



**Terrell ISD**

**Regular Meeting**

**Tuesday, January 21, 2020 6:00 PM**

# Agenda of Regular Meeting

## The Board of Trustees Terrell ISD

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A Regular Meeting of the Board of Trustees of Terrell ISD will be held January 21, 2020, beginning at 6:00 PM in the Board Room, TISD Administration Building, 700 N. Catherine St., Terrell, TX 75160.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call Meeting to Order and Establish that a Quorum is Present
2. Pledges of Allegiance and Moment of Silence
3. Public Comments
4. Recognitions  
Presenter: Olivia Rice
  - A. School Board Appreciation Recognition
5. Superintendent's Report  
Presenter: Dr. Georgeanne Warnock
6. Consent Agenda
  - A. Consider Acceptance of Monthly Financial Reports 4
    1. November 2019 Tax Report
    2. December 2019 Financial Summary
    3. Head Start December 2019 Financial report
    4. Head Start December 2019 Head Start Credit Card report
    5. Quarterly Investment Report as of November 2019
  - B. Consider approval of the Election of Personnel 11
  - C. Consider Approval of TASB Policy Update 114 as initiated by TASB Policy Service 13
  - D. Consider Roofing Maintenance and Repair Vendors from RFP 19-10-1119 22
  - E. Consider and Possible Action Regarding All Matters Related to a May 2, 2020 School Board Election including Adoption of an Election Order - Action 24
  - F. Consider Approval of Contract for Election Services between Terrell ISD and Brenda Samples, Tax Assessor-Collector of Kaufman County (County Election Officer) - Action 27
7. Items Removed from Consent Agenda

8. Non-Action Items for Discussion and Consideration	
A. Report and Public Hearing on the 2019 Texas Academic Performance (TAPR) and Annual Report	32
9. Items for Discussion and Action	
A. Consider hiring Huckabee & Associates, Inc. to serve as the school district's architect for the renovations of the Terrell ISD central administration building - Action	160
B. Consider Gallagher Construction as the Construction Manager Agent (CMA) for the renovations of the Terrell ISD central administration building - Action	161
C. Consider the delegation of authority to the Superintendent and/or Deputy Superintendent to procure and approve contracts on behalf of the District for renovations of the Terrell ISD central administration building - Action	162
D. Approve RFP for Landscape Services at Admin Building - Action	163
E. Consider the approval of revision of Board Policy CH (Local)	165
F. Consider approval of revisions to Board Policy FMG (Local)	168
G. Consider Approval of the District's Annual Financial Report for the fiscal year ending August 31, 2019	170
H. Consider Appointee to the Parks and Downtown Improvement Corporation (PADIC) Steering Committee of the Opportunity Zone	252
I. Consider and take Possible Action on All Matters Related to Team of Eight and Board Work/Study for Spring 2020	253
10. Adjournment	

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal: To become the district of choice in Kaufman County	6. a.

<b>Agenda Item:</b> Consider Acceptance of Monthly Financial Reports
<p><b>Summary:</b> This report includes the following items:</p> <ol style="list-style-type: none"> <li>1. November 2019 Tax report</li> <li>2. December 2019 Financial Summary</li> <li>3. Head Start December 2019 Financial report</li> <li>4. Head Start December 2019 Credit Card report</li> <li>5. Quarterly Investment Report as of November 2019</li> </ol>

<b>Attachments:</b>
Financial Reports for January 2020

<b>Administrative Recommendation:</b>
It is the recommendation of the Superintendent that the Board of Trustees accepts the Financial Reports for January 2020.

<b>Budget/Funding</b>
n/a

FISCAL START: 09/01/2019 END: 08/31/2020 JURISDICTION: 0207 TERRELL ISD

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
CURRENT YEAR	1,917,578,485	78,134,171	1,995,712,656	01.498050	28,867,732.98	2,699

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
2019	27,710,130.39	27,612.37-	1,157,602.59	1,240,061.18	1,657,468.71	27,210,264.27	5.74	0.00
2018	504,950.74	19,769.49-	2,824.36	33,392.43	115,216.03	392,559.07	22.69	49.19-
2017	240,820.48	10,208.81-	3,153.42	10,767.77	28,192.03	215,781.87	11.56	130.87-
2016	171,456.58	3,336.03-	6,841.14	8,958.40	18,135.54	160,162.18	10.17	0.00
2015	125,298.51	2,012.60-	294.77-	4,950.34	8,077.09	116,926.65	6.46	0.00
2014	103,467.19	.00	914.81	3,074.84	4,881.09	99,500.91	4.68	0.00
2013	89,929.23	.00	0.00	180.50	1,266.04	88,663.19	1.41	0.00
2012	65,456.49	.00	0.00	95.36	205.65	65,250.84	.31	0.00
2011	59,071.32	.00	0.00	214.12	589.41	58,481.91	1.00	0.00
2010	59,355.66	.00	0.00	95.36	254.31	59,101.35	.43	0.00
2009	77,402.61	.00	2,882.00-	156.13	225.64	74,294.97	.30	2,882.00-
2008	69,790.37	.00	2,882.00-	95.36	142.19	66,766.18	.21	2,882.00-
2007	73,790.14	.00	0.00	95.36	208.41	73,581.73	.28	0.00
2006	36,957.29	.00	0.00	306.08	467.40	36,489.89	1.26	0.00
2005	26,148.41	.00	659.50-	141.22	269.55	25,219.36	1.06	659.50-
2004	13,072.14	.00	0.00	612.81	951.43	12,120.71	7.28	0.00
2003	5,518.67	.00	0.00	52.16	52.16	5,466.51	.95	0.00
2002	4,049.15	.00	0.00	51.09	51.09	3,998.06	1.26	0.00
2001	3,337.64	.00	0.00	47.53	47.53	3,290.11	1.42	0.00
2000	2,743.89	.00	0.00	43.62	43.62	2,700.27	1.59	0.00
1999	3,252.74	.00	0.00	42.70	42.70	3,210.04	1.31	0.00
1998	7,562.29	.00	0.00	0.00	0.00	7,562.29		0.00
****	29,453,561.93	62,939.30-	1,164,618.05	1,303,434.36	1,836,787.62	28,781,392.36		6,603.56-

Comparison of Revenue to Budget  
 As of December  
 BOARD MEETING: JANUARY 2020

	Estimated Revenue	Current Realized Revenue	Realized Revenue To Date	Revenue Balance	Percent Realized
<b>General Operating Funds</b>					
199 / 0 - GENERAL OPERATING FUND 5000	49,796,759.00	-1,473,982.70	-16,402,674.52	33,394,084.48	32.94%
<b>Totals 5000 REVENUE</b>	<b>49,796,759.00</b>	<b>-1,473,982.70</b>	<b>-16,402,674.52</b>	<b>33,394,084.48</b>	<b>32.94%</b>
<b>Totals 7000</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Totals General Operating Funds</b>	<b>49,796,759.00</b>	<b>-1,473,982.70</b>	<b>-16,402,674.52</b>	<b>33,394,084.48</b>	<b>32.94%</b>
<b>Special Revenue Funds</b>					
240 / 0 - SCHOOL NUTRITION 5000	2,993,455.00	-260,153.25	-772,990.16	2,220,464.84	25.82%
<b>Totals 5000 REVENUE</b>	<b>2,993,455.00</b>	<b>-260,153.25</b>	<b>-772,990.16</b>	<b>2,220,464.84</b>	<b>25.82%</b>
<b>Totals 7000</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Totals Special Revenue Funds</b>	<b>2,993,455.00</b>	<b>-260,153.25</b>	<b>-772,990.16</b>	<b>2,220,464.84</b>	<b>25.82%</b>
<b>Interest &amp; Sinking Funds</b>					
511 / 0 - DEBT SERVICE FUND 5000	7,875,834.00	-613,093.30	-1,118,157.47	6,757,676.53	14.20%
<b>Totals 5000 REVENUE</b>	<b>7,875,834.00</b>	<b>-613,093.30</b>	<b>-1,118,157.47</b>	<b>6,757,676.53</b>	<b>14.20%</b>
<b>Totals 7000</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Totals Interest &amp; Sinking Funds</b>	<b>7,875,834.00</b>	<b>-613,093.30</b>	<b>-1,118,157.47</b>	<b>6,757,676.53</b>	<b>14.20%</b>
<b>Total Revenues 5000</b>	<b>60,666,048.00</b>	<b>-2,347,229.25</b>	<b>-18,293,822.15</b>	<b>42,372,225.85</b>	<b>30.15%</b>
<b>Total Revenues 7000</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Revenues</b>	<b>60,666,048.00</b>	<b>-2,347,229.25</b>	<b>-18,293,822.15</b>	<b>42,372,225.85</b>	<b>30.15%</b>

Comparison of Expenditures and Encumbrances to Budget  
 As of December  
 BOARD MEETING: JANUARY 2020

	<u>Appropriation</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
<b>General Operating Funds</b>						
199 / 0 - GENERAL OPERATING FUND 6000	-49,316,759.00	565,704.24	3,558,523.98	15,569,101.36	-33,181,953.40	31.57%
<b>Totals 6000 EXPENDITURES</b>	<b>-49,316,759.00</b>	<b>565,704.24</b>	<b>3,558,523.98</b>	<b>15,569,101.36</b>	<b>-33,181,953.40</b>	<b>31.57%</b>
<b>Totals 8000 COST OF ISSUANCE</b>	<b>-480,000.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>-480,000.00</b>	<b>-0.00%</b>
<b>Totals General Operating Funds</b>	<b>-49,796,759.00</b>	<b>565,704.24</b>	<b>3,558,523.98</b>	<b>15,569,101.36</b>	<b>-33,661,953.40</b>	<b>31.27%</b>
<b>Special Revenue Funds</b>						
240 / 0 - SCHOOL NUTRITION 6000	-2,993,455.00	114,168.52	447,490.95	1,177,833.01	-1,701,453.47	39.35%
<b>Totals 6000 EXPENDITURES</b>	<b>-2,993,455.00</b>	<b>114,168.52</b>	<b>447,490.95</b>	<b>1,177,833.01</b>	<b>-1,701,453.47</b>	<b>39.35%</b>
<b>Totals 8000</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Totals Special Revenue Funds</b>	<b>-2,993,455.00</b>	<b>114,168.52</b>	<b>447,490.95</b>	<b>1,177,833.01</b>	<b>-1,701,453.47</b>	<b>39.35%</b>
<b>Interest &amp; Sinking Funds</b>						
511 / 0 - DEBT SERVICE FUND 6000	-5,580,100.00	.00	.00	.00	-5,580,100.00	-0.00%
<b>Totals 6000 EXPENDITURES</b>	<b>-5,580,100.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>-5,580,100.00</b>	<b>-0.00%</b>
<b>Totals 8000</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Totals Interest &amp; Sinking Funds</b>	<b>-5,580,100.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>-5,580,100.00</b>	<b>-0.00%</b>
<b>Total Expenditures 6000</b>	<b>-57,890,314.00</b>	<b>679,872.76</b>	<b>4,006,014.93</b>	<b>16,746,934.37</b>	<b>-40,463,506.87</b>	<b>28.93%</b>
<b>Total Expenditures 8000</b>	<b>-480,000.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>-480,000.00</b>	<b>-0.00%</b>
<b>Total Expenditures</b>	<b>-58,370,314.00</b>	<b>679,872.76</b>	<b>4,006,014.93</b>	<b>16,746,934.37</b>	<b>-40,943,506.87</b>	<b>28.69%</b>

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**HEAD START FINANCIAL REPORT**  
**GRANT PERIOD: APRIL 1, 2019 THROUGH MARCH 31, 2020**  
**MONTH OF DECEMBER 2019**

06CH7198-05-01

	Original NOGA Budget	Amended Budget	Prior 206-9 Apr.-Aug.	Prior 205-0 Sept.-Mar.	Total Prior Expenditures	205-0 Current Expenditures	Cumulative Expenditures	Ending NOGA Balance
A. Personnel	731,949.00	731,949.00	256,452.43	205,186.51	461,638.94	70,174.21	531,813.15	200,135.85
B. Fringe Benefits	125,048.00	125,048.00	42,911.57	38,376.16	81,287.73	12,993.56	94,281.29	30,766.71
C. Travel	2,000.00	22,000.00	18,862.42	(28.13)	18,834.29	-	18,834.29	3,165.71
D. Equipment	-	-	-	-	-	-	-	-
E. Supplies	93,146.00	73,146.00	5,441.16	3,844.66	9,285.82	9,823.43	19,109.25	54,036.75
F. Contractual	33,700.00	33,700.00	5,143.14	7,424.35	12,567.49	27.93	12,595.42	21,104.58
G. Construction	-	-	-	-	-	-	-	-
H. Other	43,993.00	43,993.00	15,191.21	7,622.27	22,813.48	5,991.47	28,804.95	15,188.05
Total	1,029,836.00	1,029,836.00	344,001.93	262,425.82	606,427.75	99,010.60	705,438.35	324,397.65

**HEAD START FINANCIAL REPORT**  
**GRANT PERIOD: APRIL 1, 2019 THROUGH MARCH 31, 2020**  
**CREDIT CARD PURCHASES**

Month	Date	Check #	Vendor	Account Code	Amount
December 2019		NONE			

**QUARTERLY INVESTMENT REPORT**  
**September 1, 2019 - November 30, 2019**

	9/1/2019 BEGINNING BALANCE	DEPOSITS	WITHDRAWALS	INTEREST	11/30/2019 ENDING BALANCE
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**LONE STAR-LIQUIDITY PLUS**

General Operating	4,379,990.71	2,265,989.43	-	24,136.02	6,670,116.16
Group Health Insurance	0.02	-	(0.02)		-
Worker's Compensation	460,086.70	-	(100,000.00)	1,733.94	361,820.64
Interest and Sinking	2,677,714.24	499,271.46	-	13,181.73	3,190,167.43
Capital Projects	1,212,340.93	-	(1,213,730.22)	1,787.52	398.23
<b>TOTAL</b>	8,730,132.60	2,765,260.89	(1,313,730.24)	40,839.21	10,222,502.46

**TEXPOOL**

General Operating	1,071,256.13	4,000,000.00	(1,000,000.00)	14,710.43	4,085,966.56
Interest and Sinking	247.12	-	-	0.94	248.06
Capital Projects	1,352.95	-	-	6.39	1,359.34
<b>TOTAL</b>	1,072,856.20	4,000,000.00	(1,000,000.00)	14,717.76	4,087,573.96

**CERTIFICATES OF DEPOSIT**

General Operating	3,337,061.36	-	(6,964.68)	29,004.74	3,359,101.42
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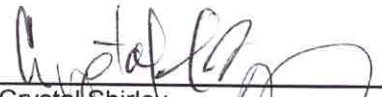
**TOTAL INVESTMENTS**

	13,140,050.16	6,765,260.89	(2,320,694.92)	84,561.71	17,669,177.84
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	August 31, 2019	November 30, 2019
Average Weighted Maturity	83.64%	52.30%
Average Weighted Yield	2.4110%	2.0278%

**COMPLIANCE STATEMENT**

The investments presented in this report conform to the investment policies of Terrell ISD. These investments are managed under the investment strategy approved by the Terrell ISD Board of Trustees.

  
 Crystal Shirley  
 Executive Director of Finance

  
 Donna Eason  
 Investment Officer

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
February 18, 2020	Goal 3: Build capacity in all district employees by recruiting, retaining, and training fully certified and highly qualified principals, teachers, and staff.	6. b.

**Agenda Item:** Consider approval of the Election of Personnel.

**Summary:**

The District employees full-time professional employees in positions requiring a certificate from the State Board of Educator Certification (SBEC) and other designated employees. The purpose of this agenda item is to facilitate Board approval of these contracts.

**Attachments:**

List of individuals recommended for employment

**Administrative Recommendation:**

Administration recommends that the Board of Trustees approves the employment of these individuals as indicated on the attached list.

**Budget/Funding**

N/A

**TERRELL INDEPENDENT SCHOOL DISTRICT**

**TERRELL, TEXAS**

**January 21, 2020**

**ELECTION OF PERSONNEL: 2019-2020 School Year**

<b><u>NAME</u></b>	<b><u>POSITION/CAMPUS</u></b>	<b><u>UNIVERSITY</u></b>	<b><u>DEGREE</u></b>	<b><u>MAJOR</u></b>	<b><u>EXP.</u></b>
Blake Boone	8th Grade ELAR Teacher / FMS	University of North Texas	Bachelor	Integrative Studies	0
Patrick Thomas	Chemistry / POT Teacher / THS	California State University-Sacramento	Masters	Business Administration	0

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020		6. c.

**Agenda Item: Consider Approval of TASB Policy Update 114 as initiated by TASB Policy Service**

**Summary:**

Per Board Policy BF (LOCAL), policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that the Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

TASB Policy Update 114 has been submitted to the Board of Trustees in advance of this meeting for review.

**Attachments:**

Vantage Points Guide for Update 114

**Administrative Recommendation:**

Administration recommends the approval of TASB Policy Update 114.

**Budget/Funding**

Not applicable

# Vantage Points

## A Board Member's Guide to Update 114

**Please note:** *Vantage Points* is an executive summary, prepared specifically for board members, of the TASB Localized Update. The topic-by-topic outline and brief descriptions focus on key issues to help local officials understand changes found in the policies.

**The description of policy changes in *Vantage Points* is highly summarized. Please pay careful attention to the more detailed, district-specific Explanatory Notes and the policies in your localized update packet.**

For questions, contact Policy Service at [policy.service@tasb.org](mailto:policy.service@tasb.org), call us at 800-580-7529, or visit our website at [policy.tasb.org](http://policy.tasb.org).

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

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Numerous bills were enacted in the 86th Legislative Session. In this *Vantage Points*, we will focus primarily on the local policies impacted by these new laws. There are a few policies that are recommended for updating in response to revised guidance from the Texas Education Agency. Different from previous versions of the *Vantage Points*, we have organized this document to align with the sections of the policy manual.

**We strongly encourage you to review the Explanatory Notes contained in your district’s update packet for information specific to your policies and additional background on all the changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

**Section B—Local Governance**

**Tax Officials**

***BDAF(LOCAL) POLICY CONSIDERATION***

A few districts had provisions regarding tax officials at this code. Since the statutory language on tax officials is being moved to CCG(LEGAL), districts with this policy will find that the content regarding the employment of an assessor or collector of district taxes has been moved to CCG(LOCAL). The BDAF policy code has been deleted from the table of contents and is no longer an active code.

**Board Meetings**

SB 494 reduced the time required to post notice of an emergency meeting from two hours to one hour. This new one-hour requirement would also apply to an amendment to the meeting agenda after the 72-hour deadline, which is known as a supplemental notice. The same bill revised what constitutes an emergency or urgent public necessity that would permit the board to hold an emergency meeting or to amend its agenda after the 72-hour deadline.

SB 1640 revised the definition of “deliberation” and added new provisions that prohibit a series of communications between board members. Board members should review the sections in BE(LEGAL) titled Deliberation and Prohibited Series of Communications for more information.

***BE(LOCAL) POLICY CONSIDERATION***

SB 494 reduces the time required to post notice of an emergency meeting or to provide a supplemental notice from two hours to one hour. A recommended revision to BE(LOCAL) reflects this change. All other legislative changes regarding board meetings are reflected in BE(LEGAL).

**Public Comment**

HB 2840 impacts the manner in which public comment is conducted in your district. Prior to this legislation, the board had ample discretion to manage the portion of the meeting when citizens could address the board. The law now requires that public comment be permitted on agenda items at all meetings, including regular meetings, special meetings, and board workshops. The opportunity for the public to address the board on an agenda item must be before or during the board’s deliberation on the item. The bill also states that the board cannot prohibit public criticism of the board unless the criticism is otherwise prohibited by law. HB 2840 does permit the board to establish reasonable rules that govern the amount of time an individual is permitted to speak, with additional time permitted for speakers that require certain translation services.

***BED(LOCAL) POLICY CONSIDERATION***

The vast majority of school districts were permitting public comment prior to this new law. In response to HB 2840, the following revisions to BED(LOCAL) are recommended:

- Deletion of the overall time for public comment.
- Deletion of the requirement that delegations of a certain number appoint one spokesperson.
- At regular meetings, public comment continues to be permitted on any topic, whether it is an item on the posted agenda or not.
- At special meetings, including board workshops or work sessions, public comment is limited to items on the posted agenda.
- A new provision is included requiring all public comment to occur at the beginning of the meeting.

To assist with efficient management of board meetings when large numbers of individuals wish to address the board, the revised policy permits the presiding officer to make adjustments to procedures, such as adjusting the time allotted to each speaker, reordering agenda items, deferring public comments on nonagenda items, and continuing agenda items to a later meeting.

For those few districts that did not permit public comment at board meetings prior to this legislation, the revisions made to BED(LOCAL) will now permit public comment at all board meetings but only for agenda items. The policy for these districts also states when public comment will be received and includes a provision that permits the presiding officer to make adjustments to procedures for meeting efficiency as well as time limits for individuals to address the board.

If the board wishes to limit public comment to agenda items at regular meetings, adjust the individual time limit, or make other adjustments to this policy, please contact the district's TASB policy consultant.

To assist the board in developing public comment procedures, Policy Services provides samples in the *TASB Regulations Resource Manual*. Please contact your superintendent or your TASB policy consultant if you wish to review these sample board procedures.

**Section C—  
Business and  
Support Services**

**Texas Economic  
Development Act**

***CCGB(LOCAL) POLICY CONSIDERATION***

For those districts that currently have a local policy at CCGB(LOCAL), we recommend a more streamlined version of that policy. The revised policy removes legal provisions that can be found in CCGB(LEGAL) and addresses provisions that require board action, such as establishing the threshold for the large project application, setting the standard application fee, providing procedures for filing and processing the application, outlining the board and superintendent responsibilities regarding the application and implementation of the agreement, and providing a statement regarding conflicts of interest.

**Investments**

HB 2706 permits the district to invest bond proceeds or pledged revenue to the extent allowed by the Public Funds Investment Act, other laws, and the district's local policy.

***CDA(LOCAL) POLICY CONSIDERATION***

The recommended changes to CDA(LOCAL) permit the district to invest bond proceeds or pledged revenue in accordance with law. Additional recommended revisions clarify that, should the district exercise the option to invest in bond proceeds, those investments could not be made in no-load mutual funds.

Governmental Accounting Standards Board (GASB) Statement 84 revised terminology to change "agency" funds to "custodial" funds. In response, a corresponding change is recommended in the local policy.

Finally, a few districts' local policies included a statement requiring an annual portfolio report to the board in addition to the monthly or quarterly reports the board receives. Because there is no requirement to reflect this practice in policy, the provision is recommended for removal. A district may continue to provide this annual report without the policy provision.

**Purchasing  
Procedures**

***CH(LOCAL) POLICY CONSIDERATION***

The Texas Education Agency, through its *Financial Accountability System Resource Guide*, requires the district to have purchasing procedures to comply with a variety of state and federal laws. Recommended policy text has been added that requires the superintendent to develop those procedures.

**Emergency  
Operations  
Plans**

***CKC(LOCAL) POLICY CONSIDERATION***

Recommended revisions to this policy require the district’s emergency operations plan to include active shooter response procedures (HB 2195) and to ensure that a substitute teacher has access to campus buildings and materials to carry out duties of a regular district employee during an emergency or emergency drill (SB 11).

**Security  
Personnel**

***CKE(LOCAL) POLICY CONSIDERATION***

This policy has been revised to comply with SB 1707. The bill prohibits district peace officers or school resource officers (SRO) from being assigned routine discipline or school administrative tasks. A statement to this effect has been added to the policy.

SB 1707 also requires that the board determine the duties of the district’s peace officers and SROs and include those duties in specific documents, such as the district improvement plan, the student code of conduct, and other appropriate publications. For districts with a police force, if your policy describes the powers and duties of your police officers, your policy will meet this requirement. If your district has entered into an agreement with local law enforcement to hire SROs and has this currently reflected in your policy manual, new policy language is recommended to satisfy the SB 1707 requirement to determine SRO duties.

**Cybersecurity**

***CQB(LOCAL) POLICY CONSIDERATION***

This new recommended policy code has been created to house the new cybersecurity policy required by SB 820 and to address the cybersecurity training of employees and board members required by HB 3834. This new code is also where provisions on security breaches are now found; these provisions were formerly coded at policy CQ. The security breach text has

been revised to address reporting requirements to the Texas Education Agency in accordance with SB 820.

**Section D—  
Personnel**

**Furloughs**

***DFFA(LOCAL) POLICY CONSIDERATION***

A minor revision is recommended to this policy as a result of HB 3 moving statutory provisions on furloughs from Education Code Chapter 42 to Chapter 48. The detail has been removed in favor of the cross-reference to policy DEA.

**Firearms**

***DH(LOCAL) POLICY CONSIDERATION***

HB 1143 prohibits a district from regulating the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a district parking area, provided the item is not in plain view. Recommended changes to this policy and GKA(LOCAL) reflect this new law by deleting language requiring firearms in locked vehicles to be unloaded.

**Section E—  
Instruction**

**Gifted and  
Talented  
Program**

***EHBB(LOCAL) POLICY CONSIDERATION***

Based on HB 3 and the newly adopted Texas State Plan for the Education of Gifted/Talented Students, EHBB(LEGAL) and (LOCAL), the policies on gifted and talented (GT) services, have been updated. EHBB(LOCAL) has undergone a complete review to ensure that all required provisions are included in the policy as reflected in law and the state plan. In addition to the revisions to existing text, new recommended provisions address use of GT funds and the annual compliance certification the district must make to the commissioner. This recommended policy also addresses parent consultations for exiting students, appeals, and broader language regarding the selection committee. The remaining revisions are recommended to provide more flexibility to the district regarding reassessments and placement of transfer students in the GT program.

**Partnership  
Charters**

***ELA(LOCAL) POLICY CONSIDERATION***

This policy only appears in a few districts' policy manuals. A minor revision has been made to the legal citation in this policy as a result of HB 3, which

moved funding provisions regarding partnership charters from Education Code Chapter 42 to Chapter 48.

**Section F—  
Students**

**School Safety  
Transfers**

***FDE(LOCAL) POLICY CONSIDERATION***

TEA's recent revisions to the Unsafe School Choice Option Guidance Handbook prompted recommended changes at FDE(LOCAL) to update the list of violent criminal offenses for which a victim is eligible for a transfer to another school within the district.

**UIL Physicals**

***FFAA(LOCAL) POLICY CONSIDERATION***

A new UIL rule requires students who are participating in marching band to have a pre-participation physical in accordance with the schedule established by the UIL. Recommended revisions to this policy broaden the language to accommodate future changes to UIL rules and allow the superintendent to designate other extracurricular programs for which the district will require physicals.

**Threat  
Assessments**

FFB(LEGAL) includes new provisions regarding the establishment and composition of threat assessment and safe and supportive school teams as required by SB 11 and the process these teams will use in evaluating individuals and students who make threats of violence or exhibit harmful, threatening, or violent behavior.

***FFB(LOCAL) POLICY CONSIDERATION***

This new recommended local policy has been created in response to SB 11 and addresses the requirement for boards to adopt policies and procedures regarding the threat assessment and safe and supportive teams. The district's policies and procedures must be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC). TASB collaborated with the TxSSC to develop this policy.

The TxSSC advises that district procedures need to be individualized to fit each district's unique circumstances. The TxSSC website has numerous resources to assist in developing such procedures.

**Trauma-Informed Care**

***FFBA(LOCAL) POLICY CONSIDERATION***

This new recommended local policy on trauma-informed care has also been developed to comply with SB 11. The details of the district's trauma-informed care program must be included in the district improvement plan. The policy specifies the elements required to be addressed in the district's trauma-informed care program, including increasing staff and parent awareness of trauma-informed care, required training, and available counseling options for students affected by trauma or grief. The policy also affirms that the district must report training compliance to TEA.

**Student Records**

***FL(LOCAL) POLICY CONSIDERATION***

This policy has been revised to assist with the implementation of the district's safe and supportive school program (see policy FFB) as required by SB 11. The new recommended provision at Access by School Officials clarifies that a person appointed to a team that supports the safe and supportive school program may access student records if the person has a legitimate educational interest in the records.

**Section G—  
Community and  
Governmental  
Relations**

**Public  
Information  
Requests**

***GBAA(LOCAL) POLICY CONSIDERATION***

SB 494 permits the board of a district impacted by a catastrophe to temporarily suspend the Public Information Act. This policy includes new recommended provisions to delegate to the superintendent the authority to approve the initial suspension period of up to seven consecutive days and provide the required notices. For an extension beyond the initial seven-day period, the law requires the board to determine whether it is still impacted by the catastrophe. Thus, the recommended local policy text requires the board to approve an extension.

**Firearms**

***GKA(LOCAL) POLICY CONSIDERATION***

HB 1143 prohibits a district from regulating the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a district parking area, provided the item is not in plain view. Recommended changes to this policy and DH(LOCAL) reflect this new law by deleting language requiring firearms in locked vehicles to be unloaded.

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal 6: To improve all district facilities	6. d.

**Agenda Item:** Consider Roofing Maintenance and Repair Vendors from RFP 19-10-1119

**Summary:**

This is a non-exclusive contract which provides as-needed purchases of roofing services and supplies to be utilized throughout the District.

Terrell ISD staff determines which vendor to use from the awarded vendors under this contract based on the campus or departmental needs and District standards. Maintenance staff will continue to work closely with the Business department by obtaining competitive quotes from vendors awarded under this agreement, where practical, to ensure the District receives the best value for each purchase.

Individual purchases above \$25,000 will be submitted to the Board of Trustees through the Purchasing Report. Individual purchase of \$50,000 or above will be submitted to the Board of Trustees for approval in accordance with policy.

Purchases made under this contract utilizing federal funds adhere to all requirements for expenditures under federal Education Department General Administrative Regulations (EDGAR).

The District reserves the right to purchase or re-procure this solution at any time according to any procurement method allowable under the Texas Education Code 44.031 as the District's needs require.

**Attachments:**

Awarded Vendor List

**Administrative Recommendation:**

It is recommended that the Board of Trustees approves the RFP 19-10-1119 Roofing Maintenance and Repairs recommended vendors and to authorize the Executive Director of Finance execute agreements as is in the best interest of the District through the term of this contract.

**Budget/Funding**

Board approved and appropriated budgeted funds, general operating funds, and other appropriate funds.

## Terrell Independent School District

**RFP 19-10-1119 Roofing Maintenance and Repairs**  
**RECOMMENDED/AWARDED VENDORS**

Carney Roofing Company Inc

Gardner Home Providers

Heritage One Roofing Inc

Mastercraft Roofing & Construction

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal 1: Increase student achievement in all areas including academics, extracurricular, and character.	6.e.

### **Agenda Item: Consider and Possible Action Regarding All Matters Related to a May 2, 2020 School Board Election Including Adoption of an Election Order -Action**

**Summary:**

Texas Election Law states that it is necessary for the Board of Trustees to pass an order establishing the procedure for filing and conducting a Trustee election.

This election will be conducted for the purposes of electing two at-large members to the Board of Trustees of Terrell ISD in Place 6 and Place 7.

**Attachments:**

1. Order of Election (English)
2. Order of Election (Spanish)

**Administrative Recommendation:**

Administration recommends that the Board of Trustees adopt the General Election Order as presented.

**Budget/Funding**

Not applicable.

**ORDER OF ELECTION FOR  
TERRELL INDEPENDENT SCHOOL DISTRICT**

An election is hereby ordered to be held on May 2, 2020 for the purpose of:  
Electing school trustees to fill two full term at-large member positions to District 6 and District 7.

Application for a place on the ballot shall be filed by February 14, 2020.

Early voting by personal appearance will be conducted at:

1. Terrell Sub Courthouse, 408 E. College St., Terrell, Texas 75160
2. Kaufman County Courthouse Annex, 100 N. Washington St., Kaufman, Texas 75142
3. Forney Sub Courthouse, 200 E. Main St., Forney, Texas 75126
4. Scurry/Rosser ISD Adm. Bldg., 10705 State Hwy 34, Scurry, Texas 75158
5. Crandall Combine CC, 500 W. Lewis/FM 3039, Crandall, Texas 75114
6. Kemp Sub Courthouse, 103 N. Main, Kemp, Texas 75143
7. Mabank City Hall, 129 E. Market, Mabank, Texas 75147

on the following dates and times:

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
April 20 8am – 5pm	April 21 8am – 5pm	April 22 8am – 5pm	April 23 7am – 7pm	April 24 8am – 5pm
April 27 7am – 7pm	April 28 8am – 5pm			

Election day polling place and time:

<b>DATE</b>	<b>LOCATION</b>	<b>TIME</b>
Saturday, May 2	Terrell Sub Courthouse Annex 408 E. College St. Terrell, TX 75160	7am – 7pm

Applications for ballot by mail shall be mailed to:

Brenda Samples  
Early Voting Clerk  
Kaufman County Courthouse Annex  
P.O. Box 339  
Kaufman, Texas 75142

Applications for ballots by mail must be received no later than the close of business on April 20, 2020.

Issued this the 21st day of January 2020.

\_\_\_\_\_  
Board of Trustees President

\_\_\_\_\_  
Board of Trustees Vice President

**ORDEN DE ELECCIÓN PARA  
EL DISTRITO ESCOLAR INDEPENDIENTE DE TERRELL**

Por la presente se ordena que se llevará a cabo una elección el 2 de Mayo del 2020 con el propósito de: Elegir a los administradores de la junta escolar para ocupar dos puestos generales de termino complete en el Distrito 6 y el Distrito 7.

Las solicitudes para un lugar en la boleta deberán ser presentadas el 14 de Febrero del 2020.

La votación adelantada en persona se llevará a cabo en:

1. Terrell Sub Courthouse, 408 E. College St., Terrell, Texas 75160
2. Kaufman County Courthouse Annex, 100 N. Washington St., Kaufman, Texas 75142
3. Forney Sub Courthouse, 200 E. Main St., Forney, Texas 75126
4. Scurry/Rosser ISD Adm. Bldg., 10705 State Hwy. 34, Scurry, Texas 75158
5. Crandall Combine CC, 500 W. Lewis/FM 3039, Crandall, Texas 75114
6. Kemp Sub Courthouse, 103 N. Main, Kemp, Texas 75143
7. Mabank City Hall, 129 E. Market, Mabank, Texas 75147

en las siguientes fechas y horas:

<b>LUNES</b>	<b>MARTES</b>	<b>MIERCOLES</b>	<b>JUEVES</b>	<b>VIERNES</b>
20 de Abril 8am – 5pm	21 de Abril 8am – 5pm	22 de Abril 8am – 5pm	23 de Abril 7am – 7pm	24 de Abril 8am – 5pm
27 de Abril 7am- 7pm	28 de Abril 8am – 5pm			

Lugar y horas del día de la Elección:

<b>FECHA</b>	<b>SITIO</b>	<b>HORARIO</b>
Sábado, 2 de Mayo	Terrell Sub Courthouse Annex 408 E. College St. Terrell, Texas 75160	7am – 7pm

Las solicitudes de boletas que votarán en ausencia por correo deberán enviarse a:  
Brenda Samples  
Early Voting Clerk  
Kaufman County Courthouse Annex  
P.O. Box 339  
Kaufman, Texas 75142

Las solicitudes para boletas que votarán en ausencia por correo deberán recibirse antes de el cierre de las horas del negocio el 20 de Abril del 2020.

Emitida este dia 21 de Enero del 2020.

\_\_\_\_\_  
Presidente del Consejo Directivo

\_\_\_\_\_  
Vicepresidente del Consejo Directivo

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal 1: Increase student achievement in all areas including academics, extracurricular, and character.	6.f.

