



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: January 20, 2018

Purpose: ☒ Report Only ☐ Recognition ☐ Discussion/ Possible Action

Presenter(s): Delinda Castro, *Chief Academic Officer* and
Denise Orosco, *Research, Evaluation, and Information Systems Director*

Item Title: Report on the Texas Academic Performance Report (TAPR) per Texas Education Code 39.306

Description:

Texas Education Code, Chapter 39 requires each district board of trustees to publish an annual report that includes the TAPR, Campus Accountability Summary Reports, and the District Accountability Summary Report. The board of trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.

Enclosed: 2016-2017 District Texas Academic Performance Report and TAPR Glossary

Recommendation:

Report Only

District Goal/Strategy:

Goal 2 The percent of students who perform at the Masters Grade Level standard for all grades in state mathematics exams will increase from 8% to 40% by 2022.

Goal 3 The percent of students who perform at the Masters Grade Level standard for all grades in state reading exams will increase from 9% to 40% by 2022.

Funding Budget Code and Amount:

CFO Approval

Not Applicable

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

12-18-17

Superintendent:

12-18-17

2016-17 Texas Academic Performance Report

District Name: **SOUTH SAN ANTONIO ISD**

District Number: **015908**

2017 Accountability Rating: **Met Standard**

2017 Special Education Determination Status:

Needs Substantial Interventions

District Name: SOUTH SAN ANTONIO ISD
County Name: BEXAR
District Number: 015908

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL ^A
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	70%	58%	50%	59%	*	*	*	-	*	32%	57%	56%
	2016	73%	70%	61%	*	61%	70%	*	-	*	*	31%	60%	68%
Mathematics	2017	78%	74%	61%	60%	61%	100%	*	*	-	*	37%	60%	63%
	2016	75%	72%	63%	*	63%	50%	*	-	*	*	37%	62%	69%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	68%	60%	*	60%	*	-	-	*	*	33%	59%	57%
	2016	75%	71%	67%	*	66%	91%	-	-	-	*	27%	66%	59%
Mathematics	2017	76%	72%	65%	63%	65%	*	-	-	*	*	32%	64%	65%
	2016	73%	70%	61%	*	60%	73%	-	-	-	*	39%	60%	55%
Writing	2017	65%	61%	57%	63%	57%	63%	-	-	*	*	20%	57%	59%
	2016	69%	64%	60%	*	60%	45%	-	-	-	*	25%	61%	54%
STAAR Percent at Approaches Grade Level or Above														
Grade 5 ***														
Reading	2017	82%	80%	74%	50%	74%	89%	-	*	-	*	38%	73%	67%
	2016	81%	79%	79%	88%	79%	89%	-	-	*	-	33%	79%	79%
Mathematics	2017	87%	86%	82%	60%	82%	89%	-	*	-	*	47%	82%	77%
	2016	86%	84%	81%	63%	81%	89%	-	-	*	-	55%	80%	89%
Science	2017	74%	71%	61%	*	60%	78%	-	*	-	*	27%	59%	49%
	2016	74%	71%	65%	*	65%	78%	-	-	*	-	38%	64%	73%
STAAR Percent at Approaches Grade Level or Above														
Grade 6														
Reading	2017	69%	67%	52%	*	52%	100%	-	-	*	-	21%	50%	39%
	2016	69%	67%	54%	*	54%	50%	*	-	-	*	15%	52%	37%
Mathematics	2017	76%	73%	53%	*	52%	100%	-	-	*	-	40%	52%	50%
	2016	72%	68%	53%	*	53%	50%	*	-	-	*	17%	51%	42%

District Name: SOUTH SAN ANTONIO ISD
County Name: BEXAR
District Number: 015908

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL ^A
STAAR Percent at Approaches Grade Level or Above														
Grade 7														
Reading	2017	73%	72%	56%	*	56%	75%	*	-	-	-	25%	54%	33%
	2016	71%	68%	54%	71%	54%	75%	*	-	*	*	20%	53%	23%
Mathematics	2017	70%	68%	52%	*	52%	*	*	-	-	-	25%	51%	44%
	2016	69%	67%	51%	*	51%	75%	*	-	*	*	22%	50%	30%
Writing	2017	70%	67%	56%	*	56%	*	*	-	-	-	16%	55%	32%
	2016	69%	67%	59%	86%	58%	83%	*	-	*	*	21%	58%	32%
STAAR Percent at Approaches Grade Level or Above														
Grade 8 ***														
Reading	2017	86%	85%	80%	100%	80%	91%	*	-	*	*	52%	80%	54%
	2016	87%	86%	80%	89%	80%	79%	*	-	-	*	39%	80%	50%
Mathematics	2017	85%	82%	78%	100%	78%	100%	*	-	*	-	51%	78%	67%
	2016	82%	77%	69%	75%	69%	64%	*	-	-	*	45%	69%	62%
Science	2017	76%	75%	64%	75%	64%	91%	*	-	*	*	43%	64%	29%
	2016	75%	72%	64%	75%	64%	79%	*	-	-	*	43%	63%	39%
Social Studies	2017	63%	61%	52%	63%	51%	82%	*	-	*	*	37%	50%	27%
	2016	63%	59%	53%	*	53%	64%	*	-	-	*	38%	52%	21%
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	64%	55%	71%	55%	50%	*	-	-	-	36%	54%	16%
	2016	65%	63%	51%	50%	51%	53%	*	*	*	-	20%	50%	24%
English II	2017	66%	65%	56%	54%	56%	56%	-	*	*	-	25%	54%	27%
	2016	67%	67%	55%	57%	55%	*	*	-	-	-	19%	56%	19%
Algebra I	2017	83%	81%	71%	73%	71%	82%	*	-	-	*	45%	70%	59%
	2016	78%	75%	65%	*	65%	62%	*	-	*	-	28%	63%	49%

District Name: SOUTH SAN ANTONIO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL ^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
Biology	2017	86%	85%	79%	75%	79%	92%	*	*	-	-	57%	79%	53%
	2016	87%	87%	81%	*	82%	75%	*	*	*	-	46%	81%	57%
U.S. History	2017	91%	92%	90%	89%	90%	83%	*	-	-	-	47%	90%	67%
	2016	91%	90%	87%	*	87%	*	*	*	*	-	42%	87%	50%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	73%	64%	61%	64%	75%	31%	88%	54%	67%	36%	63%	52%
	2016	75%	72%	64%	63%	64%	69%	33%	*	71%	77%	32%	63%	53%
Reading	2017	72%	71%	61%	57%	61%	67%	*	71%	*	*	34%	60%	47%
	2016	73%	71%	62%	65%	62%	70%	42%	*	*	88%	26%	61%	49%
Mathematics	2017	79%	77%	66%	66%	66%	80%	*	100%	*	*	40%	65%	63%
	2016	76%	73%	63%	58%	63%	66%	*	-	*	75%	35%	63%	60%
Writing	2017	67%	64%	56%	46%	57%	56%	*	-	*	*	18%	56%	50%
	2016	69%	65%	60%	83%	59%	65%	*	-	*	*	23%	59%	46%
Science	2017	79%	77%	68%	58%	68%	88%	*	*	*	*	42%	67%	45%
	2016	79%	77%	70%	60%	70%	77%	*	*	*	*	42%	69%	62%
Social Studies	2017	77%	76%	70%	76%	70%	82%	*	-	*	*	41%	70%	43%
	2016	77%	75%	69%	55%	69%	68%	*	*	*	*	40%	69%	32%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	30%	23%	30%	45%	*	*	*	*	24%	29%	19%
	2016	45%	41%	28%	18%	28%	31%	*	*	*	*	3%	26%	18%
Reading	2017	48%	46%	32%	23%	32%	40%	*	*	*	*	25%	31%	23%
	2016	46%	43%	30%	24%	30%	30%	*	*	*	*	5%	29%	21%
Mathematics	2017	48%	44%	29%	23%	29%	55%	*	*	*	*	26%	29%	27%
	2016	43%	38%	24%	12%	24%	31%	*	-	*	*	6%	23%	23%

