

Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, March 26, 2024

Agenda

5:00 PM

I. Call to Order and Determination of a Quorum	
II. Pledges of Allegiance - Marus Myree, Handley STEM Elementary	4
III. Public Hearing	
A. 2023-24 Annual Performance Report – Veronica Salgado Joyner	5
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 Texas All-State Band, Choir & Orchestra Students - Joseph Figarelli	117
2. Recognize 2023 Region 10 Teacher of the Year - Jose Mata	118
B. Going the Extra Mile (GEMs)	
1. Recognize Going the Extra Mile (GEM) Recipient Mary Brieske - Jason Wheeler	119
C. Receive Intruder Detection Audit Report - Mark Quinn	120
VI. Discussion Items	
A. Trustees' Report	121
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	128
C. Future Agenda Items	129
VII. Consent Agenda - Consider approval of	

A. Human Resources Report	130
B. Consider Approval of Budget Transfers and Amendments to the 2023-2024 General Fund – Elisa Cordova-Long	136
C. New Bids	
1. Contract#12-24 - Consider Approval of Purchase of Microsoft Volume Licensing – Mark A. Booker, Matt Yeager	139
2. Contract#16-24 - Consider Approval of Purchase of Immigration and Related Attorney Services – Mark A. Booker, Dr. Gradyne Brown	140
3. Contract#273-24 - Consider Approval of Purchase of Digital Sports Software – Mark A. Booker, Ron Griffen	141
4. Contract#357-24-01 - Consider Approval of Purchase of Voluntary Benefits and Third-Party Administrator Services – Mark A. Booker, Arturo Valenzuela	142
5. Contract#397-23-09 - Consider Approval of Purchase of Instructional Software, Subscriptions, Hardware and Services – Mark A. Booker, Chelsey Cody	143
D. Renewal Bids	
1. Contract#230-22 - Consider Approval of Purchase of Dude Solutions – Mark A. Booker, Edmund Lee	146
E. Modification of Award	
1. Contract#345-20-03 - Consider Approval of Modification to Musical Instrument Supplies & Repairs – Supplemental – Mark A. Booker, Joseph Figarelli	147
F. Increase to Awarded Bids	
1. Contract#345-20-01 - Consider Approval of Increase in Awarded Amount for Musical Instrument Supplies & Repairs – Mark A. Booker, Joseph Figarelli	148
2. Contract#51-22-02 - Consider Approval of Increase in Awarded Amount for Serving Line Replacement for Student Nutrition Services – Mark A. Booker, Jennifer Miller	150
3. Contract#231-24-02 - Consider Approval of Increase in Awarded Amount for Video Streaming Services – Mark A. Booker, Mechelle Hogan	151
4. Contract#302-22-15 - Consider Approval of Increase in Awarded Amount for Instructional Materials and Related Supplies – Mark A. Booker	152
5. Contract#302-23-06 - Consider Approval of Increase in Awarded Amount for Instructional Materials and Supplies for Math – Mark A. Booker, Tobi Schmidt	153
6. Contract#321-24 - Consider Approval of Increase in Awarded Amount for Textbook and Digital Materials – Mark A. Booker, Tobi Schmidt	154
7. Contract#306-01-08 - Consider Approval of Increase in Awarded Amount for Substitute Employee Management Plan Automated – Mark A. Booker, Atticus Wisener	155

8. Contract#394-23-08 - Consider Approval of Increase in Awarded Amount for Special Education Services – Mark A. Booker, Dr. Tanya Vargas Ramos	156
VIII. Action Item (Non Consent)	
A. Consideration and Approval of Resolution to Texas Association of School Boards – Superintendent of the Year for nomination of Dr. Ricardo López - Linda Griffin	158
B. Consider Approval of Resolution for Project Delivery/Contract Award Method for 2023 Bond Program Construction Method of Procurement – Javier Fernandez	160
C. Contract#345-20-03 - Consider Approval of Increase in Awarded Amount for Musical Instrument Supplies & Repairs - Supplemental – Mark A. Booker, Joseph Figarelli	164
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 551.076. Deliberations Regarding Security Devices or Security Audits.	
1. Discussion and deliberation regarding TEA's Intruder Detection Audits.	
B. 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.	
C. 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. Consideration and deliberation regarding administrative recommendations with regard to professional and administrative contracts.	
2. Consideration and deliberation regarding administrative recommendations with regard to professional employees, teachers and other contractual position contracts.	
3. Consultation and deliberation regarding the Superintendent's 2024 Evaluation Instrument.	
X. Reconvene from Executive Session for action relative to items considered during Executive Session	
A. Consideration and possible action regarding administrative recommendations with regard to professional and administrative contracts.	
B. Consideration and possible action regarding administrative recommendations with regard to professional employees, teachers and other contractual position contracts.	
XI. Adjournment	



BOARD OF TRUSTEES AGENDA

Date: 3/26/24

Presented By: Jason Wheeler, Exec. Dir. of Communications

Subject: Student Pledges – March 2024

Information Item

Executive Summary:

Marus Myree from Handley STEM Elementary will deliver the pledge for the March 26, 2024, GISD School Board Meeting.

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Veronica Salgado Joyner

Subject: 2023-2024 Annual Performance Report

Public Hearing

Executive Summary:

The Texas Academic Performance Report (TAPR) is a state mandated performance report prepared by the Texas Education Agency.

District and Campus reports include:

- 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

Administrative Recommendations:

Recommended Motion for Action Items:

Financial Impact and Funding Source:

N/A



2023-2024
Annual Performance Report
as required by Texas Education Code §39.306

District and Academic Affairs Committee: March 26, 2024

Components of the Annual Report



District Accreditation Status



Campus Performance Objectives
2023-2024



Texas Academic Performance Report
(TAPR)
2022-2023



Report on Violent/Criminal Incidents
2022-2023



PEIMS Financial Standard Report
2021-2022 Actual Financial Report



Postsecondary Performance

Class of 2021; provided for District and each campus

For the District and each campus in the district

For the District and each campus in the district

2022-2023 TAPR Glossary

Accreditations and Ratings Summary



Accreditation Status

2022-2023 Accreditation Status	<i>Accredited</i>
2022-2023 FIRST Rating	A-Superior
2023 Accountability Rating	Delayed
2023 Special Education Determination Status	Delayed

Texas Academic Performance Report



The Texas Academic Performance Report (TAPR) is a state mandated performance report prepared by the Texas Education Agency.

District and Campus reports include:

- 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

2022-23 District Snapshot



TAPR: STAAR Performance (pp. 3-11)



- 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
75% Approaches Grade Level
46% Meets Grade Level
18% Masters Grade Level

- Performance data includes results from **2022 and 2023 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 I EOC
 - English II EOC
 - Grade 4-8 Mathematics
 - Algebra I EOC
- Represents the percentage of students that earn Expected or Accelerated Progress on the STAAR assessments from one year to the next
- Academic Growth data includes results from **2023**

ALL GRADES ALL SUBJECTS

(2022)

61% Met Reading Progress

65% Met Math Progress



- 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

37.5% of GISD students participate in BE/ESL programs

TAPR: Other Success Indicators (pp. 15-26)



- 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 2022 Enrollment in a TX
Higher Education Institution**

44.2%



- **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

(2022-2023 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

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 **2020-2021 high school graduates**:
 - Student performance is measured by the Grade Point Average (GPA) earned by 2020 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2021
 - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2021**, **Spring 2022**, and **Summer 2022** are added together and averaged to determine the GPA

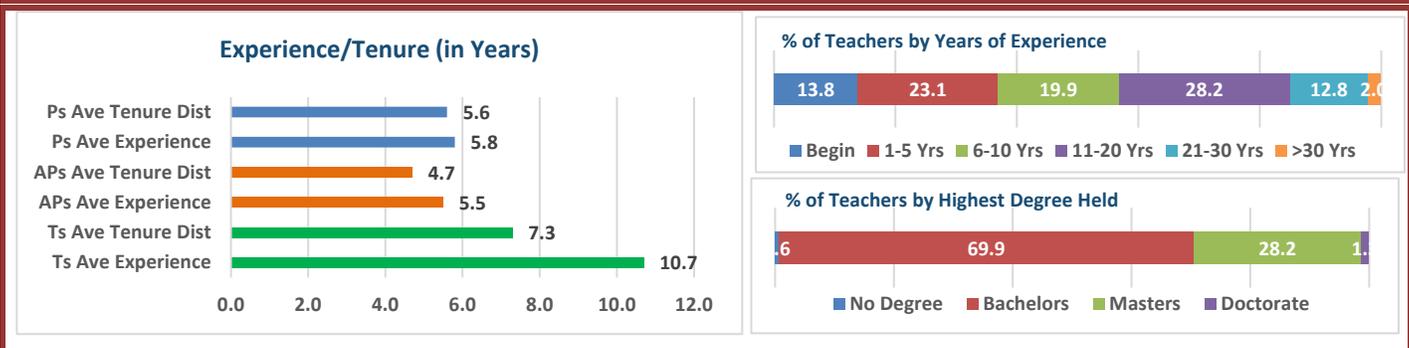
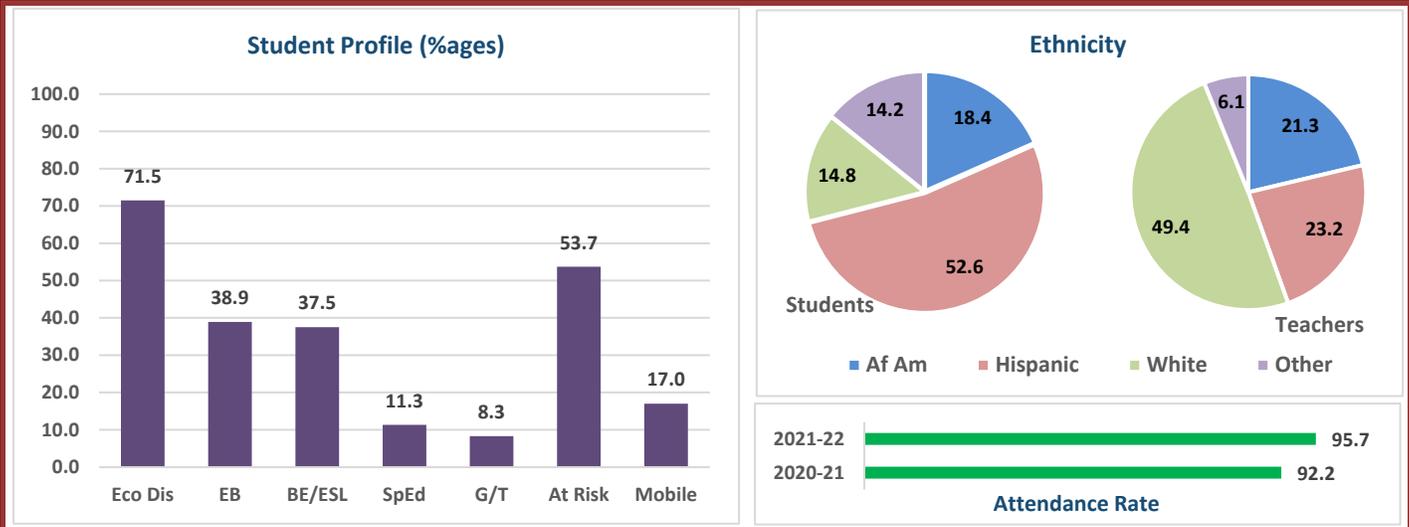
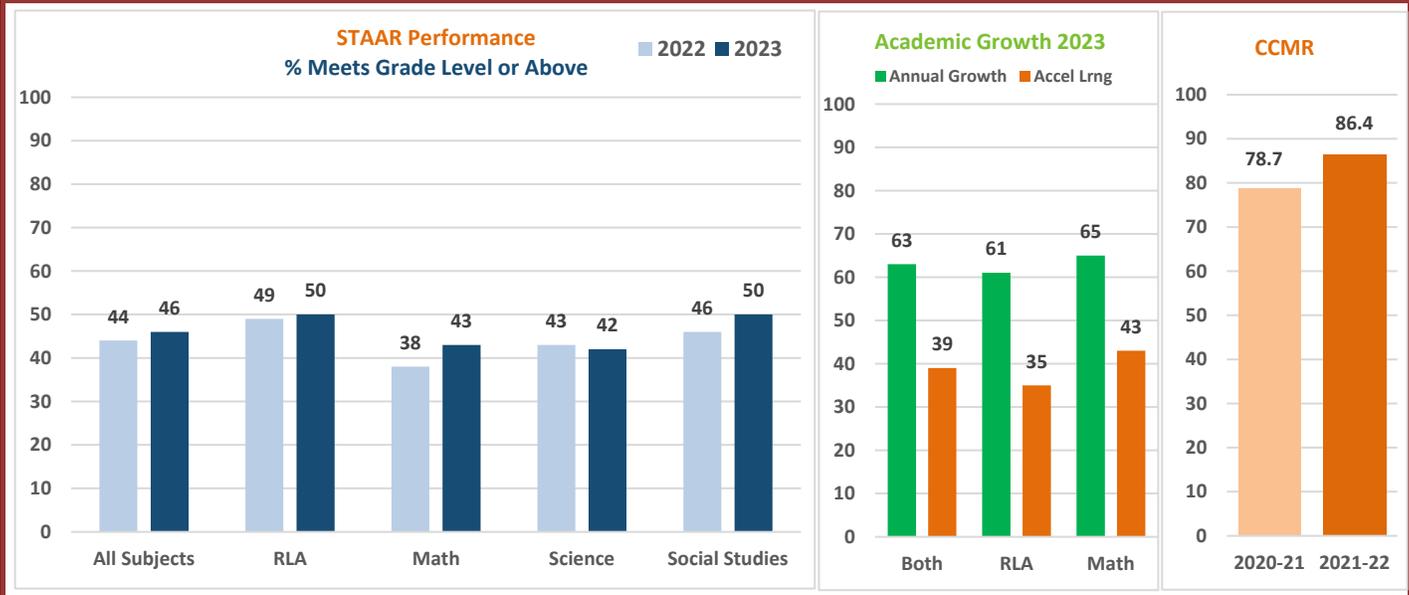
QUESTIONS?

2022-23 District Snapshot

District Name	GARLAND ISD	District Number	057909
Total Enrollment	52,677	Region	10

2022-23 Accountability Summary

Overall District Rating	Not Released	Overall Scale Score	Not Released
Distinction Designation	Postsecondary Readiness	Not Released	
Special Education Compliance Status	Not Released		



2022-23 Texas Academic Performance Report (TAPR)

District Name: GARLAND ISD

District Number: 057909

This page is intentionally blank.