**Agenda Item:** Consider Approval of Contract for Election Services Between Terrell ISD and Brenda Samples, Tax Assessor-Collector of Kaufman County (County Election Officer)--Action

**Summary:**

Terrell ISD contracts annually with Brenda Samples, Tax Assessor-Collector of Kaufman County (County Election Officer) to conduct general elections for school board trustees. This contract renews annually.

**Attachments:**

Contract for Election Services

**Administrative Recommendation:**

Administration recommends approval of the contract for election services with the Kaufman County Election Officer.

**Budget/Funding**

Local Funds

## CONTRACT FOR ELECTION SERVICES – May 2, 2020

THE STATE OF TEXAS

COUNTY OF KAUFMAN

THIS CONTRACT is made this 21 day of January, 2020 by and between Terrell ISD, (“Entity”), and Brenda Samples, Tax Assessor-Collector of Kaufman County, (“County Election Officer”), collectively referred to as “the Parties”, and by authority of section 31.092 (a) Texas Election Code, for the conduct and supervision of an Entity Election or Joint Election, if applicable, including subsequent recounts, run-off-election, and election contests.

THIS CONTRACT is made pursuant to the authority vested in the Parties in Texas Government Code, Chapters 791 and 271, in order to increase the efficiency and effectiveness of Entity elections and improve both turnout and access to Entity elections.

THIS CONTRACT is entered into in consideration of the mutual covenants and agreements hereinafter set out. IT IS AGREED AS FOLLOWS:

### I. DUTIES AND SERVICES OF THE COUNTY ELECTION OFFICER

The County Election Officer agrees to coordinate, supervise and handle all aspects in administering the Entity Election as outlined in this Contract, including:

- (a) Arrange for notification, including writ of Election, training and compensation for all presiding judges and alternate judges, and for determining the number of clerks or other election workers authorized to work at each voting location. Election judges shall be responsible for picking up election supplies and materials at the time and place determined by the County Elections Officer.
- (b) Provide bilingual voter assistance in compliance with Texas Election Code Section 272.009.
- (c) Arrange for the use and compensation of polling locations. There shall be a common polling location for the City of Terrell and the Terrell ISD.
- (d) Pay cost of election judges and clerks: 1.) Early Voting: \$11.00 per hour for judges and \$10.00 per hour for clerks during early voting activity; 2.) Election Day: Each election judge will receive \$11.00 per hour and each clerk will receive \$10.00 per hour for election work. The election judge or his/her designated clerk will receive an additional \$25.00 for delivering election returns and all supplies to the County Election Officer after the polls close.

- (e) Procure, prepare, proof and distribute ballots and election judge kits, and all other election materials and supplies.
- (f) Prepare the list and all copies of the list of registered voters to be used in conducting the election at no cost.
- (g) Provide legal notice of the date, time and place of the testing of the election tabulation equipment.
- (h) Provide all equipment, materials, supplies and appropriate training necessary to comply with state and federal law, rules and regulations, including Help America Vote Act (HAVA).
- (i) Supervise the handling and disposition of election returns and voted ballots; tabulate unofficial returns and assist in preparing the tabulation for the official canvass; prepare the unofficial tabulation report after all precincts have been counted; and provide a copy of the report to the Entity as soon as possible so the Entity can conduct the official canvass of the election.
- (j) Submit an electronic report to Entity and to the Secretary of State as required by Section 67.017(b) and provide at no cost for the storage of election records as provided by law.
- (k) Provide at no cost, copies of all invoices received by the County Election Officer for payment of services or supplies of which the Entity is to reimburse the County Election Officer.
- (l) Supervise the conduct of early voting in person and by mail and supply personnel to serve as deputy early voting clerks and judges.
- (m) Process all requests for early voting ballots by mail (requests received by the Entity will be forwarded on the day of receipt to the office of the County Election Officer for processing) and receive marked ballots directly. An Early Voting Ballot Board will prepare all early voting ballots (those cast by mail and by personal appearance) for count.
- (n) Be responsible for payment to all Parties who have provided services, supplies and voting locations for the election.
- (o) File copies of the contract with the County Judge and the County Auditor for Kaufman County, Texas.
- (p) Is hereby appointed as the custodian of voted ballots to be preserved in accordance with Chapter 66 of the Texas Election Code and other applicable law.

## II. DUTIES AND SERVICES OF ENTITY

The Entity, in connection with the holding and supervision of said election, shall assume the following responsibilities and shall directly bear any attendant costs for the same:

- (a) Preparation of election orders, resolutions, notices and other pertinent documents for adoption or execution as appropriate.
- (b) Posting or publication of election notices.
- (c) Deliverance to the County Election Officer as soon as possible, but not later than the day after closing of candidate filing deadlines, the official wording for the election to be printed on the ballot with the exact forms, candidate order, wording and spelling to be used.
- (d) Payment of any additional costs incurred by the County Election Officer if a recount for the election is required, or the election is contested in any manner.
- (e) Submission to the U.S. Department of Justice under the Federal Voting Rights Act, the required notification of voting changes.
- (f) Providing services as listed in Sec. 31.096 of the Texas Election Code, except that the Entity appoints the County Election Officer as the custodian of voted ballots.

## III. PAYMENT OF SERVICES

- (a) The Entity shall pay to Kaufman County a prorate share of the actual costs incurred by Kaufman County in conducting this election, together with an additional ten percent (10%) Administrative fee, pursuant to the Texas Election Code, Section 31.100.
- (b) The estimated allocated costs for such services will be computed by the County Election Officer and delivered to the Entity thirty (30) days prior to the election. After the election, the County Election Officer shall compute the final statement for all services rendered, together with administrative fees, less any partial payments already received, and bill the Entity such net sum to be paid within thirty (30) days.

IV. TERMINATION

This Contract shall automatically terminate upon completion of the activities related to the Election.

V. AMENDMENT

This Contract together with a referenced attachment constitutes the entire agreement between the Entity and Kaufman County, supersedes all prior written oral understandings, and may only be amended, supplemented, modified or cancelled by a duly executed written statement.

VI. MODIFICATION OF ESTIMATED COSTS FOR ELECTION

The Estimated Costs of Election attached to this Agreement may be modified as necessary by the County Election Officer. The Entity Official shall be notified of the modified costs and reason for such modifications.

IN WITNESS WHEREOF, the parties hereto have made and entered into this agreement on the date first set forth above.

BY:

BY:

\_\_\_\_\_  
Brenda Samples  
Kaufman County Election Officer

\_\_\_\_\_  
\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

ATTEST:

\_\_\_\_\_  
\_\_\_\_\_  
Entity Secretary

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal 1: Increase student achievement in all areas	8.a.

### **Agenda Item: Report and Public Hearing on the 2019 Texas Academic Performance Report (TAPR) and Annual Report**

**Summary:**

Julie Fisher, Executive Director of Secondary Student Achievement, will report on the TISD Annual Review for the school year 2018-2019. Included in the report will be:

- Texas Academic Performance Report (TAPR)
- PEIMS Financial Standard Report
- District Accreditation Status
- Performance Objectives and Reviews
- Report of Violent and Criminal Incidents
- Student Performance in Postsecondary Institutions
- TAPR Glossary

Data will be shared on the performance of Terrell ISD compared to the region and the state. Following the report, we will close the meeting and open for public hearing, as required by statute.

**Attachments:**

2019 Texas Academic Performance Report (TAPR) and Annual Report

**Administrative Recommendation:**

N/A

**Budget/Funding**

N/A

**Terrell ISD**

**District Annual Review**

**2018-2019**

- 1. Texas Academic Performance Report (TAPR)**
- 2. PEIMS Financial Standard Report  
(2017-2018 Financial Actual Report)**
- 3. District Accreditation Status**
- 4. Performance Objectives and Reviews**
- 5. Report on Violent or Criminal Incidents on Campuses**
- 6. Student Performance in Postsecondary Institutions**
- 7. TAPR Glossary**

**Terrell ISD**

**2018-2019**

**District Annual Review of:**

**Texas Academic Performance Report**

# 2018-19 Texas Academic Performance Report

District Name: **TERRELL ISD**

District Number: **129906**

2019 Accountability Rating: **B**

*2019 Special Education Determination Status:*

***Needs Intervention***

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL							
	State	10	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	Disadv	(Current			
													Enrolled	ously		&			
																Monitored)			
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																			
<b>Grade 3 Reading</b>																			
	At Approaches Grade Level or Above	2019	76%	78%	<b>69%</b>	58%	70%	81%	-	-	-	57%	50%	55%	69%	70%	67%	69%	
		2018	77%	78%	<b>65%</b>	53%	65%	77%	*	-	-	57%	39%	80%	67%	59%	63%	62%	
	At Meets Grade Level or Above	2019	45%	48%	<b>38%</b>	24%	36%	53%	-	-	-	43%	41%	18%	39%	35%	33%	30%	
		2018	43%	45%	<b>29%</b>	22%	24%	49%	*	-	-	29%	29%	60%	31%	24%	26%	19%	
	At Masters Grade Level	2019	27%	30%	<b>22%</b>	13%	24%	28%	-	-	-	21%	16%	9%	23%	19%	17%	18%	
		2018	25%	27%	<b>15%</b>	11%	11%	28%	*	-	-	0%	6%	20%	17%	8%	13%	10%	
<b>Grade 3 Mathematics</b>																			
	At Approaches Grade Level or Above	2019	79%	81%	<b>68%</b>	55%	71%	72%	-	-	-	79%	56%	64%	68%	68%	65%	68%	
		2018	78%	79%	<b>68%</b>	56%	71%	75%	*	-	-	57%	39%	100%	68%	68%	66%	68%	
	At Meets Grade Level or Above	2019	49%	52%	<b>40%</b>	28%	39%	51%	-	-	-	43%	34%	27%	42%	33%	36%	37%	
		2018	47%	50%	<b>35%</b>	23%	34%	51%	*	-	-	14%	32%	60%	35%	33%	31%	31%	
	At Masters Grade Level	2019	25%	28%	<b>16%</b>	10%	17%	19%	-	-	-	14%	13%	9%	17%	13%	14%	19%	
		2018	23%	26%	<b>17%</b>	6%	16%	29%	*	-	-	14%	16%	40%	18%	13%	15%	14%	
<b>Grade 4 Reading</b>																			
<b>37</b>	At Approaches Grade Level or Above	2019	75%	75%	<b>65%</b>	59%	68%	65%	*	-	-	67%	33%	67%	67%	60%	63%	67%	
		2018	73%	73%	<b>51%</b>	43%	49%	66%	*	*	-	50%	38%	*	49%	56%	45%	46%	
	At Meets Grade Level or Above	2019	44%	46%	<b>33%</b>	22%	35%	38%	*	-	-	50%	24%	33%	34%	31%	32%	33%	
		2018	46%	47%	<b>27%</b>	16%	24%	43%	*	*	-	29%	28%	*	24%	33%	21%	19%	
	At Masters Grade Level	2019	22%	24%	<b>16%</b>	11%	18%	16%	*	-	-	33%	17%	0%	17%	16%	16%	14%	
		2018	24%	26%	<b>14%</b>	6%	12%	24%	*	*	-	21%	17%	*	14%	13%	10%	9%	
	<b>Grade 4 Mathematics</b>																		
		At Approaches Grade Level or Above	2019	75%	77%	<b>62%</b>	48%	67%	62%	*	-	-	67%	33%	83%	62%	62%	61%	64%
			2018	78%	79%	<b>62%</b>	46%	64%	74%	*	*	-	79%	45%	*	59%	69%	59%	62%
		At Meets Grade Level or Above	2019	48%	51%	<b>35%</b>	23%	37%	42%	*	-	-	33%	26%	50%	36%	33%	33%	33%
		2018	49%	51%	<b>34%</b>	21%	35%	43%	*	*	-	43%	28%	*	32%	38%	29%	30%	
	At Masters Grade Level	2019	28%	32%	<b>19%</b>	5%	22%	25%	*	-	-	17%	7%	50%	20%	16%	18%	20%	
		2018	27%	30%	<b>17%</b>	7%	17%	25%	*	*	-	29%	17%	*	15%	23%	14%	14%	
<b>Grade 4 Writing</b>																			
	At Approaches Grade Level or Above	2019	67%	68%	<b>55%</b>	52%	55%	59%	*	-	-	67%	28%	50%	56%	53%	53%	54%	
		2018	63%	64%	<b>40%</b>	27%	42%	49%	*	*	-	50%	30%	*	38%	45%	34%	39%	
	At Meets Grade Level or Above	2019	35%	38%	<b>23%</b>	14%	24%	30%	*	-	-	17%	23%	0%	25%	17%	22%	20%	
		2018	39%	42%	<b>23%</b>	17%	19%	35%	*	*	-	29%	26%	*	21%	26%	18%	14%	
	At Masters Grade Level	2019	11%	13%	<b>7%</b>	3%	11%	1%	*	-	-	0%	7%	0%	7%	7%	7%	7%	
		2018	11%	14%	<b>6%</b>	0%	6%	12%	*	*	-	14%	15%	*	6%	5%	4%	4%	
<b>Grade 5 Reading^</b>																			
	At Approaches Grade Level or Above	2019	86%	87%	<b>70%</b>	61%	67%	81%	*	*	-	93%	49%	*	67%	76%	67%	64%	
		2018	84%	85%	<b>64%</b>	49%	60%	83%	*	*	-	85%	36%	56%	66%	61%	58%	57%	
	At Meets Grade Level or Above	2019	54%	57%	<b>31%</b>	32%	26%	41%	*	*	-	47%	30%	*	30%	36%	28%	21%	
		2018	54%	57%	<b>33%</b>	24%	30%	47%	*	*	-	38%	18%	11%	32%	35%	28%	28%	

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District Name: TERRELL ISD  
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		Region		African		American		Pacific	Two or	Special	Special	Continu-	Non-	EL			
		State	10	District	American	Hispanic	White							Indian	Asian	Islander	More
At Masters Grade Level	2019	29%	33%	15%	13%	14%	20%	*	*	-	20%	11%	*	15%	16%	14%	8%
	2018	26%	29%	13%	7%	15%	17%	*	*	-	0%	12%	0%	14%	11%	11%	13%
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	91%	83%	75%	83%	92%	*	*	-	87%	65%	*	82%	85%	81%	83%
	2018	91%	91%	81%	73%	79%	90%	*	*	-	92%	67%	89%	81%	80%	77%	77%
At Meets Grade Level or Above	2019	58%	61%	46%	24%	49%	60%	*	*	-	60%	32%	*	45%	50%	43%	47%
	2018	58%	60%	44%	38%	42%	57%	*	*	-	38%	33%	44%	48%	37%	42%	39%
At Masters Grade Level	2019	36%	40%	25%	11%	27%	35%	*	*	-	27%	27%	*	24%	27%	24%	24%
	2018	30%	33%	17%	7%	20%	20%	*	*	-	8%	18%	11%	19%	13%	15%	17%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	75%	63%	46%	63%	81%	*	*	-	53%	50%	*	60%	70%	59%	60%
	2018	76%	76%	66%	54%	62%	82%	-	*	-	85%	50%	78%	70%	58%	61%	55%
At Meets Grade Level or Above	2019	49%	50%	34%	18%	31%	59%	*	*	-	27%	33%	*	31%	40%	31%	26%
	2018	41%	42%	31%	14%	29%	49%	-	*	-	38%	26%	22%	31%	29%	27%	24%
At Masters Grade Level	2019	24%	25%	14%	4%	14%	24%	*	*	-	13%	22%	*	12%	18%	12%	9%
	2018	17%	18%	12%	2%	13%	21%	-	*	-	8%	15%	11%	13%	10%	11%	10%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2019	68%	70%	57%	44%	56%	68%	-	*	-	86%	31%	20%	60%	52%	55%	53%
	2018	69%	71%	62%	59%	59%	67%	-	*	*	94%	25%	67%	65%	56%	59%	51%
At Meets Grade Level or Above	2019	37%	41%	29%	22%	28%	36%	-	*	-	36%	17%	10%	31%	26%	27%	24%
	2018	39%	42%	31%	25%	28%	36%	-	*	*	69%	25%	33%	32%	28%	27%	20%
At Masters Grade Level	2019	18%	20%	12%	7%	11%	18%	-	*	-	7%	6%	0%	13%	10%	9%	10%
	2018	19%	21%	12%	8%	10%	20%	-	*	*	25%	7%	0%	14%	8%	9%	11%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2019	81%	83%	81%	71%	79%	94%	-	*	-	86%	57%	80%	83%	75%	78%	78%
	2018	77%	79%	85%	78%	90%	81%	-	*	*	88%	57%	100%	87%	80%	85%	85%
At Meets Grade Level or Above	2019	47%	51%	42%	32%	43%	51%	-	*	-	21%	37%	10%	45%	34%	39%	42%
	2018	44%	49%	55%	35%	60%	55%	-	*	*	69%	36%	67%	56%	51%	51%	56%
At Masters Grade Level	2019	21%	25%	20%	6%	23%	26%	-	*	-	14%	20%	10%	23%	11%	18%	24%
	2018	18%	22%	20%	11%	24%	17%	-	*	*	19%	14%	17%	21%	15%	17%	27%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	77%	69%	67%	69%	68%	-	*	*	81%	33%	*	72%	61%	66%	64%
	2018	74%	76%	63%	47%	65%	76%	*	*	-	67%	24%	50%	65%	57%	62%	59%
At Meets Grade Level or Above	2019	49%	52%	41%	42%	35%	46%	-	*	*	67%	23%	*	42%	39%	38%	31%
	2018	48%	51%	34%	24%	30%	50%	*	*	-	50%	17%	25%	36%	29%	33%	24%
At Masters Grade Level	2019	29%	32%	21%	14%	18%	27%	-	*	*	38%	13%	*	23%	17%	16%	14%
	2018	29%	32%	21%	12%	18%	37%	*	*	-	17%	10%	13%	21%	18%	19%	13%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	77%	66%	53%	69%	72%	-	*	*	65%	37%	*	68%	63%	63%	68%
	2018	72%	75%	62%	46%	63%	81%	*	*	-	64%	34%	50%	62%	63%	62%	56%
At Meets Grade Level or Above	2019	43%	46%	32%	25%	34%	32%	-	*	*	35%	27%	*	36%	22%	30%	34%
	2018	40%	44%	26%	12%	28%	39%	*	*	-	18%	17%	13%	28%	23%	26%	21%
At Masters Grade Level	2019	17%	20%	10%	6%	11%	11%	-	*	*	10%	17%	*	13%	5%	9%	10%

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	2018	Region		African American			American Indian		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL	
		State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current & Monitored)
Grade 7 Writing		18%	23%	9%	5%	9%	13%	*	*	-	18%	0%	13%	11%	6%	9%	5%
At Approaches Grade Level or Above	2019	70%	72%	<b>62%</b>	55%	61%	62%	-	*	*	86%	37%	*	62%	61%	61%	62%
	2018	69%	71%	<b>62%</b>	48%	60%	79%	*	*	-	83%	28%	63%	65%	56%	59%	51%
At Meets Grade Level or Above	2019	42%	45%	<b>36%</b>	31%	30%	44%	-	*	*	57%	23%	*	37%	33%	32%	27%
	2018	43%	46%	<b>32%</b>	20%	32%	45%	*	*	-	33%	17%	13%	35%	26%	30%	27%
At Masters Grade Level	2019	18%	21%	<b>15%</b>	13%	14%	19%	-	*	*	19%	13%	*	17%	12%	12%	11%
	2018	15%	17%	<b>12%</b>	5%	9%	21%	*	*	-	33%	7%	0%	14%	7%	9%	6%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	<b>84%</b>	75%	83%	91%	*	100%	-	100%	30%	75%	88%	75%	83%	75%
	2018	86%	86%	<b>71%</b>	67%	65%	84%	*	-	-	80%	32%	*	70%	75%	67%	58%
At Meets Grade Level or Above	2019	55%	58%	<b>45%</b>	27%	44%	62%	*	60%	-	58%	17%	38%	46%	41%	41%	26%
	2018	49%	52%	<b>29%</b>	21%	23%	44%	*	-	-	60%	12%	*	30%	26%	23%	17%
At Masters Grade Level	2019	28%	31%	<b>19%</b>	12%	16%	31%	*	40%	-	25%	4%	25%	20%	16%	15%	8%
	2018	27%	29%	<b>14%</b>	8%	9%	26%	*	-	-	40%	4%	*	14%	13%	10%	6%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	<b>90%</b>	89%	87%	97%	*	*	-	100%	57%	100%	89%	93%	87%	83%
	2018	86%	87%	<b>71%</b>	64%	73%	75%	*	-	-	*	33%	*	70%	72%	68%	73%
At Meets Grade Level or Above	2019	57%	60%	<b>44%</b>	32%	40%	73%	*	*	-	45%	22%	17%	42%	47%	40%	32%
	2018	51%	54%	<b>23%</b>	24%	21%	24%	*	-	-	*	13%	*	23%	24%	22%	21%
At Masters Grade Level	2019	17%	19%	<b>4%</b>	2%	6%	6%	*	*	-	0%	0%	0%	2%	10%	4%	3%
	2018	15%	17%	<b>4%</b>	2%	3%	6%	*	-	-	*	8%	*	4%	4%	4%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	<b>71%</b>	64%	67%	87%	*	100%	-	67%	35%	75%	72%	67%	67%	54%
	2018	76%	78%	<b>63%</b>	59%	58%	73%	*	-	-	60%	25%	*	66%	56%	57%	55%
At Meets Grade Level or Above	2019	51%	55%	<b>39%</b>	26%	33%	67%	*	80%	-	42%	22%	13%	40%	37%	36%	17%
	2018	52%	54%	<b>30%</b>	22%	26%	42%	*	-	-	40%	17%	*	31%	28%	23%	25%
At Masters Grade Level	2019	25%	29%	<b>19%</b>	10%	16%	39%	*	20%	-	17%	9%	13%	20%	18%	18%	7%
	2018	28%	31%	<b>11%</b>	4%	9%	18%	*	-	-	40%	0%	*	12%	8%	9%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	72%	<b>57%</b>	41%	55%	80%	*	80%	-	50%	30%	63%	59%	54%	54%	38%
	2018	65%	68%	<b>56%</b>	52%	52%	65%	*	-	-	60%	32%	*	58%	51%	49%	49%
At Meets Grade Level or Above	2019	37%	41%	<b>25%</b>	12%	23%	40%	*	60%	-	25%	22%	13%	26%	22%	20%	13%
	2018	36%	40%	<b>26%</b>	22%	20%	39%	*	-	-	40%	16%	*	29%	21%	22%	19%
At Masters Grade Level	2019	21%	25%	<b>15%</b>	7%	14%	29%	*	20%	-	8%	9%	0%	16%	14%	12%	7%
	2018	21%	24%	<b>13%</b>	8%	9%	22%	*	-	-	20%	0%	*	12%	14%	9%	7%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	<b>54%</b>	52%	50%	68%	*	-	-	40%	13%	33%	55%	52%	50%	41%
	2018	65%	66%	<b>53%</b>	48%	53%	58%	*	*	-	*	29%	27%	56%	44%	50%	40%
At Meets Grade Level or Above	2019	50%	52%	<b>32%</b>	24%	29%	48%	*	-	-	40%	13%	17%	33%	30%	28%	20%
	2018	44%	47%	<b>33%</b>	23%	35%	39%	*	*	-	*	21%	18%	36%	26%	29%	22%
At Masters Grade Level	2019	11%	14%	<b>4%</b>	3%	3%	7%	*	-	-	20%	3%	17%	4%	4%	4%	0%
	2018	7%	8%	<b>3%</b>	1%	4%	3%	*	*	-	*	0%	0%	4%	1%	3%	0%

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2019	68%	70%	<b>62%</b>	56%	62%	67%	*	*	-	*	28%	17%	64%	55%	60%	49%
	2018	67%	69%	<b>63%</b>	52%	62%	73%	*	*	-	60%	15%	60%	67%	52%	59%	39%
At Meets Grade Level or Above	2019	49%	52%	<b>39%</b>	36%	37%	47%	*	*	-	*	24%	0%	42%	30%	35%	23%
	2018	48%	50%	<b>40%</b>	33%	38%	48%	*	*	-	40%	7%	60%	43%	30%	36%	16%
At Masters Grade Level	2019	8%	10%	<b>6%</b>	3%	5%	11%	*	*	-	*	8%	0%	7%	5%	5%	2%
	2018	8%	9%	<b>4%</b>	5%	3%	7%	*	*	-	0%	0%	0%	5%	1%	3%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2019	85%	87%	<b>79%</b>	74%	79%	81%	*	*	-	80%	28%	100%	80%	77%	76%	75%
	2018	83%	84%	<b>79%</b>	75%	81%	79%	*	*	-	*	32%	63%	81%	73%	77%	74%
At Meets Grade Level or Above	2019	61%	64%	<b>44%</b>	32%	42%	57%	*	*	-	40%	7%	50%	45%	42%	42%	35%
	2018	55%	57%	<b>42%</b>	36%	45%	38%	*	*	-	*	14%	25%	45%	36%	42%	40%
At Masters Grade Level	2019	37%	42%	<b>22%</b>	10%	21%	30%	*	*	-	20%	3%	33%	23%	18%	20%	17%
	2018	32%	35%	<b>21%</b>	12%	24%	19%	*	*	-	*	0%	13%	23%	14%	20%	20%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2019	88%	89%	<b>88%</b>	88%	85%	95%	*	*	-	*	58%	*	89%	85%	87%	75%
	2018	87%	88%	<b>83%</b>	77%	83%	87%	*	*	-	*	40%	88%	83%	82%	80%	68%
At Meets Grade Level or Above	2019	62%	64%	<b>58%</b>	59%	52%	67%	*	*	-	*	33%	*	58%	57%	53%	34%
	2018	59%	62%	<b>52%</b>	42%	51%	60%	*	*	-	*	20%	50%	54%	45%	47%	37%
At Masters Grade Level	2019	25%	28%	<b>21%</b>	14%	17%	33%	*	*	-	*	8%	*	23%	13%	15%	12%
	2018	24%	27%	<b>13%</b>	5%	12%	20%	*	*	-	*	0%	13%	14%	11%	12%	8%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2019	93%	93%	<b>86%</b>	75%	87%	90%	*	*	-	*	52%	*	87%	84%	85%	68%
	2018	92%	92%	<b>89%</b>	80%	92%	92%	*	*	-	*	50%	*	89%	90%	87%	86%
At Meets Grade Level or Above	2019	73%	74%	<b>59%</b>	48%	59%	67%	*	*	-	*	26%	*	61%	54%	60%	32%
	2018	70%	72%	<b>57%</b>	44%	54%	71%	*	*	-	*	35%	*	59%	52%	45%	34%
At Masters Grade Level	2019	45%	48%	<b>25%</b>	17%	20%	36%	*	*	-	*	4%	*	25%	24%	22%	4%
	2018	40%	44%	<b>24%</b>	14%	22%	31%	*	*	-	*	8%	*	25%	21%	16%	11%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	79%	<b>69%</b>	61%	69%	77%	74%	92%	*	76%	40%	63%	70%	67%	67%	63%
	2018	77%	78%	<b>66%</b>	56%	66%	76%	68%	82%	*	75%	37%	66%	67%	63%	62%	59%
At Meets Grade Level or Above	2019	50%	53%	<b>38%</b>	28%	36%	50%	21%	68%	*	44%	26%	23%	39%	35%	35%	29%
	2018	48%	51%	<b>35%</b>	25%	34%	46%	41%	64%	*	43%	22%	32%	36%	32%	31%	26%
At Masters Grade Level	2019	24%	26%	<b>16%</b>	9%	15%	22%	16%	37%	*	18%	11%	12%	16%	14%	14%	12%
	2018	22%	24%	<b>13%</b>	6%	12%	19%	32%	38%	*	19%	8%	10%	14%	10%	11%	10%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	76%	<b>65%</b>	58%	64%	73%	71%	92%	*	78%	34%	46%	67%	62%	63%	59%
	2018	74%	75%	<b>61%</b>	52%	59%	73%	62%	79%	*	72%	30%	53%	63%	57%	58%	52%
At Meets Grade Level or Above	2019	48%	51%	<b>36%</b>	28%	34%	46%	29%	62%	*	49%	24%	19%	37%	33%	32%	26%
	2018	46%	49%	<b>32%</b>	24%	30%	44%	31%	57%	*	45%	20%	27%	33%	29%	28%	21%
At Masters Grade Level	2019	21%	23%	<b>14%</b>	9%	13%	19%	14%	38%	*	23%	10%	9%	14%	12%	12%	9%
	2018	19%	22%	<b>11%</b>	7%	10%	19%	31%	21%	*	15%	8%	4%	12%	9%	9%	8%

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		Region		African	Hispanic	White	American		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL	
		State	10	District			American	Indian									Asian
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	84%	<b>75%</b>	66%	76%	80%	80%	100%	*	80%	47%	80%	75%	74%	72%	73%
	2018	81%	82%	<b>73%</b>	62%	75%	80%	55%	85%	*	79%	45%	76%	73%	73%	71%	70%
At Meets Grade Level or Above	2019	52%	55%	<b>40%</b>	28%	41%	51%	0%	90%	*	40%	27%	30%	42%	37%	38%	38%
	2018	50%	52%	<b>38%</b>	27%	39%	44%	36%	69%	*	43%	25%	36%	39%	35%	35%	34%
At Masters Grade Level	2019	26%	30%	<b>17%</b>	7%	19%	23%	0%	60%	*	14%	13%	20%	18%	15%	16%	18%
	2018	24%	27%	<b>15%</b>	7%	17%	19%	27%	38%	*	18%	11%	14%	16%	13%	14%	14%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2019	68%	70%	<b>59%</b>	53%	58%	60%	*	*	*	81%	32%	33%	59%	58%	57%	58%
	2018	66%	68%	<b>50%</b>	36%	51%	62%	*	60%	-	65%	29%	50%	50%	50%	46%	45%
At Meets Grade Level or Above	2019	38%	42%	<b>30%</b>	23%	27%	38%	*	*	*	48%	23%	0%	31%	25%	27%	23%
	2018	41%	44%	<b>27%</b>	18%	25%	39%	*	60%	-	31%	21%	17%	28%	26%	24%	20%
At Masters Grade Level	2019	14%	17%	<b>11%</b>	8%	12%	11%	*	*	*	15%	10%	0%	12%	10%	9%	9%
	2018	13%	15%	<b>9%</b>	2%	7%	16%	*	40%	-	23%	11%	0%	10%	6%	6%	5%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2019	81%	83%	<b>73%</b>	63%	71%	88%	*	88%	-	62%	48%	86%	73%	72%	69%	63%
	2018	80%	81%	<b>71%</b>	62%	68%	81%	100%	*	-	82%	40%	80%	73%	63%	66%	58%
At Meets Grade Level or Above	2019	54%	56%	<b>43%</b>	32%	38%	64%	*	63%	-	38%	30%	21%	43%	43%	38%	26%
	2018	51%	53%	<b>37%</b>	25%	36%	51%	80%	*	-	45%	22%	40%	39%	33%	32%	28%
At Masters Grade Level	2019	25%	27%	<b>18%</b>	9%	15%	31%	*	13%	-	17%	14%	14%	18%	17%	14%	9%
	2018	23%	25%	<b>12%</b>	4%	11%	20%	60%	*	-	18%	6%	10%	13%	10%	11%	8%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2019	81%	82%	<b>72%</b>	57%	72%	86%	*	83%	-	63%	42%	73%	74%	68%	69%	50%
	2018	78%	80%	<b>72%</b>	64%	72%	77%	*	*	-	78%	41%	83%	74%	69%	66%	62%
At Meets Grade Level or Above	2019	55%	58%	<b>43%</b>	29%	41%	57%	*	67%	-	31%	24%	36%	44%	38%	39%	21%
	2018	53%	56%	<b>41%</b>	32%	38%	54%	*	*	-	56%	25%	50%	44%	35%	32%	24%
At Masters Grade Level	2019	33%	36%	<b>20%</b>	12%	17%	33%	*	33%	-	19%	6%	0%	21%	19%	17%	5%
	2018	31%	34%	<b>18%</b>	11%	16%	26%	*	*	-	44%	4%	50%	19%	17%	12%	9%

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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Progress

District Name: TERRELL ISD  
County Name: KAUFMAN  
District Number: 129906

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	62	<b>60</b>	59	60	59	*	-	-	67	54	58	60	58	59	64
	2018	63	64	<b>59</b>	49	63	65	*	*	-	50	65	*	60	57	56	64
Grade 4 Mathematics	2019	65	67	<b>57</b>	48	57	59	*	-	-	92	54	67	55	63	57	55
	2018	65	67	<b>60</b>	46	62	70	*	*	-	68	52	*	57	67	57	62
Grade 5 ELA/Reading	2019	81	83	<b>77</b>	79	77	72	*	*	-	100	70	*	78	76	77	74
	2018	80	82	<b>74</b>	72	76	71	*	*	-	85	69	78	73	76	72	77
Grade 5 Mathematics	2019	83	85	<b>86</b>	85	88	81	*	*	-	93	90	*	88	83	88	90
	2018	81	82	<b>82</b>	82	82	83	*	*	-	77	88	78	83	79	82	80
Grade 6 ELA/Reading	2019	42	46	<b>49</b>	41	48	51	-	*	-	88	37	22	50	45	48	46
	2018	47	50	<b>52</b>	50	50	54	-	*	*	81	41	50	52	53	52	47
Grade 6 Mathematics	2019	54	58	<b>66</b>	51	70	68	-	*	-	71	42	72	66	66	65	70
	2018	56	60	<b>78</b>	78	83	69	-	*	*	78	64	75	78	78	76	82
Grade 7 ELA/Reading	2019	77	78	<b>70</b>	70	71	68	-	*	*	75	69	*	70	73	68	68
	2018	76	77	<b>67</b>	55	65	81	*	*	-	75	41	63	68	64	66	65
Grade 7 Mathematics	2019	63	65	<b>33</b>	30	31	40	-	*	*	32	31	*	33	32	31	30
	2018	67	69	<b>50</b>	43	50	53	*	*	-	59	48	56	51	49	51	49
Grade 8 ELA/Reading	2019	77	78	<b>78</b>	76	78	78	*	*	-	92	70	88	80	75	78	81
	2018	79	80	<b>79</b>	88	74	80	*	-	-	*	64	*	78	84	79	75
Grade 8 Mathematics	2019	84	84	<b>92</b>	87	93	95	*	*	-	91	70	94	92	91	91	93
	2018	81	80	<b>81</b>	77	83	81	*	-	-	*	74	*	81	83	80	85
End of Course English II	2019	69	71	<b>69</b>	71	67	75	*	*	-	*	57	*	71	64	67	59
	2018	67	67	<b>60</b>	64	60	58	*	*	-	*	43	100	62	53	60	51
End of Course Algebra I	2019	75	78	<b>63</b>	49	64	71	*	*	-	50	19	*	63	64	59	60
	2018	72	75	<b>59</b>	57	61	54	*	*	-	*	21	*	59	59	59	57
All Grades Both Subjects	2019	69	71	<b>66</b>	62	66	66	90	78	*	77	56	67	66	65	65	65
	2018	69	71	<b>67</b>	64	67	68	83	71	*	73	56	67	67	68	66	67
All Grades ELA/Reading	2019	68	70	<b>67</b>	65	67	66	100	68	*	86	59	60	68	65	66	64
	2018	69	70	<b>65</b>	63	64	67	78	64	*	72	54	68	65	65	64	65
All Grades Mathematics	2019	70	72	<b>64</b>	58	65	66	80	89	*	68	53	73	64	65	64	65
	2018	70	72	<b>69</b>	64	70	69	89	77	*	74	59	66	68	70	68	69

