



# International Leadership of Texas, Inc.

## February 24, 2021 Regular Board Meeting

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### **Date and Time**

Wednesday February 24, 2021 at 6:15 PM CST

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### **Special Note:**

This Meeting, originally scheduled to take place 2/17/2021, is rescheduled to the Wednesday one week following that date.

### **Meeting Notice & Mission Statement**

In compliance with the Texas Open Meetings Act, the Texas Government Code, Chapter 551, timely public advance written notice (at least 72 hours before the scheduled time of the meeting) is given of the subjects to be considered by the Board of Directors of International Leadership of Texas (the "Board") and the Board will convene a Regular Open Meeting of the Board of Directors of International Leadership of Texas on the date and time set forth herein.

### **Special Notice: Public Meetings at Headquarters are Suspended Until Further Notice:**

International Leadership of Texas Board of Directors will be holding its regularly scheduled public board meeting at the date and time noticed above. Members of the public will be able to watch the meeting via the link <https://zoom.us/j/801651349> or by a link that will be posted on the ILTexas.org website (click the button "Board Meetings" to view any updates to this Notice).

If you would like to sign up to speak at the meeting, please send your name to [board@iltexas.org](mailto:board@iltexas.org), 24-Hours in advance of the noticed Meeting time so that we will be able to promote you to a panelist, which will allow you to speak with our board members.

It normally is the intent of the Board to have a quorum physically present at the above address and to allow any Board members not physically present to participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. However, due to the COVID-19 Coronavirus Pandemic and the governmental and administrative responses to that Pandemic, the Board intends to conduct the Meeting via videoconference. A quorum of the Board will not be physically present at the usual Headquarters address. Neither will the presiding officer physically be present there. Nevertheless, the Meeting will be open to the public. Every effort will be made to facilitate public viewing of the Meeting while it is in progress via live video feed and, subject to limitations of the technology and logistics, to allow the usual opportunities for those who

wish to speak to do so. Please access this Agenda via the ILTexas website as the time of the Meeting approaches, in order to find any additional information or updated links concerning the Meeting.

The Board hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 1820 N. Glenville Dr., #100, Richardson, TX 75081, as well as online at www.ILTexas.org. The items on this Agenda may be taken in any order. The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

/s/ Finn Simmensen, For ILTexas' Board

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:15 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests			
<b>B.</b> Call the Meeting to Order			
<b>II. Approve Minutes of Prior Meetings</b>			
<b>A.</b> APPROVE MINUTES OF FEBRUARY 10, 2021 SPECIAL BOARD MEETING	Approve Minutes		
<b>III. Annual Presentation: 2019-2020 Texas Academic Performance Report</b>			
<b>A.</b> 2019-2020 TAPR PRESENTATION	FYI	Tiffany Harrod	
Annual Presentation of the ILTexas 2019-2020 Texas Academic Performance Report.			
<b>IV. PRESENTATION OF PLAN OF FINANCE RE ISSUANCE OF BONDS</b>			
Presentation of Plan of Finance for Bond package(s)			
<b>A.</b> PRESENTATION OF PLAN OF FINANCE RE ISSUANCE OF BONDS	Discuss	James Dworkin	
Presentation of Plan of Finance for Bond package(s)			
<b>V. Public Speakers</b>			
Board Services			
<b>A.</b> Guests speaking, if any	FYI		
<b>VI. Superintendent-CEO Report and Information Items</b>			
<b>A.</b> SUPERINTENDENT-CEO REPORT	FYI	Eddie Conger	

	Purpose	Presenter	Time
<b>B. SCHOOL LEADERSHIP REPORT</b>	FYI	Dr. Thomas Seaberry	
<b>C. DEPUTY SUPERINTENDENT OF ACADEMIC STUDENT SERVICES REPORT</b>	FYI	Dr. Laura Carrasco	
<b>D. CHIEF ADMINISTRATIVE OFFICER REPORT</b>	FYI	Jerry McCreight	

**VII. Executive Session**

- A. AUTHORIZATION** FYI  
 Closed Session for Any and All Reasons Permissible by Texas Law, including, but not limited to, Texas Government Code Sections 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084, pertaining to any item listed on this agenda, as permitted by applicable law.
- B. CONSULT WITH ATTORNEY PURSUANT TO GOVERNMENT CODE 551.071** Discuss  
 Consultation with counsel.

**VIII. Board Items for Discussion/Action**

- A. CONSIDER/ACT ON JANUARY, 2021 FINANCIAL REPORT** Vote James Dworkin  
 Discuss/Take Action to approve the January, 2021 International Leadership of Texas, Inc. Financial Report.
- B. CONSIDER/TAKE ACTION ON PLAN OF FINANCE RE ISSUANCE OF BONDS** Vote James Dworkin  
 Discuss/Approve proposed Plan of Finance related to issuance of Bonds by ILTexas
- C. CONSIDER/ACT ON WAIVER APPLICATION FOR VIRTUAL INSTRUCTION ON TESTING DAY** Vote Dr. Laura Carrasco  
 Discuss/Take Action to Authorize application to the TEA for a waiver allowing students who are not testing to attend remote-only classes.
- D. CONSIDER/ACT ON APPOINTMENT OF BOARD MEMBER(S) TO ADVOCACY COMMITTEE** Vote Eddie Conger  
 Discuss/Take Action to appoint Member(s) of the Board to the Advocacy Committee.
- E. CONSIDER/ACT TO APPOINT BOARD MEMBERS TO STEERING COMMITTEE OF STRATEGIC PLANNING PROCESS** Vote Eddie Conger  
 Discuss/Take Action to appoint Members of the Board to the Steering Committee of the Strategic Planning Process.
- F. CONSIDER/ACT TO AUTHORIZE ADMINISTRATION TO ACQUIRE LAND FOR PROPOSED MANSFIELD AND PEARLAND EXPANSION CAMPUSES** Vote Charles Klein  
 Discuss/Take Action to authorize the Superintendent to negotiate and contract for properties identified in the greater Mansfield and Pearland areas.

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>G. CONSIDER/ACT TO APPROVE METHODOLOGY FOR SELECTION OF CONSTRUCTION MANAGERS FOR REAL PROPERTY PROJECTS</b>	Vote	Charles Klein	

Discuss/Take Action to approve methodology for selection of Construction Managers for Real Property projects.

<b>H. CONSIDER/ACT ON 401 (a) AND RELATED INCENTIVE RETIREMENT PROGRAMS</b>	Vote	James Dworkin	
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Discuss/Take Action on establishing a 401(a) and/or related incentive retirement programs.

<b>I. CONSIDER/ACT ON BOARD EMERGENCY RESOLUTION RELATING TO SCHOOL DISRUPTIONS AND TEA WAIVERS ARISING FROM WINTER STORM URI</b>	Vote	James T. (Tim) Brightman	
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Discuss/Take Action adopting an emergency resolution authorizing the Superintendent to file any waivers with TEA related to school disruptions and attendance resulting from Winter Storm Uri.

<b>J. CONSIDER/ACT ON BOARD EMERGENCY RESOLUTION SUSPENDING PROCUREMENT REQUIREMENTS FOR EMERGENCY REPAIRS RESULTING FROM WINTER STORM URI</b>	Vote	James T. (Tim) Brightman	
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Discuss/Take Action adopting an emergency resolution suspending procurement requirements related to emergency repairs to facilities as a result of damages from Winter Storm Uri.

**IX. Closing Items**

<b>A. Adjourn Meeting</b>	Vote		
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# Cover Sheet

## 2019-2020 TAPR PRESENTATION

<b>Section:</b>	III. Annual Presentation: 2019-2020 Texas Academic
Performance Report	
<b>Item:</b>	A. 2019-2020 TAPR PRESENTATION
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Combined TAPR items.pdf

# 2019-20 Texas Academic Performance Report

District Name: **INTERNATIONAL LEADERSHIP OF TEXAS**

District Number: **057848**

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

**This district is a Charter District.**

*2020 Special Education Determination Status:*

***Meets Requirements***

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
 County Name: DALLAS  
 District Number: 057848

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

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL					
	State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	ously	Disadv	(Current	
										Races	(Current)	(Former)	Enrolled	Enrolled		&	
																Monitored)	
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	78%	<b>69%</b>	63%	68%	80%	*	91%	*	71%	40%	80%	76%	65%	62%	66%
	2018	77%	78%	<b>70%</b>	65%	67%	84%	*	90%	*	77%	39%	42%	77%	68%	63%	67%
At Meets Grade Level or Above	2019	45%	48%	<b>39%</b>	33%	36%	54%	*	64%	*	40%	23%	36%	44%	35%	31%	35%
	2018	43%	45%	<b>35%</b>	31%	30%	57%	*	56%	*	39%	24%	23%	45%	32%	28%	27%
At Masters Grade Level	2019	27%	30%	<b>24%</b>	20%	20%	39%	*	44%	*	29%	13%	28%	27%	22%	18%	19%
	2018	25%	27%	<b>19%</b>	15%	14%	39%	*	36%	*	23%	8%	3%	28%	16%	12%	10%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	81%	<b>68%</b>	63%	66%	79%	*	91%	*	75%	34%	80%	75%	64%	61%	68%
	2018	78%	79%	<b>68%</b>	59%	67%	83%	*	93%	*	74%	37%	61%	77%	66%	62%	69%
At Meets Grade Level or Above	2019	49%	52%	<b>36%</b>	29%	33%	53%	*	65%	*	40%	20%	44%	42%	33%	30%	35%
	2018	47%	50%	<b>37%</b>	31%	31%	59%	*	77%	*	46%	25%	10%	49%	34%	29%	35%
At Masters Grade Level	2019	25%	28%	<b>16%</b>	12%	14%	29%	*	39%	*	21%	9%	16%	20%	14%	11%	14%
	2018	23%	26%	<b>16%</b>	12%	12%	28%	*	46%	*	24%	6%	0%	25%	14%	12%	14%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	75%	<b>63%</b>	61%	58%	76%	*	89%	*	78%	28%	53%	73%	61%	56%	59%
	2018	73%	73%	<b>61%</b>	55%	57%	79%	*	84%	-	75%	22%	34%	77%	58%	53%	51%
At Meets Grade Level or Above	2019	44%	46%	<b>34%</b>	30%	28%	53%	*	60%	*	46%	13%	32%	46%	32%	25%	29%
	2018	46%	47%	<b>36%</b>	30%	32%	58%	*	60%	-	43%	14%	20%	50%	33%	28%	26%
At Masters Grade Level	2019	22%	24%	<b>16%</b>	13%	12%	27%	*	45%	*	25%	3%	18%	27%	15%	12%	14%
	2018	24%	26%	<b>18%</b>	15%	14%	34%	*	33%	-	28%	6%	14%	31%	15%	12%	10%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>59%</b>	50%	57%	72%	*	84%	*	67%	26%	62%	70%	57%	52%	59%
	2018	78%	79%	<b>63%</b>	53%	62%	81%	*	87%	-	75%	38%	46%	79%	60%	56%	57%
At Meets Grade Level or Above	2019	48%	51%	<b>32%</b>	24%	28%	50%	*	68%	*	51%	16%	41%	45%	30%	25%	30%
	2018	49%	51%	<b>33%</b>	28%	28%	58%	*	65%	-	38%	12%	17%	50%	30%	25%	26%
At Masters Grade Level	2019	28%	32%	<b>19%</b>	14%	13%	36%	*	55%	*	34%	9%	29%	29%	17%	13%	16%
	2018	27%	30%	<b>18%</b>	12%	13%	38%	*	49%	-	22%	8%	11%	33%	15%	11%	13%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	68%	<b>54%</b>	52%	47%	69%	*	82%	*	73%	18%	40%	66%	51%	46%	49%
	2018	63%	64%	<b>49%</b>	45%	44%	68%	40%	73%	-	58%	12%	31%	66%	45%	42%	39%
At Meets Grade Level or Above	2019	35%	38%	<b>24%</b>	21%	18%	41%	*	52%	*	40%	12%	20%	39%	22%	17%	19%
	2018	39%	42%	<b>28%</b>	25%	22%	48%	40%	51%	-	35%	9%	17%	47%	24%	21%	19%
At Masters Grade Level	2019	11%	13%	<b>6%</b>	3%	4%	12%	*	23%	*	15%	2%	3%	17%	4%	3%	5%
	2018	11%	14%	<b>5%</b>	4%	3%	14%	20%	19%	-	7%	3%	3%	13%	4%	3%	3%



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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL					
	State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	ously	Disadv	(Current	
										Races	(Current)	(Former)	Enrolled	Enrolled		&	
																Monitored)	
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	87%	<b>79%</b>	76%	78%	89%	*	94%	-	89%	33%	63%	88%	78%	75%	74%
	2018	84%	85%	<b>78%</b>	74%	77%	89%	*	92%	*	81%	32%	63%	84%	77%	74%	72%
At Meets Grade Level or Above	2019	54%	57%	<b>46%</b>	42%	42%	65%	*	78%	-	54%	14%	25%	64%	44%	39%	36%
	2018	54%	57%	<b>45%</b>	38%	43%	64%	*	73%	*	49%	14%	25%	56%	44%	39%	37%
At Masters Grade Level	2019	29%	33%	<b>26%</b>	21%	22%	45%	*	50%	-	35%	5%	15%	42%	24%	20%	19%
	2018	26%	29%	<b>20%</b>	15%	17%	36%	*	45%	*	16%	2%	8%	28%	19%	15%	13%
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	91%	<b>82%</b>	77%	82%	89%	*	100%	-	87%	50%	70%	91%	81%	79%	80%
	2018	91%	91%	<b>82%</b>	75%	82%	92%	*	97%	*	93%	38%	67%	88%	81%	78%	81%
At Meets Grade Level or Above	2019	58%	61%	<b>45%</b>	35%	43%	66%	*	83%	-	50%	19%	30%	60%	43%	37%	42%
	2018	58%	60%	<b>42%</b>	33%	40%	65%	*	85%	*	36%	14%	33%	55%	40%	35%	40%
At Masters Grade Level	2019	36%	40%	<b>28%</b>	20%	25%	46%	*	63%	-	35%	11%	10%	43%	25%	21%	24%
	2018	30%	33%	<b>19%</b>	13%	17%	32%	*	51%	*	7%	5%	8%	32%	16%	14%	17%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	75%	<b>62%</b>	51%	60%	82%	*	93%	-	72%	27%	48%	80%	59%	54%	55%
	2018	76%	76%	<b>59%</b>	49%	57%	83%	*	88%	*	70%	23%	46%	77%	56%	52%	52%
At Meets Grade Level or Above	2019	49%	50%	<b>36%</b>	25%	32%	62%	*	73%	-	54%	13%	15%	60%	32%	27%	28%
	2018	41%	42%	<b>23%</b>	16%	21%	44%	*	52%	*	18%	9%	25%	35%	21%	17%	18%
At Masters Grade Level	2019	24%	25%	<b>16%</b>	9%	12%	38%	*	41%	-	30%	5%	8%	32%	13%	10%	10%
	2018	17%	18%	<b>7%</b>	4%	4%	18%	*	23%	*	5%	3%	4%	12%	6%	4%	4%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2019	68%	70%	<b>65%</b>	62%	61%	81%	*	93%	*	76%	20%	52%	75%	64%	60%	60%
	2018	69%	71%	<b>64%</b>	63%	61%	72%	*	84%	*	63%	31%	42%	69%	63%	60%	59%
At Meets Grade Level or Above	2019	37%	41%	<b>33%</b>	29%	30%	52%	*	63%	*	39%	9%	26%	39%	32%	28%	28%
	2018	39%	42%	<b>31%</b>	31%	26%	52%	*	52%	*	31%	14%	19%	37%	30%	25%	23%
At Masters Grade Level	2019	18%	20%	<b>15%</b>	11%	12%	29%	*	37%	*	20%	3%	17%	20%	14%	12%	10%
	2018	19%	21%	<b>13%</b>	11%	11%	27%	*	23%	*	10%	4%	15%	18%	12%	10%	10%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2019	81%	83%	<b>71%</b>	62%	71%	87%	*	98%	*	82%	28%	68%	81%	70%	66%	69%
	2018	77%	79%	<b>68%</b>	60%	66%	81%	*	89%	*	71%	38%	41%	76%	66%	64%	65%
At Meets Grade Level or Above	2019	47%	51%	<b>33%</b>	25%	31%	52%	*	68%	*	31%	12%	23%	44%	31%	27%	31%
	2018	44%	49%	<b>30%</b>	24%	26%	48%	*	69%	*	33%	15%	26%	47%	27%	25%	26%
At Masters Grade Level	2019	21%	25%	<b>11%</b>	8%	9%	22%	*	33%	*	8%	3%	14%	17%	10%	9%	10%
	2018	18%	22%	<b>9%</b>	8%	7%	14%	*	31%	*	8%	5%	11%	19%	7%	7%	6%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	77%	<b>72%</b>	70%	68%	83%	*	93%	-	79%	27%	56%	79%	70%	67%	64%
	2018	74%	76%	<b>75%</b>	72%	73%	90%	*	86%	*	82%	28%	71%	78%	75%	72%	70%

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 the Performance section of this year's report is not updated.

			Region	African		American		Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL		
	State	10	District	American	Hispanic	White	Indian	Islander	More	Ed	Ed	ously	ously	Disadv	(Current & Monitored)		
									Races	(Current)	(Former)	Enrolled	Enrolled				
At Meets Grade Level or Above	2019	49%	52%	<b>44%</b>	41%	40%	60%	*	71%	-	50%	14%	22%	47%	43%	39%	36%
	2018	48%	51%	<b>47%</b>	37%	44%	73%	*	75%	*	66%	16%	50%	54%	46%	42%	41%
At Masters Grade Level	2019	29%	32%	<b>25%</b>	23%	20%	43%	*	57%	-	21%	4%	11%	31%	24%	19%	16%
	2018	29%	32%	<b>27%</b>	23%	24%	47%	*	52%	*	24%	8%	29%	33%	26%	22%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	<b>69%</b>	66%	66%	87%	*	93%	-	76%	32%	64%	77%	68%	65%	64%
	2018	72%	75%	<b>70%</b>	57%	70%	88%	*	94%	*	79%	25%	63%	74%	69%	65%	67%
At Meets Grade Level or Above	2019	43%	46%	<b>34%</b>	26%	30%	56%	*	82%	-	38%	14%	14%	45%	32%	28%	29%
	2018	40%	44%	<b>37%</b>	26%	32%	63%	*	77%	*	47%	12%	42%	52%	34%	31%	32%
At Masters Grade Level	2019	17%	20%	<b>12%</b>	10%	8%	23%	*	46%	-	6%	2%	7%	20%	10%	8%	10%
	2018	18%	23%	<b>16%</b>	12%	11%	32%	*	58%	*	26%	7%	21%	28%	14%	11%	14%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	<b>67%</b>	65%	64%	79%	*	93%	-	71%	23%	44%	74%	66%	62%	61%
	2018	69%	71%	<b>69%</b>	65%	65%	87%	*	87%	*	82%	23%	58%	71%	68%	63%	62%
At Meets Grade Level or Above	2019	42%	45%	<b>35%</b>	33%	30%	51%	*	63%	-	35%	12%	15%	43%	33%	28%	27%
	2018	43%	46%	<b>40%</b>	35%	34%	62%	*	71%	*	58%	13%	42%	44%	39%	35%	32%
At Masters Grade Level	2019	18%	21%	<b>11%</b>	11%	8%	21%	*	26%	-	12%	2%	4%	18%	10%	8%	6%
	2018	15%	17%	<b>12%</b>	8%	9%	22%	*	38%	*	24%	5%	8%	16%	11%	8%	9%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	<b>86%</b>	82%	86%	95%	-	94%	-	89%	39%	78%	89%	85%	83%	81%
	2018	86%	86%	<b>86%</b>	81%	86%	93%	*	95%	*	96%	40%	83%	91%	85%	82%	82%
At Meets Grade Level or Above	2019	55%	58%	<b>46%</b>	40%	45%	67%	-	56%	-	46%	16%	26%	49%	45%	41%	35%
	2018	49%	52%	<b>41%</b>	36%	40%	57%	*	45%	*	54%	6%	28%	55%	38%	35%	30%
At Masters Grade Level	2019	28%	31%	<b>16%</b>	12%	14%	30%	-	34%	-	25%	4%	4%	17%	15%	13%	9%
	2018	27%	29%	<b>19%</b>	16%	17%	28%	*	24%	*	14%	2%	0%	28%	17%	14%	13%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	<b>81%</b>	72%	83%	94%	-	93%	-	76%	34%	62%	88%	80%	79%	83%
	2018	86%	87%	<b>80%</b>	68%	83%	88%	*	94%	*	78%	32%	75%	95%	76%	76%	82%
At Meets Grade Level or Above	2019	57%	60%	<b>38%</b>	29%	37%	68%	-	59%	-	44%	15%	19%	51%	36%	34%	31%
	2018	51%	54%	<b>35%</b>	28%	34%	46%	*	67%	*	52%	10%	25%	61%	29%	29%	33%
At Masters Grade Level	2019	17%	19%	<b>8%</b>	4%	7%	20%	-	22%	-	16%	6%	5%	13%	7%	6%	7%
	2018	15%	17%	<b>7%</b>	5%	5%	10%	*	30%	*	9%	4%	0%	16%	5%	4%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	<b>85%</b>	77%	85%	96%	*	97%	-	94%	42%	67%	92%	83%	82%	82%
	2018	76%	78%	<b>75%</b>	70%	73%	83%	*	97%	*	79%	33%	48%	89%	72%	69%	69%
At Meets Grade Level or Above	2019	51%	55%	<b>49%</b>	36%	47%	82%	*	78%	-	60%	23%	33%	59%	47%	43%	40%
	2018	52%	54%	<b>46%</b>	39%	43%	59%	*	75%	*	62%	12%	30%	70%	40%	38%	35%
At Masters Grade Level	2019	25%	29%	<b>23%</b>	14%	20%	45%	*	51%	-	40%	9%	21%	30%	22%	17%	16%
	2018	28%	31%	<b>21%</b>	14%	17%	33%	*	53%	*	38%	8%	4%	36%	17%	15%	13%

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
 County Name: DALLAS  
 District Number: 057848

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2019	69%	72%	<b>66%</b>	58%	65%	84%	*	88%	-	74%	28%	54%	74%	65%	62%	60%
	2018	65%	68%	<b>62%</b>	59%	56%	78%	*	92%	*	76%	17%	43%	82%	57%	53%	50%
At Meets Grade Level or Above	2019	37%	41%	<b>31%</b>	24%	28%	45%	*	69%	-	37%	12%	29%	41%	29%	26%	25%
	2018	36%	40%	<b>27%</b>	28%	21%	37%	*	58%	*	35%	10%	22%	46%	23%	18%	17%
At Masters Grade Level	2019	21%	25%	<b>15%</b>	12%	12%	27%	*	36%	-	23%	7%	8%	22%	13%	11%	11%
	2018	21%	24%	<b>14%</b>	11%	10%	23%	*	38%	*	15%	8%	13%	27%	11%	7%	7%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2019	68%	69%	<b>80%</b>	80%	77%	89%	*	88%	*	78%	30%	56%	83%	79%	77%	67%
	2018	65%	66%	<b>81%</b>	77%	79%	85%	*	89%	*	96%	21%	80%	84%	79%	77%	64%
At Meets Grade Level or Above	2019	50%	52%	<b>63%</b>	60%	59%	72%	*	82%	*	64%	14%	33%	66%	61%	56%	47%
	2018	44%	47%	<b>63%</b>	58%	60%	72%	*	75%	*	80%	13%	67%	65%	62%	57%	42%
At Masters Grade Level	2019	11%	14%	<b>13%</b>	11%	10%	24%	*	28%	*	17%	3%	0%	16%	12%	9%	7%
	2018	7%	8%	<b>9%</b>	4%	6%	19%	*	23%	*	20%	4%	0%	7%	10%	4%	1%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2019	68%	70%	<b>83%</b>	77%	82%	89%	*	89%	*	81%	28%	91%	86%	80%	77%	68%
	2018	67%	69%	<b>79%</b>	71%	77%	86%	*	84%	*	94%	19%	57%	85%	73%	75%	61%
At Meets Grade Level or Above	2019	49%	52%	<b>65%</b>	61%	61%	72%	*	82%	*	71%	13%	27%	69%	61%	60%	37%
	2018	48%	50%	<b>62%</b>	54%	59%	74%	*	68%	*	82%	6%	43%	70%	56%	56%	40%
At Masters Grade Level	2019	8%	10%	<b>10%</b>	6%	7%	17%	*	26%	*	19%	3%	0%	10%	10%	5%	4%
	2018	8%	9%	<b>9%</b>	6%	7%	15%	*	11%	*	12%	0%	0%	11%	7%	5%	2%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2019	85%	87%	<b>85%</b>	86%	82%	89%	*	98%	*	76%	45%	73%	91%	82%	82%	80%
	2018	83%	84%	<b>87%</b>	83%	87%	88%	*	93%	*	89%	41%	83%	90%	85%	85%	78%
At Meets Grade Level or Above	2019	61%	64%	<b>57%</b>	57%	53%	65%	*	80%	*	56%	9%	53%	69%	53%	52%	53%
	2018	55%	57%	<b>57%</b>	51%	54%	63%	*	75%	*	67%	11%	50%	65%	53%	52%	51%
At Masters Grade Level	2019	37%	42%	<b>36%</b>	38%	28%	45%	*	66%	*	35%	2%	20%	45%	32%	27%	28%
	2018	32%	35%	<b>31%</b>	25%	29%	30%	*	54%	*	41%	7%	17%	41%	27%	26%	25%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2019	88%	89%	<b>91%</b>	90%	89%	95%	-	98%	*	92%	75%	88%	94%	89%	88%	83%
	2018	87%	88%	<b>91%</b>	90%	90%	95%	*	95%	*	100%	52%	92%	94%	90%	89%	79%
At Meets Grade Level or Above	2019	62%	64%	<b>60%</b>	57%	55%	76%	-	80%	*	77%	13%	44%	76%	53%	52%	38%
	2018	59%	62%	<b>64%</b>	56%	59%	80%	*	80%	*	87%	20%	75%	74%	59%	56%	42%
At Masters Grade Level	2019	25%	28%	<b>22%</b>	16%	18%	37%	-	43%	*	31%	2%	6%	36%	16%	14%	8%
	2018	24%	27%	<b>23%</b>	19%	19%	36%	*	32%	*	35%	9%	33%	32%	18%	17%	9%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2019	93%	93%	<b>97%</b>	96%	98%	94%	*	100%	-	100%	83%	*	98%	97%	97%	92%
	2018	92%	92%	<b>94%</b>	94%	94%	94%	*	94%	*	100%	55%	100%	96%	92%	94%	86%
At Meets Grade Level or Above	2019	73%	74%	<b>83%</b>	83%	81%	87%	*	91%	-	75%	46%	*	87%	78%	79%	69%
	2018	70%	72%	<b>72%</b>	68%	71%	76%	*	76%	*	100%	27%	83%	78%	67%	66%	45%

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

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	48%	<b>53%</b>	54%	49%	62%	*	55%	-	50%	29%	*	59%	46%	46%	25%
	2018	40%	44%	<b>40%</b>	35%	38%	43%	*	53%	*	80%	14%	33%	47%	33%	33%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	<b>71%</b>	66%	70%	84%	67%	92%	94%	78%	33%	62%	81%	69%	66%	66%
	2018	77%	78%	<b>71%</b>	64%	69%	84%	73%	89%	85%	78%	31%	55%	81%	68%	65%	64%
At Meets Grade Level or Above	2019	50%	53%	<b>40%</b>	33%	37%	59%	40%	70%	76%	48%	15%	28%	52%	37%	33%	33%
	2018	48%	51%	<b>39%</b>	32%	35%	59%	48%	67%	56%	47%	14%	30%	54%	36%	32%	30%
At Masters Grade Level	2019	24%	26%	<b>18%</b>	14%	14%	32%	18%	43%	35%	25%	5%	13%	26%	16%	13%	13%
	2018	22%	24%	<b>16%</b>	12%	13%	28%	23%	38%	32%	19%	5%	10%	25%	14%	11%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	<b>73%</b>	69%	71%	84%	56%	91%	88%	79%	31%	64%	80%	71%	68%	66%
	2018	74%	75%	<b>73%</b>	68%	70%	84%	62%	88%	67%	80%	29%	55%	80%	71%	67%	65%
At Meets Grade Level or Above	2019	48%	51%	<b>43%</b>	38%	40%	60%	38%	69%	63%	49%	14%	28%	52%	41%	36%	34%
	2018	46%	49%	<b>42%</b>	36%	39%	63%	52%	63%	33%	50%	14%	31%	54%	40%	35%	31%
At Masters Grade Level	2019	21%	23%	<b>19%</b>	16%	16%	33%	19%	42%	13%	25%	5%	13%	24%	18%	15%	14%
	2018	19%	22%	<b>18%</b>	15%	15%	32%	14%	32%	17%	20%	5%	11%	23%	16%	13%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	<b>72%</b>	66%	71%	84%	73%	93%	100%	77%	35%	68%	80%	70%	67%	70%
	2018	81%	82%	<b>73%</b>	63%	72%	86%	89%	92%	100%	79%	35%	59%	82%	70%	68%	70%
At Meets Grade Level or Above	2019	52%	55%	<b>38%</b>	30%	35%	57%	33%	73%	100%	44%	15%	31%	49%	35%	32%	35%
	2018	50%	52%	<b>38%</b>	30%	34%	58%	47%	74%	60%	44%	14%	26%	54%	34%	31%	33%
At Masters Grade Level	2019	26%	30%	<b>18%</b>	13%	14%	32%	20%	49%	67%	24%	6%	15%	26%	16%	13%	15%
	2018	24%	27%	<b>16%</b>	12%	13%	27%	32%	46%	60%	19%	6%	9%	28%	13%	11%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	<b>60%</b>	58%	56%	73%	50%	87%	*	72%	21%	42%	70%	58%	54%	55%
	2018	66%	68%	<b>58%</b>	54%	54%	76%	50%	80%	*	68%	18%	42%	68%	56%	52%	49%
At Meets Grade Level or Above	2019	38%	42%	<b>29%</b>	27%	24%	45%	33%	57%	*	39%	12%	18%	41%	27%	22%	23%
	2018	41%	44%	<b>33%</b>	30%	28%	54%	25%	61%	*	44%	11%	27%	45%	31%	28%	25%
At Masters Grade Level	2019	14%	17%	<b>8%</b>	6%	6%	16%	0%	25%	*	14%	2%	3%	17%	7%	5%	5%
	2018	13%	15%	<b>8%</b>	6%	6%	17%	13%	29%	*	14%	4%	5%	14%	7%	5%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	<b>75%</b>	66%	74%	89%	80%	95%	*	83%	43%	61%	88%	72%	70%	68%
	2018	80%	81%	<b>71%</b>	63%	70%	86%	71%	93%	100%	80%	33%	56%	87%	67%	65%	62%
At Meets Grade Level or Above	2019	54%	56%	<b>45%</b>	34%	42%	72%	40%	76%	*	61%	16%	26%	65%	41%	37%	34%
	2018	51%	53%	<b>39%</b>	30%	37%	58%	43%	68%	67%	49%	13%	37%	60%	34%	31%	27%
At Masters Grade Level	2019	25%	27%	<b>19%</b>	12%	16%	40%	20%	45%	*	33%	6%	11%	32%	16%	13%	11%
	2018	23%	25%	<b>15%</b>	10%	12%	27%	29%	37%	33%	23%	6%	10%	27%	12%	10%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	<b>73%</b>	63%	71%	87%	*	91%	-	81%	40%	61%	85%	69%	68%	64%
	2018	78%	80%	<b>69%</b>	65%	64%	83%	100%	92%	*	79%	28%	55%	88%	62%	59%	54%

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At Meets Grade Level or Above	2019	55%	58%	<b>42%</b>	32%	38%	60%	*	75%	-	47%	19%	39%	62%	35%	34%	30%
	2018	53%	56%	<b>37%</b>	35%	32%	49%	80%	62%	*	44%	15%	34%	59%	29%	26%	21%
At Masters Grade Level	2019	33%	36%	<b>23%</b>	18%	19%	39%	*	41%	-	30%	12%	21%	39%	17%	17%	12%
	2018	31%	34%	<b>19%</b>	15%	16%	29%	40%	42%	*	23%	9%	17%	35%	14%	11%	7%

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	62	<b>53</b>	50	52	53	*	76	*	53	46	42	59	51	50	56
	2018	63	64	<b>49</b>	44	49	54	*	65	-	53	38	45	63	46	45	46
Grade 4 Mathematics	2019	65	67	<b>50</b>	44	50	59	*	72	*	52	42	55	55	50	46	52
	2018	65	67	<b>46</b>	40	44	61	*	72	-	50	56	45	63	43	39	45
Grade 5 ELA/Reading	2019	81	83	<b>83</b>	82	82	83	*	88	-	86	65	88	86	82	82	85
	2018	80	82	<b>74</b>	72	74	79	*	83	*	63	68	90	82	73	73	74
Grade 5 Mathematics	2019	83	85	<b>82</b>	81	83	80	*	95	-	88	75	73	85	82	80	82
	2018	81	82	<b>74</b>	75	73	74	*	91	*	72	77	81	82	73	73	72
Grade 6 ELA/Reading	2019	42	46	<b>44</b>	42	42	52	*	58	*	52	36	43	45	44	42	42
	2018	47	50	<b>40</b>	38	39	48	*	47	*	38	27	30	44	39	39	40
Grade 6 Mathematics	2019	54	58	<b>47</b>	47	45	51	*	53	*	48	37	52	47	47	46	45
	2018	56	60	<b>46</b>	43	45	54	*	61	*	47	39	46	64	43	45	44
Grade 7 ELA/Reading	2019	77	78	<b>78</b>	75	77	82	*	87	-	83	66	87	81	77	76	78
	2018	76	77	<b>75</b>	69	76	81	*	76	*	74	75	81	76	74	73	76
Grade 7 Mathematics	2019	62	64	<b>63</b>	62	60	69	*	88	-	74	48	54	62	63	59	62
	2018	67	69	<b>63</b>	58	62	74	*	80	*	69	56	74	68	62	62	63
Grade 8 ELA/Reading	2019	77	78	<b>77</b>	78	78	68	-	81	-	65	59	68	76	77	77	79
	2018	79	80	<b>77</b>	77	78	74	*	79	*	78	74	81	80	77	77	79
Grade 8 Mathematics	2019	82	81	<b>79</b>	80	79	74	-	87	-	86	68	82	84	79	80	81
	2018	81	80	<b>72</b>	69	74	67	*	68	*	63	73	71	79	70	70	74
End of Course English II	2019	69	71	<b>75</b>	79	75	74	*	74	*	68	76	83	77	73	73	68
	2018	67	67	<b>71</b>	75	72	68	*	67	*	68	31	75	75	68	73	68
End of Course Algebra I	2019	75	78	<b>69</b>	72	65	72	*	82	*	63	32	65	76	66	64	68
	2018	72	75	<b>67</b>	61	69	61	*	84	*	72	29	55	77	63	63	63
All Grades Both Subjects	2019	69	71	<b>65</b>	63	65	67	61	78	75	66	54	65	69	64	63	65
	2018	69	71	<b>61</b>	58	61	66	69	72	68	60	55	62	71	59	59	60
All Grades ELA/Reading	2019	68	70	<b>66</b>	64	66	68	64	78	*	66	56	68	70	66	65	67
	2018	69	70	<b>62</b>	59	63	66	69	68	64	59	54	63	69	61	61	62
All Grades Mathematics	2019	70	72	<b>64</b>	62	63	66	59	79	*	66	52	63	67	63	62	63
	2018	70	72	<b>60</b>	57	59	65	68	76	71	61	56	61	72	57	57	58

District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
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**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District Prior Year and Student Success Initiative**

