



International Leadership of Texas, Inc.

February 16, 2022 Regular Board Meeting and Annual Presentation of Texas Academic Performance Report

Date and Time

Wednesday February 16, 2022 at 6:15 PM CST

Location

2021 Lakeside Blvd, Richardson, TX 75082

Board of Directors of International Leadership of Texas

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 Note: The annual Texas Academic Performance Report (TAPR) of International Leadership of Texas will be presented and discussed at the Board Meeting.

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, 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 is the intent of the Board to have a quorum physically present at the above address. Board members not physically present may participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. If a quorum of the Board cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address.

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 2021 Lakeside Blvd., Richardson, TX 75082, as well as online at www.ILTexas.org. And that the meeting will be accessible at the address listed immediately above. 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
I. Opening Items			6:15 PM
Opening Items			
A. Record Attendance and Guests			
B. Call the Meeting to Order			
II. Approve Minutes of Prior Meetings			
A. APPROVE MINUTES OF January 26, 2022 REGULAR BOARD MEETING	Approve Minutes		
III. Public Speakers			
Board Services			
IV. Superintendent-CEO Report and Information Items			
A. SUPERINTENDENT-CEO REPORT	FYI	Eddie Conger	
Presentation of TAPR Report (Tiffany Harrod)			
B. SCHOOL LEADERSHIP REPORT	FYI	Dr. Thomas Seaberry	
C. DEPUTY SUPERINTENDENT OF ACADEMIC STUDENT SERVICES REPORT	FYI	Dr. Laura Carrasco	
D. CHIEF ADMINISTRATIVE OFFICER REPORT	FYI	Jerry McCreight	
V. BOARD COMMITTEE REPORTS			
A. REPORT FROM FINANCE AND AUDIT COMMITTEE	Discuss	Tracy Cox	
B. REPORT FROM NOMINATION COMMITTEE	Discuss	Dr. Lynne Beach	
VI. Executive Session			

	Purpose	Presenter	Time
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A. AUTHORIZATION
 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
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Consultation with counsel regarding pending litigation.

VII. CONSENT AGENDA

A. CONSENT AGENDA ITEMS -- SINGLE VOTE UNLESS OTHERWISE SPECIFIED	Vote
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1. Approve Calendar for 2022-2023 Academic Year.
2. Approve two days of no-duty with pay for 219 day employees.
3. Approve Resolution to change 2018 A & B Loan Agreements to increase Repair and Maintenance Deposit Fund to \$500,000.00.
4. Approve acceptance of and authorize Superintendent to close on donation of land for MSG Ramirez K8.
5. Approve allocation for purchase furniture for BG Ramirez K8 not to exceed \$500,000.
6. Approve Classroom AV purchase for BG Ramirez K8 of \$142,720.50
7. Approve allocation, not to exceed \$300,000, for improvements to HQ facility, including, but not limited to, ADA compliance improvements, sidewalks, HVAC and Plumbing Improvements, and fencing.
8. Approve declaration of emergency because of equipment damage from extreme weather and authorize immediate purchase of \$271,495 for a York 255-ton air-cooled screw chiller damaged from extreme weather and approve \$10,350 for an extended parts warranty through years 2-5 on the chiller.
9. Approve Policy change to Policy Group 2.23, Section 5 (Special Education).

VIII. Board Items for Discussion/Action

A. CONSIDER/ACT ON JANUARY, 2022 FINANCIAL REPORT	Vote	James Dworkin
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Discuss/Take Action to approve the January, 2022 International Leadership of Texas, Inc. Financial Report.

IX. Closing Items

A. Adjourn Meeting	Vote
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Cover Sheet

APPROVE MINUTES OF January 26, 2022 REGULAR BOARD MEETING

Section: II. Approve Minutes of Prior Meetings
Item: A. APPROVE MINUTES OF January 26, 2022 REGULAR BOARD MEETING
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for January 26, 2022 Regular Board Meeting on January 26, 2022

DRAFT

International Leadership of Texas, Inc.

Minutes

January 26, 2022 Regular Board Meeting

Date and Time

Wednesday January 26, 2022 at 6:45 PM

Board of Directors of International Leadership of Texas

Meeting Notice & Mission Statement

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immediately above. 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

Directors Present

Dr. Lynne Beach, Major General James Williams, PETER GUDMUNDSSON, Soner Tarim (remote), Tracy Cox (remote)

Directors Absent

None

Guests Present

Aaron Thorson, Brian Beaudreault, Charles Klein, Craig Timberlake (remote), Dan Wrenn (remote), Dave Jacobs (remote), DeDe Roat (remote), Dr. Laura Carrasco, Dr. Thomas Seaberry, Eddie Conger, Finn Simmensen, Greg Newman (remote), James T. (Tim) Brightman, Jerry McCreight, Kayla Nations-Perkins, Kevin Hanson, Lucy Mariappa (remote), Nichole Gambrell, Sara Urquidez (remote), Veronica Ibarra

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Major General James Williams called a meeting of the board of directors of International Leadership of Texas, Inc. to order on Wednesday Jan 26, 2022 at 6:46 PM.

II. Approve Minutes of Prior Meetings

A. APPROVE MINUTES OF DECEMBER 15, 2021 REGULAR BOARD MEETING

PETER GUDMUNDSSON made a motion to approve the minutes from December 15, 2021 Regular Board Meeting and Charter FIRST Presentation on 12-15-21.

Tracy Cox seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Superintendent-CEO Report and Information Items

A. SUPERINTENDENT-CEO REPORT

Superintendent-CEO Eddie Conger reported to the Board.

B. SCHOOL LEADERSHIP REPORT

Deputy Superintendent of School Leadership Dr. Thomas Seaberry reported to the Board.

C. DEPUTY SUPERINTENDENT OF ACADEMIC STUDENT SERVICES REPORT

Deputy Superintendent of Academics and Student Services Dr. Laura Carrasco reported to the Board.

D. CHIEF ADMINISTRATIVE OFFICER REPORT

Chief Administrative Officer Jerry McCreight reported to the Board.

IV. BOARD COMMITTEE REPORTS

A. REPORT FROM FINANCE AND AUDIT COMMITTEE

Board Secretary Tracy Cox reported briefly.

B. REPORT FROM NOMINATION COMMITTEE

V. Executive Session

A. AUTHORIZATION

B. CONSULT WITH ATTORNEY PURSUANT TO GOVERNMENT CODE 551.071

The Board entered Executive Session at 8:05 p.m. and returned to Open Session at 9:07 p.m., having conducted no votes and having made no decisions while in Executive Session.

VI. CONSENT AGENDA

A. CONSENT AGENDA ITEMS -- SINGLE VOTE UNLESS OTHERWISE SPECIFIED

PETER GUDMUNDSSON made a motion to approve the Consent Agenda.
Dr. Lynne Beach seconded the motion.
Charles Klein briefed the Board on the RFQs in the Consent Agenda.
The board **VOTED** unanimously to approve the motion.

VII. Board Items for Discussion/Action

A. CONSIDER/ACT ON DECEMBER, 2021 FINANCIAL REPORT

Dr. Lynne Beach made a motion to approve the Report.
PETER GUDMUNDSSON seconded the motion.
CFO James Dworkin was absent. Eddie Conger and Board Secretary Tracy Cox briefed the Board on effect of Federal funding on State funding.
The board **VOTED** unanimously to approve the motion.

B. CONSIDER/ACT ON APPOINTMENT OF LTGEN BRIAN BEAUDREault TO THE ILTEXAS BOARD OF DIRECTORS

Dr. Lynne Beach made a motion to Appoint LtGen Beaudreault to the Board of Directors.
PETER GUDMUNDSSON seconded the motion.
LtGen Brian Beaudreault was seated as a Member of the Board of Directors before the the Board took up the Superintendent-CEO Report and Information Items, Executive Session, Consent Agenda, and Action Items.
The board **VOTED** unanimously to approve the motion.

VIII. Closing Items

A. Adjourn Meeting

PETER GUDMUNDSSON made a motion to adjourn.

Dr. Lynne Beach seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
Finn Simmensen

Documents used during the meeting

None

Cover Sheet

SUPERINTENDENT-CEO REPORT

Section: IV. Superintendent-CEO Report and Information Items
Item: A. SUPERINTENDENT-CEO REPORT
Purpose: FYI
Submitted by:
Related Material: 1 -- 2020-2021 TAPR Annual Report Public Hearing Final.pptx
2 -- 20-21 TAPR ILTexas.pdf
3 -- TAPR glossary.pdf

2020-21 Annual Report



International
Leadership of Texas

February 16, 2022 10 of 244

Texas Academic Performance Review (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 8th 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 2021

Section 1

2020-21 Texas Academic Performance Report (TAPR)

➤ Cover Page

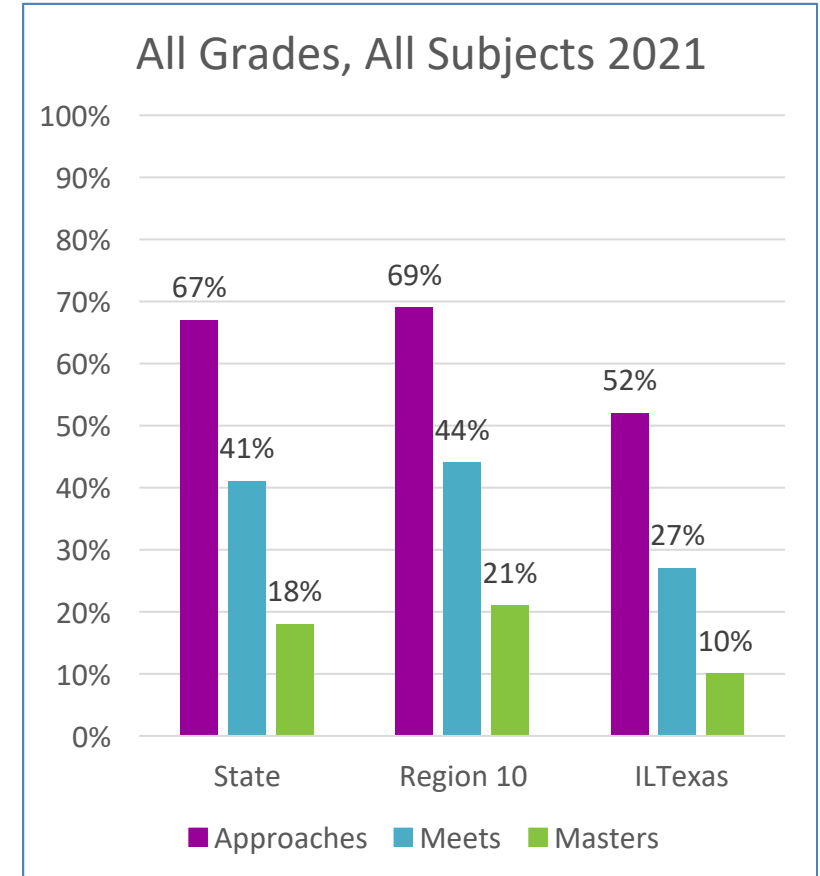
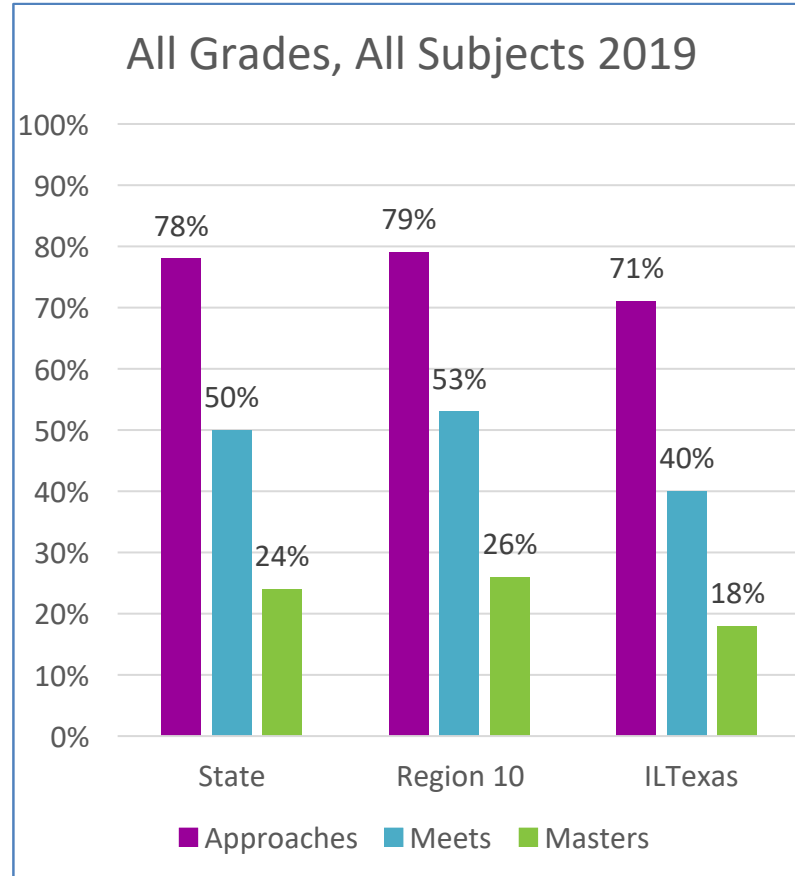
- 2021 Accountability Rating
 - *Not Rated: Declared State of Disaster*
- 2021 Special Education Determination Status
 - Needs Assistance
- 2021 Distinction Designations
 - *No Distinction Designations were awarded at the district or campus level in 2021*

Section 1

2020-21 Texas Academic Performance Report (TAPR)

➤ **STAAR Performance – reported for 2021 and 2019 (2020 STAAR was cancelled)**

- 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



Section 1

2020-21 Texas Academic Performance Report (TAPR)

- **STAAR – Academic Growth – reported for 2019 and 2018**
 - ❑ Because Academic Growth requires consecutive years of STAAR performance, it could not be calculated for 2021 (due to the cancellation of STAAR in 2020)
 - ❑ Academic Growth IS anticipated to be calculated for 2022 STAAR

- **Bilingual Education/English as a Second Language**
 - ❑ Includes STAAR performance (disaggregated by various program instructional models) for students identified as current Emergent Bilinguals (EBs) or English Learners (ELs)
 - Reported for 2021 and 2019

- **STAAR Participation**
 - ❑ Reported for 2021 and 2019

Section 1

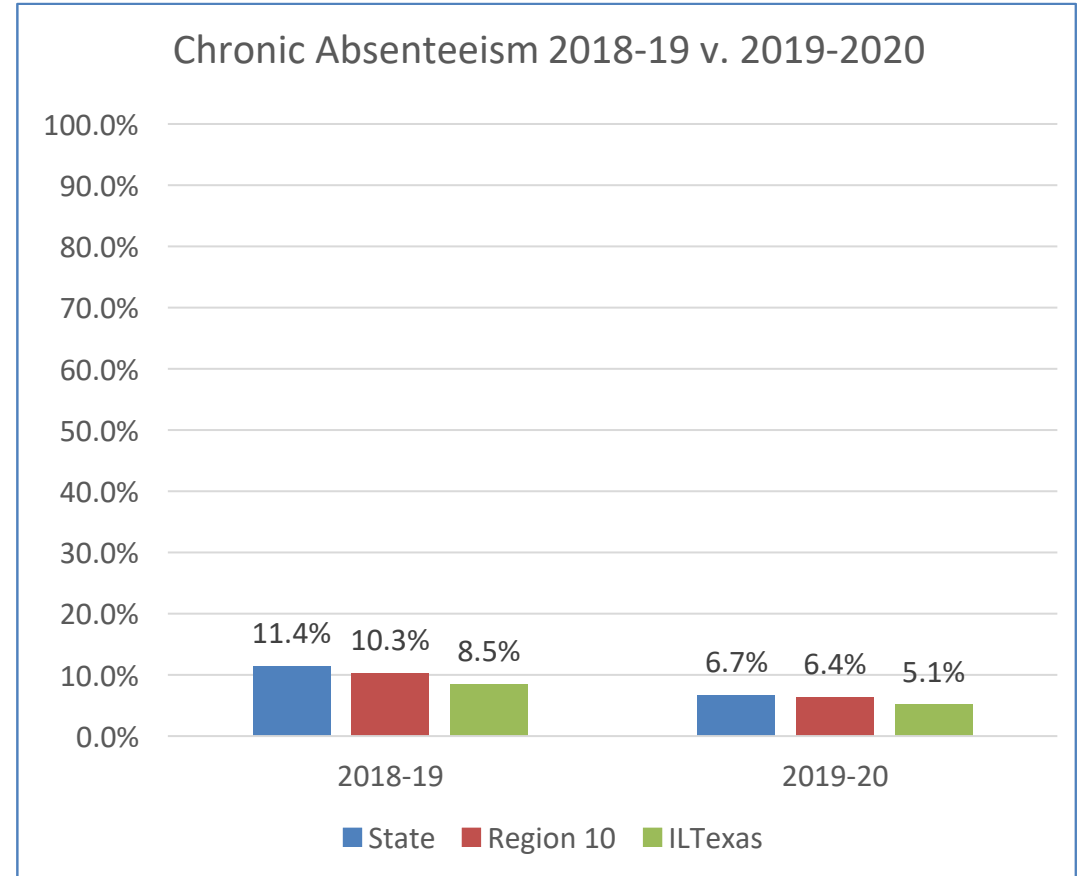
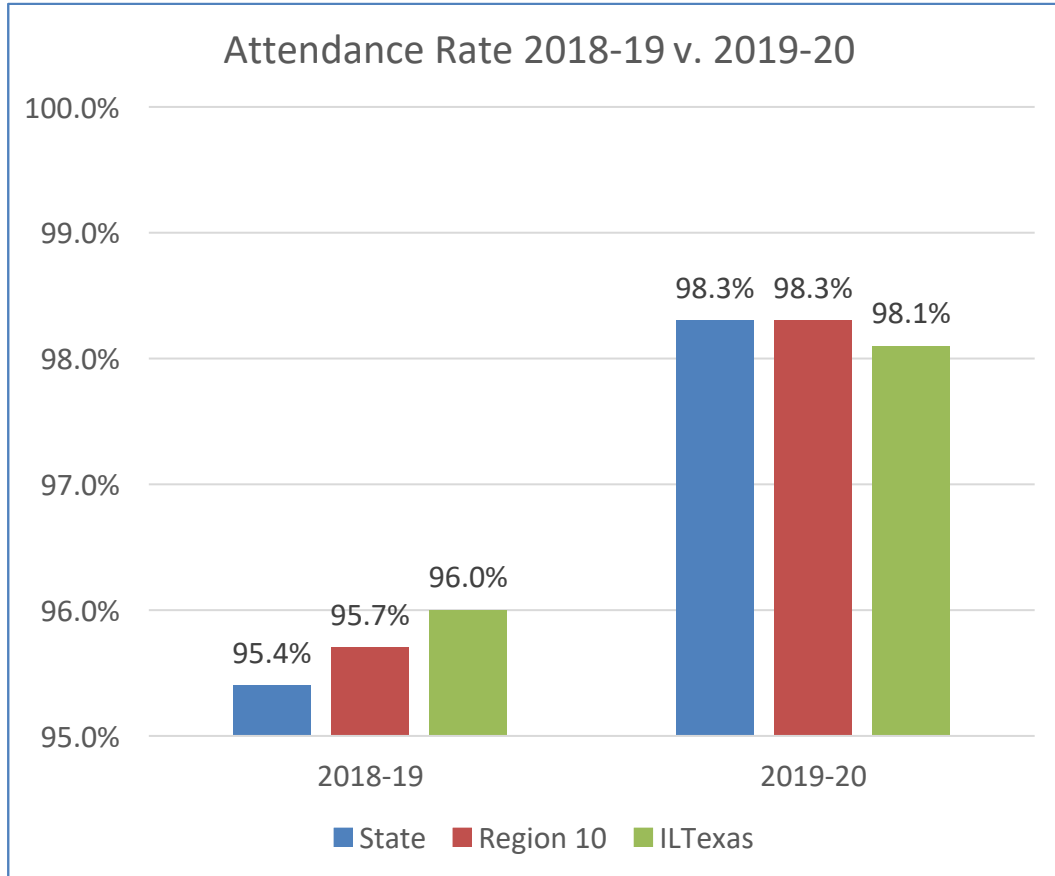
2020-21 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2019-20 and 2018-19 (the most recent years for which data have been reported to TEA)**
 - Attendance Rate
 - Chronic Absenteeism
 - 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)

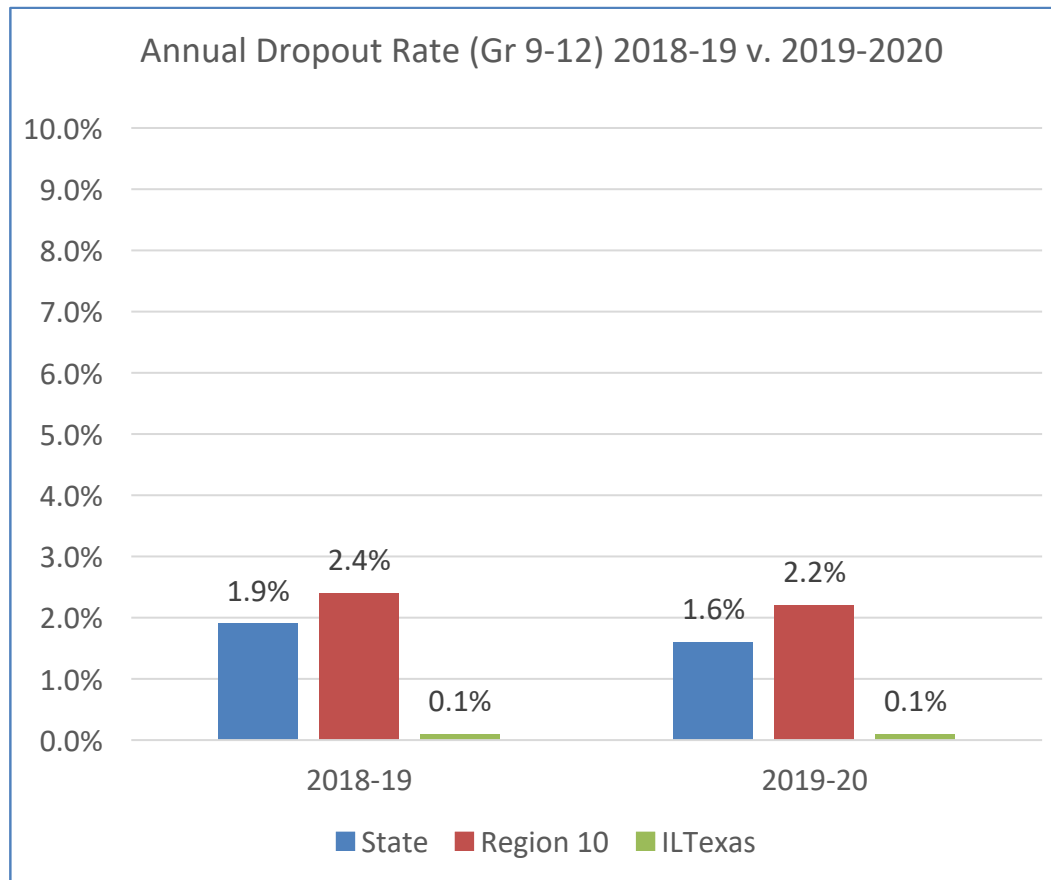
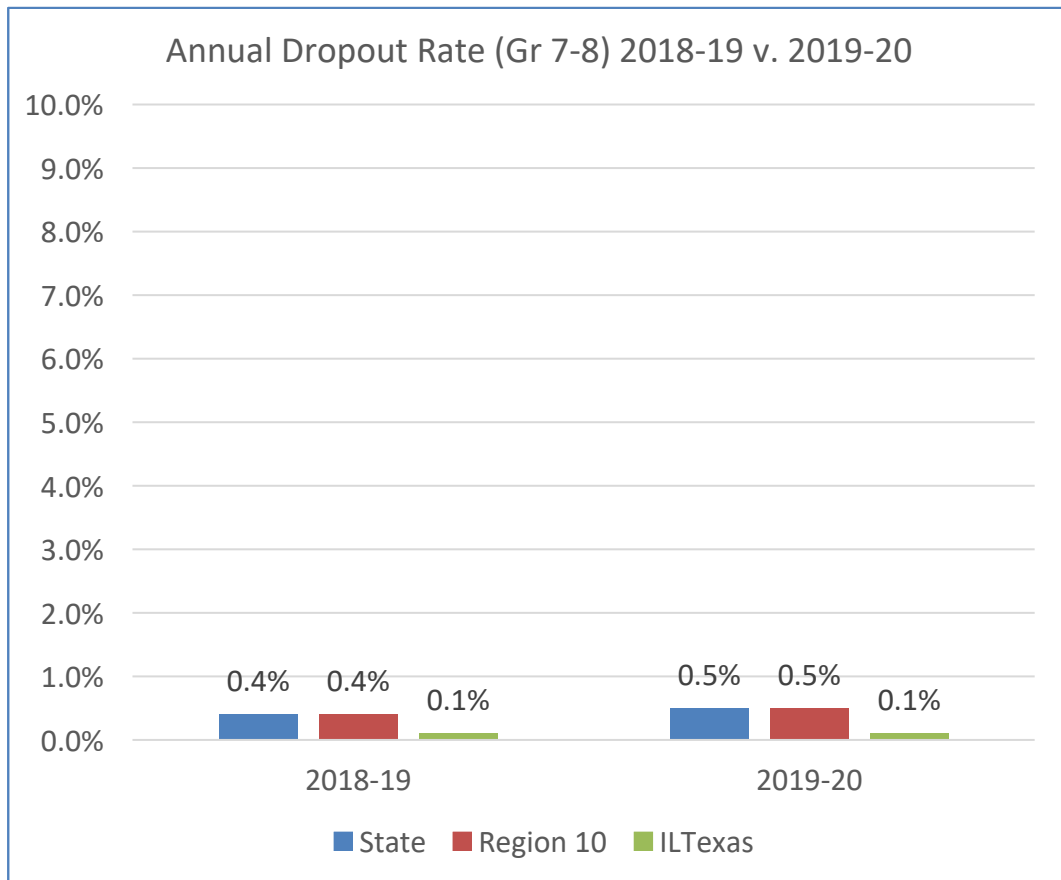
Attendance

NEW INDICATOR!

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10% or more days.



Annual Dropout Rates



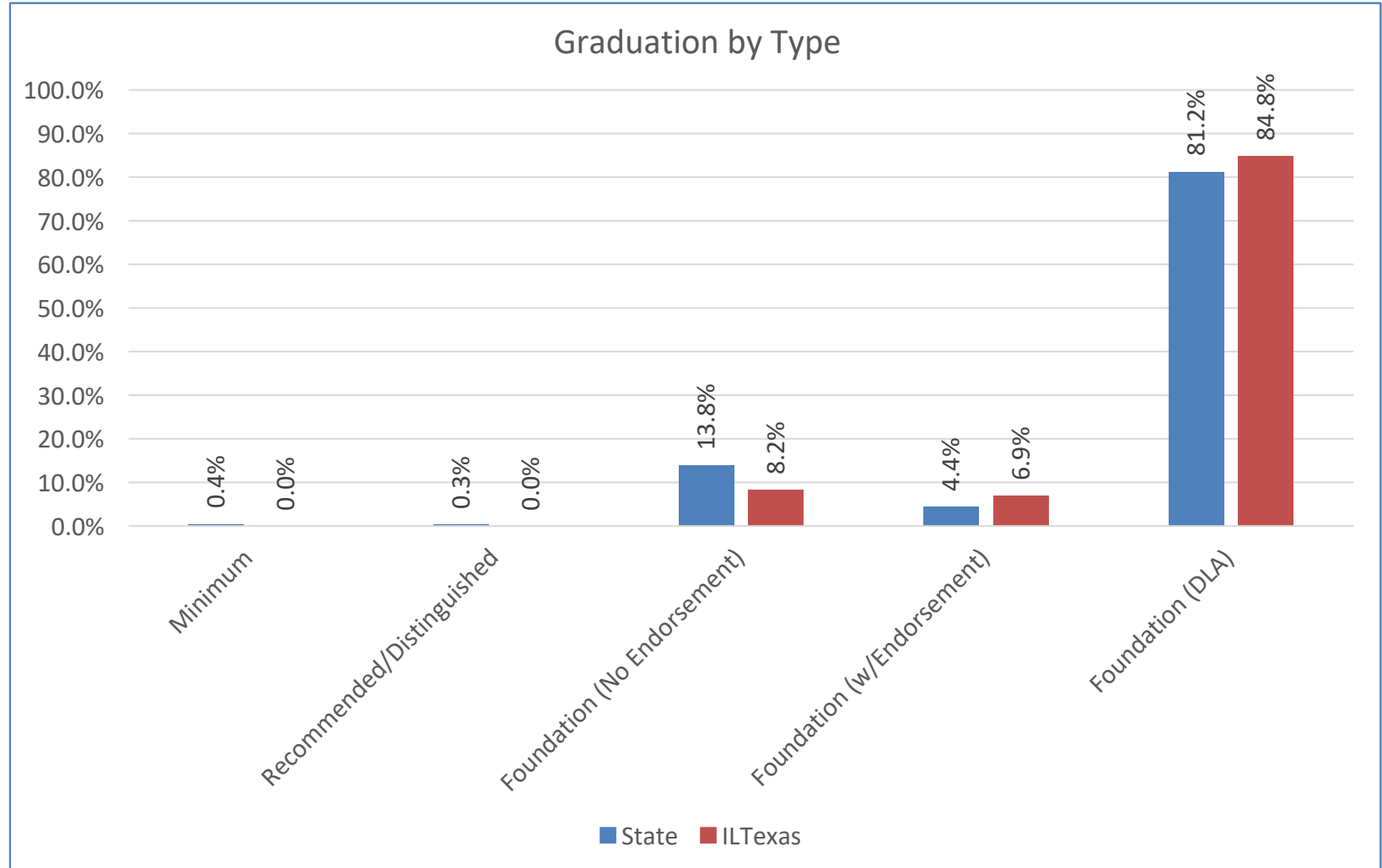
Graduation Rates

based on year entering 9th grade

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	ILTexas Graduation Rate	ILTexas Graduation + TxCHSE + Continuers	State Graduation Rate	State Graduation + TxCHSE + Continuers
		4-year Rates for the Class of 2020 (the Cohort Class of Student Who Started 9th Grade in 2016-17)				98.2%	99.7%	90.3%	94.6%
	5-year Rates for the Class of 2019 (the Cohort Class of Student Who Started 9th Grade in 2015-16)					99.3%	100.0%	92.0%	93.9%
6-year Rates for the Class of 2018 (the Cohort Class of Student Who Started 9th Grade in 2014-15)						98.6%	99.5%	92.6%	93.9%

Graduation Plan Annual Rates

➤ Graduation Profile – 2019-20 Graduates



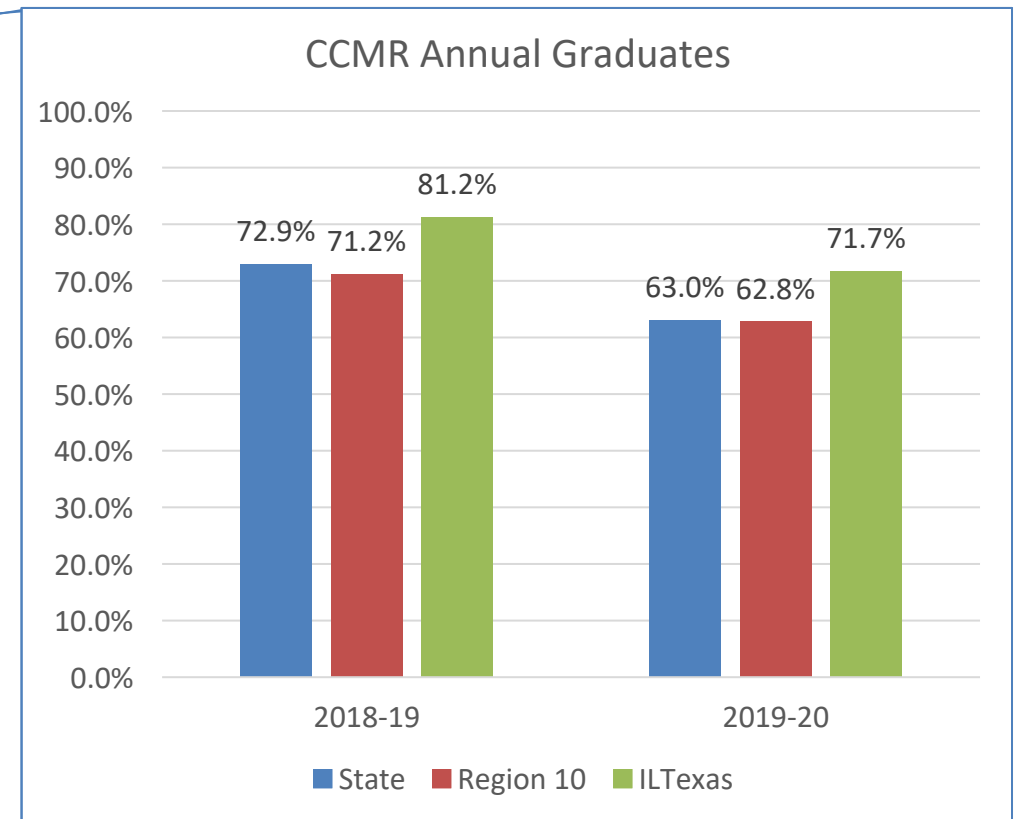
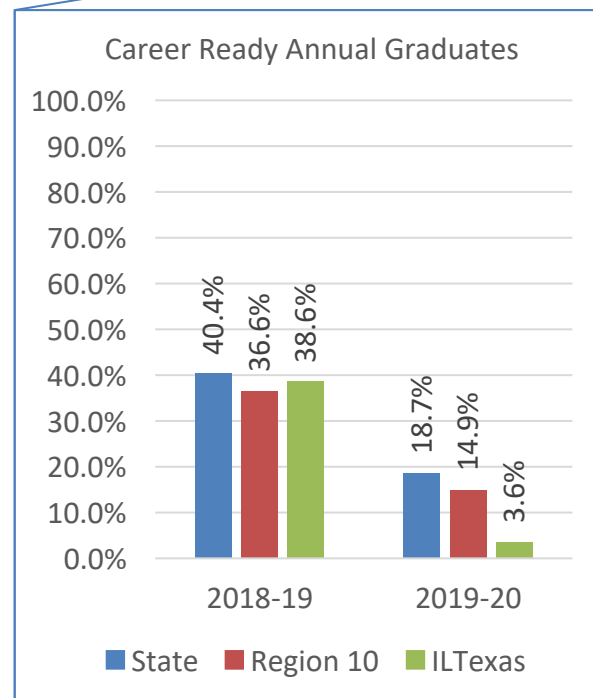
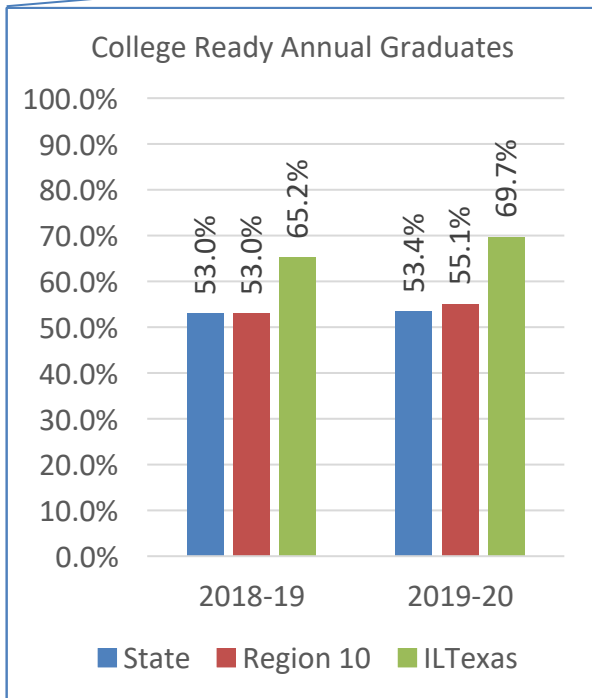
Section 1

2020-21 Texas Academic Performance Report (TAPR)

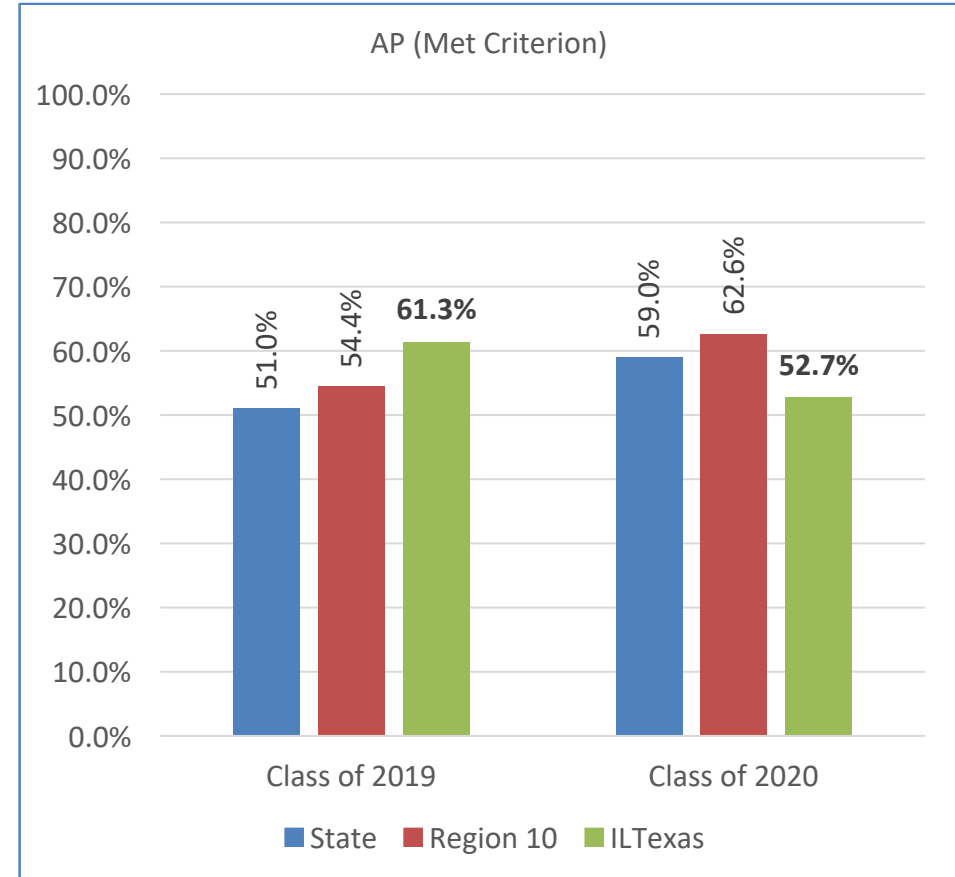
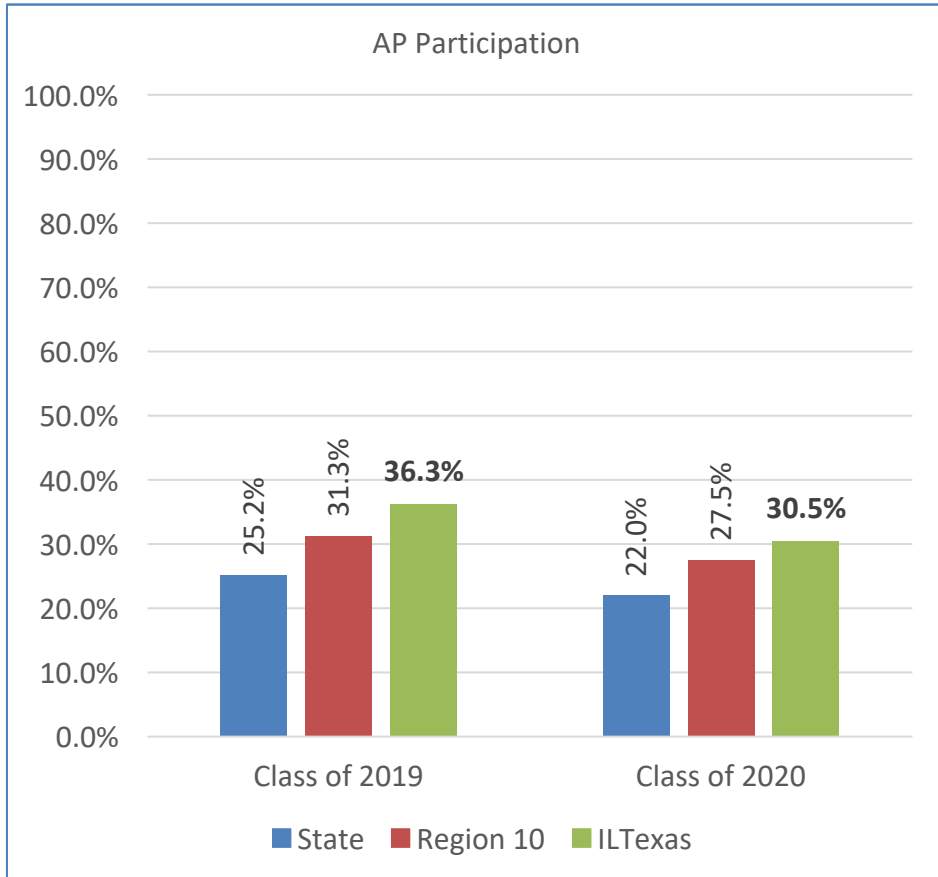
The most recent data for these measures are from the 2019-20 school year. Therefore, performance on these measures is reported for the 2019-20 and 2018-19 school years.

➤ College, Career and Military Readiness (CCMR)

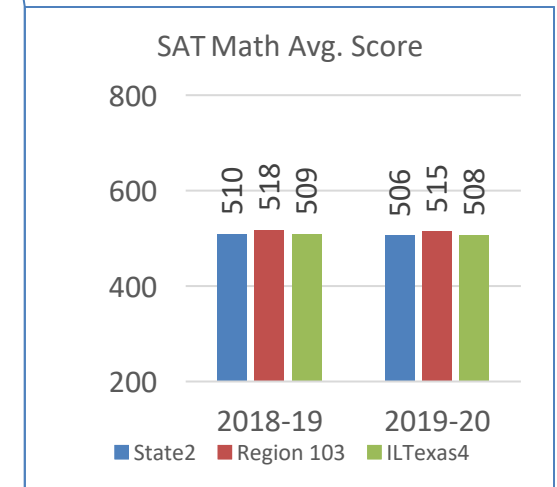
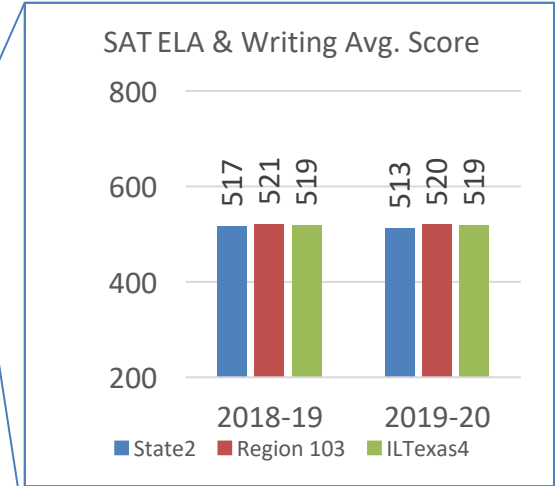
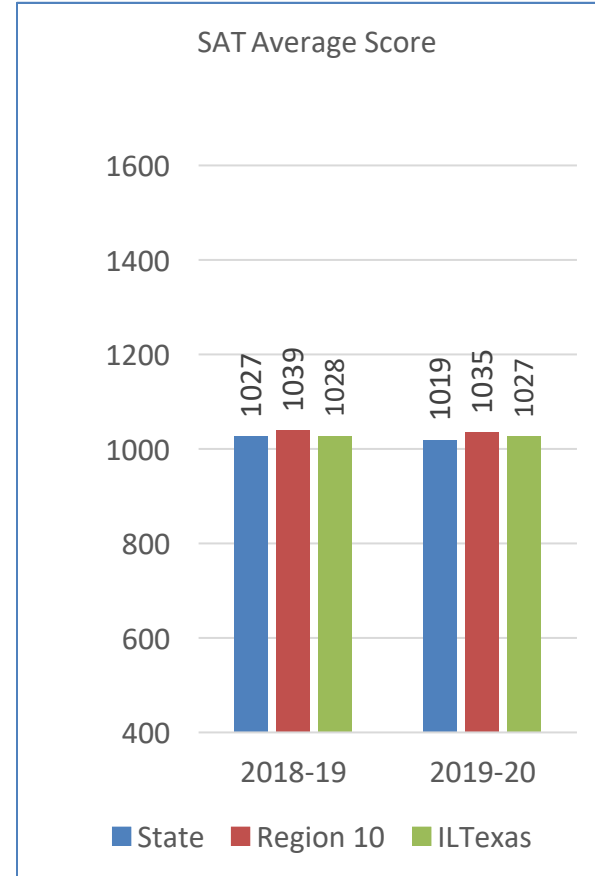
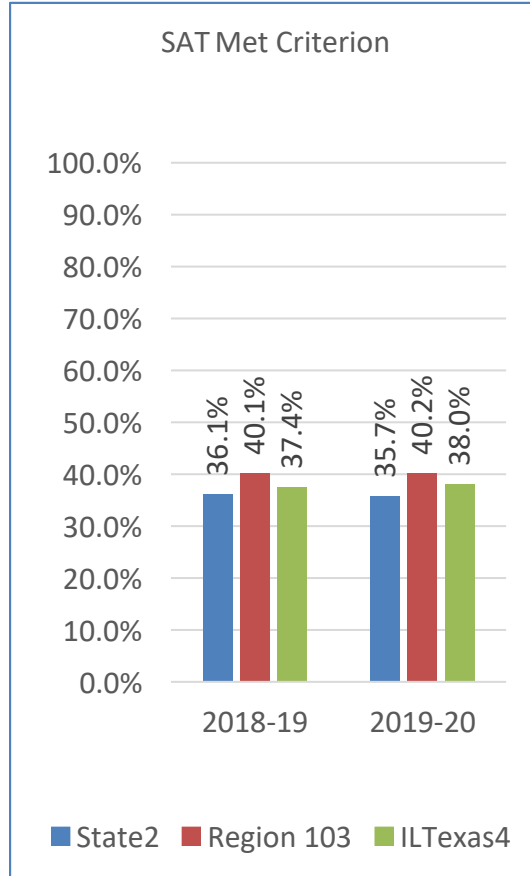
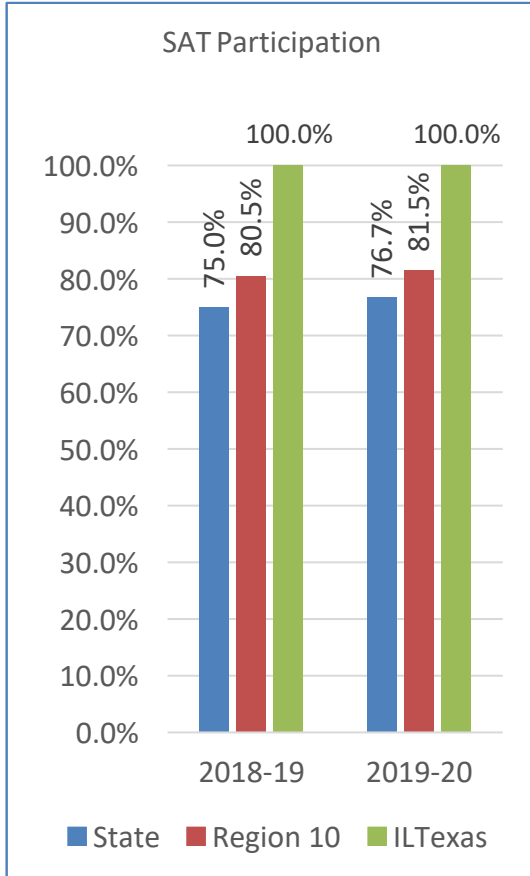
- CCMR Graduates
- College Ready Graduates
- Career/Military Ready Graduates



AP Results



SAT Results



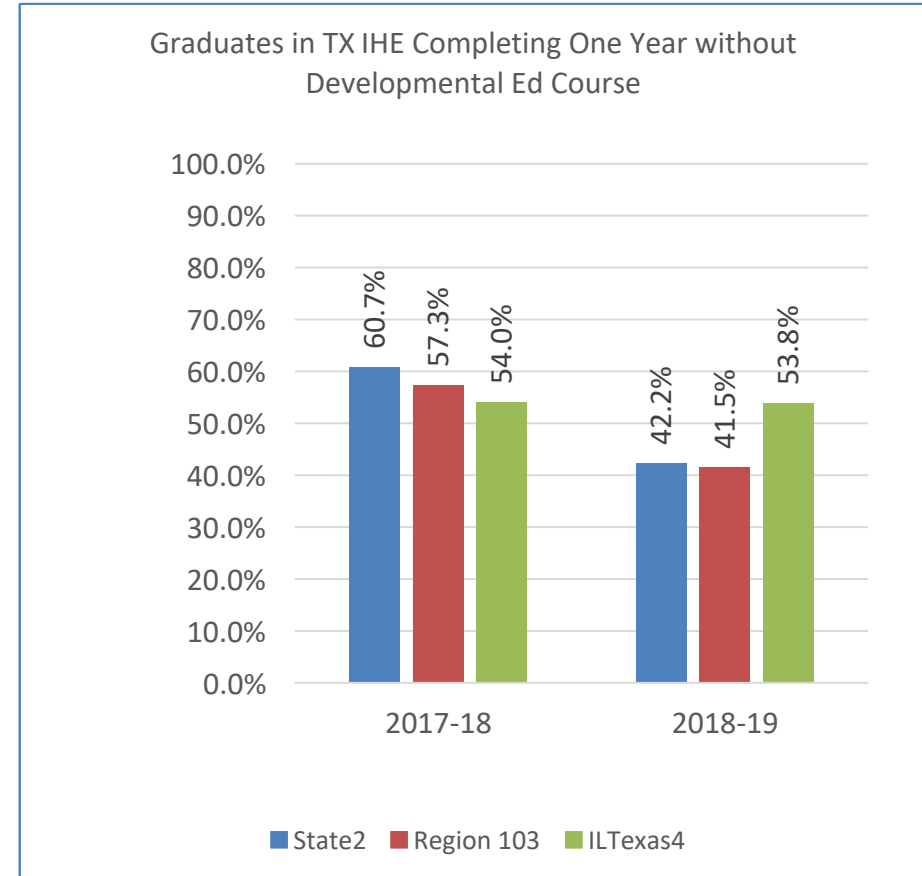
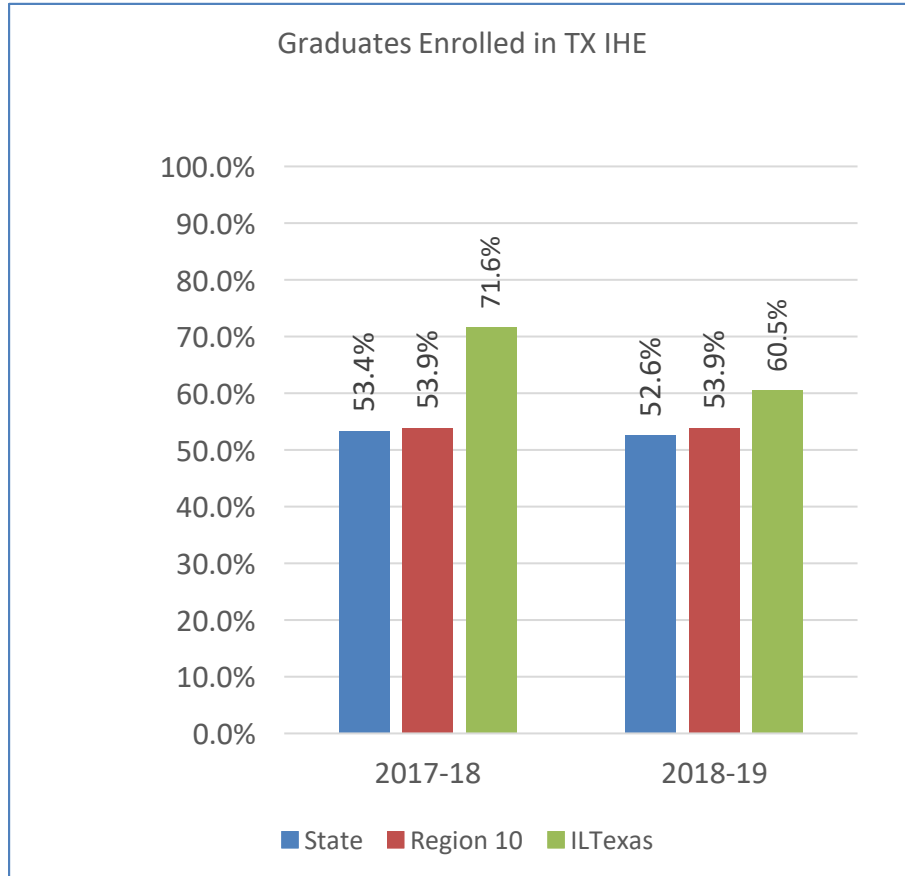
Section 1

