02			FULLY COOKED BEEF MEATBALLS, 2/20# BAGS-BULK PACK	350	CS	*JTM PROVISIONS CO INC		
						GOODMAN FOOD PRODUCTS	108.13	37,845.50
						TYSON PREPARED FOODS INC	108.47	37,964.50

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
	Y	4BV				INTEGRATED FOOD SERVICE	133.02	46,557.00
4			Beef Sausage Patty, Bulk					
4.01		3TQ	(USDA-P) Beef Sausage Patty	750	CS	GOODMAN FOOD PRODUCTS	25.80	19,350.00
	Y					INTEGRATED FOOD SERVICE	26.16	19,620.00
						TYSON PREPARED FOODS INC	27.07	20,302.50
4.02			Beef Sausage Patty, Bulk	250	CS	GOODMAN FOOD PRODUCTS	NB	NB
						TYSON PREPARED FOODS INC	47.39	11,847.50
	Y	4BV				INTEGRATED FOOD SERVICE	67.50	16,875.00
5			Beef Sausage Patty, Maple Flavored. Bulk.					
5.01	NA		(USDA-P) Beef Sausage Patty, Maple Flavored. Bulk.	750	CS	INTEGRATED FOOD SERVICE	27.99	20,992.50
5.02	NA		Beef Sausage Patty, Maple flavored. Bulk	250	CS	INTEGRATED FOOD SERVICE	78.84	19,710.00
6			Beef Taco Meat					
6.01	Y		(USDA-P) Beef Taco Meat, Boil in bag.	2500	CS	*JTM PROVISIONS CO INC		
						GOODMAN FOOD PRODUCTS	26.70	66,750.00
						INTEGRATED FOOD SERVICE	55.08	137,700.00
6.02	Y	4BV	Beef Taco Meat, Boil in bag.	500	CS	GOODMAN FOOD PRODUCTS	69.30	34,650.00
						*JTM PROVISIONS CO INC		
						INTEGRATED FOOD SERVICE	105.48	52,740.00
7			Cheeseburger sliders. IW					
7.01	Y		(USDA-P) Cheeseburger sliders, IW.	150	CS	GOODMAN FOOD PRODUCTS	47.51	7,126.50
						TYSON PREPARED FOODS INC	55.03	8,254.50
						INTEGRATED FOOD SERVICE	55.13	8,269.50
						PRAIRIE MILLS BAKING COMPANY LLC	78.54	11,781.00
7.02	Y	4BV	Cheeseburger sliders. IW.	50	CS	INTEGRATED FOOD SERVICE	72.12	3,606.00
						GOODMAN FOOD PRODUCTS	78.72	3,936.00
						TYSON PREPARED FOODS INC	81.96	4,098.00
						PRAIRIE MILLS BAKING COMPANY LLC	117.34	5,867.00
8			Beef Sausage Biscuit Sandwich, IW.					
8.01	Y		(USDA-P) Beef Sausage Biscuit Sandwich, IW.	1000	CS	TYSON PREPARED FOODS INC	37.13	37,130.00
						GOODMAN FOOD PRODUCTS	46.73	46,730.00
8.02			Beef Sausage Biscuit Sandwich, IW.	300	CS	GOODMAN FOOD PRODUCTS	NB	NB
	Y	4BV				TYSON PREPARED FOODS INC	54.28	16,284.00
9			Beef Sausage and Cheese on Hawaiian Bun, IW.					
9.01	Y		(USDA-P) Beef Sausage and Cheese on Hawaiian Bun, IW	1000	CS	INTEGRATED FOOD SERVICE	49.96	49,960.00

The District solicited 357 suppliers and received 33 responses.

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
						GOODMAN FOOD PRODUCTS	60.95	60,950.00
9.02			Beef Sausage and Cheese on Hawaiian Bun, IW	300	CS	GOODMAN FOOD PRODUCTS	NB	NB
	Y	4BV				INTEGRATED FOOD SERVICE	59.08	17,724.00
10			Beef Maple sausage and pancake sandwich, IW.					
10.01	Y		(USDA-P) Beef Maple sausage and pancake sandwich, IW.	550	CS	INTEGRATED FOOD SERVICE	52.98	29,139.00
10.02	Y		Beef Maple sausage and pancake sandwich, IW.	150	CS	INTEGRATED FOOD SERVICE	63.17	9,475.50
11			Beef Maple sausage on Hawaiian bun, IW.					
11.01	NA		(USDA-P) Beef Maple sausage on Hawaiian bun, IW.	1250	CS	INTEGRATED FOOD SERVICE	52.18	65,225.00
11.02	NA		Beef Maple sausage on Hawaiian bun, IW.	550	CS	INTEGRATED FOOD SERVICE	61.62	33,891.00
12			Tostada Bowl					
12.01	Y		(USDA-P) BEEF & CHEESE CHALUPA ON A WHOLE GRAIN TOSTADA BOWL, BULK, 72/CS	1100	CS	INTEGRATED FOOD SERVICE	52.46	57,706.00
12.02	Y		BEEF & CHEESE CHALUPA ON A WHOLE GRAIN TOSTADA BOWL, BULK, 72/CS	500	CS	INTEGRATED FOOD SERVICE	62.46	31,230.00
13			Teriyaki Blasters					
13.01		4NS	(USDA-P) TERIYAKI BLASTERS, FULLY COOKED BEEF SHAPED NUGGET, 10% APP-BULK, W/ 3.5 LB. BAG OF SAUCE, 4PC./SVG, 110EA/CS	1000	CS	GOODMAN FOOD PRODUCTS	25.20	25,200.00
		4NS				TYSON PREPARED FOODS INC	33.13	33,130.00
	Y					INTEGRATED FOOD SERVICE	39.10	39,100.00
13.02			TERIYAKI BLASTERS, FULLY COOKED BEEF SHAPED NUGGET, 10% APP-BULK, W/ 3.5 LB. BAG OF SAUCE, 4PC./SVG, 110EA/CS	450	CS	TYSON PREPARED FOODS INC	55.53	24,988.50
	Y	4BV				INTEGRATED FOOD SERVICE	74.44	33,498.00
						GOODMAN FOOD PRODUCTS	99.00	44,550.00
14			Egg Patty					
14.01	Y		(USDA-P) EGG PATTIE 300/CS	250	CS	*MICHAEL FOODS		
14.02	Y		EGG PATTIE 300/CASE	50	CS	*MICHAEL FOODS		
15			Eggs, Scrambled, Boil in Bag.					
15.01	Y		(USDA-P) EGGS, SCRAMBLED, 6/5 LB. CARTONS/CASE	1500	CS	*MICHAEL FOODS		
15.02	Y		EGG SCRAMBLED 6/5 LBS.	200	CS	*MICHAEL FOODS		
16			Three Cheese Egg Bites					
16.01	Y		(USDA-P) Egg Bite, Three Cheese, Fully Cooked, 90/2oz.	500	CS	*MICHAEL FOODS		
16.02	Y		Egg Bites, Three Cheese, Fully Cooked, 90/2oz.	500	CS	*MICHAEL FOODS		
17			Turkey Taco Meat					
17.01	Y		(USDA-P) TACO MEAT, TURKEY, 28 LBS/CASE	3500	CS	*JTM PROVISIONS CO INC		
						*JENNIE O TURKEY STORE SALES LLC		138,180.00
17.02	Y		TACO MEAT, TURKEY, 28 LBS/CASE	500	CS	*JTM PROVISIONS CO INC		
						*JENNIE O TURKEY STORE SALES LLC		40,320.00
18			Spaghetti Meat Sauce, Turkey					
18.01		3TQ	(USDA-P) SPAGHETTI SAUCE, TURKEY (6/5#)	1000	CS	*JTM PROVISIONS CO INC		55,000.00
	Y					*JENNIE O TURKEY STORE SALES LLC		
18.02			SPAGHETTI SAUCE, TURKEY (6/5#)	500	CS	*JTM PROVISIONS CO INC		29,180.00