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	41%	<b>33%</b>	30%	35%	29%	*	*	-	59%	14%	33%	32%
	2018	38%	39%	<b>25%</b>	22%	26%	29%	*	*	-	33%	12%	25%	23%
Mathematics	2019	45%	46%	<b>47%</b>	47%	47%	45%	*	*	-	44%	27%	45%	43%
	2018	47%	47%	<b>40%</b>	35%	42%	48%	*	-	-	40%	26%	38%	34%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>60%</b>	51%	57%	73%	*	*	-	73%	21%	56%	32%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>40%</b>	49%	43%	27%	*	*	-	27%	79%	44%	68%
STAAR Cumulative Met Standard														
	2019	86%	87%	<b>69%</b>	60%	67%	80%	*	*	-	93%	37%	67%	46%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>100%</b>	100%	100%	100%	*	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	8%	<b>8%</b>	4%	8%	20%	-	-	-	*	0%	8%	2%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	85%	<b>74%</b>	58%	75%	84%	*	*	-	87%	48%	71%	59%
Students Requiring Accelerated Instruction														
	2019	17%	15%	<b>26%</b>	42%	25%	16%	*	*	-	13%	52%	29%	41%
STAAR Cumulative Met Standard														
	2019	90%	90%	<b>83%</b>	74%	83%	92%	*	*	-	87%	57%	80%	72%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>100%</b>	100%	100%	100%	*	-	-	*	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	24%	<b>45%</b>	54%	35%	80%	-	-	-	-	*	48%	38%
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>74%</b>	54%	75%	89%	*	80%	-	83%	15%	72%	46%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>26%</b>	46%	25%	11%	100%	20%	-	17%	85%	28%	54%
STAAR Cumulative Met Standard														
	2019	85%	87%	<b>84%</b>	74%	83%	91%	*	100%	-	100%	20%	82%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>100%</b>	100%	100%	100%	-	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	13%	13%	<b>5%</b>	0%	5%	10%	-	-	-	*	0%	4%	4%
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	<b>79%</b>	73%	78%	91%	*	*	-	82%	40%	75%	64%
Students Requiring Accelerated Instruction														
	2019	18%	16%	<b>21%</b>	27%	22%	9%	*	*	-	18%	60%	25%	36%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2019	88%	89%	<b>90%</b>	88%	87%	97%	*	*	-	100%	50%	87%	78%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	98%	<b>100%</b>	100%	100%	100%	-	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	52%	<b>52%</b>	29%	70%	36%	-	-	-	*	38%	50%	70%

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance  
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
	At Approaches Grade Level or Above	2019	78%	79%	69%	-	-	-	-	50%	45%	51%	50%	50%	50%
		2018	77%	78%	66%	-	-	-	-	41%	40%	42%	50%	41%	41%
	At Meets Grade Level or Above	2019	50%	53%	38%	-	-	-	-	16%	11%	16%	12%	16%	16%
		2018	48%	51%	35%	-	-	-	-	12%	12%	12%	14%	12%	12%
	At Masters Grade Level	2019	24%	26%	16%	-	-	-	-	5%	8%	5%	0%	5%	5%
		2018	22%	24%	13%	-	-	-	-	3%	4%	3%	0%	3%	3%
All Grades ELA/Reading															
	At Approaches Grade Level or Above	2019	75%	76%	65%	-	-	-	-	44%	57%	43%	55%	44%	44%
		2018	74%	75%	61%	-	-	-	-	33%	34%	31%	17%	33%	32%
	At Meets Grade Level or Above	2019	48%	51%	36%	-	-	-	-	12%	10%	12%	0%	12%	12%
		2018	46%	49%	32%	-	-	-	-	6%	7%	5%	0%	6%	6%
	At Masters Grade Level	2019	21%	23%	14%	-	-	-	-	3%	7%	3%	0%	3%	3%
		2018	19%	22%	11%	-	-	-	-	2%	2%	1%	0%	2%	2%
All Grades Mathematics															
	At Approaches Grade Level or Above	2019	82%	84%	75%	-	-	-	-	64%	39%	65%	50%	64%	63%
		2018	81%	82%	73%	-	-	-	-	58%	55%	60%	100%	58%	58%
	At Meets Grade Level or Above	2019	52%	55%	40%	-	-	-	-	25%	18%	25%	25%	25%	25%
		2018	50%	52%	38%	-	-	-	-	20%	19%	20%	33%	20%	20%
	At Masters Grade Level	2019	26%	30%	17%	-	-	-	-	9%	14%	9%	0%	9%	9%
		2018	24%	27%	15%	-	-	-	-	6%	7%	6%	0%	6%	6%
All Grades Writing															
	At Approaches Grade Level or Above	2019	68%	70%	59%	-	-	-	-	39%	42%	38%	*	39%	39%
		2018	66%	68%	50%	-	-	-	-	26%	18%	32%	*	26%	26%
	At Meets Grade Level or Above	2019	38%	42%	30%	-	-	-	-	10%	4%	11%	*	10%	10%
		2018	41%	44%	27%	-	-	-	-	7%	6%	8%	*	7%	7%
	At Masters Grade Level	2019	14%	17%	11%	-	-	-	-	3%	4%	2%	*	3%	3%
		2018	13%	15%	9%	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Science															
	At Approaches Grade Level or Above	2019	81%	83%	73%	-	-	-	-	48%	-	48%	*	48%	49%
		2018	80%	81%	71%	-	-	-	-	35%	33%	39%	*	35%	35%
	At Meets Grade Level or Above	2019	54%	56%	43%	-	-	-	-	12%	-	12%	*	12%	12%
		2018	51%	53%	37%	-	-	-	-	12%	11%	13%	*	12%	12%
	At Masters Grade Level	2019	25%	27%	18%	-	-	-	-	2%	-	2%	*	2%	2%
		2018	23%	25%	12%	-	-	-	-	2%	4%	0%	*	2%	2%
All Grades Social Studies															
	At Approaches Grade Level or Above	2019	81%	82%	72%	-	-	-	-	39%	*	40%	*	39%	38%
		2018	78%	80%	72%	-	-	-	-	42%	65%	35%	-	42%	42%
	At Meets Grade Level or Above	2019	55%	58%	43%	-	-	-	-	11%	*	12%	*	11%	11%
		2018	53%	56%	41%	-	-	-	-	14%	12%	15%	-	14%	14%
	At Masters Grade Level	2019	33%	36%	20%	-	-	-	-	3%	*	3%	*	3%	2%
		2018	31%	34%	18%	-	-	-	-	6%	6%	5%	-	6%	6%
<b>School Progress Domain - Academic Growth Score</b>															
	All Grades Both Subjects	2019	69%	71%	66%	-	-	-	-	61%	49%	62%	46%	61%	61%
		2018	69%	71%	67%	-	-	-	-	66%	68%	64%	60%	66%	65%
	All Grades ELA/Reading	2019	68%	70%	67%	-	-	-	-	62%	48%	63%	50%	62%	62%
		2018	69%	70%	65%	-	-	-	-	64%	66%	63%	40%	64%	64%
	All Grades Mathematics	2019	70%	72%	64%	-	-	-	-	61%	50%	61%	43%	61%	60%
		2018	70%	72%	69%	-	-	-	-	67%	71%	65%	80%	67%	67%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
	Reading	2019	41%	41%	33%	-	-	-	-	32%	33%	32%	40%	32%	32%

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**  
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	39%	25%	-	-	-	-	-	23%	16%	27%	*	23%	23%
	2019	45%	46%	47%	-	-	-	-	-	42%	14%	46%	*	42%	43%
	2018	47%	47%	40%	-	-	-	-	-	34%	31%	35%	*	34%	34%

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Participation

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>99%</b>	99%	99%	99%	100%	100%	*	98%	99%	99%	99%
Included in Accountability	94%	94%	<b>92%</b>	90%	94%	89%	100%	83%	*	95%	88%	96%	93%
Not Included in Accountability													
Mobile	4%	4%	<b>7%</b>	9%	5%	10%	0%	17%	*	3%	9%	3%	4%
Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	0%	0%	*	0%	2%	1%	2%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	0%	0%	*	2%	1%	1%	1%
Absent	1%	0%	<b>1%</b>	1%	1%	1%	0%	0%	*	2%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>99%</b>	99%	100%	99%	93%	100%	*	99%	99%	99%	100%
Included in Accountability	94%	94%	<b>92%</b>	93%	93%	92%	93%	100%	*	89%	87%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	<b>6%</b>	6%	6%	7%	0%	0%	*	10%	10%	5%	5%
Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	0%	0%	*	0%	2%	1%	4%
Not Tested	1%	1%	<b>1%</b>	1%	0%	1%	8%	0%	*	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	1%	0%	1%	8%	0%	*	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Attendance, Graduation, and Dropout Rates**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.7%	<b>94.7%</b>	94.9%	95.0%	94.2%	86.1%	96.5%	*	93.9%	92.9%	94.7%	95.3%
2016-17	95.7%	96.0%	<b>95.0%</b>	95.3%	95.4%	93.8%	91.3%	97.2%	*	94.6%	93.4%	94.9%	95.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.4%	<b>1.0%</b>	1.3%	1.0%	1.2%	0.0%	0.0%	-	0.0%	1.5%	1.1%	0.0%
2016-17	0.3%	0.4%	<b>0.3%</b>	0.0%	0.3%	0.6%	0.0%	*	-	0.0%	0.0%	0.4%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	2.0%	<b>1.2%</b>	2.6%	0.9%	0.6%	*	0.0%	*	5.6%	0.9%	1.4%	1.5%
2016-17	1.9%	2.0%	<b>0.5%</b>	0.4%	0.5%	0.5%	0.0%	0.0%	*	0.0%	0.8%	0.5%	0.9%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	88.8%	<b>93.9%</b>	96.9%	93.2%	93.2%	-	*	*	85.7%	100.0%	94.8%	90.0%
Received TxCHSE	0.4%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	4.8%	<b>2.2%</b>	0.0%	3.0%	2.7%	-	*	*	0.0%	0.0%	2.3%	0.0%
Dropped Out	5.7%	6.1%	<b>4.0%</b>	3.1%	3.8%	4.1%	-	*	*	14.3%	0.0%	2.9%	10.0%
Graduates and TxCHSE	90.4%	89.1%	<b>93.9%</b>	96.9%	93.2%	93.2%	-	*	*	85.7%	100.0%	94.8%	90.0%
Graduates, TxCHSE, and Continuers	94.3%	93.9%	<b>96.0%</b>	96.9%	96.2%	95.9%	-	*	*	85.7%	100.0%	97.1%	90.0%
Class of 2017													
Graduated	89.7%	88.8%	<b>91.6%</b>	98.2%	90.4%	88.3%	-	*	*	100.0%	81.0%	91.6%	78.6%
Received TxCHSE	0.4%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.0%	5.1%	<b>4.4%</b>	1.8%	4.8%	6.5%	-	*	*	0.0%	9.5%	5.2%	7.1%
Dropped Out	5.9%	5.9%	<b>4.0%</b>	0.0%	4.8%	5.2%	-	*	*	0.0%	9.5%	3.2%	14.3%
Graduates and TxCHSE	90.1%	89.0%	<b>91.6%</b>	98.2%	90.4%	88.3%	-	*	*	100.0%	81.0%	91.6%	78.6%
Graduates, TxCHSE, and Continuers	94.1%	94.1%	<b>96.0%</b>	100.0%	95.2%	94.8%	-	*	*	100.0%	90.5%	96.8%	85.7%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	91.7%	<b>95.1%</b>	98.2%	94.1%	94.7%	-	*	*	100.0%	90.0%	96.1%	85.7%
Received TxCHSE	0.6%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.4%	<b>0.8%</b>	0.0%	2.0%	0.0%	-	*	*	0.0%	5.0%	0.7%	0.0%
Dropped Out	6.3%	6.5%	<b>4.1%</b>	1.8%	3.9%	5.3%	-	*	*	0.0%	5.0%	3.3%	14.3%
Graduates and TxCHSE	92.6%	92.1%	<b>95.1%</b>	98.2%	94.1%	94.7%	-	*	*	100.0%	90.0%	96.1%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	<b>95.9%</b>	98.2%	96.1%	94.7%	-	*	*	100.0%	95.0%	96.7%	85.7%
Class of 2016													
Graduated	91.6%	91.2%	<b>93.1%</b>	93.2%	92.6%	92.9%	*	*	-	100.0%	100.0%	94.6%	93.8%
Received TxCHSE	0.7%	0.4%	<b>0.7%</b>	0.0%	0.8%	1.4%	*	*	-	0.0%	0.0%	0.6%	0.0%
Continued HS	1.2%	1.5%	<b>1.1%</b>	1.4%	1.7%	0.0%	*	*	-	0.0%	0.0%	1.2%	0.0%
Dropped Out	6.6%	6.8%	<b>5.1%</b>	5.4%	5.0%	5.7%	*	*	-	0.0%	0.0%	3.6%	6.3%
Graduates and TxCHSE	92.2%	91.7%	<b>93.8%</b>	93.2%	93.4%	94.3%	*	*	-	100.0%	100.0%	95.2%	93.8%
Graduates, TxCHSE, and Continuers	93.4%	93.2%	<b>94.9%</b>	94.6%	95.0%	94.3%	*	*	-	100.0%	100.0%	96.4%	93.8%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	92.0%	<b>93.5%</b>	94.5%	93.4%	91.5%	*	*	-	100.0%	100.0%	95.2%	88.2%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Attendance, Graduation, and Dropout Rates**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.6%	1.5%	0.0%	1.7%	2.8%	*	*	-	0.0%	0.0%	1.2%	5.9%
Continued HS	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	6.9%	5.1%	5.5%	5.0%	5.6%	*	*	-	0.0%	0.0%	3.6%	5.9%
Graduates and TxCHSE	92.9%	92.6%	94.9%	94.5%	95.0%	94.4%	*	*	-	100.0%	100.0%	96.4%	94.1%
Graduates, TxCHSE, and Continuers	93.4%	93.1%	94.9%	94.5%	95.0%	94.4%	*	*	-	100.0%	100.0%	96.4%	94.1%
<b>Class of 2015</b>													
Graduated	91.8%	91.7%	94.1%	97.1%	91.3%	94.3%	*	100.0%	-	*	94.3%	94.2%	66.7%
Received TxCHSE	1.0%	0.8%	0.4%	0.0%	0.0%	1.1%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.7%	7.0%	5.6%	2.9%	8.7%	4.5%	*	0.0%	-	*	5.7%	5.8%	33.3%
Graduates and TxCHSE	92.8%	92.4%	94.4%	97.1%	91.3%	95.5%	*	100.0%	-	*	94.3%	94.2%	66.7%
Graduates, TxCHSE, and Continuers	93.3%	93.0%	94.4%	97.1%	91.3%	95.5%	*	100.0%	-	*	94.3%	94.2%	66.7%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	88.8%	92.6%	95.5%	91.1%	93.2%	-	*	*	85.7%	90.0%	93.2%	90.5%
Class of 2017	89.7%	88.8%	90.8%	98.2%	88.7%	88.3%	-	*	*	100.0%	73.9%	91.0%	78.6%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	71.8%	*	*	*	*	-	-	-	-	*	*	-
Class of 2017	88.5%	88.6%	87.9%	85.7%	94.0%	82.8%	-	*	*	71.4%	7.7%	85.8%	70.0%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	4.2%	1.2%	0.0%	0.8%	1.5%	-	*	*	16.7%	0.0%	1.9%	0.0%
Class of 2017	6.0%	6.8%	9.5%	0.0%	20.0%	*	-	*	-	-	*	13.3%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	82.4%	87.1%	78.0%	91.8%	86.6%	-	*	*	83.3%	6.7%	87.0%	77.8%
Class of 2017	60.8%	52.2%	0.0%	0.0%	0.0%	*	-	*	-	-	*	0.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	86.5%	87.6%	76.7%	92.7%	86.8%	-	*	*	100.0%	6.3%	88.3%	77.8%
Class of 2017	85.9%	87.1%	80.7%	76.4%	86.2%	77.9%	-	*	*	71.4%	11.8%	78.2%	63.6%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	43.0%	*	-	*	*	-	-	-	-	*	*	-
2016-17	87.2%	87.1%	84.9%	82.4%	92.0%	78.6%	-	*	*	71.4%	5.6%	82.0%	72.7%
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	4.2%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	7.2%	7.5%	20.0%	0.0%	27.3%	16.7%	-	*	-	*	*	26.3%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	82.1%	88.3%	78.7%	93.5%	86.1%	-	*	*	100.0%	6.7%	88.8%	81.0%
2016-17	56.5%	43.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	84.7%	87.7%	78.7%	92.1%	86.3%	-	*	*	100.0%	5.9%	88.3%	81.0%
2016-17	84.0%	84.6%	78.2%	73.7%	84.7%	73.7%	-	*	*	75.0%	9.1%	74.8%	66.7%

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	270	100.0%	347,893	100.0%
By Ethnicity:				
African American	63	23.3%	43,502	12.5%
Hispanic	126	46.7%	173,272	49.8%
White	73	27.0%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	1	0.4%	15,589	4.5%
Pacific Islander	1	0.4%	528	0.2%
Two or More Races	6	2.2%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	2	0.7%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	1	0.4%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	33	12.2%	49,432	14.2%
Foundation H.S. Program (Endorsement)	0	0.0%	16,542	4.8%
Foundation H.S. Program (DLA)	234	86.7%	272,526	78.3%
Special Education Graduates	19	7.0%	25,962	7.5%
Economically Disadvantaged Graduates	163	60.4%	166,956	48.0%
LEP Graduates	21	7.8%	21,359	6.1%
At-Risk Graduates	91	33.7%	144,805	41.6%

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	63.6%	<b>82.0%</b>	78.6%	82.5%	82.9%	-	*	*	91.7%	76.3%	82.5%	71.4%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	49.5%	<b>61.1%</b>	54.0%	59.5%	67.1%	-	*	*	83.3%	5.3%	59.5%	38.1%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	58.0%	<b>71.9%</b>	66.7%	71.4%	75.3%	-	*	*	83.3%	26.3%	71.2%	85.7%
Mathematics													
2017-18	46.0%	44.1%	<b>48.5%</b>	39.7%	48.4%	52.1%	-	*	*	83.3%	0.0%	46.6%	33.3%
Both Subjects													
2017-18	42.1%	41.3%	<b>45.9%</b>	38.1%	44.4%	50.7%	-	*	*	83.3%	0.0%	44.2%	33.3%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	16.7%	<b>33.7%</b>	30.2%	30.2%	41.1%	-	*	*	50.0%	5.3%	29.4%	0.0%
2016-17	19.9%	15.3%	<b>23.5%</b>	14.0%	21.4%	30.3%	-	*	*	25.0%	13.6%	21.1%	16.7%
15	AP/IB Met Criteria in Any Subject (Annual Graduates)												
Any Subject													
2017-18	20.4%	25.7%	<b>3.0%</b>	0.0%	4.0%	1.4%	-	*	*	33.3%	0.0%	3.7%	4.8%
2016-17	20.1%	25.3%	<b>1.2%</b>	0.0%	2.0%	0.0%	-	*	*	0.0%	0.0%	1.4%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	1.4%	<b>12.6%</b>	9.5%	10.3%	17.8%	-	*	*	16.7%	0.0%	9.2%	0.0%
2016-17	0.8%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	25.8%	<b>53.0%</b>	52.4%	54.0%	52.7%	-	*	*	41.7%	76.3%	54.0%	52.4%
2016-17	13.2%	11.0%	<b>23.0%</b>	11.4%	26.5%	26.3%	-	*	*	18.8%	9.1%	19.7%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	2.7%	1.5%	<b>5.3%</b>	0.0%	5.1%	9.2%	-	*	*	0.0%	0.0%	3.4%	8.3%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.7%	<b>3.0%</b>	1.6%	4.0%	2.7%	-	*	*	0.0%	42.1%	3.1%	9.5%
2016-17	1.0%	1.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	<b>93.0%</b>	95.2%	92.9%	91.8%	-	*	*	83.3%	84.2%	93.9%	90.5%
2016-17	17.3%	15.3%	<b>32.1%</b>	15.8%	39.8%	32.9%	-	*	*	25.0%	9.1%	30.6%	41.7%

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.2%	<b>4.1%</b>	3.2%	4.0%	5.5%	-	*	*	0.0%	5.3%	5.5%	4.8%
2016-17	2.2%	1.5%	<b>5.3%</b>	3.5%	5.1%	6.6%	-	*	*	12.5%	4.5%	3.4%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	<b>0.4%</b>	0.0%	0.0%	1.4%	-	*	*	0.0%	5.3%	0.6%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.4%	<b>4.8%</b>	4.8%	4.8%	5.5%	-	*	*	0.0%	5.3%	4.3%	0.0%
2016-17	0.5%	0.2%	<b>1.6%</b>	0.0%	0.0%	3.9%	-	*	*	0.0%	0.0%	0.0%	0.0%

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District CCMR-Related Indicators**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	25.5%	<b>52.6%</b>	33.3%	54.0%	63.0%	-	*	*	83.3%	0.0%	48.5%	28.6%
2016-17	23.4%	15.5%	<b>31.3%</b>	26.3%	24.5%	40.8%	-	*	*	50.0%	0.0%	26.5%	0.0%
Mathematics													
2017-18	23.7%	16.7%	<b>42.2%</b>	33.3%	41.3%	47.9%	-	*	*	66.7%	0.0%	38.0%	28.6%
2016-17	19.8%	11.7%	<b>21.8%</b>	19.3%	22.4%	22.4%	-	*	*	12.5%	0.0%	21.1%	8.3%
Both Subjects													
2017-18	18.1%	12.2%	<b>37.0%</b>	28.6%	34.1%	45.2%	-	*	*	66.7%	0.0%	31.9%	9.5%
2016-17	12.9%	6.6%	<b>19.8%</b>	17.5%	18.4%	22.4%	-	*	*	12.5%	0.0%	17.7%	0.0%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	62.0%	<b>97.0%</b>	100.0%	96.8%	94.5%	-	*	*	100.0%	84.2%	97.5%	95.2%
2016-17	50.5%	53.4%	<b>92.2%</b>	96.5%	94.9%	86.8%	-	*	*	87.5%	77.3%	91.8%	100.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.6%	<b>24.1%</b>	33.3%	26.2%	15.1%	-	*	*	0.0%	26.3%	28.2%	71.4%
2016-17	0.8%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	1.5%	<b>10.0%</b>	7.9%	10.3%	9.6%	-	*	*	16.7%	0.0%	12.3%	4.8%
2016-17	1.4%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	31.8%	<b>2.0%</b>	0.0%	3.6%	0.0%	*	*	*	10.0%	n/a	2.0%	n/a
2017	26.2%	32.7%	<b>2.2%</b>	0.0%	3.3%	1.2%	-	*	*	0.0%	n/a	2.0%	n/a
English Language Arts													
2018	15.3%	20.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	n/a	0.0%	n/a
2017	15.9%	21.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	n/a	0.0%	n/a
Mathematics													
2018	7.3%	9.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	n/a	0.0%	n/a
2017	7.2%	9.8%	<b>1.8%</b>	0.0%	2.5%	1.2%	-	*	*	0.0%	n/a	1.4%	n/a
Science													
2018	10.8%	13.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	n/a	0.0%	n/a
2017	10.9%	14.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	n/a	0.0%	n/a
Social Studies													
2018	14.5%	18.2%	<b>0.2%</b>	0.0%	0.4%	0.0%	*	*	*	0.0%	n/a	0.0%	n/a
2017	15.0%	19.6%	<b>0.4%</b>	0.0%	0.8%	0.0%	-	*	*	0.0%	n/a	0.6%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	54.8%	<b>63.6%</b>	-	60.0%	-	-	-	-	*	n/a	85.7%	n/a
2017	49.1%	53.7%	<b>16.7%</b>	-	12.5%	*	-	*	*	-	n/a	14.3%	n/a
English Language Arts													
2018	42.5%	45.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	44.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	60.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District CCMR-Related Indicators**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	58.4%	<b>20.0%</b>	-	16.7%	*	-	*	*	-	n/a	20.0%	n/a
2018 Science	38.0%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	41.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	48.6%	*	-	*	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	46.2%	*	-	*	-	-	-	-	-	n/a	*	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	79.0%	<b>45.2%</b>	54.0%	38.9%	46.6%	-	*	*	66.7%	n/a	40.2%	n/a
2016-17	73.5%	77.6%	<b>62.6%</b>	71.9%	59.2%	60.5%	-	100.0%	100.0%	25.0%	n/a	59.5%	n/a
At/Above Criterion													
2017-18	37.9%	41.3%	<b>26.2%</b>	14.7%	24.5%	35.3%	-	-	*	*	n/a	23.5%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1047	<b>1008</b>	905	1019	1055	-	-	*	*	n/a	973	n/a
English Language Arts and Writing													
2017-18	521	525	<b>516</b>	461	516	551	-	-	*	*	n/a	491	n/a
Mathematics													
2017-18	515	522	<b>492</b>	445	503	504	-	-	*	*	n/a	482	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	20.5	<b>19.3</b>	17.3	18.8	21.0	-	-	*	*	n/a	18.5	n/a
English Language Arts													
2017-18	20.3	20.0	<b>18.9</b>	16.4	18.4	21.0	-	-	*	*	n/a	18.1	n/a
Mathematics													
2017-18	20.6	20.6	<b>19.2</b>	18.0	18.9	20.5	-	-	*	*	n/a	18.7	n/a
Science													
2017-18	20.9	20.7	<b>19.4</b>	17.8	19.0	21.2	-	-	*	*	n/a	18.7	n/a

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District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Other Postsecondary Indicators

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	45.7%	<b>49.2%</b>	42.9%	48.5%	54.9%	*	25.0%	*	66.7%	28.0%	43.9%	32.8%
2016-17	37.1%	39.4%	<b>28.6%</b>	19.5%	29.3%	33.5%	*	33.3%	*	36.4%	10.9%	26.4%	18.9%
English Language Arts													
2017-18	17.3%	17.5%	<b>12.5%</b>	8.5%	11.4%	17.2%	*	12.5%	*	14.3%	1.0%	11.2%	6.8%
2016-17	16.8%	17.4%	<b>12.3%</b>	10.2%	11.8%	13.8%	*	22.2%	*	20.0%	1.0%	11.8%	14.9%
Mathematics													
2017-18	20.7%	21.8%	<b>22.0%</b>	20.3%	22.1%	21.9%	*	25.0%	*	42.9%	2.4%	18.9%	14.8%
2016-17	19.5%	20.4%	<b>6.4%</b>	3.5%	5.7%	7.9%	*	22.2%	*	21.4%	0.0%	4.7%	0.0%
Science													
2017-18	21.2%	21.9%	<b>26.8%</b>	27.3%	25.1%	30.7%	*	0.0%	*	30.8%	26.7%	24.1%	19.1%
2016-17	5.7%	7.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Social Studies													
2017-18	22.8%	26.4%	<b>16.8%</b>	9.3%	15.2%	24.6%	*	25.0%	*	26.7%	0.0%	12.1%	1.6%
2016-17	21.8%	25.3%	<b>16.0%</b>	7.2%	16.4%	21.1%	*	22.2%	*	20.0%	0.0%	13.5%	1.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	54.1%	<b>39.8%</b>	43.1%	39.8%	38.2%	-	*	*	12.5%	17.4%	38.6%	16.7%
2015-16	54.7%	53.7%	<b>46.3%</b>	53.2%	42.9%	46.4%	*	*	-	50.0%	23.1%	44.1%	7.7%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	58.5%	<b>55.1%</b>	40.9%	51.4%	67.9%	-	*	*	*	*	54.7%	*
2015-16	55.7%	53.7%	<b>47.1%</b>	33.3%	41.3%	69.2%	-	*	-	*	0.0%	39.3%	*

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Student Information

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Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	4,684	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	6	0.1%	15,122	0.3%
Pre-Kindergarten	347	7.4%	238,810	4.4%
Kindergarten	355	7.6%	373,435	6.9%
Grade 1	340	7.3%	386,567	7.1%
Grade 2	352	7.5%	387,490	7.2%
Grade 3	318	6.8%	395,637	7.3%
Grade 4	343	7.3%	411,805	7.6%
Grade 5	358	7.6%	417,388	7.7%
Grade 6	386	8.2%	417,587	7.7%
Grade 7	365	7.8%	406,716	7.5%
Grade 8	295	6.3%	404,933	7.5%
Grade 9	346	7.4%	436,449	8.1%
Grade 10	305	6.5%	400,571	7.4%
Grade 11	297	6.3%	372,899	6.9%
Grade 12	271	5.8%	350,991	6.5%
Ethnic Distribution:				
African American	1,035	22.1%	684,349	12.6%
Hispanic	2,334	49.8%	2,847,629	52.6%
White	1,096	23.4%	1,484,069	27.4%
American Indian	15	0.3%	20,362	0.4%
Asian	20	0.4%	242,247	4.5%
Pacific Islander	1	0.0%	8,254	0.2%
Two or More Races	183	3.9%	129,490	2.4%
Economically Disadvantaged	3,603	76.9%	3,283,812	60.6%
Non-Educationally Disadvantaged	1,081	23.1%	2,132,588	39.4%
Section 504 Students	302	6.4%	354,440	6.5%
English Learners (EL)	1,002	21.4%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	129	2.5%	75,963	1.4%
Students w/ Dyslexia	160	3.4%	194,074	3.6%
At-Risk	2,451	52.3%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	444		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	182	41.0%	221,426	42.4%
Students with Physical Disabilities	96	21.6%	114,118	21.9%
Students with Autism	**	**	71,373	13.7%
Students with Behavioral Disabilities	104	23.4%	107,604	20.6%
Students with Non-Categorical Early Childhood	*	*	7,387	1.4%

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	1.7%	1.7%	3.4%	6.2%
Grade 1	0.0%	3.1%	0.0%	5.5%
Grade 2	0.7%	1.8%	0.0%	2.3%
Grade 3	0.0%	1.1%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.5%	0.0%	0.6%
Grade 6	0.3%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.6%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.7%
Grade 9	6.9%	7.2%	16.1%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	12	0.6%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.5	18.9
Grade 1	19.6	18.8
Grade 2	17.9	18.7
Grade 3	18.6	18.9
Grade 4	19.3	19.2
Grade 5	19.1	21.2
Grade 6	23.6	20.4
Secondary:		
English/Language Arts	16.0	16.6
Foreign Languages	17.6	18.9
Mathematics	15.6	17.8
Science	14.9	18.9
Social Studies	15.7	19.3

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District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	588.2	100.0%	719,502.5	100.0%
Professional Staff:	377.1	64.1%	461,380.1	64.1%
Teachers	296.8	50.4%	358,450.1	49.8%
Professional Support	52.9	9.0%	72,848.5	10.1%
Campus Administration (School Leadership)	17.8	3.0%	21,812.7	3.0%
Central Administration	9.6	1.6%	8,268.8	1.1%
Educational Aides:	83.9	14.3%	74,292.4	10.3%
Auxiliary Staff:	127.3	21.6%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,414.0	n/a
Part-time	2.0	n/a	572.0	n/a
Counselors				
Full-time	9.0	n/a	12,433.0	n/a
Part-time	1.0	n/a	1,097.0	n/a
Total Minority Staff:	226.6	38.5%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	45.7	15.4%	37,875.6	10.6%
Hispanic	25.0	8.4%	99,261.7	27.7%
White	220.1	74.2%	209,288.6	58.4%
American Indian	2.0	0.7%	1,236.1	0.3%
Asian	1.0	0.3%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	3.0	1.0%	4,074.5	1.1%
Males	79.6	26.8%	85,138.1	23.8%
Females	217.2	73.2%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.3%	4,932.1	1.4%
Bachelors	233.8	78.8%	263,991.5	73.6%
Masters	60.0	20.2%	87,059.6	24.3%
Doctorate	2.0	0.7%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	40.2	13.6%	24,953.3	7.0%
1-5 Years Experience	95.2	32.1%	103,762.4	28.9%
6-10 Years Experience	47.0	15.8%	68,136.0	19.0%
11-20 Years Experience	75.2	25.3%	105,158.7	29.3%
Over 20 Years Experience	39.1	13.2%	56,439.7	15.7%
Number of Students per Teacher	15.8	n/a	15.1	n/a

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Staff Information**

District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	4.9	6.3
Average Years Experience of Principals with District	4.9	5.4
Average Years Experience of Assistant Principals	3.3	5.3
Average Years Experience of Assistant Principals with District	2.8	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	9.7	11.1
Average Years Experience of Teachers with District:	4.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,988	\$47,218
1-5 Years Experience	\$51,763	\$50,408
6-10 Years Experience	\$53,751	\$52,786
11-20 Years Experience	\$57,647	\$56,041
Over 20 Years Experience	\$62,239	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$54,707	\$54,122
Professional Support	\$67,428	\$64,069
Campus Administration (School Leadership)	\$77,744	\$78,947
Central Administration	\$138,545	\$103,400
Instructional Staff Percent:	68.5%	64.5%
Turnover Rate for Teachers:	28.3%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

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District Name: TERRELL ISD  
 County Name: KAUFMAN  
 District Number: 129906

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	991	21.2%	1,066,099	19.7%
Career & Technical Education	1,669	35.6%	1,424,391	26.3%
Gifted & Talented Education	253	5.4%	436,361	8.1%
Special Education	444	9.5%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	15.8	5.3%	23,092.5	6.4%
Career & Technical Education	19.2	6.5%	17,483.0	4.9%
Compensatory Education	7.4	2.5%	9,548.1	2.7%
Gifted & Talented Education	3.4	1.1%	7,164.0	2.0%
Regular Education	211.8	71.4%	255,885.2	71.4%
Special Education	28.4	9.6%	32,449.2	9.1%
Other	10.7	3.6%	12,828.0	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '\*\*\*' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

