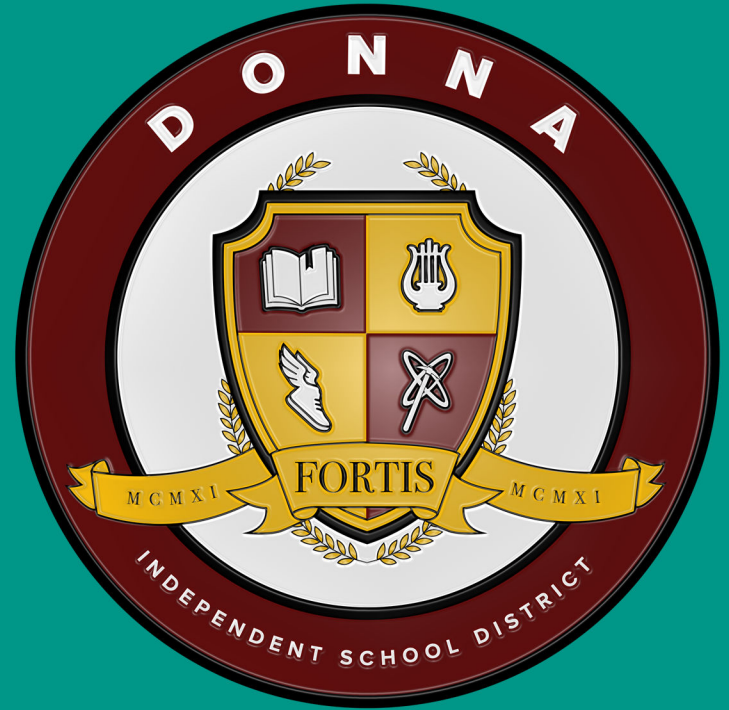




2018-2019 Donna ISD Texas Academic Performance Report (TAPR)

Presented by Rashad Rana





2018-2019 Texas Academic Performance Report

District Name: **DONNA ISD**

District Number: **108902**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:
Needs Assistance

Districts determined as Stage 1 or Stage 2 are not required to submit a Targeted Intervention Plan (TIP) to TEA; however, it is required that the district develop a plan to address the performance indicators outlined in the RDA report for review from TEA, if requested.

2019 Special Education Determination Status :

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



2018-2019 Texas Academic Performance Report

Complied by Texas Education Agency (TEA) for every district and campus using:

- PEIMS Data
- Student Assessment Data

Published in 2 formats

- A comprehensive “dynamic” online data system
 - Data is added as it become available
- A “scaled back” PDF version
 - Only includes major, statutorily required data points.

Both available at this link:

<https://tea.texas.gov/perfreport/tapr/index.html>



Campus Performance Objectives

Campus Improvement Plans (CIP)

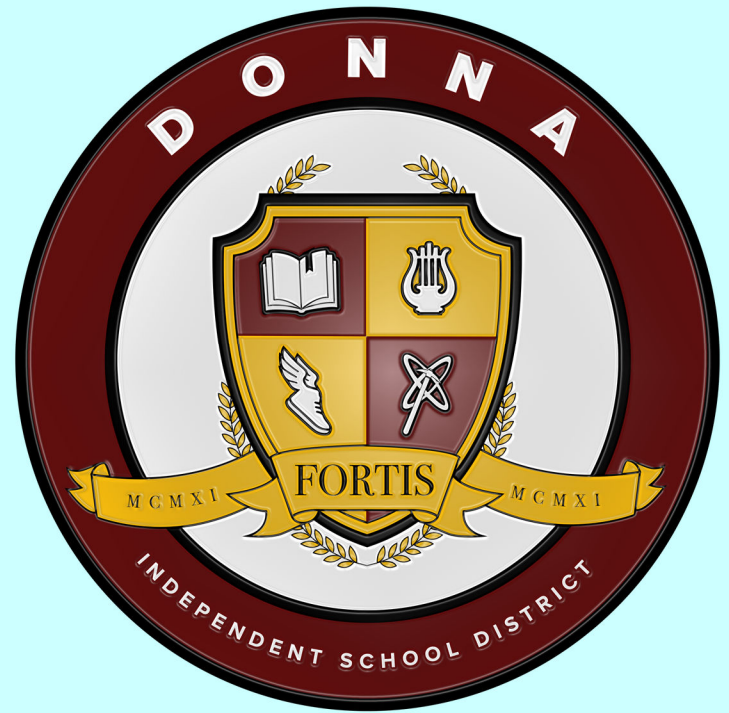
- Each campus is developing and will implement a CIP, as required by TEC §11.253
- Each CIP will include performance objectives based on data analysis and needs assessments (including data reported in the TAPR)
- Each campus periodically measures progress toward its performance objectives

Campus Performance Objectives are approved by the Board

- Upon board approval campus CIPs are posted on the district's website and are available for review at the district's central office or on each campus

1.

Accreditation





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.

<https://tea.texas.gov/accredstatus/>



2018-2019 Accreditation Statuses

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
108902	DONNA ISD	1	F - Substandard Achievement	C	ACCREDITED		

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

Previous Next



Campus with “F” Rating

Garza Elementary received an “F” rating in 2019 A-F Accountability System.



Campuses with Distinction Designation

Distinctions 2018-2019

Campus	Academic Achievement in ELA	Academic Achievement in Math	Academic Achievement in Science	Academic Achievement in S.S.	Academic Growth	Closing the Gaps	Postsecondary Readiness
D.H.S.	★		★				
D.N.H.S.			★				★
A.P. Solis M.S.	★			★	★	★	★
Adame Elem.			★			★	★
Caceres Elem.			★		★		
Muñoz Elem.			★				
Lenoir Elem.	★						

Distinction Total: 16

2.

Campus Performance Objectives





Campus Performance Objectives

Campus Improvement Plans (CIP)

- Each campus has developed and is implementing a CIP, as required by TEC §11.253
 - Each CIP included **performance objectives** based on data analysis and needs assessment (including the 2018-2019 TAPR)
 - Each campus **periodically measures progress** toward its performance objectives
-
- Campus Performance Objectives are approved by the Board
 - Campus CIPs are posted on the district's website and are available for review at the district central office or on each campus

3.

STAAR
Performance





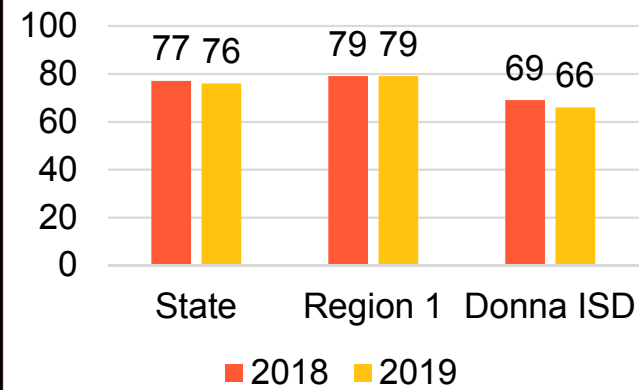
STAAR Performance

The performance section of the TAPR shows STAAR performance by grade, subject, and performance level.

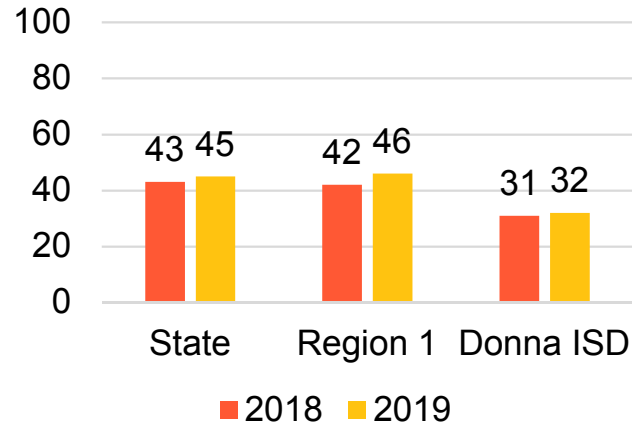
Grade	Reading	Math	Writing	Science	Social Studies	Number of Assessments
3	X	X				2
4	X	X	X			3
5	X	X		X		3
6	X	X				2
7	X	X	X			3
8	X	X		X	X	4
9	English 1	Algebra 1		Biology		3
10	English 2					1
11					US History	1