The District solicited 357 suppliers and received 33 responses.

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
	Y	4BV				*JENNIE O TURKEY STORE SALES LLC		
19			Turkey Chili, Boil in bag, No beans					
19.01		3TQ	(USDA-P) TURKEY CHILI, NO BEANS (28#/CS)	750	CS	*JTM PROVISIONS CO INC		28,050.00
	Y					*JENNIE O TURKEY STORE SALES LLC		
19.02	Y		TURKEY CHILI, NO BEANS (28#/CS)	250	CS	*JENNIE O TURKEY STORE SALES LLC *JTM PROVISIONS CO INC		16,387.50
20			Turkey Steak, Frozen, Pre-sliced.					
20.01	Y		(USDA-P) TURKEY BREAST STEAK, OIL BROWNE D, 140 SERV./CASE	300	CS	*JENNIE O TURKEY STORE SALES LLC		
						CARGILL MEAT SOLUTIONS	82.12	24,636.00
20.02	Y		TURKEY BREAST STEAK, OIL BROWNE D, 140 SERV./CASE	100	CS	*JENNIE O TURKEY STORE SALES LLC		
						CARGILL MEAT SOLUTIONS	119.03	11,903.00
21			Turkey Breast, Coin slices					
21.01		1NL	(USDA-P) Turkey breast coins, Pre-Sliced.	400	CS	*JENNIE O TURKEY STORE SALES LLC		19,360.00
	Y					BUTTERBALL LLC	62.40	24,960.00
21.02	Y	4BV	Turkey breast coins, Pre-Sliced.	100	CS	*JENNIE O TURKEY STORE SALES LLC BUTTERBALL LLC	91.80	9,180.00
22			Turkey Breast Stick, IW.					
22.01	Y		(USDA-P) TURKEY BREAST STICK, IW, 400 EA/CASE	100	CS	*JENNIE O TURKEY STORE SALES LLC		
22.02	Y		TURKEY BREAST STICK, IW, 400 EA/CASE	25	CS	*JENNIE O TURKEY STORE SALES LLC		
23			Turkey breast, Deli sliced.					
23.01	Y		(USDA-P) TURKEY DELI MEAT, PRE-SLICED, 12 LBS/CS.	500	CS	*JENNIE O TURKEY STORE SALES LLC		
						CARGILL MEAT SOLUTIONS	24.75	12,375.00
						BUTTERBALL LLC	48.06	24,030.00
23.02	Y		TURKEY DELI MEAT, PRE-SLICED, 12 LBS/CS.	150	CS	*JENNIE O TURKEY STORE SALES LLC CARGILL MEAT SOLUTIONS	42.64	6,396.00
						BUTTERBALL LLC	72.00	10,800.00
24			Turkey Combo Pack, Italian.					
24.01	Y		(USDA-P) TURKEY COMBO PACK, HAM, SALAMI, PEPPERONI, 12 LBS/CS.	500	CS	*JENNIE O TURKEY STORE SALES LLC		
						BUTTERBALL LLC	39.18	19,590.00
24.02	Y		TURKEY COMBO PACK, HAM, SALAMI, PEPPERONI, 12 LBS/CS.	50	CS	*JENNIE O TURKEY STORE SALES LLC BUTTERBALL LLC	55.80	2,790.00
25			Turkey Ham, Deli Sliced.					
25.01	Y		(USDA-P) TURKEY HAM, SLICED, 12 LBS/CS.	350	CS	*JENNIE O TURKEY STORE SALES LLC		
						CARGILL MEAT SOLUTIONS	26.10	9,135.00
						BUTTERBALL LLC	30.52	10,682.00

