

**Garland Independent School District**

**Board of Trustees**

**Regular Meeting**

**Tuesday, February 22, 2022**

**Agenda**

**5:00 PM**

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance
- III. Public Hearing
  - A. Conduct a Public Hearing Regarding 2020-2021 Annual Performance Report - **Veronica Salgado Joyner, Allison Davenport, Lauren McKinney, Dr. Babetta Hemphill (District Affairs Committee)** 4
- IV. 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 prior to the start of the meeting indicated in the posting notice. 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>.
- V. Information Items
  - A. Evidence of Excellence
    - 1. Recognize the Student Nutrition Services Department - **Dr. Shelley Garrett** 147
  - B. Going the Extra Mile (GEMs)
    - 1. Recognize Going the Extra Mile (GEM) Recipient Sharon Mitchell - **Dr. Susanna Russell** 148
    - 2. Recognize Going the Extra Mile Recipient Aldo Guzman - **Dr. Shelley Garrett** 150
  - C. Special Board Recognition - **Dr. Susanna Russell** 152
  - D. Receive Student Nutrition Services Software Update - **Mrs. Jennifer Miller, Dr. Shelley Garrett** 154
- VI. Discussion Items
  - A. Trustees' Report 161
    - 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	168
C. Future Agenda Items	170
VII. Consent Agenda - Consider approval of	
A. Human Resources Report - <b>Dr. Gradyne Brown</b>	172
VIII. Action Item (Non Consent)	
A. Consider Approval of Resolution to Sell Real Property – <b>Dr. Brent Ringo (Facilities Committee)</b>	177
B. Consider Approval of Budget Transfers and Amendments to the 2021-2022 General Fund – <b>Brandy Mayo (Finance Committee)</b>	181
C. Consider Approval of Resolution for Scholarship Awards for Students – <b>Coleman Bruman (Finance Committee)</b>	184
D. Consider Approval of a Resolution Allowing Compensation for Staff Members Due to Time Missed During Inclement Weather Days – <b>Dr. Gradyne Brown (Finance Committee)</b>	187
E. Consider Approval of a Resolution Allowing Compensation for Staff Members Due to Time Missed During Lack of Power – <b>Dr. Gradyne Brown (Finance Committee)</b>	190
F. Consider Approval of the Joint Election Contract submitted by the Dallas County Elections Department – <b>Mechelle Hogan (Finance Committee)</b>	193
G. New Bids	
1. Contract #141-23 – Consider Approval of Purchase of Commodity Processing – <b>Jennifer Miller (Finance Committee)</b>	219
2. Contract #303-22 – Consider Approval of Purchase of HVAC Maintenance and Related Services – <b>Paul Gonzales (Finance Committee)</b>	237
3. Contract #321-22-02 – Consider Approval of Purchase of Textbook Adoption for Physical Education – <b>Dr. Kim Caddell (Finance Committee)</b>	243
H. Increase to Awarded Bids	
1. Contract #310-21-12 Consider Approval of Increase in Awarded Amount for Professional Development - <b>Dr. Kim Caddell</b>	247
2. Contract #206-21-01 – Consider Approval of Increase in Awarded Amount for Indoor and Outdoor Flooring and Sports Surfaces Installation and Repair – <b>Paul Gonzales (Finance Committee)</b>	252
IX. 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.

1. Consultation and deliberation regarding Superintendent's contract.

C. Pursuant to Section 551.074 of the Texas Government Code, deliberation regarding the appointment, employment, evaluation, investigation, reassignment, duties, discipline, or dismissal of a public officer or employee, including the Superintendent and central administrative personnel.

X. Reconvene from Executive Session for action relative to items considered during Executive Session

XI. Adjournment



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** 2020-2021 Annual Performance Report

**Agenda Section:** Public Hearing

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

Allison Davenport  
Executive Director of Finance

Lauren McKinney  
Federal Programs Grants Manager

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 2020-2021 Texas Academic Performance Report (TAPR);
- Public Education Information Management System (PEIMS) Actual Financial Standard Reports based on the 2019-2020 Financial Actual Information;
- Campus Performance Objectives, as approved in the fall of 2021;
- Report on Violent or Criminal Incidents (2020-2021); and
- Graduate Report (Class of 2019 - FY 2020).

**Administrative Recommendations:**

Public Hearing

# *Memo*

To: GISD School Board Trustees District Affairs Committee

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

CC: Dr. Ricardo López, GISD Superintendent  
Dr. Susana Russell, GISD Chief Leadership Officer

Date: February 15, 2022

Subj: Texas Annual Performance Report (2020-2021)

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Prior to the upcoming School Board meeting scheduled for Tuesday, February 22, 2022, 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 are provided for your review. There are no changes from the information presented in the District Affair Committee meeting on February 8, 2022:

- A draft of the presentation to be 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),
- GISD created TAPR Summary Report
- The 2020-2021 TAPR district report (\*),
- Glossary explaining the various data points and their calculations,
- The 2019-2020 Actual Financial Data district report (\*),
- The 2020-2021 FIRST Rating report,
- The 2021-2022 District Performance Objectives (\*),
- The district's 2020-2021 Violent/Criminal Incidents Report,
- The district's Class of 2019 (FY 20) graduate report,
- GISD created Graduate Report, and
- The TEA To the Administrator Addressed Letter regarding 2021-2022 Assignment of Accreditation Statuses.

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>.



2020-2021  
Annual Performance Report  
as required by Texas Education Code §39.306

Board of Trustees Public Hearing: February 22, 2022

# Components of the Annual Report



District Accreditation Status



Campus Performance Objectives  
2021-2022



Texas Academic Performance Report  
(TAPR)  
2020-2021

*For the District and each campus in the district*



Report on Violent/Criminal Incidents  
2020-2021



PEIMS Financial Standard Report  
2019-2020 Actual Financial Report

*For the District and each campus in the district*



Postsecondary Performance

*Class of 2019; provided for District and each campus*

2020-2021 TAPR Glossary

# Accreditations and Ratings Summary



## Accreditation Status

2020-2021 Accreditation Status	<i>TEA Hold</i>
2020-2021 FIRST Rating	A-Superior
2021 Accountability Rating	<i>*Not Rated: Declared State of Disaster</i>
2021 Special Education Determination Status	Needs Assistance

\*All Texas districts and campuses were labeled **Not Rated: Declared State of Disaster** for 2021 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. 3-9)



- 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

**ALL GRADES ALL SUBJECTS**  
**62% Approaches Grade Level**  
**35% Meets Grade Level**  
**14% Masters Grade Level**

- Performance data includes results from **2021 and 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)



## 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**

**(2019)**

**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



- 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

35.1% of GISD students participate in BE/ESL programs

# TAPR: Other Success Indicators (pp. 13-23)



- 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 2019 Enrollment in a TX  
Higher Education Institution**

**56.8%**



- **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

## (2019-2020 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

**2020-2021**  
**142 Violent or Criminal Incidents**  
**down from 462 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 **2018-2019 high school graduates**:
  - Student performance is measured by the Grade Point Average (GPA) earned by 2019 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2020
  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2019**, **Spring 2020**, and **Summer 2020** are added together and averaged to determine the GPA

QUESTIONS?

# 2020-21 District Snapshot

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

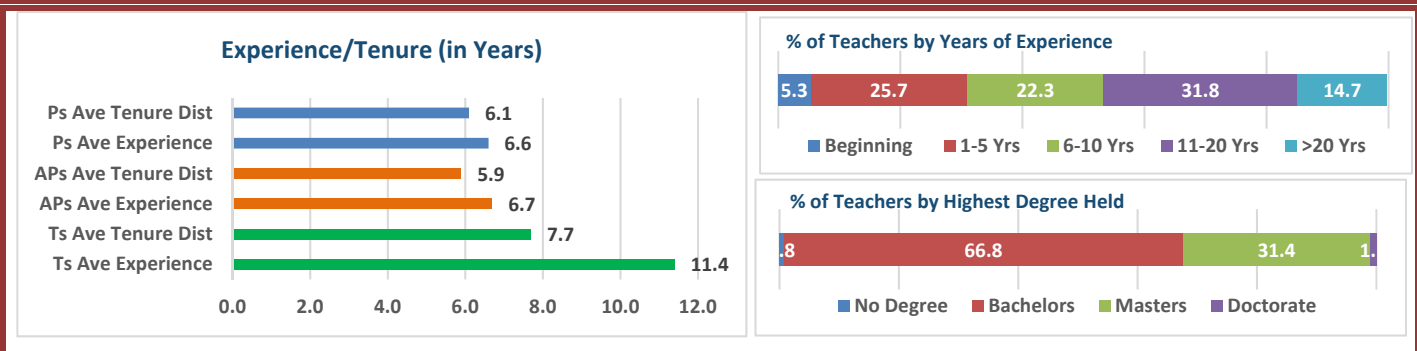
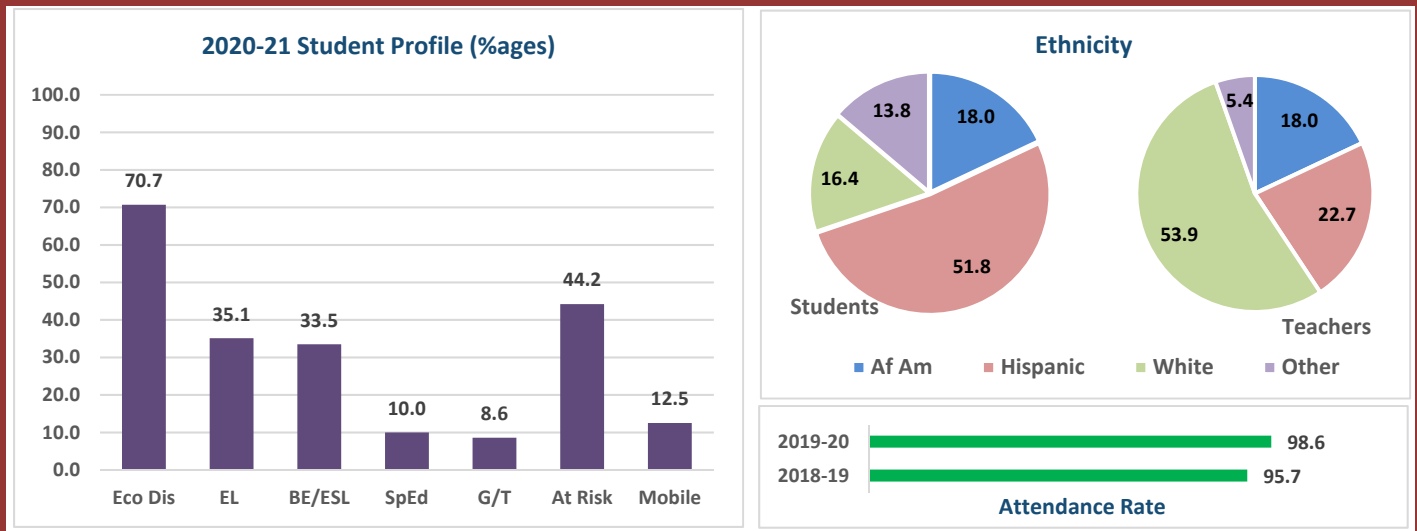
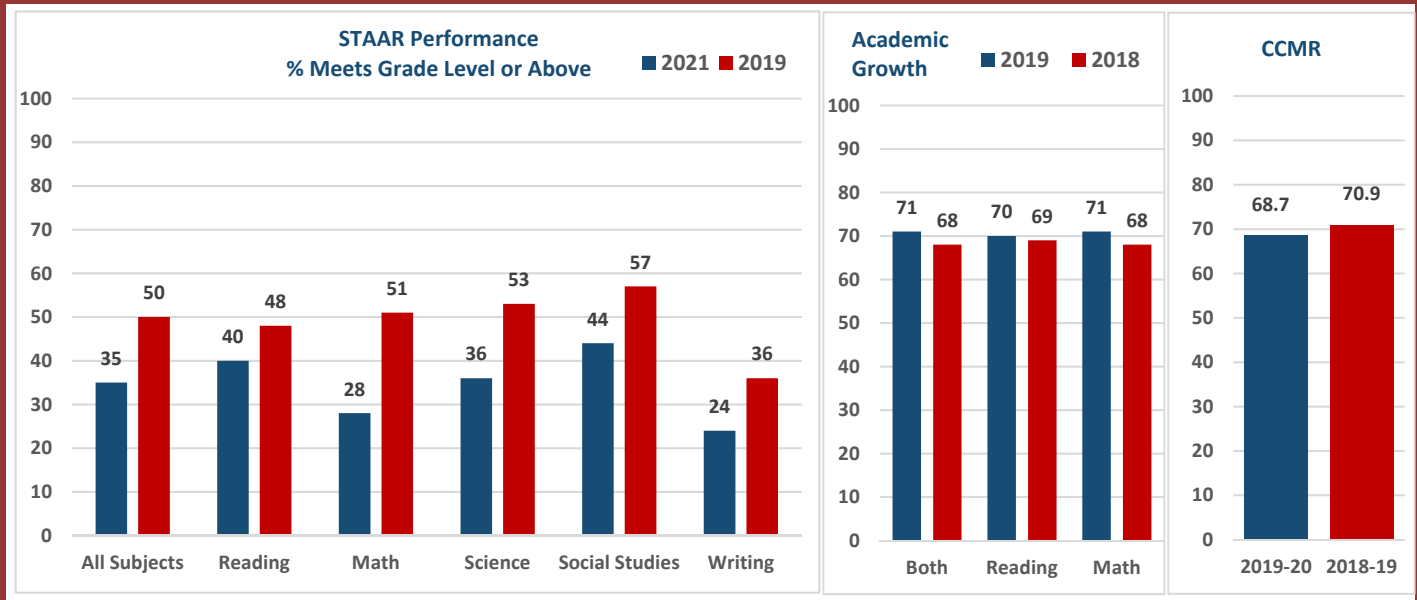
<b>District Name</b>	<b>GARLAND ISD</b>	<b>District Number</b>	<b>057909</b>
<b>Total Enrollment</b>	<b>53,921</b>	<b>Region</b>	<b>10</b>

## 2020-21 Accountability Summary

**Overall District Rating** **Not Rated: Declared State of Disaster**

**Distinction Designation** *Distinction Designations were not assigned for 2020-21*

**Special Education Compliance Status** *Needs Assistance*



# **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: GARLAND ISD**

**District Number: 057909**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

***2021 Special Education Determination Status:***

***Needs Assistance***

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Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	68%	<b>64%</b>	51%	59%	80%	56%	83%	43%	79%	40%	59%	65%	59%	57%	62%
	2019	76%	78%	<b>78%</b>	70%	76%	85%	64%	92%	*	82%	46%	77%	79%	74%	74%	78%
At Meets Grade Level or Above	2021	39%	40%	<b>34%</b>	24%	28%	55%	22%	51%	14%	43%	21%	36%	35%	30%	27%	31%
	2019	45%	48%	<b>48%</b>	37%	45%	56%	43%	67%	*	60%	26%	36%	48%	46%	43%	48%
At Masters Grade Level	2021	19%	21%	<b>17%</b>	10%	13%	31%	0%	24%	0%	24%	8%	16%	18%	13%	12%	14%
	2019	27%	30%	<b>29%</b>	22%	26%	37%	7%	48%	*	46%	9%	26%	29%	30%	25%	28%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	64%	<b>58%</b>	36%	55%	71%	56%	79%	43%	74%	33%	59%	59%	51%	52%	61%
	2019	79%	81%	<b>82%</b>	74%	82%	87%	86%	95%	*	84%	54%	81%	83%	80%	80%	85%
At Meets Grade Level or Above	2021	31%	33%	<b>25%</b>	12%	21%	39%	22%	49%	43%	27%	18%	44%	27%	20%	20%	26%
	2019	49%	52%	<b>53%</b>	40%	51%	62%	36%	79%	*	53%	32%	54%	54%	47%	47%	56%
At Masters Grade Level	2021	14%	17%	<b>12%</b>	5%	8%	22%	11%	29%	14%	13%	6%	14%	12%	10%	8%	12%
	2019	25%	28%	<b>28%</b>	19%	24%	38%	0%	50%	*	31%	11%	28%	29%	24%	23%	29%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	64%	<b>58%</b>	52%	53%	71%	44%	73%	*	70%	31%	63%	60%	53%	52%	55%
	2019	75%	75%	<b>73%</b>	65%	70%	82%	76%	87%	*	86%	43%	70%	75%	67%	68%	70%
At Meets Grade Level or Above	2021	36%	39%	<b>32%</b>	25%	27%	47%	22%	48%	*	41%	20%	26%	34%	28%	25%	30%
	2019	44%	46%	<b>43%</b>	32%	39%	55%	53%	65%	*	48%	22%	40%	46%	37%	37%	40%
At Masters Grade Level	2021	17%	19%	<b>14%</b>	9%	12%	24%	11%	21%	*	19%	6%	9%	15%	11%	10%	12%
	2019	22%	24%	<b>21%</b>	13%	18%	32%	18%	38%	*	24%	5%	17%	23%	17%	15%	18%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	62%	<b>54%</b>	39%	51%	68%	44%	76%	*	60%	32%	54%	57%	46%	47%	56%
	2019	75%	77%	<b>72%</b>	58%	71%	82%	76%	92%	*	76%	44%	75%	74%	67%	68%	72%
At Meets Grade Level or Above	2021	36%	39%	<b>29%</b>	17%	24%	44%	11%	53%	*	37%	21%	23%	31%	23%	23%	29%
	2019	48%	51%	<b>45%</b>	34%	40%	57%	47%	72%	*	53%	25%	51%	48%	38%	39%	44%
At Masters Grade Level	2021	21%	24%	<b>17%</b>	7%	13%	27%	0%	34%	*	32%	9%	12%	18%	13%	12%	16%
	2019	28%	32%	<b>26%</b>	17%	22%	36%	24%	50%	*	32%	11%	32%	28%	21%	22%	26%
<b>Grade 4 Writing</b>																	

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	55%	<b>48%</b>	41%	41%	64%	44%	71%	*	58%	26%	44%	50%	44%	40%	44%
	2019	67%	68%	<b>68%</b>	57%	66%	73%	71%	84%	*	71%	33%	61%	70%	59%	62%	69%
At Meets Grade Level or Above	2021	27%	29%	<b>22%</b>	17%	16%	35%	22%	42%	*	34%	15%	10%	23%	18%	16%	20%
	2019	35%	38%	<b>35%</b>	24%	33%	42%	29%	53%	*	39%	16%	22%	37%	28%	29%	36%
At Masters Grade Level	2021	8%	9%	<b>5%</b>	4%	3%	8%	0%	11%	*	11%	2%	3%	5%	3%	3%	4%
	2019	11%	13%	<b>10%</b>	6%	9%	13%	12%	18%	*	7%	3%	4%	11%	7%	7%	11%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	75%	<b>72%</b>	59%	72%	81%	67%	85%	*	79%	39%	72%	75%	61%	68%	75%
	2019	86%	87%	<b>89%</b>	82%	89%	92%	100%	95%	*	93%	54%	87%	90%	84%	86%	89%
At Meets Grade Level or Above	2021	46%	49%	<b>45%</b>	31%	44%	56%	25%	58%	*	51%	22%	38%	47%	37%	39%	47%
	2019	54%	57%	<b>57%</b>	46%	54%	69%	64%	79%	*	60%	28%	49%	59%	51%	51%	56%
At Masters Grade Level	2021	30%	32%	<b>27%</b>	19%	24%	38%	17%	44%	*	33%	8%	16%	29%	21%	22%	25%
	2019	29%	33%	<b>31%</b>	24%	25%	44%	36%	54%	*	34%	10%	25%	32%	26%	25%	26%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	72%	<b>63%</b>	48%	62%	72%	64%	89%	*	65%	37%	63%	66%	55%	59%	68%
	2019	90%	91%	<b>91%</b>	84%	90%	94%	93%	98%	*	93%	60%	91%	92%	86%	88%	91%
At Meets Grade Level or Above	2021	44%	47%	<b>34%</b>	20%	32%	43%	18%	64%	*	34%	19%	26%	37%	26%	29%	39%
	2019	58%	61%	<b>59%</b>	47%	55%	68%	50%	85%	*	59%	29%	59%	62%	48%	52%	59%
At Masters Grade Level	2021	25%	28%	<b>18%</b>	9%	15%	24%	9%	40%	*	20%	7%	18%	19%	13%	13%	19%
	2019	36%	40%	<b>36%</b>	25%	31%	47%	36%	69%	*	38%	12%	34%	38%	29%	30%	36%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	63%	<b>52%</b>	40%	46%	73%	36%	77%	*	67%	29%	56%	55%	44%	45%	48%
	2019	75%	75%	<b>72%</b>	63%	67%	86%	93%	90%	*	82%	40%	69%	74%	66%	66%	67%
At Meets Grade Level or Above	2021	31%	33%	<b>22%</b>	15%	15%	40%	0%	46%	*	32%	17%	21%	23%	18%	15%	18%
	2019	49%	50%	<b>47%</b>	37%	40%	66%	64%	73%	*	56%	29%	45%	49%	40%	40%	41%
At Masters Grade Level	2021	13%	14%	<b>8%</b>	5%	4%	19%	0%	22%	*	17%	3%	5%	9%	6%	4%	5%
	2019	24%	25%	<b>22%</b>	14%	16%	38%	7%	46%	*	29%	10%	19%	24%	17%	16%	17%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2021	62%	64%	<b>58%</b>	49%	53%	75%	58%	80%	*	62%	29%	51%	60%	49%	51%	52%
	2019	68%	70%	<b>68%</b>	64%	62%	80%	69%	88%	*	72%	28%	66%	71%	58%	61%	60%

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	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	35%	<b>28%</b>	23%	22%	43%	33%	52%	*	29%	15%	27%	30%	21%	21%	22%
	2019	37%	41%	<b>37%</b>	34%	30%	52%	46%	63%	*	46%	15%	31%	40%	28%	30%	28%
At Masters Grade Level	2021	15%	17%	<b>12%</b>	10%	9%	21%	17%	25%	*	18%	4%	13%	14%	8%	9%	10%
	2019	18%	20%	<b>18%</b>	14%	12%	27%	15%	40%	*	22%	4%	15%	20%	11%	12%	12%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2021	68%	70%	<b>56%</b>	45%	52%	70%	67%	82%	*	63%	29%	57%	59%	45%	50%	53%
	2019	81%	83%	<b>77%</b>	70%	75%	85%	83%	95%	*	81%	39%	75%	80%	69%	73%	75%
At Meets Grade Level or Above	2021	36%	40%	<b>23%</b>	16%	17%	35%	25%	53%	*	35%	15%	29%	25%	17%	17%	21%
	2019	47%	51%	<b>40%</b>	33%	34%	50%	50%	75%	*	40%	18%	37%	43%	31%	34%	36%
At Masters Grade Level	2021	15%	18%	<b>7%</b>	4%	4%	14%	8%	24%	*	11%	5%	4%	8%	4%	4%	6%
	2019	21%	25%	<b>17%</b>	13%	11%	26%	17%	46%	*	20%	5%	15%	19%	11%	12%	15%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2021	69%	70%	<b>67%</b>	60%	63%	80%	83%	87%	*	71%	29%	61%	70%	56%	61%	63%
	2019	76%	77%	<b>75%</b>	71%	72%	83%	69%	89%	*	81%	37%	69%	78%	66%	70%	71%
At Meets Grade Level or Above	2021	45%	47%	<b>40%</b>	34%	34%	55%	50%	66%	*	44%	17%	42%	43%	29%	34%	35%
	2019	49%	52%	<b>48%</b>	42%	42%	61%	38%	68%	*	59%	22%	36%	50%	38%	40%	40%
At Masters Grade Level	2021	25%	27%	<b>21%</b>	16%	16%	30%	33%	46%	*	21%	6%	21%	23%	13%	17%	18%
	2019	29%	32%	<b>27%</b>	22%	21%	37%	0%	49%	*	40%	8%	21%	28%	20%	20%	20%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2021	55%	59%	<b>29%</b>	25%	26%	46%	*	45%	*	28%	17%	26%	30%	28%	27%	26%
	2019	75%	77%	<b>68%</b>	59%	66%	78%	67%	88%	-	80%	37%	57%	69%	65%	63%	66%
At Meets Grade Level or Above	2021	27%	32%	<b>5%</b>	4%	4%	9%	*	11%	*	15%	10%	0%	5%	6%	4%	5%
	2019	43%	46%	<b>27%</b>	22%	22%	39%	22%	59%	-	36%	18%	20%	28%	25%	22%	23%
At Masters Grade Level	2021	12%	16%	<b>1%</b>	1%	0%	1%	*	2%	*	2%	3%	0%	0%	2%	1%	1%
	2019	17%	20%	<b>7%</b>	4%	4%	11%	0%	27%	-	15%	3%	3%	7%	6%	4%	5%
<b>Grade 7 Writing</b>																	
At Approaches Grade Level or Above	2021	63%	64%	<b>56%</b>	52%	49%	74%	67%	80%	*	65%	21%	50%	59%	46%	49%	47%
	2019	70%	72%	<b>68%</b>	62%	64%	78%	57%	88%	*	80%	30%	55%	71%	58%	62%	64%
At Meets Grade Level or Above	2021	33%	36%	<b>26%</b>	24%	18%	42%	33%	57%	*	28%	12%	30%	28%	18%	20%	20%
	2019	42%	45%	<b>38%</b>	33%	32%	50%	29%	62%	*	48%	17%	27%	40%	30%	32%	31%

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At Masters Grade Level	2021	10%	12%	<b>6%</b>	5%	3%	9%	0%	16%	*	8%	3%	5%	6%	3%	4%	4%
	2019	18%	21%	<b>14%</b>	11%	9%	21%	7%	35%	*	21%	4%	14%	15%	9%	10%	10%
<b>Grade 8 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	75%	<b>70%</b>	64%	65%	82%	63%	87%	*	77%	32%	67%	72%	58%	64%	63%
	2019	86%	87%	<b>87%</b>	83%	85%	94%	95%	94%	*	95%	39%	83%	89%	80%	84%	82%
At Meets Grade Level or Above	2021	46%	48%	<b>40%</b>	34%	34%	54%	50%	67%	*	53%	17%	26%	44%	27%	33%	30%
	2019	55%	58%	<b>55%</b>	47%	48%	71%	63%	79%	*	64%	17%	40%	58%	44%	47%	43%
At Masters Grade Level	2021	21%	23%	<b>18%</b>	14%	14%	26%	38%	41%	*	25%	5%	8%	20%	10%	13%	11%
	2019	28%	31%	<b>27%</b>	20%	21%	42%	11%	48%	*	36%	5%	15%	30%	18%	19%	17%
<b>Grade 8 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	62%	62%	<b>54%</b>	49%	48%	66%	67%	82%	*	64%	25%	58%	56%	47%	48%	49%
	2019	88%	90%	<b>91%</b>	85%	91%	94%	94%	98%	*	93%	53%	87%	92%	88%	89%	91%
At Meets Grade Level or Above	2021	36%	36%	<b>25%</b>	21%	19%	33%	22%	57%	*	24%	13%	17%	26%	21%	20%	21%
	2019	57%	60%	<b>59%</b>	51%	56%	68%	44%	82%	*	68%	25%	50%	61%	53%	54%	56%
At Masters Grade Level	2021	11%	11%	<b>6%</b>	5%	3%	6%	11%	22%	*	7%	4%	3%	6%	4%	4%	4%
	2019	17%	19%	<b>15%</b>	11%	12%	19%	6%	37%	*	14%	6%	13%	15%	14%	12%	13%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2021	68%	70%	<b>60%</b>	51%	53%	80%	56%	85%	*	70%	28%	54%	63%	46%	52%	50%
	2019	81%	83%	<b>81%</b>	75%	77%	92%	63%	95%	*	93%	39%	75%	83%	73%	76%	74%
At Meets Grade Level or Above	2021	43%	45%	<b>34%</b>	27%	26%	54%	33%	67%	*	42%	14%	28%	37%	21%	25%	23%
	2019	51%	55%	<b>51%</b>	40%	44%	72%	42%	80%	*	52%	20%	40%	55%	38%	42%	41%
At Masters Grade Level	2021	24%	26%	<b>18%</b>	12%	11%	33%	33%	47%	*	22%	7%	12%	20%	9%	11%	10%
	2019	25%	29%	<b>25%</b>	16%	18%	43%	26%	52%	*	26%	5%	18%	28%	13%	17%	16%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2021	57%	60%	<b>51%</b>	45%	44%	69%	56%	79%	*	57%	23%	51%	54%	40%	44%	41%
	2019	69%	72%	<b>70%</b>	65%	64%	83%	84%	91%	*	70%	32%	61%	73%	60%	63%	61%
At Meets Grade Level or Above	2021	28%	31%	<b>21%</b>	18%	15%	37%	44%	44%	*	22%	14%	21%	23%	14%	14%	13%
	2019	37%	41%	<b>40%</b>	33%	31%	59%	42%	69%	*	33%	19%	30%	43%	28%	31%	28%

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At Masters Grade Level	2021	14%	15%	<b>9%</b>	7%	5%	16%	33%	24%	*	9%	4%	8%	10%	5%	5%	5%
	2019	21%	25%	<b>23%</b>	17%	16%	37%	21%	51%	*	18%	9%	22%	25%	14%	16%	14%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2021	67%	67%	<b>62%</b>	57%	57%	76%	44%	82%	*	73%	29%	47%	65%	53%	56%	50%
	2019	68%	69%	<b>68%</b>	63%	63%	80%	82%	85%	*	82%	27%	47%	71%	58%	63%	55%
At Meets Grade Level or Above	2021	50%	51%	<b>43%</b>	36%	37%	60%	22%	71%	*	52%	18%	27%	47%	32%	36%	30%
	2019	50%	52%	<b>50%</b>	43%	43%	69%	76%	74%	*	69%	15%	21%	54%	39%	44%	34%
At Masters Grade Level	2021	12%	14%	<b>8%</b>	5%	4%	15%	6%	21%	*	11%	3%	7%	9%	4%	4%	2%
	2019	11%	14%	<b>10%</b>	8%	5%	19%	12%	29%	*	17%	1%	3%	12%	4%	6%	3%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2021	71%	71%	<b>66%</b>	57%	61%	82%	61%	82%	80%	81%	21%	52%	69%	53%	58%	47%
	2019	68%	70%	<b>68%</b>	64%	64%	78%	60%	83%	*	81%	23%	50%	72%	56%	63%	50%
At Meets Grade Level or Above	2021	57%	58%	<b>51%</b>	42%	45%	69%	61%	73%	80%	68%	14%	29%	55%	37%	43%	31%
	2019	49%	52%	<b>48%</b>	42%	41%	65%	30%	70%	*	65%	14%	21%	52%	35%	41%	26%
At Masters Grade Level	2021	11%	13%	<b>8%</b>	5%	4%	14%	6%	21%	40%	10%	2%	1%	9%	4%	5%	2%
	2019	8%	10%	<b>7%</b>	5%	3%	14%	3%	21%	*	9%	2%	2%	8%	4%	4%	1%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2021	73%	74%	<b>65%</b>	58%	58%	77%	62%	92%	*	76%	38%	62%	67%	57%	58%	60%
	2019	85%	87%	<b>87%</b>	81%	86%	90%	77%	96%	*	86%	53%	77%	89%	81%	84%	86%
At Meets Grade Level or Above	2021	41%	44%	<b>30%</b>	21%	23%	41%	38%	63%	*	37%	18%	26%	32%	22%	24%	26%
	2019	61%	64%	<b>63%</b>	52%	61%	72%	50%	88%	*	61%	23%	43%	67%	52%	58%	61%
At Masters Grade Level	2021	23%	27%	<b>13%</b>	8%	9%	18%	23%	39%	*	14%	4%	10%	14%	10%	10%	12%
	2019	37%	42%	<b>40%</b>	29%	35%	49%	41%	76%	*	38%	7%	22%	43%	30%	34%	38%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2021	82%	82%	<b>78%</b>	73%	73%	89%	69%	92%	*	88%	48%	69%	80%	69%	73%	69%
	2019	88%	89%	<b>87%</b>	84%	85%	94%	94%	95%	*	94%	54%	73%	90%	80%	85%	82%
At Meets Grade Level or Above	2021	55%	56%	<b>49%</b>	41%	42%	70%	31%	75%	*	60%	24%	49%	53%	36%	41%	35%
	2019	62%	64%	<b>59%</b>	52%	51%	77%	47%	83%	*	71%	19%	24%	63%	46%	52%	43%

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At Masters Grade Level	2021	22%	24%	<b>18%</b>	13%	11%	29%	6%	45%	*	20%	6%	21%	20%	11%	12%	9%
	2019	25%	28%	<b>25%</b>	18%	16%	43%	18%	56%	*	38%	3%	7%	29%	15%	18%	12%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2021	88%	88%	<b>87%</b>	82%	85%	93%	93%	92%	*	93%	53%	70%	89%	78%	83%	71%
	2019	93%	93%	<b>92%</b>	89%	92%	95%	100%	96%	*	98%	56%	86%	94%	86%	91%	83%
At Meets Grade Level or Above	2021	69%	69%	<b>64%</b>	58%	56%	81%	71%	83%	*	76%	33%	36%	67%	51%	56%	38%
	2019	73%	74%	<b>74%</b>	68%	69%	86%	78%	87%	*	86%	31%	55%	77%	62%	68%	48%
At Masters Grade Level	2021	43%	44%	<b>38%</b>	30%	28%	59%	43%	64%	*	47%	11%	16%	40%	27%	29%	14%
	2019	45%	48%	<b>46%</b>	39%	37%	65%	39%	69%	*	53%	10%	28%	49%	35%	37%	20%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2021	95%	96%	<b>93%</b>	91%	89%	97%	78%	99%	*	97%	100%	89%	93%	86%	89%	85%
At Meets Grade Level or Above	2021	69%	73%	<b>62%</b>	55%	47%	75%	67%	86%	*	71%	71%	44%	63%	47%	52%	38%
At Masters Grade Level	2021	14%	20%	<b>8%</b>	5%	2%	8%	0%	23%	*	14%	0%	22%	8%	0%	6%	4%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	69%	<b>62%</b>	53%	57%	76%	60%	83%	69%	70%	31%	57%	64%	52%	55%	55%
	2019	78%	79%	<b>78%</b>	72%	75%	86%	79%	91%	88%	84%	42%	70%	80%	70%	73%	73%
At Meets Grade Level or Above	2021	41%	44%	<b>35%</b>	27%	28%	50%	33%	60%	50%	41%	17%	28%	37%	26%	28%	27%
	2019	50%	53%	<b>50%</b>	41%	44%	63%	48%	74%	76%	56%	22%	37%	52%	40%	43%	42%
At Masters Grade Level	2021	18%	21%	<b>14%</b>	9%	10%	22%	13%	31%	25%	18%	5%	10%	15%	9%	10%	10%
	2019	24%	26%	<b>23%</b>	16%	18%	34%	17%	46%	45%	28%	7%	16%	25%	17%	17%	18%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	69%	<b>65%</b>	56%	60%	78%	58%	83%	67%	74%	32%	58%	67%	55%	59%	58%
	2019	75%	76%	<b>75%</b>	70%	72%	84%	76%	89%	83%	83%	36%	65%	78%	66%	71%	69%
At Meets Grade Level or Above	2021	45%	46%	<b>40%</b>	32%	35%	56%	36%	61%	48%	47%	18%	31%	43%	31%	33%	32%
	2019	48%	51%	<b>48%</b>	41%	43%	63%	50%	71%	72%	58%	20%	32%	51%	39%	42%	39%
At Masters Grade Level	2021	18%	20%	<b>15%</b>	11%	11%	24%	13%	30%	26%	21%	5%	11%	17%	10%	11%	12%
	2019	21%	23%	<b>20%</b>	15%	15%	30%	12%	39%	39%	28%	5%	13%	22%	14%	15%	15%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	68%	<b>58%</b>	46%	53%	71%	62%	83%	62%	66%	31%	57%	60%	48%	51%	55%
	2019	82%	84%	<b>82%</b>	74%	81%	88%	83%	95%	88%	85%	49%	79%	84%	77%	79%	82%

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At Meets Grade Level or Above	2021	37%	41%	<b>28%</b>	18%	22%	40%	28%	58%	43%	33%	17%	25%	30%	20%	21%	25%
	2019	52%	55%	<b>51%</b>	41%	47%	61%	44%	79%	75%	53%	24%	46%	54%	43%	45%	49%
At Masters Grade Level	2021	18%	20%	<b>11%</b>	6%	7%	16%	9%	29%	14%	15%	6%	9%	11%	8%	8%	10%
	2019	26%	30%	<b>26%</b>	18%	21%	34%	20%	54%	69%	28%	8%	22%	27%	20%	21%	24%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	60%	<b>52%</b>	47%	45%	69%	53%	76%	67%	61%	24%	47%	55%	45%	45%	46%
	2019	68%	70%	<b>68%</b>	60%	65%	76%	65%	86%	80%	75%	32%	58%	71%	59%	62%	66%
At Meets Grade Level or Above	2021	30%	33%	<b>24%</b>	20%	17%	38%	27%	49%	50%	31%	14%	20%	26%	18%	18%	20%
	2019	38%	42%	<b>36%</b>	29%	33%	46%	29%	58%	40%	43%	17%	24%	39%	29%	30%	34%
At Masters Grade Level	2021	9%	11%	<b>5%</b>	4%	3%	8%	0%	13%	33%	9%	2%	4%	6%	3%	4%	4%
	2019	14%	17%	<b>12%</b>	9%	9%	17%	10%	26%	20%	13%	4%	8%	13%	8%	9%	10%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	72%	<b>64%</b>	56%	58%	81%	56%	85%	100%	75%	35%	59%	67%	54%	57%	56%
	2019	81%	83%	<b>80%</b>	74%	77%	91%	82%	93%	100%	88%	45%	73%	82%	73%	76%	74%
At Meets Grade Level or Above	2021	44%	45%	<b>36%</b>	28%	28%	56%	22%	63%	71%	45%	18%	32%	38%	26%	28%	25%
	2019	54%	56%	<b>53%</b>	43%	45%	72%	50%	79%	100%	60%	23%	36%	56%	42%	45%	41%
At Masters Grade Level	2021	20%	22%	<b>15%</b>	10%	9%	27%	11%	39%	43%	20%	5%	12%	16%	8%	9%	8%
	2019	25%	27%	<b>24%</b>	16%	17%	42%	18%	51%	33%	32%	6%	14%	27%	15%	17%	15%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2021	73%	74%	<b>70%</b>	64%	65%	83%	78%	86%	*	75%	36%	60%	72%	60%	63%	52%
	2019	81%	82%	<b>81%</b>	77%	78%	89%	92%	94%	100%	85%	44%	71%	84%	73%	76%	69%
At Meets Grade Level or Above	2021	49%	50%	<b>44%</b>	39%	36%	62%	61%	66%	*	50%	22%	28%	47%	33%	35%	23%
	2019	55%	58%	<b>57%</b>	51%	50%	73%	59%	78%	100%	61%	25%	40%	60%	45%	49%	35%
At Masters Grade Level	2021	29%	30%	<b>24%</b>	19%	17%	41%	39%	46%	*	28%	7%	12%	26%	16%	17%	8%
	2019	33%	36%	<b>35%</b>	28%	27%	52%	30%	60%	33%	37%	10%	25%	37%	25%	26%	16%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency  
2018-19 Progress (TAPR)  
GARLAND ISD (057909) - DALLAS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	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