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	41%	<b>38%</b>	36%	38%	38%	17%	56%	-	48%	15%	37%	36%
	2018	38%	39%	<b>31%</b>	32%	30%	42%	*	28%	-	27%	11%	30%	29%
Mathematics	2019	45%	46%	<b>36%</b>	35%	37%	35%	*	50%	-	33%	14%	36%	36%
	2018	47%	47%	<b>34%</b>	29%	34%	45%	*	58%	-	37%	17%	32%	32%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>70%</b>	64%	68%	81%	*	90%	-	80%	24%	64%	61%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>30%</b>	36%	32%	19%	50%	10%	-	20%	76%	36%	39%
STAAR Cumulative Met Standard														
	2019	86%	87%	<b>79%</b>	75%	78%	88%	*	94%	-	89%	30%	74%	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>83%</b>	*	*	*	-	-	-	-	*	*	*
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	85%	<b>73%</b>	66%	73%	83%	*	97%	-	72%	33%	68%	69%
Students Requiring Accelerated Instruction														
	2019	17%	15%	<b>27%</b>	34%	27%	17%	25%	3%	-	28%	67%	32%	31%
STAAR Cumulative Met Standard														
	2019	90%	90%	<b>82%</b>	76%	82%	89%	*	100%	-	87%	47%	78%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>100%</b>	*	*	-	-	-	-	-	*	*	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>77%</b>	71%	77%	93%	-	91%	-	68%	26%	74%	64%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>23%</b>	29%	23%	7%	-	9%	-	32%	74%	26%	36%
STAAR Cumulative Met Standard														
	2019	85%	87%	<b>86%</b>	82%	86%	95%	-	94%	-	89%	36%	83%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>*</b>	*	*	-	-	-	-	-	-	*	*
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	<b>71%</b>	63%	72%	91%	-	89%	-	60%	27%	68%	65%
Students Requiring Accelerated Instruction														
	2019	18%	16%	<b>29%</b>	37%	28%	9%	-	11%	-	40%	73%	32%	35%
STAAR Cumulative Met Standard														
	2019	88%	89%	<b>81%</b>	72%	83%	94%	-	93%	-	76%	31%	79%	79%

District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
 County Name: DALLAS  
 District Number: 057848

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

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

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Non-Proficient Students Promoted by Grade Placement Committee 2018	98%	98%	*	*	-	-	-	-	-	-	-	*	-



District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
 County Name: DALLAS  
 District Number: 057848

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

Bilingual Education/English as a Second Language

(Current EL Students)

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

		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>71%</b>	60%	-	*	60%	-	67%	48%	67%	56%	64%	64%
	2018	77%	78%	<b>71%</b>	57%	*	-	57%	*	61%	61%	*	38%	59%	59%
At Meets Grade Level or Above	2019	50%	53%	<b>40%</b>	28%	-	*	28%	-	31%	7%	31%	22%	30%	29%
	2018	48%	51%	<b>39%</b>	24%	*	-	24%	*	25%	25%	*	17%	24%	24%
At Masters Grade Level	2019	24%	26%	<b>18%</b>	12%	-	*	12%	-	10%	3%	10%	6%	11%	11%
	2018	22%	24%	<b>16%</b>	8%	*	-	8%	*	8%	8%	*	5%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>73%</b>	63%	-	*	63%	-	65%	36%	65%	58%	64%	64%
	2018	74%	75%	<b>73%</b>	59%	-	-	59%	*	62%	62%	*	39%	60%	60%
At Meets Grade Level or Above	2019	48%	51%	<b>43%</b>	30%	-	*	30%	-	32%	7%	32%	13%	31%	31%
	2018	46%	49%	<b>42%</b>	26%	-	-	26%	*	24%	24%	*	16%	25%	25%
At Masters Grade Level	2019	21%	23%	<b>19%</b>	15%	-	*	15%	-	11%	7%	11%	0%	13%	12%
	2018	19%	22%	<b>18%</b>	8%	-	-	8%	*	8%	8%	*	3%	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	<b>72%</b>	67%	-	*	67%	-	70%	50%	70%	53%	68%	68%
	2018	81%	82%	<b>73%</b>	66%	*	-	66%	*	66%	66%	-	44%	66%	66%
At Meets Grade Level or Above	2019	52%	55%	<b>38%</b>	32%	-	*	32%	-	32%	0%	32%	26%	32%	32%
	2018	50%	52%	<b>38%</b>	28%	*	-	28%	*	29%	29%	-	24%	28%	28%
At Masters Grade Level	2019	26%	30%	<b>18%</b>	15%	-	*	15%	-	12%	0%	12%	12%	13%	13%
	2018	24%	27%	<b>16%</b>	11%	*	-	11%	*	11%	11%	-	8%	11%	11%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	<b>60%</b>	42%	-	-	42%	-	61%	-	61%	42%	52%	52%
	2018	66%	68%	<b>58%</b>	34%	-	-	34%	-	52%	52%	-	60%	42%	42%
At Meets Grade Level or Above	2019	38%	42%	<b>29%</b>	16%	-	-	16%	-	25%	-	25%	17%	21%	21%
	2018	41%	44%	<b>33%</b>	15%	-	-	15%	-	21%	21%	-	20%	18%	18%
At Masters Grade Level	2019	14%	17%	<b>8%</b>	3%	-	-	3%	-	6%	-	6%	0%	5%	5%
	2018	13%	15%	<b>8%</b>	1%	-	-	1%	-	5%	5%	-	0%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	<b>75%</b>	51%	-	*	51%	-	78%	*	78%	80%	64%	64%
	2018	80%	81%	<b>71%</b>	48%	-	-	48%	-	64%	64%	-	9%	56%	55%
At Meets Grade Level or Above	2019	54%	56%	<b>45%</b>	25%	-	*	25%	-	34%	*	34%	20%	29%	29%
	2018	51%	53%	<b>39%</b>	14%	-	-	14%	-	27%	27%	-	0%	20%	20%
At Masters Grade Level	2019	25%	27%	<b>19%</b>	7%	-	*	7%	-	10%	*	10%	0%	8%	8%
	2018	23%	25%	<b>15%</b>	2%	-	-	2%	-	8%	8%	-	0%	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	<b>73%</b>	*	-	*	-	-	57%	80%	57%	67%	57%	58%
	2018	78%	80%	<b>69%</b>	-	-	-	-	-	43%	43%	-	50%	43%	43%
At Meets Grade Level or Above	2019	55%	58%	<b>42%</b>	*	-	*	-	-	21%	20%	21%	67%	21%	22%
	2018	53%	56%	<b>37%</b>	-	-	-	-	-	16%	16%	-	17%	16%	16%
At Masters Grade Level	2019	33%	36%	<b>23%</b>	*	-	*	-	-	7%	0%	7%	33%	7%	7%
	2018	31%	34%	<b>19%</b>	-	-	-	-	-	4%	4%	-	17%	4%	5%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	71%	<b>65%</b>	67%	-	*	67%	-	62%	*	62%	55%	64%	64%
	2018	69%	71%	<b>61%</b>	57%	*	*	57%	-	58%	58%	-	69%	58%	58%
All Grades ELA/Reading	2019	68%	70%	<b>66%</b>	69%	-	*	69%	-	65%	*	65%	56%	67%	66%
	2018	69%	70%	<b>62%</b>	60%	-	*	60%	-	61%	61%	-	75%	60%	60%
All Grades Mathematics	2019	70%	72%	<b>64%</b>	66%	-	*	66%	-	59%	*	59%	53%	62%	62%

District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
 County Name: DALLAS  
 District Number: 057848

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

Bilingual Education/English as a Second Language

(Current EL Students)

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

	2018	State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	72%	<b>60%</b>	56%	*	-	56%	-	56%	56%	-	64%	56%	56%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	41%	<b>38%</b>	38%	-	*	38%	-	34%	*	34%	40%	35%	36%
	2018	38%	39%	<b>31%</b>	25%	-	-	25%	-	32%	32%	-	*	29%	29%
Mathematics	2019	45%	46%	<b>36%</b>	39%	-	*	38%	-	35%	*	35%	38%	36%	36%
	2018	47%	47%	<b>34%</b>	33%	-	-	33%	-	32%	32%	-	*	33%	32%

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
 County Name: DALLAS  
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Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	<b>92%</b>	92%	93%	92%	90%	94%	85%	93%	92%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	<b>7%</b>	8%	6%	8%	10%	5%	15%	6%	8%	7%	6%
Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	0%	1%	0%	0%	0%	1%	2%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	98%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	<b>94%</b>	93%	94%	95%	97%	96%	100%	95%	93%	94%	94%
Not Included in Accountability													
Mobile	4%	4%	<b>5%</b>	7%	5%	4%	0%	3%	0%	5%	5%	5%	4%
Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	2%	0%	0%	0%	0%	1%	3%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	2%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	2%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	95.7%	<b>96.0%</b>	95.9%	96.1%	95.5%	96.0%	97.4%	92.2%	95.8%	94.8%	95.8%	96.7%
2017-18	95.4%	95.7%	<b>96.0%</b>	95.8%	96.1%	95.4%	95.9%	97.3%	89.5%	95.6%	94.3%	95.9%	96.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.4%	<b>0.1%</b>	0.1%	0.1%	0.5%	0.0%	0.0%	*	0.0%	0.4%	0.1%	0.1%
2017-18	0.4%	0.4%	<b>0.0%</b>	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	2.4%	<b>0.1%</b>	0.2%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
2017-18	1.9%	2.0%	<b>0.1%</b>	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	88.4%	<b>96.4%</b>	96.4%	97.9%	94.2%	*	100.0%	*	*	84.6%	95.5%	92.9%
Received TxCHSE	0.5%	0.3%	<b>0.4%</b>	0.0%	0.0%	1.9%	*	0.0%	*	*	0.0%	0.6%	0.0%
Continued HS	3.7%	4.6%	<b>2.9%</b>	1.8%	2.1%	3.8%	*	0.0%	*	*	15.4%	3.2%	7.1%
Dropped Out	5.9%	6.6%	<b>0.4%</b>	1.8%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.6%	0.0%
Graduates and TxCHSE	90.4%	88.7%	<b>96.8%</b>	96.4%	97.9%	96.2%	*	100.0%	*	*	84.6%	96.1%	92.9%
Graduates, TxCHSE, and Continuers	94.1%	93.4%	<b>99.6%</b>	98.2%	100.0%	100.0%	*	100.0%	*	*	100.0%	99.4%	100.0%
Class of 2018													
Graduated	90.0%	88.8%	<b>96.7%</b>	97.1%	97.7%	91.4%	*	100.0%	-	100.0%	90.9%	96.5%	94.1%
Received TxCHSE	0.4%	0.2%	<b>0.9%</b>	0.0%	0.8%	2.9%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
Continued HS	3.8%	4.8%	<b>1.9%</b>	2.9%	1.6%	2.9%	*	0.0%	-	0.0%	9.1%	2.6%	5.9%
Dropped Out	5.7%	6.1%	<b>0.5%</b>	0.0%	0.0%	2.9%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	89.1%	<b>97.6%</b>	97.1%	98.4%	94.3%	*	100.0%	-	100.0%	90.9%	97.4%	94.1%
Graduates, TxCHSE, and Continuers	94.3%	93.9%	<b>99.5%</b>	100.0%	100.0%	97.1%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	91.3%	<b>98.6%</b>	100.0%	99.2%	94.1%	*	100.0%	-	100.0%	100.0%	99.1%	100.0%
Received TxCHSE	0.6%	0.4%	<b>1.0%</b>	0.0%	0.8%	2.9%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
Continued HS	1.1%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	<b>0.5%</b>	0.0%	0.0%	2.9%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.8%	91.7%	<b>99.5%</b>	100.0%	100.0%	97.1%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	<b>99.5%</b>	100.0%	100.0%	97.1%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
Class of 2017													
Graduated	92.0%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

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	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Class of 2017</b>													
Graduated	92.4%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	88.4%	<b>96.4%</b>	96.4%	97.9%	94.2%	*	100.0%	*	*	84.6%	95.5%	92.9%
Class of 2018	90.0%	88.8%	<b>96.7%</b>	97.1%	97.7%	91.4%	*	100.0%	-	100.0%	90.9%	96.5%	94.1%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	76.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	71.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	5.1%	<b>2.2%</b>	3.8%	2.1%	0.0%	*	0.0%	*	*	11.1%	3.4%	0.0%
Class of 2018	5.0%	4.2%	<b>1.5%</b>	0.0%	2.4%	0.0%	*	0.0%	-	0.0%	20.0%	1.8%	12.5%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	82.7%	<b>82.4%</b>	77.4%	83.1%	87.2%	*	84.2%	*	*	44.4%	76.7%	80.8%
Class of 2018	82.0%	82.4%	<b>92.2%</b>	87.9%	93.6%	90.6%	*	100.0%	-	80.0%	60.0%	92.7%	75.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	87.8%	<b>84.6%</b>	81.1%	85.2%	87.2%	*	84.2%	*	*	55.6%	80.1%	80.8%
Class of 2018	86.8%	86.5%	<b>93.6%</b>	87.9%	96.0%	90.6%	*	100.0%	-	80.0%	80.0%	94.5%	87.5%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	43.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	6.0%	<b>2.6%</b>	3.7%	2.7%	0.0%	*	0.0%	*	*	9.1%	3.9%	3.6%
2017-18	4.9%	4.2%	<b>1.4%</b>	0.0%	2.4%	0.0%	*	0.0%	-	0.0%	20.0%	1.0%	11.8%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	80.9%	<b>81.4%</b>	77.8%	81.1%	87.0%	*	85.0%	*	*	45.5%	75.0%	78.6%
2017-18	81.5%	82.1%	<b>91.8%</b>	88.2%	92.9%	90.9%	*	100.0%	-	80.0%	60.0%	92.4%	70.6%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	86.3%	<b>83.9%</b>	81.5%	83.8%	87.0%	*	85.0%	*	*	54.5%	78.9%	82.1%
2017-18	85.1%	84.7%	<b>93.3%</b>	88.2%	95.2%	90.9%	*	100.0%	-	80.0%	80.0%	93.3%	82.4%

## Texas Education Agency

## Texas Academic Performance Report

## 2019-20 District Graduation Profile

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	District Count	District Percent	State Count	State Percent
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	276	100.0%	355,615	100.0%
By Ethnicity:				
African American	54	19.6%	43,953	12.4%
Hispanic	148	53.6%	180,673	50.8%
White	48	17.4%	105,577	29.7%
American Indian	2	0.7%	1,293	0.4%
Asian	20	7.2%	16,564	4.7%
Pacific Islander	1	0.4%	537	0.2%
Two or More Races	3	1.1%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	46	16.7%	51,579	14.5%
Foundation H.S. Program (Endorsement)	7	2.5%	15,160	4.3%
Foundation H.S. Program (DLA)	223	80.8%	285,538	80.3%
Special Education Graduates	13	4.7%	27,598	7.8%
Economically Disadvantaged Graduates	153	55.4%	186,364	52.4%
LEP Graduates	28	10.1%	25,189	7.1%
At-Risk Graduates	91	33.0%	146,432	41.2%

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	71.2%	<b>81.2%</b>	75.0%	79.1%	89.6%	*	92.5%	*	*	61.5%	81.7%	73.2%
2017-18	65.5%	63.6%	<b>69.0%</b>	42.6%	77.0%	59.1%	*	88.9%	-	70.0%	90.0%	65.7%	58.8%
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	53.0%	<b>65.2%</b>	46.3%	66.2%	79.2%	*	75.0%	*	*	0.0%	67.3%	50.0%
2017-18	50.0%	49.5%	<b>63.9%</b>	35.3%	72.2%	57.6%	*	77.8%	-	60.0%	20.0%	61.0%	35.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	61.0%	<b>72.1%</b>	68.5%	68.2%	81.3%	*	80.0%	*	*	0.0%	69.3%	32.1%
2017-18	58.2%	58.0%	<b>71.6%</b>	70.6%	69.8%	78.8%	*	77.8%	-	60.0%	20.0%	72.4%	23.5%
Mathematics													
2018-19	48.6%	46.9%	<b>48.6%</b>	40.7%	41.9%	66.7%	*	70.0%	*	*	0.0%	43.8%	25.0%
2017-18	46.0%	44.1%	<b>46.2%</b>	29.4%	45.2%	54.5%	*	77.8%	-	60.0%	0.0%	41.0%	5.9%
Both Subjects													
2018-19	44.2%	43.7%	<b>47.1%</b>	38.9%	40.5%	64.6%	*	70.0%	*	*	0.0%	42.5%	21.4%
2017-18	42.1%	41.3%	<b>45.7%</b>	29.4%	45.2%	54.5%	*	66.7%	-	60.0%	0.0%	41.0%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	<b>21.7%</b>	22.2%	14.9%	39.6%	*	30.0%	*	*	0.0%	17.6%	3.6%
2017-18	20.7%	16.7%	<b>29.3%</b>	23.5%	27.0%	39.4%	*	44.4%	-	20.0%	0.0%	25.7%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	26.6%	<b>38.0%</b>	9.3%	51.4%	33.3%	*	40.0%	*	*	0.0%	43.8%	50.0%
2017-18	20.4%	25.7%	<b>35.1%</b>	5.9%	47.6%	21.2%	*	44.4%	-	0.0%	20.0%	38.1%	35.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.9%	<b>0.4%</b>	0.0%	0.0%	0.0%	*	5.0%	*	*	0.0%	0.7%	0.0%
2017-18	1.4%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2017-18	1.0%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.6%	<b>38.6%</b>	44.4%	35.5%	40.6%	*	45.0%	*	*	61.5%	36.9%	35.7%
2017-18	28.7%	25.8%	<b>10.3%</b>	10.3%	10.7%	7.6%	*	16.7%	-	10.0%	80.0%	10.0%	29.4%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2017-18	4.8%	3.0%	<b>0.0%</b>	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)													



Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2017-18	1.7%	1.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.8%	<b>71.4%</b>	77.8%	66.9%	79.2%	*	75.0%	*	*	76.9%	67.3%	60.7%
2017-18	38.7%	38.0%	<b>7.2%</b>	8.8%	5.6%	9.1%	*	11.1%	-	20.0%	0.0%	6.7%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.1%	<b>3.3%</b>	5.6%	2.7%	2.1%	*	5.0%	*	*	0.0%	3.3%	0.0%
2017-18	4.3%	2.2%	<b>2.9%</b>	0.0%	3.2%	3.0%	*	11.1%	-	0.0%	0.0%	1.9%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	<b>2.2%</b>	5.6%	0.7%	0.0%	*	10.0%	*	*	46.2%	2.6%	10.7%
2017-18	2.6%	2.6%	<b>3.8%</b>	5.9%	4.8%	0.0%	*	0.0%	-	0.0%	80.0%	4.8%	29.4%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2017-18	0.6%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	27.5%	<b>50.0%</b>	50.0%	43.9%	66.7%	*	50.0%	*	*	0.0%	45.8%	21.4%
2017-18	32.1%	25.5%	<b>57.2%</b>	47.1%	58.7%	66.7%	*	44.4%	-	40.0%	20.0%	60.0%	23.5%
Mathematics													
2018-19	24.7%	18.3%	<b>25.4%</b>	24.1%	22.3%	35.4%	*	30.0%	*	*	0.0%	24.2%	17.9%
2017-18	23.7%	16.7%	<b>30.3%</b>	20.6%	33.3%	30.3%	*	22.2%	-	40.0%	0.0%	29.5%	0.0%
Both Subjects													
2018-19	18.8%	13.6%	<b>20.7%</b>	16.7%	17.6%	33.3%	*	25.0%	*	*	0.0%	18.3%	14.3%
2017-18	18.1%	12.2%	<b>28.4%</b>	20.6%	31.0%	30.3%	*	11.1%	-	40.0%	0.0%	28.6%	0.0%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	60.0%	<b>97.1%</b>	100.0%	97.3%	95.8%	*	95.0%	*	*	92.3%	94.8%	92.9%
2017-18	58.4%	62.0%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	3.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2017-18	2.0%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	4.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2017-18	3.9%	1.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	1.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2017-18	0.9%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	31.3%	<b>36.3%</b>	23.5%	35.7%	32.2%	20.0%	88.6%	*	25.0%	n/a	31.6%	n/a
2018	25.8%	31.8%	<b>33.9%</b>	19.6%	33.1%	31.5%	*	97.1%	*	0.0%	n/a	30.9%	n/a
English Language Arts													
2019	14.5%	19.0%	<b>14.8%</b>	12.2%	11.2%	18.2%	20.0%	38.6%	*	25.0%	n/a	10.7%	n/a
2018	15.3%	20.1%	<b>15.7%</b>	8.4%	16.4%	21.3%	*	20.6%	*	0.0%	n/a	14.4%	n/a
Mathematics													
2019	7.4%	10.2%	<b>8.8%</b>	6.1%	5.9%	7.4%	0.0%	45.5%	*	0.0%	n/a	5.2%	n/a
2018	7.3%	9.7%	<b>6.0%</b>	3.7%	3.6%	4.5%	*	41.2%	*	0.0%	n/a	3.9%	n/a
Science													
2019	10.4%	13.4%	<b>3.8%</b>	1.7%	1.8%	10.7%	0.0%	6.8%	*	0.0%	n/a	1.4%	n/a
2018	10.8%	13.4%	<b>1.8%</b>	0.0%	2.3%	0.0%	*	8.8%	*	0.0%	n/a	2.1%	n/a
Social Studies													
2019	13.9%	17.4%	<b>14.2%</b>	12.2%	11.2%	18.2%	20.0%	31.8%	*	12.5%	n/a	11.3%	n/a
2018	14.5%	18.2%	<b>18.6%</b>	15.9%	16.7%	15.7%	*	52.9%	*	0.0%	n/a	17.5%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	54.4%	<b>61.3%</b>	40.7%	64.5%	66.7%	*	61.5%	-	*	n/a	62.6%	n/a
2018	50.7%	54.8%	<b>37.6%</b>	14.3%	41.6%	28.6%	*	51.5%	-	-	n/a	33.0%	n/a
English Language Arts													
2019	41.2%	44.3%	<b>30.9%</b>	50.0%	13.2%	50.0%	*	29.4%	-	*	n/a	17.9%	n/a
2018	42.5%	45.1%	<b>20.9%</b>	22.2%	16.0%	26.3%	*	42.9%	-	-	n/a	12.2%	n/a

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	58.1%	<b>55.4%</b>	28.6%	45.0%	66.7%	-	70.0%	-	-	n/a	57.9%	n/a
2018	52.8%	60.2%	<b>33.3%</b>	*	27.3%	*	-	50.0%	-	-	n/a	18.2%	n/a
Science													
2019	40.6%	44.2%	<b>58.3%</b>	*	83.3%	61.5%	-	*	-	-	n/a	40.0%	n/a
2018	38.0%	43.5%	<b>30.0%</b>	-	42.9%	-	-	*	-	-	n/a	33.3%	n/a
Social Studies													
2019	46.3%	51.2%	<b>40.0%</b>	42.9%	18.4%	59.1%	*	64.3%	-	*	n/a	31.7%	n/a
2018	44.6%	48.6%	<b>14.7%</b>	11.8%	7.8%	21.4%	*	33.3%	-	-	n/a	12.0%	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	80.5%	<b>100.0%</b>	100.0%	94.6%	100.0%	*	100.0%	*	*	n/a	96.1%	n/a
2017-18	74.6%	79.0%	<b>100.0%</b>	100.0%	91.3%	93.9%	*	100.0%	-	60.0%	n/a	89.3%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	40.1%	<b>37.4%</b>	25.5%	27.9%	52.0%	*	66.7%	*	80.0%	n/a	30.1%	n/a
2017-18	37.9%	41.3%	<b>37.7%</b>	18.9%	30.4%	48.4%	*	75.0%	-	*	n/a	27.0%	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	1039	<b>1028</b>	985	988	1088	*	1147	*	*	n/a	987	n/a
2017-18	1036	1047	<b>1031</b>	949	999	1066	*	1220	-	*	n/a	979	n/a
English Language Arts and Writing													
2018-19	517	521	<b>519</b>	503	504	559	*	540	*	*	n/a	505	n/a
2017-18	521	525	<b>514</b>	485	502	546	*	562	-	*	n/a	490	n/a
Mathematics													
2018-19	510	518	<b>509</b>	482	484	529	*	607	*	*	n/a	481	n/a
2017-18	515	522	<b>517</b>	464	498	520	*	658	-	*	n/a	488	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	20.6	<b>19.8</b>	19.2	18.8	21.8	*	24.1	-	*	n/a	19.2	n/a
2017-18	20.6	20.5	<b>19.5</b>	18.5	18.5	21.2	*	24.0	-	*	n/a	18.0	n/a
English Language Arts													
2018-19	20.3	20.2	<b>19.9</b>	19.3	18.9	22.3	*	23.7	-	*	n/a	19.2	n/a
2017-18	20.3	20.0	<b>19.1</b>	18.2	18.0	21.5	*	23.0	-	*	n/a	17.2	n/a
Mathematics													
2018-19	20.4	20.7	<b>19.4</b>	19.3	18.3	20.7	*	24.0	-	*	n/a	18.8	n/a
2017-18	20.6	20.6	<b>19.7</b>	18.6	18.7	20.1	*	26.3	-	*	n/a	18.3	n/a
Science													
2018-19	20.8	20.8	<b>19.6</b>	18.7	18.9	21.2	*	24.6	-	*	n/a	19.1	n/a
2017-18	20.9	20.7	<b>19.6</b>	18.7	18.9	20.7	*	23.1	-	*	n/a	18.6	n/a

Texas Education Agency

Texas Academic Performance Report

2019-20 District Other Postsecondary Indicators

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2018-19	44.6%	47.2%	<b>74.4%</b>	58.2%	82.1%	71.8%	90.0%	83.5%	*	50.9%	53.3%	73.7%	71.8%
2017-18	43.4%	45.7%	<b>77.4%</b>	56.0%	85.5%	76.6%	55.6%	78.3%	40.0%	74.3%	52.1%	79.1%	81.9%
English Language Arts													
2018-19	17.8%	18.5%	<b>8.9%</b>	7.2%	7.0%	16.7%	20.0%	15.4%	*	5.6%	5.0%	9.1%	4.1%
2017-18	17.3%	17.5%	<b>14.3%</b>	12.2%	14.1%	16.5%	12.5%	19.6%	*	6.1%	4.3%	13.0%	7.5%
Mathematics													
2018-19	20.4%	22.0%	<b>14.6%</b>	10.5%	14.3%	18.9%	22.2%	27.4%	*	3.6%	6.8%	16.0%	8.0%
2017-18	20.7%	21.8%	<b>14.9%</b>	13.2%	15.8%	11.9%	25.0%	20.2%	0.0%	15.2%	9.8%	14.5%	8.5%
Science													
2018-19	21.7%	22.7%	<b>40.6%</b>	37.0%	41.7%	42.5%	60.0%	44.0%	*	28.1%	34.7%	38.2%	32.6%
2017-18	21.2%	21.9%	<b>39.7%</b>	34.8%	39.6%	45.5%	12.5%	40.2%	*	47.1%	34.8%	39.6%	30.2%
Social Studies													
2018-19	23.6%	27.0%	<b>23.9%</b>	20.9%	20.3%	32.2%	50.0%	46.4%	*	28.8%	0.0%	17.0%	8.9%
2017-18	22.8%	26.4%	<b>30.4%</b>	25.5%	28.1%	38.5%	42.9%	46.1%	*	26.5%	6.4%	27.4%	13.3%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	53.9%	<b>71.6%</b>	79.4%	69.8%	72.7%	*	66.7%	-	60.0%	50.0%	75.0%	52.9%
2016-17	54.6%	54.1%	<b>68.8%</b>	77.8%	66.0%	78.6%	-	*	*	*	50.0%	65.9%	60.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	57.3%	<b>54.0%</b>	39.1%	54.3%	52.2%	*	100.0%	-	*	0.0%	46.3%	0.0%
2016-17	59.2%	58.5%	<b>56.9%</b>	57.1%	56.7%	60.0%	-	*	-	*	*	60.0%	*

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	19,359	100.0%	5,479,173	100.0%	19,359	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	16,848	0.3%	0	0.0%	25,883	0.5%
Pre-Kindergarten	0	0.0%	248,413	4.5%	0	0.0%	249,226	4.5%
Kindergarten	1,791	9.3%	383,585	7.0%	1,791	9.3%	384,114	7.0%
Grade 1	1,946	10.1%	391,175	7.1%	1,946	10.1%	391,449	7.1%
Grade 2	1,953	10.1%	388,370	7.1%	1,953	10.1%	388,675	7.1%
Grade 3	1,922	9.9%	391,565	7.1%	1,922	9.9%	391,795	7.1%
Grade 4	1,887	9.7%	399,883	7.3%	1,887	9.7%	400,111	7.3%
Grade 5	1,863	9.6%	417,272	7.6%	1,863	9.6%	417,444	7.6%
Grade 6	1,879	9.7%	422,605	7.7%	1,879	9.7%	422,740	7.7%
Grade 7	1,802	9.3%	423,421	7.7%	1,802	9.3%	423,545	7.7%
Grade 8	1,621	8.4%	411,170	7.5%	1,621	8.4%	411,272	7.5%
Grade 9	977	5.0%	448,929	8.2%	977	5.0%	449,122	8.2%
Grade 10	738	3.8%	406,785	7.4%	738	3.8%	407,044	7.4%
Grade 11	585	3.0%	376,894	6.9%	585	3.0%	377,208	6.9%
Grade 12	395	2.0%	352,258	6.4%	395	2.0%	354,312	6.4%
Ethnic Distribution:								
African American	5,450	28.2%	691,582	12.6%	5,450	28.2%	692,925	12.6%
Hispanic	9,940	51.3%	2,892,928	52.8%	9,940	51.3%	2,899,504	52.8%
White	2,418	12.5%	1,477,699	27.0%	2,418	12.5%	1,483,688	27.0%
American Indian	53	0.3%	19,999	0.4%	53	0.3%	20,062	0.4%
Asian	865	4.5%	250,065	4.6%	865	4.5%	250,463	4.6%
Pacific Islander	10	0.1%	8,466	0.2%	10	0.1%	8,481	0.2%
Two or More Races	623	3.2%	138,434	2.5%	623	3.2%	138,817	2.5%
Sex:								
Female	10,081	52.1%	2,673,270	48.8%	10,081	52.1%	2,678,619	48.8%
Male	9,278	47.9%	2,805,903	51.2%	9,278	47.9%	2,815,321	51.2%
Economically Disadvantaged	12,816	66.2%	3,303,974	60.3%	12,816	66.2%	3,309,610	60.2%
Non-Educationally Disadvantaged	6,543	33.8%	2,175,199	39.7%	6,543	33.8%	2,184,330	39.8%
Section 504 Students	964	5.0%	376,734	6.9%	964	5.0%	376,956	6.9%
English Learners (EL)	5,695	29.4%	1,112,674	20.3%	5,695	29.4%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	82,551	1.5%				
Students w/ Dyslexia	288	1.5%	224,619	4.1%	288	1.5%	224,741	4.1%
Foster Care	8	0.0%	17,393	0.3%	8	0.0%	17,451	0.3%
Homeless	100	0.5%	78,178	1.4%	100	0.5%	78,296	1.4%
Immigrant	387	2.0%	126,747	2.3%	387	2.0%	126,858	2.3%
Migrant	2	0.0%	18,888	0.3%	2	0.0%	18,992	0.3%
Title I	17,958	92.8%	3,568,526	65.1%	17,958	92.8%	3,576,850	65.1%
Military Connected	95	0.5%	105,751	1.9%	95	0.5%	105,787	1.9%
At-Risk	11,502	59.4%	2,773,390	50.6%	11,502	59.4%	2,776,481	50.5%

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS  
County Name: DALLAS  
District Number: 057848

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	13,487	69.7%	1,128,904	20.6%	13,487	69.7%	1,129,558	20.6%
Career & Technical Education	2,695	13.9%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	1,736	64.4%	805,496	50.8%	1,736	64.4%	806,117	50.8%
Gifted & Talented Education	1,146	5.9%	444,125	8.1%	1,146	5.9%	444,196	8.1%
Special Education	1,173	6.1%	577,868	10.5%	1,173	6.1%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,173		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	466	39.7%	245,216	42.4%				
Students with Physical Disabilities	339	28.9%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	222	18.9%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	2,920	16.0%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.7%	1.6%	2.2%	5.5%
Grade 1	0.7%	2.9%	0.0%	4.9%
Grade 2	0.5%	1.6%	2.8%	2.0%
Grade 3	0.1%	0.9%	0.0%	0.8%
Grade 4	0.2%	0.5%	0.0%	0.4%
Grade 5	0.4%	0.4%	0.9%	0.5%
Grade 6	0.2%	0.4%	0.0%	0.5%
Grade 7	0.1%	0.5%	0.0%	0.6%
Grade 8	0.3%	0.4%	1.1%	0.6%
Grade 9	1.2%	7.8%	1.9%	13.1%

Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	8	0.1%	5,686	0.2%

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.8	19.0
Grade 1	22.7	18.9
Grade 2	20.1	18.8
Grade 3	21.0	19.0
Grade 4	23.3	19.2
Grade 5	23.1	20.9
Grade 6	22.4	20.4
Secondary:		
English/Language Arts	17.1	16.4
Foreign Languages	20.3	18.7
Mathematics	17.9	17.8
Science	19.0	18.8
Social Studies	19.2	19.3

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	1,971.4	100.0%	734,726.4	100.0%
Professional Staff:	1,550.0	78.6%	468,132.4	63.7%
Teachers	1,233.9	62.6%	363,121.3	49.4%
Professional Support	177.5	9.0%	74,698.8	10.2%
Campus Administration (School Leadership)	89.7	4.5%	21,960.1	3.0%
Central Administration	48.9	2.5%	8,352.3	1.1%
Educational Aides:	208.7	10.6%	78,096.8	10.6%
Auxiliary Staff:	212.8	10.8%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	14.0	n/a	4,373.0	n/a
Part-time	2.0	n/a	595.0	n/a
Counselors				
Full-time	46.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	1,420.0	72.0%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	324.6	26.3%	39,132.5	10.8%
Hispanic	428.8	34.8%	102,099.7	28.1%
White	328.2	26.6%	209,453.0	57.7%
American Indian	2.0	0.2%	1,239.6	0.3%
Asian	136.5	11.1%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	13.9	1.1%	4,165.2	1.1%
Males	317.7	25.7%	86,302.4	23.8%
Females	916.2	74.3%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	0.2%	4,859.9	1.3%
Bachelors	940.4	76.2%	266,596.3	73.4%
Masters	278.5	22.6%	89,088.4	24.5%
Doctorate	13.0	1.1%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	175.4	14.2%	26,878.7	7.4%
1-5 Years Experience	727.3	58.9%	101,305.8	27.9%
6-10 Years Experience	180.4	14.6%	70,305.4	19.4%
11-20 Years Experience	129.1	10.5%	106,767.7	29.4%
Over 20 Years Experience	21.7	1.8%	57,863.9	15.9%
Number of Students per Teacher	15.7	n/a	15.1	n/a



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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	4.7	6.2
Average Years Experience of Principals with District	2.5	5.3
Average Years Experience of Assistant Principals	4.2	5.3
Average Years Experience of Assistant Principals with District	2.5	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	4.4	11.1
	1.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$44,824	\$49,868
1-5 Years Experience	\$46,839	\$52,823
6-10 Years Experience	\$50,143	\$55,756
11-20 Years Experience	\$52,406	\$59,308
Over 20 Years Experience	\$51,744	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$47,705	\$57,091
Professional Support	\$61,943	\$67,352
Campus Administration (School Leadership)	\$72,441	\$82,512
Central Administration	\$77,031	\$108,367
Instructional Staff Percent:	79.9%	64.6%
Turnover Rate for Teachers:	28.5%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

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

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	579.5	47.0%	23,626.0	6.5%
Career & Technical Education	21.3	1.7%	18,120.4	5.0%
Compensatory Education	0.0	0.0%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	611.6	49.6%	257,548.7	70.9%
Special Education	21.6	1.8%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	3.6%

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

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

'\*\*' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

## 2019-2020 Charter FIRST Rating

The state's school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

The Charter FIRST Rating for 2019-2020 is listed below:

<b>Name:</b> INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS) (057848)	<b>Publication Level 0:</b> 5/7/2020 11:17:58 AM
<b>Status:</b> PASSED	<b>Publication Level 1:</b> 11/6/2020 5:41:59 PM
<b>Rating:</b> A-Superior	<b>Publication Level 2:</b> 11/6/2020 5:41:59 PM
<b>Charter School Score:</b> 96	
<b>Passing Score:</b> 60	<b>Last Updated:</b> 11/6/2020 5:41:59 PM



## 2019-2020 Accreditation Status

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 status for 2019-2020 is listed below:

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Status	2019-2020 Accreditation Status
057848	International Leadership of Texas (ILT)	10	A – Superior	B	ACCREDITED