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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Writing	2017	38%	34%	23%	*	23%	*	*	-	*	*	15%	21%	20%
	2016	41%	36%	29%	*	29%	38%	*	-	*	*	*	28%	18%
Science	2017	52%	49%	34%	24%	34%	68%	*	*	*	*	28%	33%	13%
	2016	47%	44%	31%	40%	31%	33%	*	*	*	*	*	29%	21%
Social Studies	2017	51%	50%	38%	35%	38%	50%	*	-	*	*	27%	38%	12%
	2016	47%	46%	33%	*	33%	28%	*	*	*	*	6%	33%	8%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	18%	9%	3%	9%	17%	*	38%	*	*	8%	9%	8%
	2016	18%	15%	8%	5%	8%	16%	*	*	*	*	6%	8%	9%
Reading	2017	19%	17%	10%	*	10%	14%	*	*	*	*	8%	9%	9%
	2016	17%	15%	9%	*	9%	16%	*	*	*	*	5%	8%	9%
Mathematics	2017	23%	19%	9%	*	9%	23%	*	*	*	*	9%	8%	10%
	2016	19%	16%	8%	*	8%	16%	*	-	*	*	7%	7%	12%
Writing	2017	12%	10%	4%	*	5%	*	*	-	*	*	6%	4%	6%
	2016	15%	12%	6%	*	6%	*	*	-	*	*	*	5%	5%
Science	2017	19%	18%	9%	*	9%	19%	*	*	*	*	9%	8%	5%
	2016	16%	15%	7%	*	7%	16%	*	*	*	*	11%	7%	5%
Social Studies	2017	27%	27%	11%	*	11%	*	*	-	*	*	7%	11%	*
	2016	22%	21%	10%	*	10%	*	*	*	*	*	8%	10%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	60%	55%	53%	55%	63%	*	*	*	*	56%	55%	53%
	2016	62%	60%	56%	59%	56%	57%	*	-	*	*	50%	56%	55%
Reading	2017	59%	59%	54%	*	54%	63%	*	*	*	*	55%	54%	50%
	2016	60%	59%	56%	64%	56%	55%	*	-	*	*	51%	56%	55%

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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	61%	56%	*	56%	63%	*	*	*	*	58%	56%	56%
	2016	63%	60%	56%	53%	56%	58%	*	-	*	*	50%	56%	55%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	18%	16%	9%	16%	13%	*	*	*	*	16%	16%	16%
	2016	17%	16%	14%	17%	14%	16%	*	-	*	*	13%	14%	17%
Reading	2017	17%	17%	16%	*	16%	10%	*	*	*	*	18%	16%	16%
	2016	16%	15%	15%	19%	15%	20%	*	-	*	*	14%	15%	17%
Mathematics	2017	20%	18%	16%	*	16%	15%	*	*	*	*	14%	16%	16%
	2016	17%	16%	13%	15%	13%	13%	*	-	*	*	12%	13%	18%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	34%	29%	34%	*	*	-	*	-	20%	34%	33%
	2016	35%	34%	32%	*	32%	44%	*	-	*	*	10%	32%	28%
Mathematics	2017	43%	41%	42%	44%	42%	*	*	-	*	*	23%	42%	44%

District Name: SOUTH SAN ANTONIO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

Student Success Initiative	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Grade 5 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	72%	70%	62%	*	62%	78%	-	*	-	*	13%	61%	56%
Students Requiring Accelerated Instruction													
2017	28%	30%	38%	80%	38%	*	-	*	-	*	87%	39%	44%
STAAR Cumulative Met Standard													
2017	81%	80%	73%	50%	73%	89%	-	*	-	*	26%	73%	68%
Grade 5 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	81%	80%	75%	*	76%	78%	-	*	-	*	31%	75%	66%
Students Requiring Accelerated Instruction													
2017	19%	20%	25%	60%	24%	*	-	*	-	*	69%	25%	34%
STAAR Cumulative Met Standard													
2017	87%	85%	82%	60%	82%	89%	-	*	-	*	36%	82%	77%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	76%	76%	67%	88%	67%	89%	*	-	*	*	39%	67%	33%
Students Requiring Accelerated Instruction													
2017	24%	24%	33%	*	33%	*	*	-	*	*	61%	33%	67%
STAAR Cumulative Met Standard													
2017	85%	85%	79%	100%	79%	89%	*	-	*	*	42%	80%	51%
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	75%	71%	62%	88%	61%	*	*	-	*	-	33%	63%	42%
Students Requiring Accelerated Instruction													
2017	25%	29%	38%	*	39%	*	*	-	*	-	67%	37%	58%
STAAR Cumulative Met Standard													
2017	85%	82%	77%	100%	76%	*	*	-	*	-	40%	77%	62%

District Name: SOUTH SAN ANTONIO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance
Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 20	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 ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	64%	61%	60%	72%	-	-	42%	50%	42%	59%	52%	52%
	2016	75%	72%	64%	67%	66%	80%	-	-	36%	*	35%	56%	53%	53%
Reading	2017	72%	71%	61%	59%	58%	73%	-	-	34%	*	34%	51%	47%	47%
	2016	73%	71%	62%	68%	66%	81%	-	-	28%	*	27%	59%	49%	49%
Mathematics	2017	79%	77%	66%	68%	66%	80%	-	-	56%	*	56%	69%	63%	63%
	2016	76%	73%	63%	70%	69%	81%	-	-	44%	*	43%	64%	60%	60%
Writing	2017	67%	64%	56%	60%	61%	47%	-	-	32%	*	33%	*	50%	50%
	2016	69%	65%	60%	54%	53%	69%	-	-	32%	-	32%	50%	46%	46%
Science	2017	79%	77%	68%	47%	45%	69%	-	-	40%	*	39%	67%	43%	45%
	2016	79%	77%	70%	72%	71%	84%	-	-	48%	-	48%	59%	62%	62%
Social Studies	2017	77%	76%	70%	-	-	-	-	-	43%	*	43%	*	43%	43%
	2016	77%	75%	69%	-	-	-	-	-	32%	-	32%	33%	32%	32%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	30%	28%	27%	39%	-	-	8%	*	7%	24%	18%	19%
	2016	45%	41%	28%	31%	29%	41%	-	-	3%	-	3%	14%	18%	18%
Reading	2017	48%	46%	32%	35%	33%	48%	-	-	8%	*	8%	31%	23%	23%
	2016	46%	43%	30%	37%	35%	45%	-	-	4%	-	4%	16%	21%	21%
Mathematics	2017	48%	44%	29%	38%	35%	57%	-	-	14%	*	13%	24%	28%	27%
	2016	43%	38%	24%	37%	36%	42%	-	-	6%	-	6%	16%	24%	23%
Writing	2017	38%	34%	23%	32%	33%	*	-	-	*	*	*	*	21%	20%
	2016	41%	36%	29%	27%	23%	58%	-	-	*	-	*	*	18%	18%
Science	2017	52%	49%	34%	16%	15%	*	-	-	8%	*	9%	*	13%	13%
	2016	47%	44%	31%	27%	27%	28%	-	-	8%	-	8%	33%	20%	21%
Social Studies	2017	51%	50%	38%	-	-	-	-	-	11%	*	11%	*	11%	12%
	2016	47%	46%	33%	-	-	-	-	-	*	-	*	*	*	8%