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- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	69%	<b>62%</b>	57%	53%	60%	71%	55%	-	47%	26%	47%	-	60%	65%	50%	89%
	2019	78%	79%	<b>78%</b>	77%	-	76%	95%	82%	-	63%	45%	63%	-	76%		68%	
At Meets Grade Level or Above	2021	41%	44%	<b>35%</b>	27%	17%	30%	34%	25%	-	19%	7%	19%	-	31%	38%	22%	64%
	2019	50%	53%	<b>50%</b>	46%	-	44%	70%	54%	-	29%	15%	29%	-	43%		35%	
At Masters Grade Level	2021	18%	21%	<b>14%</b>	12%	3%	13%	14%	11%	-	6%	2%	6%	-	10%	16%	8%	26%
	2019	24%	26%	<b>23%</b>	21%	-	20%	38%	27%	-	10%	1%	10%	-	21%		14%	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	69%	<b>65%</b>	63%	62%	70%	75%	61%	-	49%	17%	49%	-	61%	68%	53%	92%
	2019	75%	76%	<b>75%</b>	79%	-	79%	94%	77%	-	55%	29%	55%	-	72%		63%	
At Meets Grade Level or Above	2021	45%	46%	<b>40%</b>	34%	31%	41%	40%	32%	-	22%	4%	22%	-	36%	44%	26%	74%
	2019	48%	51%	<b>48%</b>	47%	-	46%	69%	51%	-	24%	3%	24%	-	42%		32%	
At Masters Grade Level	2021	18%	20%	<b>15%</b>	17%	8%	19%	19%	16%	-	6%	3%	6%	-	11%	18%	9%	24%
	2019	21%	23%	<b>20%</b>	22%	-	20%	37%	29%	-	8%	0%	8%	-	18%		13%	
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	68%	<b>58%</b>	61%	54%	66%	76%	59%	-	46%	39%	46%	-	57%	59%	51%	83%
	2019	82%	84%	<b>82%</b>	83%	-	82%	98%	87%	-	76%	83%	76%	-	85%		79%	
At Meets Grade Level or Above	2021	37%	41%	<b>28%</b>	28%	8%	34%	41%	26%	-	18%	19%	18%	-	26%	29%	21%	51%
	2019	52%	55%	<b>51%</b>	51%	-	50%	84%	56%	-	40%	30%	40%	-	50%		44%	
At Masters Grade Level	2021	18%	20%	<b>11%</b>	13%	0%	15%	14%	11%	-	7%	5%	7%	-	9%	11%	9%	20%
	2019	26%	30%	<b>26%</b>	27%	-	27%	55%	25%	-	16%	3%	16%	-	29%		20%	
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	60%	<b>52%</b>	39%	40%	41%	67%	38%	-	38%	10%	38%	-	54%	58%	39%	90%
	2019	68%	70%	<b>68%</b>	71%	-	71%	84%	-	-	55%	*	55%	-	62%		62%	
At Meets Grade Level or Above	2021	30%	33%	<b>24%</b>	15%	20%	16%	13%	15%	-	12%	0%	13%	-	25%	28%	14%	58%
	2019	38%	42%	<b>36%</b>	39%	-	39%	26%	-	-	22%	*	22%	-	32%		29%	
At Masters Grade Level	2021	9%	11%	<b>5%</b>	3%	0%	3%	4%	3%	-	3%	0%	3%	-	6%	6%	3%	14%
	2019	14%	17%	<b>12%</b>	12%	-	12%	5%	-	-	5%	*	5%	-	14%		8%	
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	72%	<b>64%</b>	42%	40%	44%	61%	40%	-	51%	29%	51%	-	60%	69%	49%	92%
	2019	81%	83%	<b>80%</b>	62%	-	62%	100%	-	-	67%	40%	67%	-	80%		66%	
At Meets Grade Level or Above	2021	44%	45%	<b>36%</b>	12%	0%	13%	28%	9%	-	20%	2%	20%	-	30%	42%	18%	66%
	2019	54%	56%	<b>53%</b>	33%	-	32%	81%	-	-	27%	20%	27%	-	44%		30%	
At Masters Grade Level	2021	20%	22%	<b>15%</b>	2%	0%	3%	11%	2%	-	5%	0%	5%	-	10%	18%	4%	31%
	2019	25%	27%	<b>24%</b>	13%	-	12%	31%	-	-	7%	0%	7%	-	16%		9%	
<b>All Grades Social Studies</b>																		

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	<b>70%</b>	29%	-	-	29%	-	-	44%	37%	44%	-	65%	75%	45%	90%
	2019	81%	82%	<b>81%</b>	*	-	-	*	-	-	54%	50%	54%	-	70%	-	55%	-
At Meets Grade Level or Above	2021	49%	50%	<b>44%</b>	14%	-	-	14%	-	-	16%	8%	16%	-	35%	50%	17%	64%
	2019	55%	58%	<b>57%</b>	*	-	-	*	-	-	20%	27%	20%	-	37%	-	21%	-
At Masters Grade Level	2021	29%	30%	<b>24%</b>	14%	-	-	14%	-	-	5%	0%	5%	-	13%	29%	5%	36%
	2019	33%	36%	<b>35%</b>	*	-	-	*	-	-	6%	5%	6%	-	21%	-	7%	-

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

Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	<b>93%</b>	91%	94%	91%	90%	95%	91%	89%	89%	92%	93%	90%	93%	95%
Included in Accountability	83%	87%	<b>89%</b>	86%	90%	88%	87%	91%	86%	85%	84%	89%	92%	79%	89%	90%
Not Included in Accountability: Mobile	3%	3%	<b>3%</b>	5%	2%	2%	1%	2%	4%	3%	3%	2%	1%	9%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	2%	2%	0%	0%	2%	1%	1%	3%	1%	3%
Not Tested	12%	8%	<b>7%</b>	9%	6%	9%	10%	5%	9%	11%	11%	8%	7%	10%	7%	5%
Absent	2%	1%	<b>2%</b>	2%	2%	2%	1%	1%	3%	2%	3%	3%	2%	3%	2%	1%
Other	10%	7%	<b>5%</b>	7%	4%	7%	8%	4%	7%	9%	9%	5%	5%	7%	5%	4%
<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%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	<b>95%</b>	93%	95%	96%	94%	94%	100%	94%	94%	96%	98%	85%	95%	94%
Not Included in Accountability: Mobile	4%	4%	<b>3%</b>	6%	3%	3%	5%	3%	0%	6%	4%	4%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	1%	1%	0%	1%	2%	0%	0%	1%	0%	0%	4%	1%	3%
Not Tested	1%	1%	<b>0%</b>	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Absent	1%	0%	<b>0%</b>	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	98.3%	<b>98.6%</b>	98.4%	98.5%	98.6%	99.2%	99.6%	98.6%	98.5%	98.0%	98.5%	98.9%
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%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	6.4%	<b>6.1%</b>	8.1%	6.3%	6.2%	3.4%	1.5%	3.8%	6.6%	9.7%	6.6%	4.3%
2018-19	11.4%	10.3%	<b>9.9%</b>	12.7%	10.3%	9.8%	4.9%	2.7%	4.9%	10.8%	15.4%	10.9%	7.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.5%	<b>0.1%</b>	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
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%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	2.2%	<b>0.6%</b>	1.0%	0.5%	0.5%	1.0%	0.1%	0.0%	0.6%	1.2%	0.6%	1.0%
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%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	87.7%	<b>94.5%</b>	92.7%	94.2%	94.8%	95.5%	97.8%	100.0%	95.8%	84.0%	93.4%	85.6%
Received TxCHSE	0.4%	0.3%	<b>0.2%</b>	0.5%	0.0%	0.5%	0.0%	0.0%	0.0%	1.4%	0.4%	0.2%	0.0%
Continued HS	3.9%	5.4%	<b>2.3%</b>	2.7%	2.4%	2.3%	4.5%	1.0%	0.0%	0.0%	9.4%	2.6%	4.1%
Dropped Out	5.4%	6.6%	<b>3.1%</b>	4.1%	3.3%	2.3%	0.0%	1.2%	0.0%	2.8%	6.1%	3.7%	10.3%
Graduates and TxCHSE	90.7%	88.0%	<b>94.7%</b>	93.2%	94.3%	95.3%	95.5%	97.8%	100.0%	97.2%	84.4%	93.6%	85.6%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	<b>96.9%</b>	95.9%	96.7%	97.7%	100.0%	98.8%	100.0%	97.2%	93.9%	96.3%	89.7%
<b>Class of 2019</b>													
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%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.0%	90.6%	<b>95.7%</b>	95.4%	95.1%	96.3%	94.4%	98.5%	*	98.7%	91.9%	94.7%	84.6%
Received TxCHSE	0.5%	0.4%	<b>0.2%</b>	0.1%	0.1%	0.6%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
Continued HS	1.3%	1.8%	<b>0.3%</b>	0.7%	0.2%	0.1%	0.0%	0.0%	*	0.0%	1.4%	0.4%	0.3%
Dropped Out	6.1%	7.2%	<b>3.8%</b>	3.8%	4.6%	3.0%	5.6%	1.5%	*	1.3%	6.7%	4.8%	15.2%
Graduates and TxCHSE	92.6%	91.0%	<b>95.9%</b>	95.5%	95.1%	96.9%	94.4%	98.5%	*	98.7%	91.9%	94.8%	84.6%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	<b>96.2%</b>	96.2%	95.4%	97.0%	94.4%	98.5%	*	98.7%	93.3%	95.2%	84.8%

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2018</b>													
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%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2018</b>													
Graduated	92.6%	91.9%	<b>95.5%</b>	93.9%	95.4%	96.3%	89.7%	97.5%	100.0%	95.9%	95.3%	94.7%	87.2%
Received TxCHSE	0.7%	0.5%	<b>0.5%</b>	0.3%	0.3%	0.9%	0.0%	0.4%	0.0%	1.4%	0.0%	0.4%	0.0%
Continued HS	0.6%	0.7%	<b>0.1%</b>	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.3%
Dropped Out	6.1%	6.9%	<b>4.0%</b>	5.9%	4.1%	2.8%	10.3%	2.0%	0.0%	2.7%	4.7%	4.8%	12.5%
Graduates and TxCHSE	93.3%	92.4%	<b>95.9%</b>	94.1%	95.7%	97.2%	89.7%	98.0%	100.0%	97.3%	95.3%	95.1%	87.2%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	<b>96.0%</b>	94.1%	95.9%	97.2%	89.7%	98.0%	100.0%	97.3%	95.3%	95.2%	87.5%
<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>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2020	90.3%	87.7%	<b>93.4%</b>	91.3%	93.1%	94.1%	91.3%	97.1%	100.0%	95.8%	74.0%	92.1%	84.1%
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%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2020	83.0%	91.3%	*	-	*	-	*	-	-	-	-	*	*
Class of 2019	73.3%	76.1%	<b>86.7%</b>	*	80.0%	*	-	*	-	-	-	87.5%	*
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2020	4.3%	5.2%	<b>0.1%</b>	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.1%	0.5%
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%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2020	83.5%	80.4%	<b>85.6%</b>	81.9%	84.3%	87.6%	90.0%	95.0%	100.0%	87.0%	41.5%	82.2%	73.1%
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%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	85.6%	<b>85.7%</b>	81.9%	84.3%	87.6%	90.5%	95.0%	100.0%	87.0%	42.4%	82.3%	73.5%
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%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2019-20	38.6%	50.7%	<b>11.8%</b>	*	20.0%	0.0%	-	-	-	-	0.0%	20.0%	*
2018-19	32.7%	22.3%	<b>35.0%</b>	40.0%	50.0%	7.1%	*	*	-	-	0.0%	36.8%	50.0%
<b>FHSP-E Graduates (Annual Rate)</b>													
2019-20	4.4%	5.3%	<b>0.1%</b>	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.1%	0.4%
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%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	81.8%	78.7%	<b>82.8%</b>	80.7%	80.4%	84.9%	81.8%	94.9%	100.0%	81.1%	35.7%	79.4%	69.0%
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%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	85.8%	83.7%	<b>82.6%</b>	80.5%	80.3%	84.4%	81.8%	94.9%	100.0%	81.1%	34.9%	79.4%	69.2%
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%

Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	District Count	District Percent	State Count	State Percent
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	4,198	100.0%	360,220	100.0%
<b>By Ethnicity:</b>				
African American	742	17.7%	44,729	12.4%
Hispanic	2,158	51.4%	184,060	51.1%
White	768	18.3%	105,215	29.2%
American Indian	22	0.5%	1,226	0.3%
Asian	429	10.2%	17,126	4.8%
Pacific Islander	5	0.1%	557	0.2%
Two or More Races	74	1.8%	7,307	2.0%
<b>By Graduation Type:</b>				
Minimum H.S. Program	15	0.4%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	2	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	716	17.1%	49,535	13.8%
Foundation H.S. Program (Endorsement)	3	0.1%	15,689	4.4%
Foundation H.S. Program (DLA)	3,462	82.5%	292,532	81.2%
Special Education Graduates	255	6.1%	29,018	8.1%
Economically Disadvantaged Graduates	2,382	56.7%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	500	11.9%	29,639	8.2%
At-Risk Graduates	1,287	30.7%	148,836	41.3%

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2019-20	63.0%	62.8%	<b>68.7%</b>	59.3%	66.0%	77.2%	63.6%	84.4%	100.0%	63.5%	85.9%	64.9%	53.2%
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%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2019-20	53.4%	55.1%	<b>56.9%</b>	46.6%	52.3%	67.8%	54.5%	79.3%	60.0%	52.7%	14.1%	51.0%	35.2%
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%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2019-20	59.7%	60.0%	<b>61.3%</b>	57.0%	52.9%	77.5%	50.0%	81.1%	60.0%	68.9%	10.6%	53.9%	23.4%
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%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2019-20	47.9%	47.6%	<b>44.8%</b>	38.5%	35.9%	58.9%	27.3%	74.8%	40.0%	51.4%	8.6%	37.4%	21.4%
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%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2019-20	43.2%	43.8%	<b>41.1%</b>	35.4%	31.5%	57.2%	22.7%	70.6%	40.0%	45.9%	6.3%	33.1%	14.2%
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%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2019-20	21.1%	27.0%	<b>24.5%</b>	13.7%	22.3%	30.3%	13.6%	44.8%	0.0%	20.3%	2.0%	19.9%	14.0%
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%
<b>Associate Degree (Annual Graduates)</b>													
2019-20	2.1%	2.6%	<b>2.4%</b>	1.5%	2.2%	2.9%	4.5%	4.0%	0.0%	1.4%	0.0%	2.0%	0.0%
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%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2019-20	24.6%	23.1%	<b>33.7%</b>	27.1%	30.6%	38.7%	45.5%	52.2%	20.0%	27.0%	8.2%	30.7%	15.0%
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%
<b>Onramps Course Credits (Annual Graduates)</b>													
2019-20	4.0%	3.7%	<b>3.7%</b>	2.0%	2.1%	3.9%	0.0%	15.4%	0.0%	1.4%	0.8%	3.2%	1.6%
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%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2019-20	18.7%	14.9%	<b>23.8%</b>	20.1%	24.8%	24.0%	36.4%	24.5%	40.0%	20.3%	85.1%	24.9%	25.2%
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%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2019-20	13.2%	8.9%	<b>18.9%</b>	12.0%	20.7%	18.8%	31.8%	21.7%	40.0%	14.9%	10.6%	19.6%	15.6%

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
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%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2019-20	0.7%	0.9%	<b>0.1%</b>	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2019-20	2.4%	2.6%	<b>4.0%</b>	6.6%	3.6%	4.2%	4.5%	1.4%	0.0%	2.7%	60.0%	4.7%	8.8%
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%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2019-20	3.7%	3.8%	<b>2.1%</b>	3.5%	1.9%	1.7%	4.5%	1.4%	0.0%	2.7%	34.9%	2.1%	5.2%
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%

Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2019-20	30.1%	25.3%	<b>29.2%</b>	28.0%	24.7%	36.3%	9.1%	42.4%	0.0%	29.7%	4.7%	25.2%	7.0%
	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%
Mathematics	2019-20	21.2%	16.6%	<b>20.0%</b>	22.2%	16.5%	24.1%	13.6%	25.9%	40.0%	24.3%	2.7%	17.4%	9.4%
	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%
Both Subjects	2019-20	16.4%	12.8%	<b>11.6%</b>	12.8%	9.7%	13.8%	4.5%	15.2%	0.0%	10.8%	2.0%	9.7%	2.8%
	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%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2019-20	7.3%	5.1%	<b>3.5%</b>	3.5%	4.7%	1.0%	9.1%	2.1%	20.0%	1.4%	2.4%	4.5%	8.8%
	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%
Mathematics	2019-20	9.7%	6.8%	<b>4.4%</b>	4.6%	5.9%	1.4%	9.1%	1.6%	0.0%	4.1%	3.1%	5.5%	7.6%
	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%
Both Subjects	2019-20	4.2%	3.0%	<b>1.3%</b>	1.8%	1.8%	0.0%	4.5%	0.5%	0.0%	0.0%	1.2%	1.8%	3.8%
	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%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2020	22.0%	27.5%	<b>30.5%</b>	23.6%	24.3%	37.7%	19.6%	60.5%	25.0%	33.8%	2.1%	24.4%	9.4%
	2019	25.2%	31.3%	<b>33.6%</b>	24.5%	29.0%	38.5%	22.7%	63.6%	33.3%	40.0%	1.7%	28.1%	13.7%
English Language Arts	2020	12.7%	16.7%	<b>22.8%</b>	18.9%	16.5%	29.8%	13.7%	48.0%	12.5%	26.1%	1.0%	16.7%	2.8%
	2019	14.5%	19.0%	<b>23.8%</b>	17.7%	18.7%	28.9%	15.9%	50.4%	33.3%	29.7%	0.8%	18.6%	2.4%
Mathematics	2020	6.4%	9.2%	<b>8.0%</b>	4.6%	4.8%	10.6%	2.0%	24.8%	0.0%	10.2%	0.7%	5.3%	1.4%
	2019	7.4%	10.2%	<b>9.0%</b>	5.3%	5.5%	12.0%	4.5%	27.9%	0.0%	13.8%	0.3%	6.6%	2.5%
Science	2020	9.4%	12.1%	<b>12.5%</b>	7.7%	7.6%	15.6%	7.8%	39.5%	12.5%	14.0%	1.0%	8.9%	2.2%
	2019	10.4%	13.4%	<b>16.1%</b>	11.4%	11.1%	18.5%	0.0%	46.3%	0.0%	18.6%	0.8%	12.5%	3.1%
Social Studies	2020	12.4%	15.5%	<b>16.0%</b>	11.5%	11.1%	21.3%	9.8%	38.1%	0.0%	22.3%	1.0%	12.1%	2.1%
	2019	13.9%	17.4%	<b>18.0%</b>	13.9%	14.4%	21.3%	11.4%	38.7%	16.7%	17.9%	0.8%	15.0%	3.7%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2020	59.0%	62.6%	<b>50.8%</b>	41.5%	41.8%	55.3%	70.0%	68.2%	*	66.0%	61.5%	44.4%	58.9%
	2019	51.0%	54.4%	<b>43.9%</b>	31.9%	36.6%	56.1%	50.0%	55.2%	*	44.8%	50.0%	37.7%	52.9%
English Language Arts	2020	50.1%	53.8%	<b>38.6%</b>	33.1%	29.7%	43.5%	71.4%	49.6%	*	61.0%	16.7%	31.9%	28.6%
	2019	41.2%	44.3%	<b>26.4%</b>	21.3%	17.7%	37.3%	28.6%	33.7%	*	32.6%	60.0%	18.6%	19.0%
Mathematics	2020	56.5%	62.7%	<b>49.5%</b>	42.4%	30.2%	53.8%	*	65.1%	-	75.0%	*	43.1%	50.0%
	2019	52.2%	58.1%	<b>47.5%</b>	35.0%	34.1%	60.1%	*	54.2%	-	55.0%	*	38.3%	27.3%
Science	2020	47.6%	51.0%	<b>41.7%</b>	47.3%	26.8%	44.6%	*	50.8%	*	63.6%	66.7%	35.5%	27.3%
	2019	40.6%	44.2%	<b>37.5%</b>	25.6%	22.5%	54.2%	-	47.5%	-	48.1%	60.0%	29.6%	25.9%

Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	57.4%	<b>43.1%</b>	34.4%	30.0%	49.4%	80.0%	58.9%	-	51.4%	50.0%	34.5%	19.0%
	2019	46.3%	51.2%	<b>37.3%</b>	32.4%	23.3%	54.7%	40.0%	47.6%	*	46.2%	80.0%	28.3%	18.8%
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2019-20	76.7%	81.5%	<b>92.2%</b>	94.7%	89.1%	95.6%	90.9%	97.0%	100.0%	91.9%	72.3%	90.6%	81.4%
	2018-19	75.0%	80.5%	<b>97.1%</b>	97.6%	95.3%	97.5%	100.0%	100.0%	*	100.0%	70.6%	95.6%	95.6%
At/Above Criterion for All Examinees	2019-20	35.7%	40.2%	<b>28.9%</b>	20.2%	19.8%	45.5%	5.0%	57.5%	0.0%	35.3%	3.2%	20.9%	5.5%
	2018-19	36.1%	40.1%	<b>26.0%</b>	18.2%	16.6%	41.5%	15.0%	55.0%	*	35.8%	2.5%	19.3%	6.0%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2019-20	1019	1035	<b>972</b>	932	928	1054	906	1099	892	1002	750	932	809
	2018-19	1027	1039	<b>957</b>	923	906	1042	936	1094	*	1014	752	922	805
English Language Arts and Writing	2019-20	513	520	<b>492</b>	476	470	535	466	541	470	506	377	471	400
	2018-19	517	521	<b>484</b>	470	459	531	474	538	*	518	384	467	398
Mathematics	2019-20	506	515	<b>481</b>	456	458	519	440	557	422	495	373	461	409
	2018-19	510	518	<b>473</b>	453	447	512	463	556	*	496	369	456	407
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2019-20	20	21	<b>23</b>	19	21	25	-	25	-	23	16	21	19
	2018-19	21	21	<b>22</b>	20	20	24	*	25	-	24	*	20	16
English Language Arts	2019-20	20	20	<b>23</b>	19	20	26	-	25	-	23	16	20	17
	2018-19	20	20	<b>21</b>	20	19	24	*	25	-	24	*	20	15
Mathematics	2019-20	20	21	<b>22</b>	19	21	24	-	25	-	23	16	20	22
	2018-19	20	21	<b>21</b>	19	19	23	*	24	-	22	*	19	17
Science	2019-20	21	21	<b>23</b>	19	21	26	-	25	-	22	16	21	20
	2018-19	21	21	<b>22</b>	20	20	24	*	24	-	24	*	20	18

Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2019-20	46.3%	49.4%	<b>51.9%</b>	47.2%	47.6%	57.3%	51.6%	72.6%	81.8%	58.6%	20.3%	46.7%	27.0%
	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%
English Language Arts	2019-20	18.2%	18.6%	<b>17.9%</b>	16.2%	14.2%	22.9%	14.3%	30.8%	36.4%	22.3%	1.1%	14.2%	1.8%
	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%
Mathematics	2019-20	20.7%	22.2%	<b>25.2%</b>	20.9%	22.1%	28.9%	31.4%	41.5%	27.3%	26.6%	6.9%	21.4%	9.0%
	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%
Science	2019-20	22.4%	23.9%	<b>27.8%</b>	27.1%	24.2%	29.8%	31.8%	42.9%	45.5%	32.6%	15.8%	24.5%	12.6%
	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%
Social Studies	2019-20	24.6%	27.7%	<b>26.8%</b>	24.0%	20.1%	34.4%	26.1%	52.9%	18.2%	32.7%	2.6%	21.6%	5.1%
	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%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2019-20	58.5%	52.0%	<b>49.6%</b>	34.8%	54.6%	46.0%	59.1%	57.1%	60.0%	41.9%	29.4%	50.3%	36.8%
	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%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2018-19	52.6%	53.9%	<b>56.8%</b>	54.6%	51.3%	58.7%	60.0%	82.5%	*	71.6%	18.3%	53.0%	35.0%
	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%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2018-19	42.2%	41.5%	<b>50.6%</b>	50.0%	41.7%	68.1%	*	56.4%	-	*	*	48.9%	30.0%
	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%

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	53,834	100.0%	5,359,040	100.0%	53,921	100.0%	5,371,586	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	169	0.3%	13,855	0.3%	219	0.4%	20,991	0.4%
Pre-Kindergarten	1,664	3.1%	196,560	3.7%	1,664	3.1%	197,093	3.7%
Kindergarten	3,308	6.1%	360,865	6.7%	3,312	6.1%	361,349	6.7%
Grade 1	3,619	6.7%	380,973	7.1%	3,623	6.7%	381,403	7.1%
Grade 2	3,662	6.8%	379,725	7.1%	3,666	6.8%	380,122	7.1%
Grade 3	3,804	7.1%	380,802	7.1%	3,809	7.1%	381,135	7.1%
Grade 4	3,737	6.9%	385,090	7.2%	3,741	6.9%	385,364	7.2%
Grade 5	3,907	7.3%	395,436	7.4%	3,911	7.3%	395,649	7.4%
Grade 6	4,065	7.6%	414,197	7.7%	4,065	7.5%	414,357	7.7%
Grade 7	4,352	8.1%	421,222	7.9%	4,354	8.1%	421,347	7.8%
Grade 8	4,347	8.1%	422,386	7.9%	4,347	8.1%	422,505	7.9%
Grade 9	4,405	8.2%	436,396	8.1%	4,405	8.2%	436,523	8.1%
Grade 10	4,671	8.7%	420,502	7.8%	4,671	8.7%	420,705	7.8%
Grade 11	4,116	7.6%	388,143	7.2%	4,119	7.6%	388,443	7.2%
Grade 12	4,008	7.4%	362,888	6.8%	4,015	7.4%	364,600	6.8%
<b>Ethnic Distribution:</b>								
African American	9,670	18.0%	680,285	12.7%	9,682	18.0%	681,401	12.7%
Hispanic	27,887	51.8%	2,835,771	52.9%	27,930	51.8%	2,840,982	52.9%
White	8,828	16.4%	1,418,789	26.5%	8,853	16.4%	1,424,251	26.5%
American Indian	816	1.5%	18,712	0.3%	817	1.5%	18,755	0.3%
Asian	5,080	9.4%	253,856	4.7%	5,084	9.4%	254,163	4.7%
Pacific Islander	51	0.1%	8,259	0.2%	51	0.1%	8,271	0.2%
Two or More Races	1,502	2.8%	143,368	2.7%	1,504	2.8%	143,763	2.7%
<b>Sex:</b>								
Female	25,895	48.1%	2,620,239	48.9%	25,918	48.1%	2,624,722	48.9%
Male	27,939	51.9%	2,738,801	51.1%	28,003	51.9%	2,746,864	51.1%
<b>Other Student Information:</b>								
Economically Disadvantaged	38,092	70.8%	3,229,178	60.3%	38,126	70.7%	3,233,417	60.2%
Non-Educationally Disadvantaged	15,742	29.2%	2,129,862	39.7%	15,795	29.3%	2,138,169	39.8%
Section 504 Students	3,860	7.2%	387,490	7.2%	3,862	7.2%	387,622	7.2%
EB Students/EL	18,912	35.1%	1,108,207	20.7%	18,920	35.1%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	530	0.9%	66,833	1.2%				
Students w/ Dyslexia	3,288	6.1%	241,070	4.5%	3,289	6.1%	241,197	4.5%
Foster Care	68	0.1%	17,033	0.3%	68	0.1%	17,090	0.3%

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	651	1.2%	57,709	1.1%	651	1.2%	57,811	1.1%
Immigrant	1,484	2.8%	108,025	2.0%	1,484	2.8%	108,092	2.0%
Migrant	9	0.0%	16,657	0.3%	9	0.0%	16,733	0.3%
Title I	52,288	97.1%	3,457,855	64.5%	52,373	97.1%	3,464,887	64.5%
Military Connected	287	0.5%	144,596	2.7%	287	0.5%	144,683	2.7%
At-Risk	23,828	44.3%	2,634,284	49.2%	23,842	44.2%	2,636,849	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	18,047	33.5%	1,123,936	21.0%	18,054	33.5%	1,124,413	20.9%
Gifted and Talented Education	4,644	8.6%	443,781	8.3%	4,645	8.6%	443,849	8.3%
Special Education	5,322	9.9%	595,885	11.1%	5,400	10.0%	605,043	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	5,322		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,676	31.5%	253,352	42.5%				
Students with Physical Disabilities	1,525	28.7%	127,106	21.3%				
Students with Autism	1,066	20.0%	83,737	14.1%				
Students with Behavioral Disabilities	1,026	19.3%	122,624	20.6%				
Students with Non-Categorical Early Childhood	29	0.5%	9,066	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	6,744	12.5%	726,083	13.8%				
By Ethnicity:								
African American	1,931	3.6%	148,832	2.8%				
Hispanic	3,129	5.8%	372,491	7.1%				
White	1,089	2.0%	160,748	3.1%				
American Indian	43	0.1%	2,944	0.1%				
Asian	328	0.6%	18,370	0.4%				
Pacific Islander	13	0.0%	1,484	0.0%				
Two or More Races	211	0.4%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	883	15.9%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	1,913	11.1%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	5,008	13.7%	508,900	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	6,247	14.7%	700,130	16.6%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	1.3%	1.4%	4.3%	4.8%
Grade 1	1.2%	1.9%	1.4%	3.2%
Grade 2	0.3%	1.0%	0.8%	1.4%
Grade 3	0.3%	0.5%	0.6%	0.6%
Grade 4	0.1%	0.3%	0.4%	0.4%
Grade 5	0.1%	0.2%	1.0%	0.3%
Grade 6	0.1%	0.2%	0.2%	0.3%
Grade 7	0.0%	0.3%	0.7%	0.3%
Grade 8	0.1%	0.2%	0.3%	0.4%
Grade 9	1.9%	4.7%	2.7%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	87	0.3%	6,039	0.2%

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

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	20.5	17.7
Grade 1	20.2	18.0
Grade 2	19.4	18.0
Grade 3	19.8	18.2
Grade 4	19.8	18.3
Grade 5	23.2	19.8
Grade 6	20.1	19.4
<b>Secondary:</b>		
English/Language Arts	20.1	15.7
Foreign Languages	21.5	17.8
Mathematics	21.7	16.9
Science	23.0	17.9
Social Studies	23.9	18.3

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	----- District -----		----- State -----	
<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Staff	7,222.7	100.0%	745,316.3	100.0%
<b>Professional Staff:</b>				
Teachers	4,732.0	65.5%	479,219.1	64.3%
Professional Support	3,609.3	50.0%	369,395.4	49.6%
Campus Administration (School Leadership)	889.2	12.3%	78,787.8	10.6%
Central Administration	187.7	2.6%	22,378.5	3.0%
Educational Aides:	45.8	0.6%	8,657.4	1.2%
Auxiliary Staff:	569.9	7.9%	79,348.7	10.6%
	1,920.9	26.6%	186,748.5	25.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	75.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	152.0	n/a	13,211.0	n/a
Part-time Counselors	13.0	n/a	1,126.0	n/a
Total Minority Staff:	3,663.5	50.7%	384,122.4	51.5%
<b>Teachers by Ethnicity:</b>				
African American	648.4	18.0%	41,186.3	11.1%
Hispanic	817.5	22.7%	104,985.0	28.4%
White	1,944.3	53.9%	210,367.3	56.9%
American Indian	19.9	0.6%	1,261.0	0.3%
Asian	115.2	3.2%	6,656.1	1.8%
Pacific Islander	14.0	0.4%	618.8	0.2%
Two or More Races	50.0	1.4%	4,320.9	1.2%
<b>Teachers by Sex:</b>				
Males	963.0	26.7%	88,006.1	23.8%
Females	2,646.3	73.3%	281,389.3	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	28.4	0.8%	4,422.7	1.2%
Bachelors	2,409.3	66.8%	269,818.0	73.0%
Masters	1,132.7	31.4%	92,432.5	25.0%
Doctorate	38.8	1.1%	2,722.3	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	190.4	5.3%	24,880.4	6.7%
1-5 Years Experience	927.2	25.7%	102,753.7	27.8%
6-10 Years Experience	805.8	22.3%	74,854.8	20.3%
11-20 Years Experience	1,146.2	31.8%	107,653.1	29.1%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

	---- District ----		----- State -----	
<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
21-30 Years Experience	447.8	12.4%	47,975.4	13.0%
Over 30 Years Experience	92.0	2.5%	11,278.0	3.1%
<b>Number of Students per Teacher</b>				
	14.9	n/a	14.5	n/a

<b>Staff Information</b>	<b>District</b>	<b>State</b>
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	6.6	6.4
Average Years Experience of Principals with District	6.1	5.5
Average Years Experience of Assistant Principals	6.7	5.5
Average Years Experience of Assistant Principals with District	5.9	4.8
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	11.4	11.2
Average Years Experience of Teachers with District:	7.7	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$55,537	\$50,849
1-5 Years Experience	\$56,855	\$53,288
6-10 Years Experience	\$58,785	\$56,282
11-20 Years Experience	\$61,464	\$59,900
21-30 Years Experience	\$64,623	\$64,637
Over 30 Years Experience	\$71,413	\$69,974
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$60,015	\$57,641
Professional Support	\$73,653	\$68,030
Campus Administration (School Leadership)	\$96,149	\$83,424
Central Administration	\$125,594	\$109,662
<b>Instructional Staff Percent:</b>		
	65.5%	64.6%
<b>Turnover Rate for Teachers:</b>		
	14.6%	14.3%
<b>Staff Exclusions:</b>		
<b>Shared Services Arrangement Staff:</b>		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
<b>Contracted Instructional Staff:</b>		
	0.0	5,731.4

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**GARLAND ISD (057909) - DALLAS COUNTY**

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	382.3	10.6%	22,870.6	6.2%
Career and Technical Education	234.3	6.5%	18,987.7	5.1%
Compensatory Education	303.5	8.4%	10,226.9	2.8%
Gifted and Talented Education	28.5	0.8%	6,558.4	1.8%
Regular Education	2,083.7	57.7%	262,447.1	71.0%
Special Education	318.0	8.8%	34,862.5	9.4%
Other	259.0	7.2%	13,442.2	3.6%

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

**Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2021 Accountability Rating:** Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

**Distinction Designations:** Distinction designations were not awarded for 2021.

**2021 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

2021 RDA Manual: [https://tea.texas.gov/sites/default/files/19\\_0097\\_1005-1.pdf](https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf)

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

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

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

## Performance

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

### Other Important Information:

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

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

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

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html>.

## STAAR Performance (2020–21)

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

### STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

*End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

*Accelerated Testers:*

SAT/ACT

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

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

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

## Progress (Academic Growth and STAAR Progress Measure) (2018–19)

*Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.*

*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.

## Bilingual Education/ESL (2020–21)

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

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

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

## STAAR Participation (2020–21)

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

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

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

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

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

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

## Attendance and Graduation

### Attendance, Graduation, and Dropout Rates (2020–21)

**Attendance Rate:** The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

**number of dropouts in grades 7 and 8 during the 2019–20 school year**

---

**number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year**

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

**number of dropouts in grades 9–12 during the 2019–20 school year**

---

**number of students in grades 9–12 in attendance at any time during the 2019–20 school year**

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* 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 [2021 Accountability Manual](#) (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.