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
25.02	Y		TURKEY HAM, SLICED, 12 LBS/CS.	50	CS	*JENNIE O TURKEY STORE SALES LLC		
						CARGILL MEAT SOLUTIONS	39.60	1,980.00
						BUTTERBALL LLC	54.00	2,700.00
26			Turkey Bacon, Sliced. Pre-cooked.					
26.01	Y		(USDA-P) TURKEY BACON, COOKED, 600 SLICES/CASE	350	CS	*JENNIE O TURKEY STORE SALES LLC		
26.02	Y		TURKEY BACON, COOKED, 600 SLICES/CASE	50	CS	*JENNIE O TURKEY STORE SALES LLC		
27			Turkey Pepperoni Coins					
27.01	Y		(USDA-P) Turkey Pepperoni Coins, Bulk.	200	CS	*JENNIE O TURKEY STORE SALES LLC		
27.02	Y		Turkey Pepperoni Coins, Bulk.	50	CS	*JENNIE O TURKEY STORE SALES LLC		
28			Turkey franks, 8/1.					
28.01	Y		(USDA-P) FRANKS, TURKEY (160/CS)	600	BX	BUTTERBALL LLC		
						*JENNIE O TURKEY STORE SALES LLC		21,360.00
28.02	Y		FRANKS, TURKEY (160 EA/CS)	100	BX	BUTTERBALL LLC		
						*JENNIE O TURKEY STORE SALES LLC		1,800.00
29			Pork, Bar B Que.					
29.01	Y		(USDA-P) BAR-B-Q PORK, 20 LB/CASE (BOIL IN BAG)	500	CS	*BROOKWOOD FARMS INCORPORATED		
29.02	Y		BAR-B-Q PORK, 10 LBS./CASE	250	CS	*BROOKWOOD FARMS INCORPORATED		
30			Pork Carnitas					
30.01	Y		(USDA-P) CARNITAS, PORK, 3/4.65 LBS/CASE	400	CS	*BROOKWOOD FARMS INCORPORATED		
30.02	Y		CARNITAS, PORK 10 LBS./CASE	100	CS	*BROOKWOOD FARMS INCORPORATED		
31			Salsa					
31.01	Y		(USDA-P) SALSA, 6 #10 CANS/CASE	400	CS	*CALFED FINANCIAL CORPORATION		
31.02	Y		SALSA, 6 #10 CANS/CASE	200	CS	*CALFED FINANCIAL CORPORATION		
32			Marinara Sauce					
32.01	Y		(USDA-P) MARINARA SAUCE, 6 #10 CANS/CASE	2000	CS	*CALFED FINANCIAL CORPORATION		
32.02	Y		MARINARA SAUCE, 6 #10 CANS/CASE	500	CS	*CALFED FINANCIAL CORPORATION		
33			Tomato Sauce					
33.01	Y		(USDA-P) TOMATO SAUCE, 6/ #10 CAN/CASE	400	CS	*CALFED FINANCIAL CORPORATION		
33.02	Y		Tomato Sauce, 6/#10CN	100	CS	*CALFED FINANCIAL CORPORATION		
34			Ketchup					
34.01	Y		(USDA-P) KETCHUP, LOW SODIUM, PC, 1000/CASE	4000	CS	*CALFED FINANCIAL CORPORATION		
34.02	Y		KETCHUP, LOW SODIUM, PC, 1000/CASE	500	CS	*CALFED FINANCIAL CORPORATION		
35			Enchilada Sauce					
35.01	Y		(USDA-P) ENCHILADA SAUCE, LOW SODIUM, 6 #10 CANS/CASE	800	CS	*CALFED FINANCIAL CORPORATION		
35.02	Y		ENCHILADA SAUCE, LOW SODIUM, 6 #10 CANS/CASE	200	CS	*CALFED FINANCIAL CORPORATION		
36			Salsa Portion Cup					
36.01	Y		(USDA-P) SALSA CUP, 3OZ., 84/CASE	200	CS	*CALFED FINANCIAL CORPORATION		
36.02	Y		SALSA CUP, 3OZ., 84/CASE	100	CS	*CALFED FINANCIAL CORPORATION		
37			Marinara Dunk Cup					
37.01	Y		(USDA-P) MARINARA SAUCE DUNK CUPS, 250/CASE	725	CS	*CALFED FINANCIAL CORPORATION		
37.02	Y		MARINARA SAUCE DUNK CUPS, 250/CASE	100	CS	*CALFED FINANCIAL CORPORATION		
38			Bar-B-Que Sauce Dunk Cups					
38.01	Y		(USDA-P) Bar-B-Que dunk Cups	725	CS	*CALFED FINANCIAL CORPORATION		
38.02	Y		Bar-b-que dunk cups	100	CS	*CALFED FINANCIAL CORPORATION		
39			Bar-B-Que Sauce					
39.01	Y		(USDA-P) Bar-B-Que Sauce Jugs	300	CS	*CALFED FINANCIAL CORPORATION		
39.02	Y		Bar-B-Que Sauce, Jugs	100	CS	*CALFED FINANCIAL CORPORATION		
40			French Fries, Straight Cut					

The District solicited 357 suppliers and received 33 responses.

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
40.01		4NS	(USDA-P) FRENCH FRIES 30 LBS/CASE	6000	CS	*CAVENDISH FARMS INCORPORATED		36,000.00
						*J R SIMPLOT COMPANY		18,000.00
	Y	4BV (40-44)				*MCCAIN FOODS		
40.02	Y		FRENCH FRIES, 30 LBS/CASE	1000	CS	*CAVENDISH FARMS INCORPORATED *MCCAIN FOODS *J R SIMPLOT COMPANY		
41			Tater Tots					
41.01		4NS	(USDA-P) TATER TOTS 30 LBS/CASE	2000	CS	*CAVENDISH FARMS INCORPORATED		20,000.00
		4NS				*J R SIMPLOT COMPANY		32,120.00
	Y	4BV (40-44)				*MCCAIN FOODS		
41.02			TATER TOTS, 30 LBS/CASE	1000	CS	*CAVENDISH FARMS INCORPORATED *J R SIMPLOT COMPANY		23,220.00
	Y					*MCCAIN FOODS		
42			Seasoned Curly Fries					
42.01			(USDA-P) FRIES, CURLY, SEASONED, 30 LBS/CASE	4500	CS	*J R SIMPLOT COMPANY		99,100.00
	Y	4BV (40-44)				*MCCAIN FOODS		
42.02	Y		FRIES, CURLY, SEASONED, 30 LBS/CASE	1000	CS	*MCCAIN FOODS *J R SIMPLOT COMPANY		25,220.00
43			French Fries, Crinkle Cut					
43.01		3TQ	(USDA-P) FRIES, CRINKLE CUT (6/5#)	6000	CS	*CAVENDISH FARMS INCORPORATED		76,740.00
		4NS				*J R SIMPLOT COMPANY		121,000.00
	Y	4BV (40-44)				*MCCAIN FOODS		
43.02			FRIES, CRINKLE CUT (6/5#)	1000	CS	*CAVENDISH FARMS INCORPORATED *J R SIMPLOT COMPANY		25,220.00
	Y					*MCCAIN FOODS		
44			Roasted Potato Chunks					
44.01		4NS	(USDA-P) ROASTED POTATO CHUNKS (6/5#)	1000	CS	*CAVENDISH FARMS INCORPORATED		10,000.00
		3TQ				*J R SIMPLOT COMPANY		17,740.00
	Y	4BV (40-44)				*MCCAIN FOODS		
44.02			Roasted potato chunks, 6/5#	500	CS	*J R SIMPLOT COMPANY		10,100.00
	Y	4BV				*CAVENDISH FARMS INCORPORATED *MCCAIN FOODS		
45			Applesauce Cup, Cinnamon					
45.01	Y		(USDA-P) APPLESAUCE CUP, CINNAMON, UNSWEETENED 96/CASE	1000	CS	PETERSON FARMS FRESH INCORPORATED	16.42	16,420.00
						*NATIONAL FOOD GROUP INC		17,000.00
45.02			APPLESAUCE CUP, CINNAMON, UNSWEETENED 96/CASE	400	CS	*NATIONAL FOOD GROUP INC		1,000.00
	Y	4BV				PETERSON FARMS FRESH INCORPORATED	20.50	8,200.00
46			Applesauce Cup, Peach					
46.01	Y		(USDA-P) APPLESAUCE CUP, PEACH, UNSWEETENED 96/CASE	1500	CS	PETERSON FARMS FRESH INCORPORATED	16.42	24,630.00
						*NATIONAL FOOD GROUP INC		25,500.00