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Texas Academic Performance Report
2016-17 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 20	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 ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	18%	9%	13%	12%	25%	-	-	3%	*	3%	5%	8%	8%
	2016	18%	15%	8%	15%	15%	20%	-	-	1%	*	1%	*	9%	9%
Reading	2017	19%	17%	10%	16%	14%	31%	-	-	3%	*	2%	*	10%	9%
	2016	17%	15%	9%	17%	17%	19%	-	-	*	*	*	*	10%	9%
Mathematics	2017	23%	19%	9%	14%	13%	27%	-	-	4%	*	4%	*	10%	10%
	2016	19%	16%	8%	18%	17%	21%	-	-	3%	*	3%	*	12%	12%
Writing	2017	12%	10%	4%	9%	8%	*	-	-	*	*	*	*	6%	6%
	2016	15%	12%	6%	8%	6%	*	-	-	*	-	*	*	5%	5%
Science	2017	19%	18%	9%	6%	6%	*	-	-	3%	*	4%	*	5%	5%
	2016	16%	15%	7%	8%	8%	*	-	-	*	-	*	*	5%	5%
Social Studies	2017	27%	27%	11%	-	-	-	-	-	*	*	*	*	*	*
	2016	22%	21%	10%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	60%	55%	60%	59%	69%	-	-	45%	*	45%	48%	53%	53%
	2016	62%	60%	56%	65%	64%	74%	-	-	43%	*	43%	56%	56%	56%
Reading	2017	59%	59%	54%	54%	53%	71%	-	-	46%	*	45%	*	50%	50%
	2016	60%	59%	56%	65%	63%	76%	-	-	46%	*	46%	55%	57%	57%
Mathematics	2017	64%	61%	56%	66%	66%	68%	-	-	45%	*	45%	55%	57%	57%
	2016	63%	60%	56%	66%	65%	71%	-	-	39%	*	39%	*	55%	55%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	18%	16%	21%	20%	27%	-	-	11%	*	11%	16%	16%	16%
	2016	17%	16%	14%	26%	26%	29%	-	-	9%	*	9%	13%	19%	18%
Reading	2017	17%	17%	16%	20%	19%	29%	-	-	13%	*	13%	*	17%	16%
	2016	16%	15%	15%	23%	22%	29%	-	-	11%	*	10%	15%	18%	18%

District Name: SOUTH SAN ANTONIO ISD
 County Name: BEXAR
 District Number: 015908

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 20	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 ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	18%	16%	22%	22%	26%	-	-	8%	*	8%	27%	16%	16%
	2016	17%	16%	13%	29%	29%	29%	-	-	7%	*	7%	*	20%	19%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	34%	36%	35%	*	-	-	32%	*	32%	*	34%	33%
	2016	35%	34%	32%	36%	35%	*	-	-	20%	-	20%	*	27%	28%
Mathematics	2017	43%	41%	42%	43%	45%	*	-	-	46%	*	46%	*	44%	44%

District Name: SOUTH SAN ANTONIO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Participation

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	100%	99%	99%	84%	100%	100%	100%	99%	99%	99%
Included in Accountability	94%	93%	92%	88%	93%	93%	84%	89%	100%	71%	89%	93%	89%
Not Included in Accountability													
Mobile	4%	5%	6%	11%	6%	7%	0%	11%	0%	29%	8%	6%	6%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	1%	1%	5%
Not Tested	1%	1%	1%	0%	1%	1%	16%	0%	0%	0%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	16%	0%	0%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	93%	92%	91%	93%	87%	100%	31%	100%	58%	89%	93%	87%
Not Included in Accountability													
Mobile	4%	5%	6%	7%	6%	12%	0%	46%	0%	42%	8%	6%	6%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	23%	0%	0%	1%	1%	7%
Not Tested	1%	1%	1%	1%	1%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: SOUTH SAN ANTONIO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Attendance and Postsecondary Readiness

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.3%	94.9%	95.2%	94.9%	95.0%	87.5%	97.4%	*	95.5%	93.5%	94.9%	96.7%
2014-15	95.7%	95.3%	95.0%	94.6%	95.1%	94.7%	92.0%	98.4%	96.6%	98.1%	93.8%	95.1%	96.5%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.4%	1.1%	3.7%	1.0%	2.7%	0.0%	-	*	0.0%	2.0%	1.2%	0.0%
2014-15	0.3%	0.5%	1.1%	0.0%	1.1%	3.0%	*	*	*	-	0.0%	1.1%	2.5%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	2.8%	3.1%	0.0%	3.2%	2.7%	*	0.0%	*	*	4.1%	3.1%	2.6%
2014-15	2.1%	2.3%	5.1%	4.5%	5.0%	7.0%	20.0%	*	-	*	3.6%	5.4%	18.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	86.7%	88.4%	75.0%	88.6%	86.7%	-	*	-	-	75.6%	89.0%	80.8%
Received GED	0.5%	0.5%	0.4%	0.0%	0.4%	0.0%	-	*	-	-	0.0%	0.4%	0.0%
Continued HS	4.2%	4.1%	0.9%	0.0%	0.9%	0.0%	-	*	-	-	6.7%	0.8%	0.0%
Dropped Out	6.2%	8.7%	10.3%	25.0%	10.0%	13.3%	-	*	-	-	17.8%	9.9%	19.2%
Graduates and GED	89.6%	87.2%	88.8%	75.0%	89.0%	86.7%	-	*	-	-	75.6%	89.3%	80.8%
Grads, GED, & Cont	93.8%	91.3%	89.7%	75.0%	90.0%	86.7%	-	*	-	-	82.2%	90.1%	80.8%
Class of 2015													
Graduated	89.0%	88.3%	87.0%	85.7%	87.2%	87.5%	*	*	-	-	58.7%	87.2%	76.9%
Received GED	0.6%	0.6%	0.2%	0.0%	0.2%	0.0%	*	*	-	-	0.0%	0.2%	0.0%
Continued HS	4.1%	3.4%	3.0%	0.0%	3.1%	0.0%	*	*	-	-	19.6%	2.5%	0.0%
Dropped Out	6.3%	7.6%	9.8%	14.3%	9.5%	12.5%	*	*	-	-	21.7%	10.0%	23.1%
Graduates and GED	89.6%	89.0%	87.2%	85.7%	87.3%	87.5%	*	*	-	-	58.7%	87.4%	76.9%
Grads, GED, & Cont	93.7%	92.4%	90.2%	85.7%	90.5%	87.5%	*	*	-	-	78.3%	90.0%	76.9%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	89.2%	89.5%	85.7%	89.8%	87.5%	*	*	-	-	74.4%	89.2%	76.9%
Received GED	0.8%	0.8%	0.2%	0.0%	0.2%	0.0%	*	*	-	-	0.0%	0.2%	0.0%
Continued HS	1.2%	1.2%	0.2%	0.0%	0.2%	0.0%	*	*	-	-	2.3%	0.2%	0.0%
Dropped Out	6.7%	8.8%	10.1%	14.3%	9.9%	12.5%	*	*	-	-	23.3%	10.4%	23.1%
Graduates and GED	92.1%	90.0%	89.7%	85.7%	89.9%	87.5%	*	*	-	-	74.4%	89.4%	76.9%
Grads, GED, & Cont	93.3%	91.2%	89.9%	85.7%	90.1%	87.5%	*	*	-	-	76.7%	89.6%	76.9%
Class of 2014													
Graduated	90.4%	89.2%	90.4%	*	90.2%	100.0%	-	*	*	*	69.8%	90.0%	53.8%
Received GED	1.0%	1.1%	0.2%	*	0.2%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Continued HS	1.3%	1.2%	0.7%	*	0.7%	0.0%	-	*	*	*	7.5%	0.4%	0.0%
Dropped Out	7.2%	8.5%	8.8%	*	8.9%	0.0%	-	*	*	*	22.6%	9.5%	46.2%
Graduates and GED	91.5%	90.3%	90.5%	*	90.4%	100.0%	-	*	*	*	69.8%	90.0%	53.8%
Grads, GED, & Cont	92.8%	91.5%	91.2%	*	91.1%	100.0%	-	*	*	*	77.4%	90.5%	53.8%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Attendance and Postsecondary Readiness