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For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

## *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 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. 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, 2020 for the 2020 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2020**

---

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

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

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

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

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2020–21 school year**

---

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

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

**number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020**

---

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

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

**number of students from the cohort who received a high school diploma by August 31, 2020 plus  
number of students from the cohort who received a TxCHSE by August 31, 2020 plus  
number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

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

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

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

---

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**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 2020–21 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2020–21 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 2020–21 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2020–21 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 cohort who received a high school diploma by August 31, 2020**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

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

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

**number of students from the cohort who received a high school diploma by August 31, 2020**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

**plus**

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

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

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

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

---

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

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**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 2020–21 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**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 2020–21 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2020–21 school year**

---

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

- (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, 2020**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{aligned}}{\text{number of students in the 2018 cohort}^*}$$

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

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

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

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

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

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

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 2019–20*. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2020 with reported graduation plans  
(excludes graduates with FHSP degree plans)**

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

**number of graduates in the Class of 2020 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2020 with reported FHSP graduation plans**

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

**number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2020 with reported FHSP graduation plans**

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

**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2020 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with  
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2019-20 who earn an FHSP-E**

---

**number of graduates in SY 2019-20 with reported FHSP graduation plans**

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**FHSP-DLA Graduates (Annual Rate) (2019-20)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

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**number of graduates in SY 2019-20 who earn an FHSP-DLA**

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**number of graduates in SY 2019-20 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

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**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP  
or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2019-20 with reported graduation plans**

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

For additional information about graduation programs please see

[https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2020–21)

**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 2019-20 are also shown:

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

*(Data source: PEIMS 40203)*

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

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance**

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**total number of students**

**EB (Emergent Bilingual) Students/EL (English Learners):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

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

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

---

**total number of students**

## Postsecondary Readiness

### College, Career, and Military\* Readiness (CCMR) (2020–21)

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: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

#### Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) **\*Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

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

## College, Career, or Military Ready Graduates

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

## College Ready Graduates

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**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

The percentages are calculated as follows:

*English Language Arts.*

number of 2019-20 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 2019-20 annual graduates

*Mathematics.*

number of 2019-20 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

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number of 2019-20 annual graduates

*Both Subjects.*

number of 2019-20 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 2019-20 annual graduates

*Either Subject.*

number of 2019-20 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 2019-20 annual graduates

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

number of 2019-20 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 2019-20 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 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who earned an associate degree before graduation

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number of 2019-20 annual graduates

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

**Associate Degree and Career/Military Ready:** The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 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 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2019-20 annual graduates

## Career/Military Ready Graduates

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

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

number of 2019-20 annual graduates who earned an approved industry-based certification

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number of 2019-20 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 *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

---

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

---

number of 2019-20 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 2019-20 annual graduates who earned a level I or level II certificate

---

number of 2019-20 annual graduates

## CCMR-related Indicators (2020–21)

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

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

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

---

number of 2019-20 annual graduates

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

English Language Arts.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

---

number of 2019-20 annual graduates

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2019-20 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 2019-20 school year who took at least one AP or IB examination

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total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2019-20 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 2019-20 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 2019-20 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 2019-20 school year who took at least one AP or IB examination in social studies

---

total students enrolled in grades 11 & 12

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

**AP/IB Results (Examinees >= Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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*

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number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion

---

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

## *English Language Arts*

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number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA

---

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

## *Mathematics*

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics

---

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

## *Science*

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science

---

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

## *Social Studies*

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies

---

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

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

**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:

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number of 2019-20 graduates who took either the SAT or the ACT

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number of 2019-20 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:

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

---

number of 2019-20 graduating examinees taking either the SAT or the ACT

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

---

number of 2019-20 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.

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

---

number of 2019-20 graduates who took the SAT

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

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

---

number of 2019-20 graduates who took the SAT

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

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

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

sum of ACT composite scores of all 2019-20 graduates who took the ACT

---

number of 2019-20 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.

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

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number of 2019-20 graduates who took the ACT

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

## Other Postsecondary Indicators (2020–21)

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

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

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

*Any Subject*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

*English Language Arts*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

*Mathematics*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Science

number of students in grades 9–12 in 2019-20 who received credit for at least one science advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one science course in 2019-20

## Social Studies

number of students in grades 9–12 in 2019-20 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 2019-20

(Data source: PEIMS 43415)

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

number of in 2019-20 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 in 2019-20 annual graduates

**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 2018-19 school year who attended a public or independent college or university in Texas in the following academic year

---

number of graduates during the 2018-19 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 2018-19 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)

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number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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 THECB at (512) 427-6153.

## Profile

### Student Information (2020–21)

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

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 30, 2020).

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

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

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

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

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

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

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

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

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

---

**total number of students**

*(Data source: PEIMS 40100)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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

**Emergent Bilingual Students (EB)/English Learners (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/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](#). 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**

---

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

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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

**Title I:** The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

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

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

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

---

**total number of students**

*(Data source: PEIMS 40110)*

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

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

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

**number of mobile students in 2019–20**

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**number of students who were in membership at any time during the  
2019–20 school year**

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**Attrition Rates:** The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. 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 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

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**number of students enrolled in fall 2019 – number of students who returned in fall 2020**

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**number of students enrolled in fall 2019**

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

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

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20, available from TEA. (*Data source: PEIMS 40110*)

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

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)

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**number of underreported students**

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**number of students in grades 7–12 who were served in the district in the 2019–20 school year**

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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

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

The following rules apply to the average class sizes:

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

*(Data source: PEIMS 30090)*

## Staff Information (2020–21)

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

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

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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

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

*(Data source: PEIMS 30050)*

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

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

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

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

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District 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.

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

*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 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

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

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

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

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
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

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

## Technology Applications

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

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

## Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

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A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

## Social Studies/History

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

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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 LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

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

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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
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

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I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## 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

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

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

### CAMPUS ADMINISTRATORS

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

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

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

### PROFESSIONAL SUPPORT STAFF

002.....	Art Therapist
005.....	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

## TEACHERS

087.....	Teacher
047.....	Substitute Teacher

## EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

## AUXILIARY STAFF

Employment record, but no responsibility records.

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

**2019 - 2020 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,584**

	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)	\$199,593,393	41.44%	\$3,591	\$199,593,393	36.09%	\$3,591	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$264,548,810	54.92%	\$4,759	\$275,375,858	49.80%	\$4,954	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$9,521,672	1.98%	\$171	\$61,710,038	11.16%	\$1,110	\$7,015,215,596	11.84%	\$1,280
Other Local	\$8,035,164	1.67%	\$145	\$16,296,373	2.95%	\$293	\$2,483,070,133	4.19%	\$453
<b>Total Operating Revenue</b>	\$481,699,039	100.00%	\$8,666	\$552,975,662	100.00%	\$9,948	\$59,231,167,659	100.00%	\$10,811
<b>Other Revenue</b>									
Local Property Tax from I&S	\$0	0.00%	\$0	\$86,799,219	82.98%	\$1,562	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$1,459,234	1.39%	\$26	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$16,349,492	100.00%	\$294	\$16,349,896	15.63%	\$294	\$909,418,245	9.76%	\$166
<b>Total Other Revenue</b>	\$16,349,492	100.00%	\$294	\$104,608,349	100.00%	\$1,882	\$9,315,235,513	100.00%	\$1,700
<b>Subtotal: Operating and Other Revenue</b>	\$498,048,531	100.00%	\$8,960	\$657,584,011	100.00%	\$11,830	\$68,546,403,172	100.00%	\$12,511
<b>Recapture Revenue</b>									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
<b>Total Recaptured Revenue</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	\$498,048,531	100.00%	\$8,960	\$657,584,011	100.00%	\$11,830	\$71,156,992,275	100.00%	\$12,988
<b>Debt Service Financing and TRS Estimate Revenue</b>									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$30,958,455	53.40%	\$557	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$27,012,627	100.00%	\$486	\$27,012,627	46.60%	\$486	\$2,495,227,887	27.11%	\$455
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	\$27,012,627	100.00%	\$486	\$57,971,082	100.00%	\$1,043	\$9,203,209,017	100.00%	\$1,680
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	\$525,061,158	100.00%	\$9,446	\$715,555,093	100.00%	\$12,873	\$77,749,612,189	100.00%	\$14,191
<b>Expenditures</b>									
<b>Operating Expenditures by Object (61xx-64xx only)</b>									
Payroll Expenditures (Object 61xx)	\$418,750,712	87.09%	\$7,534	\$454,371,408	82.97%	\$8,175	\$45,632,220,765	80.04%	\$8,329

**2019 - 2020 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,584**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$36,573,268	7.61%	\$658	\$39,092,962	7.14%	\$703	\$5,127,350,907	8.99%	\$936
Supplies & Materials (Object 63xx)	\$19,372,670	4.03%	\$349	\$46,546,973	8.50%	\$837	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$6,116,123	1.27%	\$110	\$7,639,590	1.39%	\$137	\$1,339,390,963	2.35%	\$244
<b>Total Operating Expenditures by Object</b>	<b>\$480,812,773</b>	<b>100.00%</b>	<b>\$8,650</b>	<b>\$547,650,933</b>	<b>100.00%</b>	<b>\$9,853</b>	<b>\$57,013,820,289</b>	<b>100.00%</b>	<b>\$10,406</b>
<b>Non-Operating Expenditures by Object</b>									
Debt Services(Object 65xx)	\$120,630	13.41%	\$2	\$67,840,598	61.21%	\$1,221	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$778,598	86.59%	\$14	\$42,988,492	38.79%	\$773	\$10,481,863,702	52.39%	\$1,913
<b>Total Non-Operating Expenditures by Object</b>	<b>\$899,228</b>	<b>100.00%</b>	<b>\$16</b>	<b>\$110,829,090</b>	<b>100.00%</b>	<b>\$1,994</b>	<b>\$20,005,939,944</b>	<b>100.00%</b>	<b>\$3,651</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$481,712,001</b>	<b>100.00%</b>	<b>\$8,666</b>	<b>\$658,480,023</b>	<b>100.00%</b>	<b>\$11,847</b>	<b>\$77,019,760,233</b>	<b>100.00%</b>	<b>\$14,058</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>									
Instruction(Function 11,95)	\$284,859,983	59.25%	\$5,125	\$312,955,514	57.15%	\$5,630	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$7,932,105	1.65%	\$143	\$8,024,339	1.47%	\$144	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$13,302,472	2.77%	\$239	\$18,605,953	3.40%	\$335	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$7,667,096	1.59%	\$138	\$8,904,394	1.63%	\$160	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$32,567,392	6.77%	\$586	\$32,873,962	6.00%	\$591	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$24,352,925	5.06%	\$438	\$24,888,659	4.54%	\$448	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$844,383	0.18%	\$15	\$1,198,302	0.22%	\$22	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$7,132,675	1.48%	\$128	\$7,144,328	1.30%	\$129	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$15,934,397	3.31%	\$287	\$16,035,390	2.93%	\$288	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$562,465	0.12%	\$10	\$29,713,257	5.43%	\$535	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$9,909,724	2.06%	\$178	\$10,990,179	2.01%	\$198	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$15,936,436	3.31%	\$287	\$15,938,958	2.91%	\$287	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$38,557,254	8.02%	\$694	\$38,571,304	7.04%	\$694	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$6,614,573	1.38%	\$119	\$6,615,640	1.21%	\$119	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$12,861,259	2.67%	\$231	\$12,861,259	2.35%	\$231	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$1,777,634	0.37%	\$32	\$2,329,495	0.43%	\$42	\$278,132,916	0.49%	\$51
<b>Total Operating Expenditures by Function</b>	<b>\$480,812,773</b>	<b>100.00%</b>	<b>\$8,650</b>	<b>\$547,650,933</b>	<b>100.00%</b>	<b>\$9,853</b>	<b>\$57,013,820,289</b>	<b>100.00%</b>	<b>\$10,406</b>
<b>Non-Operating Expenditures by Function</b>									

**2019 - 2020 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,584**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$120,630	13.41%	\$2	\$67,840,598	61.21%	\$1,221	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$778,598	86.59%	\$14	\$42,988,492	38.79%	\$773	\$10,481,863,702	52.39%	\$1,913
<b>Total Non-Operating Expenditures by Function</b>	<b>\$899,228</b>	<b>100.00%</b>	<b>\$16</b>	<b>\$110,829,090</b>	<b>100.00%</b>	<b>\$1,994</b>	<b>\$20,005,939,944</b>	<b>100.00%</b>	<b>\$3,651</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	<b>\$481,712,001</b>	<b>100.00%</b>	<b>\$8,666</b>	<b>\$658,480,023</b>	<b>100.00%</b>	<b>\$11,847</b>	<b>\$77,019,760,233</b>	<b>100.00%</b>	<b>\$14,058</b>
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>									
Basic Educational Services (PIC 11)	\$223,181,572	46.42%	\$4,015	\$223,212,985	40.76%	\$4,016	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$2,646,316	0.55%	\$48	\$2,654,741	0.48%	\$48	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$26,159,114	5.44%	\$471	\$26,839,163	4.90%	\$483	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$56,283,285	11.71%	\$1,013	\$67,202,913	12.27%	\$1,209	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$36,029,060	7.49%	\$648	\$51,241,198	9.36%	\$922	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$9,268,966	1.93%	\$167	\$10,808,190	1.97%	\$194	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$121,602	0.03%	\$2	\$121,602	0.02%	\$2	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$5,694,531	1.18%	\$102	\$5,717,198	1.04%	\$103	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$12,438,507	2.59%	\$224	\$12,440,817	2.27%	\$224	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$8,575,862	1.78%	\$154	\$8,575,862	1.57%	\$154	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$2,425,914	0.50%	\$44	\$2,425,914	0.44%	\$44	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$6,903,039	1.44%	\$124	\$6,920,616	1.26%	\$125	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$91,085,005	18.94%	\$1,639	\$129,489,734	23.64%	\$2,330	\$14,070,819,209	24.68%	\$2,568
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$480,812,773</b>	<b>100.00%</b>	<b>\$8,650</b>	<b>\$547,650,933</b>	<b>100.00%</b>	<b>\$9,853</b>	<b>\$57,013,820,289</b>	<b>100.00%</b>	<b>\$10,406</b>
<b>Non-Operating Expenditures by PIC</b>									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$120,630	13.41%	\$2	\$67,840,598	61.21%	\$1,221	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$778,598	86.59%	\$14	\$42,988,492	38.79%	\$773	\$10,481,863,702	52.39%	\$1,913
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<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$481,712,001</b>	<b>100.00%</b>	<b>\$8,666</b>	<b>\$658,480,023</b>	<b>100.00%</b>	<b>\$11,847</b>	<b>\$77,019,760,233</b>	<b>100.00%</b>	<b>\$14,058</b>

**2019 - 2020 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,584**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Disbursements</b>									
<b>Total Disbursements</b>									
Operating Expenditures	\$480,812,773	98.64%	\$8,650	\$547,650,933	82.43%	\$9,853	\$57,013,820,289	70.09%	\$10,406
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$4,805,800	0.99%	\$86	\$4,805,800	0.72%	\$86	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$928,362	0.19%	\$17	\$1,063,158	0.16%	\$19	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$120,630	0.02%	\$2	\$67,840,598	10.21%	\$1,221	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$778,598	0.16%	\$14	\$42,988,492	6.47%	\$773	\$10,481,863,702	12.89%	\$1,913
<b>Total Disbursements</b>	\$487,446,163	100.00%	\$8,770	\$664,348,981	100.00%	\$11,952	\$81,343,414,583	100.00%	\$14,847
<b>Tax Rates</b>									
<b>2019 - 2020 (current tax year) Tax Rates</b>									
Maintenance & Operations				0.9700			1.0164		
Interest & Sinking				0.4200			0.2221		
<b>Total Tax Rate</b>				1.3900			1.2384		
<b>Fund Balance**</b>									
<b>Fund Balance</b>									
Nonspendable Fund Balance	\$998,377		\$18	\$2,647,142		\$48	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$111,448,124		\$2,005	\$19,313,845,455		\$3,756
Committed Fund Balance	\$8,000,000		\$144	\$11,087,876		\$199	\$3,524,709,206		\$685
Assigned Fund Balance	\$587,312		\$11	\$20,115,877		\$362	\$3,414,948,929		\$664
Unassigned Fund Balance	\$257,899,782		\$4,640	\$257,899,782		\$4,640	\$15,296,929,974		\$2,975
<b>Total Fund Balance**</b>	\$267,485,471		\$4,812	\$403,198,801		\$7,254	\$42,166,833,966		\$8,200
<b>Fund Balance Reconciliation</b>									
2018-2019 Total Fund Balance (Previous Year)	\$229,871,385		\$4,116	\$397,411,181		\$7,116	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$26,070,394		\$469	\$-1,445,926		\$-26	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$11,543,692		\$208	\$7,233,546		\$130	\$11,239,274,781		\$2,186

**2019 - 2020 Actual Financial Data  
Totals for GARLAND ISD (057909)  
Total Enrolled Membership: 55,584**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2019-2020 Uncommon Items	\$0		\$0	\$0		\$0	\$203,776,869		\$40
<b>2019-2020 Total Fund Balance</b>	\$267,485,471		\$4,812	\$403,198,801		\$7,254	\$42,166,833,966		\$8,200

RATING YEAR  DISTRICT NUMBER



**Financial Integrity Rating System of Texas**

**2020-2021 RATINGS BASED ON SCHOOL YEAR 2019-2020 DATA - DISTRICT STATUS DETAIL**

<b>Name:</b> GARLAND ISD(057909)	<b>Publication Level 1:</b> 8/4/2021 2:00:38 PM
<b>Status:</b> Passed	<b>Publication Level 2:</b> 8/6/2021 11:10:55 AM
<b>Rating:</b> A = Superior Achievement	<b>Last Updated:</b> 8/6/2021 11:10:55 AM
<b>District Score:</b> 95	<b>Passing Score:</b> 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	6/8/2021 3:19:04 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	6/8/2021 3:19:04 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	6/8/2021 3:19:04 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	7/12/2021 1:52:06 PM	Yes Ceiling Failed
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/28/2021 11:04:15 AM	Ceiling Passed

7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:05 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:05 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:05 PM	10
10	<u>Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?</u>	7/2/2021 1:10:38 PM	10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:07 PM	10
12	<u>Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:07 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:07 PM	10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	6/8/2021 3:19:08 PM	10
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:08 PM	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:19:08 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/8/2021 3:19:08 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	6/8/2021 3:19:08 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/8/2021 3:19:08 PM	5
20	<u>Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:19:09 PM	Ceiling Passed
			100 Weighted

	Sum
	1 Multiplier Sum
	(95 Ceiling)
	95 Score

### DETERMINATION OF RATING

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</b></p> <p>The school district receives an <b>F</b> if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

### CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

Home Page: [Financial Accountability](#) | Send comments or suggestions to [FinancialAccountability@tea.texas.gov](mailto:FinancialAccountability@tea.texas.gov)

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THE **TEXAS EDUCATION AGENCY**  
1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

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FIRST 5.11.6.0

# **Garland Independent School District**

## **District Improvement Plan**

### **2021-2022 Goals/Performance Objectives/Strategies**



**Board Approval Date:** October 26, 2021

# 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

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.

## 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

Goals 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. 4

# Goals





**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 2026. (SY2022 interim goal = 65.0 %)

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop, deploy, monitor, evaluate and revise a comprehensive literacy plan aligned to 2019 ELAR/SLAR state standards that strengthens existing balanced literacy program.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is that students will receive a curriculum that is founded on integrated reading and writing instruction. Through a designated balanced literacy block and specific daily instruction, students will receive a strong foundation in early literacy skills and improve reading and writing performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a comprehensive curriculum assessment plan for reading that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student ELAR performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Weekly Data Meeting protocol district-wide to identify reading gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student reading performance at the Meets/Masters performance level due to data-driven instructional decision-making to inform reteach/reassess plans.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student reading performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments Special Educaiton</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide targeted reading instruction that addresses individual student needs (e.g., dyslexia, RtI, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased reading performance due to students receiving targeted instruction designed to meet their individual needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning Special Education / Dyslexia</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement required HB3 Early Childhood Plan with an emphasis on literacy in grades PK-3 . [see HB3 Early Childhood Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased percentage of PK-3 students performing at/above grade level expectation in measurements of reading achievement (i.e., &gt;=41st NPR).</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implement Academic Acceleration Plan (adopted 05/11/2021) PK-8 literacy strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased percentage of students meeting expected reading growth and increased percentage of students meet grade level performance expectations (i.e., &gt;=41st NPR or STAAR Meets Grade Level).</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> 2020-2021 STAAR grade 3 reading student performance at Meets Grade Level (34%) was 13% lower than 2019 and did not meet the 2021 target of 64%.</p> <p><b>Problem Statement 2:</b> 2020-2021 MAP annual reading student growth (41%) was 11% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.</p>

**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 2:** 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 2026. (SY2022 interim goal = 52.0%)

**Evaluation Data Sources:** TELPAS spring administration testing file (only students with progress measure; accountability subset)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Embed the English Language Proficiency Standards (ELPS) within the curriculum frameworks.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is teachers will have access to district resources that establish expectations for ELPS integration to support daily opportunities for students to practice Listening, Speaking, Reading, and Writing in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning English Language Learners Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide support to teachers to ensure integration of English Language Proficiency Standards (ELPS) in daily instruction, including student opportunities to practice listening, speaking, reading, and writing in academic setting.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is students will be provided daily opportunities to practice Listening, Speaking, Reading, and Writing in all content areas due to increase teacher capacity to support ELPS.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership English Language Learners Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Sheltered Instruction (i.e., linguistic accommodations for English-learners in a general education classroom setting) for English-learners (ELs) at all campuses to enhance student learning opportunities and academic content knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student ability to demonstrate Comprehensible Input and Academic Language Development across classrooms and content areas due to use of Sheltered Instruction strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership English Language Learners Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 3:** 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 2026. (SY2022 interim goal = 56.0%)

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a comprehensive curriculum assessment plan for science that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student science performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in science.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student science performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 4:** 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 2026. (SY2022 interim goal = 72.0%)

**Evaluation Data Sources:** STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a comprehensive curriculum assessment plan for mathematics that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Weekly Data Meeting protocol district-wide to identify mathematics gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to data-driven instructional decision-making to inform reteach/reassess plans.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement required HB3 Early Childhood Plan with an emphasis on mathematics in grades PK-3 . [see HB3 Early Childhood Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased percentage of PK-3 students performing at/above grade level expectation in measurements of mathematics achievement (i.e., &gt;=41st NPR).</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement Academic Acceleration Plan (adopted 05/11/2021) PK-8 mathematics strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased percentage of students meeting expected mathematics growth and increased percentage of students meet grade level performance expectations (i.e., &gt;=41st NPR or STAAR Meets Grade Level).</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 3:</b> 2020-2021 STAAR/EOC Algebra I student performance at Meets Grade Level (30%) was 30% lower than 2019 and did not meet the 2021 target of 72%.

## Student Learning





**Problem Statement 4:** 2020-2021 MAP annual mathematics student growth (32%) was 19% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.

**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 5:** 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 46% in 2021 to 70% by 2029 and SAT School Day Mathematics will increase from 25% in 2021 to 50% by 2026. (SY2022 EBRW interim goal = 54.0%; SY2022 math interim goal = 30.0%)

**Evaluation Data Sources:** College Board's SAT district summary report





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Embed relevant and rigorous secondary ELAR and mathematics content and strategies into curriculum instructional frameworks.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased academic performance for all students due to increased rigor in district resources.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning Innovation/Advanced Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide direct support to ELAR and mathematics teachers to ensure classroom instruction meets instructional framework expectations for rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is improved teacher practice and increased student performance due to increased rigor in daily instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning Innovation/Advanced Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement campus action plans based on College Board instructional planning reports and question analysis reports.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased performance of students at the college-ready benchmarks due to focus on teacher practice and student outcomes at the campus level.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics CCMR cross-functional team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Promote college, career, and military culture through GISD Go Centers with CCMR resources, college-ready campaign (#GarlandUSACollegeBound), and partnerships with local businesses, colleges, businesses, military recruiters.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student attainment of CCMR indicator (s) due to priority attention given to increasing student awareness and access to opportunities to demonstrate CCMR.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics Guidance &amp; Counseling CCMR cross-functional team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 6:** Percent of students earning qualifying criterion score on AP exams will increase from 44% in 2020 to 45.0% by 2026 while maintaining high levels of student participation and the number of exams administered. (SY2021 interim goal = 38.0%)

**Evaluation Data Sources:** College Board's AP district summary report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the rigor of AP instruction through a) professional development opportunities (e.g., APSI, NMSI summer institutes, two-day workshops, spring training), b) job-embedded instructional support, and c) collaborative vertical/horizontal AP teacher PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student performance at the AP criterion score due to daily rigorous instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide direct content mastery support to AP students through extended learning opportunities (e.g., NMSI study sessions, Intersession, AP review sessions).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student performance at the AP criterion score due to student participation in extended learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student participation and performance in AP Portfolio through alignment of fine arts instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student performance at the AP criterion score on AP portfolios due to increased student participation based on rigorous and aligned instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Fine Arts</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**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 7:** 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 2026. (SY2022 interim goal = 43.0%)

**Evaluation Data Sources:** Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a continuation of Tier 1 to Tier 3 behavior supports through the multi-tiered systems of support (MTSS), which include the District's Student Management Framework and positive behavior interventions and support (PBIS) practices for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student demonstration of expected behavior due to consistent use of behavior plans. A secondary anticipated result is reduction in disciplinary incidents and exclusionary consequences.</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Executive Directors of Leadership MTSS</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement, refine, and sustain comprehensive school counseling programs which include increased direct services to PK-12 students through appraisal and advisement in classroom, small group, and individual settings, and collaboration with families and community stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student academic success, heightened awareness of student's abilities, values, and interests, and improved interpersonal skills.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Social Emotional Learning (SEL) instructional programs and curriculum PK-12 that include a) designing mindfulness/wellness rooms and b) campus-wide implementation of both integration of SEL skill building in instructional and discipline practices, as well as explicit instruction using a locally created curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is improved student-student and student-teacher relationship. A secondary anticipated result is reduction in disciplinary incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Student Services Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Facilitate Trauma Informed Care (TIC) strategies through campus protocols and required, state approved, two hour asynchronous training developed by the Texas Department of Family and Protective Services, and a supplemental synchronous training created by the Garland ISD Guidance and Counseling Department, that provides strategies to apply Grief Informed and Trauma Informed practices in the school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased staff knowledge of mental health and improved skills in supporting students impacted by trauma.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Improve equity and access by ensuring a high quality curriculum and instructional supports to increase student engagement and decrease student discipline incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is reduction in disproportional exclusionary discipline consequences due to increased student academic engagement in rigorous and challenging coursework.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning Innovation/Advanced Academics Guidance &amp; Counseling Student Services</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Improve district climate by increasing opportunities for family and community engagement and actively recruiting participation.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is reduction in disproportionate exclusionary disciplinary consequences, and enhanced community relations.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Student Services Family &amp; Community Engagement Curriculum &amp; Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Increase the number of students participating in at least one extra-curricular activity at all secondary campuses through program advocacy to support school culture and foster student's sense of community.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is decreased student discipline incidents. A secondary anticipated result is increased student attendance rates, as well as decreased student grade failures due to student increase in sense of belonging to a community.</p> <p><b>Staff Responsible for Monitoring:</b> Fine Arts Athletics Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 8:** Percent of students successfully completing graduation requirements will increase from a) 94.1% in 2020 to 95% by 2026 as measured by 4-year graduation rates and b) 70.9% in 2020 to 80% by 2026 as measured by the percentage of students meeting College, Career, and Military Ready standards. (SY2022 graduation rate interim goal = 93.0%; 2022 CCMR interim goal = 60.0%)

**Evaluation Data Sources:** TEA graduate reports (June); annual Texas Academic performance Report (TAPR)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish rigorous district and campus College, Career &amp; Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR District Goal Worksheet x Student Groups 2021-2022).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is that all student groups will meet/exceed annual targets through 2025. A secondary anticipated result is increased percentage of students graduating with indicator of CCMR, as well as increase in percentage of graduating students meeting criteria for CCMR Outcomes Bonus.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Career &amp; Technical Education Special Education Innovation/Advanced Academics Teaching &amp; Learning RAAD</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement and expand College4All opportunities programs at each high school aligned to student and community need/interest.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated results are: a) increase the number of students receiving 15 or more transferable college hours before high school graduation, b) increase the percentage of students completing a post secondary degree after high school graduation, and c) improved partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation Career &amp; Technical Education Guidance &amp; Counseling Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Maximize secondary (grades 6-12) student opportunities to obtain CCMR certifications and an associate's degree while in high school by a) aligning CTE Pathways and P-Tech partnerships and b) identifying pathways for SPED students to equal access CCMR classes.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated results are a) increase in graduation rate, and b) increase in students earning CCMR indicator(s) due to expanding opportunities and access to all students.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Career &amp; Technical Education Special Education Innovation</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Maximize secondary (grades 6-12) student opportunities to be successful in advance coursework by a) aligning course sequences, b) expanding course access, and c) review programming/magnet implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated results are a) increase in SAT college ready benchmark performance, and b) increase in AP students participation, exams administered and qualifying scores.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement Academic Acceleration Plan (adopted 05/11/2021) EOC Success and CCMR strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated results are: a) increased percentage of students earning one or more CCMR indicators, b) increased percentage of students eligible for CCMR Bonus Outcomes, c) increased percentage of students meeting with EOC success on first administration, and d) increased percentage of students graduating with 4-year cohort.</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**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 9: SCHOOL ACCOUNTABILITY:** Number of campuses required to participate in the School Improvement Process using the Effective Schools Framework will decrease from 35 (51%) in 2019 to 0 in 2026. (SY2022 interim goal = fewer than 29 campuses) .

**Evaluation Data Sources:** School Accountability Domain Performance  
Closing the Gaps Domain (D3) student group performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide prioritized hiring to high-need campuses through earlier timelines and access to indicators of teacher effectiveness, such as ACE teacher analytics and TIA designation scores.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership Human Resources RAAD</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted leadership training and additional coaching support (e.g., TK Consulting, Lead4ward, etc) for prioritized campuses with a focus on data practices, formative feedback protocols, building capacity of a strong team, and culturally responsive collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is improved school accountability ratings.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide intensive leadership training (e.g., Wallace Foundation, New York City Leadership Academy, Holdsworth, etc.) for Executive Directors of Leadership to work with other principal supervisors across the state to build capacity in addressing systemic inequities and creating conditions for all students to thrive.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increase Executive Director of Leadership toolkit for supporting campus principals, particularly at low-performing schools. A secondary anticipated result is increase capacity of principals to lead highly effective schools Increase principal retention.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Leadership Officer Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Prioritize allocation of district instructional support staff, including Instructional Design Facilitators (IDFs), Sheltered Instruction Specialists, Early Literacy Support Teachers (EL-STs) and Instructional Support Teachers (ISTs) at high-need campuses to provide targeted coaching, modeling, and PLC support.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased academic performance of students, particularly in STAAR-tested grades and subjects. A secondary anticipated result is increased 2020 school accountability outcomes/ratings</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership Teaching &amp; Learning English Language Learners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Complete campus Risk Load Analysis (n=26 risks) to identify campuses with higher numbers of risk (beyond the traditionally considered Economically Disadvantaged indicator) and the intensity of the risk (relative to the district) in order to provide a more comprehensive evaluation and response to campus need.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is resource allocation based on campus Risk Load and academic outcomes. A secondary anticipated result is recognition of high performing high need campuses.</p> <p><b>Staff Responsible for Monitoring:</b> RAAD Geographic Information Systems (GIS) Technology/Skyward Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide data dashboards that includes tools for data monitoring and disaggregation of local, state, and national assessment programs.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increase transparency and accessibility of formative student data in order to provide appropriate response to achieve intended summative assessment outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> RAAD Technology</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# 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 a districtwide of violent and criminal incidents that occurred in the 2020-2021 school year.

Reason Code	Description	GHS	SGHS	NGHS	LCHS	NFHS	RHS	SHS	Austin Academy	Bussey MSMS	Sam Houston MS	Jackson MS	O'Banion MS	Brandenburg MS
		057909002	057909003	057909004	057909005	057909008	057909009	057909010	057909041	057909042	057909043	057909045	057909046	057909047
02	On-Campus Felony	0	0	0	0	0	0	0	0	0	0	0	0	0
04	Controlled Substance	4	11	1	3	12	5	6	1	3	2	4	0	0
05	Alcohol	1	0	0	1	1	1	0	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0	0	0	0	0	0	0	0
07	Lewdness/Exposure	1	2	0	2	1	2	0	0	0	0	1	2	0
08	Retaliation against School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
09	Off Campus Felony - Title 5	2	0	0	1	3	0	1	0	0	0	1	0	0
10	Felony/Non-Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0	0	1	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	1	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Terrorist Threat	0	0	0	1	1	0	1	0	1	0	1	0	0
27	Assault School Employee/Volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Assault Not School Employee	1	0	1	1	0	0	0	0	0	1	1	1	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
35	False Alarm/False Report	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	2	2	1	1	9	5	4	0	0	0	2	0	1
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	1	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0	0	0	0	0	0
60	Harassment Against an Employee	0	0	0	0	1	0	0	0	1	0	0	0	0
<b>Total Incidents</b>		11	15	3	10	29	14	12	1	5	3	11	3	1
<b>Student Enrollment (Fall 2021 PEIMS Snapshot)</b>		2,368	2,085	2,781	2,572	2,175	2,378	2,826	976	951	1,063	1,426	1,068	1,161
<b>Incident Rate</b>		0.5%	0.7%	0.1%	0.4%	1.3%	0.6%	0.4%	0.1%	0.5%	0.3%	0.8%	0.3%	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).

Reason Code	Description	Sellers MS	Webb MS	Coyle MS	Lyles MS	Hudson MS	DAEP	Schrade MS	Beaver Technology	Bullock EL	Caldwell EL	Centerville EL	Cooper EL	Daugherty EL
		057909048	057909049	057909050	057909051	057909052	057909053	057909054	057909101	057909102	057909103	057909105	057909107	057909108
		02	On-Campus Felony	0	0	0	0	0	0	1	0	0	0	0
04	Controlled Substance	3	2	2	1	1	0	0	0	0	0	0	0	0
05	Alcohol	0	0	0	0	1	0	0	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0	0	0	0	0	0	0	0
07	Lewdness/Exposure	0	0	0	0	0	0	0	0	0	0	0	0	0
08	Retaliation against School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
09	Off Campus Felony - Title 5	0	0	0	0	0	0	2	0	0	0	0	0	0
10	Felony/Non-Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	1	0	0	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	1	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Terrorist Threat	0	0	0	0	0	0	0	0	0	0	0	0	0
27	Assault School Employee/Volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Assault Not School Employee	1	0	3	0	0	0	1	0	1	0	0	1	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
35	False Alarm/False Report	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0	0	0	0	0	0
60	Harassment Against an Employee	0	0	1	0	0	0	0	0	0	0	0	0	0
<b>Total Incidents</b>		4	4	6	1	2	0	4	0	1	0	0	1	0
<b>Student Enrollment (Fall 2021 PEIMS Snapshot)</b>		909	1,160	992	736	1,282	23	1,040	575	584	412	275	447	768
<b>Incident Rate</b>		0.4%	0.3%	0.6%	0.1%	0.2%	0.0%	0.4%	0.0%	0.2%	0.0%	0.0%	0.2%	0.0%

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**Report on Violent or Criminal Incidents  
Student Disciplinary Action Incident Counts by Reason Code  
2020-21 School Year (To the Extented Permitted under FERPA)**

Reason Code	Description	Freeman EL	Handley EL	Kimberlin Academy	Parkcrest EL	Southgate EL	Watson Technology	Weaver EL	Williams EL	Bradfield EL	Shorehaven EL	Montclair EL	Walnut Glen Academy	Golden Meadows EL
		057909109	057909110	057909111	057909112	057909113	057909115	057909116	057909117	057909119	057909120	057909121	057909122	057909123
		02	On-Campus Felony	0	0	0	0	0	0	0	0	0	0	0
04	Controlled Substance	0	0	0	0	0	0	0	0	0	0	0	0	0
05	Alcohol	0	0	0	1	0	0	0	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0	0	0	0	0	0	0	0
07	Lewdness/Exposure	0	0	0	0	0	0	0	0	0	0	0	0	0
08	Retaliation against School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
09	Off Campus Felony - Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Felony/Non-Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Terrorist Threat	0	0	0	0	0	0	0	0	0	0	0	0	0
27	Assault School Employee/Volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Assault Not School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
35	False Alarm/False Report	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0	0	0	0	0	0
60	Harassment Against an Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Incidents</b>		0	0	0	1	0	0	0	0	0	0	0	0	0
<b>Student Enrollment (Fall 2021 PEIMS Snapshot)</b>		267	356	459	325	412	559	459	258	465	334	489	401	472
<b>Incident Rate</b>		0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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Reason Code	Description	Heather Glen EL	Hillside Academy	Davis EL	Roach EL	Ethridge EL	Vial Academy	Club Hill EL	Hickman EL	Northlake EL	Toler EL	Rowlett EL	Spring Creek EL	Luna EL
		057909124	057909125	057909126	057909127	057909128	057909129	057909132	057909133	057909134	057909136	057909137	057909138	057909139
		02	On-Campus Felony	0	0	0	0	0	0	0	0	0	0	0
04	Controlled Substance	0	0	0	0	0	0	0	0	0	0	0	0	0
05	Alcohol	0	0	0	0	0	0	0	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0	0	0	0	0	0	0	0
07	Lewdness/Exposure	0	0	0	0	0	0	0	0	0	0	0	0	0
08	Retaliation against School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
09	Off Campus Felony - Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Felony/Non-Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Terrorist Threat	0	0	0	0	0	0	0	0	0	0	0	0	0
27	Assault School Employee/Volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Assault Not School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
35	False Alarm/False Report	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0	0	0	0	0	0
60	Harassment Against an Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Incidents</b>		0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Student Enrollment (Fall 2021 PEIMS Snapshot)</b>		359	493	525	421	724	588	464	459	502	474	525	631	423
<b>Incident Rate</b>		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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Reason Code	Description	Back EL	Shugart EL	Herfurth EL	Abbett EL	Keeley EL	Sewell EL	Stephens EL	Lister EL	Dorsey EL	Steadham EL	Armstrong EL	Pearson EL	Couch EL
		057909140	057909141	057909142	057909143	057909144	057909145	057909146	057909147	057909148	057909154	057909155	057909156	057909157
		02	On-Campus Felony	0	0	0	0	0	0	0	0	0	0	0
04	Controlled Substance	0	0	0	0	0	0	0	0	0	0	0	0	0
05	Alcohol	0	0	0	0	0	0	0	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0	0	0	0	0	0	0	0
07	Lewdness/Exposure	0	0	0	0	0	0	0	0	0	0	0	0	0
08	Retaliation against School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
09	Off Campus Felony - Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Felony/Non-Title 5	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Terrorist Threat	0	0	0	0	0	0	0	0	0	0	0	0	0
27	Assault School Employee/Volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Assault Not School Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0	0	0	0	0
35	False Alarm/False Report	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0	0	0	0	0	0
60	Harassment Against an Employee	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Incidents</b>		0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Student Enrollment (Fall 2021 PEIMS Snapshot)</b>		382	459	471	677	641	710	528	414	613	448	768	610	536
<b>Incident Rate</b>		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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Reason Code	Description	Liberty Grove EL	Carver EL	Cisneros PK	Parsons PK	Total
		057909158	057909159	057909180	057909181	
02	On-Campus Felony	0	0	0	0	1
04	Controlled Substance	0	0	0	0	61
05	Alcohol	0	0	0	0	6
06	Abuse Volatile Chemical	0	0	0	0	0
07	Lewdness/Exposure	0	0	0	0	11
08	Retaliation against School Employee	0	0	0	0	0
09	Off Campus Felony - Title 5	0	0	0	0	10
10	Felony/Non-Title 5	0	0	0	0	0
11	Used, exhibited, possessed firearm	0	0	0	0	1
12	Used, exhibited possessed illegal knife	0	0	0	0	1
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0
16	Arson	0	0	0	0	1
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0
18	Indecency with a child	0	0	0	0	1
19	Aggravated kidnapping	0	0	0	0	0
26	Terrorist Threat	0	0	0	0	5
27	Assault School Employee/Volunteer	0	0	0	0	0
28	Assault Not School Employee	0	0	0	0	13
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0
35	False Alarm/False Report	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	27
37	Felony alcohol violation	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	1
47	Manslaughter	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0
60	Harassment Against an Employee	0	0	0	0	3
<b>Total Incidents</b>		0	0	0	0	142
<b>Student Enrollment (Fall 2021 PEIMS Snapshot)</b>		462	671	344	308	53,919
<b>Incident Rate</b>		0.0%	0.0%	0.0%	0.0%	0.3%

The Reason Codes listed in this table .  
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## **Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020**

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 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. 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 2019, spring 2020, and summer 2020 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 2020 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 FY2019  
Enrolled in Texas Public or Independent Higher Education in FY 2020**

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	114	9	11	12	21	61	0
	Two-Year Public Colleges	161	50	24	20	24	34	9
	Independent Colleges & Universities	13						
	Not Trackable	48						
	Not Found	243						
	Total High School Graduates	579						
	057909005 LAKEVIEW CENTENNIAL H S							
	Four-Year Public University	123	14	10	21	28	48	2
	Two-Year Public Colleges	213	76	26	26	37	39	9
	Independent Colleges & Universities	5						
	Not Trackable	21						
	Not Found	152						
	Total High School Graduates	514						
	057909004 N GARLAND H S							
	Four-Year Public University	130	10	12	17	30	59	2
	Two-Year Public Colleges	291	76	34	38	56	70	17
	Independent Colleges & Universities	2						
	Not Trackable	41						
	Not Found	151						
	Total High School Graduates	615						

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 FY2019  
Enrolled in Texas Public or Independent Higher Education in FY 2020**

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	
	057909008 NAAMAN FOREST H S							
	Four-Year Public University	75	15	12	19	13	16	0
	Two-Year Public Colleges	201	60	26	22	44	37	12
	Independent Colleges & Universities	13						
	Not Trackable	41						
	Not Found	215						
	Total High School Graduates	545						
	057909009 ROWLETT H S							
	Four-Year Public University	137	13	22	18	27	57	0
	Two-Year Public Colleges	219	79	23	20	39	49	9
	Independent Colleges & Universities	13						
	Not Trackable	29						
	Not Found	241						
	Total High School Graduates	639						
	057909003 S GARLAND H S							
	Four-Year Public University	25	3	2	9	4	7	0
	Two-Year Public Colleges	235	98	24	25	43	32	13
	Independent Colleges & Universities	0						
	Not Trackable	79						
	Not Found	242						
	Total High School Graduates	581						
	057909010 SACHSE H S							
	Four-Year Public University	133	16	15	23	31	48	0
	Two-Year Public Colleges	232	69	32	37	50	37	7
	Independent Colleges & Universities	7						
	Not Trackable	25						
	Not Found	238						
	Total High School Graduates	635						

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.