**Report on Violence  
Student Disciplinary Action  
2019-20 School Year (To th**

Reason Code	Description	GES	GMS	GHS	AES	AMS	AGPHS	KES	KMS	KSHS	GPES	GPMS	NRHES	NRHMS
		001	002	003	004	005	006	007	008	009	010	011	012	013
11	Used, exhibited, possessed firearm													
12	Used, exhibited possessed illegal knife													
13	Used, exhibited, possessed illegal club													
14	Used, exhibited, possessed prohibited weapon										2			
16	Arson													
17	Murder, capital murder, criminal attempt to commit murder/capital murder													
18	Indecency with a child													
19	Aggravated kidnapping													
29	Aggravated assault against school district employee/volunteer													
30	Aggravated assault against non-employee/volunteer													
31	Sexual assault/aggravated sexual assault against school district employee/volunteer													
32	Sexual assault/aggravated sexual assault against non-employee/volunteer													
36	Felony controlled substance violation													
37	Felony alcohol violation													
46	Aggravated robbery													
47	Manslaughter													
48	Criminally negligent homicide													
49	Engages in deadly conduct													
57	Continuous Sexual Abuse of Young Child or Children													
<b>Total Incidents</b>		0	0	0	0	0	0	0	0	0	2	0	0	0
<b>Student Enrollment (Fall 2019 PEIMS Snapshot)</b>		948	468	646	816	385	580	978	423	616	935	461	932	395
<b>Incident Rate</b>		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes a Persistently Dangerous Schools as required under the Unsa

*For information concerning school violence prevention and violence interve  
Student Code of Conduct and School Board Policies (both of which are available on*





# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Cover Page

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

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

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

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

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

Data Reports for RDA and SPP/APR:

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

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

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



## **Comprehensive Glossary**

### **2019–20 Texas Academic Performance Report**

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

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

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Performance

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

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

#### Other Important Information:

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

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

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

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

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

### STAAR Performance

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

#### STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

Grade 7 – reading, mathematics, and writing

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

#### *End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

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

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

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

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

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

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

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

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

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

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

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

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

### Prior Year and SSI

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

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

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

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

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

### Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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### Participation

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

### STAAR Participation

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

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

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

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

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

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

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### Attendance and Graduation

### Attendance, Graduation, and Dropout Rates

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

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


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**total number of days that students in grades 1–12 were in membership in 2018–19**

*(Data source: TSDS PEIMS 42400)*

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

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

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

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


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**number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year**

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

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

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**number of students in grades 9–12 in attendance at any time during the 2018–19 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, 2018–19](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

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

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

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

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

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

#### *Additional Information on Cohorts:*

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

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

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



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

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

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

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

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

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

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019} + \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort}^*}$$

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

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

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

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

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort}^*}$$

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

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort}^*}$$

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

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort}^*}$$

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

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

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

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

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

---

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

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

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

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

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

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

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

---

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

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

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

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

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

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

---

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

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

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

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

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

---

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

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

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

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

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

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

### Graduation Profile

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

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

*(Data source: TSDS PEIMS 40203)*

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

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

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

---

**total number of students**

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

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

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

---

**total number of students**

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## 2019–20 Texas Academic Performance Report

### Postsecondary Readiness

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

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

#### College Readiness

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

#### Career/Military Readiness

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



## Comprehensive Glossary

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

#### College, Career, or Military Ready Graduates

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

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

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

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

#### College Ready Graduates

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

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

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

The percentages are calculated as follows:

*English Language Arts.*

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

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number of 2018–19 annual graduates

*Mathematics.*

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

---

number of 2018–19 annual graduates

*Both Subjects.*

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

---

number of 2018–19 annual graduates

*Either Subject.*

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

---

number of 2018–19 annual graduates

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

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

---

number of 2018–19 annual graduates

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

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

---

number of 2018–19 annual graduates

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

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

---

number of 2018–19 annual graduates

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

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

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

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

### Career/Military Ready Graduates

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

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

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

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

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

## Comprehensive Glossary

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

$$\frac{\text{number of 2018–19 annual graduates enlisting in the U.S. Armed Forces}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2018–19 annual graduates}}$$

### CCMR-related Indicators

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

$$\frac{\text{number of 2018–19 annual graduates who took the TSIA}}{\text{number of 2018–19 annual graduates}}$$

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

#### Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

#### Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

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

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

$$\frac{\text{number of 2018–19 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2018–19 annual graduates}}$$

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

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

---

number of 2018–19 annual graduates

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

*English Language Arts.*

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

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number of 2018–19 annual graduates

*Mathematics.*

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

---

number of 2018–19 annual graduates

*Both Subjects.*

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

---

number of 2018–19 annual graduates

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

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

---

number of 2018–19 annual graduates

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

*All Subjects*

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

---

total students enrolled in grades 11 & 12

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### English Language Arts

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

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total students enrolled in grades 11 & 12

### Mathematics

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

---

total students enrolled in grades 11 & 12

### Science

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

---

total students enrolled in grades 11 & 12

### Social Studies

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

---

total students enrolled in grades 11 & 12

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

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

### All Subjects

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

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

### English Language Arts

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

---

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

### Mathematics

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

---

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

### Science

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

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

#### *Social Studies*

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

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

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

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

#### *All Subjects*

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

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

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

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

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

---

number of 2018–19 graduates reported

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

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

---

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

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

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

---

number of 2018–19 graduates reported

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

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number of 2018–19 annual graduates

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

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

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

---

number of 2018–19 annual graduates

### Other Postsecondary Indicators

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

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

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

#### *Any Subject*

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

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

#### *English Language Arts*

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

---

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

#### *Mathematics*

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

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

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Science

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

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

### Social Studies

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

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

*(Data source: TSDS PEIMS 43415)*

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

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

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

### Any Subject

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

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

### English Language Arts

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

---

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

### Mathematics

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

---

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

#### Science

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

---

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

#### Social Studies

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

---

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

(Data source: TSDS PEIMS 43415)

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

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

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number of graduates during the 2017–18 school year

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

(Data source: THECB)

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

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated  
*and*  
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

---

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

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

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

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

# Comprehensive Glossary

## 2019–20 Texas Academic Performance Report

### Profile

#### Student Information

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

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

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

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

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

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

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

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

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

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

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

---

**total number of students**

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

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

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

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

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### 2019–20 Texas Academic Performance Report

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

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

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

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

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

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

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

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

(B) includes —

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

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

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

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

(*Data source: TSDS PEIMS 40100*)

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

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

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

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

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

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

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

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

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**total number of students**

*(Data source: TSDS PEIMS 40110)*

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

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

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

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

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- 13—Traumatic Brain Injury (TBI)

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

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

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

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

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

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

- 14—Noncategorical Early Childhood (NCES)

*(Data source: TSDS PEIMS 41163)*

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

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

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

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

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

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**number of students enrolled in fall 2018 – number of students who returned in fall 2019**

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**number of students enrolled in fall 2018**

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

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

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

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

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

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

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

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**number of underreported students**

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**number of students in grades 7–12 who were served in the district in the 2018–19 school year**

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

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



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

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

The following rules apply to the average class sizes:

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

*(Data source: TSDS PEIMS 30090)*

## Staff Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(Data source: TSDS PEIMS 30050)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Comprehensive Glossary

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

## Kindergarten Readiness

### Kindergarten Readiness

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

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

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

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

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

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

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

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

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

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

**number of kindergarten ready students**

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

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### Prekindergarten Effectiveness

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

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

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

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

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

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

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

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

$$\frac{\text{number of kindergarten ready students}}{\text{all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness}}$$

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### Who to Call

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

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

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

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## 2019–20 Texas Academic Performance Report

### PEIMS Role Identifications

(In Alphabetical Order by Label)

**CENTRAL ADMINISTRATORS**

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

**CAMPUS ADMINISTRATORS**

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

**EITHER CENTRAL OR CAMPUS ADMINISTRATORS\***

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

**PROFESSIONAL SUPPORT STAFF**

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



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

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

### Advanced Academic Courses

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

#### English Language Arts

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

#### Mathematics

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

### Technology Applications

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

### Fine Arts

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

### Science

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

### Social Studies/History

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

### Foreign Language

I3110300	IB LANGUAGE AB INITIO STD 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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

## Comprehensive Glossary

### 2019–20 Texas Academic Performance Report

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

### Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

### Other

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



# International Leadership of Texas

## **Texas Academic Performance Report (TAPR)**

### **2019-2020**



**Presented for Public Hearing February 17, 2021**

Prepared by Tiffany Harrod  
Executive Director of Assessment & Data Analysis  
In compliance with Texas Education Code §39.306

# TAPR Overview

The TAPR provides information on the performance of students in each school and district in Texas. The reports also provide extensive information on school and district staff, programs, and student demographics.

- This is the 7<sup>th</sup> year of the Texas Academic Performance Report
- State law requires that this report is presented in a public hearing – *no action is required*
- The report was published by TEA and made available to the public in December 2020

# ANNUAL REPORT



# 2019-20 Texas Academic Performance Report

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

**2020 Special Education Determination Status:  
Meets Requirements**

# Section 1

## 2019-20 Texas Academic Performance Report (TAPR)

### ➤ STAAR Performance

- ❑ 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

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

### ➤ STAAR – Academic Growth

- ❑ Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)
- ❑ Reported by Grade and Subject

# Section 1

## 2019-20 Texas Academic Performance Report (TAPR)

- **STAAR - Prior Year and Student Success Initiative**
  - ❑ Progress of Prior Year Non-Proficient Students
  - ❑ Student Success Initiative (SSI)
  
- **Bilingual Education/English as a Second Language**
  - ❑ Includes STAAR performance and academic growth measures (disaggregated by various program instructional models) for students identified as current ELs in the 2019-20 school year
  
- **STAAR Participation**

**Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.**

# Performance Summary

**2019 Accountability Ratings ILTexas Charter – 85 (B)**

**2018 Accountability Ratings ILTexas Charter – 83 (B)**

## Dallas Area Campuses

Campus	2018 Rating	2019 Rating
ILTexas Garland ES	71 (C)	<b>74 (C)</b>
ILTexas Garland MS	79 (C)	<b>81 (B)</b>
ILTexas Garland HS	86 (B)	<b>87 (B)</b>
ILTexas Lancaster ES	53 (F)	<b>64 (D)</b>
ILTexas Lancaster MS	58 (F)	<b>74 (C)</b>
ILTexas Lancaster-Desoto HS		<b>92 (A)</b>

# Performance Summary

**2019 Accountability Ratings ILTexas Charter – 85 (B)**

**2018 Accountability Ratings ILTexas Charter – 83 (B)**

## Tarrant Area Campuses

Campus	2018 Rating	2019 Rating	Campus	2018 Rating	2019 Rating
ILTexas Arlington ES	72 (C)	<b>63 (D)</b>	ILTexas Keller ES	88 (B)	<b>89 (B)</b>
ILTexas Arlington MS	78 (C)	<b>79 (C)</b>	ILTexas Keller MS	90 (A)	<b>87 (B)</b>
ILTexas Grand Prairie ES	74 (C)	<b>82 (B)</b>	ILTexas Saginaw ES	70 (C)	<b>70 (C)</b>
ILTexas Grand Prairie MS	70 (C)	<b>80 (B)</b>	ILTexas Saginaw MS	70 (C)	<b>75 (C)</b>
ILTexas East Ft. Worth ES	46 (F)	<b>69 (D)</b>	ILTexas North Richland Hills ES	65 (D)	<b>69 (D)</b>
ILTexas East Ft. Worth MS	48 (F)	<b>61 (D)</b>	ILTexas North Richland Hills MS	76 (C)	<b>81 (B)</b>
ILTexas Arlington-Grand Prairie HS	88 (B)	<b>91 (A)</b>	ILTexas Keller-Saginaw HS	88 (B)	<b>89 (B)</b>



# Performance Summary

**2019 Accountability Ratings ILTexas Charter – 85 (B)**

**2018 Accountability Ratings ILTexas Charter – 83 (B)**

## Houston Area Campuses

Campus	2018 Rating	2019 Rating
ILTexas Katy ES	70(C)	<b>75 (C)</b>
ILTexas Katy MS	74 (C)	<b>82 (B)</b>
ILTexas Westpark ES	56 (F)	<b>74 (C)</b>
ILTexas Westpark MS	74 (C)	<b>79 (C)</b>
ILTexas Katy-Westpark HS	81 (B)	Not Rated

Campus	2018 Rating	2019 Rating
ILTexas Windmill Lakes ES	48 (F)	<b>74 (C)</b>
ILTexas Windmill Lakes MS	66 (D)	<b>70 (C)</b>
ILTexas Orem ES		<b>45 (F)</b>
ILTexas Orem MS		<b>48 (F)</b>
ILTexas Windmill Lakes-Orem HS		<b>65 (D)</b>

Campus	2018 Rating	2019 Rating
ILTexas College Station ES		<b>71 (C)</b>
ILTexas College Station MS		<b>70 (C)</b>

# 2019-2020 Texas Academic Performance Report

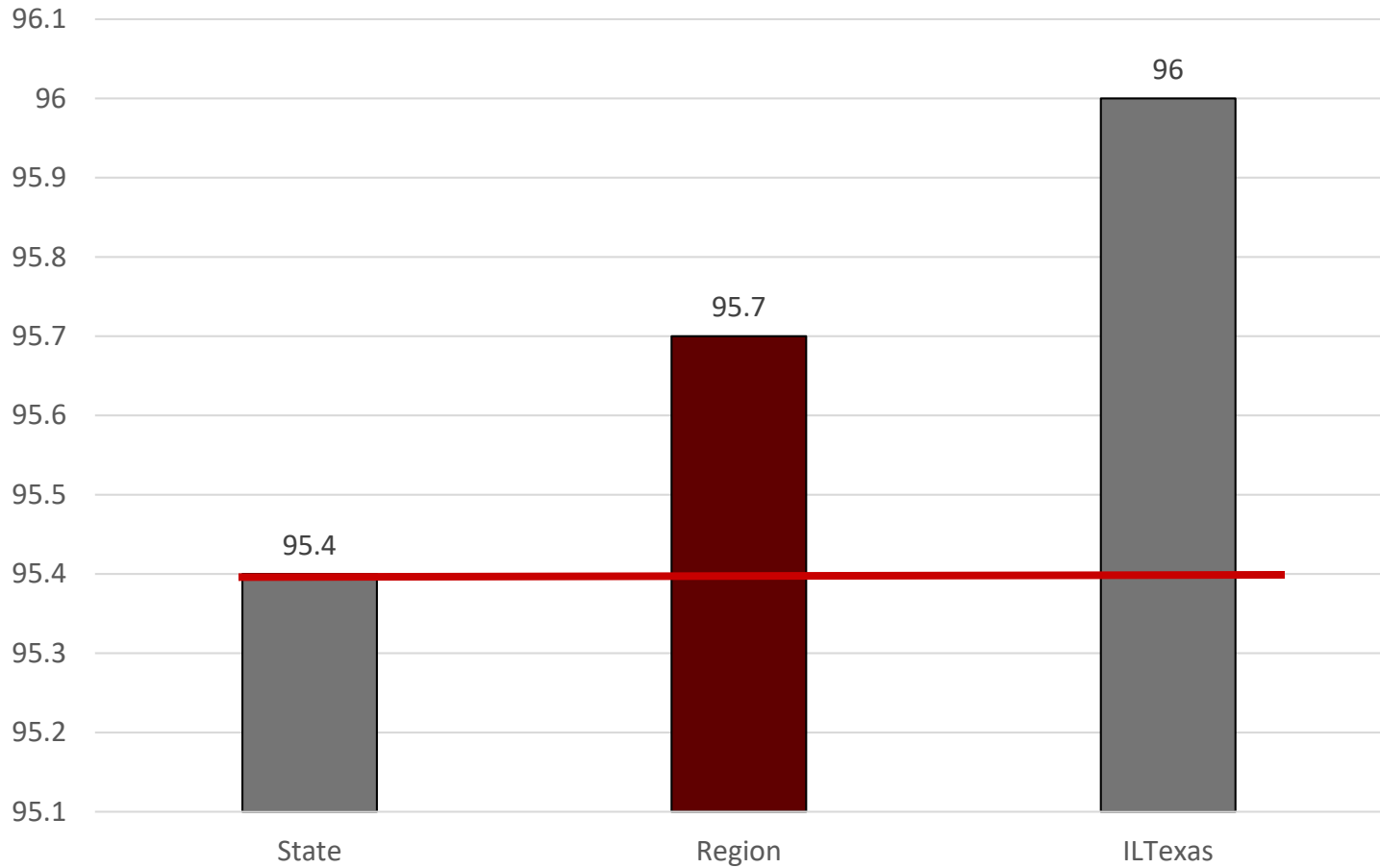
## ➤ Attendance, Graduation, and Dropout Rates

- Attendance Rate
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4-year Longitudinal Graduation Rates (State and Federal Rates)
- 5-year Extended Longitudinal Graduation Rates (State)
- 6-year Extended Longitudinal Graduation Rates (State)
- Graduation Plan Rates (Longitudinal and Annual)

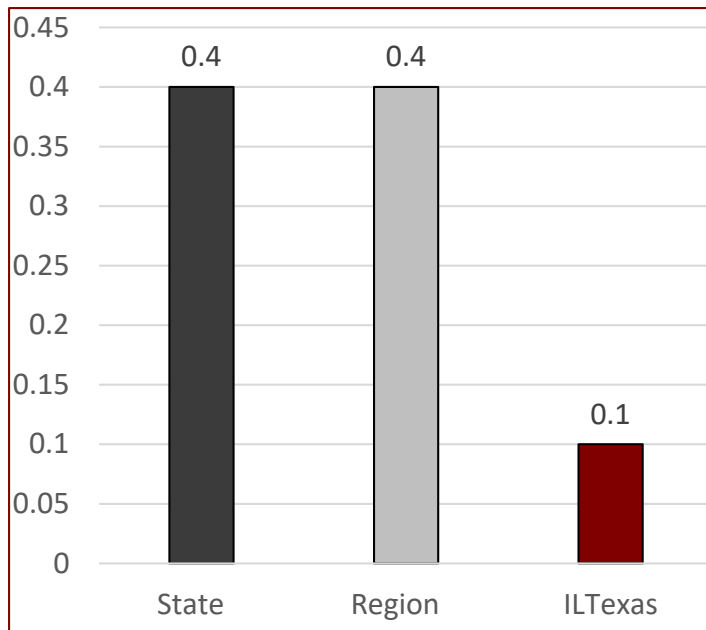
## ➤ Graduation Profile

***The most recent data for these measures are from the 2018-19 school year. Therefore, performance on these measures has been updated since the 2018-19 TAPR and is reported for the 2018-19 and 2017-18 school years.***

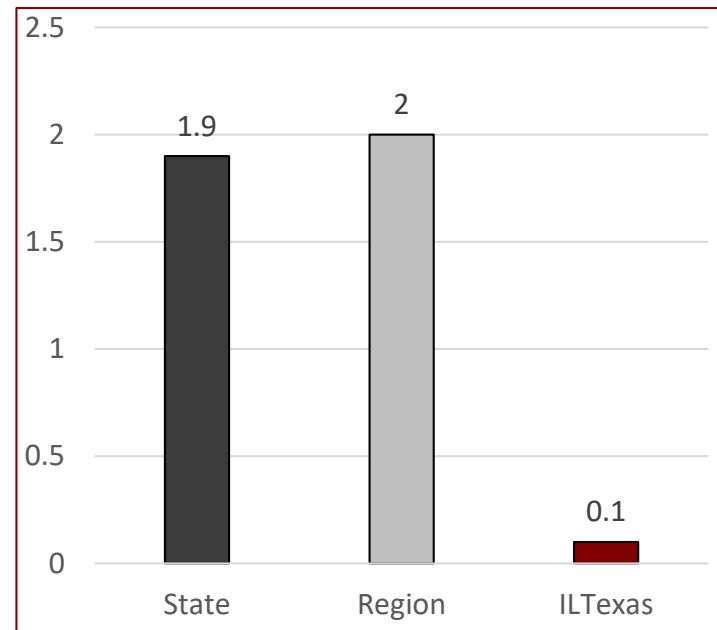
# 2018-2019 Attendance Rate



# 2018-2019 Annual Dropout Rate

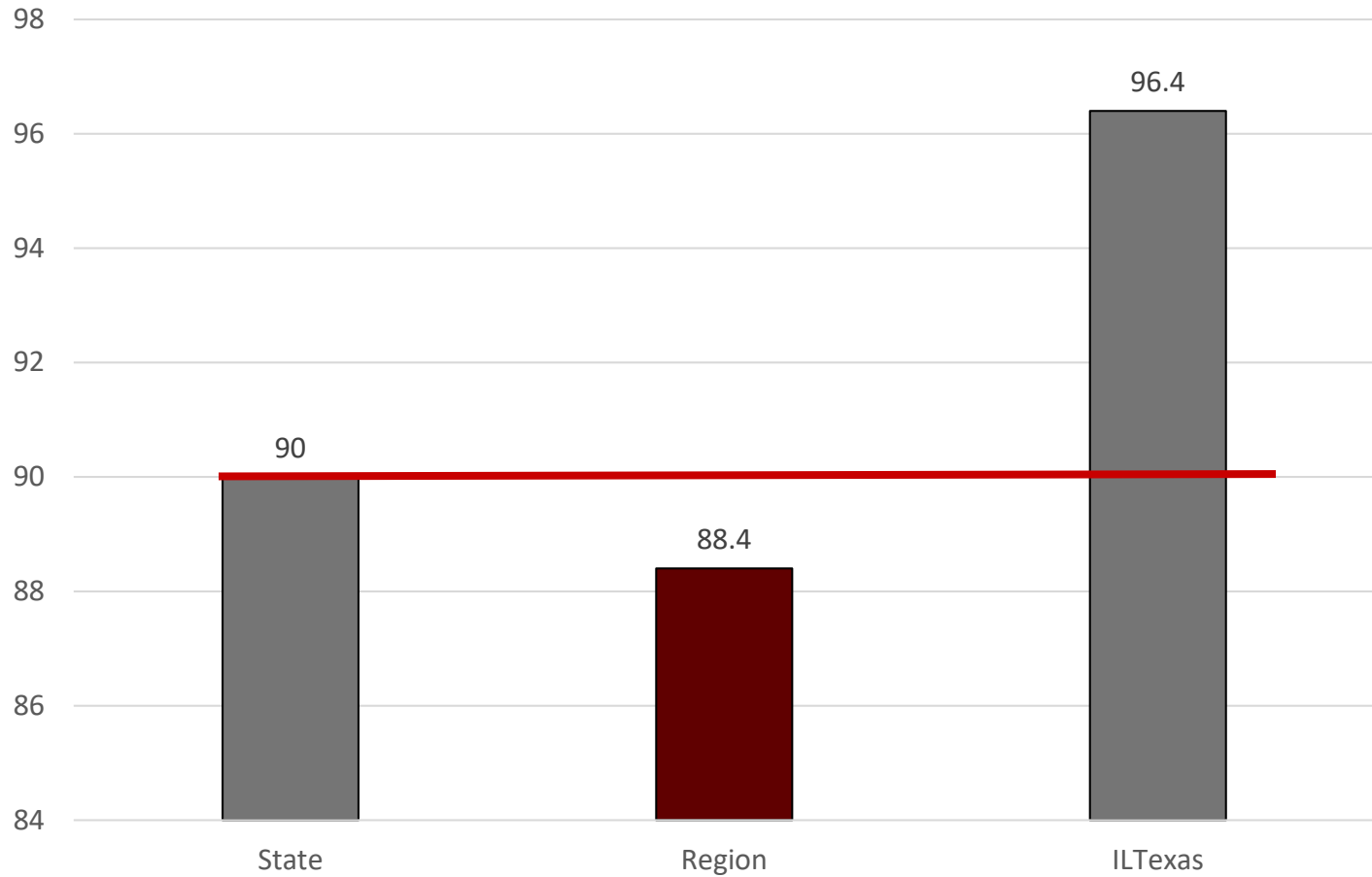


Grades 7-8

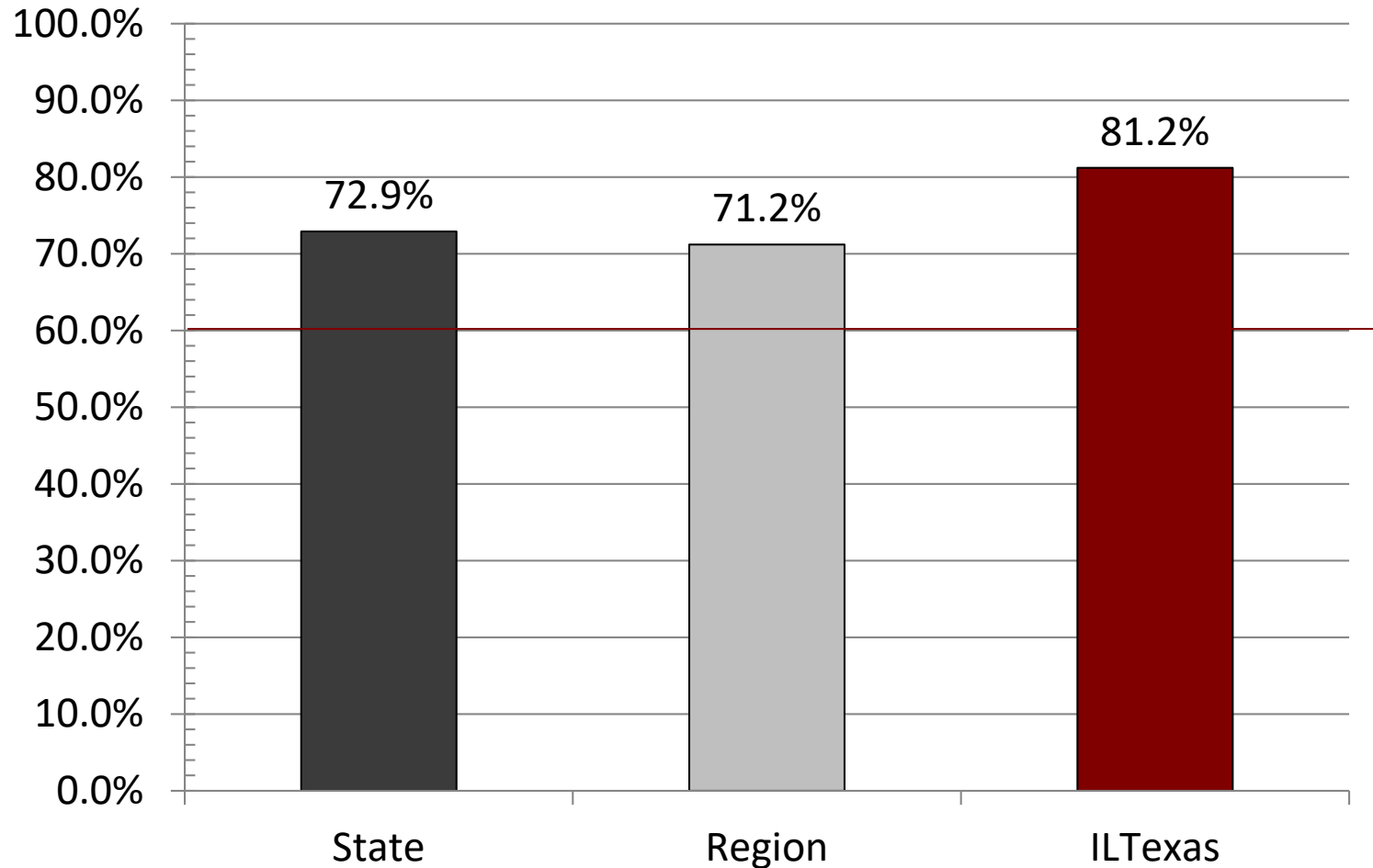


Grades 9-12

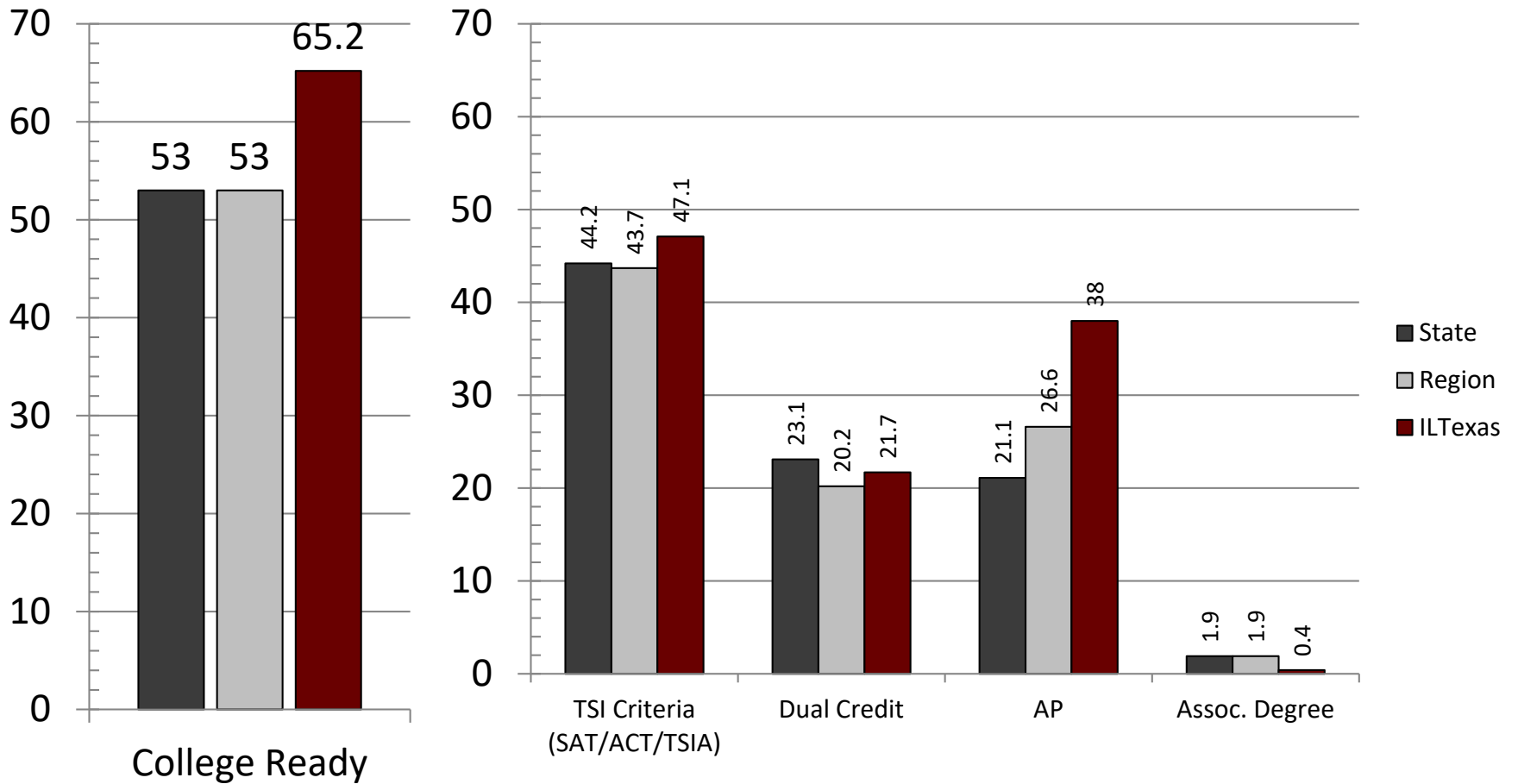
# Class of 2019 4-Year Graduation Rate



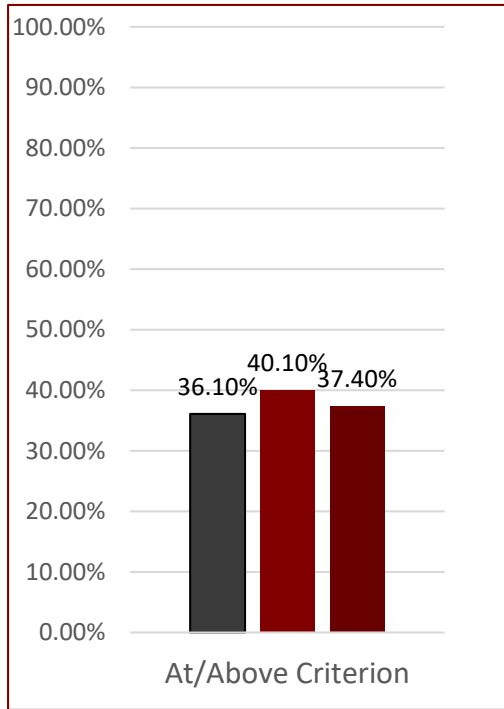
# Class of 2019 CCMR Graduates



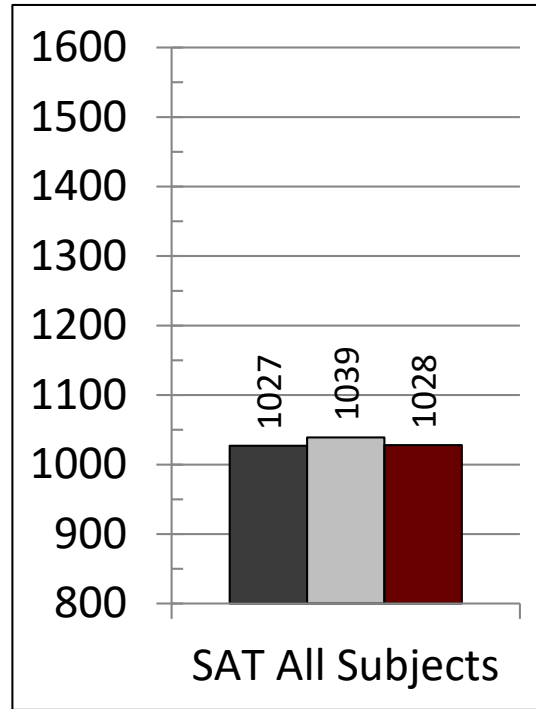
# Class of 2019 College Ready Graduates



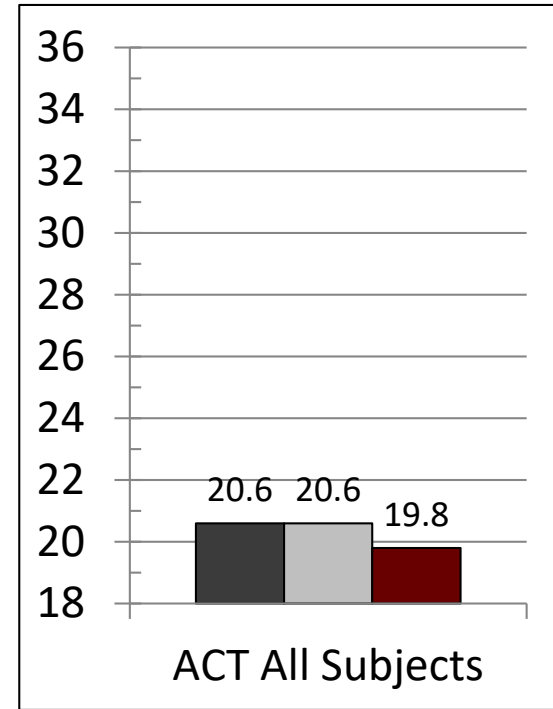
# Class of 2019 SAT/ACT Results



At or Above 1010 SAT  
At or Above Composite 23 ACT



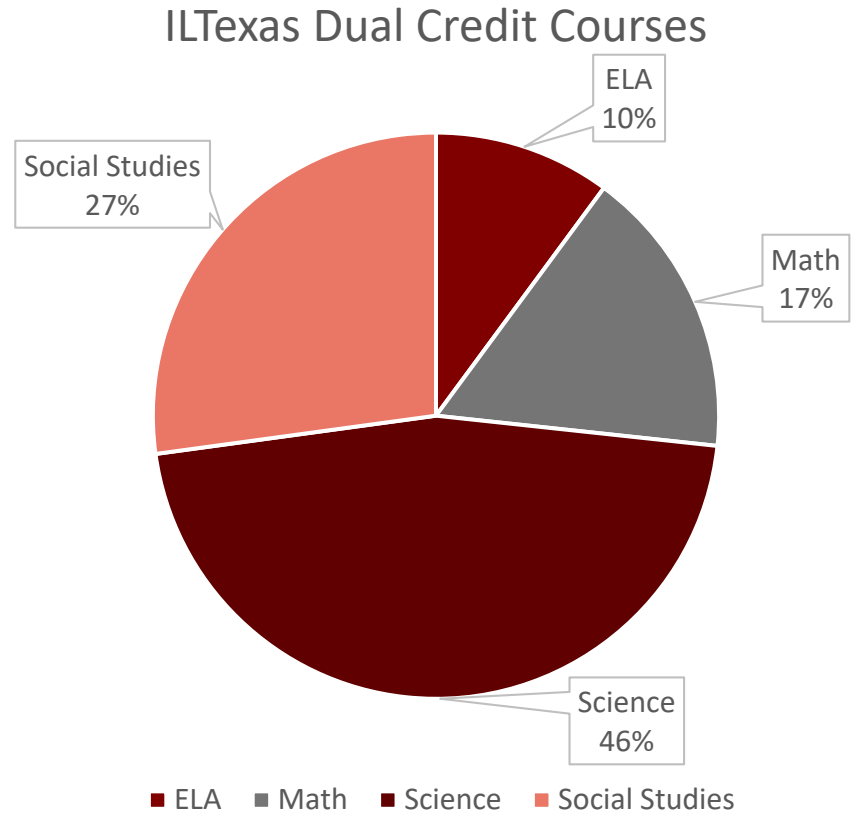
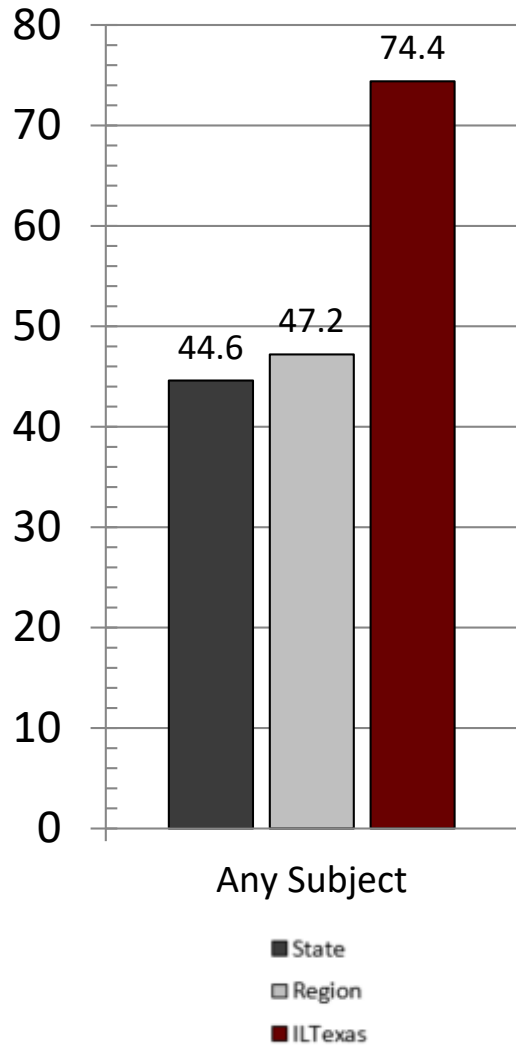
Average Score