2020-21 Texas Academic Performance Report (TAPR)

➤ **Other Postsecondary Indicators**

- Advanced Dual-Credit Course Completion
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

Texas Institution of Higher Education (TX IHE)



Section 1

2020-21 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)

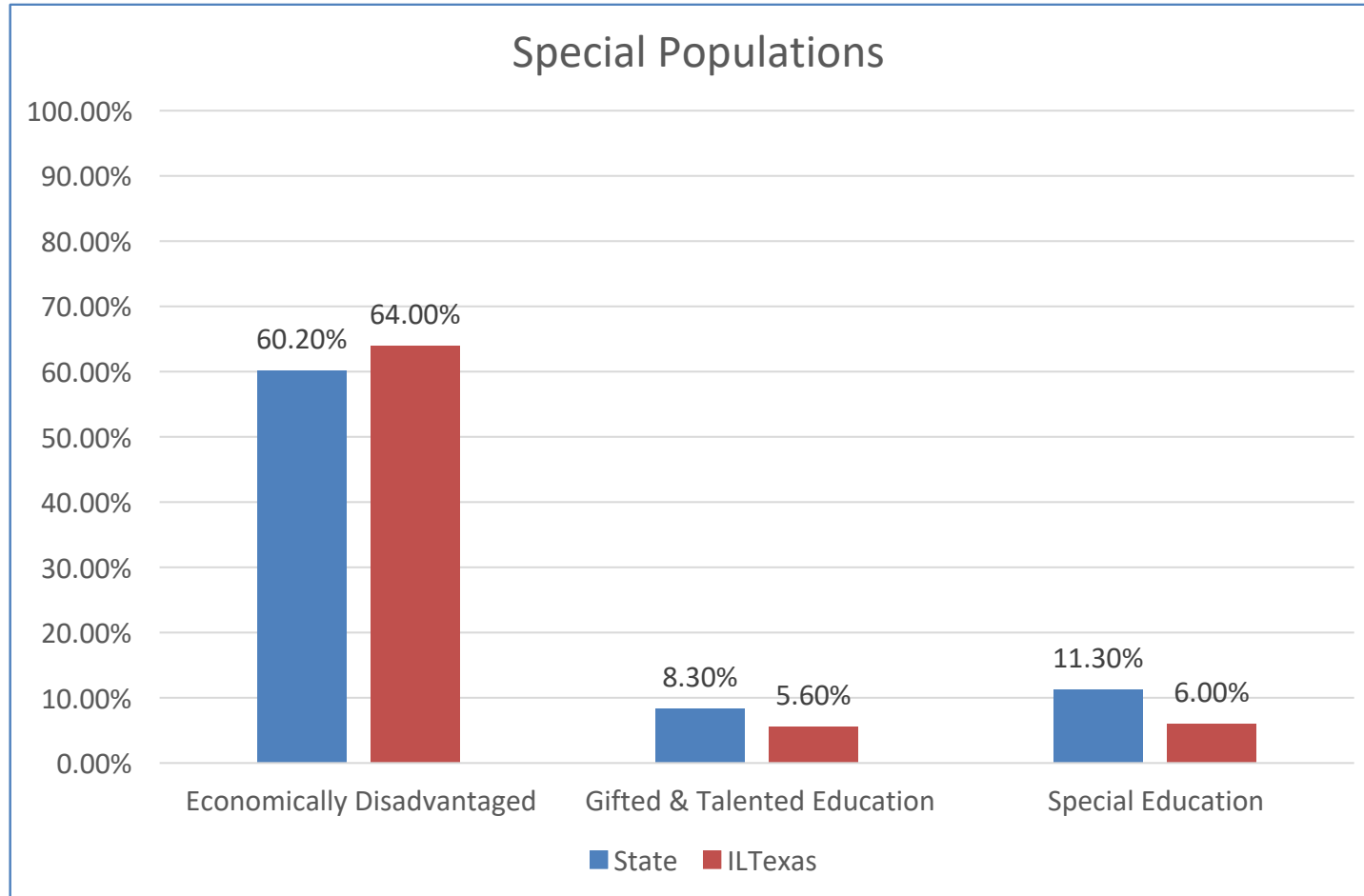
➤ **Staff Information**

- 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)

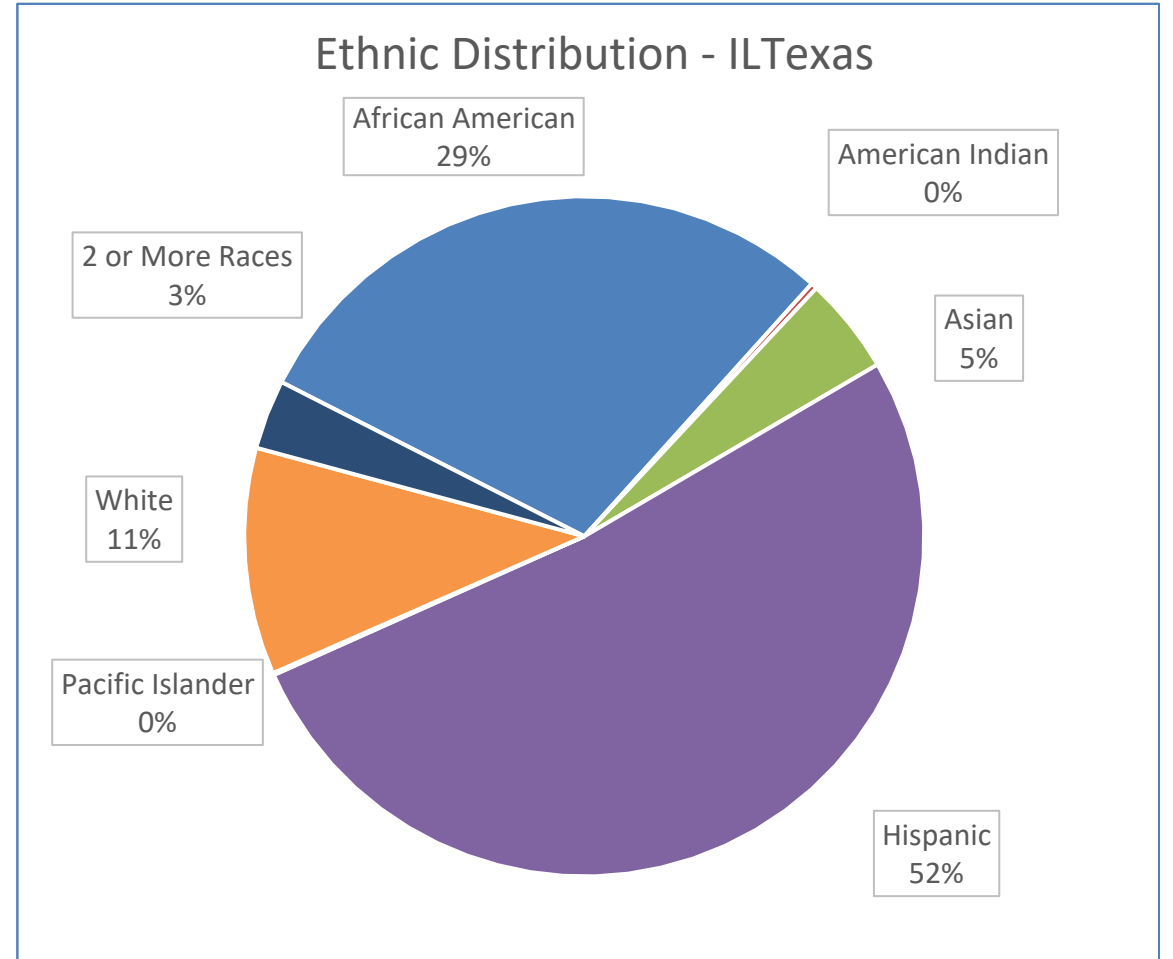
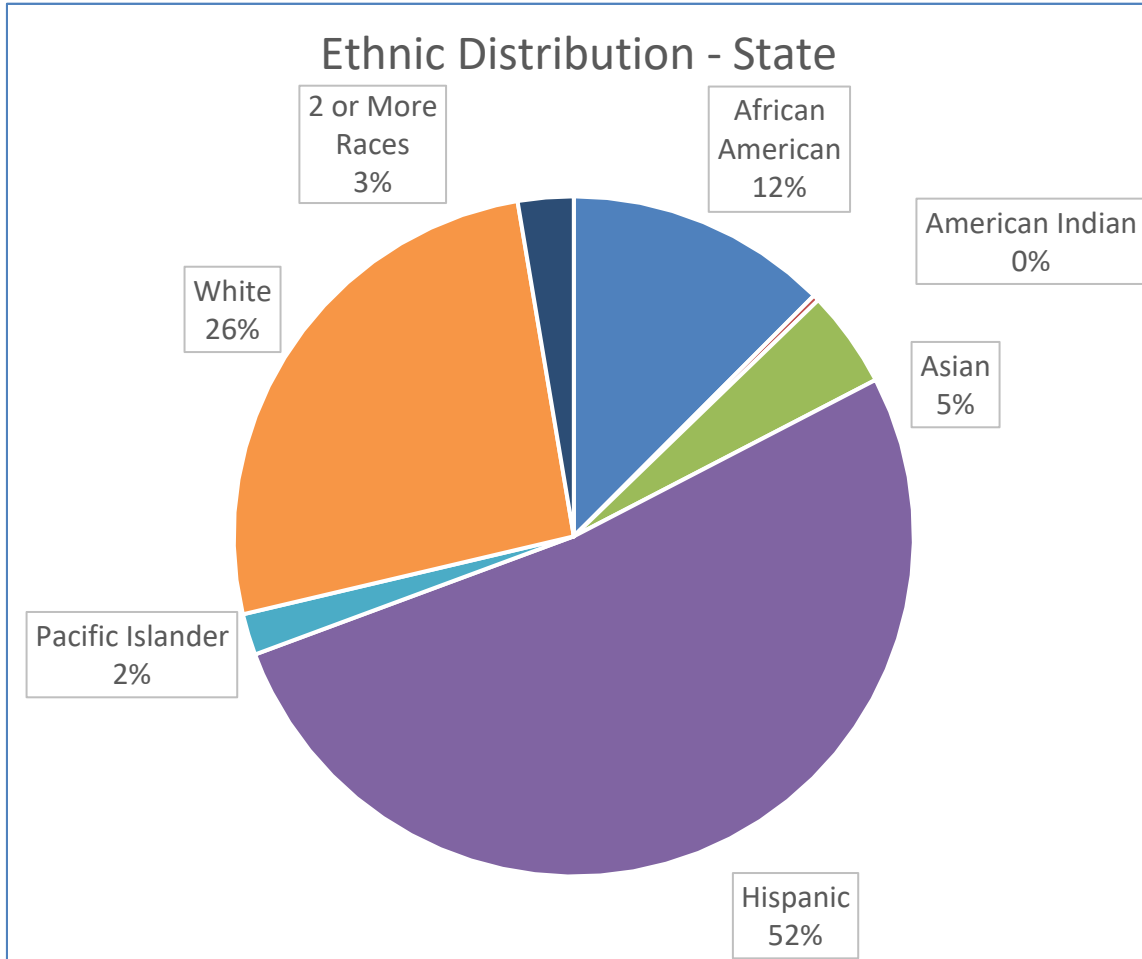
➤ **Program Information**

- Student Enrollment by Program
- Teachers by Program (population served)

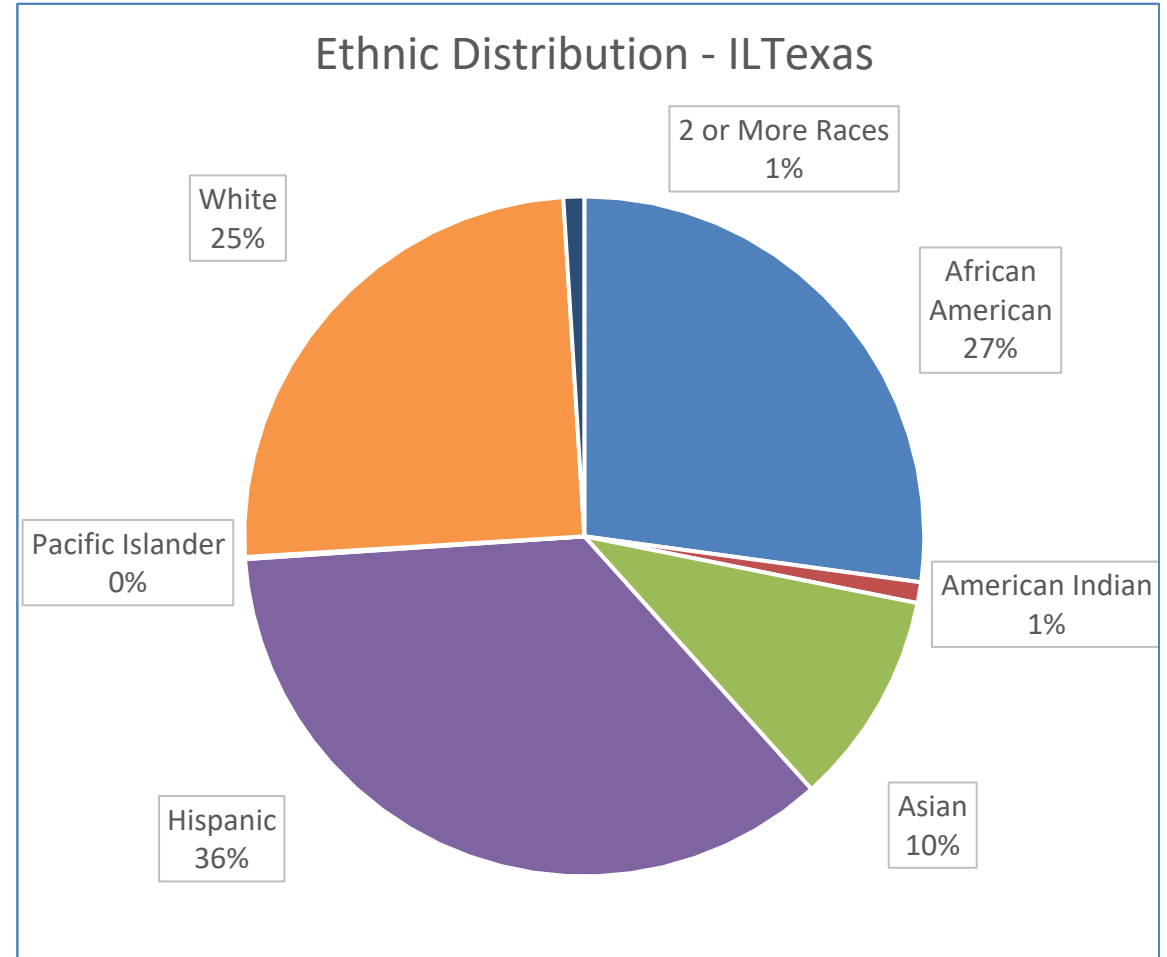
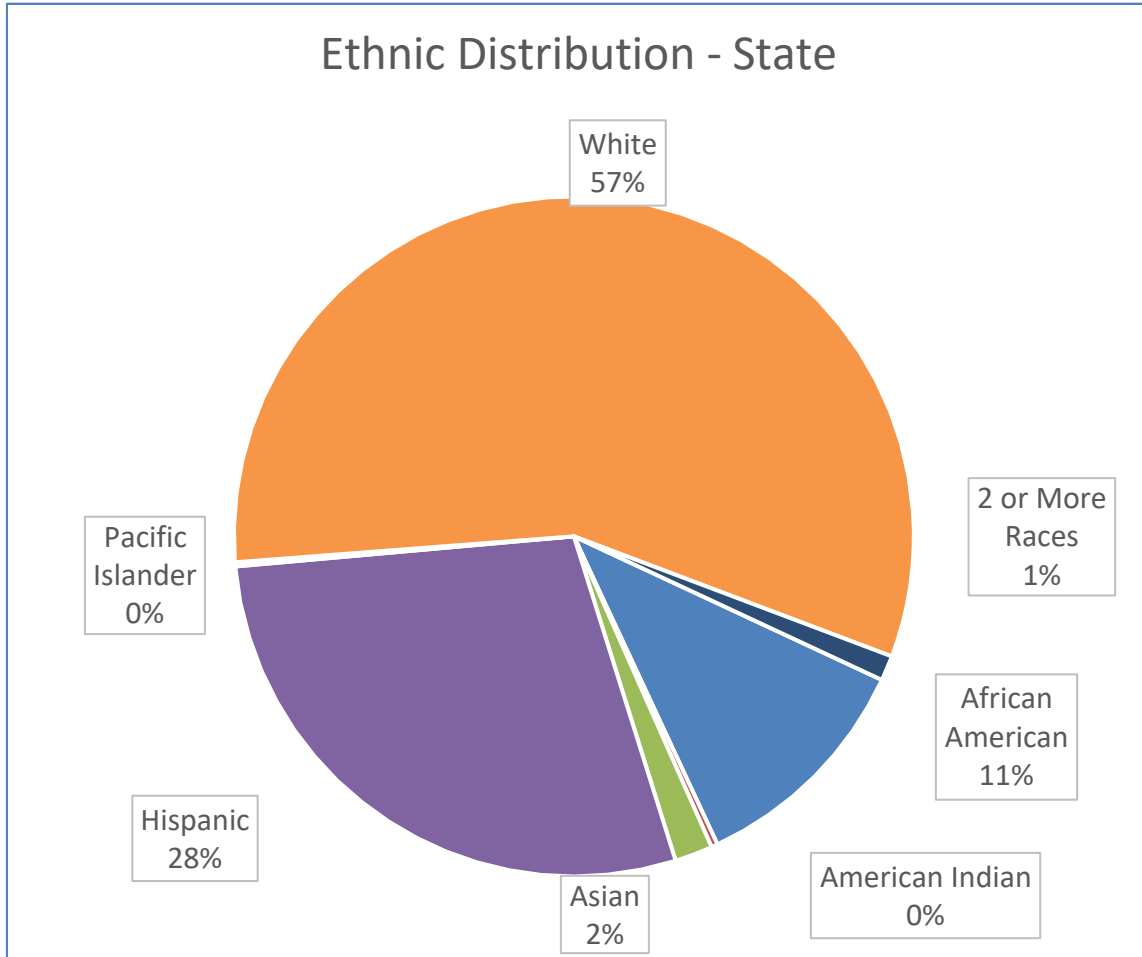
Student Information



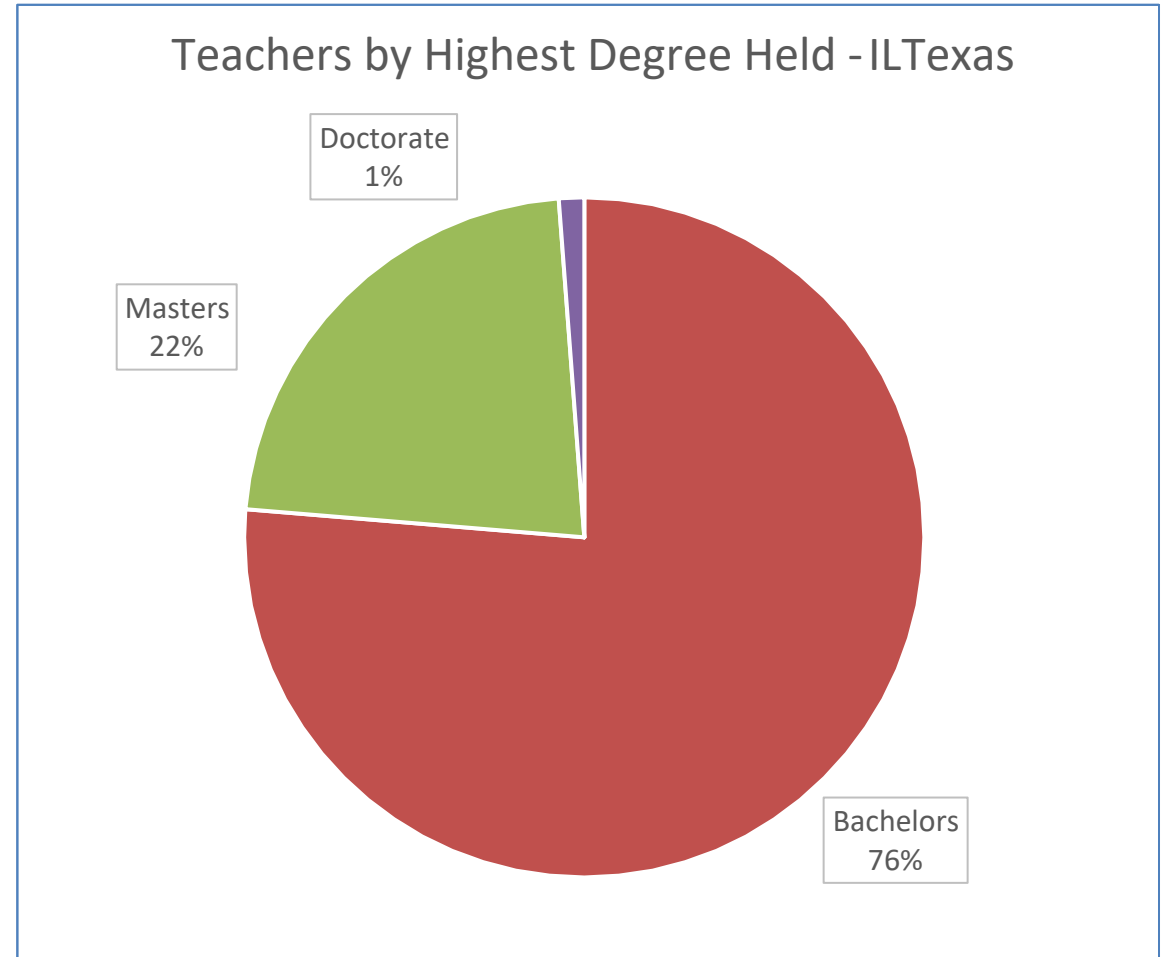
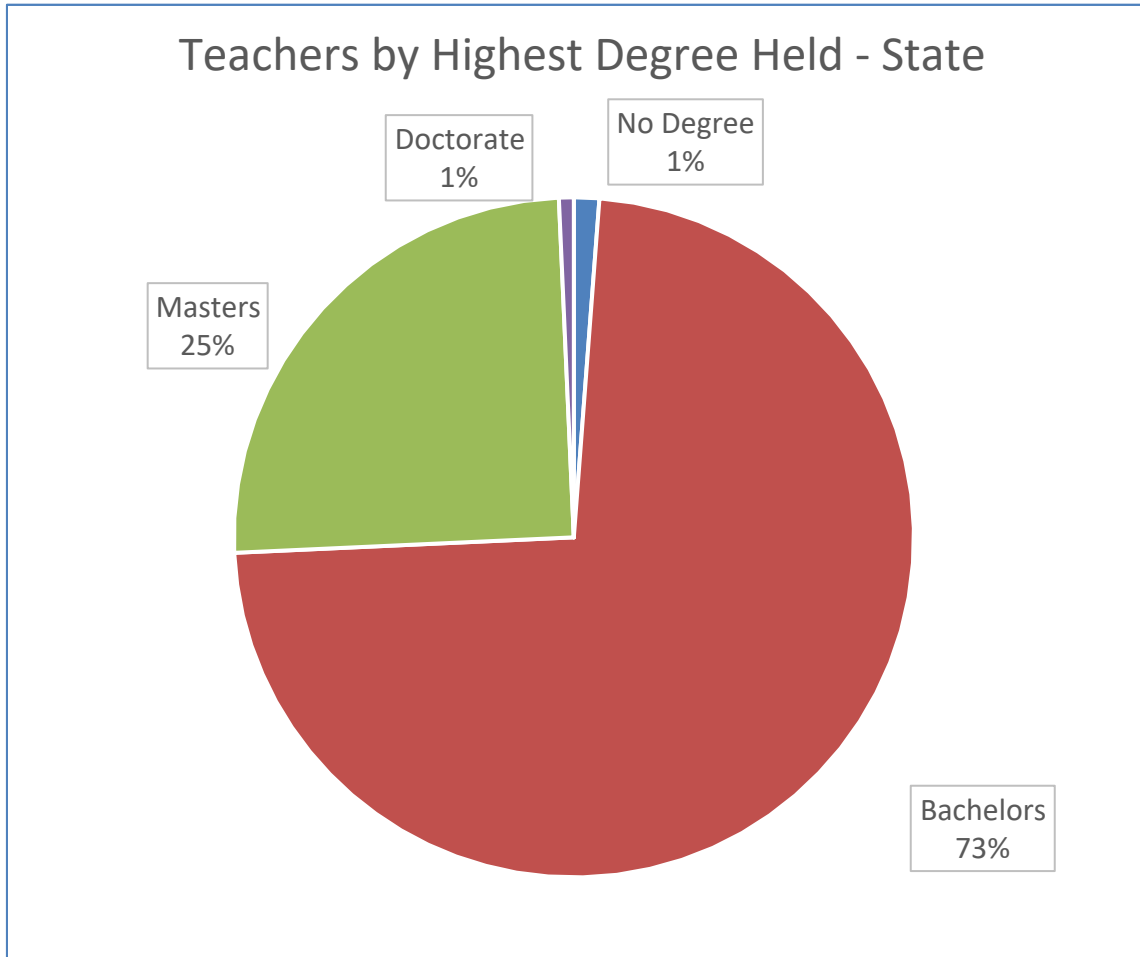
Student Information



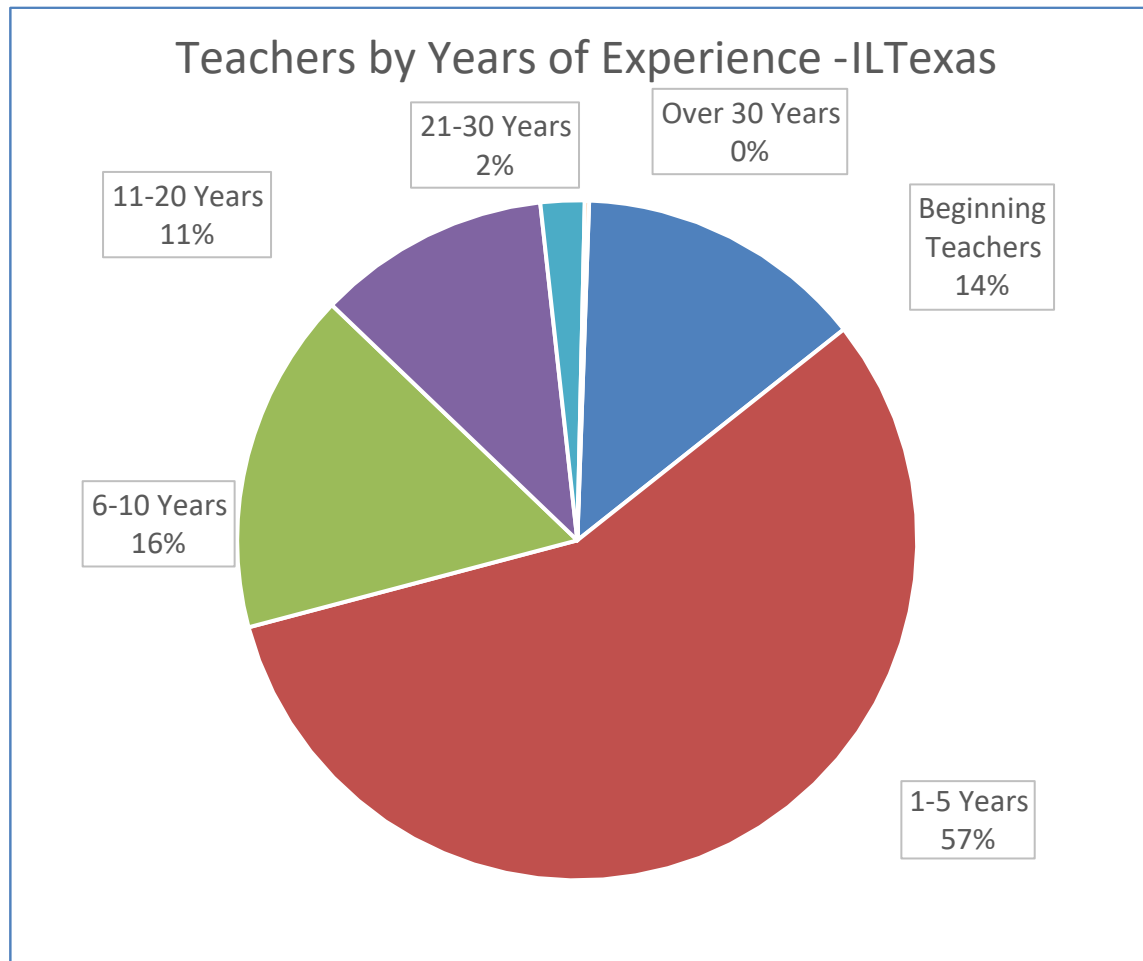
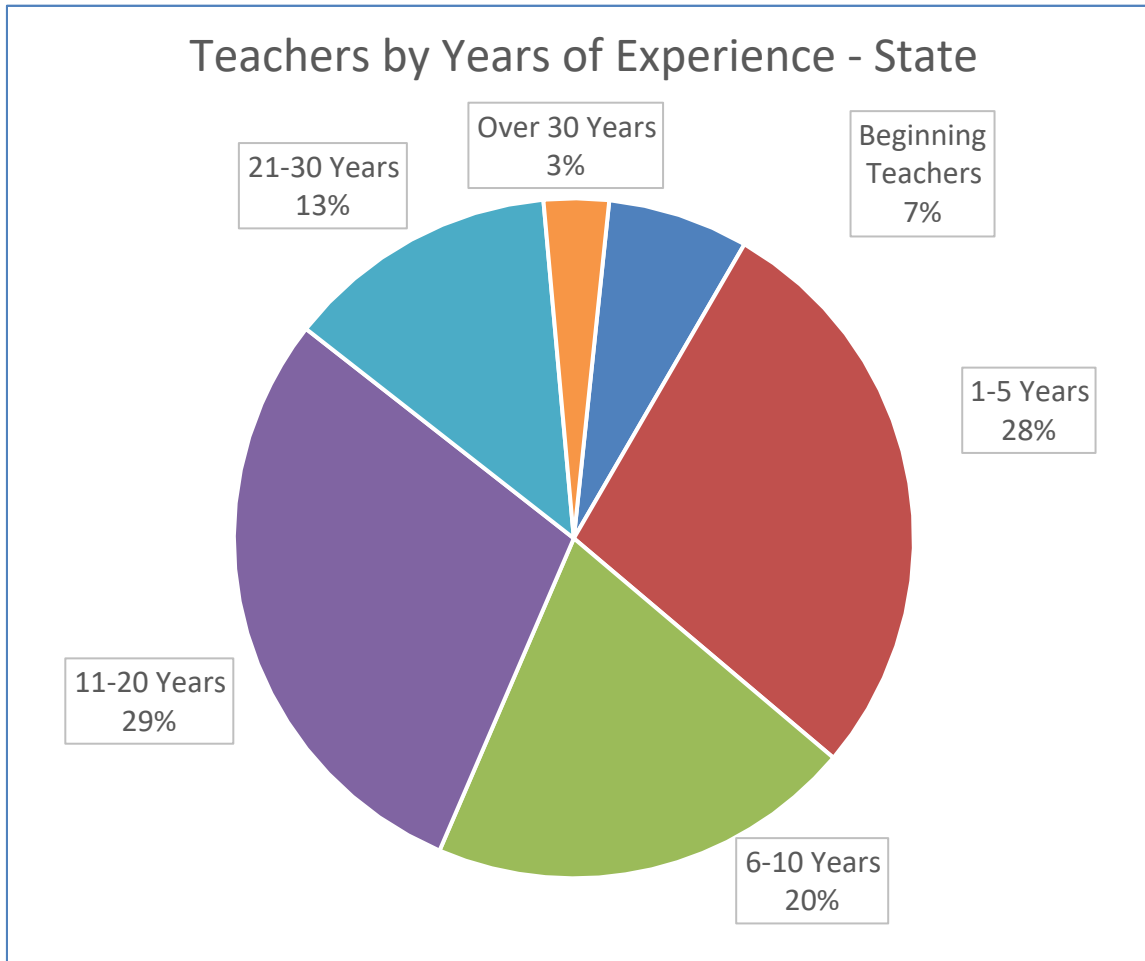
Staff Information



Staff Information



Staff Information



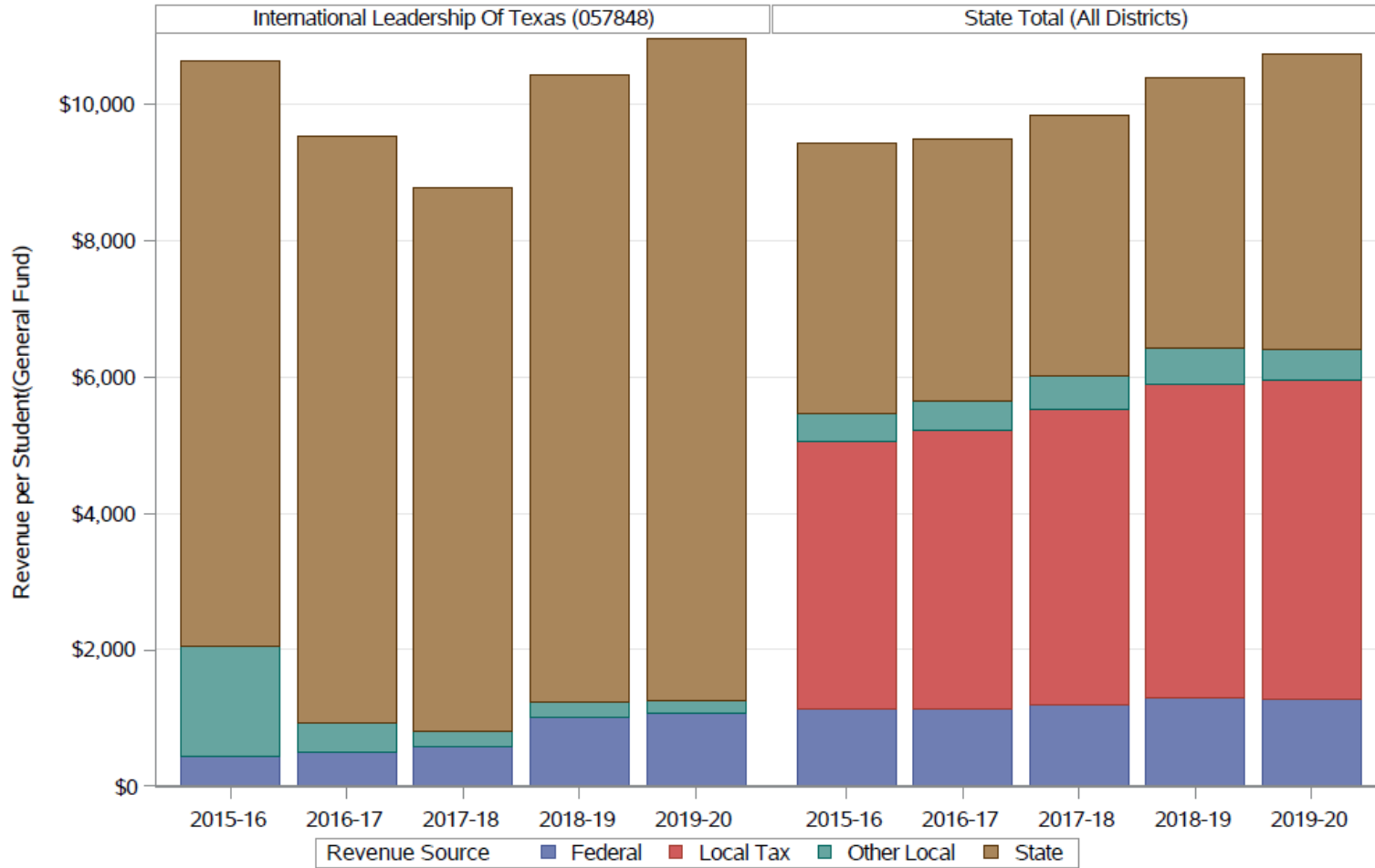
Section 2

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

2019-20 Actual Financial Data (District)

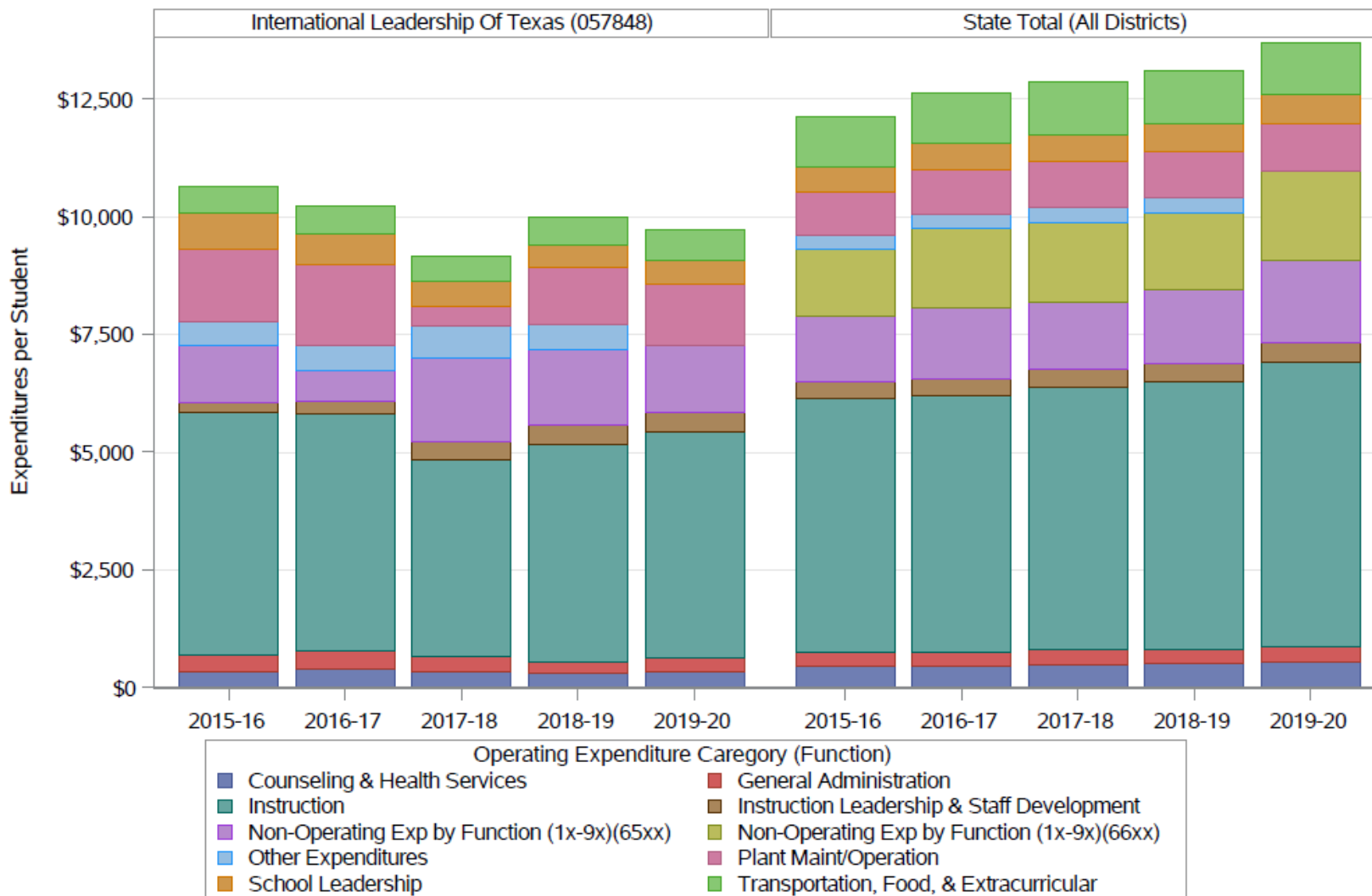
- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

Comparison of 2015-16 through 2019-20 Operational Revenue Sources



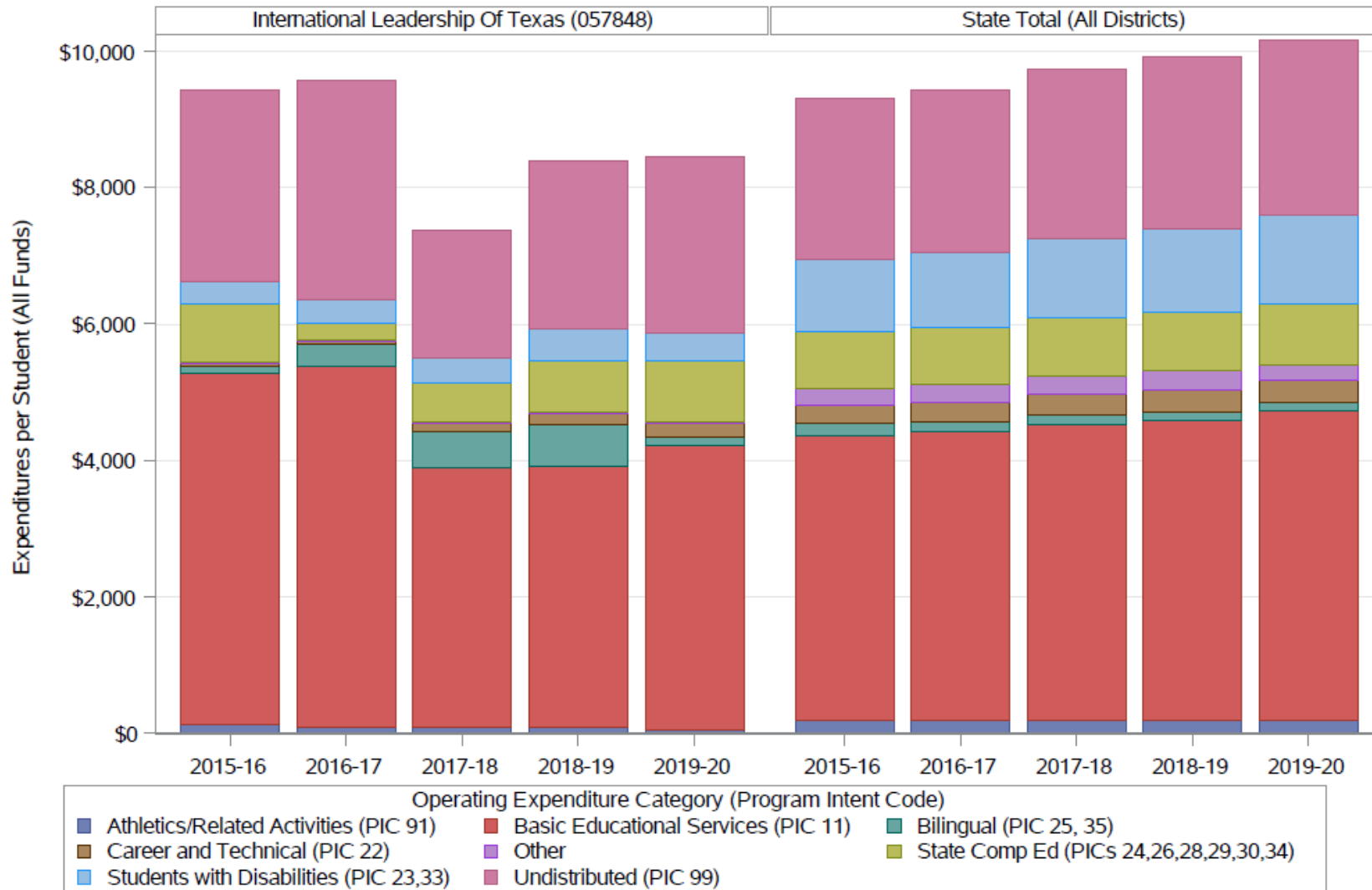
State Total (All Districts) SY1920 Total Enrolled Students in Membership = 5,478,880
 International Leadership Of Texas (057848) SY1920 Total Enrolled Students in Membership = 19,359
 Excludes Debt Service & Recapture

Comparison of 2015-16 through 2019-20 Operational Total Expenditures



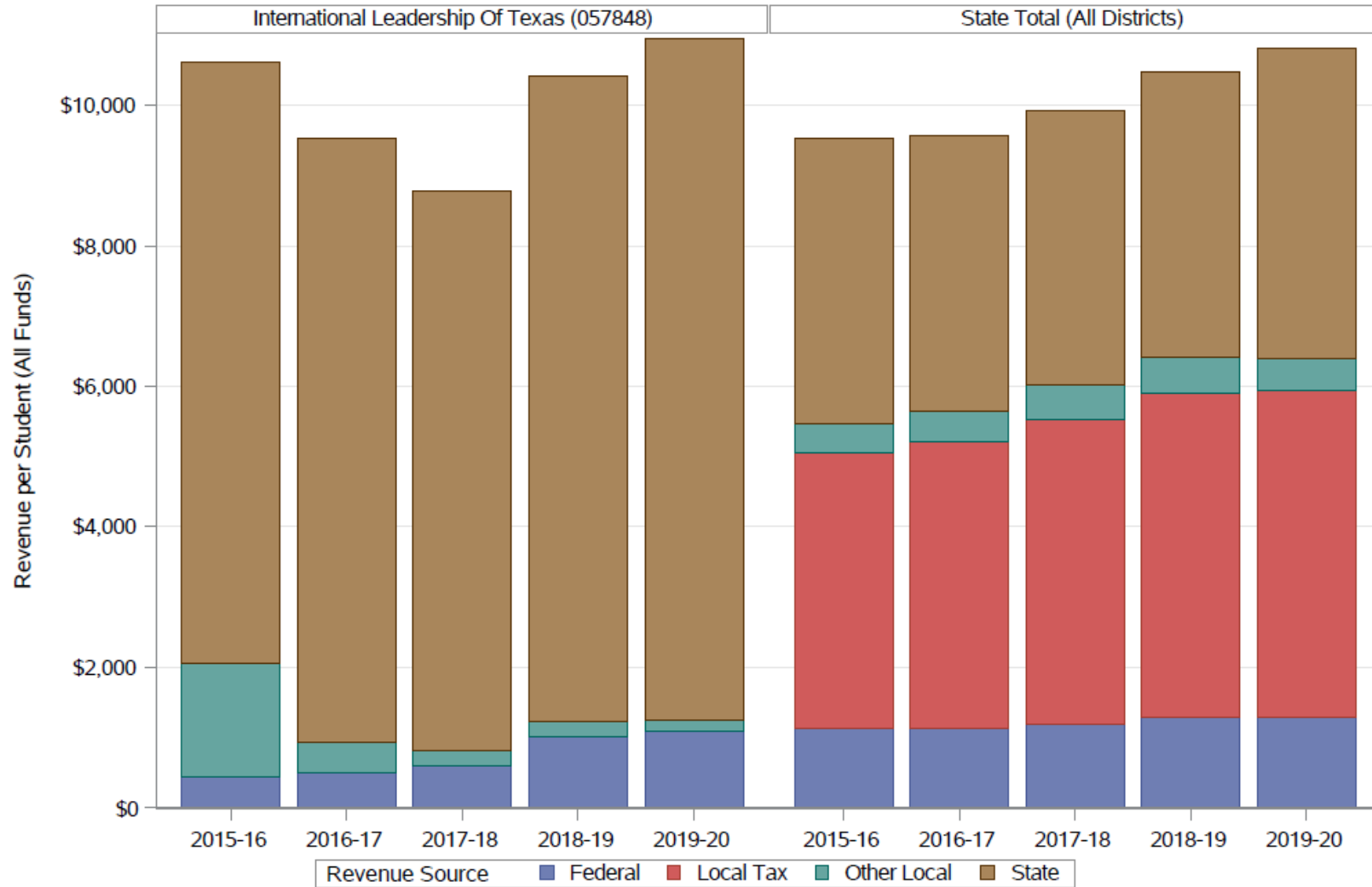
State Total (All Districts) SY1920 Total Enrolled Students in Membership = 5,478,880
 International Leadership Of Texas (057848) SY1920 Total Enrolled Students in Membership = 19,359

Comparison of 2015-16 through 2019-20 Program Expenditures



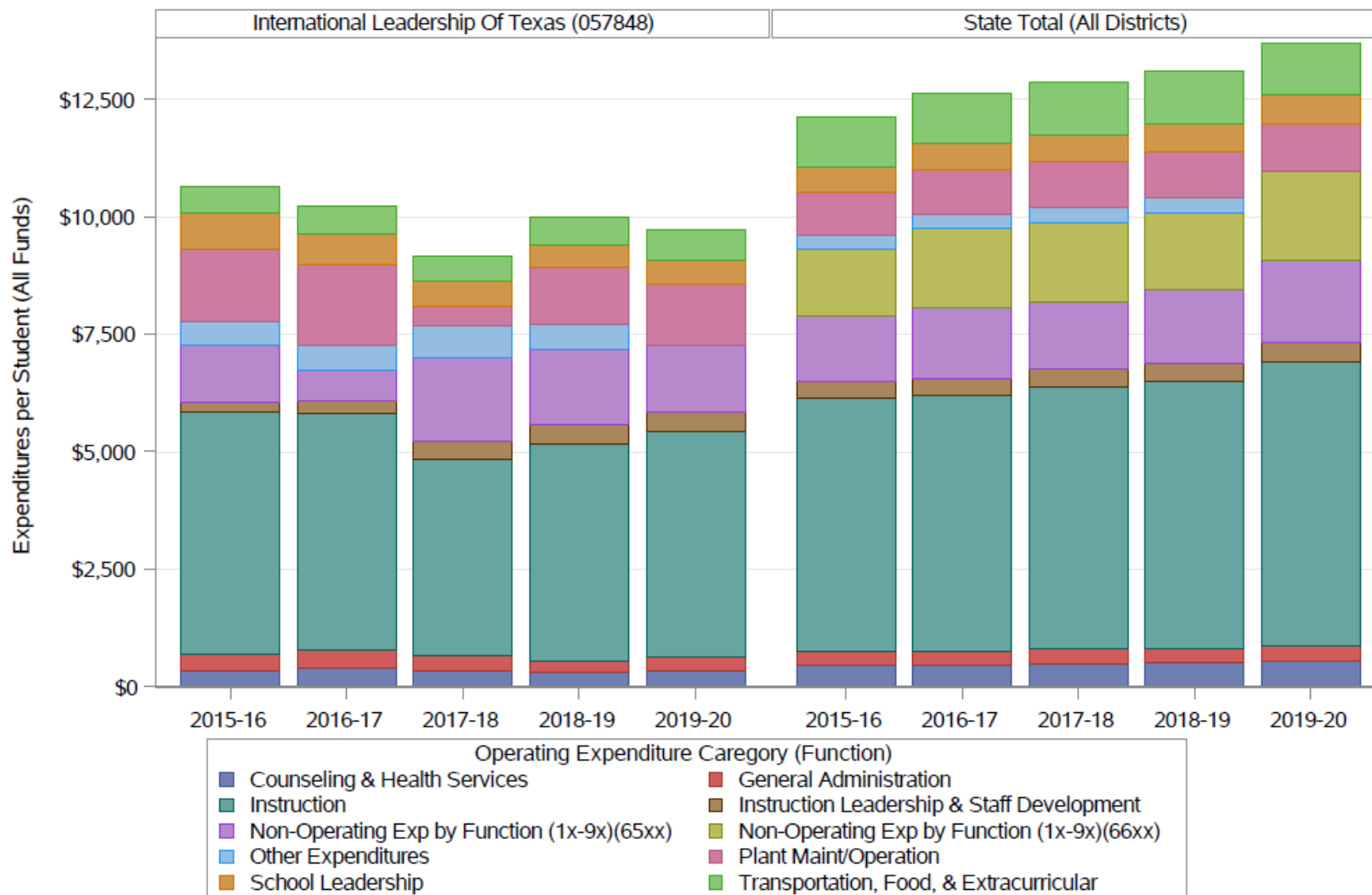
State Total (All Districts) SY1920 Total Enrolled Students in Membership = 5,478,880
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Comparison of 2015-16 through 2019-20 All Funds Revenue



State Total (All Districts) SY1920 Total Enrolled Students in Membership = 5,478,880
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Comparison of 2015-16 through 2019-20 All Funds Total Expenditures



State Total (All Districts) SY1920 Total Enrolled Students in Membership = 5,478,880
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Section 3

2020-21 District Accreditation Status

**Previous Status:
ACCREDITED**

- Generally, 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 Results Driven Accountability (RDA)
- **Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2021-22 school year**
- **Therefore, no district was assigned an accreditation status for 2020-21**

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 2020-21 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

ILTexas District Improvement Plan 2021-2022 Goals

- ❑ **Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.
- ❑ **Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.
- ❑ **Goal 3:** The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022.
- ❑ **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 2022.
- ❑ **Goal 5:** The percent of teachers retained annually will increase from 76% to 80% by June 2022.
- ❑ **Goal 6:** To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

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

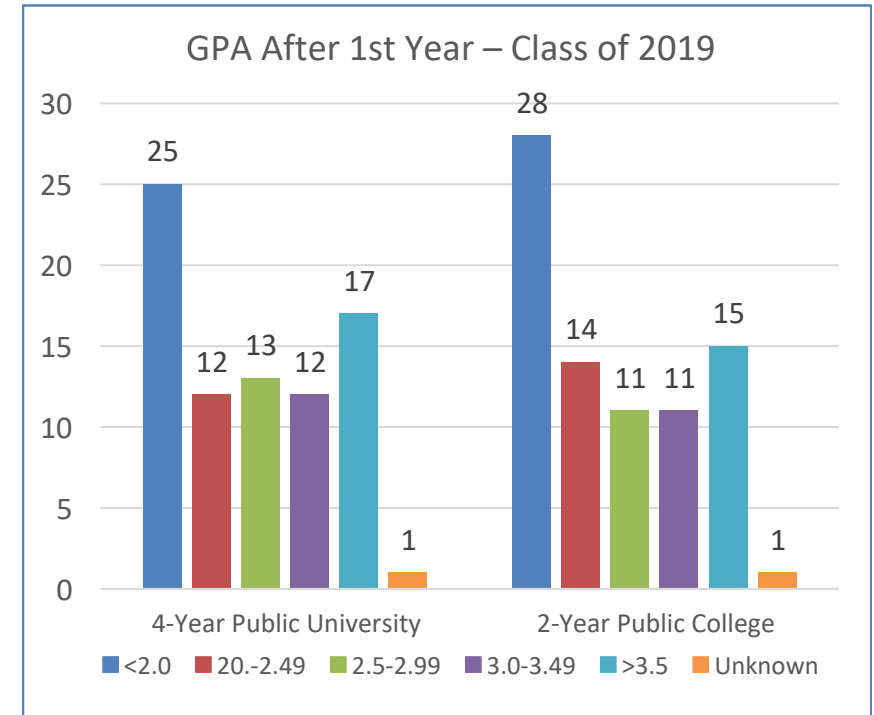
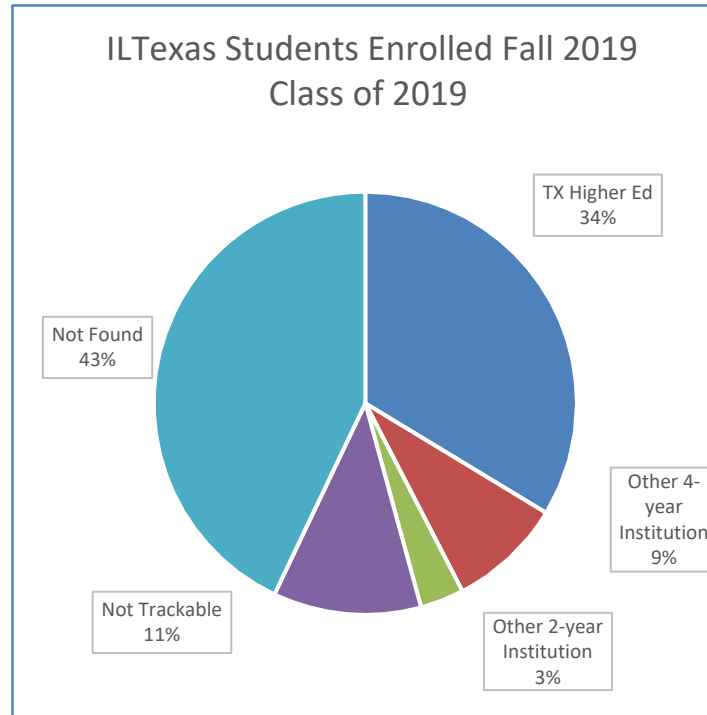
Reason Code	Description	Number of Incidents Across ILTexas Charter
14	Used, Exhibited, Or Possessed A Prohibited Weapon Under Penal Code §46.05 – TEC §37.007(a)(1)(D)	1
ILTexas Charter Total	(1) Incident Type	1

Total Membership: 20,853

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 2018-19 High School Graduates
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2018-19 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 2019**, **Spring 2020**, and **Summer 2020** are added together and averaged to determine the GPA



Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

Eddie Conger, Superintendent

(972) 479-9078

econger@iltexas.org

2020-21 Texas Academic Performance Report (TAPR)

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

District Number: 057848

2021 Accountability Rating: Not Rated: Declared State of Disaster

This district is a Charter District.