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BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
46.02			APPLESAUCE CUP, PEACH, UNSWEETENED 96/CASE	300	CS	*NATIONAL FOOD GROUP INC		1,800.00
	Y	4BV				PETERSON FARMS FRESH INCORPORATED	20.50	6,150.00
47			Applesauce Cup, Strawberry					
47.01	Y		(USDA-P) APPLESauce CUP, STRAWBERRY, UNSWEETENED 96/CASE	1100	CS	PETERSON FARMS FRESH INCORPORATED	16.42	18,062.00
						*NATIONAL FOOD GROUP INC		18,062.00
47.02			APPLESAUCE CUP, STRAWBERRY, UNSWEETENED 96/CASE	400	CS	*NATIONAL FOOD GROUP INC		7,888.00
	Y	4BV				PETERSON FARMS FRESH INCORPORATED	20.50	8,200.00
48			Chicken Breast Patty, Breaded.					
48.01		3TQ	(USDA-P) CHICKEN BREAST PATTY BREADED PRE-COOKED (142 CT)	1000	CS	RICH CHICKS, LLC	36.96	36,960.00
	Y					TYSON PREPARED FOODS INC	38.40	38,400.00
						GOLD CREEK FOODS LLC	41.28	41,280.00
48.02			CHICKEN BREAST PATTY BREADED PRE-COOKED 148/CASE	500	CS	RICH CHICKS, LLC	50.49	25,245.00
	Y	4BV				TYSON PREPARED FOODS INC	52.02	26,010.00
						GOLD CREEK FOODS LLC	63.83	31,915.00
49			Chicken Breast Filet, Breaded, Spicy					
49.01	N	3TQ	(USDA-P) SPICY CHICKEN BREAST FILET, 132/CASE	2000	CS	RICH CHICKS, LLC	36.96	73,920.00
	Y					TYSON PREPARED FOODS INC	61.80	123,600.00
						GOLD CREEK FOODS LLC	63.84	127,680.00
49.02			SPICY CHICKEN BREAST FILET, 132/CASE	500	CS	RICH CHICKS, LLC	56.69	28,345.00
	Y	4BV				TYSON PREPARED FOODS INC	93.08	46,540.00
						GOLD CREEK FOODS LLC	93.21	46,605.00
50			Chicken Breast Filet, Breaded, Dill flavor					
50.01	Y		(USDA-P) Chicken breast filet, breaded, Dill	400	CS	RICH CHICKS, LLC	44.40	17,760.00
50.02	Y		Chicken breast filet, breaded, Dill	50	CS	RICH CHICKS, LLC	64.13	3,206.50
51			Breakfast Chicken Pattv, Breaded					
51.01	N	3TQ	(USDA-P) CHICKEN PATTY, BREAKFAST, WG, 200/CASE	1700	CS	TYSON PREPARED FOODS INC	25.00	42,500.00
	N	3TQ				RICH CHICKS, LLC	36.96	62,832.00
	N	WB				*PILGRIMS PRIDE CORP		18,720.00
	Y					GOLD CREEK FOODS LLC	58.08	98,736.00
51.02			CHICKEN PATTY, BREAKFAST, WG, 200/CASE	300	CS	TYSON PREPARED FOODS INC	37.30	11,190.00
						RICH CHICKS, LLC	50.49	15,147.00
						*PILGRIMS PRIDE CORP		24,120.00
	Y	4BV				GOLD CREEK FOODS LLC	88.64	26,592.00
52			Chicken Breast Filet, Charbroiled					
52.01	N	3TQ	(USDA-P) CHICKEN BREAST FILET CHARBROILED	600	CS	TYSON PREPARED FOODS INC	27.20	16,320.00
	Y					RICH CHICKS, LLC	52.86	31,716.00

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
52.02			CHICKEN BREAST FILET CHARBROILED, 54/CASE	200	CS	TYSON PREPARED FOODS INC	37.81	7,562.00
	Y	4BV				RICH CHICKS, LLC	82.15	16,430.00
53			Chicken Nuggets					
53.01	N	3TQ	(USDA-P) CHICKEN NUGGETS 156 SERV./CASE	1500	CS	RICH CHICKS, LLC	36.96	55,440.00
	N	3TQ				TYSON PREPARED FOODS INC	39.37	59,055.00
	N	3TQ				GOLD CREEK FOODS LLC	40.64	60,960.00
	Y					PILGRIMS PRIDE CORP		
53.02			CHICKEN NUGGETS, 146 SERVINGS PER CASE	250	CS	RICH CHICKS, LLC	50.49	12,622.50
						TYSON PREPARED FOODS INC	52.99	13,247.50
	Y	4BV				GOLD CREEK FOODS LLC PILGRIMS PRIDE CORP	63.40	15,850.00
54			Chicken Tenders					
54.01	N	3TQ	(USDA-P) CHICKEN TENDERS, BREADED, WG, 30 LBS/CASE	600	CS	RICH CHICKS, LLC	36.96	22,176.00
	Y					GOLD CREEK FOODS LLC	49.60	29,760.00
	N	3PP				*PILGRIMS PRIDE CORP		
	Y-ALT					TYSON PREPARED FOODS INC	63.53	38,118.00
54.02			CHICKEN TENDERS, BREADED, WG, 30 LBS/CASE	100	CS	RICH CHICKS, LLC	56.69	5,669.00
	Y	4BV				GOLD CREEK FOODS LLC	78.97	7,897.00
						*PILGRIMS PRIDE CORP		
	Y-ALT	4BV				TYSON PREPARED FOODS INC	95.32	9,532.00
55			Chicken Tenders, Spicy					
55.01	N	3TQ	(USDA-P) SPICY CHICKEN TENDERS, BREADED, WG, 30 LBS/CASE	1300	CS	RICH CHICKS, LLC	36.96	48,048.00
	N	3TQ				GOLD CREEK FOODS LLC	51.84	67,392.00
	N	WB				*PILGRIMS PRIDE CORP		
	Y					TYSON PREPARED FOODS INC	72.52	94,276.00
55.02			SPICY CHICKEN TENDERS, BREADED, WG, 30 LBS/CASE	200	CS	RICH CHICKS, LLC	56.69	11,338.00
						GOLD CREEK FOODS LLC	81.21	16,242.00
						*PILGRIMS PRIDE CORP		
	Y	4BV				TYSON PREPARED FOODS INC	97.22	19,444.00
56			Boneless Chicken Wings, Spicy					
56.01	N	3TQ	(USDA-P) CHICKEN CHUNKS, BREADED, HONEY SRIRACHA, 88 SERV./CS	1300	CS	RICH CHICKS, LLC	44.40	57,720.00
	Y					TYSON PREPARED FOODS INC	56.43	73,359.00
						GOLD CREEK FOODS LLC	63.84	82,992.00
56.02			CHICKEN CHUNKS, BREADED, HONEY SRIRACHA, 28 LBS/CASE	300	CS	RICH CHICKS, LLC	64.13	19,239.00