22 Assessments Total

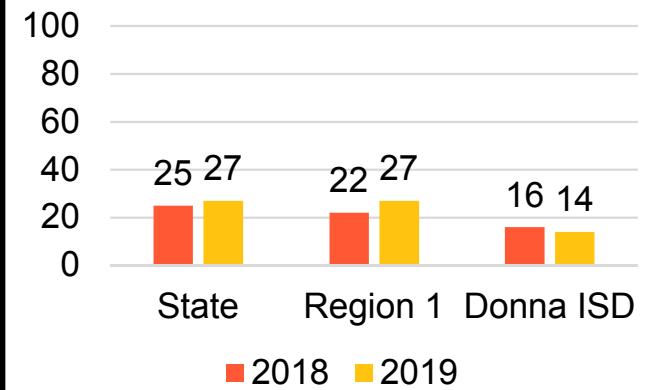
Grade 3 Reading at Approaches Level



Grade 3 Reading Meets Level



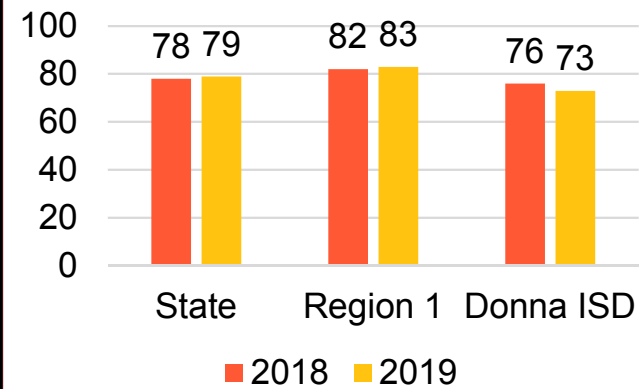
Grade 3 Reading at Masters Level



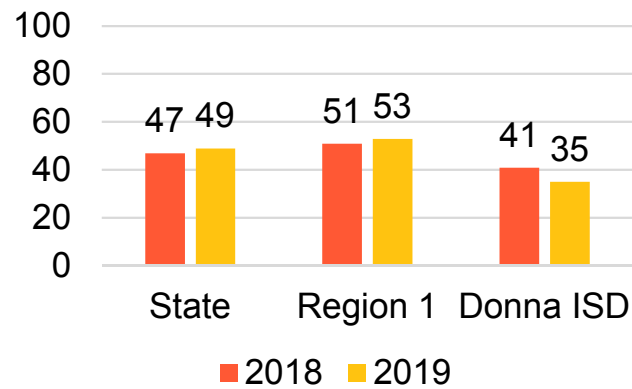
3rd Grade

GPM 2.1

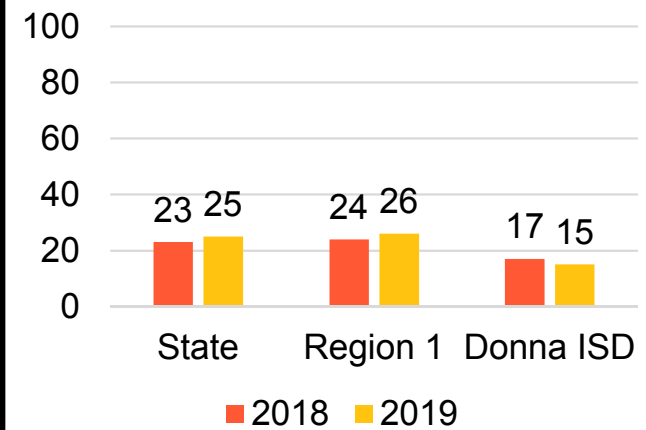
Grade 3 Math at Approaches Level



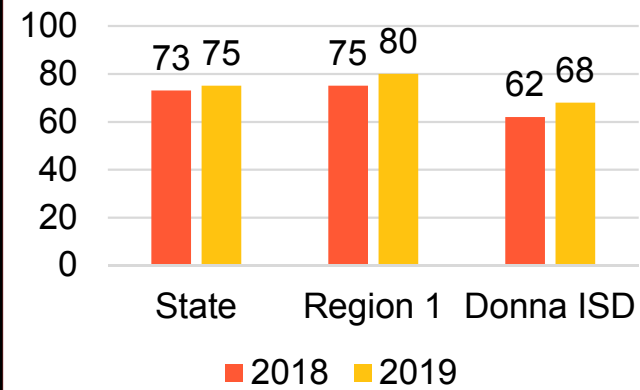
Grade 3 Math at Meets Level



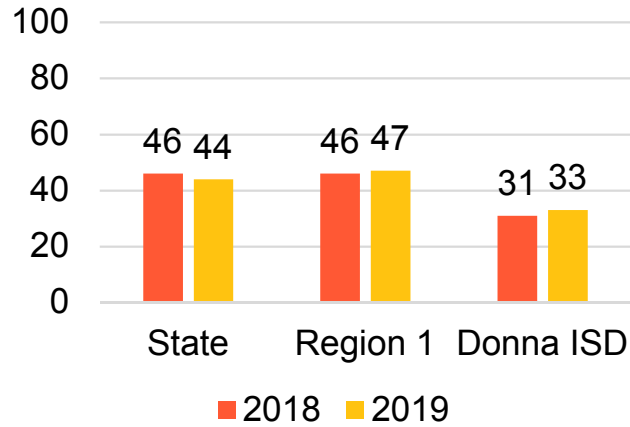
Grade 3 Math at Masters Level



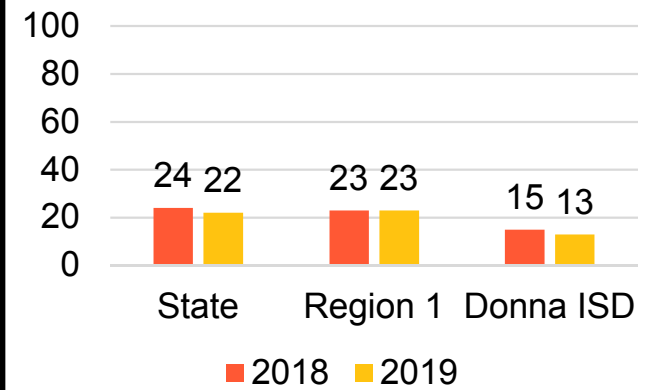
Grade 4 Reading at Approaches Level



Grade 4 Reading Meets Level



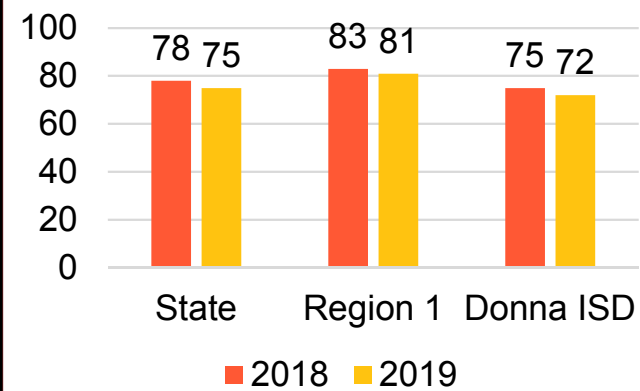
Grade 4 Reading at Masters Level



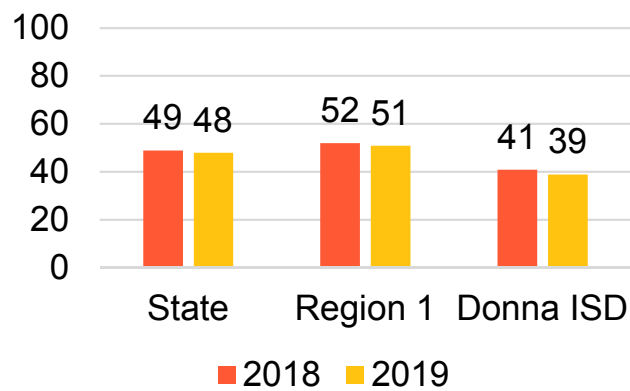
4th Grade

GPM 2.1

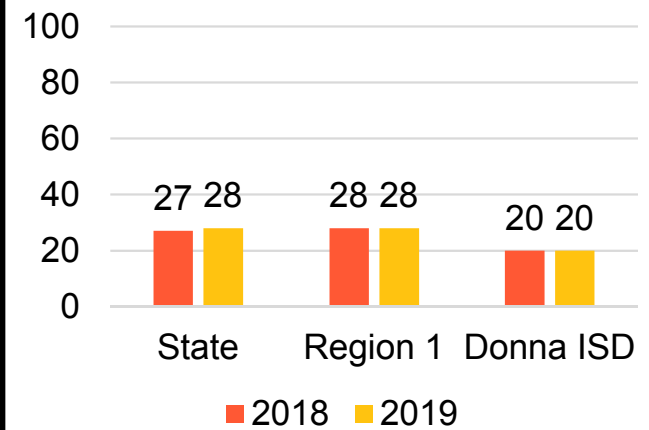
Grade 4 Math at Approaches Level



Grade 4 Math at Meets Level



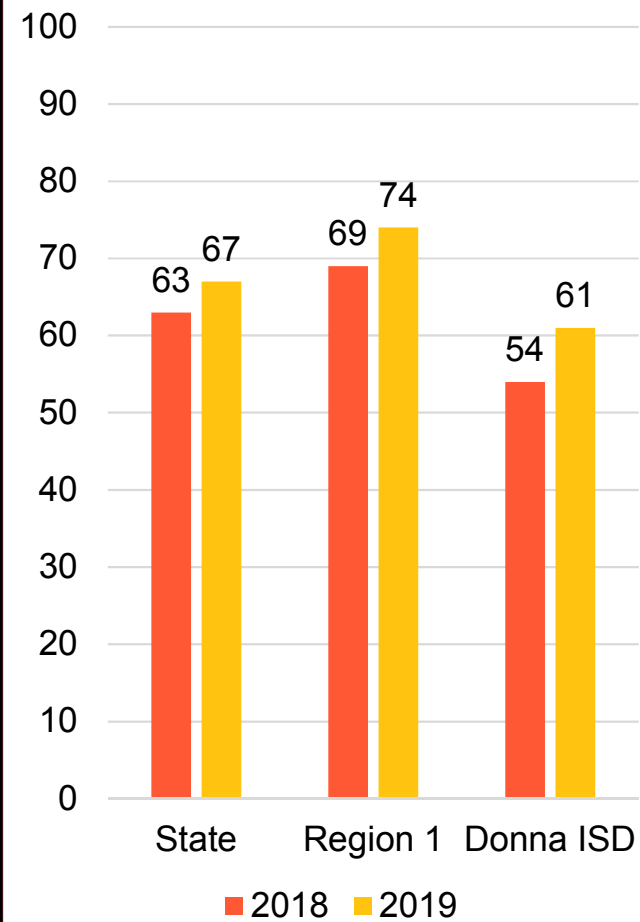
Grade 4 Math at Masters Level



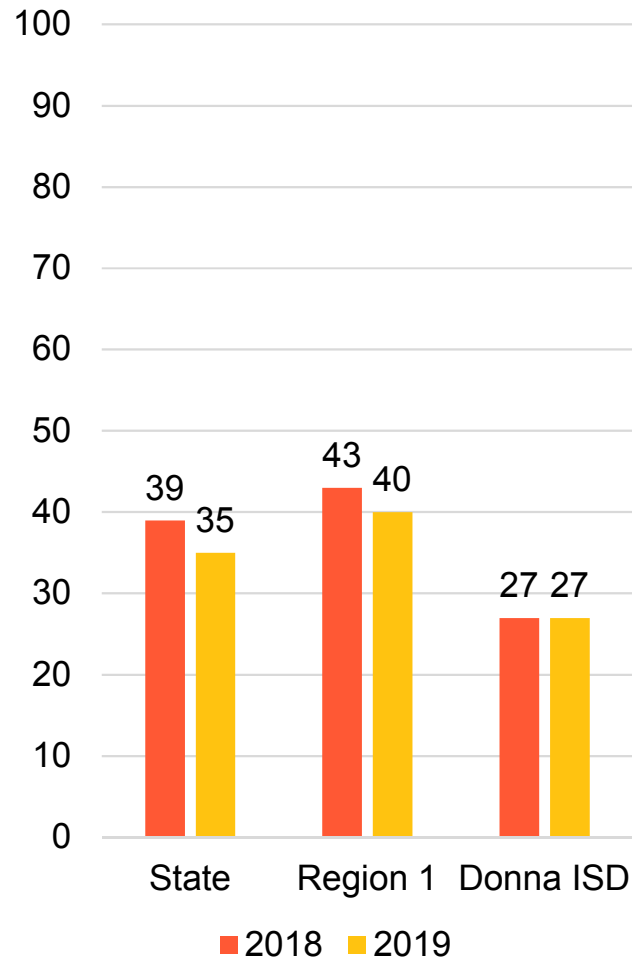
4th Grade

GPM 2.1

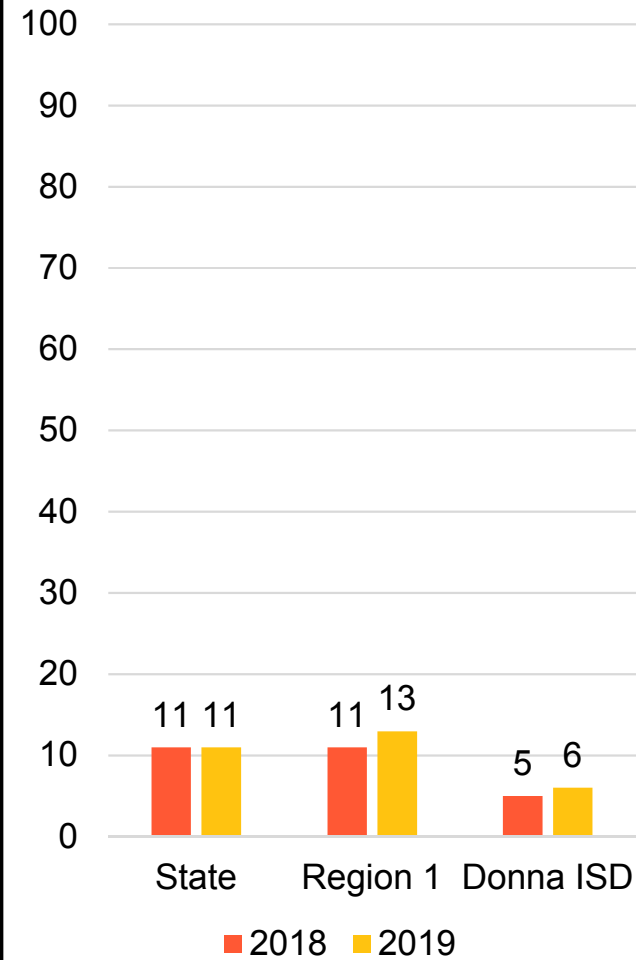
Grade 4 Writing at Approaches Level



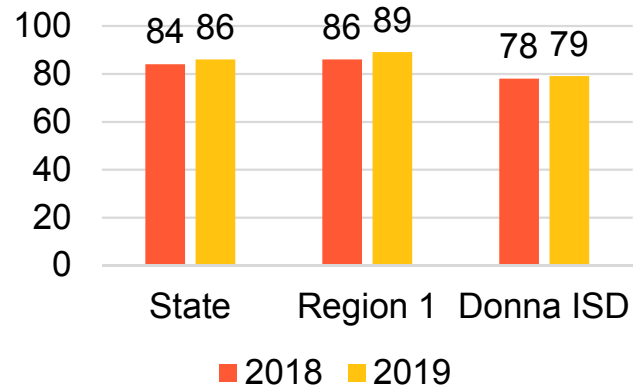
Grade 4 Writing Meets Level



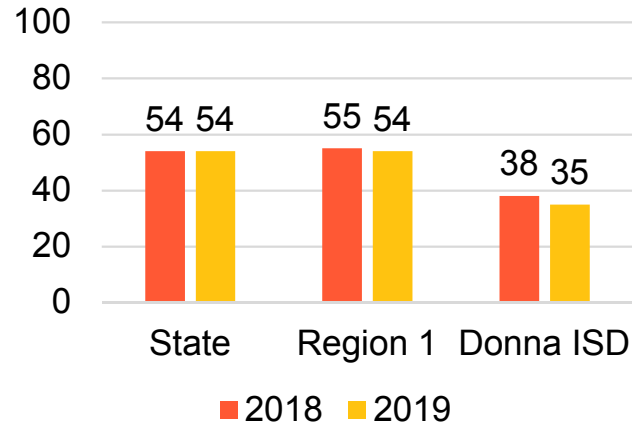
Grade 4 Writing at Masters Level



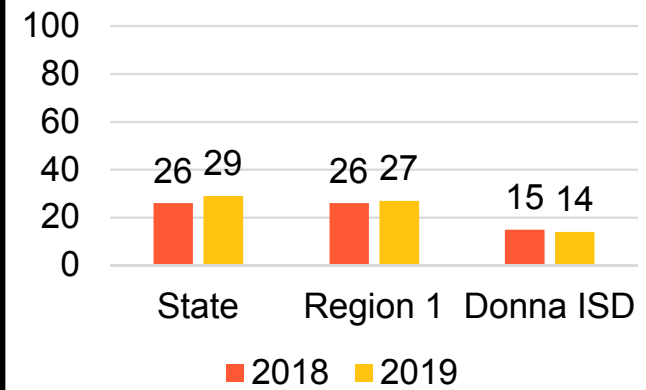
Grade 5 Reading at Approaches Level



Grade 5 Reading Meets Level



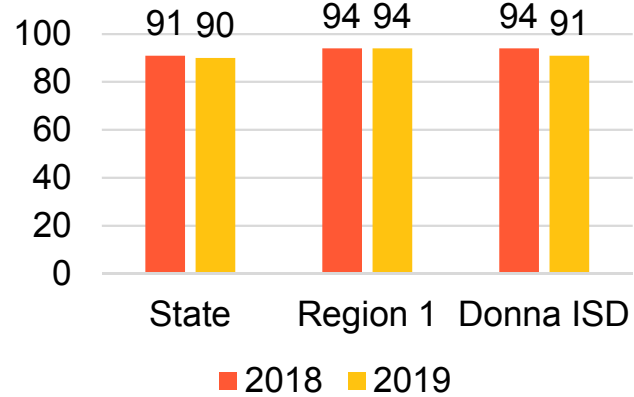
Grade 5 Reading at Masters Level



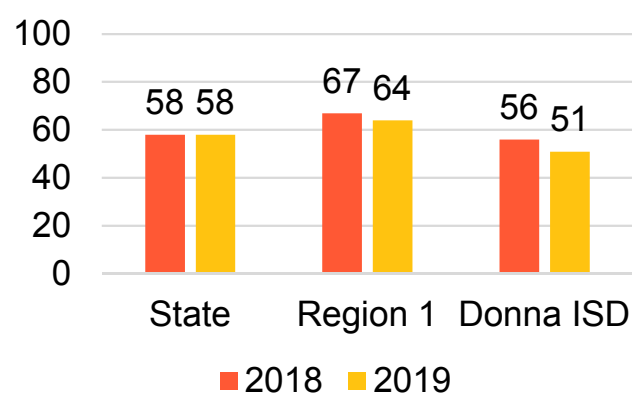
5th Grade

GPM 2.1

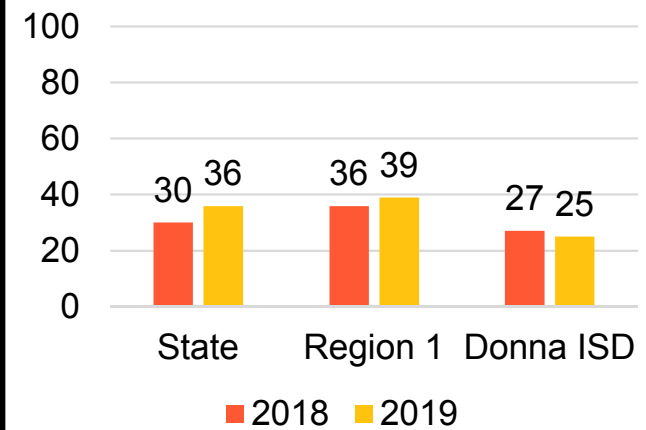
Grade 5 Math at Approaches Level



Grade 5 Math at Meets Level



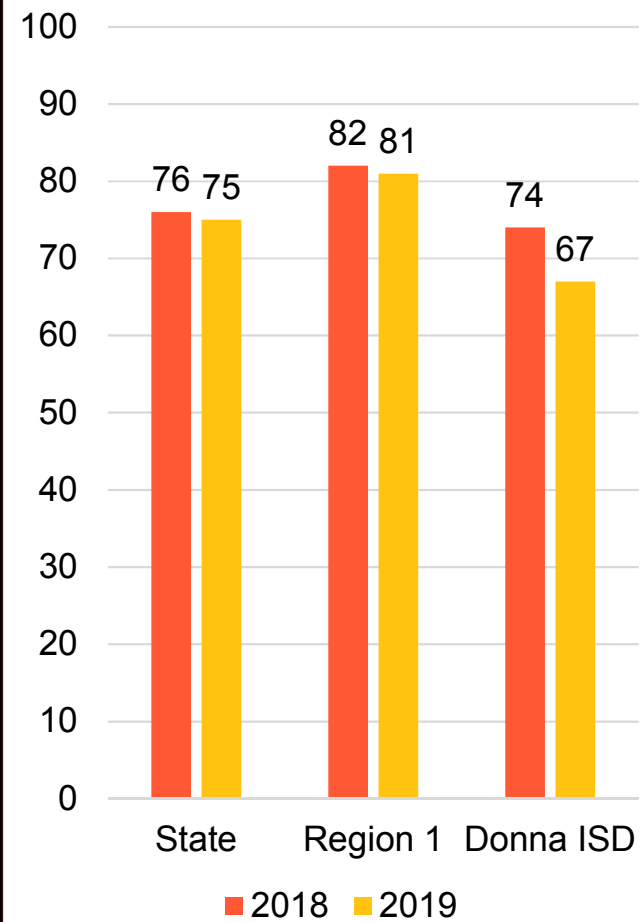
Grade 5 Math at Masters Level



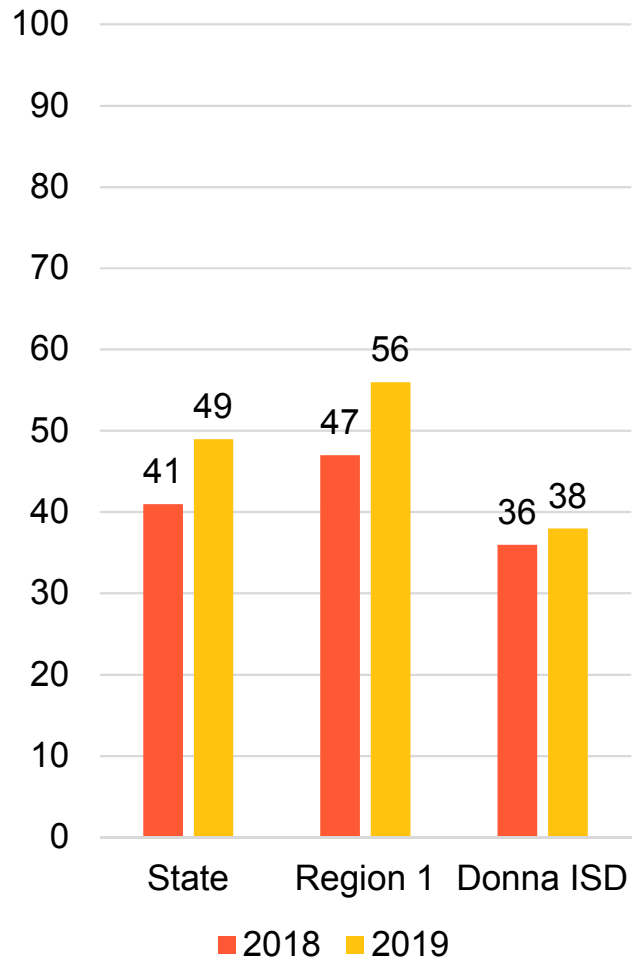
5th Grade

GPM 2.1

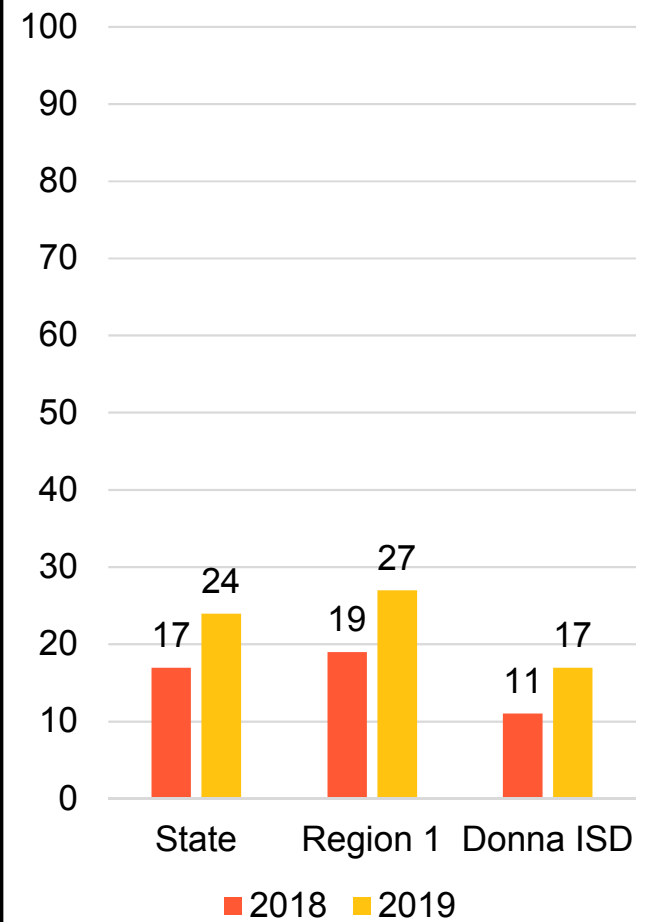
Grade 5 Science at Approaches Level



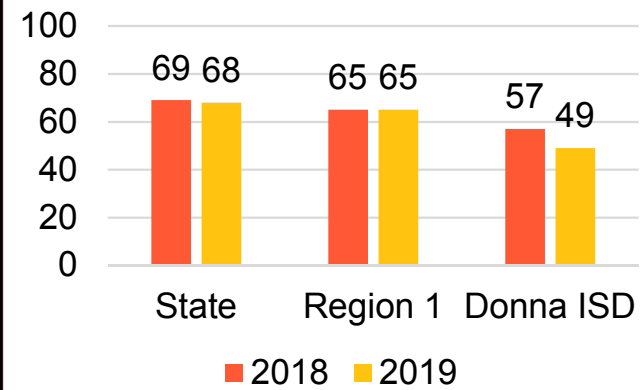
Grade 5 Science Meets Level



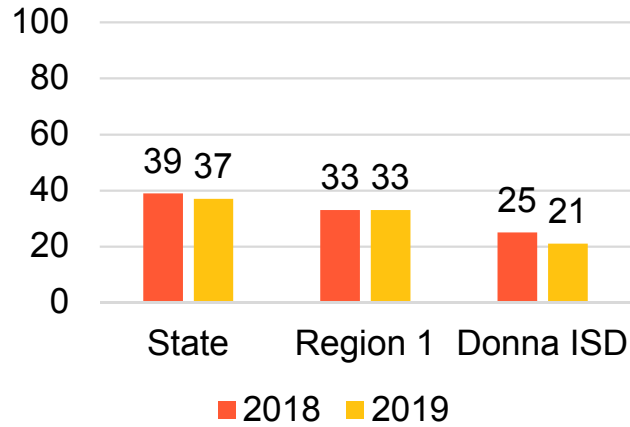
Grade 5 Science at Masters Level



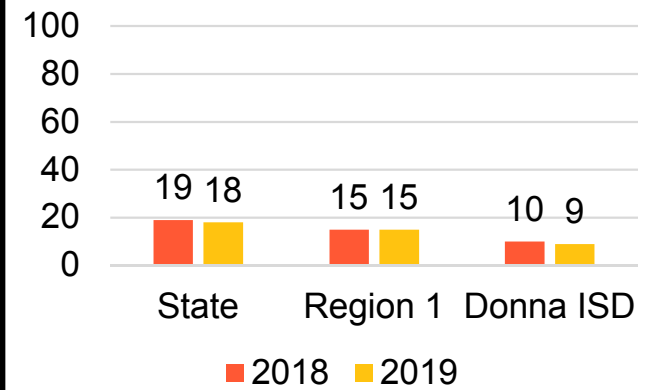
Grade 6 Reading at Approaches Level



Grade 6 Reading Meets Level



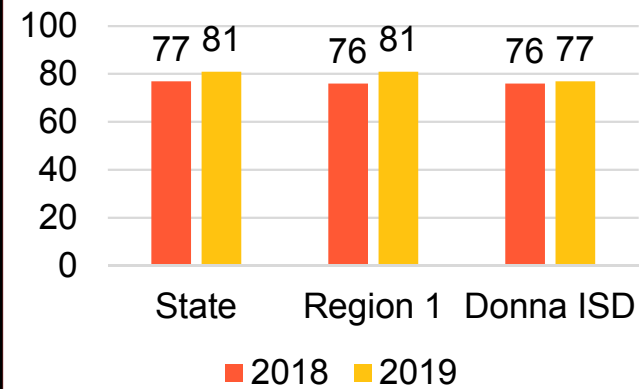
Grade 6 Reading at Masters Level



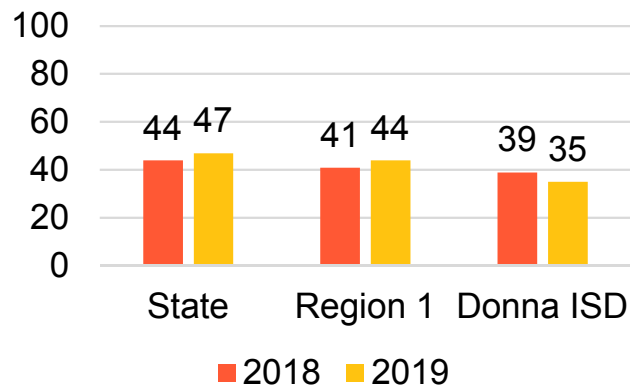
6th Grade

GPM 2.2

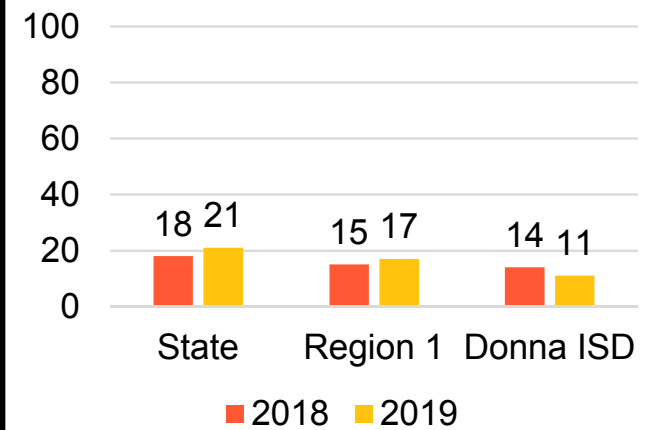
Grade 6 Math at Approaches Level



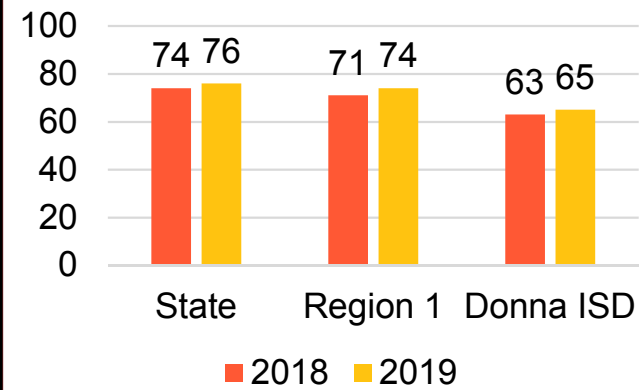
Grade 6 Math at Meets Level



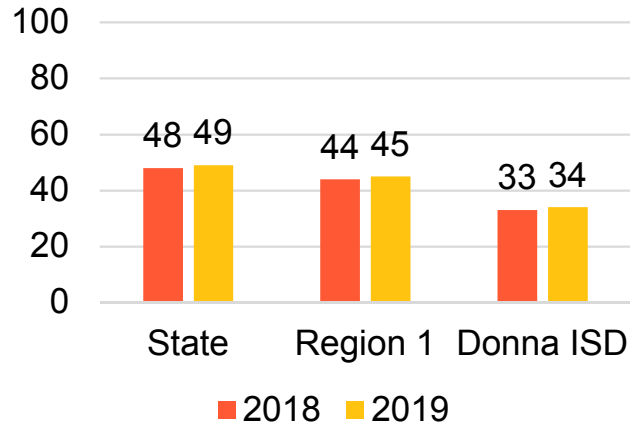
Grade 6 Math at Masters Level



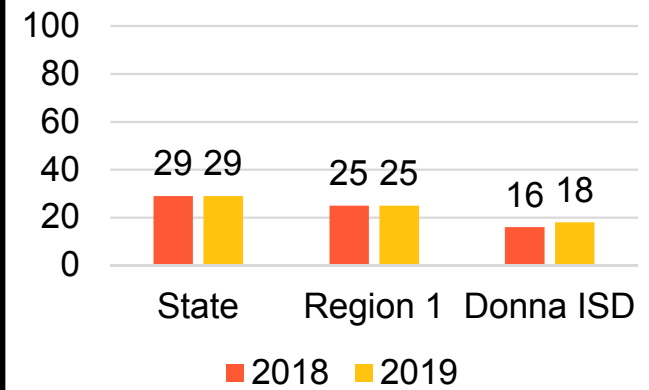
Grade 7 Reading at Approaches Level



Grade 7 Reading Meets Level



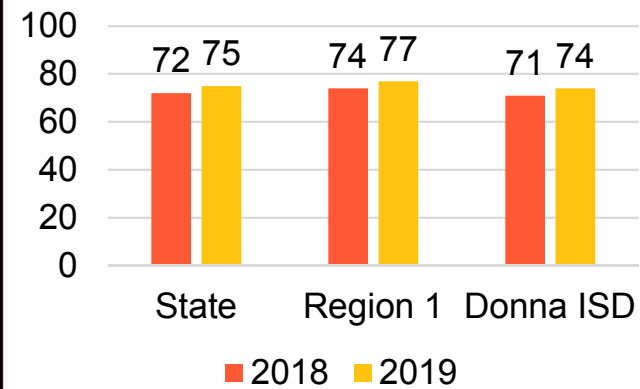
Grade 7 Reading at Masters Level



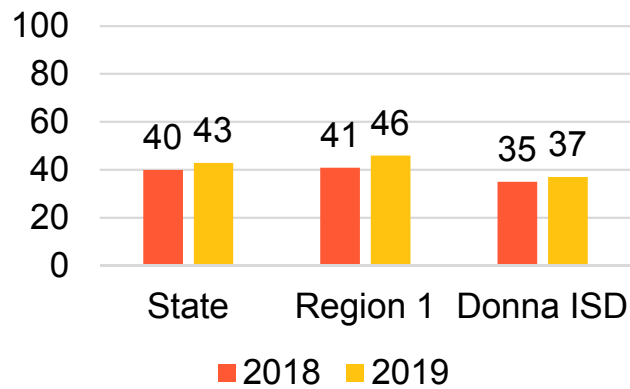
7th Grade

GPM 2.2

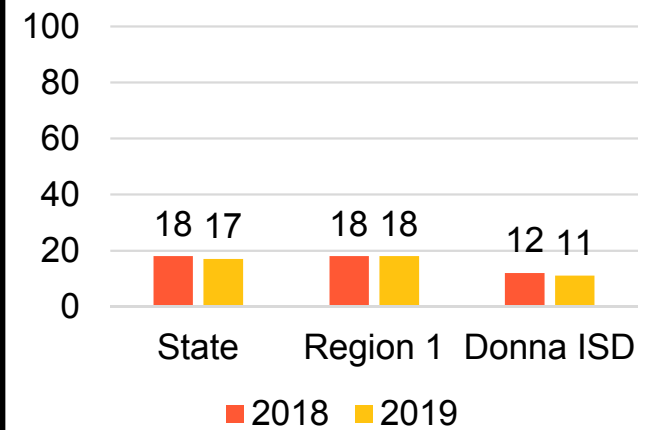
Grade 7 Math at Approaches Level



Grade 7 Math at Meets Level



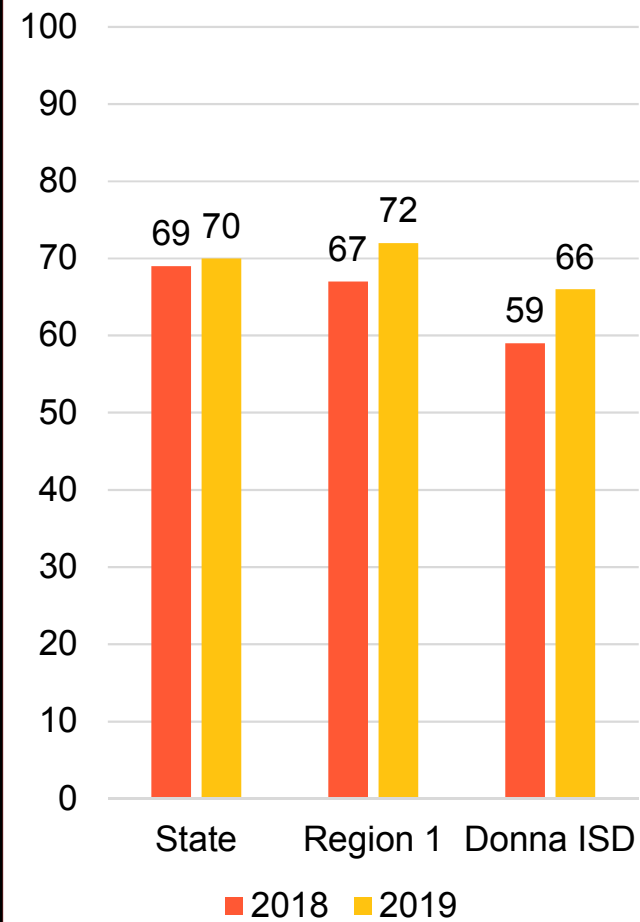
Grade 7 Math at Masters Level



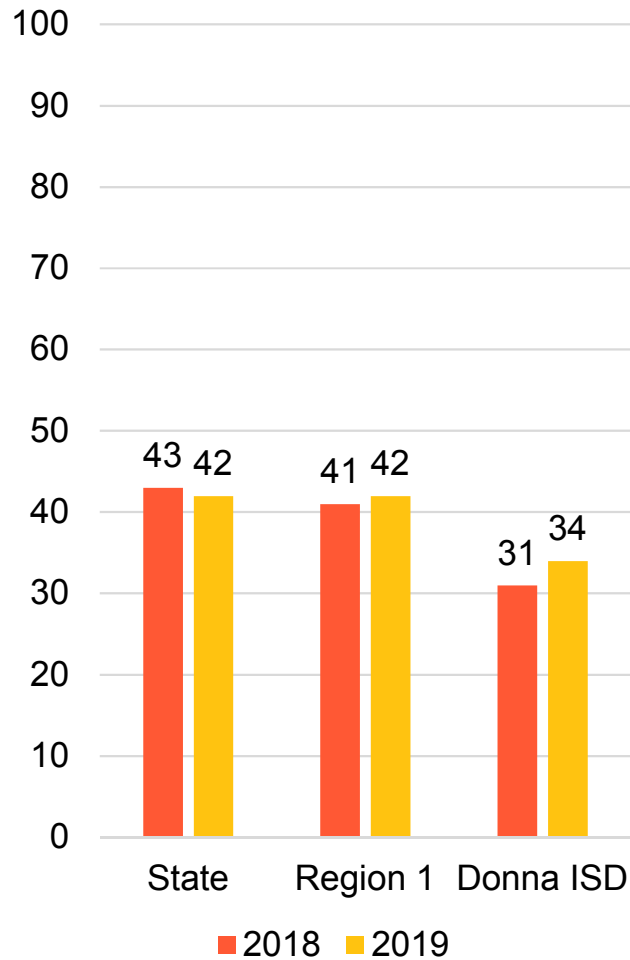
7th Grade

GPM 2.2

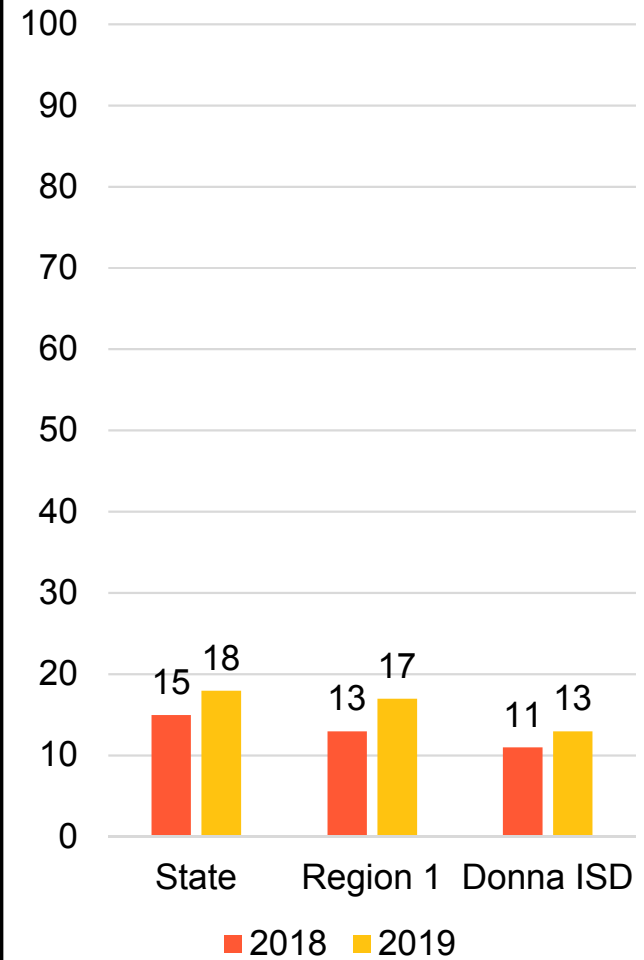
Grade 7 Writing at Approaches Level



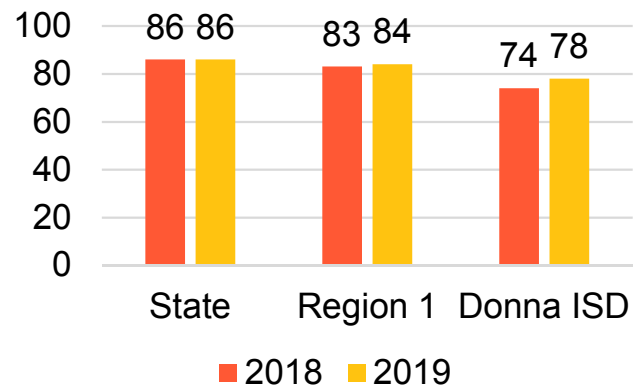
Grade 7 Writing at Meets Level



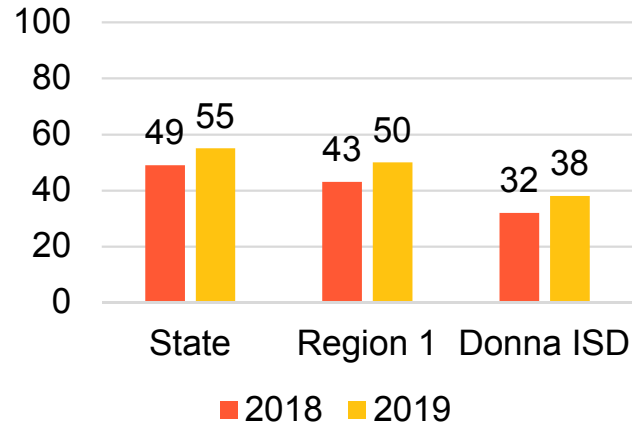
Grade 7 Writing at Masters Level



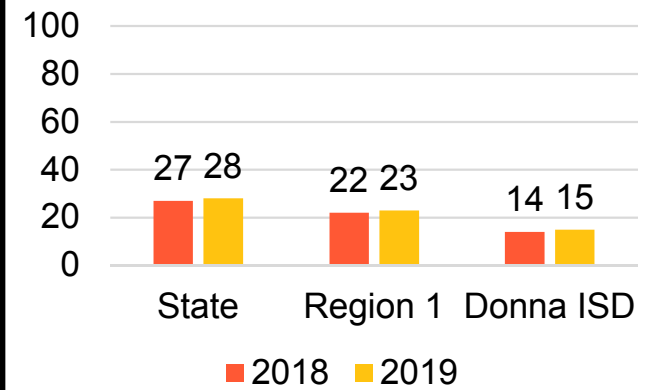
Grade 8 Reading at Approaches Level



Grade 8 Reading Meets Level



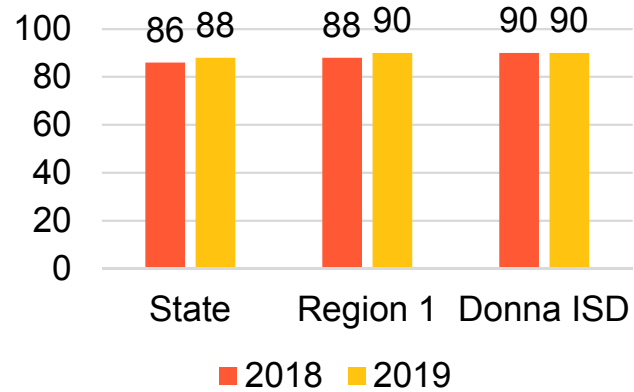
Grade 8 Reading at Masters Level



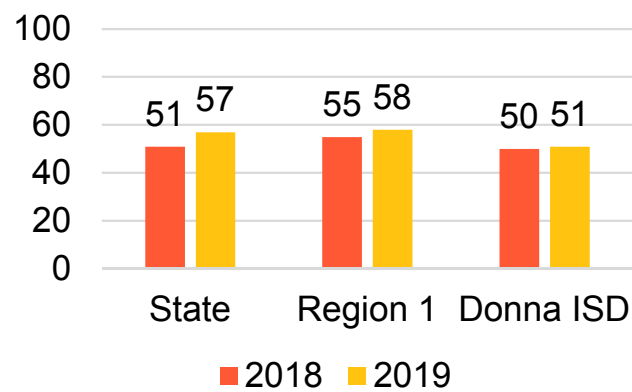
8th Grade

GPM 2.2

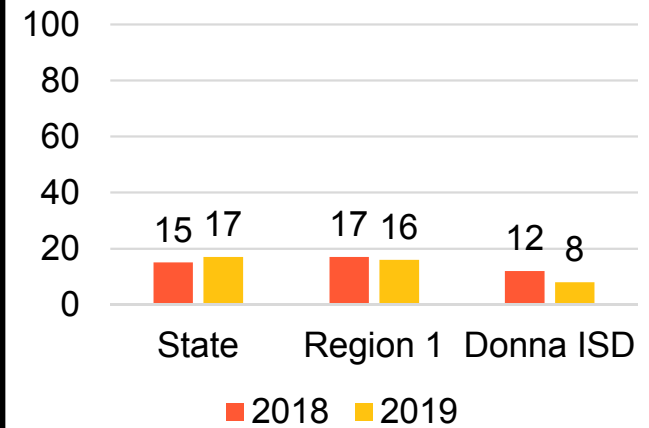
Grade 8 Math at Approaches Level



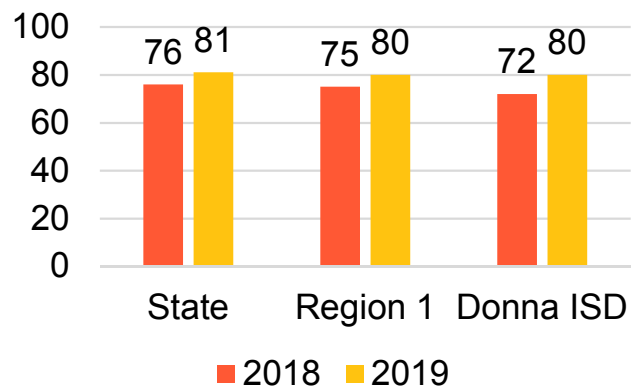
Grade 8 Math at Meets Level



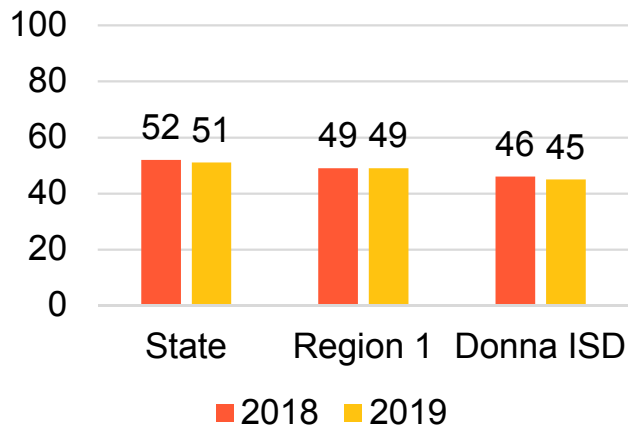
Grade 8 Math at Masters Level



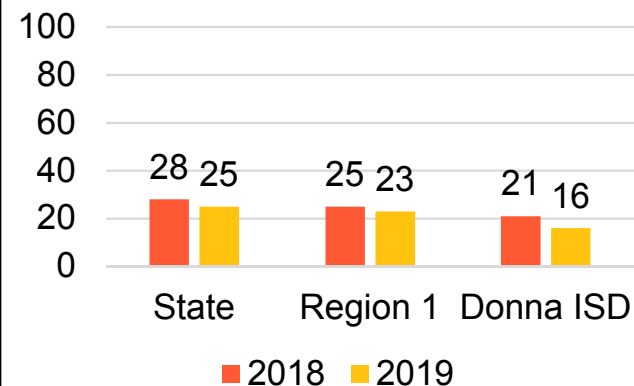
Grade 8 Science at Approaches Level



Grade 8 Science Meets Level



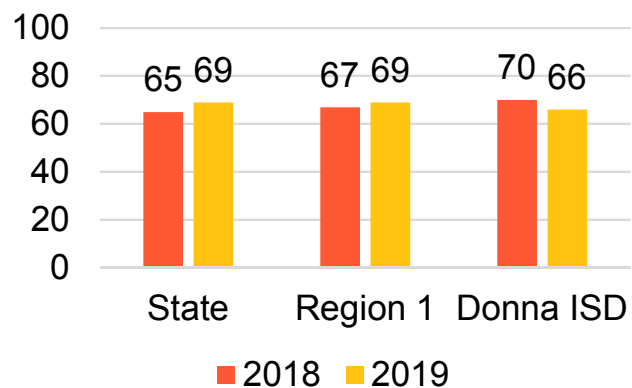
Grade 8 Science at Masters Level



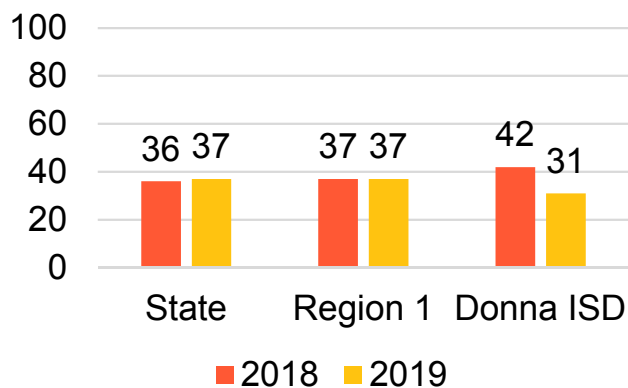
8th Grade

GPM 2.2

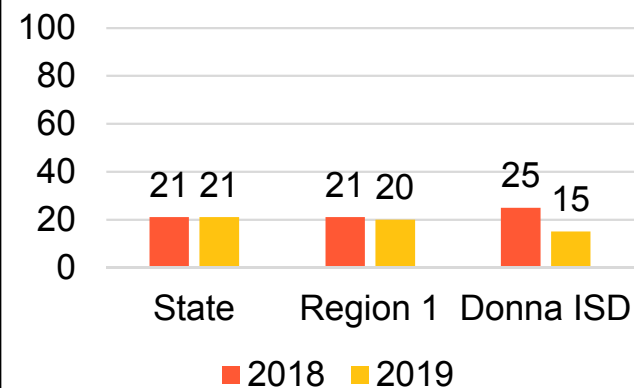
Grade 8 Social Studies at Approaches Level