2021 Special Education Determination Status:

Needs Assistance

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2020-21 STAAR Performance (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	53%	56%	44%	72%	*	81%	*	66%	25%	50%	56%	46%	45%	43%
	2019	76%	78%	69%	63%	68%	80%	*	91%	*	71%	40%	80%	76%	65%	62%	66%
At Meets Grade Level or Above	2021	39%	40%	25%	24%	19%	49%	*	44%	*	43%	11%	17%	29%	19%	18%	19%
	2019	45%	48%	39%	33%	36%	54%	*	64%	*	40%	23%	36%	44%	35%	31%	35%
At Masters Grade Level	2021	19%	21%	11%	12%	6%	29%	*	20%	*	27%	3%	8%	14%	7%	8%	7%
	2019	27%	30%	24%	20%	20%	39%	*	44%	*	29%	13%	28%	27%	22%	18%	19%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	64%	39%	39%	31%	66%	*	71%	*	54%	17%	42%	42%	34%	32%	33%
	2019	79%	81%	68%	63%	66%	79%	*	91%	*	75%	34%	80%	75%	64%	61%	68%
At Meets Grade Level or Above	2021	31%	33%	13%	11%	8%	30%	*	40%	*	23%	8%	17%	15%	9%	10%	9%
	2019	49%	52%	36%	29%	33%	53%	*	65%	*	40%	20%	44%	42%	33%	30%	35%
At Masters Grade Level	2021	14%	17%	5%	5%	2%	18%	*	19%	*	8%	2%	0%	6%	4%	3%	2%
	2019	25%	28%	16%	12%	14%	29%	*	39%	*	21%	9%	16%	20%	14%	11%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	64%	46%	42%	39%	68%	*	67%	*	59%	20%	21%	50%	42%	38%	40%
	2019	75%	75%	63%	61%	58%	76%	*	89%	*	78%	28%	53%	73%	61%	56%	59%
At Meets Grade Level or Above	2021	36%	39%	22%	19%	16%	41%	*	37%	*	32%	8%	21%	23%	21%	16%	17%
	2019	44%	46%	34%	30%	28%	53%	*	60%	*	46%	13%	32%	46%	32%	25%	29%
At Masters Grade Level	2021	17%	19%	10%	8%	6%	25%	*	21%	*	15%	1%	16%	10%	10%	6%	6%
	2019	22%	24%	16%	13%	12%	27%	*	45%	*	25%	3%	18%	27%	15%	12%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	62%	39%	34%	35%	60%	*	65%	*	36%	19%	30%	43%	36%	32%	35%
	2019	75%	77%	59%	50%	57%	72%	*	84%	*	67%	26%	62%	70%	57%	52%	59%
At Meets Grade Level or Above	2021	36%	39%	18%	15%	13%	33%	*	44%	*	21%	10%	5%	21%	15%	13%	13%
	2019	48%	51%	32%	24%	28%	50%	*	68%	*	51%	16%	41%	45%	30%	25%	30%
At Masters Grade Level	2021	21%	24%	9%	7%	5%	18%	*	31%	*	21%	0%	0%	11%	7%	5%	5%
	2019	28%	32%	19%	14%	13%	36%	*	55%	*	34%	9%	29%	29%	17%	13%	16%
Grade 4 Writing																	

2020-21 STAAR Performance (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	55%	35%	32%	27%	58%	*	65%	*	42%	11%	18%	36%	34%	28%	28%
	2019	67%	68%	54%	52%	47%	69%	*	82%	*	73%	18%	40%	66%	51%	46%	49%
At Meets Grade Level or Above	2021	27%	29%	14%	13%	8%	31%	*	32%	*	21%	7%	0%	14%	13%	9%	8%
	2019	35%	38%	24%	21%	18%	41%	*	52%	*	40%	12%	20%	39%	22%	17%	19%
At Masters Grade Level	2021	8%	9%	2%	2%	1%	6%	*	1%	*	8%	0%	0%	2%	2%	1%	0%
	2019	11%	13%	6%	3%	4%	12%	*	23%	*	15%	2%	3%	17%	4%	3%	5%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	57%	48%	55%	78%	*	78%	-	76%	24%	67%	60%	55%	50%	55%
	2019	86%	87%	79%	76%	78%	89%	*	94%	-	89%	33%	63%	88%	78%	75%	74%
At Meets Grade Level or Above	2021	46%	49%	32%	27%	27%	56%	*	62%	-	45%	14%	33%	34%	31%	24%	28%
	2019	54%	57%	46%	42%	42%	65%	*	78%	-	54%	14%	25%	64%	44%	39%	36%
At Masters Grade Level	2021	30%	32%	20%	15%	16%	41%	*	52%	-	29%	6%	13%	22%	19%	13%	16%
	2019	29%	33%	26%	21%	22%	45%	*	50%	-	35%	5%	15%	42%	24%	20%	19%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	72%	45%	35%	42%	68%	*	76%	-	57%	18%	40%	48%	43%	38%	44%
	2019	90%	91%	82%	77%	82%	89%	*	100%	-	87%	50%	70%	91%	81%	79%	80%
At Meets Grade Level or Above	2021	44%	47%	21%	18%	15%	44%	*	62%	-	31%	8%	33%	22%	21%	14%	17%
	2019	58%	61%	45%	35%	43%	66%	*	83%	-	50%	19%	30%	60%	43%	37%	42%
At Masters Grade Level	2021	25%	28%	10%	7%	6%	27%	*	45%	-	10%	4%	0%	11%	10%	5%	7%
	2019	36%	40%	28%	20%	25%	46%	*	63%	-	35%	11%	10%	43%	25%	21%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	63%	44%	37%	38%	68%	-	83%	-	65%	19%	43%	49%	40%	35%	39%
	2019	75%	75%	62%	51%	60%	82%	*	93%	-	72%	27%	48%	80%	59%	54%	55%
At Meets Grade Level or Above	2021	31%	33%	19%	12%	14%	39%	-	57%	-	33%	9%	21%	21%	16%	12%	16%
	2019	49%	50%	36%	25%	32%	62%	*	73%	-	54%	13%	15%	60%	32%	27%	28%
At Masters Grade Level	2021	13%	14%	6%	4%	3%	16%	-	27%	-	5%	3%	0%	6%	5%	2%	3%
	2019	24%	25%	16%	9%	12%	38%	*	41%	-	30%	5%	8%	32%	13%	10%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	50%	54%	43%	65%	*	86%	*	68%	18%	29%	55%	47%	43%	43%
	2019	68%	70%	65%	62%	61%	81%	*	93%	*	76%	20%	52%	75%	64%	60%	60%

2020-21 STAAR Performance (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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At Meets Grade Level or Above	2021	32%	35%	25%	25%	19%	35%	*	59%	*	37%	10%	29%	29%	22%	19%	19%
	2019	37%	41%	33%	29%	30%	52%	*	63%	*	39%	9%	26%	39%	32%	28%	28%
At Masters Grade Level	2021	15%	17%	11%	13%	7%	19%	*	31%	*	13%	2%	14%	13%	9%	8%	8%
	2019	18%	20%	15%	11%	12%	29%	*	37%	*	20%	3%	17%	20%	14%	12%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	70%	52%	51%	46%	81%	*	91%	*	58%	25%	15%	59%	45%	46%	48%
	2019	81%	83%	71%	62%	71%	87%	*	98%	*	82%	28%	68%	81%	70%	66%	69%
At Meets Grade Level or Above	2021	36%	40%	21%	20%	15%	39%	*	70%	*	29%	13%	15%	27%	15%	14%	17%
	2019	47%	51%	33%	25%	31%	52%	*	68%	*	31%	12%	23%	44%	31%	27%	31%
At Masters Grade Level	2021	15%	18%	7%	7%	3%	19%	*	34%	*	16%	3%	8%	9%	5%	4%	5%
	2019	21%	25%	11%	8%	9%	22%	*	33%	*	8%	3%	14%	17%	10%	9%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	70%	57%	52%	53%	79%	-	90%	-	73%	21%	33%	63%	53%	52%	50%
	2019	76%	77%	72%	70%	68%	83%	*	93%	-	79%	27%	56%	79%	70%	67%	64%
At Meets Grade Level or Above	2021	45%	47%	35%	31%	28%	61%	-	74%	-	53%	7%	14%	39%	31%	29%	26%
	2019	49%	52%	44%	41%	40%	60%	*	71%	-	50%	14%	22%	47%	43%	39%	36%
At Masters Grade Level	2021	25%	27%	19%	17%	15%	39%	-	48%	-	33%	2%	5%	22%	17%	16%	14%
	2019	29%	32%	25%	23%	20%	43%	*	57%	-	21%	4%	11%	31%	24%	19%	16%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	59%	44%	38%	41%	57%	-	82%	-	64%	15%	38%	48%	42%	39%	39%
	2019	75%	77%	69%	66%	66%	87%	*	93%	-	76%	32%	64%	77%	68%	65%	64%
At Meets Grade Level or Above	2021	27%	32%	17%	13%	13%	28%	-	55%	-	33%	5%	5%	22%	14%	12%	13%
	2019	43%	46%	34%	26%	30%	56%	*	82%	-	38%	14%	14%	45%	32%	28%	29%
At Masters Grade Level	2021	12%	16%	7%	3%	5%	12%	-	32%	-	15%	2%	0%	10%	5%	5%	6%
	2019	17%	20%	12%	10%	8%	23%	*	46%	-	6%	2%	7%	20%	10%	8%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	64%	53%	50%	47%	78%	-	86%	-	71%	11%	15%	56%	50%	47%	42%
	2019	70%	72%	67%	65%	64%	79%	*	93%	-	71%	23%	44%	74%	66%	62%	61%
At Meets Grade Level or Above	2021	33%	36%	23%	18%	18%	45%	-	60%	-	45%	3%	5%	24%	22%	17%	15%
	2019	42%	45%	35%	33%	30%	51%	*	63%	-	35%	12%	15%	43%	33%	28%	27%

2020-21 STAAR Performance (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

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At Masters Grade Level	2021	10%	12%	5%	4%	2%	14%	-	22%	-	19%	1%	0%	7%	3%	2%	3%
	2019	18%	21%	11%	11%	8%	21%	*	26%	-	12%	2%	4%	18%	10%	8%	6%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	57%	53%	56%	76%	*	82%	*	59%	18%	45%	60%	55%	53%	55%
	2019	86%	87%	86%	82%	86%	95%	-	94%	-	89%	39%	78%	89%	85%	83%	81%
At Meets Grade Level or Above	2021	46%	48%	26%	22%	24%	49%	*	47%	*	32%	9%	18%	29%	24%	22%	22%
	2019	55%	58%	46%	40%	45%	67%	-	56%	-	46%	16%	26%	49%	45%	41%	35%
At Masters Grade Level	2021	21%	23%	9%	5%	8%	18%	*	12%	*	14%	1%	0%	10%	7%	7%	6%
	2019	28%	31%	16%	12%	14%	30%	-	34%	-	25%	4%	4%	17%	15%	13%	9%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	38%	33%	35%	74%	-	91%	*	35%	13%	20%	38%	38%	31%	33%
	2019	88%	90%	81%	72%	83%	94%	-	93%	-	76%	34%	62%	88%	80%	79%	83%
At Meets Grade Level or Above	2021	36%	36%	16%	12%	14%	42%	-	64%	*	23%	9%	10%	14%	18%	12%	11%
	2019	57%	60%	38%	29%	37%	68%	-	59%	-	44%	15%	19%	51%	36%	34%	31%
At Masters Grade Level	2021	11%	11%	4%	3%	3%	12%	-	27%	*	8%	4%	0%	3%	5%	3%	2%
	2019	17%	19%	8%	4%	7%	20%	-	22%	-	16%	6%	5%	13%	7%	6%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	70%	60%	55%	57%	86%	*	91%	*	69%	13%	50%	65%	56%	53%	53%
	2019	81%	83%	85%	77%	85%	96%	*	97%	-	94%	42%	67%	92%	83%	82%	82%
At Meets Grade Level or Above	2021	43%	45%	32%	28%	28%	63%	*	71%	*	31%	11%	33%	37%	28%	25%	23%
	2019	51%	55%	49%	36%	47%	82%	*	78%	-	60%	23%	33%	59%	47%	43%	40%
At Masters Grade Level	2021	24%	26%	15%	10%	11%	38%	*	53%	*	16%	5%	8%	18%	11%	10%	8%
	2019	25%	29%	23%	14%	20%	45%	*	51%	-	40%	9%	21%	30%	22%	17%	16%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	60%	44%	41%	38%	76%	*	85%	*	53%	10%	50%	50%	39%	37%	35%
	2019	69%	72%	66%	58%	65%	84%	*	88%	-	74%	28%	54%	74%	65%	62%	60%
At Meets Grade Level or Above	2021	28%	31%	14%	12%	10%	36%	*	52%	*	22%	8%	17%	16%	13%	10%	8%
	2019	37%	41%	31%	24%	28%	45%	*	69%	-	37%	12%	29%	41%	29%	26%	25%

2020-21 STAAR Performance (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	15%	5%	3%	3%	17%	*	24%	*	6%	3%	8%	6%	4%	3%	2%
	2019	21%	25%	15%	12%	12%	27%	*	36%	-	23%	7%	8%	22%	13%	11%	11%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	66%	67%	62%	79%	*	93%	*	71%	21%	64%	70%	61%	61%	55%
	2019	68%	69%	80%	80%	77%	89%	*	88%	*	78%	30%	56%	83%	79%	77%	67%
At Meets Grade Level or Above	2021	50%	51%	48%	46%	44%	69%	*	70%	*	58%	8%	21%	53%	42%	42%	34%
	2019	50%	52%	63%	60%	59%	72%	*	82%	*	64%	14%	33%	66%	61%	56%	47%
At Masters Grade Level	2021	12%	14%	7%	7%	4%	16%	*	20%	*	13%	1%	7%	7%	6%	5%	2%
	2019	11%	14%	13%	11%	10%	24%	*	28%	*	17%	3%	0%	16%	12%	9%	7%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	73%	76%	69%	85%	*	90%	-	75%	31%	33%	78%	65%	68%	61%
	2019	68%	70%	83%	77%	82%	89%	*	89%	*	81%	28%	91%	86%	80%	77%	68%
At Meets Grade Level or Above	2021	57%	58%	56%	58%	50%	75%	*	81%	-	65%	14%	33%	61%	49%	49%	42%
	2019	49%	52%	65%	61%	61%	72%	*	82%	*	71%	13%	27%	69%	61%	60%	37%
At Masters Grade Level	2021	11%	13%	7%	8%	4%	15%	*	24%	-	15%	2%	0%	8%	6%	5%	3%
	2019	8%	10%	10%	6%	7%	17%	*	26%	*	19%	3%	0%	10%	10%	5%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	58%	60%	52%	73%	*	84%	*	73%	24%	53%	64%	51%	54%	48%
	2019	85%	87%	85%	86%	82%	89%	*	98%	*	76%	45%	73%	91%	82%	82%	80%
At Meets Grade Level or Above	2021	41%	44%	25%	24%	19%	44%	*	58%	*	30%	8%	13%	29%	20%	20%	16%
	2019	61%	64%	57%	57%	53%	65%	*	80%	*	56%	9%	53%	69%	53%	52%	53%
At Masters Grade Level	2021	23%	27%	11%	8%	7%	23%	*	45%	*	20%	2%	7%	13%	9%	8%	6%
	2019	37%	42%	36%	38%	28%	45%	*	66%	*	35%	2%	20%	45%	32%	27%	28%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	75%	74%	73%	83%	*	95%	*	77%	44%	80%	80%	69%	73%	69%
	2019	88%	89%	91%	90%	89%	95%	-	98%	*	92%	75%	88%	94%	89%	88%	83%
At Meets Grade Level or Above	2021	55%	56%	45%	45%	41%	63%	*	75%	*	36%	16%	30%	50%	39%	41%	34%
	2019	62%	64%	60%	57%	55%	76%	-	80%	*	77%	13%	44%	76%	53%	52%	38%

2020-21 STAAR Performance (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	24%	14%	11%	13%	25%	*	39%	*	18%	5%	0%	18%	10%	11%	9%
	2019	25%	28%	22%	16%	18%	37%	-	43%	*	31%	2%	6%	36%	16%	14%	8%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	88%	88%	87%	87%	94%	-	92%	*	82%	62%	100%	93%	84%	85%	75%
	2019	93%	93%	97%	96%	98%	94%	*	100%	-	100%	83%	*	98%	97%	97%	92%
At Meets Grade Level or Above	2021	69%	69%	69%	63%	68%	86%	-	83%	*	71%	29%	67%	78%	60%	62%	49%
	2019	73%	74%	83%	83%	81%	87%	*	91%	-	75%	46%	*	87%	78%	79%	69%
At Masters Grade Level	2021	43%	44%	42%	39%	37%	59%	-	61%	*	59%	10%	17%	51%	33%	35%	19%
	2019	45%	48%	53%	54%	49%	62%	*	55%	-	50%	29%	*	59%	46%	46%	25%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	96%	100%	95%	93%	*	100%	-	*	-	-	97%	95%	98%	100%
At Meets Grade Level or Above	2021	69%	73%	70%	64%	65%	79%	*	100%	-	*	-	-	76%	55%	68%	80%
At Masters Grade Level	2021	14%	20%	12%	7%	8%	14%	*	38%	-	*	-	-	14%	9%	5%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	52%	49%	48%	72%	37%	82%	75%	62%	21%	39%	57%	48%	46%	45%
	2019	78%	79%	71%	66%	70%	84%	67%	92%	94%	78%	33%	62%	81%	69%	66%	66%
At Meets Grade Level or Above	2021	41%	44%	27%	24%	22%	45%	23%	58%	67%	36%	10%	18%	30%	23%	21%	19%
	2019	50%	53%	40%	33%	37%	59%	40%	70%	76%	48%	15%	28%	52%	37%	33%	33%
At Masters Grade Level	2021	18%	21%	10%	8%	7%	22%	11%	31%	33%	17%	3%	5%	12%	8%	7%	6%
	2019	24%	26%	18%	14%	14%	32%	18%	43%	35%	25%	5%	13%	26%	16%	13%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	57%	55%	52%	74%	36%	83%	75%	69%	22%	42%	61%	52%	50%	49%
	2019	75%	76%	73%	69%	71%	84%	56%	91%	88%	79%	31%	64%	80%	71%	68%	66%
At Meets Grade Level or Above	2021	45%	46%	33%	30%	28%	52%	29%	59%	75%	45%	10%	22%	37%	29%	26%	25%
	2019	48%	51%	43%	38%	40%	60%	38%	69%	63%	49%	14%	28%	52%	41%	36%	34%
At Masters Grade Level	2021	18%	20%	12%	11%	9%	27%	21%	30%	38%	21%	2%	9%	13%	11%	9%	9%
	2019	21%	23%	19%	16%	16%	33%	19%	42%	13%	25%	5%	13%	24%	18%	15%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	68%	46%	42%	41%	67%	42%	79%	63%	55%	19%	35%	50%	42%	39%	40%
	2019	82%	84%	72%	66%	71%	84%	73%	93%	100%	77%	35%	68%	80%	70%	67%	70%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	41%	19%	16%	14%	37%	25%	56%	50%	28%	9%	13%	22%	16%	14%	14%
	2019	52%	55%	38%	30%	35%	57%	33%	73%	100%	44%	15%	31%	49%	35%	32%	35%
At Masters Grade Level	2021	18%	20%	8%	6%	4%	18%	8%	34%	25%	14%	2%	2%	9%	6%	5%	5%
	2019	26%	30%	18%	13%	14%	32%	20%	49%	67%	24%	6%	15%	26%	16%	13%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	60%	44%	41%	38%	66%	*	74%	*	55%	11%	16%	46%	42%	37%	35%
	2019	68%	70%	60%	58%	56%	73%	50%	87%	*	72%	21%	42%	70%	58%	54%	55%
At Meets Grade Level or Above	2021	30%	33%	18%	15%	13%	36%	*	45%	*	32%	5%	3%	19%	17%	13%	12%
	2019	38%	42%	29%	27%	24%	45%	33%	57%	*	39%	12%	18%	41%	27%	22%	23%
At Masters Grade Level	2021	9%	11%	3%	3%	1%	9%	*	11%	*	13%	1%	0%	4%	3%	2%	2%
	2019	14%	17%	8%	6%	6%	16%	0%	25%	*	14%	2%	3%	17%	7%	5%	5%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	72%	59%	54%	55%	77%	40%	89%	*	69%	27%	56%	64%	53%	52%	51%
	2019	81%	83%	75%	66%	74%	89%	80%	95%	*	83%	43%	61%	88%	72%	70%	68%
At Meets Grade Level or Above	2021	44%	45%	31%	27%	27%	52%	20%	66%	*	33%	12%	28%	36%	26%	25%	23%
	2019	54%	56%	45%	34%	42%	72%	40%	76%	*	61%	16%	26%	65%	41%	37%	34%
At Masters Grade Level	2021	20%	22%	11%	8%	9%	26%	0%	37%	*	12%	4%	3%	14%	8%	8%	6%
	2019	25%	27%	19%	12%	16%	40%	20%	45%	*	33%	6%	11%	32%	16%	13%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	59%	57%	54%	82%	*	88%	*	63%	29%	67%	65%	54%	52%	45%
	2019	81%	82%	73%	63%	71%	87%	*	91%	-	81%	40%	61%	85%	69%	68%	64%
At Meets Grade Level or Above	2021	49%	50%	33%	30%	29%	52%	*	68%	*	39%	16%	33%	37%	29%	26%	19%
	2019	55%	58%	42%	32%	38%	60%	*	75%	-	47%	19%	39%	62%	35%	34%	30%
At Masters Grade Level	2021	29%	30%	17%	15%	14%	30%	*	43%	*	24%	5%	11%	21%	14%	13%	6%
	2019	33%	36%	23%	18%	19%	39%	*	41%	-	30%	12%	21%	39%	17%	17%	12%

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

- Indicates there are no students in the group.

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

2018-19 Progress (TAPR)

INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	53	50	52	53	*	76	*	53	46	42	59	51	50	56
	2018	63	64	49	44	49	54	*	65	-	53	38	45	63	46	45	46
Grade 4 Mathematics	2019	65	67	50	44	50	59	*	72	*	52	42	55	55	50	46	52
	2018	65	67	46	40	44	61	*	72	-	50	56	45	63	43	39	45
Grade 5 ELA/Reading	2019	81	83	83	82	82	83	*	88	-	86	65	88	86	82	82	85
	2018	80	82	74	72	74	79	*	83	*	63	68	90	82	73	73	74
Grade 5 Mathematics	2019	83	85	82	81	83	80	*	95	-	88	75	73	85	82	80	82
	2018	81	82	74	75	73	74	*	91	*	72	77	81	82	73	73	72
Grade 6 ELA/Reading	2019	42	46	44	42	42	52	*	58	*	52	36	43	45	44	42	42
	2018	47	50	40	38	39	48	*	47	*	38	27	30	44	39	39	40
Grade 6 Mathematics	2019	54	58	47	47	45	51	*	53	*	48	37	52	47	47	46	45
	2018	56	60	46	43	45	54	*	61	*	47	39	46	64	43	45	44
Grade 7 ELA/Reading	2019	77	78	78	75	77	82	*	87	-	83	66	87	81	77	76	78
	2018	76	77	75	69	76	81	*	76	*	74	75	81	76	74	73	76
Grade 7 Mathematics	2019	62	64	63	62	60	69	*	88	-	74	48	54	62	63	59	62
	2018	67	69	63	58	62	74	*	80	*	69	56	74	68	62	62	63
Grade 8 ELA/Reading	2019	77	78	77	78	78	68	-	81	-	65	59	68	76	77	77	79
	2018	79	80	77	77	78	74	*	79	*	78	74	81	80	77	77	79
Grade 8 Mathematics	2019	82	81	79	80	79	74	-	87	-	86	68	82	84	79	80	81
	2018	81	80	72	69	74	67	*	68	*	63	73	71	79	70	70	74
End of Course English II	2019	69	71	75	79	75	74	*	74	*	68	76	83	77	73	73	68
	2018	67	67	71	75	72	68	*	67	*	68	31	75	75	68	73	68
End of Course Algebra I	2019	75	78	69	72	65	72	*	82	*	63	32	65	76	66	64	68
	2018	72	75	67	61	69	61	*	84	*	72	29	55	77	63	63	63
All Grades Both Subjects	2019	69	71	65	63	65	67	61	78	75	66	54	65	69	64	63	65
	2018	69	71	61	58	61	66	69	72	68	60	55	62	71	59	59	60
All Grades ELA/Reading	2019	68	70	66	64	66	68	64	78	*	66	56	68	70	66	65	67
	2018	69	70	62	59	63	66	69	68	64	59	54	63	69	61	61	62
All Grades Mathematics	2019	70	72	64	62	63	66	59	79	*	66	52	63	67	63	62	63
	2018	70	72	60	57	59	65	68	76	71	61	56	61	72	57	57	58

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

- Indicates there are no students in the group.

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	52%	39%	-	-	54%	-	38%	44%	57%	48%	42%	35%	57%	41%	81%
	2019	78%	79%	71%	60%	-	*	60%	-		67%	48%	67%		56%		64%	
At Meets Grade Level or Above	2021	41%	44%	27%	15%	-	-	29%	-	15%	17%	14%	22%	16%	10%	31%	16%	51%
	2019	50%	53%	40%	28%	-	*	28%	-		31%	7%	31%		22%		29%	
At Masters Grade Level	2021	18%	21%	10%	6%	-	-	15%	-	5%	4%	0%	6%	3%	7%	12%	5%	21%
	2019	24%	26%	18%	12%	-	*	12%	-		10%	3%	10%		6%		11%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	57%	45%	-	-	59%	-	44%	47%	*	53%	44%	36%	61%	45%	85%
	2019	75%	76%	73%	63%	-	*	63%	-		65%	36%	65%		58%		64%	
At Meets Grade Level or Above	2021	45%	46%	33%	21%	-	-	36%	-	20%	21%	*	27%	20%	13%	38%	21%	67%
	2019	48%	51%	43%	30%	-	*	30%	-		32%	7%	32%		13%		31%	
At Masters Grade Level	2021	18%	20%	12%	10%	-	-	22%	-	9%	5%	*	6%	4%	10%	14%	7%	25%
	2019	21%	23%	19%	15%	-	*	15%	-		11%	7%	11%		0%		12%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	68%	46%	37%	-	-	46%	-	37%	38%	*	43%	37%	39%	49%	37%	72%
	2019	82%	84%	72%	67%	-	*	67%	-		70%	50%	70%		53%		68%	
At Meets Grade Level or Above	2021	37%	41%	19%	13%	-	-	23%	-	13%	12%	*	17%	10%	8%	23%	12%	35%
	2019	52%	55%	38%	32%	-	*	32%	-		32%	0%	32%		26%		32%	
At Masters Grade Level	2021	18%	20%	8%	4%	-	-	14%	-	4%	3%	*	6%	2%	8%	10%	4%	15%
	2019	26%	30%	18%	15%	-	*	15%	-		12%	0%	12%		12%		13%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	60%	44%	26%	-	-	-	-	26%	35%	-	30%	38%	22%	50%	30%	84%
	2019	68%	70%	60%	42%	-	-	42%	-		61%	-	61%		42%		52%	
At Meets Grade Level or Above	2021	30%	33%	18%	7%	-	-	-	-	7%	10%	-	8%	10%	0%	23%	8%	47%
	2019	38%	42%	29%	16%	-	-	16%	-		25%	-	25%		17%		21%	
At Masters Grade Level	2021	9%	11%	3%	0%	-	-	-	-	0%	1%	-	1%	1%	0%	5%	1%	8%
	2019	14%	17%	8%	3%	-	-	3%	-		6%	-	6%		0%		5%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	72%	59%	37%	-	-	56%	-	35%	56%	*	59%	55%	42%	63%	47%	84%
	2019	81%	83%	75%	51%	-	*	51%	-		78%	*	78%		80%		64%	
At Meets Grade Level or Above	2021	44%	45%	31%	14%	-	-	26%	-	13%	25%	*	30%	24%	25%	36%	20%	51%
	2019	54%	56%	45%	25%	-	*	25%	-		34%	*	34%		20%		29%	
At Masters Grade Level	2021	20%	22%	11%	3%	-	-	7%	-	3%	5%	*	10%	4%	8%	14%	4%	25%
	2019	25%	27%	19%	7%	-	*	7%	-		10%	*	10%		0%		8%	
All Grades Social Studies																		

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	59%	-	-	-	-	-	-	40%	*	51%	34%	*	66%	40%	80%
	2019	81%	82%	73%	*	-	*	-	-	-	57%	80%	57%		67%		58%	
At Meets Grade Level or Above	2021	49%	50%	33%	-	-	-	-	-	-	15%	*	20%	12%	*	40%	15%	46%
	2019	55%	58%	42%	*	-	*	-	-	-	21%	20%	21%		67%		22%	
At Masters Grade Level	2021	29%	30%	17%	-	-	-	-	-	-	3%	*	3%	4%	*	23%	3%	28%
	2019	33%	36%	23%	*	-	*	-	-	-	7%	0%	7%		33%		7%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

2020-21 STAAR Participation (TAPR) INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

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

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	73%	66%	77%	74%	52%	75%	78%	64%	73%	68%	73%	72%	73%	81%
Included in Accountability	83%	87%	69%	63%	72%	70%	40%	71%	67%	61%	68%	61%	70%	68%	70%	75%
Not Included in Accountability: Mobile	3%	3%	2%	2%	2%	3%	7%	2%	11%	2%	3%	5%	1%	3%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	1%	5%	2%	0%	0%	2%	3%	1%	2%	2%	4%
Not Tested	12%	8%	27%	34%	23%	26%	48%	25%	22%	36%	27%	32%	27%	28%	27%	19%
Absent	2%	1%	2%	3%	2%	4%	13%	1%	0%	3%	4%	2%	2%	3%	3%	2%
Other	10%	7%	25%	32%	21%	22%	36%	24%	22%	34%	24%	29%	25%	25%	25%	18%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	92%	92%	93%	92%	90%	94%	85%	93%	92%	92%	92%	93%	93%	92%
Not Included in Accountability: Mobile	4%	4%	7%	8%	6%	8%	10%	5%	15%	6%	8%	7%	8%	6%	7%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	98.1%	98.0%	98.2%	98.0%	97.0%	99.1%	97.5%	97.6%	97.5%	98.0%	98.5%
2018-19	95.4%	95.7%	96.0%	95.9%	96.1%	95.5%	96.0%	97.4%	92.2%	95.8%	94.8%	95.8%	96.7%
Chronic Absenteeism													
2019-20	6.7%	6.4%	5.1%	6.6%	4.3%	5.1%	11.5%	1.5%	9.1%	8.8%	8.5%	5.7%	3.2%
2018-19	11.4%	10.3%	8.5%	10.9%	7.3%	9.2%	8.0%	2.4%	23.1%	11.0%	14.4%	9.7%	5.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	0.1%	0.1%	0.0%	0.0%	*	0.0%	-	1.1%	0.4%	0.1%	0.0%
2018-19	0.4%	0.4%	0.1%	0.1%	0.1%	0.5%	0.0%	0.0%	*	0.0%	0.4%	0.1%	0.1%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.2%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.5%	0.1%	0.0%
2018-19	1.9%	2.4%	0.1%	0.2%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	87.7%	98.2%	98.6%	97.1%	100.0%	*	100.0%	-	*	100.0%	98.2%	92.2%
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	5.4%	1.6%	1.4%	2.4%	0.0%	*	0.0%	-	*	0.0%	1.4%	7.8%
Dropped Out	5.4%	6.6%	0.3%	0.0%	0.5%	0.0%	*	0.0%	-	*	0.0%	0.5%	0.0%
Graduates and TxCHSE	90.7%	88.0%	98.2%	98.6%	97.1%	100.0%	*	100.0%	-	*	100.0%	98.2%	92.2%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	99.7%	100.0%	99.5%	100.0%	*	100.0%	-	*	100.0%	99.5%	100.0%
Class of 2019													
Graduated	90.0%	88.4%	96.4%	96.4%	97.9%	94.2%	*	100.0%	*	*	84.6%	95.5%	92.9%
Received TxCHSE	0.5%	0.3%	0.4%	0.0%	0.0%	1.9%	*	0.0%	*	*	0.0%	0.6%	0.0%
Continued HS	3.7%	4.6%	2.9%	1.8%	2.1%	3.8%	*	0.0%	*	*	15.4%	3.2%	7.1%
Dropped Out	5.9%	6.6%	0.4%	1.8%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.6%	0.0%
Graduates and TxCHSE	90.4%	88.7%	96.8%	96.4%	97.9%	96.2%	*	100.0%	*	*	84.6%	96.1%	92.9%
Graduates, TxCHSE, and Continuers	94.1%	93.4%	99.6%	98.2%	100.0%	100.0%	*	100.0%	*	*	100.0%	99.4%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	90.6%	99.3%	100.0%	100.0%	96.2%	*	100.0%	*	*	92.3%	99.3%	100.0%
Received TxCHSE	0.5%	0.4%	0.4%	0.0%	0.0%	1.9%	*	0.0%	*	*	0.0%	0.7%	0.0%
Continued HS	1.3%	1.8%	0.4%	0.0%	0.0%	1.9%	*	0.0%	*	*	7.7%	0.0%	0.0%
Dropped Out	6.1%	7.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	91.0%	99.6%	100.0%	100.0%	98.1%	*	100.0%	*	*	92.3%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	100.0%	100.0%	100.0%

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	91.3%	98.6%	100.0%	99.2%	94.1%	* 100.0%	-	100.0%	100.0%	100.0%	99.1%	100.0%
Received TxCHSE	0.6%	0.4%	1.0%	0.0%	0.8%	2.9%	* 0.0%	-	0.0%	0.0%	0.0%	0.9%	0.0%
Continued HS	1.1%	1.4%	0.0%	0.0%	0.0%	0.0%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	0.5%	0.0%	0.0%	2.9%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.8%	91.7%	99.5%	100.0%	100.0%	97.1%	* 100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	99.5%	100.0%	100.0%	97.1%	* 100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.9%	98.6%	100.0%	99.2%	94.1%	* 100.0%	-	100.0%	100.0%	100.0%	99.1%	100.0%
Received TxCHSE	0.7%	0.5%	1.0%	0.0%	0.8%	2.9%	* 0.0%	-	0.0%	0.0%	0.0%	0.9%	0.0%
Continued HS	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	0.5%	0.0%	0.0%	2.9%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.3%	92.4%	99.5%	100.0%	100.0%	97.1%	* 100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	99.5%	100.0%	100.0%	97.1%	* 100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%
Class of 2017													
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	87.7%	98.2%	98.6%	97.1%	100.0%	* 100.0%	-	* 100.0%	98.2%	92.2%	98.2%	92.2%
Class of 2019	90.0%	88.4%	96.4%	96.4%	97.9%	94.2%	* 100.0%	*	* 84.6%	95.5%	92.9%	95.5%	92.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	76.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	5.2%	6.6%	6.9%	7.9%	5.6%	* 0.0%	-	* 38.9%	6.9%	8.5%	6.9%	8.5%
Class of 2019	4.2%	5.1%	2.2%	3.8%	2.1%	0.0%	* 0.0%	*	* 11.1%	3.4%	0.0%	3.4%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	80.4%	84.7%	83.3%	81.7%	88.7%	* 96.4%	-	* 27.8%	82.9%	76.6%	82.9%	76.6%
Class of 2019	83.5%	82.7%	82.4%	77.4%	83.1%	87.2%	* 84.2%	*	* 44.4%	76.7%	80.8%	76.7%	80.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	85.6%	91.3%	90.3%	89.6%	94.4%	*	96.4%	-	*	66.7%	89.8%	85.1%
Class of 2019	87.6%	87.8%	84.6%	81.1%	85.2%	87.2%	*	84.2%	*	*	55.6%	80.1%	80.8%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	50.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	5.3%	6.9%	7.9%	7.9%	6.8%	*	0.0%	-	0.0%	44.4%	7.3%	8.2%
2018-19	4.4%	6.0%	2.6%	3.7%	2.7%	0.0%	*	0.0%	*	*	9.1%	3.9%	3.6%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	78.7%	84.8%	82.9%	82.8%	87.8%	*	96.3%	-	100.0%	27.8%	83.1%	75.5%
2018-19	82.1%	80.9%	81.4%	77.8%	81.1%	87.0%	*	85.0%	*	*	45.5%	75.0%	78.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	83.7%	91.8%	90.8%	90.6%	94.6%	*	96.3%	-	100.0%	72.2%	90.4%	83.7%
2018-19	85.9%	86.3%	83.9%	81.5%	83.8%	87.0%	*	85.0%	*	*	54.5%	78.9%	82.1%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	389	100.0%	360,220	100.0%
By Ethnicity:				
African American	76	19.5%	44,729	12.4%
Hispanic	203	52.2%	184,060	51.1%
White	74	19.0%	105,215	29.2%
American Indian	4	1.0%	1,226	0.3%
Asian	27	6.9%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	5	1.3%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	32	8.2%	49,535	13.8%
Foundation H.S. Program (Endorsement)	27	6.9%	15,689	4.4%
Foundation H.S. Program (DLA)	330	84.8%	292,532	81.2%
Special Education Graduates	18	4.6%	29,018	8.1%
Economically Disadvantaged Graduates	219	56.3%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	49	12.6%	29,639	8.2%
At-Risk Graduates	142	36.5%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	62.8%	71.7%	60.5%	72.4%	75.7%	*	92.6%	-	60.0%	72.2%	69.4%	61.2%
2018-19	72.9%	71.2%	81.2%	75.0%	79.1%	89.6%	*	92.5%	*	*	61.5%	81.7%	73.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	55.1%	69.7%	59.2%	70.9%	70.3%	*	92.6%	-	60.0%	27.8%	67.6%	59.2%
2018-19	53.0%	53.0%	65.2%	46.3%	66.2%	79.2%	*	75.0%	*	*	0.0%	67.3%	50.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.0%	76.3%	76.3%	71.9%	79.7%	*	100.0%	-	80.0%	27.8%	71.7%	36.7%
2018-19	60.7%	61.0%	72.1%	68.5%	68.2%	81.3%	*	80.0%	*	*	0.0%	69.3%	32.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.6%	53.5%	55.3%	45.8%	63.5%	*	81.5%	-	60.0%	16.7%	47.9%	26.5%
2018-19	48.6%	46.9%	48.6%	40.7%	41.9%	66.7%	*	70.0%	*	*	0.0%	43.8%	25.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	43.8%	50.6%	53.9%	42.4%	59.5%	*	81.5%	-	60.0%	11.1%	44.3%	20.4%
2018-19	44.2%	43.7%	47.1%	38.9%	40.5%	64.6%	*	70.0%	*	*	0.0%	42.5%	21.4%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	27.0%	36.8%	15.8%	46.3%	37.8%	*	25.9%	-	40.0%	11.1%	36.5%	40.8%
2018-19	21.1%	26.6%	38.0%	9.3%	51.4%	33.3%	*	40.0%	*	*	0.0%	43.8%	50.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	2.6%	0.5%	1.3%	0.5%	0.0%	*	0.0%	-	0.0%	0.0%	0.5%	0.0%
2018-19	1.9%	1.9%	0.4%	0.0%	0.0%	0.0%	*	5.0%	*	*	0.0%	0.7%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	23.1%	24.4%	18.4%	19.7%	37.8%	*	40.7%	-	20.0%	11.1%	23.7%	6.1%
2018-19	23.1%	20.2%	21.7%	22.2%	14.9%	39.6%	*	30.0%	*	*	0.0%	17.6%	3.6%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	3.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	1.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	14.9%	3.6%	3.9%	2.0%	9.5%	*	0.0%	-	0.0%	72.2%	2.3%	2.0%
2018-19	40.4%	36.6%	38.6%	44.4%	35.5%	40.6%	*	45.0%	*	*	61.5%	36.9%	35.7%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	8.9%	0.3%	1.3%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.5%	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)													
2019-20	2.4%	2.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	2.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.8%	3.3%	2.6%	2.0%	9.5%	*	0.0%	-	0.0%	72.2%	2.3%	2.0%
2018-19	2.7%	2.9%	2.2%	5.6%	0.7%	0.0%	*	10.0%	*	*	46.2%	2.6%	10.7%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.3%	56.3%	48.7%	54.2%	62.2%	*	77.8%	-	60.0%	22.2%	50.2%	16.3%
	2018-19	33.4%	27.5%	50.0%	50.0%	43.9%	66.7%	*	50.0%	*	*	0.0%	45.8%	21.4%
Mathematics	2019-20	21.2%	16.6%	15.2%	19.7%	12.3%	16.2%	*	18.5%	-	40.0%	0.0%	13.7%	4.1%
	2018-19	24.7%	18.3%	25.4%	24.1%	22.3%	35.4%	*	30.0%	*	*	0.0%	24.2%	17.9%
Both Subjects	2019-20	16.4%	12.8%	12.9%	15.8%	9.9%	14.9%	*	18.5%	-	40.0%	0.0%	11.4%	2.0%
	2018-19	18.8%	13.6%	20.7%	16.7%	17.6%	33.3%	*	25.0%	*	*	0.0%	18.3%	14.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.1%	4.4%	2.6%	6.4%	0.0%	*	7.4%	-	0.0%	5.6%	5.0%	6.1%
	2018-19	5.1%	3.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	6.8%	8.2%	5.3%	10.8%	4.1%	*	7.4%	-	0.0%	16.7%	9.1%	8.2%
	2018-19	7.3%	4.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	3.0%	3.6%	2.6%	5.4%	0.0%	*	3.7%	-	0.0%	5.6%	4.1%	2.0%
	2018-19	2.6%	1.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	27.5%	30.5%	16.7%	32.0%	27.0%	50.0%	73.8%	-	22.7%	8.2%	27.3%	24.0%
	2019	25.2%	31.3%	36.3%	23.5%	35.7%	32.2%	20.0%	88.6%	*	25.0%	3.1%	31.6%	35.1%
English Language Arts	2020	12.7%	16.7%	11.9%	7.1%	11.7%	12.5%	25.0%	27.9%	-	9.1%	0.0%	8.9%	4.7%
	2019	14.5%	19.0%	14.8%	12.2%	11.2%	18.2%	20.0%	38.6%	*	25.0%	0.0%	10.7%	0.0%
Mathematics	2020	6.4%	9.2%	7.1%	3.3%	4.1%	7.9%	0.0%	47.5%	-	0.0%	2.0%	4.6%	1.3%
	2019	7.4%	10.2%	8.8%	6.1%	5.9%	7.4%	0.0%	45.5%	*	0.0%	3.1%	5.2%	3.9%
Science	2020	9.4%	12.1%	4.7%	3.3%	2.4%	9.9%	25.0%	13.1%	-	4.5%	0.0%	2.9%	2.0%
	2019	10.4%	13.4%	3.8%	1.7%	1.8%	10.7%	0.0%	6.8%	*	0.0%	0.0%	1.4%	0.0%
Social Studies	2020	12.4%	15.5%	14.7%	11.0%	12.8%	17.8%	25.0%	36.1%	-	13.6%	0.0%	12.1%	7.3%
	2019	13.9%	17.4%	14.2%	12.2%	11.2%	18.2%	20.0%	31.8%	*	12.5%	0.0%	11.3%	6.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	62.6%	52.7%	40.0%	52.9%	73.2%	*	48.9%	-	20.0%	*	49.7%	58.3%
	2019	51.0%	54.4%	61.3%	40.7%	64.5%	66.7%	*	61.5%	-	*	*	62.6%	81.5%
English Language Arts	2020	50.1%	53.8%	33.3%	33.3%	29.0%	63.2%	*	17.6%	-	*	-	24.0%	14.3%
	2019	41.2%	44.3%	30.9%	50.0%	13.2%	50.0%	*	29.4%	-	*	-	17.9%	-
Mathematics	2020	56.5%	62.7%	50.0%	71.4%	40.9%	83.3%	-	37.9%	-	-	*	46.2%	*
	2019	52.2%	58.1%	55.4%	28.6%	45.0%	66.7%	-	70.0%	-	-	*	57.9%	*
Science	2020	47.6%	51.0%	45.7%	28.6%	30.8%	53.3%	*	75.0%	-	*	-	37.5%	*
	2019	40.6%	44.2%	58.3%	*	83.3%	61.5%	-	*	-	-	-	40.0%	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	57.4%	44.8%	43.5%	32.4%	74.1%	*	50.0%	-	*	-	36.8%	9.1%
	2019	46.3%	51.2%	40.0%	42.9%	18.4%	59.1%	*	64.3%	-	*	-	31.7%	0.0%
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.5%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	100.0%	77.8%	100.0%	100.0%
	2018-19	75.0%	80.5%	100.0%	100.0%	94.6%	100.0%	*	100.0%	*	*	69.2%	96.1%	100.0%
At/Above Criterion for All Examinees	2019-20	35.7%	40.2%	38.0%	38.2%	25.6%	55.3%	*	66.7%	-	40.0%	0.0%	30.6%	13.5%
	2018-19	36.1%	40.1%	37.4%	25.5%	27.9%	52.0%	*	66.7%	*	80.0%	0.0%	30.1%	10.3%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1035	1027	1031	970	1093	*	1181	-	952	769	990	896
	2018-19	1027	1039	1028	985	988	1088	*	1147	*	*	807	987	854
English Language Arts and Writing	2019-20	513	520	519	528	493	557	*	560	-	490	397	503	445
	2018-19	517	521	519	503	504	559	*	540	*	*	410	505	434
Mathematics	2019-20	506	515	508	503	477	535	*	621	-	462	372	488	452
	2018-19	510	518	509	482	484	529	*	607	*	*	397	481	421
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	20	19	18	24	*	24	-	*	*	19	15
	2018-19	21	21	20	19	19	22	*	24	-	*	*	19	14
English Language Arts	2019-20	20	20	20	19	18	25	*	23	-	*	*	19	14
	2018-19	20	20	20	19	19	22	*	24	-	*	*	19	13
Mathematics	2019-20	20	21	19	18	18	22	*	25	-	*	*	18	16
	2018-19	20	21	19	19	18	21	*	24	-	*	*	19	15
Science	2019-20	21	21	20	18	19	23	*	23	-	*	*	19	16
	2018-19	21	21	20	19	19	21	*	25	-	*	*	19	15