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	76%	75%	69%	71%	86%	89%	85%	*	80%	48%	66%	75%	72%	70%	71%
	2022	76%	76%	75%	67%	71%	88%	57%	87%	*	81%	48%	72%	75%	74%	70%	70%
At Meets Grade Level or Above	2023	50%	52%	50%	45%	44%	68%	44%	68%	*	57%	31%	42%	51%	47%	44%	44%
	2022	51%	52%	48%	40%	41%	67%	43%	66%	*	62%	31%	52%	49%	43%	41%	41%
At Masters Grade Level	2023	20%	22%	23%	19%	18%	34%	33%	36%	*	21%	8%	16%	23%	21%	18%	21%
	2022	30%	32%	27%	18%	21%	49%	36%	47%	*	36%	11%	30%	28%	24%	22%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	75%	62%	73%	83%	78%	88%	*	79%	54%	56%	76%	69%	71%	76%
	2022	71%	72%	74%	60%	74%	83%	77%	87%	*	77%	47%	82%	76%	67%	70%	77%
At Meets Grade Level or Above	2023	45%	48%	47%	32%	43%	61%	33%	70%	*	53%	31%	30%	49%	40%	41%	48%
	2022	43%	45%	48%	31%	47%	63%	31%	68%	*	56%	31%	51%	50%	40%	43%	51%
At Masters Grade Level	2023	19%	22%	21%	13%	17%	32%	33%	39%	*	19%	9%	13%	21%	19%	16%	20%
	2022	21%	23%	23%	15%	18%	35%	15%	40%	*	32%	11%	21%	24%	19%	18%	22%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	76%	70%	73%	86%	71%	89%	*	80%	49%	73%	77%	73%	71%	73%
	2022	77%	76%	74%	70%	67%	87%	78%	90%	57%	87%	45%	72%	74%	71%	68%	69%
At Meets Grade Level or Above	2023	48%	50%	49%	40%	45%	64%	36%	67%	*	55%	27%	42%	51%	43%	43%	47%
	2022	54%	55%	52%	45%	44%	71%	67%	73%	57%	65%	30%	49%	53%	48%	45%	46%
At Masters Grade Level	2023	22%	24%	22%	16%	18%	35%	21%	40%	*	26%	8%	14%	24%	19%	17%	20%
	2022	28%	30%	28%	21%	22%	44%	22%	46%	43%	35%	13%	23%	29%	25%	22%	24%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	73%	71%	59%	70%	80%	57%	85%	*	77%	45%	68%	74%	64%	67%	73%
	2022	70%	71%	70%	58%	65%	82%	78%	91%	86%	84%	44%	65%	72%	63%	65%	71%
At Meets Grade Level or Above	2023	48%	51%	49%	36%	46%	62%	36%	72%	*	59%	32%	50%	52%	41%	43%	50%
	2022	43%	45%	42%	29%	35%	57%	33%	71%	57%	57%	27%	42%	44%	36%	36%	42%
At Masters Grade Level	2023	22%	25%	24%	14%	20%	36%	21%	46%	*	22%	12%	23%	26%	18%	19%	24%
	2022	23%	25%	22%	13%	16%	34%	22%	51%	29%	28%	13%	32%	24%	16%	17%	22%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	81%	75%	78%	89%	82%	92%	86%	85%	50%	69%	82%	75%	77%	80%
	2022	81%	81%	81%	76%	78%	88%	88%	92%	*	87%	49%	80%	82%	77%	77%	79%
At Meets Grade Level or Above	2023	57%	58%	57%	50%	51%	71%	55%	76%	43%	66%	29%	42%	59%	49%	51%	55%
	2022	58%	59%	56%	52%	49%	69%	38%	74%	*	70%	31%	46%	58%	51%	50%	52%
At Masters Grade Level	2023	28%	31%	29%	21%	23%	42%	9%	54%	43%	31%	11%	23%	31%	23%	23%	28%
	2022	36%	38%	35%	32%	28%	49%	13%	53%	*	48%	14%	28%	37%	30%	29%	30%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	81%	71%	80%	86%	100%	95%	86%	81%	57%	78%	83%	75%	78%	84%
	2022	77%	77%	76%	63%	76%	79%	63%	92%	*	76%	45%	64%	78%	67%	72%	80%
At Meets Grade Level or Above	2023	51%	55%	52%	35%	50%	60%	40%	77%	43%	55%	30%	38%	55%	40%	47%	57%
	2022	48%	50%	50%	37%	49%	56%	38%	75%	*	50%	25%	35%	53%	41%	45%	56%
At Masters Grade Level	2023	21%	25%	23%	13%	17%	32%	20%	53%	29%	26%	11%	21%	24%	17%	18%	24%
	2022	25%	27%	26%	17%	23%	31%	25%	48%	*	28%	9%	19%	28%	19%	22%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	58%	47%	53%	73%	73%	80%	43%	72%	38%	48%	60%	52%	52%	57%
	2022	66%	66%	58%	49%	53%	73%	50%	76%	*	71%	35%	47%	61%	49%	52%	56%
At Meets Grade Level or Above	2023	36%	37%	28%	17%	21%	46%	9%	53%	29%	42%	25%	19%	30%	21%	21%	25%
	2022	38%	39%	30%	21%	24%	46%	13%	50%	*	41%	22%	19%	32%	22%	24%	27%
At Masters Grade Level	2023	16%	17%	11%	5%	6%	23%	9%	30%	14%	15%	8%	7%	12%	8%	7%	9%
	2022	18%	18%	12%	8%	8%	21%	0%	25%	*	21%	10%	9%	14%	8%	9%	11%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	73%	68%	69%	83%	75%	89%	*	79%	40%	64%	76%	66%	70%	70%
	2022	70%	72%	68%	60%	63%	83%	62%	90%	*	80%	33%	67%	70%	61%	63%	64%
At Meets Grade Level or Above	2023	52%	55%	47%	42%	40%	63%	50%	69%	*	56%	22%	36%	50%	39%	41%	42%
	2022	43%	45%	39%	31%	33%	56%	31%	65%	*	54%	19%	44%	41%	31%	33%	34%
At Masters Grade Level	2023	22%	26%	18%	16%	12%	31%	13%	36%	*	29%	6%	15%	20%	11%	13%	14%
	2022	23%	25%	20%	14%	15%	34%	8%	39%	*	28%	8%	26%	21%	14%	15%	16%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	70%	61%	68%	73%	63%	87%	*	77%	43%	54%	71%	65%	66%	71%
	2022	73%	76%	65%	54%	63%	77%	62%	89%	*	72%	36%	69%	68%	57%	61%	65%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	44%	29%	21%	24%	41%	38%	54%	*	35%	20%	20%	30%	25%	25%	28%
	2022	39%	42%	26%	17%	22%	40%	15%	54%	*	31%	14%	24%	28%	19%	21%	26%
At Masters Grade Level	2023	16%	19%	7%	4%	4%	11%	25%	19%	*	12%	4%	4%	7%	5%	5%	5%
	2022	16%	18%	7%	4%	4%	13%	0%	23%	*	12%	5%	7%	8%	5%	5%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	80%	73%	67%	69%	85%	79%	91%	*	83%	38%	63%	76%	65%	69%	69%
	2022	80%	80%	77%	72%	73%	89%	83%	90%	*	81%	42%	68%	78%	70%	72%	72%
At Meets Grade Level or Above	2023	55%	58%	48%	41%	41%	65%	43%	72%	*	60%	22%	40%	50%	38%	41%	42%
	2022	56%	58%	51%	44%	45%	70%	67%	72%	*	59%	21%	48%	54%	41%	44%	43%
At Masters Grade Level	2023	27%	31%	22%	15%	16%	35%	7%	46%	*	37%	6%	19%	23%	14%	15%	17%
	2022	37%	40%	33%	26%	28%	48%	25%	55%	*	38%	7%	33%	36%	23%	27%	27%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	67%	51%	46%	46%	70%	40%	79%	*	59%	32%	53%	52%	49%	46%	47%
	2022	61%	62%	43%	31%	40%	59%	44%	71%	*	42%	26%	45%	45%	38%	39%	42%
At Meets Grade Level or Above	2023	37%	42%	23%	17%	17%	42%	20%	55%	*	27%	18%	31%	24%	19%	17%	18%
	2022	31%	34%	16%	11%	12%	25%	0%	44%	*	25%	14%	18%	17%	14%	12%	14%
At Masters Grade Level	2023	11%	16%	5%	3%	3%	11%	0%	23%	*	12%	4%	4%	6%	3%	3%	4%
	2022	13%	17%	5%	4%	3%	10%	0%	22%	*	6%	5%	8%	6%	4%	3%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	80%	72%	77%	90%	69%	94%	*	84%	44%	71%	81%	72%	75%	77%
	2022	83%	84%	82%	77%	79%	88%	75%	94%	*	90%	44%	71%	84%	73%	78%	77%
At Meets Grade Level or Above	2023	58%	61%	52%	43%	45%	71%	62%	77%	*	64%	21%	44%	54%	42%	44%	44%
	2022	58%	60%	57%	52%	51%	68%	63%	81%	*	64%	24%	43%	59%	47%	51%	48%
At Masters Grade Level	2023	28%	32%	24%	18%	18%	45%	15%	45%	*	30%	4%	20%	27%	15%	18%	18%
	2022	37%	40%	37%	31%	30%	51%	50%	62%	*	41%	9%	27%	38%	30%	31%	28%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	77%	76%	67%	73%	85%	67%	94%	*	74%	45%	80%	77%	71%	71%	76%
	2022	71%	72%	72%	62%	69%	82%	86%	91%	*	73%	38%	63%	74%	62%	68%	69%
At Meets Grade Level or Above	2023	46%	48%	43%	34%	38%	54%	47%	76%	*	44%	22%	44%	45%	38%	37%	43%
	2022	40%	41%	36%	28%	31%	44%	29%	69%	*	39%	19%	32%	38%	28%	32%	34%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	17%	18%	14%	8%	9%	22%	13%	37%	*	20%	6%	10%	15%	10%	10%	13%
	2022	14%	15%	10%	5%	7%	14%	14%	34%	*	11%	5%	16%	11%	7%	9%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	76%	69%	57%	65%	88%	54%	92%	*	80%	41%	57%	71%	62%	63%	65%
	2022	74%	76%	73%	64%	68%	87%	100%	92%	*	84%	36%	66%	76%	61%	68%	67%
At Meets Grade Level or Above	2023	47%	50%	42%	30%	34%	68%	38%	73%	*	52%	24%	29%	44%	32%	33%	35%
	2022	45%	48%	44%	33%	36%	62%	43%	78%	*	55%	22%	37%	47%	31%	37%	36%
At Masters Grade Level	2023	17%	19%	15%	10%	9%	30%	15%	40%	*	19%	7%	15%	17%	8%	10%	12%
	2022	24%	26%	23%	14%	17%	38%	14%	54%	*	28%	8%	20%	25%	14%	18%	17%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	64%	58%	47%	52%	77%	62%	84%	*	64%	27%	53%	60%	48%	51%	53%
	2022	61%	63%	56%	53%	47%	74%	100%	84%	*	68%	31%	43%	58%	48%	49%	45%
At Meets Grade Level or Above	2023	33%	36%	29%	23%	23%	45%	15%	60%	*	36%	17%	28%	32%	20%	23%	24%
	2022	31%	33%	25%	21%	18%	40%	29%	50%	*	25%	17%	24%	26%	19%	19%	18%
At Masters Grade Level	2023	16%	19%	13%	9%	9%	24%	0%	31%	*	13%	8%	12%	15%	7%	9%	10%
	2022	18%	20%	14%	10%	9%	24%	0%	35%	*	13%	9%	13%	14%	11%	10%	9%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	71%	67%	67%	82%	69%	88%	100%	73%	32%	53%	74%	63%	68%	65%
	2022	65%	66%	60%	55%	56%	74%	69%	84%	*	69%	24%	53%	63%	51%	55%	49%
At Meets Grade Level or Above	2023	52%	54%	49%	44%	42%	69%	38%	78%	83%	59%	18%	32%	52%	39%	44%	38%
	2022	47%	49%	42%	34%	36%	59%	38%	69%	*	51%	13%	32%	45%	31%	35%	29%
At Masters Grade Level	2023	13%	16%	12%	9%	7%	22%	8%	37%	50%	16%	3%	7%	13%	6%	8%	6%
	2022	11%	12%	8%	5%	5%	15%	13%	24%	*	13%	1%	3%	9%	4%	5%	3%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	71%	70%	67%	84%	63%	85%	*	83%	33%	61%	73%	64%	68%	60%
	2022	72%	72%	67%	64%	63%	81%	65%	84%	80%	79%	27%	54%	70%	58%	62%	52%
At Meets Grade Level or Above	2023	54%	56%	49%	45%	42%	69%	42%	73%	*	64%	19%	33%	52%	40%	44%	33%
	2022	55%	56%	49%	44%	43%	65%	41%	72%	60%	62%	17%	32%	52%	38%	43%	30%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	9%	10%	7%	4%	4%	15%	11%	19%	*	10%	2%	2%	7%	3%	4%	2%
	2022	9%	10%	6%	4%	4%	12%	6%	18%	20%	10%	3%	3%	7%	4%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	80%	83%	79%	81%	89%	91%	95%	*	85%	56%	76%	84%	79%	81%	82%
	2022	76%	76%	72%	64%	71%	76%	79%	92%	*	80%	42%	64%	74%	64%	69%	70%
At Meets Grade Level or Above	2023	43%	45%	45%	38%	41%	58%	45%	80%	*	51%	22%	34%	48%	37%	41%	42%
	2022	43%	46%	37%	30%	33%	46%	36%	74%	*	45%	18%	34%	40%	29%	33%	36%
At Masters Grade Level	2023	23%	26%	23%	16%	18%	37%	27%	58%	*	26%	6%	17%	25%	17%	18%	20%
	2022	27%	30%	20%	16%	16%	25%	21%	56%	*	25%	7%	17%	21%	16%	17%	18%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	87%	85%	85%	94%	100%	96%	100%	91%	63%	82%	88%	84%	85%	83%
	2022	83%	84%	81%	77%	77%	90%	93%	95%	*	89%	52%	77%	82%	74%	78%	73%
At Meets Grade Level or Above	2023	56%	57%	52%	46%	44%	75%	67%	84%	100%	67%	24%	40%	56%	41%	46%	40%
	2022	55%	56%	51%	43%	43%	70%	40%	83%	*	71%	20%	40%	54%	40%	44%	38%
At Masters Grade Level	2023	21%	24%	19%	13%	12%	37%	11%	54%	60%	29%	5%	15%	21%	11%	14%	12%
	2022	21%	24%	20%	13%	13%	34%	33%	52%	*	29%	5%	13%	22%	12%	14%	11%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	93%	92%	92%	96%	89%	96%	100%	92%	68%	92%	93%	91%	91%	88%
	2022	89%	89%	87%	85%	85%	94%	82%	93%	*	91%	52%	85%	89%	81%	84%	75%
At Meets Grade Level or Above	2023	70%	70%	66%	61%	60%	82%	47%	84%	60%	75%	34%	58%	68%	58%	60%	50%
	2022	68%	68%	64%	58%	58%	82%	65%	81%	*	72%	29%	58%	67%	53%	57%	40%
At Masters Grade Level	2023	38%	39%	35%	27%	28%	54%	21%	60%	60%	37%	12%	32%	36%	29%	28%	19%
	2022	42%	43%	37%	29%	29%	59%	18%	60%	*	43%	13%	24%	39%	26%	29%	16%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	89%	88%	84%	92%	88%	97%	*	90%	*	91%	89%	82%	83%	72%
	2022	92%	94%	92%	91%	87%	97%	86%	97%	-	98%	100%	-	93%	81%	89%	69%
At Meets Grade Level or Above	2023	61%	69%	61%	58%	50%	71%	38%	81%	*	57%	*	36%	61%	46%	51%	37%
	2022	64%	70%	61%	52%	46%	73%	57%	83%	-	73%	100%	-	62%	47%	54%	21%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	12%	18%	8%	9%	3%	11%	13%	18%	*	0%	*	18%	8%	4%	4%	4%
	2022	13%	19%	7%	3%	1%	10%	0%	20%	-	5%	43%	-	7%	7%	5%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	75%	68%	72%	85%	73%	90%	76%	79%	45%	66%	76%	69%	70%	71%
	2022	74%	75%	71%	64%	67%	83%	74%	89%	81%	79%	40%	65%	73%	63%	67%	66%
At Meets Grade Level or Above	2023	49%	52%	46%	38%	40%	63%	40%	72%	54%	55%	24%	36%	49%	38%	40%	40%
	2022	48%	50%	44%	36%	38%	59%	39%	70%	59%	54%	22%	37%	46%	35%	38%	37%
At Masters Grade Level	2023	20%	23%	18%	13%	13%	30%	15%	40%	29%	22%	7%	14%	20%	13%	13%	14%
	2022	23%	25%	20%	15%	15%	32%	16%	42%	30%	26%	8%	18%	22%	15%	16%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	74%	70%	71%	85%	73%	89%	73%	81%	42%	64%	76%	68%	71%	70%
	2022	75%	75%	72%	67%	67%	84%	70%	89%	75%	81%	38%	66%	74%	65%	67%	65%
At Meets Grade Level or Above	2023	53%	55%	50%	44%	44%	68%	46%	73%	53%	60%	23%	38%	52%	42%	44%	42%
	2022	53%	54%	49%	42%	42%	66%	46%	72%	61%	61%	23%	42%	51%	40%	42%	40%
At Masters Grade Level	2023	20%	23%	18%	13%	13%	31%	14%	38%	33%	24%	6%	13%	20%	13%	13%	14%
	2022	25%	27%	22%	17%	17%	36%	20%	42%	39%	31%	8%	20%	24%	17%	18%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	75%	66%	73%	83%	72%	91%	81%	78%	48%	68%	76%	69%	71%	74%
	2022	72%	74%	70%	58%	67%	79%	71%	89%	82%	76%	40%	64%	72%	61%	65%	69%
At Meets Grade Level or Above	2023	45%	49%	43%	33%	39%	57%	38%	72%	52%	48%	25%	36%	46%	35%	37%	42%
	2022	42%	45%	38%	28%	34%	50%	29%	69%	50%	46%	21%	33%	41%	30%	33%	37%
At Masters Grade Level	2023	19%	22%	17%	11%	13%	26%	19%	39%	22%	20%	8%	14%	18%	13%	13%	16%
	2022	20%	23%	16%	11%	12%	23%	13%	40%	23%	21%	8%	17%	17%	13%	13%	16%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	78%	73%	66%	70%	86%	73%	89%	71%	81%	48%	64%	75%	69%	69%	70%
	2022	76%	76%	72%	66%	68%	84%	83%	88%	83%	82%	41%	64%	74%	63%	67%	66%
At Meets Grade Level or Above	2023	47%	49%	42%	33%	34%	64%	36%	70%	64%	54%	24%	30%	45%	33%	35%	34%
	2022	47%	49%	43%	34%	36%	60%	33%	71%	67%	56%	21%	32%	46%	32%	36%	34%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	20%	16%	10%	9%	30%	12%	42%	29%	21%	7%	13%	17%	9%	11%	11%
	2022	21%	23%	19%	12%	13%	31%	20%	44%	8%	26%	7%	14%	21%	11%	14%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	77%	72%	74%	88%	78%	90%	71%	78%	46%	70%	78%	71%	71%	70%
	2022	75%	76%	73%	70%	68%	85%	88%	89%	100%	78%	41%	64%	75%	65%	68%	58%
At Meets Grade Level or Above	2023	52%	53%	50%	44%	43%	67%	34%	74%	43%	56%	25%	41%	52%	40%	41%	36%
	2022	50%	51%	46%	41%	39%	63%	54%	67%	71%	46%	23%	40%	48%	37%	39%	28%
At Masters Grade Level	2023	27%	29%	25%	19%	19%	41%	13%	47%	43%	25%	10%	21%	26%	18%	18%	14%
	2022	30%	32%	26%	20%	20%	44%	13%	49%	57%	26%	11%	18%	28%	19%	20%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	39%	38%	28%	32%	57%	33%	60%	*	43%	24%	24%	39%	33%	32%	35%
	2022	36%	38%	36%	25%	31%	54%	31%	58%	*	48%	25%	36%	38%	30%	30%	33%
Reading and Mathematics Including EOC	2023	37%	39%	38%	28%	32%	57%	33%	60%	*	43%	24%	24%	39%	33%	32%	35%
	2022	36%	38%	36%	25%	31%	54%	31%	58%	*	48%	25%	36%	38%	30%	30%	33%
Reading Including EOC	2023	50%	52%	50%	45%	44%	68%	44%	68%	*	57%	31%	42%	51%	47%	44%	44%
	2022	51%	52%	48%	39%	41%	67%	43%	66%	*	62%	31%	52%	49%	43%	41%	41%
Math Including EOC	2023	45%	48%	47%	32%	43%	61%	33%	70%	*	53%	31%	30%	49%	40%	41%	48%
	2022	43%	45%	48%	31%	47%	63%	31%	68%	*	56%	31%	51%	50%	40%	43%	51%
4th Graders																	
Reading and Mathematics	2023	38%	41%	39%	30%	34%	53%	29%	60%	*	46%	23%	34%	41%	31%	32%	37%
	2022	36%	38%	35%	26%	26%	52%	11%	62%	57%	47%	21%	31%	36%	31%	28%	32%
Reading and Mathematics Including EOC	2023	38%	41%	39%	30%	34%	53%	29%	60%	*	46%	23%	34%	41%	31%	32%	37%
	2022	36%	38%	35%	26%	26%	52%	11%	62%	57%	47%	21%	31%	36%	31%	28%	32%
Reading Including EOC	2023	48%	50%	49%	40%	45%	64%	36%	67%	*	55%	27%	42%	51%	43%	43%	47%
	2022	54%	55%	52%	45%	44%	71%	67%	73%	57%	65%	30%	49%	53%	48%	45%	46%
Math Including EOC	2023	48%	51%	49%	36%	46%	62%	36%	72%	*	59%	32%	50%	52%	41%	43%	50%
	2022	43%	45%	42%	29%	35%	57%	33%	71%	57%	57%	27%	42%	44%	36%	36%	42%
5th Graders																	
Reading and Mathematics	2023	43%	46%	43%	32%	38%	55%	20%	70%	43%	49%	24%	30%	46%	33%	37%	45%
	2022	41%	43%	40%	31%	36%	50%	25%	65%	*	45%	20%	26%	43%	32%	34%	41%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	46%	43%	32%	38%	55%	20%	70%	43%	49%	24%	30%	46%	33%	37%	45%
	2022	41%	43%	40%	31%	36%	50%	25%	65%	*	45%	20%	26%	43%	32%	34%	41%
Reading Including EOC	2023	57%	58%	57%	50%	51%	71%	55%	76%	43%	66%	29%	42%	59%	49%	51%	55%
	2022	58%	59%	56%	52%	49%	69%	38%	74%	*	70%	31%	46%	58%	51%	50%	52%
Math Including EOC	2023	51%	55%	52%	35%	50%	60%	40%	77%	43%	55%	30%	38%	55%	40%	47%	57%
	2022	48%	50%	50%	37%	49%	56%	38%	75%	*	50%	25%	35%	53%	41%	45%	56%
6th Graders																	
Reading and Mathematics	2023	35%	40%	28%	22%	21%	44%	38%	54%	*	36%	17%	21%	31%	21%	22%	25%
	2022	31%	34%	23%	16%	17%	36%	15%	49%	*	35%	14%	23%	25%	15%	18%	21%
Reading and Mathematics Including EOC	2023	35%	40%	28%	22%	21%	44%	38%	54%	*	36%	17%	21%	31%	21%	22%	25%
	2022	31%	34%	23%	16%	17%	36%	15%	49%	*	35%	14%	23%	25%	15%	18%	21%
Reading Including EOC	2023	52%	55%	47%	42%	40%	63%	50%	69%	*	56%	22%	36%	50%	39%	41%	42%
	2022	43%	45%	39%	31%	33%	56%	31%	65%	*	54%	19%	44%	41%	31%	33%	34%
Math Including EOC	2023	40%	45%	33%	25%	27%	49%	38%	61%	*	41%	21%	27%	35%	27%	27%	31%
	2022	40%	44%	29%	20%	23%	44%	15%	59%	*	38%	16%	28%	31%	20%	23%	28%
7th Graders																	
Reading and Mathematics	2023	37%	42%	28%	22%	23%	41%	21%	55%	*	31%	16%	28%	30%	20%	23%	26%
	2022	32%	35%	22%	14%	19%	31%	9%	48%	*	28%	13%	25%	24%	16%	19%	21%
Reading and Mathematics Including EOC	2023	38%	43%	31%	23%	24%	46%	21%	62%	*	36%	16%	31%	33%	21%	24%	28%
	2022	33%	37%	24%	15%	20%	35%	17%	54%	*	33%	14%	26%	27%	16%	20%	22%
Reading Including EOC	2023	55%	58%	48%	41%	41%	65%	43%	72%	*	60%	22%	40%	50%	38%	41%	42%
	2022	56%	58%	51%	44%	45%	70%	67%	72%	*	59%	21%	48%	54%	41%	44%	43%
Math Including EOC	2023	43%	48%	36%	26%	30%	51%	21%	72%	*	38%	20%	38%	39%	26%	29%	35%
	2022	37%	40%	27%	17%	23%	37%	17%	59%	*	33%	16%	27%	29%	19%	23%	26%
8th Graders																	
Reading and Mathematics	2023	31%	32%	23%	19%	17%	37%	45%	54%	*	28%	14%	21%	23%	23%	18%	18%
	2022	27%	27%	23%	17%	18%	31%	20%	59%	*	28%	12%	16%	24%	19%	19%	19%
Reading and Mathematics Including EOC	2023	44%	48%	38%	32%	31%	55%	54%	68%	*	47%	16%	37%	41%	28%	31%	32%
	2022	41%	44%	36%	30%	29%	44%	25%	71%	*	43%	16%	30%	38%	28%	31%	31%
Reading Including EOC	2023	58%	61%	52%	43%	45%	71%	62%	77%	*	64%	21%	44%	54%	42%	44%	44%
	2022	58%	60%	57%	52%	51%	68%	63%	81%	*	64%	24%	43%	59%	47%	51%	48%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	55%	47%	37%	41%	60%	62%	77%	*	50%	22%	48%	49%	39%	40%	44%
	2022	48%	51%	42%	36%	36%	49%	25%	76%	*	46%	20%	34%	44%	34%	37%	38%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	40%	34%	26%	28%	49%	30%	59%	38%	40%	20%	27%	36%	27%	28%	32%
	2022	34%	36%	30%	21%	25%	43%	19%	57%	56%	40%	18%	26%	32%	24%	25%	28%
Reading and Mathematics Including EOC	2023	39%	43%	36%	28%	30%	52%	32%	62%	38%	43%	21%	30%	39%	28%	30%	34%
	2022	36%	39%	32%	24%	26%	45%	21%	60%	53%	42%	18%	28%	34%	25%	27%	30%
Reading Including EOC	2023	53%	56%	50%	43%	44%	67%	48%	72%	48%	60%	26%	41%	53%	43%	44%	46%
	2022	53%	55%	51%	44%	44%	67%	50%	72%	74%	63%	26%	47%	53%	44%	44%	44%
Math Including EOC	2023	47%	50%	44%	32%	40%	57%	38%	72%	43%	50%	27%	39%	47%	36%	38%	44%
	2022	43%	46%	40%	28%	35%	51%	25%	68%	53%	47%	23%	35%	42%	31%	34%	40%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	59%	57%	57%	61%	54%	75%	*	54%	48%	48%	60%	59%	57%	61%
Grade 4 Mathematics	2023	63%	65%	62%	56%	60%	67%	54%	76%	*	65%	53%	61%	63%	60%	59%	62%
Grade 5 ELA/Reading	2023	65%	68%	68%	62%	68%	70%	65%	80%	86%	66%	48%	63%	70%	64%	65%	72%
Grade 5 Mathematics	2023	71%	74%	73%	66%	74%	72%	61%	82%	43%	68%	69%	73%	74%	70%	72%	78%
Grade 6 ELA/Reading	2023	51%	54%	44%	40%	40%	53%	69%	60%	*	51%	33%	37%	47%	35%	40%	43%
Grade 6 Mathematics	2023	54%	58%	41%	46%	36%	49%	44%	47%	*	50%	55%	54%	40%	47%	39%	35%
Grade 7 ELA/Reading	2023	71%	74%	65%	62%	63%	70%	71%	76%	*	73%	45%	55%	67%	60%	62%	64%
Grade 7 Mathematics	2023	56%	60%	51%	50%	47%	59%	25%	66%	*	57%	45%	51%	50%	51%	48%	47%
Grade 8 ELA/Reading	2023	63%	66%	60%	55%	56%	71%	50%	76%	*	65%	45%	60%	61%	56%	55%	57%
Grade 8 Mathematics	2023	74%	73%	74%	70%	73%	75%	75%	85%	*	72%	59%	79%	74%	71%	73%	74%
End of Course English I	2023	57%	58%	56%	54%	52%	61%	36%	72%	60%	61%	37%	46%	57%	49%	52%	54%
End of Course English II	2023	74%	75%	75%	75%	73%	82%	82%	80%	*	79%	55%	59%	77%	67%	74%	70%
End of Course Algebra I	2023	76%	78%	83%	83%	80%	87%	92%	93%	*	86%	77%	83%	84%	79%	81%	81%
All Grades Both Subjects	2023	64%	66%	63%	60%	61%	68%	60%	75%	68%	65%	51%	59%	64%	59%	60%	62%
All Grades ELA/Reading	2023	63%	65%	61%	58%	59%	67%	62%	74%	71%	64%	44%	52%	63%	56%	58%	60%
All Grades Mathematics	2023	66%	68%	65%	63%	63%	70%	58%	76%	65%	67%	59%	67%	66%	63%	63%	64%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	32%	33%	33%	32%	26%	33%	51%	-	27%	20%	38%	33%	33%	33%	33%
Grade 4 Mathematics	2023	27%	27%	26%	23%	27%	35%	*	26%	-	13%	13%	24%	27%	24%	25%	27%
Grade 5 ELA/Reading	2023	37%	38%	44%	40%	46%	38%	*	38%	*	37%	21%	36%	45%	39%	42%	47%
Grade 5 Mathematics	2023	48%	50%	50%	45%	51%	49%	*	67%	*	36%	34%	55%	50%	49%	49%	56%
Grade 6 ELA/Reading	2023	26%	26%	21%	21%	20%	23%	*	24%	-	25%	11%	11%	23%	16%	21%	21%
Grade 6 Mathematics	2023	35%	38%	31%	28%	32%	28%	*	34%	*	42%	20%	26%	31%	31%	31%	31%
Grade 7 ELA/Reading	2023	39%	41%	33%	32%	31%	38%	60%	48%	*	29%	14%	26%	34%	27%	32%	31%
Grade 7 Mathematics	2023	22%	24%	23%	26%	22%	25%	*	28%	-	19%	13%	17%	24%	20%	22%	21%
Grade 8 ELA/Reading	2023	39%	40%	35%	28%	36%	43%	*	47%	*	38%	20%	42%	37%	30%	34%	36%
Grade 8 Mathematics	2023	49%	49%	51%	47%	51%	59%	29%	71%	*	36%	26%	66%	51%	49%	49%	52%
End of Course English I	2023	26%	26%	29%	25%	27%	41%	*	35%	-	44%	14%	22%	31%	23%	27%	27%
End of Course English II	2023	41%	42%	44%	45%	42%	50%	*	46%	*	54%	25%	33%	48%	32%	43%	39%
End of Course Algebra I	2023	58%	58%	68%	65%	68%	75%	-	77%	-	81%	51%	69%	69%	66%	67%	69%
All Grades Both Subjects	2023	38%	39%	39%	37%	39%	43%	33%	47%	44%	37%	22%	38%	40%	35%	38%	39%
All Grades ELA/Reading	2023	35%	36%	35%	33%	35%	39%	41%	43%	33%	37%	18%	30%	37%	30%	34%	35%
All Grades Mathematics	2023	40%	42%	43%	39%	43%	46%	24%	51%	*	37%	26%	45%	44%	40%	41%	44%