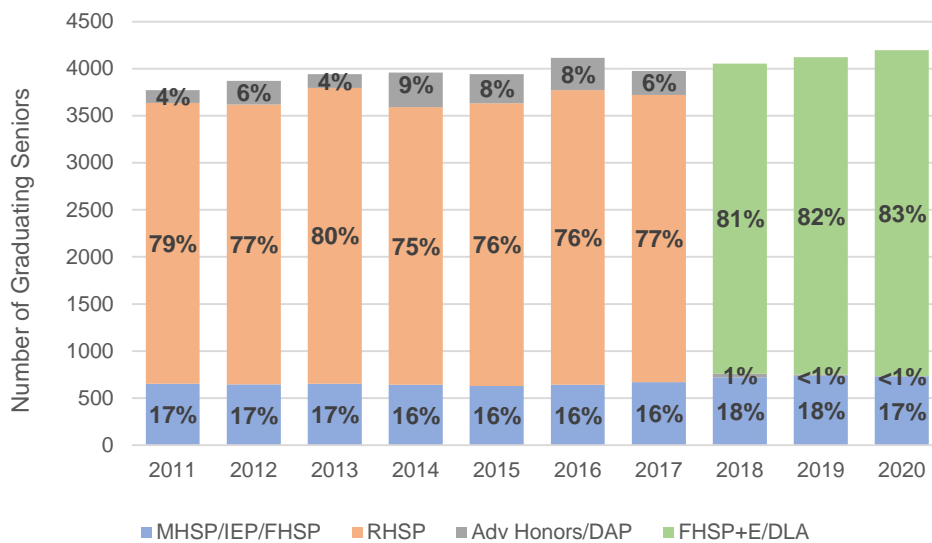
Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

# GRADUATE REPORT: 2021

The purpose of this report is to comply with Texas Education Code §39.306(a)(7) requiring annual reporting of information received under Texas Education Code §51.403(e) from the Texas High Education Coordinating Board concerning public education student enrollment and success in higher education. Due to timelines required for the capturing and reporting of the assembled data by the various educational agencies, including Garland Independent School District (GISD), the Texas Education Agency (TEA), and the Texas Higher Education Coordinating Board (THECB), the most current information available is reported, but may not reflect the most recent high school graduating class. Readers are encouraged to pay particular attention to graduating class years explained in the text and provided in graphs/tables.

Based on graduation trends over the last ten years, the GISD has experienced a fairly steady increase in the percentage of students graduating under “college ready” high school programs – that is, Recommended High School Program (Adv/RHSP), Distinguished Achievement Program (Adv Honors/DAP), and Foundation High School Program plus Endorsements or Distinguished Level of Achievement (FHSP+E/DLA). While these are two different diplomas (FHSP+E and FHSP+DLA), they are both considered “college ready” and are therefore combined for reporting. Beginning with the Class of 2018, students graduated under the Foundation High School Program (FHSP) or the FHSP+E/DLA diploma types. Even though the Classes of 2018, 2019, and 2020 graduated under the FHSP/FHSP+E/DLA diploma types, 53 students (n=37 Class of 2018, n=14 Class of 2019, and n=2 Class of 2020) graduated under the RHSP diploma type. Figure 1 highlights GISD graduate program ten-year trends.

**FIGURE 1. HIGH SCHOOL GRADUATES BY YEAR AND DIPLOMA PROGRAM**



What is not as evident when looking at the changes in percentages of students graduating under various high school programs shown on Figure 1 is the increase in the number of students graduating each school year. Between 2011 (N graduates = 3,772) and 2020 (N graduates = 4,198), there was an increase of 426 students, representing an 11% increase over the past ten years.

While not included in the graph, it is worth noting that the combined percentage of GISD college ready graduates from 2014 through 2017 exceeded state percentages. State RHSP/DAP graduate rates are 83% (Class of 2014), 80% (Class of 2015), 79% (Class of 2016), and 75% (Class of 2017). GISD RHSP/DAP graduate rates are 84%, 84%, 84% and 83% respectively. Under the new FHSP diploma types, the state graduation rates (FHSP+E/DLA) are 83% (Class of 2018), 85% (Class of 2019), and 86% (Class of 2020); GISD FHSP+E/DLA graduate rates are 81% (Class of 2018), 82% (Class of 2019), and 83% (Class of 2020).

In addition, the GISD Class of 2020 remained steady from the previous year in the percentage of students graduating on non-college ready high school diploma plan (i.e., Minimum High School Plan and/or IEP-recommended (MHSP/IEP) or FHSP). The percentages of students graduating on non-college ready high school diploma plans were 16% for the Class of 2015, 16% for the Class of 2016, 16% for the Class of 2017, 18% for the Class of 2018, 18% for the Class of 2019, and 17% for the Class of 2020. These percentages combine those students graduating under the MHSP/IEP and FHSP diploma types. It is also noteworthy that the Class of 2018 is the first full cohort of students graduating under the FHSP and FHSP+E/DLA diploma types. Despite the Class of 2018 being the first full cohort under the new graduation program, students have had the ability to graduate under the FHSP diploma since 2014. In 2014, 34 GISD students or 0.9% graduated under this diploma. In 2015, 75 students or 1.9%, in 2016, 199 students or 4.8% and in 2017, 273 students or 6.9% graduated under this diploma. The Class of 2017 saw the first students graduating under the FHSP+E/DLA diploma. Thirty-three GISD students (0.8%) of the Class of 2017 graduated under the FHSP+E/DLA diploma. Of the Class of 2020, 716 students graduated under the FHSP diploma while 3,465 students graduated under the FHSP+E/DLA diploma.

The goal of this report is to provide a glimpse into the college success of GISD graduates. This report is divided into sections to provide various elements related to college success of the most recent graduates for which data are available (most recent available varies by information reported). Tables are provided for the most recent graduates. Graphs provide a longitudinal perspective on trends over time. Data are reported for the district and individual high schools.

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## DATA & METHODOLOGY

Data for this report are captured from the THECB. The agency collects college enrollment, completion and GPA data from two- and four-year colleges within Texas, as well as provides reporting and data exporting on its website: [www.txhighereddata.org](http://www.txhighereddata.org). The high school graduates by diploma type as well as College/Career/Military Readiness (CCMR) percentages are retrieved from the district and campus-level Texas Academic Performance Reports (TAPR) published annually and found on the TEA website.

It is important to note that there are limitations to the available data. For example, because the data are provided by the THECB, college information is limited to public higher education institutions within the state of Texas. Students who attend private or out of state colleges are not captured.

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## COLLEGE ENROLLMENT RESULTS

Table 1 presents college enrollment for GISD students graduating in 2020 for the district, as well as each high school within the district. GISD had 41% of the Class of 2020 that could be tracked to a two- or four-year institution immediately following high school graduation. Lakeview Centennial High School and Sachse High School had the largest percentage of graduates enroll in a two- or four-year institution immediately following high school graduation (47% respectively), i.e., fall 2020. The next highest percentages of graduates enrolling in higher education immediately following graduation include North Garland High School (45%) and Rowlett High School (40%).

**TABLE 1. CLASS OF 2020 COLLEGE ENROLLMENT (FALL 2020)**

	N Graduates	N (%) 4-Year Institution	N (%) 2-Year Institution	N (%) Unknown
<b>GISD</b>	<b>4,200</b>	<b>699 (17%)</b>	<b>1,007 (24%)</b>	<b>2,494 (59%)</b>
<b>GHS</b>	555	86 (15%)	126 (23%)	343 (62%)
<b>LCHS</b>	512	113 (22%)	127 (25%)	272 (53%)
<b>NFHS</b>	544	71 (13%)	129 (24%)	344 (63%)
<b>NGHS</b>	632	120 (19%)	166 (26%)	346 (55%)
<b>RHS</b>	679	123 (18%)	146 (22%)	410 (60%)
<b>SGHS</b>	559	29 (5%)	136 (24%)	394 (70%)
<b>SHS</b>	719	157 (22%)	177 (25%)	385 (54%)

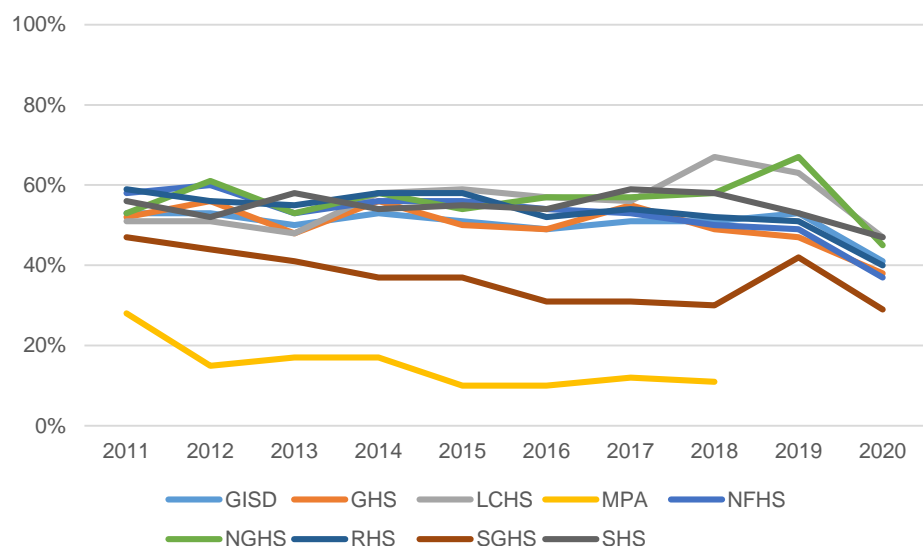
Interestingly, while not noted in the chart, the state percentage of high school graduates enrolling in college immediately following high school for the Class of 2020 was 41%, the same percentage as GISD. This represents a decrease of 8% in the state and 12% in GISD from the previous year. The COVID pandemic could attribute to some of this decrease as many college/universities did remote learning in fall 2020. As a result of this, some students chose to not enroll in college right away.

In addition to college enrollment for the graduating class of 2020, THECB provides data access to explore trends over time as displayed in Figure 2 below.

Figure 2 provides a ten-year perspective of district and campus college enrollment trends (two- or four-year institutions) beginning with the graduating class of 2011. Based on this data, the average rate of district-wide students for the Class of 2020 enrolling in college immediately following high school graduation is 41%. The district's Classes of 2011, 2012, 2014, and 2019 had the highest percentage of students enrolling in college immediately following high school graduation (53% respectively), while the Class of 2020 had the lowest rate (41%) of college enrollment. It should be noted that beginning with the Class of 2019, MPA students were assigned to their home campuses for reporting purposes and not MPA. Therefore, beginning with the Class of 2019, MPA will not have any graduate data.

**FIGURE 2. LONGITUDINAL GRADUATE POSTSECONDARY ENROLLMENT (FALL SEMESTER) FOLLOWING HIGH SCHOOL GRADUATION: 2- OR 4-YEAR INSTITUTION**

At the campus level, Lakeview Centennial High School Class of 2018 and North Garland High School Class of 2019 had the highest college enrollment rate during the last 10 years (67% respectively). The next campus cohorts with the highest college enrollment were Lakeview Centennial High School Class of 2019 (63%) and North Garland High School and Naaman Forest High School Classes of 2012 (61% and 60% respectively).



## COLLEGE PERFORMANCE RESULTS

Due to a lag in the capturing and reporting of this data, the most recent high school graduating cohort with grade point averages (GPAs) available is the graduating Class of 2019. Table 2 presents the success of GISD high school graduates after completing their first year of college at a two- or four-year public institution of higher education. It should be noted that 71% (a 5% increase from the previous graduating class) of the GISD 2019 graduates earned a 2.0 or better in their first year college coursework at a two-or four-year public institution. The district's Class of 2019 had the highest percentage (71%) of students earning a 2.0 or better in their first year college coursework, while the Class of 2013 had the lowest rate (62%) of students earning a 2.0 or better in their first year college coursework.

**TABLE 2. CLASS OF 2019 FIRST YEAR COLLEGE GPA**

	Enrolled	GPA ≥ 3.5	GPA 3.0-3.49	GPA 2.5-2.99	GPA 2.0-2.49	GPA ≤ 1.99	GPA Unknown
<b>GISD</b>	<b>2,289</b>	<b>594 (26%)</b>	<b>447 (20%)</b>	<b>307 (13%)</b>	<b>273 (12%)</b>	<b>588 (26%)</b>	<b>80 (3%)</b>
<b>GHS</b>	275	95 (35%)	45 (16%)	32 (12%)	35 (13%)	59 (21%)	9 (3%)
<b>LCHS</b>	336	87 (26%)	65 (19%)	47 (14%)	36 (11%)	90 (27%)	11 (3%)
<b>NFHS</b>	276	53 (19%)	57 (21%)	41 (15%)	38 (14%)	75 (27%)	12 (4%)
<b>NGHS</b>	421	129 (31%)	86 (20%)	55 (13%)	46 (11%)	86 (20%)	19 (5%)
<b>RHS</b>	356	106 (30%)	66 (19%)	38 (11%)	45 (13%)	92 (26%)	9 (3%)
<b>SGHS</b>	260	39 (15%)	47 (18%)	34 (13%)	26 (10%)	101 (39%)	13 (5%)
<b>SHS</b>	365	85 (23%)	81 (22%)	60 (16%)	47 (13%)	85 (23%)	7 (2%)

In regards to the Class of 2019, campuses with the highest percent of students earning a 2.0 or better after their first year of college include Garland High School (76% of their 275 trackable graduates), North Garland High School (75% of their 421 trackable graduates), Sachse High School (74% of their 365 trackable students), and Lakeview Centennial High School (70% of their 336 trackable graduates). In addition, all seven traditional high school campuses have results indicating that more than 56% of their 2019 trackable graduates earned a GPA of C or higher ( $\geq 2.0$ ).

Figure 3 takes a longitudinal look at the percentage of GISD graduates enrolled in a two- or four-year public institution of higher education that had a GPA of 2.0 or higher after their first year of college based on graduating classes of 2010 to 2019.

**FIGURE 3. LONGITUDINAL TRENDS IN FIRST YEAR COLLEGE GPAS**

Over the past ten years, Garland High School has demonstrated the highest average percentage of students earning a first year college GPA of 2.0 or higher (ten-year average=72%), followed by Sachse High school (ten-year average=70%), North Garland High School (ten-year average=69%), and Rowlett High School (ten-year average=67%). Furthermore, the consistency of GISD graduate college performance is evidenced in

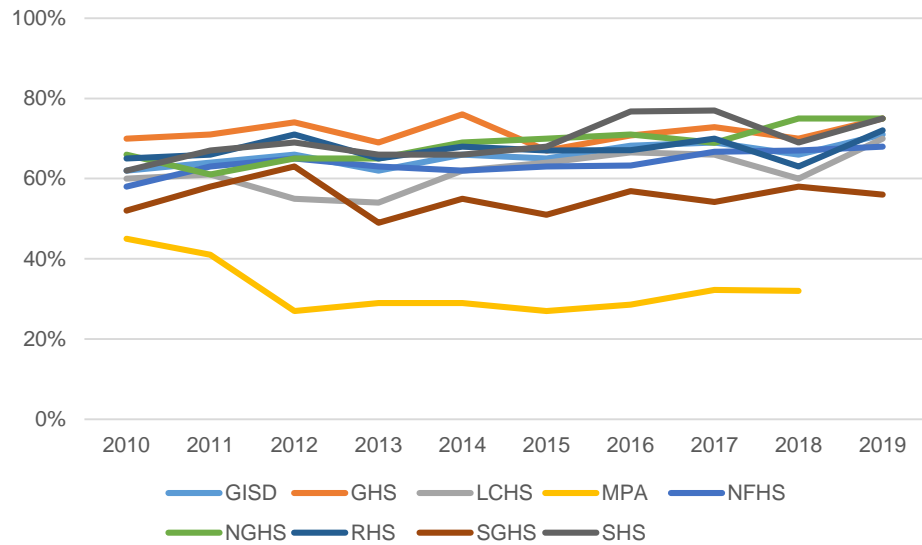


Figure 3, with nearly all seven traditional high school campuses annually exceeding 50% of their graduates earning a first-year college GPA of at least 2.0, with the only exception being South Garland High School’s Class of 2013 graduates who experienced a rate of 49%. It should be noted that beginning with the Class of 2019, MPA students were assigned to their home campuses for reporting purposes and not MPA. Therefore, beginning with the Class of 2019, MPA will not have any graduate data.

## COLLEGE COMPLETION RESULTS

The following tables provide data on awarding of degrees or certificates within six years of high school graduation after enrolling in a two- or four-year institution. Due to the nature of the higher education data collection, it is possible that students who earned a Bachelor’s degree may have also earned a certificate or Associate’s degree. The two most recent three-year cohorts available are 2008-2010 and 2011-2013.

It is not possible to determine the completion rates for individual graduating classes. Thus, Table 3 provides information related to college completion within six years for the GISD graduating classes of 2008, 2009, and 2010. It is possible that students may have earned certificates or degrees after the six-year time limit imposed on this data collection. Forty-four percent of the GISD Graduating classes of 2008, 2009, and 2010 earned a certification, Associate’s Degree, or Bachelor’s Degree within six years after high school graduation. Campuses with the highest percent of students earning a certification, Associate’s Degree, or Bachelor’s Degree include Garland High School (53% of the 924 students in the 3-year cohort), Rowlett High School (45% of the 1,235 students in the 3-year cohort), and Naaman Forest High School (44% of the 1,016 students in the 3-year cohort).

**TABLE 3. GRADUATING CLASS OF 2008, 2009, AND 2010 HIGHER EDUCATION OUTCOMES**

	N Graduates Enrolled Immediately	N (%) Earned Certification	N (%) Associate Degree	N (%) Bachelor Degree	N (%) Total
<b>GISD</b>	<b>6,574</b>	<b>108 (2%)</b>	<b>665 (10%)</b>	<b>2136 (32%)</b>	<b>2,909 (44%)</b>
<b>GHS</b>	924	11 (1%)	90 (10%)	387 (42%)	488 (53%)
<b>LCHS</b>	690	10 (1%)	54 (8%)	170 (25%)	234 (34%)
<b>MPA</b>	128	1 (1%)	14 (11%)	6 (5%)	21 (17%)
<b>NFHS</b>	1,016	13 (1%)	102 (10%)	337 (33%)	452 (44%)
<b>NGHS</b>	803	11 (1%)	96 (12%)	230 (29%)	337 (42%)
<b>RHS</b>	1,235	15 (1%)	94 (8%)	447 (36%)	556 (45%)
<b>SGHS</b>	713	18 (3%)	52 (7%)	174 (24%)	244 (34%)
<b>SHS</b>	1,065	10 (1%)	114 (11%)	319 (30%)	443 (42%)

**TABLE 4. GRADUATING CLASS OF 2011, 2012, AND 2013 HIGHER EDUCATION OUTCOMES**

	N Graduates Enrolled Immediately	N (%) Earned Certification	N (%) Associate Degree	N (%) Bachelor Degree	N (%) Total
<b>GISD</b>	<b>6,750</b>	<b>79 (1%)</b>	<b>739 (11%)</b>	<b>2,154 (32%)</b>	<b>2,972 (44%)</b>
<b>GHS</b>	1,002	9 (1%)	111 (11%)	393 (39%)	513 (51%)
<b>LCHS</b>	761	8 (1%)	78 (10%)	217 (29%)	303 (40%)
<b>MPA</b>	117	3 (3%)	11 (9%)	4 (3%)	18 (15%)
<b>NFHS</b>	1,080	12 (1%)	123 (11%)	334 (31%)	469 (43%)
<b>NGHS</b>	877	10 (1%)	112 (13%)	274 (31%)	396 (45%)
<b>RHS</b>	1,147	10 (1%)	110 (10%)	425 (37%)	545 (48%)
<b>SGHS</b>	669	14 (2%)	73 (11%)	131 (20%)	218 (33%)
<b>SHS</b>	1,097	13 (1%)	121 (11%)	376 (34%)	510 (46%)

Table 4 provides similar information for the GISD graduating classes of 2011, 2012, and 2013. Forty-four percent of the GISD graduating classes of 2011, 2012, and 2013 earned a certification, Associate's Degree, or Bachelor's Degree within six years after high school graduation. This is the same percentage of students earning a certification, Associate's Degree or Bachelor's Degree as the previous 3-year cohort. Campuses with the highest percent of students earning a certification, Associate's Degree, or Bachelor's Degree include

Garland High School (51% of the 1,002 students in the 3-year cohort), Rowlett High School (48% of the 1,147 students in the 3-year cohort), and Sachse High school (46% of the 1,097 students in the 3-year cohort).

**COLLEGE, CAREER, MILITARY READINESS**

College, Career, and Military readiness (CCMR) measures a student's preparedness for college, the workforce, or the military. In 2015, the THECB developed and authorized a plan known as 60X30TX which states that by the year 2030, at least 60% of Texans aged 25-34 will have a certificate or college degree. Fifty percent of Domain 2 and 30% of Domain 3 of the current state accountability system for districts and campuses pertains to the percent of graduating seniors that meet one or more of the CCMR indicators. CCMR indicators include:

- Meeting the CCMR benchmark score in ELA/reading and math on one or more of the SAT, ACT, or TSI-A
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in an ELA or math course)
- Score a 3 or higher on an AP exam and/or a 4 or higher on an IB exam
- Earn an associate’s degree while in high school
- Complete on OnRamps course
- Earn an approved industry-based Level I or Level II certification
- Graduate with a completed IEP and workforce readiness
- Enlist in the United States Armed Forces (currently suspended by the state until a more accurate data collection system can be instituted)

**TABLE 5. CLASS OF 2020 CCMR OUTCOMES**

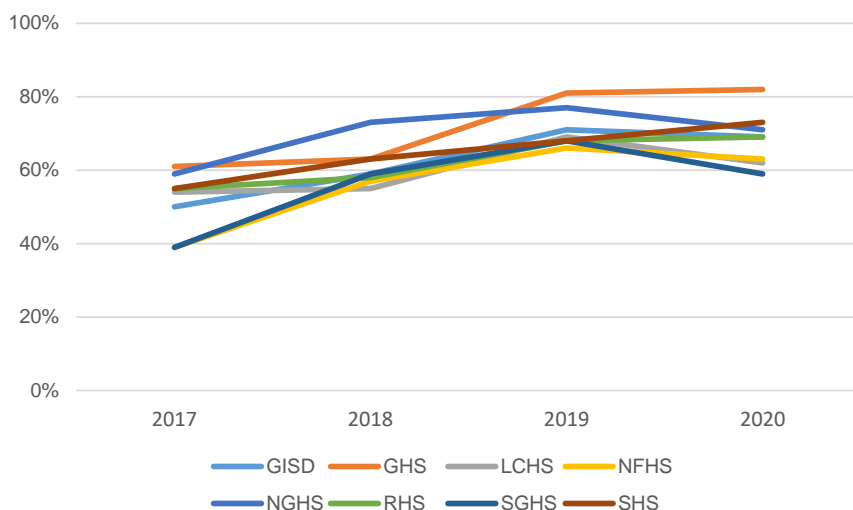
	N Graduates	N (%) CCMR
<b>GISD</b>	<b>4,198</b>	<b>2,897 (69%)</b>
<b>GHS</b>	555	455 (82%)
<b>LCHS</b>	510	316 (62%)
<b>NFHS</b>	544	343 (63%)
<b>NGHS</b>	632	449 (71%)
<b>RHS</b>	679	469 (69%)
<b>SGHS</b>	559	330 (59%)
<b>SHS</b>	719	525 (73%)

Table 5 presents CCMR graduates for the Class of 2020 for the district, as well as each high school within the district. Sixty-nine percent of the Class of 2020 met one or more of the CCMR indicators (this represents a 2% decrease from the previous year). Garland High School had the largest percentage of graduates meeting one or more CCMR indicator (82%) followed by Sachse High School (73%) and North Garland High School (71%).

Figure 4 provides a four-year perspective of district and campus CCMR rates beginning with the graduating class of 2017. The current definition of CCMR was adopted beginning with the Class of 2017. Therefore, in order to compare CCMR percentages across time, the Class of 2017 through the Class of 2020 will be reported. Graduating classes prior to 2017 utilized a different definition of CCMR, therefore a comparison will not be made.

Based on this data, the average rate of CCMR graduates is 69% for the Class of 2020 compared to 50% for Class of 2017, 59% for Class of 2018, and 71% for Class of 2019. At the campus level, Garland High School Class of 2020 had the highest CCMR graduate rate during the last three years (82%) while Naaman Forest High School Class of 2017 had the lowest CCMR graduate rate (39%).

**FIGURE 4. LONGITUDINAL TRENDS IN COLLEGE/CAREER/MILITARY READINESS GRADUATES**



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## COLLEGE FOR ALL

The College for All initiative was implemented beginning fall 2019 with full implementation in the 2021-2022 school year. The first graduates will be Class of 2023. The College for All initiative provides opportunities for every student to earn a minimum of 12 hours of college credit or an industry certification in addition to their high school diploma. The implementation of the initiative began in the 2019-2020 school year with Rowlett High School becoming a Pathways in Technology Early College High School (P-Tech), South Garland High School becoming an Early College High School (ECHS), and Naaman Forest High School becoming a Collegiate Academy. In addition, Lakeview Centennial High School remained as a Collegiate Academy. In the 2020-2021 school year, implementation of the College for All initiative expanded to include Garland High School, Lakeview Centennial High School, Naaman Forest High School, North Garland High School, Sachse High School, and South Garland High School becoming P-Tech schools as well as Rowlett High School becoming an ECHS. In the 2021-2022 school year, implementation of the College for All Initiative concluded with Garland High School, North Garland High School, and Sachse High School becoming ECHS schools. Therefore, beginning with the 2021-2022 school year, all seven high schools contain P-Tech programs plus either an ECHS or Collegiate Academy program.

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## SUMMARY

This is the ninth annual report looking at GISD high school graduates and their post-secondary activities. The information presented above demonstrates that GISD graduates are enrolling, meeting with success, and completing college programs in Texas. The GISD Board of Trustees and district leadership continue to make student preparation for college success a priority through several initiatives, including the financial support of the following: a) PSAT/NMSQT for all 10<sup>th</sup> & 11<sup>th</sup> grade students (beginning fall 2013); b) participation in the National Math and Science Initiative (NMSI) at GISD campuses (LCHS, NFHS, NGHS, and SGHS beginning fall of 2014; GHS, RHS, and SHS beginning fall of 2016); c) PSAT for all 8<sup>th</sup> & 9<sup>th</sup> grade students (beginning fall 2015); d) SAT School Day for all 11<sup>th</sup> grade students (beginning spring 2016); e) AP/IB testing (beginning spring 2016); f) the College for All initiative (beginning fall 2019); and g) SAT School Day for 12<sup>th</sup> grade students who did not have the opportunity to test the prior year as an 11<sup>th</sup> grader (fall 2021).

The district does still have some improvements to make in regards to the number/percentage of students earning a certification, Associate's Degree or Bachelor's Degree after high school graduation. The THECB 60X30TX goal, launched in 2015, states that by 2030 at least 60% of Texans ages 25-34 will have a certificate or degree. The two most recent cohorts of data show 44% of GISD students (2008-2010 and 2011-2013 3-year cohorts respectively) reaching that goal.

The following recommendations are carried over from previous years, as they are still relevant and will continue to assist the district in advancing the college-preparedness of our students:

- High school graduation plans were changed during the 83<sup>rd</sup> Texas Legislature. The first graduating cohort under the new graduation plans was the Class of 2018. Priority should be placed on ensuring that students continue to graduate on "advanced" degree programs, i.e., Foundation High School Program plus Endorsements and Distinguished Level of Achievement (FHSP+E/DLA) which require a rigorous high school program aimed at preparation for college or career opportunities;
- Continue to prioritize career and college readiness through a variety of programs, including a comprehensive assessment program that assists with the identification of students that are capable of successful completion of dual credit, Honors and Advanced Placement (AP) coursework, and International Honors and International Baccalaureate (IB) coursework;

- Assist students with developing behaviors and habits (e.g., studying, regular attendance, etc.) that support academic tenacity so that students that begin a post-secondary institution following high school graduation possess the characteristics to meet with success thorough their first-year of college until degree completion; and
- Continue the College for All initiative so that all high school students have access to participate in either an ECHS, P-Tech, or Collegiate Academy program.



## To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • [tea.texas.gov](http://tea.texas.gov)

<b>DATE:</b>	<b>January 20, 2022</b>
<b>SUBJECT:</b>	<b>2021-2022 Assignment of Accreditation Statuses</b>
<b>CATEGORY:</b>	<b>Accreditation</b>
<b>NEXT STEPS:</b>	<b>Share with Appropriate Staff</b>

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the [Texas Administrative Code](https://tea.texas.gov/sites/default/files/ch097ee.pdf) link available at <https://tea.texas.gov/sites/default/files/ch097ee.pdf>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A–F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022-2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2022-2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2021-2022 school year due to the ratings assigned to the district in the state’s financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at [accred@tea.texas.gov](mailto:accred@tea.texas.gov).

Sincerely,

Jeff Cottrill  
Deputy Commissioner of Governance & Accountability



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	February 22, 2022
<b>Agenda Item:</b>	Evidence of Excellence Award
<b>Agenda Section:</b>	Information Items
<b>Administrator Responsible:</b>	Dr. Shelley Garrett Assistant Superintendent of Safety and Operations
<b>Board Goal Objective:</b>	Superintendent Goal #4 & #6

### **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:**

The Texas Department of Agriculture has recently recognized the Garland ISD Student Nutrition Services for its continued commitment to promoting and advancing our students' health and well-being.

In December, Commissioner Sid Miller recognized Student Nutrition Services for meeting all requirements during the Agriculture Department's administrative review in November 2021. This review covered critical and general areas district-wide and at the campus level. Commissioner Miller stated that *our Student Nutrition Services exemplifies the highest standards of caring and service by teaching our students the relationship between proper eating and good health.*

GISD congratulates Jennifer Miller, Director of Student Nutrition Services, for her outstanding leadership and high standards her staff maintains to provide healthy meals to our students. We honor Student Nutrition Services with the February 2022 Evidence of Excellence.

### **Administrative Recommendations:**

Provided for your information only.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** Going the Extra Mile (GEM) Recognition

**Agenda Section:** Information Item

**Administrator Responsible:** Dr. Susanna Russell  
Chief Academic and Leadership Officer

**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 acknowledgment 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.

Sharon Mitchell, secretary to Chief Officer, was nominated by Dr. Russell for her years of dedication and service to Garland ISD.

**Administrative Recommendation:**

Provided for your consideration.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** Going the Extra Mile (GEM) Recognition

**Agenda Section:** Information Item

**Administrator Responsible:** Dr. Shelley Garrett  
Assistant Superintendent Safety & Operations

**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.

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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 acknowledgment 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.

Aldo Guzman, a business education teacher at Rowlett High School, was nominated by his student for going above every day to ensure the needs of students are met daily.

**Administrative Recommendation:**

Provided for your consideration.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022  
**Agenda Item:** Special Board Recognition  
**Agenda Section:** Information Item  
**Administrator Responsible:** Dr. Susanna Russell, Chief of Academics and Leadership

**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).

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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:** Special board recognition is a district acknowledgment of those outstanding Garland ISD employees who display superior commitment, innovation, leadership, work ethic, accomplishments and/or initiative.

Lyles Middle School has been selected by the Texas Alliance of Black School Educators (TABSE) as a Dr. Jay Cummings Demonstration School.

The recognition acknowledges a select group of high-performing majority-minority schools across Texas that have closed achievement gaps for African American and Hispanic students.

**Administrative Recommendation:**

Provided for your consideration.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** Receive Student Nutrition Services Software Update

**Agenda Section:** Information Item

**Administrator Responsible:** Mrs. Jennifer Miller  
SNS Director

Dr. Shelley Garrett  
Safety & Operations Assistant Superintendent

**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:**

This report gives an update on the recent migration to the SchoolCafe SNS student management software system.

**Administrative Recommendations:**

Provided for your information.