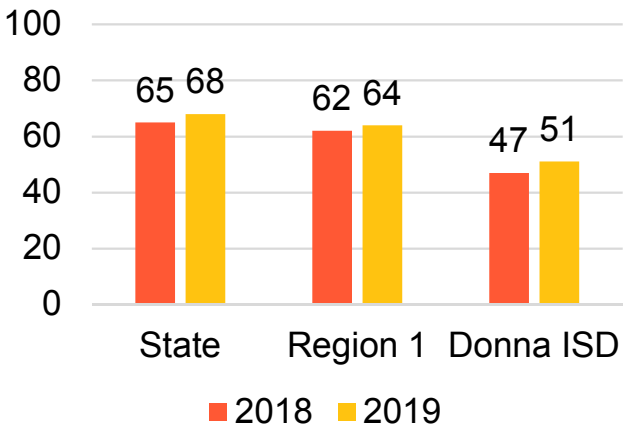
Grade 8 Social Studies at Meets Level



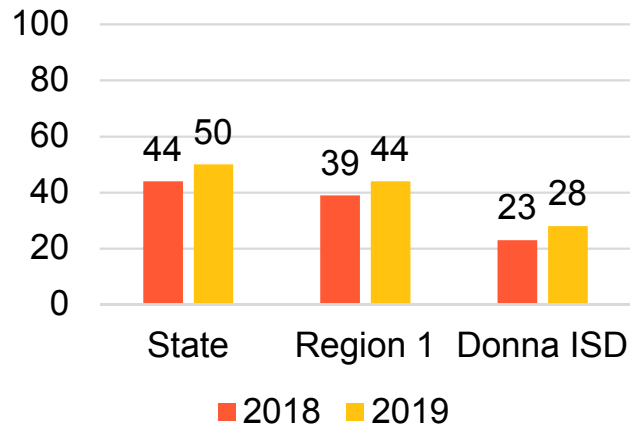
Grade 8 Social Studies at Masters Level



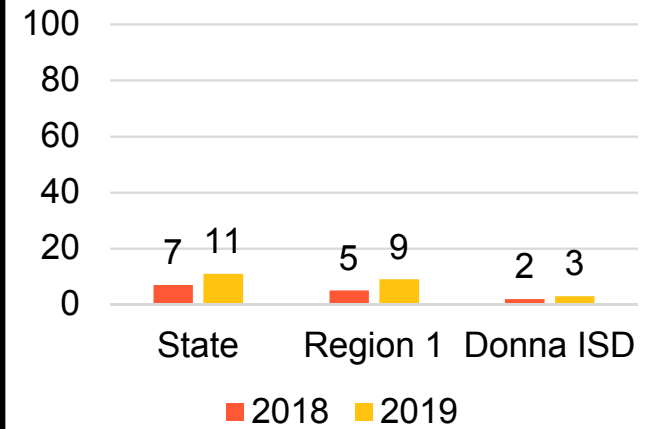
English I at Approaches Level



English I at Meets Level



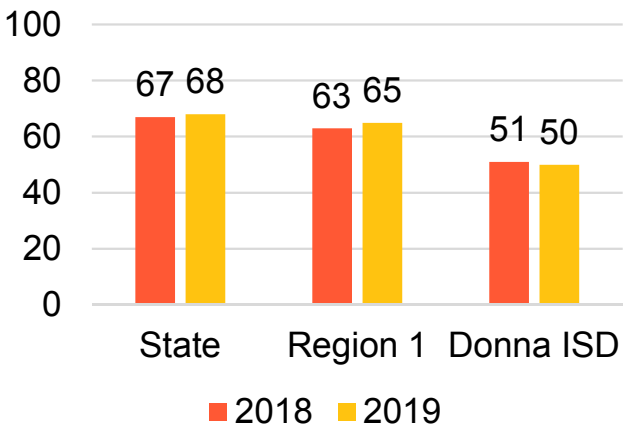
English I at Masters Level



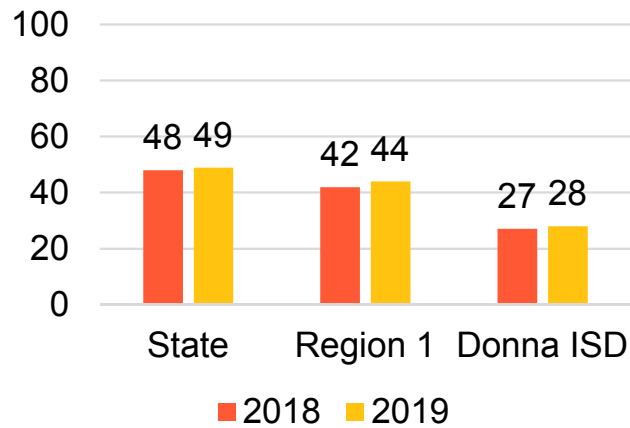
English I & English II

GPM 2.3

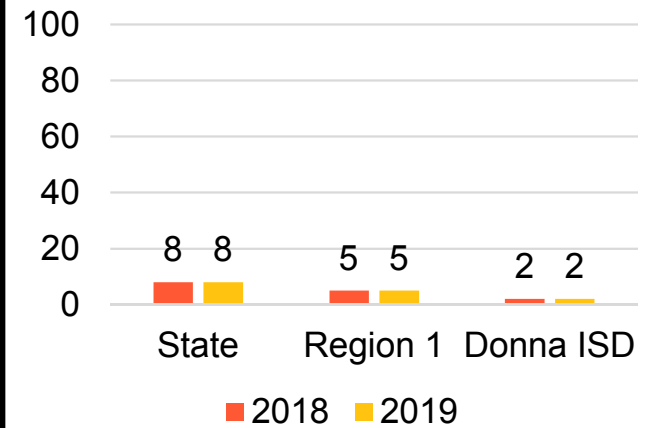
English II at Approaches Level



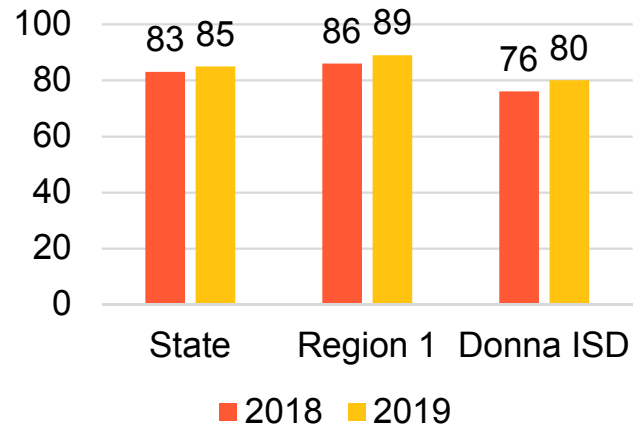
English II at Meets Level



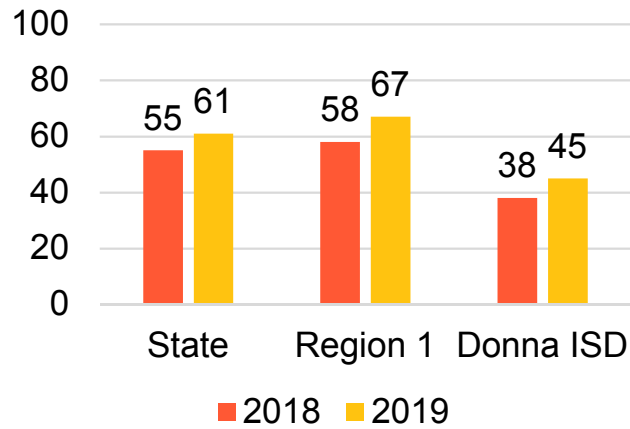
English II at Masters Level



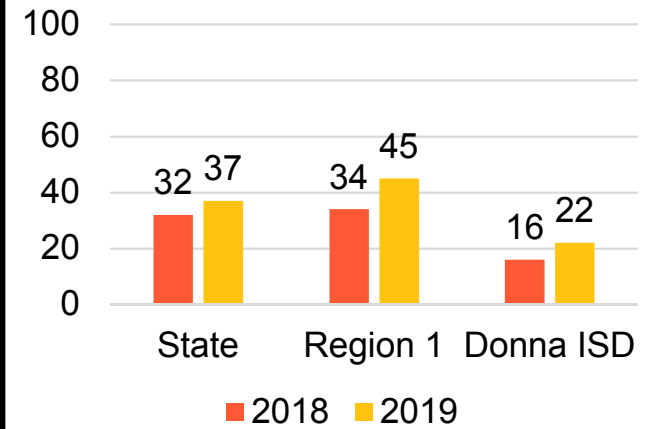
Algebra I at Approaches Level



Algebra I at Meets Level



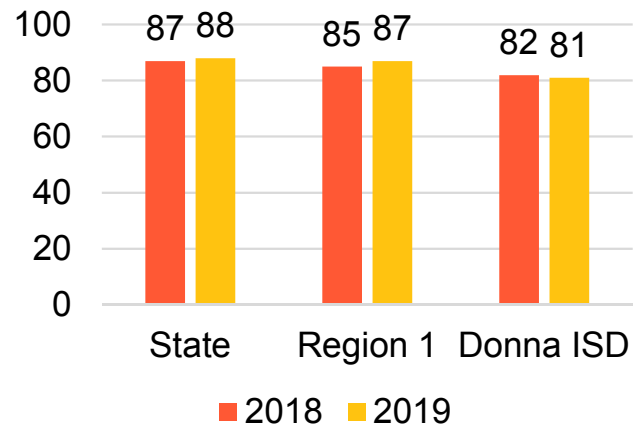
Algebra I at Masters Level



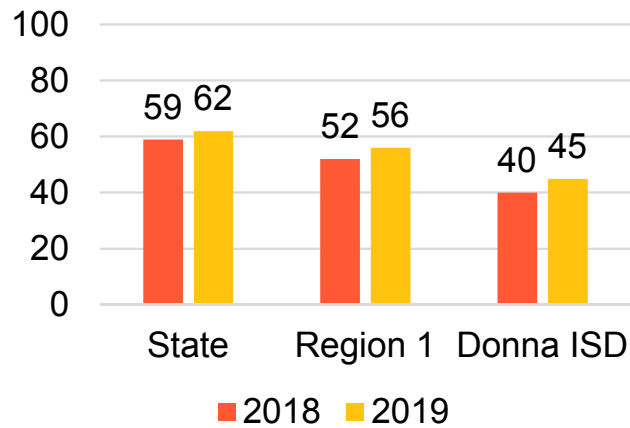
Algebra 1 & Biology

GPM 2.3

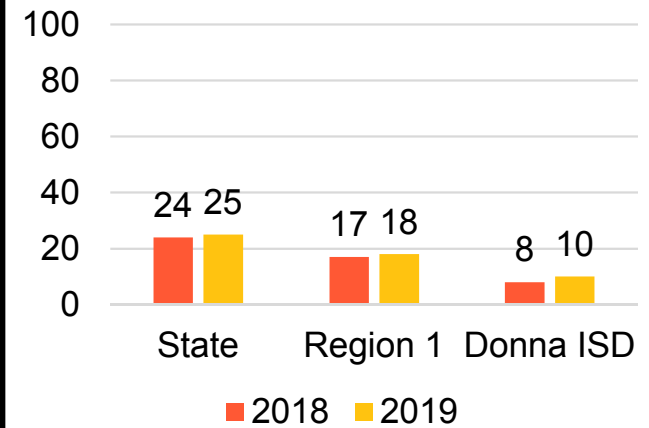
Biology at Approaches Level



Biology at Meets Level



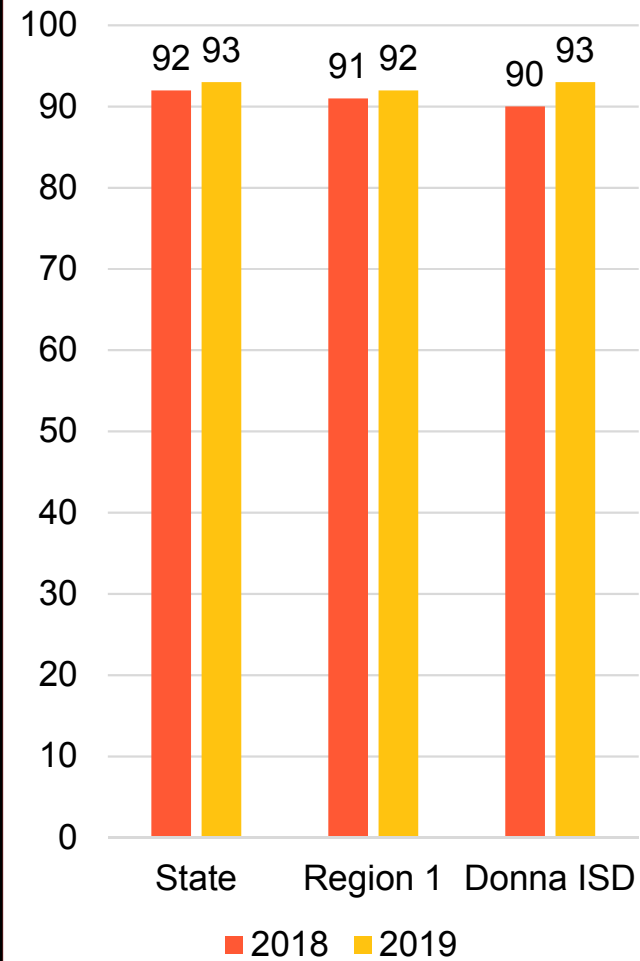
Biology at Masters Level



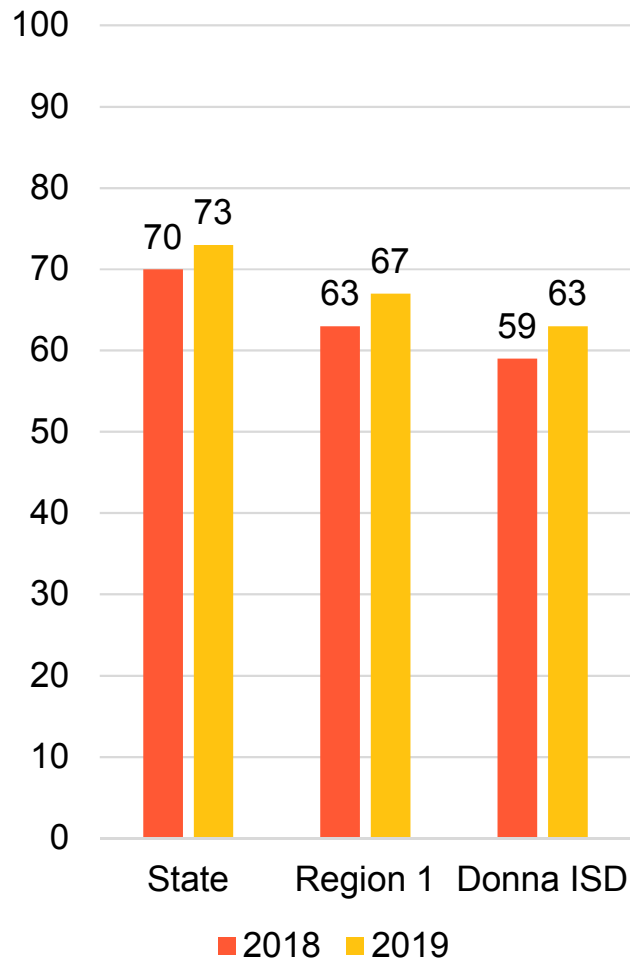
US History

GPM 2.3

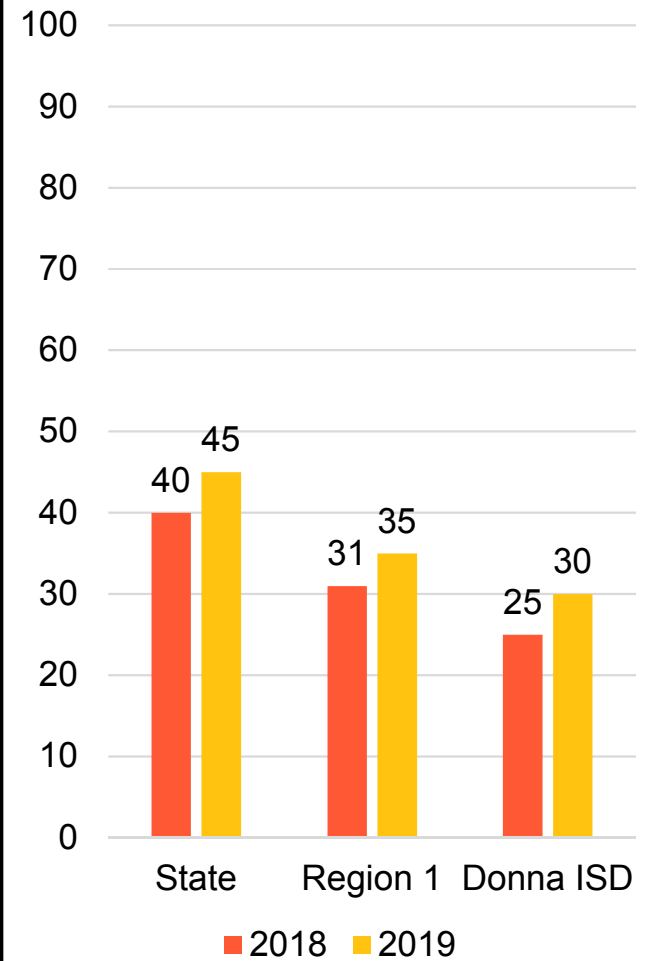
US History at Approaches Level



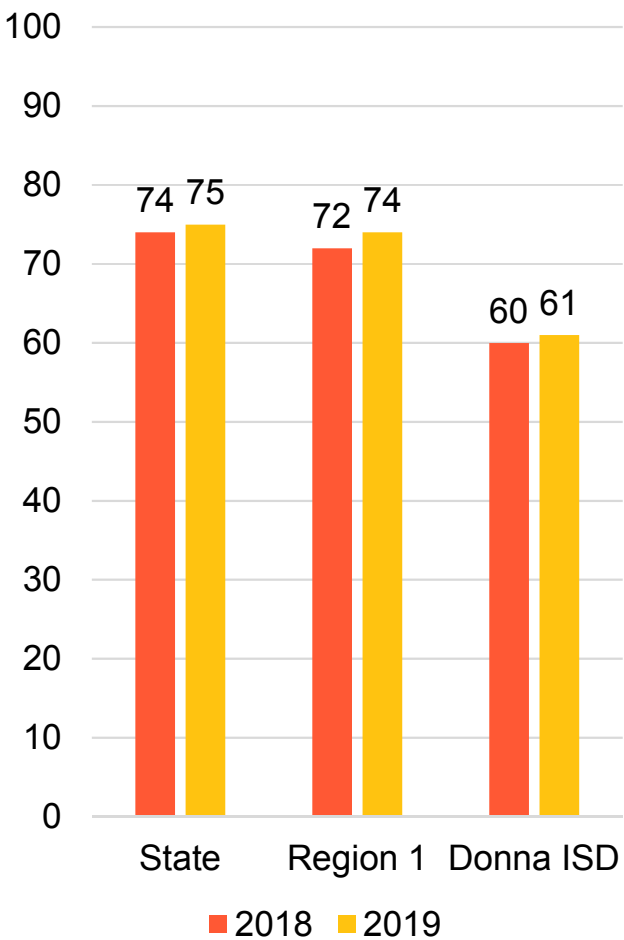
US History at Meets Level



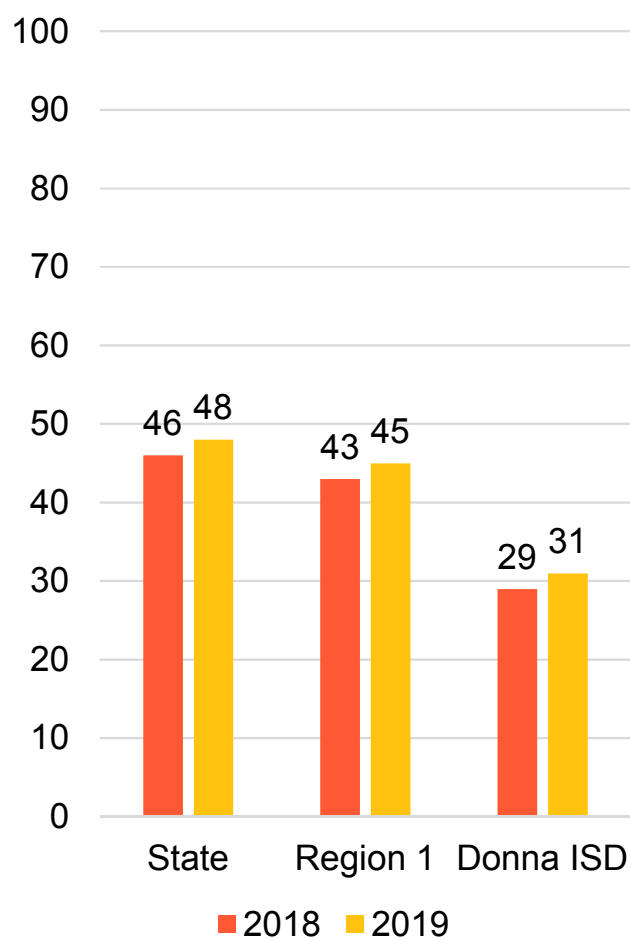
US History at Masters Level



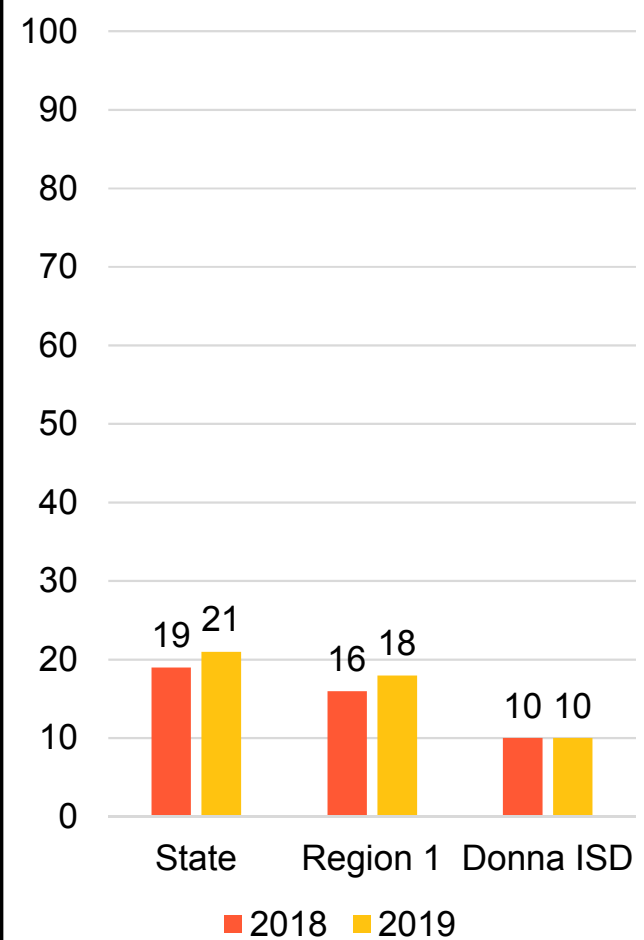
All Grades ELA/Reading at Approaches Level



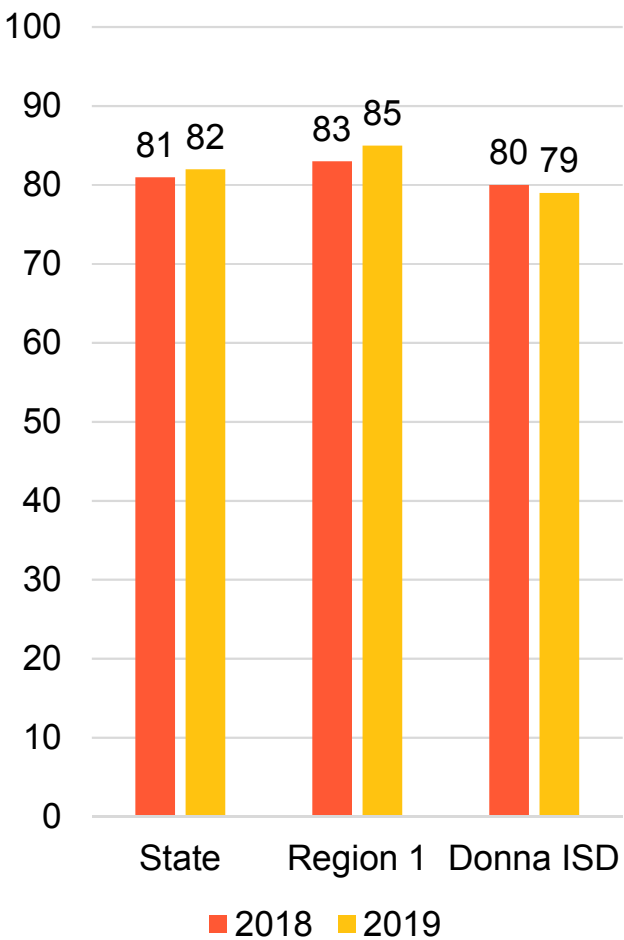
All Grades ELA/Reading at Meets Level



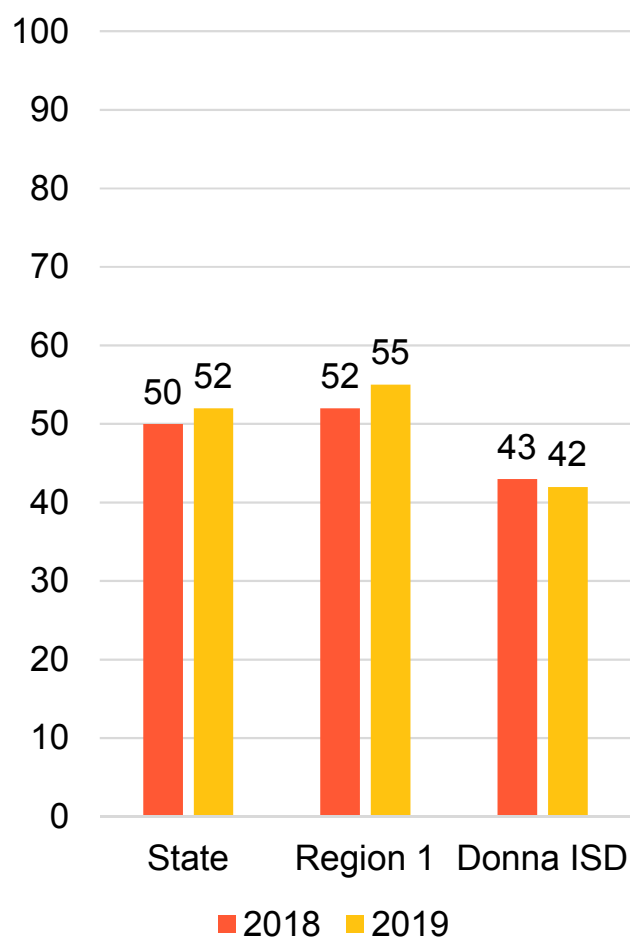
All Grades ELA/Reading at Masters Level **Goal 2**



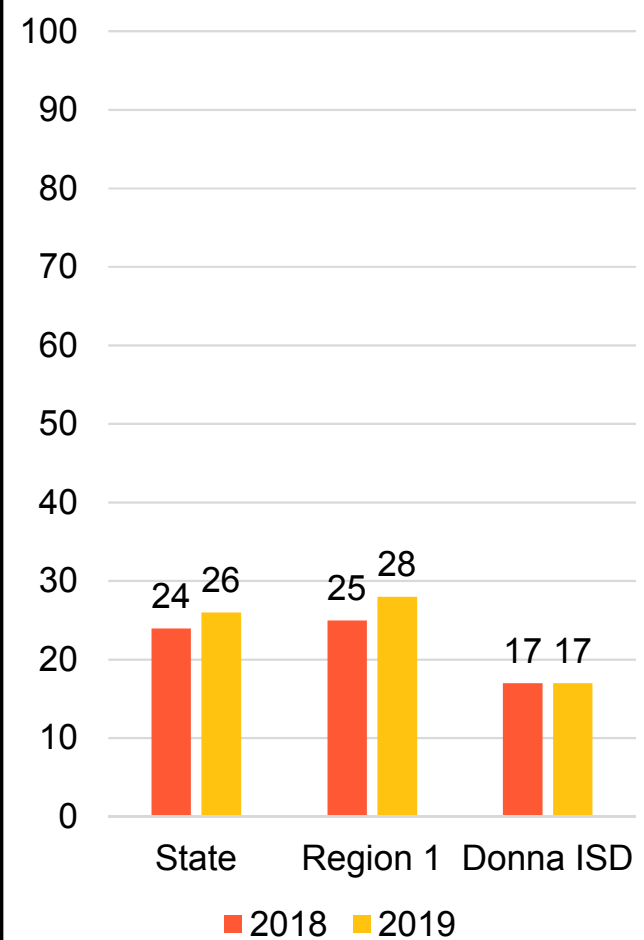
All Grades Math at Approaches Level



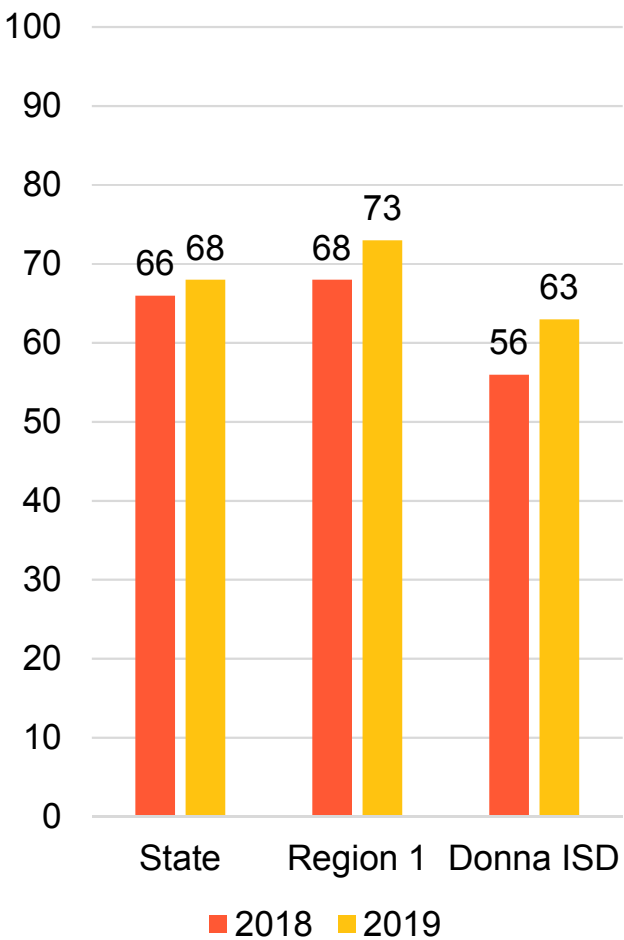
All Grades Math at Meets Level



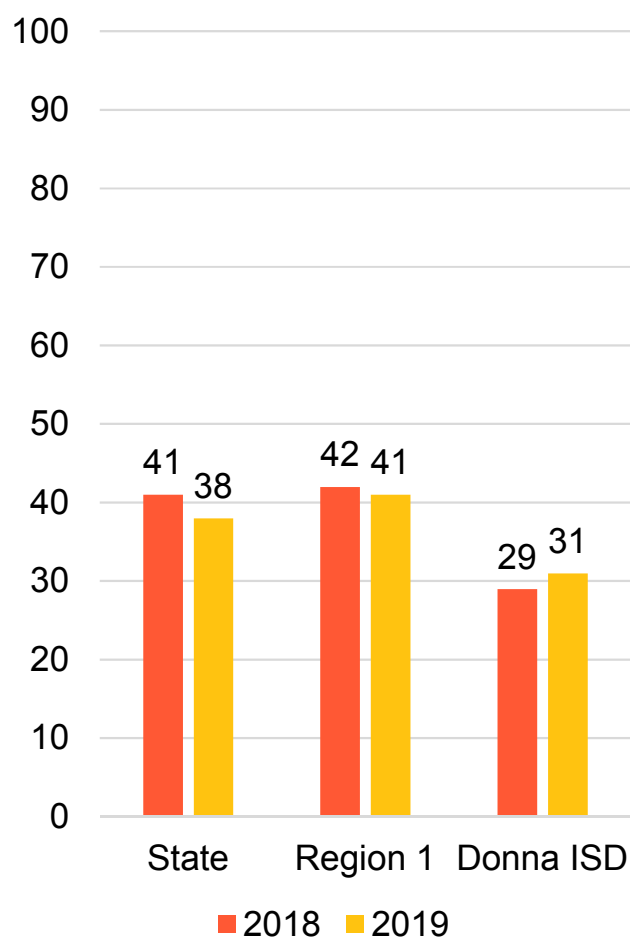
All Grades Math at Masters Level **Goal 2**



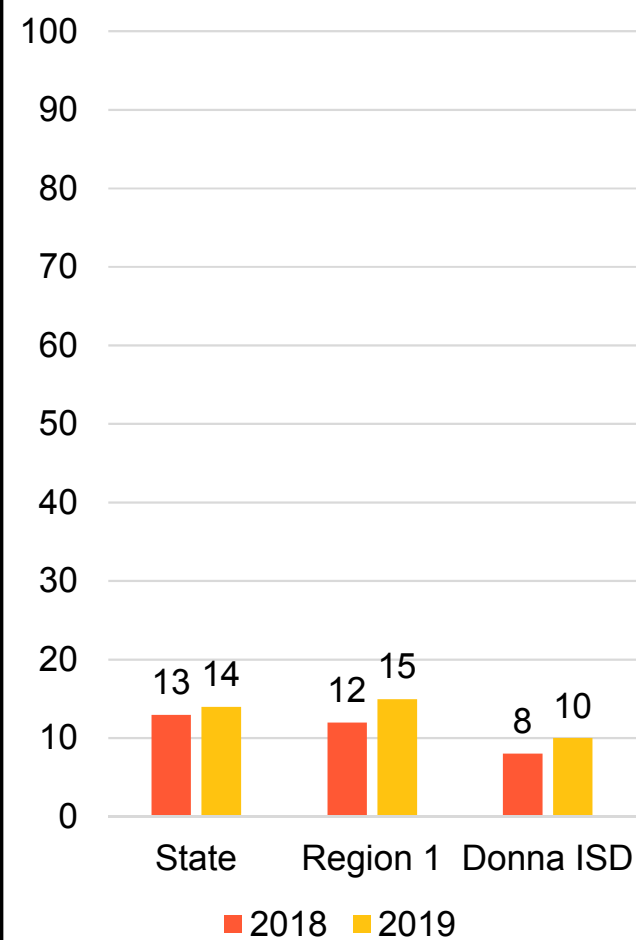
All Grades Writing at Approaches Level



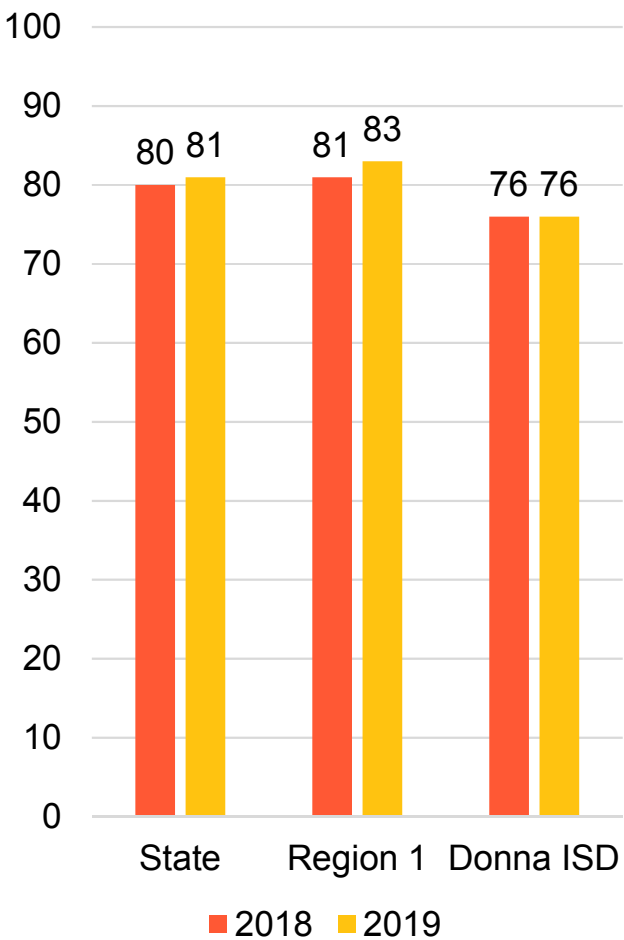
All Grades Writing at Meets Level



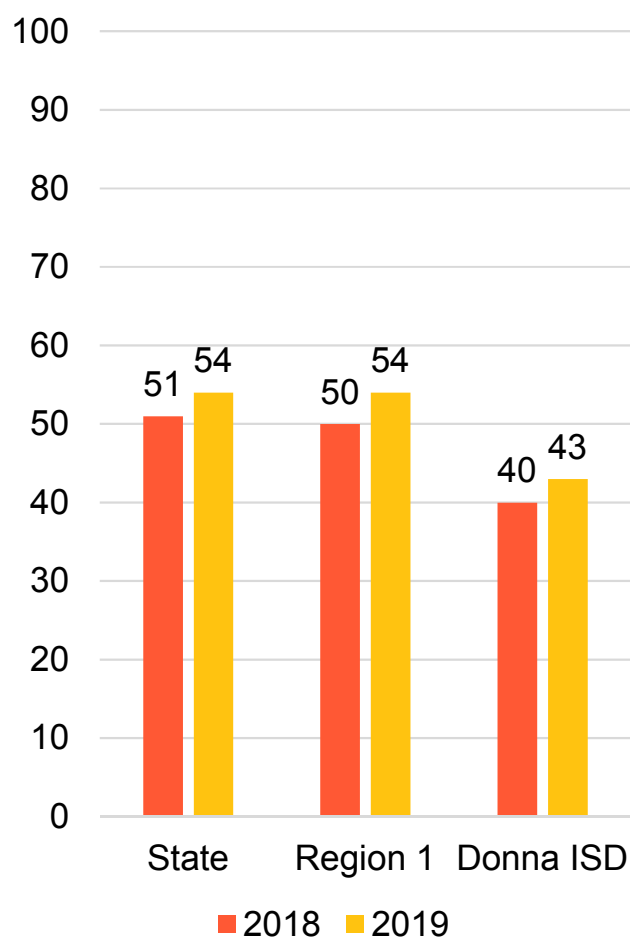
All Grades Writing at Masters Level **Goal 2**



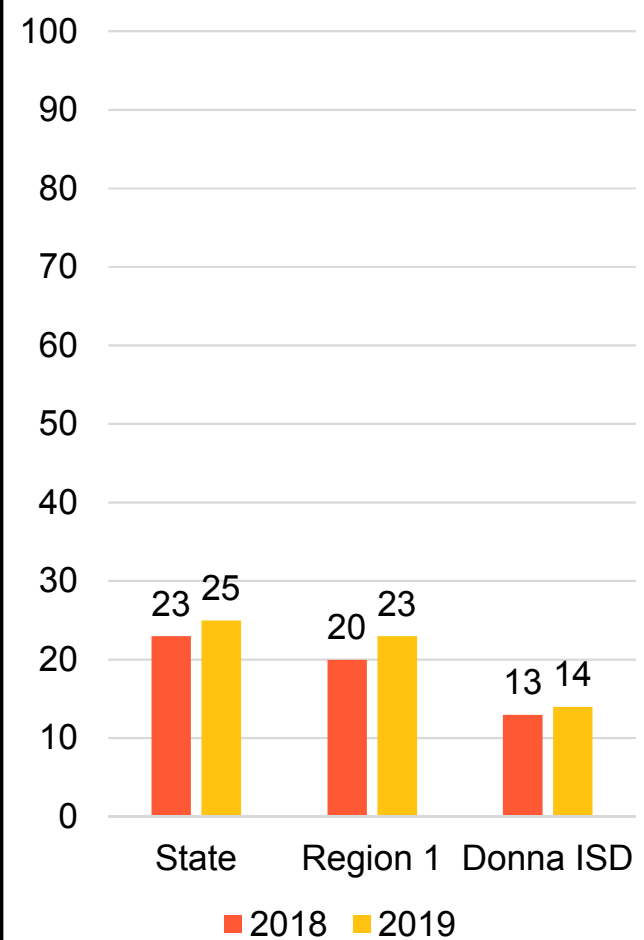
All Grades Science at Approaches Level



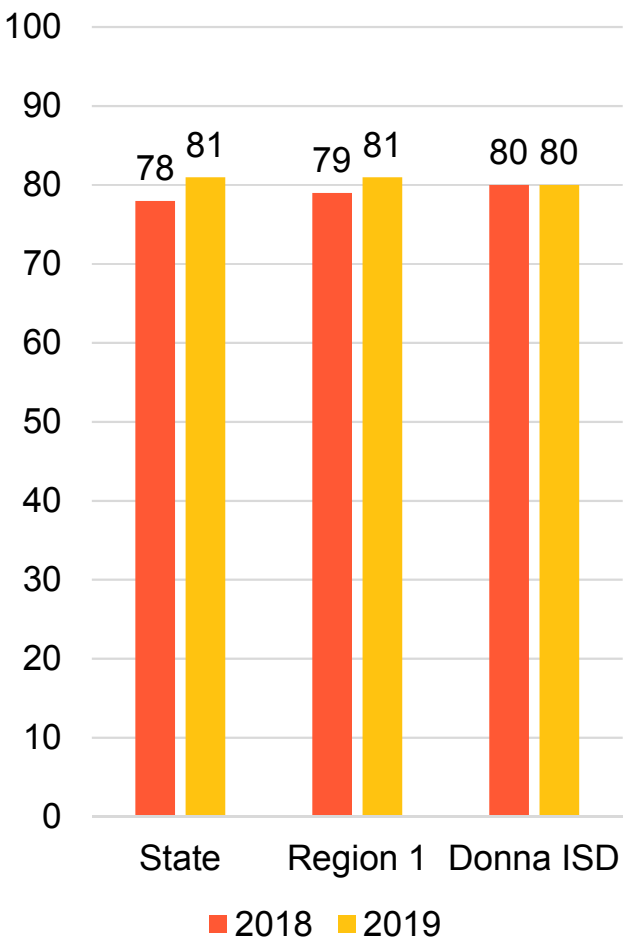
All Grades Science at Meets Level



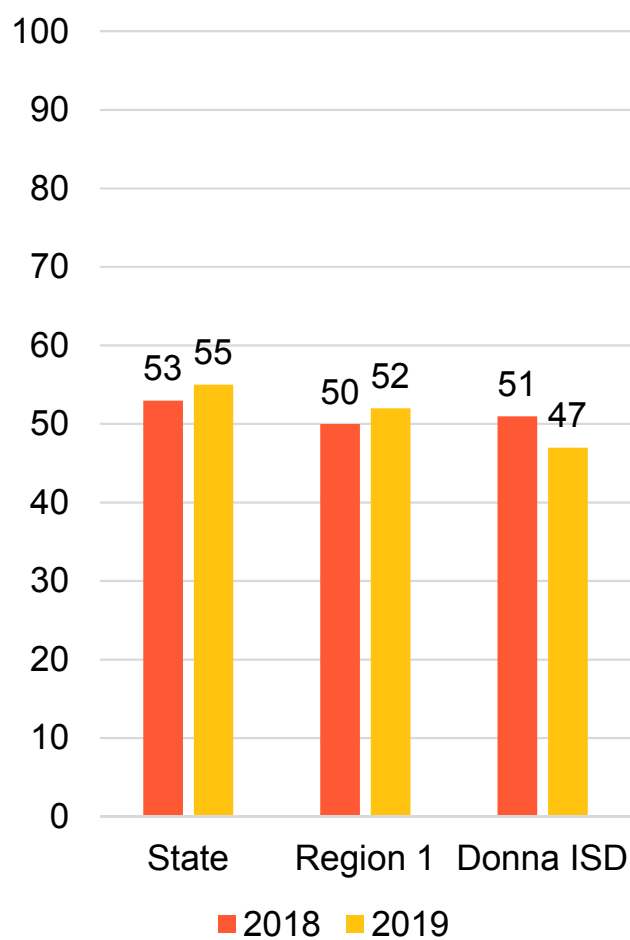
All Grades Science at Masters Level **Goal 2**