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

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	78%	75%	71%	74%	87%	92%	71%	-	68%	52%	68%	60%	75%	77%	69%	96%
	2022	74%	75%	71%	68%	70%	75%	91%	67%	-	61%	45%	61%	*	71%	74%	63%	94%
At Meets Grade Level or Above	2023	49%	52%	46%	43%	39%	43%	62%	42%	-	35%	4%	35%	0%	45%	50%	37%	81%
	2022	48%	50%	44%	41%	37%	46%	75%	40%	-	30%	10%	30%	*	41%	48%	33%	75%
At Masters Grade Level	2023	20%	23%	18%	17%	16%	17%	34%	17%	-	11%	1%	11%	0%	17%	20%	12%	39%
	2022	23%	25%	20%	19%	14%	22%	44%	18%	-	12%	2%	12%	*	17%	22%	14%	39%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	74%	72%	69%	82%	93%	71%	-	66%	32%	66%	*	75%	78%	67%	97%
	2022	75%	75%	72%	68%	58%	79%	94%	66%	-	60%	41%	60%	-	72%	76%	62%	96%
At Meets Grade Level or Above	2023	53%	55%	50%	44%	38%	36%	67%	44%	-	37%	0%	37%	*	49%	55%	39%	88%
	2022	53%	54%	49%	40%	21%	50%	81%	39%	-	33%	5%	33%	-	47%	55%	35%	86%
At Masters Grade Level	2023	20%	23%	18%	20%	13%	9%	35%	19%	-	10%	0%	10%	*	17%	21%	12%	37%
	2022	25%	27%	22%	20%	11%	28%	46%	19%	-	13%	2%	14%	-	19%	26%	15%	43%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	75%	77%	64%	82%	93%	77%	-	71%	71%	71%	*	74%	74%	73%	92%
	2022	72%	74%	70%	75%	84%	84%	92%	73%	-	63%	37%	63%	*	72%	69%	67%	92%
At Meets Grade Level or Above	2023	45%	49%	43%	49%	36%	55%	68%	49%	-	36%	10%	37%	*	43%	44%	40%	67%
	2022	42%	45%	38%	48%	47%	59%	81%	46%	-	30%	14%	30%	*	37%	38%	35%	64%
At Masters Grade Level	2023	19%	22%	17%	19%	27%	27%	39%	19%	-	13%	2%	13%	*	19%	18%	15%	28%
	2022	20%	23%	16%	21%	16%	28%	50%	20%	-	12%	2%	12%	*	18%	16%	15%	29%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	78%	73%	53%	90%	100%	83%	51%	-	70%	68%	70%	*	74%	76%	67%	97%
	2022	76%	76%	72%	52%	60%	60%	78%	49%	-	64%	59%	64%	-	70%	75%	62%	97%
At Meets Grade Level or Above	2023	47%	49%	42%	18%	50%	29%	28%	17%	-	31%	0%	31%	*	38%	47%	28%	84%
	2022	47%	49%	43%	23%	60%	29%	39%	20%	-	29%	4%	29%	-	34%	47%	28%	81%
At Masters Grade Level	2023	18%	20%	16%	5%	10%	14%	11%	5%	-	7%	0%	8%	*	10%	19%	7%	45%
	2022	21%	23%	19%	8%	20%	11%	22%	7%	-	8%	0%	9%	-	12%	21%	9%	46%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	77%	*	*	*	-	*	-	65%	38%	65%	-	77%	80%	66%	98%
	2022	75%	76%	73%	*	-	*	-	-	-	53%	58%	53%	-	65%	78%	54%	92%
At Meets Grade Level or Above	2023	52%	53%	50%	*	*	*	-	*	-	30%	15%	30%	-	43%	54%	31%	82%
	2022	50%	51%	46%	*	-	*	-	-	-	22%	26%	22%	-	37%	52%	23%	70%
At Masters Grade Level	2023	27%	29%	25%	*	*	*	-	*	-	10%	0%	10%	-	17%	29%	10%	51%
	2022	30%	32%	26%	*	-	*	-	-	-	9%	6%	9%	-	16%	31%	9%	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	63%	67%	68%	63%	68%	67%	-	59%	42%	59%	-	64%	64%	61%	77%
All Grades ELA/Reading	2023	63%	65%	61%	65%	50%	50%	69%	65%	-	56%	24%	56%	-	65%	62%	58%	76%

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	68%	65%	70%	94%	75%	68%	70%	-	62%	70%	62%	-	63%	66%	63%	78%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	39%	43%	43%	40%	60%	43%	-	37%	16%	38%	-	38%	39%	39%	77%
All Grades ELA/Reading	2023	35%	36%	35%	41%	*	*	*	41%	-	32%	6%	33%	-	37%	36%	34%	78%
All Grades Mathematics	2023	40%	42%	43%	46%	*	*	*	46%	-	44%	33%	44%	-	39%	41%	44%	76%

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

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	98%	99%	99%	99%	100%	99%	98%	98%	98%	99%	98%	99%	99%
Included in Accountability	93%	92%	93%	92%	92%	95%	87%	94%	95%	93%	94%	89%	97%	81%	94%	91%
Not Included in Accountability: Mobile	4%	5%	4%	6%	3%	3%	8%	2%	4%	5%	3%	9%	1%	12%	3%	3%
Not Included in Accountability: Other Exclusions	2%	2%	2%	0%	3%	1%	4%	3%	0%	0%	2%	1%	2%	5%	2%	5%
Not Tested	1%	1%	1%	2%	1%	1%	1%	0%	1%	2%	2%	2%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	99%	99%	99%	100%	97%	99%	99%	98%	99%	98%	99%	99%
Included in Accountability	92%	91%	91%	92%	90%	95%	86%	91%	94%	93%	93%	87%	95%	80%	92%	87%
Not Included in Accountability: Mobile	4%	5%	4%	6%	3%	3%	8%	3%	3%	5%	2%	9%	1%	12%	3%	3%
Not Included in Accountability: Other Exclusions	3%	4%	4%	1%	6%	1%	5%	6%	0%	0%	3%	2%	4%	7%	4%	9%
Not Tested	1%	1%	1%	2%	1%	1%	1%	0%	3%	1%	1%	2%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	1%	0%	3%	1%	1%	2%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	99%	99%	99%	99%	100%	100%	99%	99%	98%	99%	98%	99%	99%
Included in Accountability	94%	93%	94%	92%	95%	95%	89%	95%	93%	95%	96%	89%	98%	82%	95%	94%
Not Included in Accountability: Mobile	5%	5%	4%	6%	3%	3%	8%	3%	7%	4%	3%	9%	1%	12%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	2%	2%	0%	0%	0%	0%	0%	4%	1%	2%
Not Tested	1%	1%	1%	1%	1%	1%	1%	0%	0%	1%	1%	2%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	98%	98%	98%	99%	100%	100%	100%	98%	98%	99%	99%	97%	98%	99%
Included in Accountability	93%	93%	94%	92%	94%	95%	83%	96%	100%	92%	95%	91%	98%	83%	95%	94%
Not Included in Accountability: Mobile	4%	5%	4%	6%	3%	3%	13%	2%	0%	5%	2%	8%	1%	12%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	5%	2%	0%	0%	0%	0%	0%	3%	1%	2%
Not Tested	1%	1%	2%	2%	2%	1%	0%	0%	0%	2%	2%	1%	1%	3%	2%	1%

Texas Education Agency
2022-23 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	1%	2%	1%	1%	0%	0%	0%	2%	2%	1%	1%	2%	1%	1%
Other	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	98%	98%	98%	99%	100%	99%	100%	97%	97%	97%	98%	97%	98%	98%
Included in Accountability	94%	94%	94%	92%	94%	95%	94%	96%	100%	93%	93%	89%	98%	81%	94%	93%
Not Included in Accountability: Mobile	4%	4%	3%	6%	3%	3%	0%	1%	0%	5%	3%	8%	1%	13%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	6%	1%	0%	0%	0%	0%	0%	3%	1%	2%
Not Tested	1%	2%	2%	2%	2%	1%	0%	1%	0%	3%	3%	3%	2%	3%	2%	2%
Absent	1%	1%	2%	2%	2%	1%	0%	1%	0%	3%	3%	2%	2%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	96%	98%	98%	98%	98%	100%	99%	*	91%	*	100%	98%	93%	98%	98%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	98%	98%	97%	99%	100%	98%	98%	98%	99%	98%	98%	99%
Included in Accountability	93%	92%	93%	92%	93%	96%	90%	94%	84%	93%	94%	90%	97%	83%	94%	91%
Not Included in Accountability: Mobile	5%	5%	3%	6%	3%	2%	2%	3%	16%	5%	3%	7%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	3%	0%	4%	3%	0%	0%	1%	1%	1%	4%	2%	5%
Not Tested	1%	1%	1%	1%	2%	2%	3%	1%	0%	2%	2%	2%	1%	2%	2%	1%
Absent	1%	1%	1%	1%	2%	1%	3%	0%	0%	2%	2%	2%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	99%	98%	99%	98%	99%	100%	99%	98%	98%	99%	98%	98%	98%
Included in Accountability	92%	91%	91%	92%	90%	96%	90%	91%	85%	93%	93%	87%	95%	81%	93%	88%
Not Included in Accountability: Mobile	5%	5%	3%	6%	3%	2%	3%	3%	15%	5%	3%	8%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	2%	3%	4%	0%	5%	0%	6%	5%	0%	0%	2%	2%	3%	7%	4%	8%
Not Tested	1%	1%	1%	1%	2%	1%	2%	1%	0%	1%	2%	2%	1%	2%	2%	2%
Absent	1%	1%	1%	1%	2%	1%	2%	1%	0%	1%	2%	2%	1%	2%	2%	1%
Other	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	99%	99%	99%	95%	100%	100%	98%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	94%	92%	94%	96%	92%	95%	81%	93%	95%	91%	98%	83%	96%	94%

Texas Education Agency
2022-23 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	4%	7%	3%	2%	2%	3%	19%	5%	3%	8%	1%	11%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	1%	1%	0%	0%	1%	0%	0%	3%	1%	2%
Not Tested	1%	1%	1%	1%	1%	1%	5%	0%	0%	2%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	3%	0%	0%	2%	2%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	98%	98%	98%	98%	94%	100%	100%	97%	98%	98%	99%	97%	98%	98%
Included in Accountability	93%	93%	94%	93%	95%	96%	88%	96%	86%	92%	93%	92%	98%	85%	96%	94%
Not Included in Accountability: Mobile	4%	5%	3%	5%	3%	2%	0%	2%	14%	6%	4%	6%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	6%	1%	0%	0%	1%	0%	0%	2%	1%	1%
Not Tested	2%	2%	2%	2%	2%	2%	6%	0%	0%	3%	2%	2%	1%	3%	2%	2%
Absent	1%	1%	2%	2%	2%	2%	6%	0%	0%	3%	2%	2%	1%	3%	2%	2%
Other	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	98%	98%	98%	98%	100%	100%	100%	97%	98%	96%	98%	97%	98%	98%
Included in Accountability	94%	94%	95%	93%	95%	96%	89%	97%	88%	90%	93%	91%	97%	86%	96%	94%
Not Included in Accountability: Mobile	4%	4%	2%	4%	2%	1%	4%	2%	13%	7%	4%	4%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	7%	1%	0%	0%	1%	0%	0%	2%	0%	1%
Not Tested	2%	2%	2%	2%	2%	2%	0%	0%	0%	3%	2%	4%	2%	3%	2%	2%
Absent	1%	1%	2%	2%	2%	2%	0%	0%	0%	3%	2%	4%	2%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	95%	97%	97%	96%	98%	88%	100%	-	95%	100%	-	98%	78%	96%	96%

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

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 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
Attendance Rate													
2021-22	92.2%	92.6%	92.2%	91.1%	91.7%	92.5%	94.0%	96.0%	93.1%	91.5%	90.5%	91.6%	92.8%
2020-21	95.0%	95.2%	95.7%	94.4%	95.3%	96.8%	97.1%	98.4%	96.5%	95.7%	94.2%	95.0%	95.7%
Chronic Absenteeism													
2021-22	25.7%	23.5%	25.5%	31.7%	27.0%	23.3%	17.7%	8.4%	25.5%	27.8%	32.9%	28.0%	21.9%
2020-21	15.0%	13.7%	11.9%	17.2%	13.0%	7.6%	6.4%	3.5%	5.8%	12.7%	17.3%	14.2%	11.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	0.5%	0.7%	0.6%	0.2%	0.0%	0.3%	0.0%	0.4%	0.6%	0.6%	0.5%
2020-21	0.9%	0.7%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	3.2%	0.8%	1.0%	0.9%	0.5%	1.2%	0.2%	7.1%	1.2%	1.4%	1.0%	1.1%
2020-21	2.4%	2.8%	0.9%	1.4%	0.8%	1.0%	2.0%	0.2%	0.0%	1.6%	1.7%	1.1%	1.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	87.3%	95.3%	93.5%	95.0%	96.8%	100.0%	98.4%	-	90.7%	88.4%	93.8%	91.5%
Received TxCHSE	0.3%	0.2%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	4.1%	1.9%	2.4%	2.2%	1.2%	0.0%	0.0%	-	8.1%	3.3%	2.3%	2.6%
Dropped Out	6.4%	8.4%	2.7%	4.2%	2.8%	1.9%	0.0%	1.6%	-	1.2%	8.4%	3.9%	5.9%
Graduates and TxCHSE	90.0%	87.5%	95.4%	93.5%	95.0%	96.9%	100.0%	98.4%	-	90.7%	88.4%	93.8%	91.5%
Graduates, TxCHSE, and Continuers	93.6%	91.6%	97.3%	95.8%	97.2%	98.1%	100.0%	98.4%	-	98.8%	91.6%	96.1%	94.1%
Class of 2021													
Graduated	90.0%	87.5%	95.2%	94.0%	94.6%	96.7%	89.7%	98.1%	*	96.3%	91.0%	94.2%	90.1%
Received TxCHSE	0.3%	0.2%	0.2%	0.3%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.4%
Continued HS	3.9%	5.1%	2.0%	1.5%	2.5%	1.1%	3.4%	1.7%	*	1.3%	3.0%	2.5%	3.9%
Dropped Out	5.8%	7.1%	2.6%	4.2%	2.7%	2.1%	6.9%	0.2%	*	2.5%	6.0%	3.1%	5.6%
Graduates and TxCHSE	90.3%	87.7%	95.4%	94.3%	94.8%	96.8%	89.7%	98.1%	*	96.3%	91.0%	94.4%	90.4%
Graduates, TxCHSE, and Continuers	94.2%	92.9%	97.4%	95.8%	97.3%	97.9%	93.1%	99.8%	*	97.5%	94.0%	96.9%	94.4%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	96.8%	94.7%	96.7%	97.8%	93.1%	99.8%	*	96.3%	93.5%	96.2%	93.6%
Received TxCHSE	0.4%	0.3%	0.2%	0.3%	0.3%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.4%
Continued HS	1.0%	1.3%	0.1%	0.3%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.5%	0.2%	0.2%
Dropped Out	6.3%	8.5%	2.8%	4.8%	2.9%	2.1%	6.9%	0.2%	*	3.8%	6.1%	3.4%	5.8%
Graduates and TxCHSE	92.7%	90.3%	97.0%	95.0%	97.0%	97.9%	93.1%	99.8%	*	96.3%	93.5%	96.4%	94.0%

Texas Education Agency
2022-23 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
Graduates, TxCHSE, and Continuers	93.7%	91.5%	97.2%	95.2%	97.1%	97.9%	93.1%	99.8%	*	96.3%	93.9%	96.6%	94.2%
Class of 2020													
Graduated	92.2%	89.9%	96.2%	94.7%	96.2%	96.6%	95.7%	98.6%	100.0%	95.8%	93.3%	95.5%	89.4%
Received TxCHSE	0.5%	0.3%	0.2%	0.5%	0.0%	0.5%	0.0%	0.0%	0.0%	1.4%	0.4%	0.2%	0.0%
Continued HS	1.1%	1.7%	0.2%	0.4%	0.1%	0.3%	4.3%	0.0%	0.0%	0.0%	1.2%	0.2%	0.0%
Dropped Out	6.2%	8.1%	3.3%	4.4%	3.7%	2.6%	0.0%	1.4%	0.0%	2.8%	5.2%	4.0%	10.6%
Graduates and TxCHSE	92.7%	90.2%	96.4%	95.2%	96.2%	97.1%	95.7%	98.6%	100.0%	97.2%	93.7%	95.8%	89.4%
Graduates, TxCHSE, and Continuers	93.8%	91.9%	96.7%	95.6%	96.3%	97.4%	100.0%	98.6%	100.0%	97.2%	94.8%	96.0%	89.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	90.5%	96.4%	95.1%	96.3%	96.8%	100.0%	98.6%	100.0%	95.8%	94.2%	95.7%	89.5%
Received TxCHSE	0.5%	0.4%	0.3%	0.5%	0.0%	0.5%	0.0%	0.2%	0.0%	1.4%	0.4%	0.2%	0.0%
Continued HS	0.5%	0.7%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%
Dropped Out	6.2%	8.5%	3.3%	4.4%	3.6%	2.6%	0.0%	1.2%	0.0%	2.8%	5.0%	4.0%	10.5%
Graduates and TxCHSE	93.2%	90.9%	96.7%	95.6%	96.3%	97.3%	100.0%	98.8%	100.0%	97.2%	94.6%	96.0%	89.5%
Graduates, TxCHSE, and Continuers	93.8%	91.5%	96.7%	95.6%	96.4%	97.4%	100.0%	98.8%	100.0%	97.2%	95.0%	96.0%	89.5%
Class of 2019													
Graduated	92.6%	91.3%	96.1%	95.9%	95.4%	96.7%	89.5%	98.5%	*	98.7%	93.0%	95.2%	84.8%
Received TxCHSE	0.6%	0.5%	0.2%	0.1%	0.1%	0.6%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
Continued HS	0.6%	0.7%	0.0%	0.1%	0.0%	0.0%	5.3%	0.0%	*	0.0%	0.5%	0.0%	0.0%
Dropped Out	6.2%	7.6%	3.7%	3.8%	4.5%	2.8%	5.3%	1.5%	*	1.3%	6.6%	4.8%	15.2%
Graduates and TxCHSE	93.2%	91.8%	96.2%	96.0%	95.5%	97.2%	89.5%	98.5%	*	98.7%	93.0%	95.2%	84.8%
Graduates, TxCHSE, and Continuers	93.8%	92.4%	96.3%	96.2%	95.5%	97.2%	94.7%	98.5%	*	98.7%	93.4%	95.2%	84.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.3%	93.8%	91.0%	93.6%	95.4%	100.0%	97.7%	-	89.7%	76.1%	92.2%	90.2%
Class of 2021	90.0%	87.5%	94.0%	92.1%	93.4%	95.9%	89.7%	97.4%	*	95.1%	76.5%	92.9%	88.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	55.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	62.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	1.4%	2.4%	1.2%	1.5%	0.0%	1.2%	-	0.0%	6.8%	1.6%	1.5%
Class of 2021	3.8%	3.0%	0.3%	0.3%	0.3%	0.4%	0.0%	0.0%	*	0.0%	2.2%	0.3%	0.6%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 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 2022	84.3%	85.9%	86.7%	81.8%	84.9%	90.7%	89.5%	95.1%	-	93.6%	51.1%	83.1%	79.7%
Class of 2021	81.9%	79.4%	83.5%	80.1%	82.0%	84.2%	80.8%	95.2%	*	83.1%	42.3%	80.5%	70.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	89.4%	88.1%	84.1%	86.1%	92.2%	89.5%	96.3%	-	93.6%	57.9%	84.7%	81.2%
Class of 2021	85.7%	82.5%	83.8%	80.4%	82.3%	84.6%	80.8%	95.2%	*	83.1%	44.5%	80.8%	71.5%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	26.5%	*	*	-	-	-	-	-	-	*	-	-
2020-21	43.8%	19.6%	0.0%	*	*	*	-	-	-	*	0.0%	0.0%	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.7%	1.4%	2.4%	1.1%	1.5%	0.0%	1.2%	-	0.0%	5.5%	1.5%	1.5%
2020-21	3.8%	3.1%	0.3%	0.4%	0.3%	0.4%	0.0%	0.2%	*	0.0%	2.7%	0.4%	1.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	85.6%	79.6%	84.1%	89.3%	76.2%	94.9%	-	93.5%	42.4%	82.3%	80.1%
2020-21	80.4%	77.8%	82.6%	78.2%	81.2%	84.0%	87.5%	93.9%	*	85.5%	36.0%	79.7%	71.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.3%	86.9%	81.8%	85.3%	90.7%	76.2%	96.1%	-	93.5%	47.7%	83.8%	81.6%
2020-21	84.1%	80.8%	82.7%	78.2%	81.3%	84.1%	87.5%	94.1%	*	84.4%	36.9%	79.8%	72.7%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	3,888	100.0%	368,686	100.0%
By Ethnicity:				
African American	676	17.4%	45,227	12.3%
Hispanic	2,011	51.7%	191,125	51.8%
White	670	17.2%	103,171	28.0%
American Indian	21	0.5%	1,159	0.3%
Asian	433	11.1%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	77	2.0%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	1	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	507	13.0%	51,023	13.8%
Foundation H.S. Program (Endorsement)	54	1.4%	14,179	3.8%
Foundation H.S. Program (DLA)	3,326	85.5%	302,917	82.2%
Special Education Graduates	237	6.1%	32,447	8.8%
Economically Disadvantaged Graduates	2,070	53.2%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	738	19.0%	40,398	11.0%
At-Risk Graduates	1,473	37.9%	159,689	43.3%
CTE Completers	1,165	30.0%	107,502	29.2%