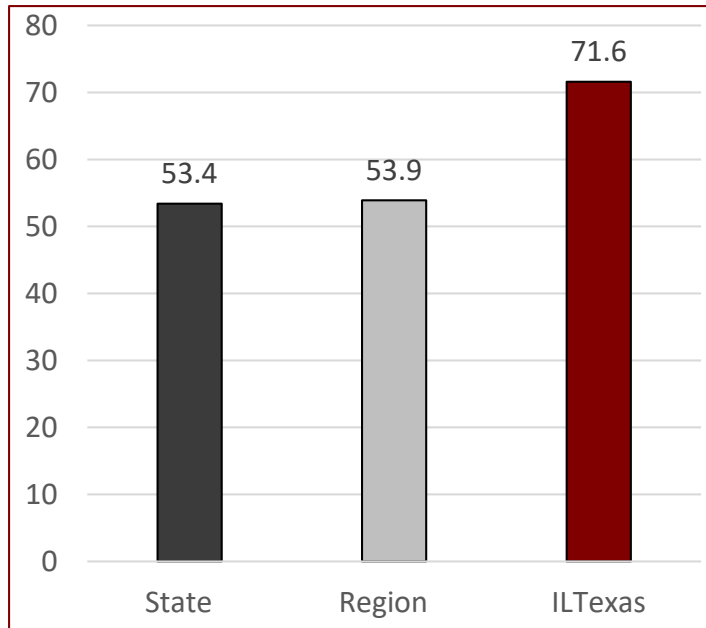
■ State  
■ Region  
■ ILTexas



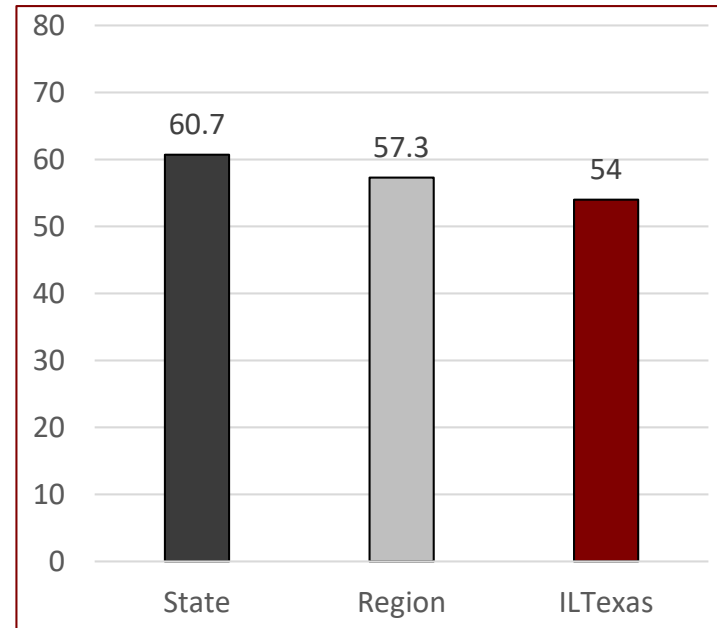
# Class of 2019 Dual Credit Course Completion



# 2018-2019 After High School



**Graduates Enrolled in  
Texas Institution of Higher Education**



**Graduates in TX HIS  
Completing One Year w/o  
Enrollment in Developmental  
Education Course**

# Section 1

## 2019-20 Texas Academic Performance Report (TAPR)

### ➤ Student Information

- ❑ Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)

### ➤ Staff Information

- ❑ 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 (population served)

***The most recent data for this information are from the 2019-20 school year.***

## 2019-2020 Student Ethnic Distribution

	<b>ILTexas Charter</b>	<b>State</b>
African American	<b>28.2%</b>	<b>12.6%</b>
Hispanic	<b>51.3%</b>	<b>52.8%</b>
White	<b>12.5%</b>	<b>27.0%</b>
American Indian	<b>0.3%</b>	<b>0.4%</b>
Asian	<b>4.5%</b>	<b>4.6%</b>
Pacific Islander	<b>0.1%</b>	<b>0.2%</b>
Two of More Races	<b>3.2%</b>	<b>2.5%</b>

## 2019-2020 Teacher Ethnic Distribution

	<b>ILTexas Charter</b>	<b>State</b>
African American	<b>26.3%</b>	<b>10.8%</b>
Hispanic	<b>34.8%</b>	<b>28.1%</b>
White	<b>26.6%</b>	<b>57.7%</b>
American Indian	<b>0.2%</b>	<b>0.3%</b>
Asian	<b>11.1%</b>	<b>1.8%</b>
Pacific Islander	<b>0.0%</b>	<b>0.2%</b>
Two of More Races	<b>1.1%</b>	<b>1.1%</b>

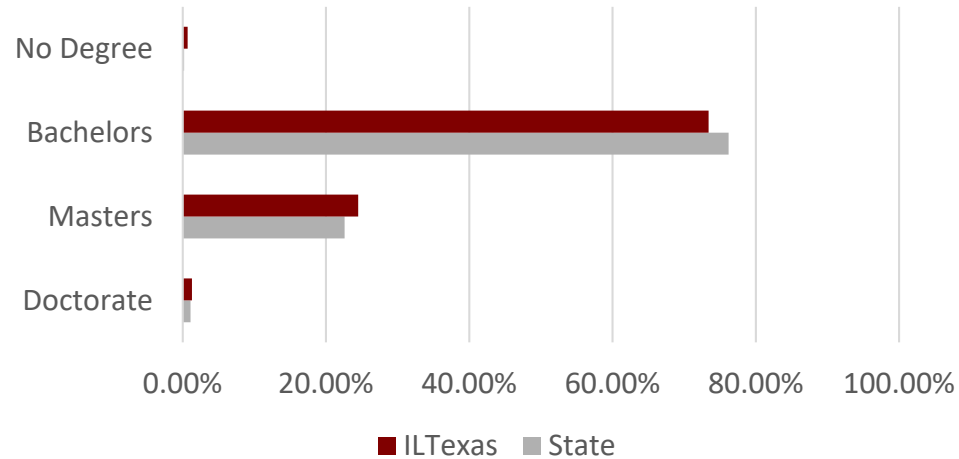
## 2019-2020 Student Demographics

	<b>ILTexas Charter</b>	<b>State</b>
Economically Disadvantaged	<b>66.2%</b>	<b>60.3%</b>
At-Risk	<b>59.4%</b>	<b>50.6%</b>
Students with Dyslexia	<b>1.5%</b>	<b>4.1%</b>
Students with Military Connection	<b>0.5%</b>	<b>1.9%</b>
Students in Foster Care	<b>0.0%</b>	<b>0.3%</b>
Students Experiencing Homelessness	<b>0.5%</b>	<b>1.4%</b>

## 2019-2020 Student Program Areas

	<b>ILTexas Charter</b>	<b>State</b>
Bilingual/ESL Education	<b>69.7%</b>	<b>20.6%</b>
Career & Technical Education	<b>64.4%</b>	<b>50.8%</b>
Gifted & Talented Education	<b>5.9%</b>	<b>8.1%</b>
Special Education	<b>6.1%</b>	<b>10.5%</b>

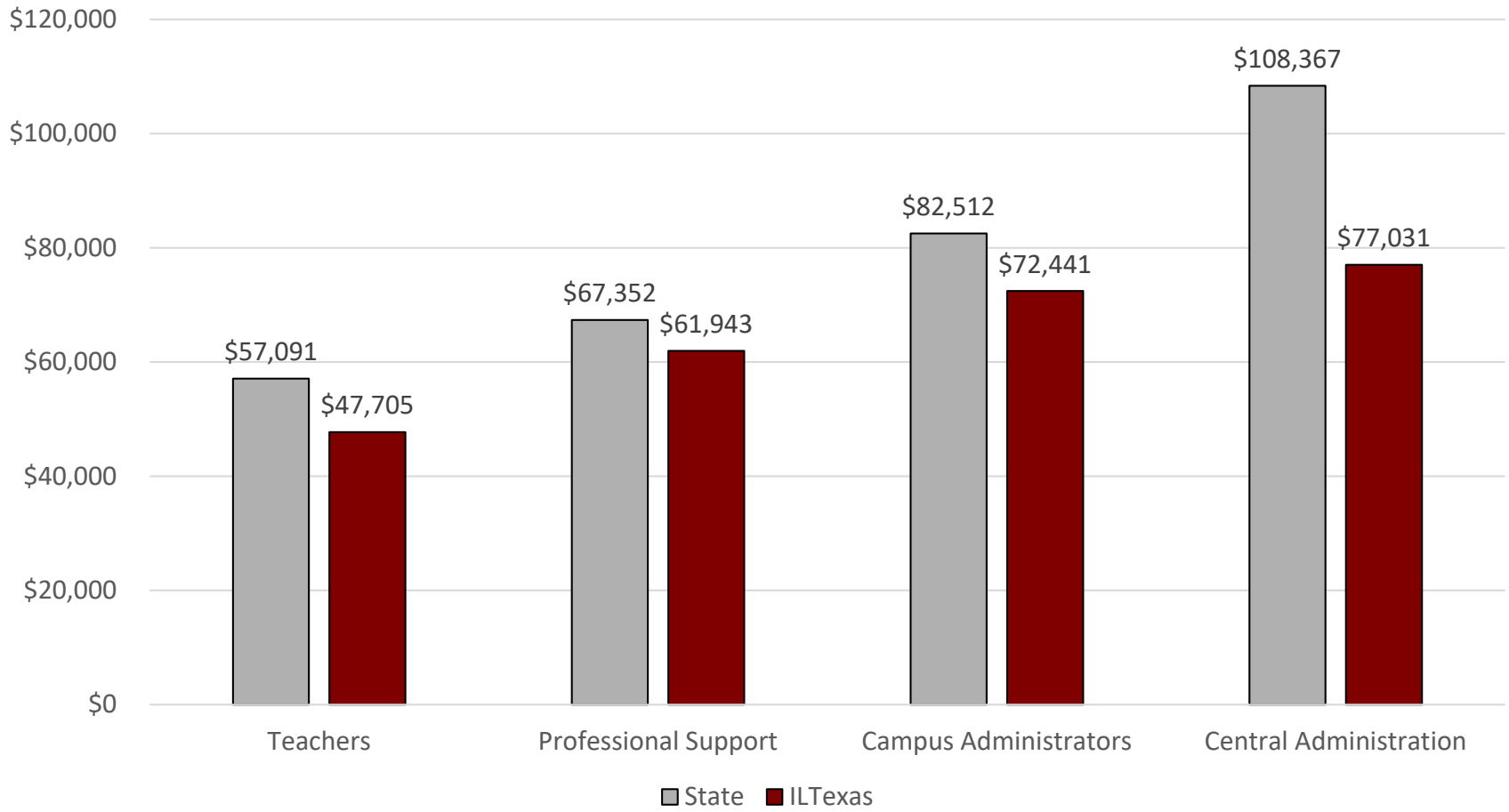
## 2019-2020 Teachers by Highest Degree Held



## 2019-2020 Teachers by Years of Experience

	<b>ILTexas Charter</b>	<b>State</b>
Beginning Teachers	<b>14.2%</b>	<b>7.4%</b>
1-5 Years of Experience	<b>58.9%</b>	<b>27.9%</b>
6-10 Years of Experience	<b>14.6%</b>	<b>19.4%</b>
11-20 Years of Experience	<b>10.5%</b>	<b>29.4%</b>
Over 20 Years of Experience	<b>1.8%</b>	<b>15.9%</b>

# Average Salaries



# PEIMS FINANCIAL STANDARD REPORT





## Section 2

### PEIMS Financial Standard Reports (2019-20 Financial Actual Reports)

#### 2019-20 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

#### 2019-20 Actual Financial Data (Campus)

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

***2019-20 is the most recent year for which these data are available.***

**2019 - 2020 Budgeted Financial Data**  
**Totals for INTERNATIONAL LEADERSHIP OF TEXAS (057848)**

**Total Enrolled Membership: 19,359**

	<b>ILTexas Charter</b>					
	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Revenues Operating Revenue</b>						
Local Property Tax from M&O (excluding recapture)	\$0	0.00%	\$0	\$0	0.00%	\$0
State Operating Funds	\$184,939,220	99.08%	\$9,553	\$184,946,220	94.51%	\$9,554
Federal Funds	\$375,000	0.20%	\$19	\$7,714,256	3.94%	\$398
Other Local	\$1,349,150	0.72%	\$70	\$3,028,770	1.55%	\$156
<b>Total Operating Revenue</b>	<b>\$186,663,370</b>	<b>100.00%</b>	<b>\$9,642</b>	<b>\$195,689,246</b>	<b>100.00%</b>	<b>\$10,108</b>
<b>Other Revenue</b>						
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Other Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Subtotal: Operating and Other Revenue</b>	<b>\$186,663,370</b>	<b>100.00%</b>	<b>\$9,642</b>	<b>\$195,689,246</b>	<b>100.00%</b>	<b>\$10,108</b>
<b>Recapture Revenue</b>						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Recaptured Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	<b>\$186,663,370</b>	<b>100.00%</b>	<b>\$9,642</b>	<b>\$195,689,246</b>	<b>100.00%</b>	<b>\$10,108</b>
<b>Debt Service Financing and TRS Estimate Revenue</b>						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	<b>\$186,663,370</b>	<b>100.00%</b>	<b>\$9,642</b>	<b>\$195,689,246</b>	<b>100.00%</b>	<b>\$10,108</b>

<b>Expenditures Operating Expenditures by Object (61xx-64xx only)</b>						
Payroll Expenditures (Object 61xx)	\$109,772,173	71.54%	\$5,670	\$110,341,536	68.27%	\$5,700
Professional & Contracted Services (Object 62xx)	\$19,765,787	12.88%	\$1,021	\$26,920,531	16.66%	\$1,391
Supplies & Materials (Object 63xx)	\$5,700,167	3.71%	\$294	\$6,121,088	3.79%	\$316
Other Operating Expenditures (Object 64xx)	\$18,206,417	11.87%	\$940	\$18,250,317	11.29%	\$943
<b>Total Operating Expenditures by Object</b>	<b>\$153,444,544</b>	<b>100.00%</b>	<b>\$7,926</b>	<b>\$161,633,472</b>	<b>100.00%</b>	<b>\$8,349</b>
<b>Non-Operating Expenditures by Object</b>						
Debt Services(Object 65xx)	\$31,789,635	100.00%	\$1,642	\$31,789,635	100.00%	\$1,642
Capital Outlay(Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Non-Operating Expenditures by Object</b>	<b>\$31,789,635</b>	<b>100.00%</b>	<b>\$1,642</b>	<b>\$31,789,635</b>	<b>100.00%</b>	<b>\$1,642</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$185,234,179</b>	<b>100.00%</b>	<b>\$9,568</b>	<b>\$193,423,107</b>	<b>100.00%</b>	<b>\$9,991</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>						
Instruction(Function 11,95)	\$86,757,941	56.54%	\$4,482	\$86,757,941	53.68%	\$4,482
Instructional Resources & Media Services (Function 12)	\$1,014,107	0.66%	\$52	\$1,014,107	0.63%	\$52
Curriculum & Staff Development (Function 13)	\$5,263,500	3.43%	\$272	\$5,263,500	3.26%	\$272
Instructional Leadership (Function 21)	\$1,359,064	0.89%	\$70	\$1,359,064	0.84%	\$70
School Leadership (Function 23)	\$9,628,974	6.28%	\$497	\$9,628,974	5.96%	\$497
Guidance Counseling Services (Function 31)	\$4,168,356	2.72%	\$215	\$4,168,356	2.58%	\$215
Social Work Services (Function 32)	\$4,996	0.00%	\$0	\$4,996	0.00%	\$0
Health Services (Function 33)	\$1,783,625	1.16%	\$92	\$1,783,625	1.10%	\$92
Transportation (Function 34)	\$1,719,724	1.12%	\$89	\$1,719,724	1.06%	\$89
Food Services (Function 35)	\$200,000	0.13%	\$10	\$8,388,928	5.19%	\$433
Extracurricular (Function 36)	\$1,911,756	1.25%	\$99	\$1,911,756	1.18%	\$99
General Administration (Function 41,92)	\$5,371,111	3.50%	\$277	\$5,371,111	3.32%	\$277
Facilities Maintenance & Operations (Function 51)	\$24,874,420	16.21%	\$1,285	\$24,874,420	15.39%	\$1,285
Security & Monitoring Services (Function 52)	\$2,119,431	1.38%	\$109	\$2,119,431	1.31%	\$109
Data Processing Services (Function 53)	\$6,249,632	4.07%	\$323	\$6,249,632	3.87%	\$323
Community Services (Function 61)	\$1,017,907	0.66%	\$53	\$1,017,907	0.63%	\$53
<b>Total Operating Expenditures by Function</b>	<b>\$153,444,544</b>	<b>100.00%</b>	<b>\$7,926</b>	<b>\$161,633,472</b>	<b>100.00%</b>	<b>\$8,349</b>
<b>Non-Operating Expenditures by Function</b>						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$31,789,635	100.00%	\$1,642	\$31,789,635	100.00%	\$1,642
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Non-Operating Expenditures by Function</b>	<b>\$31,789,635</b>	<b>100.00%</b>	<b>\$1,642</b>	<b>\$31,789,635</b>	<b>100.00%</b>	<b>\$1,642</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	<b>\$185,234,179</b>	<b>100.00%</b>	<b>\$9,568</b>	<b>\$193,423,107</b>	<b>100.00%</b>	<b>\$9,991</b>

<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>						
Basic Educational Services (PIC 11)	\$88,678,734	57.79%	\$4,581	\$88,678,734	54.86%	\$4,581
Gifted and Talented (PIC 21)	\$58,587	0.04%	\$3	\$58,587	0.04%	\$3
Career and Technical (PIC 22)	\$3,565,148	2.32%	\$184	\$3,565,148	2.21%	\$184
Students with Disabilities (PICs 23,33)	\$7,089,135	4.62%	\$366	\$7,089,135	4.39%	\$366
State Compensatory Education (PICs 24,26,28,29,30,34)	\$9,096,485	5.93%	\$470	\$9,096,485	5.63%	\$470
Bilingual (PICs 25,35)	\$1,548,874	1.01%	\$80	\$1,548,874	0.96%	\$80
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletics/Related Activities (PIC 91)	\$1,778,515	1.16%	\$92	\$1,778,515	1.10%	\$92
Un-Allocated (PIC 99)	\$41,629,066	27.13%	\$2,150	\$49,817,994	30.82%	\$2,573
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$153,444,544</b>	<b>100.00%</b>	<b>\$7,926</b>	<b>\$161,633,472</b>	<b>100.00%</b>	<b>\$8,349</b>
<b>Non-Operating Expenditures by PIC</b>						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$31,789,635	100.00%	\$1,642	\$31,789,635	100.00%	\$1,642
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$31,789,635</b>	<b>100.00%</b>	<b>\$1,642</b>	<b>\$31,789,635</b>	<b>100.00%</b>	<b>\$1,642</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$185,234,179</b>	<b>100.00%</b>	<b>\$9,568</b>	<b>\$193,423,107</b>	<b>100.00%</b>	<b>\$9,991</b>
<b>Disbursements Total Disbursements</b>						
Operating Expenditures	\$153,444,544	82.84%	\$7,926	\$161,633,472	83.56%	\$8,349
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$31,789,635	17.16%	\$1,642	\$31,789,635	16.44%	\$1,642
Capital Projects (Object 6600)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Disbursements</b>	<b>\$185,234,179</b>	<b>100.00%</b>	<b>\$9,568</b>	<b>\$193,423,107</b>	<b>100.00%</b>	<b>\$9,991</b>

# ACCREDITATION STATUS



## Section 3

### 2019-2020 Accreditation Status

- Each year, TEA assigns one of four accreditation statuses to each district in the state:
  1. *Accredited*
  2. *Accredited-Warned*
  3. *Accredited-Probation*
  4. *Not Accredited-Revoked*
  
- In assigning an accreditation status to a district, TEA considers
  - Academic accountability ratings
  - Financial accountability ratings
  - Data integrity
  - Program-area deficiencies identified through PBMAS (now called Results Driven Accountability, or RDA)
  
- The ILTexas Charter's 2019-2020 Accreditation Status is: ***Accredited***

# **ILTEXAS CHARTER & CAMPUS PERFORMANCE OBJECTIVES**



## Section 4

# Campus Performance Objectives

- Campus Improvement Plans (CIP)
  - ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253
  - ❑ Each CIP includes performance objectives (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
  - ❑ Each campus periodically measures progress toward its performance objectives
  - ❑ Updated CIPs for the 2019-20 school year (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



# 2020-2021 ILTexas Charter Goals

- **Goal #1**  
The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021
- **Goal #2**  
The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021
- **Goal #3**  
The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2021
- **Goal #4**  
The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021
- **Goal #5**  
The percent of teachers retained annually will increase from 76% to 80% by June 2021

# REPORT ON VIOLENT OR CRIMINAL INCIDENTS



## Section 5

# Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each District to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
  - ❑ Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
  - ❑ Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
  - ❑ Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2019-20 school year is available for review at the district's central office and at each campus in the district

# 2019-2020 Violent and Criminal Incidents

Reason Code	Description	Number of Incidents Across ILTexas Charter
12	Used, Exhibited, Or Possessed An Illegal Knife TEC §37.007(a) (1) (B) (Illegal knife blade longer than 5.5 inches)	2
14	Used, Exhibited, Or Possessed A Prohibited Weapon Under Penal Code §46.05 – TEC §37.007(a)(1)(D)	4
<b>ILTexas Charter Total</b>	<b>(2) Incident Types</b>	<b>6</b>

**Total Membership: 19,359**

# School Violence Prevention and Interventions Activities

- Threat Assessment Team Training (HQ level and campus level)
- Trauma Informed Care staff training (charter wide)
- ILTexas Charter-wide Emergency Operations Plan
- ILTexas Charter Director of Safety and Security
- ILTexas Charter-wide Student Code of Conduct
- Conflict Resolution
- ILTexas Charter-wide Security Doors and Cameras (all campuses)
- Red Ribbon Week – Drug Prevention Activities
- Dating Violence Awareness
- Anti-bullying Awareness
- Suicide Awareness/Prevention
- Resiliency Awareness
- Managing Anger/Self-Control

# STUDENT PERFORMANCE IN POSTSECONDARY INSTITUTIONS



## Section 6

# Student Performance in Postsecondary Institutions

- TEC Section 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
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report is for 2017-18 High School Graduates
  - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2017-18 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2019
  - ❑ For each student, the grade points and college-level semester credit hours earned by the student in Fall 2018, Spring 2019, and Summer 2019 are added together and averaged to determine the GPA

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
<b>INTERNATIONAL LEADERSHIP OF TEXAS (ILT)</b>								
	057848003 INTERNATIONAL LEADERSHIP OF TEXAS - GARLAND H S							
	Four-Year Public University	24	8	6	5	1	3	1
	Two-Year Public Colleges	50	14	9	6	6	8	7
	Independent Colleges & Universities	7						
	Not Trackable	7						
	Not Found	23						
	Total High School Graduates	111						
	057848006 INTERNATIONAL LEADERSHIP OF TEXAS H S - ARLINGTON							
	Four-Year Public University	12	5	4	0	0	3	0
	Two-Year Public Colleges	32	12	2	2	10	5	1
	Independent Colleges & Universities	3						
	Not Trackable	7						
	Not Found	11						
	Total High School Graduates	65						
	057848009 INTERNATIONAL LEADERSHIP OF TX-KELLER-SAGINAW H S							
	Four-Year Public University	8	1	1	2	3	1	0
	Two-Year Public Colleges	11	3	1	0	5	0	2
	Independent Colleges & Universities	2						
	Not Trackable	1						
	Not Found	10						
	Total High School Graduates	32						



# Questions/Discussions

- Opportunity for Questions and Comments from School Board
- Opportunity for Comments from the Community



For more information,  
please contact:

*Eddie Conger*  
*Superintendent*  
*[econger@iltexas.org](mailto:econger@iltexas.org)*  
*972-479-9078*

## Cover Sheet

### PRESENTATION OF PLAN OF FINANCE RE ISSUANCE OF BONDS

<b>Section:</b>	IV. PRESENTATION OF PLAN OF FINANCE RE ISSUANCE
OF BONDS	
<b>Item:</b>	A. PRESENTATION OF PLAN OF FINANCE RE ISSUANCE
OF BONDS	
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Board Plan of Finance Presentation (2021-02-24).pdf



# Plan of Finance *2021 Bonds*

# Strategic Capital Plan Overview

## 2020-21 School Year: Expansion Plan Update

- Updating plans provided in the Series 2018 Official Statement, ILTexas is implementing a multi-faceted approach to its next phase of growth.
  - Existing High School locations at Keller-Saginaw and Katy-Westpark are in the process of expanding capacity through pre-planned Phase 2 expansions at each campus, allowing ILTexas to achieve economies of scale within existing triads (see following maps for more detail)
  - Previously leased Windmill Lakes-Orem High School was purchased in 2020. The property will be remodeled and redeveloped at significant net savings compared to a new build
  - Aggieland High School and Southern Dallas County High School will be built to accommodate 9-12<sup>th</sup> grade student (high school students currently occupy leased space near existing K-8 buildings)
- ILTexas headquarters will consolidated from leased office space spread across four buildings to a single facility. This will bring workforce savings and other benefits while accommodating current administrative and support staff

# Series 2021 Project Detail

Property	Estimated Cost
Headquarters Land & Buildout	\$9,300,000
Aggieland High School Land	\$3,200,000
Southern Dallas Co. High School Land	\$3,200,000
Windmill Lakes-Orem High School Church Purchase	\$13,200,000
Katy-Westpark High School Expansion	\$9,600,000
Keller-Saginaw High School Expansion	\$9,700,000
Keller-Saginaw Athletic Fields	\$1,800,000
<b>Total Projects</b>	<b>\$50,000,000</b>

# Project Timing

Property	Estimated Project Completion Date
Headquarters Land & Buildout	Purchase – Dec 2020, Complete Jul 2021
Aggieland High School Land	Land - Completed; Campus Opening Aug 2023
Southern Dallas Co. High School Land	Land – Dec 2020; Campus Opening Aug 2023
Windmill Lakes-Orem High School Church Remodel	Purchase - Completed; Remodeling Aug 2022
Katy-Westpark High School Expansion	Campus Expansion Complete Aug 2021
Keller-Saginaw High School Expansion	Campus Expansion Complete Aug 2021
Keller-Saginaw Athletic Fields	Complete Jun 2021

# Series 2021 Sources & Uses

<b>Sources of Funds</b>	
Par Amount	\$45,250,000
Premium	\$6,744,846
<b>Total Sources</b>	<b>\$51,944,846</b>
<b>Uses of Funds</b>	
BBVA Line of Credit Payoff	\$40,000,000
Additional Construction Fund	\$10,000,000
Costs of Issuance	\$819,195
Charter Reserve Fund	\$1,175,651
<b>Total Uses</b>	<b>\$51,944,846</b>

## Assumptions

1. Proforma Series 2021 based on CIP of \$50 million
2. PSF market rates as of February 12, 2021

# Historical & Proforma Bond Debt

Fiscal Year Ending Jun 30	Debt Service - Series 2015 Bonds			Debt Service - Series 2018A-B			Debt Service - Series 2018D-E			Pro-Forma Series 2021		
	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total
2021	2,040,000	5,833,413	7,873,413	710,455	3,371,319	4,081,774	3,055,000	21,115,228	24,170,228			-
2022	2,160,000	5,724,063	7,884,063	850,182	3,328,692	4,178,874	5,285,000	20,871,066	26,156,066	0	1,242,738	1,242,738
2023	2,260,000	5,621,850	7,881,850	1,005,793	3,277,681	4,283,474	5,600,000	20,560,213	26,160,213	805,000	1,649,225	2,454,225
2024	2,365,000	5,514,897	7,879,897	1,057,341	3,217,333	4,274,674	5,930,000	20,235,316	26,165,316	845,000	1,607,975	2,452,975
2025	2,475,000	5,402,972	7,877,972	1,129,881	3,153,893	4,283,774	6,245,000	19,914,544	26,159,544	890,000	1,564,600	2,454,600
2026	2,585,000	5,285,959	7,870,959	985,000	3,086,100	4,071,100	6,565,000	19,594,294	26,159,294	935,000	1,518,975	2,453,975
2027	2,705,000	5,156,866	7,861,866	1,045,000	3,027,000	4,072,000	6,910,000	19,248,781	26,158,781	985,000	1,470,975	2,455,975
2028	2,845,000	5,016,522	7,861,522	1,105,000	2,964,300	4,069,300	7,280,000	18,876,294	26,156,294	1,035,000	1,420,475	2,455,475
2029	2,985,000	4,869,003	7,854,003	1,865,000	1,202,397	3,067,397	7,675,000	18,483,725	26,158,725	1,085,000	1,367,475	2,452,475
2030	3,140,000	4,712,050	7,852,050	1,980,000	2,317,884	4,297,884	8,110,000	18,049,094	26,159,094	1,145,000	1,311,725	2,456,725
2031	3,300,000	4,547,025	7,847,025	2,150,000	2,225,616	4,375,616	8,590,000	17,568,969	26,158,969	1,200,000	1,253,100	2,453,100
2032	3,470,000	4,367,038	7,837,038	2,335,000	2,125,426	4,460,426	9,100,000	17,060,381	26,160,381	1,255,000	1,198,000	2,453,000
2033	3,660,000	4,170,963	7,830,963	2,530,000	2,016,615	4,546,615	9,635,000	16,521,750	26,156,750	1,310,000	1,146,700	2,456,700
2034	3,860,000	3,964,163	7,824,163	2,745,000	1,898,717	4,643,717	10,205,000	15,951,350	26,156,350	1,360,000	1,093,300	2,453,300
2035	4,075,000	3,745,950	7,820,950	2,980,000	1,770,800	4,750,800	10,825,000	15,333,206	26,158,206	1,415,000	1,037,800	2,452,800
2036	4,300,000	3,515,638	7,815,638	3,235,000	1,631,932	4,866,932	11,495,000	14,663,606	26,158,606	1,475,000	980,000	2,455,000
2037	4,535,000	3,267,006	7,802,006	3,510,000	1,481,181	4,991,181	12,205,000	13,952,606	26,157,606	1,535,000	919,800	2,454,800
2038	4,795,000	2,998,769	7,793,769	3,805,000	1,317,615	5,122,615	12,960,000	13,197,656	26,157,656	1,595,000	857,200	2,452,200
2039	5,070,000	2,715,150	7,785,150	4,130,000	1,140,302	5,270,302	13,760,000	12,396,056	26,156,056	1,660,000	792,100	2,452,100
2040	5,365,000	2,415,144	7,780,144	4,480,000	947,844	5,427,844	14,620,000	11,535,519	26,155,519	1,730,000	724,300	2,454,300
2041	5,670,000	2,097,888	7,767,888	4,860,000	739,076	5,599,076	15,545,000	10,611,716	26,156,716	1,790,000	662,850	2,452,850
2042	6,000,000	1,762,375	7,762,375	5,275,000	512,600	5,787,600	16,530,000	9,629,419	26,159,419	1,845,000	608,325	2,453,325
2043	6,345,000	1,407,456	7,752,456	5,725,000	266,785	5,991,785	17,575,000	8,584,953	26,159,953	1,900,000	552,150	2,452,150
2044	6,710,000	1,032,125	7,742,125	-	-	-	18,685,000	7,474,491	26,159,491	1,960,000	494,250	2,454,250
2045	7,095,000	635,231	7,730,231	-	-	-	19,865,000	6,293,897	26,158,897	2,020,000	434,550	2,454,550
2046	7,500,000	215,625	7,715,625	-	-	-	21,120,000	5,038,731	26,158,731	2,080,000	373,050	2,453,050
2047	-	-	-	-	-	-	22,455,000	3,704,247	26,159,247	2,145,000	309,675	2,454,675
2048	-	-	-	-	-	-	23,870,000	2,285,544	26,155,544	2,210,000	244,350	2,454,350
2049	-	-	-	-	-	-	25,380,000	777,263	26,157,263	2,275,000	177,075	2,452,075
2050	-	-	-	-	-	-	-	-	-	2,345,000	107,775	2,452,775
2051	-	-	-	-	-	-	-	-	-	2,420,000	36,300	2,456,300
	<u>107,310,000</u>	<u>95,995,138</u>	<u>203,305,138</u>	<u>59,493,652</u>	<u>47,021,108</u>	<u>106,514,760</u>	<u>257,075,000</u>	<u>399,529,913</u>	<u>756,604,913</u>	<u>45,250,000</u>	<u>27,156,813</u>	<u>72,406,813</u>





# Historical & Proforma Debt Service Coverage

Fiscal Year Ending June 30,	Net Available Revenues <sup>(1)</sup>	Existing Debt Service Requirements					Historical Debt Service Coverage	Pro-Forma		Pro-Forma Debt Service Coverage
		Capital Leases & Loans	2015A/B Debt Service Requirements	2018A-C Debt Service Requirements	2018D-E Debt Service Requirements	Outstanding Debt Service Requirements		Series 2021 Debt Service Requirements	Total Debt Service Requirements	
2021	62,655,002	160,317	7,873,413	4,081,774	24,170,228	36,285,732	1.73x	-	36,285,732	1.73x
2022	72,292,855	123,160	7,884,063	4,178,874	26,156,066	38,342,162	1.89x	1,242,738	39,584,901	1.83x
2023	70,771,921	39,880	7,881,850	4,283,474	26,160,213	38,365,417	1.84x	2,454,225	40,819,642	1.73x
2024	69,797,904	-	7,879,897	4,274,674	26,165,316	38,319,887	1.82x	2,452,975	40,772,862	1.71x
2025	65,558,877	-	7,877,972	4,283,774	26,159,544	38,321,290	1.71x	2,454,600	40,775,890	1.61x
2026	65,558,877	-	7,870,959	4,071,100	26,159,294	38,101,353	1.72x	2,453,975	40,555,328	1.62x
2027	65,558,877	-	7,861,866	4,072,000	26,158,781	38,092,647	1.72x	2,455,975	40,548,622	1.62x
2028	65,558,877	-	7,861,522	4,069,300	26,156,294	38,087,116	1.72x	2,455,475	40,542,591	1.62x
2029	65,558,877	-	7,854,003	3,067,397	26,158,725	37,080,125	1.77x	2,452,475	39,532,600	1.66x
2030	65,558,877	-	7,852,050	4,297,884	26,159,094	38,309,028	1.71x	2,456,725	40,765,753	1.61x
2031	65,558,877	-	7,847,025	4,375,616	26,158,969	38,381,610	1.71x	2,453,100	40,834,710	1.61x
2032	65,558,877	-	7,837,038	4,460,426	26,160,381	38,457,845	1.70x	2,453,000	40,910,845	1.60x
2033	65,558,877	-	7,830,963	4,546,615	26,156,750	38,534,328	1.70x	2,456,700	40,991,028	1.60x
2034	65,558,877	-	7,824,163	4,643,717	26,156,350	38,624,230	1.70x	2,453,300	41,077,530	1.60x
2035	65,558,877	-	7,820,950	4,750,800	26,158,206	38,729,956	1.69x	2,452,800	41,182,756	1.59x
2036	65,558,877	-	7,815,638	4,866,932	26,158,606	38,841,176	1.69x	2,455,000	41,296,176	1.59x
2037	65,558,877	-	7,802,006	4,991,181	26,157,606	38,950,794	1.68x	2,454,800	41,405,594	1.58x
2038	65,558,877	-	7,793,769	5,122,615	26,157,656	39,074,040	1.68x	2,452,200	41,526,240	1.58x
2039	65,558,877	-	7,785,150	5,270,302	26,156,056	39,211,508	1.67x	2,452,100	41,663,608	1.57x
2040	65,558,877	-	7,780,144	5,427,844	26,155,519	39,363,507	1.67x	2,454,300	41,817,807	1.57x
2041	65,558,877	-	7,767,888	5,599,076	26,156,716	39,523,679	1.66x	2,452,850	41,976,529	1.56x
2042	65,558,877	-	7,762,375	5,787,600	26,159,419	39,709,394	1.65x	2,453,325	42,162,719	1.55x
2043	65,558,877	-	7,752,456	5,991,785	26,159,953	39,904,194	1.64x	2,452,150	42,356,344	1.55x
2044	65,558,877	-	7,742,125	-	26,159,491	33,901,616	1.93x	2,454,250	36,355,866	1.80x
2045	65,558,877	-	7,730,231	-	26,158,897	33,889,128	1.93x	2,454,550	36,343,678	1.80x
2046	65,558,877	-	7,715,625	-	26,158,731	33,874,356	1.94x	2,453,050	36,327,406	1.80x
2047	65,558,877	-	-	-	26,159,247	26,159,247	2.51x	2,454,675	28,613,922	2.29x
2048	65,558,877	-	-	-	26,155,544	26,155,544	2.51x	2,454,350	28,609,894	2.29x
2049	65,558,877	-	-	-	26,157,263	26,157,263	2.51x	2,452,075	28,609,338	2.29x
2050	65,558,877	-	-	-	-	-	-	2,452,775	2,452,775	26.73x
2051	65,558,877	-	-	-	-	-	-	2,456,300	2,456,300	26.69x

# Timeline

## **PROPOSED SERIES 2021 BOND ISSUANCE**

- Late November 2020 – Meeting with Moody's
  - Early January 2021 – Rating Indication Received (Baa3, Stable Outlook)
  - Late January 2021 – PSF application submitted
  - Late February 2021 – Preliminary PSF approval received
- 
- March 2021 – Finalize finance team, begin bond document drafting
  - March 17, 2021 – Board delegate authority to approve bonds and sign BPA
  - April 2021 – Post Preliminary Official Statement
  - Early May 2021 – Series 2021 Pricing
  - Late May 2021 – Bond close anticipated
  - August 2021 – Classes begin in new school buildings

# Cover Sheet

## SUPERINTENDENT-CEO REPORT

**Section:** VI. Superintendent-CEO Report and Information Items  
**Item:** A. SUPERINTENDENT-CEO REPORT  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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# Cover Sheet

## SCHOOL LEADERSHIP REPORT

**Section:** VI. Superintendent-CEO Report and Information Items  
**Item:** B. SCHOOL LEADERSHIP REPORT  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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## Cover Sheet

### DEPUTY SUPERINTENDENT OF ACADEMIC STUDENT SERVICES REPORT

**Section:** VI. Superintendent-CEO Report and Information Items  
**Item:** C. DEPUTY SUPERINTENDENT OF ACADEMIC STUDENT  
SERVICES REPORT  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Combined DSACAD Report Items 20210224.pdf

# **ILTexas Academic Officer Board Report**

February 24, 2021  
Presented by: Dr. Laura Carrasco





# Today we completed day 3 of Cycle 5!

Cycle 5 is the longest cycle of the school year; thus, making it a little easier to facilitate the missed days of instruction due to the winter storm.