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	89.2%	91.0%	*	90.9%	100.0%	-	*	*	*	76.5%	90.4%	53.8%
Received GED	1.2%	1.2%	0.4%	*	0.4%	0.0%	-	*	*	*	0.0%	0.2%	0.0%
Continued HS	0.6%	0.6%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	8.9%	8.6%	*	8.7%	0.0%	-	*	*	*	23.5%	9.4%	46.2%
Graduates and GED	92.2%	90.5%	91.4%	*	91.3%	100.0%	-	*	*	*	76.5%	90.6%	53.8%
Grads, GED, & Cont	92.8%	91.1%	91.4%	*	91.3%	100.0%	-	*	*	*	76.5%	90.6%	53.8%
Class of 2013													
Graduated	90.9%	89.3%	91.0%	85.7%	91.1%	85.7%	*	-	-	-	82.2%	91.9%	72.7%
Received GED	1.4%	1.5%	0.9%	0.0%	0.9%	0.0%	*	-	-	-	0.0%	1.2%	0.0%
Continued HS	0.6%	0.6%	0.9%	14.3%	0.5%	14.3%	*	-	-	-	8.9%	0.3%	0.0%
Dropped Out	7.2%	8.6%	7.3%	0.0%	7.5%	0.0%	*	-	-	-	8.9%	6.7%	27.3%
Graduates and GED	92.3%	90.8%	91.9%	85.7%	92.0%	85.7%	*	-	-	-	82.2%	93.0%	72.7%
Grads, GED, & Cont	92.8%	91.4%	92.7%	100.0%	92.5%	100.0%	*	-	-	-	91.1%	93.3%	72.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	86.7%	87.4%	75.0%	87.5%	86.7%	-	*	-	-	67.3%	88.5%	80.8%
Class of 2015	89.0%	88.3%	86.1%	85.7%	86.4%	77.8%	*	*	-	-	58.7%	86.5%	74.1%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	89.2%	87.7%	85.7%	87.8%	88.9%	*	*	-	-	65.3%	87.8%	74.1%
Class of 2014	90.4%	89.2%	89.6%	*	89.4%	100.0%	-	*	*	*	68.5%	89.3%	46.7%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	89.2%	89.9%	*	89.8%	100.0%	-	*	*	*	72.2%	89.3%	46.7%
Class of 2013	90.9%	89.3%	90.4%	85.7%	90.7%	75.0%	*	-	-	-	82.6%	91.4%	72.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	86.5%	70.8%	-	71.4%	*	-	-	-	-	0.0%	70.3%	-
Class of 2015	86.1%	87.1%	56.3%	-	57.1%	*	-	-	-	-	0.0%	54.9%	0.0%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	1.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Class of 2015	3.5%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	40.8%	84.2%	66.7%	84.4%	81.8%	-	*	-	-	50.0%	84.0%	71.4%
Class of 2015	38.7%	28.6%	84.7%	66.7%	85.2%	66.7%	-	*	-	-	30.0%	83.9%	86.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	82.1%	82.2%	66.7%	82.5%	76.9%	-	*	-	-	23.5%	82.0%	71.4%
Class of 2015	84.1%	82.9%	81.0%	66.7%	81.5%	57.1%	-	*	-	-	11.1%	80.3%	65.0%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	84.5%	59.3%	-	60.5%	*	-	-	*	-	0.0%	62.9%	-
2014-15	84.3%	85.2%	50.0%	-	50.7%	*	-	-	-	-	0.0%	47.5%	0.0%
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	1.5%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2014-15	3.5%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	38.7%	85.0%	*	84.9%	81.8%	-	*	-	-	46.7%	84.9%	71.4%
2014-15	37.3%	26.7%	83.3%	50.0%	84.1%	66.7%	-	*	-	-	27.3%	82.0%	88.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	80.0%	80.5%	*	80.7%	73.3%	-	*	*	-	16.7%	81.4%	71.4%
2014-15	82.2%	80.9%	78.6%	50.0%	79.3%	57.1%	-	*	-	-	8.6%	77.3%	68.2%
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	54.1%	38.8%	22.2%	39.2%	22.2%	-	*	*	-	4.9%	38.1%	15.9%
2014-15	54.5%	55.2%	39.0%	23.1%	39.5%	27.8%	*	*	-	-	7.5%	38.1%	17.4%
English Language Arts													
2015-16	30.1%	30.4%	19.0%	0.0%	19.2%	11.8%	-	*	*	-	0.0%	18.6%	0.0%
2014-15	29.0%	31.4%	18.7%	0.0%	19.0%	11.1%	*	*	-	-	0.0%	17.5%	0.0%
Mathematics													
2015-16	43.1%	43.3%	28.6%	33.3%	29.0%	12.5%	-	*	-	-	3.7%	28.0%	2.6%
2014-15	43.8%	44.7%	30.6%	16.7%	30.9%	22.2%	-	*	-	-	4.2%	29.3%	14.0%
Science													
2015-16	12.2%	11.4%	2.5%	*	2.4%	7.7%	-	*	-	-	0.0%	1.9%	0.0%
2014-15	12.7%	12.4%	3.5%	0.0%	3.5%	0.0%	*	*	-	-	0.0%	3.4%	0.0%
Social Studies													
2015-16	29.0%	29.1%	20.2%	12.5%	20.4%	11.1%	-	*	*	-	0.0%	19.6%	0.0%
2014-15	28.4%	28.5%	17.1%	16.7%	17.2%	11.1%	*	*	-	-	1.4%	16.9%	0.0%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	33.6%	23.7%	14.8%	23.9%	16.7%	*	60.0%	*	-	2.2%	23.7%	5.6%
2014-15	34.6%	33.4%	19.7%	9.7%	19.9%	13.9%	0.0%	*	-	*	3.4%	19.2%	7.0%
English Language Arts													
2015-16	16.2%	15.7%	8.1%	0.0%	8.1%	6.9%	*	40.0%	*	-	0.0%	8.1%	0.0%
2014-15	15.7%	15.9%	8.0%	0.0%	8.1%	5.7%	0.0%	*	-	*	0.0%	7.5%	0.0%
Mathematics													
2015-16	19.3%	19.2%	11.4%	8.3%	11.6%	7.1%	*	0.0%	*	-	1.3%	11.5%	0.7%
2014-15	19.4%	19.4%	12.7%	6.7%	12.8%	11.4%	*	*	-	*	1.4%	12.3%	4.4%