# STUDENT NUTRITION SERVICES

## SOFTWARE UPDATE

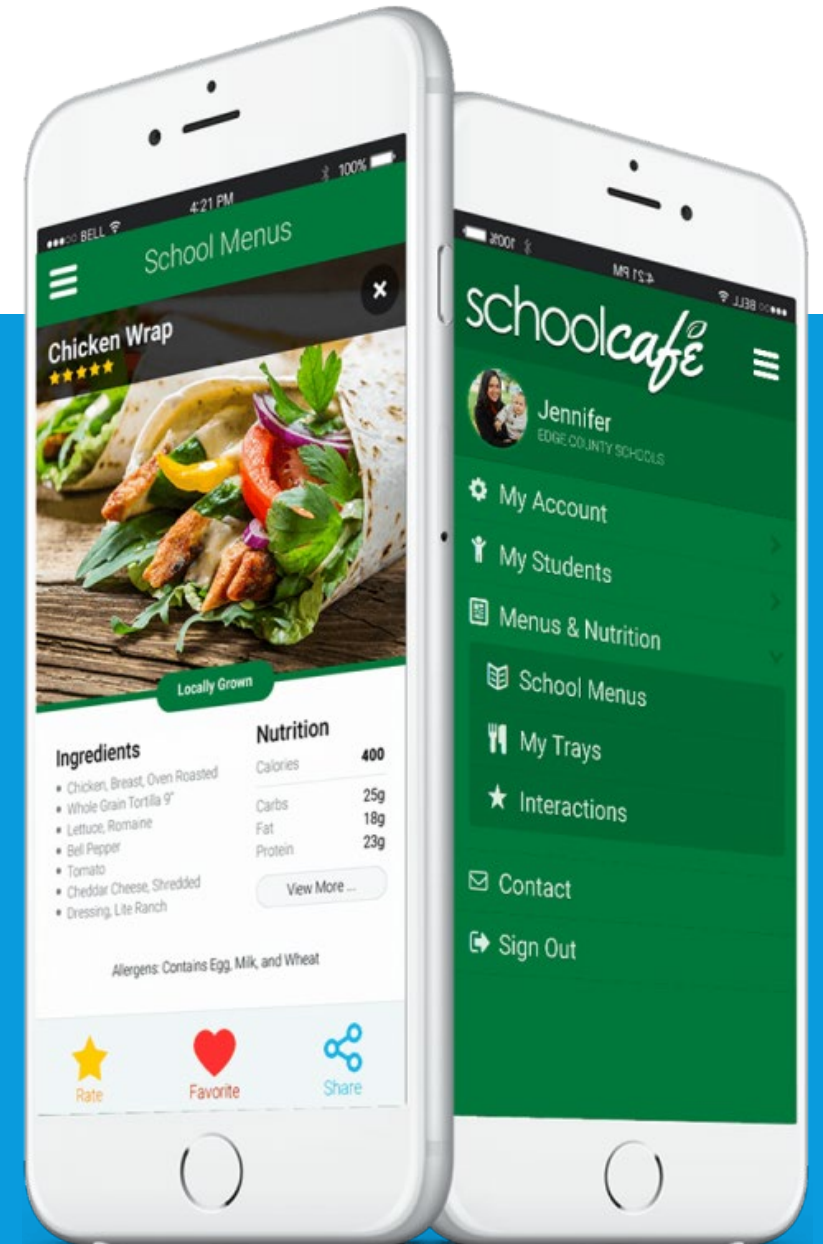


# SCHOOLCAFÉ



## Benefits

- **Entire Cafeteria in One App**
  - Payments, Benefits, Menus
- **Increases Communication**
  - Ability to send messages through the app
  - Allows parents to track purchases, keep track of meal application status & view communication
- **Real-Time Data**
  - Payments made to account are updated in real-time
- **Go Live Date: February 1, 2022**



# COMMUNICATION STRATEGY

## ➤ Parents & GISD Staff

- Emails Jan.4, Jan.13, Feb.1
- Friday Call Jan.21
- GISD & School Websites
- Social Media Posts Jan.14, Jan.31
- WAIP Jan.27
- MAC meeting presentation Feb.7

## ➤ SNS Staff Training

- Hands-On Jan. 24-27
- Open Session Training Jan. 28
- Google Meets Feb 1-2
- SNS Office Staff Remote Daily
- SNS Operations Hands-On Daily



# CHALLENGES

## ➤ Issues Feb. 1-2

- Queue issue
- Meal pattern issue
- FOCUS on all students receiving a meal & speed of service
- Many schools did not sell a la carte items

## ➤ Resolutions

- Primero created new system download to fix Queue issue
- Created new meal keys to circumvent meal pattern issues

## ➤ Lost Balances

- A few teachers reported lost balances on their old accounts, none more than \$1.00 balance (using Kronos ID# now); new accounts created & balances moved
- No student account transfer issues that SNS has been made aware of; all balances transferred smoothly on Jan. 31



# SCHOOLCAFÉ MENUS



- Ice day closures affected menu accuracy for Mon., Feb. 7
- Learning curve for intricacies of new system
  - Developed new SOPs
- New system is fully integrated
  - Changes & additions made at cafeteria manager level
- Supply chain issues
- Nutrislice
  - Digital menu boards in MS & HS still feed from this system

**Accuracy is of utmost importance**



# QUESTIONS OR CONCERNS?

Jennifer Miller

[JMMiller@garlandisd.net](mailto:JMMiller@garlandisd.net)

[AskSNS@garlandisd.net](mailto:AskSNS@garlandisd.net)





## Garland Independent School District Board of Trustees

**Date of Meeting:** January 25, 2022

**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.

# February 21, 2022 - February 27, 2022

February 2022

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

March 2022

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

## Monday, February 21

Presidents' Day (United States)

## Tuesday, February 22

**4:00pm - 4:50pm Special Meeting-Budget Workshop** (Boardroom)

**5:00pm - 7:00pm Board Meeting** (Board Room) - Mechelle Hogan ↻

## Wednesday, February 23

## Thursday, February 24

## Friday, February 25

## Saturday, February 26

## Sunday, February 27

# February 28, 2022 - March 6, 2022

February 2022

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

March 2022

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

## Monday, February 28

- 12:00am Mechelle Out of the Office →
- 11:30am - 1:00pm Garland Chamber SPARK Luncheon (Hybrid (Zoom & Dallas College - Garland Center))
- 6:30pm - 7:30pm MEC Meeting (Zoom/Virtual )

## Tuesday, March 1

- ← Mechelle Out of the Office →

## Wednesday, March 2

- ← Mechelle Out of the Office →
- 12:00am TASB Governance Camp (Galveston Convention Center Galveston, Texas ) →
- 9:00am - 10:00am Council PTA Meeting (Garland/Rowlett Room Harris Hill Administration Annex)

## Thursday, March 3

- ← Mechelle Out of the Office →
- ← TASB Governance Camp (Galveston Convention Center Galveston, Texas ) →

## Friday, March 4

- ← Mechelle Out of the Office →
- ← TASB Governance Camp (Galveston Convention Center Galveston, Texas ) →

## Saturday, March 5

- ← 12:00am Mechelle Out of the Office →
- ← 12:00am TASB Governance Camp (Galveston Convention Center Galveston, Texas ) →

## Sunday, March 6

# March 7, 2022 - March 13, 2022

March 2022							April 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

## Monday, March 7

## Tuesday, March 8

- 11:30am - 1:00pm Sachse Chamber Luncheon (Woodbridge Golf Club 7400 Country Club Drive Wylie, Texas )
- 3:00pm - 3:50pm Facilities Committee Meeting (Board Room ) - Mechelle Hogan
- 4:00pm - 5:50pm Finance and Audit Committee Meeting (Board Room)
- 6:00pm - 7:50pm District Affairs Committee Meeting (Board Room )

## Wednesday, March 9

- 11:30am - 1:00pm Rowlett Chamber Luncheon (Rowlett Community Centre 5300 Main St Rowlett, Texas 75088)

## Thursday, March 10

## Friday, March 11

## Saturday, March 12

## Sunday, March 13

# March 14, 2022 - March 20, 2022

March 2022							April 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

## Monday, March 14

12:00am Spring Break →

## Tuesday, March 15

← Spring Break →

## Wednesday, March 16

← Spring Break →

## Thursday, March 17

← Spring Break →

St. Patrick's Day (United States)

## Friday, March 18

← 12:00am Spring Break

## Saturday, March 19

## Sunday, March 20

# March 21, 2022 - March 27, 2022

March 2022							April 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

**Monday, March 21**

**Tuesday, March 22**

5:00pm - 7:00pm Board Meeting-Leadership Garland Education Day (Board Room) - Mechelle Hogan

**Wednesday, March 23**

**Thursday, March 24**

**Friday, March 25**

**Saturday, March 26**

**Sunday, March 27**



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	February 22, 2022
<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)**

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).

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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:**

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 22, 2022
<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>	

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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 22, 2022

**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 new personnel, terminations, leaves of absence, and resignations for the 2021-22 school year.

### **Administrative Recommendations:**

Administration recommends approval.

PERSONNEL ADMINISTRATION  
RECOMMENDED PROFESSIONAL PERSONNEL

Name	Exp	College	Degree	Job Title	School/Dept.	Effective Date
Davis, Lanesha	0	UT- Arlington	BS	Teacher - English	Naaman Forest H.S.	2/21/2022
De Los Santos, Elizabeth	19	Univ. Houston	BS	Supervisor	Student Nutrition Services	2/21/2022
Drews, Abigail	0	UT - Tyler	BS	Nurse	Beaver MST	2/7/2022
Gil, Anna	12	A&M - Commerce UT - Arlington	MS BA	Facilitator Instructional Design SLAR	Teaching and Learning Dev.	3/21/2022
Giles, Timothy	2	TX Tech Univ.	BS	Teacher - HS Math	Rowlett H.S.	2/10/2022
Gutierrez, Pamela	2	UT - Dallas UT - Dallas	MS BS	Speech Lang. Path.	Hickman Elem.	1/24/2022
Hawks, Kimberlie	15	TX A&M - Commerce	BS	Teacher - 2nd Grade	Couch Elem.	2/14/2022
Horbacz, Jakob	0	Univ. of Houston	BA	Teacher - ESL	South Garland H.S.	1/20/2022
Hughes, Robert	0	UT - Dallas UT - Dallas	MA BA	Teacher - Social Studies	Lakeview Cent. H.S.	1/20/2022
Khan, Urooj	2	Univ. Houston	BS	Teacher - Science	Hudson M.S.	2/21/2022
Little, Jolee	9	N/A	N/A	Technical Analyst	Student Nutrition Services	1/31/2022
Nguyen, Tu	6	TWU	BS	Nurse	Sam Houston M.S.	1/31/2022
Osburn, Anthony	0	Univ. AZ Univ. CA	MA BS	Teacher - Math	Rowlett H.S.	2/16/2022
Pena, Nidia	13	TX A&M - Commerce	BS	Teacher - 2nd Grade Bilingual	Caldwell Elem.	1/31/2022
Rudd, Lori	7	Univ. of TN	BS	Teacher - 1st Grade	Herfurth Elem	2/14/2022
Shaw, Jasmine	4	Concordia Univ.	BA	Teacher - Special Ed.	Webb M.S.	1/31/2022
<b>Administrative Appointments/Transfers</b>						
<b>Name</b>		<b>Current Position</b>		<b>Recommended Position</b>		<b>Effective Date</b>
Keating, Lance		Areas - Instructional Design Facilitator - Science		Assistant Principal	Jackson MST	1/31/2022
Phipps, Dominika		ELAR Instructional Coach Title 1		Assistant Principal	O'Banion M.S.	2/16/2022
Xu, Julie		English Lang. Learners - Inst. Specialist Title III		Coordinator	English Language Learners	1/31/2022

PERSONNEL ADMINISTRATION  
RECOMMENDED TERMINATIONS, RESIGNATIONS AND RETIREMENTS

<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Bain, Andrea P.	Teach/Art	Liberty Grove Elem.	14 years/ 13 with GISD	Retirement	6-10-22
Bolden, Adaliz A.	Teach/2nd Grade Bilingual	Caldwell Elem	14 years/ 4 with GISD	Resignation	1-26-22
				Health Reasons	
Bolden, Donna L.	Nurse	Handley Elem	22 years/22 with GISD	Retirement	6-10-22
Doty, Brandon J.	Teach/PE Coach	Garland H.S.	16 years/ 6 with GISD	Resignation	2-11-22
				Other TX School	
Derrick, Larinda	Teach/5th Grade	Beaver T.C.	7 years/7 with GISD	Resignation	1-13-22
				Health Reasons	
Farrell, James M.	Teach/Math	Rowlett H.S	4 years/2 with GISD	Resignation/	1-28-22
				Career Change	
Hardy, Devonte D.	Responsive Service Counselor	Guidance and Counseling	3 years/ 3 with GISD	Resignation/	1-28-22
				Personal	
Hayes, Inez A.	Instructional Design Facilitator ELAR	Teaching & Learning Dev.	10 years/ 5 with GISD	Resignation/	2-4-22
				Relocation	
Johnson, Eric M.	Area Supervisor	Student Nutrition Services	6 years/ 4 with GISD	Resignation	2-11-22
				Personal	
Jolley, Julie M.	Teach/5th Grade	Daugherty Elem.	30 years/ 24 with GISD	Retirement	6-10-22
Maige, Stanley F.	Director	Planning, Implementation & Support	24 years with GISD	Retirement	6-10-22
Mariscal, Ana G.	Teach/Science	Naaman Forest H.S.	7 years/2 with GISD	Resignation/	2-4-22
				Personal	
Marriott, Kimberly D.	Asst. Director	Curtis Culwell Center	3 years with GISD	Resignation/	6-30-22
				Unsatisfied with Job	
McCoy, Wendy W.	Teach/KN	Dorsey Elem.	29 years/24 with GISD	Retirement	6-10-22
McGuire, Timothy S.	Teach/Technology Education	Naaman Forest H.S.	17 years/15 with GISD	Resignation/	2-11-22
				Health Reasons	
McPike, Carla C.	Teach/Dyslexia	Golden Meadows Elem.	15 years/3 with GISD	Resignation/	1-27-22
				Personal	
Meek, James (Chris)	Teach/Special Ed. Resource	O'Banion M.S.	19 years with GISD	Resignation/	2-2-22
				Other TX School	
Phillips, Tyler D.	Teach/2nd Grade	Hickman Elem.	2 years/1 with GISD	Resignation/	6-10-22
				Personal	
Reyes, Soraya	Teach/Dyslexia Bilingual	Routh Roach Elem.	16 years/13 with GISD	Resignation/	2-1-22
				EAD Expiration	
Rivera Albelo, Miguel A.	Sr. Construction Project Manager	School Facilities	3 years with GISD	Resignation/	2-25-22
				Career Change	
Romero, Marysol	Teach/2nd Grade Bilingual	Rowlett Elem.	7 years/0 with GISD	Resignation/	3-4-22
				Spouse Transferred	
Rowe, James D.	Asst. Director of Fleet Operations	Transportation	39 years/1 with GISD	Resignation/	2-4-22

PERSONNEL ADMINISTRATION  
RECOMMENDED TERMINATIONS, RESIGNATIONS AND RETIREMENTS

				Relocation	
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PERSONNEL ADMINISTRATION  
RECOMMENDED TERMINATIONS, RESIGNATIONS AND RETIREMENTS

Sellars, Deborah J.	Librarian	Naaman Forest H.S.	24 years/4 with GISD	Resignation/ Other TX School	1-25-22
Smith, Terri K.	Teach/3rd Grade	Shugart Elem.	1 year with GISD	Resignation/ Personal Reasons	6-10-22
Spurlock, Chad R.	Teach/4th Grade	Beaver T.C.	9 years with GISD	Resignation/ Relocation	6-10-22
Steeger, Teri S.	Teach/Dyslexia	Liberty Grove Elem.	20 years with GISD	Retirement	6-10-22
Sullivan, Jennifer E.	Teach/1st Grade	Herfurth Elem.	3 years/2 with GISD	Resignation/ Health Reasons	2-3-22
Thai, Ngoc Hong (Amy)	Teach/2nd Grade Bilingual Viet	Lister Elem.	7 years/1 with GISD	Resignation/ Personal	1-28-22
VerHagen, Sarah M.	Teach/2nd Grade	Couch Elem.	3 years with GISD	Resignation/ Personal	1-28-22
Vyas, Krystal N.	Teach/1st Grade	Shugart Elem.	3 years with GISD	Resignation/ Not Working	6-10-22
Wade, C. Nicodemus	Teach/Math	Rowlett H.S.	15 years with GISD	Resignation/ Personal	2-28-22
Wilken, Pamela S.	Nurse	Montclair Elem.	26 years with GISD	Retirement	6-10-22
<b>Professional Resignation/Retirements:</b>		<b>Approved to Date:</b>	<b>147</b>		
		<b>Current:</b>	<b>32</b>		
<b>B. Support Personnel</b>					
<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	
Pina, Margaret K.	Aide/Library	Parsons Pre-K	26 years with GISD	Resignation/ Health Reasons	2-11-22
<b>ParaProfessional Resignation/Retirements:</b>		<b>Approved to Date:</b>	<b>5</b>		
		<b>Current:</b>	<b>1</b>		
<b>*Change</b>					
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 22, 2022

**Agenda Item:** Consider Approval of Resolution to Sell Real Property

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Brent Ringo  
Chief Financial 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.

**Summary/Background Information:**

Pursuant to Board Policy CDB (Legal), a board may, by resolution, authorize the sale of any property, other than minerals, held in trust for free school purposes. The board president shall execute a deed to the purchaser reciting the board resolution authorizing the sale. A district may employ, retain, contract with, or compensate a licensed real estate broker or salesperson for assistance in the acquisition or sale of real property. *Education Code 11.154.*

The District would like to proceed in the sale of land located at 2117 Sunnybrook Lane, Garland, Texas. This real property has abutting property owners.

This agenda item was presented to the Facilities Committee for review on February 8, 2022.

**Administrative Recommendations:**

Provided for your consideration.

**THE BOARD OF TRUSTEES OF THE  
GARLAND INDEPENDENT SCHOOL DISTRICT**

**February 22, 2022**

**RESOLUTION TO SELL REAL PROPERTY LOCATED AT 2117 SUNNYBROOK  
LANE, GARLAND, TEXAS**

**WHEREAS**, the Board of Trustees (“Board”) of the Garland Independent School District (“District”) desires to sell the District’s real property located in Lot 34, Block B of the Third Installment of Westchester Estates with the address of 2117 Sunnybrook Lane in Garland, Texas, as more particularly described in **Exhibit A** attached hereto (“Property”);

**WHEREAS**, pursuant to District Board policy CDB (Local) and Texas Education Code 11.154, a board may, by resolution, authorize the sale of any property, other than minerals, held in trust for free school purposes;

**WHEREAS**, the Board desires to obtain an appraisal of the Property and publicly advertise the Property for sale.

**NOW, THEREFORE, BE IT RESOLVED:**

- 1) The Board of Trustees of the Garland Independent School District authorizes an appraisal to be obtained for the District’s real property located in Lot 34, Block B of the Third Installment of Westchester Estates with the address of 2117 Sunnybrook Lane in Garland, Texas (“Property”); and
- 2) The Board of Trustees of the Garland Independent School District authorizes the Property to be publicly advertised as for sale.

PASSED AND ADOPTED this 22<sup>nd</sup> day of February, 2022.

By:

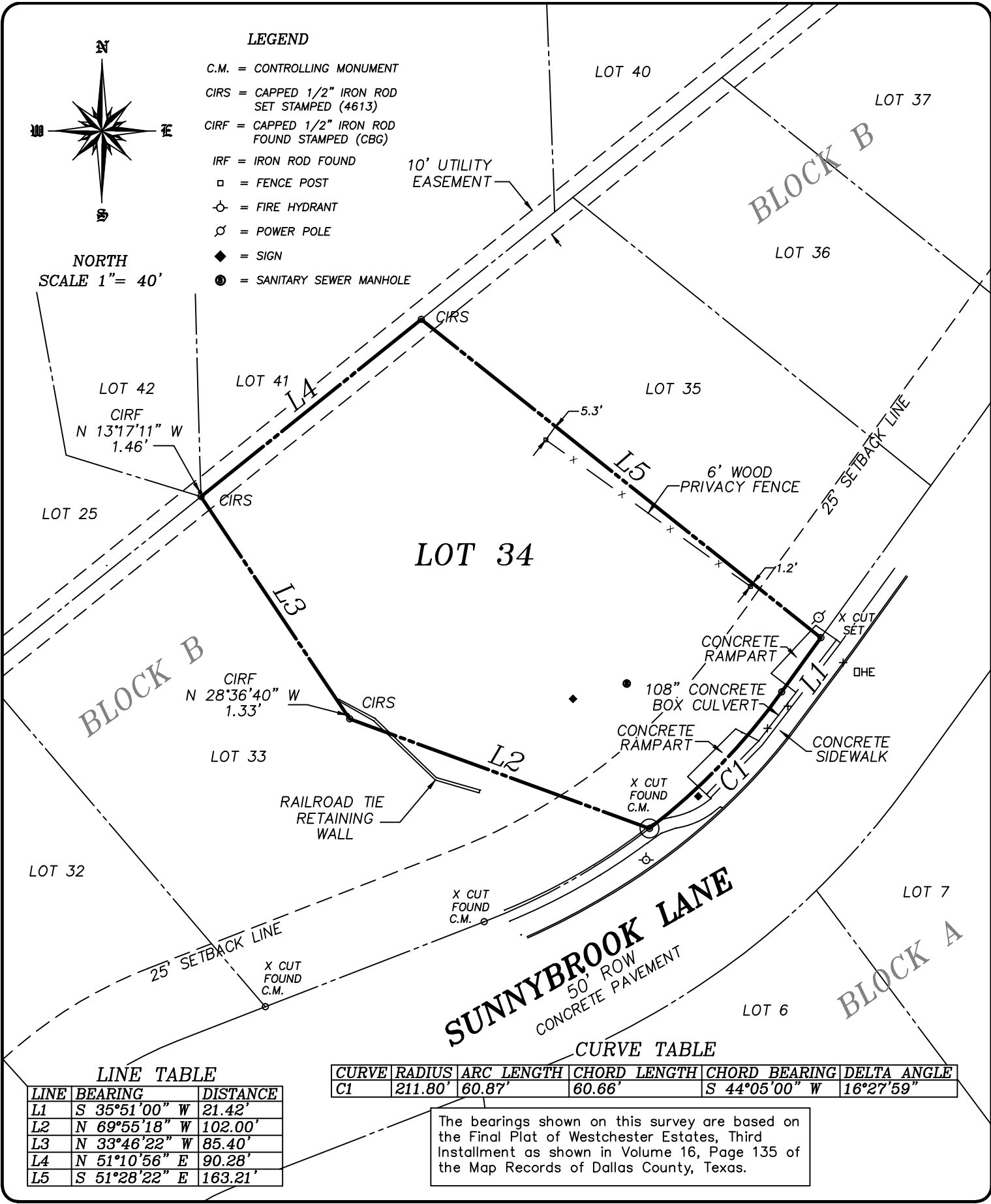
\_\_\_\_\_  
Jamie Miller, President

ATTEST:

By:

\_\_\_\_\_  
Linda Griffin, Secretary

**EXHIBIT A**



- LEGEND**
- C.M. = CONTROLLING MONUMENT
  - CIRS = CAPPED 1/2" IRON ROD SET STAMPED (4613)
  - CIRF = CAPPED 1/2" IRON ROD FOUND STAMPED (CBG)
  - IRF = IRON ROD FOUND
  - = FENCE POST
  - ⊕ = FIRE HYDRANT
  - ⊙ = POWER POLE
  - ◆ = SIGN
  - ⊗ = SANITARY SEWER MANHOLE

NORTH  
SCALE 1" = 40'

LOT 42  
CIRF  
N 13°17'11" W  
1.46'

CIRF  
N 28°36'40" W  
1.33'

**LINE TABLE**

LINE	BEARING	DISTANCE
L1	S 35°51'00" W	21.42'
L2	N 69°55'18" W	102.00'
L3	N 33°46'22" W	85.40'
L4	N 51°10'56" E	90.28'
L5	S 51°28'22" E	163.21'

**CURVE TABLE**

CURVE	RADIUS	ARC LENGTH	CHORD LENGTH	CHORD BEARING	DELTA ANGLE
C1	211.80'	60.87'	60.66'	S 44°05'00" W	16°27'59"

The bearings shown on this survey are based on the Final Plat of Westchester Estates, Third Installment as shown in Volume 16, Page 135 of the Map Records of Dallas County, Texas.

**LEGAL DESCRIPTION**

BEING all of Lot 34, Block B, Westchester Estates, Third Installment, an addition to the City of Garland, Dallas County, Texas, according to the Map or Plat thereof recorded in Volume 16, Page 135 of the Plat Records Dallas County, Texas.



SURDUKAN SURVEYING, INC.  
P.O. BOX 126  
ANNA, TEXAS 75409  
(972) 924-8200  
FIRM NO. 10069500

TO THE LIENHOLDERS AND/OR THE OWNERS OF THE PROPERTY SURVEYED:

The undersigned does hereby certify that a survey was this day made on the ground of the property legally described hereon and is correct, and that there are no discrepancies, conflicts, shortages in area, boundary line conflicts, encroachments, overlapping of improvements, easements or rights of way that I have been advised of, except as shown hereon, and that said property has access to and from a dedicated roadway.

FLOOD NOTE: This property falls in Zone AE (Regulatory Floodway) according to the Flood Insurance Rate Map for Collin County, Texas Panel No. 48113C0220 L, Dated July 7, 2014 as published by the Federal Emergency Management Agency.

*David J. Surdukan*  
DAVID J. SURDUKAN R.P.L.S. NO. 4613

DATE: NOVEMBER 9, 2020

G.F.No. \_\_\_\_\_ Scale 1" = 40' Job No. 2020-107



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** Consider Approval of Budget Transfers and Amendments to the 2021-2022 General Fund

**Agenda Section:** Action Item

**Administrator Responsible:** Mrs. 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 8, 2022.

**Administrative Recommendations:**

Provided for your consideration.



**BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2021-22  
February 22, 2022**

**REVENUES:**

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
57 Local Revenue	\$ 220,814,473	\$ 221,742,174	\$ -	\$ -	\$ 221,742,174
58 State Revenue	283,757,343	264,187,343			264,187,343
59 Federal Revenue	9,000,000	16,400,000			16,400,000
<b>Total Revenues</b>	<b>\$ 513,571,816</b>	<b>\$ 502,329,517</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 502,329,517</b>

**EXPENDITURES:**

11 Instruction	\$ 319,755,544	\$ 318,837,822	\$ (2,217,850)	\$ 587,000	\$ 317,206,972
12 Instructional Resources and Media Services	7,826,046	8,132,341	244,174		8,376,515
13 Curriculum Development and Instructional Staff Development	15,596,228	16,571,990	(357,468)		16,214,522
21 Instructional Leadership	8,470,547	7,581,038	824,222		8,405,260
23 School Leadership	33,580,856	34,020,808	571,326		34,592,134
31 Guidance, Counseling and Evaluation	26,600,828	26,583,846	16,379		26,600,225
32 Social Work Services	491,210	491,210	103,000		594,210
33 Health Services	8,417,693	8,711,681	49,150		8,760,831
34 Student Transportation	16,234,639	16,315,216	528,100		16,843,316
35 Food Service	379,779	379,779			379,779
36 Extracurricular Activities	12,822,417	12,993,684	74,500		13,068,184
41 General Administration	18,475,461	18,757,253	164,467		18,921,720
51 Facilities Maintenance & Operations	48,599,006	47,203,609			47,203,609
52 Security and Monitoring Services	7,282,629	7,464,925			7,464,925
53 Data Processing Services	15,259,057	16,003,492			16,003,492
61 Community Services	1,792,660	1,797,404			1,797,404
71 Debt Service - Principal on Long-Term Debt	482,517	482,517			482,517
72 Debt Service Interest on Long-Term Debt					-
73 Bond Issuance Cost and Fees					-
81 Facilities Acquisition and Construction		13,727			13,727
95 Juvenile Justice Program	36,000	36,000			36,000
99 Other Intergovernmental Charges	897,947	897,947			897,947
<b>Total Expenditures</b>	<b>\$ 543,001,064</b>	<b>\$ 543,276,289</b>	<b>\$ -</b>	<b>\$ 587,000</b>	<b>\$ 543,863,289</b>

**Excess(Deficiency) Revenues Over(Under) Expenditures** \$ (29,429,248) \$ (40,946,772) \$ - \$ (587,000) \$ (41,533,772)

**Other Resources** \$ - \$ - \$ - \$ - \$ -

**Other Financing Sources (Uses)** \$ - \$ - \$ - \$ - \$ -

**Net Change in Fund Balance** \$ (29,429,248) \$ (40,946,772) \$ - \$ (587,000) \$ (41,533,772)



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2021-22  
February 22, 2022**

**Budget Transfers**

**Expenditures**

	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
11 Instruction	\$ 405,268	\$ 2,623,118	\$ (2,217,850)
12 Instructional Resources and Media Services	274,400	30,226	244,174
13 Curriculum Development and Instructional Staff Development	5,300	362,768	(357,468)
21 Instructional Leadership	824,222		824,222
23 School Leadership	617,126	45,800	571,326
31 Guidance, Counseling and Evaluation	134,529	118,150	16,379
32 Social Work Services	118,000	15,000	103,000
33 Health Services	67,650	18,500	49,150
34 Student Transportation	628,100	100,000	528,100
36 Extracurricular Activities	86,000	11,500	74,500
41 General Administration	386,700	222,233	164,467
<b>Total Expenditures</b>	<b>\$ 3,547,295</b>	<b>\$ 3,547,295</b>	<b>\$ -</b>

**Budget neutral transfers to realign expenditures**

**Expenditures**

	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
11 Instruction	\$ 587,000		\$ 587,000
<b>Total Expenditures</b>	<b>\$ 587,000</b>	<b>\$ -</b>	<b>\$ 587,000</b>

**Assigned funds used to increase function 11 for the 1:1 Program**



## Garland Independent School District Board of Trustees

**Date of Meeting:** February 22, 2022

**Agenda Item:** Consider Approval of Resolution for Scholarship Awards for Students

**Agenda Section:** Action Items

**Administrator Responsible:** Mr. Coleman Bruman  
Director, Career and Technical Education

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

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

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

The resolution will 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.

This agenda item was presented to the Finance Committee on February 8, 2022.

### **Administrative Recommendations:**

Administration recommends approval.

## Garland Independent School District

# Memo

To: GISD School Board Trustees  
From: Coleman Bruman, Director, Career and Technical Education  
CC: Dr. Ricardo Lopez, GISD Superintendent  
Date: February 8, 2022  
Subject: Resolution Regarding Scholarship Awards for Students

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On the Finance Committee agenda for this evening is a resolution from Career and Technical Education to authorize the proceeds from the sale of the livestock to be distributed as scholarships to the students. The sale of the animals will take place at the 78<sup>th</sup> Annual Livestock Sale, which is scheduled from Wednesday, March 30, 2022 through Saturday, April 1, 2022 at the GISD Agricultural Barn.

Every year, students from each of the agricultural programs devote time and resources into raising their livestock, participating in local agricultural shows all over the state, and the final sale of their animals at the annual Livestock Show. To help promote the continued success of the programs, the revenue generate by the sale is redistributed to the students through scholarships that follow district guidelines and protocols. This allows the students to not only recoup the financial loss that it takes to raise the animal, but it supports each participants college and career goals.

Following committee, we anticipate bringing an action item to the Board of Trustees at the February 22, 2022 board meeting.

Attached, please find the Resolution Regarding Scholarship Awards for Students.

**THE BOARD OF TRUSTEES OF THE  
GARLAND INDEPENDENT SCHOOL DISTRICT**

**February 22, 2022**

**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 22<sup>nd</sup> day of February, 2022 at which a quorum was present:

BY: \_\_\_\_\_  
Jamie Miller, President

BY: \_\_\_\_\_  
Linda Griffin, Secretary



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	February 22, 2022
<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:**

Safety precautions due to impassable roadways and severe cold weather caused Garland ISD to close all campuses and support buildings on February 3 and February 4, 2022. 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 and allow for premium pay, which is the rate of one and one-half times their regular rate of pay for any on-site work done by non-exempt employees who were required to work during the emergency closure, as defined by board policy DEA (Local).

This agenda item was presented to the Finance Committee on February 8, 2022.

**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**, 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 non-exempt employees who are called on to work on-site during an emergency closing, the Board further concludes that payment of these employees at premium rate, otherwise defined as premium pay, one and one-half times their regular rate of pay, as provided in this resolution and defined in Board policy DEA (Local), 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 during the first week of February 2022, 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 2022.

PASSED AND ADOPTED this 22nd day of February, 2022.

By:

\_\_\_\_\_  
Jamie Miller, President

ATTEST:

By:

\_\_\_\_\_  
Linda Griffin, Secretary



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	February 22, 2022
<b>Agenda Item:</b>	Consider Approval of a Resolution Allowing Compensation for Staff Members Due to Time Missed During Lack of Power
<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:**

On January 20, 2022, Garland ISD staff was notified that due to the unavailability of power those two campuses would not have heat on January 21. Safety precautions due to severe cold weather caused Garland ISD to close two campuses: Keeley Elementary School and Luna Elementary School on January 21, 2022. This resolution requests full compensation for all employees of these two campuses who were unable to work during campus closure.

This agenda item was presented to the Finance Committee on February 8, 2022.

**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 CAMPUS CLOSURE DUE TO LACK  
OF POWER**

**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**, Garland ISD was notified that there would be a lack of power for Keeley Elementary School and Luna Elementary School on January 21, 2022;

**WHEREAS**, the Board acknowledges that during an emergency closing, employees of these two campuses were 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 those employees who were instructed not to report to work may suffer a loss of pay if their campuses were closed for an emergency closing; 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;

**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 at the campuses of Keeley Elementary School and Luna Elementary School, 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 is effective for the emergency closure on January 21, 2022, 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 the date that Keeley Elementary School and Luna Elementary School were closed due to lack of power on January 21, 2022.

PASSED AND ADOPTED this 22<sup>nd</sup> day of February 2022.

By:

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Jamie Miller, President  
Board of Trustees

ATTEST By:

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Linda Griffin, Secretary  
Board of Trustees



## Garland Independent School District Board of Trustees

**Date of Meeting:** February 22, 2022

**Agenda Item:** Consider Approval of the Joint Election Contract submitted by the Dallas County Elections Department

**Agenda Section:** Action Items

**Administrator Responsible:** Ms. Mechelle Hogan  
Board Service Manager

**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:**

A copy of the 2022 Joint Election Contract with the Dallas County Elections Department is shown. The estimate for Garland ISD's portion of the cost for the May 7, 2022 Joint Election is \$127,351.46 should all entities currently slated to have May 2022 elections participate in the Joint Election. Costs are governed by the number of vote centers, number of registered voters, increases in those numbers, entity withdrawal and costs associated with the 2019-2020 electronic voting system upgrades. By law, we must use all county designated voting centers (Election Code Sec. 501.103), some registered voters will be casting their votes at vote centers outside of the Garland ISD boundaries. The Administration seeks approval of the contract with permission for the Chief Financial Officer to sign the final contract.

This agenda item was presented to the Finance Committee on February 8, 2022.

**Administrative Recommendations:**

Provided for your consideration.

**ELECTION SERVICES CONTRACT (“Election Services Contract” or “Contract”)  
BETWEEN  
DALLAS COUNTY ON BEHALF OF THE DALLAS COUNTY ELECTIONS ADMINISTRATOR  
AND**

Town of Addison  
Town of Highland Park  
Town of Sunnyvale  
City of Balch Springs  
City of Combine  
City of Carrollton  
City of Cockrell Hill  
City of DeSoto  
City of Duncanville  
City of Farmers Branch  
City of Garland  
City of Grand Prairie  
City of Hutchins  
City of Irving  
City of Lancaster  
City of Lewisville  
D.C. Park Cities Municipal  
Utilities District  
City of Rowlett  
City of Sachse  
City of Seagoville  
City of University Park  
City of Wilmer  
City of Wylie  
Town of Addison  
Town of Highland Park  
Town of Sunnyvale  
Coppell ISD  
Carrollton-Farmers Branch ISD  
Cedar Hill ISD  
Dallas College  
Dallas ISD  
DeSoto ISD  
Duncanville ISD  
Garland ISD  
Grand Prairie ISD  
Highland Park ISD  
Irving ISD  
Mesquite ISD

*DRAFT - Subject to Change - Not for Signature*

**FOR THE CONDUCT OF A CONSTITUTIONAL AMENDMENT & JOINT ELECTION  
TO BE HELD SATURDAY, MAY 7, 2022  
TO BE ADMINISTERED BY THE DALLAS COUNTY ELECTIONS DEPARTMENT**

**1) STATUTORY AUTHORITY FOR AND PARTIES TO THIS ELECTION SERVICES CONTRACT**

- a) Michael Scarpello is the duly appointed County Elections Administrator (“Elections Administrator”) of Dallas County, Texas (“County”) and the Department Head of the Dallas County Elections Department (“DCED”). As such, Michael Scarpello is the County’s Voter Registrar and the Election Officer of Dallas County, Texas and is authorized by Subchapter D of Chapter 31 of Title 3 and Chapter 271 of Title 16 of the Texas Election Code upon approval of the Dallas County Commissioners Court to enter into this Election Services Contract (“Election Services Contract” or “Contract”) with the contracting authorities of the Participating Political Subdivisions listed in “Attachment F” of this Election Services Contract. DCED acts at the direction of the Elections Administrator. The County Elections Administrator, DCED, and the Participating Political Subdivisions together may be referred to collectively as “Parties” or individually as “Party.”
- b) The contracting authorities of the Participating Political Subdivisions that are participating in this Election Services Contract are listed on the face page of this agreement and in “Attachment F” of this Election Services Contract and are hereby participating with each other in this **Constitutional Amendment and Joint Election to be held in Dallas County, Texas on Saturday, May 7th, 2022** under Chapter 271 of Title 16 of the Texas Election Code (“Joint Election”); and are hereby contracting with the Elections Administrator of Dallas County, Texas to perform the election services set forth in this Election Services Contract under Subchapter D of Chapter 31 of Title 3 of the Texas Election Code. The Participating Political Subdivisions acknowledge that they are participating in this Joint Election with each other to the extent that they have candidates and/or propositions on the ballot in this Joint Election. The terms and conditions of this Elections Services Contract also apply to any run-off election or re-count related to this Joint Election, unless otherwise agreed in writing.
- c) The Elections Administrator will coordinate, supervise, and handle all aspects of administering this Joint Election in accordance with the provisions of the Texas Election Code and as outlined in this Election Services Contract. Each contracting authority of each Participating Political Subdivision will pay its share of the Election Costs to the Elections Administrator for the equipment, supplies, services, and administrative costs outlined in this Election Services Contract. The Elections Administrator will administer the election; however, each Participating Political Subdivision will be responsible for the duties directly administered by the Participating Political Subdivision. Pursuant to Texas Election Code §§ 31.093, and 31.098, the Elections Administrator may enter into a contract to furnish the election services requested within this Election Services Contract.
- d) If applicable and in the event a runoff election is necessary, the date of the runoff for this Joint election would be **June 18, 2022**. This Elections Services Contract and its terms will

be automatically extended to cover the Joint Runoff Election, unless a Participating Political Subdivision states in writing **on or before May 20, 2022** that it does not wish to participate in a joint runoff election contemplated herein. DCED will provide each Participating Political Subdivision to which this Section 1(d) applies an estimated cost required to be deposited into a special and separate Joint Runoff Election account. The funds must be deposited within seven (7) days after DCED provides uncertified results.