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
	Y	4BV				TYSON PREPARED FOODS INC	77.44	23,232.00
						GOLD CREEK FOODS LLC	93.21	27,963.00
57			Bone-In, Chicken Wings					
57.01	N	3TQ	(USDA-P) CHICKEN WINGS, BONE IN, ROASTED, 30#/CS	2000	CS	TYSON PREPARED FOODS INC	75.00	150,000.00
	Y					*PILGRIMS PRIDE CORP		
57.02			CHICKEN WINGS, BONE IN, ROASTED, 30#/CS	500	CS	TYSON PREPARED FOODS INC	99.46	49,730.00
	Y	4BV				*PILGRIMS PRIDE CORP		
58			Chicken Strips, Dark Meat					
58.01	N	3TQ	(USDA-P) CHICKEN STRIPS, DARK MEAT (30#/CS)	1300	CS	TYSON PREPARED FOODS INC	49.20	63,960.00
	Y					*PILGRIMS PRIDE CORP		
						GOLD CREEK FOODS LLC	62.56	81,328.00
58.02			Dark Meat Chicken Strips	200	CS	TYSON PREPARED FOODS INC	91.69	18,338.00
	Y	4BV				*PILGRIMS PRIDE CORP		
						GOLD CREEK FOODS LLC	116.68	23,336.00
						OUT OF THE SHELL LLC	148.12	29,624.00
59			Chicken drumstick, Breaded					
59.01	Y		(USDA-P) CHICKEN DRUMSTICKS, BREADED, 30 LBS/CASE	2200	CS	TYSON PREPARED FOODS INC	56.32	123,904.00
						*PILGRIMS PRIDE CORP		
59.02	Y		CHICKEN DRUMSTICKS, BREADED, 30 LBS/CASE	800	CS	TYSON PREPARED FOODS INC	78.31	62,648.00
						*PILGRIMS PRIDE CORP		
60			Chicken Taco Meat					
60.01	Y		(USDA-P) TACO MEAT, CHICKEN, 20 LBS/CASE	2200	CS	TYSON PREPARED FOODS INC	28.50	62,700.00
60.02	Y		Taco Meat, Chicken	800	CS	TYSON PREPARED FOODS INC	54.39	43,512.00
61			Chicken Meatballs					
61.01	N	3TQ	(USDA-P) MEATBALL, CHICKEN, FULLY COOKED (295 EA/CS)	1200	CS	TYSON PREPARED FOODS INC	23.75	28,500.00
	Y					RICH CHICKS, LLC	59.06	70,872.00
61.02			MEATBALL, CHICKEN, FULLY COOKED (295 EA/CS)	300	CS	TYSON PREPARED FOODS INC	34.07	10,221.00
	Y	4BV				RICH CHICKS, LLC	95.46	28,638.00
62			Breakfast Sausage Patty					
62.01	N	3TQ	(USDA-P) CHICKEN SAUSAGE PATTY, DARK MEAT (30#/CS)	600	CS	RICH CHICKS, LLC	36.96	22,176.00
	Y					TYSON PREPARED FOODS INC	46.01	27,606.00
62.02			CHICKEN SAUSAGE PATTY, DARK MEAT (30#/CS)	200	CS	RICH CHICKS, LLC	86.37	17,274.00
	Y	4BV				TYSON PREPARED FOODS INC	87.49	17,498.00
63			Orange Chicken					

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
63.01	N	3TQ	(USDA-P) ORANGE CHICKEN, SAUCE & CHICKEN IN CASE, 192/CASE	1500	CS	CHEFS CORNER FOODS	85.88	128,820.00
	N Y-ALT	3PP				*ASIAN FOOD SOLUTIONS OUT OF THE SHELL LLC	94.08	141,120.00
						*SCHWANS FOOD SERVICE		
63.02			ORANGE CHICKEN, SAUCE & CHICKEN IN CASE, 192/CASE	500	CS	CHEFS CORNER FOODS	103.57	51,785.00
	Y	4BV				*ASIAN FOOD SOLUTIONS OUT OF THE SHELL LLC	111.30	55,650.00
						*SCHWANS FOOD SERVICE		
64			Chicken Chunks					
64.01	N	8PS	(USDA-P) CHICKEN CHUNKS, FULLY COOKED, WHOLE GRAIN BREADED, NO SAUCE, WHOLE MUSCLE, 7-5LB/CS, YANGS #8-52724-15566-1 OR EQUIVALENT	1200	CS	TYSON PREPARED FOODS INC	47.95	57,540.00
	N	3TQ				CHEFS CORNER FOODS	75.00	90,000.00
	N Y	8PS				*ASIAN FOOD SOLUTIONS OUT OF THE SHELL LLC	117.17	140,604.00
64.02			CHICKEN CHUNKS, FULLY COOKED, WHOLE GRAIN BREADED, NO SAUCE, WHOLE MUSCLE, 7-5LB/CS, YANGS #8-52724-15566-1 OR EQUIVALENT	400	CS	*ASIAN FOOD SOLUTIONS		34,880.00
	Y	4BV				CHEFS CORNER FOODS	90.00	36,000.00
						TYSON PREPARED FOODS INC	91.23	36,492.00
						OUT OF THE SHELL LLC	137.29	54,916.00
65			Teriyaki Chicken					
65.01	Y		(USDA-P) Teriyaki Chicken	400	CS	OUT OF THE SHELL LLC	83.88	33,552.00
						CHEFS CORNER FOODS	101.40	40,560.00
						*SCHWANS FOOD SERVICE		
						*ASIAN FOOD SOLUTIONS		
65.02	Y		TERIYAKI CHICKEN, 240 SERV./CASE	100	CS	OUT OF THE SHELL LLC	104.66	10,466.00
						CHEFS CORNER FOODS	119.60	11,960.00
						*SCHWANS FOOD SERVICE		
						*ASIAN FOOD SOLUTIONS		
66			Rice Bowl, Orange Chicken					
66.01	Y		(USDA-P) FULLY COOKED, WHOLE GRAIN BREADED, WHOLE MUSCLE, CRISPY CHICKEN CHUNKS SERVED W/ RICE AND MANDARIN ORANGE SAUCE, 36-9.0 OZ BOWLS, YANGS #8-52724-16668-1 OR EQUIVALENT	1000	CS	OUT OF THE SHELL LLC	55.67	55,670.00
						CHEFS CORNER FOODS	88.80	88,800.00
66.02	Y		FULLY COOKED, WHOLE GRAIN BREADED, WHOLE MUSCLE, CRISPY CHICKEN CHUNKS SERVED W/ RICE AND MANDARIN ORANGE SAUCE, 36-9.0 OZ BOWLS, YANGS #8-52724-16668-1 OR EQUIVALENT	400	CS	OUT OF THE SHELL LLC	58.90	23,560.00
						CHEFS CORNER FOODS	95.00	38,000.00
67			Rice Bowl, Teriyaki Chicken					
67.01	Y		(USDA-P) FULLY COOKED BBQ CHICKEN SERVED W/ RICE AND TERIYAKI SAUCE, 36-9.0 OZ BOWLS, YANGS # 8-52724-16667-4 OR EQUIVALENT	1000	CS	OUT OF THE SHELL LLC	55.67	55,670.00
						CHEFS CORNER FOODS	88.80	88,800.00
67.02	Y		FULLY COOKED BBQ CHICKEN SERVED W/ RICE AND TERIYAKI SAUCE, 36-9.0 OZ BOWLS, YANGS # 8-52724-16667-4 OR EQUIVALENT	400	CS	OUT OF THE SHELL LLC	58.79	23,516.00
						CHEFS CORNER FOODS	95.00	38,000.00
68			Cheese Cheddar, Shredded					
68.01	Y		(USDA-P) CHEESE CHEDDAR SHREDDED 20#	1800	CS	LAND O LAKES INC	11.20	20,160.00
						*BONGARDS CREAMERIES		89,280.00
68.02	Y		CHEESE, CHEDDAR, SHREDDED, 20 LBS. / CASE	200	CS	LAND O LAKES INC	47.11	9,422.00
						*BONGARDS CREAMERIES		8,922.00
69			Cheese, American					
69.01	Y		(USDA-P) CHEESE, AMERICAN 6/5#	1200	CS	LAND O LAKES INC	24.75	29,700.00