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	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	4.8%	0.9%	0.0%	0.9%	4.2%	*	0.0%	*	-	0.0%	0.7%	0.0%
2014-15	5.2%	5.1%	1.3%	0.0%	1.3%	0.0%	0.0%	*	-	*	0.0%	1.3%	0.0%
Social Studies													
2015-16	20.8%	19.5%	11.6%	12.0%	11.7%	6.7%	*	20.0%	*	-	0.0%	11.6%	0.0%
2014-15	19.5%	18.8%	10.7%	6.7%	10.9%	6.1%	0.0%	*	-	*	0.7%	10.6%	0.9%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	48.5%	36.3%	*	36.7%	36.4%	-	*	*	-	0.0%	34.2%	0.0%
2014-15	42.0%	38.0%	32.0%	*	31.0%	*	-	*	-	-	*	28.0%	0.0%
Mathematics													
2015-16	44.6%	39.3%	20.0%	*	20.4%	9.1%	-	*	*	-	0.0%	19.7%	0.0%
2014-15	38.0%	33.0%	18.0%	*	18.0%	*	-	*	-	-	*	15.0%	0.0%
Both Subjects													
2015-16	38.7%	35.4%	18.9%	*	19.5%	9.1%	-	*	*	-	0.0%	18.4%	0.0%
2014-15	35.0%	30.0%	14.0%	*	14.0%	*	-	*	-	-	*	12.0%	0.0%
Either Subject													
2015-16	56.4%	52.3%	37.5%	*	37.7%	36.4%	-	*	*	-	0.0%	35.5%	0.0%
2014-15	45.0%	40.0%	35.0%	*	35.0%	*	-	*	-	-	*	31.0%	0.0%
College and Career Ready Graduates													
2015-16	75.9%	73.3%	73.0%	*	74.3%	53.3%	-	*	*	-	47.6%	74.2%	61.9%
2014-15	74.5%	70.9%	54.1%	0.0%	55.2%	28.6%	-	*	-	-	22.9%	52.2%	13.6%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	27.8%	28.2%	*	28.5%	26.7%	-	*	*	-	0.0%	27.6%	0.0%
2014-15	10.6%	9.7%	12.8%	12.5%	12.7%	28.6%	-	*	-	-	2.9%	11.0%	0.0%
Mathematics													
2015-16	18.1%	20.3%	14.0%	*	14.2%	6.7%	-	*	*	-	0.0%	14.7%	0.0%
2014-15	7.1%	6.1%	5.3%	0.0%	5.4%	0.0%	-	*	-	-	0.0%	4.1%	0.0%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	47.8%	29.4%	*	29.7%	20.0%	-	*	*	-	0.0%	28.7%	9.5%
2014-15	48.1%	48.0%	28.2%	0.0%	28.9%	0.0%	-	*	-	-	5.7%	27.2%	9.1%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	12.6%	12.0%	*	12.1%	13.3%	-	*	*	-	0.0%	12.4%	0.0%
2014-15	10.6%	10.9%	9.3%	0.0%	9.6%	0.0%	-	*	-	-	0.0%	8.7%	0.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	44.9%	27.0%	*	27.4%	13.3%	-	*	*	-	0.0%	25.8%	23.8%
2014-15	43.4%	45.3%	22.2%	0.0%	22.7%	0.0%	-	*	-	-	0.0%	20.8%	13.6%

District Name: SOUTH SAN ANTONIO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Attendance and Postsecondary Readiness

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	43.0%	56.8%	*	58.2%	33.3%	-	*	*	-	47.6%	57.9%	52.4%
2014-15	46.6%	39.1%	39.1%	0.0%	40.0%	28.6%	-	*	-	-	20.0%	38.9%	4.5%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	26.5%	12.3%	0.0%	12.4%	11.1%	-	*	*	*	n/a	11.4%	n/a
2015	24.9%	26.9%	15.0%	12.5%	15.2%	0.0%	*	*	-	-	n/a	14.1%	n/a
English Language Arts													
2016	15.5%	17.2%	6.2%	0.0%	6.2%	5.6%	-	*	*	*	n/a	5.4%	n/a
2015	15.1%	17.6%	8.2%	0.0%	8.3%	0.0%	*	*	-	-	n/a	7.2%	n/a
Mathematics													
2016	6.8%	6.5%	1.7%	0.0%	1.6%	5.6%	-	*	*	*	n/a	1.1%	n/a
2015	6.8%	7.2%	0.9%	0.0%	0.9%	0.0%	*	*	-	-	n/a	0.6%	n/a
Science													
2016	10.4%	10.1%	5.5%	0.0%	5.5%	5.6%	-	*	*	*	n/a	4.7%	n/a
2015	10.2%	11.1%	6.2%	0.0%	6.3%	0.0%	*	*	-	-	n/a	5.9%	n/a
Social Studies													
2016	14.8%	15.8%	6.2%	0.0%	6.3%	5.6%	-	*	*	*	n/a	5.5%	n/a
2015	14.4%	15.9%	6.7%	12.5%	6.7%	0.0%	*	*	-	-	n/a	6.6%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	41.8%	28.0%	-	27.9%	*	-	*	-	-	n/a	24.3%	n/a
2015	49.1%	42.7%	24.7%	*	24.7%	-	-	*	-	-	n/a	23.7%	n/a
English Language Arts													
2016	43.3%	35.2%	15.2%	-	15.6%	*	-	*	-	-	n/a	7.5%	n/a
2015	43.7%	37.1%	8.1%	-	8.3%	-	-	*	-	-	n/a	7.5%	n/a
Mathematics													
2016	54.0%	41.5%	44.4%	-	47.1%	*	-	-	-	-	n/a	36.4%	n/a
2015	51.7%	38.5%	66.7%	-	66.7%	-	-	-	-	-	n/a	66.7%	n/a
Science													
2016	35.1%	32.7%	16.9%	-	15.8%	*	-	*	-	-	n/a	10.9%	n/a
2015	35.4%	33.1%	21.5%	-	20.3%	-	-	*	-	-	n/a	20.0%	n/a
Social Studies													
2016	41.6%	35.8%	14.9%	-	15.4%	*	-	*	-	-	n/a	9.3%	n/a
2015	40.1%	33.3%	15.5%	*	14.7%	-	-	*	-	-	n/a	14.8%	n/a
SAT/ACT Results Tested													
Class of 2016	71.6%	75.6%	87.6%	*	88.1%	60.0%	-	*	*	-	n/a	88.2%	n/a
Class of 2015	68.3%	67.8%	48.1%	12.5%	49.0%	14.3%	-	*	-	-	n/a	44.7%	n/a