- 2) **ATTACHMENTS** The following attachments are hereby incorporated into this Election Services Contract as if set forth herein in their entirety. The Participating Political Subdivisions acknowledge that the following attachments are subject to reasonable changes by the Dallas County Elections Administrator before, during, and after Election Day and any runoff election(s), if any runoff election(s) are required by law to be held.
- a) **“Attachment A”** is an itemized list of the estimated election expenses for this Joint Election and the amounts that each Participating Political Subdivision must deposit with the Dallas County Elections Department. It also includes the Deposit Detail for each entity. The Elections Administrator will amend “Attachment A” to reflect the changing estimates of election expenses that are caused by changing circumstances and by the withdrawal of Participating Political Subdivision(s), if any, from this Election Services Contract.
  - b) **“Attachment B”** is a list of the early voting polling places for this Joint Election. (“early voting vote center(s), or “early voting polling place(s)”
  - c) **“Attachment C”** is a list of the Election Day Countywide polling places (“vote center(s)”) for this Joint Election.
  - d) **“Attachment D”** is a list of the people that the Dallas County Elections Administrator will appoint as deputy early voting clerks for this Joint Election.
  - e) **“Attachment E”** is a list of the presiding election judges and alternate election judges for Election Day for this Joint Election.
  - f) **“Attachment F”** is a list of the Participating Political Subdivisions that will be holding elections in Dallas County election precincts and sub-precincts and the number of registered voters in each of those election precincts or partial election precincts. “Attachment F” will be amended if any of the Participating Political Subdivisions withdraw from this Election Services Contract. “Attachment F” will be amended to reflect the number of registered voters in each election precinct and sub-precinct as of the statutory deadline of **April 7, 2022** for voters to submit applications to register to vote or changes of address in this Joint Election.
  - g) **“Attachment G”** is a list of the Participating Political Subdivisions & Ballot Details
  - h) **“Attachment H”** will contain, for each Participating Political Subdivision, the full name of the person serving as a point of contact, the physical address, the mailing address, a facsimile number, and an email address. “Attachment H” will be amended if any of the Participating Political Subdivisions withdraw from this Election Services Contract.

- i) Within five (5) business days after any of the foregoing attachments are amended by the Elections Administrator, the Elections Administrator will send each Participating Political Subdivision an amended version of the amended attachment by email to the email address provided by each Participating Political Subdivision in “Attachment F.”

### 3) LEGAL DOCUMENTS

- a) Each Participating Political Subdivision will prepare, adopt, and publish all legally required election orders, resolutions, notices, and other documents that are required by, or of, their governing bodies. Each Participating Political Subdivision must send the Elections Administrator a copy of any election order, resolution, or notice related to this Joint Election within three (3) business days of publishing, adopting, or ordering it. Such documents can be sent to the attention of: **Michael Scarpello, Elections Administrator at 1520 Round Table Drive, Dallas, Texas 75247; or, emailed to DCEcommunications@dallascounty.org, with a copy sent to Michael.Scarpello@dallascounty.org on all communications related to legal documents and questions regarding this election.**
- b) Each Participating Political Subdivision is responsible for having its own election orders, resolutions, notices, or official ballot wording translated into the Spanish and Vietnamese languages.

### 4) VOTING SYSTEMS

- a) Each Participating Political Subdivision agrees that, during this Joint Election, voters will cast their ballots on the following voting systems, that are approved by the Texas Secretary of State in accordance with the Texas Election Code and the Texas Administrative Code: the ES&S ExpressVote Universal Voting System Ballot Marking Devices (“BMD(s)”), and the ES&S DS200 Digital Vote Center Scanner (“Tabulators”). Each of these systems are accessible to voters with physical disabilities. **On March 23, 2022, beginning at 10:00 A.M.**, until completed, at the County Elections Department at 1520 Round Table Drive, Dallas, Texas 75247, the Elections Administrator will test the BMDs and Tabulators used for counting ballots at the central counting station. At least 48 hours before the date and hour of each test, the Elections Administrator will publish a newspaper notice with the date, hour, and place of the testing.

- b) The Elections Administrator will provide Electronic Poll Books, BMDs, Tabulators, and any other necessary equipment for this Joint Election. For Early Voting and on Election Day, the Elections Administrator will allocate voting equipment to the vote centers in amounts reasonably sufficient for the anticipated turnout of voters.
- c) The itemized list of the estimated election expenses for this Joint Election are in "Attachment A," which includes, but may not be limited to the number of Electronic Poll Books, BMDs, Tabulators, and any other necessary equipment.

**5) POLLING PLACES/VOTE CENTERS**

- a) The Elections Administrator will select and arrange for the use of and payment for all of the early voting vote centers listed in "Attachment B" and the Election Day vote centers listed in "Attachment C". Early voting polling places and vote centers identified in Attachments "B" and "C" cannot be changed by a Participating Political Subdivision, but the Elections Administrator may consider changes requested by a Participating Political Subdivision. Any changes to vote centers are subject to the procedures outline in Section 43.007 of the Texas Election Code. The Elections Administrator will finalize the vote centers as soon as possible before this joint election.
- b) Whenever possible, previously used vote centers that voters are accustomed to using will be used in this Joint Election; however, the Participating Political Subdivisions acknowledge that sometimes previously used vote centers are not available or appropriate for every election. Accessibility under the Americans with Disabilities Act is an important consideration for all vote centers in this Joint Election.
- c) In accordance with Section 43.007(o) of the Texas Election Code, the Elections Administrator will post a notice at each vote center the four nearest vote centers by driving distance. The Participating Political Subdivisions shall be responsible for any notices required under Section 43.062 of the Texas Election Code.

**6) PRESIDING ELECTION JUDGES, ALTERNATE PRESIDING ELECTION JUDGES, ELECTION CLERKS, AND OTHER ELECTION DAY PERSONNEL**

- a) In accordance with Sections 32.002 and 32.005 of the Texas Election Code, the Parties are responsible for the appointment of the presiding election judges and alternate election judges listed in "Attachment E" for each vote center listed in "Attachment C" subject to the eligibility requirement found in the Texas Election Code Subchapter C, Chapter 32 and Subchapter A, Chapter 83. The Parties acknowledge that approval of this Election Services Contract by the Participating Political Subdivisions shall constitute approval and appointment of the Judges and Alternate Judges listed in "Attachment E" by the Participating Political Subdivisions. The Elections Administrator will be responsible for the administration of the of the election judges listed in "Attachment E".
- b) **[This provision is intentionally deleted].**
- c) If a person appointed as a presiding election judge or alternate election judge becomes ineligible to serve as such in this Joint Election, then the Election Administrator will name a replacement presiding election judge or alternate election judge, amend "Attachment

E” accordingly, and send each Participating Political Subdivision the amended “Attachment E” by email within five (5) business days after naming a replacement presiding judge or alternate presiding judge..

- d) If a person is unable or unwilling to serve as a presiding election judge or an alternate election judge, then the Elections Administrator will name a replacement presiding election judge or send each Participating Political Subdivision the amended “Attachment E” by email within five (5) business days after naming a replacement presiding judge or alternate presiding judge.
- e) The Elections Administrator will provide county training programs, in keeping with Section 32.114 of the Texas Election Code, for all of the presiding election judges, alternate election judges, and election clerks for this Joint Election. Pursuant to Section 32.114(b), the training programs will be open to the public free of charge.
- f) To serve in this Joint Election, each presiding election judge and alternate election judge must have attended either an online or in-person training class which includes information regarding recent law changes, court rulings, Voter ID laws, Poll Watcher rules, Election Equipment, election procedures, and COVID-19 safety procedures. New judges and election clerks must attend an in-person training class.
- g) The Elections Administrator will notify the Participating Political Subdivisions by email and post on the DCED’s website the dates, times, and locations of training classes for both Early Voting and Election Day Workers.
- h) To comply with the Federal Voting Rights Act of 1965, as amended, vote centers are required to have interpreter assistance. If a presiding election judge of such a vote center is not bilingual and is unable to hire a bilingual election clerk, the Elections Administrator may recommend an individual to provide interpreter assistance. If the Elections Administrator is unable to recommend an individual to provide interpreter assistance for such a vote center, the Elections Administrator will notify the Participating Political Subdivision and request assistance in identifying an interpreter. In the event that a bilingual election clerk is hired by the Elections Administrator for a vote center required to have interpreter assistance, the bilingual clerk will be paid according to a rate set by the Elections Administrator. The Elections Administrator will charge that expense to the funds deposited with the Dallas County Elections Department for the conduct of the elections listed in this Election Services Contract. A Participating Political Subdivision may pay more money to a bilingual clerk than the rate set by the Elections Administrator, however that expense will be borne by that Participating Political Subdivision individually and that extra expense will not be charged to the funds deposited with the Dallas County Elections Department for the conduct of the elections listed in this Election Services Contract.
- i) The Elections Administrator will notify all presiding election judges and alternate election judges about the eligibility requirements of Subchapter C of Chapter 32 of Title 3 of the Texas Election Code and Section 271.005 of the Texas Election Code. The Elections Administrator will take the necessary steps to ensure that all of the presiding election

judges, and alternate election judges appointed to serve during this Joint Election are eligible to serve and qualified to serve in this Joint Election. Under Section 32.031 of the Texas Election Code, the presiding election judge for each vote center shall appoint the election clerks to assist the presiding election judge in the conduct of the election at the vote center served by the presiding election judge on Election Day.

- j) The presiding election judges are responsible for picking up election supplies at the time and place determined by the Elections Administrator, which will be set forth in the letter to the presiding election judges requesting service for this election. Payments for the presiding election judge will be specified in "Attachment A."
- k) Any Participating Political Subdivision electing to pay their election workers for attending a training class must bear that expense separately from the funds deposited into this Joint Election account.
- l) The Elections Administrator will employ and or contract for other personnel necessary for the proper administration of the election, including such part-time help as is necessary to prepare for the election, to ensure the timely delivery of services, supplies, and equipment, during the period of Early Voting and on Election Day, and for the efficient tabulation of ballots at the central counting station.

#### **7) SUPPLIES AND PRINTING**

- a) The Elections Administrator will obtain and distribute all of the election supplies and election printing necessary for this Joint Election, including, but not limited to, all forms, signs, and other materials used by the presiding election judges and clerks at the vote centers.
- b) The Elections Administrator will provide maps, if necessary, instructions, and other information that the presiding election judges need to conduct this Joint Election.
- c) Each Participating Political Subdivision must deliver a list to the Elections Administrator of candidates and propositions for their elections. The list must be in English, Spanish, and Vietnamese. The list must include the ballot positions for the candidates and the propositions. The list must include the correct spelling of each candidate's name and the precise wording of all the propositions. The Elections Administrator will email each Participating Political Subdivision a form for their use to create the required list. As soon as possible after each Participating Political Subdivision has determined its ballot positions for the candidates and propositions in its election, the Participating Political Subdivision must email the completed form to the Elections Administrator. The Elections Administrator will use the forms received from the Participating Political Subdivisions to create the ballot styles for this Joint Election. The Elections Administrator will deliver the proposed ballots to the Participating Political Subdivisions for approval. Each Participating Political Subdivision will be responsible for proofreading the proposed ballots and notifying the Elections Administrator of any corrections that are required for their particular ballots. The Elections Administrator is responsible for implementing the corrections made by the Participating Political Subdivisions to their ballots and then

producing the ballots for this Joint Election.

**8) OPTICAL SCAN CARD BALLOTS**

- a) The Elections Administrator will supply a sufficient number of ballots to assure that there will be more than enough ballots for the expected turnout for the Joint Election. The ballots will be allocated based on an analysis of voter turnout for comparable elections at each vote center.
- b) Ballot usage shall be monitored by the Elections Administrator during early voting and on Election Day and additional ballots will be allocated if necessary.

**9) RETURNS OF ELECTIONS**

- a) The County and the Elections Administrator will establish a central counting station to receive and tabulate ballots cast in this Joint Election under Chapter 127 of Title 8 of the Texas Election Code. The Participating Political Subdivisions will designate the central counting station established by the County and Elections Administrator in accordance with Section 127.001(b) of the Texas Election Code.

- b) The County and the Elections Administrator hereby, in accordance with Sections 127.002, 127.003 and 127.005 of the Texas Election Code, appoint the following central counting station officials:

Central Count Station Manager: **Michael Scarpello**, Dallas County Elections Administrator

Tabulation Supervisor: **Danielle Grant**, Central Count Station Manager

Assistant Tabulation Supervisor: **Angelica Munoz** Central Count Station Lead Clerk

The Parties hereby, in accordance with Sections 127.005 of the Texas Election Code, appoint the following central counting station officials:

Presiding Judge: **TBD**, Appointed by the Parties

Alternate Presiding Judge: **TBD**, Appointed by the Parties

- c) The Central Count Station Manager or their representative will deliver timely, cumulative reports of the election results as vote centers are tabulated. The Central Count Station Manager will be responsible for releasing cumulative totals and vote center election returns from the election to the Participating Political Subdivisions, candidates, press, and the general public by the distribution of hard copies or electronic transmittals (where

accessible). The Elections Administrator will operate an election result center to release election results in the **Dallas County Elections Operations Facility, 1520 Round Table Dr., Dallas, Texas 75247.**

- d) The Elections Administrator will link to any Participating Political Subdivision's website to DCED's website. Participating Political Subdivisions that want such website linkage should deliver their website address to the Tabulation Supervisor at DCED.
- e) The Elections Administrator will prepare the unofficial canvass report after the results from all vote centers have been counted, and will email a copy of the unofficial canvass to each Participating Political Subdivision as soon as possible after all returns, provisional ballots, and late overseas ballots have been tabulated, but no later than **May 18, 2022.** All Participating Political Subdivisions will be responsible for the official canvass of their respective elections.
- f) The Elections Administrator will be responsible for conducting the post-election manual recount, unless the Texas Secretary of State grants a waiver under Section 127.201 of the Texas Election Code. If no such waiver is given, the Elections Administrator will provide notice and copies of the recount to each Participating Political Subdivision and the Secretary of State's Office. Each Participating Political Subdivision must notify the Elections Administrator if such a waiver has been granted or denied as soon as possible, but no later than five (5) calendar days before Election Day.

#### **10) ELECTION EXPENSES**

- a) The Participating Political Subdivisions agree to share the costs of administering this Joint Election as specified in "Attachment A." The Election Administrator will charge a general supervisory fee not to exceed ten (10%) percent of the total cost of this Joint Election as authorized by Section 31.100 of the Texas Election Code. In no event will the ten (10%) percent general supervisory fee be refunded to any Participating Political Subdivision. If the ballot, candidates, or propositions supplied by the Participating Political Subdivision are changed after their initial programming and/or printing by the Elections Administrator due to a court order from a court of competent jurisdiction, the affected Participating Political Subdivision(s) agrees to pay all expenses associated with re-printing and re-programming the ballots pursuant to a court order including expenses for expedited services and "Attachment A" will be amended by the Election Administrator.
- b) Allocation of costs among the Participating Political Subdivisions will be according to a formula based on the total cost of the Joint Election multiplied by the Participating Political Subdivision's percentage of the total current, and active registered voters for the Joint Election ("Election Costs"). Any Participating Political Subdivision that requests additional vote centers, personnel, or equipment that exceeds the Election Costs will be billed directly for any excess expenditures (e.g. supplies, equipment, personnel, etc.). **The cost of any special request from a Participating Political Subdivision, which is not agreed upon by all Participating Political Subdivisions, will be borne by the Participating**

**Political Subdivision making the special request.**

- c) The expenses for early voting by mail and personal appearance will be paid by each Participating Political Subdivision as set forth in “Attachment A.”
- d) The Elections Administrator will determine the final election expenses to the extent practicable within one hundred and eighty (180) business days after the final canvass of this Joint Election or the runoff election, if any. The Elections Administrator will provide each Participating Political Subdivision with a final, written accounting of all money that was deposited into, and payments that were made from, the Joint Election account(s) maintained by the Dallas County Elections Department for this Joint Election and the runoff election, if any.
- e) If the Elections Administrator requires additional money to perform their obligations under this Election Services Contract, then the Elections Administrator will bill each Participating Political Subdivision using the same method used to determine each Participating Political Subdivision’s required deposit in “Attachment A” of this Election Services Contract (“Final Bill”). The Participating Political Subdivision shall pay the Final Bill within thirty (30) days of receipt except for any amount the Participating Political Subdivision files a timely good faith dispute under Section 17 of this Election Services Contract. After all of the expenses of this Joint Election are paid and disputes, if any, resolved, any monies that remain in the account maintained by the Dallas County Elections Department for this Election Services Contract will be refunded to the Participating Political Subdivisions (the “Refund”) as soon as practicable.

**11) DEPOSIT OF FUNDS**

- a) Attachment A: Cost Audit details the cost and expenses anticipated for this election; Participating Political Subdivisions will initially receive an estimate cost audit. The Final Bill will be distributed as soon as all cost and expenses for the election can be determined. Each Participating Political Subdivision hereby agrees to deposit with the Dallas County Elections Department one hundred (100%) percent of the full balance of money listed for their entity in “**Attachment A: Deposit of Funds Detail**” of this Election Services Contract by the due date of (on or before) **February 18, 2022**. The Dallas County Elections Department will place the money deposited by the Participating Political Subdivisions in a Joint Election account.
- b) The deposit of funds by each Participating Political Subdivision is an express condition precedent to the participation of each Participating Political Subdivision in this Election Services Contract. A Participating Political Subdivision may seek an extension from the Elections Administrator as to the due date for the deposit of funds. Such an extension must be sought in writing and prior to due date for such deposit by the Participating Political Subdivision. Any decision(s) made by the Elections Administrator will be provided in writing to the Participating Political Subdivision. The Elections Administrator, however, shall not be required to grant an extension for the deposit of funds by a Participating Political Subdivision. For any Participating Political Subdivision that fails to

deposit the total amounts specified in "Attachment A" by the dates specified in this Election Services Contract or any extension granted by the Elections Administrator, the Elections Administrator will be relieved from the responsibility to perform under this Election Services Contract for such Participating Political Subdivision.

- c) The Elections Administrator will only draw money from this Joint Election account to pay for election expenses that are included in "Attachment A" to this Election Services Contract and for other expenses that the Participating Political Subdivisions agree to in writing.
- d) If a Participating Political Subdivision withdraws completely from this Joint Election by **March 4, 2022**, then the Elections Administrator will refund (as soon as practicable) that Participating Political Subdivision's deposit, less any money already expended before the withdrawal and less the general supervisory fee authorized by Section 31.100 of the Texas Election Code. In the event of a partial withdrawal from this Joint Election, deposits will not be refunded to the Participating Political Subdivisions.
- e) The Elections Administrator will not make partial refunds to a Participating Political Subdivision if any candidate(s) or propositions do not appear on the ballot for that Participating Political Subdivision.
- f) Deposits should be made out to Dallas County Elections Department and delivered within the mandatory time frame to:

**Michael Scarpello**  
**Dallas County Elections Administrator**  
**1520 Round Table Drive**  
**Dallas, Texas 75247**

In the "memo" section of check place Election Escrow Account: **TBD**

## **12) RECORDS OF THE ELECTION**

- a) The Elections Administrator is hereby appointed the general custodian of the voted ballots and all election records of this Joint Election to the extent authorized by Sections 31.094, 31.095, 31.096, and 31.097 of the Texas Election Code.
- b) Access to the election records will be available to each Participating Political Subdivision as well as to the public in accordance with the Texas Public Information Act, Chapter 552, Government Code, at the **Dallas County Elections Department, 1520 Round Table Drive, Dallas, Texas 75247** at any time during normal business hours. The Elections Administrator will ensure that the records are maintained in an orderly manner, so that records are clearly identifiable and retrievable per records storage container. However, access to election records that contain confidential information that must be redacted pursuant to federal or state law may be provided at the offices of the Civil Division of the Criminal District Attorney's Office of Dallas County, Texas at 411 Elm Street, 5<sup>th</sup> Floor, Dallas, Texas.
- c) Pursuant to Section 66.058 of the Texas Election Code, the Elections Administrator will retain the election records at the Elections Administrator's main offices and Elections

Warehouse for **sixty (60) days** after the date of this Joint Election. **Sixty (60) days** after the date of this Joint Election, the Elections Administrator may arrange for transport of this Joint Election's records to the Dallas County Record Storage facility. If so, the Joint Election's records will then become the responsibility of Dallas County Record Storage for the remainder of the **twenty-two (22) month** preservation period. Dallas County Record Storage will be responsible for the destruction of this Joint Election records after the preservation period. The Participating Political Subdivisions agree the Elections Administrator may destroy the records from this Joint Election after the **twenty-two (22) month** preservation period without further notice to the Participating Political Subdivisions, unless the events in Section 12 (d) occur.

- d) The Participating Political Subdivisions must notify the Elections Administrator in writing within three (3) business days after any official or employee of any Participating Political Subdivision becomes aware of any election contest in connection with this Joint Election. In accordance with Section 1.013 of the Texas Election Code, the election records must be preserved until any election contest is completed and a judgment, if any, becomes final. Also, the election records will be maintained by the Elections Administrator if there is an active criminal investigation, proceeding, or a pending request for public information, related to the election records until such investigation, proceeding, or request for public information is finally concluded.
- e) The Participating Political Subdivisions acknowledge and agree that the Elections Administrator reserves the right to intervene in any election contest or litigation in connection with this Joint Election in order to preserve any available remedies at law, and to preserve the Elections Administrator's obligations under this Contract and the Texas Election Code.
- f) If the Participating Political Subdivisions have changed their single member districts since their last election, the Subdivisions must submit new boundaries by **February 4, 2022**.
- g) The Elections Administrator will provide each Participating Political Subdivision records that indicate the jurisdictional boundaries of each Participating Political Subdivision by **February 21, 2022**. Each Participating Political Subdivision will have until **February 25, 2022** to verify in writing that the jurisdictional boundaries provided by the Elections Administrator are correct.

### **13) EARLY VOTING**

- a) Under Sections 31.094 and 271.006 of the Texas Election Code, the Participating Political Subdivisions hereby appoint the Elections Administrator to be the early voting clerk for all of the political subdivisions participating in this Joint Election. The deputy early voting clerks that will be appointed by the Elections Administrator are listed in "Attachment D."
- b) **[This provision is intentionally deleted]**
- c) Any qualified voter for this Joint Election may vote early by personal appearance at the main early voting polling place or at one of the early voting branch polling places listed in Attachment B. Early voting will be conducted as follows:

**Monday-Friday, April 25-29 2022 from 8:00 a.m. to 5:00 p.m.**

**Saturday, April 30, 2022 from 8:00 a.m. to 5:00 p.m.**

**Sunday, May 1, 2022 from 12:00 p.m. to 6:00 p.m.**

**Monday-Tuesday, May 2-3 from 7:00 a.m. to 7:00 p.m.**

- d) All requests for early voting ballots by mail that are received by a Participating Political Subdivision must be transported by runner on the day of receipt to the Dallas County Elections Department, Elections Operations Facility at 1520 Round Table Drive, Dallas, Texas 75247 for processing. Persons voting by mail must send their voted ballots to the Dallas County Elections Department.
- e) All early voting ballots will be prepared for counting by an Early Voting Ballot Board appointed under Subchapter A of Chapter 87 of the Texas Election Code. The Parties agree to submit one individual for consideration by the presiding judge to be appointed as a member of the Early Voting Ballot Board and will notify DCED of the individual's name, telephone number, mailing address, and email address, if any, no later than \_\_\_\_\_, 2022. The Parties agree to appoint **Chaka Terrell** as the presiding judge and **Patty Clapp** as alternate judge of the Early Voting Ballot Board. In accordance with Section 87.002(c) of the Texas Election Code, the presiding judge will appoint at least one or more members to the Early Voting Ballot Board. A list of Early Voting Ballot Board members will be furnished to each Participating Political Subdivision.
- f) A signature verification committee will be appointed in accordance with Section 87.027 of the Texas Election Code. A list of the members of the signature verification committee will be furnished to each Participating Political Subdivision.
- g) The presiding judge of the Early Voting Ballot Board shall deliver notices of rejected ballots in compliance with Section 87.0431, Texas Election Code.

#### **14) CRIMINAL BACKGROUND CHECKS**

The Elections Administrator, their agent or assignee will conduct a criminal background check (in accordance with statutory requirements) of any person who is expected to or scheduled to serve or work in this Joint Election at either the Elections Department or an Early Voting location. Any person that does not satisfactorily pass the criminal background check will be ineligible to serve or work in this Joint Election. Failure to obtain a criminal background check does not release the participating entity's obligation to pay for service rendered in good faith. Additionally, DCED will conduct a review of all poll workers against the Texas Public Sex Offender Registry and provide the results to the Parties.

#### **15) ELECTION REPORTS**

During the early voting period for this Joint Election, the Elections Administrator will deliver daily reports to each Participating Political Subdivision of the Early Voting Location Turnout Totals and Early Voting Roster. The day after the early voting period ends, the

Elections Administrator will deliver to each Participating Political Subdivision, a Daily Early Voting Roster by vote center report that includes the entire Early Voting period. Pursuant to the Texas Election Code Section 87.121, the Elections Administrator will deliver these election reports by providing a link to a website posting.

#### **16) WITHDRAWAL FROM CONTRACT**

- a) No deposits will be refunded after the deadline to withdraw from this Election Services Contract has passed.
- b) In order to withdraw from this Election Services Contract, a Participating Political Subdivision must deliver to the Elections Administrator any certifications and declarations that are required under Subchapter C or Subchapter D of Chapter 2 of Title 1 of the Texas Election Code.
- c) The Elections Administrator will bill any Participating Political Subdivision that withdraws from this Election Services Contract for any expenses incurred prior to the Elections Administrator receiving copies of the certifications and declarations that are required under Subchapter C or Subchapter D of Chapter 2 of Title 1 of the Texas Election Code.
- d) If there are any withdrawals from this Joint Election, within ten (10) business days after the deadline for Participating Political Subdivisions to make declarations under Subchapter C or Subchapter D of Chapter 2 of Title 1 of the Texas Election Code, said deadline being **March 4, 2022**, the Elections Administrator will amend the attachments to this Election Services Contract as appropriate and provide updated copies of the amended attachments to all of the remaining Participating Political Subdivisions.
- e) The general supervisory fee authorized by Section 31.100 of the Texas Election Code will not be refunded.

#### **17) AUDITING AND PROHIBITION ON WITHHOLDING OF DEPOSITS**

- a) The Dallas County Auditor will conduct a review of the deposits and expenditures related to this Election Services Contract before the Final Bill or Refund is submitted to the Participating Political Subdivisions. Refunds will be submitted as soon as practicable.
- b) The Participating Political Subdivisions may request a financial audit of the Final Bill or Refund or dispute the Final Bill or Refund under this Section, if: 1) the Final Bill exceeds ten percent (10%) of the amount of the Participating Political Subdivision's initial deposit as required in "Attachment A" to this Election Services Contract; or 2) the accounting accompanying the Refund is ten percent (10%) less than the amount the Participating Political Subdivision determines, should be refunded, after its good faith review. The request for a financial audit or dispute must be done in accordance with Section 17 (d) below.
- c) Should the events in Section 17 (b) occur, in lieu of an audit or dispute, the Participating Political Subdivision may make a request that the Elections Administrator ask the Dallas County Auditor to review the cost allocation methodology for the Participating Political Subdivision's Final Bill or Refund ("Review Request"). Participating Political Subdivisions

must submit a Review Request to the Elections Administrator within five (5) business days of receipt of the Final Bill or the Refund, whichever is later. The Review Request must set forth, in detail, the basis for any challenge to the Final Bill or Refund. Corrections to the Participating Political Subdivision's Final Bill or the Refund, based on a Review Request, will be determined at the sole discretion of the Elections Administrator. A Review Request does not extend the timeframe in Section 17(d).

- d) Should the circumstances giving rise to an audit or dispute in Section 17 (b) occur, the Participating Political Subdivision may send a formal written notice of dispute of the Final Bill or Refund ("Dispute Notice") to the Elections Administrator. This Dispute Notice must be received by the Elections Administrator no later than thirty (30) calendar days from the date the Participating Political Subdivision receives the Final Bill or Refund. This Dispute Notice must provide: 1) an itemization of the disputed charge(s) by the Participating Political Subdivision; 2) the basis for the dispute; 3) the methodology showing how the Participating Political Subdivision arrived at the amount disputed; and 4) documentation in support thereof. The Participating Political Subdivision will have no right to withhold any undisputed amounts set forth in this Election Services Contract or reflected in the Final Bill. Payment of undisputed amounts in the Final Bill must be made by the Participating Political Subdivision as set forth in Section 10 (e) of this Election Services Contract.
- e) Failure of the Participating Political Subdivision to submit a timely Dispute Notice, as set forth in Section 17(d), shall waive any and all disputes, claims, or challenges to the Final Bill or Refund by the Participating Political Subdivision. The entire amount of the Participating Political Subdivision's Final Bill shall be due immediately; or, any estimated refund amounts will become final.
- f) If the Participating Political Subdivision files a timely Dispute Notice in compliance with Section 17(d), the Participating Political Subdivision will have the right to conduct a good faith financial audit ("Financial Audit") for the deposits and expenditures related to this Elections Services Contract. In conducting the Financial Audit, the Participating Political Subdivision will have no greater right to demand access to or copies of the County's governmental or election records than those rights specified in the Texas Election Code and the Texas Public Information Act. The cost of any Financial Audit conducted by the Participating Political Subdivision shall be borne by the requesting Participating Political Subdivision and may not be paid for with funds deposited with the Dallas County Elections Department under this Election Services Contract. Further, the Participating Political Subdivision conducting the Financial Audit shall pay the Elections Administrator the reasonable costs for time expended and copies provided in order to perform the Financial Audit. If the Financial Audit identifies overcharges by the Elections Administrator of more than ten percent (10%) of the initial deposit amount required by "Attachment A", the Elections Administrator will review and assess the findings of the Financial Audit and will negotiate, in good faith, to resolve any disputes for overcharges with the Participating Political Subdivision. The Elections Administrator shall not be bound by the findings or recommendations of the Participating Political Subdivision's Financial Audit. The financial records will be retained at the County Election Administrator's office until the conclusion

of the Financial Audit and resolution of all outstanding audit disputes.

- g) In the event the representatives of the Participating Political Subdivision and the Elections Administrator cannot agree on the amount of the disputed Final Bill as set forth in this Section, then the Parties may agree to submit to non-binding mediation. If mediation is acceptable to both parties to resolve a dispute concerning the disputed Final Bill, the Parties will agree to use a mutually agreed-upon mediator. Unless the Parties come to a written agreement at mediation, the mediation will not constitute a final and binding resolution of the dispute.
- h) The Participating Political Subdivision acknowledges that the practical effect of the Participating Political Subdivision withholding undisputed funds that are required under this Election Services Contract would result in breach of this Elections Services Contract and the other Participating Political Subdivisions' taxpayers subsidizing the withholding Participating Political Subdivision's election expenses.

#### **18) NOTICE**

Any addendum to, change/modification of, clarification of, and/or withdrawal from this contract requires written notice to and written approval by Dallas County. Whenever this Election Services Contract requires any consent, approval, notice, request, or demand, it must be in writing to be effective and must be delivered to the party intended to receive it as shown below:

**Address for notice to the Elections Administrator:**

Michael Scarpello  
Dallas County Elections Administrator  
1520 Round Table Drive  
Dallas, Texas 75247  
(214) 819-6334 telephone  
(214) 819-6301 facsimile

and, to the physical addresses and facsimile numbers for notice to the Participating Political Subdivisions are in "Attachment F" to this Election Services Contract. Any written notice required under this Contract shall be deemed to have been given when personally delivered, or if mailed, seventy-two (72) hours after deposit of the same in the United States Mail, postage prepaid, certified, or registered, return receipt requested, properly addressed to the contact person shown at the respective addresses set forth above, or at such other addresses as shall be specified by written notice delivered in accordance this notice section.

#### **19) LIABILITY FOR NEGLIGENCE**

**ALL PARTIES TO THIS ELECTION SERVICES CONTRACT AGREE TO BE RESPONSIBLE, IN ACCORDANCE WITH APPLICABLE STATE OR FEDERAL LAW, EACH FOR THEIR OWN**

NEGLIGENT ACTS OR OMISSIONS, OR OTHER TORTIOUS CONDUCT IN THE COURSE OF PERFORMANCE OF THIS ELECTION SERVICES CONTRACT WITHOUT WAIVING ANY SOVEREIGN IMMUNITY, GOVERNMENTAL IMMUNITY, STATUTORY IMMUNITY, OR OTHER DEFENSES AVAILABLE TO THE PARTIES UNDER FEDERAL OR STATE LAW. NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO CREATE OR GRANT ANY RIGHTS, CONTRACTUAL OR OTHERWISE, IN OR TO ANY THIRD PERSONS OR ENTITIES. ALL PARTIES AGREE THAT ANY SUCH LIABILITY OR DAMAGES OCCURRING DURING THE PERFORMANCE OF THIS ELECTION SERVICES CONTRACT CAUSED BY THE JOINT OR COMPARATIVE NEGLIGENCE OF THE PARTIES, OR THEIR EMPLOYEES, AGENTS OR OFFICERS WILL BE DETERMINED IN ACCORDANCE WITH COMPARATIVE RESPONSIBILITY LAWS OF TEXAS, BUT ONLY TO THE EXTENT SUCH LAWS ARE APPLICABLE TO THE PARTY.

TO THE EXTENT PERMITTED BY LAW, IF LEGAL ACTION IS FILED AGAINST A PARTY TO THIS ELECTION SERVICES CONTRACT, THAT PARTY SHALL BE SOLELY RESPONSIBLE FOR THEIR OWN RESPECTIVE COSTS AND DEFENSE OF THAT SUIT.

#### **20) CHOICE OF LAW**

This Election Services Contract will be governed and interpreted by the laws of the State of Texas.

#### **21) VENUE AND JURISDICTION**

The courts of the State of Texas and the United States of America that are physically located in Dallas, Dallas County, Texas are the exclusive jurisdiction and venue for any lawsuit, cause of action, temporary restraining order, temporary injunction, injunction, petition for extraordinary relief, mandamus, or any other legal proceeding or claim arising out of the performance of this Election Services Contract.

#### **22) SEVERABILITY**

If any term of this Election Services Contract is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the terms of this Election Services Contract will remain in full force and effect and will in no way be affected, impaired, or invalidated.

#### **23) ENTIRE CONTRACT**

This Election Services Contract, including any exhibits or attachments, contains the entire agreement between the Elections Administrator and the Participating Political Subdivisions concerning the duties required by this Election Services Contract. The Elections Administrator of Dallas County, Texas and each Participating Political Subdivision hereby expressly warrant and represent that they are not relying on any promises or agreements that are not contained in this Election Services Contract concerning any of the terms in this Election Services Contract. Except otherwise specified in this Election Services Contract, no modification, amendment, novation, renewal, or other alteration of this Election Services Contract shall be effective unless mutually agreed upon in writing and executed by the Parties hereto.

#### **24) PLURALITY, GENDER, AND HEADINGS**

In this Election Services Contract, words in the singular number include the plural, and those in the plural include the singular. Words of any gender also refer to any other gender. Headings in this Election Services Contract are terms of inclusion, not exclusion.

## **25) RELATIONSHIP OF PARTIES**

The Participating Political Subdivisions, including their agents, or employees, are independent contractors and not an agent, servant, joint enterpriser, joint venturer, or employee of the County Elections Administrator, the County or DCED, and are responsible for their own acts, forbearance, negligence and deeds, and for those of their agents, or employees in conjunction with the performance of services covered under this Election Services Contract. The Participating Political Subdivisions represent that they have, or will secure at their own expense, all personnel and consultants required in performing the Services herein. Such personnel and consultants shall not be employees of or have any contractual relationship with the County, the County Elections Administrator, or DCED.

## **26) FORCE MAJEURE**

No Party shall be in default or responsible for delays or failures in performance resulting from causes beyond its control. Such causes include but are not limited to acts of God, fire, storm, flood, earthquake, natural disaster, pandemic, epidemic, nuclear accident, strike, air traffic disruption, lockout, riot, freight embargo, public regulated utility, or governmental statutes, orders, or regulations superimposed after the fact. Any Party delayed by force majeure shall as soon as reasonably possible give the other Party written notice of the delay. The Party delayed shall use reasonable diligence to correct the cause of the delay, if correctable, and if the condition that caused the delay is corrected, the Party delayed shall immediately give the other Parties written notice thereof and shall resume performance under this Election Services Contract as soon as practicable. The date of delivery or of performance shall be extended for at least a minimum time period equal to the time lost by reason of the delay.

## **27) DEFAULT/CUMULATIVE RIGHTS/MITIGATION.**

It is not a waiver of default if the non-defaulting Party fails to immediately declare a default or delays in taking any action. The rights and remedies provided by this Election Services Contract are cumulative, and no Party's use of any right or remedy will preclude or waive its right to any other remedy. These rights and remedies are in addition to any other rights the Parties may have by law, statute, ordinance or otherwise. All Parties have a duty to mitigate damages.

## **28) CONTRA PROFERENTEM**

The legal doctrine of contra proferentem will not apply to this Election Services Contract. Consequently, any ambiguity that may exist in this Election Services Contract will not be construed against the Party who drafted this Election Services Contract.

## **29) ORDER OF PRECEDENCE**

Any inconsistencies in this Election Services Contract will be resolved by reviewing and

considering this Election Services Contract and Attachments A through G to this Election Services Contract together in context with each other.

**30) SIGNATORY WARRANTY**

Dallas County and the Elections Administrator of Dallas County, Texas and all of the contracting authorities of all of the Participating Political Subdivisions listed in "Attachment F" of this Election Services Contract represent that each has the full right, power and authority to enter into and perform this Election Services Contract in accordance with all of its terms and conditions, and that the execution and delivery of this Election Services Contract has been made by authorized representatives of the Participating Political Subdivisions to validly and legally bind the Participating Political Subdivisions to all terms, performances, and provisions set forth in this Election Services Contract.