2020-21 Other Postsecondary Indicators (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	49.4%	81.7%	68.3%	87.4%	79.3%	73.3%	91.4%	*	70.1%	62.2%	80.8%	85.7%
	2018-19	44.6%	47.2%	74.4%	58.2%	82.1%	71.8%	90.0%	83.5%	*	50.9%	53.3%	73.7%	71.8%
English Language Arts	2019-20	18.2%	18.6%	16.3%	13.6%	14.4%	23.3%	42.9%	29.2%	*	16.7%	2.9%	13.2%	5.8%
	2018-19	17.8%	18.5%	8.9%	7.2%	7.0%	16.7%	20.0%	15.4%	*	5.6%	5.0%	9.1%	4.1%
Mathematics	2019-20	20.7%	22.2%	18.6%	15.9%	17.2%	26.8%	21.4%	28.1%	*	16.7%	10.6%	16.8%	9.3%
	2018-19	20.4%	22.0%	14.6%	10.5%	14.3%	18.9%	22.2%	27.4%	*	3.6%	6.8%	16.0%	8.0%
Science	2019-20	22.4%	23.9%	45.6%	48.0%	43.7%	46.9%	60.0%	50.4%	*	43.1%	36.1%	44.0%	41.0%
	2018-19	21.7%	22.7%	40.6%	37.0%	41.7%	42.5%	60.0%	44.0%	*	28.1%	34.7%	38.2%	32.6%
Social Studies	2019-20	24.6%	27.7%	27.6%	27.1%	22.8%	40.8%	40.0%	50.4%	*	26.6%	3.5%	24.5%	12.4%
	2018-19	23.6%	27.0%	23.9%	20.9%	20.3%	32.2%	50.0%	46.4%	*	28.8%	0.0%	17.0%	8.9%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	52.0%	99.7%	100.0%	99.5%	100.0%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
	2018-19	59.0%	60.0%	97.1%	100.0%	97.3%	95.8%	*	95.0%	*	*	92.3%	94.8%	92.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.9%	60.5%	63.0%	60.1%	58.3%	*	60.0%	*	*	38.5%	56.6%	46.4%
	2017-18	53.4%	53.9%	71.6%	79.4%	69.8%	72.7%	*	66.7%	-	60.0%	50.0%	75.0%	52.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	41.5%	53.8%	60.0%	46.2%	72.7%	*	*	-	-	-	40.0%	*
	2017-18	60.7%	57.3%	54.0%	39.1%	54.3%	52.2%	*	100.0%	-	*	0.0%	46.3%	0.0%

2020-21 Student Information (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	20,853	100.0%	5,359,040	100.0%	20,853	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	13,855	0.3%	0	0.0%	20,991	0.4%
Pre-Kindergarten	0	0.0%	196,560	3.7%	0	0.0%	197,093	3.7%
Kindergarten	1,818	8.7%	360,865	6.7%	1,818	8.7%	361,349	6.7%
Grade 1	1,946	9.3%	380,973	7.1%	1,946	9.3%	381,403	7.1%
Grade 2	2,008	9.6%	379,725	7.1%	2,008	9.6%	380,122	7.1%
Grade 3	1,990	9.5%	380,802	7.1%	1,990	9.5%	381,135	7.1%
Grade 4	1,988	9.5%	385,090	7.2%	1,988	9.5%	385,364	7.2%
Grade 5	1,988	9.5%	395,436	7.4%	1,988	9.5%	395,649	7.4%
Grade 6	2,044	9.8%	414,197	7.7%	2,044	9.8%	414,357	7.7%
Grade 7	1,913	9.2%	421,222	7.9%	1,913	9.2%	421,347	7.8%
Grade 8	1,812	8.7%	422,386	7.9%	1,812	8.7%	422,505	7.9%
Grade 9	1,192	5.7%	436,396	8.1%	1,192	5.7%	436,523	8.1%
Grade 10	908	4.4%	420,502	7.8%	908	4.4%	420,705	7.8%
Grade 11	688	3.3%	388,143	7.2%	688	3.3%	388,443	7.2%
Grade 12	558	2.7%	362,888	6.8%	558	2.7%	364,600	6.8%
Ethnic Distribution:								
African American	6,094	29.2%	680,285	12.7%	6,094	29.2%	681,401	12.7%
Hispanic	10,798	51.8%	2,835,771	52.9%	10,798	51.8%	2,840,982	52.9%
White	2,258	10.8%	1,418,789	26.5%	2,258	10.8%	1,424,251	26.5%
American Indian	54	0.3%	18,712	0.3%	54	0.3%	18,755	0.3%
Asian	955	4.6%	253,856	4.7%	955	4.6%	254,163	4.7%
Pacific Islander	16	0.1%	8,259	0.2%	16	0.1%	8,271	0.2%
Two or More Races	678	3.3%	143,368	2.7%	678	3.3%	143,763	2.7%
Sex:								
Female	10,821	51.9%	2,620,239	48.9%	10,821	51.9%	2,624,722	48.9%
Male	10,032	48.1%	2,738,801	51.1%	10,032	48.1%	2,746,864	51.1%
Other Student Information:								
Economically Disadvantaged	13,345	64.0%	3,229,178	60.3%	13,345	64.0%	3,233,417	60.2%
Non-Educationally Disadvantaged	7,508	36.0%	2,129,862	39.7%	7,508	36.0%	2,138,169	39.8%
Section 504 Students	1,048	5.0%	387,490	7.2%	1,048	5.0%	387,622	7.2%
EB Students/EL	6,144	29.5%	1,108,207	20.7%	6,144	29.5%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	66,833	1.2%				
Students w/ Dyslexia	427	2.0%	241,070	4.5%	427	2.0%	241,197	4.5%
Foster Care	8	0.0%	17,033	0.3%	8	0.0%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	60	0.3%	57,709	1.1%	60	0.3%	57,811	1.1%
Immigrant	322	1.5%	108,025	2.0%	322	1.5%	108,092	2.0%
Migrant	2	0.0%	16,657	0.3%	2	0.0%	16,733	0.3%
Title I	19,466	93.3%	3,457,855	64.5%	19,466	93.3%	3,464,887	64.5%
Military Connected	604	2.9%	144,596	2.7%	604	2.9%	144,683	2.7%
At-Risk	11,876	57.0%	2,634,284	49.2%	11,876	57.0%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	13,841	66.4%	1,123,936	21.0%	13,841	66.4%	1,124,413	20.9%
Gifted and Talented Education	1,178	5.6%	443,781	8.3%	1,178	5.6%	443,849	8.3%
Special Education	1,242	6.0%	595,885	11.1%	1,242	6.0%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,242		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	481	38.7%	253,352	42.5%				
Students with Physical Disabilities	378	30.4%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	221	17.8%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	2,576	13.6%	726,083	13.8%				
By Ethnicity:								
African American	930	4.9%	148,832	2.8%				
Hispanic	1,139	6.0%	372,491	7.1%				
White	338	1.8%	160,748	3.1%				
American Indian	6	0.0%	2,944	0.1%				
Asian	74	0.4%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	89	0.5%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	169	13.6%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	523	9.4%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	1,600	12.7%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	2,503	16.2%	700,130	16.6%				

2020-21 Student Information (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.4%	1.4%	1.1%	4.8%
Grade 1	0.1%	1.9%	0.0%	3.2%
Grade 2	0.2%	1.0%	0.0%	1.4%
Grade 3	0.1%	0.5%	0.9%	0.6%
Grade 4	0.0%	0.3%	1.7%	0.4%
Grade 5	0.0%	0.2%	0.8%	0.3%
Grade 6	0.2%	0.2%	0.0%	0.3%
Grade 7	0.1%	0.3%	0.8%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	0.9%	4.7%	1.3%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	10	0.2%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	13.5	17.7
Grade 1	21.5	18.0
Grade 2	17.7	18.0
Grade 3	20.5	18.2
Grade 4	18.9	18.3
Grade 5	21.5	19.8
Grade 6	22.6	19.4
Secondary:		
English/Language Arts	17.8	15.7
Foreign Languages	21.2	17.8
Mathematics	18.2	16.9
Science	20.1	17.9
Social Studies	19.4	18.3

2020-21 Staff Information (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	2,042.7	100.0%	745,316.3	100.0%
Professional Staff:	1,616.5	79.1%	479,219.1	64.3%
Teachers	1,263.9	61.9%	369,395.4	49.6%
Professional Support	208.5	10.2%	78,787.8	10.6%
Campus Administration (School Leadership)	94.3	4.6%	22,378.5	3.0%
Central Administration	49.8	2.4%	8,657.4	1.2%
Educational Aides:	214.1	10.5%	79,348.7	10.6%
Auxiliary Staff:	212.1	10.4%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	18.0	n/a	4,290.0	n/a
Part-time Librarians	2.0	n/a	582.0	n/a
Full-time Counselors	49.0	n/a	13,211.0	n/a
Part-time Counselors	3.0	n/a	1,126.0	n/a
Total Minority Staff:	1,486.9	72.8%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	346.6	27.4%	41,186.3	11.1%
Hispanic	454.2	35.9%	104,985.0	28.4%
White	318.2	25.2%	210,367.3	56.9%
American Indian	1.0	0.1%	1,261.0	0.3%
Asian	130.0	10.3%	6,656.1	1.8%
Pacific Islander	1.0	0.1%	618.8	0.2%
Two or More Races	12.8	1.0%	4,320.9	1.2%
Teachers by Sex:				
Males	328.9	26.0%	88,006.1	23.8%
Females	935.0	74.0%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	965.3	76.4%	269,818.0	73.0%
Masters	283.8	22.5%	92,432.5	25.0%
Doctorate	14.7	1.2%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	174.0	13.8%	24,880.4	6.7%
1-5 Years Experience	714.9	56.6%	102,753.7	27.8%
6-10 Years Experience	205.6	16.3%	74,854.8	20.3%
11-20 Years Experience	140.0	11.1%	107,653.1	29.1%

2020-21 Staff Information (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	26.4	2.1%	47,975.4	13.0%
Over 30 Years Experience	3.0	0.2%	11,278.0	3.1%
Number of Students per Teacher	16.5	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.1	6.4
Average Years Experience of Principals with District	2.7	5.5
Average Years Experience of Assistant Principals	3.8	5.5
Average Years Experience of Assistant Principals with District	2.3	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	4.8	11.2
Average Years Experience of Teachers with District:	2.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,469	\$50,849
1-5 Years Experience	\$47,763	\$53,288
6-10 Years Experience	\$49,802	\$56,282
11-20 Years Experience	\$52,774	\$59,900
21-30 Years Experience	\$53,385	\$64,637
Over 30 Years Experience	\$50,521	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$48,596	\$57,641
Professional Support	\$65,479	\$68,030
Campus Administration (School Leadership)	\$71,319	\$83,424
Central Administration	\$77,121	\$109,662
Instructional Staff Percent:	79.9%	64.6%
Turnover Rate for Teachers:	22.8%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

2020-21 Staff Information (TAPR)
INTERNATIONAL LEADERSHIP OF TEXAS (057848) - DALLAS COUNTY

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	585.6	46.3%	22,870.6	6.2%
Career and Technical Education	16.6	1.3%	18,987.7	5.1%
Compensatory Education	0.0	0.0%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	634.9	50.2%	262,447.1	71.0%
Special Education	26.8	2.1%	34,862.5	9.4%
Other	0.0	0.0%	13,442.2	3.6%

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

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

Distinction Designations: Distinction designations were not awarded for 2021.

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

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

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

Data Reports for RDA and SPP/APR:

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

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

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

Performance

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

Other Important Information:

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

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

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

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

STAAR Performance (2020–21)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

Bilingual Education/ESL (2020–21)

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

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

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

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

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

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

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

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

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

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

STAAR Participation (2020–21)

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

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

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

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

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

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

Attendance and Graduation

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

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

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

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

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

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

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

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

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

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

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

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2021 Accountability Manual](#) (*Data source: PEIMS 40203, 40110, 42400, and 42500*)

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

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

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

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

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

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

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

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

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

5-Year Extended Longitudinal Rate

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

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

number of students in the 2019 cohort*

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

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

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

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

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

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

number of students in the 2019 cohort*

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

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

plus

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

number of students in the 2019 cohort*

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

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

plus

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

plus

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

number of students in the 2019 cohort*

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6-year Extended Longitudinal Rate

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

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

number of students in the 2018 cohort*

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

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

number of students in the 2018 cohort*

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

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

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

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

number of students in the 2018 cohort*

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

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

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

number of students in the 2018 cohort*

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20*. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduation Profile (2020–21)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2019-20 are also shown:

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

(Data source: PEIMS 40203)

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

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

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

total number of students

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

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

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

total number of students

Postsecondary Readiness

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

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

College Readiness

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

Career/Military Readiness

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

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

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

College, Career, or Military Ready Graduates

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

College Ready Graduates

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

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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 and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2019-20 annual graduates

Either Subject.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2019-20 annual graduates

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

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

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

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

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

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

Career/Military Ready Graduates

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

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

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

number of 2019-20 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2021 Accountability Manual*. (Data source: PEIMS 40203)

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

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

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

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

number of 2019-20 annual graduates

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

English Language Arts.

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

number of 2019-20 annual graduates

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Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

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

number of 2019-20 annual graduates

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

All Subjects

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

total students enrolled in grades 11 & 12

English Language Arts

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

total students enrolled in grades 11 & 12

Mathematics

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

total students enrolled in grades 11 & 12

Science

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

total students enrolled in grades 11 & 12

Social Studies

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

total students enrolled in grades 11 & 12

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

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

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placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

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

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

English Language Arts

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

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

Mathematics

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

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

Science

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

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

Social Studies

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

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

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

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

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

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

number of 2019-20 graduates reported

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

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$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2019-20 graduating examinees taking either the SAT or the ACT}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

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

(Data source: College Board and PEIMS 40203)

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

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

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

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

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

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

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

Other Postsecondary Indicators (2020–21)

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

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

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

Any Subject

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

English Language Arts

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

Mathematics

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

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Science

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

Social Studies

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

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

(Data source: PEIMS 43415)

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

number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of in 2019-20 annual graduates

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

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

number of graduates during the 2018-19 school year

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

(Data source: THECB)

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

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

and

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

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

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

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

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

Profile

Student Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

total number of students

(Data source: PEIMS 40100)

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

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

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

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

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

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

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

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

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

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

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

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

(B) includes —

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

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

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

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

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

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

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

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

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

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

total number of students

(Data source: PEIMS 40110)

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

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2019–20

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

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

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Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

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

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

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

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

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

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

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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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: PEIMS 30050)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Appendix A Advanced Academic Courses

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

English Language Arts

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

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

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

Technology Applications

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

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

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

Science

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

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

Social Studies/History

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

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I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

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

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03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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

Cover Sheet

CHIEF ADMINISTRATIVE OFFICER REPORT

Section:	IV. Superintendent-CEO Report and Information Items
Item:	D. CHIEF ADMINISTRATIVE OFFICER REPORT
Purpose:	FYI
Submitted by:	
Related Material:	Board Notification 02.16.2022.pdf Board Report 02.16.2022.pdf



INTERNATIONAL LEADERSHIP OF TEXAS

**Faculty and Support Staff New Hires
Subsequent to January 26, 2022
For Board Notification on February 16, 2022**

NEW HIRES FOR THE 21/22 SCHOOL YEAR			
Position	Assignment	Building	Start Date
TEACHER	ELEMENTARY	WM LAKES ELEMENTARY	02/04/2022
TEACHER	ELEMENTARY	WM LAKES ELEMENTARY	02/02/2022
PARA - CAMPUS	CAMPUS TECHNICIAN	WM LAKES ELEMENTARY	02/07/2022
TEACHER	MIDDLE	GRAND PRAIRIE MIDDLE	02/10/2022
PARA - CAMPUS	INSTRUCTIONAL AIDE	SAGINAW MIDDLE	01/31/2022
TEACHER	ELEMENTARY	WM LAKES ELEMENTARY	02/03/2022
TEACHER	HIGH	KATY/WESTPARK HIGH	01/31/2022
TEACHER	MIDDLE	SAGINAW MIDDLE	02/01/2022
PARA - CAMPUS	RECEPTIONIST	WINDMILL LAKES HIGH	02/01/2022
TEACHER	MIDDLE	ARLINGTON MIDDLE	02/01/2022
PARA - CAMPUS	INSTRUCTIONAL AIDE	KATY/WESTPARK HIGH	02/07/2022
PROF - DISTRICT	EXECUTIVE DIRECTOR FINANCE	HEADQUARTERS	02/07/2022
TEACHER	HIGH	LANCASTER HIGH	02/14/2022
PARA - DISTRICT	SUBSTITUTE SPECIALIST	HEADQUARTERS	02/02/2022
TEACHER	ELEMENTARY	LANCASTER ELEMENTARY	02/07/2022
TEACHER	ELEMENTARY	SAGINAW ELEMENTARY	01/31/2022
PARA - CAMPUS	INSTRUCTIONAL AIDE	LANCASTER ELEMENTARY	02/07/2022
PARA - DISTRICT	PURCHASING CLERK	HEADQUARTERS	01/27/2022

Total employees hired subsequent to 01/26/2022: 18

Total Employee Count for 21/22 SY: 2,262

All employees are contingent upon Fingerprint and HR Clearance.



INTERNATIONAL LEADERSHIP OF TEXAS

Authorized Position Report

February 16, 2021

21/22 SCHOOL YEAR

Position	# Positions	Positions Filled	Available FTE	Pending	Unfilled
AUX - FOOD SERVICE	20	12	8		8
AUX - MAINTENANCE	35	32	3		3
AUX - TRANSPORTATION	29	26	3		3
COUNSELOR	53	47	6		6
LIBRARIAN/MEDIA	20	20	-		-
NURSE	17	17	-		-
PARA - CAMPUS - INSTRUCTIONAL AIDE	314	225	89	5	84
PARA - CAMPUS - FRONT OFFICE	131	123	8		8
PARA - DISTRICT	73	66	7		7
PROF - CAMPUS	38	34	4		4
PROF - CAMPUS ADMIN	91	89	2		2
PROF - DISTRICT	212	180	32		32
SLP	13	10	3		3
SUPERINTENDENT	1	1	-		-
TEMPS			-		-
TEACHER	1,441	1,380	61	1	60
Total	2,488	2,262	226	6	220

Cover Sheet

CONSENT AGENDA ITEMS -- SINGLE VOTE UNLESS OTHERWISE SPECIFIED

Section: VII. CONSENT AGENDA
Item: A. CONSENT AGENDA ITEMS -- SINGLE VOTE UNLESS OTHERWISE SPECIFIED
Purpose: Vote
Submitted by:
Related Material:
1 -- Calendar 2022-2023 Academic Year.pdf
3.1 -- Resolution change 2018 A&B Loan Agms -- AMENDMENT.DOCX
3.2 -- Resolution change 2018 A&B Loan Agms -- CERTIFICATE.DOCX
4.1 -- Newmark Valuation & Advisory Appraisal Community Dr & Alameda Dr Cleveland.pdf
4.2 -- Map Reserve H1 SF 8.pdf
4.3 -- Special Warranty Deed_Reserve H1, Block 119, Santa Fe 8_JH.pdf
5 -- BG Ramirez Classroom Furniture BUDGETARY Pricing 020722 2.pdf
6 -- BG Ramirez Classroom Audiovisual CDW.G LLC QUOTE MNXP525 2.pdf
8 -- Proposal-Chiller Installation Project 2-11-22.pdf
9 -- Psychological_Exams-Policy_Change.docx



ILTexas **DRAFT** 2022-2023 Academic Calendar

Blue= Student Holiday/Teacher Work Day | Red= Student & Teacher Holiday | Green= Opportunity for Tutoring/Accelerated Instruction for a Select Group of Students

Note:

July 18-22 International Teacher Orientation
July 25-29 New Teacher Induction

August 1-5, 8-10 PD Days
August 11 First Day of School/Cycle 1

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February 16 Last Day of Cycle 4
February 17 Data Day Cycle 4
February 20 Charterwide PD Day 2 of 2
February 21 First Day of Cycle 5

Sept 5 Student & Staff Holiday:
Labor Day
Sept 16 Last Day of Cycle 1
Sept 19 Data Day Cycle 1

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 13-17 Spring Break (subject to change)

October 7 Charterwide PD Day 1 of 2
October 10 Student & Teacher Holiday
October 11 Parent Teacher Conferences
October 28 Last Day of Cycle 2
October 31 Data Day Cycle 2

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April 6 Last Day of Cycle 5
April 7: Student/Teacher Holiday/Bad Weather Day #1
April 10 Data Day Cycle 5
April 11 First Day of Cycle 6

November 1 First day of Cycle 2
November 21-25 Thanksgiving Break
[Nov 21-22: Opportunities for Tutoring/Accelerated Instruction for a select number of students]

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 19 Last Day of School/Cycle 6/Semester 2
May 22 Data Day 6/Bad Weather Day #2
May 29 Memorial Day

December 16 Last Day of Cycle 3/Semester 1

December 19-30 Winter Break
[Dec 19-20: Opportunities for Tutoring/Accelerated Instruction for a select number of students]

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 1-15 Summer School for a select number of students

Charter closed from June 22-July 14

January 2 Data Day Cycle 3/Semester 1
January 3 First Day of Cycle 4/ Semester 2
January 16 Student & Teacher Holiday

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Regular Hours Resume July 17

Notes:
 Cycle 1- 26 Days, Cycle 2- 26 Days, Cycle 3- 29 Days Semester 1: 81 Days 170 Instructional Days + 17 PD Days = 187 LOA Days
 Cycle 4- 32 Days, Cycle 5- 28 Days, Cycle 6- 29 Days Semester 2: 89 Days K-3rd: 79,050; 4-8th: 81,600; 9-12th: 84,320 Instructional Minutes [75,600 Required]

FIRST AMENDMENT TO LOAN AGREEMENT

This FIRST AMENDMENT TO LOAN AGREEMENT (this “Amendment”), dated as of [February 16, 2022] is between INTERNATIONAL LEADERSHIP OF TEXAS (the “Company”) and CLIFTON HIGHER EDUCATION FINANCE CORPORATION, (the “Issuer”) in connection with the issuance of its Education Revenue Bonds (International Leadership of Texas), Series 2018A and Taxable Series 2018B (collectively, the “Bonds”), issued pursuant to a Trust Indenture and Security Agreement, dated as of September 15, 2018, by and between the Issuer and Zions Bankcorporation, National Association, formerly known as Amegy Bank National Association (the “Trustee” and the “Master Trustee”) and a Master Trust Indenture and Security Agreement (the “Master Indenture”) dated July 15, 2015, between the Company and the Master Trustee, as supplemented by the Supplemental Master Trust Indenture No. 3 dated as of September 15, 2018, between the Company and the Master Trustee. The proceeds of the Bonds were loaned to the Company pursuant to a Loan Agreement dated September 15, 2018 between the Issuer and the Company (the “Loan Agreement”), to provide for the financing of eligible costs of the projects described in the Loan Agreement. All references to “Fiscal Year” herein mean June 30. The Company and Issuer hereby covenant and agree as follows:

Amendments

Amendment to Section 5.10 of the Loan Agreement: Repair and Replacement Fund.

Effective as of the date hereof, Section 5.10, subsection (a) shall be amended in its entirety to read as follows:

Section 5.10 Repair and Replacement Fund. (a) Commencing October 25, 2018 the Company shall make a monthly contribution of \$8,333.33 (the “Repair and Replacement Fund Contribution”) to the Repair and Replacement Fund established under the Indenture until the Company accumulates \$500,000 in the Repair and Replacement Fund, subject to adjustment as set forth below.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK.]

EXECUTED as of the date first above written.

INTERNATIONAL AMERICAN EDUCATION
INTERNATIONAL LEADERSHIP OF TEXAS

By: _____
President, Board of Directors

CLIFTON HIGHER EDUCATION FINANCE
CORPORATION

By: _____
President, Board of Directors

CONSENTED to by the Trustee.

ZIONS BANCORPORATION, NATIONAL
ASSOCIATION

By: _____
Name: _____
Title: _____

OFFICER’S COMPANY CONSENT CERTIFICATE
(International Leadership of Texas)

The undersigned, Eddie Conger, hereby certifies that he is a duly elected, qualified and acting Authorized Representative of International Leadership of Texas (the “Company”), and that in such capacity (and not individually), he makes this certificate on behalf of the Company pursuant to Section 902 of the Trust Indenture and Security Agreement, dated as of September 15, 2018 (the “Trust Indenture”), by and between Clifton Higher Education Finance Corporation (the “Issuer”) and Zions Bankcorporation, National Association, formerly known as Amegy Bank National Association (the “Trustee”):

1. Attached hereto as Exhibit B is a true and correct copy of the proposed First Amendment to Loan Agreement, amending the Loan Agreement dated September 15, 2018 between the Issuer and the Company (the “Loan Agreement”), and executed by the Issuer and Company.
2. Attached hereto as Exhibit A is the executed Issuer Resolution approving the Amendment to Loan Agreement, as required by Section 902 of the Trust Indenture.
3. Pursuant to Section 902 of the Trust Indenture, the Company hereby consents to the First Amendment to Loan Agreement, attached hereto as Exhibit B.

[execution page follows]

IN WITNESS WHEREOF, the undersigned has executed this Certificate as of _____, 2022.

By: _____
Eddie Conger, CEO
International Leadership of Texas

EXHIBIT A

ISSUER BOARD RESOLUTION APPROVING FIRST AMENDMENT TO LOAN AGREEMENT

EXHIBIT B

FIRST AMENDMENT TO LOAN AGREEMENT

NEWMARK VALUATION & ADVISORY

39.78 Acres of Land

Road 5200 (Community Drive) and Road 5500 (Alameda Drive) - Reserve H1 SF8 Block 119 Cleveland, Liberty County, TX 77327

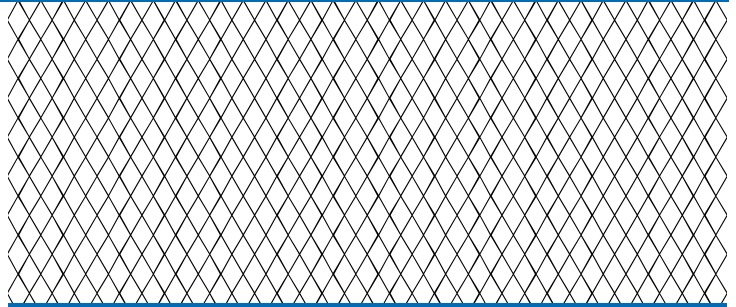
Newmark Job No.: 22-0160461-1

Appraisal Report Prepared For:

Charles Klein
International Leadership of Texas
1651 North Glenville Drive
Richardson, TX 75081

Prepared By:

Newmark Valuation & Advisory
1700 Post Oak Blvd, 2 BLVD Place, Suite 350
Houston, TX 77056



NEWMARK VALUATION & ADVISORY

January 31, 2022

Charles Klein
International Leadership of Texas
1651 North Glenville Drive
Richardson, TX 75081

RE: Appraisal of Land located near the corner of Road 5200 (Community Drive) and Road 5500 (Alameda Drive) - Reserve H1 SF8 Block 119, Cleveland, Liberty County, TX 77327, prepared by Newmark Valuation & Advisory, LLC (herein "Firm" or "Newmark")

Newmark Job No.: 22-0160461-1

Dear Mr. Klein:

The "Subject Property" is a 39.780 acre (1,732,817 square foot) general commercial tract of land located along Road 5714. The site has an irregular shape, is of level topography, and has below-average visibility. Please note that the site is located off of Road 5714, but the road currently ends at the beginning of the subject site. The area is improved with concrete roads and infrastructure (primarily single-family residential) but sparse actual development at the time of inspection. The subject is a commercial reserve in an emerging area that is subject to significant speculative activity in anticipation of the future Grand Parkway (Highway 99) extension that is currently under construction.

Key Value Considerations

Strengths

- Location in an emerging area with new development

Risk Factors

- Lack of existing development

COVID-19 Pandemic

The COVID-19 Pandemic has had a significant impact on the economy and, by extension, real estate markets. Commercial real estate is transforming and adapting with some similarities and some differences to previous crises. As the Pandemic has progressed, there has been greater clarity about the effects through metric and transactional data as well as market participant information and expectations. Effects and projections related to COVID-19 will be addressed throughout the report. The following are highlights relevant to the subject and this market.

Newmark Valuation & Advisory
1700 Post Oak Blvd, 2 BLVD Place, Suite 350
Houston, TX 77056
www.nmrk.com/valuation

NEWMARK

January 31, 2022
CHARLES KLEIN

Based on the analysis contained in the following report, the opinion of value for the subject is:

Value Conclusions			
Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
Market Value "As Is"	Fee Simple	1/21/2022	\$1,210,000
<i>Compiled by Newmark</i>			

Extraordinary Assumptions

An extraordinary assumption is defined in USPAP as an assignment-specific assumption as of the effective date regarding uncertain information used in an analysis which, if found to be false, could alter the appraiser’s opinions or conclusions. The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results.

- 1. None

Hypothetical Conditions

A hypothetical condition is defined in USPAP as a condition, directly related to a specific assignment, which is contrary to what is known by the appraiser to exist on the effective date of the assignment results, but is used for the purpose of analysis. The value conclusions are based on the following hypothetical conditions that may affect the assignment results.

- 1. None

The appraisal was developed based on, and this report has been prepared in conformance with the Client’s appraisal requirements, the guidelines and recommendations set forth in the Uniform Standards of Professional Appraisal Practice (USPAP), and the requirements of the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.

Certification

We certify that, to the best of our knowledge and belief:

1. The statements of fact contained in this report are true and correct.
2. The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions and are our personal, impartial and unbiased professional analyses, opinions, and conclusions.
3. We have no present or prospective interest in the property that is the subject of this report and no personal interest with respect to the parties involved.
4. We have no bias with respect to the property that is the subject of this report or to the parties involved with this assignment.
5. Our engagement in this assignment was not contingent upon developing or reporting predetermined results.
6. Our compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
7. This appraisal assignment was not based upon a requested minimum valuation, a specific valuation, or the approval of a loan.
8. Our analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the Uniform Standards of Professional Appraisal Practice, as well as the requirements of the State of Texas.
9. The reported analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.
10. The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
11. As of the date of this report, Esin Locke has completed the Standards and Ethics Education Requirements for Candidates of the Appraisal Institute.
12. Esin Locke made a personal inspection of the property that is the subject of this report. Stephen D. DuPlantis, MAI has not personally inspected the subject.
13. Significant real property appraisal assistance was provided by Hannah Clark who has not signed this certification. The assistance of Hannah Clark consisted of conducting research on the market, subject property, and transactions involving comparable properties, performing certain appraisal analyses, and assisting in report writing, all under the supervision of the person(s) signing this report.
14. The Firm operates as an independent economic entity. Although employees of other service lines or affiliates of the Firm may be contacted as a part of our routine market research investigations, absolute client confidentiality and privacy were maintained at all times with regard to this assignment without conflict of interest.
15. Within this report, "Newmark", "Newmark Valuation & Advisory", "Newmark, Inc.", and similar forms of reference refer only to the appraiser(s) who have signed this certification and any persons noted above as having provided significant real property appraisal assistance to the persons signing this report.

CERTIFICATION

-
16. Esin Locke has not performed any services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding the agreement to perform this assignment. Stephen D. DuPlantis, MAI has not performed any services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding the agreement to perform this assignment.



Esin Locke
First Vice President
Certified General Real Estate Appraiser
Texas # 1380534 G
Telephone: 713-599-5108
Email: Esin.Locke@nmrk.com



Stephen D. DuPlantis, MAI
Executive Managing Director
Certified General Real Estate Appraiser
Texas # 1321138 G
Telephone: 713.599.5103
Email: Steve.DuPlantis@ngkf.com

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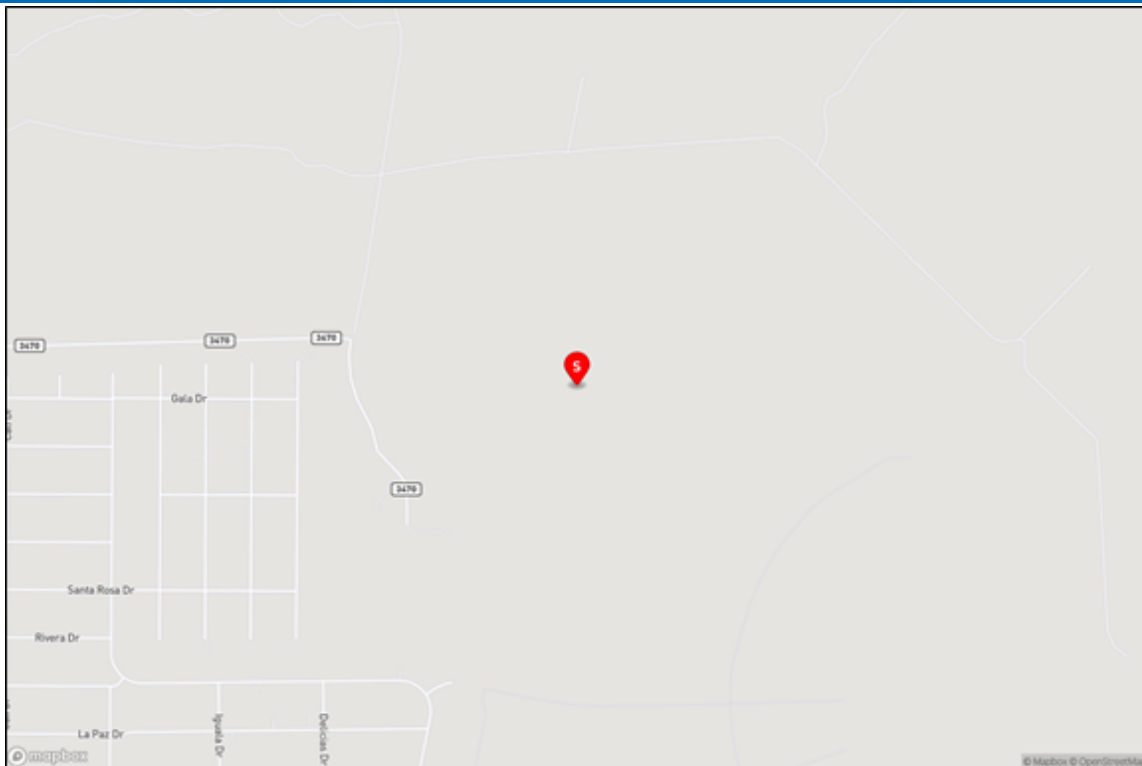
Addenda

- A. Glossary of Terms
- B. Engagement Letter
- C. Legal Description
- D. Financials and Property Information
- E. Comparable Data
 - Land Sales
- F. Précis Metro Report - Economy.Com, Inc.
- G. Appraiser Qualifications and Licenses

SUBJECT MAPS



Aerial Photo



Location Map

SUBJECT PHOTOGRAPHS



View of Site



View of Site



View of Site



View of Site



View of Site



View of Road 5714

Executive Summary

39.78 Acres of Land

Property Type:	Land-General Commercial
Street Address:	Road 5200 (Community Drive) and Road 5500 (Alameda Drive) - Reserve H1 SF8 Block 119
City, State & Zip:	Cleveland, Liberty County, TX 77327
Land Area:	39.780 acres; 1,732,817 SF
Zoning:	None
Highest and Best Use - As Vacant:	A Land Use
Highest and Best Use - As Improved:	Land Use

Analysis Details

Valuation Date:	January 21, 2022
Market Value "As Is"	January 21, 2022
Inspection Date and Date of Photos:	January 21, 2022
Report Date:	January 31, 2022
Report Type:	Appraisal Report
Client:	International Leadership of Texas
Intended Use:	Internal Business Decisions
Intended User:	International Leadership of Texas
Appraisal Premise:	Market Value "As Is"
Intended Use and User:	The intended use and user of our report are specifically identified in our report as agreed upon in our contract for services and/or reliance language found in the report. No other use or user of the report is permitted by any other party for any other purpose. Dissemination of this report by any party to non-client, non-intended users does not extend reliance to any other party and Newmark will not be responsible for unauthorized use of the report, its conclusions or contents used partially or in its entirety.
Interest Appraised:	Fee Simple
Exposure Time (Marketing Period) Estimate:	12 Months (12 Months)

Compiled by Newmark

Valuation Summary

Land Value		\$1,210,000
Sales Comparison Approach	\$/SF	\$ Total
Number of Sales		5
Range of Sale Dates		May-18 - Present
Adjusted Range of Comparables (\$/SF)		\$0.57 - \$0.80
Value Conclusion:	\$0.70	\$1,210,000

Market Value Conclusions	As Is	\$1,210,000
---------------------------------	--------------	--------------------

Compiled by Newmark

Extraordinary Assumptions and Hypothetical Conditions

An extraordinary assumption is defined in USPAP as an assignment-specific assumption as of the effective date regarding uncertain information used in an analysis which, if found to be false, could alter the appraiser's opinions or conclusions. The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results.

1. None

A hypothetical condition is defined in USPAP as a condition, directly related to a specific assignment, which is contrary to what is known by the appraiser to exist on the effective date of the assignment results, but is used for the purpose of analysis. The value conclusions are based on the following hypothetical conditions that may affect the assignment results.

1. None

Compiled by Newmark

Introduction

OWNERSHIP HISTORY

The current owner is Colony Ridge Development LLC. The following summarizes a three-year history of ownership, the current listing status, and pending transactions for the subject property (as applicable).

Ownership History

To the best of our knowledge, no sale or transfer of ownership has taken place within the three-year period prior to the effective date of the appraisal.

Listing Status:	Not Listed For Sale
Current or Pending Contract:	None Reported
Sales in the Previous Three Years:	None

Compiled by Newmark

Please note that while the subject property is not currently under contract, the owner plans to donate the site for the development of a K-8 and High School.

INTENDED USE AND USER

The intended use and user of our report are specifically identified in our report as agreed upon in our contract for services and/or reliance language found in the report. No other use or user of the report is permitted by any other party for any other purpose. Dissemination of this report by any party to non-client, non-intended users does not extend reliance to any other party and Newmark will not be responsible for unauthorized use of the report, its conclusions or contents used partially or in its entirety.

- The intended use of the appraisal is for Internal Business Decisions and no other use is permitted.
- The client is International Leadership of Texas.
- The intended user is International Leadership of Texas and no other user is permitted by any other party for any other purpose.

DEFINITION OF VALUE

Market value is defined as:

“The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

INTRODUCTION

- Buyer and seller are typically motivated;
- Both parties are well informed or well advised, and acting in what they consider their own best interests;
- A reasonable time is allowed for exposure in the open market;
- Payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto; and
- The price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.”

(Source: Code of Federal Regulations, Title 12, Chapter I, Part 34.42[g]; also Interagency Appraisal and Evaluation Guidelines, Federal Register, 75 FR 77449, December 10, 2010, page 77472)

INTEREST APPRAISED

The appraisal is of the Fee Simple Estate.¹

- ◆ **Fee Simple Estate:** Absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat.

APPRAISAL REPORT

This appraisal is presented in the form of an appraisal report, which is intended to comply with the reporting requirements set forth under Standards Rule 2-2(a) of USPAP. This report incorporates sufficient information regarding the data, reasoning and analysis that were used to develop the opinion of value in accordance with the intended use and user.

PURPOSE OF THE APPRAISAL

The primary purpose of the appraisal is to develop an opinion of the Market Value “As Is” of the Fee Simple Estate in the property.

Purpose of the Appraisal		
Appraisal Premise	Interest Appraised	Date of Value
Market Value "As Is"	Fee Simple	1/21/2022
<small>Compiled by Newmark</small>		

¹ The Dictionary of Real Estate, 6th Edition, Appraisal Institute

SCOPE OF WORK

Extent to Which the Property is Identified

- Physical characteristics
- Legal characteristics
- Economic characteristics

Extent to Which the Property is Inspected

Newmark inspected the subject property on January 21, 2022 as per the defined scope of work. Esin Locke made a personal inspection of the property that is the subject of this report. Stephen D. DuPlantis, MAI has not personally inspected the subject.

Type and Extent of the Data Researched

- | | |
|---|--|
| - Exposure and marketing time; | - Flood zone status; |
| - Neighborhood and land use trends; | - Real estate tax data; |
| - Demographic trends; | - Relevant applicable comparable data; and |
| - Market trends relative to the subject property type; | - Investment rates |
| - Physical characteristics of the site and applicable improvements; | |

Type and Extent of Analysis Applied

We analyzed the property and market data gathered through the use of appropriate, relevant, and accepted market-derived methods and procedures. Further, we employed the appropriate and relevant approaches to value, and correlated and reconciled the results into an estimate of market value, as demonstrated within the appraisal report.

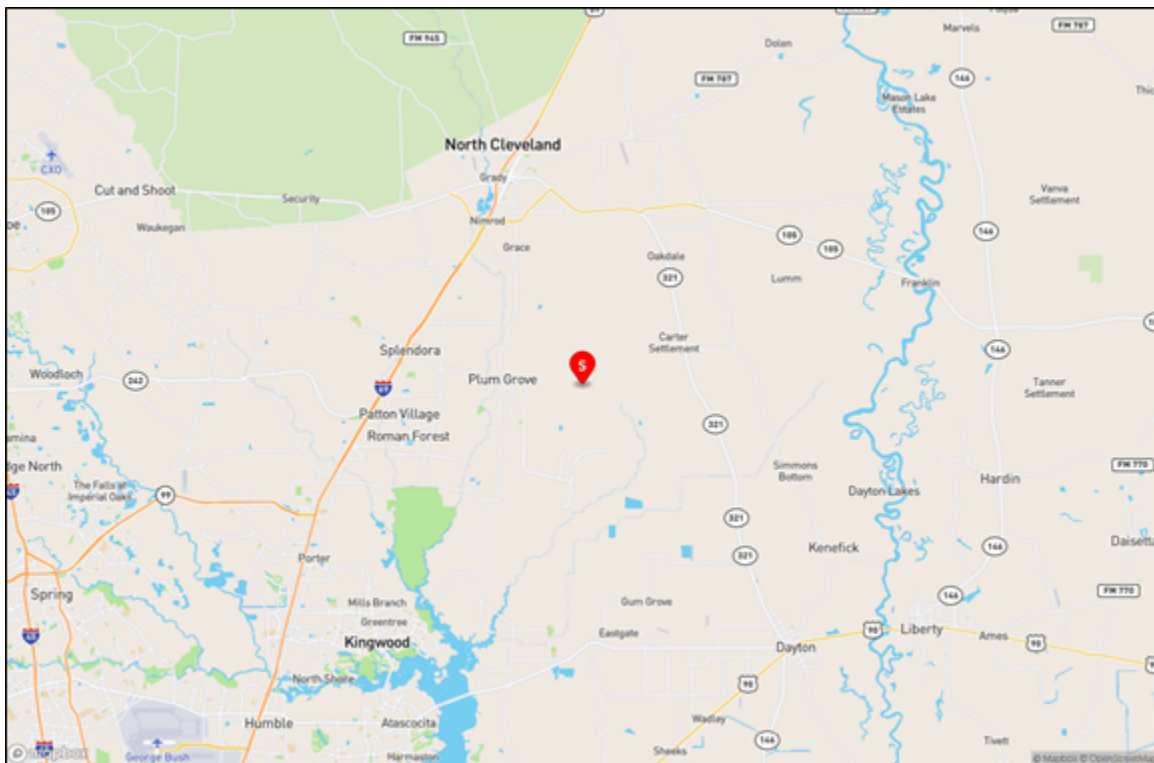
Economic Analysis

THE IMPACT OF COVID-19

It is well known that the past several months has been volatile. Real estate market volatility has resulted from the COVID-19 pandemic as well as other events such as oil price declines. Every day, there is greater clarity about the effects and expectations as evidenced by transaction activity, various data sources, and market participants. We have continuously reached out to brokers and other market participants to understand how the market is reacting.

Most of our major data sources, such as Moody's economy.com, include both COVID-19 pandemic period data and projections inclusive of its effects. This data is included within this section as well as throughout this report and is a central foundation of our analysis. There are an increasing number of transactions occurring and these are providing indications of trends.

AREA ANALYSIS



Area Map

The subject is located within Cleveland and Liberty County, Texas. It is part of the Houston-The Woodlands-Sugar Land metro area (Houston MSA).

ECONOMIC ANALYSIS

Moody’s Analytics’ Economy.com provides the following economic summary for the Houston MSA as of November, 2021.

Moody's Analytics Précis® Metro Indicators: Houston MSA												
2015	2016	2017	2018	2019	2020	INDICATORS	2021	2022	2023	2024	2025	2026
476.0	474.8	479.0	489.7	512.4	494.8	Gross metro product (C12\$ bil)	520.9	557.8	582.9	604.9	625.3	644.9
6.1	-0.2	0.9	2.2	4.6	-3.4	% change	5.3	7.1	4.5	3.8	3.4	3.1
2,992.7	2,992.6	3,020.4	3,088.1	3,160.3	2,989.2	Total employment (ths)	3,038.5	3,165.9	3,245.6	3,297.2	3,332.5	3,367.0
1.8	0.0	0.9	2.2	2.3	-5.4	% change	1.6	4.2	2.5	1.6	1.1	1.0
4.6	5.3	5.0	4.4	3.8	8.7	Unemployment rate (%)	7.0	5.4	4.1	3.7	3.7	3.8
1.7	-4.6	7.8	7.0	3.8	2.2	Personal income growth (%)	5.9	3.6	7.1	6.6	5.9	5.7
61.1	62.3	63.6	66.1	69.2	69.9	Median household income (\$ ths)	74.4	74.9	77.6	80.5	83.3	86.1
6,671.8	6,806.5	6,900.1	6,976.1	7,066.1	7,154.9	Population (ths)	7,235.9	7,340.9	7,451.2	7,550.8	7,644.2	7,736.4
2.6	2.0	1.4	1.1	1.3	1.3	% change	1.1	1.5	1.5	1.3	1.2	1.2
108.6	71.6	33.4	23.0	37.9	42.4	Net migration (ths)	39.0	56.4	62.1	52.0	46.4	45.7
36,786	35,367	36,348	40,511	39,507	50,175	Single-family permits (#)	51,606	53,686	56,212	54,713	53,050	49,955
20,115	9,365	6,047	16,967	24,165	20,625	Multifamily permits (#)	18,897	26,578	24,949	22,414	18,274	12,629
236	246	256	268	278	290	FHFA house price (1995Q1=100)	308	318	320	321	321	317

Source: Moody's Analytics Précis® US Metro

Moody’s summarizes the area’s economic performance in recent months as follows:

Recent Performance

The Houston MSA economy is catching up to the national average but is still underperforming by some measures. In the past year, job growth has been a percentage point faster than the U.S. total. However, the metro area has recouped only about 70% of jobs lost during the crisis, compared to more than 80% nationally. As of September, all of the major goods-producing industries are still subdued, with payrolls down on the order of 10% compared with early 2020 for each of mining, manufacturing and construction. By comparison, the analogous deficits for government and private services are much smaller. Among the latter, transportation/distribution is well above its precrisis level and professional services have almost fully recovered. The unemployment rate is more than a full percentage point above the national average and more than 2 points above its precrisis low. On the positive side, the labor force has been slowly rising and the local PMI has been in expansion mode for 13 months running as of September. Housing market data have eased somewhat but remain strong.

ECONOMIC ANALYSIS

Market Comparison

The following table illustrates key economic indicators and a comparison of the Houston MSA to the regional grouping as a whole. As indicated, Houston is projected to outperform the National Region Metros in four of eight performance categories shown over the next five years.

Comparison of Key Economic Indicators - Houston MSA Metro to National Region										
Indicator	Houston MSA			Annual Growth		National			Annual Growth	
	2015	2020	2025	2015 - 2020	2020 - 2025	2015	2020	2025	2015 - 2020	2020 - 2025
Gross metro product (C12\$ bil)	476.0	494.8	625.3	0.8%	4.8%	17,390	18,385	21,880	1.1%	3.5%
Total employment (ths)	2,992.7	2,989.2	3,332.5	0.0%	2.2%	141,804	142,252	156,087	0.1%	1.9%
Unemployment rate (%)	4.6%	8.7%	3.7%			5.3%	8.1%	4.0%		
Personal income growth (%)	1.7%	2.2%	5.9%			4.7%	6.5%	4.6%		
Population (ths)	6,671.8	7,154.9	7,644.2	1.4%	1.3%	320,739	329,484	337,256	0.5%	0.5%
Single-family permits (#)	36,786	50,175	53,050	6.4%	1.1%	712,250	1,003,750	1,333,642	7.1%	5.8%
Multifamily permits (#)	20,115	20,625	18,274	0.5%	-2.4%	394,500	392,833	476,081	-0.1%	3.9%
FHFA house price (1995Q1=100)	236	290	321	4.2%	2.0%	N/A	N/A	N/A	N/A	N/A
Houston MSA outperforming National Region Metros										
Houston MSA underperforming National Region Metros										

Source: Moody's Analytics Précis® US Metro; Compiled by Newmark

ECONOMIC ANALYSIS

Employment Sectors and Trends

Employment data by occupation and business/industry sectors provides an indication of the amount of diversification and stability in the local economy. Job sector composition also gives an indication of the predominant drivers of current and future demand for supporting commercial real estate sectors. The following tables display employment data by occupation sector and by business/industry sector for the area and region.