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
						*BONGARDS CREAMERIES		9,162.00
69.02			CHEESE, AMERICAN, 30 LBS. / CASE	300	CS	*BONGARDS CREAMERIES		16,764.00
	Y	4BV				LAND O LAKES INC	63.84	19,152.00
70			Cheese, Pepper Jack					
70.01	Y		(USDA-P) CHEESE, PEPPER JACK, SLICED (384 SLICES/CS)	200	CS	LAND O LAKES INC	16.80	3,360.00
						*BONGARDS CREAMERIES		9,162.00
70.02	Y		CHEESE, PEPPER JACK, SLICED, 4/5 LBS/CASE	100	CS	LAND O LAKES INC	38.35	3,835.00
						*BONGARDS CREAMERIES		4,361.00
71			Swiss Cheese, sliced					
71.01	Y		(USDA-P) Cheese, Swiss, sliced.	100	CS	LAND O LAKES INC	21.00	2,100.00
						*BONGARDS CREAMERIES		4,641.00
71.02	Y		Cheese, Swiss, sliced.	50	CS	LAND O LAKES INC	42.55	2,127.50
						*BONGARDS CREAMERIES		1,226.50
72			Cheese, Mozzarella					
72.01	Y		(USDA-P) CHEESE, MOZZARELLA, LOW SODIUM, 20 LBS/CASE	1200	CS	LAND O LAKES INC	10.80	12,960.00
						*BONGARDS CREAMERIES		58,852.00
72.02	Y		CHEESE, MOZZARELLA, LOW FAT, 4/5#	300	CS	LAND O LAKES INC	46.71	14,013.00
						*BONGARDS CREAMERIES		14,973.00
73			Cheese, String					
73.01	Y		(USDA-P) CHEESE, STRING, IW, 168/CASE	1800	CS	LAND O LAKES INC	12.50	22,500.00
						*BONGARDS CREAMERIES		58,750.00
73.02	Y		CHEESE, STRING, IW, 168/CASE	200	CS	LAND O LAKES INC	31.35	6,270.00
						*BONGARDS CREAMERIES		6,310.00
74			Cheese Cracker Cuts, Mild Cheddar					
74.01	Y		(USDA-P) Cheese cracker cuts, Mild Cheddar.	400	CS	LAND O LAKES INC	32.30	12,920.00
74.02			Cheese cracker cuts, Mild Cheddar.	100	CS	LAND O LAKES INC	59.23	5,923.00
75			Cheddar Cheese Sauce					
75.01	Y		(USDA-P) CHEESE SAUCE 6/5 LB BAGS	1700	CS	LAND O LAKES INC	37.43	63,631.00
75.02	Y		CHEESE SAUCE, 6/5 LB BAGS/CASE	300	CS	LAND O LAKES INC	61.67	18,501.00
76			Cheddar Cheese Dip Cup					
76.01	Y		(USDA-P) CHEDDAR CHEESE DIP CUP, 140-3OZ CUPS/CS, SHELF STABLE, LAND O LAKES ITEM 39911 OR EQUIVALENT	1400	CS	LAND O LAKES INC	51.12	71,568.00
76.02	Y		CHEDDAR CHEESE DIP CUP, 140-3OZ CUPS/CS, SHELF STABLE, LAND O LAKES ITEM 39911 OR EQUIVALENT	300	CS	LAND O LAKES INC	67.14	20,142.00
77			White Cheese Sauce					
77.01	N	4NS	(USDA-P) ITALIAN CHEESE SAUCE, SHELF STABLE, 6/106 OZ./CASE	1000	CS	*JTM PROVISIONS CO INC		31,510.00