**Terrell Independent School District's**

**Report of:**

**PEIMS Financial Standard Report**

**2018 PEIMS Actual Financial Data by District**

**2018 PEIMS Actual Financial Data by Campus**



# 2017-2018 Actual Financial data

## Totals for Terrell ISD (129906)

Total Enrolled Students in Membership: 4,612

	<u>District</u>			<u>State</u>		
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>						
<b><u>Total Revenue</u></b>	42,307,881	100.00%	9,173	56,857,063	100.00%	12,328
Local Tax	17,867,150	42.23%	3,874	24,385,312	42.89%	5,287
Other Local and Intermediate	588,015	1.39%	127	1,477,399	2.60%	320
State	23,165,138	54.75%	5,023	24,289,499	42.72%	5,267
Federal	687,578	1.63%	149	6,704,853	11.79%	1,454
<b><u>Total Receipts</u></b>	42,339,001	100.00%	9,180	56,888,183	100.00%	12,335
Total Revenue	42,307,881	99.93%	9,173	56,857,063	99.95%	12,328
Recapture	0	0.00%	0	0	0.00%	0
Ⓝ Total Other Resources	31,120	0.07%	7	31,120	0.05%	7
<b>Fund Balances (for ISDs)</b>						
<b><u>Total Fund Balance**</u></b>	15,284,702	36.13%	3,314	17,781,514	31.27%	3,855
Nonspendable Fund Balance	21,096	0.05%	5	86,586	0.15%	19
Restricted Fund Balance	1,000,000	2.36%	217	3,347,037	5.89%	726
Committed Fund Balance	0	0.00%	0	84,285	0.15%	18
Assigned Fund Balance	0	0.00%	0	0	0.00%	0
Unassigned Fund Balance	14,263,606	33.71%	3,093	14,263,606	25.09%	3,093
<b>Disbursements</b>						
<b><u>Total Expenditures</u></b>						
BY OBJECT	39,776,733	100.00%	8,625	73,751,669	100.00%	15,991
Payroll (Objects 6100)	29,268,145	73.58%	6,346	33,078,677	44.85%	7,172
Other Operating (Objects 6200-6400)	8,556,067	21.51%	1,855	12,259,100	16.62%	2,658
Debt Service (Objects 6500)	795,450	2.00%	172	6,789,275	9.21%	1,472
Capital Outlay (Objects 6600)	1,157,071	2.91%	251	21,624,617	29.32%	4,689
BY FUNCTION (Objects 6100-6400 only)						
Debt Service (71)	0		0	0		0
Facilities Acquisition &	0		0	0		0
Other (72)	0		0	0		0
Other (73)	0		0	0		0
Other (74)	0		0	0		0
Other (75)	0		0	0		0
Other (76)	0		0	0		0
Other (77)	0		0	0		0
Other (78)	0		0	0		0
Other (79)	0		0	0		0
Other (80)	0		0	0		0
Other (81)	0		0	0		0
Other (82)	0		0	0		0
Other (83)	0		0	0		0
Other (84)	0		0	0		0
Other (85)	0		0	0		0
Other (86)	0		0	0		0
Other (87)	0		0	0		0
Other (88)	0		0	0		0
Other (89)	0		0	0		0
Other (90)	0		0	0		0
Other (91)	0		0	0		0
Other (92)	0		0	0		0
Other (93)	0		0	0		0
Other (94)	0		0	0		0
Other (95)	0		0	0		0
Other (96)	0		0	0		0
Other (97)	0		0	0		0
Other (98)	0		0	0		0
Other (99)	0		0	0		0
Other (100)	0		0	0		0

Facilities Acquisition & Construction (81)

Total Operating Expenditures	37,824,212	100.00%	8,201	45,337,777	100.00%	9,830	53,007,735,811	100.00%	9,844
Instruction (11,95)	20,011,888	52.91%	4,339	23,957,579	52.84%	5,195	29,573,638,083	55.79%	5,492
Instructional Res Media (12)	385,403	1.02%	84	387,366	0.85%	84	605,950,802	1.14%	113
Curriculum/Staff Develop (13)	900,741	2.38%	195	1,246,545	2.75%	270	1,174,310,004	2.22%	218
Instructional Leadership (21)	449,144	1.19%	97	452,016	1.00%	98	833,658,903	1.57%	155
School Leadership (23)	2,375,107	6.28%	515	2,429,445	5.36%	527	3,099,426,611	5.85%	576
Guidance Counseling Svcs (31)	1,530,785	4.05%	332	1,559,196	3.44%	338	1,926,098,691	3.63%	358
Social Work Services (32)	311,795	0.82%	68	405,684	0.89%	88	142,409,113	0.27%	26
Health Services (33)	366,605	0.97%	79	438,766	0.97%	95	536,700,538	1.01%	100
Transportation (34)	1,831,766	4.84%	397	1,867,175	4.12%	405	1,570,586,301	2.96%	292
Food (35)	0	0.00%	0	2,873,129	6.34%	623	2,825,048,050	5.33%	525
Extracurricular (36)	1,547,920	4.09%	336	1,577,606	3.48%	342	1,610,863,870	3.04%	299
General Administration (41,92)	1,734,755	4.59%	376	1,734,755	3.83%	376	1,787,695,433	3.37%	332
Plant Maint/Operation (51)	5,046,074	13.34%	1,094	5,052,810	11.14%	1,096	5,547,616,328	10.47%	1,030
Security/Monitoring (52)	535,899	1.42%	116	538,642	1.19%	117	505,751,521	0.95%	94
Data Processing Services (53)	655,802	1.73%	142	655,802	1.45%	142	1,009,632,415	1.90%	187
Community Services (61)	140,528	0.37%	30	161,261	0.36%	35	258,349,148	0.00%	48

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<b>Total Disbursements</b>	40,049,568	100.00%	8,684	74,024,504	100.00%	16,050	76,425,568,379	100.00%	14,193
Total Expenditures	39,776,733	99.32%	8,625	73,751,669	99.63%	15,991	70,292,451,357	100.00%	13,054
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	2.63%	384
Total Other Uses	0	0.00%	0	0	0.00%	0	3,402,247,277	4.45%	632
Intergovernmental Charge	272,835	0.68%	59	272,835	0.37%	59	662,347,322	1.25%	123

**Program Expenditures**

<b>Operating Expenditures - Program</b>	28,161,113	100.00%	6,106	32,738,391	100.00%	7,099	39,129,628,714	100.00%	7,267
Regular	14,638,573	51.98%	3,174	15,531,185	47.44%	3,368	23,408,623,199	59.82%	4,347
Gifted and Talented	453,675	1.61%	98	493,212	1.51%	107	396,918,069	1.01%	74
Career and Technical	2,348,330	8.34%	509	2,508,936	7.66%	544	1,595,080,075	4.08%	296
Students with Disabilities	4,360,199	15.48%	945	5,287,803	16.15%	1,147	6,228,755,783	15.92%	1,157
Accelerated Education	727,218	2.58%	158	883,844	2.70%	192	1,729,817,631	4.42%	321
Bilingual	107,621	0.38%	23	184,656	0.56%	40	624,626,340	1.60%	116
Nondisc Alt Ed-AEP Basic Serv	92,636	0.33%	20	92,741	0.28%	20	156,186,644	0.40%	29
Disc Alt Ed-DAEP Basic Serv	366,551	1.30%	79	366,551	1.12%	79	223,139,912	0.57%	41
Disc Alt Ed-DAEP Supplemental	72,315	0.26%	16	72,315	0.22%	16	27,092,836	0.07%	5
T1 A Schoolwide-St Comp>=40%	1,918,915	6.81%	416	3,080,662	9.41%	668	2,061,367,635	5.27%	383
Athletics/Related Activities	1,335,918	4.74%	290	1,365,187	4.17%	296	1,059,340,400	2.71%	197
High School Allotment	0	0.00%	0	0	0.00%	0	568,417,706	1.45%	106

Prekindergarten

1,739,162

6.18%

377

2,871,299

8.77%

623

1,050,262,484

2.68%

199

	<u>District</u>	<u>State</u>
<b>Instructional Expenditure Ratio</b>	59.9%	62.7%

**Tax Rates**

**2017 (current tax year) Tax Rates**

Maintenance and Operations	1.1700	1.0933
Interest and Sinking Funds	0.4297	0.2108
Total Tax Rate	1.5997	1.3041

**2016 Tax Year State Certified Property Values**

	Amount	Percent	Amount	Percent
Property Value	1,399,753,557	N/A	2,220,042,195,073	N/A
Property Value per pupil	303,503	N/A	436,998	N/A
Property Value by category:				
Business	837,986,824	54.02%	892,180,729,305	35.47%
Residential	637,376,797	41.09%	1,479,753,710,535	58.82%
Land	49,653,986	3.20%	65,281,339,904	2.60%
Oil and Gas	2,993,585	0.19%	64,143,342,124	2.55%
Other	23,348,000	1.51%	14,174,456,770	0.56%

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**Unassigned Fund Balance percentage of total budgeted expenditures**

2017-2018 School Districts' General Fund Unassigned Fund Balance***	14,263,606	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	39,010,994	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	36.6%	27.7%

\*\* Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

\*\*\* The TEA does not have encumbrance data to subtract from the fund balances.

**TEXAS EDUCATION AGENCY**  
**2017-2018 PEIMS Actual Financial Data by Campus**

**School Campus: Terrell H S      District: TERRELL ISD**

Campus Number: 129906002      Total Membership: 1,190

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	8,657,839	100.00	7,275	9,543,405	100.00	8,020
Operating-Payroll	7,238,145	83.60	6,082	7,542,891	79.04	6,339
Other Operating	1,295,944	14.97	1,089	1,854,657	19.43	1,559
Non-Operating(Equipt/Supplies)	123,750	1.43	104	145,857	1.53	123
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	8,534,089	100.00	7,172	9,397,548	100.00	7,897
Instruction (11,95) *	6,333,032	74.21	5,322	6,656,598	70.83	5,594
Instructional Res/Media (12) *	192,733	2.26	162	192,733	2.05	162
Curriculum/Staff Develop (13) *	206,722	2.42	174	213,390	2.27	179
Instructional Leadership (21) *	191,208	2.24	161	191,208	2.03	161
School Leadership (23) *	589,865	6.91	496	592,546	6.31	498
Guidance/Counseling Svcs (31) *	497,452	5.83	418	497,452	5.29	418
Social Work Services (32) *	464	0.01	0	464	0.00	0
Health Services (33) *	59,033	0.69	50	59,033	0.63	50
Food (35) **	0	0.00	0	530,127	5.64	445
Extracurricular (36) *	171,933	2.01	144	172,350	1.83	145
Plant Maint/Operation (51) * **	262,253	3.07	220	262,253	2.79	220
Security/Monitoring (52) * **	29,394	0.34	25	29,394	0.31	25
Data Processing Svcs (53) * **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	8,070,509	100.00	6,782	8,400,743	100.00	7,059
Regular	4,947,494	61.30	4,158	5,014,601	59.69	4,214
Gifted & Talented	3,502	0.04	3	3,502	0.04	3
Career & Technical	1,999,678	24.78	1,680	2,158,634	25.70	1,814
Students with Disabilities	1,072,272	13.29	901	1,176,443	14.00	989
Accelerated Education	1,741	0.02	1	1,741	0.02	1
Bilingual	915	0.01	1	915	0.01	1
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	4,289	0.05	4	4,289	0.05	4
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	40,618	0.50	34	40,618	0.48	34
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**  
**2017-2018 PEIMS Actual Financial Data by Campus**

**School Campus: Terrell Alternative Education Cent      District: TERRELL ISD**

Campus Number: 129906004      Total Membership: 10

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	88,693	100.00	8,869	89,312	100.00	8,931
Operating-Payroll	77,823	87.74	7,782	77,823	87.14	7,782
Other Operating	10,870	12.26	1,087	11,489	12.86	1,149
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	88,693	100.00	8,869	89,312	100.00	8,931
Instruction (11,95) *	70,018	78.94	7,002	70,018	78.40	7,002
Instructional Res/Media (12) *	31	0.03	3	31	0.03	3
Curriculum/Staff Develop (13) *	4,670	5.27	467	4,670	5.23	467
Instructional Leadership (21) *	886	1.00	89	886	0.99	89
School Leadership (23) *	12,461	14.05	1,246	13,080	14.65	1,308
Guidance/Counseling Svcs (31) *	538	0.61	54	538	0.60	54
Social Work Services (32) *	11	0.01	1	11	0.01	1
Health Services (33) *	66	0.07	7	66	0.07	7
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	12	0.01	1	12	0.01	1
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	88,681	100.00	8,868	88,786	100.00	8,879
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	258	0.29	26	258	0.29	26
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	88,423	99.71	8,842	88,528	99.71	8,853
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**  
**2017-2018 PEIMS Actual Financial Data by Campus**

**School Campus: Tisd Child & Adolescent School      District: TERRELL ISD**

Campus Number: 129906104      Total Membership: 32

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	353,438	100.00	11,045	481,150	100.00	15,036
Operating-Payroll	339,525	96.06	10,610	467,028	97.06	14,595
Other Operating	13,913	3.94	435	14,122	2.94	441
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	353,438	100.00	11,045	481,150	100.00	15,036
Instruction (11,95) *	156,543	44.29	4,892	284,255	59.08	8,883
Instructional Res/Media (12) *	48	0.01	2	48	0.01	2
Curriculum/Staff Develop (13) *	7,064	2.00	221	7,064	1.47	221
Instructional Leadership (21) *	13,907	3.93	435	13,907	2.89	435
School Leadership (23) *	130,925	37.04	4,091	130,925	27.21	4,091
Guidance/Counseling Svcs (31) *	43,741	12.38	1,367	43,741	9.09	1,367
Social Work Services (32) *	16	0.00	1	16	0.00	1
Health Services (33) *	1,194	0.34	37	1,194	0.25	37
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	353,438	100.00	11,045	481,150	100.00	15,036
Regular	0	0.00	0	209	0.04	7
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	353,438	100.00	11,045	480,941	99.96	15,029
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY  
2017-2018 PEIMS Actual Financial Data by Campus**

**School Campus: W H Burnett El      District: TERRELL ISD**

Campus Number: 129906103      Total Membership: 372

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	1,800,667	100.00	4,841	3,239,884	100.00	8,709
Operating-Payroll	1,734,838	96.34	4,664	2,768,144	85.44	7,441
Other Operating	65,829	3.66	177	463,030	14.29	1,245
Non-Operating(Equipt/Supplies)	0	0.00	0	8,710	0.27	23
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	1,800,667	100.00	4,841	3,231,174	100.00	8,686
Instruction (11,95) *	1,191,841	66.19	3,204	2,097,642	64.92	5,639
Instructional Res/Media (12) *	32,972	1.83	89	34,935	1.08	94
Curriculum/Staff Develop (13) *	53,606	2.98	144	109,120	3.38	293
Instructional Leadership (21) *	18,944	1.05	51	20,408	0.63	55
School Leadership (23) *	255,177	14.17	686	292,273	9.05	786
Guidance/Counseling Svcs (31) *	117,627	6.53	316	117,627	3.64	316
Social Work Services (32) *	7,760	0.43	21	101,649	3.15	273
Health Services (33) *	43,512	2.42	117	115,673	3.58	311
Food (35) **	0	0.00	0	255,883	7.92	688
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	79,228	4.40	213	85,964	2.66	231
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) * **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	1,721,439	100.00	4,628	2,884,393	100.00	7,754
Regular	0	0.00	0	2,454	0.09	7
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	58,258	3.38	157	93,357	3.24	251
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	616	0.04	2	616	0.02	2
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	1,662,565	96.58	4,469	2,787,966	96.66	7,495

\*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY  
2017-2018 PEIMS Actual Financial Data by Campus**

**School Campus: Herman Furlough Jr Middle      District: TERRELL ISD**

Campus Number: 129906041      Total Membership: 956

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	5,446,224	100.00	5,697	5,995,150	100.00	6,271
Operating-Payroll	5,128,357	94.16	5,364	5,350,404	89.25	5,597
Other Operating	317,867	5.84	332	629,454	10.50	658
Non-Operating(Equipt/Supplies)	0	0.00	0	15,292	0.26	16
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	5,446,224	100.00	5,697	5,979,858	100.00	6,255
Instruction (11,95) *	3,965,586	72.81	4,148	4,102,843	68.61	4,292
Instructional Res/Media (12) *	71,881	1.32	75	71,881	1.20	75
Curriculum/Staff Develop (13) *	179,407	3.29	188	181,057	3.03	189
Instructional Leadership (21) *	78,232	1.44	82	78,232	1.31	82
School Leadership (23) *	468,352	8.60	490	471,557	7.89	493
Guidance/Counseling Svcs (31) *	327,308	6.01	342	327,308	5.47	342
Social Work Services (32) *	88,291	1.62	92	88,291	1.48	92
Health Services (33) *	57,021	1.05	60	57,021	0.95	60
Food (35) **	0	0.00	0	391,522	6.55	410
Extracurricular (36) *	42,577	0.78	45	42,577	0.71	45
Plant Maint/Operation (51) * **	167,569	3.08	175	167,569	2.80	175
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	5,236,078	100.00	5,477	5,374,985	100.00	5,622
Regular	3,786,191	72.31	3,960	3,841,218	71.46	4,018
Gifted & Talented	902	0.02	1	1,472	0.03	2
Career & Technical	334,744	6.39	350	336,394	6.26	352
Students with Disabilities	902,930	17.24	944	984,590	18.32	1,030
Accelerated Education	204,599	3.91	214	204,599	3.81	214
Bilingual	1,240	0.02	1	1,240	0.02	1
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	5,472	0.10	6	5,472	0.10	6
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY  
2017-2018 PEIMS Actual Financial Data by Campus**

**School Campus: Dr Bruce Wood El      District: TERRELL ISD**

Campus Number: 129906109      Total Membership: 619

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	3,503,862	100.00	5,661	4,338,798	100.00	7,009
Operating-Payroll	3,327,781	94.97	5,376	3,831,430	88.31	6,190
Other Operating	176,081	5.03	284	484,265	11.16	782
Non-Operating(Equipt/Supplies)	0	0.00	0	23,103	0.53	37
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	3,503,862	100.00	5,661	4,315,695	100.00	6,972
Instruction (11,95) *	2,599,014	74.18	4,199	2,955,757	68.49	4,775
Instructional Res/Media (12) *	28,070	0.80	45	28,070	0.65	45
Curriculum/Staff Develop (13) *	119,987	3.42	194	268,902	6.23	434
Instructional Leadership (21) *	42,451	1.21	69	42,451	0.98	69
School Leadership (23) *	258,167	7.37	417	258,311	5.99	417
Guidance/Counseling Svcs (31) *	209,232	5.97	338	209,232	4.85	338
Social Work Services (32) *	88,146	2.52	142	88,146	2.04	142
Health Services (33) *	42,465	1.21	69	42,465	0.98	69
Food (35) **	0	0.00	0	306,031	7.09	494
Extracurricular (36) *	13,236	0.38	21	13,236	0.31	21
Plant Maint/Operation (51) * **	103,094	2.94	167	103,094	2.39	167
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,387,532	100.00	5,473	3,884,518	100.00	6,275
Regular	2,222,395	65.61	3,590	2,276,730	58.61	3,678
Gifted & Talented	2,058	0.06	3	2,058	0.05	3
Career & Technical	1,664	0.05	3	1,664	0.04	3
Students with Disabilities	501,553	14.81	810	526,897	13.56	851
Accelerated Education	184,183	5.44	298	249,947	6.43	404
Bilingual	38,519	1.14	62	38,519	0.99	62
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	437,160	12.90	706	788,703	20.30	1,274
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY  
2017-2018 PEIMS Actual Financial Data by Campus**

**School Campus: Gilbert Willie Sr El      District: TERRELL ISD**

Campus Number: 129906108      Total Membership: 727

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	3,330,405	100.00	4,581	4,323,200	100.00	5,947
Operating-Payroll	3,166,892	95.09	4,356	3,781,074	87.46	5,201
Other Operating	163,513	4.91	225	532,068	12.31	732
Non-Operating(Equipt/Supplies)	0	0.00	0	10,058	0.23	14
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	3,330,405	100.00	4,581	4,313,142	100.00	5,933
Instruction (11,95) *	2,467,379	74.09	3,394	3,117,254	72.27	4,288
Instructional Res/Media (12) *	32,167	0.97	44	32,167	0.75	44
Curriculum/Staff Develop (13) *	115,985	3.48	160	118,550	2.75	163
Instructional Leadership (21) *	47,180	1.42	65	47,180	1.09	65
School Leadership (23) *	270,641	8.13	372	273,004	6.33	376
Guidance/Counseling Svcs (31) *	145,931	4.38	201	145,931	3.38	201
Social Work Services (32) *	38,911	1.17	54	38,911	0.90	54
Health Services (33) *	100,907	3.03	139	100,907	2.34	139
Food (35) **	0	0.00	0	327,934	7.60	451
Extracurricular (36) *	9,269	0.28	13	9,269	0.21	13
Plant Maint/Operation (51) * **	100,975	3.03	139	100,975	2.34	139
Security/Monitoring (52) * **	1,060	0.03	1	1,060	0.02	1
Data Processing Svcs (53) * **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,219,101	100.00	4,428	3,870,091	100.00	5,323
Regular	1,621,815	50.38	2,231	1,687,118	43.59	2,321
Gifted & Talented	2,688	0.08	4	2,688	0.07	4
Career & Technical	1,101	0.03	2	1,101	0.03	2
Students with Disabilities	534,741	16.61	736	705,710	18.23	971
Accelerated Education	112,099	3.48	154	115,402	2.98	159
Bilingual	28,010	0.87	39	103,598	2.68	143
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	918,647	28.54	1,264	1,254,474	32.41	1,726
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY  
2017-2018 PEIMS Actual Financial Data by Campus**

**School Campus: J W Long El      District: TERRELL ISD**

Campus Number: 129906107      Total Membership: 706

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	3,465,375	100.00	4,908	4,325,614	100.00	6,127
Operating-Payroll	3,293,144	95.03	4,665	3,797,950	87.80	5,380
Other Operating	172,231	4.97	244	511,707	11.83	725
Non-Operating(Equipt/Supplies)	0	0.00	0	15,957	0.37	23
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	3,465,375	100.00	4,908	4,309,657	100.00	6,104
Instruction (11,95) *	2,470,013	71.28	3,499	2,993,531	69.46	4,240
Instructional Res/Media (12) *	27,341	0.79	39	27,341	0.63	39
Curriculum/Staff Develop (13) *	187,485	5.41	266	189,801	4.40	269
Instructional Leadership (21) *	42,736	1.23	61	42,736	0.99	61
School Leadership (23) *	261,601	7.55	371	267,038	6.20	378
Guidance/Counseling Svcs (31) *	172,625	4.98	245	172,625	4.01	245
Social Work Services (32) *	88,143	2.54	125	88,143	2.05	125
Health Services (33) *	61,745	1.78	87	61,745	1.43	87
Food (35) **	0	0.00	0	313,011	7.26	443
Extracurricular (36) *	11,255	0.32	16	11,255	0.26	16
Plant Maint/Operation (51) * **	142,431	4.11	202	142,431	3.30	202
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,311,689	100.00	4,691	3,835,486	100.00	5,433
Regular	2,060,029	62.20	2,918	2,117,295	55.20	2,999
Gifted & Talented	4,751	0.14	7	4,751	0.12	7
Career & Technical	1,673	0.05	2	1,673	0.04	2
Students with Disabilities	535,259	16.16	758	651,162	16.98	922
Accelerated Education	195,677	5.91	277	197,849	5.16	280
Bilingual	1,495	0.05	2	1,495	0.04	2
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	512,805	15.48	726	861,261	22.46	1,220
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**Terrell Independent School District's**  
**Report of**  
**2018-2019 Accreditation Status**

## 2018-2019 Accreditation Statuses

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

The district accreditation statuses for 2018-2019 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | District Type | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2018-2019 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

CDN	Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status	Reason For Status	Notes
129906	TERRELL ISD	10	A - Superior	C	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,201 total entries)

Previous  Next

**Terrell Independent School District's**

**2018-2019**

**PERFORMANCE OBJECTIVES & REVIEWS**

# **Terrell Independent School District**

## **District Improvement Plan**

### **2018-2019 District Performance Objectives & Reviews**

**Accountability Rating: C**



**Board Approval Date:** November 12, 2018  
**Public Presentation Date:** November 12, 2018

# Goals

Revised/Approved: November 12, 2018

## Goal 1: Increase student achievement in all areas including academics, extracurricular, and character.

**Performance Objective 1:** State assessment scores for reading, math, writing, science, and social studies will meet or exceed state average for all student groups.

**Evaluation Data Source(s) 1:** STAAR Results, Accountability Ratings, PBMAS, TELPAS Results

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**TEA Priorities:** 2. Build a foundation of reading and math.











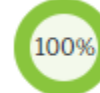





**Next Year's Recommendation 1:** Continue Performance Objective

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Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide district-wide staff development on the Teacher Advancement Program (TAP) rubric.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Administrators will observe campus teachers to evaluate teacher effectiveness and performance.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>3) Utilize the Texas Principal Support System evaluation instrument and provide training for expectations and goal setting.</p>				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Utilize the TISD counselor evaluation instrument and proper training/support for counselors</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>5) Teachers will utilize the TEKS Resource System and district curriculum guides with fidelity.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Assess students' knowledge of the curriculum in the core areas after each unit of study.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Evaluate students in grades K-5 using DRA2 kits to obtain reading comprehension levels.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Utilize the diagnostic and progress monitoring instrument Istation, Lexia, MAP, and DRA2 reading to reinforce reading instruction; assess fluency and comprehension; and provide data for instructional interventions.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>9) Improve literacy by utilizing Saxon Phonics in grades K-3.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Continue to utilize writing strategies and provide on-going support and teacher training through Professional Learning Communities (PLCs).</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>11) Encourage all teachers to acquire ESL certification by the end of the 2018-2019 school year and provide reimbursement of examination.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>12) Utilize the English acquisition programs in grades K-12 to improve the reading and language skills of new to country English Learners (ELs).</p>				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>13) Utilize resources provided to support Math, Science, &amp; Social Studies instruction, including Stemscores, Go Math, Mentoring Mind Motivation Products (Math/Reading/Writing/ Science/SS), Dreambox, Positive Learning, Weekly Reader for grades K-12 and provide ongoing training for teachers.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>14) Intensive accelerated instruction will be provided for students in grades K-12 who fail a state assessment.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>15) The district will continue to develop the "TISD Curriculum" scope and sequence pacing chart for teachers to utilize in their delivery of instruction.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>16) The district will ensure that students participate in required physical education activities and are assessed with the state required Fitness Gram assessment.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>17) The district will ensure Individual Academic Plans are created, executed, and implemented for students in grades K-5 and Individual Academic Plans are in place for students that have failed STAAR or been retained grades 6-12.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>18) The district will ensure Personal Graduation Plans are created, executed, and implemented for students in grades 7-12.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>19) The Eduphoria suite will be utilized by teachers and administrators to track student data, manage the district's curriculum, create lesson plans, monitor individual academic plans/personal graduation plans, record teacher evaluation data, and track professional development.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>20) Continue to implement Stem Labs for students to focus on Science Technology, Engineering and Math content, and integrate content to increase student student achievement .</p>				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
21) Provide academic enrichment opportunities for students including but not limited to summer camps, out-of-school time and at-home extension activities.				
22) Bilingual/ESL Student Achievement Specialist will provide additional assistance to EL students in early grades.				
23) Curriculum Coordinators will provide on-going professional development and support to teachers through PLCs and provide coaching/modeling to teachers in need of assistance.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

**Goal 1:** Increase student achievement in all areas including academics, extracurricular, and character.

**Performance Objective 2:** State accountability Meets and Masters performance standards will increase reach state targets for all student groups.

**Evaluation Data Source(s) 2:** STAAR Results, Accountability Ratings, CCMR.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**TEA Priorities:** 2. Build a foundation of reading and math.

**Next Year's Recommendation 2:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 1) Continue to support the G/T Academy for elementary students and ensure GT certified teachers in secondary essential areas.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7 2) Offer Pre-AP, AP, and dual credit courses with the ability for students to earn an Associate degree				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Monitor advanced levels and post secondary readiness results.				
<b>Critical Success Factors</b> CSF 1 CSF 4 4) Offer PSAT for all students and emphasize the National Merit Scholarship juniors.				
<b>Critical Success Factors</b> CSF 1 CSF 4 5) The district will offer and promote ACT and SAT during the junior and senior years to emphasize taking the college entrance exams. The top 25% of the senior class will take the ACT.				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 6) The district will maintain its TVCC/TISD partnership to increase work related certifications and CTE Dual Credit courses to increase college and/or work ready students.				
7) Students will participate in Texas Success Initiative (TSI)				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue				

## Goal 2: Build a college and career going culture throughout the district that promotes critical, creative, progressive, and innovative thinking.

**Performance Objective 1:** The percentage of students meeting criteria for graduation on the Foundation Plan with Endorsements and those receiving graduation with distinction will exceed state percentages in the same categories.

**Evaluation Data Source(s) 1:** TAPR Report, Graduation Plans, PEIMS Reports

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**TEA Priorities:** 2. Build a foundation of reading and math.

**Next Year's Recommendation 1:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 1) Provide career education and technical courses to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 2) Support career and technical courses with Robotics extracurricular program.				
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 3) Communicate career and college readiness standards to students and parents.				
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 4) Host and conduct college and career week at all campuses in the district.				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Inform middle and high school students and parents of higher education opportunities including, but not limited to: a. higher education admissions and financial aid opportunities b. the TEXAS grant program and the Teach for Texas grant program c. the need for students to make informed curriculum choices to be prepared for success beyond high school d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Educate students and parents of the Foundation Graduation Plan, endorsements, and distinguished achievement options under HB5.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>7) Engage students in higher education thinking by making college site visits or field trips.</p>				
<p>  = Accomplished     = Continue/Modify     = No Progress     = Discontinue </p>				

**Goal 2:** Build a college and career going culture throughout the district that promotes critical, creative, progressive, and innovative thinking.

**Performance Objective 2:** Completion rates, attendance rates, and dropout rates will meet or exceed state standards.

**Evaluation Data Source(s) 2:** TAPR Reports, Dropout Reports, Longitudinal Summary Completion Reports, PEIMS Reports

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 1) Provide a dropout recovery program for At-Risk students at Terrell Alternative Education Center/Phoenix.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 2) Actively identify students who are at risk.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) The LEA and appropriate campuses will develop state required Targeted Improvement Plans to address PBMAS weaknesses.				
<b>Critical Success Factors</b> CSF 1 CSF 4 4) Monitor leaver codes to ensure data integrity with PEIMS.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 5) Maintain an attendance rate of 98% for all campuses and the district.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue				

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# Goal 3: Build capacity in all district employees by recruiting, retaining, and training fully certified and highly qualified principals, teachers, and staff.

**Performance Objective 1:** The district will provide high quality professional development.

**Evaluation Data Source(s) 1:** District Staffing Report.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) The district will provide high quality professional development for all administrators and teachers in order to build capacity, including but not limited to, using NIET best practices and attending in state and out of state conferences when needed.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) The district will provide teacher training to support the needs of the English Language Learner (EL) population including Sheltered Instruction Operational Protocol training.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>3) All campuses will continue Professional Learning Communities (PLCs) in tested areas to provide continuous support and ongoing professional development.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>4) The district will continue the Leadership Academy for Principals and Assistant Principals providing professional development and building capacity within its campus leaders.</p>				
<p>  = Accomplished               = Continue/Modify               = No Progress               = Discontinue         </p>				

**Goal 3:** Build capacity in all district employees by recruiting, retaining, and training fully certified and highly qualified principals, teachers, and staff.

**Performance Objective 2:** The district will recruit, retain, and train fully certified and highly effective and qualified administrators, teachers, and staff.

**Evaluation Data Source(s) 2:** District Staffing Reports, TAPR Report.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7 1) The district will give hiring preference to fully certified candidates.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7 2) The district will provide in-service and follow up support for new teachers.				
<b>Critical Success Factors</b> CSF 6 3) The district will provide incentive money to campuses for teacher and staff recognition.				
<b>Critical Success Factors</b> CSF 6 4) The district will continue to provide a sick leave pool for employees after all state and local leave is exhausted.				
<b>Critical Success Factors</b> CSF 6 5) Local leave shall accumulate at the same rate as state leave up to a maximum of 30 workdays and shall be taken with no loss of pay.				
<b>Critical Success Factors</b> CSF 6 6) Group life insurance will be provided and paid for by the district.				
<b>Critical Success Factors</b> CSF 6 CSF 7 7) Recruit diverse staff members to better reflect our student demographics.				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) The district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.</p>				
<p>  = Accomplished     = Continue/Modify     = No Progress     = Discontinue </p>				

## Goal 4: Become a district of choice in Kaufman County by improving student programs and services.









**Performance Objective 1:** Technology will be integrated throughout the district.

**Evaluation Data Source(s) 1:** Adequate Network, Hardware and Software.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will be provided with laptops for instructional use.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 2) Update and increase quantity and quality of available technology devices including but not limited to: PCs, laptops, iPads, tablets, smart boards, projectors, etc.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 3) Teachers will incorporate technology, multimedia, and resources beyond the curriculum.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 4) Implementation of technology classes for HB5 endorsements.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 5) Utilize curriculum and technology for scheduled interventions for At-Risk students in reading and math.				
6) The district will monitor bandwidth to ensure adequacy.				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
7) The district will review usage reports to evaluate the need to discontinue obsolete software programs.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

**Goal 4:** Become a district of choice in Kaufman County by improving student programs and services.

**Performance Objective 2:** Students in need of specialized programs or services will be properly identified and served.

**Evaluation Data Source(s) 2:** TAPR, PBMAS, and AMAO Reports.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Ensure continuum of services to address student needs in all areas of services to be provided (CTE, SPED, 504, Dyslexia, ESL, mental/emotional supports, etc).</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) The district will ensure Response to Intervention (RtI) policies and procedures are continually updated and followed.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) The district and all campuses will provide support for ELs to develop English language acquisition in order to attain Advanced High on TELPAS and meet or exceed State standards on STAAR assessments.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Maintain bilingual paraprofessionals to serve the needs of English Learner students at the elementary levels.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Provide robotics programs for elementary through high school students.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) Continue to offer dual credit and Advanced Placement (AP) courses with the ability for students to earn an Associate's degree.</p>				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 7) Support the Gifted and Talented (G/T) Academy for elementary students.				
<b>Critical Success Factors</b> CSF 1 CSF 4 8) The district will offer pregnancy related services to students.				
<b>Critical Success Factors</b> CSF 2 CSF 3 9) The district will ensure data integrity through training with campus PEIMS users.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7 10) Provide research based strategies to ensure academic success of at-risk students at DAEP/TAEC.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue				

**Goal 4:** Become a district of choice in Kaufman County by improving student programs and services.

**Performance Objective 3:** A safe and orderly learning environment will be provided on all campuses.

**Evaluation Data Source(s) 3:** PBMAS and PEIMS Discipline Reports.

**Summative Evaluation 3:** Exceeded Performance Objective

**Next Year's Recommendation 3:** Continue Performance Objective

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Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) All campuses will follow and implement the district discipline management plan effectively and equitably, utilizing TBSI and Great Expectations models.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Follow the ROAR program procedures to address prohibited conduct and harassment.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) The district will support proactive discipline strategies utilizing Texas Behavior Support Initiative (TBSI) best practices.</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Oversee school safety and security for students, staff, and the community.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) The district will continue to monitor SPED Discretionary ISS, OSS, and DAEP Placements, and provide alternative methods for discipline.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>6) The district will promote "Students of Character" each six weeks enhancing moral and ethical behavior in students and promote campus-wide character development.</p>				

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 7) The district will provide drug education and prevention programs, crisis management, and mental health support for students.				
<b>Critical Success Factors</b> CSF 6 8) The District Emergency Operations Team will continue audits and update the Emergency Operations Plan as needed.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue				

**Goal 4:** Become a district of choice in Kaufman County by improving student programs and services.

**Performance Objective 4:** Parental and community involvement will be encouraged.

**Evaluation Data Source(s) 4:** Increased parent communication and participation.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) The district will utilize its website and social media to keep parents and the community informed.				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) The district will provide opportunities for community involvement activities.				
<b>Critical Success Factors</b> CSF 5 CSF 6 3) The district will provide opportunities, including volunteer training, for parents and community members to access campuses.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue				

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**Goal 4:** Become a district of choice in Kaufman County by improving student programs and services.