Current Employment by Occupation Sector										
Occupation Sector	77327		Cleveland City		Liberty County		Houston-The Woodlands-Sugar Land, TX MSA		Texas	
	White Collar	4,666	48.4%	1,122	36.4%	15,849	48.2%	2,144,863	62.7%	8,523,897
Administrative Support	1,212	12.6%	324	10.5%	4,007	12.2%	353,766	10.3%	1,539,472	11.1%
Management/Business/Financial	1,134	11.8%	145	4.7%	4,419	13.4%	638,667	18.7%	2,419,824	17.5%
Professional	1,393	14.5%	413	13.4%	4,771	14.5%	816,908	23.9%	3,173,583	23.0%
Sales and Sales Related	927	9.6%	240	7.8%	2,652	8.1%	335,522	9.8%	1,391,018	10.1%
Services	1,468	15.2%	835	27.1%	4,248	12.9%	466,350	13.6%	2,035,615	14.7%
Blue Collar	3,504	36.4%	1,122	36.4%	12,780	38.9%	811,851	23.7%	3,252,833	23.6%
Construction/Extraction	1,037	10.8%	265	8.6%	3,658	11.1%	259,245	7.6%	965,147	7.0%
Farming/Fishing/Forestry	77	0.8%	57	1.9%	256	0.8%	4,278	0.1%	50,972	0.4%
Installation/Maintenance/Repair	550	5.7%	81	2.6%	1,719	5.2%	98,654	2.9%	422,748	3.1%
Production	654	6.8%	156	5.1%	3,157	9.6%	172,193	5.0%	657,739	4.8%
Transportation/Material Moving	1,186	12.3%	563	18.3%	3,990	12.1%	277,481	8.1%	1,156,227	8.4%
Total Employees (16+ Occupation Base)	9,638	100.0%	3,079	100.0%	32,877	100.0%	3,423,064	100.0%	13,812,345	100.0%

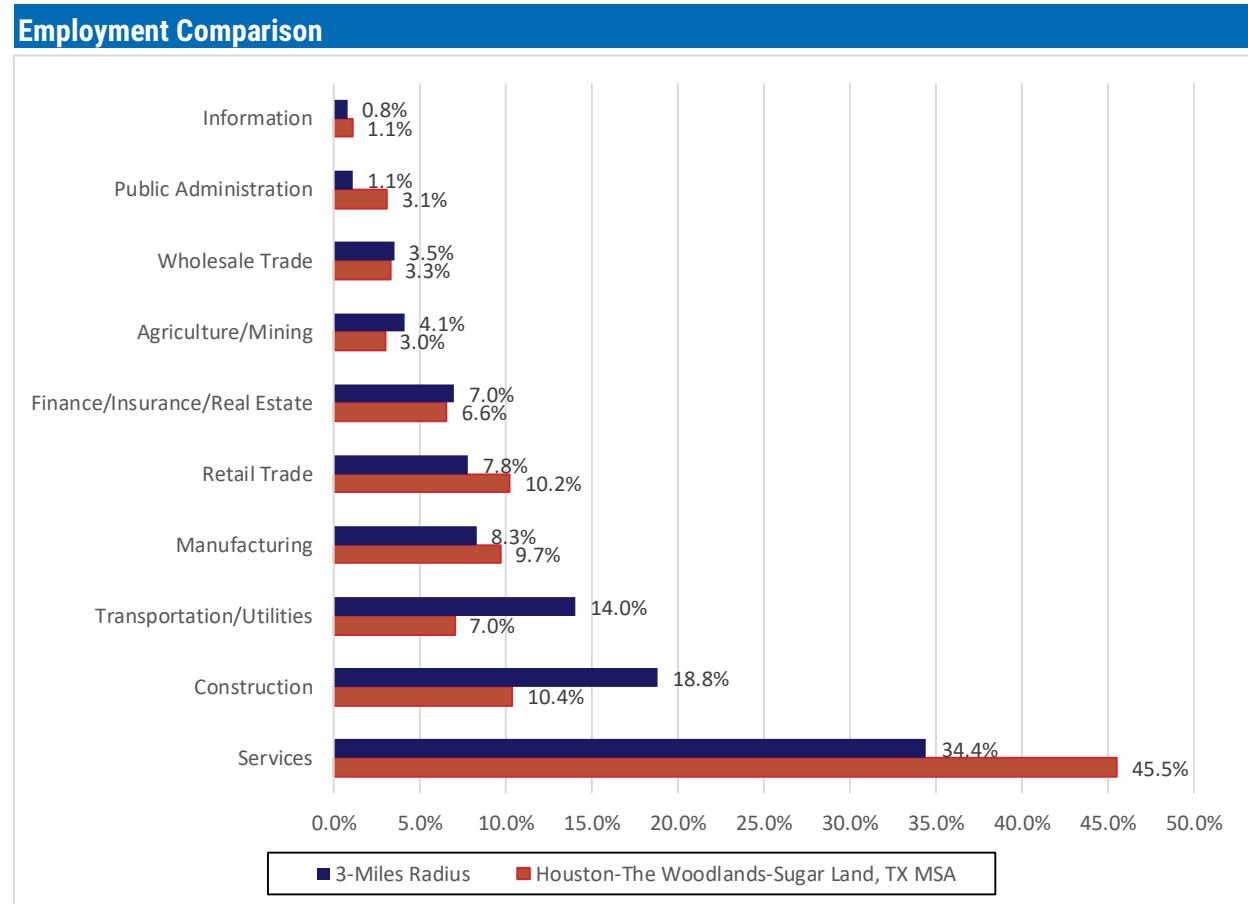
Source: ESRI; Compiled by Newmark

Current Employment by Industry Sector										
Industry Sector	77327		Cleveland City		Liberty County		Houston-The Woodlands-Sugar Land, TX MSA		Texas	
	Agriculture/Mining	392	4.1%	82	2.7%	1,495	4.5%	102,548	3.0%	372,982
Construction	1,613	16.7%	306	9.9%	4,826	14.7%	355,217	10.4%	1,264,420	9.2%
Manufacturing	1,043	10.8%	283	9.2%	5,096	15.5%	332,474	9.7%	1,165,313	8.4%
Wholesale Trade	256	2.7%	72	2.3%	1,140	3.5%	113,056	3.3%	380,966	2.8%
Retail Trade	1,026	10.6%	451	14.6%	3,335	10.1%	350,204	10.2%	1,526,652	11.1%
Transportation/Utilities	783	8.1%	152	4.9%	2,608	7.9%	241,142	7.0%	900,862	6.5%
Information	92	1.0%	0	0.0%	309	0.9%	37,613	1.1%	204,256	1.5%
Finance/Insurance/Real Estate	301	3.1%	45	1.5%	1,142	3.5%	225,510	6.6%	1,017,876	7.4%
Services	3,607	37.4%	1,385	45.0%	11,466	34.9%	1,558,134	45.5%	6,356,552	46.0%
Public Administration	525	5.4%	299	9.7%	1,460	4.4%	107,166	3.1%	622,466	4.5%
Total Employees (16+ Occupation Base)	9,638	100.0%	3,079	99.9%	32,877	100.0%	3,423,064	100.0%	13,812,345	100.0%

Source: ESRI; Compiled by Newmark

ECONOMIC ANALYSIS

Comparing the industry sectors for the local market area (3-Miles Radius) to Houston-The Woodlands-Sugar Land, TX MSA indicates the local market area is somewhat more heavily weighted toward the Construction, Transportation/Utilities, Agriculture/Mining, Finance/Insurance/Real Estate, and Wholesale Trade sectors. By contrast, the industry employment totals for Houston-The Woodlands-Sugar Land, TX MSA indicate somewhat higher proportions within the Services, Retail Trade, Public Administration, Manufacturing, and Information sectors. The following graphic further illustrates this comparison.



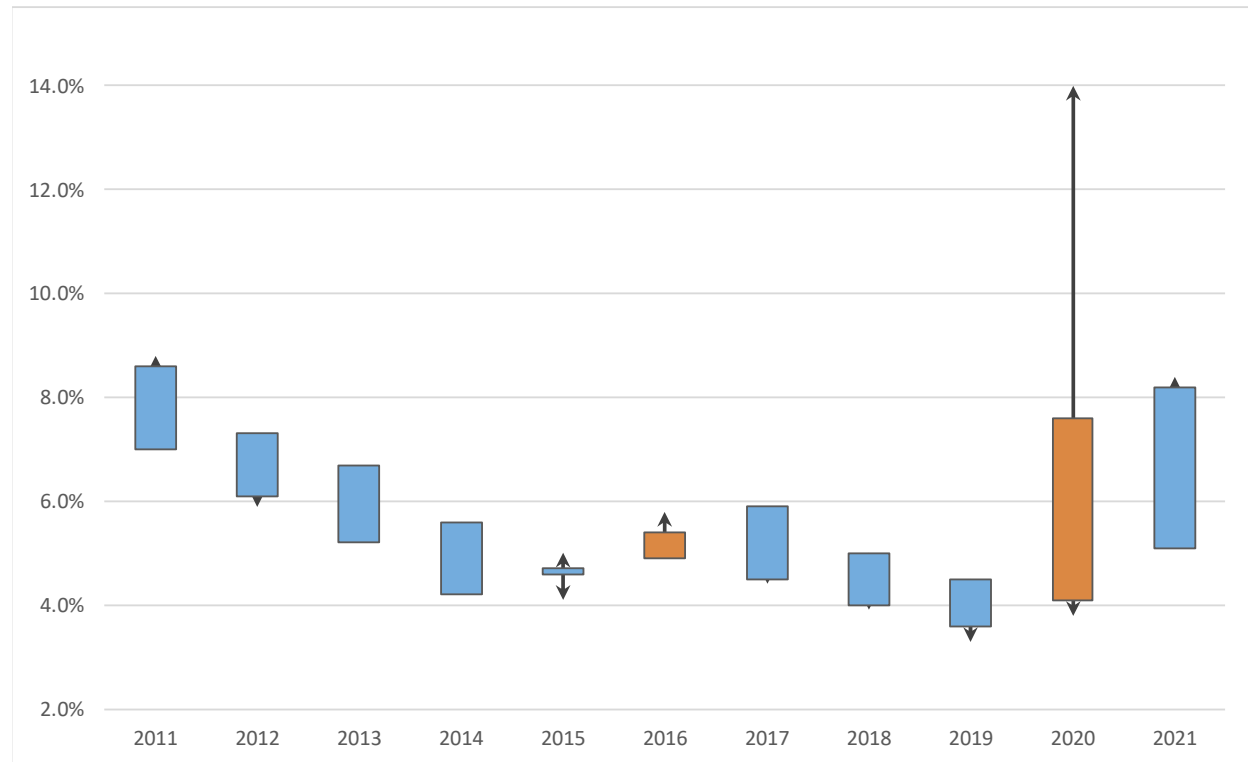
Source: ESRI; Compiled by Newmark

ECONOMIC ANALYSIS

Unemployment

The following table displays the historical unemployment data for the area derived from the US Department of Commerce, Bureau of Labor Statistics. The most recent reported unemployment rate for the Houston-The Woodlands-Sugar Land, TX Metropolitan Statistical Area is 5.1% (November 2021).

Unemployment Rate: Houston-The Woodlands-Sugar Land, TX Metropolitan Statistical Area



Bars represent beginning to end range of unemployment rates in each year
 Orange bars denote increasing unemployment from beginning to end of year
 Blue bars are declining unemployment from beginning to end of year
 Arrows are extent of unemployment rates over the year

Compiled by Newmark

Major Employers

The following table lists a number of major employers with the Houston MSA as reported by Moody’s. While not all-encompassing, this list provides further indication of the types of economic sectors that are drivers for the area.

Selected Major Employers: Houston MSA		
Rank	Employer	Employees
1	Exxon Mobil Corp.	13,000
2	Wood	11,960
3	Landry's Inc.	11,800
4	Shell Oil Co.	11,507
5	Fort Bend ISD	11,000
6	Schlumberger Ltd.	10,976
7	BP North America	9,537
8	S & B Engineers and Constructors Ltd	7,824
9	Staff Force Inc.	7,502
10	Chevron Corp.	6,502
11	HAZA Foods LLC	6,500
12	Spring ISD	4,948
13	Fiesta Mart Inc.	4,500
14	Lamar CISD	4,363
15	Conroe ISD	4,118
16	Occidental Petroleum	3,666
17	Fort Bend County	2,914
18	KBR Inc.	2,900
19	JPMorgan Chase	2,800
20	Deloitte	2,589

Source: Moody's Analytics Précis® US Metro

Analysis

Further economic analysis from Moody’s is detailed as follows:

Mining

Energy exploration will continue its recovery, and there are upside risks. West Texas Intermediate has risen more than expected to above \$80 per barrel since the beginning of October, making drilling more profitable. Active Texas rigs have continued their slow rise and are now up to 265, though still well below the 400 at the beginning of 2020. The slow increase has been due to the large inventory of previously drilled wells that companies found more profitable to complete first. But according to Energy Information Administration, that inventory is now back to 2017 levels, so the stage is set for a potential acceleration of exploration. The beneficiary in Houston will be

manufacturing, especially equipment, fabricated metal parts, and other supplies needed for drilling.

Homebuilding

Residential construction will be a source of support to the economy during the coming year. New permits have declined by about 10% since the beginning of 2021 but are still relatively close to their 2005 peak in the last boom. By comparison, total U.S. homebuilding is also strong but still a third below the previous peak. There are a number of drivers. One is that mortgage rates are still near a 50-year low, supporting affordability. Another is the recovery in the job market. Third, the population of homebuyers in the homebuying age range is growing at an above-average pace. As a result, since 2015 the homeownership rate has risen by more than 5 percentage points to above 65%, coming very close to the national average.

Nonresidential Construction

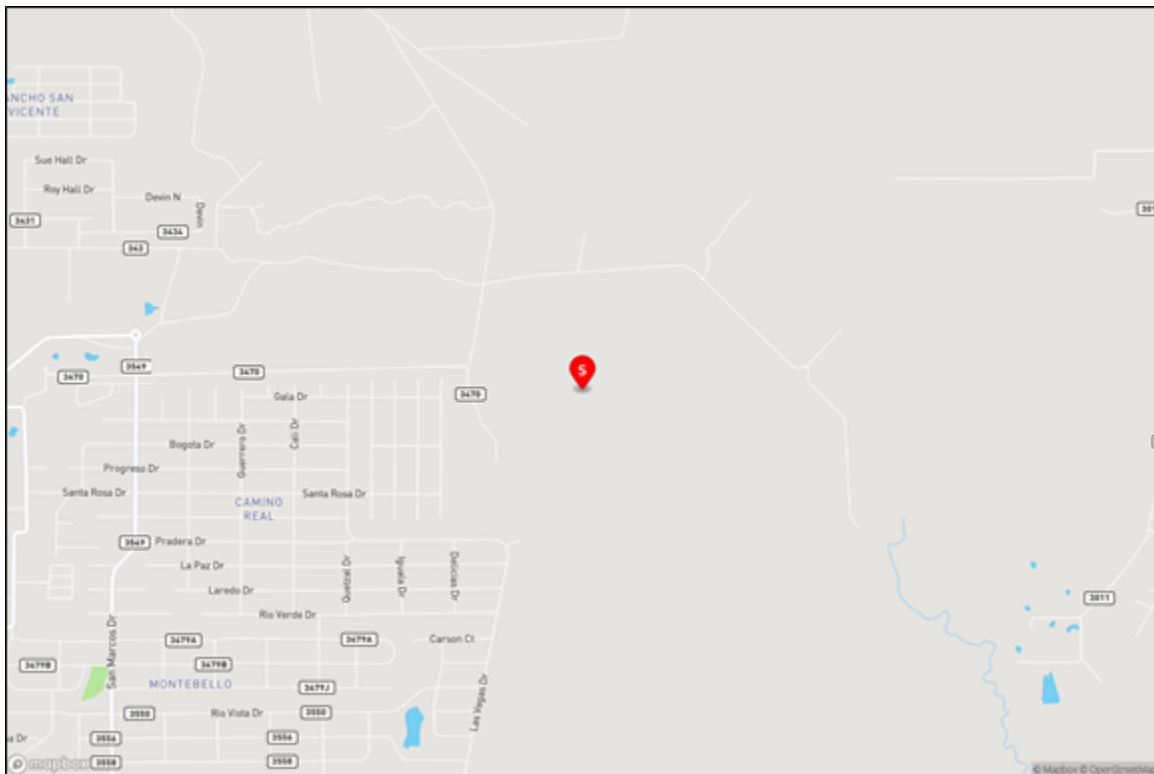
Though commercial development will lag housing, a slow recovery should begin in coming months. Office-using employment has revived steadily and is within 2 percentage points of its level in early 2020. However, there will be headwinds. The energy industry is the source of much of the demand for office space, and as a result, the vacancy rate is still elevated. Longer term, Houston will be especially vulnerable to the downside risk posed by the increase in working remotely.

Conclusion

Positive Attributes	Negative Attributes
<ul style="list-style-type: none"> - Leadership in oil and gas technology supports technical and professional service jobs. - Significant trade and export links, owing to location on the Gulf coast of Texas. 	<ul style="list-style-type: none"> - Unpredictable energy markets add to the economy's volatility. - Industrial diversity is lower than in other metro areas of comparable size.

Houston MSA will continue to recover within the coming year, led by residential construction and personal services. Manufacturing will begin to revive along with mining, but the volatility of oil prices will be a headwind. Longer term, the concentration of energy-related industries; above-average population growth; and expansion in the housing, transportation and distribution industries will help propel elevated gains for the metro area.

NEIGHBORHOOD ANALYSIS



Area Map

Boundaries

The subject is located in the northeast area of the Greater Houston MSA, within the Cleveland ETJ, and is generally delineated as follows:

North	State Highway 105
South	FM 1960
East	State Highway 321
West	US Highway 59

Surrounding Area of Influence Trends

Description

The subject’s surrounding area is viewed as suburban.

Access

Primary Access

Primary access to the subject’s area is via US Highway 59.

ECONOMIC ANALYSIS

Major Thoroughfares

FM 1010, FM 2100, and FM 1485 (portions of which are being widened to form the Grand Parkway (Highway 99))

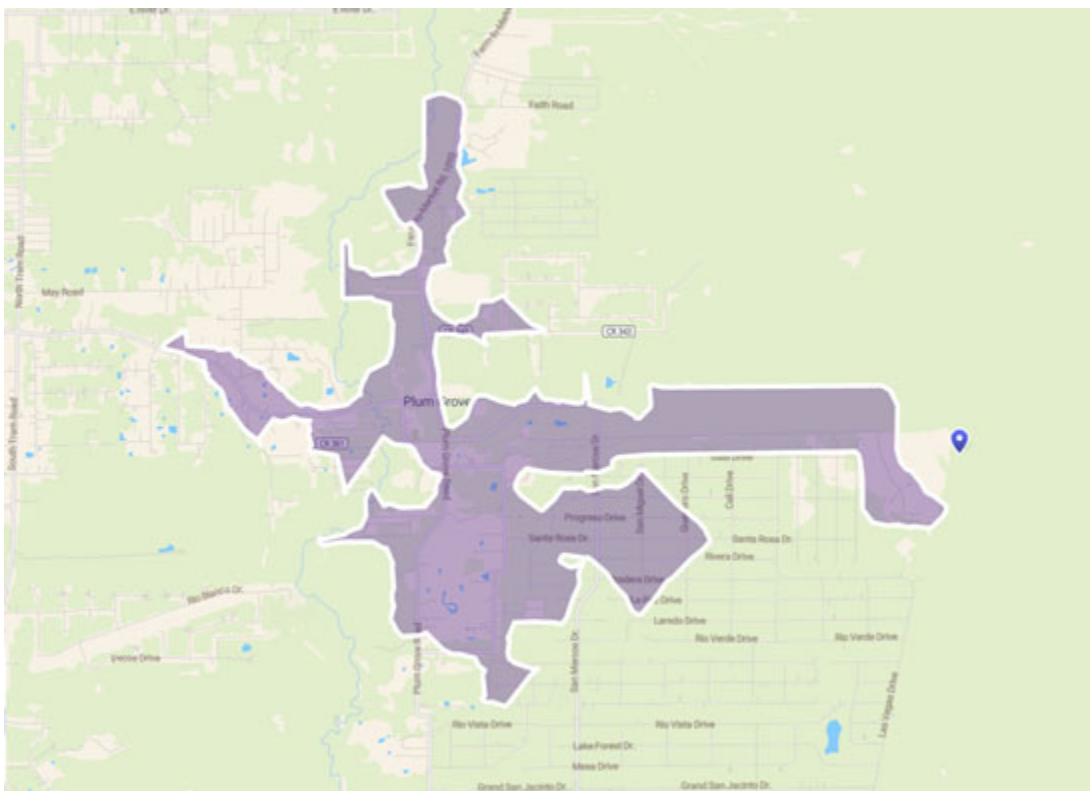
Transportation

Transportation is provided by automobile and bus.

Distance from Key Locations

The commute to the Cleveland Central Business District is about forty minutes and the drive to George Bush Intercontinental Airport is about forty-five minutes.

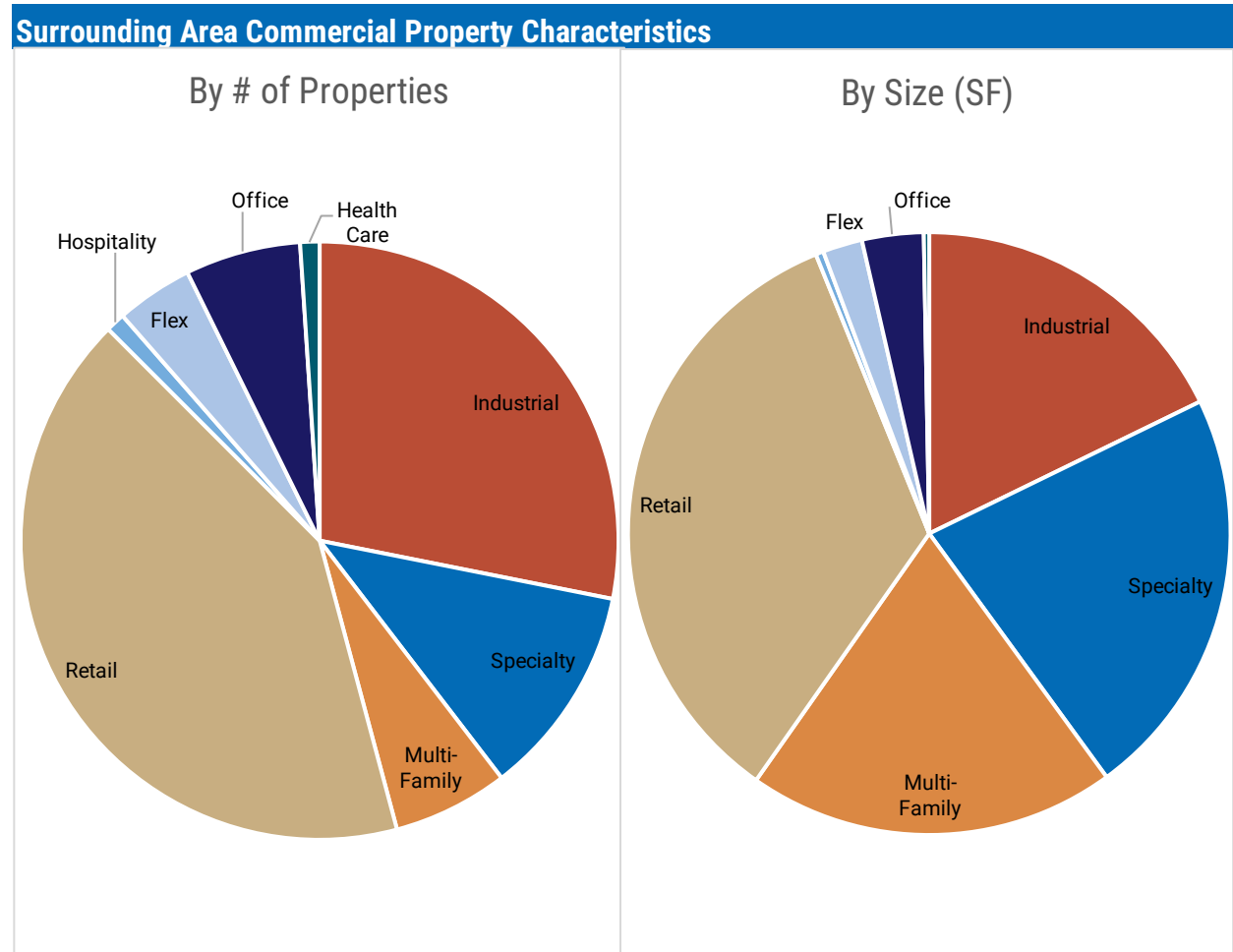
The following illustrates the 10-minute drive time from the subject.



Drive Time Map

Land Use

The following was developed from Costar data for the major property types in the surrounding 6.0 mile radius around the subject.



Source: Costar; Compiled by Newmark

Within the immediate area of the subject, property uses include the following:

- Retail
- Specialty
- Industrial

ECONOMIC ANALYSIS

Demographics

A demographic summary for the defined area is illustrated as follows:

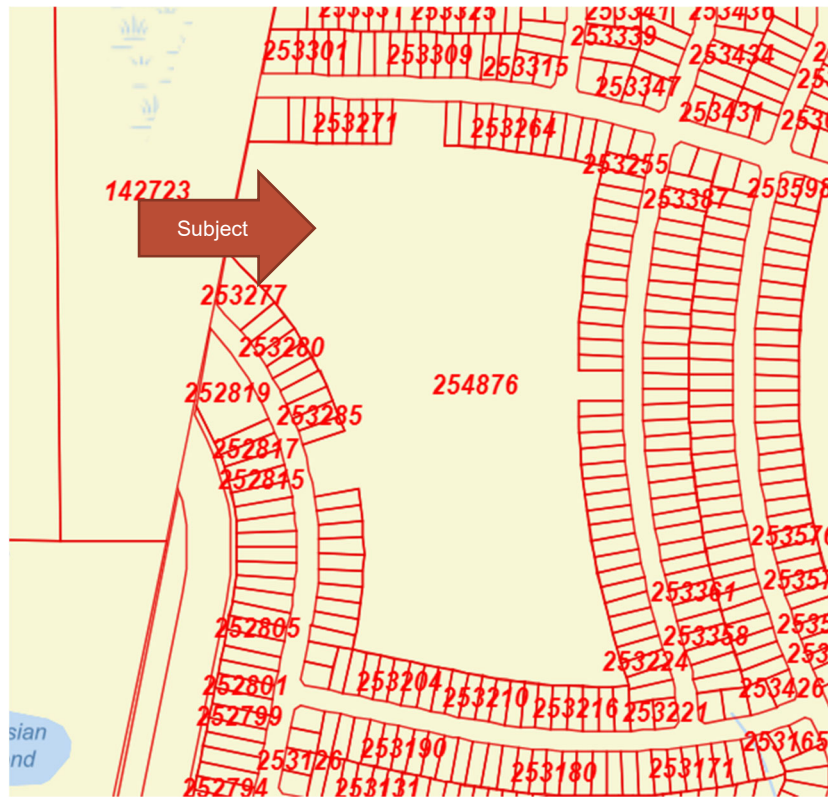
Demographic Analysis								
	3-Miles Radius	5-Miles Radius	7-Miles Radius	77327	Cleveland City	Liberty County	Houston-The Woodlands-Sugar Land, TX MSA	Texas
Population								
2010 Total Population	1,043	2,957	11,898	22,467	8,114	75,643	5,920,416	25,145,561
2021 Total Population	2,035	5,947	19,024	29,661	8,834	93,979	7,246,553	29,969,514
2026 Total Population	4,113	10,419	27,351	38,169	9,590	106,298	7,933,969	32,346,738
Projected Annual Growth %	15.1%	11.9%	7.5%	5.2%	1.7%	2.5%	1.8%	1.5%
Households								
2010 Total Households	352	1,026	3,965	7,868	2,788	25,073	2,062,529	8,922,933
2021 Total Households	648	2,085	6,326	10,372	3,068	31,667	2,511,058	10,615,809
2026 Total Households	1,303	3,657	9,060	13,290	3,409	36,040	2,745,649	11,454,078
Projected Annual Growth %	15.0%	11.9%	7.4%	5.1%	2.1%	2.6%	1.8%	1.5%
Income								
2021 Median Household Income	\$35,489	\$38,514	\$45,513	\$39,880	\$36,915	\$50,361	\$68,727	\$63,524
2021 Average Household Income	\$53,924	\$57,270	\$66,568	\$63,824	\$55,286	\$72,713	\$99,741	\$90,115
2021 Per Capita Income	\$17,534	\$19,228	\$22,123	\$22,362	\$19,421	\$24,647	\$34,613	\$32,007
Housing								
2021 Owner Occupied Housing Units	75.1%	75.3%	75.8%	65.2%	48.5%	70.0%	56.9%	57.3%
2021 Renter Occupied Housing Units	14.2%	15.0%	15.8%	20.9%	40.8%	19.5%	34.5%	33.1%
2021 Median Home Value	\$100,625	\$115,034	\$135,525	\$142,219	\$97,924	\$163,817	\$248,636	\$224,879
Median Year Structure Built	1996	1994	1995	1987	1978	1990	1989	1987
Miscellaneous Data Items								
2021 Bachelor's Degree	2.4%	5.2%	5.9%	7.5%	6.2%	7.2%	21.8%	20.3%
2021 Grad/Professional Degree	2.9%	2.6%	3.0%	3.2%	2.0%	3.2%	12.6%	11.0%
2021 College Graduate %	5.3%	7.8%	8.9%	10.7%	8.2%	10.4%	34.4%	31.3%
2021 Average Household Size	3.14	2.85	3.01	2.80	2.69	2.81	2.85	2.77
2021 Median Age	38.7	38.8	37.9	37.9	34.5	38.1	34.9	35.3

Source: ESRI; Compiled by Newmark

Conclusion

- The area is improved with concrete roads and infrastructure (primarily single-family residential) but sparse actual development at the time of our visit to the site. The subject is a commercial reserve in an emerging area that is subject to significant speculative activity in anticipation of the future Grand Parkway (Highway 99) extension that is currently under construction.

Land and Site Analysis



Plat Map

National Flood Hazard Layer FIRMette



95°2'37"W 30°12'44"N



0 250 500 1,000 1,500 2,000 Feet 1:6,000
 Basemap: USGS National Map: Orthoimagery; Data refreshed October, 2020

Legend

SEE FIS REPORT FOR DETAILED LEGEND AND INDEX MAP FOR FIRM PANEL LAYOUT

SPECIAL FLOOD HAZARD AREAS	Without Base Flood Elevation (BFE) Zone X, X-500 With BFE or Depth Zone AE, AO, AH, VE, AR Regulatory Floodway
OTHER AREAS OF FLOOD HAZARD	0.2% Annual Chance Flood Hazard. Areas of 1% annual chance flood with average depth less than one foot or with drainage areas of less than one square mile Zone X Future Conditions 1% Annual Chance Flood Hazard Zone X Area with Reduced Flood Risk due to Levee. See Notes. Zone X Area with Flood Risk due to Levee. Zone D
OTHER AREAS	NO SCREEN Area of Minimal Flood Hazard Zone X Effective LOMRs Area of Undetermined Flood Hazard Zone D
GENERAL STRUCTURES	Channel, Culvert, or Storm Sewer Levee, Dike, or Floodwall
CROSS SECTIONS	20.2 17.8 Cross Sections with 1% Annual Chance Water Surface Elevation Coastal Transect Base Flood Elevation Line (BFE) Limit of Study
OTHER FEATURES	Jurisdiction Boundary Coastal Transect Baseline Profile Baseline Hydrographic Feature
MAP PANELS	Digital Data Available No Digital Data Available Unmapped The pin displayed on the map is an approximate point selected by the user and does not represent an authoritative property location.

This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards. The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on 1/28/2022 at 11:11 AM and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

This map image is void if the one or more of the following map elements do not appear: basemap imagery, flood zone labels, legend, scale bar, map creation date, community identifiers, FIRM panel number, and FIRM effective date. Map images for unmapped and unmodernized areas cannot be used for regulatory purposes.

Flood Map

LAND AND SITE ANALYSIS

Land Parcels

Parcel Summary	Associated APN(s)	Classification	Land Area (SF)	Land Area (Acres)
Subject Site	254876	Primary Site 1	1,732,817	39.7800
Total Gross Land Area			1,732,817	39.7800
Total Usable Land Area			1,732,817	39.7800
Total Surplus Land Area			0	0.0000
Total Excess Land Area			0	0.0000

Compiled by Newmark

Land Description

Total Land Area	39.7800 Acres; 1,732,817 SF
Usable Land Area	39.7800 Acres; 1,732,817 SF
Excess Land Area	None
Surplus Land Area	None
Source of Land Area	Public Records

Site Characteristics

Traffic Control at Entry	None
Traffic Flow	Low
Accessibility Rating	Below Average
Visibility Rating	Below Average
Shape	Irregular
Corner	No
Rail Access	No
Topography	Level
Site Vegetation	Grasses and Shrubs
Other Site Characteristics	None noted
Easement/Encroachments	None Noted
Environmental Issue	None Noted

Flood Zone Analysis

Flood Area Panel Number	48291C0275C
Date	5/2/2008
Zone	Zone X
Description	Area of minimal flood hazard, usually depicted on Flood
Insurance Required?	No

Utilities

Utility Services	None noted
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Compiled by Newmark

EASEMENTS, ENCROACHMENTS AND RESTRICTIONS

We were not provided a current title report to review. Further, there are identified exceptions to title, which include various utility and access easements that are typical for a property of this type. Such exceptions would not appear to have an adverse effect on value. Our valuation assumes no adverse impacts from easements, encroachments, or restrictions, and further assumes that the subject has clear and marketable title.

ENVIRONMENTAL ISSUES

No environmental issues were observed or reported. Newmark is not qualified to detect the existence of potentially hazardous issues such as soil contaminants, the presence of abandoned underground tanks, or other below-ground sources of potential site contamination. The existence of such substances may affect the value of the property. For this assignment, we have specifically assumed that any hazardous materials that would cause a loss in value do not affect the subject.

CONCLUSION

- The site is a commercial reserve within a large neighborhood that is in the early stages of development.
- The site appears suitable to the proposed future use for a school.
- The site has no noted environmental issues, easements, encroachments, or restrictions.
- The subject site is located outside of the 100-year flood plain.

Zoning and Legal Restrictions

The subject is located in the Cleveland ETJ and not subject to zoning. It appears that deed restrictions/restrictive covenants will be utilized to control development within the subject's immediate area. Any restrictions/covenants were not provided to the appraisers and it is assumed that the proposed use of school development is legally conforming.

We are not experts in the interpretation of zoning ordinances. A qualified land use/zoning expert should be engaged if there are any zoning concerns or if a determination of compliance with zoning is required.

Real Estate Taxes

Taxes and Assessments									
Tax Year 2021	Assessor's Market Value				Tax Rates		Taxes and Assessments		
Tax ID	Land	Improvements	Total	Assessment Ratio	Land	Improvements	Ad Valorem Taxes	Direct Assessments	Total
254876	\$618,620	\$0	\$618,620	100.0%	2.1513%	2.1513%	\$13,308		\$13,308
	\$618,620	\$0	\$618,620	100.0%	2.1513%	0.0000%	\$13,308	\$0	\$13,308

Compiled by Newmark

Within the state of Texas properties are supposed to be assessed at 100% of market value, real estate and FF&E only. In addition, Texas recognizes equal and uniform, whereby tax comparables can be used to support the assessed values. The lower of the two takes precedence. The sale of the subject has no impact on its assessment. Texas is a non-disclosure state and actual sale prices cannot always be confirmed. Buyers will rely on tax comparables as outlined below.

Properties within the state of Texas are assessed as of January 1. Taxes are due January 31, the following year and after that penalties are due.

SUBJECT TAX CONCLUSION

Ad Valorem Tax Analysis		
	Subject History	Conclusion
	2021	
Total Assessed Value	\$618,620	\$618,620
Total Assessed Value/SF	\$0.36	\$0.36
Direct Assessments	\$0	\$0
Tax Rate	2.15130%	2.1513%
Actual / Pro Forma Taxes	\$13,308	\$13,308
Reported Tax Delinquencies	None	None
Tax Exemptions or Abatements	None	None

Compiled by Newmark

Highest and Best Use

AS VACANT

Legally Permissible

The site is not zoned which allows for most legal uses. The subject is located in the Cleveland ETJ and not subject to zoning. It appears that deed restrictions/restrictive covenants will be utilized to control development within the subject’s immediate area. Any restrictions/covenants were not provided to the appraisers and it is assumed that the proposed use of school development is legally conforming. Further information and analysis about the legal restrictions to the subject property is included in the Site Analysis and Zoning and Legal Restrictions sections of this report.

Physically Possible

The subject site contains 1,732,817 square feet (39.780 acres). It has favorable topography, adequate access, and all necessary utilities to support the range of legally permissible uses. No significant physical limitations were noted. The size of the site is typical for the categories of uses trending in the area. In total, the site is physically capable of supporting the legally permissible uses.

Financially Feasible

Of the legally permissible and physically possible uses (and considering the subject’s location within a planned and platted single-family residential neighborhood), only residential or a supporting specialty (school/church/park/etc.) use appear most probable based on observation of surrounding properties as well as the location. Given the underlying market conditions and activity, it appears that a land development would have a certain degree of feasibility.

Maximally Productive

The test of maximum productivity is to determine the actual use of the property that results in the highest land value and/or the highest return to the land. It is important to consider the risk of potential uses as a use that may generate the highest returns in cash could also be the riskiest and thus not as likely for a developer to consider. In this case, the maximally productive use is to hold for future development as a specialty use. The associated risk is typical and market conditions appear to be supportive.

Highest and Best Use Conclusion – As Vacant

The highest and best use of the subject as though vacant is to hold for future development of a specialty use.

Appraisal Methodology

COST APPROACH

The cost approach is based on the proposition that the informed purchaser would pay no more for the subject than the cost to produce a substitute property with equivalent utility. This approach is particularly applicable when the property being appraised involves relatively new improvements that represent the highest and best use of the land, or when it is improved with relatively unique or specialized improvements for which there exist few sales or leases of comparable properties.

SALES COMPARISON APPROACH

The sales comparison approach utilizes sales of comparable properties, adjusted for differences, to indicate a value for the subject. Valuation is typically accomplished using physical units of comparison such as price per square foot, price per unit, price per floor, etc., or economic units of comparison such as gross rent multiplier. Adjustments are applied to the property units of comparison derived from the comparable sale. The unit of comparison chosen for the subject is then used to yield a total value.

INCOME CAPITALIZATION APPROACH

The income capitalization approach reflects the subject’s income-producing capabilities. This approach is based on the assumption that value is created by the expectation of benefits to be derived in the future. Specifically estimated is the amount an investor would be willing to pay to receive an income stream plus reversion value from a property over a period of time. The two common valuation techniques associated with the income capitalization approach are direct capitalization and the discounted cash flow (DCF) analysis.

Application of Approaches to Value	
Approach	Comments
Cost Approach	The Cost Approach is not applicable and is not utilized in this appraisal.
Sales Comparison Approach	The Sales Comparison Approach is applicable and is utilized in this appraisal.
Income Capitalization Approach	The Income Capitalization Approach is not applicable and is not utilized in this appraisal.

Compiled by Newmark

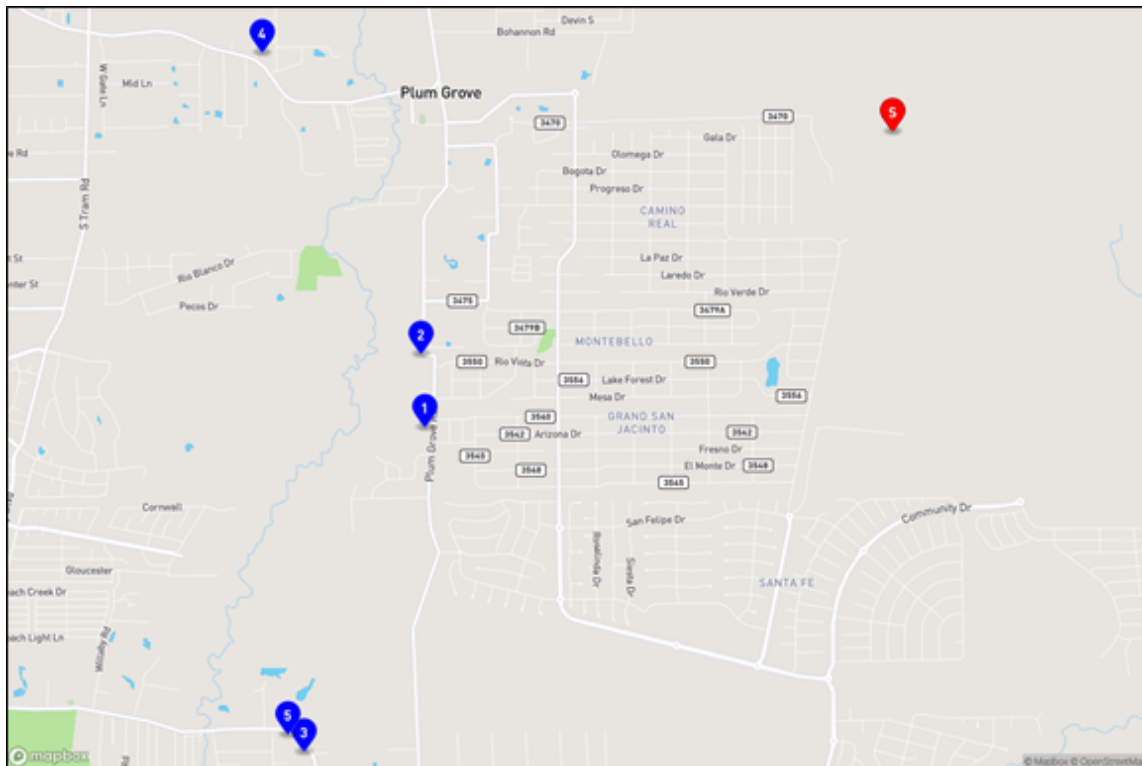
The subject property is a tract of vacant land. In the absence of ground leases, subdivision, or other income sources, the sales comparison approach is viewed as most applicable in the valuation of land parcels. Therefore, the sales comparison approach is the sole approach to value utilized in this appraisal. The exclusion of the other two approaches does not impact the reliability of the appraisal.

Sales Comparison Approach

Land value can be developed from a number of different methodologies. In this case, we have employed the sales comparison as sufficient comparable data exists from which to derive a reliable indication of value. Sales comparison includes the following steps.

- Research and verify information on properties in the market that are similar to the subject and that have recently sold, are listed for sale, or are under contract.
- Select the most relevant units of comparison in the market and develop a comparative analysis.
- Examine and quantify via adjustments differences between the comparable sales and the subject property using all appropriate elements of comparison.
- Reconcile the various value indications to a value indication.

Based on a review of market activity, the appropriate unit of comparison is price per gross land sf.



SALES COMPARISON APPROACH

Comparable Land Sales Summary						
	Subject	Sale 1	Sale 2	Sale 3	Sale 4	Sale 5
Address	Road 5200 (Community Drive) and Road 5500 (Alameda Drive) - Reserve H1 SF8 Block 119	10550 Fm 1010	9950 Plum Grove Road	31865 Huffman Cleveland Road	28607 Fm 2090	31935 Huffman Cleveland Road
City, State	Cleveland, TX	Cleveland, TX	Cleveland, TX	New Caney, TX	Splendora, TX	New Caney, TX
Proposed Use	Land	General Commercial	General Commercial	General Commercial	General Commercial	General Commercial
Gross Land SF	1,732,817 SF	864,775 SF	392,476 SF	187,526 SF	217,800 SF	730,501 SF
Useable Acres	39.78 Acres	19.85 Acres	9.01 Acres	4.31 Acres	5.00 Acres	16.77 Acres
Useable Land SF	1,732,817 SF	864,775 SF	392,476 SF	187,526 SF	217,800 SF	730,501 SF
Shape/Topography	Irregular/Level	Irregular/Generally Level	Rectangular/Generally Level	Irregular/Generally Level	Irregular/Generally Level	Very Irregular/Generally Level
Utilities Available	None noted	Electricity	Electricity	Electricity	Electricity	Electricity
Zoning	None	Not zoned	Not zoned	Not zoned	Not zoned	Not zoned
Transaction Type		Listing	Listing	Closed	Closed	Closed
Buyer		TBD	TBD	F & F Unlimited LLC	Romeo D Rodriguez	James R & Mary E McComas
Seller		Dania M & Luis A Castellanos	Multiple Owners	Frank E & Maria N Alvarado	Charles Fowler	Alvis L & Brenda F Russom
Interest Conveyed	Fee Simple	Fee Simple	Fee Simple	Fee Simple	Fee Simple	Fee Simple
Transaction Date		Jan-22	Jan-22	Apr-20	Feb-20	May-18
Price		\$750,000	\$300,000	\$260,000	\$175,000	\$350,000
Adj. Sale Price		\$750,000	\$300,000	\$260,000	\$175,000	\$350,000
Price per Gross Land Acre		\$37,779	\$33,296	\$60,395	\$35,000	\$20,871
Price Per Gross Land SF		\$0.87	\$0.76	\$1.39	\$0.80	\$0.48

Compiled by Newmark

ANALYSIS OF LAND COMPARABLES

The following paragraphs analyze the most relevant comparable data against the subject property.

Comparable One

Sale Comparable One represents the January 2022 listing of 19.853 acres of land located at 10550 Fm 1010, Cleveland, Texas.

A downward adjustment was applied for conditions of sale due to its status as a current listing.

A downward adjustment was applied for location due to its proximity to primary thoroughfares and superior vehicular traffic. An upward adjustment was applied for access/visibility/frontage due to this tract's inferior frontage and visibility when compared to the subject. A downward adjustment was applied for size due to its smaller size, due to the principle of economies of scale. Combining transaction and physical adjustments, an overall net downward adjustment is indicated resulting in a price per gross land SF indication of \$0.74.

Comparable Two

Sale Comparable Two represents the January 2022 listing of 9.010 acres of land located at 9950 Plum Grove Road, Cleveland, Texas.

A downward adjustment was applied for conditions of sale due to its status as a current listing.

A downward adjustment was applied for location due to its proximity to primary thoroughfares and superior vehicular traffic. An upward adjustment was applied for access/visibility/frontage due to this tract's inferior frontage and visibility when compared to the subject. A downward adjustment

SALES COMPARISON APPROACH**35**

was applied for size due to its smaller size, due to the principle of economies of scale. Combining transaction and physical adjustments, an overall net downward adjustment is indicated resulting in a price per gross land SF indication of \$0.61.

Comparable Three

Sale Comparable Three represents the April 2020 sale of 4.305 acres of land located at 31865 Huffman Cleveland Road, New Caney, Texas.

An upward adjustment was applied for market conditions (time) due to increasing value trends in the local market. Recent listing and closed transaction data indicates an annualized rate of 2.0% is applicable.

A downward adjustment was applied for location due to its proximity to primary thoroughfares and superior vehicular traffic. A downward adjustment was applied for access/visibility/frontage due to this tract's superior frontage along FM 1485 and visibility when compared to the subject. A downward adjustment was applied for size due to its smaller size, due to the principle of economies of scale. Combining transaction and physical adjustments, an overall net downward adjustment is indicated resulting in a price per gross land SF indication of \$0.80.

Comparable Four

Sale Comparable Four represents the February 2020 sale of 5.000 acres of land located at 28607 Fm 2090, Splendora, Texas.

An upward adjustment was applied for market conditions (time) due to increasing value trends in the local market. Recent listing and closed transaction data indicates an annualized rate of 2.0% is applicable.

An upward adjustment was applied for access/visibility/frontage due to this tract's inferior frontage and visibility when compared to the subject. A downward adjustment was applied for size due to its smaller size, due to the principle of economies of scale. Combining transaction and physical adjustments, an overall net downward adjustment is indicated resulting in a price per gross land SF indication of \$0.71.

Comparable Five

Sale Comparable Five represents the May 2018 sale of 16.770 acres of land located at 31935 Huffman Cleveland Road, New Caney, Texas.

An upward adjustment was applied for market conditions (time) due to increasing value trends in the local market. Recent listing and closed transaction data indicates an annualized rate of 2.0% is applicable.

SALES COMPARISON APPROACH

A downward adjustment was applied for location due to its proximity to primary thoroughfares and superior vehicular traffic. An upward adjustment was applied for access/visibility/frontage due to this tract's inferior frontage (in particular at the rear portion of the tract) and visibility when compared to the subject. A downward adjustment was applied for size due to its smaller size, due to the principle of economies of scale. An upward adjustment was applied for shape due to the less functional shape in comparison with the subject. Combining transaction and physical adjustments, an overall net upward adjustment is indicated resulting in a price per gross land SF indication of \$0.57.

Summary of Adjustments / Adjustment Grid

Based on our comparative analysis, the following table summarizes the adjustments warranted to each land sale.

Comparable Land Sales Adjustment Grid						
	Subject	Sale 1	Sale 2	Sale 3	Sale 4	Sale 5
Address	Road 5200 (Community Drive) and Road 5500 (Alameda Drive) - Reserve H1 SF8 Block 119	10550 Fm 1010	9950 Plum Grove Road	31865 Huffman Cleveland Road	28607 Fm 2090	31935 Huffman Cleveland Road
City, State	Cleveland, TX	Cleveland, TX	Cleveland, TX	New Caney, TX	Splendora, TX	New Caney, TX
Gross Land SF	1,732,817 SF	864,775 SF	392,476 SF	187,526 SF	217,800 SF	730,501 SF
Usable Land Area (Acres)	39.78 Acres	19.85 Acres	9.01 Acres	4.31 Acres	5.00 Acres	16.77 Acres
Usable Land Area (SF)	1,732,817 SF	864,775 SF	392,476 SF	187,526 SF	217,800 SF	730,501 SF
Transaction Type	--	Listing	Listing	Closed	Closed	Closed
Transaction Date	--	Jan-22	Jan-22	Apr-20	Feb-20	May-18
Price Per Gross Land SF		\$0.87	\$0.76	\$1.39	\$0.80	\$0.48
Transaction Adjustments						
Property Rights		0%	0%	0%	0%	0%
Financing		0%	0%	0%	0%	0%
Conditions of Sale		-5%	-5%	0%	0%	0%
Market Conditions (Time)		0%	0%	4%	4%	8%
Subtotal (adjustments are multiplied)		-5.0%	-5.0%	4.0%	4.0%	8.0%
Transaction Adjusted Price Per Gross Land SF		\$0.83	\$0.72	\$1.45	\$0.83	\$0.52
Physical Adjustments						
Location		-10%	-10%	-10%	0%	-10%
Access/Visibility/Frontage		10%	10%	-10%	10%	10%
Size		-10%	-15%	-25%	-25%	-10%
Shape		0%	0%	0%	0%	20%
Topography		0%	0%	0%	0%	0%
Utilities		0%	0%	0%	0%	0%
Zoning		0%	0%	0%	0%	0%
Subtotal (adjustments are summed)		-10%	-15%	-45%	-15%	10%
Gross Adjustment		35%	40%	49%	39%	58%
Overall Adjustment		-14.5%	-19.25%	-42.8%	-11.6%	18.8%
Indicated Price Per Gross Land SF		\$0.74	\$0.61	\$0.80	\$0.71	\$0.57

Compiled by Newmark

LAND VALUE CONCLUSION

- Prior to adjustments, the sales reflect a range of \$0.48 to \$1.39 per gross land sf.
- After adjustment, the range is narrowed to \$0.57 to \$0.80 per gross land sf, with an average of \$0.69 per gross land sf.
- Similar emphasis was placed on all comparable sales when arriving at an indication of value.

SALES COMPARISON APPROACH

Land Value Conclusion

Gross Land SF		1,732,817
Comparable Sales Indications	Range	Average
Unadjusted Price Per Gross Land SF	\$0.48 - \$1.39	\$0.86
Adjusted Price Per Gross Land SF	\$0.57 - \$0.80	\$0.69
Reconciled Value Per Gross Land SF		\$0.70
Total Indicated Value		\$1,212,972
	Rounded	\$1,210,000

Compiled by Newmark

Reconciliation of Value

The values indicated by our analyses are as follows:

Market Value Indications	
Market Value Premise As of Date:	As Is January 21, 2022
Land Value via Sales Comparison Approach:	\$1,210,000
Sales Comparison Approach:	Not Used
Income Capitalization Approach:	Not Used
Market Value Conclusion	\$1,210,000

Compiled by Newmark

Cost Approach

As previously discussed, the Cost Approach was not utilized for valuation of the subject property as it is land.

Sales Comparison Approach

The Sales Comparison Approach is focused on comparing the subject to sale and other market transactions with the aim to develop an indication of value that is founded on the theory of substitution. Basically, the intention is to determine value through considering the prices of properties which would be a substitute property to the subject. In this case, a selection of reasonably similar sales were obtained and the adjustment process was well founded by reasoning and direct evidence. In the absence of ground leases, subdivision, or other income sources, the sales comparison approach is viewed as most applicable in the valuation of land parcels. Therefore, the sales comparison approach is the sole approach to value utilized in this appraisal.

Income Capitalization Approach

As the subject property is a tract of land and is not leased (or has any other reasonable income source), the Income Capitalization Approach was not applicable and not utilized.

Value Conclusions			
Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
Market Value "As Is"	Fee Simple	1/21/2022	\$1,210,000

Compiled by Newmark

Extraordinary Assumptions and Hypothetical Conditions

An extraordinary assumption is defined in USPAP as an assignment-specific assumption as of the effective date regarding uncertain information used in an analysis which, if found to be false, could alter the appraiser’s opinions or conclusions. The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results.

- 1. None

A hypothetical condition is defined in USPAP as a condition, directly related to a specific assignment, which is contrary to what is known by the appraiser to exist on the effective date of the assignment results, but is used for the purpose of analysis. The value conclusions are based on the following hypothetical conditions that may affect the assignment results.

- 1. None

Compiled by Newmark

EXPOSURE TIME

Exposure time is the estimated length of time the subject property would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal. It is a retrospective estimate based on an analysis of past events assuming a competitive and open market.

Recent sales transaction data for similar properties, supply and demand characteristics for the local land market, and the opinions of local market participants were reviewed and analyzed. Based on this data and analysis, it is our opinion that the probable exposure time for the subject at the concluded market value / values stated previously is 12 months.

MARKETING TIME

Marketing time is an opinion of the amount of time it might take to sell a real or personal property interest at the concluded market value level during the period immediately after the effective date of an appraisal. Marketing time differs from exposure time, which is always presumed to precede the effective date of an appraisal. As no significant changes in market conditions are foreseen in the near term, it is our opinion that a reasonable marketing period for the subject is likely to be the same as the exposure time. Accordingly, we estimate the subject’s marketing period at 12 months.