**31) COUNTERPARTS.**

This Election Services Contract may be executed in any number of counterparts with the same effect as if all signatory parties had signed the same document. All counterparts will be construed together and will constitute one and the same instrument.

**[Signatures on following page]**

**WITNESS HEREOF**, the parties hereto have executed in triplicate originals this Election Services Contract on this \_\_\_\_\_ day of \_\_\_\_\_ 2022. (“Effective Date”)

**DALLAS COUNTY:**

\_\_\_\_\_  
CLAY JENKINS  
DALLAS COUNTY JUDGE

**RECOMMENDED AND APPROVED:**

\_\_\_\_\_  
MICHAEL SCARPELLO  
COUNTY ELECTIONS ADMINISTRATOR  
DALLAS COUNTY, TEXAS

**APPROVED AS TO FORM\***

\_\_\_\_\_  
James R. Palomo  
ASSISTANT DISTRICT ATTORNEY,  
DISTRICT ATTORNEY  
DALLAS COUNTY CRIMINAL ATTORNEY’S  
OFFICE, CIVIL DIVISION

\*By law, the Criminal District Attorney’s Office may only advise or approve contracts or legal documents on behalf of its clients. It may not advise or approve a contract or legal document on behalf of other parties. Our review of this document was conducted solely from the legal perspective of our client. Our approval of this document was offered solely for the benefit of our client. Other parties should not rely on this approval, and should seek review and approval by their own respective attorney(s).

**ACCEPTED TO AND AGREED TO BY THE \_\_\_\_\_:**

APPROVED

\_\_\_\_\_  
[INSERT NAME AND POSITION]



# Dallas County Elections Department

1520 Round Table Drive  
Dallas, Texas 75247

May 7, 2022 Joint Election

## ESTIMATED COST INVOICE

ENTITY ESTIMATE

Subject to Change

### EXHIBIT - A

- 37 Entities
- 47 EV Locations
- 469 ED Vote Centers

Registered Voter Split	TOTAL	GISD
Total Number of Registered Voters	4,159,861	164,878
<b>Cost Per Registered Voter (w/o ESF)</b>	<b>\$0.70</b>	\$0.70
Total Cost	\$2,920,971.80	\$115,774.06
% of Units	100%	3.96%
	TOTAL	GISD
Election Total	\$2,920,971.80	\$115,774.06
Exceptional Cost	\$0.00	\$0.00
Election Services Fee (ESF)	\$194,782.03	\$11,577.41
<b>Total Cost</b>	<b>\$3,115,753.83</b>	<b>\$127,351.46</b>
<b>Cost Per Registered Voter (w. ESF)</b>	<b>\$0.75</b>	<b>\$0.75</b>
Amount of Deposit	\$0.00	
<b>(Overpaid)/Underpaid</b>	<b>\$3,115,753.83</b>	<b>\$127,351.46</b>

EXP. CODE	EARLY VOTING	UNITS	UNIT COST	ESTIMATED	GISD
<b>POSTAGE</b>					
2180	Printing of Mail Ballots (AC)	10,000	\$0.45	\$4,500.00	\$178.36
2180	Mail Ballot Kits (AC)	10,000	\$3.25	\$32,500.00	\$1,288.15
2180	Mail Bad Mail Kits (AC)	3,000	\$3.20	\$9,600.00	\$380.50
2170	Postage Ballots Mailed	10,000	\$1.63	\$16,300.00	\$646.06
2170	Postage for Non-Returned Mailed Ballots	3,000	\$1.21	\$3,630.00	\$143.88
2170	Postage for Returned Mailed Ballots	7,000	\$1.21	\$8,470.00	\$335.71
2170	Postage Rejected / Incomplete Mail Ballots	56	\$1.62	\$90.72	\$3.60
<b>EQUIPMENT RENTAL</b>					
7030	EV Furniture Rental	Various EV Locations		\$8,000.00	\$317.08
7040	EV Model DS200 (Tabulator/Scanner)	47	\$464.10	\$21,812.70	\$864.56
7040	EV ExpressVote Ballot Marking Device (ADA)	47	\$295.00	\$13,865.00	\$549.55
7040	EV EPB Printer	141	\$27.73	\$3,909.93	\$154.97
7040	EV ExpressVote Booth	400	\$89.50	\$35,800.00	\$1,418.95
7040	EV Provisional Bags	47	\$5.00	\$235.00	\$9.31
7050	EV Van / Car Rental		Mini-Vans (Techs)	\$8,500.00	\$336.90
7211	Sprint/Frontier (Landline Charges)	Use of Service During EV Period		\$6,000.00	\$237.81
7213	Cell Phones/Phone Lines/Internet access	Tech. - Regional Sites - Polling Locations		\$1,500.00	\$59.45
<b>RENTAL BUILDINGS</b>					
7010	Building Rental	Various Locations		\$55,000.00	\$2,179.95
5590	Custodial Charges	Various Locations		\$25,000.00	\$990.89
<b>PERSONNEL</b>					
1020	EV Election Department FT (OT Reg.)	Various		\$1,500.00	\$59.45
1050	EV Clerks (OT) 30 Hrs	169	\$24.06	\$122,003.14	\$4,835.65
1050	EV Election Department FT (OT)	Various		\$15,000.00	\$594.53
1050	EV Election Department FT - Central Count (OT)	3	Staffs	\$1,500.00	\$59.45
1050	EV Election Department FT - Warehouse (OT)	6	Staffs	\$9,500.00	\$376.54
1050	EV Election Department PT (OT)	Various		\$7,500.00	\$297.27
1050	EV Election Department PT - Warehouse (OT)	Various		\$2,500.00	\$99.09
1050	EV Judges (OT) 30 Hrs	47	\$25.49	\$35,939.88	\$1,424.49
1050	EV Mail Clerks PT (OT)	Various		\$800.00	\$31.71
1050	EV Building Security (OT)	Various		\$1,500.00	\$59.45
1050	EV Techs (OT) 49 Hrs	7	\$24.68	\$9,000.00	\$356.72
1050	EV Training Trainers (OT)	5	\$27.54	\$6,500.00	\$257.63
1050	EV Ballot Board Committee (OT)	4	\$27.00	\$500.00	\$19.82
1050	EV Ballot Board Judge (OT)	12 days	\$27.00	\$500.00	\$19.82
1050	EV Signature Verification Committee (OT)	6	\$27.00	\$500.00	\$19.82
1050	EV Signature Verification Supervisor (OT)	12 days	\$27.00	\$500.00	\$19.82
1060	EV Ballot Board Committee (ST)	17	\$18.00	\$7,500.00	\$297.27
1060	EV Ballot Board Judge (ST)	12 days	\$18.00	\$1,500.00	\$59.45
1060	EV Central Count (ST)	4	Staffs	\$1,000.00	\$39.64
1060	EV Clerks (ST)	271	\$16.04	\$347,801.18	\$13,785.26
1060	EV Election Department PT (ST)	Various		\$15,000.00	\$594.53
1060	EV Election Department PT - Warehouse (ST)	Various		\$11,000.00	\$435.99
1060	EV Judges (ST)	47	\$16.99	\$63,893.12	\$2,532.43
1060	EV Mail Clerks PT (ST)	Various		\$5,000.00	\$198.18
1060	EV Signature Verification Committee (ST)	7	\$18.00	\$3,000.00	\$118.91
1060	EV Signature Verification Supervisor (ST)	12 days	\$18.00	\$1,000.00	\$39.64
1060	EV Techs (ST)	7	\$16.45	\$10,000.00	\$396.35
1060	EV Training Trainers (ST)	6	\$18.36	\$13,000.00	\$515.26
1111	EV FICA	6.2%		\$5,563.87	\$220.53
1112	EV Medicare	1.45%		\$1,301.23	\$51.57
1113	EV PARS	1.3%		\$8,845.69	\$350.60
1150	EV Retirement Chargeback	13.93%		\$12,500.76	\$495.47
5590	EV Temp. Employees	Various Temp. Agencies		\$20,000.00	\$792.71
<b>SUPPLY EXPENSE</b>					
2180	Sample Ballots Hand Out for Voters 8.5x11in.	1,275	\$0.77	\$981.75	\$38.91
2180	Sample Ballots Large for Posting 11x17in.	1,038	\$0.748	\$776.42	\$30.77
2180	Official ExpressVote Ballots 14"	29,000	\$0.13	\$3,625.00	\$143.68
2880	Supplies for Early Voting	Misc./Forms/Binders		\$2,500.00	\$99.09
2180	Judges Kits	47	\$80.00	\$3,760.00	\$149.03
<b>SERVICE EXPENSE</b>					
2013	Legal Notice	Legal Notice		\$5,000.00	\$198.18
5590	ES&S EV Support	1	\$1,650.00	\$1,650.00	\$65.40

<b>5590</b>	IT Services (QNET)			\$3,750.00	\$148.63
<b>5590</b>	PrintMailPro Services for EV Polling Location Change Cards			\$5,000.00	\$198.18
<b>PREPARATION AND TRANSPORTATION OF VOTING EQUIPMENT</b>					
<b>2910</b>	Equipment Delivery and Pickup Warehouse	94		\$7,350.00	\$291.32
<b>MILEAGE / FUEL</b>					
<b>3095</b>	Fuel		\$0.585	\$2,500.00	\$99.09
<b>EARLY VOTING TOTAL</b>				<b>\$1,034,755.39</b>	<b>\$41,013.00</b>

EXP. CODE	Election Day	UNITS	UNIT COST	ESTIMATED	GISD
<b>EQUIPMENT RENTAL</b>					
7030	ED Furniture Rental			\$8,000.00	\$317.08
7040	ED Model DS200 (Tabulator/Scanner)	469	\$464.10	\$217,662.90	\$8,627.17
7040	ED ExpressVote Ballot Marking Device (ADA)	469	\$295.00	\$138,355.00	\$5,483.76
7040	ED EPB Printer	1,876	\$27.73	\$52,021.48	\$2,061.90
7040	ED ExpressVote Booth	1,876	\$89.50	\$167,902.00	\$6,654.87
7040	ED Election Supply Carts (ESC)	469	\$199.80	\$93,706.20	\$3,714.09
7040	ED Provisional Bags	469	\$5.00	\$2,345.00	\$92.95
7050	ED Truck Rental/Van Rental	Runners /Regional Sites		\$10,000.00	\$396.35
7213	Cell Phones/Phone Lines/Internet access	Tech. - Regional Sites - Polling Locations		\$1,500.00	\$59.45
<b>RENTAL BUILDINGS</b>					
7010	Location Rental	Various Locations		\$50,000.00	\$1,981.77
5590	Custodial Charges	Various Locations		\$60,000.00	\$2,378.13
<b>PERSONNEL</b>					
1020	ED County Employees (ST)	Various		\$700.00	\$27.74
1020	ED Sheriff Deputies (ST)	14	Various	\$7,000.00	\$277.45
1020	ED Election Department FT (OT Reg.)	Various		\$2,000.00	\$79.27
1020	ED Building Security (ST)	Various		\$400.00	\$15.85
1020	ED Techs (ST)	5	\$20.00	\$10,000.00	\$396.35
1020	ED Clerks (ST) 14 Hrs	1,876	\$16.00	\$420,224.00	\$16,655.77
1020	ED Judges Delivery (Can Money)	469	\$25.00	\$11,725.00	\$464.73
1020	ED Emergency Response (Judges & Clerks) (ST)	36	\$280.00	\$14,000.00	\$554.90
1020	ED Judges (ST) 14 Hrs	469	\$18.00	\$118,188.00	\$4,684.44
1020	ED Phone Bank (ST)	18	\$370.00	\$6,660.00	\$263.97
1020	ED Regional Site Support (ST)	22	\$20.00	\$5,500.00	\$218.00
1020	ED Traffic Control Officers (ST)	10	Various	\$6,000.00	\$237.81
1020	ED Tabulation (ST)	37	Various	\$3,500.00	\$138.72
1020	ED Training Trainer (ST)	8	Various	\$5,000.00	\$198.18
1020	ED S.U.A.T (ST) 2 Hrs	35	\$20.00	\$2,000.00	\$79.27
1020	ED Inspectors (ST)	32	\$25.00	\$34,000.00	\$1,347.61
1050	ED County Employees (OT)	Various		\$3,500.00	\$138.72
1050	ED Sheriff Deputies (OT)	28	Various	\$20,000.00	\$792.71
1050	ED Election Department FT (OT)	Various		\$19,000.00	\$753.07
1050	ED Election Department PT (OT)	Various		\$7,000.00	\$277.45
1050	ED Election Department PT - Warehouse (OT)	Various		\$5,000.00	\$198.18
1050	ED Building Security (OT)	Various		\$3,000.00	\$118.91
1060	ED Election Department PT (ST)	Various		\$9,000.00	\$356.72
1060	ED Election Department PT - Warehouse (ST)	Various		\$7,000.00	\$277.45
1111	ED FICA	6.2%		\$43,071.21	\$1,707.15
1112	ED Medicare	1.45%		\$10,073.11	\$399.25
1113	ED PARS	1.3%		\$403.00	\$15.97
1150	ED Retirement Chargeback	13.93%		\$96,771.29	\$3,835.57
5590	ED Temp. Employees	Various Temp. Agencies		\$30,000.00	\$1,189.06
<b>SUPPLY EXPENSE</b>					
2180	Official ExpressVote Ballots	57,000	\$0.145	\$8,265.00	\$327.59
2180	Sample Ballots Hand Out for Voters 8.5x11in.	936	\$0.77	\$720.72	\$28.57
2880	Supplies for Election Day	Misc./Forms/Binders		\$2,500.00	\$99.09
2180	ED Judge Kit	469	\$80.00	\$37,520.00	\$1,487.12
<b>SERVICE EXPENSE</b>					
5590	ES&S Election Day Support	3	\$1,650.00	\$4,950.00	\$196.20
5590	ROBIS (ED Support)	2 Persons Tech Team		\$2,825.00	\$111.97
5590	IT Services (QNET)	ED Technicians		\$47,560.00	\$1,885.06
<b>POSTAGE</b>					
2170	Election Paychecks	2,500	\$0.58	\$1,450.00	\$57.47
<b>PREPARATION &amp; TRANSPORTATION OF VOTING EQUIPMENT</b>					
2910	Atlantic Delivery and Pick-up	938		\$67,500.00	\$2,675.39
2910	Delivery and Pick-up (Warehouse Specials)		\$22.50	\$1,500.00	\$59.45
2910	Delivery and Pick-up (Warehouse)		\$45.00	\$3,500.00	\$138.72
<b>MILEAGE / FUEL</b>					
1080	Mileage for Deputies	5,500	\$0.585	\$3,217.50	\$127.53
3095	Fuel	Tech Cars and Trucks		\$2,500.00	\$99.09
<b>ELECTION DAY TOTAL</b>				<b>\$1,886,216.41</b>	<b>\$74,761.05</b>



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** Consider Approval of Purchase of Commodity Processing One (1) Year

**Agenda Section:** Action Item

**Administrator Responsible:** Ms. Jennifer Miller  
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 8, 2022 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>	141-23
<b>Contract Term:</b>	One (1) year
<b>Potential Funding Source:</b>	(240 National School Breakfast and Lunch Program)



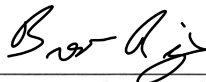
Mark A. Booker  
Executive Director of Purchasing



Jennifer Miller  
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, 2022

TO: Diane Fields, Buyer

FROM: Jennifer Miller, Director of Student Nutrition Services

RE: Recommendation to Award RFB 141-23 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's Goal**

**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

# RFB 141-23 COMMODITY PROCESSING

## AWARDED SUPPLIERS

Alpha Foods, Co

Brookwood Farms Incorporated

Bongards Creameries

Calfed Financial Corporation

Conagra Foods Incorporated

Gold Creek Foods, LLC

Goodman Food Products

Integrated Food Service

Jennie O Turkey Stores Sales LLC

JTM Provisions Co, Inc.

McCain Foods

Michael Foods

Nardone Bros Baking Co, Inc.

Out of the Shell, LLC

Peterson Farms Fresh Incorporated

Pilgrim's Pride Corp

Schwans Food Service

Rich Chicks, LLC

Tasty Brands

Tyson Prepared Foods, Inc.

BID TABULATION  
GARLAND INDEPENDENT SCHOOL DISTRICT

Auction Title: 141-23 Commodity Processing	Bid Rfq Num 32527
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\* Confidential

8PS - Failed to provide product samplet  
4NS - Not to Specifications

3PP - Poor Product Performance  
1NL - Not low when unit price is calculated

3TQ - Taste quality of Product Unacceptable

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UDM	Supplier	Price	Extended Price
1	Y		(USDA-P) BEEF FINGER, WG	1,500	CS	TYSON PREPARED FOODS INC	39.84	59,760.00
						GOODMAN FOOD PRODUCTS	87.13	130,695.00
			BEEF FINGERS, BREADED	500	CS	TYSON PREPARED FOODS INC	96.58	48,290.00
						GOODMAN FOOD PRODUCTS	119.09	59,545.00
2	Y	3PP	(USDA-P) BEEF PATTY, BREADED, PRE-COOKED, BREADING MUST CONTAIN 51% WHOLE GRAIN. 0 GRAMS ARTIFICIAL TRANS-FATS. MUST MEET 2 OZ MEAT/MEAT ALTERNATE AND 1 GRAIN UNDER THE NSLP. MUST PROVIDE CN LABEL. SUBMIT SAMPLE, 126 SERVINGS/CASE	1,000	CS	GOODMAN FOOD PRODUCTS	89.24	89,240.00
						TYSON PREPARED FOODS INC	92.18	92,180.00
			BEEF PATTY, BREADED, PRE-COOKED, BREADING MUST CONTAIN 51% WHOLE GRAIN. 0 GRAMS ARTIFICIAL TRANS-FATS. MUST MEET 2 OZ MEAT/MEAT ALTERNATE AND 1 GRAIN UNDER THE NSLP. MUST PROVIDE CN LABEL. SUBMIT SAMPLE, 126 SERVINGS/CASE	500	CS	TYSON PREPARED FOODS INC	0.01	5.00
						GOODMAN FOOD PRODUCTS	124.43	62,215.00
3	Y		(USDA-P) FULLY COOKED SEASONED 100% BEEF PATTY-BULK PACK, 2.5 OZ. NOT MORE THAN 20% FAT. 0 GRAMS ARTIFICIAL TRANS-FATS. NATURAL SHAPE TO FIT A 4 IN HAMBURGER BUN. PROMINENT CHAR-MARKS. CARAMEL COLOR ADDED. 140/CS	4,000	CS	GOODMAN FOOD PRODUCTS	60.95	243,800.00
						TYSON PREPARED FOODS INC	66.27	265,080.00
			FULLY COOKED SEASONED 100% BEEF PATTY-BULK PACK, 2.5 OZ. NOT MORE THAN 20% FAT. 0 GRAMS ARTIFICIAL TRANS-FATS. NATURAL SHAPE TO FIT A 4 IN HAMBURGER BUN. PROMINENT CHAR-MARKS. CARAMEL COLOR ADDED. 140/CS	1,000	CS	TYSON PREPARED FOODS INC	111.62	111,620.00
						GOODMAN FOOD PRODUCTS	131.80	131,800.00
4	Y		(USDA-P) Beef ground, seasoned IQF, Fully Cooked, Medium Grind, 100% ground beef (not more than 20% fat) Boil-in-Bag, 0 grams artificial trans-fats. Must provide documentation for 2 oz. MMA, Must provide CN label. Submit Sample. 6/5# bags/case	1,500	CS	TYSON PREPARED FOODS INC	37.93	56,895.00
						GOODMAN FOOD PRODUCTS	62.70	94,050.00
			Beef ground, seasoned IQF, Fully Cooked, Medium Grind, 100% ground beef (not more than 20% fat) Boil-in-Bag, 0 grams artificial trans-fats. Must provide documentation for 2 oz. MMA, Must provide CN label. Submit Sample. 6/5# bags/case	700	CS	GOODMAN FOOD PRODUCTS	0.00	0.07
						TYSON PREPARED FOODS INC	0.01	7.00
5	Y	3TQ	(USDA-P) FULLY COOKED BEEF MEATBALLS, 2/20# BAGS-BULK PACK	1,000	CS	TYSON PREPARED FOODS INC	43.73	43,730.00
						GOODMAN FOOD PRODUCTS	55.31	55,310.00
			FULLY COOKED BEEF MEATBALLS, 2/20# BAGS-BULK PACK	350	CS	TYSON PREPARED FOODS INC	0.01	3.50
						GOODMAN FOOD PRODUCTS	124.38	43,533.00
6	Y		(USDA-P) BEEF SAUSAGE PATTY	750	CS	INTEGRATED FOOD SERVICE	31.00	23,250.00
						GOODMAN FOOD PRODUCTS	52.50	39,375.00
			BEEF SAUSAGE PATTY, BULK	250	CS	GOODMAN FOOD PRODUCTS	0.00	0.03
						INTEGRATED FOOD SERVICE	0.00	
8	Y	8PS	(USDA-P) CHEESEBURGER SLIDERS, IW.	150	CS	TYSON PREPARED FOODS INC	0.01	1.50
						GOODMAN FOOD PRODUCTS	60.21	9,031.50
						INTEGRATED FOOD SERVICE	65.53	9,829.50

The District solicited 286 suppliers and received 26 responses.

Auction Title: 141-23 Commodity Processing	Bid Rfq Num 32527
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4NS - Not to Specifications

3PP - Poor Product Performance  
1NL - Not low when unit price is calculated

3TQ - Taste quality of Product Unacceptable

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						PRAIRIE MILLS BAKING COMPANY LLC	96.87	14,530.50
			CHEESEBURGER SLIDERS, IW.	50	CS	GOODMAN FOOD PRODUCTS	79.92	3,996.00
						INTEGRATED FOOD SERVICE	81.40	4,070.00
						TYSON PREPARED FOODS INC	132.62	6,631.00
						PRAIRIE MILLS BAKING COMPANY LLC	133.59	6,679.50
9	Y		(USDA-P) BEEF SAUSAGE BISCUIT SANDWICH, IW.	1,000	CS	GOODMAN FOOD PRODUCTS	65.71	65,710.00
	NA		BEEF SAUSAGE BISCUIT SANDWICH, IW.	300	CS	GOODMAN FOOD PRODUCTS	0.00	0.03
10	Y		(USDA-P) BEEF SAUSAGE AND CHEESE ON HAWAIIAN BUN, IW	1,000	CS	INTEGRATED FOOD SERVICE	59.40	59,400.00
						GOODMAN FOOD PRODUCTS	77.36	77,360.00
			BEEF SAUSAGE AND CHEESE ON HAWAIIAN BUN, IW	300	CS	GOODMAN FOOD PRODUCTS	0.00	0.03
						INTEGRATED FOOD SERVICE	69.27	20,781.00
11	Y		(USDA-P) BEEF MAPLE SAUSAGE AND PANCAKE SANDWICH, IW.	550	CS	INTEGRATED FOOD SERVICE	62.18	34,199.00
						PRAIRIE MILLS BAKING COMPANY LLC	95.60	52,580.00
			BEEF MAPLE SAUSAGE AND PANCAKE SANDWICH, IW.	150	CS	INTEGRATED FOOD SERVICE	72.44	10,866.00
						PRAIRIE MILLS BAKING COMPANY LLC	136.14	20,421.00
12	Y		(USDA-P) BEEF MAPLE SAUSAGE ON HAWAIIAN BUN, IW.	1,250	CS	INTEGRATED FOOD SERVICE	60.00	75,000.00
			BEEF MAPLE SAUSAGE ON HAWAIIAN BUN, IW.	550	CS	INTEGRATED FOOD SERVICE	70.07	38,538.50
13	NA		(USDA-P) TERIYAKI BLASTERS, FULLY COOKED BEEF SHAPED NUGGET, 10% APP-BULK, W/3.5 LB. BAG OF SAUCE, 4PC/SVG, 110EA/CS	1,000	CS	TYSON PREPARED FOODS INC	53.48	53,480.00
						GOODMAN FOOD PRODUCTS	60.00	60,000.00
			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	0.01	4.50
						GOODMAN FOOD PRODUCTS	127.50	57,375.00
14	Y		(USDA-P) EGG PATTIE 300/CS	250	CS	MICHAEL FOODS		
			EGG PATTIE 300/CASE	50	CS	MICHAEL FOODS		
15	Y		(USDA-P) EGGS, SCRAMBLED, 6/5 LB. CARTONS/CASE	1,500	CS	MICHAEL FOODS		
			EGG SCRAMBLED 6/5 LBS.	200	CS	MICHAEL FOODS		
17	Y		HARD COOKED EGGS, PEELED, IW. 2 EGGS TO EQUAL 3 OZ M/MA, 16/2 COUNT/CS	400	CS	MICHAEL FOODS		
			(USDA-P) HARD COOKED EGGS, PEELED, IW. 2 EGGS TO EQUAL 3 OZ M/MA, 16/2 COUNT/CS	800	CS	MICHAEL FOODS		
18	Y		(USDA-P) FRENCH TOAST, CINNAMON GLAZED, WHOLE GRAIN, WHOLE SLICED, BULK, MUST MEET 10Z M/MA AND 1.50 OZ GRAIN PER NSLP. MUST PROVIDE CN LABEL, 130/CS	1,500	CS	MICHAEL FOODS		
			FRENCH TOAST, CINNAMON GLAZED, WHOLE GRAIN, WHOLE SLICED, BULK, MUST MEET 10Z M/MA AND 1 OZ GRAIN PER NSLP. MUST PROVIDE CN LABEL, 130/CS	700	CS	MICHAEL FOODS		

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
19	Y		FRENCH TOAST, CINNAMON GLAZED, WHOLE GRAIN, WHOLE SLICED, IW, MUST MEET 1OZ M/MA AND 1.50 OZ GRAIN PER NSLP. MUST PROVIDE CN LABEL, 144/CS	750	CS	* MICHAEL FOODS		
			(USDA-P) FRENCH TOAST, CINNAMON GLAZED, WHOLE GRAIN, WHOLE SLICED, IW, MUST MEET 1OZ M/MA AND 1 OZ GRAIN PER NSLP. MUST PROVIDE CN LABEL, 144/CS	1,500	CS	* MICHAEL FOODS		
20	Y		OMELET WITH COLBY CHEESE, MUST MEET MINIMUM OF 1 OZ M/MA, 225/CS	250	CS	* MICHAEL FOODS		
			(USDA-P) OMELET WITH COLBY CHEESE, MUST MEET MINIMUM OF 1 OZ M/MA, 225/CS	1,500	CS	* MICHAEL FOODS		
22	Y		(USDA-P) TACO MEAT, TURKEY, 28 LBS/CASE	3,500	CS	* JENNIE O TURKEY STORE SALES LLC		
			TACO MEAT, TURKEY, 28 LBS/CASE	500	CS	* JENNIE O TURKEY STORE SALES LLC		
23	Y		(USDA-P) SPAGHETTI SAUCE, TURKEY (6/5#)	1,000	CS	* JENNIE O TURKEY STORE SALES LLC		
			SPAGHETTI SAUCE, TURKEY (6/5#)	500	CS	* JENNIE O TURKEY STORE SALES LLC		
24	Y		(USDA-P) TURKEY CHILI, NO BEANS (28#/CS)	750	CS	* JENNIE O TURKEY STORE SALES LLC		
			TURKEY CHILI, NO BEANS (28#/CS)	250	CS	* JENNIE O TURKEY STORE SALES LLC		
26	Y		(USDA-P) TURKEY BREAST STEAK, OIL BROWNED, 140 SERV/CASE	300	CS	* JENNIE O TURKEY STORE SALES LLC		
						* CARGILL MEAT SOLUTIONS		
			TURKEY BREAST STEAK, OIL BROWNED, 140 SERV/CASE	100	CS	* JENNIE O TURKEY STORE SALES LLC		
						* CARGILL MEAT SOLUTIONS		
27	Y		(USDA-P) TURKEY BREAST COINS, PRE-SLICED.	400	CS	* JENNIE O TURKEY STORE SALES LLC		
			TURKEY BREAST COINS, PRE-SLICED.	100	CS	* JENNIE O TURKEY STORE SALES LLC		
28	Y		(USDA-P) TURKEY BREAST STICK, IW, 400 EA/CASE	100	CS	* JENNIE O TURKEY STORE SALES LLC		
			TURKEY BREAST STICK, IW, 400 EA/CASE	25	CS	* JENNIE O TURKEY STORE SALES LLC		
29	Y		(USDA-P) TURKEY DELI MEAT, PRE-SLICED, 12 LBS/CS.	500	CS	* JENNIE O TURKEY STORE SALES LLC		
						* CARGILL MEAT SOLUTIONS		
			TURKEY DELI MEAT, PRE-SLICED, 12 LBS/CS.	150	CS	* JENNIE O TURKEY STORE SALES LLC		
						* CARGILL MEAT SOLUTIONS		
30	Y		(USDA-P) TURKEY COMBO PACK, HAM, SALAMI, PEPPERONI, 12 LBS/CS.	500	CS	* JENNIE O TURKEY STORE SALES LLC		
			TURKEY COMBO PACK, HAM, SALAMI, PEPPERONI, 12 LBS/CS.	50	CS	* JENNIE O TURKEY STORE SALES LLC		

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
31	Y		(USDA-P) TURKEY HAM, SLICED, 12 LBS/CS.	350	CS	JENNIE O TURKEY STORE SALES LLC		
						CARGILL MEAT SOLUTIONS		
			TURKEY HAM, SLICED, 12 LBS/CS.	50	CS	JENNIE O TURKEY STORE SALES LLC		
						CARGILL MEAT SOLUTIONS		
32	Y		(USDA-P) TURKEY BACON, COOKED, 600 SLICES/CASE	350	CS	JENNIE O TURKEY STORE SALES LLC		
			TURKEY BACON, COOKED, 600 SLICES/CASE	50	CS	JENNIE O TURKEY STORE SALES LLC		
33	Y		(USDA-P) TURKEY PEPPERONI COINS, BULK.	200	CS	JENNIE O TURKEY STORE SALES LLC		
			TURKEY PEPPERONI COINS, BULK.	50	CS	JENNIE O TURKEY STORE SALES LLC		
34	Y		(USDA-P) FRANKS, TURKEY (160/CS)	600	BX	JENNIE O TURKEY STORE SALES LLC		
			FRANKS, TURKEY (160 EA/CS)	100	BX	JENNIE O TURKEY STORE SALES LLC		
35	Y		(USDA-P) TURKEY BREAST DICED 1/2", 2-5LB/CASE, ITEM 6423 OR SIMILAR	800	CS	JENNIE O TURKEY STORE SALES LLC		
			TURKEY BREAST DICED 1/2", 2-5LB/CASE, ITEM 6423 OR SIMILAR	200	CS	JENNIE O TURKEY STORE SALES LLC		
36	Y		(USDA-P) BAR-B-Q PORK, 20 LB/CASE (BOIL IN BAG)	500	CS	BROOKWOOD FARMS INCORPORATED		
			BAR-B-Q PORK, 10 LBS/CASE	250	CS	BROOKWOOD FARMS INCORPORATED		
37	Y		(USDA-P) PORK BAR B QUE WITH CAROLINA VINEGAR, 4/5 LB/CASE	1,000	CS	BROOKWOOD FARMS INCORPORATED		
			PORK BAR B QUE WITH CAROLINA VINEGAR, 4/5LB/CASE	500	CS	BROOKWOOD FARMS INCORPORATED		
38	Y		(USDA-P) SALSA, 6 #10 CANS/CASE	400	CS	CALFED FINANCIAL CORPORATION		
			SALSA, 6 #10 CANS/CASE	200	CS	CALFED FINANCIAL CORPORATION		
39	Y		(USDA-P) MARINARA SAUCE, 6 #10 CANS/CASE	2,000	CS	CALFED FINANCIAL CORPORATION		
			MARINARA SAUCE, 6 #10 CANS/CASE	500	CS	CALFED FINANCIAL CORPORATION		
40	Y		(USDA-P) TOMATO SAUCE, 6/ #10 CAN/CASE	400	CS	CALFED FINANCIAL CORPORATION		
			TOMATO SAUCE, 6/#10CN	100	CS	CALFED FINANCIAL CORPORATION		
41	Y		(USDA-P) KETCHUP, LOW SODIUM, PC, 1000/CASE	4,000	CS	CALFED FINANCIAL CORPORATION		
			KETCHUP, LOW SODIUM, PC, 1000/CASE	500	CS	CALFED FINANCIAL CORPORATION		

Auction Title: 141-23 Commodity Processing	Bid Rfq Num 32527
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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
42	Y		(USDA-P) ENCHILADA SAUCE, LOW SODIUM, 6 #10 CANS/CASE	800	CS	* CALFED FINANCIAL CORPORATION		
			ENCHILADA SAUCE, LOW SODIUM, 6 #10 CANS/CASE	200	CS	* CALFED FINANCIAL CORPORATION		
43	Y		(USDA-P) SALSA CUP, 3OZ 84/CASE	200	CS	* CALFED FINANCIAL CORPORATION		6,000.00
			SALSA CUP, 3OZ 84/CASE	100	CS	* CALFED FINANCIAL CORPORATION		3,000.00
44	Y		(USDA-P) MARINARA SAUCE DUNK CUPS, 250/CASE	725	CS	* CALFED FINANCIAL CORPORATION		
			MARINARA SAUCE DUNK CUPS, 250/CASE	100	CS	* CALFED FINANCIAL CORPORATION		
45	Y		(USDA-P) BAR-B-QUE DUNK CLIPS	725	CS	* CALFED FINANCIAL CORPORATION		21,750.00
			BAR-B-QUE DUNK CUPS	100	CS	* CALFED FINANCIAL CORPORATION		3,000.00
46	Y		(USDA-P) BAR-B-QUE SAUCE JUGS	300	CS	* CALFED FINANCIAL CORPORATION		15,351.00
			BAR-B-QUE SAUCE, JUGS	100	CS	* CALFED FINANCIAL CORPORATION		6,000.00
47	Y		(USDA-P) FRENCH FRIES 30 LBS/CASE	6,000	CS	MCCAIN FOODS	25.98	155,880.00
			FRENCH FRIES, 30 LBS/CASE	1,000	CS	MCCAIN FOODS	24.78	24,780.00
48	Y		(USDA-P) TATER TOTS 30 LBS/CASE	2,000	CS	MCCAIN FOODS	25.38	50,760.00
			TATER TOTS, 30 LBS/CASE	1,000	CS	MCCAIN FOODS	27.30	27,300.00
49	Y		(USDA-P) FRIES, CURLY, SEASONED, 30 LBS/CASE	4,500	CS	MCCAIN FOODS	25.13	113,085.00
			FRIES, CURLY, SEASONED, 30 LBS/CASE	1,000	CS	MCCAIN FOODS	22.25	22,250.00
50	Y		(USDA-P) FRIES, CRINKLE CUT (6/5#)	6,000	CS	MCCAIN FOODS	31.23	187,380.00
			FRIES, CRINKLE CUT (6/5#)	1,000	CS	MCCAIN FOODS	31.23	31,230.00
51	Y		(USDA-P) POTATO, CRISPY MASHED, EMOTICONS SHAPE, CN MUST BE SMART SNACK COMPLIANT, BAKEABLE	6,000	CS	MCCAIN FOODS	27.53	165,180.00
			POTATO, CRISPY MASHED, EMOTICONS SHAPE, CN MUST BE SMART SNACK COMPLIANT, BAKEABLE	1,000	CS	MCCAIN FOODS	27.53	27,530.00
52	Y		(USDA-P) APPLESAUCE CUP, CINNAMON, UNSWEETENED 96/CASE	1,000	CS	PETERSON FARMS FRESH INCORPORATED	17.85	17,850.00
			APPLESAUCE CUP, CINNAMON, UNSWEETENED 96/CASE	400	CS	PETERSON FARMS FRESH INCORPORATED	29.50	11,800.00
53	Y		(USDA-P) APPLESAUCE CUP, PEACH, UNSWEETENED 96/CASE	1,500	CS	PETERSON FARMS FRESH INCORPORATED	17.85	26,775.00
			APPLESAUCE CUP, PEACH, UNSWEETENED 96/CASE	300	CS	PETERSON FARMS FRESH INCORPORATED	29.50	8,850.00
54	Y		(USDA-P) APPLESAUCE CUP, STRAWBERRY, UNSWEETENED 96/CASE	1,100	CS	PETERSON FARMS FRESH INCORPORATED	17.85	19,635.00

The District solicited 286 suppliers and received 26 responses.