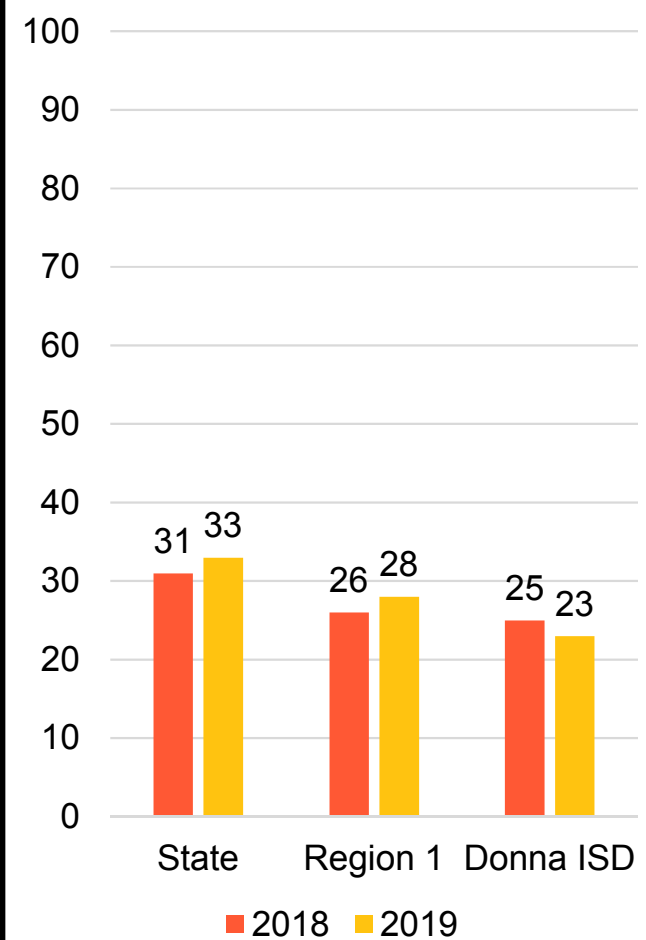
All Grades Social Studies at Approaches Level



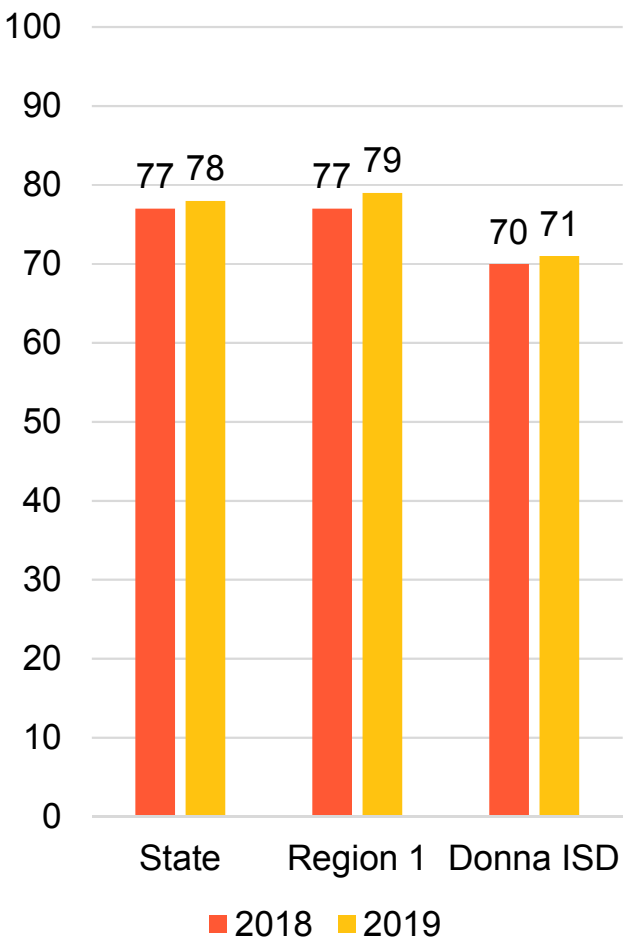
All Grades Social Studies at Meets Level



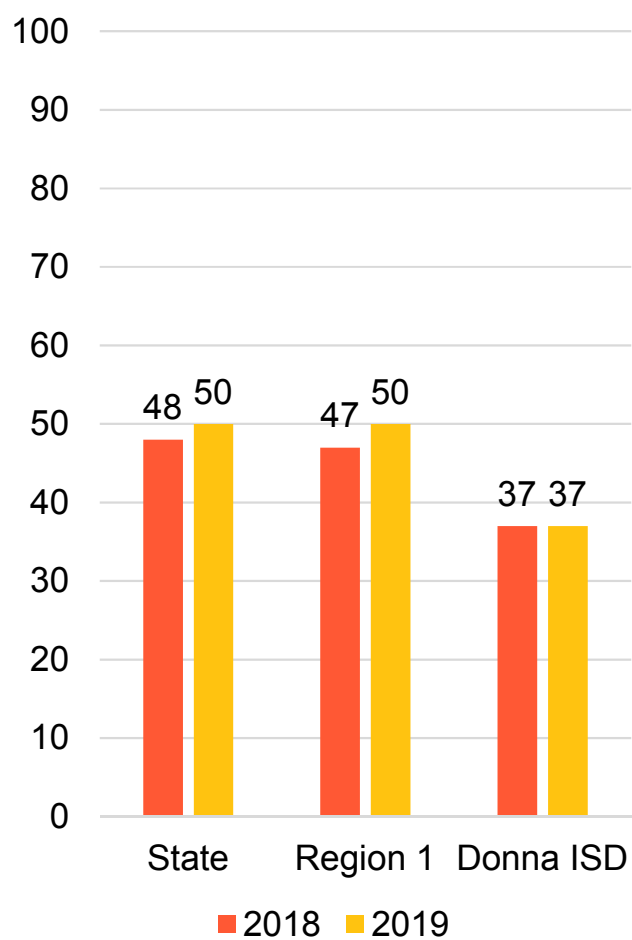
All Grades Social Studies at Masters Level **Goal 2**



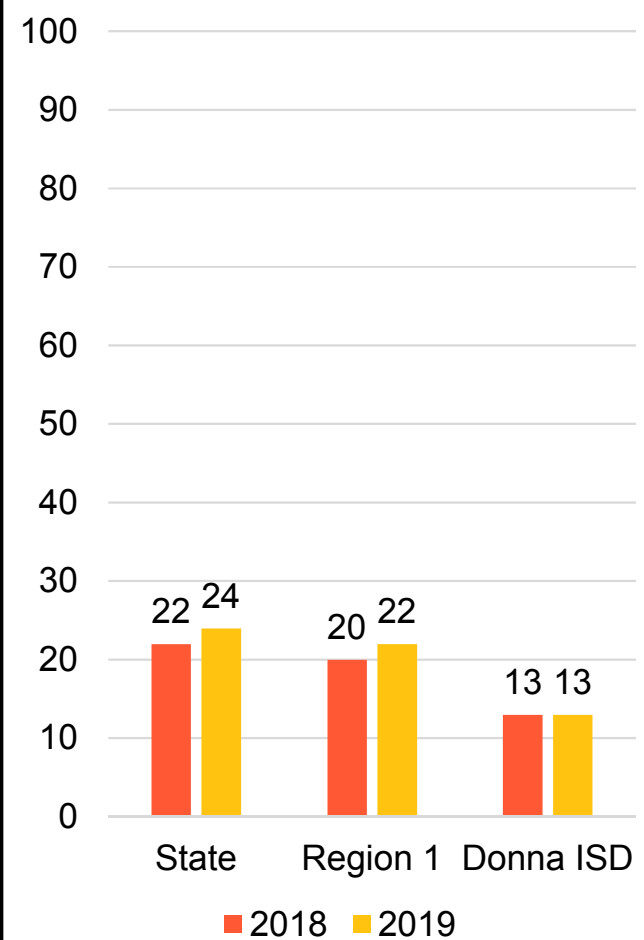
All Grades All Subjects at Approaches Level



All Grades All Subjects at Meets Level



All Grades All Subjects at Masters Level **Goal 2**



4.

School Progress





School Progress

Goal 2

School Progress Domain: Academic Growth Score

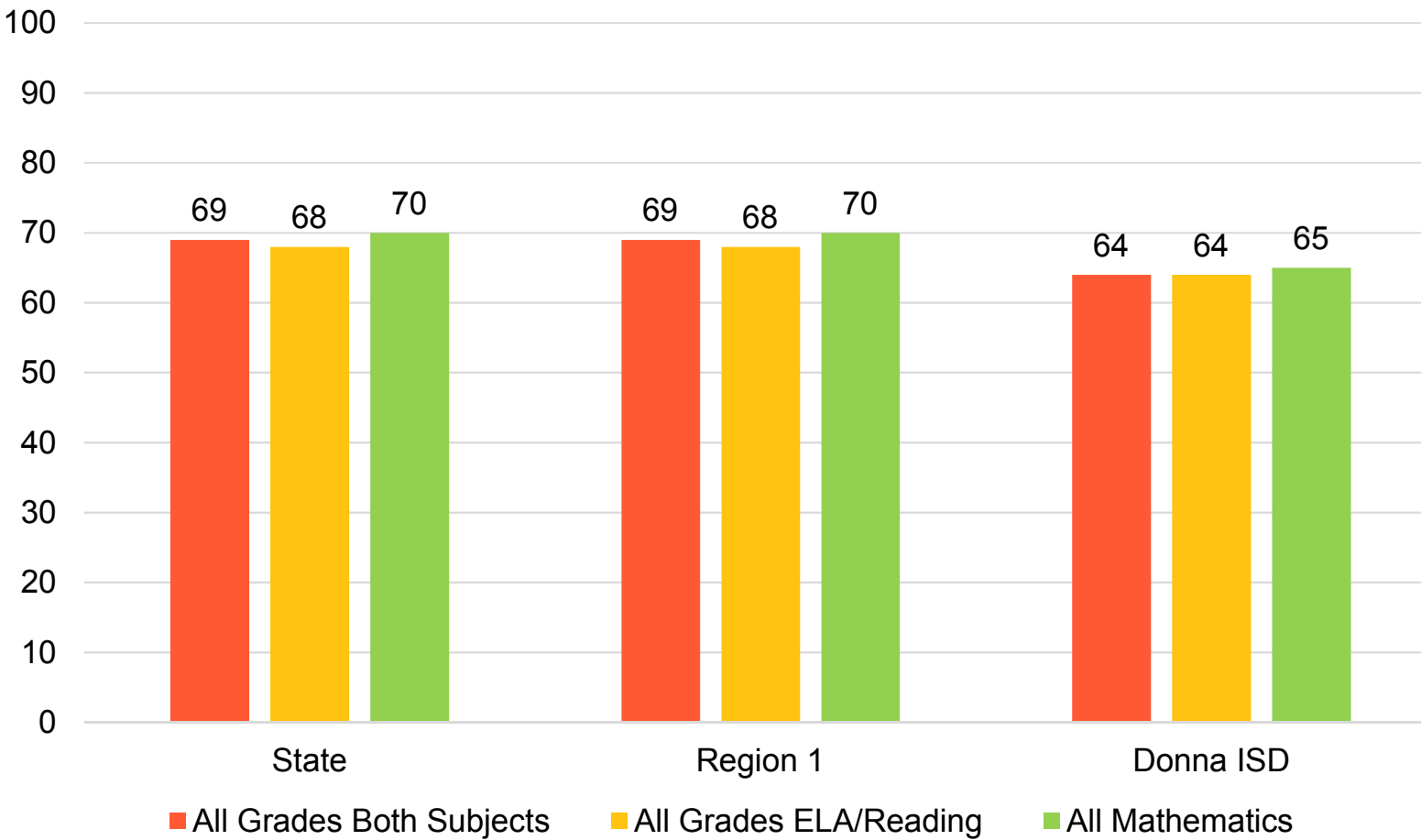
Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from year to year.

This Domain only includes Reading & Math because they are testing every year.



School Progress 2019

Goal 2



5.

Attendance, Graduation, & Dropout Rates





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.

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

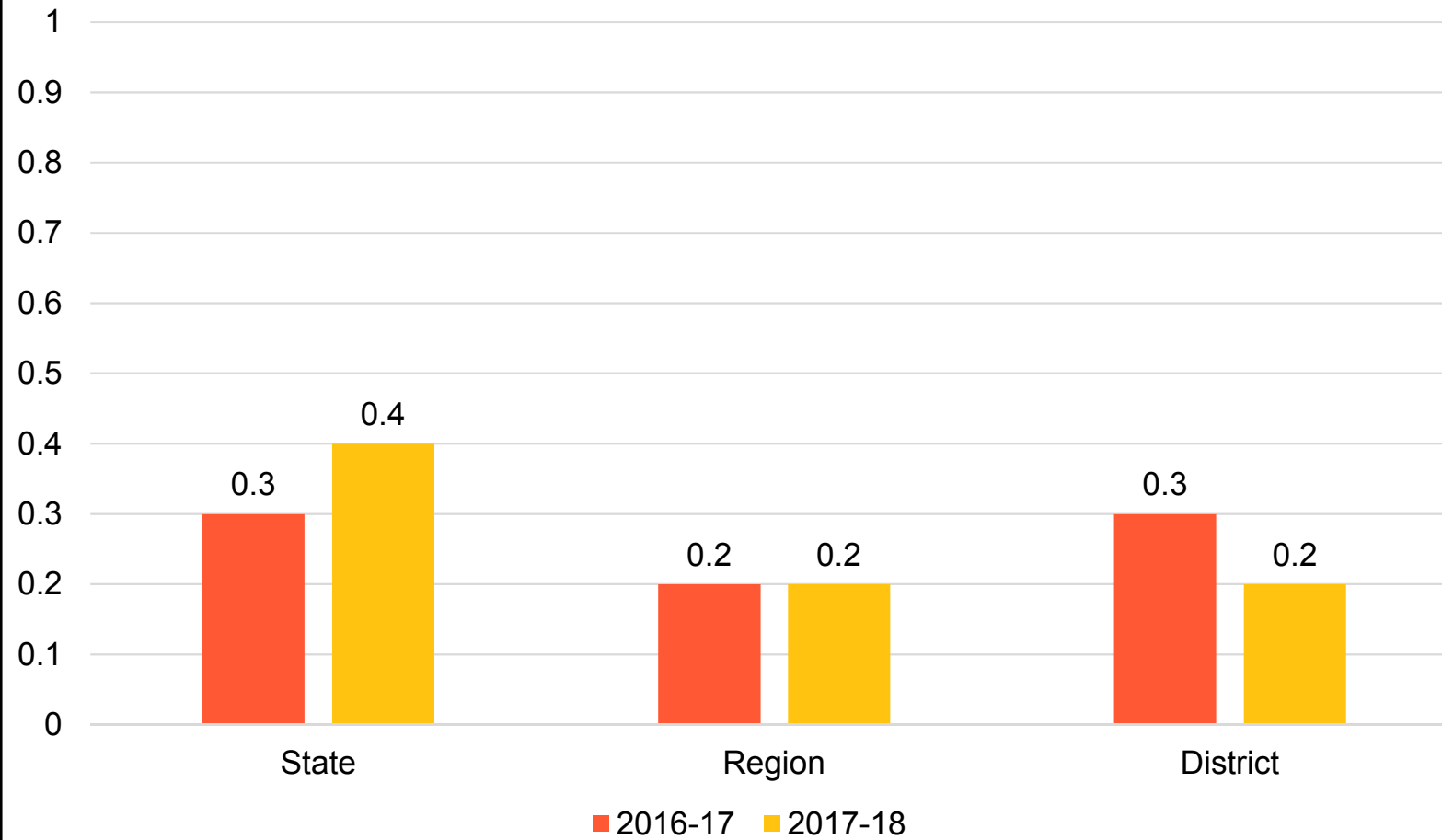
$$\frac{\text{number of dropouts in grades 7 and 8 during the 2016 – 2017 school year}}{\text{number of students in grades 7 and 8 at any time during the 2016 – 2017 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9 – 12 during the 2016 – 2017 school year}}{\text{number of students in grades 9 – 12 at any time during the 2016 – 2017 school year}}$$

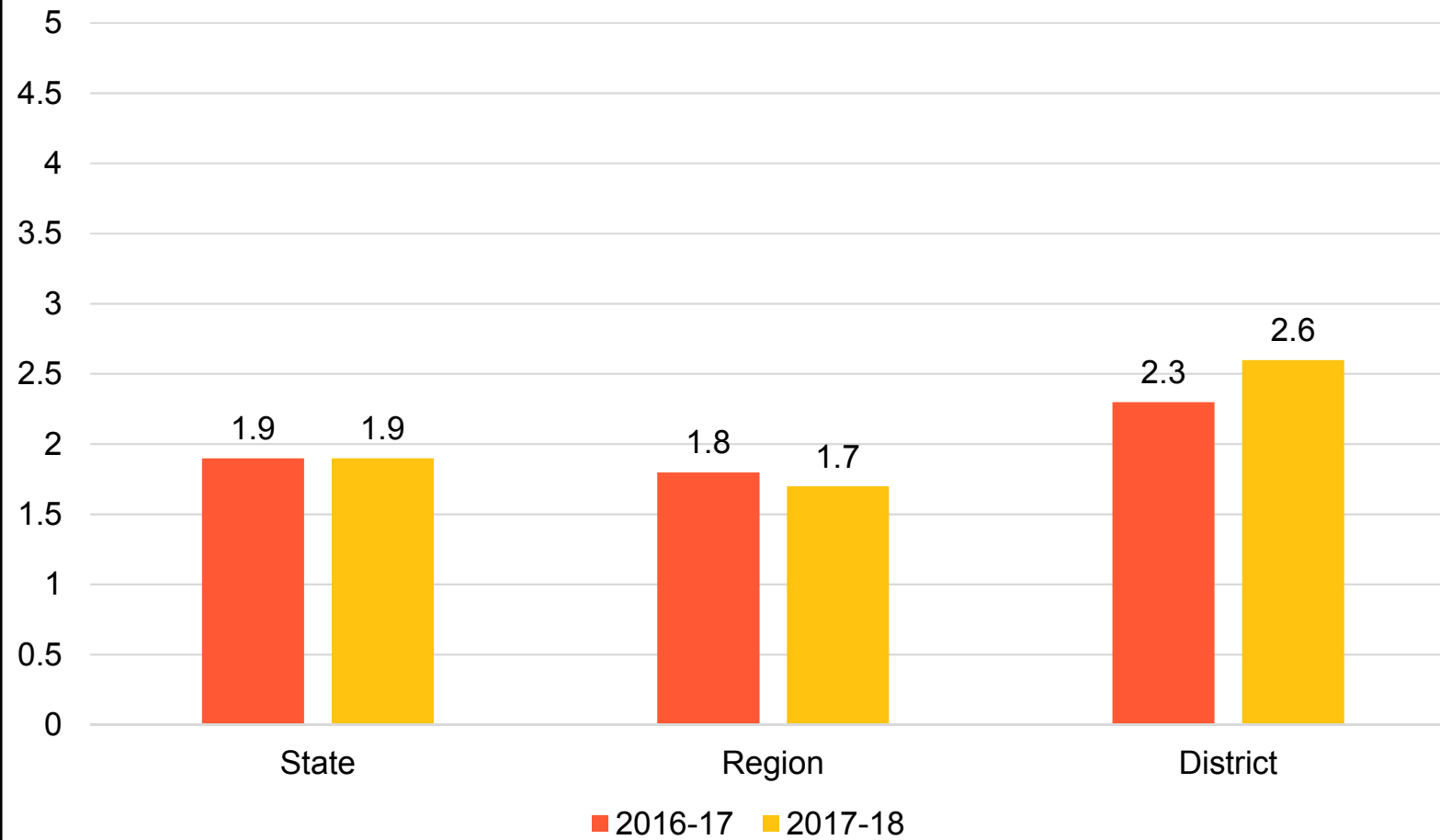


Annual Dropout Rate (Gr 7-8)





Annual Dropout Rate (Gr 9-12)





Graduation Rates

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2013-14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013-14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. This is also true for the five-year and six-year extended longitudinal cohorts

4-Year Longitudinal Rate: Graduated:

- The percentage who received their high school diploma in four years or fewer by August 31, 2017 for the 2017 cohort.

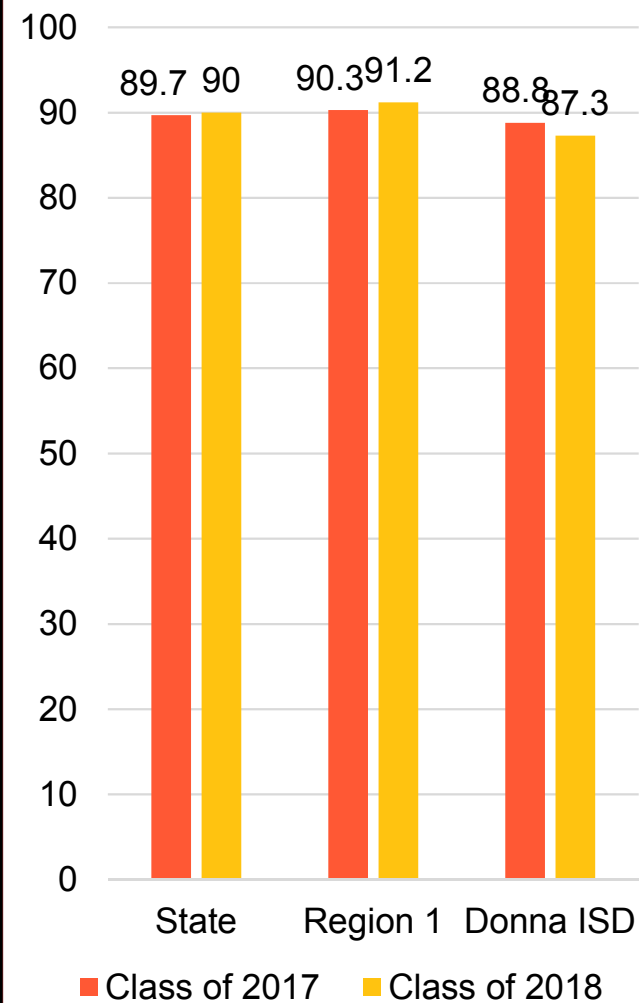
5-Year Extended Longitudinal Rate: Graduated:

- The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort.

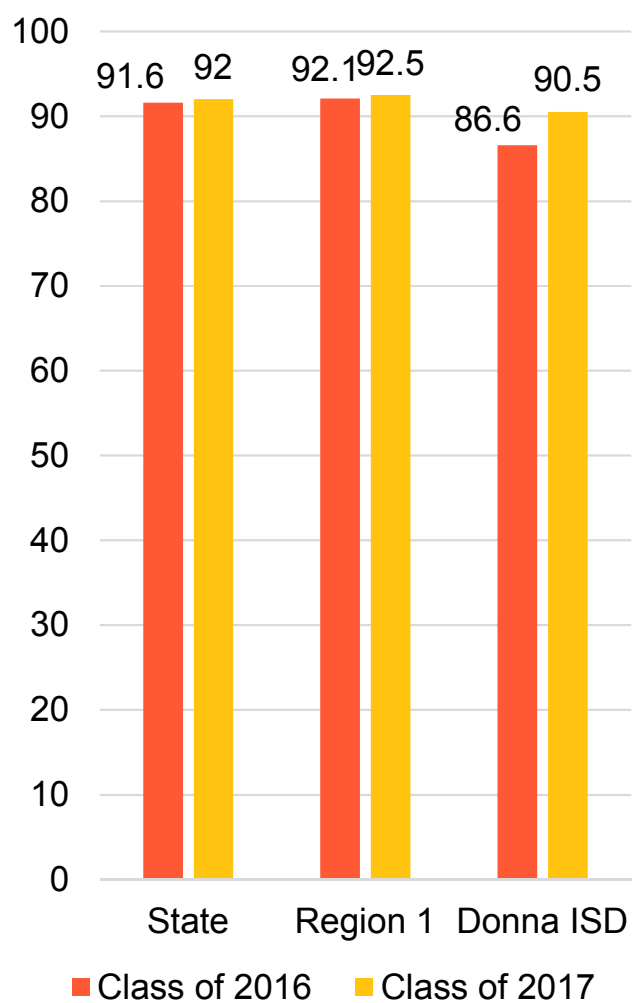
6-Year Extended Longitudinal Rate: Graduated:

- The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort

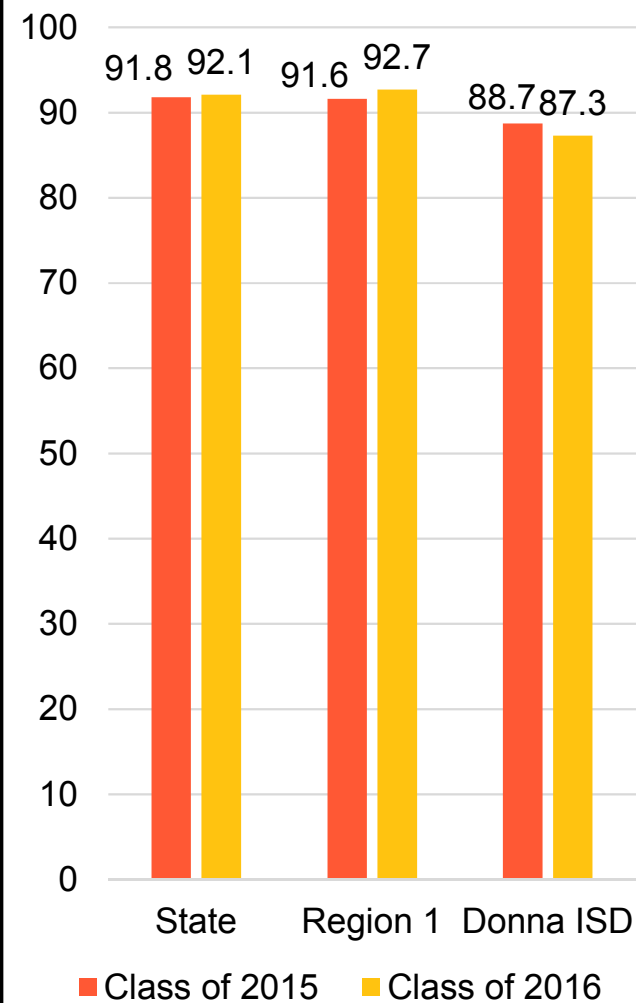
4-Year Longitudinal Rate:



5-Year Extended Longitudinal Rate:



6-Year Extended Longitudinal Rate:



6.

College, Career, and Military Readiness





College, Career, Military Ready



COLLEGE READY			CAREER READY	MILITARY READY
AP Score: 3 or better			Earn an approved industry-based certification	Enlist in the Armed Forces
IB Score: 4 or better				
AND/OR			AND/OR	
Meet Texas Success Initiative (TSI) criteria in Reading AND Math			Graduate with completed IEP & Workforce Readiness <ul style="list-style-type: none">Graduation Codes: 04, 05, 54, or 55	
	Math	Reading	AND/OR	
SAT	530	Evidence based Reading & Writing = 480	CTE Coherent Sequence Coursework aligned with Industry-Based Certifications (0.5 Credit)	
ACT	19 Composite=23	English = 19 Composite = 23	AND/OR	
TSIA	350	351	Get admitted to post-secondary industry certification program	
Complete college partner college prep course				
AND/OR				
Dual Course Credits				
3 Credits in ELAR/Math or 9 hours in any subject				
Complete/Earn Credit in an OnRamps Course				
Meet standards on composite indicators indicating readiness				



Donna
High School



Donna North
High School

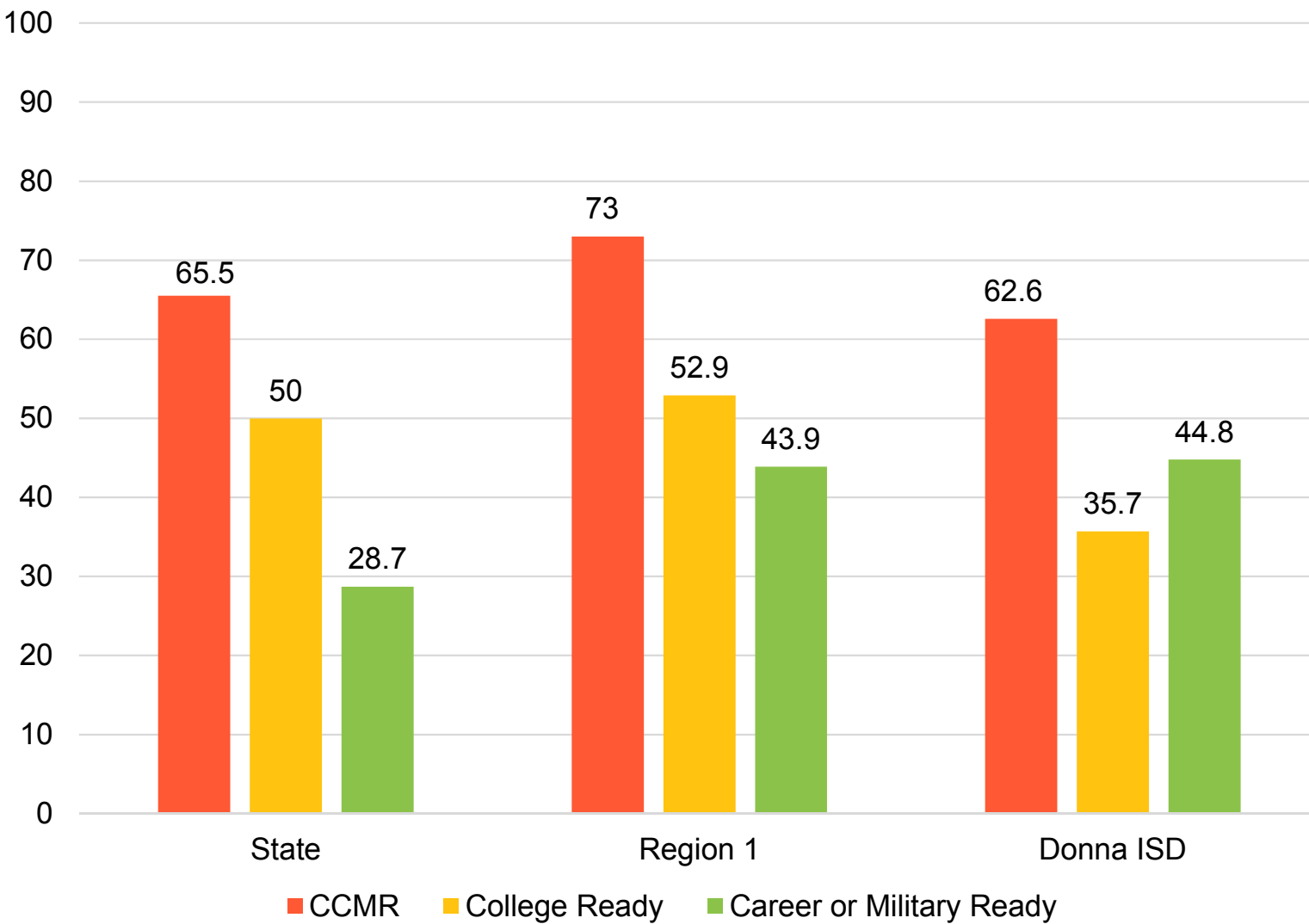


3D Academy



College, Career, & Military Ready Graduates 2017-2018

Goal 3



7.

High School Graduates' Enrollment





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

Goal 3

- 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.
- 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.

**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		
HIDALGO									
	DONNA ISD								
	108902006	3D ACADEMY							
		Four-Year Public University	1						
		Two-Year Public Colleges	13	7	0	1	0	1	4
		Independent Colleges & Universities	0						
		Not Trackable	28						
		Not Found	102						
		Total High School Graduates	144						
	108902001	DONNA H S							
		Four-Year Public University	96	24	14	19	26	13	0
		Two-Year Public Colleges	132	37	25	16	26	19	9
		Independent Colleges & Universities	2						
		Not Trackable	32						
		Not Found	121						
		Total High School Graduates	383						
	108902007	DONNA NORTH H S							
		Four-Year Public University	52	6	8	12	15	11	0
		Two-Year Public Colleges	118	44	12	15	17	15	15
		Independent Colleges & Universities	0						
		Not Trackable	70						
		Not Found	159						
		Total High School Graduates	399						

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.

8.

2018-2019
District Student
Information





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.

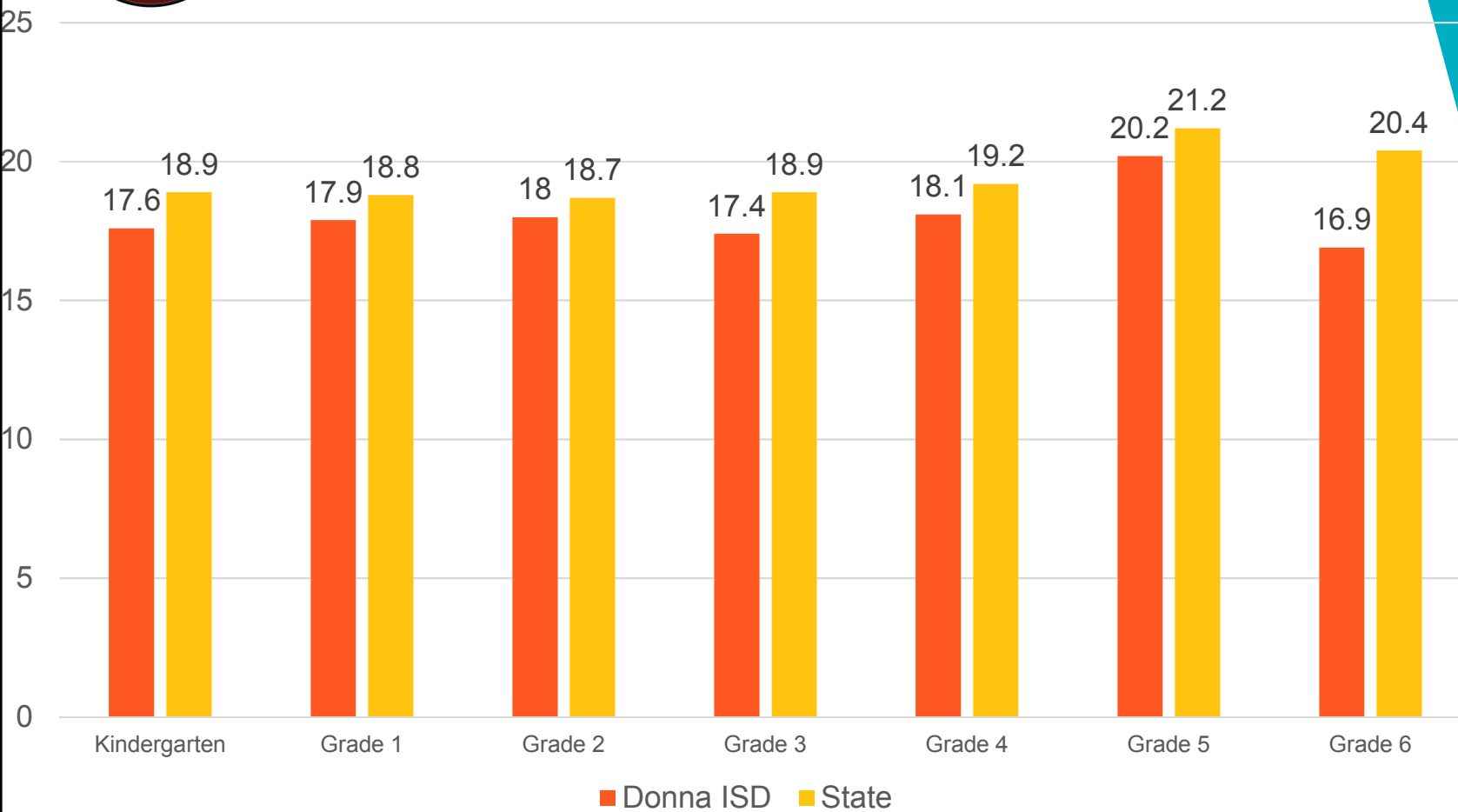
For **elementary classes**, how the average is determined depends on the instructional model.