Texas Education Agency
2022-23 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
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	70.7%	86.4%	82.7%	84.9%	90.3%	90.5%	92.8%	-	89.6%	89.9%	84.3%	80.4%
2020-21	65.2%	65.3%	78.7%	72.9%	76.3%	83.1%	83.3%	92.0%	*	80.5%	85.2%	75.7%	67.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	54.8%	53.4%	41.7%	46.8%	66.3%	47.6%	81.1%	-	63.6%	12.7%	47.3%	32.8%
2020-21	52.7%	55.3%	55.0%	47.1%	49.2%	63.6%	66.7%	80.2%	*	61.0%	14.8%	49.5%	30.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	57.9%	55.2%	47.8%	46.3%	72.8%	52.4%	77.8%	-	74.0%	11.8%	47.8%	22.9%
2020-21	56.1%	58.4%	57.3%	52.7%	49.3%	71.4%	58.3%	79.5%	*	62.3%	14.0%	50.2%	22.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	48.4%	47.6%	38.3%	38.7%	59.9%	47.6%	81.5%	-	62.3%	10.5%	41.2%	28.0%
2020-21	45.7%	46.2%	44.7%	39.4%	34.5%	59.5%	45.8%	77.2%	*	54.5%	8.1%	37.3%	20.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.7%	42.4%	33.1%	33.4%	57.0%	33.3%	73.4%	-	57.1%	7.2%	35.6%	18.6%
2020-21	40.4%	41.7%	40.9%	35.9%	30.4%	57.1%	45.8%	71.8%	*	50.6%	5.9%	33.2%	13.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	25.8%	21.7%	10.9%	16.7%	29.1%	23.8%	48.7%	-	27.3%	4.2%	16.8%	9.5%
2020-21	21.3%	26.9%	25.1%	14.0%	21.6%	30.4%	33.3%	51.3%	*	29.9%	1.7%	20.2%	14.3%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.1%	3.3%	4.4%	2.4%	4.3%	0.0%	3.9%	-	6.5%	0.0%	2.4%	0.0%
2020-21	2.6%	3.3%	3.5%	4.5%	2.9%	3.0%	4.2%	4.5%	*	7.8%	0.4%	3.0%	0.4%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	23.1%	29.1%	24.0%	22.7%	37.5%	28.6%	53.1%	-	31.2%	6.3%	24.6%	11.7%
2020-21	25.9%	25.6%	33.2%	28.4%	29.0%	36.7%	33.3%	56.9%	*	29.9%	10.2%	29.1%	11.6%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	3.2%	3.9%	1.9%	2.3%	3.9%	9.5%	14.3%	-	3.9%	0.0%	3.4%	0.7%
2020-21	4.4%	3.5%	3.9%	1.4%	2.7%	3.2%	0.0%	15.5%	*	2.6%	0.0%	3.7%	1.2%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	31.7%	64.0%	65.2%	64.7%	62.8%	76.2%	61.4%	-	55.8%	89.9%	64.8%	65.2%
2020-21	24.2%	20.4%	47.3%	44.5%	49.2%	47.6%	41.7%	43.8%	*	41.6%	84.7%	48.6%	53.1%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	26.3%	61.0%	60.5%	62.2%	59.4%	71.4%	60.0%	-	53.2%	42.2%	61.3%	60.8%

Texas Education Agency
2022-23 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
2020-21	18.4%	14.9%	43.6%	38.8%	46.0%	43.5%	37.5%	42.1%	*	37.7%	25.8%	44.2%	46.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.7%	0.1%	0.0%	0.1%	0.3%	0.0%	0.0%	-	0.0%	0.0%	0.1%	0.1%
2020-21	0.7%	0.9%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.2%	2.8%	5.2%	2.5%	2.4%	4.8%	1.4%	-	1.3%	46.4%	3.3%	4.2%
2020-21	2.4%	2.0%	3.4%	5.7%	2.9%	3.4%	4.2%	1.9%	*	2.6%	53.0%	3.9%	5.9%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.9%	2.9%	4.4%	2.4%	4.0%	9.5%	0.7%	-	2.6%	47.7%	3.1%	5.0%
2020-21	4.4%	4.1%	2.2%	3.2%	2.0%	2.3%	0.0%	1.4%	*	1.3%	36.9%	2.4%	5.1%

Texas Education Agency
2022-23 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
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	17.8%	23.8%	21.4%	19.1%	31.6%	4.8%	37.2%	-	29.9%	3.4%	19.4%	6.9%
	2020-21	25.9%	21.6%	29.3%	28.4%	24.7%	37.0%	16.7%	41.9%	*	27.3%	2.5%	24.4%	8.0%
Mathematics	2021-22	18.7%	13.9%	22.5%	16.4%	18.6%	31.6%	23.8%	35.3%	-	27.3%	3.8%	17.9%	9.9%
	2020-21	19.4%	15.1%	25.4%	24.8%	20.0%	36.9%	25.0%	33.4%	*	29.9%	4.2%	19.6%	11.0%
Both Subjects	2021-22	12.6%	8.3%	12.4%	10.2%	9.4%	18.5%	4.8%	19.6%	-	18.2%	1.7%	9.3%	3.0%
	2020-21	14.4%	10.7%	16.2%	16.6%	12.7%	22.2%	12.5%	22.4%	*	18.2%	2.1%	12.4%	5.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	9.5%	6.4%	8.3%	7.1%	2.5%	4.8%	6.5%	-	3.9%	2.5%	8.1%	11.7%
	2020-21	8.6%	7.0%	4.3%	6.1%	5.2%	1.6%	0.0%	2.6%	*	1.3%	5.9%	5.9%	8.6%
Mathematics	2021-22	14.0%	11.3%	10.3%	13.5%	11.9%	4.9%	14.3%	6.5%	-	9.1%	5.1%	12.3%	14.9%
	2020-21	10.3%	7.5%	4.2%	6.1%	5.0%	1.7%	0.0%	1.4%	*	5.2%	3.0%	5.5%	4.3%
Both Subjects	2021-22	7.5%	5.9%	4.9%	6.2%	5.9%	1.6%	4.8%	3.7%	-	1.3%	1.7%	6.2%	9.1%
	2020-21	4.9%	3.7%	1.8%	3.2%	2.1%	0.6%	0.0%	0.5%	*	1.3%	1.7%	2.6%	2.2%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	28.4%	32.8%	25.9%	27.1%	40.7%	37.2%	59.2%	60.0%	36.3%	3.5%	26.2%	14.5%
	2021	21.1%	26.1%	28.9%	22.7%	23.0%	35.1%	31.8%	56.5%	*	34.9%	3.2%	22.8%	11.2%
English Language Arts	2022	13.2%	17.2%	25.1%	20.1%	19.3%	33.2%	27.9%	48.8%	60.0%	28.8%	1.9%	19.2%	7.5%
	2021	12.1%	16.0%	22.3%	19.0%	16.5%	27.8%	25.0%	45.5%	*	29.1%	1.2%	17.0%	5.0%
Mathematics	2022	6.9%	9.3%	8.6%	6.3%	5.0%	9.9%	11.6%	27.8%	0.0%	11.3%	0.6%	6.1%	1.5%
	2021	6.1%	8.3%	7.3%	4.5%	3.5%	9.1%	4.5%	27.5%	*	8.7%	0.7%	4.9%	1.2%
Science	2022	9.6%	12.0%	12.3%	8.1%	7.6%	16.8%	16.3%	34.7%	20.0%	16.9%	1.6%	8.4%	3.0%
	2021	8.7%	10.9%	10.9%	7.3%	6.1%	15.5%	9.1%	32.9%	*	9.3%	1.0%	7.0%	2.2%
Social Studies	2022	12.5%	15.7%	13.9%	10.9%	9.9%	18.5%	16.3%	30.9%	40.0%	17.5%	1.0%	10.0%	4.5%
	2021	11.6%	14.2%	12.7%	8.5%	8.1%	17.3%	22.7%	33.1%	*	17.4%	1.8%	8.8%	3.3%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	58.5%	37.7%	26.4%	29.6%	47.0%	37.5%	54.7%	*	36.2%	45.5%	30.8%	22.1%
	2021	48.6%	53.0%	34.8%	24.2%	23.4%	45.8%	42.9%	51.5%	-	45.0%	26.3%	26.7%	23.0%
English Language Arts	2022	53.2%	59.1%	35.6%	27.3%	26.2%	44.9%	33.3%	50.5%	*	30.4%	58.3%	27.8%	7.4%
	2021	42.7%	47.1%	26.2%	19.4%	13.6%	38.1%	27.3%	38.8%	-	44.0%	42.9%	17.3%	6.0%
Mathematics	2022	50.4%	57.3%	32.8%	16.1%	20.7%	42.0%	40.0%	43.1%	-	55.6%	*	27.3%	22.2%
	2021	49.4%	55.3%	40.3%	31.3%	22.6%	48.5%	*	47.1%	-	66.7%	*	31.5%	18.8%
Science	2022	44.7%	50.8%	31.2%	21.8%	14.7%	42.1%	42.9%	42.8%	*	48.1%	60.0%	24.4%	3.7%
	2021	41.4%	46.6%	35.9%	27.6%	18.8%	44.8%	*	46.0%	-	56.3%	33.3%	23.1%	10.0%

Texas Education Agency
2022-23 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	2022	41.9%	49.2%	29.7%	22.4%	17.2%	40.2%	57.1%	43.6%	*	28.6%	16.7%	21.1%	6.1%
	2021	42.2%	48.7%	32.3%	27.0%	18.1%	39.0%	40.0%	44.4%	-	43.3%	18.2%	24.7%	4.4%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	82.2%	92.9%	92.3%	90.7%	95.1%	85.7%	98.6%	-	100.0%	73.0%	91.1%	90.4%
	2020-21	70.8%	80.5%	92.3%	88.6%	91.3%	95.0%	95.8%	97.6%	*	96.1%	66.5%	90.3%	89.9%
At/Above Criterion for All Examinees	2021-22	32.1%	34.9%	24.7%	14.9%	15.1%	40.8%	22.2%	53.9%	-	36.6%	4.6%	18.3%	3.3%
	2020-21	32.9%	36.5%	26.6%	17.9%	16.4%	42.9%	26.1%	59.3%	*	33.8%	2.5%	18.9%	3.7%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1017	946	890	898	1031	950	1091	-	1015	768	909	814
	2020-21	1002	1015	957	923	906	1033	968	1112	953	1010	769	918	806
English Language Arts and Writing	2021-22	506	512	479	453	454	528	491	539	-	518	388	459	402
	2020-21	504	509	482	467	456	524	490	547	467	512	389	460	399
Mathematics	2021-22	496	506	468	437	445	503	459	553	-	498	380	450	413
	2020-21	498	506	476	457	451	508	478	564	487	499	380	457	406
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.0	18.6	16.6	17.0	22.7	*	22.1	-	17.4	13.8	17.0	14.1
	2020-21	20.0	19.9	21.7	19.0	18.9	24.3	22.5	25.4	-	26.0	12.5	19.4	14.2
English Language Arts	2021-22	19.2	18.6	18.4	16.3	16.5	23.0	*	22.1	-	16.8	12.5	16.4	13.0
	2020-21	19.6	19.5	21.6	19.1	18.7	24.2	24.8	25.4	-	28.2	10.3	19.1	12.0
Mathematics	2021-22	19.3	19.0	18.5	16.4	17.1	21.6	*	22.2	-	17.0	15.3	17.3	15.3
	2020-21	19.9	20.0	20.9	18.0	18.1	23.2	17.5	25.4	-	23.3	15.0	18.8	15.7
Science	2021-22	19.8	19.2	18.7	16.8	17.2	22.8	*	21.5	-	18.2	14.3	17.3	14.6
	2020-21	20.3	20.3	22.1	19.4	19.5	25.0	21.0	25.3	-	25.0	14.0	20.2	16.3

Texas Education Agency
2022-23 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	47.5%	53.3%	46.0%	49.9%	61.2%	63.9%	73.9%	46.2%	52.1%	21.2%	49.7%	36.8%
	2020-21	42.5%	46.6%	49.1%	44.2%	45.2%	54.4%	55.2%	69.0%	50.0%	52.5%	16.8%	43.8%	28.0%
English Language Arts	2021-22	16.6%	17.8%	19.5%	16.5%	15.8%	26.2%	21.3%	33.4%	18.2%	21.4%	2.8%	16.1%	6.3%
	2020-21	16.3%	17.4%	16.7%	14.8%	12.6%	22.1%	18.5%	32.3%	0.0%	24.5%	1.9%	13.0%	3.1%
Mathematics	2021-22	19.9%	21.9%	25.8%	21.1%	23.2%	30.7%	29.3%	42.8%	18.2%	19.7%	7.9%	23.6%	14.4%
	2020-21	19.3%	21.2%	23.1%	19.4%	20.1%	26.5%	24.4%	40.1%	14.3%	26.7%	5.8%	19.5%	9.7%
Science	2021-22	21.1%	22.3%	26.3%	23.1%	23.8%	30.7%	31.3%	39.9%	25.0%	21.3%	14.5%	24.1%	15.9%
	2020-21	20.6%	22.7%	25.9%	23.6%	22.4%	29.3%	30.3%	41.4%	21.4%	30.8%	11.6%	22.6%	11.2%
Social Studies	2021-22	22.8%	26.5%	31.3%	27.1%	25.9%	38.9%	35.4%	54.9%	41.7%	37.5%	6.0%	26.9%	15.5%
	2020-21	22.8%	26.8%	27.0%	24.0%	21.5%	33.5%	34.8%	50.5%	28.6%	31.8%	4.4%	22.0%	11.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	44.7%	44.2%	43.9%	37.5%	48.7%	45.8%	68.7%	*	50.6%	16.8%	39.1%	21.1%
	2019-20	46.1%	46.2%	45.2%	46.9%	38.6%	51.9%	54.5%	61.1%	40.0%	55.4%	20.9%	40.6%	15.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	52,677	100.0%	5,504,150	100.0%	52,767	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	253	0.5%	17,201	0.3%	300	0.6%	25,110	0.5%
Pre-Kindergarten	2,107	4.0%	243,493	4.4%	2,107	4.0%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	2,107	4.0%	203,294	3.7%	2,107	4.0%	203,749	3.7%
Kindergarten	3,371	6.4%	367,180	6.7%	3,376	6.4%	367,633	6.7%
Grade 1	3,608	6.8%	399,048	7.2%	3,609	6.8%	399,419	7.2%
Grade 2	3,498	6.6%	395,639	7.2%	3,503	6.6%	395,969	7.2%
Grade 3	3,669	7.0%	393,583	7.2%	3,673	7.0%	393,871	7.1%
Grade 4	3,702	7.0%	393,765	7.2%	3,704	7.0%	394,020	7.1%
Grade 5	3,776	7.2%	395,111	7.2%	3,777	7.2%	395,384	7.2%
Grade 6	3,672	7.0%	399,341	7.3%	3,675	7.0%	399,557	7.2%
Grade 7	3,764	7.1%	409,362	7.4%	3,765	7.1%	409,566	7.4%
Grade 8	3,902	7.4%	425,589	7.7%	3,903	7.4%	425,758	7.7%
Grade 9	4,830	9.2%	477,875	8.7%	4,831	9.2%	478,101	8.7%
Grade 10	4,547	8.6%	436,752	7.9%	4,548	8.6%	437,002	7.9%
Grade 11	3,936	7.5%	385,894	7.0%	3,939	7.5%	386,246	7.0%
Grade 12	4,042	7.7%	364,317	6.6%	4,057	7.7%	366,512	6.6%
Ethnic Distribution:								
African American	9,702	18.4%	705,310	12.8%	9,712	18.4%	706,775	12.8%
Hispanic	27,683	52.6%	2,915,219	53.0%	27,723	52.5%	2,921,416	52.9%
White	7,798	14.8%	1,410,571	25.6%	7,826	14.8%	1,416,240	25.7%
American Indian	743	1.4%	17,920	0.3%	745	1.4%	17,976	0.3%
Asian	5,049	9.6%	280,306	5.1%	5,059	9.6%	280,742	5.1%
Pacific Islander	56	0.1%	8,696	0.2%	56	0.1%	8,718	0.2%
Two or More Races	1,646	3.1%	166,128	3.0%	1,646	3.1%	166,565	3.0%
Sex:								
Female	25,417	48.3%	2,688,496	48.8%	25,444	48.2%	2,693,780	48.8%
Male	27,260	51.7%	2,815,654	51.2%	27,323	51.8%	2,824,652	51.2%
Economically Disadvantaged	37,682	71.5%	3,415,987	62.1%	37,710	71.5%	3,421,217	62.0%
Non-Educationally Disadvantaged	14,995	28.5%	2,088,163	37.9%	15,057	28.5%	2,097,215	38.0%
Section 504 Students	4,121	7.8%	407,619	7.4%	4,126	7.8%	407,904	7.4%
EB Students/EL	20,515	38.9%	1,269,408	23.1%	20,535	38.9%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	770	1.3%	87,162	1.5%				