**Performance Objective 5:** The district will maintain compliance with state and federal laws and regulations.

**Evaluation Data Source(s) 5:** State and Federal mandates and legal requirements.

**Summative Evaluation 5:** Exceeded Performance Objective

**Next Year's Recommendation 5:** Continue Performance Objective

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Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 1) District and campus administrators will receive legislative updates pertinent to school administrators.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7 2) The district will monitor federal programs to ensure compliance.				
<b>Critical Success Factors</b> CSF 3 3) The district will receive a successful financial audit and FIRST rating.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7 4) The LEA will evaluate district programs for effectiveness.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue				

## Goal 5: To be a District of Innovation.

**Performance Objective 1:** Maintain District of Innovation status with TEA.

**Evaluation Data Source(s) 1:** District of Innovation status secured through TEA

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) District will continue to implement District of Innovation plan and maintain status with TEA.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue				

# Goal 6: To open innovative campuses to serve students

**Performance Objective 1:** Develop campuses to meet the unique interests of students

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Establish instructional plan and secure proper equipment and instructional supplies</p>				
<p>  = Accomplished               = Continue/Modify               = No Progress               = Discontinue         </p>				

# Goal 7: To improve all district facilities.

**Performance Objective 1:** Improve standards of all district facilities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue Performance Objective

Strategy Description	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
1) Renovate all needed areas				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Establish elementary school of choice				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue				

**Terrell Independent School District's**  
**2018-2019**  
**Report on**  
**Violent or Criminal Incidents on Campuses**



[Home](#) > [PEIMS Standard Reports Overview](#) > [PEIMS Standard Reports](#) > Discipline Action Group Summaries

## **Counts of Students and Actions by Discipline Action Groups and Discipline Action Reasons Report No Longer Available.**

The Counts of Students and Actions by Discipline Action Groups and Discipline Action Reasons Report is no longer available for school years 2018-2019 and later. This report has been combined with the Counts of Students and Incidents by Discipline Action Reasons Report.

### **Contact Us**

Texas Education Agency (TEA)  
PEIMS Reporting Unit  
Research and Analysis Division  
(512) 475-3523 or [adhocrpt@tea.texas.gov](mailto:adhocrpt@tea.texas.gov)

# TEXAS EDUCATION AGENCY

## District Level Annual Discipline Summary

### PEIMS Discipline Data for 2018-2019

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR19
TERRELL ISD 129906	TRADITIONAL ISD/CSD	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	5,286
			A02	DISTRICT DISCIPLINE POPULATION	798
			A03	DISTRICT DISCIPLINE RECORD COUNT	2,298
		B-DISCIPLINE DATA TRENDS	B04	COUNT OF STUDENTS EXPELLED	13
			B05	MANDATORY EXPULSIONS	N/A
			B06	DISCRETIONARY EXPULSIONS	N/A
			B07	COUNT OF STUDENTS REMOVED TO A DAEP	132
			B08	MANDATORY DAEP REMOVALS	22
			B09	DISCRETIONARY DAEP REMOVALS	132
			B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	735
			B13	STUDENTS SUSPENDED OUT OF SCHOOL	280
		D-EXPULSION ACTIONS	C10	BLACK OR AFRICAN AMERICAN	N/A
			C11	HISPANIC/LATINO	N/A
			C13	TWO OR MORE RACES	N/A
			C14	WHITE	N/A
		E-DAEP PLACEMENTS	C17	BLACK OR AFRICAN AMERICAN	58
			C18	HISPANIC/LATINO	57
			C20	TWO OR MORE RACES	N/A
			C21	WHITE	N/A
		F-OUT OF SCHOOL SUSPENSIONS	C22	AMERICAN INDIAN OR ALASKA NAT	N/A
			C24	BLACK OR AFRICAN AMERICAN	184
			C25	HISPANIC/LATINO	159
			C27	TWO OR MORE RACES	N/A
			C28	WHITE	118
		G-IN SCHOOL SUSPENSIONS	C29	AMERICAN INDIAN OR ALASKA NAT	N/A
			C30	ASIAN	N/A
			C31	BLACK OR AFRICAN AMERICAN	617
			C32	HISPANIC/LATINO	597
			C34	TWO OR MORE RACES	59
			C35	WHITE	374
		I-SPEC. ED. EXPULSIONS	D04	SPEC. ED. STUDENTS EXPELLED	N/A
			D05	SPEC. ED. EXPULSIONS	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR19
			D06	NON SPEC. ED. EXPULSIONS	10
		J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	21
			D08	SPEC. ED. DAEP PLACEMENTS	28
			D09	NON SPEC. ED. DAEP PLACEMENTS	126
		K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	47
			D11	SPEC. ED. OUT OF SCHOOL SUSPEN	92
			D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	384
		L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	107
			D14	SPEC. ED. IN SCHOOL SUSPEN	248
			D15	NON SPEC. ED. IN SCHOOL SUSPEN	1,408
		N-ECO. DISADV. EXPULSIONS	E05	ECO. DISAD. STUDENTS EXPELLED	11
			E06	ECO. DISAD. EXPULSIONS	11
			E07	NON ECO. DISAD. EXPULSIONS	N/A
		O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	108
			E10	ECO. DISAD. DAEP PLACEMENTS	130
			E11	NON ECO. DISAD. DAEP PLACEMENTS	24
		P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	240
			E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	411
			E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	65
		Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	618
			E18	ECO DISAD. IN SCHOOL SUSPENSIONS	1,414
			E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	242
		S-AT RISK EXPULSIONS	F05	AT RISK STUDENTS EXPELLED	N/A
			F06	AT RISK EXPULSIONS	N/A
			F07	NON AT RISK EXPULSIONS	N/A
			F08	UNKNOWN AT RISK STATUS EXPULSIONS	N/A
		T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	98
			F10	AT RISK DAEP PLACEMENTS	115
			F11	NON AT RISK DAEP PLACEMENTS	37
			F12	UNKNOWN AT RISK STATUS DAEP PLACEMENTS	N/A
		U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	189
			F14	AT RISK OUT OF SCHOOL SUSPEN	343
			F15	NON AT RISK OUT OF SCHOOL SUSPEN	108
			F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	25
		V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	490
			F18	AT RISK IN SCHOOL SUSPENSIONS	1,193
			F19	NON AT RISK IN SCHOOL SUSPENSIONS	417
			F20	UNKNOWN AT RISK STATUS IN SCH SUS.	46

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR19
		W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	14
			G05	05-ALCOHOL VIOLATION	N/A
			G07	07-PUBLIC LEWDNESS/INDCT EXPOSURE	N/A
			G08	08-RETALIATION AGAINST DIST EMPL	N/A
			G11	11-FIREARM OR HANDGUN VIOLATION	N/A
			G14	14-OFFENSE RELATG TO PROHB WEAPON	N/A
			G18	18-INDECENCY WITH A CHILD	N/A
			G21	21-VIOLATED LOCAL CODE OF CONDUCT	1,813
			G22	22-CRIMINAL MISCHIEF	N/A
			G23	23-EMERGENCY PLACEMENT/EXPULSION	N/A
			G26	26-TERRORISTIC THREAT	N/A
			G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
			G28	28-ASSAULT-NONDISTRICT EMPLOYEE	N/A
			G30	30-AGG ASSAULT-NONDIST EMPLOYEE	N/A
			G33	33-TOBACCO	N/A
			G35	35-FALSE ALARM/FALSE REPORT	N/A
			G41	41-FIGHTING/MUTUAL COMBAT	N/A
		X-DISCIPLINE ACTION COUNTS	H01	01-EXPULSION W/O EDUCN PLACEMENT	12
			H03	03-EXPULSION TO ON CAMPUS DAEP	N/A
			H05	05-OUT-OF-SCHOOL SUSPENSION	423
			H06	06-IN-SCHOOL SUSPENSION	1,382
			H07	07-PLACEMENT IN ON/OFF CAMP DAEP	151
			H10	10-CONT DISTRICT PRIOR YEAR DAEP	N/A
			H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	53
			H26	26-PART DAY IN-SCHOOL SUSPEND	274

*N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*

**TEXAS EDUCATION AGENCY**  
**COUNTS OF DAEP AND JJAEP PLACEMENT REASON TYPES**  
**BY RACE/ETHNICITY AND GENDER**  
**PEIMS 2018-2019 DATA**  
 District: TERRELL ISD 129906  
 Charter Status: TRADITIONAL ISD/CSD

<b>STUDENT GROUP</b>	<b>DISCRETIONARY DAEP PLACEMENTS</b>	<b>MANDATORY DAEP PLACEMENTS</b>	<b>DISCRETIONARY JJAEP PLACEMENTS</b>	<b>MANDATORY JJAEP PLACEMENTS</b>
ALL STUDENTS	132	22	0	0
BLACK OR AFRICAN AMERICAN	N/A	N/A	0	0
HISPANIC/LATINO	44	13	0	0
TWO OR MORE RACES	N/A	0	0	0
WHITE	N/A	N/A	0	0
FEMALE	N/A	N/A	0	0
MALE	N/A	N/A	0	0

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*N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*

TEXAS EDUCATION AGENCY

COUNTS OF STUDENTS AND ACTIONS BY DISCIPLINE ACTION REASONS  
AND DISCIPLINE ACTION GROUPS

PEIMS 2018-2019 DATA

District: TERRELL ISD 129906

Charter Status: TRADITIONAL ISD/CSD

DISCIPLINE REASON	ISS STUDENTS	ISS ACTIONS	OSS STUDENTS	OSS ACTIONS	DAEP STUDENTS	DAEP ACTIONS	JJAEP STUDENTS	JJAEP ACTIONS	EXPUL STUDENTS	EXPUL ACTIONS	MANDATORY ACTION NOT TKN STUDENTS	MANDATORY ACTION NOT TKN ACTIONS
04-CONTROLLED SUBSTANCE/DRUGS	N/A	N/A	12	13	14	14	0	0	N/A	N/A	0	0
05-ALCOHOL VIOLATION	N/A	N/A	0	0	N/A	N/A	0	0	0	0	0	0
07-PUBLIC LEWDNESS/INDCT EXPOSURE	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0
08-RETALIATION AGAINST DIST EMPL	0	0	N/A	N/A	0	0	0	0	0	0	0	0
11-FIREARM OR HANDGUN VIOLATION	0	0	N/A	N/A	0	0	0	0	N/A	N/A	0	0
14-OFFENSE RELATG TO PROHB WEAPON	N/A	N/A	N/A	N/A	0	0	0	0	N/A	N/A	0	0
18-INDECENCY WITH A CHILD	0	0	N/A	N/A	0	0	0	0	N/A	N/A	0	0
21-VIOLATED LOCAL CODE OF CONDUCT	727	1,636	253	429	106	124	0	0	N/A	N/A	0	0
22-CRIMINAL MISCHIEF	0	0	N/A	N/A	0	0	0	0	0	0	0	0
23-EMERGENCY PLACEMENT/EXPULSION	0	0	N/A	N/A	0	0	0	0	N/A	N/A	0	0
26-TERRORISTIC THREAT	0	0	N/A	N/A	0	0	0	0	N/A	N/A	0	0
27-ASSAULT-DISTRICT EMPLOYEE	0	0	N/A	N/A	0	0	0	0	N/A	N/A	0	0
28-ASSAULT-NONDISTRICT EMPLOYEE	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0
30-AGG ASSAULT-NONDIST EMPLOYEE	0	0	N/A	N/A	0	0	0	0	N/A	N/A	0	0
33-TOBACCO	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0
35-FALSE ALARM/FALSE REPORT	0	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0
41-FIGHTING/MUTUAL COMBAT	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0

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*N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*

## TEXAS EDUCATION AGENCY

## COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY DISCIPLINE ACTION GROUPS

PEIMS 2018-2019 DATA

District: TERRELL ISD 129906

Charter Status: TRADITIONAL ISD/CSD

STUDENT GROUP	NUMBER OF STUDENTS	ISS ACTIONS	ISS STUDENTS	ISS PERCENT	OSS ACTIONS	OSS STUDENTS	OSS PERCENT	DAEP ACTIONS	DAEP STUDENTS	DAEP PERCENT	JJAEP ACTIONS	JJAEP STUDENTS	JJAEP PERCENT	EXPUL ACTIONS	EXPUL STUDENTS	EXPUL PERCENT
ALL STUDENTS	5,286	1,656	735	13.90	476	280	5.30	154	132	2.50	0	0	0	12	12	0.23
AMERICAN INDIAN OR ALASKA NAT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
ASIAN	31	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0
BLACK OR AFRICAN AMERICAN	1,187	617	251	21.15	184	95	8.00	58	50	4.21	0	0	0	N/A	N/A	N/A
HISPANIC/LATINO	2,525	597	281	11.13	159	97	3.84	57	49	1.94	0	0	0	N/A	N/A	N/A
NATIVE HAWAIIAN/OTHER PACIFIC	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TWO OR MORE RACES	210	59	28	13.33	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	N/A	N/A	N/A
WHITE	1,312	374	170	12.96	118	76	5.79	N/A	N/A	N/A	0	0	0	N/A	N/A	N/A
FEMALE	2,614	510	259	9.91	123	86	3.29	47	43	1.64	0	0	0	N/A	N/A	N/A
MALE	2,672	1,146	476	17.81	353	194	7.26	107	89	3.33	0	0	0	N/A	N/A	N/A
SPECIAL ED.	605	248	107	17.69	92	47	7.77	28	21	3.47	0	0	0	N/A	N/A	N/A
ECON. DIS.	4,165	1,414	618	14.84	411	240	5.76	130	108	2.59	0	0	0	10	10	0.24
AT RISK	2,677	1,193	490	18.30	343	189	7.06	115	98	3.66	0	0	0	N/A	N/A	N/A

*At risk counts are based on students who were enrolled in the fall of the school year.*

*N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*

**Terrell Independent School District's**  
**Report of 2017-2018**  
**High School Graduates' Enrollment and Academic**  
**Performance in**  
**Texas Public Higher Education in FY 2018**

## **Report of 2016-2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018**

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

Student performance is measured by the Grade Point Average (GPA) earned by 2016-2017 high school graduates who attended public four-year and two-year higher education in FY 2018. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2017, spring 2018, and summer 2018 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2018, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2018 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

**Texas High School Graduates from FY2017  
Enrolled in Texas Public or Independent Higher Education in FY 2018**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
<b>MABANK ISD</b>								
	129905001 MABANK H S							
	Four-Year Public University	34	9	4	8	6	7	0
	Two-Year Public Colleges	55	24	7	5	8	9	2
	Independent Colleges & Universities	7						
	Not Trackable	1						
	Not Found	147						
	Total High School Graduates	244						
<b>SCURRY-ROSSER ISD</b>								
	129910001 SCURRY-ROSSER H S							
	Four-Year Public University	13	1	0	5	1	6	0
	Two-Year Public Colleges	31	4	3	9	6	7	2
	Independent Colleges & Universities	4						
	Not Trackable	0						
	Not Found	41						
	Total High School Graduates	89						
<b>TERRELL ISD</b>								
	129906002 TERRELL H S							
	Four-Year Public University	26	3	6	9	2	6	0
	Two-Year Public Colleges	63	17	11	6	14	11	4
	Independent Colleges & Universities	8						
	Not Trackable	11						
	Not Found	120						
	Total High School Graduates	228						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

# **2018-2019 TAPR Glossary**

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**2019 Accountability Rating:** The overall rating earned by the district or campus for 2019.

**2019 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis indicators) in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For more information, see the special education intervention guidance and resources documents at the following link: <https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the RDA Manual and the State Performance Plan at the following links: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>  
[https://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/State\\_Performance\\_Plan/State\\_Performance\\_Plan\\_and\\_Annual\\_Performance\\_Report\\_and\\_Requirements/](https://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/)

**2019 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

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

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

### Performance

**STAAR (State of Texas Assessments of Academic Readiness):** 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/>.

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### Other Important Information:

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

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

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

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

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/masking.html>.

## STAAR Performance

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

### *STAAR:*

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

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

English I

English II

Algebra I

Biology

U.S. History

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

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

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

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

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

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

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

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

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

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

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

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

### Prior Year and SSI

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

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

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

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

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

**Student Success Initiative (SSI):** Grade-advancement requirements enacted by the 76<sup>th</sup> Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

**number of students who took the assessment in the first administration**

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

**number of students who took the assessment in the first administration**

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

**cumulative number of students who took the assessment in either of the first two administrations**

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- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC)*: The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

**number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level**

---

**number of students who did not pass the assessment in the first, second, or third administrations**

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

*Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

**number of students promoted by their GPC who passed grade 6 reading STAAR in 2019**

---

**number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019**

*Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

**number of students retained who passed grade 5 reading STAAR in 2019**

---

**number of students retained and took grade 5 reading STAAR in 2019**

## Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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

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

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

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

## Participation

### STAAR Participation

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

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

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

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

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

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

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

## Attendance and Graduation

### Attendance, Graduation, and Dropout Rates

**Attendance Rate:** The percentage of days that students were present in 2017–18 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

**total number of days that students in grades 1–12 were present in 2017–18**

**total number of days that students in grades 1–12 were in membership in 2017–18**

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout

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

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

---

**number of dropouts in grades 7 and 8 during the 2017–18 school year**

---

**number of students in grades 7 and 8 in attendance at any time during the 2017–18 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 2017–18 school year**

---

**number of students in grades 9–12 in attendance at any time during the 2017–18 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, 2017–18](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

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

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

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For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

### *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 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. 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, 2018 for the 2018 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2018**

---

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

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

**number of students from the cohort who received a TxCHSE by August 31, 2018**

---

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

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- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2018–19 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 2018–19 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2018–19 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 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018**

---

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

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

**number of students from the cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018 plus number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

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

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

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

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

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- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2018**

---

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

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

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

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2018–19 school year**

---

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

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

**number of students from the cohort who received a high school diploma by August 31, 2018  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2018**

---

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

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

**number of students from the cohort who received a high school diploma by August 31, 2018  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2018  
plus  
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

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

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

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

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**number of students from the cohort who received a high school diploma by August 31, 2018**

---

**number of students in the 2016 cohort\***

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2018**

---

**number of students in the 2016 cohort\***

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

**number of students in the 2016 cohort\***

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2018–19 school year**

---

**number of students in the 2016 cohort\***

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2018**

---

**number of students in the 2016 cohort\***

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2018  
plus  
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

**number of students in the 2016 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

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errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

### *Additional Information about Federal Graduation Rates*

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

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

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2017. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

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

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2016. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

**number of students in the 2016 cohort\*\***

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

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

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

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RHSP/DAP Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2018 with reported graduation plans  
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) 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 2018 who complete a 4-year FHSP-E**  
**number of graduates in the Class of 2018 with reported FHSP graduation plans**

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) 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 2018 who complete a 4-year FHSP-DLA**  
**number of graduates in the Class of 2018 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates from the Class of 2018 who complete a 4-year RHSP or  
DAP or FHSP-E or FHSP-DLA**  
**number of graduates in the Class of 2018 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP**  
**number of graduates in SY 2017–18 with reported graduation plans (excludes  
graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2017–18 who earn an FHSP-E**

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### number of graduates in SY 2017–18 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

---

### number of graduates in SY 2017–18 who earn an FHSP-DLA

---

### number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 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 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

---

### number of graduates in SY 2017–18 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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2017 and the Class of 2018. *(Data source: TSDS PEIMS 40203)*

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

## Graduation Profile

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2017–18 are also shown:

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

*(Data source: TSDS PEIMS 40203)*

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

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

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

total number of students

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

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

number of students in the 2017–18 school year considered as at risk

total number of students

## Postsecondary Readiness

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

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

#### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*
- 5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

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### Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Current Special Education Students with Advanced Degree Plans:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*
- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. *(Data source: THECB)*

### College, Career, or Military Ready Graduates

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

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

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

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

### College Ready Graduates

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

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## 2018–19 Texas Academic Performance Report

**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

\* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

The percentages are calculated as follows:

*English Language Arts.*

**number of 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 in 2017–18**

---

**number of 2017–18 annual graduates**

*Mathematics.*

**number of 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 in 2017–18**

---

**number of 2017–18 annual graduates**

*Both Subjects.*

**number of 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 in 2017–18**

---

**number of 2017–18 annual graduates**

*Either Subject.*

**number of 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 in 2017–18**

---

**number of 2017–18 annual graduates**

**Dual Course Credits:** The percentage of 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 (Data source: TSDS PEIMS 43415)

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number of 2017–18 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

number of 2017–18 annual graduates

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

number of 2017–18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2017–18 annual graduates

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

number of 2017–18 annual graduates who earned an associate’s degree before graduation

---

number of 2017–18 annual graduates

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

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

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps course and qualified for three hours of university or college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2017–18 annual graduates

### Career/Military Ready Graduates

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

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2017–18 annual graduates who earned an approved industry-based certification

---

number of 2017–18 annual graduates

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## 2018–19 Texas Academic Performance Report

**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 [2019 Accountability Manual](#). (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2017–18 annual graduates}}$$

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

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2017–18 annual graduates}}$$

**U.S. Armed Forces Enlistment:** The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2017–18 annual graduates}}$$

**Current Special Education Students with Advanced Degree Plans:** The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017–18 annual graduates}}$$

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

$$\frac{\text{number of 2017–18 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2017–18 annual graduates}}$$

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## 2018–19 Texas Academic Performance Report

### CCMR-related Indicators

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

$$\frac{\text{number of 2017–18 annual graduates who took the TSIA}}{\text{number of 2017–18 annual graduates}}$$

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

*Reading*

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

*Mathematics*

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

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

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

$$\frac{\text{number of 2017–18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017–18 annual graduates}}$$

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

**number of 2017–18 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**

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2017–18 annual graduates}}$$

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

*English Language Arts.*

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2017–18 annual graduates}}$$

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## 2018–19 Texas Academic Performance Report

### *Mathematics.*

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2017–18 annual graduates

### *Both Subjects.*

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2017–18 annual graduates

**AP/IB Course Completion (Annual Graduates):** The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2014–15 to 2017–18 school years. (*Data source: TSDS PIEMS 43415*)

number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years

---

number of 2017–18 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) Diploma Program examinations. (*Data source: College Board and IB*)

### *All Subjects*

Number of students in grades 11 & 12 in the 2017–18 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 2017–18 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 2017–18 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 2017–18 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

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## 2018–19 Texas Academic Performance Report

### *Social Studies*

**Number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in social studies**

---

**total students enrolled in grades 11 & 12**

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: College Board, IB, and TSDS PEIMS 40110)

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

#### *All Subjects*

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion**

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

#### *English Language Arts*

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in ELA**

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

#### *Mathematics*

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in mathematics**

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

#### *Science*

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in science**

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

#### *Social Studies*

**number of 11th and 12th graders in 2017–18 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**

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

**AP/IB Results (11<sup>th</sup> & 12<sup>th</sup> Graders  $\geq$  Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school

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students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

*All Subjects*

**number of 11<sup>th</sup> and 12<sup>th</sup> graders in 2017–18 with at least one AP or IB score at or above criterion**

---

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

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores. For the class of 2017 and previous years, the scores were based on each student’s most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

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

**number of 2017–18 graduates who took either the SAT or the ACT**

---

**number of 2017–18 graduates reported**

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

**number of 2017–18 graduating examinees who scored at or above the  
criterion score on either the SAT or the ACT**

---

**number of 2017–18 graduating examinees taking either the SAT or the  
ACT**

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

**number of 2017–18 graduating examinees who scored at or above the  
criterion score on either the SAT or the ACT**

---

**number of 2017–18 graduates reported**

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

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

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

**sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017–18 graduates who took the SAT**

---

**number of 2017–18 graduates who took the SAT**

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

**sum of SAT evidence-based reading and writing scores of all 2017–18 graduates who took the SAT**

---

**number of 2017–18 graduates who took the SAT**

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

**sum of SAT mathematics scores of all 2017–18 graduates who took the SAT**

---

**number of 2017–18 graduates who took the SAT**

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

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

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

**sum of ACT composite scores of all 2017–18 graduates who took the ACT**

---

**number of 2017–18 graduates who took the ACT**

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

**sum of ACT English and Reading combined scores of all 2017–18 graduates who took the ACT**

---

**number of 2017–18 graduates who took the ACT**

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

**sum of ACT mathematics scores of all 2017–18 graduates who took the ACT**

---

**number of 2017–18 graduates who took the ACT**

# Comprehensive Glossary

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

sum of ACT science scores of all 2017-18 graduates who took the ACT

---

number of 2017-18 graduates who took the ACT

**OnRamps Course Credits**: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation

---

number of 2017–18 annual graduates

**Current Special Education Students with Advanced Degree Plans**: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

---

number of 2017–18 annual graduates

## Other Postsecondary Indicators

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

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

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

*Any Subject*

number of students in grades 11–12 in 2017–18 who received credit for at least one advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one course in 2017–18

*English Language Arts*

number of students in grades 11–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one ELA course in 2017–18

*Mathematics*

number of students in grades 11–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

### Science

number of students in grades 11–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one science course in 2017–18

### Social Studies

number of students in grades 11–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 43415)

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

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

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

### Any Subject

number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one course in 2017–18

### English Language Arts

number of students in grades 9–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

### Mathematics

number of students in grades 9–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

### Science

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number of students in grades 9–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one science course in 2017–18

### *Social Studies*

number of students in grades 9–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#).  
(Data source: TSDS PEIMS 43415)

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

number of graduates during the 2016–17 school year who attended a public or independent college or university in Texas in the 2017–18 academic year

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number of graduates during the 2016–17 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 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated  
*and*  
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

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number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

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

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

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

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### Profile

#### Student Information

**Total Students:** The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. 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. *(Data source: TSDS PEIMS 40110)*

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

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

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

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

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

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

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

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

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2019 Accountability Manual](#).
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

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

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

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

For 2018–19, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

**Students with Dyslexia:** The count and percentage of students identified with Dyslexia.

**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 \(d-1\)](#).

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(*Data source: TSDS PEIMS 40110*)

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

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

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

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

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

Students with Autism (TSDS PEIMS disability code 10)

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- 10—Autism (AU)

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

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

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: TSDS PEIMS 41163)*

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

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**number of mobile students in 2017–18**

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**number of students who were in membership at any time during the  
2017–18 school year**

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is 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. *(Data source: TSDS PEIMS 42400)*

**Retention Rates by Grade** (*not on campus profile*): The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

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

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

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

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2017–18*, available from TEA. *(Data source: TSDS PEIMS 40110)*

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

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

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the end of the school start window. (For 2017–18 the end of the school-start window was September 28, 2018.)

### number of underreported students

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### number of students in grades 7–12 who were served in the district in the 2017–18 school year

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

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

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

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

The following rules apply to the average class sizes:

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

*(Data source: TSDS PEIMS 30090)*

## Staff Information

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

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

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

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

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

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

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

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

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

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting 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 teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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

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

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

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

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

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

*(Data source: TSDS PEIMS 30050)*

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

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

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

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

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

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

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

*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 2017–18 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

**Turnover Rate for Teachers (not on campus profile):** The percentage of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 and 30090)*

**Staff Exclusions (not on campus profile):** The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note

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

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

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

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

## Kindergarten Readiness

**Kindergarten (KG) Ready:** Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

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

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

**Eligible Students Who Attended PK:** Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

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**Eligible Students Who Did Not Attend PK:** Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

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

**Students Ready for KG:** Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

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

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

**number of kindergarten ready students**

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

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## 2018–19 Texas Academic Performance Report

### Who to Call

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

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

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

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## 2018–19 Texas Academic Performance Report

### PEIMS Role Identifications

(In Alphabetical Order by Label)

**CENTRAL ADMINISTRATORS**

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

**CAMPUS ADMINISTRATORS**

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

**EITHER CENTRAL OR CAMPUS ADMINISTRATORS\***

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

**PROFESSIONAL SUPPORT STAFF**

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

# Comprehensive Glossary

## 2018–19 Texas Academic Performance Report

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

### 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.

# Comprehensive Glossary

## 2018–19 Texas Academic Performance Report

### Advanced Academic Courses

## 2018–19 Texas Academic Performance Report

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

### English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

### Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB

## Comprehensive Glossary

### 2018–19 Texas Academic Performance Report

#### Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

#### Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

#### Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

## Comprehensive Glossary

### 2018–19 Texas Academic Performance Report

#### Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

#### Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and 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 and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

## Comprehensive Glossary 2018–19 Texas Academic Performance Report Social Studies/History

A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

### Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

## Comprehensive Glossary 2018–19 Texas Academic Performance Report

03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

### Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

## Comprehensive Glossary 2018-19 Texas Academic Performance Report Advanced Languages (Cont.)

03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

## Comprehensive Glossary 2018–19 Texas Academic Performance Report Advanced Languages (Cont.)

11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV
I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV

## Comprehensive Glossary

### 2018–19 Texas Academic Performance Report

#### Advanced Languages (Cont.)

I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

#### Other

I3000100	IB Theory of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal: To improve all district facilities	9.a.

**Agenda Item:** Consider hiring Huckabee & Associates, Inc. to serve as the school district's architect for the renovations of the Terrell ISD central administration building-Action

**Summary:** Huckabee is the current district architect, and we are requesting that their services be retained for the renovations of the Terrell ISD central administrative building.

**Attachments:**

N/A

**Administrative Recommendation:**

Administration recommends the board approve Huckabee & Associates as the District's architect for the renovations of the Terrell ISD central administration building

**Budget/Funding**

Local Funds- approximately 7.5% of the budget; current budget allows for \$850,000. Administration will bring a recommended scope of work and final recommendation at a future board meeting.

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal: To improve all district facilities	9.b.

**Agenda Item:** Consider Gallagher Construction as the Construction Manager Agent (CMA) for the renovations of the Terrell ISD central administrative building-Action

**Summary:** Gallagher Construction is the current district Construction Manager Agent (CMA), and we are requesting that their services be retained for the renovations of the Terrell ISD central administrative building.

**Attachments:**

N/A

**Administrative Recommendation:**

Administration recommends the board approve Gallagher Construction as the District's Construction Manager Agent (CMA) for the renovations of the Terrell ISD central administrative building.

**Budget/Funding**

Local Funds- approximately 7.5% of the budget; current budget allows for \$850,000. Administration will bring a recommended scope of work and final recommendation at a future board meeting.

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal: To improve all district facilities	9.c.

**Agenda Item:** Consider the delegation of authority to the Superintendent and/or Deputy Superintendent to procure and approve contracts on behalf of the District for renovations of the Terrell ISD central administration building-Action

**Summary:** The delegation of authority to procure and approve contracts by the Superintendent and/or Deputy Superintendent provides significant efficiency and momentum for the completion of projects utilizing the CMA methodology.

The project may include:

- Landscaping
- LED Lighting
- Flooring
- Ceiling Grid & Tile
- Sheetrock/Texture
- Paint
- 1st Floor Restroom & Kitchen Updates
- New 2nd Floor Restroom
- Millwork
- Doors & Hardware
- Security Cameras and other AV
- Signage

**Attachments:**

N/A

**Administrative Recommendation:**

Administration recommends the board delegate authority to the Superintendent and/or Deputy Superintendent to procure and approve contracts on behalf of the District for the renovation of the Terrell ISD central administration building.

**Budget/Funding**

Local Funds- Current budget allows for \$850,000. Administration will bring a recommended scope of work and final recommendation at a future board meeting.

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
Jan 21, 2020	Goal 7: To improve all district facilities	9.d.

**Agenda Item:** Approve RFP for Landscape Services at Admin Bldg-Action

**Summary:** Terrell ISD went out for bid for a landscaping project at the central administration building. The district received two proposals. The project includes new irrigation/control, a variety of shade-tolerant grasses/jasmine under the large trees, new sod (along Catherine St.), and a variety of shrubs and trees.

**Attachments:**

Sanders Lawn & Maintenance Proposal

**Administrative Recommendation:**

Approve Sanders Lawn & Maintenance proposal for Terrell ISD central administration building landscaping project in the amount of \$64,099.80

**Budget/Funding**

Local Funds

Sanders Lawn & Maintenance

800 VZCR 4103  
Canton, Tx 75103

# Estimate

Date	Estimate #
12/1/2019	343

Name / Address
Terrell ISD DR Gomez

			Project
Description	Qty	Cost	Total
Admin- encore azelea Autumn Bonfire	16	56.00	896.00
Admin- Nellie R Stevens Holly	1	350.00	350.00
Admin- dwarf youpon Holly Nana	33	23.60	778.80
Admin- flats of Asian Jasmine	166	30.00	4,980.00
Admin- Silvery sunproof Liriope	46	7.50	345.00
Admin- Magnolia Little Gem	2	525.00	1,050.00
Admin- Magnolia Little Gem	5	550.00	2,750.00
Admin-Japense Maple Bloodgood	5	475.00	2,375.00
Admin-Dwarf Mondo Grass	206	30.00	6,180.00
Admin- White Drift Rose	14	45.00	630.00
Admin- Youpon Holly Tree	1	195.00	195.00
Admin- Yew Densiforms	40	75.00	3,000.00
Admin- Black metal edging	85	22.00	1,870.00
Admin-Zoysia Palisades Sod, laid and rolled	22	350.00	7,700.00
Admin-Irrigation System		25,250.00	25,250.00
Admin- Irrigation Bores		1,750.00	1,750.00
Admin- Bedding soil and till all bed areas		1,750.00	1,750.00
Admin- Hardwood mulch as requested in bid		1,750.00	1,750.00
Admin- remove all existing grasses for new installation and till inch depth		500.00	500.00
Sales Tax		8.25%	0.00
		<b>Total</b>	<b>\$64,099.80</b>

Customer Signature \_\_\_\_\_

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020		9.e.

**Agenda Item:** Consider the approval of revision of Board Policy CH (Local)

**Summary:**

Per Board Policy BF (LOCAL), policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that the Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

A revision to CH (Local) has been submitted to the Board of Trustees in advance of this meeting for review.

The revision includes instituting a spending threshold for Board approval of \$50,000 or more of any single, budgeted purchase.

**Attachments:**

Board Policy CH (Local)

**Administrative Recommendation:**

Administration recommends the approval of revisions to Board Policy CH (Local).

**Budget/Funding**

Not applicable

**PROPOSED REVISIONS: 1.15.2020**

**Purchasing  
Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services; **however, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. Budgeted purchases in excess of \$25,000, but not exceeding \$50,000, shall be reported to the Board in a timely manner.**

**Regardless of value, the Board delegates to the Superintendent or designee the approval of purchases of instructional materials for classroom use if such purchases were made through the Texas Education Agency's Educational Materials (EMAT) system in accordance with law and Board policies.**

**When federal funds are spent for the purchase of goods or services, the District's administration shall follow the regulations, statutes, standards, and rules applicable to those federal funding sources, as well as state law to the extent applicable, in procurement of the goods or services.**

Purchasing  
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Competitive  
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

*Competitive  
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal

PURCHASING AND ACQUISITION

CH  
(LOCAL)

opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

**Electronic Bids or Proposals**

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

**Responsibility for Debts**

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase Commitments**

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

**Personal Purchases**

District employees shall not be permitted to make purchases for personal use through the District's business office.

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020		9.f.

### **Agenda Item: Consider approval of revisions to Board Policy FMG (Local)**

**Summary:**

Per Board Policy BF (LOCAL), policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that the Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

Board Policy FMG (Local) has been submitted to the Board of Trustees in advance of this meeting for review.

The revision allows for the approval of out-of-state field trips by the Board of Trustees.

**Attachments:**

FMG (Local)

**Administrative Recommendation:**

Administration recommends the approval of FMG (Local).

**Budget/Funding**

Not applicable

### PROPOSED REVISIONS

**Transportation for  
Student Travel**

Students who participate in school-sponsored trips shall be required to use transportation provided by the District to and from the event, except as otherwise permitted in administrative regulations.

**In-State Overnight  
Trips**

Any in-state overnight trips taken by student organizations and other student groups shall require approval from the Superintendent ~~or designee~~.

**Out-of-State Trips**

Any out-of-state trips taken by student organizations or other student groups shall require approval from the ~~Superintendent or designee~~ Board.

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goal: To become the district of choice in Kaufman County	9.g.

**Agenda Item:** Consider Approval of the District's Annual Financial Report for the fiscal year ending August 31, 2019

**Summary:** The Annual Financial Report for the fiscal year ending August 31, 2019 was performed by Dan Tonn, with Hankins, Eastup, Deaton, Tonn & Seay. Dan Tonn will present the audit report for Board review and approval.