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.

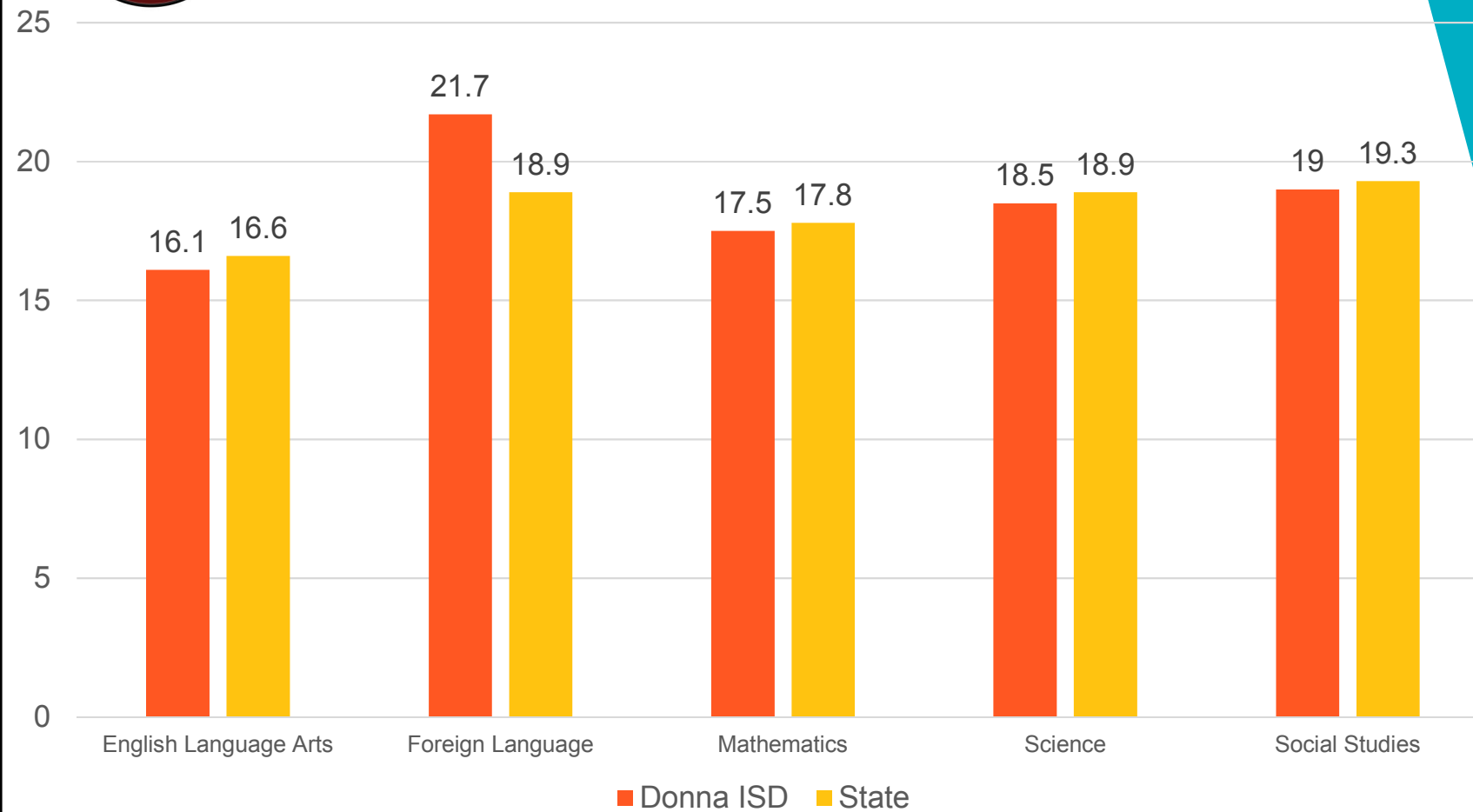


Class Size Information- Elementary





Class Size Information- Secondary



9.

2018-2019 Staff Information





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.

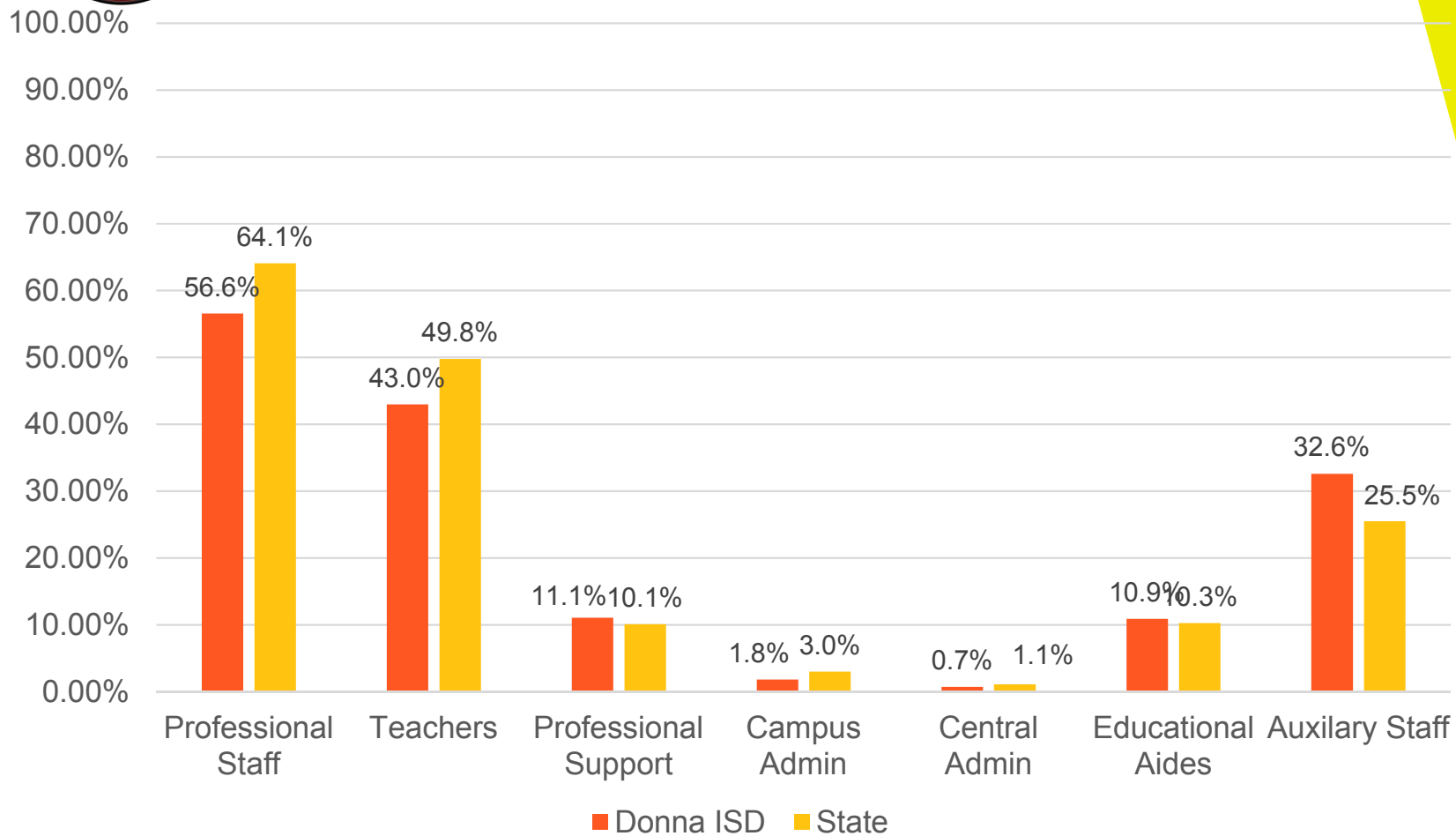
Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators.

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter).

Auxiliary Staff (not on campus profile): 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.



Staff Information



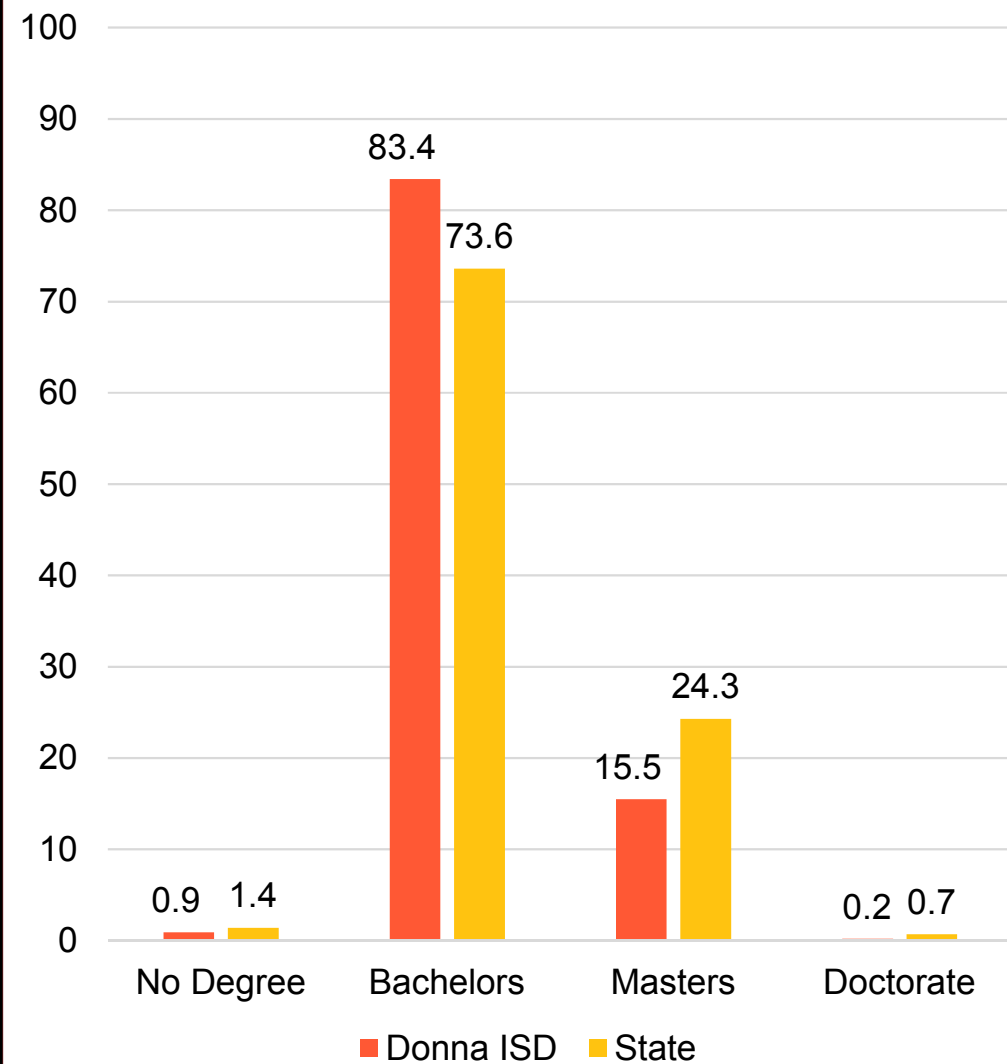


Teacher Information

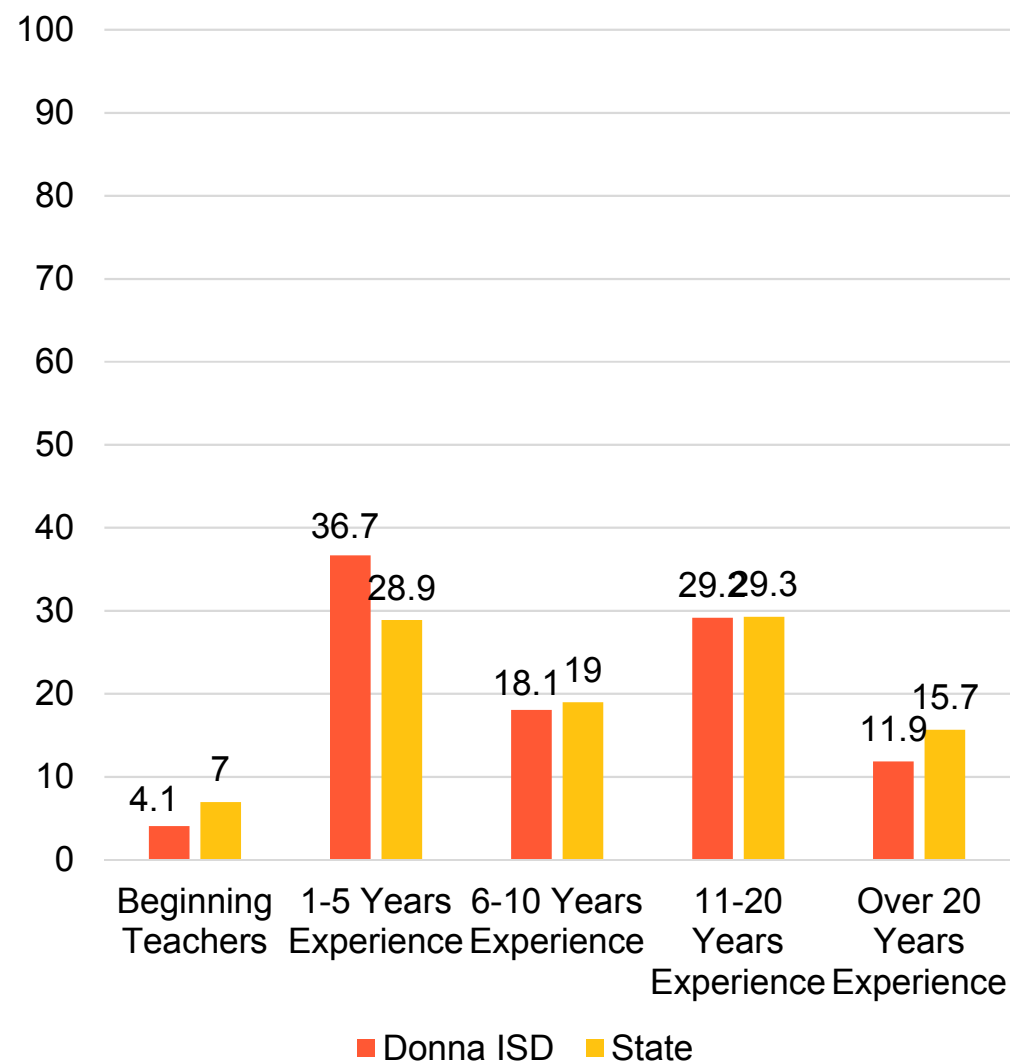
Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs.

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.

Teachers Highest Degree Held:



Teachers by Years of Experience:





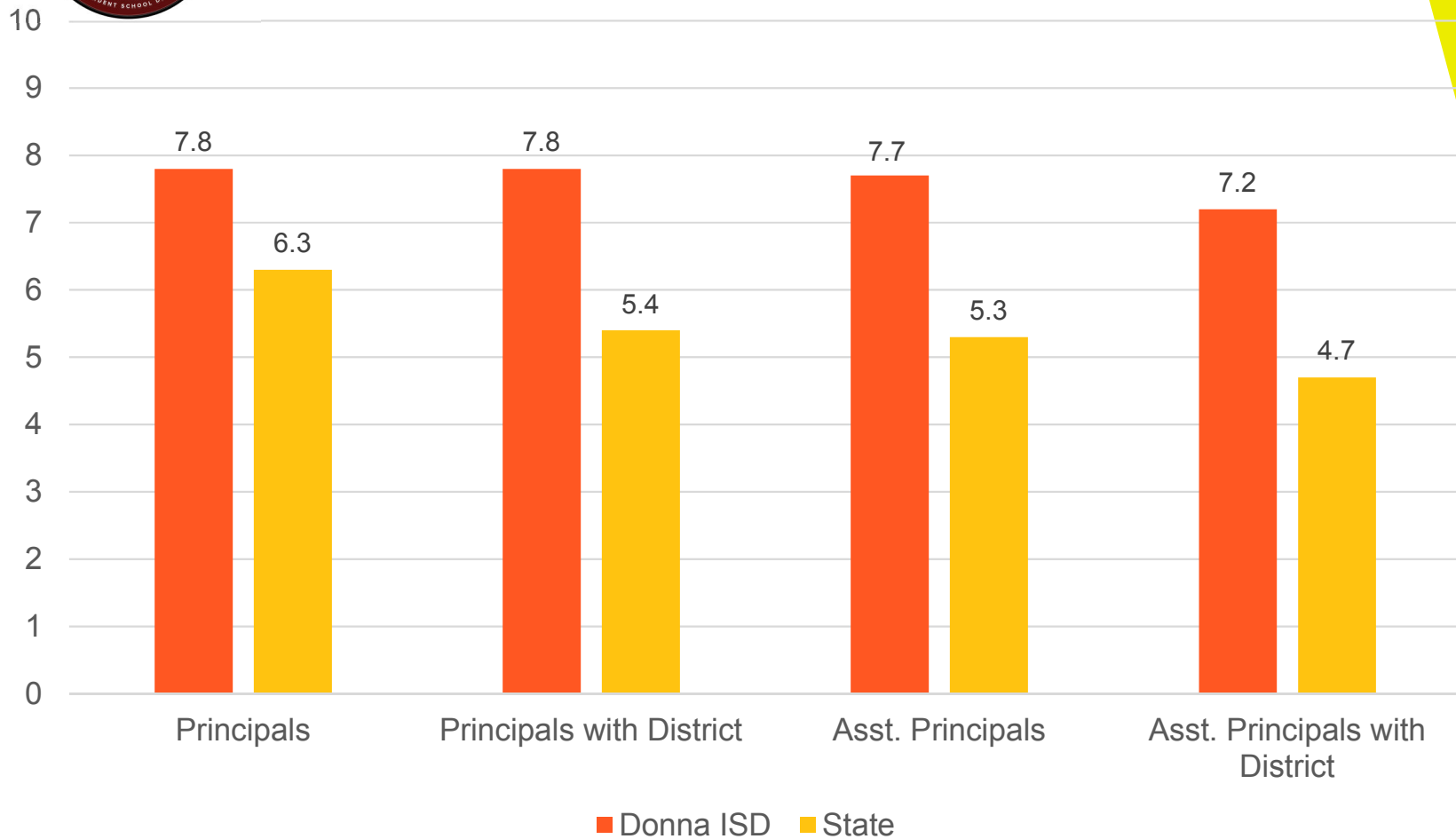
Experience of Campus Leadership

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.
- **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 campus.



Average Years of Experience of Campus Leadership





Salaries

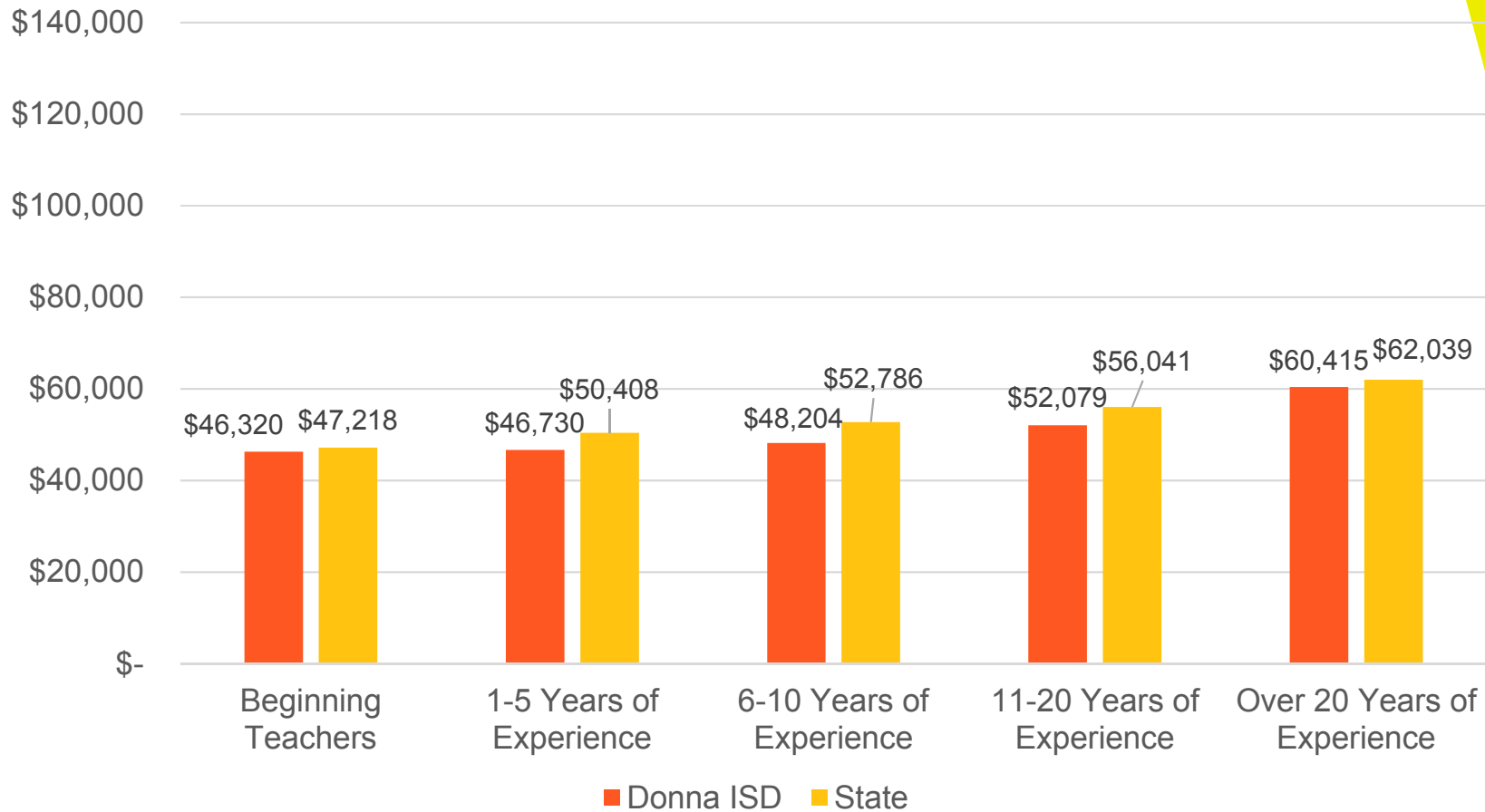
Average Teacher Salary by Years of Experience: Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation.

Average Actual Salaries: 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.

- **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.
- **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.

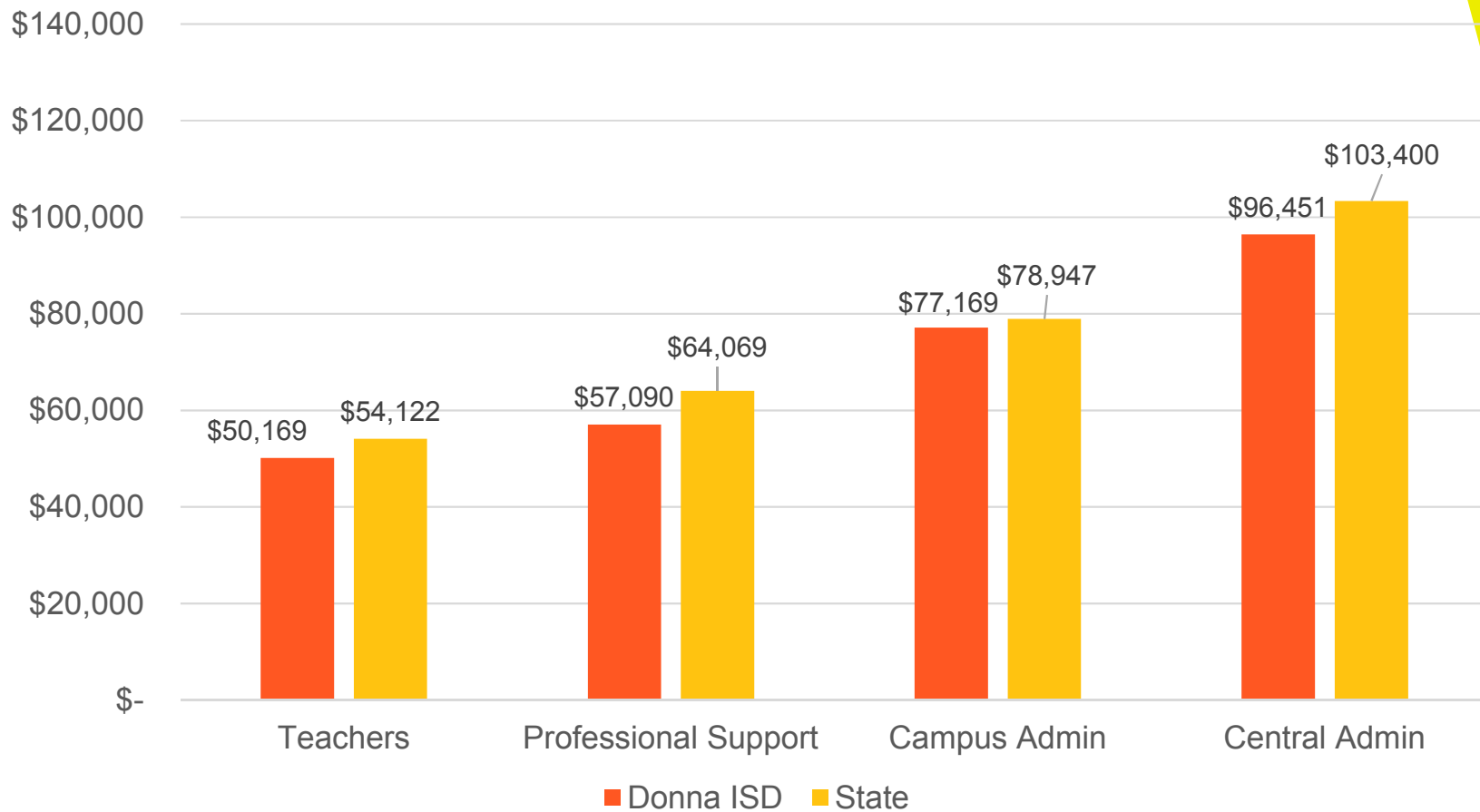


Average Teacher Salary by Years of Experience





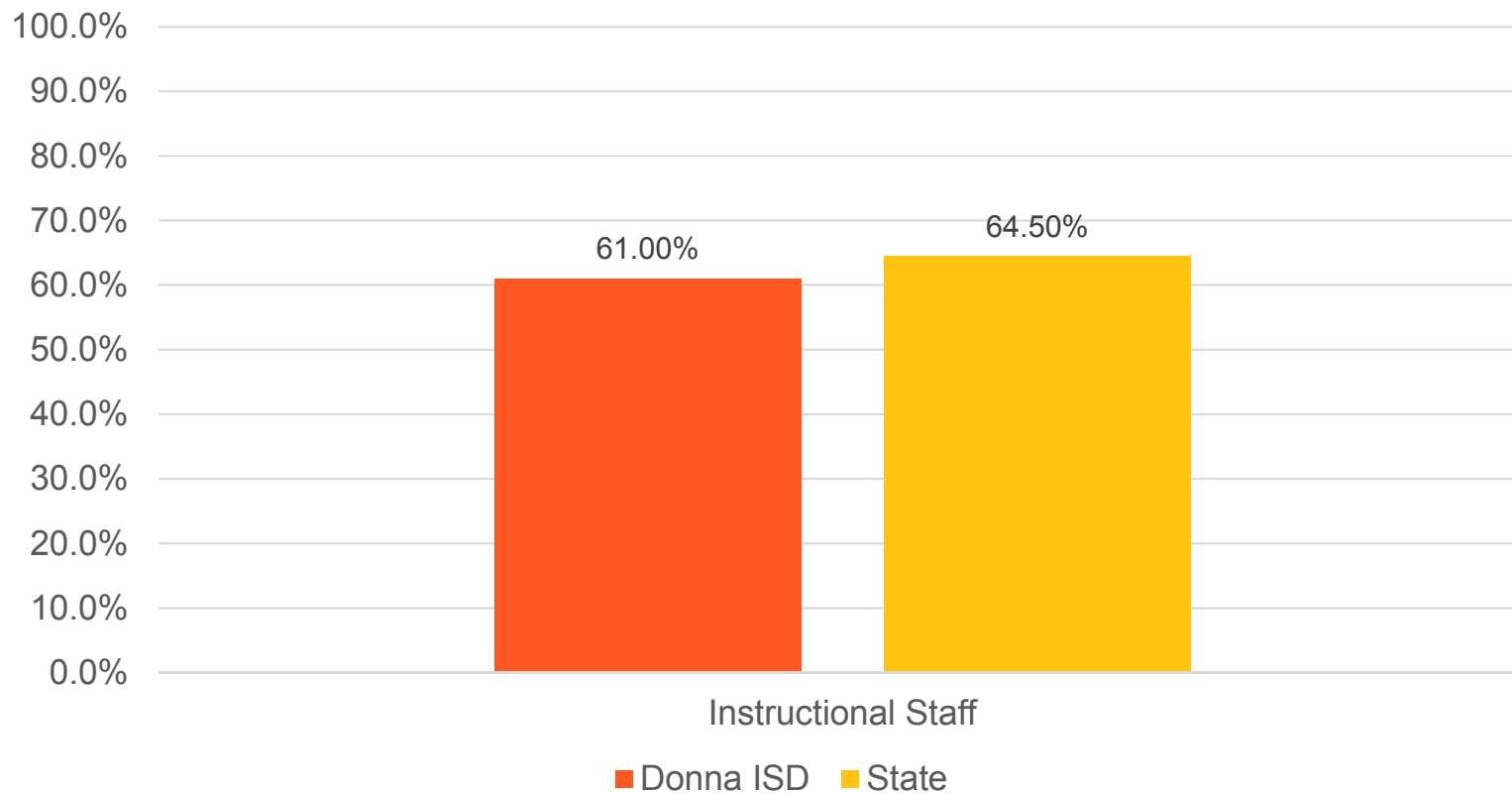
Average Actual Salaries





Instructional Staff

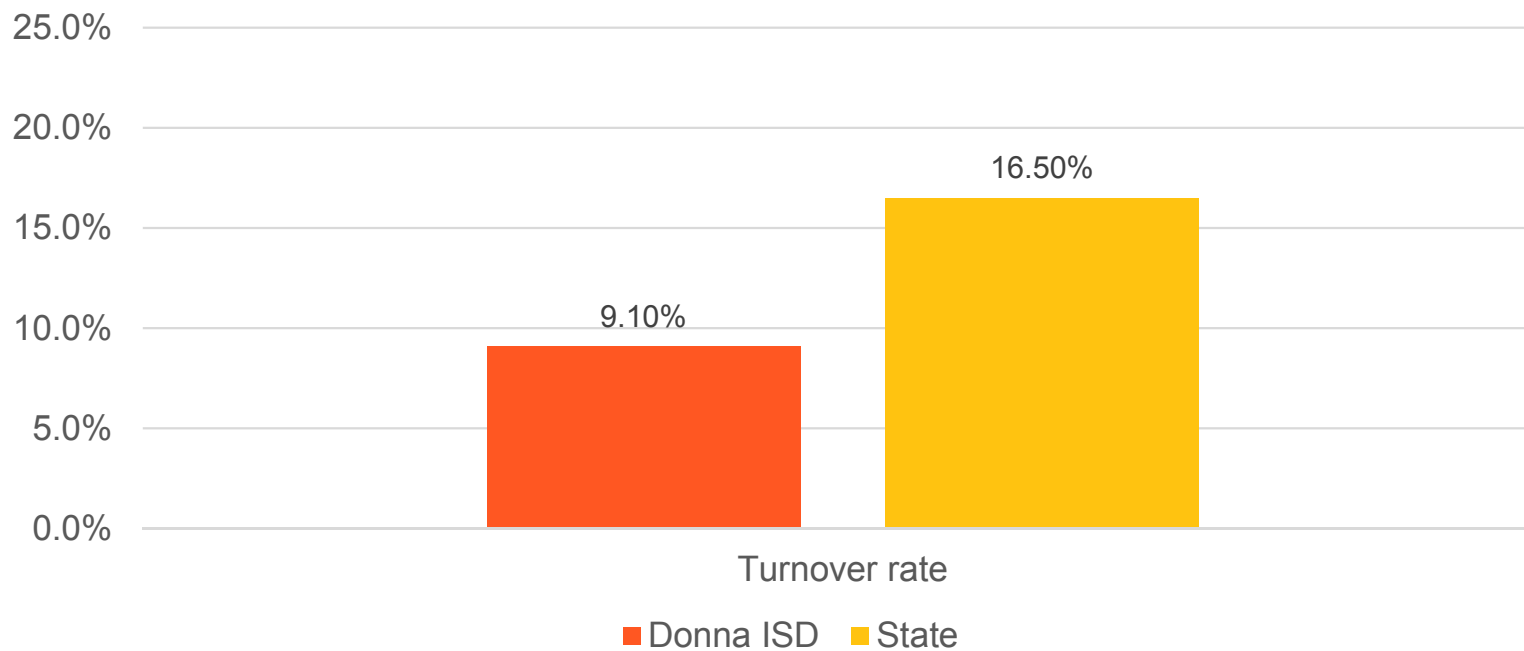
The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2017-18 school year.