## Cycle 5 Blank Instructional Planning Calendar

Cycle 5 Assessment Calendar		ADJUSTED DUE TO SCHOOL CLOSINGS: Click <a href="#">HERE</a> for a stand alone IPC that you can make a copy of or download [23 DAYS OF FIRST/DIRECT INSTRUCTION + 6 INDEPENDENT STUDY DAYS= 29 Days]				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
CLOSED ALL WEEK	Feb 15	Feb 16	Feb 17	Feb 18	Feb 19	
	PLC & Data Day	*FIRST DAY OF Cycle 5 [A Day for high schools]	Independent Study			
Cycle 5 Week #1 *Content PLCs with Charter Peers This Week	Feb 22	Feb 23	Feb 24	Feb 25	Feb 26	
			Independent Study & Awards Day Option 1			
Cycle 5 Week #2	Mar 1	Mar 2	Mar 3	Mar 4	Mar 5	
			Independent Study & Awards Day Option 2			
Cycle 5 Week #3 *Content PLCs with Charter Peers This Week	Mar 8	Mar 9	Mar 10	Mar 11	Mar 12	
			Independent Study			
CLOSING BREAK	Mar 15	Mar 16	Mar 17	Mar 18	Mar 19	



**ILTexas Charter-Wide Day for Professional Growth**  
*Finish Strong:*  
*Relationships, Relevance, Rigor & Results*  
**February 12, 2021**



# ILTexas February 2021 Charter-wide PD Day

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

德克萨斯州国际领袖学校旨在培养学生  
在国际社会中卓越的领导才能。  
我们强调学生在熟练掌握英语、西班牙  
语和中文的前提下  
加强奉献式的领导精神及身体、头脑和  
品德的锻炼

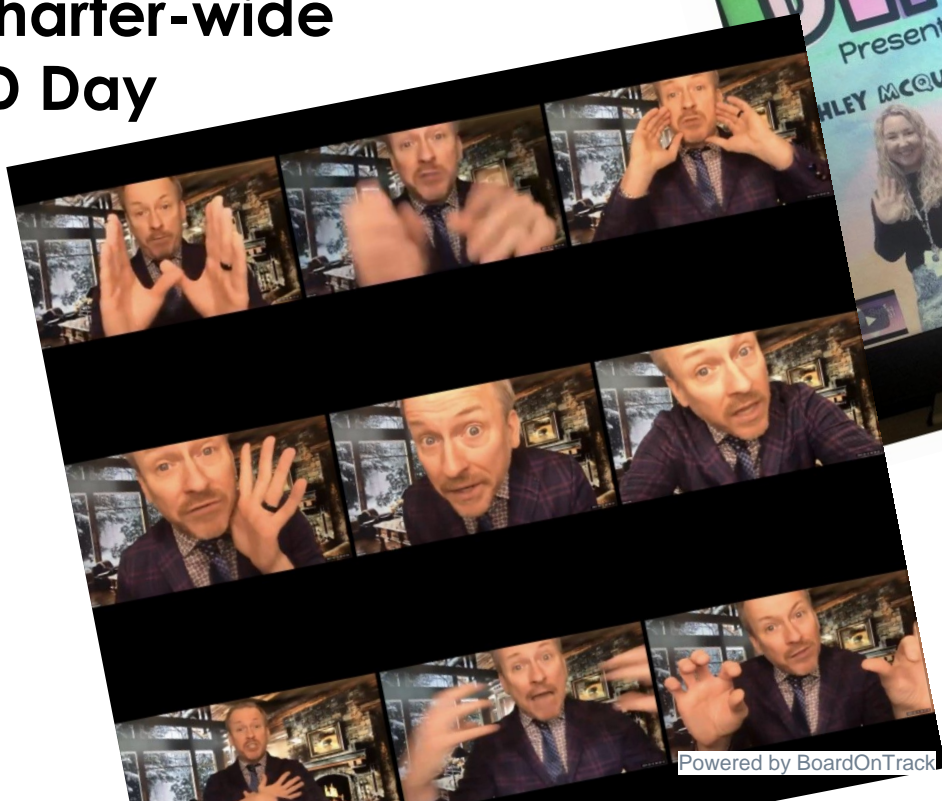
## SCHEDULE

7:45 a.m. - 8:00 a.m. Superintendent's Welcome (All ILTexas faculty & staff)  
[Charterwide Webinar Link](#) (Meeting ID 93786223561)

8:00 a.m. - 9:50 a.m. **Ron Clark on Building Relationships and Engagement**

Attendance: Charterwide teachers, instructional support staff and campus administrators, (same webinar link as above) [Charterwide Webinar Link](#) (Meeting ID 93786223561)

# ILTexas February 2021 Charter-wide PD Day



Powered by BoardOnTrack



# Intercultural Committee Highlights: Lunar New Year & Black History Month



# Class of 2021, Initial College Acceptances



## ABILENE CHRISTIAN UNIVERSITY

ESMERALDA AGUILLON-HUERTA  
AMARI GRAHAM  
AJAREE MASSAQUOI

## ARIZONA STATE UNIVERSITY (MAIN CAMPUS)

LESLIE ROBLES  
SHALEM SCHIELER

## BABSON COLLEGE

ETHAN HARRIS

## BELMONT ABBEY COLLEGE

SIERRA TETTLETON

## CORBAN UNIVERSITY

CHARLES HOOVER

## DALLAS BAPTIST UNIVERSITY

ESMERALDA AGUILLON-HUERTA  
DESTINY EHIObU  
ISIDRO FLORES  
AMARI GRAHAM  
CHARLES HOOVER  
KATHERINE JAQUISS

## ALBION COLLEGE

ISMAEL CADENA  
ALANI DE LOS SANTOS  
ELIANA GAITAN  
NYAZIA GUSTINVIL  
KATHELYN HERRERA  
KATHERINE JAQUISS  
AJAREE MASSAQUOI  
OMEGA MCCREE  
CHLOE MINOR  
MIKELLA NGUYEN  
ALYSAH PANTORILLA  
LESLIE RODRIGUEZ GARCIA  
DAISHA RUSSELL  
SHALEM SCHIELER  
LEONOR VERA  
LINDA VERA

## DEPAUL UNIVERSITY

KEYONNA BROWN  
LESLIE ROBLES

## FORDHAM UNIVERSITY

LEONOR VERA

## HOUSTON BAPTIST

## ALBRIGHT COLLEGE

KIARA GOMES

## ANGELO STATE UNIVERSITY

ALEXIS COLE  
GIDEON MCMICKLE  
LORENE STOVALL

## AUSTIN COLLEGE

MIKELLA NGUYEN

## BARRY UNIVERSITY

CHARLES HOOVER  
AJAREE MASSAQUOI

## CARROLL UNIVERSITY

MADISON REEDY

## DALLAS CHRISTIAN UNIVERSITY

CHARLES HOOVER

## EASTERN NAZARENE COLLEGE

CHARLES HOOVER

## FRIENDS UNIVERSITY

MADISON REEDY

## ALFRED UNIVERSITY

SIERRA TETTLETON

## ARIZONA STATE U (DOWNTOWN)

KATHERINE JAQUISS  
KAROLINA MELLA

## AZUSA PACIFIC UN

AMARI GRAHAM

## BAYLOR UNIVERS

MICHELLE CABRERA

## CONCORDIA UNIV (TEXAS)

HAILEY COLE  
ALANI DE LOS SANT  
AMARI GRAHAM

## FLORIDA SOUTHE COLLEGE

CHARLES HOOVER

## GRAND CANYON UN

NOAH JACKSON



# Class of 2021 Continued

## **AGPHS** (40% accepted to college)

Arianna Nguyen was accepted to Northeastern University! Her financial aid will be a full scholarship with 0 loans!

Neithen Torres-Perez was accepted to University of Miami. He was thinking about not going to college but now has this amazing option.

We are trying to connect him with the ROTC program there!

## **GHS** (53% accepted to college)

Amit Kumar-Hermosillo and Alicia Contreras were accepted to University of Michigan and received their ASP scholarship!

Anh Truong was accepted to UT Austin Engineering Honors Program and received a \$16,000 scholarship, which fully covers all of her tuition + expenses

Reine Watkins and Diane Kim both received full scholarships from the Texas A&M Commerce Honors College

## **KSHS** (67% accepted to college)

Omega McCree will join her sister (Genesis McCree, KSHS '18) at WashU!

Ria Jain was accepted to University of Michigan and received their ASP scholarship!

## **KWHS** (52% accepted to college)

Arturo Joya was accepted to University of Michigan and received their ASP scholarship!

Jason Martinez was accepted to Northeastern University and will have a full scholarship with 0 loans!



## Cycle 5 Blank Instructional Planning Calendar

Cycle 5 Assessment Calendar ADJUSTED DUE TO SCHOOL CLOSINGS: <a href="#">Click HERE</a> for a stand alone IPC that you can make a copy of or download [23 DAYS OF FIRST/DIRECT INSTRUCTION + 6 INDEPENDENT STUDY DAYS= 29 Days]					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>CLOSED ALL WEEK</b>	Feb 15	Feb 16	Feb 17	Feb 18	Feb 19
	<i>PD &amp; Data Day</i>	*FIRST DAY OF Cycle 5 [A Day for high schools]	Independent Study		
Cycle 5 Week #1 *Content PLCs with Charter Peers This Week	Feb 22	Feb 23	Feb 24	Feb 25	Feb 26
			Independent Study & Awards Day Option 1		
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			Independent Study & Awards Day Option 2		
Cycle 5 Week #3 *Content PLCs with Charter Peers This Week	Mar 8	Mar 9	Mar 10	Mar 11	Mar 12
			Independent Study		
<b>SPRING BREAK</b>	Mar 15	Mar 16	Mar 17	Mar 18	Mar 19
	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
Cycle 5 Week #4 *Content PLCs with Charter Peers This Week	Mar 22	Mar 23	Mar 24	Mar 25	Mar 26
			Independent Study		
Cycle 5 Week #5	Mar 29	Mar 30	Mar 31	Apr 1	Apr 2
			Independent Study		Student/Teacher Holiday
Cycle 5 Week # 6 *Content PLCs with Charter Peers This Week	Apr 5	Apr 6	Apr 7	Apr 8	Apr 9
			Independent Study		*LAST DAY OF CYCLE 5 - Grades due by 8am on Monday Apr 12
	Apr 12	Apr 13			

<i>Week #1 of Cycle 6: Finish Strong!</i>	<i>Campus Data Day</i>	International Leadership of Texas, Inc. - February 24, 2021 Regular	Board Meeting - Agenda - Wednesday February 24, 2021 at 6:15 PM		
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\*Frist day of cycle 6



# ILTexas Charter-Wide Day for Professional Growth

*Finish Strong:*

*Relationships, Relevance, Rigor & Results*

**February 12, 2021**



The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

德克萨斯州国际领袖学校旨在培养学生在国际社会中卓越的领导才能。我们强调学生在熟练掌握英语，西班牙语和中文的前提下加强奉献式的领导精神及身体，头脑和品德的锻炼

## SCHEDULE

7:45 a.m. - 8:00 a.m. Superintendent's Welcome **(All ILTexas faculty & staff)**  
[Charterwide Webinar Link](#) **(Meeting ID 93786223561)**

8:00 a.m. - 9:50 a.m. **Ron Clark on Building Relationships and Engagement**  
**Audience:** Charterwide teachers, instructional support staff and campus administrators, (same webinar link as above) [Charterwide Webinar Link](#) **(Meeting ID 93786223561)**

[Link to Exit Ticket to be completed at the end of the day](#)

**10:00 a.m. - 4:00 p.m.**

**PD by Department/Grade Band:**

**Campus Instructional Coaches and Instructional Aides may choose which sessions to attend.**

DEPARTMENT	AGENDA LINK
K-2 DLI Teachers	Morning ( <a href="#">RLA Link - Check your grade level tab</a> ); <a href="#">Afternoon</a> (Math)
3-5 RLA DLI & 6-12 English	<a href="#">RLA Link - Check your grade level tab</a>
3-5 MATH DLI & 6-12 Math	<a href="#">Math Department PD Agenda</a>
3-5 SCIENCE DLI and 6-12 Science	<a href="#">Science Dept PD Agenda</a>
3-5 SOCIAL STUDIES DLI and 6-12 SOCIAL STUDIES	<a href="#">Social Studies Dept Agenda</a>

CHINESE FLES (K-5) & LOTE (6-12)	<a href="#">Chinese Department Agenda</a>
SPANISH LOTE (6-12)	<a href="#">Agenda</a>
FINE ARTS	<a href="#">Fine Arts Agenda</a>
SPECIAL EDUCATION	<a href="#">Agenda</a>
DYSLEXIA	Dyslexia Facilitators <a href="https://zoom.us/j/94508157689">https://zoom.us/j/94508157689</a>  <a href="#">Dyslexia Facilitator PD</a>
FITNESS	Athletic Coordinators 10:00am -12:00pm Coordinators with Campus 1:00pm-4:00pm <a href="https://zoom.us/j/91372270999">https://zoom.us/j/91372270999</a>
CTE	1:00pm New CTE Teachers this year 1:30pm All CTE Teachers ZOOM ID: MrGMeetsHere (3107219429) <a href="#">Agenda</a>
MEDIA SPECIALISTS	<a href="#">Media Specialist Agenda</a>
CAMPUS LEADERSHIP	<a href="#">10-4pm Agenda for Principals, APs</a>
ADMINISTRATIVE ASSISTANTS	<a href="#">Administrative Assistants PD Agenda</a>
FINANCE	Finance Updates 1-3 PM Required- Budget Clerks optional Admin. Assist. <a href="https://zoom.us/j/99730542001">https://zoom.us/j/99730542001</a>

ENROLLMENT	District Registrars are meeting with individual campus personnel. Campus personnel have been informed of the schedule.
PEIMS/ SKYWARD	District Registrars are meeting with individual campus personnel. Campus personnel have been informed of the schedule.
COUNSELING	<a href="#">Agenda</a> 10am - 4pm
HEALTH SERVICES	<a href="#">HS Agenda</a> 10:00 a.m.-4:00 p.m.
FACILITIES/ TRANSPORTATION	Not meeting
TECHNOLOGY	Campus Technician PD - AM - Campus Support PM PD Sessions 1pm - 4pm (Destiny, Eduphoria, Bell systems, Troubleshooting process)

[Link to Exit Ticket to be completed at the end of the day](#)

## Be On Time

Sé Puntual

守时

(shǒu shí)

## Be Responsible

Sé Responsable

负责

(fù zé)

## Be Respectful

Sé respetuoso

尊重

(zūn zhòng)

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		<b>UNIVERSITY OF MICHIGAN</b> RIA JAIN	
		<b>UNIVERSITY OF NORTH TEXAS AT DALLAS</b> TANYA DE LA CRUZ PACHECO CASSIDY GIBBS GABRIELA HERNANDEZ VAZQUEZ ABIGAIL MORALES SOPHIE PACE DAISHA RUSSELL NATALIE SANUDO	
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 ALONDRA FLORES MERCADO  
**HARDIN-SIMMONS UNIVERSITY**  
 EDWARD BELL  
 VALERY ORTIZ  
**HAWAII PACIFIC UNIVERSITY**  
 KENICHIRO YAMAKOSHI  
**INDIANA UNIVERSITY**  
 YUELING QIU  
**JUNIATA COLLEGE**  
 LESLIE ANDRADE  
 ALICIA CONTRERAS  
 GISELLE GARCIA  
 LIZBETH ROSAS MUNOZ  
**MIDWESTERN STATE UNIVERSITY**  
 MICHELLE CHAMBERLIN  
 AISHA GARCIA  
 GISELLE GARCIA  
 JESUS MARTINEZ  
 MOYINOLUWA MONIJESU  
 VALERY ORTIZ  
 MICHELLE OSORTO  
 CLAUDIA RUIZ  
 STEPHANY TORRES  
**RENSSELAER POLYTECHNIC INSTITUTE**  
 AMIT KUMAR-HERMOSILLO  
**SAM HOUSTON STATE UNIVERSITY**  
 JAZMIN CARLOS  
 ALONDRA FLORES MERCADO  
 GISELLA FLORES  
 GISELLE GARCIA  
 OLAF JARAMILLO-GUZMAN  
 SAVANNAH MARTINEZ  
 SOFIA MUNOZ  
 VALERY ORTIZ  
 CLAUDIA RUIZ  
 STEPHANY TORRES  
 OMAR VALDIVIA  
**TEXAS A&M INTERNATIONAL-UNIVERSITY**  
 EDWARD BELL  
 GLENDASOLIS TORRES  
**TEXAS A&M UNIVERSITY-TEXARKANA**  
 ALONDRA FLORES MERCADO  
**TEXAS SOUTHERN UNIVERSITY**  
 JAZMIN CARLOS  
 GWENETH FLORES  
**TEXAS STATE UNIVERSITY**  
 CHLOE BROADWELL  
 ASHERINA EBBY  
 SAVANNAH MARTINEZ  
**TEXAS TECH UNIVERSITY**  
 MOHAMAD LABABIDI  
 HENRY PASCHALL  
**THE COLLEGE OF WOOSTER**  
 KEEGAN TRAN  
**THE OHIO STATE UNIVERSITY**  
 YIHAN ZHU  
**THE UNIVERSITY OF TEXAS AT AUSTIN**  
 ISRAA AKHTAR  
 MOHAMAD LABABIDI  
 NGOC ANH TRUONG  
**THE UNIVERSITY OF TEXAS AT DALLAS**  
 JESUS CAPETILLO  
 JAZMIN CARLOS  
 ZIYANG CHEN  
 AYAH ELKHALED  
 CHUDI LIU  
 NGOC ANH TRUONG  
 MICHAEL YLAGAN  
**UNIVERSITY OF ARKANSAS**  
 CHLOE BROADWELL  
 ALICIA CONTRERAS  
**UNIVERSITY OF LOUISVILLE**  
 ALICIA CONTRERAS  
**UNIVERSITY OF MASSACHUSETTS**  
 LESLIE ANDRADE  
 DIANE KIM  
**UNIVERSITY OF NEW ENGLAND**  
 ASHERINA EBBY  
**UNIVERSITY OF MINNESOTA**  
 ZIQI YANG  
**UNIVERSITY OF NEW MEXICO**  
 MICHAEL YLAGAN  
**UNIVERSITY OF NORTH TEXAS AT DALLAS**  
 LESLIE ANDRADE  
 CHLOE BROADWELL  
 JESUS CAPETILLO  
 JAZMIN CARLOS  
 ALONDRA FLORES MERCADO  
 SAUDY GARCIA PEREZ  
 MARIE KOROMA  
 MOYINOLUWA MONIJESU  
 DAMIEN NORIEGA  
 CLAUDIA RUIZ  
 STEPHANY TORRES  
 VANESA VIAYRA OCANAS

**ALBION COLLEGE**  
 LESLIE ANDRADE  
 ALICIA CONTRERAS  
 ASHERINA EBBY  
 GISELLA FLORES  
 DAVID GARCIA  
 GISELLE GARCIA  
 DIANE KIM  
 AMIT KUMAR-HERMOSILLO  
 DEVEN MOSLEY  
 TERRY NGO  
 EMMANUELA OKORONKWO  
 LIZBETH ROSAS MUNOZ  
 CLAUDIA RUIZ  
 GEORGE TESEN  
 KEEGAN TRAN  
 REINE WATKINS  
**ILLINOIS INSTITUTE OF TECHNOLOGY**  
 CHIH-LIN (ADAM) CHANG  
**LYCOMING COLLEGE**  
 LIZBETH ROSAS MUNOZ  
**MCPHERSON COLLEGE**  
 BRANDON CARRILLO  
**MONTANA STATE UNIVERSITY**  
 KATELYN KREIS  
**PACE UNIVERSITY**  
 SOFIA MUNOZ  
**PRAIRIE VIEW A&M UNIVERSITY**  
 KORIAN HURNDON  
 VICTORIA KELLY  
 DESIRAE RIPPETOE  
**ROSE-HULMAN INSTITUTE OF TECHNOLOGY**  
 AMIT KUMAR-HERMOSILLO  
**SCHREINER UNIVERSITY**  
 MICHAEL YLAGAN  
**STEPHEN F. AUSTIN STATE UNIVERSITY**  
 EDWARD BELL  
 JAZMIN CARLOS  
 GISELLE GARCIA  
 ARIEL GUZMAN  
 OLAF JARAMILLO-GUZMAN  
 VICTORIA KELLY  
 SAVANNAH MARTINEZ  
 SOFIA MUNOZ  
 MICHELLE OSORTO  
 HENRY PASCHALL  
 LIZBETH ROSAS MUNOZ  
 CLAUDIA RUIZ  
**TEXAS A&M UNIVERSITY-COMMERCE**  
 NAHOMI ABEBE  
 LESLIE ANDRADE  
 EDWARD BELL  
 CAROLINE CHRISTIAN  
 ASHERINA EBBY  
 DAVID GARCIA  
 XIMENA GOMEZ  
 ARIEL GUZMAN  
 KORIAN HURNDON  
 DIANE KIM  
 MARIE KOROMA  
 ITZEL MACIAS  
 JESUS MARTINEZ  
 SAVANNAH MARTINEZ  
 MOYINOLUWA MONIJESU  
 VANESSA MONTENEGRO  
 SOFIA MUNOZ  
 EMMANUELA OKORONKWO  
 HENRY PASCHALL  
 LIZBETH ROSAS MUNOZ  
 JAIME RUIZ MARTINEZ  
 CLAUDIA RUIZ  
**THE UNIVERSITY OF TEXAS AT SAN ANTONIO**  
 ALICIA CONTRERAS  
 ALONDRA FLORES MERCADO  
**THE UNIVERSITY OF TEXAS AT TYLER**  
 GWENETH FLORES  
 AMANDA GENTILI  
 JESUS MARTINEZ  
**UNIVERSITY OF ARIZONA**  
 ALICIA CONTRERAS  
**UNIVERSITY OF COLORADO (COLORADO SPRINGS)**  
 LESLIE ANDRADE  
 ALICIA CONTRERAS  
 JASMINE ESPINOSA  
 ALONDRA FLORES MERCADO  
 CLAUDIA RUIZ  
 KENICHIRO YAMAKOSHI  
**UNIVERSITY OF MICHIGAN**  
 ALICIA CONTRERAS  
 AMIT KUMAR-HERMOSILLO  
**UNIVERSITY OF OKLAHOMA**  
 RICHARD BLAIR  
**WEST TEXAS A&M UNIVERSITY**  
 EDWARD BELL  
 CHLOE BENFORD-WILLIAMS  
**WICHITA STATE UNIVERSITY**  
 XIMENA GOMEZ

**ANGELO STATE UNIVERSITY**  
 BRANDON CARRILLO  
 ALONDRA FLORES MERCADO  
 AISHA GARCIA  
 GISELLE GARCIA  
**COLORADO STATE UNIVERSITY**  
 XIMENA GOMEZ  
**DALLAS BAPTIST UNIVERSITY**  
 EDWARD BELL  
 ASHERINA EBBY  
 GISELLE GARCIA  
 ARIEL GUZMAN  
 JESUS MARTINEZ  
**HASTINGS COLLEGE**  
 MACKENZIE REICH  
**HOUSTON BAPTIST UNIVERSITY**  
 MOYINOLUWA MONIJESU  
**JARVIS CHRISTIAN COLLEGE**  
 KORIAN HURNDON  
**MANHATTAN COLLEGE**  
 LESLIE ANDRADE  
**MICHIGAN STATE UNIVERSITY**  
 ZIQI YANG  
**NEW YORK UNIVERSITY**  
 BOMING ZHANG  
**NORTHEASTERN UNIVERSITY**  
 AMIT KUMAR-HERMOSILLO  
**PENNSYLVANIA STATE UNIVERSITY**  
 ZIQI YANG  
**REGIS UNIVERSITY**  
 ALONDRA FLORES MERCADO  
 CLAUDIA RUIZ  
**ST. EDWARD'S UNIVERSITY**  
 JAZMIN CARLOS  
 XIMENA GOMEZ  
 CLAUDIA RUIZ  
**SOUTHERN METHODIST UNIVERSITY**  
 JESSIAH RUIZ  
**SUFFOLK UNIVERSITY**  
 LESLIE ANDRADE  
**TARLETON STATE UNIVERSITY**  
 CHLOE BENFORD-WILLIAMS  
 JAZMIN CARLOS  
 MICHELLE CHAMBERLIN  
 ALONDRA FLORES MERCADO  
 AISHA GARCIA  
 AMANDA GENTILI  
 ITZEL MACIAS  
 SOFIA MUNOZ  
 CLAUDIA RUIZ  
 STEPHANY TORRES  
**TEXAS A&M UNIVERSITY**  
 CHLOE BROADWELL  
 CAROLINE CHRISTIAN  
 AYAH ELKHALED  
 VICTORIA KELLY  
 DIANE KIM  
 AMIT KUMAR-HERMOSILLO  
 MOHAMAD LABABIDI  
 SYDNEY PARKER  
 NGOC ANH TRUONG  
**TEXAS WOMAN'S UNIVERSITY**  
 CHLOE BROADWELL  
 JAZMIN CARLOS  
 AMANDA GENTILI  
 SAVANNAH MARTINEZ  
 STEPHANY TORRES  
 VANESA VIAYRA OCANAS  
**THE UNIVERSITY OF TEXAS AT ARLINGTON**  
 NAHOMI ABEBE  
 EDWARD BELL  
 JAZMIN CARLOS  
 ADAM EL-HAJ  
 AYAH ELKHALED  
 JASMINE ESPINOSA  
 GISELLE GARCIA  
 AMANDA GENTILI  
 KORIAN HURNDON  
 KATELYN KREIS  
 MOHAMAD LABABIDI  
 CHUDI LIU  
 MOYINOLUWA MONIJESU  
 SOFIA MUNOZ  
 DAMIEN NORIEGA  
 STEPHANY TORRES  
 MICHAEL YLAGAN  
**UNIVERSITY OF COLORADO (DENVER)**  
 LESLIE ANDRADE  
**UNIVERSITY OF DALLAS**  
 JAZMIN CARLOS  
**UNIVERSITY OF MARYLAND**  
 ZIQI YANG  
**UNIVERSITY OF NORTH TEXAS**  
 NAHOMI ABEBE  
 LESLIE ANDRADE  
 CHLOE BROADWELL  
 BRANDON CARRILLO  
 CHIH-LIN CHANG  
 AYAH ELKHALED  
 JASMINE ESPINOSA  
 GISELLA FLORES  
 GISELLE GARCIA  
 HIRAM GARZA  
 ARIEL GUZMAN  
 OLAF JARAMILLO-GUZMAN  
 DIANE KIM  
 MOHAMAD LABABIDI  
 CHUDI LIU  
 MAURICIO MANCERA VALDEZ  
 SOPHIA MARTINEZ  
 MICHELLE OSORTO  
 LIZBETH ROSAS MUNOZ  
 GEORGE TESEN  
 KEEGAN TRAN  
 NGOC ANH TRUONG  
 OMAR VALDIVIA



# CONGRATULATIONS AGPHS CLASS OF 2021

## ABILENE CHRISTIAN UNIVERSITY

TONI COLBERT

## ANGELO STATE UNIVERSITY

JOANETTE HERNANDEZ-MARRERO

## ARKANSAS STATE UNIVERSITY

KAREN ESCOGIDO

## CONCORDIA UNIVERSITY (WISCONSIN)

DAVID OYEKOLA

## EAST TEXAS BAPTIST UNIVERSITY

DONOVAN CORNELL

## GRACE COLLEGE

MIA MEDELLIN

## HOLLINS UNIVERSITY

TONI COLBERT

## HOUSTON BAPTIST UNIVERSITY

MIA MEDELLIN

MICHAEL SU

EITHEN TORRES-PEREZ

## KALAMAZOO COLLEGE

KAREN ESCOGIDO

## LEWIS UNIVERSITY

MIA MEDELLIN

## LIBERTY UNIVERSITY

TONI COLBERT

AALIYAH WILLCOX

## MICHIGAN STATE UNIVERSITY

KAREN ESCOGIDO

## MISSISSIPPI STATE UNIVERSITY

KAREN ESCOGIDO

FAITH HARLAN

MIA MEDELLIN

## OUACHITA BAPTIST UNIVERSITY

MIA MEDELLIN

MICHAEL SU

## REGENT UNIVERSITY

FAITH HARLAN

## SOUTHERN METHODIST UNIVERSITY

ALDO HERNANDEZ GODINEZ

MICHAEL SU

## TEXAS A&M UNIVERSITY - COMMERCE

JOANETTE HERNANDEZ-MARRERO

HECTOR MARTINEZ REYES

## TEXAS A&M UNIVERSITY

CHIAGOZIEM EZE

ALDO HERNANDEZ GODINEZ

FABIANNA LAZO

ARIANA NGUYEN

MOSES RAMIREZ

SOPHIA ESQUER

## THE KING'S COLLEGE

MIA MEDELLIN

## THE UNIVERSITY OF TEXAS AT ARLINGTON

HUDA ALKHAFAJI

GIANELLA ALVAREZ- CONTRERAS

CHIAGOZIEM EZE

ALDO HERNANDEZ GODINEZ

CHAMORA JACKSON

ABIGAIL MANJARREZ

MICHELLE MARTINEZ

MIA MEDELLIN

DAVID OYEKOLA

ANMOL SHARMA

MICHAEL SU

## THE UNIVERSITY OF TEXAS AT SAN ANTONIO

KAREN ESCOGIDO

## UNIVERSITY OF CINCINNATI

AALIYAH WILLCOX

## UNIVERSITY OF DALLAS

TONI COLBERT

CHIAGOZIEM EZE

MICHAEL SU

## UNIVERSITY OF MIAMI

NEITHEN TORRES-PEREZ

## UNIVERSITY OF NEBRASKA

TONI COLBERT

FAITH HARLAN

## UNIVERSITY OF NORTH TEXAS AT DALLAS

NANCY CADENA

HECTOR MARTINEZ REYES

## UNIVERSITY OF NOTRE DAME

HERNAN BARAJAS CORTES

## UNIVERSITY OF OKLAHOMA

KAREN ESCOGIDO

## UNIVERSITY OF WISCONSIN

DAVID OYEKOLA

## WICHITA STATE UNIVERSITY

TONI COLBERT

FAITH HARLAN

MICHAEL SU

LITZY TAPIA

## ALBION COLLEGE

TONI COLBERT

EMELY ESPADIN-MARQUEZ

KAREN ESCOGIDO

JONATHAN SSEKIZIYIVU

## BELHAVEN UNIVERSITY

JAMEA JOHNSON

## DALLAS BAPTIST UNIVERSITY

LESLIE ALANIS

DONOVAN CORNELL

KAREN ESCOGIDO

ALDO HERNANDEZ GODINEZ

AXEL HERNANDEZ

JOANETTE HERNANDEZ-MARRERO

MIA MEDELLIN

MICHAEL SU

## JUNIATA COLLEGE

EMELY ESPADIN-MARQUEZ

## LANGSTON UNIVERSITY

TONI COLBERT

CHAMORA JACKSON

TRINITY WILLIAMS

## LOUISIANA STATE UNIVERSITY

MICHAEL SU

## LOYOLA UNIVERSITY CHICAGO

FAITH HARLAN

## MIDWESTERN STATE UNIVERSITY

LORNA-MABEL FOGWE

## NORTHEASTERN UNIVERSITY

ARIANA NGUYEN

## NORTHERN ARIZONA UNIVERSITY

FAITH HARLAN

## PRAIRIE VIEW A&M UNIVERSITY

OKIKIOLA AFOLABI

## SAM HOUSTON STATE UNIVERSITY

TONI COLBERT

FAITH HARLAN

## TARLETON STATE UNIVERSITY

ASHLEY ADEFOPE

## TEXAS A&M INTERNATIONAL UNIVERSITY

AXEL HERNANDEZ

## TEXAS CHRISTIAN UNIVERSITY

ALDO HERNANDEZ GODINEZ

MIA MEDELLIN

MICHAEL SU

NEITHEN TORRES-PEREZ

## TEXAS SOUTHERN UNIVERSITY

OKIKIOLA AFOLABI

## THE UNIVERSITY OF ALABAMA

FAITH HARLAN

## THE UNIVERSITY OF TEXAS AT AUSTIN

FABIANNA LAZO

ARIANA NGUYEN

ALLISON MENDOZA

## UNIVERSITY OF ARKANSAS

FAITH HARLAN

MIA MEDELLIN

## UNIVERSITY OF COLORADO (COLORADO SPRINGS)

AXEL HERNANDEZ

## UNIVERSITY OF DENVER

ARIANA NGUYEN

## UNIVERSITY OF MARY HARDIN BAYLOR

GIANELLA ALVAREZ-CONTRERAS

TONI COLBERT

KAREN ESCOGIDO

FAITH HARLAN

## UNIVERSITY OF NORTH TEXAS

SOPHIA ESQUER

ELAZEN CASTRO

TONI COLBERT

EMELY ESPADIN-MARQUEZ

CHIAGOZIEM EZE

KAREN ESCOGIDO

LORNA-MABEL FOGWE

ALDO HERNANDEZ GODINEZ

ARIANA NGUYEN

ANMOL SHARMA

MICHAEL SU

LITZY TAPIA

NEITHEN TORRES-PEREZ

DAMIAN WELS

## UNIVERSITY OF UTAH

ARIANA NGUYEN

## WEST TEXAS A&M UNIVERSITY

OKIKIOLA AFOLABI

## XAVIER UNIVERSITY

KAREN DIAZ



# Cover Sheet

## CHIEF ADMINISTRATIVE OFFICER REPORT

<b>Section:</b>	VI. Superintendent-CEO Report and Information Items
<b>Item:</b>	D. CHIEF ADMINISTRATIVE OFFICER REPORT
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Authorized Board Report 2.24.2021.pdf Authorized Board Notification 2.24.21.pdf