**Attachments:**

Terrell ISD Annual Financial Report for the year ended August 31, 2019.

**Administrative Recommendation:**

Administration recommends approval of the District Annual Financial Report for 2018-2019 as presented by Dan Tonn.

**Budget/Funding**

Local Funds

**TERRELL INDEPENDENT SCHOOL DISTRICT**  
**ANNUAL FINANCIAL REPORT FOR THE**  
**YEAR ENDED AUGUST 31, 2019**

TERRELL INDEPENDENT SCHOOL DISTRICT  
ANNUAL FINANCIAL REPORT  
FOR THE YEAR ENDED AUGUST 31, 2019

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TERRELL INDEPENDENT SCHOOL DISTRICT  
ANNUAL FINANCIAL REPORT  
FOR THE YEAR ENDED AUGUST 31, 2019

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CERTIFICATE OF BOARD

Terrell Independent School District  
Name of School District Number

Kaufman  
County

129-906  
Co. - Dist.

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and (check one) \_\_\_\_\_ approved \_\_\_\_\_ disapproved for the year ended August 31, 2019, at a meeting of the Board of Trustees of such school district on the 21st day of January, 2020.

\_\_\_\_\_  
Signature of Board Secretary

\_\_\_\_\_  
Signature of Board President

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Independent Auditors' Report

To the Board of Trustees  
Terrell Independent School District  
Terrell, Texas

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Terrell Independent School District (the District), as of and for the year ended August 31, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standard* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

**Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Terrell Independent School District as of August 31, 2019, and the respective changes in financial position and, where applicable, cash flows thereof and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the *management's discussion and analysis* on pages 7 through 12 and the *pension and OPEB schedules* on pages 54 through 61 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Terrell Independent School District's basic financial statements. The required TEA schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance, and is also not a required part of the basic financial statements. The required TEA schedules and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the required TEA schedules and the Schedule of Expenditures of Federal Awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated January 15, 2020 on our consideration of Terrell Independent School District's internal control over financial reporting and on our test of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Terrell Independent School District's internal control over financial reporting and compliance.

Hankins, Eastup, Deaton, Tonn & Seay, PC  
Denton, Texas

January 15, 2020

**TERRELL INDEPENDENT SCHOOL DISTRICT  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE YEAR ENDED AUGUST 31, 2019  
(UNAUDITED)**

As management of Terrell Independent School District, we offer readers of the District's financial statement this narrative overview and analysis of the financial activities of the District for the year ended August 31, 2019. Please read this narrative in conjunction with the independent auditors' report on page 5, and the District's Basic Financial Statements that begin on page 14.

**FINANCIAL HIGHLIGHTS**

- The liabilities and deferred inflows of resources of the District exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year by (\$157,137) (*deficit net position*).
- The District's total net position increased by \$3,079,384 during the current fiscal year.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of \$20,090,613. Approximately 77% of this total amount, \$15,502,368, is unassigned and available for use within the District's fund balance policies.
- At the end of the current fiscal year, unassigned fund balance for the general fund was \$15,502,368 or 38.9% of the total general fund expenditures.

**OVERVIEW OF THE FINANCIAL STATEMENTS**

This annual report consists of a series of financial statements. The government-wide financial statements include the Statement of Net Position and the Statement of Activities (on pages 14 and 15). These provide information about the activities of the District as a whole and present a longer-term view of the District's property and debt obligations and other financial matters. They reflect the flow of total economic resources in a manner similar to the financial reports of a business enterprise.

Fund financial statements (starting on page 16) report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. For governmental activities, these statements tell how services were financed in the short term as well as what resources remain for future spending. They reflect the flow of current financial resources, and supply the basis for tax levies and the appropriations budget. For proprietary activities, fund financial statements tell how goods or services of the District were sold to departments within the District or to external customers and how the sales revenues covered the expenses of the goods or services. The remaining statements, fiduciary statements, provide financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside of the District.

The notes to the financial statements (starting on page 26) provide narrative explanations or additional data needed for full disclosure in the government-wide statements or the fund financial statements.

The sections labeled TEA Required Schedules and Federal Awards Section contain data used by monitoring or regulatory agencies for assurance that the District is using funds supplied in compliance with the terms of grants.

## **Reporting the District as a Whole**

### **The Statement of Net Position and the Statement of Activities**

The analysis of the District's overall financial condition and operations begins on page 14. Its primary purpose is to show whether the District is better off or worse off as a result of the year's activities. The Statement of Net Position includes all of the District's assets and deferred outflows of resources; and liabilities and deferred inflows of resources at the end of the year while the Statement of Activities includes all revenues and expenses generated by the District's operations during the year. These apply the accrual basis of accounting (the basis used by private sector companies).

All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. The District's revenues are divided into those provided by outside parties who share the costs of some programs, such as tuition received from students from outside the district and grants provided by the U.S. Department of Education to assist children with disabilities or from disadvantaged backgrounds (program revenues), and revenues provided by the taxpayers or by TEA in equalization funding processes (general revenues). All the District's assets and deferred outflows of resources are reported whether they serve the current year or future years. Liabilities and deferred inflows of resources are considered regardless of whether they must be paid in the current or future years.

These two statements report the District's net position and changes in them. The District's net position (the difference between assets and deferred outflows of resources; less liabilities and deferred inflows of resources) provide one measure of the District's financial health, or financial position. Over time, increases or decreases in the District's net position is one indicator of whether its financial health is improving or deteriorating. To fully assess the overall health of the District, however, you should consider nonfinancial factors as well, such as changes in the District's average daily attendance or its property tax base and the condition of the District's facilities.

In the Statement of Net Position and the Statement of Activities, we divide the District into two kinds of activities:

- **Governmental activities**—Most of the District's basic services are reported here, including the instruction, counseling, co-curricular activities, food services, transportation, maintenance, community services, and general administration. Property taxes, tuition, fees, and state and federal grants finance most of these activities.
- **Business-type activities**—The District does not have any programs in which it charges a fee to “customers” to help it cover all or most of the cost of services it provides. Thus, the District had no business-type activities during the current fiscal year.

## **Reporting the District's Most Significant Funds**

### **Fund Financial Statements**

The fund financial statements begin on page 16 and provide detailed information about the most significant funds—not the District as a whole. Laws and contracts require the District to establish some funds, such as grants received from the U.S. Department of Education. The District's administration establishes other funds to help it control and manage money for particular purposes (like campus activities). The District's two kinds of funds – governmental and proprietary – use different accounting approaches.

- Governmental funds—Most of the District's basic services are reported in governmental funds. These use modified accrual accounting (a method that measures the receipt and disbursement of cash and all other financial assets that can be readily converted to cash) and report balances that are available for future spending. The governmental fund statements provide a detailed short-term view of the District's general operations and the basic services it provides. We describe the differences between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in reconciliation schedules following each of the fund financial statements.

- Proprietary funds—The District reports the activities for which it charges users (whether outside customers or other units of the District) in proprietary funds using the same accounting methods employed in the Statement of Net Position and the Statement of Activities. The internal service fund reports the District's self-insurance workers compensation program and its print shop that provide services for the District's other programs and activities.

**The District as Trustee**

**Reporting the District's Fiduciary Responsibilities**

The District is the trustee, or fiduciary, for money raised by student activities. The District's fiduciary activity is reported in a separate Statement of Fiduciary Assets and Liabilities on page 25. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in this fund are used for their intended purposes.

**GOVERNMENT-WIDE FINANCIAL ANALYSIS**

The analysis below presents both current and prior year data and discusses significant changes in the accounts. Our analysis focuses on the net position (Table I) and changes in net position (Table II) of the District's governmental activities.

Net position of the District's governmental activities increased from (\$3,542,739) to (\$157,137). Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – was (\$12,498,523) at August 31, 2019.

**Table I  
NET POSITION**

	Governmental Activities	
	2019	2018
Current and other assets	\$ 24,875,469	\$ 22,500,851
Capital assets	96,438,256	95,062,367
Total assets	<u>121,313,725</u>	<u>117,563,218</u>
Deferred outflows of resources	<u>11,438,284</u>	<u>3,256,851</u>
Long-term liabilities	122,092,413	85,018,422
Other liabilities	3,479,350	31,519,240
Total liabilities	<u>125,571,763</u>	<u>116,537,662</u>
Deferred inflows of resources	<u>7,337,383</u>	<u>7,518,928</u>
Net Position:		
Net investment in capital assets	8,602,966	5,741,007
Restricted	3,738,420	2,709,638
Unrestricted	<u>(12,498,523)</u>	<u>(11,687,166)</u>
Total net position	<u>\$ (157,137)</u>	<u>\$ (3,236,521)</u>

**Table II**  
**CHANGES IN NET POSITION**

	Governmental Activities	
	2019	2018
<b>Revenues:</b>		
<b>Program Revenues:</b>		
Charges for services	\$ 1,976,747	\$ 796,013
Operating grants and contributions	9,129,486	9,610,344
<b>General Revenues:</b>		
Maintenance and operations taxes	19,303,257	17,874,789
Debt service taxes	7,020,486	6,531,638
State aid	20,537,439	21,585,105
Grants & contributions not restricted	10,000	-
Investment earnings	448,657	372,808
Miscellaneous	121,795	197,385
Total Revenues	<u>58,547,867</u>	<u>56,968,082</u>
<b>Expenses:</b>		
Instruction, curriculum and media services	28,835,920	24,015,179
Instructional and school leadership	3,135,669	2,526,754
Student support services	4,620,888	3,962,841
Child nutrition	3,733,203	3,739,494
Cocurricular activities	2,299,335	2,123,870
General administration	1,990,393	1,642,814
Plant maintenance, security and data processing	6,362,207	6,248,137
Community services	426,257	297,193
Debt service	3,765,686	3,759,330
Capital outlay	29,290	-
Other intergovernmental charges	269,635	272,835
Total Expenses	<u>55,468,483</u>	<u>48,588,447</u>
Increase (Decrease) in Net Position	3,079,384	8,379,635
Net Position - beginning of year	(3,542,739)	14,274,882
Prior Period Adjustment	306,218	(25,891,038)
Net Position - end of year	<u>\$ (157,137)</u>	<u>\$ (3,236,521)</u>

At the end of the current fiscal year, the District reports positive balances in net investment in capital assets and in restricted net position, while reporting a deficit balance in unrestricted net position. The District's net position increased by \$3,079,384 during the current fiscal year.

The District had an increase in revenue of 2.8%. Local tax revenues increased due to a 9.2% increase in taxable property values. State Foundation revenue decreased due to higher local tax collections. Certain adjustments were necessary in the preparation of the 2018-19 budget to enable the District to maintain a sound financial position.

- Average daily attendance increased by approximately 48 students. (1.15%)
- The District's General Fund expenditures decreased \$169,759. The decrease was due primarily to reduced maintenance expenses offset by staff salary increases.
- The District's maintenance and operations (M&O) tax rate remained \$1.17 per \$100 valuation. The District's debt service tax rate remained \$0.4297 per \$100 valuation.

The cost of all governmental activities for the current fiscal year was \$55,468,483. However, as shown in the Statement of Activities on page 15, the amount that our taxpayers ultimately financed for these activities through District taxes was only \$26,323,743 because some of the costs were paid by those who directly benefited from the programs (\$1,976,747) or by other governments and organizations that subsidized certain programs with grants and contributions (\$9,129,486) or by State equalization funding (\$20,537,439).

## **THE DISTRICT'S FUNDS**

As the District completed the year, its governmental funds (as presented in the balance sheet on page 16) reported a combined fund balance of \$20,090,613, which is \$2,002,881 more than last year's total of \$18,087,732. Included in this year's total change in fund balance is an increase of \$229,425 in the District's General Fund and an increase of \$1,528,554 in the District's Debt Service Fund.

Over the course of the year, the Board of Trustees revised the District's budget several times. These budget amendments fall into three categories. The first category includes amendments and supplemental appropriations that were approved shortly after the beginning of the year and reflect the actual beginning balances (versus the amounts we estimated in August 2018). The second category includes changes that the Board made during the year to reflect new information regarding revenue sources and expenditure needs. The principal amendments in this case were amendments to reflect additional revenues and personnel and other costs. The third category involves amendments moving funds from programs that did not need all the resources originally appropriated to them to programs with resource needs.

The District's General Fund balance of \$15,514,127 reported on page 18 differs from the General Fund's budgetary fund balance of \$14,569,060 reported in the budgetary comparison schedule on page 21. This is principally due to cost savings achieved during the year based on the final amended budget and revenues in excess of budgeted amounts.

## **CAPITAL ASSETS AND DEBT ADMINISTRATION**

### **Capital Assets**

At August 31, 2019, the District had \$96,438,256 invested in a broad range of capital assets, including facilities and equipment for instruction, transportation, athletics, administration, and maintenance. This amount represents a net increase of \$1,375,889, or 1.45 percent, from the prior year.

More detailed information about the District's capital assets is presented in Note 4 to the financial statements.

## Debt Administration

At year-end, the District had \$88,717,292 in long-term debt outstanding (including accreted interest on bonds) versus \$89,413,422 last year—a decrease of \$696,130. The District issued \$2,045,000 of new maintenance tax notes during the current fiscal year. The District's general obligation bond rating is AAA (as a result of guarantees of the Texas Permanent School Fund) according to national rating agencies.

More detailed information about the District's long-term liabilities is presented in Note 5 to the financial statements.

## **ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES**

- The District expects average daily attendance to increase 1.2% during the 2019-2020 school year. Total state aid is expected to increase approximately \$6.6 million due to additional funding provided under a new state funding formula passed by the State Legislature.
- The District's General Fund expenditures are budgeted to increase approximately \$9.4 million. The increase is due primarily to staff raises required under the new State funding legislation.
- The 2019-2020 General Fund budget has budgeted revenues equal to budgeted expenditures and transfers.
- The District's 2019-2020 maintenance and operations tax rate decreased from \$1.17 per \$100 taxable value to \$1.06835 per \$100 taxable value because of tax rate compression required by the new State funding formula. The debt service tax rate remained \$0.4297 per \$100 taxable. The total tax rate decreased from \$1.5997 per \$100 taxable value to \$1.49805 per \$100 taxable value.

## **CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the District's business office at Terrell Independent School District, 700 N. Catherine St., Terrell, Texas 75160, (972) 563-7504.

BASIC FINANCIAL STATEMENTS

TERRELL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
AUGUST 31, 2019

EXHIBIT A-1

Data Control Codes	Primary Government
	Governmental Activities
<b>ASSETS</b>	
1110 Cash and Cash Equivalents	\$ 14,846,237
1120 Current Investments	3,106,000
1220 Property Taxes - Delinquent	1,743,431
1230 Allowance for Uncollectible Taxes	(348,686)
1240 Due from Other Governments	5,389,431
1250 Accrued Interest Receivable	13,652
1290 Other Receivables, Net	101,697
1300 Inventories	23,707
Capital Assets:	
1510 Land	4,273,353
1520 Buildings, Net	88,316,111
1530 Furniture and Equipment, Net	2,288,465
1580 Construction in Progress	1,560,327
1000 Total Assets	121,313,725
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
1701 Deferred Charge on Bond Refundings	221,758
1705 Deferred Resource Outflows Related to TRS Pension	8,531,251
1706 Deferred Resource Outflows Related to TRS OPEB	2,685,275
1700 Total Deferred Outflows of Resources	11,438,284
<b>LIABILITIES</b>	
2140 Accrued Interest Payable	222,164
2150 Payroll Deductions and Withholdings	16,976
2160 Accrued Wages Payable	1,883,010
2180 Due to Other Governments	40
2200 Accrued Expenses	1,217,370
2300 Unearned Revenue	139,790
Noncurrent Liabilities:	
2501 Due Within One Year	4,610,715
2502 Due in More Than One Year	84,106,577
2540 Net Pension Liability (District's Share)	15,357,762
2545 Net OPEB Liability (District's Share)	18,017,359
2000 Total Liabilities	125,571,763
<b>DEFERRED INFLOWS OF RESOURCES</b>	
2605 Deferred Resource Inflows Related to TRS Pension	1,639,860
2606 Deferred Resource Inflows Related to TRS OPEB	5,697,523
2600 Total Deferred Inflows of Resources	7,337,383
<b>NET POSITION</b>	
3200 Net Investment in Capital Assets	8,602,966
3820 Restricted for Federal and State Programs	326,016
3850 Restricted for Debt Service	3,368,009
3890 Restricted for Permanent Endowment	44,395
3900 Unrestricted	(12,498,523)
3000 Total Net Position	\$ (157,137)

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED AUGUST 31, 2019

EXHIBIT B-1

Data Control Codes	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	1	3	4	6
	Expenses	Charges for Services	Operating Grants and Contributions	Primary Gov. Governmental Activities
<b>Primary Government:</b>				
<b>GOVERNMENTAL ACTIVITIES:</b>				
11 Instruction	\$ 26,763,838	\$ 936,858	\$ 4,920,876	\$ (20,906,104)
12 Instructional Resources and Media Services	653,118	-	22,282	(630,836)
13 Curriculum and Instructional Staff Development	1,418,964	-	441,213	(977,751)
21 Instructional Leadership	561,794	-	26,525	(535,269)
23 School Leadership	2,573,875	12,844	160,118	(2,400,913)
31 Guidance, Counseling and Evaluation Services	1,624,992	-	126,182	(1,498,810)
32 Social Work Services	407,881	-	102,341	(305,540)
33 Health Services	530,559	-	98,974	(431,585)
34 Student (Pupil) Transportation	2,057,456	-	421,814	(1,635,642)
35 Food Services	3,733,203	473,892	2,293,396	(965,915)
36 Extracurricular Activities	2,299,335	339,874	3,179	(1,956,282)
41 General Administration	1,990,393	-	146,140	(1,844,253)
51 Facilities Maintenance and Operations	4,809,918	139,650	131,526	(4,538,742)
52 Security and Monitoring Services	770,555	-	54,410	(716,145)
53 Data Processing Services	781,734	-	31,189	(750,545)
61 Community Services	426,257	73,629	39,329	(313,299)
72 Debt Service - Interest on Long-Term Debt	3,722,788	-	109,992	(3,612,796)
73 Debt Service - Bond Issuance Cost and Fees	42,898	-	-	(42,898)
81 Capital Outlay	29,290	-	-	(29,290)
99 Other Intergovernmental Charges	269,635	-	-	(269,635)
<b>[TP] TOTAL PRIMARY GOVERNMENT:</b>	<b>\$ 55,468,483</b>	<b>\$ 1,976,747</b>	<b>\$ 9,129,486</b>	<b>(44,362,250)</b>

Data Control Codes	General Revenues:		
	Taxes:		
MT	Property Taxes, Levied for General Purposes		19,303,257
DT	Property Taxes, Levied for Debt Service		7,020,486
SF	State Aid - Formula Grants		20,537,439
GC	Grants and Contributions not Restricted		10,000
IE	Investment Earnings		448,657
MI	Miscellaneous Local and Intermediate Revenue		121,795
TR	<b>Total General Revenues</b>		<b>47,441,634</b>
CN	Change in Net Position		3,079,384
NB	Net Position - Beginning		(3,542,739)
PA	Prior Period Adjustment		306,218
NE	Net Position--Ending		<b>\$ (157,137)</b>

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
AUGUST 31, 2019

EXHIBIT C-1

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Funds	Total Governmental Funds
<b>ASSETS</b>				
1110 Cash and Cash Equivalents	\$ 10,718,175	\$ 3,050,044	\$ 498,678	\$ 14,266,897
1120 Investments - Current	3,106,000	-	-	3,106,000
1220 Property Taxes - Delinquent	1,362,274	381,157	-	1,743,431
1230 Allowance for Uncollectible Taxes	(272,455)	(76,231)	-	(348,686)
1240 Due from Other Governments	3,887,652	7,617	1,494,162	5,389,431
1250 Accrued Interest	13,652	-	-	13,652
1260 Due from Other Funds	99,951	227,587	-	327,538
1290 Other Receivables	41,217	-	59,045	100,262
1300 Inventories	11,759	-	11,948	23,707
1000 Total Assets	<u>\$ 18,968,225</u>	<u>\$ 3,590,174</u>	<u>\$ 2,063,833</u>	<u>\$ 24,622,232</u>
<b>LIABILITIES</b>				
2150 Payroll Deductions and Withholdings Payable	\$ 16,976	\$ -	\$ -	\$ 16,976
2160 Accrued Wages Payable	1,712,211	-	170,799	1,883,010
2170 Due to Other Funds	227,587	-	-	227,587
2180 Due to Other Governments	40	-	-	40
2200 Accrued Expenditures	394,620	-	474,851	869,471
2300 Unearned Revenue	12,845	-	126,945	139,790
2000 Total Liabilities	<u>2,364,279</u>	<u>-</u>	<u>772,595</u>	<u>3,136,874</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>				
2601 Unavailable Revenue - Property Taxes	1,089,819	304,926	-	1,394,745
2600 Total Deferred Inflows of Resources	<u>1,089,819</u>	<u>304,926</u>	<u>-</u>	<u>1,394,745</u>
<b>FUND BALANCES</b>				
Nonspendable Fund Balance:				
3410 Inventories	11,759	-	11,948	23,707
3425 Endowment Principal	-	-	44,395	44,395
Restricted Fund Balance:				
3450 Federal or State Funds Grant Restriction	-	-	314,068	314,068
3470 Capital Acquisition and Contractual Obligation	-	-	660,244	660,244
3480 Retirement of Long-Term Debt	-	3,285,248	-	3,285,248
Committed Fund Balance:				
3545 Other Committed Fund Balance	-	-	260,583	260,583
3600 Unassigned Fund Balance	15,502,368	-	-	15,502,368
3000 Total Fund Balances	<u>15,514,127</u>	<u>3,285,248</u>	<u>1,291,238</u>	<u>20,090,613</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 18,968,225</u>	<u>\$ 3,590,174</u>	<u>\$ 2,063,833</u>	<u>\$ 24,622,232</u>

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
 RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE  
 STATEMENT OF NET POSITION  
 AUGUST 31, 2019

EXHIBIT C-2

<b>Total Fund Balances - Governmental Funds</b>	\$	20,090,613
1 The District uses an internal service fund to charge the costs of certain activities, such as self-insurance, to appropriate functions in other funds. The assets and liabilities of the internal service fund are included in governmental activities in the statement of net position.		132,929
2 Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund financial statements.		151,855,193
3 Accumulated depreciation is not reported in the fund financial statements.		(55,416,937)
4 Bonds payable, maintenance tax notes payable, and time warrants payable are not reported in the fund financial statements.		(64,552,255)
5 Accreted interest payable on capital appreciation bonds is not reported in the fund financial statements.		(19,125,708)
6 Property tax revenue recorded as unavailable revenue in the fund financial statements was recognized as revenue in the government-wide financial statements.		1,394,745
7 Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due.		(222,168)
8 Bond premiums are not recognized in the fund financial statements.		(5,039,329)
9 Deferred charges on bond refundings are not recognized in the fund financial statements.		221,758
10 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net pension liability required by GASB 68 and 71 in the amount of \$15,357,762, Deferred Inflows of Resources related to TRS in the amount of \$1,639,860, and Deferred Outflows of Resources related to TRS in the amount of \$8,531,251. This results in a net decrease in Net Position in the amount of \$8,466,371.		(8,466,371)
11 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net Other Post-Employment Benefit (OPEB) liability required by GASB 75 in the amount of \$18,017,359, a Deferred Resource Inflow related to TRS OPEB in the amount of \$5,697,523, and a Deferred Resource Outflow related to TRS OPEB in the amount of \$2,685,275. This results in a net decrease in Net Position in the amount of \$21,629,607.		(21,029,607)
<b>19 Net Assets of Governmental Activities</b>	<b>\$</b>	<b>(157,137)</b>

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2019

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Funds	Total Governmental Funds
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ 19,561,134	\$ 6,994,762	\$ 1,087,324	\$ 27,643,220
5800 State Program Revenues	22,597,051	109,992	659,508	23,366,551
5900 Federal Program Revenues	926,704	-	6,099,188	7,025,892
5020 Total Revenues	43,084,889	7,104,754	7,846,020	58,035,663
<b>EXPENDITURES:</b>				
Current:				
0011 Instruction	20,551,168	-	3,968,830	24,519,998
0012 Instructional Resources and Media Services	385,802	-	-	385,802
0013 Curriculum and Instructional Staff Development	986,044	-	392,826	1,378,870
0021 Instructional Leadership	539,443	-	2,173	541,616
0023 School Leadership	2,422,392	-	44,289	2,466,681
0031 Guidance, Counseling and Evaluation Services	1,496,938	-	33,146	1,530,084
0032 Social Work Services	308,276	-	86,375	394,651
0033 Health Services	434,915	-	79,546	514,461
0034 Student (Pupil) Transportation	2,388,757	-	20,086	2,408,843
0035 Food Services	-	-	2,832,028	2,832,028
0036 Extracurricular Activities	1,374,297	-	262,919	1,637,216
0041 General Administration	1,883,349	-	-	1,883,349
0051 Facilities Maintenance and Operations	4,523,008	-	59,857	4,582,865
0052 Security and Monitoring Services	676,741	-	16,728	693,469
0053 Data Processing Services	715,655	-	-	715,655
0061 Community Services	126,003	-	172,607	298,610
Debt Service:				
0071 Principal on Long-Term Debt	505,000	1,675,155	-	2,180,155
0072 Interest on Long-Term Debt	291,600	3,899,695	-	4,191,295
0073 Bond Issuance Cost and Fees	800	1,350	40,748	42,898
Capital Outlay:				
0081 Facilities Acquisition and Construction	-	-	4,583,960	4,583,960
Intergovernmental:				
0099 Other Intergovernmental Charges	269,635	-	-	269,635
6030 Total Expenditures	39,879,823	5,576,200	12,596,118	58,052,141
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	3,205,066	1,528,554	(4,750,098)	(16,478)
<b>OTHER FINANCING SOURCES (USES):</b>				
7912 Sale of Real and Personal Property	14,065	-	-	14,065
7914 Non-Current Loans	-	-	2,045,000	2,045,000
7915 Transfers In	10,294	-	2,950,000	2,960,294
8911 Transfers Out (Use)	(3,000,000)	-	-	(3,000,000)
7080 Total Other Financing Sources (Uses)	(2,975,641)	-	4,995,000	2,019,359
1200 Net Change in Fund Balances	229,425	1,528,554	244,902	2,002,881
0100 Fund Balance - September 1 (Beginning)	15,284,702	1,756,694	740,118	17,781,514
1300 Prior Period Adjustment	-	-	306,218	306,218
3000 Fund Balance - August 31 (Ending)	\$ 15,514,127	\$ 3,285,248	\$ 1,291,238	\$ 20,090,613

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
 RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,  
 AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES  
 FOR THE YEAR ENDED AUGUST 31, 2019

EXHIBIT C-4

<b>Total Net Change in Fund Balances - Governmental Funds</b>	\$ 2,002,881
The District uses an internal service fund to charge the costs of certain activities, such as self-insurance, to appropriate functions in other funds. The net loss of the internal service fund is reported with governmental activities. The net effect of this consolidation is to decrease net position.	(22,441)
Current year capital outlays are expenditures in the fund financial statements, but they are shown as increases in capital assets in the government-wide financial statements. The effect of reclassifying the current year capital asset additions increases government-wide net position.	5,091,005
Depreciation is not recognized as an expense in governmental funds since it does not require the use of current financial resources. The net effect of the current year's depreciation is to decrease net position.	(3,715,116)
Current year long-term debt principal payments on bonds payable, maintenance tax notes payable, time warrants payable, and payments of accreted interest on capital appreciation bonds are expenditures in the fund financial statements, but are shown as reductions in long-term debt in the government-wide financial statements.	4,395,000
Current year interest accretion on capital appreciation bonds is not recognized in the fund financial statements, but is shown as an increase in long-term debt in the government-wide financial statements.	(1,807,169)
Interest expense on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements, interest expenditures are reported when due.	(57,460)
Revenues from property taxes are not recognized in the fund financial statements until they are considered available to finance current expenditures, but such revenues are recognized when assessed, net of an allowance for uncollectible amounts, in the government-wide financial statements.	554,353
Current year amortization of the premium/discount on bonds payable is not recognized in the fund financial statements, but is shown as a decrease in long-term debt in the government-wide financial statements.	153,299
Current year amortization of the deferred charge on bond refundings is not recognized in the fund financial statements, but is shown as a reduction of the deferred charge in the government-wide financial statements.	(35,008)
Current year issuances of maintenance tax notes are shown as other financing sources in the fund financial statements, but are shown as increases in long-term debt in the government-wide financial statements.	(2,045,000)

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED AUGUST 31, 2019

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EXHIBIT C-4

The implementation of GASB 68 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS contributions made after the measurement date of 8/31/2018 caused the change in the ending net position to increase by \$64,624. These contributions were replaced with the District's pension expense for the year of \$1,160,509, which caused a decrease in the change in net position. The net effect of these is to decrease the change in net position by \$1,095,885.

(1,095,885)

The implementation of GASB 75 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS OPEB contributions made after the measurement date of 8/31/2018 but during the current fiscal year caused the ending net position to increase in the amount of \$8,467. These contributions were replaced with the District's OPEB expense for the year of \$347,542, which caused a decrease in the change in net position. The net effect of these is to decrease the change in net position by \$339,075.

(339,075)

**Change in Net Assets of Governmental Activities**

\$ 3,079,384

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - GENERAL FUND  
FOR THE YEAR ENDED AUGUST 31, 2019

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
<b>REVENUES:</b>					
5700	Total Local and Intermediate Sources	\$ 19,008,123	\$ 19,008,123	\$ 19,561,134	\$ 553,011
5800	State Program Revenues	21,545,250	22,078,250	22,597,051	518,801
5900	Federal Program Revenues	625,000	625,000	926,704	301,704
5020	Total Revenues	41,178,373	41,711,373	43,084,889	1,373,516
<b>EXPENDITURES:</b>					
Current:					
0011	Instruction	21,447,095	21,576,771	20,551,168	1,025,603
0012	Instructional Resources and Media Services	394,819	404,819	385,802	19,017
0013	Curriculum and Instructional Staff Development	1,074,228	1,114,228	986,044	128,184
0021	Instructional Leadership	521,926	541,926	539,443	2,483
0023	School Leadership	2,360,691	2,435,691	2,422,392	13,299
0031	Guidance, Counseling and Evaluation Services	1,582,816	1,582,816	1,496,938	85,878
0032	Social Work Services	316,888	336,888	308,276	28,612
0033	Health Services	444,884	449,884	434,915	14,969
0034	Student (Pupil) Transportation	1,956,664	2,454,630	2,388,757	65,873
0036	Extracurricular Activities	1,410,560	1,450,560	1,374,297	76,263
0041	General Administration	1,781,282	1,981,282	1,883,349	97,933
0051	Facilities Maintenance and Operations	5,090,810	5,150,810	4,523,008	627,802
0052	Security and Monitoring Services	579,074	677,074	676,741	333
0053	Data Processing Services	718,046	718,046	715,655	2,391
0061	Community Services	122,440	172,440	126,003	46,437
Debt Service:					
0071	Principal on Long-Term Debt	505,000	505,000	505,000	-
0072	Interest on Long-Term Debt	291,350	294,350	291,600	2,750
0073	Bond Issuance Cost and Fees	800	800	800	-
Intergovernmental:					
0099	Other Intergovernmental Charges	279,000	279,000	269,635	9,365
6030	Total Expenditures	40,878,373	42,127,015	39,879,823	2,247,192
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	300,000	(415,642)	3,205,066	3,620,708
<b>OTHER FINANCING SOURCES (USES):</b>					
7912	Sale of Real and Personal Property	-	-	14,065	14,065
7915	Transfers In	-	-	10,294	10,294
8911	Transfers Out (Use)	(300,000)	(300,000)	(3,000,000)	(2,700,000)
7080	Total Other Financing Sources (Uses)	(300,000)	(300,000)	(2,975,641)	(2,675,641)
1200	Net Change in Fund Balances	-	(715,642)	229,425	945,067
0100	Fund Balance - September 1 (Beginning)	15,284,702	15,284,702	15,284,702	-
3000	Fund Balance - August 31 (Ending)	\$ 15,284,702	\$ 14,569,060	\$ 15,514,127	\$ 945,067

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
PROPRIETARY FUNDS  
AUGUST 31, 2019

EXHIBIT D-1

	Governmental Activities -
	Total Internal Service Funds
<hr/>	
ASSETS	
Current Assets:	
Cash and Cash Equivalents	\$ 579,340
Other Receivables	1,435
Total Current Assets	580,775
Noncurrent Assets:	
Capital Assets:	
Furniture and Equipment	106,450
Depreciation on Furniture and Equipment	(106,446)
Total Noncurrent Assets	4
Total Assets	580,779
LIABILITIES	
Current Liabilities:	
Due to Other Funds	99,951
Accrued Expenses	347,899
Total Liabilities	447,850
NET POSITION	
Unrestricted Net Position	132,929
Total Net Position	\$ 132,929

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION  
PROPRIETARY FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2019

	Governmental Activities -
	Total Internal Service Funds
<b>OPERATING REVENUES:</b>	
Local and Intermediate Sources	\$ 309,268
Total Operating Revenues	<u>309,268</u>
<b>OPERATING EXPENSES:</b>	
Payroll Costs	49,583
Professional and Contracted Services	140,636
Supplies and Materials	28,593
Other Operating Costs	163,476
Total Operating Expenses	<u>382,288</u>
Operating Income (Loss)	<u>(73,020)</u>
<b>NONOPERATING REVENUES (EXPENSES):</b>	
Earnings from Temporary Deposits & Investments	<u>10,873</u>
Total Nonoperating Revenues (Expenses)	<u>10,873</u>
Income (Loss) Before Transfers	(62,147)
Transfer In	50,000
Transfers Out	<u>(10,294)</u>
Change in Net Position	(22,441)
Total Net Position - September 1 (Beginning)	<u>155,370</u>
Total Net Position - August 31 (Ending)	<u><u>\$ 132,929</u></u>

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF CASH FLOWS  
PROPRIETARY FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2019

	Governmental Activities -
	Total Internal Service Funds
<u>Cash Flows from Operating Activities:</u>	
Cash Received from Customers	\$ 78,240
Operating Transactions with Other Funds	230,696
Cash Payments to Employees for Services	(49,583)
Cash Payments to Other Suppliers	(388,316)
Net Cash Used for Operating Activities	(128,963)
<u>Cash Flows from Non-Capital Financing Activities:</u>	
Transfers From (To) Other Funds	39,706
<u>Cash Flows from Investing Activities:</u>	
Interest and Dividends on Investments	10,873
Net Decrease in Cash and Cash Equivalents	(78,384)
Cash and Cash Equivalents at Beginning of Year	657,724
Cash and Cash Equivalents at End of Year	\$ 579,340
<u>Reconciliation of Operating Income (Loss) to Net Cash</u>	
<u>Used for Operating Activities:</u>	
Operating Income (Loss):	\$ (73,020)
Effect of Increases and Decreases in Current Assets and Liabilities:	
Decrease (increase) in Receivables	(332)
Increase (decrease) in Accrued Expenses	(55,611)
Net Cash Used for Operating Activities	\$ (128,963)

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES  
FIDUCIARY FUNDS  
AUGUST 31, 2019

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	Agency Fund
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ASSETS	
Cash and Cash Equivalents	\$ 219,878
Total Assets	<u>\$ 219,878</u>
LIABILITIES	
Due to Student Groups	\$ 219,878
Total Liabilities	<u>\$ 219,878</u>

The notes to the financial statements are an integral part of this statement.