043

Texas Education Agency
2022-23 Student Information (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	3,852	7.3%	302,409	5.5%	3,853	7.3%	302,615	5.5%
Foster Care	50	0.1%	13,415	0.2%	50	0.1%	13,453	0.2%
Homeless	622	1.2%	72,534	1.3%	624	1.2%	72,654	1.3%
Immigrant	1,512	2.9%	122,390	2.2%	1,514	2.9%	122,504	2.2%
Migrant	2	0.0%	13,769	0.3%	2	0.0%	13,810	0.3%
Title I	49,683	94.3%	3,555,650	64.6%	49,761	94.3%	3,563,890	64.6%
Military Connected	563	1.1%	199,203	3.6%	563	1.1%	199,325	3.6%
At-Risk	28,273	53.7%	2,935,164	53.3%	28,304	53.6%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	19,760	37.5%	1,278,846	23.2%	19,779	37.5%	1,279,697	23.2%
Career and Technical Education	15,078	28.6%	1,459,380	26.5%	15,079	28.6%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	12,525	72.2%	1,203,083	72.3%	12,526	72.1%	1,203,363	72.2%
Gifted and Talented Education	4,352	8.3%	453,585	8.2%	4,352	8.2%	453,689	8.2%
Special Education	5,932	11.3%	693,061	12.6%	6,003	11.4%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,932		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,990	33.5%	305,800	44.1%				
Students with Physical Disabilities	1,562	26.3%	138,820	20.0%				
Students with Autism	1,354	22.8%	107,586	15.5%				
Students with Behavioral Disabilities	972	16.4%	130,018	18.8%				
Students with Non-Categorical Early Childhood	54	0.9%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	8,991	17.0%	893,031	16.8%				
By Ethnicity:								
African American	2,577	4.9%	176,665	3.3%				
Hispanic	4,320	8.2%	462,284	8.7%				
White	1,177	2.2%	180,620	3.4%				
American Indian	60	0.1%	3,221	0.1%				
Asian	526	1.0%	38,716	0.7%				
Pacific Islander	18	0.0%	2,067	0.0%				
Two or More Races	313	0.6%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	1,279	20.8%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	2,935	15.3%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	6,520	18.4%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	7,343	18.0%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.6%	1.5%	1.5%	4.5%
Grade 1	0.9%	2.5%	1.7%	3.6%
Grade 2	1.4%	1.6%	0.8%	2.0%
Grade 3	0.6%	0.8%	0.2%	0.9%
Grade 4	0.3%	0.5%	0.0%	0.5%
Grade 5	0.3%	0.3%	0.7%	0.4%
Grade 6	0.1%	0.3%	0.4%	0.4%
Grade 7	0.2%	0.4%	0.2%	0.5%
Grade 8	0.2%	0.4%	0.0%	0.5%
Grade 9	8.4%	8.7%	6.4%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	58	0.2%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	20.5	18.7
Grade 1	20.4	19.1
Grade 2	20.0	19.1
Grade 3	19.9	19.3
Grade 4	20.8	19.4
Grade 5	24.1	20.8
Grade 6	20.3	19.2
Secondary:		
English/Language Arts	18.9	16.2
Foreign Languages	20.8	18.8
Mathematics	21.4	17.5
Science	24.0	18.5
Social Studies	23.9	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	7,173.2	100.0%	763,729.4	100.0%
Professional Staff:	4,649.2	64.8%	489,326.8	64.1%
Teachers	3,476.4	48.5%	371,646.7	48.7%
Professional Support	921.0	12.8%	82,878.8	10.9%
Campus Administration (School Leadership)	206.2	2.9%	25,300.5	3.3%
Central Administration	45.6	0.6%	9,500.8	1.2%
Educational Aides:	629.7	8.8%	86,185.9	11.3%
Auxiliary Staff:	1,894.3	26.4%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	68.0	n/a	4,258.0	n/a
Part-time Librarians	1.0	n/a	646.0	n/a
Full-time Counselors	154.0	n/a	13,815.0	n/a
Part-time Counselors	4.0	n/a	1,240.0	n/a
Total Minority Staff:	3,901.8	54.4%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	741.7	21.3%	44,033.4	11.8%
Hispanic	806.4	23.2%	110,015.9	29.6%
White	1,716.2	49.4%	203,967.5	54.9%
American Indian	17.9	0.5%	1,274.2	0.3%
Asian	134.2	3.9%	7,310.0	2.0%
Pacific Islander	15.0	0.4%	514.6	0.1%
Two or More Races	45.0	1.3%	4,531.1	1.2%
Teachers by Sex:				
Males	948.1	27.3%	90,752.5	24.4%
Females	2,528.3	72.7%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	22.5	0.6%	7,591.2	2.0%
Bachelors	2,429.3	69.9%	268,238.6	72.2%
Masters	980.7	28.2%	92,878.9	25.0%
Doctorate	43.8	1.3%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	480.7	13.8%	36,179.6	9.7%
1-5 Years Experience	804.3	23.1%	97,667.0	26.3%
6-10 Years Experience	693.1	19.9%	76,209.5	20.5%
11-20 Years Experience	981.9	28.2%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	446.7	12.8%	49,550.0	13.3%
Over 30 Years Experience	69.6	2.0%	10,867.4	2.9%
Number of Students per Teacher	15.2	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.8	6.1
Average Years Experience of Principals with District	5.6	5.3
Average Years Experience of Assistant Principals	5.5	5.2
Average Years Experience of Assistant Principals with District	4.7	4.4
Average Years Experience of Teachers:	10.7	11.0
Average Years Experience of Teachers with District:	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$60,955	\$53,300
1-5 Years Experience	\$61,902	\$56,516
6-10 Years Experience	\$63,573	\$59,732
11-20 Years Experience	\$66,336	\$63,389
21-30 Years Experience	\$69,563	\$67,876
Over 30 Years Experience	\$74,381	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$64,591	\$60,717
Professional Support	\$78,886	\$72,022
Campus Administration (School Leadership)	\$97,835	\$85,167
Central Administration	\$131,254	\$112,702
Instructional Staff Percent:	65.6%	65.1%
Turnover Rate for Teachers:	22.5%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
 GARLAND ISD (057909) - DALLAS COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	47	\$5,175	5,474	\$5,974
Exemplary	21	\$10,169	4,862	\$11,898
Master	7	\$18,220	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	346.6	10.0%	22,050.2	5.9%
Career and Technical Education	201.7	5.8%	19,907.7	5.4%
Compensatory Education	292.2	8.4%	11,928.5	3.2%
Gifted and Talented Education	23.8	0.7%	6,181.8	1.7%
Regular Education	2,109.2	60.7%	262,398.5	70.6%
Special Education	284.7	8.2%	36,110.2	9.7%
Other	218.2	6.3%	13,069.7	3.5%

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

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

Other Important Information:

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

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

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

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

STAAR Performance (2022–23)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR Participation (2022–23)

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

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

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

(Data source: PEIMS 42400)

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

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

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

(Data source: PEIMS 42400)

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students from the cohort who received a TxCHSE by August 32, 2022

plus

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

number of students in the 2022 cohort*

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

5-Year Extended Longitudinal Rate

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

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

number of students in the 2021 cohort*

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

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

number of students in the 2021 cohort*

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

6-year Extended Longitudinal Rate

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

plus

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

number of students in the 2020 cohort*

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

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

plus

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

plus

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

number of students in the 2020 cohort*

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

Additional Information about Federal Graduation Rates

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

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

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

number of students in the 2022 cohort **

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

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

number of students in the 2021 cohort**

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

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

number of students in the 2020 cohort**

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduation Profile (2022-2023)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

(Data source: PEIMS 40203)

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

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

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

total number of graduates in the 2021-22 school year

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

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

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

total number of graduates in the 2021-22 school year

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

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

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

College Readiness

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

Career/Military Readiness

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

The percentages are calculated as follows:

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

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

number of 2021-22 annual graduates

Mathematics.

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

number of 2021-22 annual graduates

Both Subjects.

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

number of 2021-22 annual graduates

Any Subject.

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

number of 2021-22 annual graduates

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

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

number of 2021-22 annual graduates

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

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

number of 2021-22 annual graduates

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

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

Number of 2021-22 annual graduates

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

Career/Military Ready Graduates

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2022–23)

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

All Subjects.

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

total students enrolled in grades 11 & 12

English Language Arts.

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

total students enrolled in grades 11 & 12

Mathematics.

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

total students enrolled in grades 11 & 12

Science.

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

total students enrolled in grades 11 & 12

Social Studies.

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

total students enrolled in grades 11 & 12

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

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

All Subjects.

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

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

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

Mathematics.

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

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

Science.

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

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

Social Studies.

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

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

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

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

All Subjects.

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

total students enrolled in 11th and 12th grades

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

number of 2021-22 graduates reported

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

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

number of 2021-22 graduates reported

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

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

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

number of 2021-22 graduates who took the SAT

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

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

number of 2021-22 graduates who took the SAT

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

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

number of 2021-22 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

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

number of 2021-22 graduates who took the ACT

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

number of 2021-22 graduates who took the ACT

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

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

number of 2021-22 graduates who took the ACT

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

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

number of 2021-22 graduates who took the ACT

Other Postsecondary Indicators (2022–23)

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

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

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

Any Subject.

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

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

English Language Arts.

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

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

Mathematics.

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Science.

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

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

Social Studies.

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

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

(Data source: PEIMS 43415)

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

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

number of graduates during the 2020-21 school year

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

(Data source: THECB)

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

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

Student Information (2022–23)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

total number of students

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

number of students with one or more disciplinary placements

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

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

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

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

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

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

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

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2021–22

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

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

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

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

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

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

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

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

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2022–23)

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Appendix A

Advanced Academic Courses

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

English Language Arts

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

Mathematics

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

Technology Applications

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

Fine Arts

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

Science

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

Social Studies/History

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

Foreign Language

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

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

EDUCATIONAL AIDES

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

AUXILIARY STAFF

Employment record, but no responsibility records.

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



Financial Integrity Rating System of Texas

2022-2023 RATINGS BASED ON SCHOOL YEAR 2021-2022 DATA - DISTRICT STATUS DETAIL

Name: GARLAND ISD (057909)

Status: Passed

Rating: A = Superior Achievement

District Score: 100

Publication Level 1: 8/4/2023 12:02:16 PM

Publication Level 2: 8/7/2023 3:01:39 PM

Last Updated: 8/7/2023 3:01:39 PM

Passing Score: 70

#	Indicator Description	Updated	Score
1	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?	7/13/2023 6:18:52 PM	Yes
2	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.)	7/13/2023 6:18:52 PM	Yes
3	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 (a person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	7/13/2023 6:18:52 PM	Yes
4	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.)	7/13/2023 6:18:52 PM	Yes Ceiling Passed
5	This indicator is not being evaluated.		
			1 Multiplier Sum
6	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.)	7/13/2023 6:18:52 PM	Ceiling Passed
7	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.	7/13/2023 6:18:52 PM	10
8	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.	7/13/2023 6:18:52 PM	10
9	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.	7/13/2023 6:18:52 PM	10
10	This indicator is not being evaluated.		10
11	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 or 1,000 or more students in membership, then the school district passes this indicator.)	7/13/2023 6:18:52 PM	10
12	What is the correlation between future debt requirements and the district's assessed property value?	7/13/2023 6:18:52 PM	10
13	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.	7/13/2023 6:18:52 PM	10
14	This indicator is not being evaluated.		10
15	This indicator is not being evaluated.		5
16	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.)	7/13/2023 6:18:52 PM	Ceiling Passed
17	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 and free from substantial doubt about the school district's ability to continue as a going concern? (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.)	7/13/2023 6:18:52 PM	Ceiling Passed
18	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.)	7/13/2023 6:18:52 PM	10
19	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?	7/13/2023 6:18:52 PM	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	7/13/2023 6:18:52 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier

	Sum
	(100 Ceiling)
	100 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70
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.		
The school district receives an F 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.		

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

Home Page: [Financial Compliance | Texas Education Agency](#) | Send comments or suggestions to FinancialAccountability@tea.texas.gov

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

**2021 - 2022 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 52,960**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$223,832,925	45.80%	\$4,226	\$223,832,925	36.11%	\$4,226	\$26,795,122,749	39.67%	\$4,960
State Operating Funds	\$244,399,181	50.01%	\$4,615	\$248,851,223	40.14%	\$4,699	\$24,396,897,632	36.12%	\$4,516
Federal Funds	\$14,614,792	2.99%	\$276	\$135,621,370	21.88%	\$2,561	\$14,103,811,039	20.88%	\$2,611
Other Local	\$5,897,885	1.21%	\$111	\$11,595,731	1.87%	\$219	\$2,250,851,644	3.33%	\$417
Total Operating Revenue	\$488,744,783	100.00%	\$9,229	\$619,901,249	100.00%	\$11,705	\$67,546,683,064	100.00%	\$12,504
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$75,829,235	96.75%	\$1,432	\$8,860,960,306	86.81%	\$1,640
State Assistance for Debt Service	\$0	0.00%	\$0	\$1,132,641	1.45%	\$21	\$319,288,915	3.13%	\$59
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$6,708	0.01%	\$0	\$75,078,438	0.74%	\$14
Other Receipts (excluding debt service financing)	\$1,408,245	100.00%	\$27	\$1,408,245	1.80%	\$27	\$952,245,471	9.33%	\$176
Total Other Revenue	\$1,408,245	100.00%	\$27	\$78,376,829	100.00%	\$1,480	\$10,207,573,130	100.00%	\$1,890
Subtotal: Operating and Other Revenue	\$490,153,028	100.00%	\$9,255	\$698,278,078	100.00%	\$13,185	\$77,754,256,194	100.00%	\$14,394
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Subtotal: Operating, Other and Recaptured Revenue	\$490,153,028	100.00%	\$9,255	\$698,278,078	100.00%	\$13,185	\$80,756,295,511	100.00%	\$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,864,835,809	65.96%	\$901
Estimated State TRS Contributions	\$25,977,900	100.00%	\$491	\$25,977,900	100.00%	\$491	\$2,510,251,870	34.04%	\$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$25,977,900	100.00%	\$491	\$25,977,900	100.00%	\$491	\$7,375,087,679	100.00%	\$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$516,130,928	100.00%	\$9,746	\$724,255,978	100.00%	\$13,676	\$85,129,343,873	100.00%	\$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

**2021 - 2022 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 52,960**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	\$419,886,298	85.03%	\$7,928	\$480,604,461	78.81%	\$9,075	\$50,301,683,879	77.97%	\$9,312
Professional & Contracted Services (Object 62xx)	\$43,390,259	8.79%	\$819	\$49,556,203	8.13%	\$936	\$6,402,537,996	9.92%	\$1,185
Supplies & Materials (Object 63xx)	\$23,036,434	4.66%	\$435	\$70,725,902	11.60%	\$1,335	\$5,961,153,130	9.24%	\$1,104
Other Operating Expenditures (Object 64xx)	\$7,502,233	1.52%	\$142	\$8,911,055	1.46%	\$168	\$1,852,436,057	2.87%	\$343
Total Operating Expenditures by Object	\$493,815,224	100.00%	\$9,324	\$609,797,621	100.00%	\$11,514	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$12,664	0.87%	\$0	\$12,664	0.02%	\$0	\$46,451,211	0.23%	\$9
Debt Services (Object 65xx)	\$720,925	49.39%	\$14	\$63,567,128	81.71%	\$1,200	\$9,844,903,533	48.41%	\$1,822
Capital Outlay (Object 66xx)	\$726,125	49.74%	\$14	\$14,211,542	18.27%	\$268	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Object	\$1,459,714	100.00%	\$28	\$77,791,334	100.00%	\$1,469	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	\$495,274,938	100.00%	\$9,352	\$687,588,955	100.00%	\$12,983	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$287,277,276	58.18%	\$5,424	\$333,509,364	54.69%	\$6,297	\$36,035,016,731	55.85%	\$6,671
Instructional Resources & Media Services (Function 12)	\$7,683,147	1.56%	\$145	\$8,037,921	1.32%	\$152	\$646,159,944	1.00%	\$120
Curriculum & Staff Development (Function 13)	\$12,658,263	2.56%	\$239	\$18,494,554	3.03%	\$349	\$1,570,292,996	2.43%	\$291
Instructional Leadership (Function 21)	\$6,697,300	1.36%	\$126	\$10,268,654	1.68%	\$194	\$1,113,087,133	1.73%	\$206
School Leadership (Function 23)	\$32,514,673	6.58%	\$614	\$34,798,680	5.71%	\$657	\$3,715,762,954	5.76%	\$688
Guidance Counseling Services (Function 31)	\$24,598,194	4.98%	\$464	\$26,682,286	4.38%	\$504	\$2,527,496,320	3.92%	\$468
Social Work Services (Function 32)	\$486,238	0.10%	\$9	\$889,914	0.15%	\$17	\$230,790,970	0.36%	\$43
Health Services (Function 33)	\$7,852,342	1.59%	\$148	\$8,351,565	1.37%	\$158	\$753,509,900	1.17%	\$139
Transportation (Function 34)	\$19,536,279	3.96%	\$369	\$20,090,361	3.29%	\$379	\$1,904,677,571	2.95%	\$353
Food Services (Function 35)	\$18,840	0.00%	\$0	\$30,740,252	5.04%	\$580	\$3,228,715,442	5.00%	\$598
Extracurricular (Function 36)	\$11,745,440	2.38%	\$222	\$13,390,675	2.20%	\$253	\$1,918,276,966	2.97%	\$355
General Administration (Function 41,92)	\$16,827,806	3.41%	\$318	\$17,490,735	2.87%	\$330	\$2,123,586,250	3.29%	\$393
Facilities Maintenance & Operations (Function 51)	\$42,053,068	8.52%	\$794	\$42,416,929	6.96%	\$801	\$6,359,467,682	9.86%	\$1,177
Security & Monitoring Services (Function 52)	\$6,926,688	1.40%	\$131	\$6,945,576	1.14%	\$131	\$710,274,203	1.10%	\$131
Data Processing Services (Function 53)	\$15,479,259	3.13%	\$292	\$35,570,745	5.83%	\$672	\$1,330,336,046	2.06%	\$246
Community Services (Function 61)	\$1,460,411	0.30%	\$28	\$2,119,410	0.35%	\$40	\$326,634,310	0.51%	\$60

**2021 - 2022 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 52,960**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$23,725,644	0.04%	\$4
Total Operating Expenditures by Function	\$493,815,224	100.00%	\$9,324	\$609,797,621	100.00%	\$11,514	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$12,664	0.87%	\$0	\$12,664	0.02%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$720,925	49.39%	\$14	\$63,567,128	81.71%	\$1,200	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$726,125	49.74%	\$14	\$14,211,542	18.27%	\$268	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Function	\$1,459,714	100.00%	\$28	\$77,791,334	100.00%	\$1,469	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	\$495,274,938	100.00%	\$9,352	\$687,588,955	100.00%	\$12,983	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$218,738,338	44.30%	\$4,130	\$221,528,535	36.33%	\$4,183	\$26,146,309,896	40.53%	\$4,840
Gifted and Talented (PIC 21)	\$2,378,724	0.48%	\$45	\$2,378,724	0.39%	\$45	\$395,634,789	0.61%	\$73
Career and Technical (PIC 22)	\$26,129,987	5.29%	\$493	\$26,648,619	4.37%	\$503	\$2,129,549,811	3.30%	\$394
Students with Disabilities (PICs 23,33,43)	\$60,220,388	12.19%	\$1,137	\$71,465,300	11.72%	\$1,349	\$7,957,924,392	12.33%	\$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	\$33,621,387	6.81%	\$635	\$54,463,234	8.93%	\$1,028	\$6,383,291,216	9.89%	\$1,182
Bilingual (PICs 25,35)	\$7,605,927	1.54%	\$144	\$9,419,006	1.54%	\$178	\$731,950,646	1.13%	\$135
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,905,874	0.02%	\$2
PreKindergarten (PIC 32)	\$4,252,137	0.86%	\$80	\$4,252,137	0.70%	\$80	\$522,860,562	0.81%	\$97
Early Education Allotment (PIC 36)	\$16,115,183	3.26%	\$304	\$16,117,938	2.64%	\$304	\$1,241,323,456	1.92%	\$230
Dyslexia or Related Disorder Services (PIC 37)	\$7,953,018	1.61%	\$150	\$7,973,909	1.31%	\$151	\$348,794,218	0.54%	\$65
College, Career, and Military Readiness (CCMR) (PIC 38)	\$7,371,257	1.49%	\$139	\$7,545,512	1.24%	\$142	\$340,365,348	0.53%	\$63
Athletics/Related Activities (PIC 91)	\$8,270,355	1.67%	\$156	\$8,305,303	1.36%	\$157	\$1,264,746,717	1.96%	\$234
Un-Allocated (PIC 99)	\$101,158,523	20.49%	\$1,910	\$179,699,404	29.47%	\$3,393	\$17,044,154,137	26.42%	\$3,155
Total Operating Expenditures by Program Intent Code (PIC)	\$493,815,224	100.00%	\$9,324	\$609,797,621	100.00%	\$11,514	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$12,664	0.87%	\$0	\$12,664	0.02%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$720,925	49.39%	\$14	\$63,567,128	81.71%	\$1,200	\$9,844,903,533	48.41%	\$1,822

**2021 - 2022 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 52,960**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$726,125	49.74%	\$14	\$14,211,542	18.27%	\$268	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,459,714	100.00%	\$28	\$77,791,334	100.00%	\$1,469	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$495,274,938	100.00%	\$9,352	\$687,588,955	100.00%	\$12,983	\$84,854,165,916	100.00%	\$15,708

Disbursements
Total Disbursements

Operating Expenditures	\$493,815,224	98.47%	\$9,324	\$609,797,621	87.87%	\$11,514	\$64,517,811,062	71.92%	\$11,943
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	3.35%	\$556
Total Other Uses	\$5,317,037	1.06%	\$100	\$5,317,037	0.77%	\$100	\$1,174,039,601	1.31%	\$217
Intergovernmental Charge	\$897,947	0.18%	\$17	\$1,074,842	0.15%	\$20	\$681,506,755	0.76%	\$126
Capital Outlay (Object 61xx-64xx)	\$12,664	0.00%	\$0	\$12,664	0.00%	\$0	\$46,451,211	0.05%	\$9
Debt Service (Object 65xx)	\$720,925	0.14%	\$14	\$63,567,128	9.16%	\$1,200	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$726,125	0.14%	\$14	\$14,211,542	2.05%	\$268	\$10,445,000,110	11.64%	\$1,934
Total Disbursements	\$501,489,922	100.00%	\$9,469	\$693,980,834	100.00%	\$13,104	\$89,711,751,589	100.00%	\$16,607

Tax Rates

2021 - 2022 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				0.9384			0.9543		
Interest & Sinking Tax Rate				0.3179			0.2270		
Total Tax Rate				1.2563			1.1813		

Tax Detail

Maximum Compressed Tax Rate (MCR)				0.8884			0.8616		
Tier I Tax Rate				0.8884			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0928		

Fund Balance**
Fund Balance

**2021 - 2022 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 52,960**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	\$1,321,726		\$25	\$3,344,629		\$63	\$390,605,886		\$78
Restricted Fund Balance	\$0		\$0	\$121,003,945		\$2,285	\$24,753,496,577		\$4,926
Committed Fund Balance	\$7,000,000		\$132	\$10,650,870		\$201	\$4,412,645,483		\$878
Assigned Fund Balance	\$1,122,900		\$21	\$14,084,837		\$266	\$4,020,147,608		\$800
Unassigned Fund Balance	\$276,140,819		\$5,214	\$276,140,819		\$5,214	\$17,164,429,624		\$3,416
Total Fund Balance**	\$285,585,445		\$5,392	\$425,225,100		\$8,029	\$50,741,325,178		\$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	\$270,944,616		\$5,033	\$392,476,900		\$7,291			
2021-2022 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$0		\$0	\$-7,094,836,097		\$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$13,356,331,866		\$2,658
2021-2022 Uncommon Items	\$14,640,829		\$276	\$32,748,200		\$618			
2021-2022 Total Fund Balance	\$285,585,445		\$5,392	\$425,225,100		\$8,029			



2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
057909	GARLAND ISD	10	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

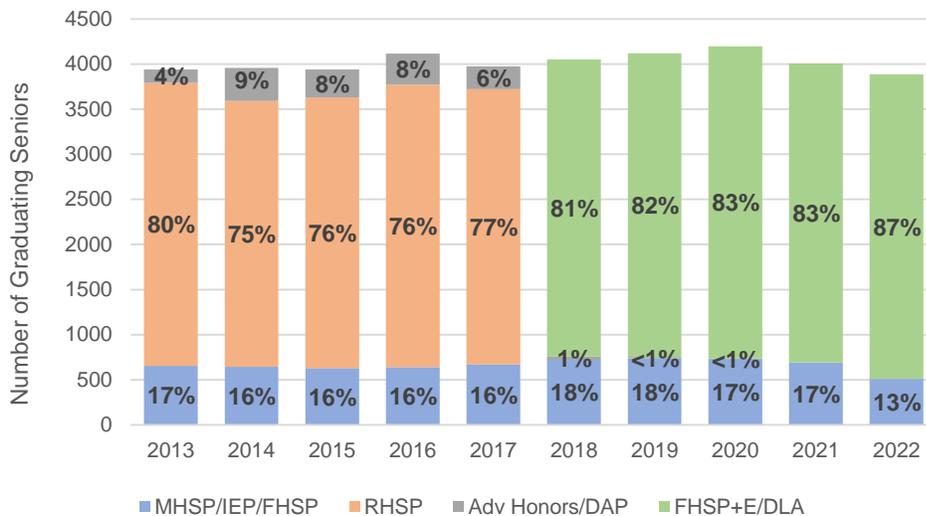
Previous Next

GRADUATE REPORT: 2023

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 decrease in the number of students graduating each school year. Between 2013 (N graduates = 3,940) and 2022 (N graduates = 3,888), there was a decrease of 52 students, representing a 1% decrease 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), 86% (Class of 2020), 84% (Class of 2021), and 86% (Class of 2022); GISD FHSP+E/DLA graduate rates are 81% (Class of 2018), 82% (Class of 2019), 83% (Class of 2020), 83% (Class of 2021), and 87% (Class of 2022).