Assumptions and Limiting Conditions

The Appraisal contained in this Report (herein "Report") is subject to the following assumptions and limiting conditions:

1. Unless otherwise stated in this report, title to the property which is the subject of this report (herein "Property") is assumed to be good and marketable and free and clear of all liens and encumbrances and that there are no recorded or unrecorded matters or exceptions to title that would adversely affect marketability or value. No responsibility is assumed for the legal description, zoning, condition of title or any matters which are legal in nature or otherwise require expertise other than that of a professional real estate appraiser. This report shall not constitute a survey of the Property.
2. Unless otherwise stated in this report, it is assumed: that the improvements on the Property are structurally sound, seismically safe and code conforming; that all building systems (mechanical/electrical, HVAC, elevator, plumbing, etc.) are in good working order with no major deferred maintenance or repair required; that the roof and exterior are in good condition and free from intrusion by the elements; that the Property and improvements conform to all applicable local, state, and federal laws, codes, ordinances and regulations including environmental laws and regulations. No responsibility is assumed for soil or subsoil conditions or engineering or structural matters. The Property is appraised assuming that all required licenses, certificates of occupancy, consents, or other legislative or administrative authority from any local, state, or national government or private entity or organization have been or can be obtained or renewed for any use on which the value estimates contained in this report is based, unless otherwise stated. The physical condition of the Property reflected in this report is solely based on a visual inspection as typically conducted by a professional appraiser not someone with engineering expertise. Responsible ownership and competent property management are assumed.
3. Unless otherwise stated in this report, this report did not take into consideration the existence of asbestos, PCB transformers or other toxic, hazardous, or contaminated substances or underground storage tanks, or the cost of encapsulation, removal or remediation thereof. Real estate appraisers are not qualified to detect such substances. The presence of substances such as asbestos, urea formaldehyde foam insulation, contaminated groundwater or other potentially hazardous materials and substances may adversely affect the value of the Property. Unless otherwise stated in this report, the opinion of value is predicated on the assumption that there is no such material or substances at, on or in the Property.

4. All statements of fact contained in this report as a basis of the analyses, opinions, and conclusions herein are true and correct to the best of the appraiser's actual knowledge and belief. The appraiser is entitled to and relies upon the accuracy of information and material furnished by the owner of the Property or owner's representatives and on information and data provided by sources upon which members of the appraisal profession typically rely and that are deemed to be reliable by such members. Such information and data obtained from third party sources are assumed to be reliable and have not been independently verified. No warranty is made as to the accuracy of any of such information and data. Any material error in any of the said information or data could have a substantial impact on the conclusions of this Report. The appraiser reserves the right to amend conclusions reported if made aware of any such error.
5. The opinion of value stated in this report is only as of the date of value stated in this report. An appraisal is inherently subjective and the conclusions stated apply only as of said date of value, and no representation is made as to the effect of subsequent events. This report speaks only as of the date hereof.
6. Any projected cash flows included in the analysis are forecasts of estimated future operating characteristics and are predicated on the information and assumptions contained within this report. Any projections of income, expenses and economic conditions utilized in this report are not predictions of the future. Rather, they are estimates of market expectations of future income and expenses. The achievement of any financial projections will be affected by fluctuating economic conditions and is dependent upon other future occurrences that cannot be assured. Actual results may vary from the projections considered herein. There is no warranty or assurances that these forecasts will occur. Projections may be affected by circumstances beyond anyone's knowledge or control. Any income and expense estimates contained in this report are used only for the purpose of estimating value and do not constitute predictions of future operating results.
7. The analyses contained in this report may necessarily incorporate numerous estimates and assumptions regarding Property performance, general and local business and economic conditions, the absence of material changes in the competitive environment and other matters. Some estimates or assumptions, however, inevitably will not materialize, and unanticipated events and circumstances may occur; therefore, actual results achieved during the period covered by the analysis will vary from estimates, and the variations may be material.
8. All prospective value opinions presented in this report are estimates and forecasts which are prospective in nature and are subject to considerable risk and uncertainty. In addition to the contingencies noted in the preceding paragraphs, several events may occur that could substantially alter the outcome of the estimates such as, but not limited to changes

in the economy, interest rates, capitalization rates, behavior of consumers, investors and lenders, fire and other physical destruction, changes in title or conveyances of easements and deed restrictions, etc. In making prospective estimates and forecasts, it is assumed that conditions reasonably foreseeable at the present time are consistent or similar with the future.

9. The allocations of value for land and improvements must not be used in conjunction with any other appraisal and are invalid if so used. This report shall be considered only in its entirety. No part of this report shall be utilized separately or out of context.
10. Neither all nor any part of the contents of this report (especially any conclusions as to value, the identity of the appraiser, or any reference to the Appraisal Institute) shall be disseminated through advertising media, public relations media, news media or any other means of communication (including without limitation prospectuses, private offering memoranda and other offering material provided to prospective investors) without the prior written consent of the Firm. Possession of this report, or a copy hereof, does not carry with it the right of publication.
11. Client and any other Intended User identified herein should consider this report and the opinion of value contained herein as only one factor together with its own independent considerations and underwriting guidelines in making any decision or investment or taking any action regarding the Property. Client agrees that Firm shall not be responsible in any way for any decision of Client or any Intended User related to the Property or for the advice or services provided by any other advisors or contractors. The use of this report and the appraisal contained herein by anyone other than an Intended User identified herein, or for a use other than the Intended Use identified herein, is strictly prohibited. No party other than an Intended User identified herein may rely on this report and the appraisal contained herein.
12. Unless otherwise stated in the agreement to prepare this report, the appraiser shall not be required to participate in or prepare for or attend any judicial, arbitration, or administrative proceedings.
13. The Americans with Disabilities Act (ADA) became effective January 26, 1992. No survey or analysis of the Property has been made in connection with this report to determine whether the physical aspects of the improvements meet the ADA accessibility guidelines. No expertise in ADA issues is claimed, and the report renders no opinion regarding the Property's compliance with ADA regulations. Inasmuch as compliance matches each owner's financial ability with the cost to cure the non-conforming physical characteristics of a property, a specific study of both the owner's financial ability and the cost to cure any deficiencies would be needed for the Department of Justice to determine compliance.

ASSUMPTIONS AND LIMITING CONDITIONS

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14. Acceptance and/or use of this report constitutes full acceptance of these Assumptions and Limiting Conditions and any others contained in this report, including any Extraordinary Assumptions and Hypothetical Conditions, and is subject to the terms and conditions contained in the agreement to prepare this report and full acceptance of any limitation of liability or claims contained therein.

ADDENDA

Addendum A

Glossary of Terms

ADDENDA

The following definitions are derived from The Dictionary of Real Estate Appraisal, 6th ed. (Chicago: Appraisal Institute, 2015).

- ◆ **Absorption Period:** The actual or expected period required from the time a property, group of properties, or commodity is initially offered for lease, purchase, or use by its eventual users until all portions have been sold or stabilized occupancy has been achieved.
- ◆ **Absorption Rate:** 1) Broadly, the rate at which vacant space in a property or group of properties for sale or lease has been or is expected to be successfully sold or leased over a specified period of time. 2) In subdivision analysis, the rate of sales of lots or units in a subdivision.
- ◆ **Ad Valorem Tax:** A tax levied in proportion to the value of the thing(s) being taxed. Exclusive of exemptions, use-value assessment provisions, and the like, the property tax is an ad valorem tax. (International Association of Assessing Officers [IAAO])
- ◆ **Assessed Value:** The value of a property according to the tax rolls in ad valorem taxation; may be higher or lower than market value, or based on an assessment ratio that is a percentage of market value.
- ◆ **Cash Equivalency:** An analytical process in which the sale price of a transaction with nonmarket financing or financing with unusual conditions or incentives is converted into a price expressed in terms of cash or its equivalent.
- ◆ **Contract Rent:** The actual rental income specified in a lease.
- ◆ **Disposition Value:** The most probable price that a specified interest in property should bring under the following conditions: 1) Consummation of a sale within a specified time, which is shorter than the typical exposure time for such a property in that market. 2) The property is subjected to market conditions prevailing as of the date of valuation. 3) Both the buyer and seller are acting prudently and knowledgeably. 4) The seller is under compulsion to sell. 5) The buyer is typically motivated. 6) Both parties are acting in what they consider to be their best interests. 7) An adequate marketing effort will be made during the exposure time. 8) Payment will be made in cash in US dollars (or the local currency) or in terms of financial arrangements comparable thereto. 9) The price represents the normal consideration for the property sold, unaffected by special or creative financing or sales concessions granted by anyone associated with the sale. This definition can also be modified to provide for valuation with specified financing terms.
- ◆ **Effective Rent:** Total base rent, or minimum rent stipulated in a lease, over the specified lease term minus rent concessions; the rent that is effectively paid by a tenant net of financial concessions provided by a landlord.

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- ◆ **Excess Land:** Land that is not needed to serve or support the existing use. The highest and best use of the excess land may or may not be the same as the highest and best use of the improved parcel. Excess land has the potential to be sold separately and is valued separately. See also **surplus land**.
- ◆ **Excess Rent:** The amount by which contract rent exceeds market rent at the time of the appraisal; created by a lease favorable to the landlord (lessor) and may reflect unusual management, unknowledgeable or unusually motivated parties, a lease execution in an earlier, stronger rental market, or an agreement of the parties.
- ◆ **Exposure Time:** 1) The time a property remains on the market. 2) [The] estimated length of time that the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal.
- ◆ **Extraordinary Assumption:** An assumption, directly related to a specific assignment, as of the effective date of the assignment results, which, if found to be false, could alter the appraiser's opinions or conclusions. See also **hypothetical condition**.
- ◆ **Fee Simple Estate:** Absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat.
- ◆ **Floor Area Ratio (FAR):** The relationship between the above-ground floor area of a building, as described by the zoning or building code, and the area of the plot on which it stands; in planning and zoning, often expressed as a decimal, e.g., a ratio of 2.0 indicates that the permissible floor area of a building is twice the total land area.
- ◆ **Frictional Vacancy:** The amount of vacant space needed in a market for its orderly operation. Frictional vacancy allows for move-ins and move-outs.
- ◆ **Full Service Lease:** See **gross lease**.
- ◆ **General Vacancy:** A method of calculating any remaining vacancy and collection loss considerations when using discounted cash flow (DCF) analysis, where turnover vacancy has been used as part of the income estimate. The combined effects of turnover vacancy and general vacancy relate to total vacancy and collection loss.
- ◆ **Going-Concern Premise:** One of the premises under which the total assets of a business can be valued; the assumption that a company is expected to continue operating well into the future (usually indefinitely).
- ◆ **Going Concern Value:** An outdated label for the market value of all the tangible and intangible assets of an established and operating business with an indefinite life, as if sold

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in aggregate; more accurately termed the market value of the going concern or market value of the total assets of the business.

- ◆ **Gross Building Area (GBA):** 1) Total floor area of a building, excluding unenclosed areas, measured from the exterior of the walls of the above grade area. This includes mezzanines and basements if and when typically included in the market area of the type of property involved. 2) Gross leasable area plus all common areas. 3) For residential space, the total area of all floor levels measured from the exterior of the walls and including the superstructure and substructure basement; typically does not include garage space.
- ◆ **Gross Lease:** A lease in which the landlord receives stipulated rent and is obligated to pay all of the property's operating and fixed expenses; also called full-service lease.
- ◆ **Hypothetical Condition:** 1) A condition that is presumed to be true when it is known to be false. (Appraisal Institute: The Standards of Valuation Practice [SVP]) 2) A condition, directly related to a specific assignment, which is contrary to what is known by the appraiser to exist on the effective date of the assignment results, but is used for the purpose of analysis. See also **extraordinary assumption**.
- ◆ **Intended Users:** 1) The party or parties the valuer intends will use the report. (SVP) 2) The client and any other party as identified, by name or type, as users of the appraisal or appraisal review report by the appraiser, based on communication with the client at the time of the assignment. (USPAP, 2020-2021 ed.)
- ◆ **Investment Value:** 1) The value of a property to a particular investor or class of investors based on the investor's specific requirements. Investment value may be different from market value because it depends on a set of investment criteria that are not necessarily typical of the market. 2) The value of an asset to the owner or a prospective owner for individual investment or operational objectives. (International Valuation Standards [IVS])
- ◆ **Land-to-Building Ratio:** The proportion of land area to gross building area; one of the factors determining comparability of properties.
- ◆ **Lease:** A contract in which the rights to use and occupy land, space, or structures are transferred by the owner to another for a specified period of time in return for a specified rent.
- ◆ **Leased Fee Interest:** The ownership interest held by the lessor, which includes the right to receive the contract rent specified in the lease plus the reversionary right when the lease expires.
- ◆ **Leasehold Interest:** The right held by the lessee to use and occupy real estate for a stated term and under the conditions specified in the lease.

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- ◆ **Lessee:** One who has the right to occupancy and use of the property of another for a period of time according to a lease agreement.
- ◆ **Lessor:** One who conveys the rights of occupancy and use to others under a lease agreement.
- ◆ **Liquidation Value:** The most probable price that a specified interest in property should bring under the following conditions: 1) Consummation of a sale within a short time period. 2) The property is subjected to market conditions prevailing as of the date of valuation. 3) Both the buyer and seller are acting prudently and knowledgeably. 4) The seller is under extreme compulsion to sell. 5) The buyer is typically motivated. 6) Both parties are acting in what they consider to be their best interests. 7) A normal marketing effort is not possible due to the brief exposure time. 8) Payment will be made in cash in US dollars (or the local currency) or in terms of financial arrangements comparable thereto. 9) The price represents the normal consideration for the property sold, unaffected by special or creative financing or sales concessions granted by anyone associated with the sale. This definition can also be modified to provide for valuation with specified financing terms.
- ◆ **Market Rent:** The most probable rent that a property should bring in a competitive and open market reflecting the conditions and restrictions of a specified lease agreement, including the rental adjustment and revaluation, permitted uses, use restrictions, expense obligations, term, concessions, renewal and purchase options, and tenant improvements (TIs).
- ◆ **Market Value:** A type of value that is the major focus of most real property appraisal assignments. Both economic and legal definitions of market value have been developed and refined, such as the following. 1) The most widely accepted components of market value are incorporated in the following definition: The most probable price, as of a specified date, in cash, or in terms equivalent to cash, or in other precisely revealed terms, for which the specified property rights should sell after reasonable exposure in a competitive market under all conditions requisite to a fair sale, with the buyer and seller each acting prudently, knowledgeably, and for self-interest, and assuming that neither is under undue duress. 2) Market value is described, not defined, in the Uniform Standards of Professional Appraisal Practice (USPAP) as follows: A type of value, stated as an opinion, that presumes the transfer of a property (i.e., a right of ownership or a bundle of such rights), as of a certain date, under specific conditions set forth in the definition of the term identified by the appraiser as applicable in an appraisal.²

² The actual definition of value used for this appraisal is contained within the body of the report. The definition of market value given above is general in viewpoint and is only provided for amplification.

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- ◆ **Market Value of the Going Concern:** The market value of an established and operating business including the real property, personal property, financial assets, and the intangible assets of the business.
- ◆ **Marketing Time:** An opinion of the amount of time it might take to sell a real or personal property interest at the concluded market value level during the period immediately after the effective date of an appraisal. Marketing time differs from exposure time, which is always presumed to precede the effective date of an appraisal.
- ◆ **Modified Gross Lease:** A lease in which the landlord receives stipulated rent and is obligated to pay some, but not all, of the property's operating and fixed expenses. Since assignment of expenses varies among modified gross leases, expense responsibility must always be specified. In some markets, a modified gross lease may be called a double net lease, net net lease, partial net lease, or semi-gross lease.
- ◆ **Net Lease:** A lease in which the landlord passes on all expenses to the tenant. See also **gross lease; modified gross lease.**
- ◆ **Net Net Net Lease:** An alternative term for a type of net lease. In some markets, a net net net lease is defined as a lease in which the tenant assumes all expenses (fixed and variable) of operating a property except that the landlord is responsible for structural maintenance, building reserves, and management; also called NNN lease, triple net lease, or fully net lease.
- ◆ **Occupancy Rate:** 1) The relationship or ratio between the potential income from the currently rented units in a property and the income that would be received if all the units were occupied.
2) The ratio of occupied space to total rentable space in a building.
- ◆ **Overage Rent:** The percentage rent paid over and above the guaranteed minimum rent or base rent; calculated as a percentage of sales in excess of a specified breakpoint sales volume.
- ◆ **Percentage Rent:** Rental income received in accordance with the terms of a percentage lease; typically derived from retail store and restaurant tenants and based on a certain percentage of their gross sales.
- ◆ **Prospective Opinion of Value:** A value opinion effective as of a specified future date. The term does not define a type of value. Instead, it identifies a value opinion as being effective at some specific future date. An opinion of value as of a prospective date is frequently sought in connection with projects that are proposed, under construction, or under conversion to a new use, or those that have not yet achieved sellout or a stabilized level of long-term occupancy.

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- ◆ **Rentable Area:** For office or retail buildings, the tenant’s pro rata portion of the entire office floor, excluding elements of the building that penetrate through the floor to the areas below. The rentable area of a floor is computed by measuring to the inside finished surface of the dominant portion of the permanent building walls, excluding any major vertical penetrations of the floor. Alternatively, the amount of space on which the rent is based; calculated according to local practice.
- ◆ **Retrospective Value Opinion:** A value opinion effective as of a specified historical date. The term retrospective does not define a type of value. Instead, it identifies a value opinion as being effective at some specific prior date. Value as of a historical date is frequently sought in connection with property tax appeals, damage models, lease renegotiation, deficiency judgments, estate tax, and condemnation. Inclusion of the type of value with this term is appropriate, e.g., “retrospective market value opinion.”
- ◆ **Shell Rent:** The typical rent paid for retail, office, or industrial tenant space based on minimal “shell” interior finishes (called vanilla finish or white wall finish in some areas). Usually the landlord delivers the main building shell space or some minimum level of interior build-out, and the tenant completes the interior finish, which can include wall, ceiling, and floor finishes, mechanical systems, interior electricity, and plumbing. Typically these are long-term leases with tenants paying all or most property expenses.
- ◆ **Surplus Land:** Land that is not currently needed to support the existing use but cannot be separated from the property and sold off for another use. Surplus land does not have an independent highest and best use and may or may not contribute value to the improved parcel. See also **excess land**.
- ◆ **Turnover Vacancy:** A method of calculating vacancy allowance that is estimated or considered as part of the potential income estimate when using discounted cash flow (DCF) analysis. As units or suites turn over and are available for re-leasing, the periodic vacancy time frame (vacancy window) to release the space is considered.
- ◆ **Usable Area:** 1) For office buildings, the actual occupiable area of a floor or an office space; computed by measuring from the finished surface of the office side of corridor and other permanent walls, to the center of partitions that separate the office from adjoining usable areas, and to the inside finished surface of the dominant portion of the permanent outer building walls. Sometimes called net building area or net floor area. See also floor area. 2) The area that is actually used by the tenants measured from the inside of the exterior walls to the inside of walls separating the space from hallways and common areas.
- ◆ **Use Value:** The value of a property assuming a specific use, which may or may not be the property’s highest and best use on the effective date of the appraisal. Use value may or may not be equal to market value but is different conceptually. See also **value in use**.

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- ◆ **Value In Use:** The value of a property assuming a specific use, which may or may not be the property's highest and best use on the effective date of the appraisal. Value in use may or may not be equal to market value but is different conceptually. See also **use value**.
- ◆ **Value Indication:** A valuer's conclusion of value resulting from the application of an approach to value, e.g., the value indication by the sales comparison approach.

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Addendum B

Engagement Letter

NEWMARK VALUATION & ADVISORY

December 21, 2021

Charles Klein
Senior Executive Director of Construction
INTERNATIONAL LEADERSHIP OF TEXAS
1651 North Glenville Drive
Suite 216
Richardson, TX 75081
Phone: 713.309.5046
Email: CKlein@LITexas.org

Re: Appraisal of the property described as:
39.78 Acres Lot - Road 5200 (Community Drive) and Road 5500 (Alameda Drive) - Reserve H1 SF8 Block
119, Cleveland, Liberty County, TX 77327 ("**Property**")

Dear Mr. Klein:

Newmark Valuation & Advisory, LLC ("**Firm**") agrees to provide International Leadership of Texas ("**Client**") an appraisal of the above-referenced Property in accordance with, and subject to, the terms and conditions set forth below and in the attached Schedules (collectively, "**Agreement**").

APPRAISAL FEE:	\$3,000.00 (inclusive of expenses).
ADDITIONAL HOURLY FEES:	None
RETAINER:	\$3,000.00 with the return of this letter signed by the Client.
REPORT DELIVERABLES:	The appraisal, draft and/or final, shall be delivered in electronic format (typically, pdf). One original hard copy of the final appraisal will be provided to Client upon request.
COMMENCEMENT AND DELIVERY DATE:	Delivery is as follows: Final appraisal report: four (4) weeks The appraisal process will commence upon receipt by the Firm of (i) this Agreement, signed by Client, (ii) the retainer, and (iii) information and materials identified in Schedule "B." The appraisal process will conclude

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upon delivery of the final appraisal report, unless terminated sooner by the Firm or Client or as provided herein.

REPORT TYPE: Appraisal Report

VALUATION PREMISE: Market Value

INTEREST IN THE PROPERTY APPRAISED: Fee Simple Estate

DATE(S) OF VALUE: Current as of: the Date of Inspection

INTENDED USER(S): Intended users of the appraisal include only Client: International Leadership of Texas (“**Intended User(s)**”), and no other party is permitted to use or rely on the appraisal. The identification of Intended User(s) of the appraisal is to determine the type and extent of research, analysis and reporting appropriate for the assignment. Designation of a party other than Client as an Intended User is not intended to confer upon such party any rights under this Agreement.

INTENDED USE: The intended use of the appraisal is solely for internal business decisions (“**Intended Use**”) and no other use.

RELIANCE LANGUAGE: None

GUIDELINES: The analyses, opinions and conclusions are to be developed based on, and the appraisal will be prepared in conformance with the Uniform Standards of Professional Appraisal Practice (USPAP) as published by the Appraisal Foundation.

SCOPE OF WORK: The appraiser will use and properly apply all applicable and appropriate approaches to value sufficient to produce credible assignment results. The scope of the analysis will be appropriate for the appraisal problem.

ASSUMPTIONS/ LIMITING CONDITIONS: The appraisal will be subject to Firm’s standard Assumptions and Limiting Conditions, which will be incorporated into the appraisal report. In addition, the appraisal may be subject to, and the appraisal report may contain, Extraordinary Assumptions and Hypothetical Conditions.

ACCEPTANCE: This shall constitute a binding agreement only if countersigned by the Client, or by an officer, director or other representative of Client who, by signing and accepting this Agreement, represents and warrants that he/she is authorized by Client to do so.

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PAYMENT:	<p>Client will pay retainer fee (\$10,000.00) in full prior to commencing the appraisal process. Appraisal fee (and any expenses) will be earned in full upon initial delivery of the appraisal report (draft or final).</p> <p>Payment of the fee is not contingent upon any predetermined value or on an action or event resulting from the analysis, opinions, conclusions or use of the appraisal.</p>
CHANGES TO THE AGREEMENT:	<p>Any significant changes to the assignment as outlined in this Agreement, such as the identity of the Client, Intended User, or Intended Use, will require the preparation and execution of a new agreement.</p>
CANCELLATION OF ASSIGNMENT:	<p>Client may cancel this Agreement at any time prior to the Firm's delivery of the appraisal upon written notification to the Firm. Client shall pay Firm for all work completed on the assignment prior to Firm's receipt of such written cancellation notice, unless otherwise agreed upon by Firm and Client in writing. The Firm may withdraw without penalty or liability from the assignment(s) contemplated by the Agreement before completion or reporting if the Firm determines, in the Firm's sole discretion, that incomplete information was provided to the Firm prior to the engagement, that Client or other parties have not or cannot provide documentation or information necessary to the Firm's analysis or reporting, that conditions of the Property render the original scope of work inappropriate, that a conflict of interest has arisen, or that Client has not complied with its payment obligations under this Agreement. The Firm shall notify Client of such withdrawal in writing.</p>
NO THIRD-PARTY BENEFICIARIES:	<p>Nothing in the Agreement shall create a contractual relationship or any legal duty between Firm or Client and any third party, nor any cause of action, right, or claim in favor of any third party and against Firm or Client. In addition, this Agreement is not intended to, and shall not be construed to, render any person or entity a third-party beneficiary of this Agreement. Client acknowledges and agrees that the appraisal report shall reflect the foregoing. In addition, the appraisal report shall state that no party other than an Intended User identified in the Agreement is entitled to rely upon the appraisal.</p>

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This Agreement may be rescinded by the Firm unless signed and returned to the undersigned within 10 days from the date hereof.

If this Agreement correctly sets forth the Client's understanding of the services to be rendered, and if the terms are satisfactory, please execute and return the Agreement together with any required retainer.

Respectfully,



Esin Locke
First Vice President
Certified General Appraiser
License No. TX 1380534 G
Esin.Locke@nmrk.com
713.599.5109 Office Direct
832.877.2913 Cell

Agreed:
INTERNATIONAL LEADERSHIP OF TEXAS

SIGNATURE:



PRINT NAME:

James Dworkin

TITLE:

Chief Financial Officer

DATE:

January 10, 2022

Schedule "A"

TERMS AND CONDITIONS

ATTACHED TO AND A PART OF THE AGREEMENT DATED DECEMBER 21, 2021 TO PROVIDE APPRAISAL SERVICES FOR INTERNATIONAL LEADERSHIP OF TEXAS

1. These Terms and Conditions are attached to and incorporated into the above referenced Agreement as though fully set forth in full therein. Capitalized terms if not defined herein shall have the same meaning as defined in the Agreement.
2. With respect to any appraisal report, use of or reliance on the appraisal by any party, regardless of whether the use or reliance is authorized or known by the Firm, constitutes acceptance of these Terms and Conditions as well as acceptance of all other appraisal statements, limiting conditions and assumptions stated in the Agreement and appraisal report.
3. It is assumed that there are no matters affecting the Property that would require the expertise of other professionals, such as engineers or an environmental consultant, for Firm to provide the appraisal. If such additional expertise is required, it shall be provided by other parties retained by Client at Client's sole cost and expense.
4. Client acknowledges that the Firm is being retained as an independent contractor to provide the services described herein and nothing in this Agreement shall be deemed to create any other relationship between Firm and Client, including but not limited to an agency relationship. The parties neither intend nor have any expectation that any such relationship will arise as a matter of law or as a result of this Agreement. This assignment shall be deemed concluded and the services hereunder completed upon delivery of the appraisal described herein to Client.
5. All statements of fact contained in the appraisal report as a basis of the appraiser's analyses, opinions, and conclusions will be true and correct to the best of the appraiser's actual knowledge and belief. The appraiser is entitled to, and shall rely upon the accuracy of information and material furnished to the Firm by Client. Appraiser is also entitled to, and shall, rely on information provided by sources upon which members of the appraisal profession typically rely and that are deemed to be reliable by members of that profession without independent verification.
6. The Firm and the appraiser shall have no responsibility for legal matters, or questions or issues involving survey or title, soil or subsoil conditions, engineering, zoning, buildability, environmental contamination, structural matters, construction defects, material or methodology, or other similar technical matters with regarding the Property. Furthermore, the appraisal will not constitute a survey of the Property.
7. The appraisal and the data and information gathered in its preparation (other than the confidential data and information provided by Client) is and will remain, the property of the Firm. The Firm shall not violate the confidential nature of the appraiser-client relationship by improperly disclosing any confidential information furnished by Client to the Firm. Notwithstanding the foregoing, the Firm and the appraiser are authorized by Client to disclose all or any portion of the appraisal and appraisal report and the related data and information, including confidential data and information provided by Client, to appropriate representatives of the Appraisal Institute if such disclosure is required to comply with the Standards, Bylaws and Regulations of the Appraisal Institute, as well as, such disclosure as required by law and regulations, including compliance with a subpoena and licensing authority regulatory inquiries. The Firm is also authorized to include both confidential and non-confidential data assembled in the course of preparing the appraisal and which may be incorporated into the appraisal report in a database controlled by the Firm for the aggregation of such data and information to produce analytics and other metrics or products.
8. Unless specifically noted in the appraisal report, the appraisal will not take into consideration the possibility or probability of the existence of asbestos, PCB transformers, other toxic, hazardous, or contaminated substances

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and/or underground storage tanks (hazardous material) at on or in the Property, or the cost of encapsulation, removal or remediation thereof.

9. Client shall indemnify, defend (by counsel to be selected by Firm), protect, and hold Firm and Firm's appraisers, agents, employees, affiliates, representatives, successors and assigns (each, a "**Firm Party**"), free and harmless from any and all claims, liabilities, losses, penalties, fines, forfeitures, amounts paid in settlement, judgments, and all reasonable attorneys' fees and related litigation costs, fees and expenses incurred by the any of such indemnitees, which result from (i) any failure by Client or Client's agents or representatives to provide Firm with complete and accurate information regarding the Property; (ii) any material breach by Client of the provisions of the Agreement; (iii) if delivery of the appraisal to a third party is permitted by the Firm, Client providing an incomplete copy of the appraisal to such third party; or (iv) arising from Client or Client's agents or representatives providing a copy of the appraisal to a party not authorized by the Firm to receive such copy.
10. In preparing the appraisal, it is possible that the appraiser will discover conflicting information. In that event, appraiser will utilize information and data considered to be the most authoritative and for critical information will document the source. Information and data referred to may include, but is not limited to, legal descriptions; physical street addresses; assessor parcel numbers; property history; dimensions and areas of the site/land; dimensions and areas of the building improvements; physical unit counts; rent rolls; leases; lease abstracts; income and expense data; and any other related data. Any material discrepancy and/or error in any of the above data could have a substantial impact on the conclusions reported, and the Firm therefore reserves the right to amend conclusions reported if the Firm is made aware of any such discrepancy and/or error.
11. The appraisal may not be used, included or referenced, in whole or in part, in any offering or other materials without the prior written consent of the Firm, which consent may be conditioned upon the receipt by the Firm of an indemnity agreement, in form and content, satisfactory to Firm and provided by an indemnitor satisfactory to Firm. Client agrees to pay the fees of the Firm's legal counsel for review of any materials which is the subject of the requested consent. Except as agreed by the Firm expressly in writing, the Firm disclaims liability to any party other than Client.
12. The Firm shall not provide a copy of the appraisal to, or disclose the results of the appraisal to, any party other than Client, unless Client authorizes same, except as provided in the Confidentiality Section of the ETHICS RULE of the Uniform Standards of Professional Appraisal Practice (USPAP) or as otherwise required by law or regulations.
13. Client and any other identified Intended User should consider the appraisal as only one factor together with its own independent considerations and underwriting guidelines in making any decision or investment or taking any action regarding the Property. Client agrees that Firm shall not be responsible in any way for any decision of Client or any Intended User related to the Property or for the advice or services provided by any other advisors or contractors.
14. Unless otherwise stated in this Agreement, Client agrees that the services pursuant to this Agreement shall not include participation in or preparation for, or attendance at, any legal, judicial, administrative, or arbitration proceeding relating to this assignment. In the event the Firm or any Firm Party is required, whether through the service of a subpoena or otherwise, to produce documents or participate in or prepare for any discovery, testimony or attendance, relating to the appraisal or this assignment, where the Firm or Firm Party is not a party to the action or proceedings involved, Client agrees to reimburse expenses incurred by the Firm or Firm Party, including attorney's fees, in responding to such subpoena or other legal process and compensate the Firm therefor based upon the appraiser's prevailing hourly or daily rate for providing services as an expert consultant or witness.
15. Except as expressly provided herein, Firm makes no representations or warranties to Client or to any other person or entity with respect to the appraisal and the services to be provided by Firm under this Agreement. To the maximum extent permitted under applicable law, in no event will the Firm or any Firm Party be liable to Client or any third party (regardless of whether such party's claimed use or reliance on the appraisal was authorized by the

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Firm or a Firm Party) for any indirect, special, exemplary, incidental, or consequential damages (including loss of profits) arising from or relating to this Agreement or the appraisal, even if such party knew or should have known of the possibility of, or could reasonably have prevented, such damages. In no event shall the total liability of the Firm or any Firm Party to Client or any third party (regardless of whether such party's claimed use or reliance on the appraisal was authorized by the Firm or a Firm Party) arising from or relating to this Agreement or the appraisal, whether based on tort, contract, or any other legal theory, exceed the amount of fees paid to the Firm for the appraisal and the services described herein. Legal claims or causes of action relating to the appraisal are not assignable, except: (i) as the result of a merger, consolidation, sale or purchase of a legal entity, (ii) with regard to the collection of a bona fide existing debt for services but then only to the extent of the total compensation for the appraisal plus reasonable interest, or (iii) in the case of an appraisal performed in connection with the origination of a mortgage loan, as part of the transfer or sale of the mortgage before an event of default on the mortgage or note or its legal equivalent.

16. Federal banking regulations require banks and other lending institutions to engage appraisers where FIRREA compliant appraisals must be used in connection with mortgage loans or other transactions involving federally regulated lending institutions. In view of that requirement, the appraisal may not be accepted by a federally regulated financial institution.
17. In the event Client fails to make payments of any fees or sums when due and payable under this Agreement; then from the date due and payable until paid, the amount due and payable shall bear interest at the maximum rate permitted under the laws of the state in which the Property is located. If the Firm is required to undertake collection efforts including institution of legal action against Client relating to the Agreement, the Firm shall be entitled to recover attorney's fees, litigation expenses, and costs from Client.
18. To the extent permitted under applicable law, any legal action or lawsuit or other proceeding by Client or any Intended User of the appraisal against Firm or a Firm Party whether based in contract, tort, warranty, indemnity or otherwise, relating to the appraisal shall be commenced within two (2) years from the date of delivery of the appraisal to the claimant in such action or proceeding, unless the applicable law provides for a shorter period, and any such claimant waives the right to a jury in any such legal action or lawsuit or other proceeding. Notwithstanding the state of domicile or residency of either party to this Agreement, this Agreement shall be governed and construed under the laws of the state in which the Property is located, and venue for any action or proceeding arising out of this Agreement shall be deemed proper only in the court of competent jurisdiction located in the state in which the Property is located.
19. Throughout the performance of services under this Agreement, the Firm shall maintain at its sole cost and expense the following insurance:
 - (a) Workers' Compensation, so as to provide statutory benefits as required by the laws of each state within the United States in which the Firm's services are being provided, and Employer's Liability insurance with limits of liability of \$1,000,000 each accident, \$1,000,000 disease each employee and \$1,000,000 disease policy limit covering all employees of the Firm engaged in the performance of such services.
 - (b) Fidelity insurance or bond with a limit of \$1,000,000 to insure the Firm against loss of its or Client's assets caused from the dishonest acts of the Firm's employees.
 - (c) Professional Liability insurance with a limit of liability of \$1,000,000 each claim and \$1,000,000 aggregate, which limits may be provided by a combination of primary and excess policies.
 - (d) Commercial General Liability insurance providing coverage against damages due to bodily injury (including death), property damage and personal and advertising injury arising in connection with the Firm's services provided under this Agreement, which insurance coverage shall: (i) be occurrence-based; (ii) provide limits of liability in an amount of \$1,000,000 each occurrence and \$1,000,000 aggregate (including excess and/or umbrella limits), (iii) include at least those coverages generally included in the most current ISO Commercial

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General Liability insurance policy form (or its equivalent); and (iv) include Client, and such other persons or entities as Client has identified in writing, as additional insureds solely with regard to claims arising out of this Agreement.

- (e) Commercial automobile liability for owned, hired and non-owned motor vehicles, with a \$1,000,000 combined single limit.

Schedule "B"

PROPERTY INFORMATION LIST

ATTACHED TO AND A PART OF THE AGREEMENT DATED DECEMBER 21, 2021 TO PROVIDE APPRAISAL SERVICES FOR INTERNATIONAL LEADERSHIP OF TEXAS

The following information is requested to be delivered to the Firm so we can provide the proposed services and prepare the Appraisal within the agreed upon time frame. Please forward the physical data such as the site plan, previous engineering reports and/or property reports describing the physical attributes of the Property and all financial information such as rent roll and income and expense statements first as these items are the most time sensitive and should be received immediately to meet the time requirements of this assignment. If, at this time, you are certain you will not be providing any specific items noted below, please cross out the item and mark "NA" next to the item so that we will be notified that the information is not available and will not be forthcoming.

1. **Please indicate whether Newmark is sales broker, leasing broker, mortgage broker or property manager for the subject property.**
2. Site plan, if available. (Preferably, an AS BUILT PLAN showing an outline of building/s drawn to scale. Please do not send reductions so original scale may be used for measurement purposes.
3. Building plans, if available.
4. Prior engineering report or physical descriptions from prior appraisals or asset management report, if available.
5. Leasing brochures and/or other marketing materials, if available.
6. If the Property has been offered for sale within the last two years, a copy of the offering memorandum or investment book.
7. Past feasibility or market studies and economic impact studies as well as any relevant information collected from third party sources.
8. Agreements of Sale/Options to Buy (current or during last three years), if any.
9. Income and expense statements for the past three years plus year-to-date income and expense statements.
10. Operating budget for current and next year, if available.
11. Management contracts.
12. Copy of most recent real estate tax bill. Please advise if there has been a notice or inquiry by either the County Assessment Board or the School Board regarding the property assessment. Is there any pending litigation or negotiations with these parties that could result in an assessment increase or decrease?
13. Title report, Legal Description, or copy of deed. Provide a written statement of five-year history of legal property owner. Please advise, if there any deed restrictions or encumbrances, easements or cross easements.
14. Personal property inventory, if available.
15. Occupancy rates for the last three years, if not revealed in the financial statements.
16. Ground leases, if any.
17. Approximate actual construction costs, if built during the past three years.

Charles Klein
INTERNATIONAL LEADERSHIP OF TEXAS
December 21, 2021
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18. Environmental audits and studies disclosing any wetlands, hazardous wastes or other environmental conditions such as asbestos or radon.
19. List of any known major repairs and improvements needed.
20. Three-year history of capital improvements.
21. Name of contact person for the on-site physical inspection.

FOR APARTMENT PROPERTY

22. Unit mix showing rentable area and asking rent by unit type
23. Scaled apartment unit plans showing layouts and measurements so that rentable area can be confirmed, if available.
24. Rent roll showing tenant name, apartment number, dates of leases and the type of apartment, asking/market rents for each apartment, and contractual rent for each apartment unit. (It would be greatly appreciated if you can provide the rent roll in Excel.)
25. Terms of leases and/rent roll for leased commercial space or roof top rentals. Copies of commercial leases are desirable. If any commercial leases provide for pass through of operating expenses over a base year stop, please provide the dollar amount of the base year stop.

FOR INDUSTRIAL, OFFICE, RETAIL PROPERTY

26. Rent Roll (please sign and date) and copies of leases, including addenda and all amendments. Please indicate which leases may have early termination provisions, expansion and/or purchase options. Please identify any tenants who have initiated discussions to renew, terminate or renegotiate/modify their lease(s), or who have given notice to terminate. Proposed terms for such re-negotiations should be revealed.
27. Provide letters of intent to lease or other any outstanding lease proposals that have a reasonable likelihood of being finalized into executed leases.
28. Prior Argus files, if any.
29. List of outstanding leasing commissions brokers and terms of future payments.
30. Financial information such as Annual Statements or credit report/ratings on any major tenant in the building.
31. CAM and real estate tax reimbursement worksheets or listing of base year operating expenses, if applicable.
32. Three-year history of tenant retail sales, if available.

FOR LODGING PROPERTY

33. Terms of leases if any and/rent roll for leased commercial space or roof top rentals.
34. ADR and Occupancy rates for the last three years, if not revealed in the financial statements.
35. Business Plan and Marketing Strategy, if any for the upcoming fiscal year.
36. Terms of franchise agreement and management agreement, if any.

FOR RESIDENTIAL SUBDIVISION PROPERTY

37. Building plans for the proposed single family, townhouse, age-restricted, and condominium residences. Please do not send reductions so original scale may be used for measurement purposes.

Charles Klein
INTERNATIONAL LEADERSHIP OF TEXAS
December 21, 2021
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38. Market Surveys and Feasibility Analyses, if any, for the proposed development program.
39. Marketing materials for the proposed single family, townhouse, age-restricted, and condominium residences.

ADDENDA

Addendum C

Legal Description

Property ID: 254876 For Year 2021

Map



Property Details

Account	
Property ID:	254876
Legal Description:	SANTA FE, SEC 8, BLOCK 119, LOT RESERVE H1, ACRES 39.78
Geographic ID:	007319-000002-000
Agent:	
Type:	Real
Location	
Address:	ROAD 5714, 5733 & 5740 CLEVELAND, TX 77327
Map ID:	142 B1
Neighborhood CD:	CISD01
Owner	
Owner ID:	2023401
Name:	COLONY RIDGE DEVELOPMENT LLC
Mailing Address:	P O BOX 279 FRESNO, TX 77545
% Ownership:	100.0%
Exemptions:	For privacy reasons not all exemptions are shown online.

PROPERTY VALUES

Improvement Homesite Value:	\$0
Improvement Non-Homesite Value:	\$0
Land Homesite Value:	\$0
Land Non-Homesite Value:	\$618,620
Agricultural Market Valuation:	\$0
Market Value:	\$618,620
Ag Use Value:	\$0
Appraised Value:	\$618,620
Homestead Cap Loss: ⓘ	\$0
Assessed Value:	\$618,620

VALUES DISPLAYED ARE 2021 CERTIFIED VALUES.

Information provided for research purposes only. Legal descriptions and acreage amounts are for appraisal district use only and should be verified prior to using for legal purpose and or documents. Please contact the Appraisal District to verify all information for accuracy.

Property Taxing Jurisdiction

Entity	Description	Tax Rate	Market Value	Taxable Value	Estimated Tax	Freeze Ceiling
CAD	APPRAISAL DIST	0.000000	\$618,620	\$618,620	\$0.00	
GLI	LIBERTY COUNTY	0.554300	\$618,620	\$618,620	\$3,429.01	
MMD1	LIBERTY COUNTY MUNICIPAL MANAGEMENT DISTRICT No1	0.350000	\$618,620	\$618,620	\$2,165.17	
PR3	PRECINCT 3	0.000000	\$618,620	\$618,620	\$0.00	
SCL	CLEVELAND ISD	1.247000	\$618,620	\$618,620	\$7,714.19	

Total Tax Rate: 2.151300 Estimated Taxes With Exemptions: \$13,308.37 Estimated Taxes Without Exemptions: \$13,308.37

Property Improvement - Building

Property Land

Type	Description	Acreage	Sqft	Eff Front	Eff Depth	Market Value	Prod. Value
PRI	PRIMARY SITE	39.78	1,732,816.80	0.00	0.00	\$618,620	\$0

Property Roll Value History

Year	Improvements	Land Market	Ag Valuation	Appraised	HS Cap Loss	Assessed
2022	N/A	N/A	N/A	N/A	N/A	N/A
2021	\$0	\$618,620	\$0	\$618,620	\$0	\$618,620

Property Deed History

Deed Date	Type	Description	Grantor	Grantee	Volume	Page	Number
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ADDENDA

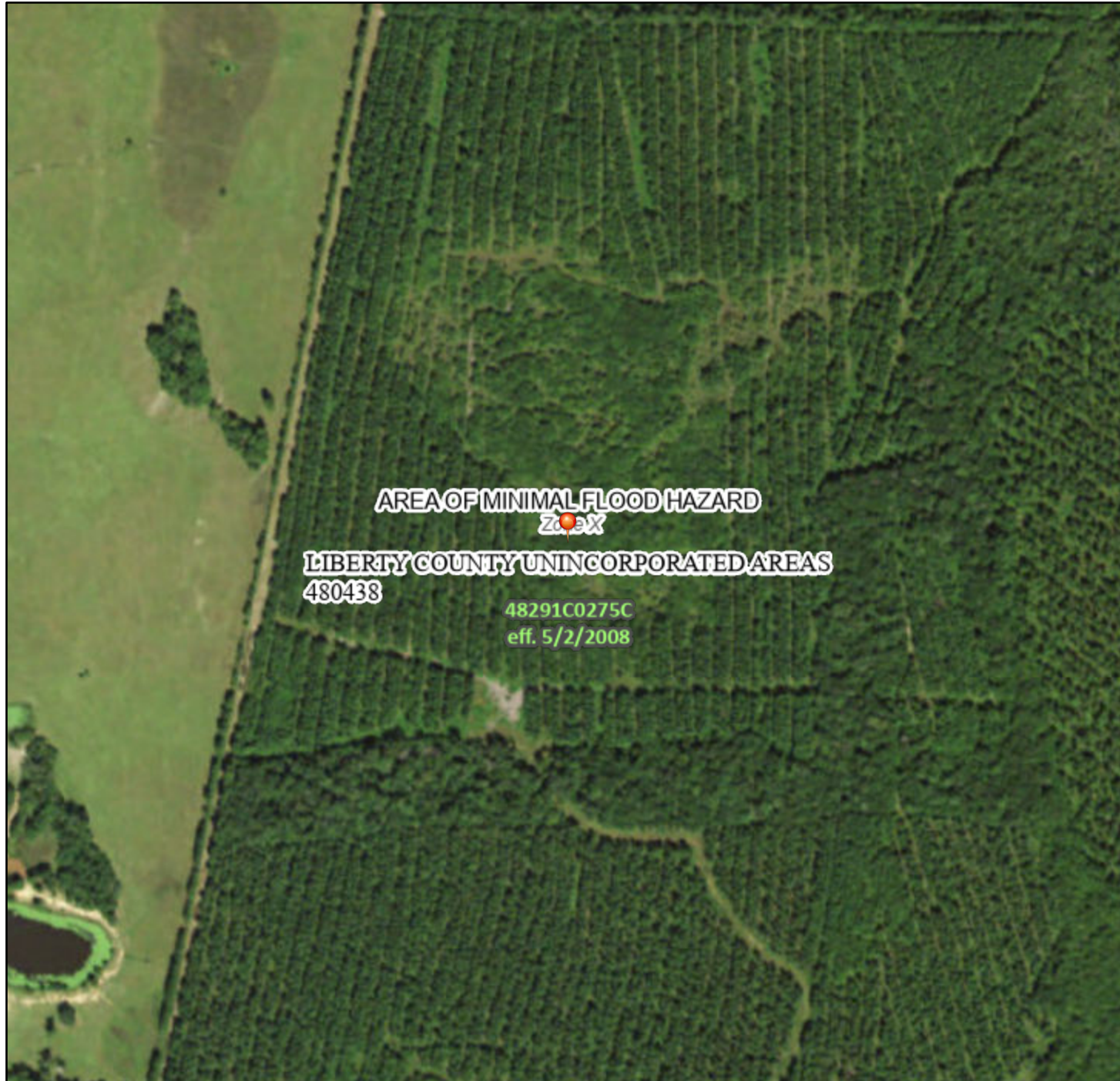
Addendum D

Financials and Property Information

National Flood Hazard Layer FIRMette



95°2'37"W 30°12'44"N

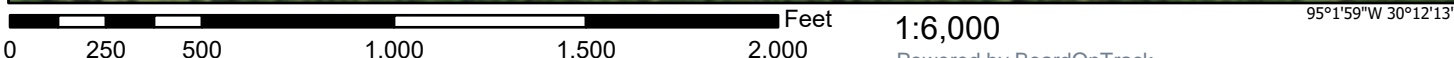


Legend

SEE FIS REPORT FOR DETAILED LEGEND AND INDEX MAP FOR FIRM PANEL LAYOUT

SPECIAL FLOOD HAZARD AREAS		Without Base Flood Elevation (BFE) <i>Zone A, V, A99</i>
		With BFE or Depth <i>Zone AE, AO, AH, VE, AR</i>
		Regulatory Floodway
OTHER AREAS OF FLOOD HAZARD		0.2% Annual Chance Flood Hazard, Areas of 1% annual chance flood with average depth less than one foot or with drainage areas of less than one square mile <i>Zone X</i>
		Future Conditions 1% Annual Chance Flood Hazard <i>Zone X</i>
		Area with Reduced Flood Risk due to Levee. See Notes. <i>Zone X</i>
		Area with Flood Risk due to Levee <i>Zone D</i>
OTHER AREAS		NO SCREEN Area of Minimal Flood Hazard <i>Zone X</i>
		Effective LOMRs
GENERAL STRUCTURES		Area of Undetermined Flood Hazard <i>Zone D</i>
		Channel, Culvert, or Storm Sewer
		Levee, Dike, or Floodwall
OTHER FEATURES		20.2 Cross Sections with 1% Annual Chance
		17.5 Water Surface Elevation
		Coastal Transect
		Base Flood Elevation Line (BFE)
		Limit of Study
MAP PANELS		Jurisdiction Boundary
		Coastal Transect Baseline
		Profile Baseline
		Hydrographic Feature
		Digital Data Available
		No Digital Data Available
		Unmapped

The pin displayed on the map is an approximate point selected by the user and does not represent an authoritative property location.



This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards

The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on **1/28/2022 at 11:11 AM** and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

This map image is void if the one or more of the following map elements do not appear: basemap imagery, flood zone labels, legend, scale bar, map creation date, community identifiers, FIRM panel number, and FIRM effective date. Map images for unmapped and unmodernized areas cannot be used for regulatory purposes.