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	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
At/Above Criterion													
Class of 2016	22.5%	17.0%	4.9%	0.0%	4.8%	11.1%	-	*	-	-	n/a	3.8%	n/a
Class of 2015	24.3%	20.5%	8.5%	*	8.2%	*	-	*	-	-	n/a	7.6%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1314	1131	1138	1132	1148	-	*	-	-	n/a	1119	n/a
Class of 2015	1394	1360	1245	*	1245	*	-	*	-	-	n/a	1237	n/a
English Language Arts and Writing													
Class of 2016	903	864	737	770	737	756	-	*	-	-	n/a	729	n/a
Class of 2015	912	893	818	*	818	*	-	*	-	-	n/a	813	n/a
Mathematics													
Class of 2016	472	449	394	368	395	392	-	*	-	-	n/a	390	n/a
Class of 2015	482	467	427	*	427	*	-	*	-	-	n/a	424	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	20.4	17.9	*	18.0	*	-	-	-	-	n/a	17.7	n/a
Class of 2015	20.6	20.3	18.2	*	18.2	*	-	-	-	-	n/a	18.1	n/a
English Language Arts													
Class of 2016	19.8	20.1	17.0	*	17.0	*	-	-	-	-	n/a	16.7	n/a
Class of 2015	20.1	19.9	17.4	*	17.4	*	-	-	-	-	n/a	17.4	n/a
Mathematics													
Class of 2016	20.5	20.5	18.6	*	18.7	*	-	-	-	-	n/a	18.2	n/a
Class of 2015	20.9	20.5	18.4	*	18.4	*	-	-	-	-	n/a	18.2	n/a
Science													
Class of 2016	20.5	20.6	18.9	*	19.0	*	-	-	-	-	n/a	18.9	n/a
Class of 2015	20.7	20.5	18.9	*	18.9	*	-	-	-	-	n/a	18.7	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	53.1%	49.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	55.6%	47.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	49.7%	24.3%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	67.3%	49.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Profile

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students:	9,626	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	9	0.1%	13,821	0.3%
Pre-Kindergarten	547	5.7%	223,833	4.2%
Kindergarten	653	6.8%	371,682	7.0%
Grade 1	728	7.6%	395,568	7.4%
Grade 2	730	7.6%	408,582	7.6%
Grade 3	776	8.1%	412,581	7.7%
Grade 4	743	7.7%	410,882	7.7%
Grade 5	768	8.0%	400,016	7.5%
Grade 6	710	7.4%	398,017	7.4%
Grade 7	706	7.3%	396,001	7.4%
Grade 8	696	7.2%	392,231	7.3%
Grade 9	802	8.3%	431,486	8.1%
Grade 10	667	6.9%	395,057	7.4%
Grade 11	585	6.1%	363,655	6.8%
Grade 12	506	5.3%	330,422	6.2%
Ethnic Distribution:				
African American	125	1.3%	673,291	12.6%
Hispanic	9,337	97.0%	2,802,180	52.4%
White	121	1.3%	1,499,559	28.1%
American Indian	8	0.1%	20,701	0.4%
Asian	16	0.2%	224,834	4.2%
Pacific Islander	4	0.0%	7,687	0.1%
Two or More Races	15	0.2%	115,582	2.2%
Economically Disadvantaged	8,748	90.9%	3,155,117	59.0%
Non-Educationally Disadvantaged	878	9.1%	2,188,717	41.0%
English Language Learners (ELL)	1,541	16.0%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	221	2.0%	74,803	1.4%
At-Risk	6,535	67.9%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	776		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	355	45.7%	207,935	44.5%
Students with Physical Disabilities	221	28.5%	102,283	21.9%
Students with Autism	70	9.0%	58,444	12.5%
Students with Behavioral Disabilities	116	14.9%	93,082	19.9%
Students with Non-Categorical Early Childhood	14	1.8%	5,867	1.3%

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Student Information	District		State	
	Count	Percent	Count	Percent
Graduates (Class of 2016):				
Total Graduates	493	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	4	0.8%	41,084	12.7%
Hispanic	471	95.5%	157,633	48.6%
White	15	3.0%	104,551	32.2%
American Indian	0	0.0%	1,280	0.4%
Asian	2	0.4%	13,481	4.2%
Pacific Islander	1	0.2%	449	0.1%
Two or More Races	0	0.0%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	35	7.1%	42,804	13.2%
Recommended H.S. Program/DAP	51	10.3%	254,625	78.5%
Foundation High School Plan (No Endorsement)	61	12.4%	11,477	3.5%
Foundation High School Plan (Endorsement)	0	0.0%	1,501	0.5%
Foundation High School Plan (DLA)	346	70.2%	13,904	4.3%
Special Education Graduates	42	8.5%	23,325	7.2%

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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	0.3%	1.8%	3.8%	7.7%
Grade 1	1.8%	3.8%	1.5%	6.8%
Grade 2	1.4%	2.4%	2.9%	3.1%
Grade 3	0.2%	1.6%	0.0%	1.2%
Grade 4	0.1%	0.8%	1.2%	0.7%
Grade 5	0.1%	0.4%	0.0%	0.7%
Grade 6	0.5%	0.6%	1.9%	0.7%
Grade 7	0.3%	0.7%	0.0%	0.8%
Grade 8	0.3%	0.5%	1.5%	0.9%

	<u>———— District ————</u>		<u>———— State ————</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	30	0.7%	6,686	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
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Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Elementary:		
Kindergarten	18.9	18.8
Grade 1	20.4	18.8
Grade 2	19.8	18.9
Grade 3	19.4	19.0
Grade 4	18.9	19.0
Grade 5	22.2	20.9
Grade 6	19.7	20.4
Secondary:		
English/Language Arts	18.4	16.8
Foreign Languages	21.0	18.7
Mathematics	20.0	18.0
Science	19.1	19.0
Social Studies	21.6	19.4