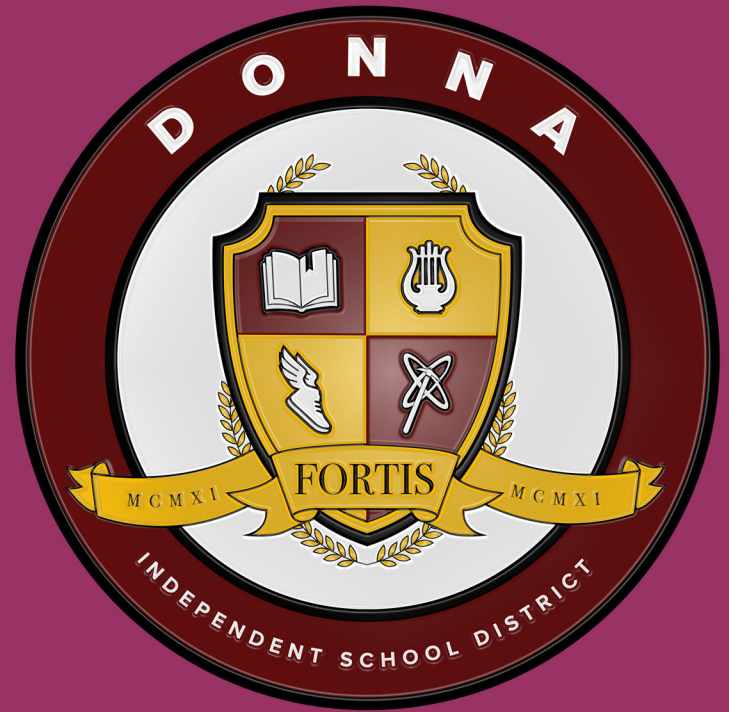
Turnover Rate for Teachers

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.



10.

Financial Standard Reports





PEIMS District Financial Budget Reports

Budgeted financial data each school district and statewide for totals for Donna ISD



2017-2018 Actual Financial data

Total Enrolled Students in Membership: 14,792

	<u>District</u>			<u>State</u>					
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
<u>Total Revenue</u>	164,498,467	100.00%	11,121	190,021,543	100.00%	12,846	63,158,400,197	100.00%	11,729
Local Tax	17,502,337	10.64%	1,183	18,782,972	9.88%	1,270	29,898,897,099	47.34%	5,552
Other Local and Intermediate	1,168,692	0.71%	79	1,217,819	0.64%	82	3,062,782,060	4.85%	569
State	129,641,546	78.81%	8,764	136,145,583	71.65%	9,204	23,747,526,632	37.60%	4,410
Federal	16,185,892	9.84%	1,094	33,875,169	17.83%	2,290	6,449,194,406	10.21%	1,198
<u>Total Receipts</u>	164,602,901	100.00%	11,128	190,125,977	100.00%	12,853	78,621,000,420	100.00%	14,600
Total Revenue	164,498,467	99.94%	11,121	190,021,543	99.95%	12,846	63,158,400,197	100.00%	11,729
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	2.63%	384
Total Other Resources	104,434	0.06%	7	104,434	0.05%	7	13,394,077,800	17.04%	2,487
Fund Balances (for ISDs)									
<u>Total Fund Balance**</u>	49,121,037	29.86%	3,321	59,209,589	31.16%	4,003	35,850,846,786	59.68%	7,045
Nonspendable Fund Balance	495,277	0.30%	33	495,277	0.26%	33	239,176,837	0.40%	47
Restricted Fund Balance	4,570,337	2.78%	309	14,659,190	7.71%	991	17,226,468,243	28.68%	3,385
Committed Fund Balance	0	0.00%	0	0	0.00%	0	3,318,730,683	5.52%	652
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,536,919,034	4.22%	499
Unassigned Fund Balance	44,055,423	26.78%	2,978	44,055,122	23.18%	2,978	12,529,551,989	20.86%	2,462

Disbursements

Total Expenditures

BY OBJECT	154,347,119	100.00%	10,434	181,448,578	100.00%	12,267	70,292,451,357	100.00%	13,054
Payroll (Objects 6100)	122,075,502	79.09%	8,253	137,499,523	75.78%	9,296	41,624,867,679	59.22%	7,730
Other Operating (Objects 6200-6400)	28,417,753	18.41%	1,921	30,810,319	16.98%	2,083	11,850,276,791	16.86%	2,201
Debt Service (Objects 6500)	1,630,108	1.06%	110	10,320,152	5.69%	698	7,697,906,295	10.95%	1,430
Capital Outlay (Objects 6600)	2,223,756	1.44%	150	2,818,584	1.55%	191	9,119,400,592	12.97%	1,694

BY FUNCTION (Objects 6100-6400 only)

Debt Service (71)	0		0	0		0	0		0
Facilities Acquisition & Construction (81)	0		0	0		0	467,408,659		87
Total Operating Expenditures	150,493,255	100.00%	10,174	168,309,842	100.00%	11,378	53,007,735,811	100.00%	9,844
Instruction (11,95)	81,201,087	53.96%	5,490	92,335,935	54.86%	6,242	29,573,638,083	55.79%	5,492
Instructional Res Media (12)	1,629,120	1.08%	110	2,325,656	1.38%	157	605,950,802	1.14%	113
Curriculum/Staff Develop (13)	2,328,634	1.55%	157	4,626,475	2.75%	313	1,174,310,004	2.22%	218
Instructional Leadership (21)	1,774,698	1.18%	120	2,669,250	1.59%	180	833,658,903	1.57%	155
School Leadership (23)	7,153,760	4.75%	484	7,476,403	4.44%	505	3,099,426,611	5.85%	576
Guidance Counseling Svcs (31)	5,401,254	3.59%	365	6,102,903	3.63%	413	1,926,098,691	3.63%	358
Social Work Services (32)	862,676	0.57%	58	1,036,203	0.62%	70	142,409,113	0.27%	26
Health Services (33)	1,685,087	1.12%	114	2,289,932	1.36%	155	536,700,538	1.01%	100
Transportation (34)	5,439,235	3.61%	368	5,439,235	3.23%	368	1,570,586,301	2.96%	292
Food (35)	11,448,086	7.61%	774	11,448,086	6.80%	774	2,825,048,050	5.33%	525
Extracurricular (36)	6,251,837	4.15%	423	6,251,837	3.71%	423	1,610,863,870	3.04%	299
General Administration (41,92)	4,660,011	3.10%	315	4,660,011	2.77%	315	1,787,695,433	3.37%	332
Plant Maint/Operation (51)	16,117,167	10.71%	1,090	16,126,146	9.58%	1,090	5,547,616,328	10.47%	1,030
Security/Monitoring (52)	2,563,978	1.70%	173	2,572,039	1.53%	174	505,751,521	0.95%	94
Data Processing Services (53)	1,797,608	1.19%	122	1,797,608	1.07%	122	1,009,632,415	1.90%	187
Community Services (61)	179,017	0.12%	12	1,152,123	0.68%	78	258,349,148	0.00%	48

Total Disbursements	154,593,942	100.00%	10,451	181,695,401	100.00%	12,283	76,425,568,379	100.00%	14,193
Total Expenditures	154,347,119	99.84%	10,434	181,448,578	99.86%	12,267	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	246,823	0.16%	17	246,823	0.14%	17	662,347,322	1.25%	123



2017-2018 Actual Financial data

Program Expenditures

Operating Expenditures - Program	105,569,617	100.00%	7,137	122,226,025	100.00%	8,263	39,129,628,714	100.00%	7,267
Regular	72,240,224	68.43%	4,884	72,438,327	59.27%	4,897	23,408,623,199	59.82%	4,347
Gifted and Talented	352,956	0.33%	24	352,956	0.29%	24	396,918,069	1.01%	74
Career and Technical	3,465,625	3.28%	234	3,667,307	3.00%	248	1,595,080,075	4.08%	296
Students with Disabilities	10,141,647	9.61%	686	13,090,745	10.71%	885	6,228,755,783	15.92%	1,157
Accelerated Education	2,754	0.00%	0	12,315,188	10.08%	833	1,729,817,631	4.42%	321
Bilingual	1,927,251	1.83%	130	2,624,006	2.15%	177	624,626,340	1.60%	116
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	156,186,644	0.40%	29
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	223,139,912	0.57%	41
Disc Alt Ed-DAEP Supplemental	1,124,973	1.07%	76	1,124,973	0.92%	76	27,092,836	0.07%	5
T1 A Schoolwide-St Comp>=40%	9,560,573	9.06%	646	9,566,381	7.83%	647	2,061,367,635	5.27%	383
Athletics/Related Activities	3,397,027	3.22%	230	3,397,027	2.78%	230	1,059,340,400	2.71%	197
High School Allotment	951,862	0.90%	64	951,862	0.78%	64	568,417,706	1.45%	106
Prekindergarten	2,404,725	2.28%	163	2,697,253	2.21%	182	1,050,262,484	2.68%	195



2017-2018 Actual Financial data

Tax Rates

2017 (current tax year) Tax Rates

Maintenance and Operations	1.1700	1.0933
Interest and Sinking Funds	0.0882	0.2108
Total Tax Rate	1.2582	1.3041

2016 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	1,200,968,522	N/A	2,220,042,195,073	N/A
Property Value per pupil	81,190	N/A	436,998	N/A
Property Value by category:				
Business	343,024,283	24.07%	892,180,729,305	35.47%
Residential	917,821,338	64.41%	1,479,753,710,535	58.82%
Land	118,776,760	8.34%	65,281,339,904	2.60%
Oil and Gas	4,467,053	0.31%	64,143,342,124	2.55%
Other	40,922,883	2.87%	14,174,456,770	0.56%

Unassigned Fund Balance percentage of total budgeted expenditures

2017-2018 School Districts' General Fund Unassigned Fund Balance***	44,055,423	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	170,699,826	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	25.8%	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.

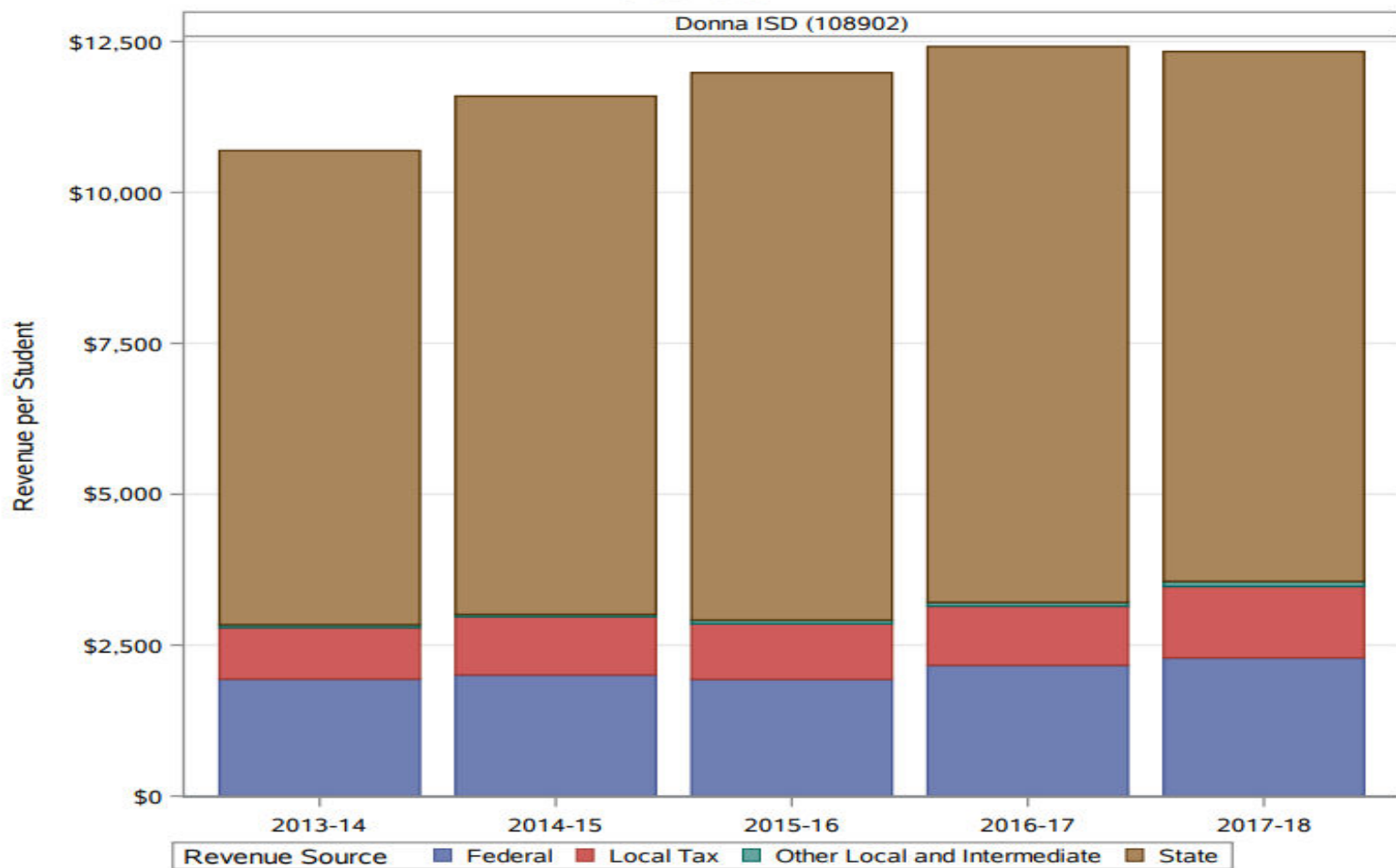


Financial Reports

The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

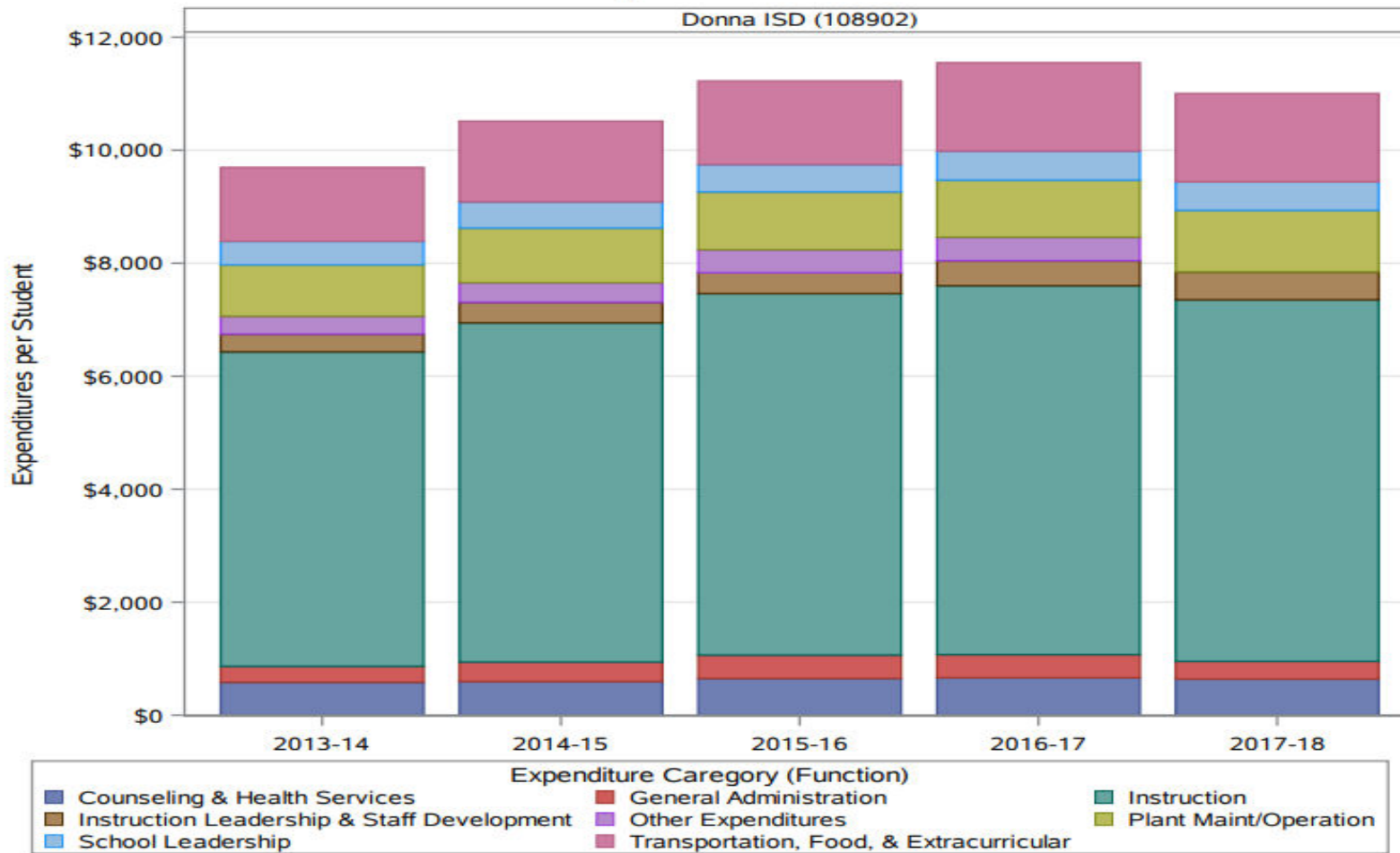
The following bar charts compare the per student revenues and expenditures and fund balances for the two selected districts or the state

Comparison of 2013-14 through 2017-18 Operational Revenue Sources



Donna ISD (108902) Total Enrolled Students in Membership = 14,792
&enroll2.
Excludes Debt Service & Recapture

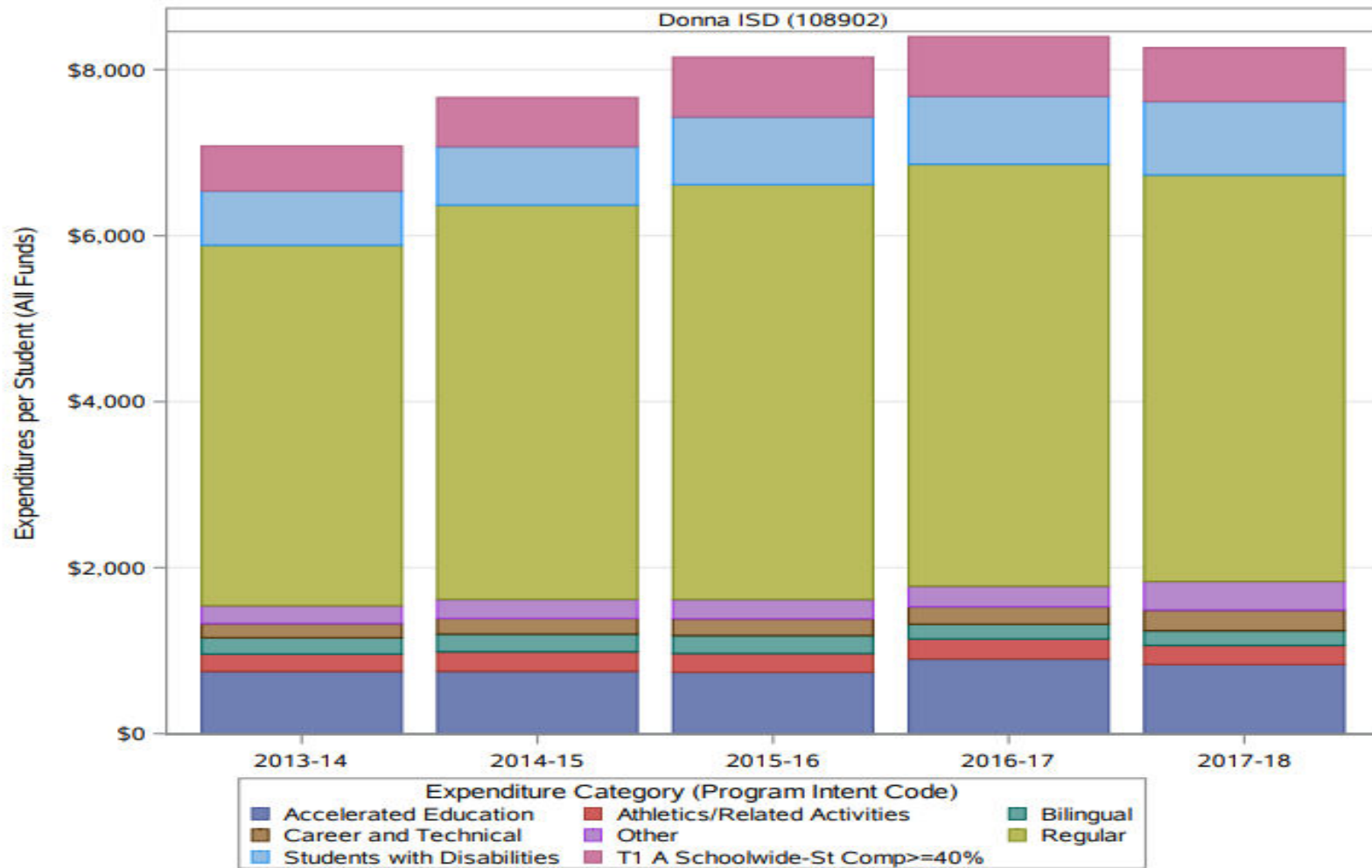
Comparison of 2013-14 through 2017-18 Operational Total Expenditures



Donna ISD (108902) Total Enrolled Students in Membership = 14,792
&enroll2.

Excludes Capital Outlay & Debt Service

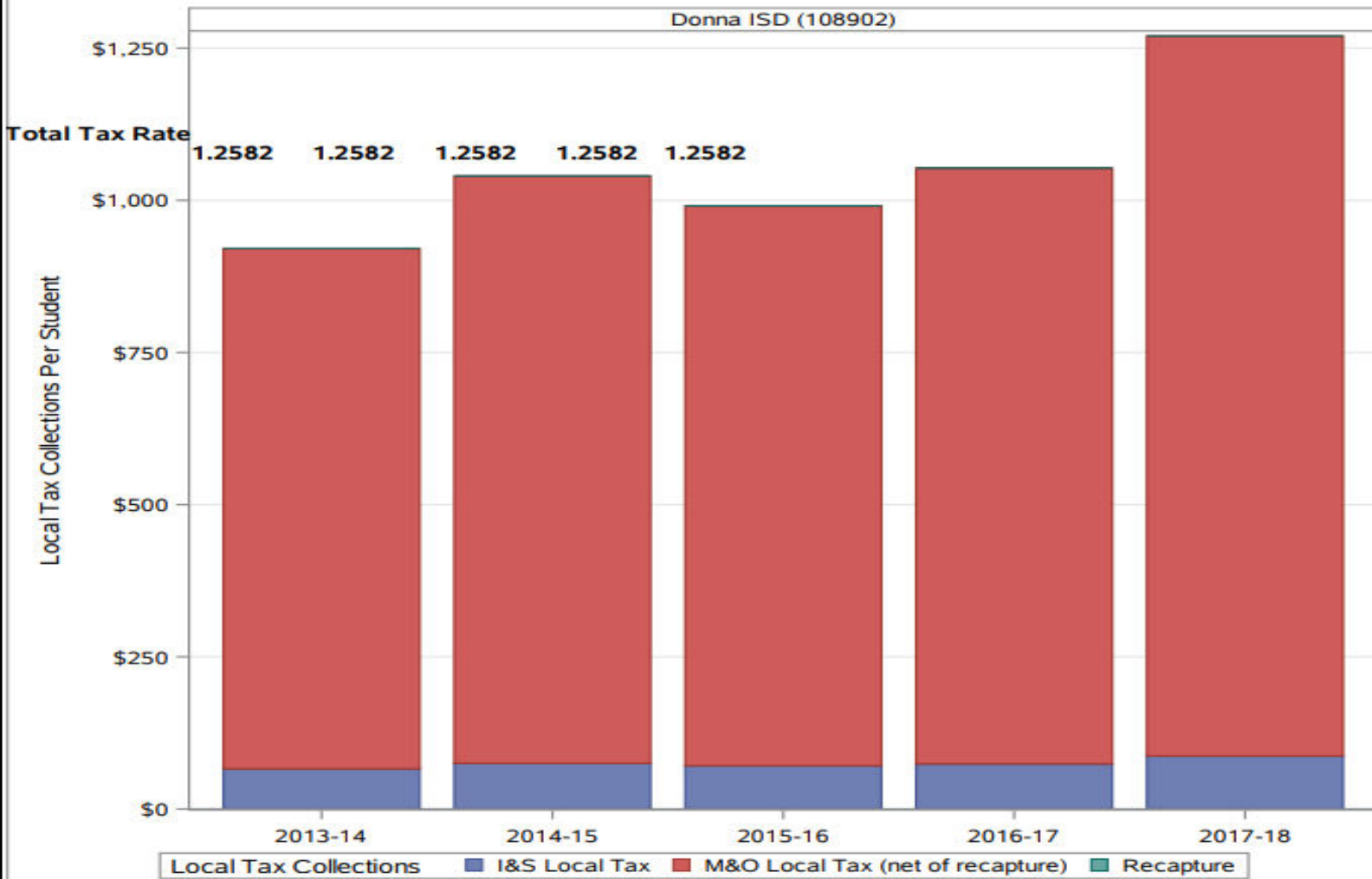
Comparison of 2013-14 through 2017-18 Program Expenditures



Donna ISD (108902) Total Enrolled Students in Membership = 14,792
&enroll2.

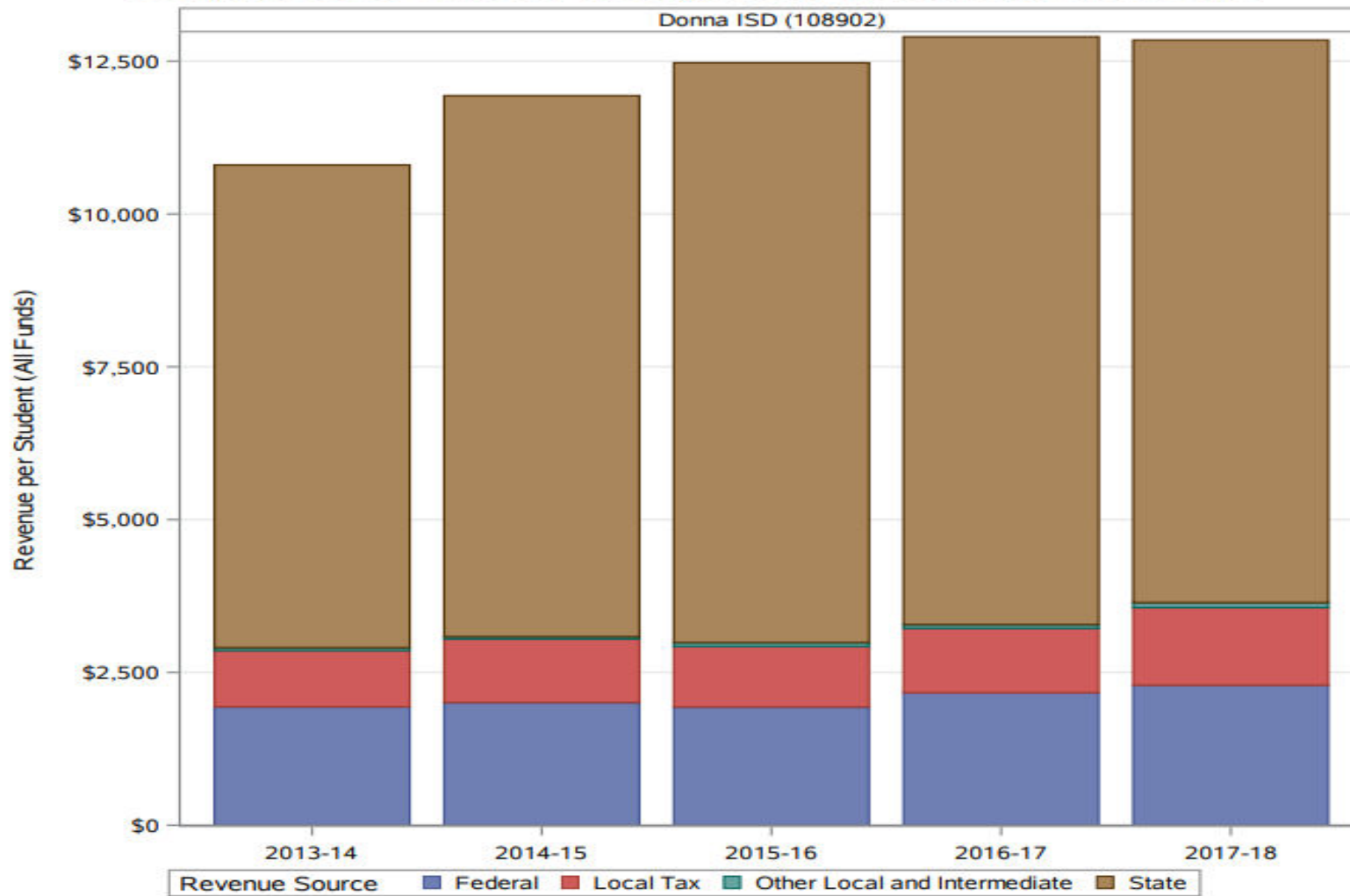
Excludes Program Intent Code 99 (undistributed)

Comparison of 2013-14 through 2017-18 Local Tax Collections



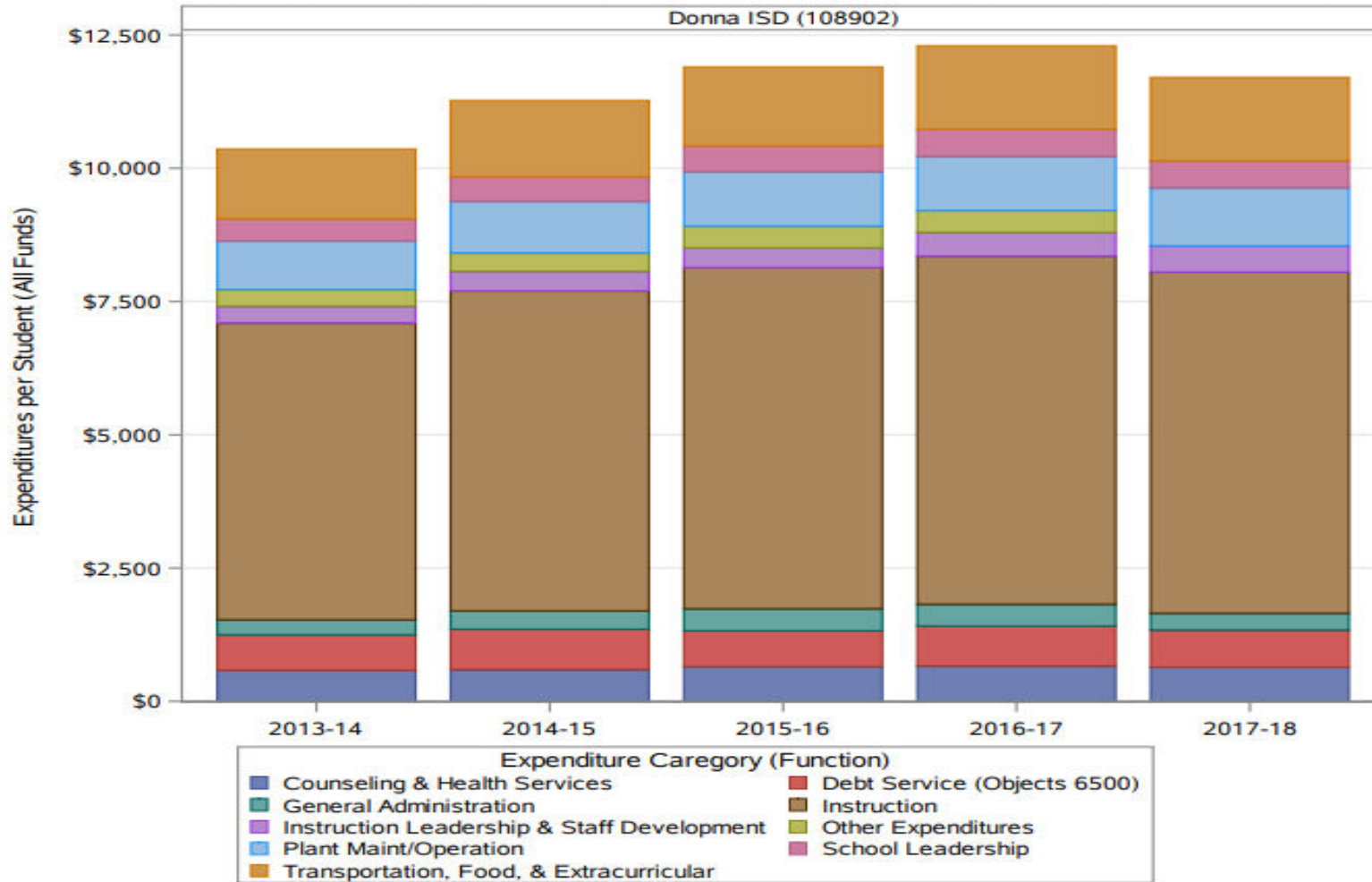
Donna ISD (108902) Total Enrolled Students in Membership = 14,792
&enroll2.

Comparison of 2013-14 through 2017-18 All Funds Revenue



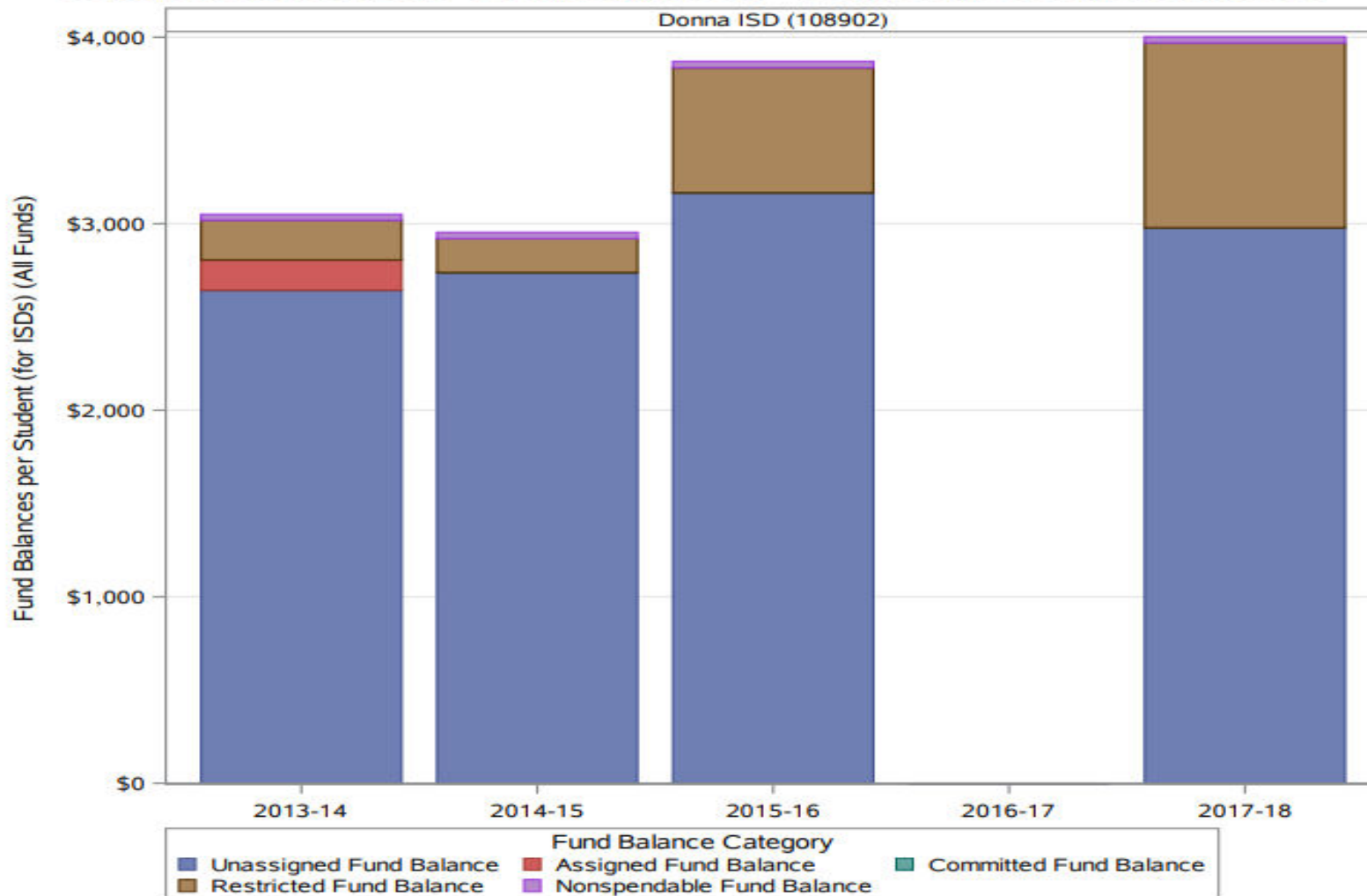
Donna ISD (108902) Total Enrolled Students in Membership = 14,792
&enroll2.