INTERNATIONAL LEADERSHIP OF TEXAS

**Faculty and Support Staff New Hires  
Subsequent to January 27, 2021  
For Board Notification on February 24, 2021**

<b>NEW HIRES FOR THE 20/21 SCHOOL YEAR</b>			
<b>Position</b>	<b>Position Assignment</b>	<b>Building</b>	<b>Start Date</b>
PARA - CAMPUS	CAMPUS TECHNICIAN	HOUSTON OREM EL	02/01/2021
TEACHER	INTERVENTIONIST	Garland Middle	02/15/2021
TEACHER	ELEMENTARY	SAGINAW ELEMENT	02/17/2021
STIPEND INSTRUCTIONAL	SPECIAL EDUCATION	HOUSTON OREM EL	02/01/2021
TEACHER	ELEMENTARY	HOUSTON OREM EL	02/01/2021
TEACHER	ELEMENTARY	HOUSTON OREM EL	02/01/2021
TEACHER	ELEMENTARY	WM LAKES ELEMEN	02/15/2021
TEACHER	MIDDLE	Katy Middle Sch	02/01/2021
PARA - CAMPUS	INSTRUCTIONAL AIDE	Arlington Elem	02/08/2021
PARA - CAMPUS	INSTRUCTIONAL AIDE	Arlington Elem	02/08/2021
TEACHER	ELEMENTARY	WM LAKES ELEMEN	02/15/2021
PARA - CAMPUS	INSTRUCTIONAL AIDE	SAGINAW ELEMENT	02/01/2021
PARA - CAMPUS	INSTRUCTIONAL AIDE	SAGINAW ELEMENT	02/01/2021

**Total employees hired subsequent to 1/27/21: 13**

**Total employee count: 2,093**



## INTERNATIONAL LEADERSHIP OF TEXAS

**Authorized Position Report****February 24, 2021****20/21 SCHOOL YEAR**

<b>Position</b>	<b># Positions</b>	<b>Positions Filled</b>	<b>Available FTE</b>	<b>Pending</b>	<b>Unfilled</b>
AUX - FOOD SERVICE	14.00	10.00	4.00		4.00
AUX - MAINTENANCE	34.00	34.00			
AUX - TRANSPORTATION	31.50	18.50	13.00		13.00
COUNSELOR	51.00	49.00	2.00	2.00	
LIBRARIAN/MEDIA	19.00	18.00	1.00	1.00	
NURSE	16.00	13.00	3.00		3.00
PARA - CAMPUS	372.00	328.50	43.50	2.00	41.50
PARA - DISTRICT	58.50	54.50	4.00		4.00
PROF - CAMPUS	46.00	40.50	5.50		5.50
PROF - CAMPUS ADMIN	74.00	71.00	3.00		3.00
PROF - DISTRICT	159.00	146.00	13.00		13.00
SLP	13.00	11.00	2.00		2.00
SUPERINTENDENT	1.00	1.00			
TEACHER	1360.00	1298.00	62.00	2.00	60.00
<b>Total</b>	<b>2,249.00</b>	<b>2,093</b>	<b>156</b>	<b>7</b>	<b>149</b>

## Cover Sheet

### CONSULT WITH ATTORNEY PURSUANT TO GOVERNMENT CODE 551.071

**Section:** VII. Executive Session  
**Item:** B. CONSULT WITH ATTORNEY PURSUANT TO  
GOVERNMENT CODE 551.071  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

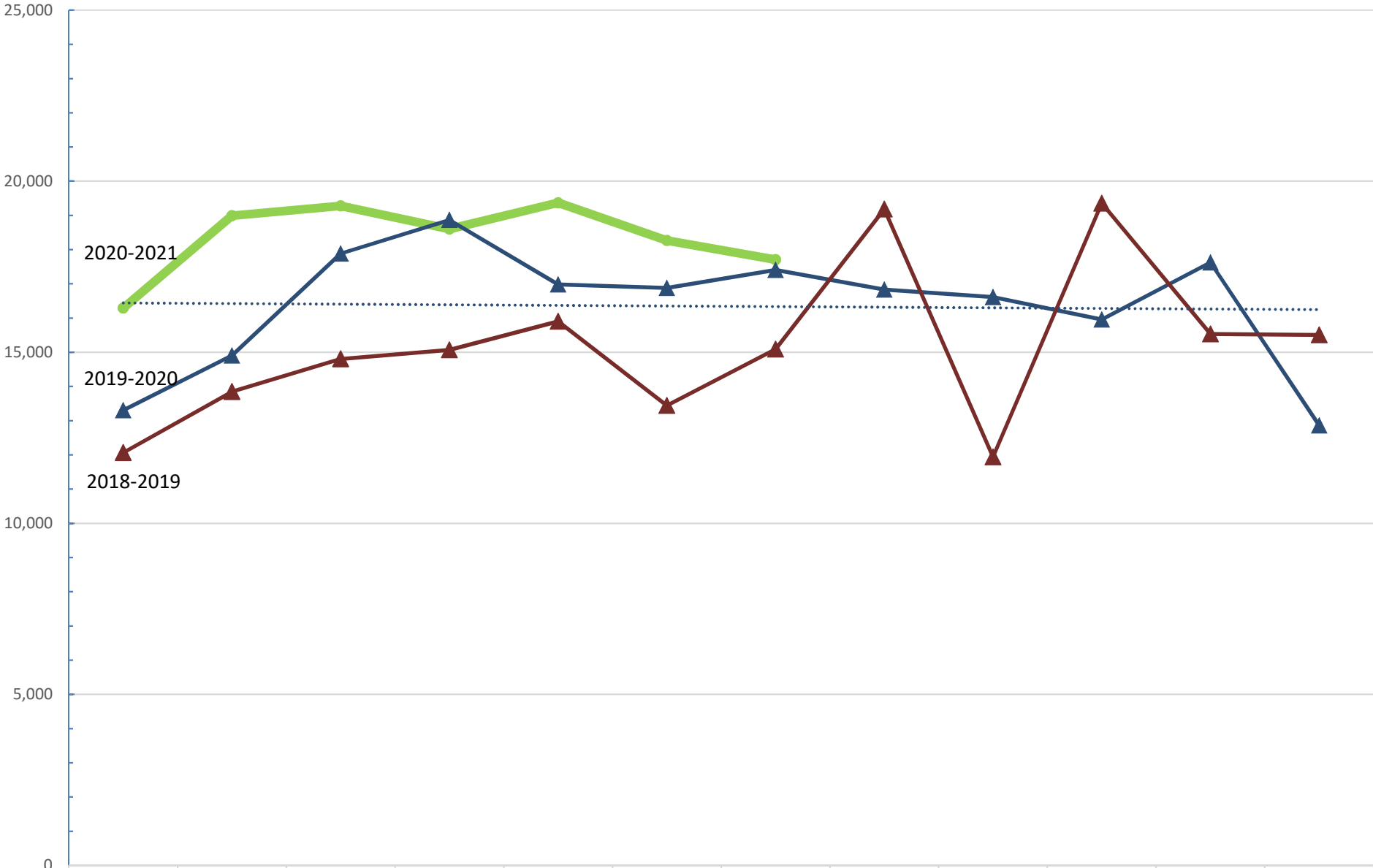
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## Cover Sheet

### CONSIDER/ACT ON JANUARY, 2021 FINANCIAL REPORT

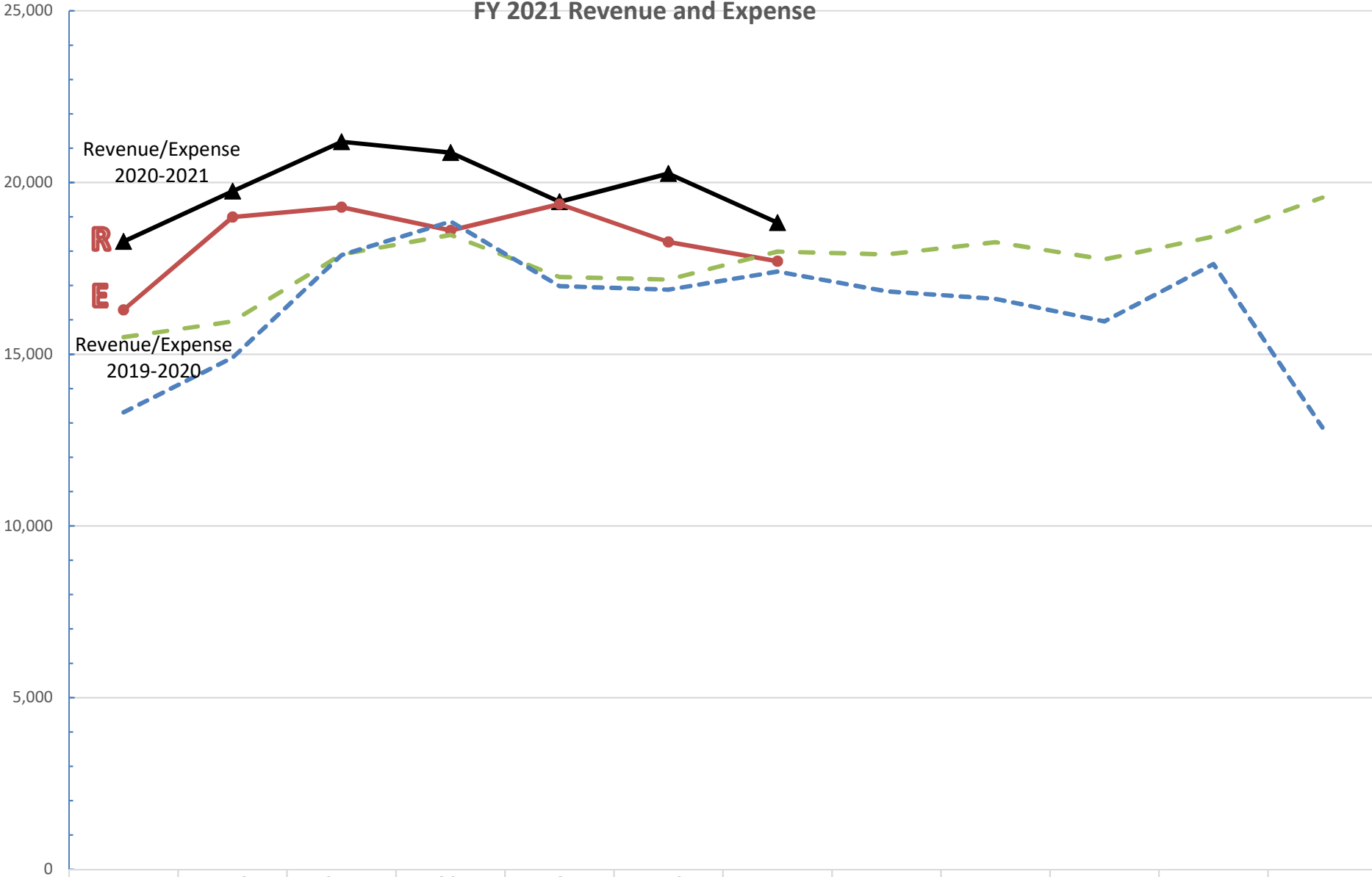
<b>Section:</b>	VIII. Board Items for Discussion/Action
<b>Item:</b>	A. CONSIDER/ACT ON JANUARY, 2021 FINANCIAL REPORT
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Board Financial Report 2021-01.pdf

### TOTAL MONTHLY EXPENSES



	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2020-21	16,292,575	18,991,399	19,280,397	18,601,063	19,369,679	18,267,073	17,708,999					
2019-20	13,306,685	14,902,934	17,887,960	18,866,142	16,982,487	16,876,725	17,406,249	16,833,481	16,612,201	15,957,893	17,624,013	12,864,370
2018-19	12,064,266	13,846,414	14,803,071	15,066,973	15,906,248	13,443,654	15,087,697	19,185,321	11,941,085	19,356,312	15,535,001	15,506,318

### FY 2021 Revenue and Expense



	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
<b>▲</b> FY21 Rev	18,278,859	19,746,714	21,185,998	20,867,933	19,440,146	20,259,262	18,826,559					
<b>●</b> 2020-21	16,292,575	18,991,399	19,280,397	18,601,063	19,369,679	18,267,073	17,708,999					
<b>■</b> FY20 Rev	15,494,578	15,955,879	17,906,962	18,470,825	17,250,663	17,173,369	17,989,492	17,903,384	18,264,391	17,759,333	18,427,481	19,561,352
<b>■</b> 2019-20	13,306,685	14,902,934	17,887,960	18,866,142	16,982,487	16,876,725	17,406,249	16,833,481	16,612,201	15,957,893	17,624,013	12,864,370



# ILTexas Board Report

Chief Financial Officer

January 31, 2021

Key Ratios / Indicators	Results	Stat	Notes
Days Cash On Hand Day's Cash	76 Days \$565,400	<span style="color: green;">G</span>	Goal = 120 days Bonds = 45 days FIRST >20 days
Debt Service Coverage Ratio	1.6x	<span style="color: green;">G</span>	1.10x
D/E Ratio DS % of Revenue	20 : 1 16%	<span style="color: green;">G</span>	
Current Enrollment (As of end of Month)	20,777 (-112) ADA 19,801 (TEA)	<span style="color: green;">G</span>	Hold Harmless = ADA: 20,212

## Treasury

### BANKING

• BBVA	42,850,000	0.25%/0.30%
• TexPool	60,000	0.143%

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• Total Cash	\$ 42,910,000	(↑ \$ 3,950,000)
• Less: Accel Pmts	30,620,000	(↓ \$ 7,580,000)
• Less: Revolver	10,000,000	(↑ \$10,000,000)

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**= Base-line Cash \$ 2,290,000** (↑\$ 1,530,000)

(4.1 days base + 54.1 Accelerated Payments + 17.7 Revolver)  
December Fixed Assets purchased = \$ 2,030,000

## YTD Fixed Assets

### Purchases & Improvements = \$38,220,000 YTD

Vacant Land	\$ 6,590,000 (S. Dallas, CS HS)
School Improvements	\$21,840,000
HQ Facilities	\$ 7,270,000
Vehicles	\$ 1,110,000
Xerox Copiers	\$ 412,000
Computers & Hotspots	\$ 760,000

## Other Information

### BBVA Loans

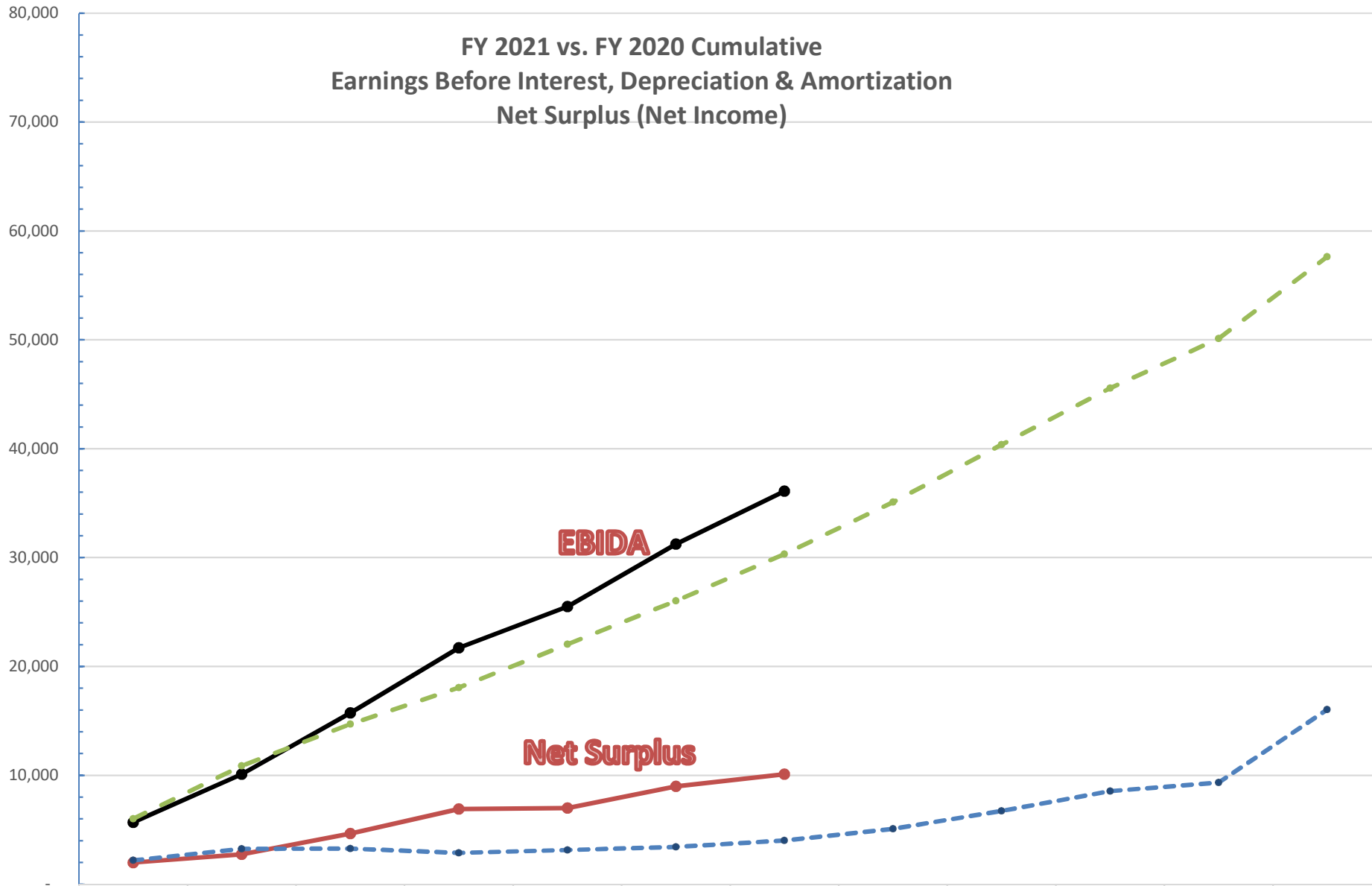
- \* \$10 million drawn on \$10 million line (4.00%)
- \* \$-0- million drawn on \$35 million line (3.15%)

### Financing

- \* PSF: TEA provided Preliminary Approval
- \* Seeking Tender or alternative refinancing options
- \* Planning bond issue May 2021

Key Indicators	Final 2020	2021 Budget	YTD 2021
Revenue	\$ 213,875,000	\$ 217,140,816	\$138,600,000
Expenses	\$ 197,881,000	\$ 215,217,736	\$128,510,000
Net Income	\$ 16,434,000	\$ 1,923,080	\$ 10,090,000

### FY 2021 vs. FY 2020 Cumulative Earnings Before Interest, Depreciation & Amortization Net Surplus (Net Income)



	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
<b>FY-21 EBIDA</b>	5,687,932	10,110,705	15,724,152	21,702,992	25,493,243	31,232,850	36,100,438					
<b>FY-20 EBIDA</b>	6,005,065	10,863,898	14,701,825	18,059,105	22,036,943	26,030,356	30,320,383	35,095,011	40,375,231	45,563,864	50,109,377	57,616,473
<b>FY-21 NI</b>	1,986,285	2,741,600	4,647,200	6,914,070	6,984,537	8,976,726	10,094,286					
<b>FY-20 NI</b>	2,187,893	3,240,838	3,259,839	2,864,522	3,132,698	3,429,342	4,012,586	5,082,489	6,734,679	8,536,120	9,339,588	16,036,570

# INTERNATIONAL LEADERSHIP OF TEXAS

## UNAUDITED

### Financial Summary

	Jul-20 2020-2021	Aug-20 2020-2021	Sep-20 2020-2021	Oct-20 2020-2021	Nov-20 2020-2021	Dec-20 2020-2021	Jan-21 2020-2021	Feb-21 2020-2021	Mar-21 2020-2021	FYTD 2021 2020-2021
Base Cash (excl. Excel. Pmt.)	\$ 29,384,172	\$ 28,072,008	\$ 25,089,974	\$ 9,003,344	\$ 8,810,811	\$ 761,902	\$ 12,296,648			
Accelerated TEA Payment	885,000	-	24,981,000	43,370,000	45,570,000	38,200,000	30,620,000			
<b>Total Ending Cash</b>	<b>\$ 30,269,172</b>	<b>\$ 28,072,008</b>	<b>\$ 50,070,974</b>	<b>\$ 52,373,344</b>	<b>\$ 54,380,811</b>	<b>\$ 38,961,902</b>	<b>\$ 42,916,648</b>			
<i>Days Cash (excl. Bond Int. Fund)</i>	60.7	51.7	89.3	92.9	95.3	68.5	75.9			
Bond Interest Fund										
Bond Project Fund	661,126	669,459	677,792	686,126	209,688	218,021	226,355			
Lease & Notes Payable	\$ 292,099	\$ 279,895	\$ 267,691	\$ 255,487	\$ 243,283	\$ 231,079	\$ 218,875			
\$10 million BBVA Revolver	-	-	-	-	-	-	\$ 10,000,000			
\$35 million BBVA Revolver	-	-	-	-	-	-	n/a			
<b>Revenues</b>	<b>\$ 18,278,859</b>	<b>\$ 19,746,714</b>	<b>\$ 21,185,998</b>	<b>\$ 20,867,933</b>	<b>\$ 19,440,146</b>	<b>\$ 20,259,262</b>	<b>\$ 18,826,559</b>			<b>\$ 138,605,471</b>
<b>Less Expenses:</b>										
<b>Payroll Costs</b>	9,232,293	10,190,727	10,298,273	9,814,488	11,246,121	10,571,868	10,152,723			71,506,494
<b>Other Operating</b>	3,358,635	5,133,213	5,274,278	5,074,605	4,403,774	3,947,787	3,806,248			30,998,540
<b>Interest &amp; Amort.</b>	2,580,264	2,546,582	2,551,035	2,551,035	2,551,035	2,551,035	2,551,035			17,882,022
<b>Depreciation</b>	1,121,383	1,120,876	1,156,811	1,160,935	1,168,749	1,196,383	1,198,993			8,124,130
<b>Change in Net Assets</b>	<b>1,986,285</b>	<b>755,315</b>	<b>1,905,601</b>	<b>2,266,870</b>	<b>70,467</b>	<b>1,992,189</b>	<b>1,117,560</b>			<b>10,094,286</b>
<b>EBIDA</b>	<b>\$ 5,687,932</b>	<b>\$ 4,422,774</b>	<b>\$ 5,613,447</b>	<b>\$ 5,978,840</b>	<b>\$ 3,790,251</b>	<b>\$ 5,739,607</b>	<b>\$ 4,867,588</b>			<b>\$ 36,100,438</b>
Total Liabilities	537,389,783	536,636,329	563,139,618	579,993,296	581,192,923	575,045,733	577,380,469			
Total Equity	20,152,798	20,908,113	22,813,713	25,080,583	25,151,050	27,143,239	28,260,799			
<b>D/E</b>	<b>27 : 1</b>	<b>26 : 1</b>	<b>25 : 1</b>	<b>23 : 1</b>	<b>23 : 1</b>	<b>21 : 1</b>	<b>20 : 1</b>			
<b>Interest = % of Revenue</b>	<b>14.1%</b>	<b>13.5%</b>	<b>13.0%</b>	<b>12.8%</b>	<b>12.8%</b>	<b>12.8%</b>	<b>12.9%</b>			
Bond Cash Interest	\$ 2,540,516	\$ 2,510,569	\$ 2,515,022	\$ 2,515,022	\$ 2,515,022	\$ 2,515,022	\$ 2,515,022			\$ 17,626,197
Bond Principal	483,788	632,705	679,621	679,621	679,621	679,621	679,621			4,514,599
Other Debt Interest	4,891	1,156	1,156	1,156	1,156	1,156	1,156			11,827
Other Debt Principal	12,202	12,204	12,204	12,204	12,204	12,204	12,204			85,426
<b>Cash Debt Service*</b>	<b>\$ 3,041,397</b>	<b>\$ 3,156,634</b>	<b>\$ 3,208,004</b>	<b>\$ 3,208,004</b>	<b>\$ 3,208,004</b>	<b>\$ 3,208,004</b>	<b>\$ 3,208,004</b>			<b>\$ 22,238,049</b>
D-S Coverage (YTD)	1.9	1.6	1.7	1.7	1.6	1.6	1.6			1.6
D-S % of Revenue	16.6%	16.3%	15.9%	15.8%	15.9%	15.9%	16.0%			16.0%

\* Excludes optional pre-payments

## INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

### Income Statement

	July 2020	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Unaudited	Budget	
	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FYTD 2021	FYTD 2021	% YTD
<i>Enrollment</i>												
<b>Total Local Support</b>	4,054	22,762	23,047	412,288	54,087	52,819	95,805	-	-	664,861	3,457,926	19%
<b>Total State Funds</b>	16,533,012	17,600,754	18,554,245	18,124,127	16,207,537	16,234,845	16,619,406	-	-	119,873,926	190,870,669	63%
<b>Federal Program Revenues</b>												
Title I (Part A & SIP)	406,544	403,002	682,655	406,003	374,149	435,500	359,595	-	-	3,067,446		
Title II	41,217	40,230	34,070	33,918	(25,801)	77,507	34,665	-	-	235,806		
Title III & Immigrant	25,003	24,558	25,070	60,431	46,610	38,680	40,041	-	-	260,392		
Title IV	12,193	96,463	24,198	18,576	33,116	18,576	54,229	-	-	257,351		
IDEA B	194,993	206,700	194,800	225,728	331,842	173,185	202,357	-	-	1,529,606		
Carl Perkins Grant	-	31,520	-	-	-	57,814	16,408	-	-	105,741		
High-Quality Rep.	169,481	397,865	158,300	51,165	-	152,385	109,427	-	-	1,038,623		
CRF	-	-	36,908	757,346	913,003	388,250	448,997	-	-	2,544,505		
ESSER State Adj.	-	-	1,152,309	-	-	1,852,141	(835,957)	-	-	2,168,493		
Medicaid Admin. Claim	(1,004)	24,898	795	2,910	6,719	402	465	-	-	35,184		
JROTC	10,510	10,510	10,510	10,510	10,510	10,510	10,510	-	-	73,571		
Child Nutrition	882,858	887,453	289,091	764,930	1,488,375	766,649	1,670,611	-	-	6,749,967		-
<b>Total Federal Program Rev.</b>	<u>1,741,794</u>	<u>2,123,199</u>	<u>2,608,706</u>	<u>2,331,518</u>	<u>3,178,522</u>	<u>3,971,599</u>	<u>2,111,347</u>	<u>-</u>	<u>-</u>	<u>18,066,685</u>	22,812,221	79%
<b>Total Revenues</b>	<u>\$ 18,278,859</u>	<u>\$ 19,746,714</u>	<u>\$ 21,185,998</u>	<u>\$ 20,867,933</u>	<u>\$ 19,440,146</u>	<u>\$ 20,259,262</u>	<u>\$ 18,826,559</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 138,605,471</u>	<u>\$ 217,140,816</u>	64%
<b>Expenses</b>												
11 Instructional	7,497,969	9,788,517	9,521,962	7,678,708	9,321,262	8,146,373	7,769,886	-	-	59,724,677	101,198,547	59%
12 Inst. resources & media	66,188	79,746	116,761	86,902	97,974	84,063	82,253	-	-	613,888	1,080,377	57%
13 Curriculum & inst. staff devel.	544,302	609,847	576,032	536,662	639,623	697,568	520,693	-	-	4,124,727	7,392,607	56%
21 Instructional leadership	126,074	118,107	121,232	133,733	130,446	135,732	127,030	-	-	892,353	1,555,137	57%
23 School leadership	782,251	845,237	862,257	861,043	826,876	834,913	867,844	-	-	5,880,421	10,377,796	57%
31 Guidance counseling & eval.	345,117	409,366	392,810	704,015	536,428	471,894	439,133	-	-	3,298,763	5,509,208	60%
32 Social work services	5,814	5,662	5,365	5,732	5,365	6,531	9,483	-	-	43,951	98,088	45%
33 Health services	175,521	161,729	130,912	128,927	134,980	165,518	131,764	-	-	1,029,351	1,686,076	61%
34 Student transportation	83,618	104,926	72,796	160,329	128,861	94,113	96,581	-	-	741,224	1,545,273	48%
35 Food services	715,101	258,306	343,178	876,025	876,059	693,488	1,323,384	-	-	5,085,540	10,377,002	49%
36 Extracurricular activities	87,627	139,383	192,693	104,526	104,800	258,423	126,712	-	-	1,014,165	1,593,899	64%
41 General administration	491,792	836,271	669,964	657,879	252,117	507,365	558,444	-	-	3,973,832	6,173,190	64%
51 Facilities maintenance & ops.	2,175,365	2,312,062	2,209,094	3,108,856	2,488,624	2,350,546	2,184,446	-	-	16,828,994	26,883,395	63%
52 Security and Monitoring	-	153,937	68,499	303,215	361,401	257,233	210,229	-	-	1,354,514	1,682,668	80%
53 Data processing services	514,972	507,835	1,149,390	537,570	677,226	738,573	465,390	-	-	4,590,957	5,467,207	84%
61 Community services	97,995	112,780	276,313	164,798	227,845	272,600	243,585	-	-	1,395,917	1,847,315	76%
71 Debt service	2,582,869	2,547,688	2,571,141	2,552,141	2,559,791	2,552,141	2,552,141	-	-	17,917,912	30,739,952	58%
81 Fundraising	-	-	-	-	-	-	-	-	-	-	10,000	0%
<b>Total Expenses</b>	<u>\$ 16,292,575</u>	<u>\$ 18,991,399</u>	<u>\$ 19,280,397</u>	<u>\$ 18,601,063</u>	<u>\$ 19,369,679</u>	<u>\$ 18,267,073</u>	<u>\$ 17,708,999</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 128,511,186</u>	<u>\$ 215,217,736</u>	60%
<b>Change in Total Net Assets</b>	<u>\$ 1,986,285</u>	<u>\$ 755,315</u>	<u>\$ 1,905,601</u>	<u>\$ 2,266,870</u>	<u>\$ 70,467</u>	<u>\$ 1,992,189</u>	<u>\$ 1,117,560</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 10,094,286</u>	<u>\$ 1,923,080</u>	

## INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

### Expenses by Object Code

	<i>See Audit</i>	<b>Jul-20</b>	<b>Aug-20</b>	<b>Sep-20</b>	<b>Oct-20</b>	<b>Nov-20</b>	<b>Dec-20</b>	<b>Jan-21</b>	<b>Feb-21</b>	<b>Mar-21</b>	<b>ILTexas</b>
	<i>FY 2020</i>	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	2020-2021
6111 SALARY CONTROL	160	-	-	-	-	-	-	-	-	-	-
6112 SALARIES/WAGES SUB TEACH	1,548,436	-	10,338	65,297	75,875	106,360	86,519	120,067	-	-	464,455
6117 EXTRA DUTY/PROFESSIONAL	806,533	102,098	20,940	34,820	10,049	309,811	108,103	41,539	-	-	627,359
6118 STIPENDS/PROFESSIONAL	3,254,074	271,458	307,143	298,650	316,744	294,757	423,025	320,168	-	-	2,231,946
6119 SALARIES/WAGES TEACHERS/PROFE	70,753,940	6,177,877	7,279,491	7,338,388	7,346,368	8,202,952	7,508,640	7,338,042	-	-	51,191,758
6121 O/T SUPPORT PERSONNEL	571,524	14,360	85,302	34,940	27,863	24,334	23,979	32,373	-	-	243,151
6127 EXTRA DUTY PAY/SUPPORT PERSN	171,158	7,479	16,496	11,515	15,076	21,800	34,734	14,930	-	-	122,031
6129 SALARIES/WAGES SUP PERSNL	10,193,479	1,331,643	970,973	971,286	973,019	951,302	981,190	983,984	-	-	7,163,397
6139 EMPLOYEE ALLOWANCES	224,982	919	500	-	-	-	76,384	1,979	-	-	79,781
6141 FICA/MEDICARE	1,165,668	110,338	118,783	119,596	119,695	135,666	125,526	123,938	-	-	853,543
6142 GRP HLTH/LIFE INS	5,664,946	552,360	542,065	627,552	637,718	628,851	632,132	630,343	-	-	4,251,020
6143 WORKERS'COMP	322,432	201,200	276,388	276,388	(278,688)	-	2,398	-	-	-	477,686
6146 TRS	4,235,016	337,561	437,309	394,841	445,769	445,287	444,239	420,360	-	-	2,925,367
6149 EMPLOYEE BENEFITS	(998)	-	-	-	-	-	-	-	-	-	-
6179 PAYROLL ACCRUAL	15,483,352	125,000	125,000	125,000	125,000	125,000	125,000	125,000	-	-	875,000
<b>61-- Payroll Costs</b>	<b>114,394,703</b>	<b>9,232,293</b>	<b>10,190,727</b>	<b>10,298,273</b>	<b>9,814,488</b>	<b>11,246,121</b>	<b>10,571,868</b>	<b>10,152,723</b>	-	-	<b>71,506,494</b>
		50.5%	51.6%	48.6%	47.0%	57.8%	52.2%				51.6%
<b>PAYROLL BY DESIGNATED FUNDS SOURCE</b>											
<b>4XX State &amp; Local Funded</b>	<b>107,981,338</b>	<b>8,646,232</b>	<b>9,647,701</b>	<b>9,698,952</b>	<b>9,235,567</b>	<b>10,661,465</b>	<b>9,889,477</b>	<b>9,535,618</b>	-	-	<b>67,315,012</b>
<b>240 Child Nutrition</b>	<b>591,144</b>	<b>29,884</b>	<b>34,316</b>	<b>56,741</b>	<b>49,093</b>	<b>50,886</b>	<b>44,176</b>	<b>51,061</b>	-	-	<b>316,156</b>
211 TITLE I, A	2,830,596	312,429	240,481	277,602	265,295	270,438	327,652	305,151	-	-	1,999,049
224 IDEA, B FORMULA	1,993,437	169,638	193,447	190,553	190,675	190,673	185,259	184,574	-	-	1,304,820
244 CATE - BASIC	894	-	902	-	-	-	-	-	-	-	902
255 TITLE II, A	499,778	37,635	38,532	32,632	32,487	31,082	68,337	32,875	-	-	273,580
263 TITLE III, A	259,277	24,521	17,631	24,001	23,579	23,785	23,750	24,002	-	-	161,268
266 SFSF	106,079	-	-	-	-	-	-	-	-	-	-
276 ????	-	-	-	-	-	-	15,426	-	-	-	15,426
289 FED TEMP RESTR NET ASSETS	132,160	11,954	17,718	17,792	17,792	17,792	17,793	19,441	-	-	120,281
<b>Federal Funds</b>	<b>5,822,221</b>	<b>556,177</b>	<b>508,711</b>	<b>542,580</b>	<b>529,828</b>	<b>533,770</b>	<b>638,216</b>	<b>566,044</b>	-	-	<b>3,875,326</b>
<b>61-- Payroll Costs</b>	<b>114,394,703</b>	<b>9,232,293</b>	<b>10,190,727</b>	<b>10,298,273</b>	<b>9,814,488</b>	<b>11,246,121</b>	<b>10,571,868</b>	<b>10,152,723</b>	-	-	<b>71,506,494</b>
		50.5%	51.6%	48.6%	47.0%	57.8%	52.2%	53.9%			51.6%

## INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

### Expenses by Object Code

		<i>See Audit</i>										
		<i>FY 2020</i>	<b>Jul-20</b>	<b>Aug-20</b>	<b>Sep-20</b>	<b>Oct-20</b>	<b>Nov-20</b>	<b>Dec-20</b>	<b>Jan-21</b>	<b>Feb-21</b>	<b>Mar-21</b>	<b>ILTexas</b>
			FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	2020-2021
<b>61-- Payroll Costs</b>	<b>114,394,703</b>		<b>9,232,293</b> 50.5%	<b>10,190,727</b> 51.6%	<b>10,298,273</b> 48.6%	<b>9,814,488</b> 47.0%	<b>11,246,121</b> 57.8%	<b>10,571,868</b> 52.2%	<b>10,152,723</b> 53.9%	-	-	<b>71,506,494</b> 51.6%
6211 LEGAL SERVICES	350,634		20,828	47,262	18,770	22,589	60,767	45,448	75,248	-	-	290,914
6212 AUDIT SERVICES	62,810		30,000	30,000	-	-	-	12,520	-	-	-	72,520
6219 PROFESSIONAL SERVICES	-		-	-	-	-	-	-	-	-	-	-
6239 ESC SERVICES	367,681		3,015	106,895	85,885	16,442	112,905	88,083	1,055	-	-	414,280
6249 CONTRACTED MAINT/RPR	2,071,924		331,129	316,575	989,104	230,689	16,484	40,547	11,688	-	-	1,936,215
6254 INTERNET SERVICES	289,280		36,631	40,793	50,186	49,870	39,357	34,949	34,497	-	-	286,283
6255 CELL PHONES	71,997		6,363	6,274	-	12,853	6,289	6,317	6,309	-	-	44,406
6256 WATER/WASTE MGMNT	959,296		44,952	75,501	102,049	94,696	126,297	98,855	85,212	-	-	627,562
6257 PHONE	209,174		23,917	14,065	17,367	18,472	28,849	28,839	23,492	-	-	155,000
6258 ELECTRIC	1,371,374		96,903	116,861	142,133	156,707	132,499	114,795	111,057	-	-	870,953
6259 GAS	78,751		2,662	1,074	990	1,304	2,480	13,337	28,698	-	-	50,546
6269 RENTALS-OP LEASES	1,666,567		138,075	188,036	132,332	121,678	111,254	92,711	68,370	-	-	852,456
6297 SECURITY SERVICE/STUDENT	687,119		-	69,587	41,009	230,152	184,797	179,642	137,885	-	-	843,070
6299/2 Food Service Contracted Services	-		679,165	204,517	285,528	824,813	824,823	648,850	169,155	-	-	3,636,849
6299 MISC. CONTRACTED SERVICE	19,209,125		699,876	987,460	1,393,718	817,609	1,614,952	1,222,369	2,227,258	-	-	8,963,241
<b>62-- Professional and Contracted Svcs.</b>	<b>27,395,734</b>		<b>2,113,515</b>	<b>2,204,900</b>	<b>3,259,069</b>	<b>2,597,873</b>	<b>3,261,752</b>	<b>2,627,262</b>	<b>2,979,924</b>	-	-	<b>19,044,294</b>
6311 FUEL	119,741		2,922	63	5,681	5,044	7,331	7,799	7,496	-	-	36,336
6319 SUPPLIES M/O	735,093		56,195	163,979	119,433	330,263	57,032	136,700	234,694	-	-	1,098,296
6321 TEXTBOOKS	662,599		328,842	949,023	449,078	286,015	457,518	288,671	14,610	-	-	2,773,756
6329 READING MATERIALS	505,087		128,632	47,455	101,600	74,896	65,700	14,411	16,439	-	-	449,133
6339 TESTING MATERIALS	151,692		-	-	6,790	6,018	-	9,223	1,683	-	-	23,714
6398 DISCRETIONARY MATERIALS	600,000		60,000	60,000	60,000	60,000	60,000	60,000	60,000	-	-	420,000
6399 GENERAL SUPPLIES	6,639,965		373,128	1,331,491	875,993	367,812	635,367	597,237	396,383	-	-	4,577,410
6631 F&E / GRANT FUNDED	-		-	223,348	-	-	(223,348)	-	-	-	-	-
6639 F&E / GRANT FUNDED	79,185		-	-	20,250	(20,250)	-	-	27,930	-	-	27,930
6669 F&E / GRANT FUNDED	333,173		4,337	-	115,638	-	-	2,443	-	-	-	122,418
<b>63+66 Other Supplies &amp; Materials</b>	<b>9,826,536</b>		<b>954,056</b>	<b>2,775,358</b>	<b>1,754,462</b>	<b>1,109,798</b>	<b>1,059,599</b>	<b>1,116,483</b>	<b>759,235</b>	-	-	<b>9,528,992</b>
6411 EMPLOYEE TRAVEL	519,590		2,766	9,733	9,911	17,181	24,620	25,367	30,362	-	-	119,941
6412 TRAVEL-STUDENTS	49,573		-	-	-	235	1,319	-	-	-	-	1,554
6419 TRAVEL--NON-EMP	2,155		-	-	-	-	-	-	-	-	-	-
6429 INS/BONDING COSTS	1,366,564		187,167	86,993	-	1,274,627	30,212	3,470	-	-	-	1,582,469
6449 DEPR EXP	13,796,892		1,121,383	1,120,876	1,156,811	1,160,935	1,168,749	1,196,383	1,198,993	-	-	8,124,130
6494 RECLASS TRANSP EXP	(60,400)		-	-	-	-	-	-	-	-	-	-
6495 MEMBERSHIPS AND DUES	213,411		-	6,265	158,558	13,190	12,271	1,494	8,962	-	-	200,739
6497 DYSLEXIA	-		-	-	2,900	-	(2,900)	(0)	-	-	-	-
6498 Campus Discr. Fund	-		-	-	-	-	310	1,469	17,615	-	-	19,394
6499 MISC OP COSTS	2,435,047		98,525	48,859	69,272	60,595	7,835	171,136	9,045	-	-	465,267
<b>64-- Other Operating Expenses</b>	<b>18,322,832</b>		<b>1,409,841</b>	<b>1,272,726</b>	<b>1,397,452</b>	<b>2,526,763</b>	<b>1,242,416</b>	<b>1,399,318</b>	<b>1,264,976</b>	-	-	<b>10,513,493</b>
6521 INT ON BONDS	27,283,527		2,539,410	2,509,464	2,513,917	2,513,917	2,513,917	2,513,917	2,513,917	-	-	17,618,457
6522 CAPTL LEASE INT	(150,984)		1,155	1,156	1,156	1,156	1,156	1,156	1,156	-	-	8,091
6523 INT ON DEBT	147,221		3,736	-	-	-	-	-	-	-	-	3,736
6524 AMRT BOND ISSUE COSTS	503,247		35,963	35,963	35,963	35,963	35,963	35,963	35,963	-	-	251,738
6525 AMRT BOND PREM/DISC	-		1,106	1,106	1,106	1,106	1,106	1,106	1,106	-	-	7,740
6599 OTHER DEBT FEES	118,356		1,500	-	19,000	-	7,650	-	-	-	-	28,150
7950 Gain - Asset Recovery	(220,033)		-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 197,621,140</b>		<b>\$ 16,292,575</b>	<b>\$ 18,991,399</b>	<b>\$ 19,280,397</b>	<b>\$ 18,601,063</b>	<b>\$ 19,369,679</b>	<b>\$ 18,267,073</b>	<b>\$ 17,708,999</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 128,511,186</b>

## INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

## BALANCE SHEET

<b>Assets</b>	<b>Beginning</b>	<b>Jul-20</b>	<b>Aug-20</b>	<b>Sep-20</b>	<b>Oct-20</b>	<b>Nov-20</b>	<b>Dec-20</b>	<b>Jan-21</b>
<b>Current assets:</b>								
Cash and cash equivalents	\$ 57,332,076	\$ 30,269,172	\$ 28,072,008	\$ 50,070,974	\$ 52,373,344	\$ 54,380,811	\$ 38,961,902	\$ 42,916,648
Cash, bond project and maintenanc fund	652,792	661,126	669,459	677,792	686,126	209,688	218,021	226,355
Cash, bond debt service funds	17,473,186	17,473,186	17,473,186	17,473,186	17,473,186	17,473,186	17,473,186	17,473,186
Cash, debt service reserve fund	38,393,859	38,393,859	38,393,859	38,393,859	38,393,859	38,393,859	38,393,859	38,393,859
Due from government agencies	30,998,333	30,863,695	33,142,272	35,722,708	38,784,901	38,452,870	37,608,476	36,274,333
Other current assets	194,376	97,188	-	-	3,833	7,667	11,500	3,833
<b>Total current assets</b>	<b>145,044,621</b>	<b>117,758,225</b>	<b>117,750,783</b>	<b>142,338,518</b>	<b>147,715,248</b>	<b>148,918,079</b>	<b>132,666,943</b>	<b>135,288,212</b>
<b>Non-current assets:</b>								
Land	38,839,724	38,839,724	38,839,724	38,839,724	38,839,724	42,839,724	46,346,699	46,346,699
Buildings	429,746,529	429,746,529	429,746,529	429,746,529	429,746,529	438,857,065	438,857,065	439,086,929
Furniture and equipment	16,338,873	16,338,873	17,673,789	18,005,998	18,005,998	18,005,998	18,005,998	18,005,998
Vehicles	3,133,997	3,133,997	3,133,997	3,301,987	4,052,114	4,275,462	4,484,599	4,484,599
Less: Accumulated depreciation	(51,780,338)	(52,901,721)	(54,022,597)	(55,179,408)	(56,340,343)	(57,509,092)	(58,705,475)	(59,904,468)
Construction in Process	3,978,238	4,626,953	4,422,218	8,899,983	23,054,609	10,956,737	20,533,143	22,333,299
<b>Total non-current assets</b>	<b>440,257,023</b>	<b>439,784,355</b>	<b>439,793,659</b>	<b>443,614,813</b>	<b>457,358,631</b>	<b>457,425,894</b>	<b>469,522,029</b>	<b>470,353,056</b>
<b>Total assets</b>	<b>\$ 585,301,644</b>	<b>\$ 557,542,580</b>	<b>\$ 557,544,441</b>	<b>\$ 585,953,331</b>	<b>\$ 605,073,879</b>	<b>\$ 606,343,973</b>	<b>\$ 602,188,972</b>	<b>\$ 605,641,268</b>
<b>Liabilities and Net Assets</b>								
<b>Current Liabilities:</b>								
Accounts payable	4,046,289	2,357,683	2,956,218	4,906,139	3,640,022	3,143,143	4,918,873	5,420,293
Accrued payroll	14,014,968	14,140,142	14,241,662	14,384,824	14,516,810	14,643,323	14,770,029	14,881,267
Accrued interest	10,954,330	10,954,330	10,954,330	10,954,330	10,954,330	10,954,330	10,954,330	10,954,330
Student activity funds	748,529	725,535	764,867	848,828	848,564	871,505	862,898	855,995
Deferred revenue	3,741,587	1,041,587	156,587	25,137,587	43,780,418	45,982,227	38,595,965	30,979,704
Lease liabilities, current	146,446	144,095	141,743	139,391	137,039	134,687	132,335	129,983
Notes payable, current	-	-	-	-	-	-	-	-
Bonds, current maturities	5,805,455	6,012,924	6,220,402	6,427,880	6,635,358	6,842,836	7,050,314	7,257,792
<b>Total current liabilities</b>	<b>39,457,605</b>	<b>35,376,296</b>	<b>35,435,808</b>	<b>62,798,980</b>	<b>80,512,541</b>	<b>82,572,051</b>	<b>77,284,744</b>	<b>70,479,363</b>
	3.7	3.3	3.3	2.3	1.8	1.8	1.7	1.9
<b>Long-term liabilities:</b>								
Lease liabilities, long-term	157,855	148,004	138,152	128,300	118,448	108,596	98,744	88,892
Notes payable, long-term	25,000,000	-	-	-	-	-	-	10,000,000
Bonds payable, long-term	514,768,197	514,076,940	513,236,757	512,349,658	511,462,559	510,575,460	509,688,360	508,801,261
Bonds payable, premium net issue costs	(12,248,525)	(12,211,457)	(12,174,389)	(12,137,320)	(12,100,252)	(12,063,184)	(12,026,116)	(11,989,047)
<b>Total long-term liabilities</b>	<b>527,677,527</b>	<b>502,013,487</b>	<b>501,200,521</b>	<b>500,340,638</b>	<b>499,480,755</b>	<b>498,620,872</b>	<b>497,760,989</b>	<b>506,901,106</b>
<b>Total liabilities</b>	<b>90.2% 567,135,131</b>	<b>537,389,783</b>	<b>536,636,329</b>	<b>563,139,618</b>	<b>579,993,296</b>	<b>581,192,923</b>	<b>575,045,733</b>	<b>577,380,469</b>
<b>Net assts (deficit):</b>								
Beginning balance	16,829,679	18,165,597	18,165,597	18,165,597	18,165,597	18,165,597	18,165,597	18,165,597
Current year change in net assets	1,336,834	1,987,200	2,742,515	4,648,116	6,914,986	6,985,453	8,977,642	10,095,201
<b>Total net assets</b>	<b>18,166,513</b>	<b>20,152,798</b>	<b>20,908,113</b>	<b>22,813,713</b>	<b>25,080,583</b>	<b>25,151,050</b>	<b>27,143,239</b>	<b>28,260,799</b>
<b>Total liabilities and net assets</b>	<b>\$ 585,301,644</b>	<b>\$ 557,542,580</b>	<b>\$ 557,544,441</b>	<b>\$ 585,953,331</b>	<b>\$ 605,073,879</b>	<b>\$ 606,343,973</b>	<b>\$ 602,188,972</b>	<b>\$ 605,641,268</b>

## INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

## CASH FLOWS

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	FYTD
<b>Operating activities:</b>								
Increase in net assets	\$ 1,986,285	\$ 755,315	\$ 1,905,601	\$ 2,266,870	\$ 70,467	\$ 1,992,189	\$ 1,117,560	\$ 10,094,286
Adjustments to change in net assets:								
Depreciation	1,121,383	1,120,876	1,156,811	1,160,935	1,168,749	1,196,383	1,198,993	8,124,130
Amortization of debt issuance cost	37,068	37,068	37,068	37,068	37,068	37,068	37,068	259,478
Change in cash held in trust	-	-	-	-	-	-	-	-
Changes in assets:								
Due from Texas Education Agency	134,637	(2,278,576)	(2,580,436)	(3,062,193)	332,031	844,394	1,334,143	(5,276,000)
Other current assets	97,188	97,188	-	(3,833)	(3,833)	(3,833)	7,667	190,542
Changes in liabilities:								
Accounts payable and accruals	(1,586,427)	739,386	2,177,046	(1,134,396)	(347,424)	1,893,829	605,755	2,347,768
<b>Net cash provided by operations</b>	<b>1,790,134</b>	<b>471,258</b>	<b>2,696,090</b>	<b>(735,549)</b>	<b>1,257,058</b>	<b>5,960,029</b>	<b>4,301,186</b>	<b>15,740,204</b>
<b>TEA accel. payments (deferred rev.)</b>	<b>(2,700,000)</b>	<b>(885,000)</b>	<b>24,981,000</b>	<b>18,642,831</b>	<b>2,201,809</b>	<b>(7,386,262)</b>	<b>(7,616,262)</b>	<b>27,238,117</b>
<b>Investing activities:</b>								
Misc. purchases & timing adjustments	1	0	(1)	0	(0)	0	(148)	(148)
Tarrant - Keller Sag HS Expansion & Field	(321,266)	(80,702)	(148,891)	(511,153)	(807,816)	(493,074)	(627,357)	(2,990,260)
Tarrant - Air Handling - Sag, K-8 & EFW	(166,321)		(430,983)			(159,884)		(757,188)
Tarrant - Arlington-GP HS Expansion		(8,232)						(8,232)
Dallas - LDHS Gym/Classroom Build		(17,400)						(17,400)
Dallas - S Dallas Co HS Land						(3,506,975)		(3,506,975)
Dallas - S Dallas Co HS Building Ground-up	(1,511)	(7,162)	(21,279)	(58,671)	(24,211)	(164)	(79,865)	(192,863)
Dallas - Headquarters Building Purchase	(100,000)			(5,000)		(7,153,812)		(7,258,812)
Dallas - Headquarters Building Remodel				(11,155)	(790)			(11,945)
Houston - Katy/Westpark HS Expansion	(15,263)	(6,900)	(61,990)	(718,838)	(44,870)	(764,074)	(852,227)	(2,464,162)
Houston - WMLOHS Church Purchase	(10,000)		(4,000)	(13,046,364)	(172)			(13,060,536)
Houston - WMLOHS Remodel	(23,200)	(1,745)	(2,204)	(20,250)	(30,364)	(50,161)	(61,029)	(188,953)
Houston - College Station HS - Lease	(11,155)	(26,591)	(177,549)	(504,396)	(104,440)	(929,758)	(409,394)	(2,163,283)
Houston - College Station HS - Land/Building		(22,240)	(3,003,749)	(28,900)		(25,480)		(3,080,369)
Computers & Hotspots		(424,400)	(332,210)					(756,610)
Xerox Copiers		(411,825)						(411,825)
District Busses (9 total)			(750,101)	(26)	(223,348)	(140,006)		(1,113,481)
Vehicles (4 Venue, 1 Highlander, 3 Cargo Vans)		(122,983)	(45,007)			(69,131)		(237,121)
<b>Net cash used in investing</b>	<b>(648,715)</b>	<b>(1,130,180)</b>	<b>(4,977,965)</b>	<b>(14,904,753)</b>	<b>(1,236,012)</b>	<b>(13,292,517)</b>	<b>(2,030,020)</b>	<b>(38,220,162)</b>
<b>Cash flows from (to) financing activities:</b>								
Principal paid on Bond debt obligations	(483,788)	(632,705)	(679,621)	(679,621)	(679,621)	(679,621)	(679,621)	(4,514,599)
Principal paid on Other debt obligations	(12,202)	(12,204)	(12,204)	(12,204)	(12,204)	(12,204)	(12,204)	(85,426)
Bank loan - \$10M Revolver	(10,000,000)						10,000,000	-
Bank loan - \$25M Revolver	(15,000,000)							(15,000,000)
<b>Cash provided (used) by financing</b>	<b>(25,495,990)</b>	<b>(644,909)</b>	<b>(691,825)</b>	<b>(691,825)</b>	<b>(691,825)</b>	<b>(691,825)</b>	<b>9,308,175</b>	<b>(19,600,025)</b>
<b>Net increase (decr) in cash &amp; equivalents</b>	<b>(27,054,571)</b>	<b>(2,188,831)</b>	<b>22,007,299</b>	<b>2,310,703</b>	<b>1,531,029</b>	<b>(15,410,575)</b>	<b>3,963,079</b>	<b>(14,841,866)</b>
Cash and cash equivalents at beginning of period	57,984,869	30,930,298	28,741,467	50,748,766	53,059,469	54,590,499	39,179,924	57,984,869
Cash and cash equivalents at end of period	30,930,298	28,741,467	50,748,766	53,059,469	54,590,499	39,179,924	43,143,002	43,143,002



2020-2021 Fixed Asset Investment	
L Vacant Land	6,587,344
F Buildings & Improvements	29,113,634
V Vehicles & Equipment	1,350,749
T Technology	1,168,435
<b>Total</b>	<b>\$ 38,220,162</b>

	July	Aug	Sep	Oct	Nov	Dec	Jan	Year-to-Date	Prior Year	Project Total
<b>Fixed Asset Investments</b> <i>(Net cash used in investing)</i>	<b>648,715</b>	<b>1,130,180</b>	<b>4,977,963</b>	<b>14,904,753</b>	<b>1,236,011</b>	<b>13,292,519</b>	<b>2,029,873</b>	<b>38,220,162</b>	<b>3,978,238</b>	<b>\$ 42,198,401</b>
<b>Tarrant Area Projects</b>								<b>3,755,679</b>		<b>6,243,059</b>
F KSHS Expansion and Field	321,266	80,702	148,891	511,153	807,816	493,074	627,357	2,990,259	550,412	3,540,671
F Arlington-GP HS Expansion		8,232						8,232	22,000	30,232
F Air Handling SK8 + EFWK8	166,321		430,983			159,884		757,188	1,914,968	2,672,156
<b>Dallas County Area Projects</b>								<b>3,717,238</b>		<b>4,198,979</b>
F LDHS Gym/Classroom Build		17,400						17,400	475,433	492,833
F Other Dallas Area Projects	1,511	7,162	21,279	58,671	24,211	164	79,865	192,863	6,308	199,171
L South Dallas HS - Land						3,506,975		3,506,975		3,506,975
<b>Houston Area Projects</b>								<b>20,957,303</b>		<b>21,467,732</b>
F Katy-Westpark HS Expansion	15,263	6,900	61,990	718,838	44,870	764,074	852,227	2,464,162	346,918	2,811,080
F WMLOHS Remodel of Church	23,200	1,745	2,204	20,250	30,364	50,161	61,029	188,953	30,685	219,638
F WMLOHS Church Purchase	10,000		4,000	13,046,364	172			13,060,536	50,000	13,110,536
F College Sta. - Lease Impr.	11,155	26,591	177,549	504,396	104,440	929,758	409,394	2,163,283	82,825	2,246,108
L College Station - HS Land		22,240	3,003,749	28,900		25,480		3,080,369		3,080,369
<b>District and District-Wide Projects</b>								<b>9,789,941</b>		<b>10,288,631</b>
F Headquarters Purchase	100,000			5,000		7,153,812		7,258,812		7,258,812
F Headquarters Building Remodel				11,155	790			11,945		11,945
T Computers & Hotspots		424,400	125,225					549,625	498,690	1,048,315
T HP Probooks			206,985					206,985		206,985
T Xerox Copiers		411,825						411,825		411,825
V Buses (9 total)			750,101	26	223,348	140,006		1,113,481		1,113,481
V Automobiles (5 pass. Cars, 2 Cargo Vans)		122,983	45,007			69,131		237,121		237,121
v Other	(1)	0	2	0	1	(2)	147	147		147

## Cover Sheet

### CONSIDER/TAKE ACTION ON PLAN OF FINANCE RE ISSUANCE OF BONDS

**Section:** VIII. Board Items for Discussion/Action  
**Item:** B. CONSIDER/TAKE ACTION ON PLAN OF FINANCE RE  
ISSUANCE OF BONDS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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## Cover Sheet

### CONSIDER/ACT ON WAIVER APPLICATION FOR VIRTUAL INSTRUCTION ON TESTING DAY

**Section:** VIII. Board Items for Discussion/Action  
**Item:** C. CONSIDER/ACT ON WAIVER APPLICATION FOR  
VIRTUAL INSTRUCTION ON TESTING DAY  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution -- Onsite Testing.docx

**BOARD RESOLUTION AUTHORIZING PROVISION OF REMOTE CLASSES TO  
STUDENTS NOT BEING ASSESSED  
INTERNATIONAL LEADERSHIP OF TEXAS, INC.**

**WHEREAS**, the Board of Directors of International Leadership of Texas, charter holder of International Leadership of Texas, desires to ensure proper testing at its facilities; and

**WHEREAS**, The State of Texas and the Texas Education Agency will require that all statewide assessments and/or testing be conducted in person on campus;

**WHEREAS**, The Board of Directors believes that because of existing states of emergency that it is in the best interest of all students and faculty that only those students acutally being tested or assessed be allowed on campus for those tests and that remote online classes be provided to those not being tested;

**NOW, THEREFORE**, the Board of Directors of International Leadership of Texas at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby confirm and ratify the following actions taken and adopt the following Resolutions:

**BE IT HEREBY RESOLVED THAT:**

1. During the days allotted for statewide testing and assessments that those students not being tested or assessed shall be provided classes remotely;
2. Only those students actually being tested/assessed shall be physically on campus for the testing;
3. These testing/assessment days shall not exceed five school days; and
4. The Chief Executive Officer and Superintendent of International Leadership of Texas is authorized to file any waivers or attestations that might be required by the Texas Education Agency in support and to carry out the purposes of this Resolution.

***[SIGNATURE PAGE FOLLOWS]***

**PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTERNATIONAL LEADERSHIP OF TEXAS, THIS 24<sup>th</sup> DAY OF FEBRUARY, 2021.**

Members Voting in Favor:

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

*The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on February 24, 2021, which Resolution is in full force and effect and has not been revoked or amended.*

\_\_\_\_\_  
*Secretary*    \_\_/\_\_/\_\_

## Cover Sheet

### CONSIDER/ACT ON APPOINTMENT OF BOARD MEMBER(S) TO ADVOCACY COMMITTEE

**Section:** VIII. Board Items for Discussion/Action  
**Item:** D. CONSIDER/ACT ON APPOINTMENT OF BOARD  
MEMBER(S) TO ADVOCACY COMMITTEE  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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## Cover Sheet

### CONSIDER/ACT TO APPOINT BOARD MEMBERS TO STEERING COMMITTEE OF STRATEGIC PLANNING PROCESS

**Section:** VIII. Board Items for Discussion/Action  
**Item:** E. CONSIDER/ACT TO APPOINT BOARD MEMBERS TO  
STEERING COMMITTEE OF STRATEGIC PLANNING PROCESS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Bellwether\_combined\_slideshow\_and\_proposal\_20210210.pdf

# INTERNATIONAL LEADERSHIP OF TEXAS



**Others Before Self | Otros Antes De Uno Mismo | 先人后己**

International Leadership of Texas, Inc. - February 24, 2021 Regular Board Meeting - Agenda - Wednesday February 24, 2021 at 6:15 PM

# Bellwether will drive project deliverables and facilitate key decisions; ongoing engagement will be critical

## Team roles and responsibilities

### Bellwether Education Partners

#### We wear many hats: “arms and legs,” “critical friend,” and “connector”

- Manage the project timeline around major milestones and deliverables
- Drive data and policy analysis, external desk research, and interviews
- Work collaboratively with ILTexas leadership and stakeholders to surface options and highlight tradeoffs
- Facilitate discussions related to key decisions
- Bring an objective, outside perspective informed by experience working with a broad range of education organizations

### ILTexas Steering Committee

- Engage as thought partners throughout the process, looking critically at current assumptions and strategies and discussing difficult tradeoffs
- Participate in at least five Working Sessions (4-5 hours, including pre-reading)
- React to draft output and provide feedback on emerging insights/ priorities

### ILTexas Advisory Committee

- Provide input on the strategic planning process.
- Meet 2-3 times throughout the process for working sessions.
- Roundtable discussions with Cabinet Members and select Principals.

# At the end of the work, we will have co-created a robust strategic plan and implementation roadmap

## Major deliverables will include:

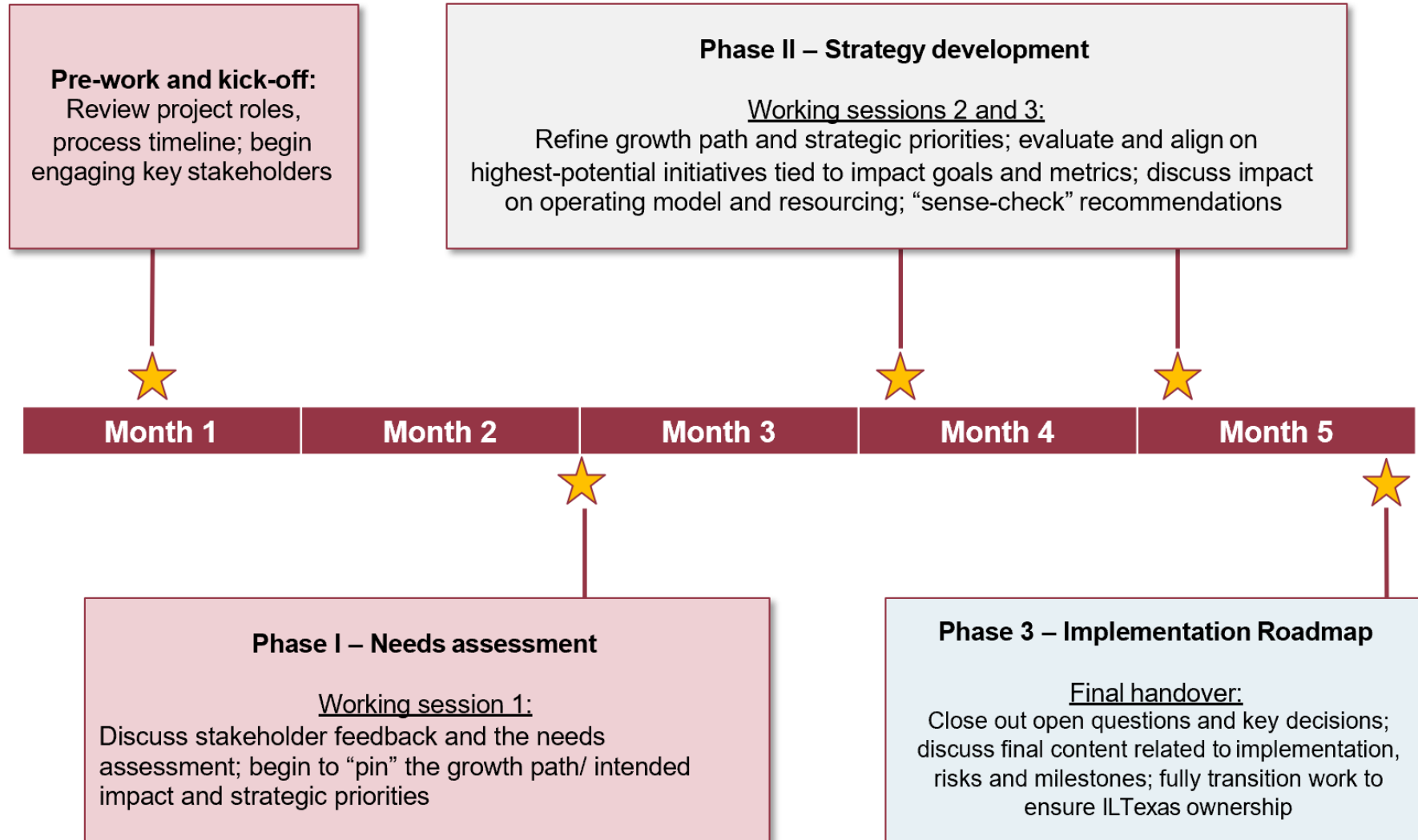
### Strategic plan and collateral

- An in-depth **assessment of ILTexas' current state** (programmatic and non-programmatic), including **stakeholder feedback**
- **Best practice research/** case studies on related or analogous efforts in- and out-of-state, supporting calibration of ILTexas against comparables
- A clear five-year **strategic vision** and clear **impact goals/ growth path**
- A **set of strategies** aligned to the vision, with detail on the component initiatives, goals, and timelines
- **Organizational/ operational implications** of the plan (e.g., network vs. campus roles and responsibilities)
- Supporting inputs and assumptions to the **financial model**, enabling scenario planning
- A high-level **implementation roadmap** with aligned impact metrics and milestones
- **Summary materials** to share with internal and external stakeholders

### Stakeholder engagement

- **Multiple facilitated in-person working sessions** with ILTexas leadership and the Board to co-create the strategy
- Support for targeted opportunities to **engage and obtain feedback from stakeholders**
- **Talking points** for leadership to share progress and publicly convey support and confidence in process and outcomes

# The work will span ~five months, with opportunities for focused discussion and decision-making around the strategy



# ILTexas Steering Committee

## Steering Committee

**Please identify 6-8 decision-makers to review the fact-base, sense-check emerging insights, discuss options, and define the path forward. We will meet with this group ~5 times throughout the process for working sessions.**

### Steering Committee Team Member

First Name	Last Name	Role	Email
Edward	Conger	CEO/Superintendent	econger@iltexas.org
Aaron	Thorson	Chief of Staff	athorson@iltexas.org
Thomas	Seaberry	Deputy Superintendent	tseaberry@iltexas.org
Laura	Carrasco	Deputy Superintendent	lcarrasco@iltexas.org
James	Dworkin	Chief Financial Officer	jdworkin@iltexas.org
		Board Member	
		Board Member	

## Proposed approach

The timeline for this work would be roughly four to five months, starting in winter of 2021 and wrapping by the end of the 2020-21 school year. This would allow ILTexas to have its strategic plan well-developed in advance of the budgeting/ hiring cycle for the following year, to allow time to “socialize” the plan with stakeholders before the end of the school year, and potentially to enable piloting of select new strategies over the summer/ early into the 2021-22 school year.

### Phase 0. Plan for successful project launch (2 weeks)

In this phase, our project leadership team would ensure alignment with key members of the ILTexas project leadership team on the detailed workplan that will guide the work, including expectations for the cadence and structures for how network leaders and the Board will engage.

#### We propose the following activities for this phase:

- A. We would begin by creating a workplan articulating work modules and decision points for this effort; determining key dates and working sessions; and defining roles and expectations for Bellwether and ILTexas, including naming the subset of leaders comprising the Steering Committee for this work – see below. We would also plan for stakeholder engagement by identifying the range of stakeholders to be brought into this process, and how, and building out a high-level communications plan. (We appreciate that we will not be orienting to a broad-reaching process that seeks to reshape the organizational mission and vision, or to bring in the voice of students, parents, and staff members at every step along the way. At the same time, we believe it is important to *inform* ILTexas stakeholders of the process and provide *targeted* opportunities to ask questions and provide input; we would draft key messages/ talking points to describe this effort and begin dissemination).
- B. We would draft a document/ data request and begin to review available data. This would allow us to more deeply understand the current state of the network’s academics/ culture, human capital, organization/ operations, and finances. At this stage, intent would be to quickly build context and *not* to conduct additional detailed analysis.

One important question is whether ILTexas has recently conducted a staff survey to gauge practices, perceptions, and beliefs around network impact and adult culture. If not, we should discuss whether a diagnostic survey is warranted to understand experiences in regards to organizational structures, processes, and systems, including core values, decision-making, communications, organizational culture, recruitment, onboarding, ongoing development, performance management, retention, and total rewards – all of which can impact a network’s ability to scale with fidelity. Bellwether has a diagnostic instrument that we would be able to draw on and customize as needed; we can build our assessment via survey or interviews/ focus groups.

- C. We would begin to engage a select group of ILTexas *senior* stakeholders – Chiefs, area superintendents, Board members – in early touchpoints to introduce the strategic planning process and gather very preliminary inputs on key strategic questions (e.g., go-forward pace of growth/ expansion, high-potential strategic priorities). We would also want to confirm which select sub-group of campuses (targeting five or so schools) we would visit in-person or virtually for perspective on instruction, and therefore which leaders/ teacher groups we would engage in focused interviews, and initiate outreach/ scheduling; we would ideally “see” a range of grade bands, geographies, and school ratings (e.g., representative A, B/C, and D/F schools).