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
	Y					LAND O LAKES INC	43.95	43,950.00
77.02			ITALIAN CHEESE SAUCE, SHELF STABLE, 6/106 OZ./CASE	200	CS	*JTM PROVISIONS CO INC		11,888.00
	Y	4BV				LAND O LAKES INC	70.13	14,026.00
78			Macaroni & Cheese					
78.01	N	3TQ	(USDA-P) MACARONI & CHEESE (REDUCED FAT) 6/5#	1600	CS	*JTM PROVISIONS CO INC		64,032.00
	N	3TQ				*ES FOODS		16,000.00
	Y					LAND O LAKES INC	41.84	66,944.00
78.02			MACARONI & CHEESE, WG, REDUCED FAT, 30 LBS/CASE	400	CS	*JTM PROVISIONS CO INC		16,884.00
	Y	4BV				*ES FOODS LAND O LAKES INC	53.80	21,520.00
79			Cavatappi, Three Cheese					
79.01	Y		(USDA-P) Cavatappi, Three Cheese	1800	CS	*JTM PROVISIONS CO INC		
79.02	Y		Cavatappi, Three Cheese	200	CS	*JTM PROVISIONS CO INC		
80			Cheese Stuffed Breadsticks					
80.01	N	3TQ	(USDA-P) BREADSTICK, CHEESE STUFFED, WG, 200/CASE	2200	CS	GOOD SOURCE SOLUTIONS	24.73	54,406.00
	N	3TQ				*SCHWANS FOOD SERVICE		
	N	1NL				SA PIAZZA & ASSOCIATES LLC	40.41	88,902.00
	N	3TQ				*TASTY BRANDS LLC		94,168.00
	N	4NS				PRAIRIE MILLS BAKING COMPANY LLC	44.08	96,976.00
	N	3TQ				TYSON PREPARED FOODS INC	46.25	101,750.00
	Y					*CONAGRA FOODS INCORPORATED		
80.02			BREADSTICK, CHEESE STUFFED, WG, 100 SERV./CASE	300	CS	GOOD SOURCE SOLUTIONS	37.20	11,160.00
	Y	4BV				SA PIAZZA & ASSOCIATES LLC *CONAGRA FOODS INCORPORATED	45.10	13,530.00
						*SCHWANS FOOD SERVICE		14,745.00
						*TASTY BRANDS LLC		16,718.00
						PRAIRIE MILLS BAKING COMPANY LLC	58.23	17,469.00
						TYSON PREPARED FOODS INC	63.28	18,984.00
81			Pepperoni Stuffed Sandwich					
81.01	N	4NS	(USDA-P) BREADSTICK, PEPPERONI & CHEESE STUFFED, WG, 72/CASE	2600	CS	*SCHWANS FOOD SERVICE		10,000.00
	N	3TQ				TYSON PREPARED FOODS INC	34.97	90,922.00
	N	3TQ				*CONAGRA FOODS INCORPORATED		120,840.00

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
	N	3TQ				*TASTY BRANDS LLC		
	N	4NS				*ES FOODS		
	N	3TQ				STERLING BV INC	62.04	161,304.00
	Y					GOOD SOURCE SOLUTIONS	70.37	182,962.00
81.02			BREADSTICK, PEPPERONI & CHEESE STUFFED, WG, 72/CASE	400	CS	*SCHWANS FOOD SERVICE		
						TYSON PREPARED FOODS INC	41.37	16,548.00
						*CONAGRA FOODS INCORPORATED		
						*ES FOODS		
						*TASTY BRANDS LLC		
						STERLING BV INC	78.00	31,200.00
	Y	4BV				GOOD SOURCE SOLUTIONS	79.60	31,840.00
82			Cheese Pizza, 16"					
82.01	Y		(USDA-P) PIZZA, CHEESE, 16", WG, 72 SERVINGS/CASE	550	CS	*ALPHA FOODS CO		
						*NARDONE BROS BAKING CO INC		21,917.50
						SA PIAZZA & ASSOCIATES LLC	43.86	24,123.00
						*SCHWANS FOOD SERVICE		26,280.00
82.02			PIZZA, CHEESE, 16", WG, 72 SERVINGS/CASE	200	CS	SA PIAZZA & ASSOCIATES LLC	43.86	8,772.00
	Y					*ALPHA FOODS CO		
						*NARDONE BROS BAKING CO INC		10,924.00
						*SCHWANS FOOD SERVICE		
83			Pepperoni Pizza, 16"					
83.01	Y		(USDA-P) PIZZA, PEPPERONI, 16", WG, 72 SERVINGS/CASE	3300	CS	*ALPHA FOODS CO		
						*NARDONE BROS BAKING CO INC		133,782.00
						SA PIAZZA & ASSOCIATES LLC	47.59	157,047.00
						*SCHWANS FOOD SERVICE		102,925.00
83.02	Y		PIZZA, PEPPERONI, 16", WG, 72 SERVINGS/CASE	500	CS	*ALPHA FOODS CO		
						SA PIAZZA & ASSOCIATES LLC	47.59	23,795.00
						*NARDONE BROS BAKING CO INC		
						*SCHWANS FOOD SERVICE		31,260.00
84			Pizza, Ultimate Meat 16"					
84.01	Y		(USDA-P) Pizza, Ultimate Meat 16"	1200	CS	*ALPHA FOODS CO		
						*NARDONE BROS BAKING CO INC		
						*SCHWANS FOOD SERVICE		
						SA PIAZZA & ASSOCIATES LLC	58.50	70,200.00
84.02			Pizza, Ultimate Meat 16"	300	CS	*NARDONE BROS BAKING CO INC		
						SA PIAZZA & ASSOCIATES LLC	58.50	17,550.00
	Y	4BV				*ALPHA FOODS CO		

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	QTY	UOM	Supplier	Price	Extended Price
						*SCHWANS FOOD SERVICE		16,065.00
85			Cheese Pizza, Wedge					
85.01	Y		(USDA-P) PIZZA CHEESE WEDGE 96/CASE	1200	CS	*NARDONE BROS BAKING CO INC		
						*CONAGRA FOODS INCORPORATED		16,065.00
85.02	Y		PIZZA CHEESE WEDGE 51% WHOLE GRAIN	300	CS	*NARDONE BROS BAKING CO INC		
						*CONAGRA FOODS INCORPORATED		16,065.00
86			Pepperoni Pizza, Wedge					
86.01	Y		(USDA-P) PIZZA PEPPERONI WEDGE 96/CASE	2000	CS	*NARDONE BROS BAKING CO INC		
						*CONAGRA FOODS INCORPORATED		16,065.00
86.02	Y		PIZZA PEPPERONI WEDGE 51% WHOLE GRAIN	500	CS	*NARDONE BROS BAKING CO INC		
						*CONAGRA FOODS INCORPORATED		16,065.00
87			Breakfast Pizza					
87.01	Y		(USDA-P) PIZZA BREAKFAST, SAUSAGE (80/CS)	800	CS	*NARDONE BROS BAKING CO INC		
						*SCHWANS FOOD SERVICE		27,504.00
						SA PIAZZA & ASSOCIATES LLC	56.43	45,144.00
87.02	Y		Breakfast Pizza	200	CS	*NARDONE BROS BAKING CO INC		
						*SCHWANS FOOD SERVICE		7,704.00
						SA PIAZZA & ASSOCIATES LLC	56.43	11,286.00
88			Breakfast Flatbread					
88.01	Y		(USDA-P) Breakfast Flatbread	800	CS	*NARDONE BROS BAKING CO INC		
88.02	Y		Breakfast Flatbread	200	CS	*NARDONE BROS BAKING CO INC		
89			Breakfast flatbread, IW					
89.01	Y		(USDA-P) Breakfast flatbread, IW. 80/case	1000	CS	*NARDONE BROS BAKING CO INC		
89.02	Y		Breakfast flatbread, IW. 80/case	250	CS	*NARDONE BROS BAKING CO INC		
90			Garlic Cheese French Bread					
90.01	Y		(USDA-P) GARLIC CHEESE FRENCH BREAD (60 EA/CS)	2500	CS	*NARDONE BROS BAKING CO INC		
						*SCHWANS FOOD SERVICE		82,750.00
						GOOD SOURCE SOLUTIONS	61.20	153,000.00
90.02	Y		GARLIC CHEESE FRENCH BREAD (60 EA/CS)	300	CS	*NARDONE BROS BAKING CO INC		
						*SCHWANS FOOD SERVICE		24,150.00
						GOOD SOURCE SOLUTIONS	80.50	24,150.00
91			Mini Quesadillas, Taco Style					
91.01	Y		(USDA-P) Mini Quesadillas, Beef and Cheese	2000	CS	*CONAGRA FOODS INCORPORATED		
91.02	Y		Mini Quesadillas, Beef and Cheese	200	CS	*CONAGRA FOODS INCORPORATED		