Comparison of 2013-14 through 2017-18 All Funds Total Expenditures



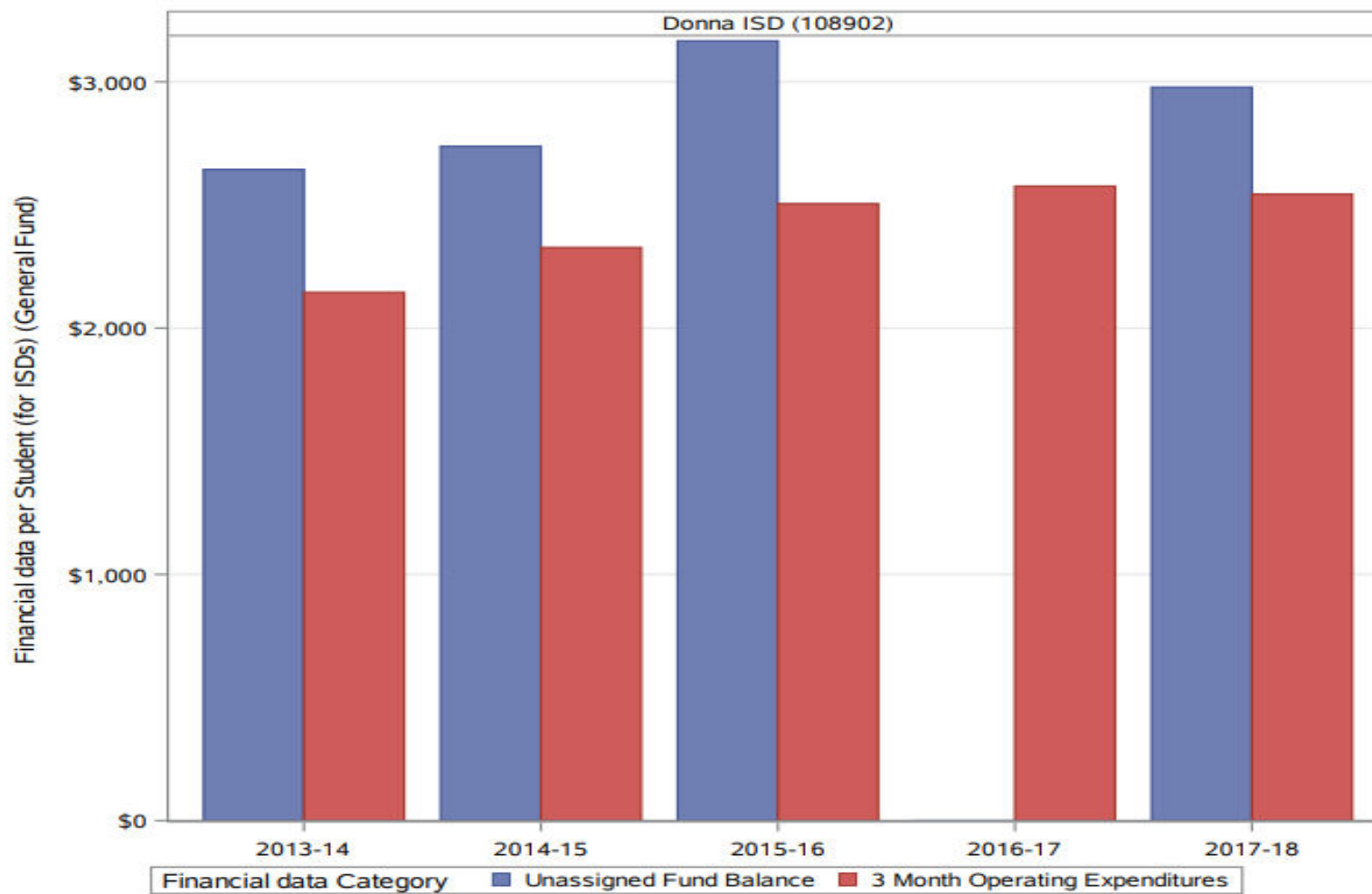
Donna ISD (108902) Total Enrolled Students in Membership = 14,792
&enroll2.
Excludes Capital Outlay

Comparison of 2013-14 through 2017-18 All Funds Fund Balances



Donna ISD (108902) Total Enrolled Students in Membership = 14,792
&enroll2.

Comparison of 2013-14 through 2017-18 General Fund Unassigned Fund Balance



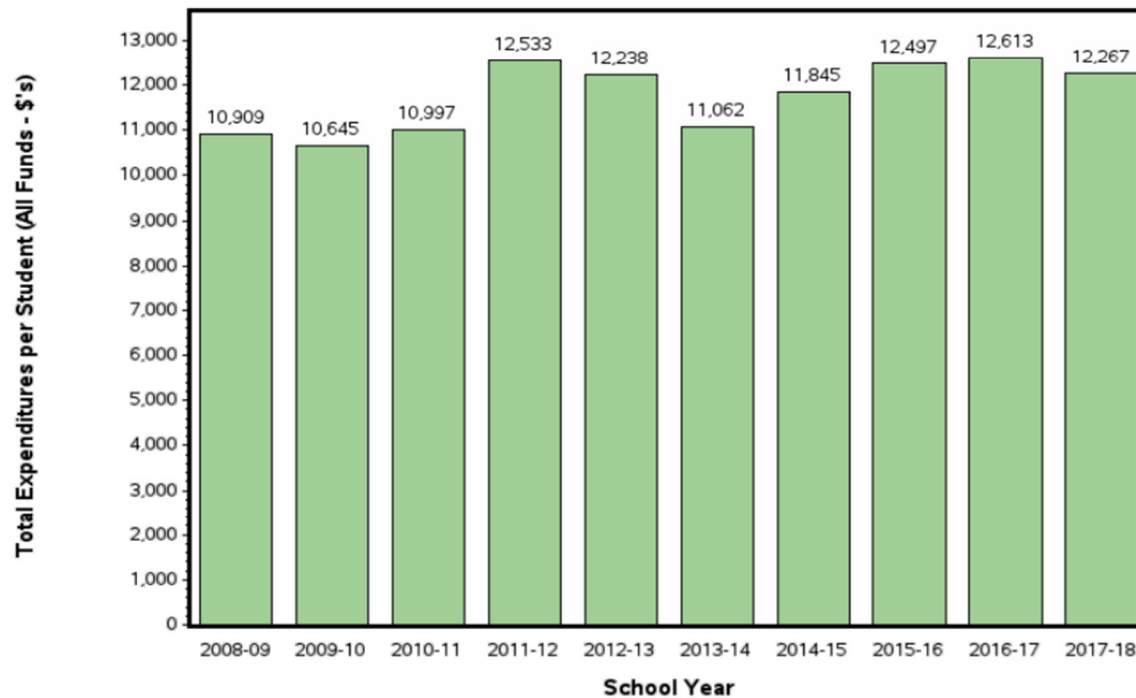
Donna ISD (108902) Total Enrolled Students in Membership = 14,792
&enroll2.



Longitudinal Data: 10 Year History for Donna ISD (108902)

Measure	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Expenditures per Student (All Funds - \$'s)	10,909	10,645	10,997	12,533	12,238	11,062	11,845	12,497	12,613	12,267
Total Expenditures (All Funds - \$'s)	158,811,344	158,285,597	165,208,693	187,102,135	186,572,607	169,867,647	181,518,794	191,352,717	189,653,268	181,448,578
Total Enrolled Students in Membership	14,558	14,870	15,023	14,929	15,245	15,356	15,325	15,312	15,036	14,792

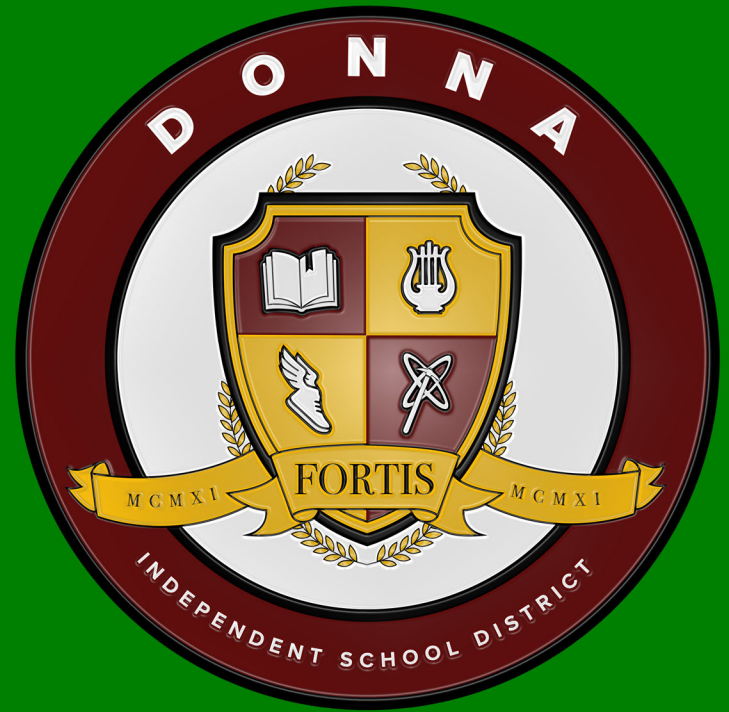
Total Expenditures per Student versus School Year



Includes Debt Service and Capital Outlay, and excludes Recapture

11.

Report on Violent Incidents





Report on Violent or Criminal Incidents

The annual report (as per TEC Section 39.306) must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

- The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
- Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
- Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

Discipline Reports can be found here:

https://tea.texas.gov/Reports_and_Data/Student_Data/Discipline_Data_Products/Discipline_Reports



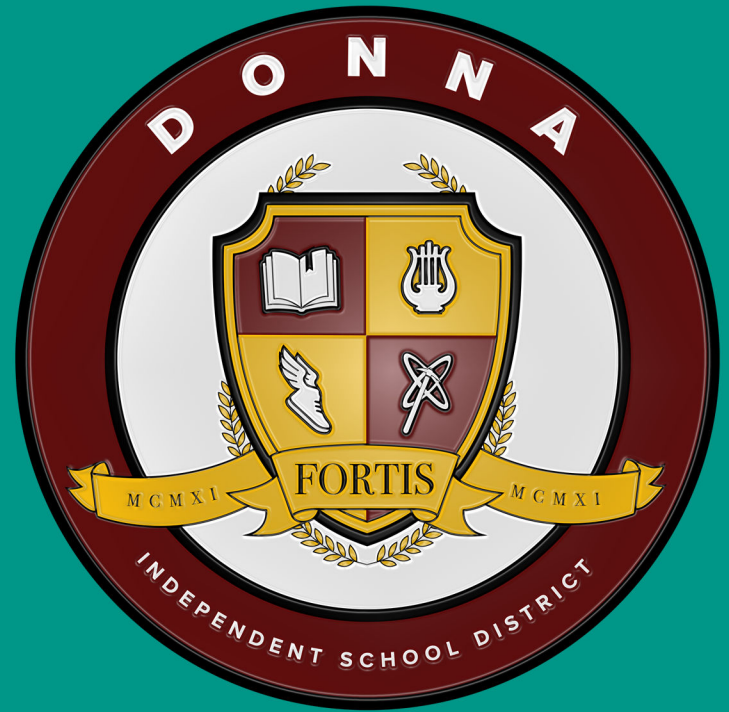
Report on Violent or Criminal Incidents

Disciplinary Action Reason codes used by TEA in identifying a “persistently dangerous school” under ESSA: 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48

Donna ISD had **no incidents** of this type for the 2018-2019 Discipline Summary

Thank you!

Questions
Comments
Concerns



2018-19 Texas Academic Performance Report

District Name: **DONNA ISD**

District Number: **108902**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Needs Assistance

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District Name: DONNA ISD
 County Name: HIDALGO
 District Number: 108902

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	79%	66%	-	66%	*	-	*	-	*	48%	43%	66%	63%	65%	64%
	2018	77%	79%	69%	*	69%	*	-	-	-	*	47%	67%	70%	65%	67%	69%
At Meets Grade Level or Above	2019	45%	46%	32%	-	32%	*	-	*	-	*	34%	29%	32%	29%	31%	30%
	2018	43%	42%	31%	*	31%	*	-	-	-	*	39%	22%	33%	23%	29%	28%
At Masters Grade Level	2019	27%	27%	14%	-	14%	*	-	*	-	*	11%	14%	14%	13%	13%	12%
	2018	25%	22%	16%	*	16%	*	-	-	-	*	17%	11%	18%	11%	15%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	83%	73%	-	72%	*	-	*	-	*	58%	71%	74%	65%	72%	71%
	2018	78%	82%	76%	*	76%	*	-	-	-	*	58%	56%	77%	72%	75%	77%
At Meets Grade Level or Above	2019	49%	53%	35%	-	35%	*	-	*	-	*	35%	21%	36%	33%	34%	33%
	2018	47%	51%	41%	*	41%	*	-	-	-	*	40%	33%	42%	36%	40%	40%
At Masters Grade Level	2019	25%	26%	15%	-	15%	*	-	*	-	*	15%	14%	15%	14%	14%	13%
	2018	23%	24%	17%	*	17%	*	-	-	-	*	23%	11%	18%	14%	16%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	80%	68%	*	68%	*	-	-	-	-	38%	73%	71%	60%	67%	66%
	2018	73%	75%	62%	-	62%	-	-	-	-	-	50%	58%	62%	61%	60%	58%
At Meets Grade Level or Above	2019	44%	47%	33%	*	33%	*	-	-	-	-	32%	27%	35%	24%	31%	29%
	2018	46%	46%	31%	-	31%	-	-	-	-	-	38%	8%	31%	31%	29%	26%
At Masters Grade Level	2019	22%	23%	13%	*	12%	*	-	-	-	-	13%	0%	13%	10%	12%	10%
	2018	24%	23%	15%	-	15%	-	-	-	-	-	27%	8%	15%	14%	13%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	81%	72%	*	72%	*	-	-	-	-	51%	73%	75%	64%	71%	71%
	2018	78%	83%	75%	-	75%	*	-	-	-	-	58%	67%	77%	69%	75%	74%
At Meets Grade Level or Above	2019	48%	51%	39%	*	39%	*	-	-	-	-	33%	36%	42%	32%	39%	40%
	2018	49%	52%	41%	-	41%	*	-	-	-	-	37%	42%	42%	38%	40%	40%
At Masters Grade Level	2019	28%	28%	20%	*	20%	*	-	-	-	-	19%	18%	22%	11%	19%	19%
	2018	27%	28%	20%	-	20%	*	-	-	-	-	23%	17%	21%	17%	19%	19%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	74%	61%	*	61%	*	-	-	-	-	30%	73%	63%	53%	60%	59%
	2018	63%	69%	54%	-	54%	*	-	-	-	-	32%	42%	55%	50%	53%	51%
At Meets Grade Level or Above	2019	35%	40%	27%	*	27%	*	-	-	-	-	23%	27%	28%	24%	26%	25%
	2018	39%	43%	27%	-	27%	*	-	-	-	-	26%	25%	28%	26%	26%	25%
At Masters Grade Level	2019	11%	13%	6%	*	6%	*	-	-	-	-	16%	0%	6%	7%	6%	6%
	2018	11%	11%	5%	-	5%	*	-	-	-	-	14%	0%	6%	3%	5%	4%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	89%	79%	-	79%	*	-	-	*	-	57%	85%	79%	77%	78%	76%
	2018	84%	86%	78%	-	78%	*	-	*	-	*	57%	71%	77%	83%	77%	77%
At Meets Grade Level or Above	2019	54%	54%	35%	-	35%	*	-	-	*	-	32%	8%	35%	33%	34%	32%
	2018	54%	55%	38%	-	38%	*	-	*	-	*	37%	43%	38%	38%	37%	37%

District Name: DONNA ISD
County Name: HIDALGO
District Number: 108902

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

		Region			African		American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
		State	01	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current & Monitored)
											Races	(Current)	(Former)	Enrolled	ously Enrolled		
At Masters Grade Level	2019	29%	27%	14%	-	14%	*	-	-	*	-	12%	0%	15%	11%	13%	11%
	2018	26%	26%	15%	-	15%	*	-	*	-	*	13%	0%	15%	16%	14%	13%
Grade 5 Mathematics ^A																	
At Approaches Grade Level or Above	2019	90%	94%	91%	-	91%	*	-	-	*	-	81%	85%	92%	86%	90%	90%
	2018	91%	94%	94%	-	94%	*	-	*	-	*	83%	86%	94%	93%	94%	94%
At Meets Grade Level or Above	2019	58%	64%	51%	-	51%	*	-	-	*	-	44%	54%	53%	43%	50%	51%
	2018	58%	67%	56%	-	55%	*	-	*	-	*	42%	71%	57%	51%	55%	56%
At Masters Grade Level	2019	36%	39%	25%	-	25%	*	-	-	*	-	20%	23%	26%	23%	24%	25%
	2018	30%	36%	27%	-	27%	*	-	*	-	*	25%	29%	28%	21%	26%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	81%	67%	-	67%	*	-	-	*	-	54%	62%	68%	62%	66%	65%
	2018	76%	82%	74%	-	74%	*	-	*	-	*	59%	86%	75%	70%	74%	74%
At Meets Grade Level or Above	2019	49%	56%	38%	-	39%	*	-	-	*	-	34%	31%	40%	34%	37%	38%
	2018	41%	47%	36%	-	36%	*	-	*	-	*	36%	14%	37%	31%	35%	35%
At Masters Grade Level	2019	24%	27%	17%	-	17%	*	-	-	*	-	20%	15%	18%	11%	16%	17%
	2018	17%	19%	11%	-	11%	*	-	*	-	*	21%	0%	12%	9%	10%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	65%	49%	-	49%	*	-	*	-	-	30%	71%	50%	46%	48%	42%
	2018	69%	65%	57%	*	56%	*	-	-	-	-	28%	57%	59%	49%	54%	51%
At Meets Grade Level or Above	2019	37%	33%	21%	-	21%	*	-	*	-	-	21%	29%	22%	16%	19%	15%
	2018	39%	33%	25%	*	25%	*	-	-	-	-	17%	0%	25%	23%	22%	18%
At Masters Grade Level	2019	18%	15%	9%	-	9%	*	-	*	-	-	15%	0%	9%	7%	8%	6%
	2018	19%	15%	10%	*	9%	*	-	-	-	-	13%	0%	10%	8%	8%	6%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	77%	-	77%	*	-	*	-	-	56%	86%	78%	71%	76%	74%
	2018	77%	76%	76%	*	76%	*	-	-	-	-	61%	71%	77%	74%	75%	75%
At Meets Grade Level or Above	2019	47%	44%	35%	-	35%	*	-	*	-	-	23%	57%	36%	32%	34%	32%
	2018	44%	41%	39%	*	38%	*	-	-	-	-	34%	29%	40%	34%	37%	35%
At Masters Grade Level	2019	21%	17%	11%	-	11%	*	-	*	-	-	18%	14%	11%	11%	11%	9%
	2018	18%	15%	14%	*	13%	*	-	-	-	-	12%	0%	14%	11%	13%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	65%	-	65%	*	-	-	-	-	25%	*	66%	59%	63%	58%
	2018	74%	71%	63%	-	62%	*	-	-	-	-	43%	43%	63%	61%	62%	54%
At Meets Grade Level or Above	2019	49%	45%	34%	-	34%	*	-	-	-	-	14%	*	35%	32%	32%	25%
	2018	48%	44%	33%	-	33%	*	-	-	-	-	24%	14%	33%	33%	32%	23%
At Masters Grade Level	2019	29%	25%	18%	-	18%	*	-	-	-	-	9%	*	19%	15%	16%	11%
	2018	29%	25%	16%	-	16%	*	-	-	-	-	16%	14%	16%	13%	15%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	74%	-	74%	*	-	-	-	-	53%	*	75%	68%	72%	70%
	2018	72%	74%	71%	-	71%	*	-	-	-	-	65%	67%	72%	67%	70%	66%
At Meets Grade Level or Above	2019	43%	46%	37%	-	36%	*	-	-	-	-	25%	*	38%	31%	34%	30%
	2018	40%	41%	35%	-	35%	*	-	-	-	-	39%	17%	35%	34%	34%	28%
At Masters Grade Level	2019	17%	18%	11%	-	11%	*	-	-	-	-	14%	*	12%	10%	10%	7%

District Name: DONNA ISD
County Name: HIDALGO
District Number: 108902

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

			Region		African			American		Pacific	Two or	Special	Special	Continu-	Non-		EL
		State	01	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Econ	(Current
	2018	18%	18%	12%	-	12%	*	-	-	-	-	18%	17%	12%	12%	Disadv	& Monitored)
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	66%	-	66%	*	-	-	-	-	21%	*	67%	61%	65%	59%
	2018	69%	67%	59%	-	59%	*	-	-	-	-	26%	29%	61%	51%	58%	49%
At Meets Grade Level or Above	2019	42%	42%	34%	-	34%	*	-	-	-	-	14%	*	36%	29%	32%	25%
	2018	43%	41%	31%	-	31%	*	-	-	-	-	20%	29%	32%	27%	30%	22%
At Masters Grade Level	2019	18%	17%	13%	-	13%	*	-	-	-	-	9%	*	13%	11%	11%	7%
	2018	15%	13%	11%	-	11%	*	-	-	-	-	15%	0%	11%	9%	10%	7%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	78%	-	78%	*	-	-	-	-	49%	75%	80%	71%	77%	71%
	2018	86%	83%	74%	*	74%	*	-	-	-	-	47%	86%	76%	70%	73%	67%
At Meets Grade Level or Above	2019	55%	50%	38%	-	38%	*	-	-	-	-	21%	25%	40%	31%	36%	26%
	2018	49%	43%	32%	*	32%	*	-	-	-	-	23%	43%	33%	30%	31%	22%
At Masters Grade Level	2019	28%	23%	15%	-	15%	*	-	-	-	-	8%	13%	16%	10%	14%	8%
	2018	27%	22%	14%	*	14%	*	-	-	-	-	13%	29%	15%	13%	12%	8%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	90%	-	90%	*	-	-	-	-	73%	80%	91%	87%	90%	88%
	2018	86%	88%	90%	-	90%	*	-	-	-	-	82%	100%	90%	87%	90%	89%
At Meets Grade Level or Above	2019	57%	58%	51%	-	51%	*	-	-	-	-	31%	20%	50%	53%	50%	45%
	2018	51%	55%	50%	-	50%	*	-	-	-	-	41%	63%	51%	47%	50%	46%
At Masters Grade Level	2019	17%	16%	8%	-	8%	*	-	-	-	-	13%	0%	8%	6%	8%	6%
	2018	15%	17%	12%	-	12%	*	-	-	-	-	18%	13%	11%	13%	11%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	80%	-	80%	*	-	-	-	-	52%	63%	81%	76%	79%	73%
	2018	76%	75%	72%	*	72%	-	-	-	-	-	46%	71%	73%	68%	72%	64%
At Meets Grade Level or Above	2019	51%	49%	45%	-	45%	*	-	-	-	-	22%	63%	47%	37%	43%	34%
	2018	52%	49%	46%	*	46%	-	-	-	-	-	29%	43%	46%	42%	44%	37%
At Masters Grade Level	2019	25%	23%	16%	-	16%	*	-	-	-	-	11%	13%	17%	13%	15%	11%
	2018	28%	25%	21%	*	21%	-	-	-	-	-	17%	29%	22%	19%	20%	17%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	69%	66%	-	66%	*	-	-	-	-	54%	75%	68%	61%	65%	57%
	2018	65%	67%	70%	*	70%	-	-	-	-	-	49%	86%	71%	65%	68%	62%
At Meets Grade Level or Above	2019	37%	37%	31%	-	31%	*	-	-	-	-	19%	25%	32%	25%	30%	22%
	2018	36%	37%	42%	*	42%	-	-	-	-	-	31%	43%	43%	40%	40%	34%
At Masters Grade Level	2019	21%	20%	15%	-	15%	*	-	-	-	-	9%	13%	16%	13%	15%	10%
	2018	21%	21%	25%	*	25%	-	-	-	-	-	21%	29%	24%	26%	22%	19%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	64%	51%	*	51%	*	-	-	-	-	24%	44%	53%	43%	50%	40%
	2018	65%	62%	47%	*	46%	*	-	*	-	-	21%	*	48%	41%	45%	34%
At Meets Grade Level or Above	2019	50%	44%	28%	*	28%	*	-	-	-	-	13%	17%	30%	21%	27%	18%
	2018	44%	39%	23%	*	23%	*	-	*	-	-	10%	*	25%	19%	22%	13%
At Masters Grade Level	2019	11%	9%	3%	*	3%	*	-	-	-	-	4%	6%	3%	2%	3%	1%
	2018	7%	5%	2%	*	2%	*	-	*	-	-	5%	*	2%	2%	1%	1%

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	50%	*	50%	33%	-	-	-	-	25%	25%	51%	44%	48%	35%
	2018	67%	63%	51%	*	51%	80%	-	*	-	-	26%	50%	55%	40%	51%	34%
At Meets Grade Level or Above	2019	49%	44%	28%	*	28%	33%	-	-	-	-	14%	13%	30%	20%	25%	13%
	2018	48%	42%	27%	*	27%	60%	-	*	-	-	13%	33%	29%	19%	26%	12%
At Masters Grade Level	2019	8%	5%	2%	*	2%	0%	-	-	-	-	8%	0%	2%	2%	2%	1%
	2018	8%	5%	2%	*	2%	0%	-	*	-	-	3%	0%	2%	1%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	80%	-	80%	*	-	-	-	-	62%	94%	83%	69%	79%	77%
	2018	83%	86%	76%	*	76%	*	-	-	-	-	46%	*	78%	68%	75%	70%
At Meets Grade Level or Above	2019	61%	67%	45%	-	45%	*	-	-	-	-	19%	41%	48%	32%	44%	38%
	2018	55%	58%	38%	*	38%	*	-	-	-	-	22%	*	41%	29%	36%	29%
At Masters Grade Level	2019	37%	45%	22%	-	22%	*	-	-	-	-	7%	24%	24%	16%	21%	18%
	2018	32%	34%	16%	*	15%	*	-	-	-	-	9%	*	17%	11%	14%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	81%	*	81%	*	-	-	-	-	54%	77%	83%	74%	80%	75%
	2018	87%	85%	82%	*	82%	*	-	-	-	-	54%	*	85%	72%	81%	76%
At Meets Grade Level or Above	2019	62%	56%	45%	*	45%	*	-	-	-	-	20%	46%	49%	31%	44%	33%
	2018	59%	52%	40%	*	40%	*	-	-	-	-	21%	*	45%	25%	39%	28%
At Masters Grade Level	2019	25%	18%	10%	*	10%	*	-	-	-	-	4%	15%	12%	6%	10%	5%
	2018	24%	17%	8%	*	8%	*	-	-	-	-	3%	*	10%	5%	8%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	93%	*	93%	*	-	-	-	-	67%	*	93%	91%	92%	86%
	2018	92%	91%	90%	*	91%	*	-	*	-	-	70%	*	91%	88%	90%	82%
At Meets Grade Level or Above	2019	73%	67%	63%	*	63%	*	-	-	-	-	27%	*	65%	56%	62%	47%
	2018	70%	63%	59%	*	59%	*	-	*	-	-	42%	*	61%	54%	59%	39%
At Masters Grade Level	2019	45%	35%	30%	*	30%	*	-	-	-	-	10%	*	32%	24%	29%	16%
	2018	40%	31%	25%	*	25%	*	-	*	-	-	12%	*	26%	21%	25%	12%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	71%	88%	70%	72%	-	*	*	*	47%	70%	72%	65%	70%	65%
	2018	77%	77%	70%	86%	70%	86%	-	100%	-	60%	49%	64%	71%	65%	69%	64%
At Meets Grade Level or Above	2019	50%	50%	37%	38%	37%	52%	-	*	*	*	24%	31%	39%	31%	36%	30%
	2018	48%	47%	37%	43%	37%	63%	-	33%	-	20%	29%	31%	38%	32%	35%	30%
At Masters Grade Level	2019	24%	22%	13%	13%	13%	20%	-	*	*	*	12%	11%	14%	11%	13%	10%
	2018	22%	20%	13%	21%	13%	20%	-	0%	-	0%	15%	11%	14%	11%	13%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	61%	*	61%	61%	-	*	*	*	35%	59%	63%	56%	60%	54%
	2018	74%	72%	60%	80%	60%	90%	-	*	-	*	38%	59%	62%	55%	59%	53%
At Meets Grade Level or Above	2019	48%	45%	31%	*	31%	39%	-	*	*	*	21%	21%	32%	25%	29%	23%
	2018	46%	43%	29%	40%	29%	65%	-	*	-	*	23%	20%	30%	25%	28%	22%
At Masters Grade Level	2019	21%	18%	10%	*	10%	11%	-	*	*	*	9%	5%	10%	7%	9%	7%
	2018	19%	16%	10%	40%	10%	5%	-	*	-	*	12%	8%	10%	8%	9%	7%

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Texas Academic Performance Report
2018-19 District STAAR Performance

		Region		District	African		Hispanic	White	American		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
		State	01		American				Indian	Asian	Islander				ously	Continu-	Disadv	
												Races	(Current)	(Former)	Enrolled	ously		(Current & Monitored)
All Grades Mathematics																		
At Approaches Grade Level or Above		2019	82%	85%	79%	*	79%	77%	-	*	*	*	63%	83%	81%	73%	79%	77%
		2018	81%	83%	80%	*	80%	81%	-	*	-	*	65%	71%	81%	75%	79%	78%
At Meets Grade Level or Above		2019	52%	55%	42%	*	42%	62%	-	*	*	*	29%	40%	43%	37%	41%	39%
		2018	50%	52%	43%	*	42%	69%	-	*	-	*	36%	41%	44%	38%	41%	39%
At Masters Grade Level		2019	26%	28%	17%	*	17%	8%	-	*	*	*	15%	19%	17%	14%	16%	14%
		2018	24%	25%	17%	*	17%	38%	-	*	-	*	18%	14%	18%	14%	16%	15%
All Grades Writing																		
At Approaches Grade Level or Above		2019	68%	73%	63%	*	63%	*	-	-	-	-	25%	71%	65%	57%	62%	59%
		2018	66%	68%	56%	-	56%	*	-	-	-	-	29%	37%	58%	51%	55%	50%
At Meets Grade Level or Above		2019	38%	41%	31%	*	31%	*	-	-	-	-	18%	21%	32%	26%	29%	25%
		2018	41%	42%	29%	-	29%	*	-	-	-	-	24%	26%	30%	27%	28%	24%
At Masters Grade Level		2019	14%	15%	10%	*	9%	*	-	-	-	-	12%	0%	10%	9%	8%	6%
		2018	13%	12%	8%	-	8%	*	-	-	-	-	14%	0%	9%	6%	7%	5%
All Grades Science																		
At Approaches Grade Level or Above		2019	81%	83%	76%	*	76%	60%	-	-	*	-	54%	68%	78%	71%	75%	71%
		2018	80%	81%	76%	*	76%	83%	-	*	-	*	53%	73%	78%	71%	76%	72%
At Meets Grade Level or Above		2019	54%	54%	43%	*	43%	40%	-	-	*	-	25%	44%	45%	34%	42%	35%
		2018	51%	50%	40%	*	40%	50%	-	*	-	*	28%	27%	43%	31%	39%	33%
At Masters Grade Level		2019	25%	23%	14%	*	14%	0%	-	-	*	-	11%	15%	15%	10%	13%	11%
		2018	23%	20%	13%	*	13%	17%	-	*	-	*	13%	13%	14%	10%	12%	10%
All Grades Social Studies																		
At Approaches Grade Level or Above		2019	81%	81%	80%	*	79%	100%	-	-	-	-	60%	82%	80%	76%	79%	69%
		2018	78%	79%	80%	*	80%	*	-	*	-	-	58%	90%	81%	77%	79%	70%
At Meets Grade Level or Above		2019	55%	52%	47%	*	47%	83%	-	-	-	-	22%	27%	48%	41%	46%	32%
		2018	53%	50%	51%	*	51%	*	-	*	-	-	36%	50%	52%	47%	49%	36%
At Masters Grade Level		2019	33%	28%	23%	*	23%	83%	-	-	-	-	10%	9%	24%	18%	22%	12%
		2018	31%	26%	25%	*	25%	*	-	*	-	-	17%	30%	25%	23%	23%	16%