GRADUATE REPORT

In addition, the GISD Class of 2022 decreased 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, 17% for the Class of 2020, 17% for the Class of 2021, and 13% for the Class of 2022. 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 2022, 508 students graduated under the FHSP diploma while 3,380 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.

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. 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.

COLLEGE ENROLLMENT RESULTS

Table 1 presents college enrollment for GISD students graduating in 2022 for the district, as well as each high school within the district. GISD had 38% of the Class of 2022 that could be tracked to a two- or four-year institution immediately following high school graduation. North Garland High School, 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%, 42%, and 42% respectively), i.e., fall 2022. The next highest percentage of graduates enrolling in higher education immediately following graduation is Rowlett High School (41%).

TABLE 1. CLASS OF 2022 COLLEGE ENROLLMENT (FALL 2022)

	N Graduates	N (%) 4-Year Institution	N (%) 2-Year Institution	N (%) Unknown
GISD	3,888	717 (18%)	795 (20%)	2,376 (61%)
GHS	571	95 (17%)	115 (20%)	361 (63%)
LCHS	581	150 (26%)	94 (16%)	337 (58%)
NFHS	470	69 (15%)	114 (24%)	287 (61%)
NGHS	625	146 (23%)	151 (24%)	328 (52%)
RHS	567	102 (18%)	129 (23%)	336 (59%)
SGHS	446	22 (5%)	63 (14%)	361 (81%)
SHS	628	133 (21%)	129 (21%)	366 (58%)

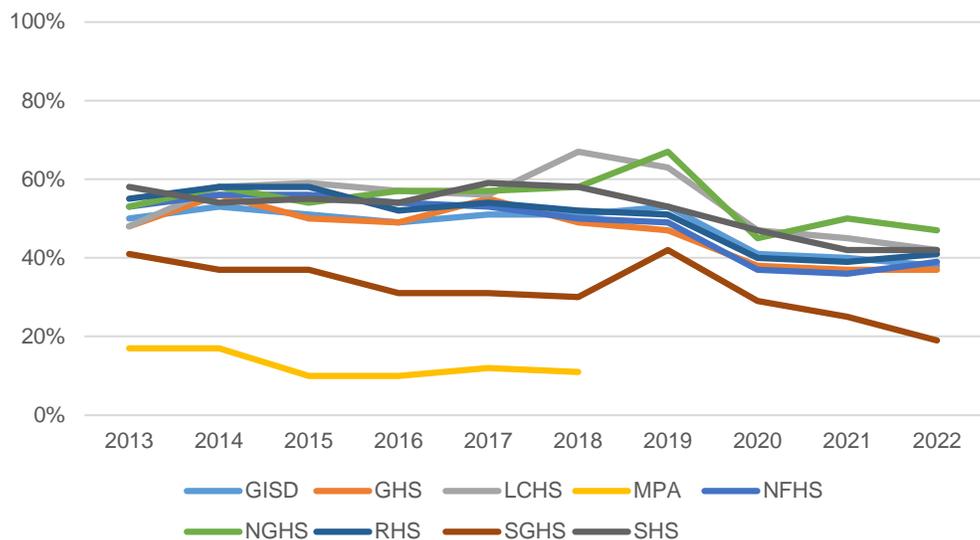
Interestingly, while not noted in the chart, the state percentage of high school graduates enrolling in college immediately following high school for the Class of 2022 was 43%, 5% higher than GISD. This represents a decrease of 3% in the state from the previous year. The 38% of GISD graduates enrolling in a two- or four-year institution immediately following high graduation represents a decrease of 2% from the previous year.

In addition to college enrollment for the graduating class of 2022, 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 2013. Based on this data, the average rate of district-wide students for the Class of 2022 enrolling in college immediately following high school graduation is 38%. The district's Classes of 2014 and 2019 had the highest percentage of students enrolling in college immediately following high school graduation (53% respectively), while the Class of 2022 had the lowest rate (38%) 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 Lakeview Centennial High School Class of 2015 and Sachse High School Class of 2017 (59% respectively).



GRADUATE REPORT

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 2021. 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 67% (a 5% increase from the previous graduating class) of the GISD 2021 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 and Class of 2020 had the lowest rate (62% respectively) of students earning a 2.0 or better in their first year college coursework.

TABLE 2. CLASS OF 2021 FIRST YEAR COLLEGE GPA

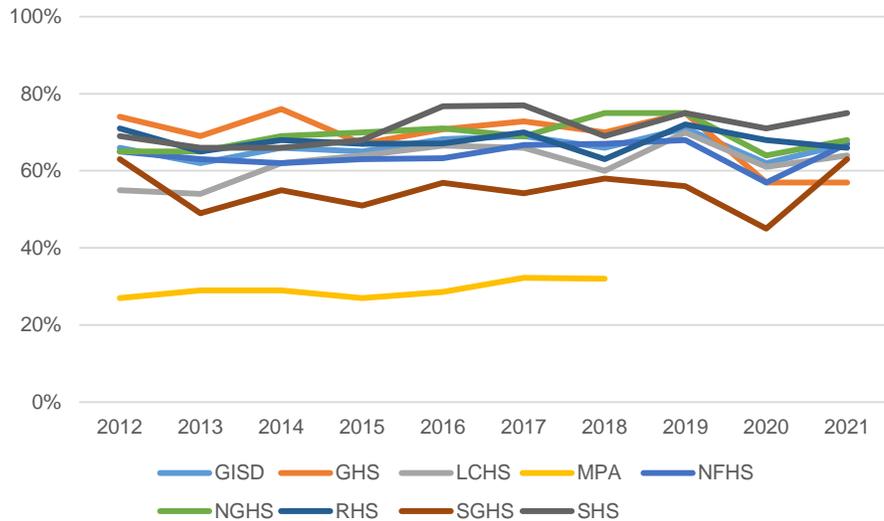
	Enrolled	GPA ≥ 3.5	GPA 3.0-3.49	GPA 2.5-2.99	GPA 2.0-2.49	GPA ≤ 1.99	GPA Unknown
GISD	1,691	398 (24%)	345 (20%)	204 (12%)	179 (11%)	520 (31%)	45 (3%)
GHS	198	48 (24%)	35 (18%)	10 (5%)	20 (10%)	77 (39%)	8 (4%)
LCHS	295	65 (22%)	55 (19%)	37 (12%)	32 (11%)	98 (33%)	8 (3%)
NFHS	196	51 (26%)	32 (16%)	15 (8%)	34 (17%)	58 (30%)	6 (3%)
NGHS	345	89 (26%)	69 (20%)	48 (14%)	27 (8%)	103 (30%)	9 (3%)
RHS	249	49 (20%)	53 (21%)	38 (15%)	26 (10%)	79 (32%)	4 (2%)
SGHS	118	26 (22%)	25 (21%)	15 (13%)	8 (7%)	39 (33%)	5 (4%)
SHS	290	70 (24%)	76 (26%)	41 (14%)	32 (11%)	66 (23%)	5 (2%)

In regard to the Class of 2021, campuses with the highest percent of students earning a 2.0 or better after their first year of college include Sachse High School (75% of their 290 trackable graduates), North Garland High School (68% of their 345 trackable graduates), Naaman Forest High School (67% of their 196 trackable students), and Rowlett High School (66% of their 249 trackable graduates). In addition, all seven traditional high school campuses have results indicating that more than 57% of their 2021 trackable graduates earned a GPA of C or higher (≥ 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 2012 to 2021.

FIGURE 3. LONGITUDINAL TRENDS IN FIRST YEAR COLLEGE GPAS

Over the past ten years, Sachse High School, Garland High School, and North Garland High School have demonstrated the highest average percentage of students earning a first year college GPA of 2.0 or higher (ten-year average=71%, 69%, and 69% respectively), followed by Rowlett High school and Naaman Forest High School (ten-year average= 68% and 64% respectively). 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 exceptions being South Garland High School’s Class of 2013 graduates who experienced a rate of 49% and South Garland High School’s Class of 2020 graduates who experienced a rate of 45%. 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 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 Degree, or Bachelor’s Degree within six years after high school graduation. Campuses with the highest percent of students earning a certification, Associate 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
GISD	6,574	108 (2%)	665 (10%)	2136 (32%)	2,909 (44%)
GHS	924	11 (1%)	90 (10%)	387 (42%)	488 (53%)
LCHS	690	10 (1%)	54 (8%)	170 (25%)	234 (34%)
MPA	128	1 (1%)	14 (11%)	6 (5%)	21 (17%)
NFHS	1,016	13 (1%)	102 (10%)	337 (33%)	452 (44%)
NGHS	803	11 (1%)	96 (12%)	230 (29%)	337 (42%)
RHS	1,235	15 (1%)	94 (8%)	447 (36%)	556 (45%)
SGHS	713	18 (3%)	52 (7%)	174 (24%)	244 (34%)
SHS	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
GISD	6,750	79 (1%)	739 (11%)	2,154 (32%)	2,972 (44%)
GHS	1,002	9 (1%)	111 (11%)	393 (39%)	513 (51%)
LCHS	761	8 (1%)	78 (10%)	217 (29%)	303 (40%)
MPA	117	3 (3%)	11 (9%)	4 (3%)	18 (15%)
NFHS	1,080	12 (1%)	123 (11%)	334 (31%)	469 (43%)
NGHS	877	10 (1%)	112 (13%)	274 (31%)	396 (45%)
RHS	1,147	10 (1%)	110 (10%)	425 (37%)	545 (48%)
SGHS	669	14 (2%)	73 (11%)	131 (20%)	218 (33%)
SHS	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 Degree, or Bachelor’s Degree within six years after high school graduation. This is the same percentage of students earning a certification, Associate Degree or Bachelor’s Degree as the previous 3-year cohort. Campuses with the highest percent of students earning a certification, Associate 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 2B (Relative Performance) and 30% of Domain 3 (Closing the Gaps) 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:

GRADUATE REPORT

- 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

TABLE 5. CLASS OF 2022 CCMR OUTCOMES

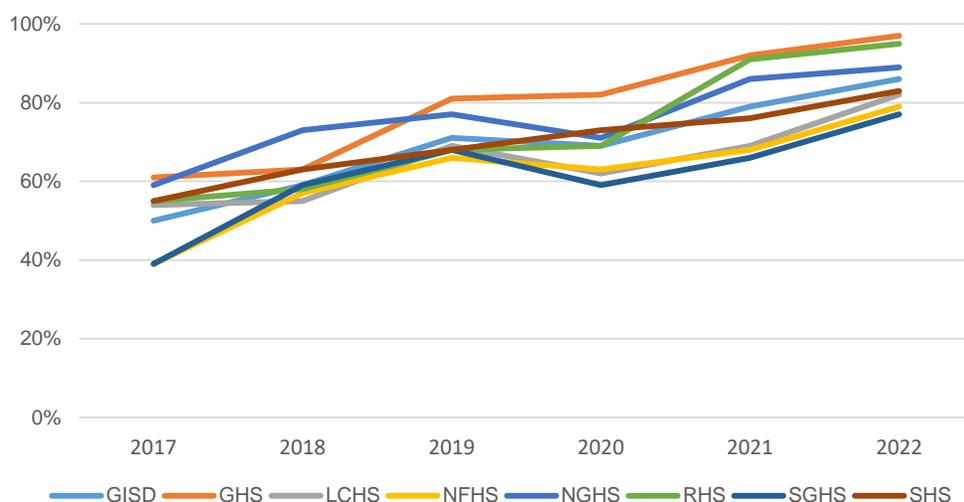
	N Graduates	N (%) CCMR
GISD	3,888	3,359 (86%)
GHS	571	554 (97%)
LCHS	581	475 (82%)
NFHS	470	371 (79%)
NGHS	625	554 (89%)
RHS	567	541 (95%)
SGHS	446	343 (77%)
SHS	628	523 (83%)

Table 5 presents CCMR graduates for the Class of 2022 for the district, as well as each high school within the district. Eighty-six percent of the Class of 2022 met one or more of the CCMR indicators (this represents a 7% increase from the previous year). Garland High School had the largest percentage of graduates meeting one or more CCMR indicator (97%) followed by Rowlett High School (95%) and North Garland High School (89%).

Figure 4 provides a six-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 2022 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 86% for the Class of 2022 compared to 50% for Class of 2017, 59% for Class of 2018, 71% for Class of 2019, and 69% for the Class of 2020, and 79% for the Class of 2021. At the campus level, Garland High School Class of 2022 had the highest CCMR graduate rate during the last six years (97%) while Naaman Forest High School and South Garland High School Classes of 2017 had the lowest CCMR graduate rate (39% respectively).

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



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-based 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. The Class of 2023 is the first year in which students had the ability to graduate from high school with an Associate Degree in addition to their high school diploma under the College for All initiative. A total of 195 students (5%) of graduates earned an Associate Degree. Lakeview Centennial High School had the higher percentage of graduates followed by Naaman Forest High School (18% and 10% respectively). Due to this being the first year for graduates to earn an Associate Degree under the College for All initiative, no longitudinal trends are available.

TABLE 6. CLASS OF 2022 ASSOCIATE DEGREES EARNED

	N Graduates	N (%) Associate Degrees Earned
GISD	3,888	195 (5%)
GHS	571	0 (0%)
LCHS	581	106 (18%)
NFHS	470	47 (10%)
NGHS	625	0 (0%)
RHS	567	20 (4%)
SGHS	446	22 (5%)
SHS	628	0 (0%)

SUMMARY

This is the eleventh 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 10th & 11th grade students (beginning fall 2013); b) PSAT for all 8th & 9th grade students (beginning fall 2015); c) SAT School Day for all 11th grade students (beginning spring 2016); d) AP/IB testing (beginning spring 2016); e) the College for All initiative (beginning fall 2019); and f) SAT School Day for 12th grade students who did not have the opportunity to test the prior year as an 11th grader (fall 2022).

GRADUATE REPORT

The district does still have some improvements to make in regard to the number/percentage of students earning a certification, Associate 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 Class of 2023 is the first year in which students have the ability to earn an Associate Degree in addition to their high school diploma as part of the College for All initiative. The Class of 2023 saw 195 students (5% of graduates) earn an Associate Degree.

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 83rd 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.



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 03/26/24

Presented By: Joseph Figarelli, Director of Fine Arts

Subject: Evidence of Excellence Recognition March 2024 - All-State Band, Choir & Orchestra

Information Item

Executive Summary:

Beginning each fall, over 55,000 high school students across the state audition in their TMEA Region. Individuals perform selected music for a panel of judges who rank each instrument or voice part. A select group of musicians advance to compete against musicians from other Regions in their TMEA Area. The highest-ranking musicians judged at the TMEA Area competitions qualify to perform in one of the Texas All-State ensembles sponsored by the Band, Orchestra, and Vocal Divisions. All-State is the highest honor a Texas music student can receive. Less than 3 percent of all students are selected through this process. All-State students participate in three days of rehearsals directed by nationally recognized conductors during the annual state TMEA Clinic/Convention. Their performances before thousands of attendees bring this amazing event to a close.

Representing Band:

Joseph Figarelli - Sachse HS, Andrew Samuel - Sachse HS

Representing Choir:

Liz Melito - Garland HS, Naomi Vinson - Garland HS, Diego Gandara - North Garland HS, Savannah Mullins - Sachse HS, Amelia Zitzelberger - Sachse HS

Representing Orchestra:

Kyoji Kikuchi - North Garland HS

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 03/26/24

Presented By: Jose Mata, Director of Communications

Subject: Evidence of Excellence Recognition March 2024 - 2023 Region 10 Teacher of the Year

Information Item

Executive Summary:

John Murray, an English teacher from Sachse High School, known for his innovative teaching methods and commitment to his students, has been recognized for his outstanding contributions to education as the Region 10 Teacher of the Year. A first in Garland ISD history.

Mr. Murray has consistently demonstrated an unparalleled passion for the subject. His unique approach to teaching has not only inspired countless students to fall in love with the subject of English but has also helped them achieve academic excellence.

Region 10, which proudly serves more than 880,000 students and 115,000 school staff, of which 60,000 are teachers in over 130 ISDs, charters, and private schools across ten north Texas counties., is known for its rigorous criteria in selecting the best educators for its Teacher of the Year awards. Winning such an accolade is a testament to Mr. Murray's dedication, expertise, and relentless pursuit of excellence in education.

Garland ISD is proud of both its Teachers of the Year for 2023. We are also excited for John to be awarded Region 10 Secondary Teacher of the Year.

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: 3/26/24

Presented By: Jason Wheeler, Exec. Dir. of Communications

Subject: Going the Extra Mile Recognition - March 2024

Information Item

Executive Summary:

At the upcoming school board meeting on March 26, 2024, the Garland Independent School District Board of Trustees will be honored with the prestigious "Going the Extra Mile" Recognition. This accolade is a testament to the Board's exceptional dedication and unwavering commitment to excellence in education within the district.

The recognition highlights their innovative approaches, effective governance, and impactful initiatives that have significantly enhanced the educational experience for students, educators, and the community.

This month's recipient is Mary Brieske, counselor at North Garland High School. She goes out of her way to make everyone feel comfortable, loved, and needed. This is especially evident with all the work that she does with any student who enters her office.

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024
Presented By: Mark Quinn, Director of Security
Subject: Receive Intruder Detection Audit Report

Information Item

Executive Summary:

The top priority of Garland ISD and the State of Texas is keeping students and staff safe every day. The Texas School Safety Center recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit seeks to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff.

We are working closely with our district's School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone at our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board's support.

We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee. Garland ISD is committed to providing a safe and secure learning environment for our students and staff.

Administrative Recommendations:

Provided for your information.

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Trustees' Report

Discussion Item

Executive Summary:

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:

Provided for your information and discussion.

March 25, 2024 - March 31, 2024

March 2024							April 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													

Monday, March 25

Tuesday, March 26

5:00pm - 8:00pm Board Meeting (Board Room) 

Wednesday, March 27

11:30am - 12:30pm Copy: VAV Appreciation Lunch (Harris Hill - Sachse Room - 2nd Floor) - Melissa Sanchez

12:45pm - 3:30pm GISD Mental Health Convening (GRCTC)

6:30pm - 9:00pm East Plano Islamic Center, EPIC Ramadan Event (East Plano Islamic Center, 4700 14th Street Plano, Texas 75074)

Thursday, March 28

Friday, March 29

Saturday, March 30

Sunday, March 31

Easter Day (United States)

April 1, 2024 - April 7, 2024

April 2024							May 2024							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30					26	27	28	29	30	31		

Monday, April 1

Tuesday, April 2

4:30pm - 5:30pm Certify and Prepare Educators (CAPE) Kickoff
(Harris Hill Garland/Rowlett Room)

5:30pm - 7:00pm GISD Elementary Art Show (GRCTC)

Wednesday, April 3

12:00am GISD Livestock Show and Sale (Ag Center 2410 Pleasant Valley RD Sachse, Texas 75048) →

9:00am - 10:00am Copy: Council of PTAs Delegate Meeting (HH Annex - Garland Room) - Ricardo Lopez

Thursday, April 4

← GISD Livestock Show and Sale (Ag Center 2410 Pleasant Valley RD Sachse, Texas 75048) →

5:30pm - 7:00pm GISD Elementary Art Show (GRCTC)

Friday, April 5

← GISD Livestock Show and Sale (Ag Center 2410 Pleasant Valley RD Sachse, Texas 75048) →

Saturday, April 6

← 12:00am GISD Livestock Show and Sale (Ag Center 2410 Pleasant Valley RD Sachse, Texas 75048)

12:00pm - 2:00pm National PTA Fire Safety Program (Herfurth Elementary)

Sunday, April 7

April 8, 2024 - April 14, 2024

April 2024							May 2024							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30					26	27	28	29	30	31		

Monday, April 8

Tuesday, April 9

2:00pm - 3:00pm Budget Workshop (Board Room)

3:00pm - 5:00pm Finance, Facilities and Operations Committee Meeting (Board Room)

4:30pm - 6:00pm Board Bond Committee (Boardroom) - GISD Board of Trustees

6:00pm - 8:00pm Academic and District Affairs Committee Meeting (Board Room) - Mechelle Hogan

Wednesday, April 10

Thursday, April 11

11:30am - 1:00pm Rowlett Chamber of Commerce (Rowlett Community Center) - Ricardo Lopez

11:30am - 1:00pm Teacher of the Year (CCC Ballroom) - Jenny Graves

Friday, April 12

Saturday, April 13

Sunday, April 14

April 15, 2024 - April 21, 2024

April 2024						May 2024								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30					26	27	28	29	30	31		

Monday, April 15

Tax Day (United States)

Tuesday, April 16

Wednesday, April 17

11:30am - 1:00pm Paraprofessional of the Year (CCC Ballroom) - Jenny Graves

6:00pm - 9:00pm NTAASB Meeting (Birdville ISD)

Thursday, April 18

Friday, April 19

8:00am - 3:00pm GEF Golf Tournament (Firewheel Golf Club)

Saturday, April 20

Sunday, April 21

April 22, 2024 - April 28, 2024

April 2024							May 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

Monday, April 22

Tuesday, April 23

5:00pm - 8:00pm Board Meeting (Board Room) 🕒

Wednesday, April 24

Administrative Professionals Day (United States)

10:00am - 12:30pm Garland ISD Signing Day (Curtis Culwell Center)

Thursday, April 25

11:30am - 1:00pm Senior Summit (CCC) - Jenny Graves

Friday, April 26

Saturday, April 27

Sunday, April 28

April 29, 2024 - May 5, 2024

April 2024							May 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

Monday, April 29

6:30pm - 7:30pm Copy: MEC Meeting (Student Services) - Ricardo Lopez

Tuesday, April 30

Wednesday, May 1

9:00am - 11:00am 2024 Trusted World Awards Breakfast (Curtis Culwell Center) - Mechelle Hogan

Thursday, May 2

Friday, May 3

Saturday, May 4

5:00pm 2024 H-E-B Excellence in Education Awards Ceremony (Marriott Marquis, 1777 Walker Street, Houston TX 77010) - Mechelle Hogan

Sunday, May 5

2024 H-E-B Excellence in Education Awards Ceremony (Marriott Marquis, 1777 Walker Street, Houston TX 77010) - Mechelle Hogan



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Superintendent's Report

Discussion Item

Executive Summary:

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

Administrative Recommendations:

Provided for your information and discussion.