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Purchase of Professional Staff Development Consulting Services  
One (1) Year with Four (4) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Jovan Grant-Wells  
Chief Academic Officer

**Board Goal Objective:**

**OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

**Superintendent's Goal:**

**Superintendent Goal #1 – Student Results**

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

**Summary/Background Information:**

Shown is the recommendation of the bids for professional staff development consulting services for the District, discussed in the February 9, 2021 Finance Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

National Math and Science Initiative

The estimated total amount of the bid is not to exceed \$510,000. Potential funding is indicated below.

**General Fund (199)**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

It is the administration's recommendation that the offer(s) for **Professional Staff Development Consulting Services** from the company or companies listed below provides the best value to the Garland Independent School District.

National Math and Science Initiative

**NOT TO EXCEED AMOUNT:**

**\$ 510,000**

<b>Procurement Method:</b>	Interlocal Contract EPCNT
<b>Contract Number:</b>	310-21-03
<b>Contract Term:</b>	One (1) year with four (4) annual renewal options.
<b>Potential Funding Source:</b>	(199 General Fund)

*Mark A. Booker*

Mark A. Booker  
Executive Director of Purchasing

*Jovan Wells*

Jovan Grant-Wells, Ph.D.  
Chief Academic Officer

Attest:

I have examined the information provided by staff in recommending the award above.

*Brent Ringo*

Brent Ringo, Ed.D.  
Chief Financial Officer



**Garland Independent School District**

DATE: December 15, 2020

TO: Misty Roberts, Buyer

FROM: Dr. Jovan Wells, Chief Academic Officer

RE: Recommendation to Award Contract 310-21-03 Professional Staff  
Development Consulting Services

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**Action Required**

New Award

**Material/Service**

Consulting Services for student study sessions, administration and program fees with the National Math and Science Initiative, NMSI.

**Purpose**

NMSI's College Readiness Program is designed to ensure that more students have access to the challenging classes that will prepare them for future success. Through a combination of student, teacher and schools supports, the program dramatically increases the number of students taking and earning qualifying scores on Advanced Placement math, science and English exams and has a proven track record of improving results for traditionally underserved and female students. In addition, AP students who score a 3 or higher on AP exams are more likely to earn a college degree on time, which can save students and families both time and money.

**Board Goal Objective**

**OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

**Superintendent's Goal**

**Superintendent Goal #1 – Student Results**

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

**Recommended Amount**

\$510,000- 199 General Fund



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 23, 2021

**Agenda Item:** Consider Approval of Increase in Awarded Amount for Glass Materials and Glass Installation Services Final Renewal Option

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Paul Gonzales  
Executive Director of Facilities and Maintenance

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown is the recommendation of the increase in awarded amount for glass materials and glass installation services for the District, discussed in the February 9, 2021 Finance Committee Meeting. It is staff's recommendation that the bid be increased as indicated below.

Binswanger Enterprises LLC  
Glass Doctor of North Texas  
Real Network Services, Inc.

Original Award Amount: (November 30, 2020)	\$ 74,999
Increase Amount:	\$ 175,000

The estimated total amount of the bid is not to exceed \$249,999. Potential funding is indicated below.

**General Fund (199)**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

It is the administration's recommendation that the offer(s) for **Glass Materials and Glass Installation Services** from the company or companies listed below provides the best value to the Garland Independent School District.

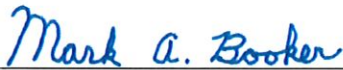
Binswanger Enterprises LLC  
Glass Doctor of North Texas  
Real Network Services, Inc.

**ORIGINAL AMOUNT:** **\$ 74,999**  
(November 30, 2020)

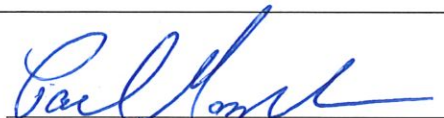
**INCREASE AMOUNT:** **\$ 175,000**

**NOT TO EXCEED AMOUNT:** **\$ 249,999**

<b>Procurement Method:</b>	Cooperative Purchase Contract Buyboard
<b>Contract Number:</b>	219-18-01
<b>Contract Term:</b>	Final renewal option
<b>Potential Funding Source:</b>	(199 General Fund)



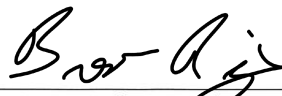
Mark A. Booker  
Executive Director of Purchasing



Paul Gonzales  
Executive Director of  
Facilities and Maintenance

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.  
Chief Financial Officer



**Garland Independent School District**

DATE: January 13, 2021

TO: Janet Fuller, Buyer

FROM: Edmund Lee, Coordinator of Maintenance Business Operations

RE: Recommendation to Increase Contract 219-18-01 Glass Materials and Glass Installation Services

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**Action Required**

Increase

**Material/Service**

Glass installation and repair services

**Purpose**

The following agreement will be used to procure commercial glass materials and address district-wide work orders for Glass Repair and Installation Services.

**Board Goal Objective**

Not Applicable

**Superintendent Goal #5 – District Management**

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

**Recommended Amount**

\$175,000 – 199 General Fund