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TEXAS EDUCATION AGENCY
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Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	1,362.4	100.0%	705,007.9	100.0%
Professional Staff:	802.2	58.9%	451,253.5	64.0%
Teachers	614.6	45.1%	352,756.1	50.0%
Professional Support	128.6	9.4%	70,392.1	10.0%
Campus Administration (School Leadership)	37.0	2.7%	20,492.1	2.9%
Central Administration	22.0	1.6%	7,613.2	1.1%
Educational Aides:	139.9	10.3%	67,934.0	9.6%
Auxiliary Staff:	420.3	30.9%	185,820.3	26.4%
Total Minority Staff:	1,178.0	86.5%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	15.0	2.4%	35,986.3	10.2%
Hispanic	456.6	74.3%	93,694.5	26.6%
White	133.0	21.6%	211,028.1	59.8%
American Indian	1.0	0.2%	1,243.7	0.4%
Asian	3.0	0.5%	5,383.5	1.5%
Pacific Islander	0.0	0.0%	1,521.6	0.4%
Two or More Races	6.0	1.0%	3,898.4	1.1%
Males	184.4	30.0%	83,544.8	23.7%
Females	430.2	70.0%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	0.2%	4,333.3	1.2%
Bachelors	413.2	67.2%	262,745.0	74.5%
Masters	198.4	32.3%	83,426.6	23.6%
Doctorate	2.0	0.3%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	46.0	7.5%	27,413.0	7.8%
1-5 Years Experience	166.1	27.0%	98,846.9	28.0%
6-10 Years Experience	148.5	24.2%	73,646.0	20.9%
11-20 Years Experience	169.0	27.5%	98,156.2	27.8%
Over 20 Years Experience	85.0	13.8%	54,694.0	15.5%
Number of Students per Teacher	15.7	n/a	15.1	n/a

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Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	15.3	19.5
Average Years Experience of Principals with District	9.7	12.2
Average Years Experience of Assistant Principals	14.9	15.7
Average Years Experience of Assistant Principals with District	10.8	10.1
Average Years Experience of Teachers:	10.5	10.9
Average Years Experience of Teachers with District:	8.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$50,470	\$46,199
1-5 Years Experience	\$51,289	\$48,779
6-10 Years Experience	\$52,906	\$51,184
11-20 Years Experience	\$55,028	\$54,396
Over 20 Years Experience	\$62,840	\$60,913
Average Actual Salaries (regular duties only):		
Teachers	\$54,244	\$52,525
Professional Support	\$60,339	\$61,728
Campus Administration (School Leadership)	\$72,277	\$76,471
Central Administration	\$90,418	\$100,397
Instructional Staff Percent:	57.0%	64.6%
Turnover Rate for Teachers:	19.4%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	0.0	454.3
Contracted Instructional Staff:	8.2	2,110.5

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Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,471	15.3%	1,005,219	18.8%
Career & Technical Education	2,242	23.3%	1,336,684	25.0%
Gifted & Talented Education	634	6.6%	415,641	7.8%
Special Education	776	8.1%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	79.9	13.0%	21,143.9	6.0%
Career & Technical Education	40.1	6.5%	15,992.3	4.5%
Compensatory Education	9.0	1.5%	9,777.0	2.8%
Gifted & Talented Education	1.0	0.2%	6,556.8	1.9%
Regular Education	413.2	67.2%	256,918.3	72.8%
Special Education	52.4	8.5%	30,361.9	8.6%
Other	19.0	3.1%	12,005.8	3.4%

Link to:
[PEIMS Financial Standard Reports/](#)
[2015-2016 Financial Actual Report](#)

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

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

'**' When only one group is masked, then the second smallest group is masked (regardless of size).

'-' Indicates zero observations reported for this group.

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

'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

Glossary

October 2017

2016–17 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the [2017 Accountability Manual](http://tea.texas.gov/2017accountabilitymanual.aspx), available at <http://tea.texas.gov/2017accountabilitymanual.aspx>.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 28, 2016* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 28, 2016* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause district performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2016, the accountability subset date is for the prior year, October 30, 2015.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced or dual-credit course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. 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:

Any Subject

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for least one course in 2015–16

English Language Arts

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in ELA

number of students in grades 11–12 who received credit for least one course in ELA in 2015–16

Mathematics

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in mathematics

number of students in grades 11–12 who received credit for least one course in mathematics in 2015–16

Science

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in science

number of students in grades 11–12 who received credit for least one course in science in 2015–16

Social Studies

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in social studies

number of students in grades 11–12 who received credit for least one course in social studies in 2015–16

This indicator was used in awarding distinction designations to high schools in 2017. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2017 Accountability Manual](#). (Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3).

Advanced Placement Examinations: Please see *AP/IB Results*.

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

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

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2015–16 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2015–16 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2015–16 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2015–16 school year}}$$

Both annual 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, 2015–16* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see [Appendix K](#) in the [2017 Accountability Manual](#). See also *Dropout and Leaver Record*. (Source of data: PEIMS; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

AP/IB Course Completion: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or International Baccalaureate (IB) course in the 2012–13 to 2015–16 school years.

number of 2015–16 annual graduates who completed at least one AP or IB course in the 2012–13 to 2015–16 school years

Number of 2015–16 annual graduates

AP/IB Results (Participation): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

All Subjects

number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination

total students enrolled in 11th and 12th grades

English Language Arts

number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in ELA

total students enrolled in 11th and 12th grades

Mathematics

number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in mathematics

total students enrolled in 11th and 12th grades

Science

number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in science

total students enrolled in 11th and 12th grades

Social Studies

number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in social studies

total students enrolled in 11th and 12th grades

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score 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.

All Subjects

number of 11th and 12th graders 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 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 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 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 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

This indicator was used in determining the 2017 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2017 Accountability Manual](#). (Sources of data: The College Board, Nov. 2015, Nov. 2016; The International Baccalaureate Organization, Feb. 2016, Feb. 2017; and PEIMS; Record 101, Student – Demographic, Submission 1)

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

number of students in the 2015–16 school year considered as at risk

total number of students

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2015–16 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grade 1–12 were present in 2015–16

total number of days that students in grade 1–12 were in membership in 2015–16

This indicator was used in awarding distinction designations in 2017. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2017 Accountability Manual](#). (Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

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 090

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. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

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

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. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)*

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. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

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. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)*

Bilingual Education (BE) Dual-language program that enables English language 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 transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *Texas Education Data Standards*, available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

Campus Number: A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04X for middle schools, and 1XX for elementary schools).

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.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

Cohort: A group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort.

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- 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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2016. This is also true for the five-year and six-year extended longitudinal cohorts.

College Admissions Tests: Please see *SAT/ACT Results*.

College-Ready Graduates: The percentage of annual graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT *		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Mathematics	at least 350 on Mathematics	OR	at least 500 on Mathematics AND at least 1070 Total	OR	at least 19 on Mathematics AND at least 23 Composite

* For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

Performance is shown for school years 2014–15 and 2015–16. The percentages are calculated as follows:

English Language Arts.

number of graduates who scored at or above the college-ready criterion for ELA in 2015–16

number of 2015–16 annual graduates with ELA results to evaluate

Mathematics.

number of graduates who scored at or above the college-ready criterion for mathematics in 2015–16

number of 2015–16 annual graduates with ELA results to evaluate

Both Subjects.

number of graduates who scored at or above the college-ready criteria on both ELA & mathematics in 2015–16

number of 2015–16 annual graduates with results in both subjects to evaluate

Either Subject.

number of graduates who scored at or above the college-ready criteria on either ELA or mathematics in 2015–16

number of 2015–16 annual graduates with results in either subject to evaluate

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2016, ACT, Inc. Oct. 2015, Oct. 2016)

College and Career Ready Graduates: The number of 2015–16 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2014–15 or 2015–16 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits during the 2015–16 school year (This includes the CTE Tech Prep Program)

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

number of 2015–16 annual graduates who completed 2 or more advanced/dual-credit courses in the current and/or prior school year

Number of 2015–16 annual graduates

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion of Twelve or More Hours of Postsecondary Credit: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2012–13 to 2015–16 school years.

number of 2015–16 annual graduates who completed 12 or more hours of postsecondary credit in the 2012–13 to 2015–16 school years

Number of 2015–16 annual graduates

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion Rate: Please see *Longitudinal Rates*.