#### Deliverables for this phase would be:

- Detailed workplan, including schedule for site visits
- Document/ data request and fine sharing systems
- Stakeholder communications plan
- Draft of staff survey or interview guide (for focus groups)

### Phase I. Needs assessment (6 weeks)

In this phase, Bellwether would partner with ILTexas leadership to collect both quantitative and qualitative data critical to shaping the network's long-term vision, expansion path, and Theory of Action/ strategic priorities. This assessment helps us diagnose key strengths, challenges, and opportunities, expand perceptions of what is possible, calibrate against other high-performing charter networks at a similar size/ scale or inflection point, and identify potential paths forward that we should explore in more detail.

#### We propose the following activities for this phase:

- A. We would prepare for and host a kick-off meeting with the ILTexas Steering Committee to gather reflections on the network's current strengths and gaps/ opportunities to address, as well as on the proposed expansion path. We would also address any outstanding questions about the process, including proposed site visits and stakeholder conversations.
- B. We would build an academics/ culture fact-base to analyze current strengths and gaps/ opportunities to address in this area. This work would be led by a Bellwether Academic & Program Strategy expert (e.g., Bill Durbin), who brings significant experience leading schools and coaching school leaders, and would include:
  - a. Reviewing ILTexas' current-state academic/ culture model; this would help assess where the instructional model is clear, aligned, and well-codified and where gaps remain
  - b. Assessing outcomes across the system over the past three to five years with an eye toward trends in growth and achievement outcomes across clusters, campuses, grade bands, subject areas, and/ or student populations
  - c. Conducting site visits, including classroom observations and interviews with teachers and school leaders, at a representative sample of schools to identify strengths and opportunities to increase the quality and consistency of instruction
  - d. Synthesizing the data to identify preliminary perspective on ILTexas' programmatic strengths, gaps, and areas of focus (especially as calibrated against state peers)
- C. We would build a non-programmatic fact-base covering human capital, organizational structure, operations, and finance to analyze current strengths and gaps/ opportunities to address in those areas. This work would include:
  - a. Reviewing ILTexas' organizational growth path and current footprint, and gathering perspectives on go-forward growth (with the incoming hypothesis of new market expansion to Austin and San Antonio in 2022 and, longer-term, to Corpus Christi, Laredo, El Paso, and the Rio Grande Valley)
  - b. Reviewing and summarizing ILTexas' current roles, responsibilities, and decision-making structures (including what is held at the network office, region, and campus level), as well as ILTexas' current governance structure
  - c. Reviewing and summarizing ILTexas' current operating systems, structures, and processes with an eye toward codification and scalability
  - d. Reviewing and summarizing ILTexas' current state human capital systems, structures, and processes across the human capital life cycle (as defined by Bellwether and consistent with researched best practices)
  - e. In close partnership with James Dworkin, reviewing and summarizing current financial processes; assessing ILTexas' current financial model and financial health, considering revenue streams (per pupil, grant, and philanthropic) and expenses over time; and identifying and beginning to plan for any changes required to the structure of the financial model
  - f. Synthesizing the data to identify preliminary perspective on ILTexas' non-programmatic strengths, gaps, and areas of focus
- D. As needed at this stage, we would conduct light research to develop a nuanced perspective of the Texas charter landscape and ILTexas' positioning in it. This work would include:



- a. Synthesizing data on current and anticipated charter supply/ demand in high-potential geographies for ILTexas
  - b. Conducting targeted interviews with a small number of external experts (e.g., Starlee Coleman, local intermediary leaders, funders with perspective on expansion of high-quality seats in Texas)
- E. We would prepare for and facilitate a working session with the Steering Committee (and the Board, either together or separately) to review the current state fact-base, identify key gaps/ opportunities to address as part of the strategic/ expansion plan, and develop/ refine anchoring concepts for the plan, including:
- a. Mission/ vision and profile of an ILTexas graduate (validating, not redefining, this core)
  - b. Growth path and intended impact (i.e., what outcomes ILTexas should seek to accomplish through this strategic plan)
  - c. Strategic priorities (i.e., what major efforts will be required in order for ILTexas to achieve its intended impact)

These concepts would be further explored and refined as part of subsequent phases.

**Deliverables for this phase would be:**

- In-depth needs assessment (including strengths, gaps, and opportunities) of the current state of ILTexas, informed by both quantitative (e.g., outcomes analysis) and qualitative input (e.g., staff focus groups)
- In-depth summary of school visits, with themes, priorities, and emerging recommendations
- Calibration against best practices from comparable CMOs around the country
- Emerging perspective on network-wide strategies/ efforts to prioritize

**Phase II: Strategy development (10 weeks)**

This phase, which would occur in close collaboration with the ILTexas leadership team, defines the specific priorities and initiatives to achieve the stated goals, and articulates the systems, structures, and resources needed to execute.

**We propose the following activities for this phase:**

- A. With input from the ILTexas leadership, we would finalize the growth path for the network: number of schools and likely locations (regions), as well as students served by grade band. We would also flag any potential implications of growth on the strategic priorities to ensure careful consideration in the development of the implementation plan.
- B. We would work closely with the ILTexas team to further define, and then evaluate, each high-potential strategic priority to better understand the feasibility and implications of each. Some priorities may be continuations of those previously identified, or focused on accelerating student achievement or improving operating efficiency and effectiveness; others may be “new” to the network and identified as critical needs to address a changing landscape. The priority development would be accomplished through desk research and targeted internal and external interviews to solicit input, gauge reactions to ideas, and inform specific elements of the ILTexas model. For each priority, we would:
  - a. Articulate the priority (including what must be true across the network versus what may look different across regions/ campuses)
  - b. Identify each priority’s goals and expected impact over the course of the plan
  - c. Identify component initiatives within each priority
  - d. Identify roles and responsibilities for priority- and initiative-level ownership
  - e. Estimate resources requirements/ investments for each initiative within a priority

Based on what we have heard from our preliminary conversation with ILTexas, we would expect to engage substantively in the following areas, and likely several others:

- a. *Strengthening the instructional model while “holding true” to ILTexas values and culture.* We would work to identify opportunities to further codify the instructional model, identify conditions for success for school start-up, and orient to closing gaps across subgroups – with a clear articulation of non-negotiables and guiding principles for the network. This would be accomplished through additional virtual or in-person site visits to schools, conversations with school, region, and network leaders, and best practice research/ benchmarking of high-performing CMOs grappling with related issues, especially those with non-traditional models (e.g., Montessori, applied learning/ project-based learning, dual-language).
  - b. *Updating the network structure for a larger, statewide organization with high expectations.* We would revisit the network office-region-campus organizational structure to clarify roles and responsibilities across each “tier,” considering how consistent – or autonomous – ILTexas would like the campuses to be across each function (e.g., instructional delivery, professional development, parent engagement). After developing a guiding philosophy for organizational design, we would revise the approach to staffing across the network, develop guidelines for network-wide communications, and define clear implications for goal-setting and accountability/ rewards. This would be accomplished through additional interviews with the ILTexas leadership team and school and superintendents, as well as best practice research/ benchmarking of large, high-performing CMOs (like IDEA, KIPP, or YES Prep) that have grown quickly over the past decade.
  - c. *Leveraging internal and external stakeholders, with an eye toward visibility and sustainability.* We would work to tell the ILTexas story to elevate its profile among key external leaders and decision-makers (e.g., funders, policymakers), while also building the Board’s capacity to do the same – and to shepherd a compelling long-term growth plan. Importantly, we would need to be clear on “why grow now” and “grow where,” both key elements of the strategy.
- C. For the development of each strategic priority, we would engage leaders according to plan, through targeted focus groups and interviews to gather input and feedback on emerging strategic priorities. We would want to consider how best to keep the network apprised of progress through communications and updates and, as needed, opportunities for targeted input.
- D. Based on the above, we would work closely with ILTexas operations and finance leaders to define and refine the operating model to support the identified approach, in sufficient detail to include in the financial model and describe in the strategic plan. Per any proposed network structure changes, we would develop a recommendation on any adjustments to the staffing structure needed to support the go-forward strategy, identify any changes that could/ should be piloted (e.g., new roles or staffing configurations), and develop a timeline and set of success criteria for launch.

We would provide feedback to ILTexas on updates to the financial model to reflect additions or changes from the emerging priorities, but would not expect to rebuild the model (i.e., we would use the existing financial tool as a starting point).

- E. We would build in multiple checkpoints with ILTexas to evaluate the full set of emerging priorities and ensure that they are comprehensive yet achievable/ feasible and well-sequenced. We would prepare for and facilitate at least two working sessions with ILTexas leadership to review detailed strategies, prioritize initiatives, and begin to surface implementation considerations. We would also imagine a read-out to the Board in the later weeks of this phase, providing a good perspective on the emerging plan and major strategic implications while keeping the door open to course corrections.

**Deliverables for this phase would be:**

- Detailed analysis of the major strategies to pursue, with alignment on critical priorities and the rationale behind each
- Detailed analysis of the activities, processes, resources, and partnerships required to support each strategy, including systems and structures

### **Phase III: Implementation planning (3-4 weeks)**

In this phase we would prepare for thoughtful development and communication of next steps, as well as roll-out of the strategic plan.

#### **We propose the following activities for this phase:**

- A. In collaboration with the ILTexas team, we would develop a cross-priority implementation plan. This plan would illustrate the timing/ sequencing of strategic priorities and their component initiatives, define how success will be measured for each strategic priority and initiative, and set key targets (factoring in current measures and outcomes). We would work with the team to develop or update systems and structures required for ongoing management and monitoring of the strategy, including plans for continuous improvement cycles that connect to existing evaluation systems and structures.
- B. We would also support the ILTexas team to identify priority-level owners, and we would partner with those owners to build out detailed, priority-specific implementation plans that ensure the owner is well-equipped to lead the work moving forward. These priority-level implementation plans would identify detailed timelines for initiative implementation, as well as KPIs and targets. We would support priority owners to identify initiative-level owners, identify interdependencies, and embed important efforts in their implementation plans, including change management and continuous improvement cycles.
- C. We would work closely with finance leadership to identify any fundraising required to advance each strategic priority, and we would collaborate with development leaders to craft a fundraising plan to secure necessary resources. This would be accomplished through identification of potential sources of grants or foundation support aligned to ILTexas' strategic priorities as well as recommendations on communications materials (e.g., "pitch decks") and/ or key talking points for near-term fundraising activity.
- D. We would work closely with the ILTexas team to develop a communications plan and supporting materials for the roll-out of the final strategic plan. We would support ILTexas to identify key internal and external stakeholders with whom to share the plan, make recommendations about the communications vehicle(s) for engaging each stakeholder group, and make recommendations on communications materials and/ or key talking points to use for each engagement. We would focus attention on ensuring that the Board is fully aligned and sees its role in advancing the strategic priorities.
- E. We would prepare for and facilitate a final working session with the ILTexas team to review the master implementation plan, align on go-forward structures and processes for managing the plan and promoting continuous improvement, and prepare for ongoing communications and change management activity.

#### **Final deliverables would be:**

- Stakeholder engagement/ communications plan for the strategic planning process and the roll-out of the plan in 2021, as well as associated materials (talking points, memos describing the work, etc.)
- Synthesized fact-bases that reflect ILTexas' current state (programmatic and non-programmatic), as well as the external Texas landscape
- Five-year strategic plan (likely in PowerPoint format, but could also include a written narrative) to include:
  - ILTexas' unique mission, vision, and profile of a graduate/ commitment to students
  - A five-year intended impact statement, including proposed expansion path, and strategic priorities to achieve that impact

- o Overview of each priority, with detail on the component initiatives, goals, and timelines
- Organizational/ operational implications of the plan (e.g., a refined organizational structure)
- Financial implications of the plan
  - o Inputs to a flexible financial model, owned by the ILTexas finance team and to be used for analyzing impact of program decisions
- Detailed implementation plan to support strong management of the plan, including plans for continuous improvement and change management
- Summarized versions of the plan for key audiences (e.g., staff and potential funders)

## Working together

We believe that a strategic planning process should be structured to proceed with urgency, but also to create the time and space to authentically engage stakeholders. In our role as facilitator and the "arms and legs" of the work, Bellwether designs the process, manages the project timeline around major milestones and deliverables, drives the data analysis and stakeholder conversations, conducts focused external research and gathers input from national and local thought leaders on best practices and innovation opportunities, surfaces strategic options and highlights trade-offs, and facilitates discussions related to key decisions. We also play the role of "critical friend," challenging the thinking and bringing an objective, outside perspective informed by significant experience working with a variety of education reform organizations. While we facilitate a structured process, we do ensure that the work is tailored to the ILTexas context, so as to ensure we are focusing our time on the right questions, conversations, and proposed outcomes.

Though Bellwether will play the lead role in facilitating and informing the process, ILTexas stakeholders must be co-creators of the strategies for the plan. We expect the leadership team and Board of Directors to be important thought partners during the process, to look critically at current assumptions and strategies and, at times, make tough tradeoffs. We anticipate collaborating with the following groups throughout the project (and at the outset, we jointly define how best to work together):

*Steering Committee:* This team should be comprised of a small set of decision-makers, ideally no more than 6-8 leaders (e.g., Eddie Conger and the senior leadership team), who would play a significant role in reviewing the analysis and stakeholder feedback, sense-checking emerging insights, discussing options for priority action steps, and then defining the path forward.

This team engages in co-creation of materials and provides the most input and feedback to the process and the content, and then plays a significant role in creating stakeholder buy-in for the resulting strategic plan. While we will be mindful of making good use of this group's valuable time, we expect the commitment will be approximately 4-5 hours around each (roughly monthly) working session for document review and meeting participation. We may also request time on standing meeting agendas to update the group on progress or deep dive on a specific question.

This group should also be prepared to carve out time for periodic 1:1 and small group conversations throughout the work, especially regarding domain or geographic expertise, and to engage their teams regularly to share key messages and progress updates and gather substantive input to help shape the outcomes. This group would play an active, visible, vocal role in helping to fuel urgency, supporting desired engagement, and serving as "the face" of this work.

*Project Lead:* This person will be the primary contact for the project, and would likely be Aaron Thorson in his Chief of Staff role. Upfront, he will be most directly involved with facilitating information flow, including introductions to key staff and stakeholders; focus will then shift to reacting to draft output, providing feedback, participating in phone calls and working sessions, and debating recommendations. We would suggest scheduling weekly status calls with Aaron to cover a combination of process and content updates and jointly shape the work alongside our team. The expected time commitment would be 10-20 hours a week, give or take (especially at project launch and around the working sessions).

*Board of Directors:* We believe engagement from the Board is critical to the success of the strategic planning process. Bellwether will interview members of the Board at the launch of the project to seek ongoing perspectives on key strategic planning questions. While we often see a subset of Board members participate on the Steering Committee, ILTexas could also consider treating the full Board as a standalone group, with read-outs at the end of Phase I and midway through Phase II. We support interim updates and opportunities for input with the Board as is helpful.

*Academic and Operational Leaders:* Key individuals within the organization will need to be involved with the creation and vetting of content, especially as we get into implementation planning. In particular, we would expect to interface with senior representatives from the Academics, Administrative, Operations, and Finance teams. (As an example, we will work closely with James Dworkin to support updates to the existing financial model in light of the emerging strategy; we would identify financial inputs, shape assumptions, and provide feedback on changes to the model.) We will also expect active involvement of Area Superintendents and Principals throughout the process, both to solicit feedback and to sense-check options as they are developed.

The combination of a strong process and rigorous content creation results in output that is actionable and that enjoys the support and buy-in from the key leaders who will need to make the plan happen.

## Cover Sheet

### CONSIDER/ACT TO AUTHORIZE ADMINISTRATION TO ACQUIRE LAND FOR PROPOSED MANSFIELD AND PEARLAND EXPANSION CAMPUSES

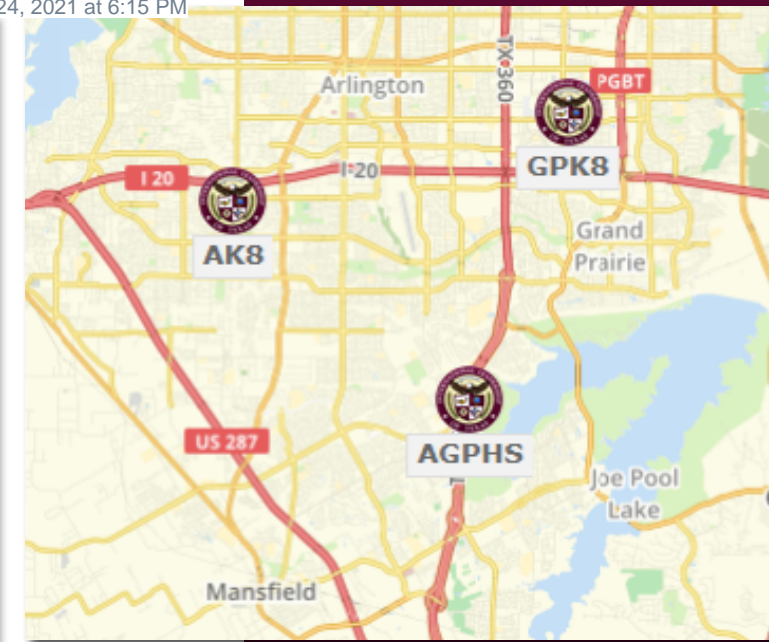
**Section:** VIII. Board Items for Discussion/Action  
**Item:** F. CONSIDER/ACT TO AUTHORIZE ADMINISTRATION TO  
ACQUIRE LAND FOR PROPOSED MANSFIELD AND PEARLAND EXPANSION  
CAMPUSES  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 24FEB Board Packet Item VIII. F..pptx

# 2022 Expansions

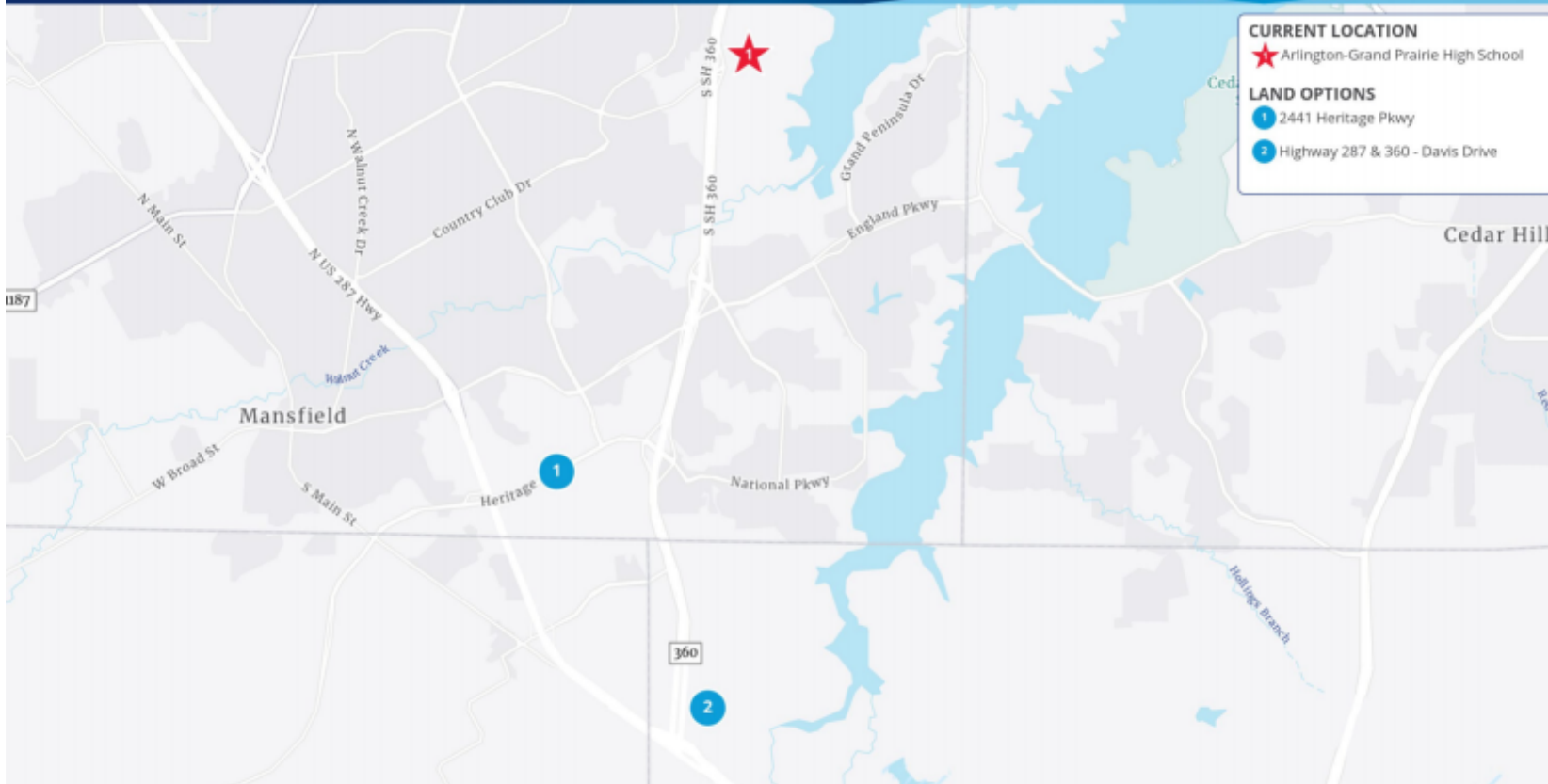
## Expansion Locations:

- **Mansfield K-8:** Feed into Arlington-Grand Prairie High School
- **Pearland K-8:** Feed into Windmill Lakes-Orem High School

➤ Each campus will have a K-5 and a 6-8 school, with a total of 1,416 Students preparing to be exceptional servant leaders in the international community.





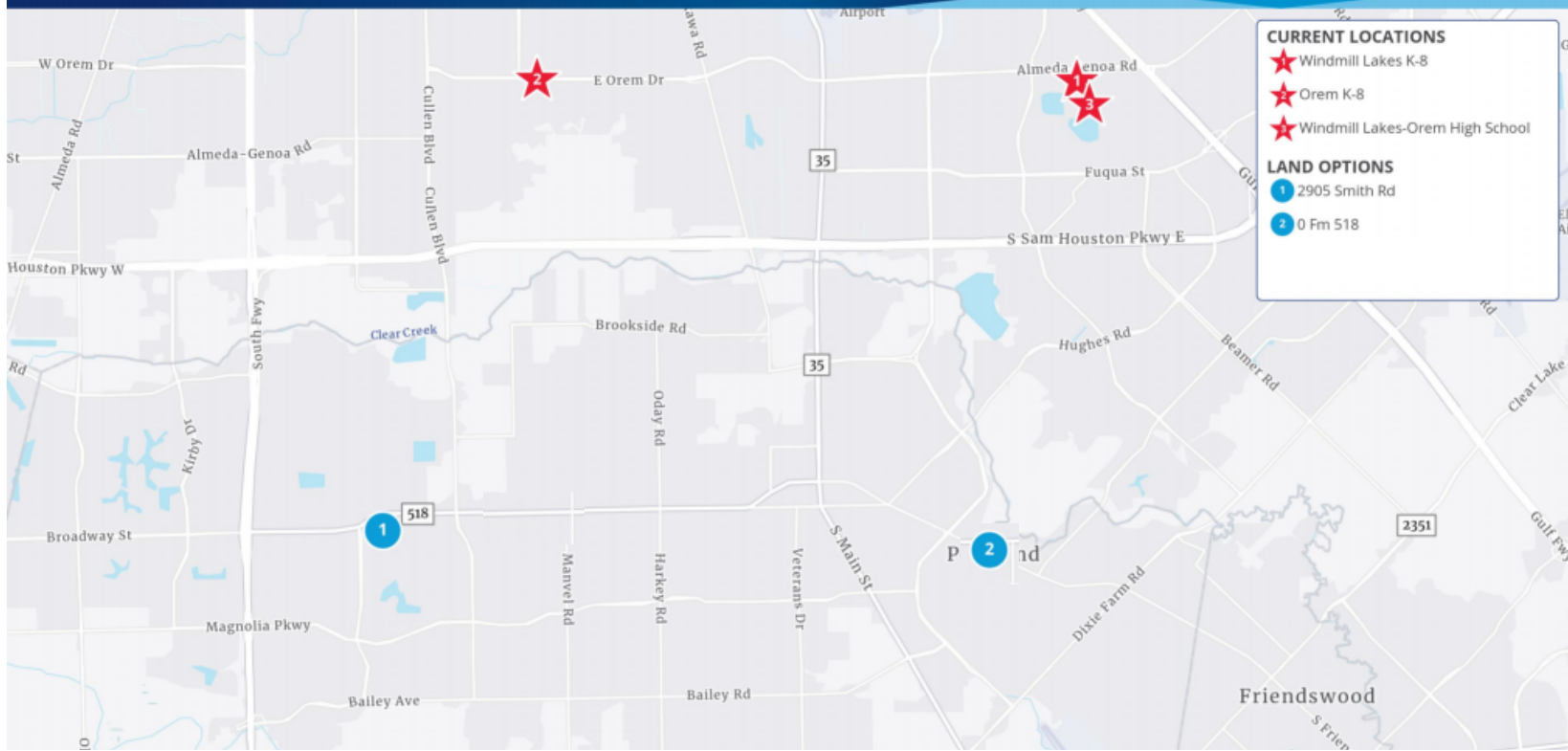




**CURRENT LOCATION**  
 ★ Arlington-Grand Prairie High School

**LAND OPTIONS**  
 1 2441 Heritage Pkwy  
 2 Highway 287 & 360 - Davis Drive

#	LAND PHOTO	LAND ADDRESS	SALE STATUS	LAND AREA (AC)	ZONING	SALE PRICE	SUGGESTED OFFER PRICE
1		2441 Heritage Parkway Mansfield, TX	Active	18.00	Agriculture	5,100,000	\$4,704,480
2		Highway 287 & 360 - Davis Drive Grand Prairie, TX	Active	20.00	Commercial / Residential	5,662,800	\$4,791,600



#	LAND PHOTO	LAND ADDRESS	SALE STATUS	LAND AREA (AC)	ZONING	ASKING PRICE	SUGGESTED OFFER PRICE
1		2905 Smith Rd Pearland, TX 77584	Active	20.00	General Business	\$3,920,400	\$3,484,800
2		E Broadway St & Liberty Dr Pearland, TX 77581	Active	16.50	General Business	\$5,031,789	\$4,312,962

## Cover Sheet

### CONSIDER/ACT TO APPROVE METHODOLOGY FOR SELECTION OF CONSTRUCTION MANAGERS FOR REAL PROPERTY PROJECTS

**Section:** VIII. Board Items for Discussion/Action  
**Item:** G. CONSIDER/ACT TO APPROVE METHODOLOGY FOR  
SELECTION OF CONSTRUCTION MANAGERS FOR REAL PROPERTY PROJECTS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Procuring Construction Services 2.24.21.docx

## Procuring Construction Services

Texas Education Code Chapter 44 and Texas Government Code Chapter 2269 make it clear that:

- The ILTexas Board is responsible for the procurement of construction services, unless such procurement is specifically and publicly delegated.
- The methodology for securing construction services is limited to: 1) Competitive Bidding, 2) Competitive Sealed Proposals, 3) Construction Manager-Agent, 4) Construction Manager-at-Risk, 5) Design-Build, and 6) Job-Order Contracts.

The administration believes that, at this time, the Construction Manager-at-Risk methodology for procuring construction services provides the best path to achieve fiscally responsible use of the organization's funds by (a) providing protections for overages through the Guaranteed Maximum Price Contract, and (b) ensuring quality control through multiple checks and balances by having separate companies managing different aspects of the project under the direction of the Senior Executive Director of Construction.

As such, the administration is formally and respectfully requesting that the Board approve moving forward with a Construction Manager-at-Risk methodology for procuring construction services for all projects contemplated through the end of FY22, at which time the methodology will be addressed again unless a specific project requires a different methodology before such time.

## Cover Sheet

### CONSIDER/ACT ON 401 (a) AND RELATED INCENTIVE RETIREMENT PROGRAMS

**Section:** VIII. Board Items for Discussion/Action  
**Item:** H. CONSIDER/ACT ON 401 (a) AND RELATED INCENTIVE  
RETIREMENT PROGRAMS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 401a Presentation.pdf

# 401(a) Employer Contribution Plan

- **Tax Exempt Contributions:** not subject to payroll tax, TRS or federal income tax. Taxable to employee when distributed.
- **\$58,000 Contribution Limit (2021)**
- **No Penalty for Early withdrawals** age 55 and older (10% penalty under 55).
- **Vesting** over time to influence employee retention  
(*Recommendation: 5 years of continuous service from last hire date.*)





# 401(a) plans

## A flexible employee benefit option

For many years, government employers have used 457(b) retirement savings plans to help employees save for retirement. A 401(a) plan can be an attractive addition to your existing benefits package, offering more flexibility to meet the unique needs of your organization.

## What's the difference?

401(a) and 457(b) plans offer certain advantages with unique administrative and compliance requirements for contributions, tax and distributions, including:<sup>1</sup>

457(b) and 401(a) plan features		
	457(b) plans	401(a) plans
Contribution limits (2021)	\$19,500 (plus \$6,500 catch-up for age 50 and over).	\$58,000 (no catch-up).
Contribution sources	Typically funded only by employees; employer contributions permitted.	Typically funded by employers; voluntary employee contributions not permitted.
OASDI and Medicare taxes	All contributions subject to tax.	Employer contributions exempt.
Federal income tax	Tax deferral on pretax contributions; taxable upon distribution. Roth after-tax contributions available.	Not taxable to the employee until distributed.
Withdrawals	No restrictions after separation from service or age 70½.	No restrictions after separation from service or age 59½.
10% penalty for early withdrawals	Not applicable.	Applies to terminated employees under age 55 (or age 50 for public safety workers).

In addition, 401(a) plans can be custom-designed and set up to accept contributions from the employer, the employee or both. Employers can also establish multiple 401(a) plans with distinct eligibility, contribution and vesting requirements to accomplish specific objectives.

## More value with a 401(a) plan

Although each plan can be offered as a stand-alone benefit, 401(a) plans are frequently used solely for employer contributions to avoid up to 7.65% in payroll taxes — a tax benefit not offered by 457(b) plans. The following example shows the difference based on a \$100,000 employer contribution:

Benefits of a 401(a) plan		
	457(b) plan for employer contributions	401(a) for employer contributions
Employer OASDI tax (6.2%)	\$6,200	\$0
Employer Medicare tax (1.45%)	\$1,450	\$0
Contributions limits	\$19,500 (without catch-up)	\$56,000
Employee OASDI tax (6.2%)	\$6,200	\$0
Employee Medicare tax (1.45%)	\$1,450	\$0

## Other considerations

There are expenses to set up and maintain a 401(a) plan, such as plan documents, annual administrative costs and record-keeping expenses. There are also tax filing and reporting requirements to the IRS. The employer and/or plan/trust has a liability to keep the plan and the operation of the plan in compliance with plan provisions.

### The Equitable advantage

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**For more information on our retirement plan services, please contact your local financial professional or visit [equitable.com](https://equitable.com).**

1. Distributions prior to age 59½, or prior to age 50 for "qualified public safety employees" as defined by the IRS, may be subject to a 10% early withdrawal penalty.
2. Refers specifically and exclusively to Equitable Financial Life Insurance Company (NY, NY).

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**EQUITABLE**



## Cover Sheet

### CONSIDER/ACT ON BOARD EMERGENCY RESOLUTION RELATING TO SCHOOL DISRUPTIONS AND TEA WAIVERS ARISING FROM WINTER STORM URI

**Section:** VIII. Board Items for Discussion/Action  
**Item:** I. CONSIDER/ACT ON BOARD EMERGENCY RESOLUTION  
RELATING TO SCHOOL DISRUPTIONS AND TEA WAIVERS ARISING FROM  
WINTER STORM URI  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution - Missed School Low Attendance.docx

**BOARD RESOLUTION AUTHORIZING SUBMISSION OF WAIVERS FOR MISSED SCHOOL AND LOW ATTENDANCE RESULTING FROM WINTER STORM URI INTERNATIONAL LEADERSHIP OF TEXAS, INC.**

**WHEREAS**, the Winter Storm Uri event of February 2021 has caused unexpected interruption in the delivery of education at International Leadership of Texas campuses;

**NOW, THEREFORE**, the Board of Directors of International Leadership of Texas at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolution:

**BE IT HEREBY RESOLVED THAT** the Board of Directors determines and declares that:

- (1) The foregoing recitals are hereby found to be true and correct and are adopted and incorporated herein by reference as findings of fact;
- (2) The interruption of electric, water and internet at campuses and around the State of Texas has impacted the delivery of educational services to International Leadership of Texas students; and
- (3) The Superintendent is authorized to file any waivers or attestations with the Texas Education Agency to enable International Leadership of Texas to provide continued education as necessary and to document low attendance and/or missed school days as needed.

***[SIGNATURE PAGE FOLLOWS]***

**PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTERNATIONAL LEADERSHIP OF TEXAS, THIS 24<sup>th</sup> DAY OF FEBRUARY, 2021.**

Members Voting in Favor:

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Director

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Director

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Director

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Director

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Director

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Director

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Director

\_\_\_\_\_  
Director

*The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on February 24, 2021, which Resolution is in full force and effect and has not been revoked or amended.*

\_\_\_\_\_  
*Secretary* \_\_\_/\_\_\_/\_\_\_

## Cover Sheet

### CONSIDER/ACT ON BOARD EMERGENCY RESOLUTION SUSPENDING PROCUREMENT REQUIREMENTS FOR EMERGENCY REPAIRS RESULTING FROM WINTER STORM URI

**Section:** VIII. Board Items for Discussion/Action  
**Item:** J. CONSIDER/ACT ON BOARD EMERGENCY RESOLUTION  
SUSPENDING PROCUREMENT REQUIREMENTS FOR EMERGENCY REPAIRS  
RESULTING FROM WINTER STORM URI  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution --- Emergency Procurement.doc

**BOARD RESOLUTION DECLARING EMERGENCY EXCEPTION TO  
PROCUREMENT FOR BIDDING PURPOSES  
INTERNATIONAL LEADERSHIP OF TEXAS, INC.**

**WHEREAS**, unexpected plumbing and electrical related emergency issues resulting from the weather associated with Winter Storm Uri event of February, 2021 has caused health and safety issues at International Leadership of Texas campuses requiring immediate work to begin repair; and

**WHEREAS**, the School needs to take every effort to make the repairs happen expeditiously in order to allow classes to resume or continue uninterrupted and to prevent further damage to the public facility; and

**WHEREAS**, the present condition and unavoidable circumstances necessitates the application of **Section 44.031(h)** of the Texas Education Code for emergency procurements necessary to address and remedy the matters herein;

**NOW, THEREFORE**, the Board of Directors of International Leadership of Texas at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolutions:

**BE IT HEREBY RESOLVED THAT** the Board of Directors determines and declares that:

- (1) The foregoing recitals are hereby found to be true and correct and are adopted and incorporated herein by reference as findings of fact;
- (2) The delay imposed by use of the contract methods that a charter school may elect to follow under Section 44.031 of the Texas Education Code and Chapter 2269 of the Texas Government Code would prevent or substantially impair the conduct of classes and other essential school activities;
- (3) The delay imposed by use of the purchasing procedures required in local policies would prevent or substantially impair the conduct of classes and other essential school activities; and

**BE IT FURTHER RESOLVED THAT**, pursuant to Section 44.031(h) of the Texas Education Code, the Board of Directors directs and authorizes the administration to procure necessary goods and services to complete the necessary repairs, without regard to the otherwise applicable purchasing requirements of the Texas Education Code and of the local School policy.

***[SIGNATURE PAGE FOLLOWS]***

**PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTERNATIONAL LEADERSHIP OF TEXAS, THIS 24<sup>TH</sup> DAY OF FEBRUARY 2021.**

Members Voting in Favor:

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Director

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Director

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Director

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Director

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Director

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Director

*The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on February 24, 2021, which Resolution is in full force and effect and has not been revoked or amended.*

\_\_\_\_\_  
Secretary    \_\_/\_\_/\_\_\_\_