TERRELL INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2019

**NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Terrell Independent School District's (the "District") combined financial statements have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide (FAR). The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the District are described below.

**A. REPORTING ENTITY**

The Board of Trustees, a seven member group, has fiscal accountability over all activities related to public elementary and secondary education within the jurisdiction of the District. The board of trustees is elected by the public. The trustees as a body corporate have the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency (Agency) or to the State Board of Education are reserved for the trustees, and the Agency may not substitute its judgment for the lawful exercise of those powers and duties by the trustees. The District is not included in any other governmental "reporting entity" as defined in Section 2100, Codification of Governmental Accounting and Financial Reporting Standards.

The District's basic financial statements include the accounts of all District operations. The criteria for including organizations as component units within the District's reporting entity, as set forth in Section 2100 of GASB's Codification of Governmental Accounting and Financial Reporting Standards, include whether:

- the organization is legally separate (can sue and be sued in their own name)
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

Based on the aforementioned criteria, Terrell Independent School District has no component units.

**B. BASIS OF PRESENTATION**

The government-wide financial statements (the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely, to a significant extent on fees and charges for support. The District had no business-type activities.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given program and 2) operating or capital grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Taxes and other items not properly included among program revenues are reported instead as general revenues.

TERRELL INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2019

Fund Financial Statements:

The District segregates transactions related to certain functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. These statements present each major fund as a separate column on the fund financial statements; all non-major funds are aggregated and presented in a single column.

Governmental funds are those funds through which most governmental functions typically are financed. The measurement focus of governmental funds is on the sources, uses and balance of current financial resources. The District has presented the following major governmental funds:

1. **General Fund** - This fund is established to account for resources financing the fundamental operations of the District, in partnership with the community, in enabling and motivating students to reach their full potential. All revenues and expenditures not required to be accounted for in other funds are included here. This is a budgeted fund and any fund balances are considered resources available for current operations. Fund balances may be appropriated by the Board of Trustees to implement its responsibilities.
2. **Debt Service Fund** - This fund is established to account for payment of principal and interest on long-term general obligation debt and other long-term debts for which a tax has been dedicated. This is a budgeted fund. Any unused debt service fund balances are transferred to the General Fund after all of the related debt obligations have been met.

Additionally, the District reports the following fund types:

1. **Special Revenue Funds** - These funds are established to account for federally financed or expenditures legally restricted for specified purposes. In many special revenue funds, any unused balances are returned to the grantor at the close of specified project periods. For funds in this fund type, project accounting is employed to maintain integrity for the various sources of funds.
2. **Capital Projects Fund** - This fund is established to account for proceeds, from the sale of bonds and other resources to be used for Board authorized acquisition, construction, or renovation, as well as, furnishings and equipping of major capital facilities.
3. **Internal Service Fund** - The District utilizes an Internal Service Fund to account for revenues and expenses related to services provided to parties inside the District on a cost reimbursement basis. This fund facilitates distribution of support costs to the users of support services. The District has an internal service fund for its workers compensation plan, print shop and employee insurance fund.
4. **Agency Funds** - These custodial funds are used to account for activities of student groups and other organizational activities requiring clearing accounts. Financial resources for the Agency funds are recorded as assets and liabilities; therefore, these funds do not include revenues and expenditures and have no fund equity. If any unused resources are declared surplus by the student groups, they are transferred to the General Fund with a recommendation to the Board for an appropriate utilization through a budgeted program.

The internal service funds are a proprietary fund type. Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. Operating expenses for the proprietary funds include the cost of personnel and contractual services. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

TERRELL INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2019

**C. MEASUREMENT FOCUS/BASIS OF ACCOUNTING**

Measurement focus refers to what is being measured; basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

The government-wide statements and fund financial statements for proprietary funds are reported using the economic resources measurement focus and the accrual basis of accounting. The economic resources measurement focus means all assets, deferred outflows of resources, liabilities, and deferred inflows of resources (whether current or non-current) are included in the statement of net position and the operating statements present increases (revenues) and decreases (expenses) in net total position. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized at the time the liability is incurred.

Governmental fund financial statements are reported using the current financial resources measurement focus and are accounted for using the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual; i.e., when they become both measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. The District considers property taxes as available if they are collected within 60 days after year-end. A one-year availability period is used for recognition of all other Governmental Fund revenues. Expenditures are recorded when the related fund liability is incurred. However, debt service expenditures, as well as expenditures related to compensated absences are recorded only when payment is due.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS-Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS-Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as-you-go plan and all cash is held in a cash account.

The revenues susceptible to accrual are property taxes, charges for services, interest income and intergovernmental revenues. All other Governmental Fund Type revenues are recognized when received.

Revenues from state and federal grants are recognized as earned when the related program expenditures are incurred. Funds received but unearned are reflected as deferred revenues, and funds expended but not yet received are shown as receivables.

TERRELL INDEPENDENT SCHOOL DISTRICT  
 NOTES TO THE BASIC FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED AUGUST 31, 2019

Revenue from investments, including governmental external investment pool, is based upon fair value. Fair value is the amount at which a financial instrument could be exchanged in a current transaction between willing parties, other than in a forced or liquidation sale. Most investments are reported at amortized cost when the investments have remaining maturities of one year or less at time of purchase. External investment pool are permitted to report short-term debt investments at amortized cost, provided that the fair value of those investments is not significantly affected by the impairment of the credit standing of the issuer, or other factors. For that purpose, a pool's short-term investments are those with remaining maturities of up to ninety days.

In accordance with the FAR, the District has adopted and installed an accounting system which exceeds the minimum requirements prescribed by the State Board of Education and approved by the State Auditor. Specifically, the District's accounting system uses codes and the code structure presented in the Accounting Code Section of the FAR.

**D. BUDGETARY CONTROL**

Formal budgetary accounting is employed for all required Governmental Fund Types, as outlined in TEA's FAR module, and is presented on the modified accrual basis of accounting consistent with generally accepted accounting principles. The budget is prepared and controlled at the function level within each organization to which responsibility for controlling operations is assigned.

The official school budget is prepared for adoption for required Governmental Fund Types prior to August 20 of the preceding fiscal year for the subsequent fiscal year beginning September 1. The budget is formally adopted by the Board of Trustees at a public meeting held at least ten days after public notice has been given. The budget is prepared by fund, function, object, and organization. The budget is controlled at the organizational level by the appropriate department head or campus principal within Board allocations. Therefore, organizations may transfer appropriations as necessary without the approval of the board unless the intent is to cross fund, function or increase the overall budget allocations. Control of appropriations by the Board of Trustees is maintained within Fund Groups at the function code level and revenue object code level.

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the General Fund, the Debt Service Fund and the Food Service Fund. The other special revenue funds adopt project-length budgets which do not correspond to the District's fiscal year. Each annual budget is presented on the modified accrual basis of accounting. The budget is amended throughout the year by the Board of Trustees. Such amendments are reflected in the official minutes of the Board.

A reconciliation of fund balances for both appropriated budget and nonappropriated budget special revenue funds is as follows:

August 31, 2019	
<u>Fund Balance</u>	
Appropriated Budget Funds - Food Service Special Revenue Fund	\$304,062
Nonappropriated Budget Funds	<u>326,932</u>
All Special Revenue Funds	<u>\$630,994</u>

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**E. ENCUMBRANCE ACCOUNTING**

The District employs encumbrance accounting, whereby encumbrances for goods or purchased services are documented by purchase orders and contracts. An encumbrance represents a commitment of Board appropriation related to unperformed contracts for goods and services. The issuance of a purchase order or the signing of a contract creates an encumbrance but does not represent an expenditure for the period, only a commitment to expend resources. Appropriations lapse at August 31 and encumbrances outstanding at that time are either canceled or appropriately provided for in the subsequent year's budget. The District had no material encumbrances outstanding at August 31, 2019.

**F. INVENTORIES**

The consumption method is used to account for inventories of certain instructional, maintenance, and food service supplies. Under this method, these items are carried in an inventory account of the respective fund at average cost and are subsequently charged to expenditures when consumed. Other supplies are recorded as expenditures when purchased.

**G. INTERFUND RECEIVABLES AND PAYABLES**

Short-term amounts owed between funds are classified as "Due to/from other funds". Interfund loans are classified as "Advances to/from other funds" and are offset by a fund balance reserve account.

**H. CAPITAL ASSETS**

Capital assets, which includes property, plant, equipment, and infrastructure assets, are reported in the applicable governmental activities columns in the government-wide financial statements. All capital assets are valued at historical cost or estimated historical cost if actual historical cost is not available. Donated assets are valued at their fair market value on the date donated. Repairs and maintenance are recorded as expenses. Renewals and betterments are capitalized. Interest has not been capitalized during the construction period on property, plant and equipment.

Assets capitalized have an original cost of \$5,000 or more and over one-year of useful life. Depreciation has been calculated on each class of depreciable property using the straight-line method. Estimated useful lives are as follows:

Buildings and Improvements	5-50 Years
Furniture and Equipment	3-20 Years

**I. DEFERRED OUTFLOWS/INFLOWS OF RESOURCES**

Deferred outflows and inflows of resources are reported in the statement of financial position as described below:

A *deferred outflow of resources* is a consumption of a government's net assets (a decrease in assets in excess of any related decrease in liabilities or an increase in liabilities in excess of any related increase in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

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**Deferred outflows of resources for refunding** - Reported in the government-wide statement of net position, the deferred charge on bond refundings results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt. The amount of deferred outflows reported in the governmental activities for the deferred charge on bond refundings at August 31, 2019 was \$221,758.

**Deferred outflows of resources for pensions** - Reported in the government-wide financial statement of net position, this deferred outflow results from pension plan contributions made after the measurement date of the net pension liability and the results of differences between expected and actual actuarial experiences. The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the next fiscal year. The other pension related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan which is currently approximately 6.7 years.

The amount of deferred outflows reported in the governmental activities for deferred pension expenses at August 31, 2019 was \$8,531,251.

**Deferred outflows of resources for OPEB**- Reported in the government-wide financial statement of net position, this deferred outflow results from OPEB plan contributions made after the measurement date of the net OPEB liability and the results of differences between expected and actual investment earnings and changes in proportionate share. The deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the next fiscal year. The other OPEB related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with OPEB through the OPEB plan which is currently approximately 8.6 years. The amount of deferred outflows reported for deferred OPEB expense at August 31, 2019 was \$2,685,275.

*A deferred inflow of resources* is an acquisition of a government's net assets (an increase in assets in excess of any related increase in liabilities or a decrease in liabilities in excess of any related decrease in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

**Deferred inflows of resources for unavailable revenues** - Reported only in the governmental funds balance sheet, unavailable revenues from property taxes arise under the modified accrual basis of accounting. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The District reported property taxes that are unavailable as deferred inflows of resources in the fund financial statements. The amount of deferred inflows of resources reported in the governmental funds at August 31, 2019 was \$1,394,745.

**Deferred inflows of resources for pensions** - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between projected and actual earnings on pension plan investments and other actuarial and other assumption differences. These amounts will be amortized over a closed 5 year period. In fiscal year 2019, the District reported deferred inflows of resources for pensions in the governmental activities in the amount of \$1,639,860.

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**Deferred inflows of resources for OPEB** - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between expected and actual experience and from changes in assumptions. These amounts will be amortized over the average expected remaining service life (AERSL) of all members (8.6 years for the 2018 measurement year). In fiscal year 2019, the District reported deferred inflows of resources for OPEB in the governmental activities in the amount of \$5,697,523.

**J. COMPENSATED ABSENCES**

It is the District's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since the District does not have a policy to pay any amounts when employees separate from service with the District. All vacation pay is accrued when incurred in the government-wide, proprietary, and fiduciary fund financial statements. A liability for these amounts is reported in governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

**K. CASH EQUIVALENTS**

For purposes of the statement of cash flows, investments are considered to be cash equivalents if they are highly liquid and have a maturity of three months or less when purchased.

**L. NET POSITION**

Net position represents the difference between assets and deferred outflows of resources; and liabilities and deferred inflows of resources. Net investment in capital assets, consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvements of those assets, and adding back unspent proceeds. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislations adopted by the District or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

**M. LONG-TERM OBLIGATIONS**

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities statement of net position. Bond premiums and discounts, as well as issuance costs, are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are expensed when incurred.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

**N. RISK MANAGEMENT**

The District is exposed to various risks of loss related to torts theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During fiscal 2019, the District purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year, and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

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**O. ESTIMATES**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**NOTE 2. FUND BALANCES**

The District has implemented GASB Statement No. 54, "Fund Balance Reporting and Governmental Fund Type Definitions." This Statement provides more clearly defined fund balance categories to make the nature and extent of the constraints placed on a government's fund balances more transparent.

Fund Balance Classification: The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable: This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact. The District has classified inventories as being nonspendable as these items are not expected to be converted to cash and a permanent endowment donated to the District.
- Restricted: This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. Debt service resources are to be used for future servicing of the District's bonded debt and are restricted through debt covenants. Unspent capital projects funds are restricted for future capital acquisition programs. Food service and other Federal and State grant resources are restricted because their use is restricted pursuant to the mandates of the National School Lunch and Breakfast Program or other grant requirements.
- Committed: This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the District's Board of Trustees. The Board of Trustees establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. This can also be done through adoption and amendment of the budget. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The Board of Trustees have committed resources as of August 31, 2019 for campus activities, local grants, and the Excel Center operations.
- Assigned: This classification includes amounts that are constrained by the District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Trustees or through the Board of Trustees delegating this responsibility to other individuals in the District. Under the District's adopted policy, only the Board of Trustees may assign amounts for specific purposes. This classification also includes the remaining positive fund balance for all governmental funds except for the General Fund. The Board of Trustees has not assigned any fund balance of the General Fund as of August 31, 2019.

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- Unassigned: This classification includes all amounts not included in other spendable classifications, including the residual fund balance of the General Fund.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

The details of the fund balances are included in the Governmental Funds Balance Sheet and are described below:

**General Fund**

The General Fund has unassigned fund balance of \$15,502,368 at August 31, 2019. Inventories of \$11,759 are considered nonspendable fund balance.

**Debt Service Fund**

The Debt Service Fund has restricted funds of \$3,285,248 at August 31, 2019 consisting primarily of property tax collections that are restricted for debt service payments on bonded debt.

**Other Funds**

Inventories of \$11,948 in the National Breakfast and Lunch Program Fund are considered nonspendable fund balance.

The fund balances of \$92,440 of the Campus Activity Funds and \$168,143 of the Excel Center Fund (special revenue funds) are shown as committed due to Board policy committing those funds to campus activities and Excel Center operations. The following special revenue funds fund balances are restricted by Federal or State grant restrictions:

National Breakfast & Lunch Program	\$292,114
Summer Feeding Program	<u>21,954</u>
Total	<u>\$314,068</u>

The Capital Projects Fund has restricted funds of \$660,244 at August 31, 2019 consisting primarily of unspent bond and other funds for future construction and other approved projects.

**NOTE 3. DEPOSITS AND INVESTMENTS**

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust, with the District's agent bank, approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

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1. Cash Deposits:

At August 31, 2019, the carrying amount of the District's deposits (checking accounts, interest-bearing demand accounts and time deposits) was \$5,258,796 and the bank balance was \$7,736,143. The District's cash deposits at August 31, 2019 were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name. There was one day during the fiscal year ended August 31, 2019 when the District's deposits were not entirely covered by FDIC insurance or by pledged collateral.

2. Investments:

The Public Funds Investment Act (Government Code Chapter 2256) contains specific provisions in the areas of investment practices, management reports and establishment of appropriate policies. Among other things, it requires the District to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, (9) and bid solicitation preferences for certificates of deposit. Statutes authorize the District to invest in (1) obligations of the U.S. Treasury, certain U.S. agencies, and the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers acceptances, (7) Mutual Funds, (8) Investment pools, (9) guaranteed investment contracts, (10) and common trust funds. The Act also requires the District to have independent auditors perform test procedures related to investment practices as provided by the Act. The District is in substantial compliance with the requirements of the Act and with local policies.

In compliance with the Public Funds Investment Act, the District has adopted a deposit and investment policy. That policy addresses the following risks:

a. Custodial Credit Risk - Deposits: In the case of deposits, this is the risk that, in the event of a bank failure, the District's deposits may not be returned to it. As of August 31, 2019, the District's cash deposits totaled \$7,736,143. This entire amount was either collateralized with securities held by the District's agent or covered by FDIC insurance. Thus, the District's deposits were not exposed to custodial credit risk as of August 31, 2019.

b. Custodial Credit Risk - Investments: For an investment, this is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. At August 31, 2019, the District held investments in two public funds investment pools and in bank certificates of deposit. The District is not exposed to custodial credit risk for its certificates of deposit as they are collateralized by securities held by the District's agent or covered by FDIC insurance. Investments in external investment pools are considered unclassified as to custodial credit risk because they are not evidenced by securities that exist in physical or book entry form.

c. Credit Risk: This is the risk that an issuer or other counterparty to an investment will be unable to fulfill its obligations. The rating of securities by nationally recognized rating agencies is designed to give an indication of credit risk. The credit quality rating for Lone Star Investment Pool at year-end was AAAM (Standard & Poor's). The credit quality rating for TexPool Investment Pool at year-end was AAAM (Standard & Poor's).

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d. Interest Rate Risk: This is the risk that changes in interest rates will adversely affect the fair value of an investment. The District manages its exposure to declines in fair values by limiting the weighted average maturity of its investment portfolio to less than one year from the time of purchase. The weighted average maturity for the District's investment in external investment pools is less than 90 days. Additionally, all investments in bank certificates of deposit are covered by the District's depository pledge or FDIC insurance.

e. Foreign Currency Risk: This is the risk that exchange rates will adversely affect the fair value of an investment. At August 31, 2019, the District was not exposed to foreign currency risk.

f. Concentration of Credit Risk: This is the risk of loss attributed to the magnitude of the District's investment in a single issuer (i.e., lack of diversification). Concentration risk is defined as positions of 5 percent or more in the securities of a single issuer. At August 31, 2019, the District did not have more than 5 percent invested with a single issuer. Investment pools are excluded from the 5 percent disclosure requirement.

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares.

The District's investments in Pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

The District's investments at August 31, 2019, are shown below:

<u>Name</u>	<u>Carrying Amount</u>	<u>Market Value</u>
Lone Star Investment Pool	\$ 8,730,133	\$ 8,730,133
TexPool Investment Pool	1,072,856	1,072,856
Certificates of Deposit	<u>3,106,000</u>	<u>3,106,000</u>
	<u>\$12,908,989</u>	<u>\$12,908,989</u>

**Fair Value Measurements**

The District categorizes its fair value measurements with the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. Investments that are measured at fair value using the net asset value per share (or its equivalent) as a practical expedient are not classified in the fair value hierarchy below.

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In instances where inputs used to measure fair value fall into different levels in the above fair value hierarchy, fair value measurements in their entirety are categorized based on the lowest level input that is significant to the valuation. The District's assessment of the significance of particular inputs to these fair value measurements requires judgement and considers factors specific to each asset or liability.

**Assets and Liabilities Measured at Fair Value on a Recurring Basis**

	Fair Value Measurements Using			
	Balance at 8/31/19	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
<b><u>Investments by Fair Value level:</u></b>				
Certificates of Deposit	\$3,106,000	\$ -	\$3,106,000	\$ -

The fair value of the certificate of deposit at August 31, 2019 was determined based on level 2 inputs. The District estimates the fair value of these investments using inputs such as interest rates and yield curves that are observable at commonly quoted intervals.

The District's investment in the State Investment Pools (statewide 2a7-like external investment pools) are not required to be measured at fair value but are measured at amortized cost.

**NOTE 4. CAPITAL ASSETS**

Capital asset activity for the year ended August 31, 2019, was as follows:

	Balance September 1	Additions/ Completions	Retirement/ Adjustments	Balance August 31
Governmental Activities:				
Capital assets not being depreciated				
Land	\$ 4,273,353	\$ -	\$ -	\$ 4,273,353
Construction in Progress	44,416,777	1,493,379	(44,349,829)	1,560,327
Total Capital assets not being depreciated	48,690,130	1,493,379	(44,349,829)	5,833,680
Capital assets, being depreciated				
Buildings and Improvements	92,183,521	47,528,887	(23,787)	139,688,621
Furniture and Equipment	5,914,324	418,568	-	6,332,892
Total capital assets being depreciated	98,097,845	47,947,455	(23,787)	146,021,513
Less accumulated depreciation for:				
Buildings and Improvements	(47,988,927)	(3,407,370)	23,787	(51,372,510)
Furniture and Equipment	(3,736,681)	(307,746)	-	(4,044,427)
Total accumulated depreciation	(51,725,608)	(3,715,116)	23,787	(55,416,937)
Total capital assets, being depreciated, net	46,372,237	44,232,339	-	90,604,576
Governmental activities capital assets, net	\$ 95,062,367	\$45,725,718	\$(44,349,829)	\$ 96,438,256

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Depreciation expense was charged as direct expense to programs of the District as follows:

Governmental activities:	
Instruction	\$1,399,002
Instructional Resources & Media Services	248,853
School Leadership	572
Guidance, Counseling & Evaluation Services	17,816
Student (Pupil) Transportation	31,784
Food Services	982,626
Cocurricular/Extracurricular Activities	625,224
General Administration	47,628
Plant Maintenance and Operations	155,644
Security and Monitoring Services	45,863
Date Processing	40,236
Community Services	<u>119,868</u>
Total depreciation expense-Governmental activities	<u>\$3,715,116</u>

**NOTE 5. MAINTENANCE TAX NOTES AND TIME WARRANTS**

The District issued \$8,560,000 of Maintenance Tax Notes in February 2014 to fund construction and renovation projects throughout the District. The notes have an interest rate of 2.0%-4.0% and a final maturity date of August 1, 2032.

The District issued \$2,045,000 of Maintenance Tax Notes in December 2018 to fund capital asset acquisitions and renovation projects throughout the District. The notes have an interest rate of 4.03% and a final maturity date of August 1, 2034.

The District issued \$1,000,000 of Time Warrants in February 2014 to fund renovation projects throughout the District. The warrants have an interest rate of 0.99% and a final maturity date of August 1, 2020.

Maintenance tax note and time warrant repayment requirements are as follows:

Years ending August 31:

	<u>Principal</u>	<u>Interest</u>	<u>Total Requirements</u>
2020	\$ 565,000	\$ 418,633	\$ 983,633
2021	630,000	354,047	984,047
2022	650,000	334,014	984,014
2023	670,000	313,330	983,330
2024	690,000	292,045	982,045
2025-2029	3,845,000	1,075,526	4,920,526
2030-2034	<u>3,045,000</u>	<u>282,974</u>	<u>3,327,974</u>
Totals	<u>\$10,095,000</u>	<u>\$3,070,569</u>	<u>\$13,165,569</u>

**NOTE 6. LONG-TERM DEBT**

Long-term debt includes par bonds and capital appreciation (deep discount) serial bonds. All long-term debt represents transactions in the District's governmental activities.

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The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas (SID), which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

The following is a summary of the changes in the District's Long-term Debt for the year ended August 31, 2019:

Description	Interest Rate Payable	Amounts Outstanding 9/1/18	Issued Current Year	Interest Accretion	Retired/ Refunded	Amounts Outstanding 8/31/19	Due Within One Year
<b>Bonded Indebtedness:</b>							
2001 School Bldg. & Refunding Bonds	4.625-5.76%	\$12,087,410	\$ -	\$ -	\$1,295,155	\$10,792,255	\$1,220,408
2012 Refunding Bonds	2.00-3.00%	4,345,000	-	-	290,000	4,055,000	290,000
2016 Unlimited Tax Building Bonds	2.00-5.00%	<u>39,700,000</u>	-	-	<u>90,000</u>	<u>39,610,000</u>	<u>90,000</u>
<b>Total Bonded Indebtedness</b>		<u>56,132,410</u>	-	-	<u>1,675,155</u>	<u>54,457,255</u>	<u>1,600,408</u>
<b>Other Direct Obligations:</b>							
<b>Accreted Interest-</b>							
Capital Appreciation Bonds		19,533,384	-	1,807,169	2,214,845	19,125,708	2,294,592
Premiums/Discounts		5,192,628	-	-	153,299	5,039,329	150,715
Maintenance Tax Notes	2.00-4.03%	8,050,000	2,045,000	-	255,000	9,840,000	310,000
Time Warrants	0.99%	<u>505,000</u>	-	-	<u>250,000</u>	<u>255,000</u>	<u>255,000</u>
<b>Total Other Obligations</b>		<u>33,281,012</u>	<u>2,045,000</u>	<u>1,807,169</u>	<u>2,873,144</u>	<u>34,260,037</u>	<u>3,010,307</u>
<b>Total Obligations of District</b>		<u>\$89,413,422</u>	<u>\$2,045,000</u>	<u>\$1,807,169</u>	<u>\$4,548,299</u>	<u>\$88,717,292</u>	<u>\$4,610,715</u>

General Obligation Bonds are direct obligations issued on a pledge of the general taxing power for the payment of the debt obligations of the District. General Obligation Bonds require the District to compute, at the time taxes are levied, the rate of tax required to provide (in each year bonds are outstanding) a fund to pay interest and principal at maturity. The District is in compliance with this requirement.

There are a number of limitations and restrictions contained in the various general obligation bonds indentures. The District is in compliance with all significant limitations and restrictions at August 31, 2019.

Presented below is a summary of general obligation bond requirements to maturity:

Year Ended August 31,	<u>General Obligation</u>		Total Requirements
	<u>Principal</u>	<u>Interest</u>	
2020	\$ 1,605,408	\$ 3,968,942	\$ 5,574,350
2021	1,542,648	4,031,052	5,573,700
2022	1,489,290	4,082,560	5,571,850
2023	1,437,487	4,137,063	5,574,550
2024	1,389,630	4,185,570	5,575,200
2025-2029	6,339,400	21,523,800	27,863,200
2030-2034	8,328,392	13,155,658	21,484,050
2035-2039	11,650,000	5,569,400	17,219,400
2040-2044	14,180,000	3,044,600	17,224,600
2045-2046	<u>6,495,000</u>	<u>392,200</u>	<u>6,887,200</u>
	<u>\$54,457,255</u>	<u>\$64,090,845</u>	<u>\$118,548,100</u>

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**NOTE 7. DEFERRED CHARGES ON BOND REFUNDINGS**

The District's deferred charge on bond refundings are as follows:

Balance – August 31, 2018	\$256,766
Current year amortization	<u>(35,008)</u>
Balance – August 31, 2019	<u>\$221,758</u>

**NOTE 8. PROPERTY TAXES**

Property taxes are considered available when collected within the current period or expected to be collected soon enough thereafter to be used to pay liabilities of the current period. The District levies its taxes on October 1 on the assessed (appraised) value listed as of the prior January 1 for all real and business personal property located in the District in conformity with Subtitle E, Texas Property Tax Code. Taxes are due upon receipt of the tax bill and are past due and subject to interest if not paid by February 1 of the year following the October 1 levy date. The assessed value of the property tax roll upon which the levy for the 2018-19 fiscal year was based was \$1,663,031,018. Taxes are delinquent if not paid by June 30. Delinquent taxes are subject to both penalty and interest charges plus 15 % delinquent collection fees for attorney costs.

The tax rates assessed for the year ended August 31, 2019, to finance General Fund operations and the payment of principal and interest on general obligation long-term debt were \$1.17 and \$0.4297 per \$100 valuation, respectively, for a total of \$1.5997 per \$ 100 valuation.

Current tax collections for the year ended August 31, 2019 were 98.02% of the year-end adjusted tax levy. Delinquent taxes are prorated between maintenance and debt service based on rates adopted for the year of the levy. Allowances for uncollectible taxes within the General and Debt Service Funds are based on historical experience in collecting taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature. As of August 31, 2019, property taxes receivable, net of estimated uncollectible taxes, totaled \$1,089,819 and \$304,926 for the General and Debt Service Funds, respectively.

Property taxes are recorded as receivables and unavailable revenues at the time the taxes are assessed. Revenues are recognized as the related ad valorem taxes are collected.

**NOTE 9. DEFINED BENEFIT PENSION PLAN**

*Plan Description.* Terrell Independent School District participates in a cost-sharing multiple-employer defined benefit pension that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS's defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

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**Pension Plan Fiduciary Net Position.** Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at <http://www.trs.texas.us/about/documents/cafr.pdf#CAFR>; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

**Benefits Provided.** TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes; including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan description above.

**Contributions.** Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year. Texas Government Code section 821.006 prohibits benefit improvements, if as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action.

Employee contribution rates are set in state statute, Texas Government Code 825.402. Senate Bill 1458 of the 83<sup>rd</sup> Texas Legislature amended Texas Government Code 825.402 for member contributions and established employee contribution rates for fiscal years 2014 thru 2017. The 85<sup>th</sup> Texas Legislature, General Appropriations Act (GAA) affirmed that the employer contribution rates for fiscal years 2018 and 2019 would remain the same.

	<u>Contribution Rates</u>	
	<u>2018</u>	<u>2019</u>
Member	7.7%	7.7%
Non-Employer Contributing Entity (State)	6.8%	6.8%
Employers	6.8%	6.8%
Terrell ISD FY2019 Employer Contributions		\$ 1,005,342
Terrell ISD FY2019 Member Contributions		\$ 2,198,670
Terrell ISD 2019 NECE On-Behalf Contributions		\$ 1,271,427

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

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As the non-employer contributing entity for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding source or a privately sponsored source, from non-educational and general, or local funds.

In addition to the employer contributions listed above, there are two additional surcharges an employer is subject to.

- When employing a retiree of the Teacher Retirement System the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.
- When a school district does not contribute to the Federal Old-Age, Survivors and Disability Insurance (OASDI) Program for certain employees, they must contribute 1.5% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

**Actuarial Assumptions.** The total pension liability in the August 31, 2018 actuarial valuation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2017 rolled forward to August 31, 2018
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Market Value
Single Discount Rate	6.907%
Long-term expected Investment Rate of Return	7.25%
Inflation	2.30%
Salary Increases Including Inflation	3.05% to 9.50%
Payroll Growth Rate	2.50%
Benefit Changes During the Year	None
Ad hoc Post Employment Benefit Changes	None

The actuarial methods and assumptions are primarily based on a study of actual experience for the four year period ending August 31, 2017 and adopted in July, 2018.

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The single discount rate used to measure the total pension liability was 6.907%. The single discount rate was based on the expected rate of return on pension plan investments of 7.25 percent and a municipal bond rate of 3.69 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the pension plan's fiduciary net position was sufficient to finance the benefit payments until the year 2069. As a result, the long-term expected rate of return on pension plan investments was applied to projected benefit payments through the year 2069, and the municipal bond rate was applied to all benefit payments after that date. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the Systems target asset allocation as of August 31, 2018 are summarized below:

Asset Class	Target Allocation	Real Return Geometric Basis	Long-Term Expected Portfolio Real Rate of Return*
<b>Global Equity</b>			
U.S.	18%	5.7%	1.0%
Non-U.S. Developed	13%	6.9%	0.9%
Emerging Markets	9%	8.9%	0.8%
Directional Hedge Funds	4%	3.5%	0.1%
Private Equity	13%	10.2%	1.3%
<b>Stable Value</b>			
U.S. Treasuries	11%	1.1%	0.1%
Absolute Return	0%	-	-
Stable Value Hedge Funds	4%	3.1%	0.1%
Cash	1%	-0.3%	-
<b>Real Return</b>			
Global Inflation Linked Bonds	3%	0.7%	-
Real Assets	14%	5.2%	0.7%
Energy and Natural Resources	5%	7.5%	0.4%
Commodities	0%	-	-
<b>Risk Parity</b>			
Risk Parity	5%	3.7%	0.2%
Inflation Expectation			2.3%
Volatility Drag	0%		-0.8%
<b>Total</b>	<u>100%</u>		<u>7.2%</u>

\* The Expected Contribution to Returns incorporates the volatility drag resulting from the conversion between Arithmetic and Geometric mean returns.

**Discount Rate Sensitivity Analysis.** The following schedule shows the impact of the Net Pension Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (6.907%) in measuring the Net Pension Liability.

	1% Decrease in Discount Rate (5.907%)	Discount Rate (6.907%)	1% Increase in Discount Rate (7.907%)
Terrell ISD's proportionate share of the net pension liability:	\$23,178,548	\$15,357,762	\$9,026,374

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***Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions.*** At August 31, 2019, Terrell Independent School District reported a liability of \$15,357,762 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to Terrell Independent School District. The amount recognized by Terrell Independent School District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with Terrell Independent School District were as follows:

District's Proportionate share of the collective net pension liability	\$15,357,762
State's proportionate share that is associated with the District	<u>20,266,272</u>
Total	<u>\$35,624,034</u>

The net pension liability was measured as of August 31, 2017 and rolled forward to August 31, 2018 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of August 31, 2017 rolled forward to August 31, 2018. The employer's proportion of the net pension liability was based on the employer's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2017 thru August 31, 2018.

At August 31, 2018 the employer's proportion of the collective net pension liability was 0.02790168%, an increase of 1.6% from its proportionate share of 0.027449243% at August 31, 2017.

**Changes Since the Prior Actuarial Valuation** – The following were changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

- The Total Pension Liability as of August 31, 2018 was developed using a roll-forward method from the August 31, 2017 valuation.
- Demographic assumptions including post-retirement mortality, termination rates, and rates of retirement were updated based on the experience study performed for TRS for the period ending August 31, 2017.
- Economic assumptions including rates of salary increase for individual participants were updated based on the same experience study.
- The discount rate changed from 8.0 percent as of August 31, 2017 to 6.907 percent as of August 31, 2018.
- The long-term assumed rate of return changed from 8.0 percent to 7.25 percent.
- The change in the long-term assumed rate of return combined with the change in the single discount rate was the primary reason for the increase in the Net Pension Liability.

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

For the year ended August 31, 2019, Terrell Independent School District recognized pension expense of \$1,239,579 and revenue of \$1,239,579 for support provided by the State.

At August 31, 2019, Terrell Independent School District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

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	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 95,728	\$ 376,819
Changes in actuarial assumptions	5,537,213	173,038
Difference between projected and actual investment earnings	798,132	1,089,534
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,094,836	469
Contributions paid to TRS subsequent to the measurement date	1,005,342	-
Total	\$8,531,251	\$1,639,860

\$1,005,342 reported as deferred outflows of resources resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended August 31, 2019. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended August 31:	Pension Expense Amount
2020	\$ 1,564,051
2021	950,816
2022	788,731
2023	1,005,508
2024	954,465
Thereafter	622,478

**NOTE 10. DEFINED OTHER POST-EMPLOYMENT BENEFIT PLANS**

**Plan Description.** The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS- Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan that has a special funding situation. The plan is administered through a trust by the Teacher Retirement System of Texas (TRS) Board of Trustees. It is established and administered in accordance with the Texas Insurance Code, Chapter 1575.

**OPEB Plan Fiduciary Net Position.** Detail information about the TRS-Care's fiduciary net position is available in the separately-issued TRS Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at <http://www.trs.state.tx.us/about/documents/cafr.pdf#CAFR>; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

**Benefits Provided.** TRS-Care provides a basic health insurance coverage (TRS-Care 1), at no cost to all retirees from public schools, charter schools, regional education service centers and other educational districts who are members of the TRS pension plan. Optional dependent coverage is available for an additional fee.