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			APPLESAUCE CUP, STRAWBERRY, UNSWEETENED 96/CASE	400	CS	PETERSON FARMS FRESH INCORPORATED	29.50	11,800.00
55	Y		(USDA-P) APPLE SLICES, 2 OZ BAG, MFG# 203102 OR SIMILAR	1,400	CS	PETERSON FARMS FRESH INCORPORATED	17.78	24,892.00
						FRESH INNOVATIONS OF CALIFORNIA LLC	21.33	29,862.00
			APPLE SLICES, 2 OZ BAG MFG# 203102 OR SIMILAR	400	CS	FRESH INNOVATIONS OF CALIFORNIA LLC	21.33	8,532.00
						PETERSON FARMS FRESH INCORPORATED	25.25	10,100.00
56	Y		(USDA-P) CHICKEN BREAST PATTY BREADED PRE-COOKED (142 CT)	1,000	CS	* PILGRIMS PRIDE CORP	50.08	50,080.00
						GOLD CREEK FOODS LLC	50.08	50,080.00
						TYSON PREPARED FOODS INC	53.79	53,790.00
			CHICKEN BREAST PATTY BREADED PRE-COOKED 148/CASE	500	CS	* PILGRIMS PRIDE CORP	72.50	36,250.00
						TYSON PREPARED FOODS INC	72.50	36,250.00
						GOLD CREEK FOODS LLC	74.33	37,165.00
57	Y		(USDA-P) SPICY CHICKEN BREAST FILET, 132/CASE	2,000	CS	TYSON PREPARED FOODS INC	69.71	139,420.00
						GOLD CREEK FOODS LLC	72.96	145,920.00
						* PILGRIMS PRIDE CORP	72.96	145,920.00
			SPICY CHICKEN BREAST FILET, 132/CASE	500	CS	TYSON PREPARED FOODS INC	103.35	51,675.00
						GOLD CREEK FOODS LLC	104.54	52,270.00
						* PILGRIMS PRIDE CORP	104.54	52,270.00
58	Y	4NS	(USDA-P) CHICKEN BREAST FILET, WHOLE MUSCLE, FULLY COOKED, WHOLE GRAIN, BREADED, 2 MEAT EQUIVALENT, 120/CS	1,700	CS	RICH CHICKS, LLC	62.19	105,723.00
						GOLD CREEK FOODS LLC	69.76	118,592.00
						TYSON PREPARED FOODS INC	86.90	147,730.00
						* PILGRIMS PRIDE CORP	86.90	147,730.00
			CHICKEN BREAST FILET, WHOLE MUSCLE, FULLY COOKED, WHOLE GRAIN, BREADED, 2 MEAT EQUIVALENT, 120/CS	300	CS	RICH CHICKS, LLC	83.41	25,023.00
						GOLD CREEK FOODS LLC	101.34	30,402.00
						* PILGRIMS PRIDE CORP	117.76	35,328.00
						TYSON PREPARED FOODS INC	117.76	35,328.00
59	Y	8PS	(USDA-P) CHICKEN PATTY, BREAKFAST, WG, 200/CASE	1,700	CS	TYSON PREPARED FOODS INC	33.44	56,848.00
						GOLD CREEK FOODS LLC	45.76	77,792.00

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			CHICKEN PATTY, BREAKFAST, WG, 200/CASE	300	CS	TYSON PREPARED FOODS INC	46.65	13,995.00
						GOLD CREEK FOODS LLC	71.23	21,369.00
60		8PS	(USDA-P) CHICKEN BREAST FILET CHARBROILED	600	CS	TYSON PREPARED FOODS INC	30.45	18,270.00
	Y					RICH CHICKS, LLC	70.33	42,198.00
			CHICKEN BREAST FILET CHARBROILED, 54/CASE	200	CS	TYSON PREPARED FOODS INC	41.87	8,374.00
						RICH CHICKS, LLC	101.83	20,366.00
61		8PS	(USDA-P) CHICKEN NUGGETS 156 SERV/CASE	1,500	CS	TYSON PREPARED FOODS INC	40.55	60,825.00
		3TQ				GOLD CREEK FOODS LLC	47.84	71,760.00
	Y					PILGRIMS PRIDE CORP	45.10	67,650.00
			CHICKEN NUGGETS, 146 SERVINGS PER CASE	250	CS	PILGRIMS PRIDE CORP		
						TYSON PREPARED FOODS INC	68.48	17,120.00
						GOLD CREEK FOODS LLC	72.32	18,080.00
62		3TQ	(USDA-P) CHICKEN TENDERS, BREADED, WG, 30 LBS/CASE	600	CS	* PILGRIMS PRIDE CORP		
		3PP				GOLD CREEK FOODS LLC	62.88	37,728.00
	Y					TYSON PREPARED FOODS INC	76.68	46,008.00
			CHICKEN TENDERS, BREADED, WG, 30 LBS/CASE	100	CS	* PILGRIMS PRIDE CORP		
						GOLD CREEK FOODS LLC	94.46	9,446.00
						TYSON PREPARED FOODS INC	109.21	10,921.00
63		3TQ	(USDA-P) SPICY CHICKEN TENDERS, BREADED, WG, 30 LBS/CASE	1,300	CS	GOLD CREEK FOODS LLC	66.08	85,904.00
	Y					TYSON PREPARED FOODS INC	83.70	108,810.00
			SPICY CHICKEN TENDERS, BREADED, WG, 30 LBS/CASE	200	CS	GOLD CREEK FOODS LLC	97.66	19,532.00
						TYSON PREPARED FOODS INC	110.27	22,054.00
64	Y		(USDA-P) CHICKEN CHUNKS, BREADED, HONEY SRIRACHA, 88 SERV/CS	1,300	CS	TYSON PREPARED FOODS INC	63.20	82,160.00
						GOLD CREEK FOODS LLC	70.72	91,936.00
			CHICKEN CHUNKS, BREADED, HONEY SRIRACHA, 28 LBS/CASE	300	CS	TYSON PREPARED FOODS INC	85.79	25,737.00
					GOLD CREEK FOODS LLC	102.30	30,690.00	

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65	Y		(USDA-P) CHICKEN WINGS, BONE IN, ROASTED, 30#/CS	2,000	CS	TYSON PREPARED FOODS INC	111.60	223,200.00
			CHICKEN WINGS, BONE IN, ROASTED, 30#/CS	500	CS	TYSON PREPARED FOODS INC	137.91	68,955.00
66	Y		(USDA-P) CHICKEN STRIPS, DARK MEAT (30#/CS)	1,300	CS	PILGRIMS PRIDE CORP	84.19	109,447.00
			TYSON PREPARED FOODS INC	84.19	109,447.00			
			GOLD CREEK FOODS LLC	89.60	116,480.00			
			OUT OF THE SHELL LLC	157.24	204,412.00			
			DARK MEAT CHICKEN STRIPS	200	CS	PILGRIMS PRIDE CORP	118.75	23,750.00
			TYSON PREPARED FOODS INC	138.91	27,782.00			
			GOLD CREEK FOODS LLC	147.80	29,560.00			
			OUT OF THE SHELL LLC	187.65	37,530.00			
67	Y		(USDA-P) CHICKEN DRUMSTICKS, BREADED, 30 LBS/CASE	2,200	CS	TYSON PREPARED FOODS INC	61.85	136,070.00
			GOLD CREEK FOODS LLC	64.32	141,504.00			
			CHICKEN DRUMSTICKS, BREADED, 30 LBS/CASE	800	CS	TYSON PREPARED FOODS INC	85.50	68,400.00
			GOLD CREEK FOODS LLC	102.91	82,328.00			
68	Y		(USDA-P) CHICKEN PULLED, 65/35 DARK/WHIRE BLEND, FULLY COOKED. LOW SODIUM, NO MORE THAN 115MG PER SERVING.	2,000	CS	TYSON PREPARED FOODS INC	19.59	39,180.00
			GOLD CREEK FOODS LLC	73.92	147,840.00			
			* INTERNATIONAL FOODS SOLUTIONS INC					
			CHICKEN PULLED, 65/35 DARK/WHIRE BLEND, FULLY COOKED. LOW SODIUM, NO MORE THAN 115MG PER SERVING.	800	CS	TYSON PREPARED FOODS INC	33.76	27,008.00
			GOLD CREEK FOODS LLC	112.80	90,240.00			
			* INTERNATIONAL FOODS SOLUTIONS INC					
69	Y		(USDA-P) WHOLE GRAIN BREADED WHOLE MUSCLE CHICKEN BREAST BITES. FULLY COOKED, OVEN READY. FIVE - 0.75 OZ AVG BITES EQUAL 1-3.75 OZ SERVING.	1,000	CS	PILGRIMS PRIDE CORP	67.84	67,840.00
			GOLD CREEK FOODS LLC	67.84	67,840.00			
			TYSON PREPARED FOODS INC	107.13	107,130.00			
			WHOLE GRAIN BREADED WHOLE MUSCLE CHICKEN BREAST BITES. FULLY COOKED, OVEN READY. FIVE - 0.75 OZ AVG BITES EQUAL 1-3.75 OZ SERVING.	1,000	CS	PILGRIMS PRIDE CORP	99.42	99,420.00
GOLD CREEK FOODS LLC	99.42	99,420.00						

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						TYSON PREPARED FOODS INC	139.46	139,460.00
70			8PS (USDA-P) MEATBALL, CHICKEN, FULLY COOKED (295 EA/CS)	1,200	CS	TYSON PREPARED FOODS INC	24.75	29,700.00
	Y					RICH CHICKS, LLC	75.14	90,168.00
			MEATBALL, CHICKEN, FULLY COOKED (295 EA/CS)	300	CS	TYSON PREPARED FOODS INC	35.85	10,755.00
						RICH CHICKS, LLC	114.30	34,290.00
71	Y		(USDA-P) CHICKEN SAUSAGE PATTY, DARK MEAT (30#/CS)	600	CS	TYSON PREPARED FOODS INC	52.44	31,464.00
			CHICKEN SAUSAGE PATTY, DARK MEAT (30#/CS)	200	CS	TYSON PREPARED FOODS INC	97.06	19,412.00
72		1NL	(USDA-P) ORANGE CHICKEN, SAUCE & CHICKEN IN CASE, 192/CASE	1,500	CS	* INTERNATIONAL FOODS SOLUTIONS INC	129.68	194,520.00
	Y					OUT OF THE SHELL LLC	129.68	194,520.00
			ORANGE CHICKEN, SAUCE & CHICKEN IN CASE, 192/CASE	500	CS	* INTERNATIONAL FOODS SOLUTIONS INC	148.58	74,290.00
						OUT OF THE SHELL LLC	148.58	74,290.00
73			SWEET CHILI THAI CHICKEN & SAUCE IN CASE, 192/CASE	1500	CS	* INTERNATIONAL FOODS SOLUTIONS INC		
	Y					OUT OF THE SHELL LLC	161.36	242,040.00
			(USDA-P) SWEET CHILI THAI CHICKEN & SAUCE IN CASE, 192/CASE	1,500	CS	OUT OF THE SHELL LLC	142.46	213,690.00
					* INTERNATIONAL FOODS SOLUTIONS INC			
74	Y		(USDA-P) CHICKEN CHUNKS, FULLY COOKED, WHOLE GRAIN BREADED, NO SAUCE, WHOLE MUSCLE, 7-5LB/CS, YANGS #8-52724-15566-1 OR EQUIVALENT	1,200	CS	* PILGRIMS PRIDE CORP		
						TYSON PREPARED FOODS INC	80.44	96,528.00
						* INTERNATIONAL FOODS SOLUTIONS INC		
	Y-ALT					OUT OF THE SHELL LLC	151.60	181,920.00
			CHICKEN CHUNKS, FULLY COOKED, WHOLE GRAIN BREADED, NO SAUCE, WHOLE MUSCLE, 7-5LB/CS, YANGS #8-52724-15566-1 OR EQUIVALENT	400	CS	* PILGRIMS PRIDE CORP		
						TYSON PREPARED FOODS INC	113.18	45,272.00
						* INTERNATIONAL FOODS SOLUTIONS INC		
	Y-ALT					OUT OF THE SHELL LLC	173.68	69,472.00
75			8PS (USDA-P) CHEESE CHEDDAR SHREDDED 20#	1,800	CS	BUTTERBALL LLC	12.21	21,978.00
	Y					BONGARDS CREAMERIES	53.26	95,868.00

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			CHEESE, CHEDDAR, SHREDDED, 20 LBS/CASE	200	CS	BUTTERBALL LLC	46.96	9,392.00
						BONGARDS CREAMERIES	53.26	10,652.00
76		8PS	(USDA-P) CHEESE, AMERICAN 6/5#	1,200	CS	BUTTERBALL LLC	25.82	30,984.00
	Y					BONGARDS CREAMERIES	66.77	80,124.00
			CHEESE, AMERICAN, 30 LBS/CASE	300	CS	BUTTERBALL LLC	63.65	19,095.00
						BONGARDS CREAMERIES	66.77	20,031.00
77		8PS	(USDA-P) CHEESE, PEPPER JACK, SLICED (384 SLICES/CS)	200	CS	BUTTERBALL LLC	17.64	3,528.00
	Y					BONGARDS CREAMERIES	53.35	10,670.00
			CHEESE, PEPPER JACK, SLICED, 4/5 LBS/CASE	100	CS	BUTTERBALL LLC	38.49	3,849.00
						BONGARDS CREAMERIES	53.35	5,335.00
78		8PS	(USDA-P) CHEESE, SWISS, SLICED.	100	CS	BUTTERBALL LLC	21.84	2,184.00
	Y					BONGARDS CREAMERIES	51.31	5,131.00
			CHEESE, SWISS, SLICED.	50	CS	BUTTERBALL LLC	42.69	2,134.50
						BONGARDS CREAMERIES	51.31	2,565.50
79		8PS	(USDA-P) CHEESE, MOZZARELLA, LOW SODIUM, 20 LBS/CASE	1,200	CS	BUTTERBALL LLC	11.71	14,052.00
	Y					BONGARDS CREAMERIES	52.51	63,012.00
			CHEESE, MOZZARELLA, LOW FAT, 4/5#	300	CS	BUTTERBALL LLC	46.46	13,938.00
						BONGARDS CREAMERIES	52.51	15,753.00
80		8PS	(USDA-P) CHEESE, STRING, IW, 168/CASE	1,800	CS	BUTTERBALL LLC	13.00	23,400.00
	Y					BONGARDS CREAMERIES	33.66	60,588.00
			CHEESE, STRING, IW, 168/CASE	200	CS	BUTTERBALL LLC	31.24	6,248.00
						BONGARDS CREAMERIES	33.66	6,732.00
81	Y		(USDA-P) CHEESE SAUCE 6/5 LB BAGS	1,700	CS	* JTM PROVISIONS CO INC		
						BUTTERBALL LLC	45.14	76,738.00
			CHEESE SAUCE, 6/5 LB BAGS/CASE	300	CS	* JTM PROVISIONS CO INC		
						BUTTERBALL LLC	62.44	18,732.00

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82			8PS (USDA-P) CHEDDAR CHEESE DIP CUP, 140-3OZ CUPS/CS, SHELF STABLE, LAND O LAKES ITEM 39911 OR EQUIVALENT	1,400	CS	BUTTERBALL LLC	53.01	74,214.00
		Y				* JTM PROVISIONS CO INC		
			CHEDDAR CHEESE DIP CUP, 140-3OZ CUPS/CS, SHELF STABLE, LAND O LAKES ITEM 39911 OR EQUIVALENT	300	CS	BUTTERBALL LLC	68.51	20,553.00
						* JTM PROVISIONS CO INC		
83		Y	(USDA-P) WHITE CREAMY CHEESE SAUCE, SHELF STABLE, 6/106 OZ/CASE	1,000	CS	* JTM PROVISIONS CO INC		
						BUTTERBALL LLC	46.12	46,120.00
			WHITE CREAMY CHEESE SAUCE, SHELF STABLE, 6/106 OZ/CASE	200	CS	* JTM PROVISIONS CO INC		
						BUTTERBALL LLC	71.45	14,290.00
84	Y		(USDA-P) MACARONI & CHEESE (REDUCED FAT) 6/5#	1,600	CS	* JTM PROVISIONS CO INC		
						BUTTERBALL LLC	43.93	70,288.00
			MACARONI & CHEESE, WG, REDUCED FAT, 30 LBS/CASE	400	CS	* JTM PROVISIONS CO INC		
						BUTTERBALL LLC	55.50	22,200.00
85	Y		(USDA-P) CAVATAPPI, THREE CHEESE	1,800	CS	* JTM PROVISIONS CO INC		
			CAVATAPPI, THREE CHEESE	200	CS	* JTM PROVISIONS CO INC		
86	Y		(USDA-P) TURKEY & CHEESE LUNCH KIT, IW, 51% WHOLE GRAIN CRACKERS WITH TURKEY COINS AND CHEESE. 48/CS	800	CS	TASTY BRANDS LLC	76.34	61,072.00
			TURKEY & CHEESE LUNCH KIT, IW, 51% WHOLE GRAIN CRACKERS WITH TURKEY COINS AND CHEESE. 48/case	200	CS	TASTY BRANDS LLC	80.21	16,042.00
87	Y		(USDA-P) TURKEY PEPPERONI & CHEESE PIZZA LUNCH KIT, IW, 51% WHOLE GRAIN CRACKERS WITH SLICED CHEESE AND TURKEY PEPPERONI COINS. 48/cs	800	CS	TASTY BRANDS LLC	71.91	57,528.00
			TURKEY PEPPERONI & CHEESE PIZZA LUNCH KIT, IW, 51% WHOLE GRAIN CRACKERS WITH SLICED CHEESE AND TURKEY PEPPERONI COINS. 48/cs	200	CS	TASTY BRANDS LLC	79.63	15,926.00
88	Y		(USDA-P) CHEESE PIZZA LUNCH KIT, IW, 51% WHOLE GRAIN FLATBREAD WITH TOMATO SAUCE AND SHREDDED CHEESE. 48/cs	800	CS	TASTY BRANDS LLC	64.70	51,760.00
			CHEESE PIZZA LUNCH KIT, IW, 51% WHOLE GRAIN FLATBREAD WITH TOMATO SAUCE AND SHREDDED CHEESE. 48/cs	200	CS	TASTY BRANDS LLC	75.13	15,026.00
89	Y		(USDA-P) 51% WHOLE GRAIN PASTA SHELLS STUFFED WITH CHEESE, Five cheese blend. 51% Whole Grain Pasta. Tasty Brands #00803WG or equal. 110 ea/case	1,750	CS	TASTY BRANDS LLC	66.72	116,760.00
			51% WHOLE GRAIN PASTA SHELLS STUFFED WITH CHEESE, Five cheese blend. 51% Whole Grain Pasta. Tasty Brands #00803WG or equal. 110 ea/case	500	CS	TASTY BRANDS LLC	84.54	42,270.00
90	Y		(USDA-P) Lasagna Roll-up, Five cheese, 51% Whole Grain Pasta. Each serving to provide 1.5-2oz. M/MA and 1 GR per NSlp. Must include CN label or certified Product Formulation Statement. Submit sample. 110 ea/case	1,750	CS	TASTY BRANDS LLC	66.96	117,180.00
			Lasagna Roll-up, Five cheese, 51% Whole Grain Pasta. Each serving to provide 1.5-2oz. M/MA and 1 GR per NSlp. Must include CN label or certified Product Formulation Statement. Submit sample. 110 ea/case	800	CS	TASTY BRANDS LLC	86.57	69,256.00

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91	Y		(USDA-P) FOUR CHEESE TORTELLINI, WHOLE GRAIN, PROVIDES 1 OZ M/MA AND 1 OZ GRAIN, 6/5 LB/CASE	1,700	CS	TASTY BRANDS LLC	81.88	139,196.00
			FOUR CHEESE TORTELLINI, WHOLE GRAIN, PROVIDES 1 OZ M/MA AND 1 OZ GRAIN, 6/5 LB/CASE	400	CS	TASTY BRANDS LLC	87.39	34,956.00
92	Y		(USDA-P) BREADED MOZZARELLA STICKS, OVEN-READY. 51% WHOLE GRAIN. 5 STICKS/SERVING.	800	CS	TASTY BRANDS LLC	61.49	49,192.00
			BREADED MOZZARELLA STICKS, OVEN-READY. 51% WHOLE GRAIN. 5 STICKS/SERVING.	200	CS	TASTY BRANDS LLC	86.04	17,208.00
93	Y		(USAD-P) TURKEY HAM & CHEESE CROISSANT SANDWICH, IW. 51% WHOLE GRAIN CROISSANT. 120/CS	1,000	CS	TASTY BRANDS LLC	85.06	85,060.00
			TURKEY HAM & CHEESE CROISSANT SANDWICH, IW. 51% WHOLE GRAIN CROISSANT. 120/CS	200	CS	TASTY BRANDS LLC	89.89	17,978.00
94	Y		(USDA-P) BREADSTICK, CHEESE STUFFED, WG, 200/CASE	2,200	CS	TYSON PREPARED FOODS INC	34.74	76,428.00
			* SCHWANS FOOD SERVICE					
			CONAGRA FOODS INCORPORATED	59.85	131,670.00			
			BREADSTICK, CHEESE STUFFED, WG, 100 SERV/CASE	300	CS	TYSON PREPARED FOODS INC	47.14	14,142.00
			CONAGRA FOODS INCORPORATED			59.85	17,955.00	
			* SCHWANS FOOD SERVICE					
95	Y		(USDA-P) BREADSTICK, PEPPERONI & CHEESE STUFFED, WG, 72/CASE	2,600	CS	* SCHWANS FOOD SERVICE		
			CONAGRA FOODS INCORPORATED			54.30	141,180.00	
			STERLING BV INC			61.13	158,938.00	
			BREADSTICK, PEPPERONI & CHEESE STUFFED, WG, 72/CASE	400	CS	* SCHWANS FOOD SERVICE		
			CONAGRA FOODS INCORPORATED			54.30	21,720.00	
			STERLING BV INC			77.00	30,800.00	
96	Y		(USDA-P) PIZZA, CHEESE, 16", WG, 72 SERVINGS/CASE	550	CS	* ALPHA FOODS CO		
			* NARDONE BROS BAKING CO INC					
			* SCHWANS FOOD SERVICE					
			PIZZA, CHEESE, 16", WG, 72 SERVINGS/CASE	200	CS	* ALPHA FOODS CO		
			* NARDONE BROS BAKING CO INC					
			* SCHWANS FOOD SERVICE					
97	Y		(USDA-P) PIZZA, PEPPERONI, 16", WG, 72 SERVINGS/CASE	3,300	CS	* ALPHA FOODS CO		
			* NARDONE BROS BAKING CO INC					
			* SCHWANS FOOD SERVICE					
			PIZZA, PEPPERONI, 16", WG, 72 SERVINGS/CASE	500	CS	* ALPHA FOODS CO		

Auction Title: 141-23 Commodity Processing	Bid Rfq Num 32527
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\* Confidential

8PS - Failed to provide product samplet  
4NS - Not to Specifications

3PP - Poor Product Performance  
1NL - Not low when unit price is  
calculated

3TQ - Taste quality of Product Unacceptable

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						* NARDONE BROS BAKING CO INC		
						* SCHWANS FOOD SERVICE		
98	Y		(USDA-P) PIZZA, ULTIMATE MEAT 16"	1,200	CS	* ALPHA FOODS CO		
						* NARDONE BROS BAKING CO INC	35.00	42,000.00
						* SCHWANS FOOD SERVICE	35.00	42,000.00
			PIZZA, ULTIMATE MEAT 16"	300	CS	* NARDONE BROS BAKING CO INC	35.00	10,500.00
						* ALPHA FOODS CO	35.00	10,500.00
						* SCHWANS FOOD SERVICE	35.00	10,500.00
99	Y		(USDA-P) PIZZA CHEESE WEDGE 96/CASE	1,200	CS	* NARDONE BROS BAKING CO INC	65.00	78,000.00
						CONAGRA FOODS INCORPORATED	65.00	78,000.00
			PIZZA CHEESE WEDGE 51% WHOLE GRAIN	300	CS	* NARDONE BROS BAKING CO INC	65.00	19,500.00
						CONAGRA FOODS INCORPORATED	65.00	19,500.00
100	Y		(USDA-P) PIZZA PEPPERONI WEDGE 96/CASE	2,000	CS	* NARDONE BROS BAKING CO INC	70.05	140,100.00
						CONAGRA FOODS INCORPORATED	70.05	140,100.00
			PIZZA PEPPERONI WEDGE 51% WHOLE GRAIN	500	CS	* NARDONE BROS BAKING CO INC	70.05	35,025.00
						CONAGRA FOODS INCORPORATED	70.05	35,025.00
101	Y		(USDA-P) PIZZA BREAKFAST, SAUSAGE (80/CS)	800	CS	* NARDONE BROS BAKING CO INC	27.00	21,600.00
						* SCHWANS FOOD SERVICE	27.00	21,600.00
						STERLING BV INC	68.12	54,496.00
			BREAKFAST PIZZA	200	CS	* NARDONE BROS BAKING CO INC	32.00	6,400.00
						* SCHWANS FOOD SERVICE	32.00	6,400.00
						STERLING BV INC	72.00	14,400.00
102		8PS	(USDA-P) GARLIC CHEESE FRENCH BREAD (60 EA/CS)	2,500	CS	TYSON PREPARED FOODS INC	26.46	66,150.00
	Y					* NARDONE BROS BAKING CO INC		
						* SCHWANS FOOD SERVICE		
			GARLIC CHEESE FRENCH BREAD (60 EA/CS)	300	CS	TYSON PREPARED FOODS INC	34.05	10,215.00
						* NARDONE BROS BAKING CO INC	34.05	10,215.00

Auction Title: 141-23 Commodity Processing	Bid Rfq Num 32527
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\* Confidential

8PS - Failed to provide product samplet  
4NS - Not to Specifications

3PP - Poor Product Performance  
1NL - Not low when unit price is  
calculated

3TQ - Taste quality of Product Unacceptable

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						* SCHWANS FOOD SERVICE		
103	Y		(USDA-P) MINI QUESADILLAS, BEEF AND CHEESE	2,000	CS	CONAGRA FOODS INCORPORATED	58.55	117,100.00
			MINI QUESADILLAS, BEEF AND CHEESE	200	CS	CONAGRA FOODS INCORPORATED	58.55	11,710.00



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** Consider Approval of Purchase of HVAC Maintenance and Related Services  
One (1) Year with Four (4) Annual Renewal Options

**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 bid for HVAC maintenance and related services for the District, discussed in the February 8, 2022 Finance Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Preferred Mechanical Group, LLC  
Entech Sales and Services, Inc.  
Texas AirSystems, LLC

The estimated total amount of the bid is not to exceed \$500,000. Potential funding is indicated below.

**General Fund (199)**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

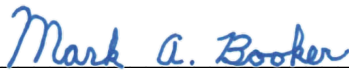
It is the administration's recommendation that the offer(s) for **HVAC Maintenance and Related Services** from the company or companies listed below provides the best value to the Garland Independent School District.

Preferred Mechanical Group, LLC  
Entech Sales and Service, Inc.  
Texas AirSystems, LLC

**NOT TO EXCEED AMOUNT:**

**\$500,000**

<b>Procurement Method:</b>	Request for Proposal
<b>Contract Number:</b>	303-22
<b>Contract Term:</b>	One (1) year with four (4) annual renewal options.
<b>Potential Funding Source:</b>	(199 General Fund)



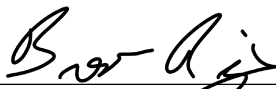
Mark A. Booker  
Executive Director of Purchasing



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



**MEMORANDUM**

**DATE:** February 22, 2022  
**TO:** Mark Booker, Executive Director of Purchasing  
**FROM:** Paul Gonzales, Executive Director of Facilities and Maintenance  
**RE:** RFP #303-22 - Consider Approval of HVAC Maintenance and Related Services

After reviewing the RFP #303-22 HVAC Maintenance and Related Services, it is staff's recommendation that the bid for HVAC Maintenance and Related Services be awarded as indicated below. The estimated spend is not to exceed \$500,000.

- Preferred Mechanical Group, LLC
- Entech Sales and Service, Inc
- Texas AirSystems, LLC

Potential funding is indicated below.

\$500,000 - 199 General Fund

cc: Jimmy Beach  
Nancy Nunez



Department of Purchasing

# MEMORANDUM

DATE: December 14, 2021

TO: Mr. Paul Gonzales

RE: RFP #303-22 HVAC Maintenance and Related Services

The process of the evaluation committee was followed:

1. The evaluation committee of 5 members met to complete Non-disclosure Agreements and Conflict of Interest statements. The proposals were issued to each member on December 10, 2021.
2. Six (6) proposals received. One (1) proposal is non-responsive as they only priced water treatment rather than HVAC maintenance.
3. Each member evaluated the proposals independently using the evaluation criteria provided in the solicitation front end document and rubrics information.
4. Each member's evaluation was assigned an Evaluator number to remain anonymous.
5. Evaluations were consolidated with the approved rubrics for pricing and financial data. The Director of Risk Management reviewed the sections regarding Safety and Litigation. Purchasing completed the reference checks, pricing, and financial information portions based on responses from references and the rubrics. This solicitation pricing is based on hourly rates, preventive maintenance, and supplies/equipment at cost plus.
6. The firms' proposals were evaluated and the report from DNBI was entered using the financial rubric for the three (3) top ranked submittals of which two (2) did not show a rating with DNBI. All other proposals were more than two (2) point's difference.
7. No records were found for the firms on the debarred listing for Federal contracts in the System for Award Management (SAM) which consolidates CCR/FedReg, ORCA, and EPLS or on the Texas Debarred Listing with the State Comptroller office.
8. Interviews were not needed as the top three (3) ranked companies do business with GISD currently.
9. The results of the committee members' reviews and ranking by total points with points for pricing using the sample proposal for the first year costs and future costs up to five (5) years are:

<b>1 Preferred Mechanical Group, LLC</b>	<b>86</b>	<b>\$1,155,832</b>
<b>2 Texas AirSystems, LLC</b>	<b>82</b>	<b>\$1,424,339</b>
<b>3 Entech Sales and Service, Inc.</b>	<b>80</b>	<b>\$1,517,717</b>
<b>4 ABM Building Services, LLC</b>	<b>75</b>	<b>\$1,117,958</b>
<b>5 Denali Construction Services, L.P.</b>	<b>34</b>	<b>\$4,927,250</b>
<b>6 Advantage Water Engineering, LLC</b>		<b>Non-responsive</b>

10. After completion of the evaluations, the top three (3) ranked firm are in the competitive range, see attached Bid Tabulation.

Recommend Board Approval to award to Preferred Mechanical Group, LLC, Texas AirSystems, LLC, and Entech Sales and Services, Inc. for a not to exceed amount of \$500,000 for the first year with up to four (4) annual renewals.

Respectfully,

**Nancy R. Nunez**  
**Garland ISD - Purchasing**  
**Construction Bond Specialist**  
 (972) 487-4132 office/[NRNunez@garlandisd.net](mailto:NRNunez@garlandisd.net)

Garland Independent School District

RFP# 303-22
HVAC MAINTENANCE AND RELATED SERVICES

Date -	12/14/2021
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**RFP Evaluation Overall Scoring and Ranking Summary**

OVERALL RANK >>>

Base Bid-5 YEARS SAMPLE PROPOSAL

1	3	2	6	5	4		
\$1,155,832	\$1,517,717	\$1,424,339	\$0	\$4,927,250	\$1,117,958		
Proposer# 1	Proposer# 2	Proposer# 3	Proposer# 4	Proposer# 5	Proposer# 6		
PREFERRED MECHANICAL GROUP LLC	ENTECH SALES AND SERVICE INC	TEXAS AIRSYSTEMS LLC	ADVANTAGE WATER ENGINEERING LLC	DENALI CONSTRUCTION SERVICES, L.P.	ABM BUILDING SERVICES, LLC		
POINTS SCORED	POINTS SCORED	POINTS SCORED	POINTS SCORED	POINTS SCORED	POINTS SCORED		
39	26	29	N/A	0	40		
21	22	23	N/A	18	17		
26	30	30	N/A	16	18		
0	2	0	N/A	N/A	N/A		
<b>TOTAL SCORE for All Criterias =</b>	<b>100.00</b>	<b>86</b>	<b>80</b>	<b>82</b>	<b>NON-RESPONSIVE</b>	<b>34</b>	<b>75</b>

The District solicited 318 suppliers and received 6 responses to this competitive solicitation. 1 proposal non-responsive.





**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** Consider Approval of Purchase of Textbook Adoption for Physical Education  
One (1) Year with Two (2) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Kim Caddell  
Assistant Superintendent of Curriculum and Instruction

**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:**

Shown is the recommendation of the bids for textbook adoption for physical education for the District, discussed in the February 8, 2022 Finance Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

QuaverMusic.com, LLC

The estimated total amount of the bid is not to exceed \$617,400. Potential funding is indicated below.

**State Textbook Fund (410)**

**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 **Textbook Adoption for Physical Education** from the company or companies listed below provides the best value to the Garland Independent School District.

QuaverMusic.com, LLC

**NOT TO EXCEED AMOUNT:**

**\$617,400**

<b>Procurement Method:</b>	Interlocal Contract
<b>Contract Number:</b>	321-22-02
<b>Contract Term:</b>	One (1) year with two (2) annual renewal options.
<b>Potential Funding Source:</b>	(410 State Textbook Fund)



Mark A. Booker

Executive Director of Purchasing

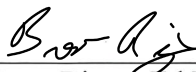


Kim Caddell, Ed. D.

Assistant Superintendent of  
Curriculum and Instruction

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: December 09, 2021

TO: Maria Cobar, Buyer

FROM: LeeAnn Stephenson, Coordinator Health and PE

RE: Recommendation to Award Contract 321-22-02 Textbook Adoption for Physical Education

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**Action Required**

New Award

**Material/Service**

PK-5 new adoption materials for HPE to align to new 2022-2023 TEKS. Purchase K-5 Quaver Health PE digital textbook to align with SBOE adopted TEKS in Health and Physical Education and Proclamation 2022 (adoption of instructional materials to align with TEKS).

**Purpose**

Instructional materials for teachers and students in Pre-K through Grade 5. Quaver Health and PE instructional materials will be used in K-5 physical education class and subjects where health and PE is taught to align with SBOE adopted TEKS in Health and Physical Education and Proclamation 2022 (adoption of instructional materials to align with TEKS).

**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.

### **Recommended Amount**

\$617,400 – 410 State Textbook Fund



# Garland Independent School District Board of Trustees

**Date of Meeting:**

February 22, 2022

**Agenda Item:**

Consider Approval of Increase in Awarded Amount for Professional Development One (1) Year with Two (2) Annual Renewal Options

**Agenda Section:**

Action Item

**Administrator Responsible:**

Dr. Kim Caddell  
Assistant Superintendent of Curriculum and Instruction

**Board Goal Objective:**

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

Percent of student 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 benchmark through 11<sup>TH</sup> 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 – Students 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 #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, finance, operations, and personnel.

## Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for professional development for the District. It is staff's recommendation that the bid be increased as indicated below.

Original Amount: (May 19, 2021)	Teacher Created Materials	\$ 49,999
Increase Amount:		\$ 188,675

The estimated total amount of the bid is not to exceed \$238,674. Potential funding is indicated below.

### ESSER III of ARP 2021 (282)

## 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 Development** from the company or companies listed below provides the best value to the Garland Independent School District.

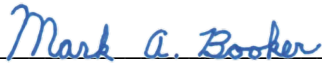
Teacher Created Materials

**ORIGINAL AMOUNT:** **\$ 49,999**  
(May 19, 2021)

**INCREASE AMOUNT:** **\$ 188,675**

**NOT TO EXCEED AMOUNT:** **\$ 238,674**

<b>Procurement Method:</b>	Interlocal Contract
<b>Contract Number:</b>	310-21-12
<b>Contract Term:</b>	One (1) year with two (2) annual renewal options.
<b>Potential Funding Source:</b>	(282 ESSER III of ARP 2021)



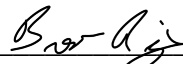
Mark A. Booker  
Executive Director of Purchasing



Kim Caddell, Ed. D.  
Assistant Superintendent of  
Curriculum and Instruction

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 4, 2022

TO: Maria Cobar, Buyer

FROM: Dr. Kimberly Caddell, Assistant Superintendent of Curriculum & Instruction

RE: Recommendation to Increase Contract 310-21-12 Professional Development

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**Action Required**

Increase

**Material/Service**

Professional development

**Purpose**

Professional development for multiple departments in addition to ELL.

**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.

#### **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.

**Recommended Amount**

\$188,675- 282 ESSER III of ARP 2021



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** February 22, 2022

**Agenda Item:** Consider Approval of Increase in Awarded Amount for Indoor and Outdoor Flooring and Sports Surfaces Installation and Repair  
One (1) Year with Four (4) Annual Renewal Options

**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 indoor and outdoor flooring and sports surfaces installation and repair for the District, discussed in the February 8, 2022 Finance Committee Meeting. It is staff's recommendation that the bid be increased as indicated below.

Vector Concepts, Inc.

Original Amount: \$ 74,999  
(July 21, 2021)

Increase Amount: \$ 600,000

The estimated total amount of the bid is not to exceed \$674,999. Potential funding is indicated below.

**General Fund (199) – 30%**  
**Local Capital Projects- GEN FB (Projects Module) (654) – 70%**

**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 **Indoor and Outdoor Flooring and Sports Surfaces Installation and Repair** from the company or companies listed below provides the best value to the Garland Independent School District.

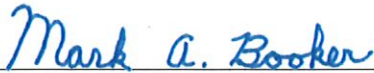
Vector Concepts, Inc.

**ORIGINAL AMOUNT:** **\$ 74,999**  
(July 21, 2021)

**INCREASE AMOUNT:** **\$ 600,000**

**NOT TO EXCEED AMOUNT:** **\$ 674,999**

<b>Procurement Method:</b>	Cooperative Purchase Contract Buyboard	
<b>Contract Number:</b>	206-21-01	
<b>Contract Term:</b>	One (1) year with four (4) annual renewal options.	
<b>Potential Funding Source:</b>	(199 General Fund)	30%
	(654 Local Capital Projects- GEN FB (Projects Module))	70%



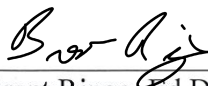
Mark A. Booker  
Executive Director of Purchasing



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 27, 2022

TO: Mark Booker, Executive Director of Purchasing

FROM: Edmund Lee, Coordinator of Facility and Maintenance Business Operations

RE: Recommendation to Increase Contract 206-21-01 Indoor and Outdoor Flooring and Sports Surfaces Installation and Repair

**Action Required**

Increase

**Material/Service**

Floor repair services

**Purpose**

The current contract will be used to assist with the flooring replacement at Harris Hill due to age of the flooring and the impact of HVAC renovation.

Description	Amount	Fund 199(30%)	Fund 654(70%)
Vector Concepts, Inc. Quote	\$420,519		
Contingency	\$84,481		
Unforeseen MRO Repairs and projects	\$95,000		
<b>Requested Amount</b>	<b>\$600,000</b>	\$180,000	\$420,000

**Board Goal Objective**

Not Applicable

**Superintendents Goal**

**Superintendent Goal #5 – District Management**

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

**Recommended Amount**

\$600,000 – 199 General Fund 30%, 654 Local Capital Projects – GEN FB (Projects Module) 70%