Property ID: 254876 For Year 2021

Map



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Neighborhood CD:	CISD01
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Deed Date	Type	Description	Grantor	Grantee	Volume	Page	Number
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ADDENDA

Addendum E

Comparable Data

ADDENDA

Land Sales

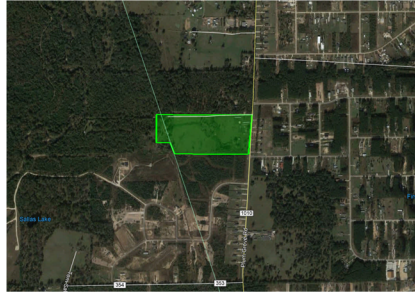
ADDENDA

Land Sale Comparable 1

20.65 AC - FM 1010, Cleveland TX

Location Data

Location	10550 Fm 1010
City, State	Cleveland, TX
Market	Valuation Properties
Submarket	Valuation Land
County	Liberty
APN	24881, 24882, 117805, 95416



Physical Data

Property Type	Land (General Commercial)
Use at Sale	0
Proposed Use	General Commercial
Acres	19.85 Acres
Land SF	864,775 SF
Useable Acres	19.85 Acres
Useable Land SF	864,775 SF
Frontage	0
Visibility	Average
Topography	Generally Level
Shape	Irregular
Corner/Interior Location	Interior
Flood Zone	X
Utilities	Electricity
Offsite/Onsite Costs	0
Zoning	Not zoned
Allowable Bldg Area	0 SF
Allowable Bldg Units	0
Verification	Confirmed-Seller Broker

Sale Data

Transaction Type	Listing
Listing Date	January 31, 2022
Marketing Time	0 months
Grantor	Dania M & Luis A Castellanos
Grantee	TBD
Document No.	TBD
Listing Price	\$0
Financing Terms	Cash to Seller
Price Adjustments For:	
Financing	\$0
Conditions of Sale	\$0
Other	\$0
Adjusted Price	\$750,000

Analysis

Price per Acre	\$37,779
Price Per SF	\$0.87
Price per Unit	\$0
Price per FAR	\$0.00

Comments

ADDENDA

Land Sale Comparable 2
9.01 AC - Plum Grove Road, Cleveland TX

Location Data

Location	9950 Plum Grove Road
City, State	Cleveland, TX
Market	Valuation Properties
Submarket	Valuation Land
County	Liberty
APN	225297



Physical Data

Property Type	Land (General Commercial)
Use at Sale	0
Proposed Use	General Commercial
Acres	9.01 Acres
Land SF	392,476 SF
Useable Acres	9.01 Acres
Useable Land SF	392,476 SF
Frontage	0
Visibility	Below Average
Topography	Generally Level
Shape	Rectangular
Corner/Interior Location	Interior
Flood Zone	X
Utilities	Electricity
Offsite/Onsite Costs	0
Zoning	Not zoned
Allowable Bldg Area	0 SF
Allowable Bldg Units	0
Verification	Confirmed-Seller Broker

Sale Data

Transaction Type	Listing
Listing Date	January 31, 2022
Marketing Time	0 months
Grantor	Multiple Owners
Grantee	TBD
Document No.	TBD
Listing Price	\$300,000
Financing Terms	Cash to Seller
Price Adjustments For:	
Financing	\$0
Conditions of Sale	\$0
Other	\$0
Adjusted Price	<u>\$300,000</u>

Analysis

Price per Acre	\$33,296
Price Per SF	\$0.76
Price per Unit	\$0
Price per FAR	\$0.00

Comments

ADDENDA

Land Sale Comparable 3
4.31 AC - FM 1485, New Caney TX

Location Data

Location	31865 Huffman Cleveland Road
City, State	New Caney, TX
Market	Valuation Properties
Submarket	Valuation Land
County	Harris
APN	042-009-000-0074



Physical Data

Property Type	Land (General Commercial)
Use at Sale	0
Proposed Use	General Commercial
Acres	4.31 Acres
Land SF	187,526 SF
Useable Acres	4.31 Acres
Useable Land SF	187,526 SF
Frontage	0
Visibility	Average
Topography	Generally Level
Shape	Irregular
Corner/Interior Location	Interior
Flood Zone	X
Utilities	Electricity
Offsite/Onsite Costs	0
Zoning	Not zoned
Allowable Bldg Area	0 SF
Allowable Bldg Units	0
Verification	Confirmed-Seller Broker

Sale Data

Transaction Type	Closed
Date	April 22, 2020
Marketing Time	N/A
Grantor	Frank E & Maria N Alvarado
Grantee	F & F Unlimited LLC
Document No.	0
Price	\$260,000
Financing Terms	Cash to Seller
Price Adjustments For:	
Financing	\$0
Conditions of Sale	\$0
Other	\$0
Adjusted Price	<u>\$260,000</u>

Analysis

Price per Acre	\$60,395
Price Per SF	\$1.39
Price per Unit	\$0
Price per FAR	\$0.00

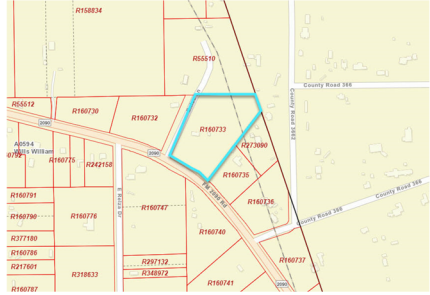
Comments

ADDENDA

Land Sale Comparable 4
5.00 AC - FM 2090, Splendora TX

Location Data

Location	28607 Fm 2090
City, State	Splendora, TX
Market	Valuation Properties
Submarket	Valuation Land
County	Montgomery
APN	R160733



Physical Data

Property Type	Land (General Commercial)
Use at Sale	0
Proposed Use	General Commercial
Acres	5.00 Acres
Land SF	217,800 SF
Useable Acres	5.00 Acres
Useable Land SF	217,800 SF
Frontage	0
Visibility	Average
Topography	Generally Level
Shape	Irregular
Corner/Interior Location	Interior
Flood Zone	X
Utilities	Electricity
Offsite/Onsite Costs	0
Zoning	Not zoned
Allowable Bldg Area	0 SF
Allowable Bldg Units	0
Verification	Confirmed-Seller Broker

Sale Data

Transaction Type	Closed
Date	February 4, 2020
Marketing Time	N/A
Grantor	Charles Fowler
Grantee	Romeo D Rodriguez
Document No.	2020-011412
Price	\$175,000
Financing Terms	Cash to Seller
Price Adjustments For:	
Financing	\$0
Conditions of Sale	\$0
Other	\$0
Adjusted Price	\$175,000

Analysis

Price per Acre	\$35,000
Price Per SF	\$0.80
Price per Unit	\$0
Price per FAR	\$0.00

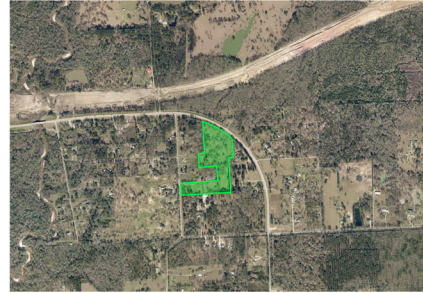
Comments

ADDENDA

Land Sale Comparable 5
16.77 AC - FM 1485, New Caney TX

Location Data

Location	31935 Huffman Cleveland Road
City, State	New Caney, TX
Market	Valuation Properties
Submarket	Valuation Land
County	Harris
APN	042-009-000-0154



Physical Data

Property Type	Land (General Commercial)
Use at Sale	0
Proposed Use	General Commercial
Acres	16.77 Acres
Land SF	730,501 SF
Useable Acres	16.77 Acres
Useable Land SF	730,501 SF
Frontage	0
Visibility	Average
Topography	Generally Level
Shape	Very Irregular
Corner/Interior Location	Corner
Flood Zone	X
Utilities	Electricity
Offsite/Onsite Costs	0
Zoning	Not zoned
Allowable Bldg Area	0 SF
Allowable Bldg Units	0
Verification	Confirmed-Seller Broker

Sale Data

Transaction Type	Closed
Date	May 11, 2018
Marketing Time	N/A
Grantor	Alvis L & Brenda F Russom
Grantee	James R & Mary E McComas
Document No.	0
Price	\$350,000
Financing Terms	Cash to Seller
Price Adjustments For:	
Financing	\$0
Conditions of Sale	\$0
Other	\$0
Adjusted Price	\$350,000

Analysis

Price per Acre	\$20,871
Price Per SF	\$0.48
Price per Unit	\$0
Price per FAR	\$0.00

Comments

ADDENDA

Précis Metro Report - Economy.Com, Inc.



HOUSTON-THE WOODLANDS-SUGAR LAND TX

Data Buffet® MSA code: IUSA_MHOU

ECONOMIC DRIVERS

ENERGY & RESOURCES

MANUFACTURING

LOGISTICS

EMPLOYMENT GROWTH RANK

2020-2022

205

3rd quintile

2020-2025

105

2nd quintile

Best=1, Worst=410

RELATIVE COSTS

LIVING

107%

BUSINESS

97%

U.S.=100%

VITALITY

RELATIVE

0.35

Rank: 93

Best=1, Worst=403

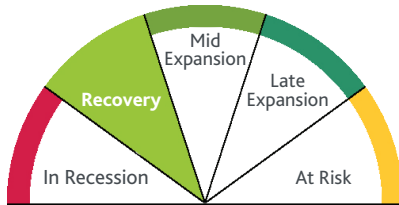
QUALITY

OF LIFE

232

Best=1, Worst=378

BUSINESS CYCLE STATUS



ANALYSIS

Recent Performance. The Houston-The Woodlands-Sugar Land economy is catching up to the national average but is still underperforming by some measures. In the past year, job growth has been a percentage point faster than the U.S. total. However, the metro area has recouped only about 70% of jobs lost during the crisis, compared to more than 80% nationally. As of September, all of the major goods-producing industries are still subdued, with payrolls down on the order of 10% compared with early 2020 for each of mining, manufacturing and construction. By comparison, the analogous deficits for government and private services are much smaller. Among the latter, transportation/distribution is well above its precrisis level and professional services have almost fully recovered. The unemployment rate is more than a full percentage point above the national average and more than 2 points above its precrisis low. On the positive side, the labor force has been slowly rising and the local PMI has been in expansion mode for 13 months running as of September. Housing market data have eased somewhat but remain strong.

cated metal parts, and other supplies needed for drilling.

Homebuilding. Residential construction will be a source of support to the economy during the coming year. New permits have declined by about 10% since the beginning of 2021 but are still relatively close to their 2005 peak in the last boom. By comparison, total U.S. homebuilding is also strong but still a third below the previous peak. There are a number of drivers. One is that mortgage rates are still near a 50-year low, supporting affordability. Another is the recovery in the job market. Third, the population of homebuyers in the homebuying age range is growing at an above-average pace. As a result, since 2015 the homeownership rate has risen by more than 5 percentage points to above 65%, coming very close to the national average.

Nonresidential construction. Though commercial development will lag housing, a slow recovery should begin in coming months. Office-using employment has revived steadily and is within 2 percentage points of its level in early 2020. However, there will be headwinds. The energy industry is the source of much of the demand for office space, and as a result, the vacancy rate is still elevated. Longer term, HOU will be especially vulnerable to the downside risk posed by the increase in working remotely.

Houston-The Woodlands-Sugar Land will continue to recover within the coming year, led by residential construction and personal services. Manufacturing will begin to revive along with mining, but the volatility of oil prices will be a headwind. Longer term, the concentration of energy-related industries; above-average population growth; and expansion in the housing, transportation and distribution industries will help propel elevated gains for the metro area.

Edward Friedman
November 2021

1-866-275-3266
help@economy.com

STRENGTHS & WEAKNESSES

STRENGTHS

- » Leadership in oil and gas technology supports technical and professional service jobs.
- » Significant trade and export links, owing to location on the Gulf coast of Texas.

WEAKNESSES

- » Unpredictable energy markets add to the economy's volatility.
- » Industrial diversity is lower than in other metro areas of comparable size.

FORECAST RISKS

SHORT TERM ▲ | LONG TERM ▲

COVID-19 EXPOSURE NOVEMBER 2021 **242** 3rd quintile Most=1 Least=403

UPSIDE

- » Nonresidential building turns around as office market revives.
- » Hospitality recovers sooner than anticipated as vacationers boost hotel occupancy.

DOWNSIDE

- » Housing slows down due to rising mortgage rates.
- » Mining recovery slower than expected despite rise in oil prices.

MOODY'S RATING

Aaa

COUNTY AS OF MAR 17, 2017

2015	2016	2017	2018	2019	2020	INDICATORS	2021	2022	2023	2024	2025	2026
476.0	474.8	479.0	489.7	512.4	494.8	Gross metro product (C12\$ bil)	520.9	557.8	582.9	604.9	625.3	644.9
6.1	-0.2	0.9	2.2	4.6	-3.4	% change	5.3	7.1	4.5	3.8	3.4	3.1
2,992.7	2,992.6	3,020.4	3,088.1	3,160.3	2,989.2	Total employment (ths)	3,038.5	3,165.9	3,245.6	3,297.2	3,332.5	3,367.0
1.8	-0.0	0.9	2.2	2.3	-5.4	% change	1.6	4.2	2.5	1.6	1.1	1.0
4.6	5.3	5.0	4.4	3.8	8.7	Unemployment rate (%)	7.0	5.4	4.1	3.7	3.7	3.8
1.7	-4.6	7.8	7.0	3.8	2.2	Personal income growth (%)	5.9	3.6	7.1	6.6	5.9	5.7
61.1	62.3	63.6	66.1	69.2	69.9	Median household income (\$ ths)	74.4	74.9	77.6	80.5	83.3	86.1
6,671.8	6,806.5	6,900.1	6,976.1	7,066.1	7,154.9	Population (ths)	7,235.9	7,340.9	7,451.2	7,550.8	7,644.2	7,736.4
2.6	2.0	1.4	1.1	1.3	1.3	% change	1.1	1.5	1.5	1.3	1.2	1.2
108.6	71.6	33.4	23.0	37.9	42.4	Net migration (ths)	39.0	56.4	62.1	52.0	46.4	45.7
36,786	35,367	36,348	40,511	39,507	50,175	Single-family permits (#)	51,606	53,686	56,212	54,713	53,050	49,955
20,115	9,365	6,047	16,967	24,165	20,625	Multifamily permits (#)	18,897	26,578	24,949	22,414	18,274	12,629
235.9	245.8	256.3	267.8	278.2	290.1	FHFA house price (1995Q1=100)	308.5	318.4	319.7	320.5	320.6	317.3

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ECONOMIC HEALTH CHECK

3-MO MA	May 21	Jun 21	Jul 21	Aug 21	Sep 21	Oct 21
Employment, change, ths	12.9	11.8	10.6	10.1	12.4	13.2
Unemployment rate, %	7.6	7.4	7.2	7.0	6.7	6.3
Labor force participation rate, %	61.6	61.7	61.7	61.7	61.7	61.7
Average weekly hours, #	36.8	36.8	36.7	36.7	36.5	36.4
Industrial production, 2012=100	103.2	104.3	104.9	105.0	104.1	104.2
Residential permits, single-family, #	57,454	55,871	52,580	49,938	49,140	50,266
Residential permits, multifamily, #	13,723	14,468	14,065	21,399	22,087	16,489

Dec/Dec	Dec 15	Dec 16	Dec 17	Dec 18	Dec 19	Dec 20
Employment, change, ths	-1.5	2.4	50.5	82.9	54.4	-209.2

Better than prior 3-mo MA
Unchanged from prior 3-mo MA
Worse than prior 3-mo MA

Sources: BLS, Census Bureau, Moody's Analytics

BUSINESS CYCLE INDEX

JAN 2011=100

Source: Moody's Analytics

CURRENT EMPLOYMENT TRENDS

% CHANGE YR AGO

% CHANGE YR AGO, 3-MO MA

	Oct 20	Apr 21	Oct 21
Total	-7.5	-2.1	4.7
Mining	-21.0	-9.0	12.3
Construction	-14.3	-10.4	-0.6
Manufacturing	-11.2	-9.5	0.5
Trade	-4.6	0.2	2.0
Trans/Utilities	1.7	8.5	9.0
Information	-14.0	-7.6	3.5
Financial Activities	-2.6	-2.0	0.7
Prof & Business Svcs.	-6.1	-2.9	6.1
Edu & Health Svcs.	-3.6	-0.3	4.6
Leisure & Hospitality	-18.7	1.1	15.1
Other Services	-12.8	-1.5	15.6
Government	-1.8	-1.9	-0.1

Sources: BLS, Moody's Analytics

DIFFUSION INDEX

3-DIGIT NAICS LEVEL, 6-MO MA

Sources: BLS, Moody's Analytics

RELATIVE EMPLOYMENT PERFORMANCE

JAN 2011=100

FORECAST VS. 6 MO PRIOR

	2-Yr	5-Yr
Government	↔	↓
Goods producing	↔	↔
Private services	↑	↔

Sources: BLS, Moody's Analytics

HOUSE PRICE

1998Q1=100, NSA

Sources: FHFA, Moody's Analytics

RENTAL AFFORDABILITY

GREATER THAN 100=MORE AFFORDABLE

Sources: Census Bureau, BLS, Moody's Analytics

HOUSE PRICE TRENDS

%

Sources: FHFA, Moody's Analytics

HOUSING AFFORDABILITY

GREATER THAN 100=MORE AFFORDABLE

Sources: NAR, Moody's Analytics

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EMPLOYMENT AND INDUSTRY

TOP EMPLOYERS

Exxon Mobil Corp.	13,000
Wood	11,960
Landry's Inc.	11,800
Shell Oil Co.	11,507
Fort Bend ISD	11,000
Schlumberger Ltd.	10,976
BP North America	9,537
S & B Engineers and Constructors Ltd	7,824
Staff Force Inc.	7,502
Chevron Corp.	6,502
HAZA Foods LLC	6,500
Spring ISD	4,948
Fiesta Mart Inc.	4,500
Lamar CISD	4,363
Conroe ISD	4,118
Occidental Petroleum	3,666
Fort Bend County	2,914
KBR Inc.	2,900
JPMorgan Chase	2,800
Deloitte	2,589

Sources: Houston Business Journal, 2020, Houston Chronicle, 2016

INDUSTRIAL DIVERSITY

Most Diverse (U.S.)

Least Diverse

EMPLOYMENT VOLATILITY

Due to U.S. fluctuations

77%

Relative to U.S.

128%
100%

■ Not due to U.S. ■ Due to U.S. ■ HOU ■ U.S.

PUBLIC

Federal	31,718
State	90,684
Local	290,545

2020

ENTREPRENEURSHIP

BROAD-BASED START-UP RATE

U.S.=100, 4-QTR MA
2019

■ HOU ■ TX

Sources: Census Bureau, Moody's Analytics

EXPORTS

Product	\$ mil
Food and kindred products	ND
Chemicals	31,095.7
Primary metal manufacturing	ND
Fabricated metal products	ND
Machinery, except electrical	6,741.6
Computer and electronic products	5,360.6
Transportation equipment	ND
Miscellaneous manufacturing	ND
Other products	13,161.3
Total	129,656.0

Destination	\$ mil
Africa	4,495.7
Asia	39,168.5
European Union	20,257.4
Canada & Mexico	34,145.6
South America	19,935.6
Rest of world	11,653.3
Total	129,656.0

Sources: BEA, International Trade Administration, Moody's Analytics, 2019

PRODUCTIVITY

REAL OUTPUT PER WORKER, \$

■ HOU ■ TX ■ U.S.

Sources: BEA, Moody's Analytics, 2020

COMPARATIVE EMPLOYMENT AND INCOME

Sector	% OF TOTAL EMPLOYMENT			AVERAGE ANNUAL EARNINGS		
	HOU	TX	U.S.	HOU	TX	U.S.
Mining	2.3	1.6	0.4	nd	\$224,082	\$149,227
Construction	7.2	6.0	5.1	\$74,700	\$70,027	\$72,704
Manufacturing	7.3	7.1	8.6	\$121,599	\$97,840	\$87,349
Durable	62.5	63.5	62.2	nd	\$95,944	\$90,269
Nondurable	37.5	36.5	37.8	nd	\$101,147	\$82,480
Transportation/Utilities	5.3	4.9	4.3	nd	\$74,321	\$64,132
Wholesale Trade	5.4	4.8	4.0	\$99,840	\$95,193	\$93,314
Retail Trade	9.7	10.4	10.4	\$36,028	\$36,700	\$38,497
Information	1.0	1.6	1.9	nd	\$90,317	\$138,543
Financial Activities	5.5	6.6	6.1	\$58,886	\$54,958	\$63,325
Prof. and Bus. Services	16.3	14.3	14.2	\$84,743	\$70,403	\$76,981
Educ. and Health Services	13.2	13.8	16.3	nd	\$56,279	\$59,276
Leisure and Hosp. Services	9.4	9.6	9.4	\$30,924	\$27,479	\$31,583
Other Services	3.5	3.2	3.8	\$34,840	\$35,347	\$39,692
Government	13.8	16.0	15.4	\$78,713	\$74,197	\$82,503

Sources: Percent of total employment — BLS, Moody's Analytics, 2020, Average annual earnings — BEA, Moody's Analytics, 2019

BUSINESS COSTS

U.S.=100

■ 2015 ■ 2020

Source: Moody's Analytics

HIGH-TECH EMPLOYMENT

	Ths	% of total
HOU	108.6	3.6
U.S.	7,540.4	5.3

HOUSING-RELATED EMPLOYMENT

	Ths	% of total
HOU	341.8	11.4
U.S.	14,373.7	10.1

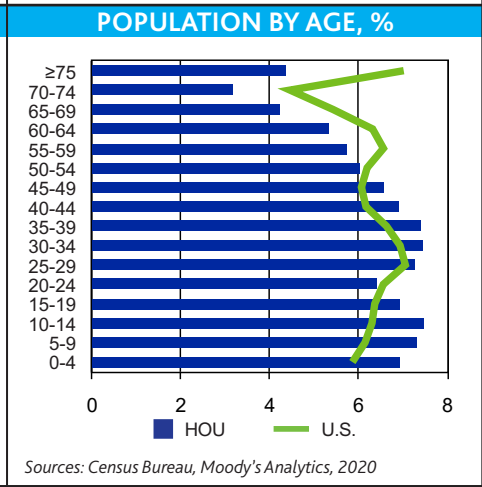
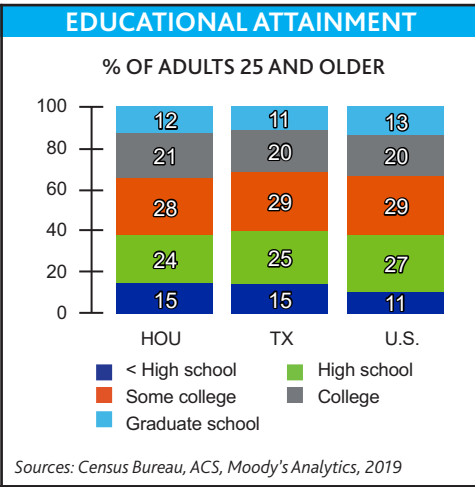
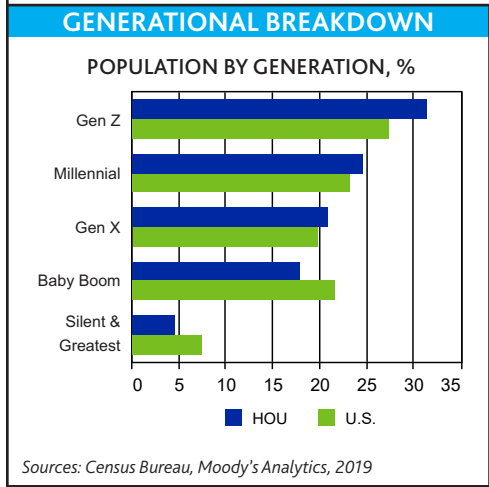
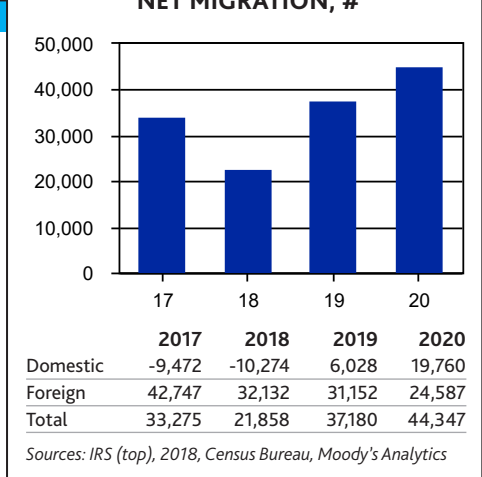
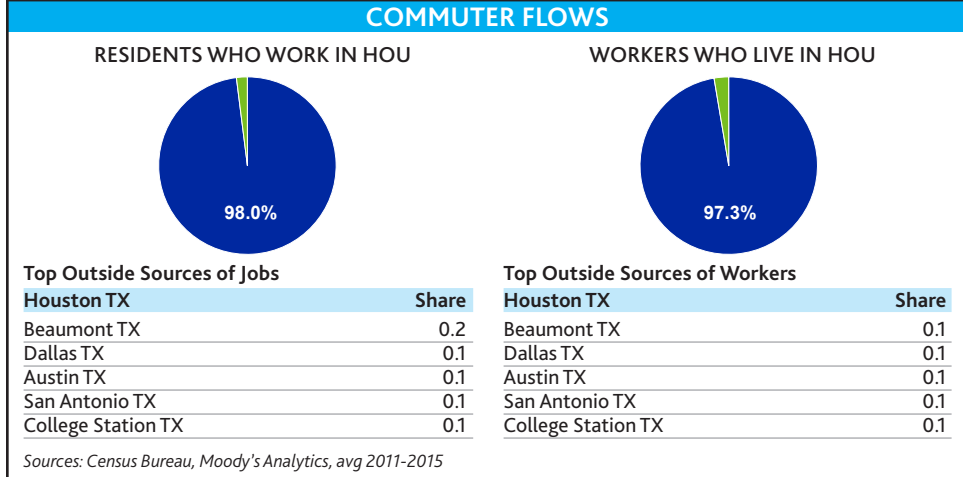
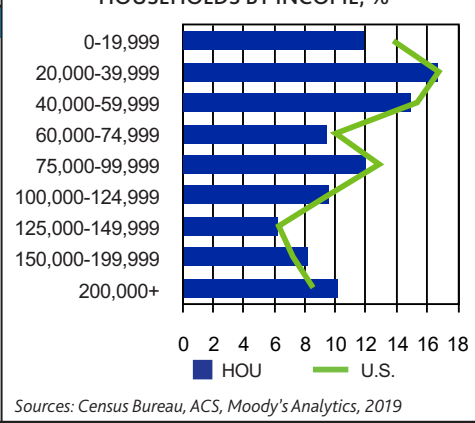
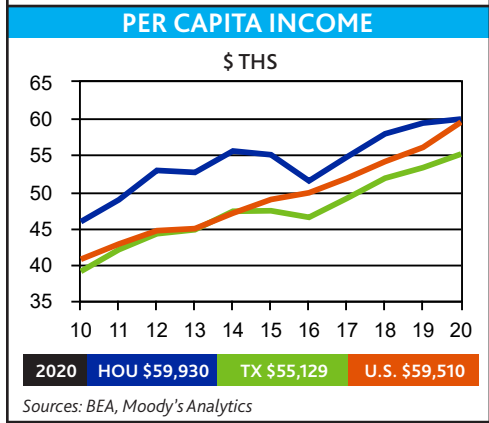
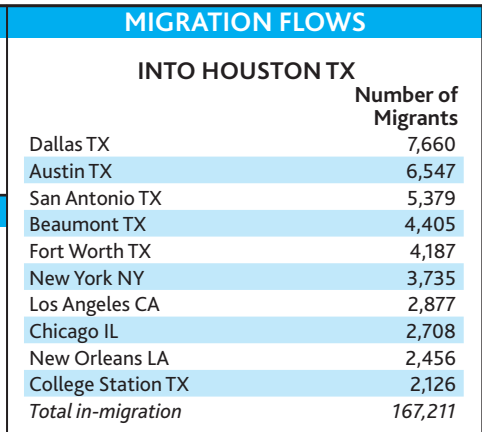
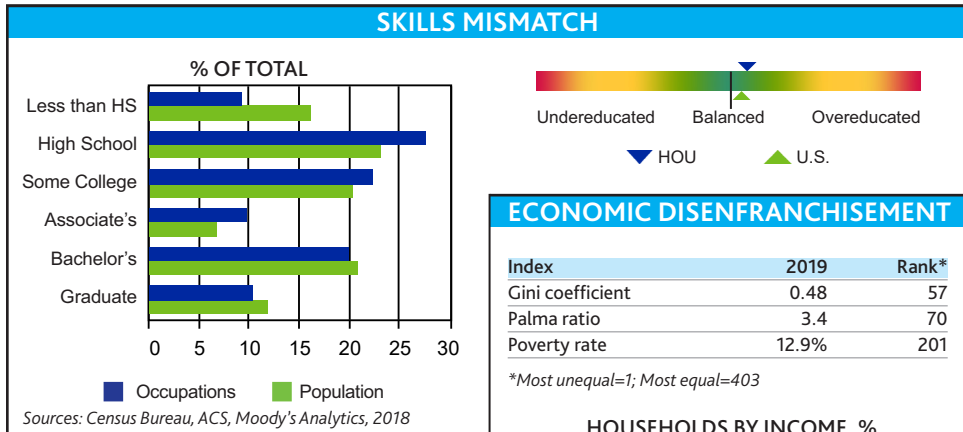
Source: Moody's Analytics, 2020

LEADING INDUSTRIES BY WAGE TIER

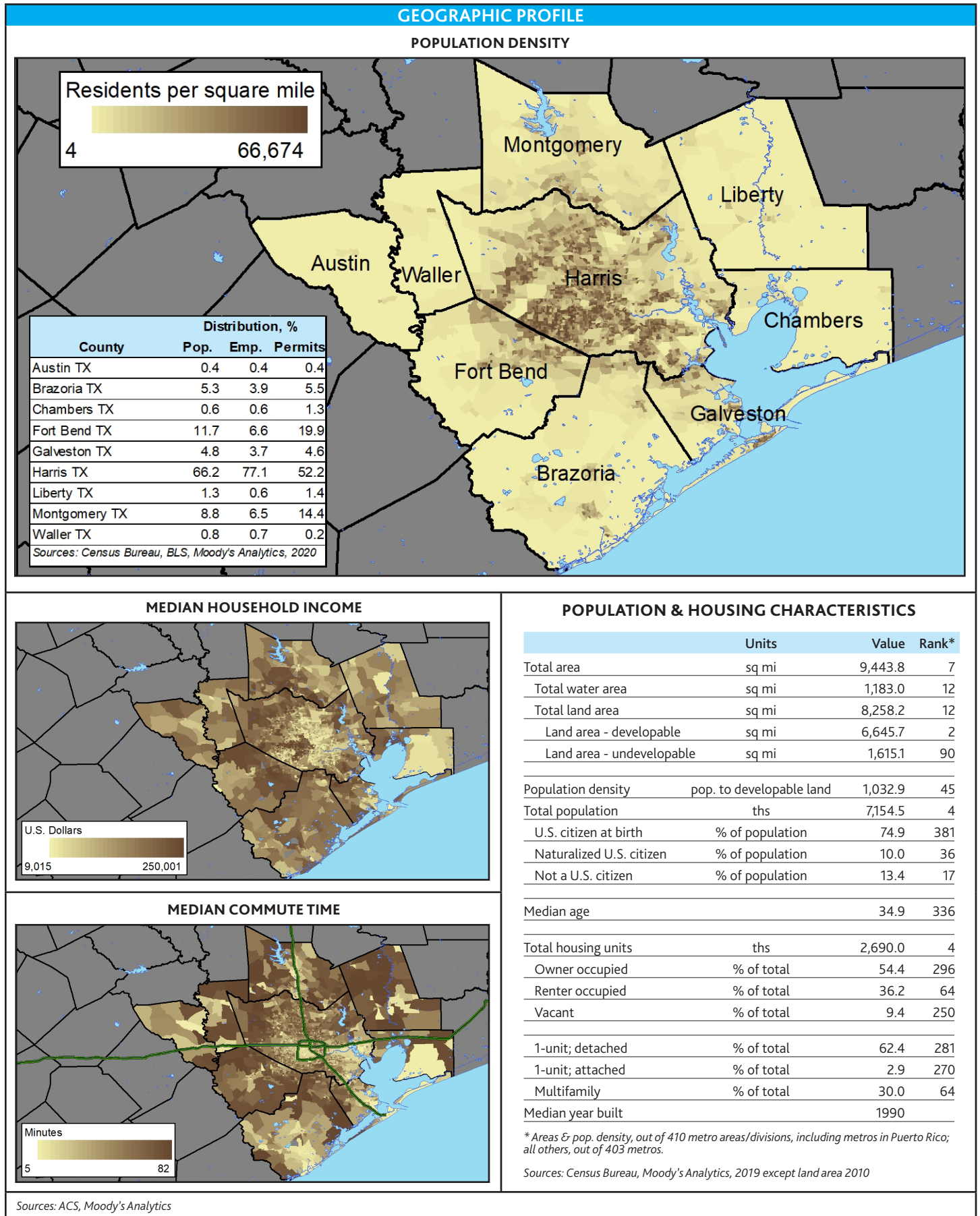
NAICS Industry	Location Quotient	Employees (ths)
HIGH		
5413 Architectural, engineering & rel. svcs.	2.5	70.4
6211 Offices of physicians	1.0	50.2
2111 Oil and gas extraction	12.5	47.9
2362 Nonresidential building construction	3.0	45.3
MID		
GVL Local Government	1.0	284.2
GVS State Government	0.8	80.5
5613 Employment services	1.1	79.2
6221 General medical and surgical hospitals	0.8	74.9
7225 Restaurants and other eating places	1.1	226.8
LOW		
4451 Grocery stores	1.1	57.5
5617 Services to buildings and dwellings	1.2	51.3
6216 Home health care services	1.8	48.5

Source: Moody's Analytics, 2020

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ADDENDA

Addendum F

Appraiser Qualifications and Licenses



Esin Locke

First Vice President

t 713-599-5108
m 832-877-2913
esin.locke@nrmk.com

YEARS OF EXPERIENCE

15+

AREAS OF SPECIALTY

- Self Storage
- Gas Station / Convenience Store
- Mobile Home / RV Park
- Specialty Properties
- Retail
- Appraisal Valuation
- Market Studies
- Consulting

Esin Locke joined Newmark Valuation & Advisory in 2017 as a First Vice President in the Houston office. Esin focuses on fee preparation of real estate appraisals and market studies while continuing to provide exceptional service to clients.

Throughout her career in valuation, Esin has worked with clients on a wide variety of property types, including office, retail, industrial, multifamily, net-leased investments and land. She also possesses valuation expertise of specialty purpose properties that include self-storage, greenhouses, churches, auto dealerships, gas station/convenience stores, RV parks and mobile home communities.

Prior to Newmark, Esin worked as a senior appraiser in the Houston office of CBRE's Valuation & Advisory Services Group. In this role, Esin focused primarily on Texas properties. She also completed assignments in Arkansas, Louisiana and Oklahoma, while serving as a valuation associate.

Professional Affiliations

- Chapter Alternate Regional Representative, Appraisal Institute
- Director Delegate/Chapter Champion 2021, Houston Chapter of CREW

Licenses and Designations

- Candidate for Designation, Appraisal Institute
- Certified general real estate appraiser, states of Texas and Louisiana

Education

Esin earned a Bachelor of Science degree in computer engineering technology from University of Houston.

ESIN CAKAR LOCKE
3430 BRAMPTON ISLAND DR
KATY, TX 77494



Certified General Real Estate Appraiser

Appraiser: **Esin Cakar Locke**

License #: **TX 1380534 G**

License Expires: **03/31/2022**

Having provided satisfactory evidence of the qualifications required by the Texas Appraiser Licensing and Certification Act, Occupations Code, Chapter 1103, authorization is granted to use this title:
Certified General Real Estate Appraiser

For additional information or to file a complaint please contact TALCB at www.talcb.texas.gov.



Chelsea Buchholtz
Commissioner



Stephen D. DuPlantis

MAI

Executive Managing Director National Valuation & Advisory Co-Lead

t 713.599.5103
m 713.703.8038
steve.duplantis@ngkf.com

YEARS OF EXPERIENCE

35+

AREAS OF SPECIALTY

Valuation & Advisory

Stephen D. DuPlantis, MAI, joined Newmark Valuation & Advisory in 2017 as executive managing director - national valuation & advisory co-lead to help drive the development of the firm's new valuation practice.

Prior to Newmark, Stephen worked for 21 years as senior managing director of CBRE's South Central Region, which comprised Arkansas, Kansas, Louisiana, Missouri, Oklahoma and Texas.

Stephen's commercial appraisal assignments have included multi-housing, office, industrial and retail properties. He has also appraised numerous other special-purpose properties including senior care facilities, golf courses, self-storage facilities and hotels/motels.

Stephen holds the MAI designation from the Appraisal Institute and is currently an approved instructor for the organization. He has also served on numerous committees with the Appraisal Institute and other organizations during his career as a real estate appraiser.

Professional Affiliations

Appraisal Institute

- Approved Instructor
- Designated Member (MAI)
- Houston Chapter No. 33
 - President, 1998
 - Vice president, 1997
 - Secretary, 1996
 - Board of directors, 1991 – 1996
- Past chairman, social, education, candidate guidance and admission committees

Licenses and Designations

- MAI designation, Appraisal Institute
- Certified general real estate appraiser, states of Arkansas, Kansas, Louisiana, Mississippi, Missouri, Oklahoma and Texas.

Education

Stephen earned a bachelor's degree in agricultural economics from Texas A&M University.

STEPHEN DOUGLAS DUPLANTIS
3307 BAMMEL LN
HOUSTON, TX 77098



Certified General Real Estate Appraiser

Appraiser: **Stephen Douglas Duplantis**

License #: **TX 1321138 G**

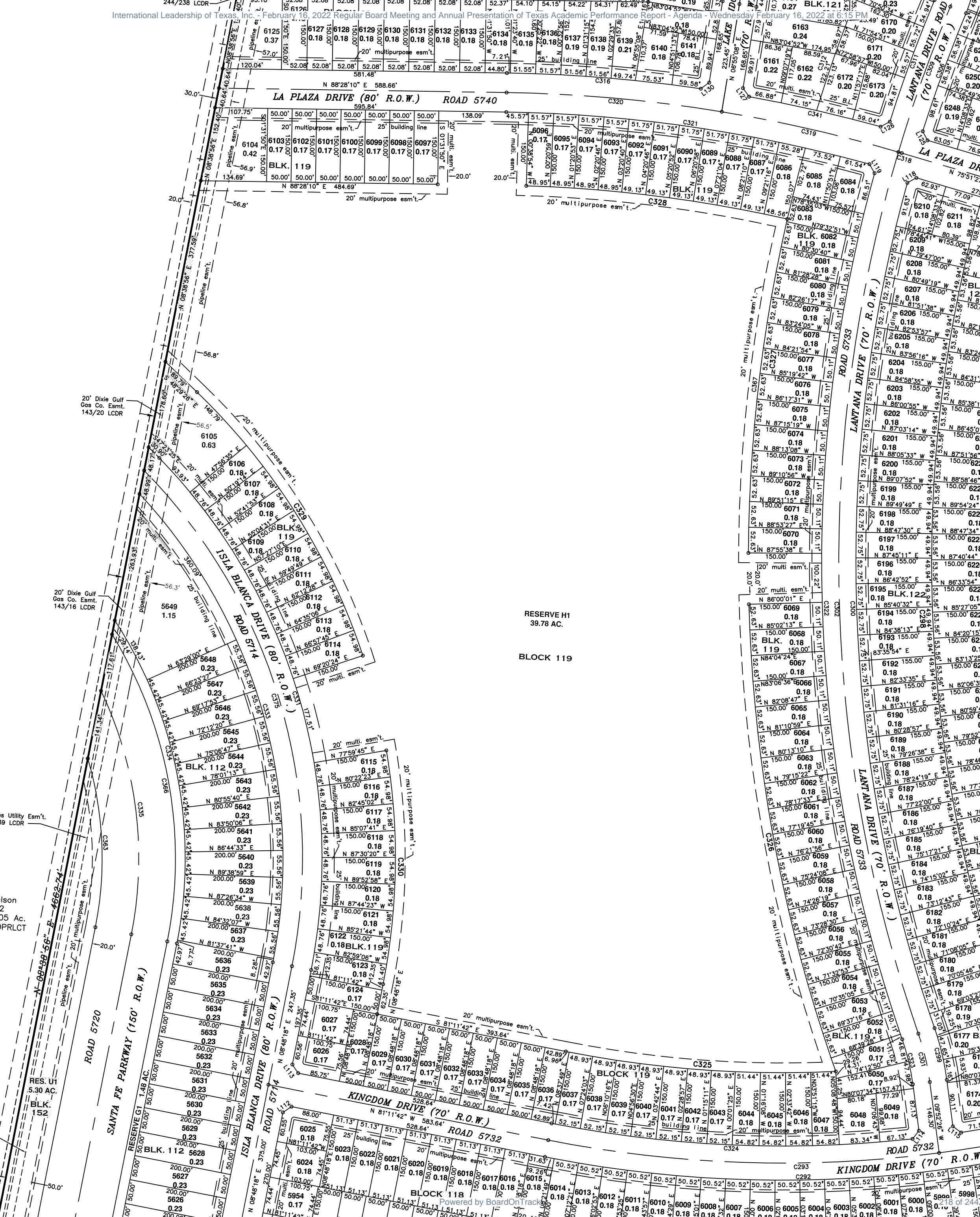
License Expires: **06/30/2023**

Having provided satisfactory evidence of the qualifications required by the Texas Appraiser Licensing and Certification Act, Occupations Code, Chapter 1103, authorization is granted to use this title:
Certified General Real Estate Appraiser

For additional information or to file a complaint please contact TALCB at www.talcb.texas.gov.



Chelsea Buchholtz
Commissioner



LA PLAZA DRIVE (80' R.O.W.) ROAD 5740

LA PLAZA DRIVE (70' R.O.W.)

ISLA BLANCA DRIVE (80' R.O.W.) ROAD 5714

LA PLAZA DRIVE (70' R.O.W.)

SANTA FE PARKWAY (150' R.O.W.) ROAD 5720

KINGDOM DRIVE (70' R.O.W.) ROAD 5732

KINGDOM DRIVE (70' R.O.W.) ROAD 5732

RESERVE H1
39.78 AC.
BLOCK 119

RES. U1
5.30 AC.
BLK. 152

**SPECIAL WARRANTY DEED
(Fee Simple Determinable)**

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Date: _____, 2022, but to be effective as of January 1, 2022

Grantor: COLONY RIDGE DEVELOPMENT, LLC, a Texas limited liability company

Grantor's Mailing Address: P.O. Box 279, Fresno, Texas 77545 (Fort Bend County)

Grantee: INTERNATIONAL LEADERSHIP OF TEXAS, INC., a Texas non-profit corporation

Grantee's Mailing Address: _____

Consideration:

The sum of TEN AND NO/100 DOLLARS (\$10.00) and other good and valuable consideration to the undersigned in hand paid by Grantee herein named, the receipt of which is hereby acknowledged

Property (including any improvements):

Reserve H1, in Block 119, of SANTA FE, SECTION EIGHT (8), a subdivision in Liberty County, Texas, according to the map or plat thereof, recorded under Clerk's File No. 2020030044, of the Official Public Records of Liberty County, Texas

Reservations from and Exceptions to Conveyance and Warranty:

This conveyance is made and accepted subject to the following matters, to the extent same are in effect at this time:

1. Any and all restrictions, covenants, conditions and easements, if any, relating to the herein above described property, but only to the extent they are still in effect, shown of record in the herein above mentioned County and State, and to all zoning laws, regulations and ordinances of municipal and/or other governmental authorities, if any, but only to the extent that they are still in effect, relating to the herein above described property.
2. **Operation of School Restriction:** The Property is restricted for use as a charter school, including Kindergarten through Eighth Grade and a High School campus (a campus serving all grades will be the "School"), to serve the needs of the community. This restriction will remain in place for a period of 50 years from the date of this document.
3. **Fee Simple Determinable Condition:** The Property will be used as a charter school by Grantee for a period of fifty years. Grantee agrees to begin construction (break ground) of the School within eighteen (18) months of the date of this conveyance. Grantee agrees to complete construction of the School within thirty-six (36) months of the date of this conveyance. The thirty-six month deadline will be tolled in the event of a Force Majeure event. The term "Force Majeure," as used herein, shall include acts of God, epidemics, landslides, lightening, earthquakes, fires, hurricanes, storms, floods, washouts, droughts, and tornados, which are not within the reasonable control of the Party, or which the Party could not have avoided by the exercise of reasonable due diligence and care. The conditions in this paragraph are defined as the "**Fee Simple Determinable Condition**". If each condition in this paragraph is not met on time or the Property ceases to be used as a charter school, then the Property will revert back to Grantor.

Grantor, for the consideration and subject to the reservations from and exceptions to conveyance and warranty, grants, sells, and conveys to Grantee the property, together with all and singular the rights and appurtenances thereto in any wise belonging, to have and hold it to Grantee, Grantee's heirs, executors, administrators, successors, or assigns for as long as the Fee Simple Determinable Condition is satisfied, and if the Fee Simple Determinable Condition is not satisfied, the Property will automatically revert to and be owned by Grantor without the necessity of any further act on the part of Grantor, it being Grantor's intent to convey a fee simple determinable estate to Grantee. Grantor hereby binds Grantor and Grantor's heirs, executors, administrators, and successors to warrant and defend all and singular the property to Grantee and Grantee's heirs, executors, administrators, successors, and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof by, through, or under Grantor, but not otherwise, except as to the reservations from and exceptions to warranty.

When the context requires, singular nouns and pronouns include the plural.

EXECUTED on the date first above written.

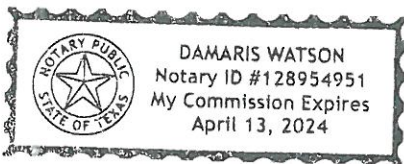
Grantor:

COLONY RIDGE DEVELOPMENT, LLC,
a Texas limited liability company, by its Manager
T-REX MANAGEMENT, INC., a Texas corporation

By: [Signature]
John Harris, President

THE STATE OF TEXAS)
)
COUNTY OF Montgomery)

This instrument was acknowledged before me on the 10th day of January, 2022, by John Harris, President of T-REX MANAGEMENT, INC., a Texas corporation, as Manager of COLONY RIDGE DEVELOPMENT, LLC, a Texas limited liability company, on behalf of said company.



[Signature]
Notary Public in and for the
State of Texas

Grantee has executed this agreement and agrees to the terms herein.

Grantee:

INTERNATIONAL LEADERSHIP OF TEXAS, INC., a Texas non-profit corporation

By: _____
(name): _____
(title): _____

THE STATE OF TEXAS)
)
COUNTY OF _____)

This instrument was acknowledged before me on the _____ day of _____, 2021, by _____ of INTERNATIONAL LEADERSHIP OF TEXAS, INC., a Texas non-profit corporation, on behalf of said corporation.

Notary Public in and for the State of Texas

AFTER RECORDING RETURN TO:
Prepared in the Law Office of Beard & Lane, P.C.
10611 Grant Road
Houston, Texas 77070
Telephone: (281) 897-8848
Email: brent@beardlane.com



9200 SORENSEN AVENUE
 SANTA FE SPRINGS, CA 90670
 TEL: 562.365.5000
 FAX: 562.777.9742
 WWW.TANGRAMINTERIORS.COM

Quotation 992

Quote Date 02/07/22
mm/dd/yy

Customer INT165

Terms CPO#/NET 30 DAYS

Account Representative Lauren Ghizzoni

NEWPORT BEACH 949.955.6700 | BAKERSFIELD 661.397.5300 | FRESNO 559.275.4111 | DALLAS 214.902.7200

Quote To

Accounts Payable
 Int'l Leadership of Texas
2021 Lakeside Boulevard
 RICHARDSON TX 75082

NEW HQ ADDRESS

Ship To

Charles Klein
 Int'l Leadership of Texas
 4114 Road 5200
 Cleveland TX 77327

Phone +1 (972) 479-9078
 accountspayable@iltexas.org

Phone +1 (713) 309-5046
 cklein@iltexas.org

Sales Location TANGRAM DALLAS

Description	Quantity	Unit Price	Extended Price
8TH GRADE			
1 T-BOOM282836-HP-PC - Alumni Collaborative Learning Boomerang Study Desk 28"x28"x36" Hard Plastic Top - WILD CHERRY Powder Coat Painted Frame - BLACK Adjustable Height 22-30" Marquis Nylon Swivel Glide *Sold as Single Units - Optimal set up in Group of 4 ALUMNICLAS	280T	123.51	34,582.80
2 C-EXPL-18-CH-M - Alumni Explorer 4-Leg Stacking Chair, 18" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	290T	44.79	12,989.10
3 ATD-3072-2PD-PC-HPL - Alumni Accelerator Double Pedestal Teacher Desk 30"x72" High Pressure 1 1/8" Laminate Top with PVC Edge - WILD CHERRY TOP - EDGE: BLACK FRAME: BLACK Powder Coat Painted Frame & Pedestal - Color to be Advised Fixed Height 30" ** ON GLIDES ** ALUMNICLAS	10T	1,267.09	12,670.90

Accepted by _____ Title _____ Date _____



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Quotation 992
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NEWPORT BEACH 949.955.6700 | BAKERSFIELD 661.397.5300 | FRESNO 559.275.4111 | DALLAS 214.902.7200

Description	Quantity	Unit Price	Extended Price
Sub Total			60,242.80
CLEVELAND, CITY OF			903.64
LIBERTY, COUNTY OF			301.21
TEXAS, STATE OF			3,765.18
Total			65,212.83

7TH GRADE

4	T-BOOM282836-HP-PC - Alumni Collaborative Learning Boomerang Study Desk 28"x28"x36" Hard Plastic Top - WILD CHERRY Powder Coat Painted Frame - BLACK Adjustable Height 22-30" Marquis Nylon Swivel Glide *Sold as Single Units - Optimal set up in Group of 4 ALUMNICLAS	308T	123.51	38,041.08
5	C-EXPL-18-CH-M - Alumni Explorer 4-Leg Stacking Chair, 18" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	319T	44.79	14,288.01
6	ATD-3072-2PD-PC-HPL - Alumni Accelerator Double Pedestal Teacher Desk 30"x72" High Pressure 1 1/8" Laminate Top with PVC Edge - WILD CHERRY TOP - EDGE: BLACK FRAME: BLACK Powder Coat Painted Frame & Pedestal - Color to be Advised Fixed Height 30" ** ON GLIDES ** ALUMNICLAS	11T	1,267.09	13,937.99

Sub Total			66,267.08
CLEVELAND, CITY OF			994.01
LIBERTY, COUNTY OF			331.34
TEXAS, STATE OF			4,141.69
Total			71,734.12

6TH GRADE

7	T-BOOM282836-HP-PC - Alumni Collaborative Learning Boomerang Study Desk 28"x28"x36" Hard Plastic Top - WILD CHERRY Powder Coat Painted Frame - BLACK Adjustable Height 22-30" Marquis Nylon Swivel Glide *Sold as Single Units - Optimal set up in Group of 4	308T	123.51	38,041.08
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Accepted by _____ Title _____ Date _____



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Quotation 992
 Page 3 / 7 (cont'd)

NEWPORT BEACH 949.955.6700 | BAKERSFIELD 661.397.5300 | FRESNO 559.275.4111 | DALLAS 214.902.7200

Description	Quantity	Unit Price	Extended Price
7 ALUMNICLAS			
8 C-EXPL-18-CH-M - Alumni Explorer 4-Leg Stacking Chair, 18" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	319T	44.79	14,288.01
9 ATD-3072-2PD-PC-HPL- - Alumni Accelerator Double Pedestal Teacher Desk 30"x72" High Pressure 1 1/8" Laminate Top with PVC Edge - WILD CHERRY TOP - EDGE: BLACK FRAME: BLACK Powder Coat Painted Frame & Pedestal - Color to be Advised Fixed Height 30" ** ON GLIDES ** ALUMNICLAS	11T	1,267.09	13,937.99
Sub Total			66,267.08
CLEVELAND, CITY OF			994.01
LIBERTY, COUNTY OF			331.34
TEXAS, STATE OF			4,141.69
Total			71,734.12
4TH/5TH GRADE			
10 T-BOOM282836-HP-PC- - Alumni Collaborative Learning Boomerang Study Desk 28"x28"x36" Hard Plastic Top - WILD CHERRY Powder Coat Painted Frame - BLACK Adjustable Height 22-30" Marquis Nylon Swivel Glide *Sold as Single Units - Optimal set up in Group of 4 ALUMNICLAS	286T	123.51	35,323.86
11 C-EXPL-18-CH-M - Alumni Explorer 4-Leg Stacking Chair, 18" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	11T	44.79	492.69
12 ATD-3072-2PD-PC-HPL- - Alumni Accelerator Double Pedestal Teacher Desk 30"x72" High Pressure 1 1/8" Laminate Top with PVC Edge - WILD CHERRY TOP - EDGE: BLACK FRAME: BLACK Powder Coat Painted Frame & Pedestal - Color to be Advised	11T	1,267.09	13,937.99

Accepted by _____ Title _____ Date _____



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Quotation 992
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NEWPORT BEACH 949.955.6700 | BAKERSFIELD 661.397.5300 | FRESNO 559.275.4111 | DALLAS 214.902.7200

Description	Quantity	Unit Price	Extended Price
12 Fixed Height 30" ** ON GLIDES ** ALUMNICLAS			
13 C-EXPL-16-CH-M - Alumni Explorer 4-Leg Stacking Chair, 16" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	286T	43.78	12,521.08
Sub Total			62,275.62
CLEVELAND, CITY OF			934.14
LIBERTY, COUNTY OF			311.38
TEXAS, STATE OF			3,892.22
Total			67,413.36
3RD GRADE			
14 T-BOOM282836-HP-PC - - Alumni Collaborative Learning Boomerang Study Desk 28"x28"x36" Hard Plastic Top - WILD CHERRY Powder Coat Painted Frame - BLACK Adjustable Height 22-30" Marquis Nylon Swivel Glide *Sold as Single Units - Optimal set up in Group of 4 ALUMNICLAS	130T	123.51	16,056.30
15 C-EXPL-18-CH-M - Alumni Explorer 4-Leg Stacking Chair, 18" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	5T	44.79	223.95
16 ATD-3072-2PD-PC-HPL - - Alumni Accelerator Double Pedestal Teacher Desk 30"x72" High Pressure 1 1/8" Laminate Top with PVC Edge - WILD CHERRY TOP - EDGE: BLACK FRAME: BLACK Powder Coat Painted Frame & Pedestal - Color to be Advised Fixed Height 30" ** ON GLIDES ** ALUMNICLAS	5T	1,267.09	6,335.45
17 C-EXPL-16-CH-M - Alumni Explorer 4-Leg Stacking Chair, 16" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	130T	43.78	5,691.40

Accepted by _____ Title _____ Date _____



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Quotation 992
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NEWPORT BEACH 949.955.6700 | BAKERSFIELD 661.397.5300 | FRESNO 559.275.4111 | DALLAS 214.902.7200

Description	Quantity	Unit Price	Extended Price
Sub Total			28,307.10
CLEVELAND, CITY OF			424.60
LIBERTY, COUNTY OF			141.54
TEXAS, STATE OF			1,769.20
Total			30,642.44

2ND GRADE

18	T-BOOM282836-HP-PC- - Alumni Collaborative Learning Boomerang Study Desk 28"x28"x36" Hard Plastic Top - WILD CHERRY Powder Coat Painted Frame - BLACK Adjustable Height 22-30" Marquis Nylon Swivel Glide *Sold as Single Units - Optimal set up in Group of 4 ALUMNICLAS	100T	123.51	12,351.00
19	C-EXPL-18-CH-M - Alumni Explorer 4-Leg Stacking Chair, 18" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	5T	44.79	223.95
20	ATD-3072-2PD-PC-HPL- - Alumni Accelerator Double Pedestal Teacher Desk 30"x72" High Pressure 1 1/8" Laminate Top with PVC Edge - WILD CHERRY TOP - EDGE: BLACK FRAME: BLACK Powder Coat Painted Frame & Pedestal - Color to be Advised Fixed Height 30" ** ON GLIDES ** ALUMNICLAS	5T	1,267.09	6,335.45
21	C-EXPL-16-CH-M - Alumni Explorer 4-Leg Stacking Chair, 16" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	100T	43.78	4,378.00

Sub Total			23,288.40
CLEVELAND, CITY OF			349.33
LIBERTY, COUNTY OF			116.45
TEXAS, STATE OF			1,455.54
Total			25,209.72

K/1ST GRADE

22	TN-3060-HPL-PC-ADJ - Alumni Rectangular Creativity Table with	45T	179.39	8,072.55
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Accepted by _____ Title _____ Date _____



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NEWPORT BEACH 949.955.6700 | BAKERSFIELD 661.397.5300 | FRESNO 559.275.4111 | DALLAS 214.902.7200

Description	Quantity	Unit Price	Extended Price
22 Round 1" Diameter Legs 30"x60" High Pressure 1 1/8" Laminate Top with PVC Edge - TOP: WILD CHERRY - EDGE: BLACK - FRAME: BLACK Powder Coat Painted Legs with Chrome Insert - Color to be Advised (METALLIC or BLACK only) Adjustable Height 22-30" Marquis Nylon Swivel Glides ALUMNICLAS			
23 C-EXPL-18-CH-M - Alumni Explorer 4-Leg Stacking Chair, 18" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	9T	44.79	403.11
24 ATD-3072-2PD-PC-HPL- - Alumni Accelerator Double Pedestal Teacher Desk 30"x72" High Pressure 1 1/8" Laminate Top with PVC Edge - WILD CHERRY TOP - EDGE: BLACK FRAME: BLACK Powder Coat Painted Frame & Pedestal - Color to be Advised Fixed Height 30" ** ON GLIDES ** ALUMNICLAS	9T	1,267.09	11,403.81
25 C-EXPL-14-CH-M - Alumni Explorer 4-Leg Stacking Chair, 14" Shell Color - BURGANDY Chrome Frame Marquis Nylon Swivel Glides ALUMNICLAS	180T	34.97	6,294.60
Sub Total			26,174.07
CLEVELAND, CITY OF			392.62
LIBERTY, COUNTY OF			130.87
TEXAS, STATE OF			1,635.87
Total			28,333.43
26 ALUMNI SURCHARGE - ALUMNI SURCHARGE ALUMNICLAS	1T	25,627.11	25,627.11
27 FREIGHT - ALUMNI FREIGHT ALUMNICLAS	1T	4,600.00	4,600.00
Quotation Totals			
Sub Total			363,049.26

Accepted by _____ Title _____ Date _____



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Quotation 992
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NEWPORT BEACH 949.955.6700 | BAKERSFIELD 661.397.5300 | FRESNO 559.275.4111 | DALLAS 214.902.7200

CLEVELAND, CITY OF	5,445.76
LIBERTY, COUNTY OF	1,815.27
TEXAS, STATE OF	22,690.58
Grand Total	393,000.87

End of Quotation

Accepted by _____ Title _____ Date _____



QUOTE CONFIRMATION

DEAR CHARLES KLEIN,

Thank you for considering CDW•G LLC for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
MNXP525	1/19/2022	NEWLINE	12440218	\$142,720.50

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Newline TRU TOUCH 7519RS 75" 4K UHD Interactive Display Mfg. Part#: TT-7519RS Contract: Standard Pricing	67	5932936	\$2,035.50	\$136,378.50
Newline TRU TOUCH 6519RS 65" 4K UHD Interactive Display Mfg. Part#: TT-6519RS Contract: Standard Pricing	4	5932932	\$1,585.50	\$6,342.00
Newline Wall Mount Stand for 650/700/750/800/860/X5/X7 Mfg. Part#: EPR8A50600-000 Contract: Standard Pricing	71	5147467	\$0.00	\$0.00

PURCHASER BILLING INFO	SUBTOTAL	\$142,720.50
Billing Address: INTERNATIONAL LEADERSHIP OF TEXAS ACCTS PAYABLE 2021 Lakeside Boulevard <i>NEW HQ ADDRESS</i> RICHARDSON, TX 75082 Phone: (817) 665-0646	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$142,720.50
	DELIVER TO Shipping Address: INTERNATIONAL LEADERSHIP OF TEXAS TECHNOLOGY 4114 ROAD 5200 CLEVELAND, TX 77327 Phone: (817) 665-0646 Shipping Method:	

Need Assistance? CDW•G LLC SALES CONTACT INFORMATION			
	Alec Campbell	(877) 509-5850	aleccam@cdwg.com

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
 For more information, contact a CDW account manager
 © 2022 CDW•G LLC 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

P.O. Box 397
McKinney, TX 75070
Phone (469) 631-0571
www.rpmaint.net
TACLA97799C



Reliable Plant Maintenance Inc.
"Empowering People, Impacting Industry"



To: International Leadership of Texas
2021 Lakeside Blvd.
 Richardson, TX 75082

Atten: Frank Crabill

Date: February 11, 2022

Project: Chiller Replacement Project

We are pleased to submit the following quote:

Provide labor, rigging, materials and equipment for the replacement of (1) air-cooled screw chiller and based upon the following scope of work.