Eligible retirees and their dependents not enrolled in Medicare may pay premiums to participate in one of two optional insurance plans with more comprehensive benefits (TRS-Care 2 and TRS-Care 3). Eligible retirees and dependents enrolled in Medicare may elect to participate in one of the two Medicare health plans for an additional fee. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. There are no automatic post-employment benefit changes; including automatic COLAs.

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The premium rates for the optional health insurance are based on years of service of the member. The schedule below shows the monthly rates for a retiree with and without Medicare coverage.

<b>TRS-Care Monthly for Retirees</b>		
	<u>Medicare</u>	<u>Non-Medicare</u>
January 1, 2018 thru December 31, 2018		
Retiree*	\$ 135	\$ 200
Retiree and Spouse	529	689
Retiree* and Children	468	408
Retiree and Family	1,020	999

\* or surviving spouse

**Contributions.** Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25% of the employee's salary. Section 1575.203 establishes the active employee's rate which is .75% of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

	<u>Contribution Rates</u>	
	<u>2018</u>	<u>2019</u>
<b>Active Employee</b>	<b>0.65%</b>	<b>0.65%</b>
<b>Non-Employer Contributing Entity (State)</b>	<b>1.25%</b>	<b>1.25%</b>
<b>Employers</b>	<b>0.75%</b>	<b>0.75%</b>
<b>Federal/private Funding remitted by Employers</b>	<b>1.25%</b>	<b>1.25%</b>
<b>Terrell ISD FY19 Employer Contributions</b>		<b>\$257,399</b>
<b>Terrell ISD FY19 Member Contributions</b>		<b>\$185,590</b>
<b>Terrell ISD 2019 NECE On-behalf Contributions</b>		<b>\$319,008</b>

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to, regardless of whether or not they participate in the TRS Care OPEB program. When employers hire a TRS retiree, they are required to pay to TRS Care, a monthly surcharge of \$535 per retiree.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of \$182.6 million in fiscal year 2018. The 85<sup>th</sup> Texas Legislative House Bill 30 provided an additional \$212 million one-time, supplemental funding for the FY 2018-19 biennium to continue to support the program. This was also received in FY 2018 bringing the total appropriations received in fiscal year 2018 to \$394.6 million.

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The total OPEB liability in the August 31, 2017 was rolled forward to August 31, 2018. The actuarial valuation was determined using the following actuarial assumptions. The following assumptions and other inputs used for members of TRS-Care are identical to the assumptions used in the August 31, 2017 TRS pension actuarial valuation was rolled forward to August 31, 2018:

Rates of Mortality	General Inflation
Rates of Retirement	Wage Inflation
Rates of Termination	Expected Payroll Growth
Rates of Disability	

**Additional Actuarial Methods and Assumptions:**

Valuation Date	August 31, 2017 rolled forward to August 31, 2018
Actuarial Cost Method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	3.69%
Aging Factors	Based on specific plan experience
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claim costs
Payroll Growth Rate	2.50%
Projected Salary Increases	3.05% to 9.50%, including inflation
Election Rates	Normal Retirement: 70% participation prior to age 65 and 75% participation after age 65
Ad hoc post-employment benefit changes	None

**Discount Rate.** A single discount rate of 3.69% was used to measure the total OPEB liability. There was a change of .27 percent in the discount rate since the previous year. Because the plan is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan’s fiduciary net position was projected to not be able to make all future benefit payments of current plan members. Therefore, the municipal bond rate was applied to all periods of projected benefit payments to determine the total OPEB liability.

**Discount Rate Sensitivity Analysis.** The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (3.69%) in measuring the Net OPEB Liability.

	1% Decrease in Discount Rate (2.69%)	Current Single Discount Rate (3.69%)	1% Increase in Discount Rate (4.69%)
District’s proportionate share of the Net OPEB Liability:	\$21,448,416	\$18,017,359	\$15,304,410

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**Healthcare Cost Trend Rates Sensitivity Analysis** - The following presents the net OPEB liability of the plan using the assumed healthcare cost trend rate, as well as what the OPEB liability would be if it were calculated using a trend rate that is one-percentage lower or one-percentage point higher than the assumed healthcare cost trend rate:

	1% Decrease (7.5%)	Current Healthcare Cost Trend Rate (8.5%)	1% Increase (9.5%)
District's proportionate share of the Net OPEB Liability:	\$14,963,710	\$18,017,359	\$22,039,081

**OPEB Liabilities, OPEB Expenses, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs.** At August 31, 2019, the District reported a liability of \$18,017,359 for its proportionate share of the TRS's Net OPEB Liability. This liability reflects a reduction for State OPEB support provided to the District.

The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's Proportionate share of the collective Net OPEB Liability	\$18,017,359
State's proportionate share that is associated with the District	<u>22,375,713</u>
Total	<u>\$40,393,072</u>

The Net OPEB Liability was measured as of August 31, 2017 and rolled forward to August 31, 2018 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of that date. The employer's proportion of the Net OPEB Liability was based on the employer's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2017 thru August 31, 2018.

At August 31, 2018 the employer's proportion of the collective Net OPEB Liability was 0.0360846%, an increase of 6.3% compared to the August 31, 2017 proportionate share of 0.033954149%.

**Changes Since the Prior Actuarial Valuation** – The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The total OPEB liability as of August 31, 2018 was developed using the roll forward method of the August 31, 2017 valuation.
- Adjustments were made for retirees that were known to have discontinued their health care coverage in fiscal year 2018. This change increased the total OPEB liability.
- The health care trend rate assumption was updated to reflect the anticipated return of the Health Insurer Fee (HIF) in 2020. This change increased the total OPEB liability.
- Demographic and economic assumptions were updated based on the experience study performed for TRS for the period ending August 31, 2017. This change increased the total OPEB liability.
- The discount rate changed from 3.42 percent as of August 31, 2017 to 3.69 percent, as of August 31, 2018. This change lowered the total OPEB liability \$2.3 billion.

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The following are changes of benefit terms that affected measurement of the Total OPEB liability during the measurement period. The 85<sup>th</sup> Legislature, Regular Session, passed the following statutory changes in House Bill 3976 which became effective on September 1, 2017:

- Created a high-deductible health plan that provides a zero cost for generic prescriptions for certain preventive drugs and provides a zero premium for disability retirees who retired as a disability retiree on or before January 1, 2017 and are not eligible to enroll in Medicare.
- Created a single Medicare Advantage plan and Medicare prescription drug plan for all Medicare-eligible participants.
- Allowed the System to provide other, appropriate health benefit plans to address the needs of enrollees eligible for Medicare.
- Allowed eligible retirees and their eligible dependents to enroll in TRS-Care when the retiree reaches 65 years of age, rather than waiting for the next enrollment period.
- Eliminated free coverage under TRS-Care, except for certain disability retirees enrolled during Plan years 2018 through 2021, requiring members to contribute \$200 per month toward their health insurance premiums.

For the year ended August 31, 2019, the District recognized OPEB expense of \$308,707 and revenue of \$308,707 for support provided by the State.

At August 31, 2019, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to other post-employment benefits from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 956,114	\$ 284,340
Changes in actuarial assumptions	300,661	5,413,183
Difference between projected and actual investment earnings	3,151	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,167,950	-
Contributions paid to TRS subsequent to the measurement date	257,399	-
Total	\$2,685,275	\$5,697,523

The net amounts of the employer's balance of deferred outflows and inflows of resources (not including the deferred contributions paid subsequent to the measurement date) related to OPEB will be recognized in OPEB expense as follows:

Year ended August 31:	OPEB Expense Amount
2020	\$ (563,828)
2021	(563,828)
2022	(563,828)
2023	(564,424)
2024	(564,765)
Thereafter	(448,974)

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**NOTE 11. MEDICARE PART D**

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. Under Medicare Part D, TRS-Care receives drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the years ended August 31, 2019, 2018 and 2017, the subsidy payments received by TRS-Care on behalf of the District were \$106,769, \$80,843 and \$79,106, respectively. These payments are recorded as equal revenues and expenditures in the governmental funds financial statement of the District.

**NOTE 12. HEALTH CARE**

During the year ended August 31, 2019, employees of Terrell Independent School District were covered by a health insurance plan (the Plan). The District contributed \$248 per month per employee to the Plan and employees, at their option, authorized payroll withholdings to pay any additional contribution and contributions for dependents. All contributions were paid to a fully insured plan.

**NOTE 13. WORKERS COMPENSATION**

The District participates in the Texas Educational Insurance Association Workers Compensation Self-Insurance Joint Fund. The District is partially self-funded to a loss fund maximum of \$181,068 for the 18-19 fiscal year. Additionally, the District incurred fixed costs of \$98,687 for their share of claims administration, loss control, record keeping, and cost of excess insurance.

Claims Administrative Services, Inc provides claims administration. Reinsurance is provided for aggregate claim losses exceeding \$500,000 for the entire pool. The fixed cost charge is based on total payroll paid by the District. Increases or decreases in the fixed costs will adjust subsequent year charges.

The accrued liability for workers compensation self-insurance of \$345,200 includes incurred but not reported claims. This liability is based on the requirements of GASB Statement No. 10, "Accounting and Financial Reporting for Risk Financing and Related Insurance Issues," which require that a liability for claims be reported if information indicates that it is probable that a liability has been incurred and the amount of loss can be reasonably estimated. The liability recorded is an undiscounted actuarial calculation.

Changes in workers compensation claims liability amounts in fiscal year 2019 are shown below:

Fiscal Year	September 1 Claims Liability	Claims and Changes in Estimates	Claims Payments	August 31 Claims Liability
2019	\$399,437	\$162,919	\$217,156	\$345,200

**NOTE 14. DUE FROM OTHER GOVERNMENTS**

The District participates in a variety of federal and state programs from which it receives grants to partially or fully finance certain activities. In addition, the District receives entitlements from the State through the School Foundation, Per Capita, Existing Debt Allotment, and Instruction Facilities Allotment Programs. Amounts due from federal and state governments as of August 31, 2019, are summarized below. All federal grants shown below are passed through the TEA and are reported on the combined financial statements as Due from Other Governments.

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Fund	State Entitlements	Federal Grants	Local Governments	Total
General	\$3,794,253	\$ 71,955	\$21,444	\$3,887,652
Special Revenue	287,304	1,206,858	-	1,494,162
Debt Service	-	-	7,617	7,617
Total	<u>\$4,081,557</u>	<u>\$1,278,813</u>	<u>\$29,061</u>	<u>\$5,389,431</u>

**NOTE 15. LITIGATION AND CONTINGENCIES**

The District participates in numerous state and Federal grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collectability of any related receivable at August 31, 2019 may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

**NOTE 16. REVENUES FROM LOCAL AND INTERMEDIATE SOURCES**

During the current year, revenues from local and intermediate sources consisted of the following:

	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total
Property Taxes	\$18,617,077	\$ -	\$6,815,438	\$ -	\$25,432,515
Food Sales	-	473,892	-	-	473,892
Investment Income	270,267	13,392	105,706	59,292	448,657
Penalties, interest and other tax related income	253,491	-	73,618	-	327,109
Co-curricular student activities	104,647	371,848	-	-	476,495
Other	<u>315,652</u>	<u>168,900</u>	-	-	484,552
Total	<u>\$19,561,134</u>	<u>\$1,028,032</u>	<u>\$6,994,762</u>	<u>\$59,292</u>	<u>\$27,643,220</u>

**NOTE 17. UNEARNED REVENUE**

Unearned revenue at year-end consisted of the following:

	General Fund	Special Revenue Fund	Debt Service Fund	Total
Season Tickets	\$12,845	\$ -	\$ -	\$ 12,845
State Grants	-	1,885	-	1,885
National Breakfast & Lunch Program	-	23,434	-	23,434
Local Grants	-	<u>101,626</u>	-	<u>101,626</u>
Total	<u>\$12,845</u>	<u>\$126,945</u>	<u>\$ -</u>	<u>\$139,790</u>

TERRELL INDEPENDENT SCHOOL DISTRICT  
 NOTES TO THE BASIC FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED AUGUST 31, 2019

**NOTE 18. INTERFUND BALANCES AND ACTIVITIES**

During the year ended August 31, 2019, the District transferred \$2,950,000 from the District's General Fund to the District's Capital Projects Fund as a fund balance transfer to cover construction and renovation projects. The District transferred \$50,000 from the General Fund to the print shop Internal Service Fund to cover operating deficits. The District transferred \$10,294 from its health insurance Internal Service Fund to the General Fund as a residual equity transfer to close the fund.

Interfund receivables and payables at August 31, 2019 represented short-term advances between funds. These amounts are expected to be repaid in less than one year from August 31, 2019.

<u>Fund</u>	<u>Due from Other Funds</u>	<u>Due to Other Funds</u>
Major Governmental Funds:		
General Fund:		
Internal Service Fund	\$ 99,951	\$ -
Debt Service Fund	<u>-</u>	<u>227,587</u>
Total General Fund	<u>99,951</u>	<u>227,587</u>
Debt Service Fund:		
General Fund	<u>227,587</u>	<u>-</u>
Total Debt Service Fund	<u>227,587</u>	<u>-</u>
Total Major Governmental Funds	<u>327,538</u>	<u>227,587</u>
Internal Service Fund:		
General Fund	<u>-</u>	<u>99,951</u>
Total Internal Service Fund	<u>-</u>	<u>99,951</u>
Total	<u>\$327,538</u>	<u>\$327,538</u>

**NOTE 19. CONSTRUCTION COMMITMENTS**

As of August 31, 2019, the District had entered into contracts for additions and renovations to multiple projects totaling \$5.2 million. At August 31, 2019, there was \$1.4 million remaining costs under these contracts. These projects are to be paid from the Capital Projects Fund.

**NOTE 20. PRIOR PERIOD ADJUSTMENT**

In fiscal year 2019, the District recorded a prior period adjustment to reclassify the District's Excel Center activity from an Enterprise Fund to a Special Revenue Fund.

<b>Beginning Fund Balance-Governmental Funds – As Originally Presented</b>	\$17,781,514
Restatement due to prior period adjustment	<u>306,218</u>
<b>Beginning Fund Balance-Governmental Funds – As Restated</b>	<u>\$18,087,732</u>

REQUIRED SUPPLEMENTARY INFORMATION

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR THE YEAR ENDED AUGUST 31, 2019

	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017	FY 2017 Plan Year 2016
District's Proportion of the Net Pension Liability (Asset)	0.02790168%	0.027449243%	0.02710231%
District's Proportionate Share of Net Pension Liability (Asset)	\$ 15,357,762	\$ 8,776,789	\$ 10,241,560
State's Proportionate Share of the Net Pension Liability (Asset) Associated with the District	20,266,272	11,354,597	13,515,033
Total	<u>\$ 35,624,034</u>	<u>\$ 20,131,386</u>	<u>\$ 23,756,593</u>
District's Covered Payroll	\$ 27,579,588	\$ 25,837,754	\$ 24,842,976
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	55.69%	33.97%	41.23%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	73.74%	82.17%	78.00%

Note: GASB 68, Paragraph 81 requires that the information on this schedule be data from the period corresponding with the periods covered as of the measurement dates of August 31, 2018 for year 2019, August 31, 2017 for year 2018, August 31, 2016 for year 2017, August 31, 2015 for year 2016 and August 31, 2014 for 2015.

Note: In accordance with GASB 68, Paragraph 138, only five years of data are presented this reporting period. "The information for all periods for the 10-year schedules that are required to be presented as required supplementary information may not be available initially. In these cases, during the transition period, that information should be presented for as many years as are available. The schedules should not include information that is not measured in accordance with the requirements of this Statement."

<u>FY 2016</u>	<u>FY 2015</u>
<u>Plan Year 2015</u>	<u>Plan Year 2014</u>
0.027625%	0.0204683%
\$ 9,765,070	\$ 5,467,366
13,358,204	12,538,626
<u>\$ 23,123,274</u>	<u>\$ 18,005,992</u>
\$ 24,117,593	\$ 24,906,145
40.49%	21.95%
78.43%	83.25%

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR PENSIONS  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR FISCAL YEAR 2019

	2019	2018	2017
Contractually Required Contribution	\$ 1,005,342	\$ 940,718	\$ 912,885
Contribution in Relation to the Contractually Required Contribution	(1,005,342)	(940,718)	(912,885)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 28,552,892	\$ 27,579,588	\$ 25,837,754
Contributions as a Percentage of Covered Payroll	3.52%	3.41%	3.53%

Note: GASB 68, Paragraph 81 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding years.

Note: In accordance with GASB 68, Paragraph 138, the years of data presented this reporting period are those for which data is available. "The information for all periods for the 10-year schedules that are required to be presented as required supplementary information may not be available initially. In these cases, during the transition period, that information should be presented for as many years as are available. The schedules should not include information that is not measured in accordance with the requirements of this Statement."

	2016		2015
\$	861,264	\$	817,988
	(861,264)		(817,988)
\$	-	\$	-
\$	24,842,976	\$	24,117,593
	3.47%		3.39%

TERRELL INDEPENDENT SCHOOL DISTRICT  
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY  
 TEACHER RETIREMENT SYSTEM OF TEXAS  
 FOR THE YEAR ENDED AUGUST 31, 2019

	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017
District's Proportion of the Net Liability (Asset) for Other Postemployment Benefits	0.0360846%	0.033954149%
District's Proportionate Share of Net OPEB Liability (Asset)	\$ 18,017,359	\$ 14,765,386
State's Proportionate Share of the Net OPEB Liability (Asset) Associated with the District	22,375,713	19,164,905
Total	<u>\$ 40,393,072</u>	<u>\$ 33,930,291</u>
District's Covered Payroll	\$ 27,579,588	\$ 25,837,754
District's Proportionate Share of the Net OPEB Liability (Asset) as a Percentage of its Covered Payroll	65.33%	57.15%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	1.57%	0.91%

Note: GASB Codification, Vol. 2, P50.238 states that the information on this schedule should be determined as of the measurement date. Therefore the amounts reported for FY 2019 are for the measurement date August 31, 2018. The amounts for FY 2018 are based on the August 31, 2017 measurement date.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

TERRELL INDEPENDENT SCHOOL DISTRICT  
 SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR OTHER POSTEMPLOYMENT BENEFITS (OPEB)  
 TEACHER RETIREMENT SYSTEM OF TEXAS  
 FOR FISCAL YEAR 2019

	2019	2018
Contractually Required Contribution	\$ 257,399	\$ 248,932
Contribution in Relation to the Contractually Required Contribution	(257,399)	(248,932)
Contribution Deficiency (Excess)	\$ -0-	\$ -0-
District's Covered Payroll	\$ 28,552,892	\$ 27,599,092
Contributions as a Percentage of Covered Payroll	0.90%	0.90%

Note: GASB Codification, Vol. 2, P50.238 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

Information in this schedule should be provided only for the years where data is available. Eventually 10 years of data should be presented.

TERRELL INDEPENDENT SCHOOL DISTRICT  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
FOR THE YEAR ENDED AUGUST 31, 2019

PENSION LIABILITY:

*Changes of benefit terms:*

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

*Changes of assumptions:*

The following were changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

- The Total Pension Liability as of August 31, 2018 was developed using a roll-forward method from the August 31, 2017 valuation.
- Demographic assumptions including post-retirement mortality, termination rates, and rates of retirement were updated based on the experience study performed for TRS for the period ending August 31, 2017.
- Economic assumptions including rates of salary increase for individual participants were updated based on the same experience study.
- The discount rate changed from 8.0 percent as of August 31, 2017 to 6.907 percent as of August 31, 2018.
- The long-term assumed rate of return changed from 8.0 percent to 7.25 percent.
- The change in the long-term assumed rate of return combined with the change in the single discount rate was the primary reason for the increase in the Net Pension Liability.

OPEB LIABILITY:

*Changes of benefit terms:*

The following are changes of benefit terms that affected measurement of the Total OPEB liability during the measurement period. The 85<sup>th</sup> Legislature, Regular Session, passed the following statutory changes in House Bill 3976 which became effective on September 1, 2017:

- Created a high-deductible health plan that provides a zero cost for generic prescriptions for certain preventive drugs and provides a zero premium for disability retirees who retired as a disability retiree on or before January 1, 2017 and are not eligible to enroll in Medicare.
- Created a single Medicare Advantage plan and Medicare prescription drug plan for all Medicare-eligible participants.
- Allowed the System to provide other, appropriate health benefit plans to address the needs of enrollees eligible for Medicare.
- Allowed eligible retirees and their eligible dependents to enroll in TRS-Care when the retiree reaches 65 years of age, rather than waiting for the next enrollment period.
- Eliminated free coverage under TRS-Care, except for certain disability retirees enrolled during Plan years 2018 through 2021, requiring members to contribute \$200 per month toward their health insurance premiums.

TERRELL INDEPENDENT SCHOOL DISTRICT  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION-CONTINUED  
FOR THE YEAR ENDED AUGUST 31, 2019

*Changes of assumptions:*

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The total OPEB liability as of August 31, 2018 was developed using the roll forward method of the August 31, 2017 valuation.
- Adjustments were made for retirees that were known to have discontinued their health care coverage in fiscal year 2018. This change increased the total OPEB liability.
- The health care trend rate assumption was updated to reflect the anticipated return of the Health Insurer Fee (HIF) in 2020. This change increased the total OPEB liability.
- Demographic and economic assumptions were updated based on the experience study performed for TRS for the period ending August 31, 2017. This change increased the total OPEB liability.
- The discount rate changed from 3.42 percent as of August 31, 2017 to 3.69 percent, as of August 31, 2018. This change lowered the total OPEB liability \$2.3 billion.

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REQUIRED T.E.A. SCHEDULES

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF DELINQUENT TAXES RECEIVABLE  
FISCAL YEAR ENDED AUGUST 31, 2019

Last 10 Years Ended August 31	Tax Rates		(3) Assessed/Appraised Value for School Tax Purposes
	(1) Maintenance	(2) Debt Service	
2010 and prior years	Various	Various	\$ 1,406,918,626
2011	1.170000	0.140000	1,323,383,511
2012	1.170000	0.140000	1,311,002,595
2013	1.170000	0.140000	1,303,573,664
2014	1.170000	0.140000	1,339,354,351
2015	1.170000	0.290000	1,342,353,689
2016	1.170000	0.290000	1,373,402,602
2017	1.170000	0.429700	1,401,561,793
2018	1.170000	0.429700	1,523,247,171
2019 (School year under audit)	1.170000	0.429700	1,663,031,018
1000 TOTALS			

(10) Beginning Balance 9/1/2018	(20) Current Year's Total Levy	(31) Maintenance Collections	(32) Debt Service Collections	(40) Entire Year's Adjustments	(50) Ending Balance 8/31/2019
\$ 382,473	\$ -	\$ 22,754	\$ 5,314	\$ (30,780)	\$ 323,625
69,819	-	8,245	986	(1,232)	59,356
73,558	-	9,683	1,159	(3,645)	59,071
81,444	-	11,699	1,400	(2,889)	65,456
104,074	-	27,159	3,250	16,264	89,929
123,777	-	35,385	8,770	23,845	103,467
156,344	-	46,547	11,537	27,039	125,299
249,369	-	68,833	25,280	16,201	171,457
439,927	-	124,002	45,542	(29,563)	240,820
-	25,715,445	18,267,501	6,709,013	(233,980)	504,951
<u>\$ 1,680,785</u>	<u>\$ 25,715,445</u>	<u>\$ 18,621,808</u>	<u>\$ 6,812,251</u>	<u>\$ (218,740)</u>	<u>\$ 1,743,431</u>

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - CHILD NUTRITION PROGRAM  
FOR THE YEAR ENDED AUGUST 31, 2019

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ 455,895	\$ 455,895	\$ 487,159	\$ 31,264
5800 State Program Revenues	12,500	12,500	77,116	64,616
5900 Federal Program Revenues	2,450,185	2,450,185	2,175,711	(274,474)
5020 Total Revenues	2,918,580	2,918,580	2,739,986	(178,594)
<b>EXPENDITURES:</b>				
Current:				
0035 Food Services	2,918,580	2,918,580	2,792,333	126,247
6030 Total Expenditures	2,918,580	2,918,580	2,792,333	126,247
1200 Net Change in Fund Balances	-	-	(52,347)	(52,347)
0100 Fund Balance - September 1 (Beginning)	356,409	356,409	356,409	-
3000 Fund Balance - August 31 (Ending)	\$ 356,409	\$ 356,409	\$ 304,062	\$ (52,347)

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - DEBT SERVICE FUND  
FOR THE YEAR ENDED AUGUST 31, 2019

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ 6,703,265	\$ 6,703,265	\$ 6,994,762	\$ 291,497
5800 State Program Revenues	40,010	40,010	109,992	69,982
5020 Total Revenues	6,743,275	6,743,275	7,104,754	361,479
<b>EXPENDITURES:</b>				
Debt Service:				
0071 Principal on Long-Term Debt	1,675,155	1,675,155	1,675,155	-
0072 Interest on Long-Term Debt	3,899,695	3,899,695	3,899,695	-
0073 Bond Issuance Cost and Fees	5,500	5,500	1,350	4,150
6030 Total Expenditures	5,580,350	5,580,350	5,576,200	4,150
1200 Net Change in Fund Balances	1,162,925	1,162,925	1,528,554	365,629
0100 Fund Balance - September 1 (Beginning)	1,756,694	1,756,694	1,756,694	-
3000 Fund Balance - August 31 (Ending)	\$ 2,919,619	\$ 2,919,619	\$ 3,285,248	\$ 365,629

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FEDERAL AWARDS SECTION

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees  
Terrell Independent School District  
Terrell, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Terrell Independent School District, as of and for the year ended August 31, 2019, and the related notes to the financial statements, which collectively comprise Terrell Independent School District's basic financial statements, and have issued our report dated January 15, 2020.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and are described in the accompanying Schedule of Findings and Questioned Costs as Finding 2019-001.

### **District's Response to Finding**

The District's response to the finding identified in our audit is described in the accompanying Corrective Action Plan. We did not audit the District's response and, accordingly, we express no opinion on the response.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of the audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hankins, Eastup, Deaton, Tonn & Seay, PC  
Denton, Texas

January 15, 2020

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees  
Terrell Independent School District  
Terrell, Texas

**Report on Compliance for Each Major Federal Program**

We have audited Terrell Independent School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Terrell Independent School District's major federal programs for the year ended August 31, 2019. Terrell Independent School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of finding and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of Terrell Independent School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Terrell Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Terrell Independent School District's compliance.

***Opinion on Each Major Federal Program***

In our opinion, Terrell Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2019.

## Report on Internal Control Over Compliance

Management of Terrell Independent School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Terrell Independent School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Terrell Independent School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hankins, Eastup, Deaton, Tonn & Seay, PC  
Denton, Texas

January 15, 2020

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED AUGUST 31, 2019

I. Summary of Auditor's Results

1. Type of auditor's report issued on the financial statements: Unmodified.
2. Internal control over financial reporting:  
Material weakness(es) identified: None  
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
3. Noncompliance which is material to the financial statements: None
4. Internal controls over major federal programs:  
Material weakness(es) identified: None  
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
5. Type of auditor's report on compliance for major federal programs: Unmodified.
6. Did the audit disclose findings which are required to be reported in accordance with 2 CFR 200.516(a)?: No
7. Major programs include:  
Child Nutrition Cluster:  
CFDA 10.553 School Breakfast Program  
CFDA 10.555 National School Lunch Program
8. Dollar threshold used to distinguish between Type A and Type B programs: \$750,000.
9. Low risk auditee: Yes

II. Findings Related to the Financial Statements

None

III. Findings and Questioned Costs Related to Federal Awards

None

IV. Other Finding

Finding 2019-001 – Pledged collateral less than required amount

Criteria: The Texas Public Funds Investment Act (the Act) requires the District's depository bank to pledge securities or letters of credit to the District to fully secure any bank balances that exceed the FDIC deposit insurance coverage on District bank balances. When certain types of securities are pledged, the Act requires that the value of the pledged collateral must equal 110% of uninsured deposits.

Condition: During the year ended August 31, 2019, there was one day on which the amount of collateral pledged by the depository bank was less than the District's uninsured deposits.

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
FOR THE YEAR ENDED AUGUST 31, 2019

IV. Other Finding-Continued

Questioned Costs: None

Cause: The District monitors the level of deposits and pledged securities on a regular basis. A large deposit was made so that the District could make its semi-annual debt payment. This caused the deposit balance to increase above normal levels for one day.

Effect: Pledged collateral was less than the amount required by the Act on one day during the fiscal year. The amount of deposits not fully collateralized was \$1,168,444 on that day.

Recommendation: The District has procedures in place to monitor balances and pledged collateral on a daily basis. The District needs to develop additional procedures so the bank increases pledged collateral when needed to cover large deposits.

IV. Corrective Action Plan

Finding 2019-001 – Pledged collateral less than required amount

Responsible Party: Crystal Shirley, Executive Director of Finance

Corrective Action – The District has consulted with its depository bank to establish new procedures to make sure bank balances are fully secured when large deposits are made. These procedures include monitoring pledged collateral daily, the District anticipating large deposits and transfers in advance and the depository bank increasing the amount of pledged collateral when needed.

Expected Completion Date – January 2020

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF STATUS OF PRIOR FINDINGS  
FOR THE YEAR ENDED AUGUST 31, 2019

No prior year findings.

TERRELL INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED AUGUST 31, 2019

(1) FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	(2) Federal CFDA Number	(3) Pass-Through Entity Identifying Number	(4) Federal Expenditures
<b>U.S. DEPARTMENT OF EDUCATION</b>			
<u>Passed Through Region 10 Education Service Center</u>			
Title III, Part A - English Language Acquisition	84.365A	19671003057950	\$ 96,933
ESEA, Title II, Part A, Teacher Principal Training	84.367A	19694501057950	165,558
Total Passed Through Region 10 Education Service Center			262,491
<u>Passed Through State Department of Education</u>			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	19610101129906	1,284,218
*IDEA - Part B, Formula	84.027	196600011299066600	1,014,680
*IDEA - Part B, Discretionary	84.027	1866031	9,945
Total CFDA Number 84.027			1,024,625
*IDEA - Part B, Preschool	84.173	196610011299066610	34,803
Total Special Education Cluster (IDEA)			1,059,428
Career and Technical - Basic Grant	84.048	19420006129906	70,068
ESEA, Title VI, Part B - Rural & Low Income Prog.	84.358B	19696001129906	81,112
Title IV, Part A - Student Support	84.424A	19680101129906	76,992
Total Passed Through State Department of Education			2,571,818
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>			2,834,309
<b>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</b>			
<u>Direct Programs</u>			
Head Start	93.600	06CH7198-04	703,207
Head Start	93.600	06CH7198-05	418,235
Total CFDA Number 93.600			1,121,442
Total Direct Programs			1,121,442
<b>TOTAL U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</b>			1,121,442
<b>U.S. DEPARTMENT OF AGRICULTURE</b>			
<u>Passed Through the State Department of Agriculture</u>			
*School Breakfast Program	10.553	71401901	555,063
*National School Lunch Program - Cash Assistance	10.555	71301901	1,452,214
*National School Lunch Prog. - Non-Cash Assistance	10.555	71301901	127,477
Total CFDA Number 10.555			1,579,691
*Summer Feeding Program - Cash Assistance	10.559	00686	42,162
Total Child Nutrition Cluster			2,176,916
Child & Adult Care Food Program - Cash Assistance	10.558	00686	40,957
Total Passed Through the State Department of Agriculture			2,217,873
<b>TOTAL U.S. DEPARTMENT OF AGRICULTURE</b>			2,217,873
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			\$ 6,173,624

\*Clustered Programs

See Accompanying Notes to the Schedule of Expenditures of Federal Awards

TERRELL INDEPENDENT SCHOOL DISTRICT  
NOTES ON ACCOUNTING POLICIES FOR FEDERAL AWARDS  
YEAR ENDED AUGUST 31, 2019

1. The District uses the fund types specified in Texas Education Agency's Financial Accountability System Resource Guide. Special Revenue Funds are used to account for resources restricted to, or designated for, specific purposes by a grantor. Federal and state financial assistance generally is accounted for in a Special Revenue Fund. Generally, unused balances are returned to the grantor at the close of specified project periods.
2. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. The Governmental Fund types are accounted for using a current financial resources measurement focus. All Federal grant funds were accounted for in a Special Revenue Fund which is a Governmental Fund type. With this measurement focus, only current assets and current liabilities and the fund balance are included on the balance sheet. Operating statements of these funds present increases and decreases in net current position.

The modified accrual basis of accounting is used for the Governmental Fund types and Agency Funds. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest on Long-Term Debt, which is recognized when due, and certain compensated absences and claims and judgments, which are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as deferred revenues until earned.

3. The District participates in numerous state and Federal grant programs that are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collectability of any related receivable at August 31, 2019, may be impaired. In the opinion of the District, there are not significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provisions has been recorded in the accompanying combined financial statements for such contingencies.
4. The District also received \$852,268 of School Health and Related Services (SHARS) payments. These payments are not considered Federal awards for purposes of the Schedule of Expenditures of Federal Awards.

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# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020		9.h.

**Agenda Item:** Consider appointee to Parks and Downtown Improvement Corporation (PADIC) Opportunity Zone Steering Committee

**Summary:**

Opportunity Zones are a vehicle to create private sector investment in underserved communities. The premise behind them is that investors can invest capital gains into investment funds that can underwrite projects in historically underserved areas. The investments must occur in areas designated as opportunity zones. Terrell has several opportunity zones, including parts of our industrial parks and all of downtown. The Economic Development Corporation (EDC) of Terrell has retained Manassas Capital as advisors to guide the process of attracting investment into Terrell. One of the components of the activity is to establish a committee of residents who can suggest projects they feel would benefit Terrell. The EDC created the committee and is asking that the major stakeholders (City, Chamber, PADIC, TISD and the EDC) each have a representative on the committee. The EDC is asking that TISD appoint an individual to represent ISD interests.

The committee is advisory in nature and should be made up of individuals who care about the long term success of Terrell.

**Attachments:**

Not applicable.

**Administrative Recommendation:**

Administration recommends that the Board of Trustees determine an appointee to the PADIC Opportunity Zone Steering Committee.

**Budget/Funding**

Not applicable.

# Terrell Independent School District

## Executive Summary Report

Date	District Objective	Agenda Item #
January 21, 2020	Goals 1-8	9.i.

**Agenda Item:** Consider and take Possible Action on All Matters Related to Team of Eight and Board Work/Study for Spring 2020

**Summary:**

The Board and Superintendent annually participate in Team of Eight Training as required by Texas Administrative Code 61.1 and Texas Government Code sections 551.005 and 552.012.

The Board will consider additional work/study dates and topics to take place during the spring semester in order to build board knowledge on important topics relevant to the successful governance of the district.

**Attachments:**

Possible Dates for Team of Eight Training and Board Work/Study Sessions & Possible Topics for Board Work/Study Sessions

**Administrative Recommendation:**

Administration recommends that the Board of Trustees determine dates for Team of Eight training as well as dates and possible topics for Board Work/Study sessions.

**Budget/Funding**

N/A

## Possible Dates for Team of Eight Training and Board Work/Study Sessions

Monday, February 24

Monday, March 2

Monday, March 9

Tuesday, March 24

Thursday, April 2

Thursday, April 9

Monday, April 13

Thursday, April 16

Monday, April 27

Thursday, April 30

## Possible Topics for Board Work/Study Sessions

Budget Planning and Priorities

Policy Review

Demographic Study

Long Term Facilities Planning

Five Year Vision for Terrell ISD

Strategic Planning Processes

Social-Emotional Needs and Learning

Future Ready Graduates

Serving English Language Learners

District Plan 2020-2021

Other Items Requested by the Board