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Future Agenda Items

Discussion Item

Executive Summary:

Trustees may submit items to be placed on future Board Meeting agendas.

Administrative Recommendations:

For discussion.



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024
Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Subject: Consider Approval of Human Resources Report

Consent Agenda

Executive Summary:

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2023-2024 school year.

Administrative Recommendations:

Administration recommends approval.

Financial Impact and Funding Source:

N/A

**March 2024
Administrative New Hires**

Administrative New Hires to Date: 22

Current: 1

Total: 23

Administrative New Hires

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date
Oracle Depart	Askins	Charles	6	A&M- College Station	BS	Analyst Developer	2/26/24

Administrative - Transfers to Date: 35

Current: 0

Total: 35

Administrative Appointments/Transfers

Job Title	Last Name	First Name	Exp	Current Position	Degree	New Campus/Department	Effective Date
-----------	-----------	------------	-----	------------------	--------	-----------------------	----------------

**March 2024
Professional New Hires**

New Hires to Date: 586

Current: 7

Total: 593

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date
Finance	Browning	Melissa	16	Del Mar College	ABA	Accountant	2/15/24
Guidance and Counseling	Jackson	Marsona	16	Lamar University	MA	Counseling	3/4/24
				Devry University	BA	Business Administration	3/4/24
Memorial	Caracheo Flores	Jennifer	0	Arizona State University	BS	Teacher	2/19/24
Rowlett H.S.	Perrin	Maria	0	Texas Woman's University	BS	Teacher	2/12/24
South Garland H.S.	Fesseha	Yebgeshet	0	Univ. Of London	MS	Teacher	2/19/24
Southgate E.S	Riley	Christopher	0	Midwestern State University	MS	Exercise Physiology	2/19/24
					BS	Physical Education	2/19/24
SPED	Elder	Sheila	0	Concordia University	M.ED	Teacher	3/6/24
				ACU	BA		3/6/24

March 2024
Resignation and Retirement
Paraprofessionals

ParaProfessional Resignation/Retirements:	Approved to Date: 195
March 2024	Current: 13
	Total: 208

<u>School/Dept.</u>	<u>Name</u>	<u>Job Title</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Bussey Middle School	Wilson, Doretha	Campus Technology Assistant	26 years with GISD	Retirement/TRS	6/5/2024
Caldwell Elementary School	Dewberry, Miranda	Aide/Library	2 years with GISD	Resignation/Other	3/1/2024
Classical Center at Brandenburg Middle School	Grindele, Cheyenne	Aide/SPED ALE	0 years with GISD	Resignation/Personal	2/15/2024
Coyle Middle School	Tanner, Janet	Aide/SPED Facilitator Idea B	28 years/21 years with GISD	Retirement/TRS	5/31/2024
Harris Hill Building	Solano Vazquez, Estefani	Buyer	0 years with GISD	Resignation/Other	3/1/2024
Kimberlin Academy for Excellence	Perez Rosell, Yurima	Aide/Diagnostician	2 years/0 years with GISD	Resignation/Personal	2/29/2024
Liberty Grove Elementary School	Hale, Kathryn	Aide/Library	34 years/26 years with GISD	Retirement/TRS	2/29/2024
Liberty Grove Elementary School	Thomas, Michael	Aide/PE	3 years with GISD	Resignation/Career Change	3/8/2024
Park Crest Elementary School	Loza Carvajal, Daniela	Aide/Emergent Bilingual Instructional	7 years with GISD	Resignation/Other	5/31/2024
Pearson Elementary School	Galitz, Andrew	Aide/PE	0 years with GISD	Resignation/Career Change	2/28/2024
South Garland High School	Mitchell, Zhadria	Aide/SPED ALE	0 years with GISD	Resignation/Personal	2/6/2024
South Garland High School	Penaloza, Vianca	Data Clerk	2 years/1 year with GISD	Resignation/Personal	3/5/2024
Southgate Elementary School	Franklin, Haley	Aide/Prekindergarten SPED ECSE	0 years with GISD	Resignation/Personal	1/30/2024

**March 2024
Resignation and Retirement
Professionals**

Professional Resignation/Retirements:	Approved to Date: 210
March 2024	Current: 81
	Total: 291

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Abbett Elementary School	Long, Mallory	Teacher/3rd Gr.	1 year with GISD	Resignation/Personal	5/31/2024
Abbett Elementary School	Jones, Sherrell	Teacher/4th Gr.	2 years with GISD	Resignation/Other	5/31/2024
Abbett Elementary School	Ironbar, Geraldine	Counselor	7 years/1 year with GISD	Resignation/Relocation	5/31/2024
Abbett Elementary School	Warren, Michael	Assistant Principal	20 years/1 year with GISD	Resignation/Career Change	6/25/2024
Abbett Elementary School	Battaglia, Madison	Teacher/2nd Gr.	3 years with GISD	Resignation/Personal	5/31/2024
Abbett Elementary School	Johnson, Natalie	Teacher/Art	5 years/2 years with GISD	Resignation/Health Reasons	3/15/2024
Armstrong Elementary School	Hurst, Brandi	Teacher/SPED ALE	2 years with GISD	Resignation/Personal	5/31/2024
Austin Academy for Excellence	Goodwin, Julie	Teacher/Piano Lab	14 years/12 years with GISD	Resignation/Spouse Transferred	5/31/2024
Back Elementary School	Alvarado, Megan	Teacher/2nd Gr.	1 year with GISD	Resignation/Personal	3/15/2024
Beaver Technology Center for Math & Science	Bolling, Michelle	Teacher/SPED ABC	12 years/3 years with GISD	Resignation/Moving out of State	5/31/2024
Carver Elementary School	Turner, Sonye	Teacher/ESL Prekindergarten	0 years with GISD	Resignation/Personal	2/26/2024
Centerville Elementary School	Taylor, Kelly	Counselor	36 years/34 years with GISD	Retirement/TRS	5/31/2024
Centerville Elementary School	Kiser, Melinda	Teacher/5th Gr.	19 years/11 years with GISD	Retirement/TRS	5/31/2024
Club Hill Elementary School	Caruth, Jennifer	Teacher/5th Gr.	11 years with GISD	Resignation/Moving out of State	2/28/2024
Club Hill Elementary School	Gonzalez, Taylor	Teacher/2nd Gr.	1 year with GISD	Resignation/Finish Year Only	5/31/2024
Club Hill Elementary School	Johnson, Kayla	Teacher/Music	1 year with GISD	Resignation/Moving out of State	5/31/2024
Club Hill Elementary School	Gonzales, Taylor	Teacher/2nd Gr.	1 year with GISD	Resignation/Finish Year Only	5/31/2024
Cooper Elementary School	Flores, Zulema	Teacher/Kindergarten	2 years/1 year with GISD	Resignation/Finish Year Only	5/31/2024
Cooper Elementary School	Johnson, E Danae	School Nurse	0 years with GISD	Resignation/Personal	3/8/2024
Couch Elementary School	Acosta, Nicole	Teacher/Art	8 years with GISD	Resignation/Health Reasons	2/19/2024
Coyle Middle School	Savage, Chad	Teacher/English 7th & 8th Gr.	1 year with GISD	Resignation/Career Change	3/1/2024
Coyle Middle School	Spies, Carann	Teacher/English 7th & 8th Gr.	1 year with GISD	Resignation/Finish Year Only	5/31/2024
Daugherty Elementary School	Cuba, Priscilla	Teacher/Bilingual 1st Gr.	18 years/1 year with GISD	Retirement/TRS	5/31/2024
Ethridge Elementary School	Alvarez, Sean	Teacher/1st Gr.	5 years/1 year with GISD	Resignation/Relocation	5/31/2024
Ethridge Elementary School	Honeycutt, D	Teacher/4th Gr.	25 years/9 years with GISD	Retirement/TRS	5/31/2024
Giddens-Steadham Elementary School	Waggoner, Juliana	Teacher/Music	2 years with GISD	Resignation/Other Texas School	5/31/2024
Handley Elementary School	Bui, Michelle	Teacher/1st Gr.	3 years with GISD	Resignation/Career Change	5/31/2024
Harris Hill Building	Hope, Amber	Director Secondary Integrated Literacy Studies TCLAS	17 years with GISD	Resignation/Other Texas School	6/30/2024
Harris Hill Building	Boyd, Christie	Teacher/Early Literacy Support	16 years/4 years with GISD	Resignation/Other Texas School	6/6/2024
Heather Glen Elementary School.	Martin, Sandra	Teacher/Bilingual 4th Gr.	1 year with GISD	Resignation/Finish Year Only	5/31/2024
Hickman Elementary School	Hamdan, Amal	Teacher/SPED Content Mastery Inclusion	1 year with GISD	Resignation/Finish Year Only	5/31/2024
Hillside Academy for Excellence	Jimenez, Guadalupe	Teacher/Bilingual Kindergarten	5 years with GISD	Resignation/Not Working	5/31/2024
Houston Middle School	Hudson, Joslyn	Teacher/SPED Behavior ADJ ED	1 year with GISD	Resignation/Personal	2/22/2024
Houston Middle School	Lloyd, Karen	Diagnostician	26 years/18 years with GISD	Retirement/TRS	6/6/2024
Keeley Elementary School	Campbell, Karen	Teacher/SPED CBSE IDEA B	36 years with GISD	Retirement/TRS	5/31/2024
Keeley Elementary School	Winstead, Sheri	Principal	28 years with GISD	Retirement/TRS	6/27/2024
Lakeview Centennial High School	Stigers, Matthew	Teacher/Social Studies	18 years/5 years with GISD	Resignation/Career Change	5/31/2024
Liberty Grove Elementary School	Crank, Donna	Teacher/4th Gr.	31 years/14 years with GISD	Resignation/Personal	2/16/2024
Lister Elementary School	Dunn, Chandler	Teacher/Kindergarten	5 years with GISD	Resignation/Not Working	5/31/2024
Lister Elementary School	Davila, Sandra	Teacher/Bilingual Kindergarten	21 years with GISD	Retirement/TRS	5/31/2024
Lister Elementary School	Chelette,Leilani	Teacher/2nd Gr.	3 years with GISD	Resignation/Personal	5/31/2024
Lister Elementary School	Kinney, Teresa	Assistant Principal	16 years/15 years with GISD	Resignation/Relocation	6/25/2024
Luna Elementary School	Nichols, Christopher	Teacher/SPED ECSE Idea B	28 years/7 years with GISD	Resignation/Finish Year Only	5/31/2024
Lyles Middle School	Allen, Darrell	Teacher/SPED Behavioral ADJ	1 year with GISD	Retirement/TRS	5/31/2024
Lyles Middle School	Clinton, Walter	Teacher/Math 6th Gr.	22 years/3 years with GISD	Retirement/TRS	5/31/2024
Memorial Pathway Academy	Caracheo Flores, Jennifer	Teacher/Newcomer ESL English	3 years with GISD	Resignation/Finish Year Only	5/31/2024
Montclair Elementary School	Adams, Brittany	Teacher/SPED Content Mastery Inclusion	0 years with GISD	Resignation/Personal	2/26/2024
Montclair Elementary School	Castillo, Sandra	Teacher/SPED CBSE Bilingual Idea B	10 years/7 years with GISD	Resignation/Relocation	5/31/2024
Naaman Forest High School	Courbin, Marguerite	Teacher/SPED Resource	26 years/19 years with GISD	Retirement/TRS	5/31/2024
Naaman Forest High School	Cipriano, Gilbert	Teacher/Social Studies	7 years/2 years with GISD	Resignation/Moving out of State	5/31/2024
Naaman Forest High School	Meusa, Eon	Teacher/Technology Education	20 years/5 years with GISD	Resignation/Finish Year Only	5/31/2024
Northlake Elementary School	Schick, Rachel	Teacher/Art	4 years/2 years with GISD	Resignation/Health Reasons	5/31/2024
Park Crest Elementary School	Gonzalez Crespo, Heidy	Teacher/Bilingual 1st Gr.	9 years/1 year with GISD	Resignation/Career Change	5/31/2024

**March 2024
Resignation and Retirement
Professionals**

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Park Crest Elementary School	Hartdegen, Alexander	Teacher/SPED ALE	3 years with GISD	Resignation/Other	5/31/2024
Park Crest Elementary School	Sharafat, Tessa	Teacher/Prekindergarten	6 years/4 years with GISD	Retirement/TRS	5/31/2024
Parsons Prekindergarten School	Ornelas, Jocelyn	Teacher/Bilingual Prekindergarten	11 years with GISD	Resignation/Not Working	5/31/2024
Research, Assessment, & Accountability	Vo, Trang	RSSP Data Fellow TCLAS	19 years with GISD	Resignation/Other Texas School	3/7/2024
Sachse High School	Domingcil, Ben	Teacher/Math	7 years with GISD	Resignation/Finish Year Only	5/31/2024
School Facilities	Smith, Toby	Senior Manager MEP	1 year with GISD	Resignation/Personal	3/25/2024
Sewell Elementary School	Wilbanks, Monica	Teacher/3rd Gr.	32 years/19 years with GISD	Resignation/Not Working	5/31/2024
Shugart Elementary School	Garner, Katheryn	Teacher/Kindergarten	1 year with GISD	Resignation/Personal	3/31/2024
South Garland High School	Maldonado, Megan	Teacher/ESL	1 year with GISD	Resignation/Personal	3/29/2024
South Garland High School	Barber, Sally	Teacher/SPED ALE	26 years/25 years with GISD	Retirement/ TRS	5/31/2024
Southgate Elementary School	Muniz, Ysatis	Teacher/Art	2 years with GISD	Resignation/Career Change	5/31/2024
Southgate Elementary School	Lemus, Karla	Teacher/Spanish	12 years/2 years with GISD	Resignation/Health Reasons	3/8/2024
Spring Creek Elementary School	Nelson, Lisa	Teacher/3rd Gr.	20 years with GISD	Retirement/TRS	3/15/2024
Spring Creek Elementary School	Bramer, Rachel	Teacher/Prekindergarten	2 years with GISD	Resignation/Career Change	5/31/2024
Student Support & Specialized Services	Spears, Velma	Teacher/Dyslexia Bilingual	20 years with GISD	Retirement/TRS	5/31/2024
Student Support & Specialized Services	Bennett, Margarita	Teacher/Dyslexia	30 years/24 years with GISD	Retirement/TRS	5/31/2024
Student Support & Specialized Services	Leonard, Carol	Dyslexia Support Coach	27 years/ 17 years with GISD	Resign - Other	6/6/2024
Substitute Office	Riley, Christopher	Teacher/SPED CBSE IDEA B	1 year with GISD	Resignation/Finish Year Only	5/31/2024
Toler Elementary School	Lockhart, Jasmine	Teacher/1st Gr.	3 years with GISD	Resignation/Personal	5/31/2024
Walnut Glen Academy for Excellence	Matta Torres, Roberto	Teacher/Bilingual 3rd Gr.	12 years with GISD	Resignation/Personal	5/31/2024
Weaver Elementary School	Royal, Lakesha	Teacher/SPED ALE	7 years/0 years with GISD	Resignation/Other	3/4/2024
Weaver Elementary School	Crow, Ryann	Teacher/SPED CBSE IDEA B	8 years/4 years with GISD	Resignation/Moving out of State	5/31/2024
Weaver Elementary School	Zamora-Hiracheta, Ana	Teacher/Bilingual Kindergarten	8 years/2 years with GISD	Resignation/Relocation	5/31/2024
Webb Middle School	Banks, Joy	Teacher/ELAR 7th & 8th Gr.	2 years with GISD	Resignation/Career Change	5/31/2024
Williams Elementary School	Rodriguez, Erica	Teacher/2nd Gr.	6 years/1 year with GISD	Resignation/Relocation	5/31/2024
Williams Elementary School	Lopez, Ramon	Teacher/Bilingual 4th Gr.	13 years/1 year with GISD	Resignation/Personal	5/31/2024
Williams Elementary School	Larkin, LaQuita	Teacher Intervention Specialist Title I	8 years/2 years with GISD	Resignation/Career Change	5/31/2024
Williams Elementary School	Isaac, Diamond	Teacher/5th Gr.	1 year with GISD	Resignation/Professional Development	5/31/2024



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Elisa Cordova-Long, Executive Director of Budget

Subject: Consider Approval of Budget Transfers and Amendments to the 2023-24 General Fund

Consent Agenda

Executive Summary:

This report details the budget transfers and amendments proposed for approval and their respective impact on the General Fund. Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the budget transfers and amendments to the 2023-24 General Fund.

Financial Impact and Funding Source:

N/A



**BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2023-2024
March 26, 2024**

REVENUES:

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
57 Local Revenue	\$ 250,595,728	\$ 191,574,258	\$ -	\$ 3,402	\$ 191,577,660
58 State Revenue	249,979,254	312,388,465			312,388,465
59 Federal Revenue	13,000,000	13,000,000			13,000,000
Total Revenues	\$ 513,574,982	\$ 516,962,723	\$ -	\$ 3,402	\$ 516,966,125

EXPENDITURES:

11 Instruction	\$ 341,690,230	\$ 340,149,492	\$ 172,055	\$ -	\$ 340,321,547
12 Instructional Resources and Media Services	8,637,004	8,729,514	(380)		8,729,134
13 Curriculum Development and Instructional Staff Development	15,023,073	15,373,657	(179,751)		15,193,906
21 Instructional Leadership	9,398,556	9,652,032	4,675		9,656,707
23 School Leadership	34,656,420	35,036,627	8,609		35,045,236
31 Guidance, Counseling and Evaluation	28,145,340	27,939,011	(300)		27,938,711
32 Social Work Services	529,896	539,641	-		539,641
33 Health Services	8,905,602	9,214,558	5,173		9,219,731
34 Student Transportation	19,751,821	19,725,051	-		19,725,051
35 Food Service	300,000	300,000	-		300,000
36 Extracurricular Activities	13,334,703	13,250,698	(9,000)		13,241,698
41 General Administration	20,719,368	21,161,477	20,000		21,181,477
51 Facilities Maintenance & Operations	51,582,367	56,257,049	(650)	3,402	56,259,801
52 Security and Monitoring Services	11,364,841	11,666,145	(1,042)		11,665,103
53 Data Processing Services	15,704,807	15,655,092	-		15,655,092
61 Community Services	1,772,260	1,801,932	(19,389)		1,782,543
71 Debt Service - Principal on Long-Term Debt	751,097	751,097			751,097
72 Debt Service Interest on Long-Term Debt	-	-			-
73 Bond Issuance Cost and Fees	-	-			-
81 Facilities Acquisition and Construction	-	-			-
95 Juvenile Justice Program	36,000	36,000			36,000
99 Other Intergovernmental Charges	1,057,993	1,057,993			1,057,993
Total Expenditures	\$ 583,361,378	\$ 588,297,066	\$ -	\$ 3,402	\$ 588,300,468
Excess(Deficiency) Revenues Over(Under) Expenditures	\$ (69,786,396)	\$ (71,334,343)	\$ -	\$ -	\$ (71,334,343)
Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Other Financing Uses	\$ -	\$ (8,421,100)	\$ -	\$ -	\$ (8,421,100)
Net Change in Fund Balance	\$ (69,786,396)	\$ (79,755,443)	\$ -	\$ -	\$ (79,755,443)



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2023-2024
March 26, 2024**

Budget Transfers

Expenditures

	Increase	Decrease	Net
11 Instruction	\$ 192,734	\$ 20,679	\$ 172,055
12 Instructional Resources and Media Services	4,820	5,200	(380)
13 Curriculum Development and Instructional Staff Development	1,736	181,487	(179,751)
21 Instructional Leadership	7,175	2,500	4,675
23 School Leadership	17,331	8,722	8,609
31 Guidance, Counseling and Evaluation		300	(300)
33 Health Services	5,200	27	5,173
36 Extracurricular Activities	1,000	10,000	(9,000)
41 General Administration	20,000		20,000
51 Facilities Maintenance & Operations	850	1,500	(650)
52 Security and Monitoring Services		1,042	(1,042)
61 Community Services	613	20,002	(19,389)
Total Expenditures	\$ 251,459	\$ 251,459	\$ -

Notes: Cross-functional budget neutral transfers.

Budget Amendments

	Increase	Decrease	
57 Local Revenue	\$ 3,402	\$ -	\$ 3,402
Total Revenue	\$ 3,402	\$ -	\$ 3,402

Notes: Local revenue is increased due to insurance reimbursement for pickup truck repair.

Expenditures

	Increase	Decrease	Net
51 Facilities Maintenance & Operations	\$ 3,402	\$ -	\$ 3,402
Total Expenditures	\$ 3,402	\$ -	\$ 3,402

Notes:

51 - Increase due to insurance reimbursement for pickup truck repair.