- Remove existing chillers from service and lock/tag out electrical service to all components associated with system.
- Disconnect all electrical service and water connection lines to existing chiller.
- Clean area of debris associated with project and make-ready for unit installation.
- Provide necessary rigging for removal of existing chiller and installation of new chiller.
- Provide and install (1) York 255-ton air cooled chillers with VSD screw compressors.
 - 460/3 single point none fused disconnect electrical
 - R134A Refrigerant
 - Low ambient operation down to 0 degrees
 - Control transformer
 - Actuated service valves
 - Flow switch
 - Wired / louvered enclosure panels
 - 5 Stages of cooling
 - Hot gas bypass with TXV
 - BACnet Communications cards installed
 - Low Sound Condenser fans with VSD control
- Re-connect the electrical and automation system up to the chiller
- Refill the loop with water
- Re-insulate the pipes with existing aluminum jacked insulation.
- Perform factory provided startup on each chiller, check operation and log unit.
- Provide customer with IOM and startup information.
- Clean work area of all debris.
- Provide documentation and training on how to operate the chillers and pumps.
- 1st year parts, labor & refrigerant warranty.

Reliable Plant Maintenance Inc.

P.O. Box 397
McKinney, TX 75070
Phone (469) 631-0571
www.rpmaint.net
TACLA97799C



Reliable Plant Maintenance Inc.
"Empowering People, Impacting Industry"



Your investment for this project is **\$271,495.00**; excluding sales tax. All work to be performed during overtime & normal working hours.

Add: To include parts only warranty for years 2 through 5-please add **\$10,350.00**; excluding sales tax to price listed above

Our proposal stands firm for 30 days. RPM warrants that: (1) installed equipment is free from defects in material and/or workmanship for a period of one year from date of start-up. RPM's obligation under this warranty is limited to repairing or replacing the defective part at its option. RPM's obligation under this warranty is limited to correcting any improperly performed labor and/or replacement/repair of defective equipment parts. Equipment and/or parts not installed are not warranted by RPM.

Notes:

- All work described is based upon normal working hours and does not include any applicable taxes.
- The project requires the use of heavy commercial hoisting or rigging equipment. While all precautions will be exercised to protect the customers' property, RPM will not accept any responsibility for damage to parking lots, driveways or landscaping that may occur because of normal hoisting and rigging operation, excluding negligence or accidents.
- Payment terms: Progress billing of 35% will be required upon acceptance of quotation with the remaining balance will be due upon completion of project. (Percentages based upon total cost of project)
- RPM excludes any upgrades or component replacement to existing electrical service or control system. Exclusion includes existing wiring, conduit, over-protection devices and/or disconnects.
- All sales are based upon Reliable Plant Maintenance Terms & Conditions.

Thank you for the opportunity. If you have any questions or concerns, please do not hesitate to call.

Phil Robertson
 Service Sales/Account Manager
 PO Box 397
 McKinney, TX 75070
philr@rpmaint.net
 O (469) 631-0571
 C (214) 793-9577
 F (469) 631-0572
<https://www.reliableplantmaint.com>



Reliable Plant Maintenance Inc.

P.O. Box 397
McKinney, TX 75070
Phone (469) 631-0571
www.rpmaint.net
TACLA97799C



Reliable Plant Maintenance Inc.
"Empowering People, Impacting Industry"



Authorized by: _____

Title: _____

Purchase Order No: _____

Date: _____

Regulated by the Texas Department of Licensing and Regulation, P.O. Box 12157 Austin, TX 78711 1-800-803-9202, 512-463-6599, www.tdlr.texas.gov

Reliable Plant Maintenance Inc.

Reliable Plant Maintenance (RPM) Terms and Conditions

1. Performance - Services will be performed during normal working hours with any overtime or emergency labor billed separately, unless otherwise agreed to in writing. Duty to perform under this agreement and the price hereof is subject to the approval of the Credit Department of Reliable Plant Maintenance (hereafter referred to as RPM), is also contingent upon strikes, accidents, fires, the inability to procure materials from the usual sources of supply, or upon any like or unlike cause beyond the control of RPM. Upon disapproval of the Credit Department or upon the occurrence of any such event as afore said, RPM may delay performance or, at its option, renegotiate prices, terms and conditions with the Customer. If RPM and Customer are unable to agree on such revisions, this agreement shall be canceled without any liability, other than Customer's obligation to pay for services rendered by RPM to the date of cancellation.

2. Payment and Taxes - Customer will pay RPM's invoices within **Net Thirty (30) days** of invoice date unless otherwise stated in "Note" section of the proposal. Interest of 1½% on unpaid balances may be charged by RPM. RPM may discontinue services whenever payment is overdue. Unless otherwise agreed, Customer shall pay, in addition to the stated price; all taxes not legally required to be paid by RPM or, alternatively, shall provide RPM with acceptable tax exemption certificates.

3. Warranties - RPM warrants that: (1) Manufactured parts and/or materials are free from defect in material and manufacture as specified by manufacturers terms and conditions. RPM's obligation under this warranty is limited to repairing or replacing the defective part at its option; (2). Labor is warranted (to have been properly performed) for a period of 90 days from completion of parts replacement (excluding customer supplied parts) and one year for new installations (from date of startup). RPM's obligation under this warranty is limited to correcting any improperly performed labor; (3) Non-RPM equipment and/or parts are not warranted by RPM. Warranties for such equipment and parts are those extended to RPM by the respective manufacturer. There are no other warranties extended, including any implied warranties of fitness for particular purpose or merchantability.

4. Indemnity and Liability - RPM and Customer shall indemnify, defend and hold each other harmless from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorneys' fees, resulting from death or bodily injury or damage to real or personal property, to the extent caused by the negligence or misconduct of their respective employees or other authorized agents in connection with their activities within the scope of this agreement. However, neither party shall indemnify the other against claims, damages, expenses or liabilities to the extent attributable to the negligence or misconduct of the other party. If the parties are both at fault, the obligation to indemnify shall be proportional to their relative fault. The duty to indemnify will continue in

full force and effect, notwithstanding the expiration or early termination hereof, with respect to any claims based on facts or conditions that occurred prior to expiration or termination. Notwithstanding any contrary provision, neither party shall be liable for incidental or consequential damages of any nature whether claimed under contract, warranty, negligence, strict liability or any other legal theory.

5. Legal Compliance - RPM will comply with applicable federal, state and local laws and obtain requisite temporary licenses and permits for its work hereunder. Customer will obtain at its cost any requisite permanent licenses and permits.

6. Attorney Fees - Customer will pay for reasonable attorney fees incurred by RPM in enforcing collection of amounts due.

7. Insurance - RPM agrees to carry insurance in the following minimum amounts:

A. Commercial General Liability	\$1,000,000 per occurrence
B. Automobile Liability	\$2,000,000 CSL
C. Workers Compensation	Statutory Limits

8. Asbestos and Hazardous Materials - RPM's Work and other services in connection with this Agreement expressly excludes any identification, abatement, cleanup, control, disposal, removal or other work connected with asbestos, polychlorinated biphenyl ("PCB"), or other hazardous materials (hereinafter, collectively, "Hazardous Materials"). Customer warrants and represents that, except as set forth in a writing signed by RPM, there are no Hazardous Materials on the Premises that will in any way affect RPM Inc. Work and Customer has disclosed to RPM the existence and location of any Hazardous Materials in all areas within which RPM will be performing the Work. Should RPM become aware of or suspect the presence of Hazardous Materials, RPM may immediately stop work in the affected area and shall notify Customer. Customer will be responsible for taking any and all action necessary to correct the condition in accordance with all applicable laws and regulations. Customer shall be exclusively responsible for any claims, including the payment thereof, arising out of or relating to any Hazardous Materials on or about the Premises, not brought onto the Premises by RPM. RPM shall be required to resume performance of the Work in the affected area only in the absence of Hazardous Materials or when the affected area has been rendered harmless. In no event shall RPM be obligated to transport or handle Hazardous Material, to provide any notices to any governmental agency, or to examine the Premises for the presence of Hazardous Materials.

9. Entire Agreement - **This instrument embodies the entire agreement between Customer and RPM. Any modifications or amendments must be in writing and signed by both parties.**

Sec. 1. PSYCHOLOGICAL EXAMS

If **International Leadership of Texas (ILTexas)** determines that an additional examination or test is required for the evaluation, **ILTexas** shall provide the information required by Education Code 29.0041(a) and shall obtain parental consent. If a parent does not give consent within 20 calendar days after the School provides the information, the parent's consent is considered denied.

The time required for **ILTexas to provide information and seek consent may not be counted toward the timeline for completion of an evaluation under Education code 29.004. *Education Code 29.0041.***

Sec. 2. ELIGIBILITY AND REEVALUATIONS

A student is eligible to participate in **ILTexas**'s special education program if:

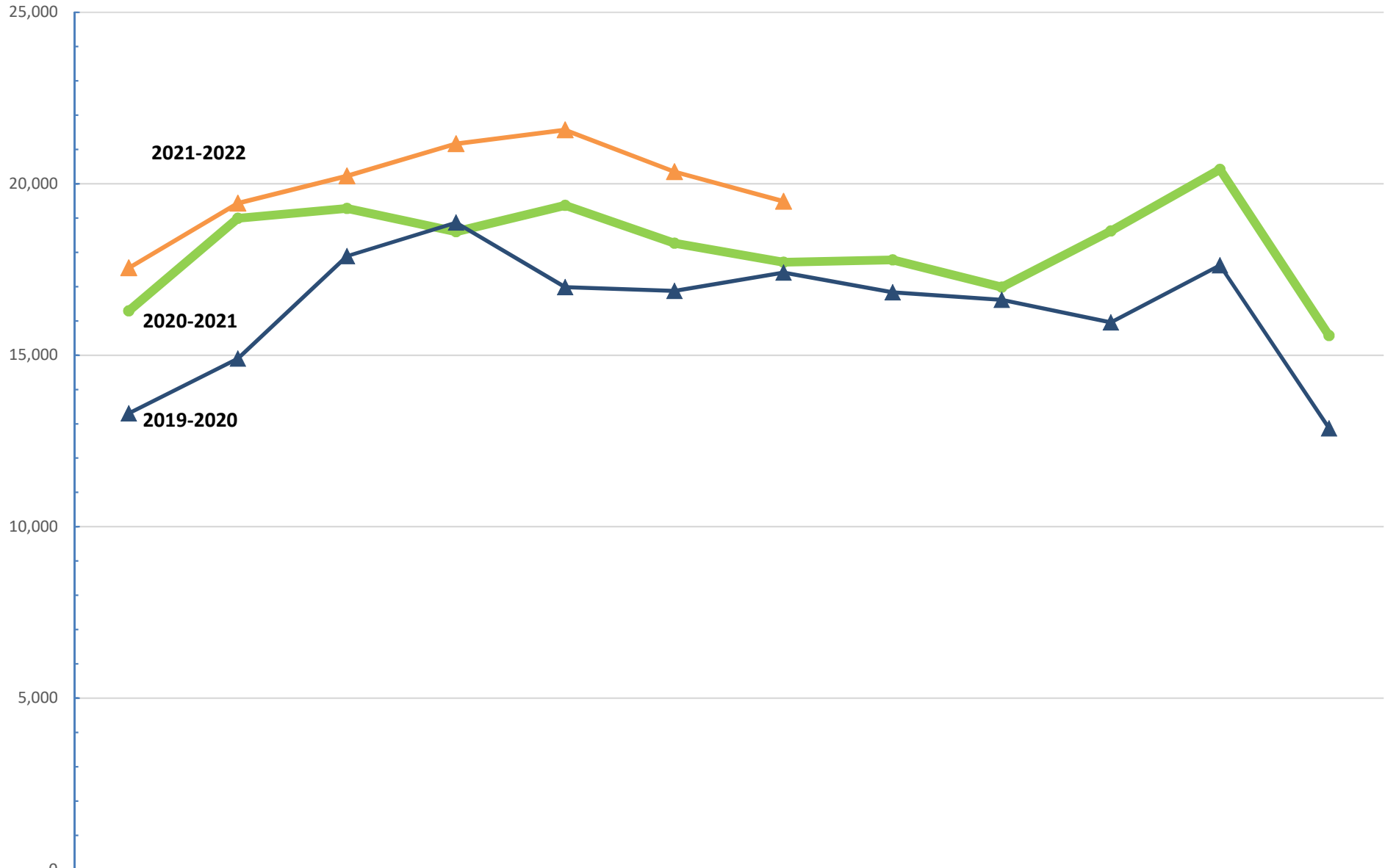
1. The student is between the ages of 3 and 21, inclusive;
2. The student has one or more of the disabilities listed in federal regulations, state law, or both; and
3. The student is not more than 21 years of age and has a visual or auditory impairment that prevents the student from being adequately or safely educated in the public schools without the provision of special services.

Cover Sheet

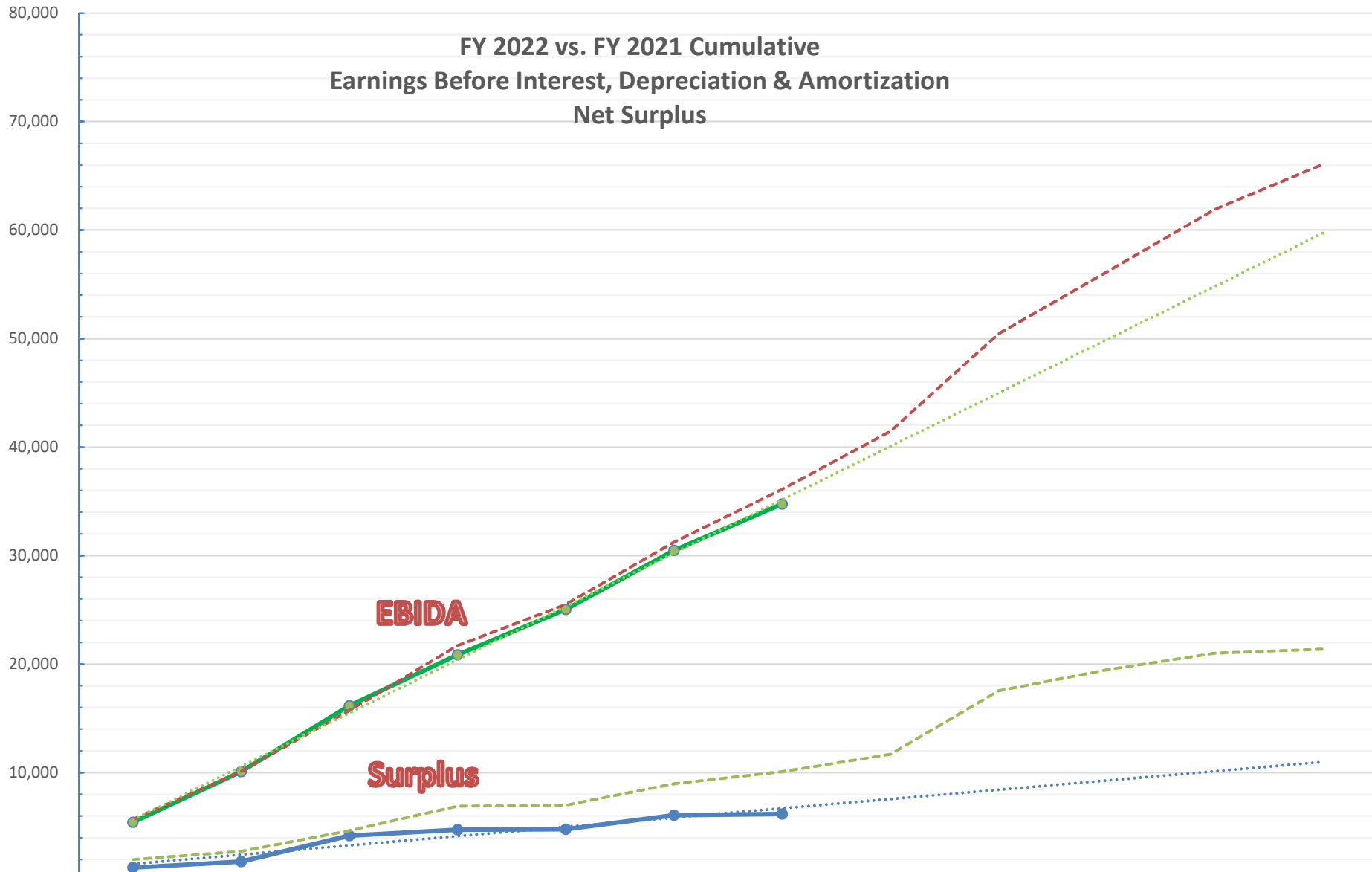
CONSIDER/ACT ON JANUARY, 2022 FINANCIAL REPORT

Section:	VIII. Board Items for Discussion/Action
Item:	A. CONSIDER/ACT ON JANUARY, 2022 FINANCIAL REPORT
Purpose:	Vote
Submitted by:	
Related Material:	ILTexas 2022-01 Board FS.pdf

TOTAL MONTHLY EXPENSES



FY 2022 vs. FY 2021 Cumulative Earnings Before Interest, Depreciation & Amortization Net Surplus



	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
—●— FY-22 EBIDA	5,410,463	10,080,345	16,150,015	20,850,944	25,047,598	30,475,776	34,748,123					
- - - FY-21 EBIDA	5,689,037	10,112,916	15,727,469	21,707,415	25,498,772	31,239,484	36,108,031	41,456,280	50,460,195	56,156,954	61,908,383	66,076,296
—●— FY-22 NI	1,239,172	1,807,454	4,190,337	4,730,940	4,779,991	6,067,002	6,179,758					
- - - FY-21 NI	1,986,285	2,741,600	4,647,200	6,914,070	6,984,612	8,976,801	10,094,214	11,687,498	17,533,518	19,478,978	21,010,638	21,379,915

ILTexas Board Report

Chief Financial Officer

January 31, 2022

Key Ratios / Indicators	Results	Stat	Notes
Days Cash On Hand Day's Cash	87 Days (↓3) \$ 607,400	G	Goal > 120 days Bonds = 45 days FIRST > 20 days
YTD DSCR (Debt Service Coverage Ratio)	1.5x	G	Goal = 1.50x Bonds = 1.10x FY-21 = 1.87
Debt : Net Assets Ratio DS % of Revenue	13 : 1 15.7%	G	
Current Enrollment (as of end of month)	<u>20,426</u> (↓106) ADA 19,124 WADA 28,719	G	<u>2020-2021</u> ADA: 19,933 WADA: 29,437

Treasury

BANKING

PNC	53,300,000	
TexPool	62,000	0.0904%
Total Cash	\$ 53,362,000	(↓\$ 1,667,000)

2021 Bond Funds available: \$598,000 (1 day)

YTD Fixed Assets

Purchases & Improvements = \$ 29,700,000 YTD

Land \$ 13,200,000
(Pearland, Mansfield, Richmond)

New Schools & Improvements

Mansfield	\$ 324,000
<u>S. Dallas Cnty</u>	<u>\$ 101,000</u>
KSHS	\$ 4,607,000
LDHS	\$ 381,000
Katy WPK	\$ 410,000
WMLOHS	\$ 755,000
BG Ramirez	\$ 5,100,000

HQ Facilities	\$ 4,080,000
Technology	\$ 748,000
Vehicles	\$ 310,000

Other Information

PNC/BBVA Loans

\$10 million drawn on \$10 million line (4.00%)
\$ 5 million drawn on \$35 million line (3.15%)

Financing

* Planning bond issue May 2021 or later (PSF)

Key Indicators	Final 2021	2022 Budget	YTD 2022
Revenue	\$ 239,100,000	\$ 267,000,000	\$145,900,000
Expenses	\$ 217,100,000	\$ 252,600,000	\$139,800,000
Net Income	\$ 22,000,000	\$ 14,400,080	\$ 6,100,000

INTERNATIONAL LEADERSHIP OF TEXAS

UNAUDITED

Financial Summary

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Year-to-Date	Budget
	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Total Ending Cash	\$ 52,988,110	\$ 46,577,344	\$ 51,933,111	\$ 40,204,272	\$ 37,279,062	\$ 55,030,315	\$ 53,362,876		
<i>Days Cash (excl. Bond Int. Fund)</i>	100.2	83.2	89.8	67.5	61.3	90.2	87.9		
Bond Project Fund	6,274,749	6,274,749	6,274,749	6,274,749	6,274,749	598,326	598,326		
Lease & Notes Payable	\$ 147,993	\$ 138,142	\$ 128,291	\$ 118,440	\$ 108,589	\$ 98,738	\$ 88,887		
\$10 million PNC Revolver	-	-	10,000,000	-	-	10,000,000	10,000,000		
\$35 million PNC Revolver	-	-	-	-	-	5,000,000	5,000,000		
Revenues	\$ 18,784,628	\$ 19,999,331	\$ 22,606,615	\$ 21,703,248	\$ 21,615,606	\$ 21,635,772	\$ 19,595,502	\$ 145,940,703	55% \$ 267,000,000
Less Expenses:									
Payroll Costs	9,602,559	11,337,631	12,441,494	11,963,641	12,023,303	12,229,517	12,294,399	81,892,546	56% 145,600,000
Other Operating	3,771,606	3,991,817	4,095,451	5,038,678	5,395,650	3,978,077	3,028,757	29,300,035	49% 59,700,000
Interest & Amort.	2,710,493	2,639,187	2,186,098	2,658,575	2,645,853	2,639,187	2,656,187	18,135,579	56% 32,300,000
Depreciation	1,460,798	1,462,415	1,500,688	1,501,750	1,501,750	1,501,981	1,503,404	10,432,786	70% 15,000,000
Other Gain (Loss)	-	-	-	-	-	-	-	-	-
Change in Net Assets	1,239,172	568,281	2,382,883	540,603	49,051	1,287,011	112,755	6,179,758	43% 14,400,000
EBIDA	\$ 5,410,463	\$ 4,669,883	\$ 6,069,670	\$ 4,700,929	\$ 4,196,654	\$ 5,428,179	\$ 4,272,346	\$ 34,748,123	56% \$ 61,700,000
Total Liabilities	588,756,492	588,496,791	595,539,791	585,399,836	587,127,191	602,463,655	601,336,652		
Total Net Assets	41,431,718	42,000,000	44,382,883	44,923,486	44,972,537	46,259,548	46,372,303		
D/E	14 : 1	14 : 1	13 : 1	13 : 1	13 : 1	13 : 1	13 : 1		
Net Assets Percent	6.6%	6.7%	6.9%	7.1%	7.1%	7.1%	7.2%		
Interest = % of Revenue (YTD)	14.4%	13.8%	12.3%	12.3%	12.3%	12.3%	12.4%		
Bond Cash Interest	\$ 2,629,690	\$ 2,596,264	\$ 2,143,175	\$ 2,596,264	\$ 2,596,264	\$ 2,596,264	\$ 2,596,264	\$ 17,754,184	
Bond Principal	691,265	725,849	725,849	725,849	725,849	725,849	725,849	5,046,356	
Other Debt Interest	38,291	411	411	19,800	7,078	411	17,411	83,813	
Other Debt Principal	9,862	9,851	9,851	9,851	9,851	9,851	9,851	68,968	
Cash Debt Service*	\$ 3,369,108	\$ 3,332,374	\$ 2,879,286	\$ 3,351,763	\$ 3,339,041	\$ 3,332,374	\$ 3,349,374	\$ 22,953,321	
D-S Coverage (YTD)	1.6	1.5	1.7	1.6	1.5	1.6	1.5	1.5	
D-S % of Revenue (YTD)	17.9%	17.3%	15.6%	15.6%	15.5%	15.5%	15.7%	15.7%	

* Excludes optional pre-payments

UNAUDITED

	July 2021	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Unaudited	Budget
	FY2022	FY2022	FY2022	FY2022	FY2022	FY2022	FY2022	Year-to-Date	FY2022
<i>Enrollment</i>									
Total Local Support	4,938	44,118	14,373	6,102	38,478	83,231	82,549	273,789	300,000
Total State Funds	16,815,897	17,078,622	21,005,791	17,564,745	17,767,319	17,833,448	16,504,808	124,570,630	228,300,000
Federal Program Revenues									
Title I (Part A & SIP)	501,322	362,576	288,722	285,301	407,205	272,638	409,768	2,527,533	
Title II	65,423	-	66,916	33,205	29,839	74,085	41,649	311,117	
Title III & Immigrant	20,134	17,242	13,075	15,117	16,234	137,593	13,055	232,449	
Title IV	14,086	105,283	30,403	21,547	23,931	32,074	20,085	247,409	
IDEA B	223,596	189,682	200,165	169,632	180,035	180,336	183,421	1,326,867	
Title I/II/III+Immigrant/IV/IDEAB	824,561	674,783	599,281	524,803	657,244	696,726	667,979	4,645,376	
Carl Perkins Grant	-	-	53,499	6,365	14,900	-	-	74,764	
Teacher Leadership / Cycle 2	10,000	-	-	-	-	14,708	-	24,708	
Instructional Continuity Grant	17,498	-	-	-	-	-	-	17,498	
ESSER II	-	-	-	1,778,501	1,827,257	37,342	-	3,643,100	
ESSER III	-	-	-	519,469	636,711	1,997,882	935,049	4,089,110	
Health+Related Svc (SHARS)	-	-	10,730	-	-	-	-	10,730	
Medicaid Admin. Claim	10,214	517	(10,790)	2,320	-	7,577	15,787	25,625	
JROTC	13,630	13,630	13,630	7,041	13,630	13,630	13,050	88,240	
Child Nutrition	<u>1,087,891</u>	<u>2,187,661</u>	<u>920,101</u>	<u>1,293,903</u>	<u>660,067</u>	<u>951,229</u>	<u>1,376,280</u>	<u>8,477,134</u>	
Total Federal Program Rev.	<u>1,963,794</u>	<u>2,876,591</u>	<u>1,586,451</u>	<u>4,132,401</u>	<u>3,809,809</u>	<u>3,719,093</u>	<u>3,008,145</u>	<u>21,096,284</u>	<u>38,400,000</u>
Total Revenues	\$ 18,784,628	\$ 19,999,331	\$ 22,606,615	\$ 21,703,248	\$ 21,615,606	\$ 21,635,772	\$ 19,595,502	\$ 145,940,703	\$ 267,000,000
Expenses									
11 Instructional	7,154,922	9,096,215	9,522,034	9,513,588	9,032,433	8,964,775	8,923,303	62,207,269	116,000,000
12 Inst. resources & media	86,532	100,997	104,610	125,332	141,010	107,970	116,960	783,412	1,200,000
13 Curriculum & inst. staff devel.	534,429	596,277	580,194	615,436	685,063	796,714	715,907	4,524,021	7,800,000
21 Instructional leadership	231,776	329,904	411,812	353,995	474,151	501,689	476,593	2,779,920	1,900,000
23 School leadership	796,542	1,042,591	1,063,852	1,025,707	925,672	928,156	1,000,572	6,783,902	11,400,000
31 Guidance counseling & eval.	388,457	403,126	460,006	814,827	617,936	463,827	540,336	3,688,515	6,500,000
32 Social work services	5,365	5,595	12,625	15,003	11,385	10,774	12,176	72,923	100,000
33 Health services	118,652	129,313	149,444	150,716	146,745	144,697	158,212	997,779	2,200,000
34 Student transportation	95,445	107,622	309,478	156,791	152,130	143,801	139,699	1,104,964	1,400,000
35 Food services	683,027	807,688	741,389	778,768	1,415,391	849,006	992,537	6,267,807	14,400,000
36 Extracurricular activities	170,000	92,961	105,436	100,818	114,740	107,917	135,144	827,015	1,900,000
41 General administration	1,462,189	(363,654)	(69,276)	691,158	442,289	508,457	478,636	3,149,799	7,400,000
51 Facilities maintenance & ops.	2,502,911	3,062,950	3,925,181	2,375,157	3,057,320	3,105,443	2,129,471	20,158,434	32,000,000
52 Security and Monitoring	134,850	215,662	110,146	422,288	229,935	274,883	246,544	1,634,308	2,800,000
53 Data processing services	235,084	587,627	323,158	1,114,516	1,196,901	462,950	419,407	4,339,643	7,900,000
61 Community services	206,155	547,625	257,061	201,279	242,595	302,482	308,773	2,065,969	2,900,000
71 Debt service	2,710,493	2,639,187	2,186,098	2,675,575	2,645,853	2,639,187	2,656,187	18,152,579	34,700,000
81 Fundraising	<u>28,627</u>	<u>29,364</u>	<u>30,483</u>	<u>31,691</u>	<u>35,006</u>	<u>36,035</u>	<u>32,291</u>	<u>223,497</u>	<u>100,000</u>
Total Expenses	\$ 17,545,456	\$ 19,431,050	\$ 20,223,732	\$ 21,162,645	\$ 21,566,556	\$ 20,348,761	\$ 19,482,747	\$ 139,760,946	\$ 252,600,000
Change in Total Net Assets	\$ 1,239,172	\$ 568,281	\$ 2,382,883	\$ 540,603	\$ 49,051	\$ 1,287,011	\$ 112,755	\$ 6,179,758	\$ 14,400,000

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

Expenses by Object Code

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	ILTexas
	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	2021-2022
61-- Payroll Costs	9,602,559	11,337,631	12,441,494	11,963,641	12,023,303	12,229,517	12,294,399	81,892,546
	51.1%	56.7%	55.0%	55.1%	55.6%	56.5%	62.7%	56.1%
6211 Legal Services	6,987	32,419	12,230	45,226	33,161	29,669	38,374	198,067
6212 Audit Services	10,000	61,100	-	-	-	-	-	71,100
6219 Professional Services	-	-	-	-	748	1,672	60	2,480
6239 ESC Services	10,300	2,850	6,236	33,904	89,735	134,359	3,605	280,990
6249 Contracted Maint/Repair	211,444	760,618	168,939	769,477	139,193	41,604	174,607	2,265,882
6254 Internet Services	20,359	18,352	9,783	17,736	31,699	62,021	55,984	215,934
6255 Cell Phones	6,332	6,332	-	14,852	6,495	8,902	16,092	59,004
6256 Water/Waste Mgmt	66,715	79,268	69,794	83,025	100,604	109,531	100,124	609,060
6257 Phone	35,139	21,481	31,425	30,306	27,224	28,746	25,852	200,171
6258 Electric	165,966	266,690	190,689	232,213	201,838	170,673	143,429	1,371,498
6259 Gas	3,186	2,251	2,459	3,933	9,311	10,410	17,956	49,506
6269 Rentals-Op Leases	75,469	101,537	102,546	116,325	136,710	93,410	97,818	723,816
6291 Consulting Services	-	75,222	-	3,000	-	-	805	79,027
6297 Security Service/Student	134,850	159,177	28,271	315,538	160,586	184,771	170,189	1,153,381
FOOD Child Nutrition Contr. Svcs.	639,868	652,566	681,676	590,204	1,271,988	759,996	872,510	5,468,808
6299 Misc. Contracted Service	796,434	1,739,762	991,557	1,587,104	1,861,480	1,535,283	833,950	9,345,571
62-- Professional And Contracted Svcs.	2,183,049	3,979,625	2,295,606	3,842,843	4,070,770	3,171,046	2,551,355	22,094,294
6311 Fuel	5,833	12,929	23,666	21,778	19,612	16,902	15,355	116,074
6319 Supplies M/O	10,447	46,943	87,445	62,738	107,539	117,796	65,986	498,894
6321 Textbooks	249	5,943	16,068	36,364	64,086	111	333	123,155
6329 Reading Materials	154,123	73,998	20,804	86,077	30,987	11,138	11,114	388,242
6339 Testing Materials	-	3,106	3,701	-	3,910	26,188	504	37,409
6344 USDA Commodities	-	135,966	-	114,903	79,055	35,655	67,144	432,723
6395 IT Repair Equipment	-	11,036	9,155	54,621	100,232	70,006	28,861	273,912
6396 Student Credits	-	(87,977)	(11,994)	(3,059)	(12,307)	(5,045)	(3,662)	(124,045)
6398 General Expense	1,000,000	(1,000,000)	-	-	-	-	-	-
6399 General Supplies	294,894	617,912	193,017	400,516	714,961	372,183	155,329	2,748,812
66xx Asset Purchases	-	-	-	60,848	(3,310)	(28,958)	(30)	28,550
63+66 Other Supplies & Materials	1,465,546	(180,144)	341,864	834,787	1,104,765	615,976	340,933	4,523,727
6411 Employee Travel	109,286	23,694	39,155	56,599	109,272	93,310	48,254	479,570
6412 Travel-Students	-	-	4,669	-	5,411	9,240	25,253	44,572
6419 Travel-Non-Emp	-	-	-	-	-	-	-	-
6429 Ins/Bonding Costs	64	(6,728)	1,630,177	13,428	203	30,601	182	1,667,927
6449 Depr Exp	1,460,798	1,462,415	1,500,688	1,501,750	1,501,750	1,501,981	1,503,404	10,432,786
6494 Reclass Transp Exp	-	-	-	-	-	-	(19,217)	(19,217)
6495 Memberships And Dues	780	13,420	217,870	188,453	11,089	2,668	6,171	440,451
6497 Dyslexia	-	-	(0)	-	0	-	(0)	(0)
6498 Campus Discr. Fund	3,933	21,118	32,565	16,418	13,221	16,819	14,681	118,755
6499 Misc Op Costs	8,948	140,832	(466,455)	69,150	80,919	38,416	61,145	(67,044)
64-- Other Operating Expenses	1,583,809	1,654,751	2,958,670	1,845,799	1,721,864	1,693,035	1,639,873	13,097,800
6521 Interest on Bonds	2,663,166	2,629,741	2,176,652	2,629,741	2,629,741	2,629,741	2,629,741	17,988,522
6522 Capital Lease Interest	416	411	411	411	411	411	411	2,882
6523 Interest on Other Debt	37,875	-	-	19,389	6,667	-	17,000	80,931
6524 Amort. Bond Issue Costs	42,512	42,512	42,512	42,512	42,512	42,512	42,512	297,583
6525 Amort. Bond Disc.(Prem.)	(33,476)	(33,477)	(33,477)	(33,477)	(33,477)	(33,477)	(33,477)	(234,338)
6529 Bond Issuance & Maint.	-	-	-	17,000	-	-	-	17,000
6598 Penalties+Net Pay Discounts	-	-	-	-	-	-	-	-
6599 Other Debt Fees	-	-	-	-	-	-	-	-
Total Expenses	\$ 17,545,456	\$ 19,431,050	\$ 20,223,732	\$ 21,162,645	\$ 21,566,556	\$ 20,348,761	\$ 19,482,747	\$ 139,760,946

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

Expenses by Object Code

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	ILTexas
	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	2021-2022
6111 Salary Control	-	-	-	-	-	-	1	1
6112 Salaries/Wages Sub Teach	9,525	26,465	241,810	310,701	478,324	419,451	385,786	1,872,061
6117 Extra Duty/Professional	284,920	45,246	77,834	98,582	82,778	178,070	98,231	865,662
6118 Stipends/Professional	271,640	293,658	290,163	299,057	287,208	1,404,371	588,943	3,435,040
6119 Salaries Teachers/Professional	6,728,419	8,466,194	8,742,625	8,466,922	9,576,167	7,407,376	8,457,141	57,844,844
6121 O/T Support Personnel	38,779	88,483	78,111	44,510	49,917	39,458	40,661	379,919
6127 Extra Duty Pay/Support Persnl	14,851	11,234	13,609	12,258	10,747	7,259	6,828	76,787
6129 Salaries/Wages Sup Persnl	910,966	998,517	1,083,777	1,096,285	1,109,881	1,099,925	1,068,540	7,367,891
6139 Employee Allowances	36	-	-	-	-	-	-	36
6141 FICA/Medicare	115,351	137,903	145,991	142,927	161,195	143,692	147,528	994,587
6142 GRP Health/Life Insurance	618,859	612,883	734,176	744,500	733,397	733,577	726,620	4,904,012
6143 Workers'Comp	12,308	-	242,683	(2,295)	-	-	48,898	301,594
6146 TRS	396,904	457,048	590,716	550,196	533,688	546,337	525,222	3,600,112
6149 Employee Benefits	-	-	-	-	-	50,000	-	50,000
6179 Payroll Accrual	200,000	200,000	200,000	200,000	(1,000,000)	200,000	200,000	200,000
61-- Payroll Costs	9,602,559	11,337,631	12,441,494	11,963,641	12,023,303	12,229,517	12,294,399	81,892,546
	51.1%	56.7%	55.0%	55.1%	55.6%	56.5%	62.7%	56.1%
PAYROLL BY DESIGNATED FUNDS SOURCE								
4XX State General Funds	8,810,171	10,748,052	11,913,649	10,941,984	10,876,078	10,006,706	10,860,243	74,156,883
240 Child Nutrition	18,033	17,573	51,410	51,652	53,692	50,447	49,054	291,861
211 Title I, A	465,508	321,748	266,661	260,049	258,068	254,153	249,061	2,075,248
224 IDEA B Formula	214,452	181,925	137,338	146,730	160,671	164,054	164,015	1,169,184
244 Carl Perkins	-	-	-	-	-	-	-	-
255 Title II	62,748	34,469	30,458	31,099	28,157	65,465	36,620	289,016
256 Teachers Leadership Cycle	-	-	-	-	-	13,698	-	13,698
263 Title III	18,139	13,737	12,819	13,238	13,012	32,025	31,991	134,960
266 ESSER I	-	-	-	-	-	-	-	-
276 Instructional Continuity	-	-	-	-	-	-	-	-
281 Esser II	-	-	-	-	-	-	-	-
282 Esser III	-	-	-	498,225	610,672	1,628,933	884,151	3,621,980
289 Title IV	13,510	20,127	29,160	20,666	22,952	14,037	19,264	139,716
Federal Funds	774,355	572,006	476,435	970,006	1,093,532	2,172,364	1,385,102	7,443,802
61-- Payroll Costs	9,602,559	11,337,631	12,441,494	11,963,641	12,023,303	12,229,517	12,294,399	81,892,546
	51.1%	56.7%	55.0%	55.1%	55.6%	56.5%	62.7%	56.1%

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

BALANCE SHEET

Assets	Beginning	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22
Current assets:								
Cash and cash equivalents	\$ 71,469,063	\$ 52,988,110	\$ 46,577,344	\$ 51,933,111	\$ 40,204,272	\$ 37,279,062	\$ 55,030,315	\$ 53,362,876
Cash, bond project fund	6,274,749	6,274,749	6,274,749	6,274,749	6,274,749	6,274,749	598,326	598,326
Cash, bond maintenance fund	268,137	276,471	284,804	293,137	301,471	301,471	301,471	301,471
Cash, bond debt service funds	19,482,335	19,482,335	19,482,335	19,482,335	19,482,335	19,482,335	19,482,335	19,482,335
Cash, debt service reserve fund	38,761,493	38,761,493	38,761,493	38,761,493	38,761,493	38,761,493	38,761,493	38,761,493
Due from government agencies	36,530,541	37,066,212	37,625,255	38,312,068	40,666,949	44,010,514	40,107,313	38,098,369
Other current assets	-	-	-	-	-	-	7,296	7,296
Total current assets	172,786,319	154,849,370	149,005,980	155,056,893	145,691,268	146,109,624	154,288,549	150,612,166
Non-current assets:								
Land	46,346,699	46,346,699	46,346,699	46,346,699	46,346,699	46,346,699	46,346,699	46,346,699
Buildings	439,127,983	439,127,983	441,835,394	441,860,201	441,860,201	441,868,500	441,905,787	441,912,026
Furniture and equipment	8,427,557	8,427,557	9,175,841	9,175,841	9,175,841	9,175,841	9,175,841	9,175,841
Vehicles	4,479,061	4,576,079	4,688,700	4,727,616	4,727,616	4,727,616	4,789,591	4,789,591
Less: Accumulated depreciation	(55,353,785)	(56,814,583)	(58,276,997)	(59,777,686)	(61,279,436)	(62,781,186)	(64,283,167)	(65,786,571)
Construction in Process	34,774,296	33,675,105	37,721,175	42,533,110	43,801,133	46,652,634	56,499,904	60,659,204
Total non-current assets	477,801,810	475,338,840	481,490,811	484,865,781	484,632,054	485,990,103	494,434,654	497,096,789
Total assets	\$ 650,588,129	\$ 630,188,210	\$ 630,496,791	\$ 639,922,674	\$ 630,323,322	\$ 632,099,728	\$ 648,723,203	\$ 647,708,955
Liabilities and Net Assets								
Current Liabilities:								
Accounts payable	14,351,672	6,328,382	7,804,778	5,368,563	5,671,085	9,093,217	9,808,559	9,167,838
Accrued payroll	14,505,092	14,700,401	14,903,732	15,102,228	15,302,316	14,302,278	14,502,602	14,701,983
Accrued interest	10,892,252	10,892,252	10,892,252	10,892,252	10,892,252	10,892,252	10,892,252	10,892,252
Student activity funds	760,730	763,061	822,848	830,232	914,332	946,257	1,093,721	1,134,722
Deferred revenue	4,760,491	1,639,140	366,590	366,590	366,590	366,590	366,590	366,590
Lease liabilities, current	118,223	111,671	105,122	98,573	92,024	85,475	78,926	72,377
Bonds, current maturities	8,295,182	8,342,743	8,390,293	8,437,843	8,485,393	8,532,943	8,580,493	8,628,043
Total current liabilities	53,683,641	42,777,651	43,285,616	41,096,282	41,723,992	44,219,013	45,323,143	44,963,805
	3.2	3.6	3.4	3.8	3.5	3.3	3.4	3.3
Long-term liabilities:								
Lease liabilities, long-term	39,632	36,322	33,020	29,718	26,416	23,114	19,812	16,510
Notes payable, long-term	10,000,000	-	-	10,000,000	-	-	15,000,000	15,000,000
Bonds payable, long-term	556,103,015	555,364,189	554,590,790	553,817,392	553,043,993	552,270,595	551,497,196	550,723,798
Bonds payable, net premium (discount)	1,009	(32,467)	(65,944)	(99,421)	(132,898)	(166,375)	(199,852)	(233,329)
Bonds payable, issue costs	(9,431,715)	(9,389,203)	(9,346,691)	(9,304,179)	(9,261,667)	(9,219,155)	(9,176,643)	(9,134,132)
Total long-term liabilities	556,711,941	545,978,841	545,211,175	554,443,509	543,675,844	542,908,178	557,140,513	556,372,847
Total liabilities	85.6% 610,395,583	588,756,492	588,496,791	595,539,791	585,399,836	587,127,191	602,463,655	601,336,652
Net assts (deficit):								
Beginning balance	16,829,679	40,191,630	40,191,630	40,191,630	40,191,630	40,191,630	40,191,630	40,191,630
Current year change in net assets	23,362,866	1,240,088	1,808,369	4,191,253	4,731,856	4,780,906	6,067,918	6,180,673
Total net assets	40,192,546	41,431,718	42,000,000	44,382,883	44,923,486	44,972,537	46,259,548	46,372,303
Total liabilities and net assets	\$ 650,588,129	\$ 630,188,210	\$ 630,496,791	\$ 639,922,674	\$ 630,323,322	\$ 632,099,728	\$ 648,723,203	\$ 647,708,955

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

CASH FLOWS

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	FYTD
Operating activities:								
Increase in net assets	\$ 1,239,172	\$ 568,281	\$ 2,382,883	\$ 540,603	\$ 49,051	\$ 1,287,011	\$ 112,755	\$ 6,179,758
Adjustments to change in net assets:								
Depreciation	1,460,798	1,462,415	1,500,688	1,501,750	1,501,750	1,501,981	1,503,404	10,432,786
Amortization of bond discount (premium)	(33,476)	(33,477)	(33,477)	(33,477)	(33,477)	(33,477)	(33,477)	(234,338)
Amortization of debt issuance cost	42,512	42,512	42,512	42,512	42,512	42,512	42,512	297,583
Change in cash held in trust - maintenance	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(33,333)
Changes in assets:								-
Due from Texas Education Agency	(535,671)	(559,042)	(686,813)	(2,354,880)	(3,343,566)	3,903,201	2,008,944	(1,567,828)
Other current assets	-	-	-	-	-	(7,296)	-	(7,296)
Changes in liabilities:								-
Accounts payable and accruals	(7,776,999)	1,796,964	(2,230,335)	586,709	2,454,019	1,063,129	(400,339)	(4,506,852)
Net cash provided by operations	(5,611,998)	3,269,320	967,124	274,884	670,290	7,757,060	3,233,800	10,560,479
TEA accel. payments (deferred rev.)	(3,170,000)	(1,330,000)	-	-	-	-	-	(4,500,000)
Change in cash held in trust - projects	-	-	-	-	-	5,676,423	-	5,676,423
								<i>Note: \$11.8m</i>
Investing activities:								
Misc. purchases & timing adjustments	-	-	-	-	-	-	-	-
Vacant Land	(87,000)	(3,432,139)	(4,347,034)	(10,000)	-	(5,323,773)	6,000	(13,193,946)
Real Property and Improvements	(1,074,855)	(3,321,343)	(489,708)	(1,258,023)	(2,859,799)	(4,560,784)	(4,171,539)	(17,736,051)
Vehicles & Equipment	(97,018)	(112,620)	(38,917)	-	-	(61,975)	-	(310,530)
Technology	-	(748,283)	-	-	-	-	-	(748,283)
Gain (Loss) on Sale of Assets	-	-	-	-	-	-	-	-
Retainage Carryforward	2,261,046	-	-	-	-	-	-	2,261,046
Net cash used in investing	1,002,172	(7,614,386)	(4,875,658)	(1,268,023)	(2,859,799)	(9,946,532)	(4,165,539)	(29,727,764)
Asset retirements at original cost								
Cash flows from (to) financing activities:								
Principal paid on Bond debt obligations	(691,265)	(725,849)	(725,849)	(725,849)	(725,849)	(725,849)	(725,849)	(5,046,356)
Principal paid on Other debt obligations	(9,862)	(9,851)	(9,851)	(9,851)	(9,851)	(9,851)	(9,851)	(68,968)
2020A Bond Issue								-
Bank loan - \$10M Revolver	(10,000,000)		10,000,000	(10,000,000)		10,000,000		-
Bank loan - \$35M Revolver						5,000,000		5,000,000
Cash provided (used) by financing	(10,701,127)	(735,700)	9,264,300	(10,735,700)	(735,700)	14,264,300	(735,700)	(115,324)
Net increase (decr) in cash & equivalents	(18,480,953)	(6,410,766)	5,355,767	(11,728,839)	(2,925,209)	17,751,252	(1,667,438)	(18,106,187)
Cash and cash equivalents at beginning of period	71,469,063	52,988,110	46,577,344	51,933,111	40,204,272	37,279,062	55,030,315	71,469,063
Cash and cash equivalents at end of period	52,988,110	46,577,344	51,933,111	40,204,272	37,279,062	55,030,315	53,362,876	53,362,876