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

		State	Region 01	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	59	*	59	*	-	-	-	-	56	65	59	58	58	58
	2018	63	65	65	-	65	-	-	-	-	-	73	83	65	65	64	63
Grade 4 Mathematics	2019	65	65	60	*	60	*	-	-	-	-	63	65	62	56	60	59
	2018	65	67	65	-	65	*	-	-	-	-	71	46	67	59	65	63
Grade 5 ELA/Reading	2019	81	80	74	-	75	*	-	-	-	-	66	65	75	73	74	75
	2018	80	81	80	-	80	*	-	*	-	-	74	79	80	81	81	81
Grade 5 Mathematics	2019	83	85	82	-	82	*	-	-	-	-	85	92	82	82	82	82
	2018	81	84	83	-	83	*	-	*	-	-	82	86	83	84	83	82
Grade 6 ELA/Reading	2019	42	37	34	-	34	*	-	*	-	-	34	57	33	39	32	30
	2018	47	43	46	*	46	*	-	-	-	-	33	71	46	43	44	41
Grade 6 Mathematics	2019	54	44	42	-	42	*	-	*	-	-	43	36	41	48	41	38
	2018	56	51	61	*	61	*	-	-	-	-	58	57	61	60	61	59
Grade 7 ELA/Reading	2019	77	78	72	-	72	*	-	-	-	-	63	*	71	75	72	72
	2018	76	78	80	-	80	*	-	-	-	-	74	86	80	78	80	79
Grade 7 Mathematics	2019	63	65	58	-	58	*	-	-	-	-	49	*	58	59	56	55
	2018	67	70	74	-	74	*	-	-	-	-	69	83	75	71	73	72
Grade 8 ELA/Reading	2019	77	78	75	-	75	*	-	-	-	-	72	75	76	71	75	75
	2018	79	79	74	*	74	*	-	-	-	-	64	86	74	77	74	74
Grade 8 Mathematics	2019	84	88	86	-	86	*	-	-	-	-	65	44	86	87	86	87
	2018	81	89	91	-	91	*	-	-	-	-	89	88	92	90	91	93
End of Course English II	2019	69	67	67	*	67	50	-	-	-	-	63	*	68	63	66	65
	2018	67	66	63	-	63	*	-	-	-	-	57	*	63	60	63	58
End of Course Algebra I	2019	75	79	62	-	62	-	-	-	-	-	39	54	63	58	61	57
	2018	72	73	59	*	59	*	-	-	-	-	41	*	61	54	58	53
All Grades Both Subjects	2019	69	69	64	*	64	62	-	*	-	-	58	63	64	64	64	63
	2018	69	70	70	100	70	69	-	*	-	-	67	74	71	69	70	69
All Grades ELA/Reading	2019	68	68	64	*	64	54	-	*	-	-	58	64	64	64	63	63
	2018	69	69	69	*	69	60	-	*	-	-	64	80	69	68	68	67
All Grades Mathematics	2019	70	70	65	*	65	75	-	*	-	-	57	63	65	65	64	63
	2018	70	72	72	*	72	77	-	*	-	-	71	67	73	69	72	71

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	44%	38%	-	38%	*	-	-	-	-	18%	38%	37%
	2018	38%	40%	37%	-	37%	*	-	*	-	-	24%	37%	34%
Mathematics	2019	45%	53%	53%	-	53%	*	-	-	-	-	38%	52%	52%
	2018	47%	53%	58%	-	58%	*	-	-	-	-	52%	58%	56%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	64%	-	64%	*	-	-	*	-	29%	62%	56%
Students Requiring Accelerated Instruction														
	2019	22%	20%	36%	-	36%	*	-	-	*	-	71%	38%	44%
STAAR Cumulative Met Standard														
	2019	86%	89%	78%	-	78%	*	-	-	*	-	45%	77%	72%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	95%	-	95%	-	-	-	-	-	100%	95%	97%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	5%	6%	-	6%	-	-	-	-	-	0%	6%	7%
Retained in Grade 5	2019	63%	71%	75%	-	75%	-	-	-	-	-	-	75%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	89%	82%	-	82%	*	-	-	*	-	54%	81%	78%
Students Requiring Accelerated Instruction														
	2019	17%	11%	18%	-	18%	*	-	-	*	-	46%	19%	22%
STAAR Cumulative Met Standard														
	2019	90%	94%	90%	-	90%	*	-	-	*	-	76%	90%	88%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	92%	-	92%	-	-	-	-	-	100%	92%	97%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	22%	31%	-	31%	-	-	-	-	-	27%	33%	41%
Retained in Grade 5	2019	65%	82%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	68%	-	68%	*	-	-	-	-	29%	67%	50%
Students Requiring Accelerated Instruction														
	2019	22%	24%	32%	-	32%	*	-	-	-	-	71%	33%	50%
STAAR Cumulative Met Standard														
	2019	85%	83%	77%	-	77%	*	-	-	-	-	40%	76%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	97%	-	97%	-	-	-	-	-	100%	98%	98%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	11%	4%	-	4%	-	-	-	-	-	3%	4%	4%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	84%	-	84%	*	-	-	-	-	59%	84%	77%

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Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Requiring Accelerated Instruction														
	2019	18%	17%	16%	-	16%	*	-	-	-	-	41%	16%	23%
STAAR Cumulative Met Standard														
	2019	88%	89%	90%	-	90%	*	-	-	-	-	68%	90%	85%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	98%	96%	-	96%	-	-	-	-	-	100%	97%	97%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	58%	33%	-	33%	-	-	-	-	-	33%	33%	27%
Retained in Grade 8	2019	56%	72%	*	-	*	-	-	-	-	-	-	*	*

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

(Current EL Students)

		State	Region 01	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
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	71%	68%	68%	*	*	69%	57%	73%	56%	55%	61%	61%
	2018	77%	77%	70%	68%	69%	-	-	68%	50%	41%	50%	43%	58%	57%
At Meets Grade Level or Above	2019	50%	50%	37%	31%	31%	*	*	37%	21%	33%	20%	20%	24%	24%
	2018	48%	47%	37%	31%	31%	-	-	33%	16%	18%	16%	12%	22%	22%
At Masters Grade Level	2019	24%	22%	13%	12%	12%	*	*	15%	5%	13%	4%	5%	7%	7%
	2018	22%	20%	13%	11%	11%	-	-	15%	3%	6%	3%	3%	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	61%	66%	66%	*	*	66%	41%	72%	39%	36%	49%	49%
	2018	74%	72%	60%	64%	64%	-	-	69%	34%	40%	34%	23%	46%	45%
At Meets Grade Level or Above	2019	48%	45%	31%	28%	27%	*	*	34%	12%	23%	11%	19%	17%	17%
	2018	46%	43%	29%	26%	25%	-	-	35%	8%	20%	8%	7%	15%	14%
At Masters Grade Level	2019	21%	18%	10%	10%	10%	*	*	11%	2%	6%	2%	0%	5%	5%
	2018	19%	16%	10%	10%	9%	-	-	18%	1%	20%	1%	2%	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	79%	75%	76%	*	-	70%	74%	84%	73%	73%	75%	75%
	2018	81%	83%	80%	79%	80%	*	-	77%	68%	50%	68%	71%	73%	73%
At Meets Grade Level or Above	2019	52%	55%	42%	39%	39%	*	-	38%	31%	39%	30%	27%	34%	34%
	2018	50%	52%	43%	41%	41%	-	-	38%	25%	17%	25%	17%	33%	32%
At Masters Grade Level	2019	26%	28%	17%	17%	17%	*	-	18%	7%	16%	6%	13%	11%	11%
	2018	24%	25%	17%	16%	16%	-	-	18%	5%	0%	5%	3%	10%	10%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	73%	63%	57%	56%	-	-	79%	53%	*	53%	33%	55%	55%
	2018	66%	68%	56%	46%	45%	-	-	63%	35%	*	35%	38%	41%	41%
At Meets Grade Level or Above	2019	38%	41%	31%	23%	21%	-	-	55%	18%	*	18%	17%	21%	21%
	2018	41%	42%	29%	20%	20%	-	-	26%	10%	*	10%	8%	16%	16%
At Masters Grade Level	2019	14%	15%	10%	5%	5%	-	-	18%	3%	*	3%	17%	4%	4%
	2018	13%	12%	8%	3%	2%	-	-	11%	2%	*	2%	0%	2%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	76%	61%	61%	*	-	-	68%	61%	69%	67%	66%	66%
	2018	80%	81%	76%	70%	72%	-	-	47%	60%	*	61%	55%	64%	64%
At Meets Grade Level or Above	2019	54%	54%	43%	29%	29%	*	-	-	26%	39%	24%	29%	27%	27%
	2018	51%	50%	40%	30%	31%	-	-	22%	18%	*	18%	20%	23%	23%
At Masters Grade Level	2019	25%	23%	14%	10%	10%	*	-	-	6%	20%	3%	5%	7%	7%
	2018	23%	20%	13%	8%	8%	-	-	8%	3%	*	3%	5%	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	80%	*	-	*	-	-	62%	-	62%	75%	62%	62%
	2018	78%	79%	80%	-	-	-	-	-	61%	*	61%	44%	61%	61%
At Meets Grade Level or Above	2019	55%	52%	47%	*	-	*	-	-	24%	-	24%	0%	24%	23%
	2018	53%	50%	51%	-	-	-	-	-	24%	*	24%	13%	24%	24%
At Masters Grade Level	2019	33%	28%	23%	*	-	*	-	-	7%	-	7%	0%	7%	7%
	2018	31%	26%	25%	-	-	-	-	-	8%	*	8%	6%	8%	8%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	64%	66%	66%	*	-	55%	60%	80%	58%	71%	62%	62%
	2018	69%	70%	70%	72%	72%	-	-	71%	64%	71%	64%	65%	67%	67%
All Grades ELA/Reading	2019	68%	68%	64%	63%	64%	*	-	50%	61%	80%	60%	84%	62%	62%
	2018	69%	69%	69%	72%	73%	-	-	61%	62%	*	62%	62%	66%	66%
All Grades Mathematics	2019	70%	70%	65%	68%	68%	*	-	59%	58%	81%	56%	59%	61%	61%
	2018	70%	72%	72%	72%	71%	-	-	81%	66%	*	66%	67%	68%	68%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	38%	36%	37%	*	-	25%	37%	61%	34%	22%	37%	37%

District Name: DONNA ISD
 County Name: HIDALGO
 District Number: 108902

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

(Current EL Students)

		State	Region 01	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%	40%	37%	42%	42%	-	-	35%	28%	-	28%	*	34%	34%
	2019	45%	53%	53%	45%	45%	-	-	50%	55%	64%	54%	67%	52%	52%
	2018	47%	53%	58%	59%	60%	-	-	50%	54%	*	53%	75%	56%	56%

District Name: DONNA ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Participation

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	92%	100%	100%	-	*	*	*	99%	99%	100%
Included in Accountability	94%	95%	93%	62%	93%	84%	-	*	*	*	93%	93%	91%
Not Included in Accountability													
Mobile	4%	3%	5%	31%	5%	9%	-	*	*	*	4%	5%	6%
Other Exclusions	1%	2%	2%	0%	2%	7%	-	*	*	*	2%	2%	3%
Not Tested	1%	0%	0%	8%	0%	0%	-	*	*	*	1%	1%	0%
Absent	1%	0%	0%	8%	0%	0%	-	*	*	*	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	99%	100%	99%
Included in Accountability	94%	95%	93%	100%	93%	94%	-	100%	-	100%	93%	93%	91%
Not Included in Accountability													
Mobile	4%	3%	5%	0%	5%	6%	-	0%	-	0%	4%	4%	5%
Other Exclusions	1%	2%	2%	0%	2%	0%	-	0%	-	0%	3%	2%	3%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	1%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

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

District Name: DONNA ISD

County Name: HIDALGO

District Number: 108902

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.5%	94.1%	92.3%	94.1%	94.6%	*	*	-	*	92.6%	94.1%	94.4%
2016-17	95.7%	95.7%	94.8%	92.9%	94.8%	95.5%	-	*	-	*	93.5%	94.8%	95.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	0.2%	*	0.2%	*	-	-	-	-	0.4%	0.2%	0.3%
2016-17	0.3%	0.2%	0.3%	*	0.3%	0.0%	-	-	-	-	0.0%	0.4%	0.6%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.7%	2.6%	0.0%	2.6%	5.3%	*	*	-	-	3.4%	2.7%	3.9%
2016-17	1.9%	1.8%	2.3%	0.0%	2.3%	0.0%	-	*	-	-	3.0%	2.4%	3.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	91.2%	87.3%	*	87.5%	57.1%	-	-	-	-	86.8%	87.0%	78.3%
Received TxCHSE	0.4%	0.2%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.8%	3.6%	3.1%	*	3.1%	0.0%	-	-	-	-	0.0%	3.1%	3.1%
Dropped Out	5.7%	5.0%	9.6%	*	9.4%	42.9%	-	-	-	-	13.2%	9.9%	18.5%
Graduates and TxCHSE	90.4%	91.4%	87.3%	*	87.5%	57.1%	-	-	-	-	86.8%	87.0%	78.3%
Graduates, TxCHSE, and Continuers	94.3%	95.0%	90.4%	*	90.6%	57.1%	-	-	-	-	86.8%	90.1%	81.5%
Class of 2017													
Graduated	89.7%	90.3%	88.8%	*	88.8%	*	-	-	-	-	85.7%	88.5%	79.6%
Received TxCHSE	0.4%	0.2%	0.2%	*	0.2%	*	-	-	-	-	0.0%	0.2%	0.0%
Continued HS	4.0%	4.0%	2.3%	*	2.3%	*	-	-	-	-	0.0%	2.4%	2.4%
Dropped Out	5.9%	5.4%	8.7%	*	8.7%	*	-	-	-	-	14.3%	8.8%	18.0%
Graduates and TxCHSE	90.1%	90.5%	89.0%	*	89.0%	*	-	-	-	-	85.7%	88.7%	79.6%
Graduates, TxCHSE, and Continuers	94.1%	94.6%	91.3%	*	91.3%	*	-	-	-	-	85.7%	91.2%	82.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.5%	90.5%	*	90.5%	*	-	-	-	-	87.3%	90.3%	82.2%
Received TxCHSE	0.6%	0.3%	0.2%	*	0.2%	*	-	-	-	-	0.0%	0.2%	0.0%
Continued HS	1.1%	1.5%	0.6%	*	0.6%	*	-	-	-	-	0.0%	0.6%	0.0%
Dropped Out	6.3%	5.8%	8.6%	*	8.7%	*	-	-	-	-	12.7%	8.9%	17.8%
Graduates and TxCHSE	92.6%	92.7%	90.7%	*	90.7%	*	-	-	-	-	87.3%	90.5%	82.2%
Graduates, TxCHSE, and Continuers	93.7%	94.2%	91.4%	*	91.3%	*	-	-	-	-	87.3%	91.1%	82.2%
Class of 2016													
Graduated	91.6%	92.1%	86.6%	*	86.6%	*	-	-	-	-	79.6%	86.9%	74.9%
Received TxCHSE	0.7%	0.3%	0.1%	*	0.1%	*	-	-	-	-	0.0%	0.1%	0.0%
Continued HS	1.2%	1.4%	0.4%	*	0.4%	*	-	-	-	-	0.0%	0.4%	0.4%
Dropped Out	6.6%	6.2%	12.8%	*	12.9%	*	-	-	-	-	20.4%	12.6%	24.7%
Graduates and TxCHSE	92.2%	92.5%	86.7%	*	86.7%	*	-	-	-	-	79.6%	87.0%	74.9%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	87.2%	*	87.1%	*	-	-	-	-	79.6%	87.4%	75.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	92.7%	87.3%	*	87.2%	*	-	-	-	-	80.0%	87.5%	75.6%

District Name: DONNA ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	0.2%	*	0.2%	*	-	-	-	-	0.0%	0.2%	0.0%
Continued HS	0.5%	0.7%	0.1%	*	0.1%	*	-	-	-	-	0.0%	0.1%	0.0%
Dropped Out	6.6%	6.2%	12.4%	*	12.4%	*	-	-	-	-	20.0%	12.1%	24.4%
Graduates and TxCHSE	92.9%	93.1%	87.5%	*	87.4%	*	-	-	-	-	80.0%	87.7%	75.6%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	87.6%	*	87.6%	*	-	-	-	-	80.0%	87.9%	75.6%
Class of 2015													
Graduated	91.8%	91.6%	88.7%	-	88.7%	*	-	-	-	-	78.9%	84.7%	73.9%
Received TxCHSE	1.0%	0.6%	0.5%	-	0.5%	*	-	-	-	-	0.0%	0.8%	0.6%
Continued HS	0.6%	0.8%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.7%	7.0%	10.8%	-	10.8%	*	-	-	-	-	21.1%	14.5%	25.5%
Graduates and TxCHSE	92.8%	92.2%	89.2%	-	89.2%	*	-	-	-	-	78.9%	85.5%	74.5%
Graduates, TxCHSE, and Continuers	93.3%	93.0%	89.2%	-	89.2%	*	-	-	-	-	78.9%	85.5%	74.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.2%	85.4%	*	85.6%	57.1%	-	-	-	-	71.2%	85.1%	75.9%
Class of 2017	89.7%	90.3%	87.2%	*	87.2%	*	-	-	-	-	81.7%	86.9%	76.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	76.2%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	100.0%
Class of 2017	88.5%	93.7%	97.6%	*	97.6%	*	-	-	-	-	58.3%	97.4%	97.6%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.3%	9.1%	*	9.1%	*	-	-	-	-	25.7%	9.5%	17.2%
Class of 2017	6.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	89.0%	89.8%	*	90.0%	*	-	-	-	-	48.6%	89.6%	81.8%
Class of 2017	60.8%	77.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	92.1%	99.0%	*	99.1%	*	-	-	-	-	74.3%	99.1%	99.0%
Class of 2017	85.9%	93.1%	97.6%	*	97.6%	*	-	-	-	-	58.3%	97.4%	97.6%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	60.0%	85.2%	-	84.6%	*	-	-	-	-	*	91.3%	100.0%
2016-17	87.2%	92.3%	96.1%	*	96.1%	*	-	-	-	-	45.2%	95.7%	96.7%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.3%	9.9%	*	9.8%	*	-	-	-	-	15.6%	10.0%	17.7%
2016-17	7.2%	10.4%	85.2%	-	84.6%	*	-	-	-	-	*	85.2%	91.7%
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	89.0%	89.2%	*	89.4%	*	-	-	-	-	59.4%	89.2%	80.9%
2016-17	56.5%	65.7%	7.4%	-	7.7%	*	-	-	-	-	*	7.4%	8.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	91.1%	98.7%	*	98.8%	*	-	-	-	-	66.7%	99.1%	98.6%
2016-17	84.0%	91.4%	96.0%	*	96.0%	*	-	-	-	-	45.5%	95.6%	96.9%

District Name: DONNA ISD
 County Name: HIDALGO
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	950	100.0%	347,893	100.0%
By Ethnicity:				
African American	3	0.3%	43,502	12.5%
Hispanic	943	99.3%	173,272	49.8%
White	4	0.4%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	0	0.0%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	0	0.0%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	4	0.4%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	23	2.4%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	21	2.2%	49,432	14.2%
Foundation H.S. Program (Endorsement)	90	9.5%	16,542	4.8%
Foundation H.S. Program (DLA)	812	85.5%	272,526	78.3%
Special Education Graduates	48	5.1%	25,962	7.5%
Economically Disadvantaged Graduates	861	90.6%	166,956	48.0%
LEP Graduates	221	23.3%	21,359	6.1%
At-Risk Graduates	685	72.1%	144,805	41.6%

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.0%	62.6%	*	62.6%	*	-	-	-	-	76.0%	61.4%	44.3%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	52.9%	35.7%	*	35.8%	*	-	-	-	-	6.3%	34.0%	14.9%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	55.7%	27.9%	*	28.0%	*	-	-	-	-	0.0%	27.1%	5.4%
Mathematics													
2017-18	46.0%	44.3%	17.9%	*	17.9%	*	-	-	-	-	0.0%	17.0%	4.1%
Both Subjects													
2017-18	42.1%	39.3%	15.7%	*	15.7%	*	-	-	-	-	0.0%	14.6%	2.3%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	29.5%	29.2%	*	29.4%	*	-	-	-	-	6.3%	27.3%	8.1%
2016-17	19.9%	30.3%	27.4%	*	27.5%	*	-	-	-	-	1.5%	24.4%	6.1%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.8%	8.1%	*	8.2%	*	-	-	-	-	0.0%	8.5%	6.3%
2016-17	20.1%	23.4%	9.5%	*	9.6%	*	-	-	-	-	0.0%	9.6%	4.1%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	4.6%	0.7%	*	0.7%	*	-	-	-	-	0.0%	0.7%	0.0%
2016-17	0.8%	2.7%	1.5%	*	1.5%	*	-	-	-	-	0.0%	1.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.6%	7.4%	*	7.4%	*	-	-	-	-	0.0%	7.2%	0.5%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	43.9%	44.8%	*	44.8%	*	-	-	-	-	76.0%	44.9%	38.5%
2016-17	13.2%	24.2%	18.5%	*	18.6%	*	-	-	-	-	10.6%	18.8%	8.9%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	8.6%	9.3%	*	9.3%	*	-	-	-	-	4.2%	10.1%	7.7%
2016-17	2.7%	5.4%	9.3%	*	9.3%	*	-	-	-	-	3.0%	9.6%	5.1%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.5%	0.8%	*	0.7%	*	-	-	-	-	16.7%	0.6%	0.5%
2016-17	1.0%	0.6%	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%	61.9%	53.5%	*	53.6%	*	-	-	-	-	20.8%	54.0%	44.8%
2016-17	17.3%	36.4%	23.2%	*	23.2%	*	-	-	-	-	12.1%	23.3%	10.7%

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

	State	Region 01	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%	7.0%	16.3%	*	16.3%	*	-	-	-	-	22.9%	15.7%	13.6%
2016-17	2.2%	2.9%	2.3%	*	2.3%	*	-	-	-	-	3.0%	2.5%	0.5%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.9%	2.5%	*	2.5%	*	-	-	-	-	50.0%	2.7%	3.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	2.7%	1.5%	*	1.5%	*	-	-	-	-	2.1%	1.5%	0.0%
2016-17	0.5%	3.2%	3.5%	*	3.5%	*	-	-	-	-	0.0%	3.3%	2.0%

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	46.0%	27.6%	*	27.7%	*	-	-	-	-	0.0%	26.7%	5.4%
2016-17	23.4%	37.4%	28.2%	*	28.2%	*	-	-	-	-	0.0%	25.7%	4.6%
Mathematics													
2017-18	23.7%	36.5%	17.5%	*	17.5%	*	-	-	-	-	0.0%	16.5%	4.1%
2016-17	19.8%	32.8%	22.9%	*	22.9%	*	-	-	-	-	1.5%	20.6%	4.6%
Both Subjects													
2017-18	18.1%	30.4%	15.3%	*	15.3%	*	-	-	-	-	0.0%	14.2%	2.3%
2016-17	12.9%	25.0%	18.4%	*	18.3%	*	-	-	-	-	0.0%	15.8%	2.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	76.6%	57.3%	*	57.4%	*	-	-	-	-	25.0%	57.7%	47.1%
2016-17	50.5%	70.4%	32.4%	*	32.5%	*	-	-	-	-	18.2%	32.4%	17.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	3.4%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	2.4%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	3.5%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2016-17	1.4%	2.2%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.9%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2016-17	0.2%	0.4%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	29.4%	31.2%	60.0%	31.0%	55.6%	*	*	-	-	n/a	29.5%	n/a
2017	26.2%	29.9%	25.4%	20.0%	25.4%	0.0%	-	?	-	-	n/a	22.9%	n/a
English Language Arts													
2018	15.3%	18.5%	18.6%	20.0%	18.6%	11.1%	*	*	-	-	n/a	16.6%	n/a
2017	15.9%	19.4%	18.5%	20.0%	18.5%	0.0%	-	?	-	-	n/a	15.9%	n/a
Mathematics													
2018	7.3%	5.9%	5.6%	20.0%	5.6%	0.0%	*	*	-	-	n/a	5.3%	n/a
2017	7.2%	5.8%	4.0%	0.0%	4.0%	0.0%	-	-	-	-	n/a	3.4%	n/a
Science													
2018	10.8%	12.1%	21.0%	20.0%	20.9%	33.3%	*	*	-	-	n/a	19.7%	n/a
2017	10.9%	11.5%	7.6%	0.0%	7.6%	0.0%	-	-	-	-	n/a	6.8%	n/a
Social Studies													
2018	14.5%	17.1%	13.2%	0.0%	13.2%	22.2%	*	*	-	-	n/a	12.0%	n/a
2017	15.0%	17.9%	14.2%	0.0%	14.2%	0.0%	-	?	-	-	n/a	12.5%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	34.5%	8.7%	*	8.6%	20.0%	-	-	-	-	n/a	9.1%	n/a
2017	49.1%	33.2%	14.4%	*	14.5%	-	-	*	-	-	n/a	15.2%	n/a
English Language Arts													
2018	42.5%	16.4%	1.9%	*	1.9%	*	-	-	-	-	n/a	1.6%	n/a
2017	41.3%	14.2%	2.3%	*	2.3%	-	-	*	-	-	n/a	1.8%	n/a
Mathematics													
2018	52.8%	26.3%	0.0%	*	0.0%	-	-	-	-	-	n/a	0.0%	n/a

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	26.1%	4.0%	-	4.0%	-	-	-	-	-	n/a	1.7%	n/a
2018	38.0%	12.5%	0.5%	*	0.5%	*	-	-	-	-	n/a	0.6%	n/a
2017 Social Studies	38.3%	14.4%	3.5%	-	3.5%	-	-	-	-	-	n/a	1.7%	n/a
2018	44.6%	16.5%	4.6%	-	4.6%	*	-	-	-	-	n/a	4.5%	n/a
2017	41.4%	13.8%	3.7%	-	3.7%	-	-	*	-	-	n/a	3.7%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	73.4%	51.3%	*	51.1%	*	-	-	-	-	n/a	49.7%	n/a
2016-17	73.5%	69.3%	43.5%	100.0%	43.2%	100.0%	-	-	-	-	n/a	40.2%	n/a
At/Above Criterion													
2017-18	37.9%	21.7%	4.9%	*	4.8%	*	-	-	-	-	n/a	4.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	987	1020	-	1018	*	-	-	-	-	n/a	1007	n/a
English Language Arts and Writing													
2017-18	521	500	514	-	515	*	-	-	-	-	n/a	513	n/a
Mathematics													
2017-18	515	487	506	-	502	*	-	-	-	-	n/a	494	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	16.5	*	16.5	*	-	-	-	-	n/a	16.3	n/a
English Language Arts													
2017-18	20.3	17.5	15.6	*	15.5	*	-	-	-	-	n/a	15.4	n/a
Mathematics													
2017-18	20.6	18.2	16.9	*	16.9	*	-	-	-	-	n/a	16.8	n/a
Science													
2017-18	20.9	18.6	17.5	*	17.5	*	-	-	-	-	n/a	17.4	n/a

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	51.6%	35.6%	66.7%	35.5%	56.3%	-	*	-	-	12.8%	35.2%	21.6%
2016-17	37.1%	44.6%	31.3%	37.5%	31.4%	23.5%	-	*	-	-	12.2%	31.0%	16.8%
English Language Arts													
2017-18	17.3%	22.9%	9.7%	16.7%	9.7%	12.5%	-	*	-	-	0.6%	9.0%	0.7%
2016-17	16.8%	22.2%	8.7%	12.5%	8.7%	0.0%	-	*	-	-	0.3%	7.8%	0.2%
Mathematics													
2017-18	20.7%	24.5%	16.4%	50.0%	16.3%	33.3%	-	*	-	-	5.0%	16.0%	9.1%
2016-17	19.5%	20.9%	23.2%	28.6%	23.2%	23.1%	-	*	-	-	11.6%	23.1%	15.4%
Science													
2017-18	21.2%	24.9%	26.1%	50.0%	26.0%	40.0%	-	*	-	-	8.8%	25.9%	15.1%
2016-17	5.7%	6.2%	4.6%	0.0%	4.6%	0.0%	-	*	-	-	0.0%	4.2%	0.5%
Social Studies													
2017-18	22.8%	27.3%	12.4%	16.7%	12.4%	25.0%	-	*	-	-	0.9%	12.0%	2.5%
2016-17	21.8%	24.7%	12.4%	0.0%	12.4%	6.3%	-	*	-	-	0.0%	11.5%	1.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.7%	44.4%	*	44.1%	*	-	-	-	-	13.4%	40.6%	17.5%
2015-16	54.7%	57.2%	43.3%	*	43.3%	*	-	-	-	-	29.5%	40.3%	23.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	59.5%	42.8%	*	43.1%	*	-	-	-	-	0.0%	39.9%	2.9%
2015-16	55.7%	55.0%	32.6%	*	32.8%	*	-	-	-	-	7.7%	28.9%	2.4%

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

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	14,439	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	27	0.2%	15,122	0.3%
Pre-Kindergarten	721	5.0%	238,810	4.4%
Kindergarten	813	5.6%	373,435	6.9%
Grade 1	931	6.4%	386,567	7.1%
Grade 2	1,004	7.0%	387,490	7.2%
Grade 3	1,024	7.1%	395,637	7.3%
Grade 4	1,113	7.7%	411,805	7.6%
Grade 5	1,137	7.9%	417,388	7.7%
Grade 6	1,122	7.8%	417,587	7.7%
Grade 7	1,039	7.2%	406,716	7.5%
Grade 8	1,129	7.8%	404,933	7.5%
Grade 9	1,300	9.0%	436,449	8.1%
Grade 10	1,113	7.7%	400,571	7.4%
Grade 11	1,004	7.0%	372,899	6.9%
Grade 12	962	6.7%	350,991	6.5%
Ethnic Distribution:				
African American	5	0.0%	684,349	12.6%
Hispanic	14,396	99.7%	2,847,629	52.6%
White	32	0.2%	1,484,069	27.4%
American Indian	0	0.0%	20,362	0.4%
Asian	3	0.0%	242,247	4.5%
Pacific Islander	2	0.0%	8,254	0.2%
Two or More Races	1	0.0%	129,490	2.4%
Economically Disadvantaged	13,587	94.1%	3,283,812	60.6%
Non-Educationally Disadvantaged	852	5.9%	2,132,588	39.4%
Section 504 Students	523	3.6%	354,440	6.5%
English Learners (EL)	7,352	50.9%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	318	2.0%	75,963	1.4%
Students w/ Dyslexia	73	0.5%	194,074	3.6%
At-Risk	11,770	81.5%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	1,300		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	790	60.8%	221,426	42.4%
Students with Physical Disabilities	148	11.4%	114,118	21.9%
Students with Autism	148	11.4%	71,373	13.7%
Students with Behavioral Disabilities	191	14.7%	107,604	20.6%
Students with Non-Categorical Early Childhood	23	1.8%	7,387	1.4%

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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
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<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	0.9%	1.7%	0.0%	6.2%
Grade 1	6.2%	3.1%	11.3%	5.5%
Grade 2	3.2%	1.8%	1.1%	2.3%
Grade 3	2.4%	1.1%	1.2%	0.9%
Grade 4	1.6%	0.5%	0.0%	0.5%
Grade 5	1.0%	0.5%	0.0%	0.6%
Grade 6	1.3%	0.4%	0.0%	0.5%
Grade 7	1.6%	0.6%	0.0%	0.6%
Grade 8	0.7%	0.4%	0.0%	0.7%
Grade 9	11.7%	7.2%	12.5%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	6	0.1%	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	17.6	18.9
Grade 1	17.9	18.8
Grade 2	18.0	18.7
Grade 3	17.4	18.9
Grade 4	18.1	19.2
Grade 5	20.2	21.2
Grade 6	16.9	20.4
Secondary:		
English/Language Arts	16.1	16.6
Foreign Languages	21.7	18.9
Mathematics	17.5	17.8
Science	18.5	18.9
Social Studies	19.0	19.3

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TEXAS EDUCATION AGENCY
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2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	2,394.6	100.0%	719,502.5	100.0%
Professional Staff:	1,355.1	56.6%	461,380.1	64.1%
Teachers	1,028.9	43.0%	358,450.1	49.8%
Professional Support	265.3	11.1%	72,848.5	10.1%
Campus Administration (School Leadership)	43.9	1.8%	21,812.7	3.0%
Central Administration	17.0	0.7%	8,268.8	1.1%
Educational Aides:	259.9	10.9%	74,292.4	10.3%
Auxiliary Staff:	779.7	32.6%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	20.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	45.0	n/a	12,433.0	n/a
Part-time	1.0	n/a	1,097.0	n/a
Total Minority Staff:	2,339.9	97.7%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	0.9	0.1%	37,875.6	10.6%
Hispanic	990.3	96.3%	99,261.7	27.7%
White	29.6	2.9%	209,288.6	58.4%
American Indian	0.0	0.0%	1,236.1	0.3%
Asian	8.0	0.8%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	0.0	0.0%	4,074.5	1.1%
Males	351.6	34.2%	85,138.1	23.8%
Females	677.2	65.8%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	9.6	0.9%	4,932.1	1.4%
Bachelors	858.3	83.4%	263,991.5	73.6%
Masters	159.2	15.5%	87,059.6	24.3%
Doctorate	1.8	0.2%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	42.5	4.1%	24,953.3	7.0%
1-5 Years Experience	377.1	36.7%	103,762.4	28.9%
6-10 Years Experience	186.6	18.1%	68,136.0	19.0%
11-20 Years Experience	300.2	29.2%	105,158.7	29.3%
Over 20 Years Experience	122.4	11.9%	56,439.7	15.7%
Number of Students per Teacher	14.0	n/a	15.1	n/a

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TEXAS EDUCATION AGENCY
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2018-19 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.8	6.3
Average Years Experience of Principals with District	7.8	5.4
Average Years Experience of Assistant Principals	7.7	5.3
Average Years Experience of Assistant Principals with District	7.2	4.7
Average Years Experience of Teachers:	10.1	11.1
Average Years Experience of Teachers with District:	8.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,320	\$47,218
1-5 Years Experience	\$46,730	\$50,408
6-10 Years Experience	\$48,204	\$52,786
11-20 Years Experience	\$52,079	\$56,041
Over 20 Years Experience	\$60,415	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$50,169	\$54,122
Professional Support	\$57,090	\$64,069
Campus Administration (School Leadership)	\$77,169	\$78,947
Central Administration	\$96,451	\$103,400
Instructional Staff Percent:	61.0%	64.5%
Turnover Rate for Teachers:	9.1%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.1	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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Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	7,547	52.3%	1,066,099	19.7%
Career & Technical Education	4,235	29.3%	1,424,391	26.3%
Gifted & Talented Education	1,175	8.1%	436,361	8.1%
Special Education	1,300	9.0%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	78.3	7.6%	23,092.5	6.4%
Career & Technical Education	60.8	5.9%	17,483.0	4.9%
Compensatory Education	0.0	0.0%	9,548.1	2.7%
Gifted & Talented Education	15.1	1.5%	7,164.0	2.0%
Regular Education	770.0	74.8%	255,885.2	71.4%
Special Education	64.0	6.2%	32,449.2	9.1%
Other	40.7	4.0%	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](#)

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2018–19 Texas Academic Performance Report

Cover Page

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/

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/>.

Comprehensive Glossary

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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

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 76th 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:

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

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

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

- (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:

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

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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. Biliteracy 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:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2017–18}}{\text{total number of days that students in grades 1–12 were in membership in 2017–18}}$$

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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2017–18 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2017–18 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2017–18 school year}}$$

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.

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:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort}^*}$$

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

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort}^*}$$

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

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort}^*}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

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.

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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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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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)

number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55

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)

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

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)

number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces

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)

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

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

number of 2017–18 annual graduates who earned a Level I or Level II certificate

number of 2017–18 annual graduates

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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.

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

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

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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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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

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

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

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

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

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

total students enrolled in 11th and 12th grades

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

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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

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

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

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

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

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

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

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

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

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

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)

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).

number of mobile students in 2017–18

**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).

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

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

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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

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

all kindergarten students who were assessed for kindergarten readiness

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Who to Call

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

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

Subject	Contact	Number
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	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
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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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

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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.

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Advanced Academic Courses

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- 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

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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

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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

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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

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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

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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

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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

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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