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Matt Yeager, Assistant Superintendent of Technology

Subject: Consider Approval of Purchase of Microsoft Volume Licensing (#12-24)

Consent Agenda

Executive Summary:

Purchase of Microsoft Volume Licensing.

Microsoft Volume Licensing covers the cost of Windows and Office 365 licensing for staff and students, Windows servers for district applications, SQL servers for district databases, remote desktop services for managing district servers, MOS, MTA, and Azure cloud storage. Reviewed and approved by Matt Yeager, Assistant Superintendent of Technology, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Microsoft Volume Licensing, from SHI Government Solutions provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase Contract-DIR

Contract Term: (1) year term with five (5) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#12-24 Microsoft Volume Licensing as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$650,000
199 General Fund



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Dr. Gradyne Brown, Assistant Superintendent of Human Resources

Subject: Consider Approval of Purchase of Immigration and Related Attorney Services (#16-24)

Consent Agenda

Executive Summary:

The contract will cover the purchase of legal immigration and related attorney services. Reviewed and approved by Dr. Gradyne Brown, Assistant Superintendent of Human Resources, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Immigration and Related Attorney Services, from Dickinson Wright PPLC provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Pursuant to Government Code 2254.003

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#16-24 Immigration and Related Attorney Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$110,600
199 General Fund



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Ron Griffen, Executive Director of Athletics

Subject: Consider Approval of Purchase of Digital Sports Software (#273-24)

Consent Agenda

Executive Summary:

Digital Sports Software, specifically designed for high schools. This software is used for various sports such as football, volleyball, boys & girls' basketball, boys & girls' soccer, baseball, and softball. Its primary purpose is to assist teams in navigating their practices and ultimately improve their game day performances. Additionally, our software allows athletes to create highlights that they can send to colleges. This feature helps them showcase their skills and increases their chances of gaining entrance into the college of their choice. Reviewed and approved by Ron Griffen, Executive Director of Athletics, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Digital Sports Software from HUDL, provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchasing Contract

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#273-24 Digital Sports Software as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$100,000

199 General Fund



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Arturo Valenzuela, Executive Director of Finance

Subject: Consider Approval of Purchase of Voluntary Benefits and Third-Party Administrator Services (#357-24-01)

Consent Agenda

Executive Summary:

The Voluntary Benefits and Third-Party Administrator products and services are collectively referred to as the Region 4 ESC Cooperative for Section 125 Plan Services and Supplemental Insurance Products.

Garland ISD offers a competitive benefits package that includes district provided and voluntary benefits. The Third-Party Administrator, in coordination with the Payroll and Benefits Department, manages these offerings and options for our employees. Reviewed and approved by Arturo Valenzuela, Executive Director of Finance, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Voluntary Benefits and Third-Party Administrator Services from the companies TCG Consulting Services, LLC and First Financial Group of America provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase Contract-Alliance DBA Omnia Partners

Contract Term: One (1) year with three (3) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#357-24-01 Voluntary Benefits and Third-Party Administrator Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$225,000
199 General Fund



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Chelsey Cody, Coordinator Technology Digital Learning

Subject: Consider Approval of Purchase of Instructional Software, Subscriptions, Hardware and Services (Software Extended RFP) (#397-23-09)

Consent Agenda

Executive Summary:

The Texas Education Agency (TEA) has modified the purchasing module of the Financial Accountability System Resource Guide to permit the use of an “Extended RFP Process”. This process is different from the traditional RFP process as it affords districts the ability to accept, evaluate, and award proposals as they are received throughout the term of the agreement. Benefits of this process allow the district to be more responsive to unforeseen and unexpected events that require compliance with purchasing law. Along with the benefits TEA has required internal controls to ensure the process is used properly.

1. Local policy will dictate which purchases require approval by the Board of Trustees - \$75,000 or greater in accordance with CH Local.
2. Standard procurement process should be used when possible.
3. The Purchasing Department in conjunction with Committee(s) will establish guidelines to ensure all requirements listed in the Financial Accountability System Resource Guide are met. At a minimum, the guidelines below must be established: Establish the categories in which responses will be received, determine frequency for reviewing and approving responses, determine the criteria for accepting and rejecting responses, review existing contracts to ensure the needs cannot be met with an existing contract.

By design of the extended RFP, we are adding additional vendors to continue creating a pool of awarded instructional technology vendors that have been approved and vetted for Garland ISD campuses and departments. This on-going RFP seeks to provide access to instructional technology and software online to support the educational needs in classrooms throughout GISD aligned with district goals and objectives.

This specific recommendation to award includes the addition of:

- All Players Inc DBA Rank One: a tool that will be primarily purchased for the Athletics Department
- EBSCO Information Services LL

- IXL Learning: a tool that has previously been purchased by various campuses using Federal Funds. This tool's license provides access to supplemental software for Science, Social studies, Math, and ELA depending on the campus.
- Saavas Learning Company: a tool that in the past has been purchased to support our CTE curriculum and programming.
- Summit K12 Holdings Inc: a tool that in the past has been purchased to support Multilingual Program curriculum for Emergent Bilinguals and the campuses that support them. Some campuses have used Federal Funding to purchase additional add-ons to the district purchase.

Reviewed and approved by Chelsey Cody, Coordinator Technology Digital Learning, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration’s recommendation that the offer(s) for Instructional Software, Subscriptions, Hardware and Services from the companies listed on the Exhibit “A” below provides the best value to the Garland Independent School District.

New Award -Renewal

Procurement Method: Request for Proposal

Contract Term: First of four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#397-23-09 Instructional Software, Subscriptions, Hardware and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$1,501,000

199 General Fund	50%
211 ESEA Title I Part A – Improving Basic Program	25%
224 IDEA – Part B, Formula	25%

Exhibit A

Age of Learning

All Players Inc dba Rank One

EBSCO Information Services LLC

Edmentum Inc

IXL Learning

Savvas Learning Company Inc

Summit K12 Holdings Inc



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Edmund Lee, Director of Facilities and Maintenance Operations Budget Assets

Subject: Consider Approval of Purchase of Dude Solutions (#230-22)

Consent Agenda

Executive Summary:

This renewal is for Computer Maintenance Management System (CMMS) software license yearly subscription fees. Increase is required to align with changes in software pricing.

The CMMS tool is used for capturing and reporting campus and district facility work-orders. Reviewed and approved by Edmund Lee, Director of Facilities and Maintenance Operations Budget Assets, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer for Dude Solutions from Brightly Software Inc., provides the best value to the Garland Independent School District.

Renewal

Procurement Method: Cooperative Purchase Contract - Alliance DBA Omnia Partners

Contract Term: Second of four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#230-22 Dude Solutions as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$100,000 Increase \$50,000 New Award \$150,000
199 General Fund



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Joseph Figarelli, Director of Fine Arts

Subject: Consider Approval of Modification to Contract#345-20-03 Musical Instrument Supplies & Repairs - Supplemental

Consent Agenda

Executive Summary:

The modification of award will authorize contracts and payments are in the name of the correct entity. Reviewed and approved by Joseph Figarelli, Director of Fine Arts, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration’s recommendation to modify the award as listed below:

Change From: Music & Arts DBA Guitar Store

Change To: Guitar Center Store Inc DBA Music & Arts

Procurement Method: Interlocal Contract EPCNT

Contract Term: Third of four (4) annual renewal options.

Recommended Motion for Action Items:

Move to approve modification to contract#345-20-03 Musical Instrument Supplies & Repairs – Supplemental as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$1,235,000

199 General Fund 5%

461 Campus Activity Funds 5%

651 Educational Stabilization Fund 90%



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Joseph Figarelli, Director of Fine Arts

Subject: Consider Approval of Increase in Awarded Amount for Musical Instrument Supplies & Repairs (#345-20-01)

Consent Agenda

Executive Summary:

Our Board of Trustees has approved an Instrument Replacement Plan to begin in the 23-24 school year. This increase will facilitate the purchase of new musical instruments. Reviewed and approved by Joseph Figarelli, Director of Fine Arts, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Musical Instrument Supplies & Repairs from the company or companies listed on the Exhibit "A" below provides the best value to the Garland Independent School District.

Increase

Procurement Method: Interlocal Contract EPCNT

Contract Term: Third of four (4) annual renewal options.

Recommended Motion for Action Items:

Move to approve increase to contract#345-20-01 Musical Instrument Supplies & Repairs as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$1,235,000 Increase \$500,000 New Award \$1,735,000
651 Education Stabilization Fund – 100%

Exhibit "A"

Bocal majority Bassoon Camp, LLC
Romeo Music
Steve Weiss Music Inc.
West Music Company
Woodwind Brasswind, Inc.



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Jennifer Miller, Director for Student Nutrition Services

Subject: Consider Approval of Increase in Awarded Amount for Serving Line Replacement for Student Nutrition Services (SNS) (#51-22-02)

Consent Agenda

Executive Summary:

This increase will allow all elementary campuses' serving lines to be replaced.

This year has shown an estimated spend of \$2,552,147 from May 2023 – February 2024, with one approved vendor. It is estimated that we will need \$4,750,000 to cover expenses for the remainder of this contract term. Reviewed and approved by Jennifer Miller, Executive Director for Student Nutrition, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Serving Line Replacement for Student Nutrition Services (SNS) from Pasco Brokerage Inc., provide the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: First of three (3) annual renewal options

Recommended Motion for Action Items:

Move to approve increase to contract#51-22-02 Serving Line Replacement for Student Nutrition Services (SNS) as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$1,250,000.00 Increase \$3,500,000 New Award \$4,750,000

100% - 240 – National School Breakfast and Lunch Program



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Mechelle Hogan, Board Services Manager

Subject: Consider Approval of Increase in Awarded Amount for Video Streaming Services (#231-24-02)

Consent Agenda

Executive Summary:

Streaming services and equipment for Board of Trustee meetings. The increase in award for Carahsoft Technology is needed as a result of system updates and upgrades to ensure more accurate closed captioning, new encoders, installation and other hardware, continued services we currently are receiving with the addition of Spanish language closed captions. Reviewed and approved by Mechelle Hogan, Board Services Manager, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Video Streaming Services from Carahsoft Technology provides the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchase Contract BuyBoard

Contract Term: First Year of four (4) annual renewal options.

Recommended Motion for Action Items:

Move to approve increase to contract#231-24-02 Video Streaming Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$74,999 Increase \$20,000 New Award \$94,999
199- General Fund 100%



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Mark A. Booker, Executive Director of Purchasing

Subject: Consider Approval of Increase in Awarded Amount for Instructional Materials and Related Supplies (#302-22-15)

Consent Agenda

Executive Summary:

To facilitate the purchase of an array of instructional materials through the punch-out system. Implementing this contract will allow for the generation of purchase orders within a 24-hour issuance of the purchase order to the supplier. This turnaround results in our schools receiving instructional material promptly and quickly which becomes accessible to the students within a matter of days. Reviewed and approved by Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Instructional Materials and Related Supplies from School Specialty Inc., below provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: Second year of four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve increase to contract#302-22-15 Instructional Materials and Related Supplies as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$525,000 Increase \$145,000 New Award \$670,000
199 General Fund



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Tobi Schmidt, Director of Elementary Integrated Math and Science

Subject: Consider Approval of Increase in Awarded Amount for Instructional Materials and Supplies for Math (#302-23-06)

Consent Agenda

Executive Summary:

Students and teachers in grades K-5 will utilize these high-quality instructional materials (HQIM) for daily math instruction. Eureka Math is GISD's current curriculum/textbook resource for elementary math. Students will each receive a consumable Learn, Practice, and Succeed workbook with the purchase of these materials. This will also allow digital access for teachers. Additional funding is being requested for the purchase of materials for the 2024-2025 school year. Reviewed and approved by Tobi Schmidt Director of Elementary Integrated Math and Science, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer for Instructional Materials and Supplies for Math from Great Minds PBC, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: First year of two (2) annual renewal options

Recommended Motion for Action Items:

Move to approve increase to contract#302-23-06 Instructional Materials and Supplies for Math as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$175,000 Increase \$1,350,000 New Award \$1,525,000
410 State Textbook Fund



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Tobi Schmidt, Director Elementary Integrated Math and Science

Subject: Consider Approval of Increase in Awarded Amount for Textbook and Digital Materials (#321-24)

Consent Agenda

Executive Summary:

McGraw Hill was selected under Proclamation 2024 as GISD's new science instructional resource for grades K-12. Science classrooms will have new TEKS for the 2024-2025 school year. These resources will support the implementation of the new TEKS. Students and teachers will utilize these resources for daily science instruction. With these resources, students will receive instructional materials and supplies as well as digital access. This increase will cover the cost of a 4-year contract. Reviewed and approved by Tobi Schmidt, Director Elementary Integrated Math and Science, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Textbook and Digital Materials from McGraw Hill provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve increase to contract#321-24 for Textbook and Digital Materials as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$3,000,000 Increase \$6,623,899 New Award \$9,623,899

410 State Textbook Fund



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Atticus Wisener, Director of Secondary Human Resources

Subject: Consider Approval of Increase in Awarded Amount for Substitute Employee Management Plan Automated (#306-01-08)

Consent Agenda

Executive Summary:

The subscription cost for the AESOP Software utilized by our teachers and employees, which facilitates efficient scheduling and management of substitutes, has experienced a notable increase necessitating a corresponding adjustment in our budget allocation. Due to the enhanced functionalities and expanded user base, the revised subscription rate surpasses the previously budgeted amount. Consequently, in order to maintain uninterrupted access to this essential resource and to adequately accommodate the rising expenses associated with software renewal, an increase in the budgetary provision is imperative. This adjustment will ensure seamless continuity of service provision while aligning our financial resources with the evolving needs of our educational institution. Reviewed and approved by Atticus Wisener, Director of Secondary Human Resources, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Substitute Employee Management Plan Automated from Frontline Technologies Group LLC, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: Fifteenth Renewal until cancellation from either party

Recommended Motion for Action Items:

Move to approve increase to contract#306-01-08 Substitute Employee Management Plan Automated as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$80,000

199- General Fund 100%



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Dr. Tanya Vargas Ramos, Executive Director of Student Support and Specialized Services

Subject: Consider Approval of Increase in Awarded Amount for Special Education Services (#394-23-08)

Consent Agenda

Executive Summary:

Contractors will be used to provide special education services to special education students in Garland ISD when GISD has an open position that cannot be filled due to lack of candidates, for staff on FMLA, or when needed to meet federal IDEA B requirements. The Special Education department will select lowest price vendor. If the lowest-priced vendor is unavailable, the Special Education department will contact the second-lowest-priced vendor, or provide justification as to why the lowest priced vendor was not selected. Reviewed and approved by Tanya Ramos, Executive Director of Student Support and Specialized Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This is agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration’s recommendation that the offer(s) for Special Education Services from the company or companies listed on the Exhibit “A” below provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve increase to contract#394-23-08 Special Education Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$500,000 Increase \$500,000 New Award \$1,000,000

199- General Fund 20%

224 IDEA- Part B, Formula 80%

Exhibit A

Accountable Healthcare Staffing

Amn Allied Services LLC

Apex Teletherapy

Assessment Intervention Management LLC

Attain Therapy LLC

Candor Consulting and Diagnostics, LLC

Comprehensive Training Center

Eluma LLC

Imagine Learning LLC

Jayne B Company

Light Street Special Education Solutions LLC

Megan Zigler

National Recruiting Consultants

Presencelearning Inc

Rosario Moreno

The Amoxie Educational Consulting Group LLC DbA Amoxie Group

The Stepping Stones Group LLC



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Linda Griffin, Board President

Subject: Consideration and Approval of Resolution to Texas Association of School Boards – Superintendent of the Year for nomination of Dr. Ricardo López

Action Item

Executive Summary:

The Garland Independent School District School Board of Trustees recognizes the exceptional leadership and dedication of Dr. Ricardo López, Superintendent of Schools, in fostering significant improvements in student performance throughout our schools and his visionary leadership throughout the District and tri-cities. Accordingly, the Board of Trustees desires to nominate Dr. Ricardo López for the prestigious honor of Superintendent of the Year through the Texas Association of School Boards.

Administrative Recommendations:

Approval

Recommended Motion for Action Items:

I move to approve to pass the resolution nominating Dr. Ricardo López for the Superintendent of the Year through the Texas Association of School Boards.

Financial Impact and Funding Source:

N/A

Resolution
Texas Association of School Boards
Superintendent of the Year

Whereas, the Garland Independent School District Board of Trustees recognizes the exceptional leadership and dedication of Dr. Ricardo López, Superintendent of Schools, in fostering significant improvements in student performance throughout our schools; and

Whereas, Dr. López's visionary approach and unwavering commitment to educational excellence have positively impacted the academic outcomes and overall growth of students within our District;

Whereas, Dr. López continuously fosters a constructive, harmonious, and productive working relationship with the Board of Trustees, District employees and the tri-city communities of Garland, Rowlett, and Sachse;

Now, therefore, be it resolved, that the Garland Independent School District School Board hereby nominates Dr. Ricardo López for the prestigious honor of Superintendent of the Year through the Texas Association of School Boards.

Resolved further, that the Board authorizes the submission of Dr. López's nomination to the Texas Association of School Boards for consideration, recognizing his outstanding contributions and steadfast leadership in advancing student achievement and educational excellence within our district.

The Garland Independent School District School Board passed a resolution on March 26, 2024, to recognize and nominate Dr. Ricardo López, the Superintendent of Schools, for TASB Superintendent of the Year for his outstanding leadership and vision in enhancing student performance across the District.

Robert Selders

Johnny Beach

Larry Glick

James Miller

Daphne Stanley

Wesley Johnson

Linda Griffin
School Board President



BOARD OF TRUSTEES AGENDA

Date: March 26, 2023

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Consider Approval of Resolution for Project Delivery/Contract Award Method for 2023 Bond Program Construction Method of Procurement

Action Item

Executive Summary:

Shown is the Resolution for Project Delivery/Contract Award Method for 2023 Bond Program Construction Method of Procurement. Garland ISD administration determined the following construction method will provide the best value for the District for selected projects and seeks board approval.

Competitive Sealed Proposal (CSP)

- Baseball/Softball Turf Installation and Field Improvements

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Resolution for Project Delivery/Contract Award Method for 2023 Bond Program Construction Method of Procurement for selected projects as presented to the Board of Trustees.

Financial Impact and Funding Source:

683 Bond Series 2023

RESOLUTION

GARLAND INDEPENDENT SCHOOL DISTRICT

_____, 2024

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

WHEREAS, the Texas Government Code § 2269.056 provides that the board of trustees of a school that is considering a construction contract using a method other than competitive bidding must, before advertising, determine which method provides the best value for the school; and

WHEREAS, the District is currently considering the following construction projects (the “Projects”), which will require the designation and use of a method specified by Texas Government Code Chapter 2269:

- Softball/Baseball Projects

WHEREAS, the Board of Trustees is of the opinion that the Competitive Sealed Proposals method of delivery provides the best value for the District on each of the Projects;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES that,

1. The above-stated method of delivery is determined to provide the best value for the District on each of the Projects.
2. The Board delegates to the Superintendent the authority to determine the selection criteria, weights, and methodology for selection for each Project, and to publish the appropriate procurement instrument for each Project and to advertise and solicit responses thereto. The Superintendent (by himself or by appointing a committee), shall prepare the final rankings for each Project for approval by the Board. After the Board has approved the final rankings, the Superintendent is authorized to (1) negotiate with the top-ranked proposer, and (2) to formally end negotiations with a proposer and begin negotiating with the next ranked proposer as provided by law. A contract must be presented to the Board for approval before it may be executed.

3. The prevailing wage rate schedule for Dallas County as determined by the United States Department of Labor in accordance with the Davis-Bacon Act, current as of the date of this resolution, is adopted as the prevailing wage rate schedule for each Project.

PASSED, APPROVED, AND ADOPTED BY THE BOARD OF TRUSTEES on the _____
day of _____, 2023.

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

By: _____
Secretary, Board of Trustees



MEMORANDUM

DATE: February 29, 2024

TO: Garland Independent School District Board of Trustees

Cc: Dr. Ricardo López, Superintendent of Schools
Darrell Dodds, Chief Financial Officer
Paul Gonzales, Executive Director of Facilities & Maintenance

FROM: Javier Fernandez, Director, Facilities Planning and Construction Services

SUBJECT: **2023 Bond Program Construction Methods of Procurement**

With the passing of propositions, A, B, and C of bond referendum in May 2023, upon the recommendation of a citizen bond steering committee, The District is preparing to modernize aging facilities, enhance student safety, and provide additional educational opportunities for all Garland ISD students as approved by voters.

Pursuant to Texas Government Code § 2269.056, school boards using a procurement method other than competitive bidding for a contraction contract must determine which method provides the best value for the district before advertising. Garland ISD has historically utilized the Competitive Sealed Proposal method (CSP), Job Order Contracting (JOC), and Construction Manager at Risk (CMaR) for construction. Garland ISD administration determined the following construction methods will provide the best value for The District for selected projects and seeks board approval.

Construction Procurement Method Recommendation for select projects:

Competitive Sealed Proposal (CSP)

- High School Softball/Baseball Renovations



BOARD OF TRUSTEES AGENDA

Date: March 26, 2024

Presented By: Joseph Figarelli, Director of Fine Arts

Subject: Consider Approval of Increase in Awarded Amount for Musical Instrument Supplies & Repairs - Supplemental (#345-20-03)

Action Item

Executive Summary:

Our Board of Trustees has approved an Instrument Replacement Plan to begin in the 23-24 school year. This increase will facilitate the purchase of new musical instruments. Reviewed and approved by Joseph Figarelli, Director of Fine Arts, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on March 19, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Musical Instrument Supplies & Repairs - Supplemental from the companies, Brook Mays Music and Guitar Center Store Inc DBA Music & Arts provides the best value to the Garland Independent School District.

Increase

Procurement Method: Interlocal Contract EPCNT

Contract Term: Third of four (4) annual renewal options.

Recommended Motion for Action Items:

Move to approve increase to contract#345-20-03 Musical Instrument Supplies & Repairs – Supplemental as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$1,235,000 Increase \$2,600,000 New Award \$3,835,000

651 Education Stabilization Fund – 100%