County District Number (CDN): Please see *District Number*.

County District Campus Number (CDCN): Please see *Campus Number*.

CTE-Coherent Sequence Graduate: 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.

number of 2015–16 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits *

number of 2015–16 annual graduates

* This includes the CTE Tech Prep Program.

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

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 GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2015–16, the end of the school-start window was September 30, 2016.) (For a more complete definition of leavers, see *Leaver Records*.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2015–16 school year

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

Distinction Designations: Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

The 2016–17 TAPR provides the Distinction Designations for eligible districts and campuses on the cover page of the report. Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See [Chapter 5](#) of the [2017 Accountability Manual](#) for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates*.

District Number: A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from TSDS PEIMS records. For more information, see *Annual Dropout Rate*. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)

Dropout Rate: Please see *Annual Dropout Rate*.

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

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

See also *Total Students*. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division)

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. (Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

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 both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): 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.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see [Appendix I](#) in the [2017 Accountability Manual](#).
- ELL 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 ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. (Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Enrollment: Please see *Total Students*.

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. (Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

Expenditure Information: Information available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

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

- *Average Years as Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient (1 for a full-time principal, .75 for a three-quarter-time principal, and .5 for a half-time principal, for example) by his or her years of experience. These amounts are added together and divided by the sum of all principals' FTE coefficients.

- **Average Years as Principal with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each principal'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 principal's coefficients.
- **Average Years as Assistant Principal:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient by his or her years of experience. These amounts are added together and divided by the sum of all assistant principals' FTE coefficients.
- **Average Years as Assistant Principal with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each assistant principal'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 assistant principal's coefficients.

(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

Foundation High School Program (FHSP): Please see *Graduation Plan*.

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in TSDS PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

Fund Balance Information: Information is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

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 2015–16 are also shown:

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

See also *College-Ready Graduates*, *Longitudinal Rate*, *RHSP/DAP Graduates*, *RHSP/DAP/FHSP-E/FHSP-DLA Graduates*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

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

- **FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016)** 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 2016 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2016 with reported FHSP graduation plans

- **FHSP-E Graduates (Longitudinal Rate) (Class of 2016)** 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 2016 who complete a 4-year FHSP-E

number of graduates in the Class of 2016 with reported FHSP graduation plans

- **RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016)** 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 2016 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2016 with reported graduation plans
(excludes graduates with FHSP degree plans)**

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016)** 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 2016 who complete a 4-year RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in the Class of 2016 with reported graduation plans

- **FHSP-DLA Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2015–16 who earn an FHSP-DLA

number of graduates in school year (SY) 2015-16 with reported FHSP graduation plans

- **FHSP-E Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2015–16 who earn an FHSP-E

number of graduates in SY 2015–16 with reported FHSP graduation plans

- **RHSP/DAP Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP

number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with FHSP degree plans)

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 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 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2015–16 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 2015 and the Class of 2016. See also *Graduates*. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)

For additional information about graduation programs please see <http://tea.texas.gov/graduation.aspx>

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

number of graduates during the 2014–15 school year who attended a public or independent college or university in Texas in the 2015–16 academic year

number of graduates during the 2014–15 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. (Source of data: Texas Higher Education Coordinating Board)

Graduates in TX IHE Completing One Year Without Remediation: 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.

$$\frac{\text{number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated and met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

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. (Source of data: Texas Higher Education Coordinating Board, Fall 2017)

Graduation Rate: Please see *Longitudinal Rates*.

Instructional Expenditure Ratio (2015–16): This information is available on the PEIMS Financial Standard Reports at <http://tea.texas.gov/financialstandardreports/>.

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 2015–16 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. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

International Baccalaureate (IB) Results: See *AP/IB Results*.

Leaver Record: The TSDS PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit

a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16*, Texas Education Agency)

LEP (Limited English Proficient): Please see *English Language Learner*.

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed through their expected graduation with the class of 2016.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2011–12. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2015.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2010–11. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2014.

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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the class of 2016. 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, 2016 for the 2016 cohort.

number of students from the cohort who received a high school diploma by August 31, 2016

number of students in the 2016 cohort*

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

number of students from the cohort who received a GED by August 31, 2016

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 2016–17 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2016–17 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 2016–17 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2016–17 school year

number of students in the 2016 cohort*

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

number of students from the 2016 cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016

number of students in the 2016 cohort*

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED 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, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year

number of students in the 2016 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2016, for the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$

- (2) *Received GED*: For the 2015 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2015 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2015 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\text{number of students in the 2015 cohort*}}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016} + \text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016} + \text{number of students from the cohort who received a GED by August 31, 2016} + \text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2015 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2016, for the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2014 cohort*}}$$

- (2) *Received GED*: For the 2014 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2014 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2014 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2014 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (5) *Graduates & GED*. The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016} + \text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2014 cohort}^*}$$

- (6) *Graduates, GED & Cont*. The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016} + \text{number of students from the cohort who received a GED by August 31, 2016} + \text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2014 cohort}^*}$$

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

The graduation, continuation, GED 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 2012–13. They are followed through their expected graduation with the class of 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2016 cohort **}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2011–12. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2015 cohort **}}$$

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2010–11. They are followed for six years to see if they graduated within two years after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2014 cohort **}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, 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, 2015–16*. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)

Masking: Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see *Special Symbols* for additional information.

Membership: The count of enrolled students that does not include those students who are served for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)

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

number of mobile students in 2015–16

number of students who were in membership at any time during the 2015–16 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. (*Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1*)

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.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about pairing, please see [Chapter 6](#) in the [2017 Accountability Manual](#).

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 also Appendix A. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

Progress of Prior-Year Non-Proficient Students (*Percentage of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year*): The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2017, rates for ELA/reading and mathematics are calculated as follows:

number of matched students who did not reach the satisfactory standard in 2016 but passed in 2017

number of matched students who did not reach the satisfactory standard in 2016

For 2017, students in grades 4–8 included in these measures are those who

- took the spring 2017 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2017 accountability subset;
- can be matched to the spring 2016 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 2016 STAAR administration of ELA/reading and/or mathematics.

Note this item does not apply to mathematics in 2016, because grade 3–8 mathematics was not included in 2015 accountability.

(Source of data: TEA Student Assessment Division)

Recommended High School Program: Please see *Graduation Plan*.

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2016 in the same grade in which they were reported for the last six-week period of the prior school year (2015–16).

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–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2015–16*, available from TEA. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

Revenue Information: Please see the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Nine values are calculated for this indicator:

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

number of graduates who took either the SAT or the ACT

Total number of graduates reported

- (2) *At/Above Criterion*: The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

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

- (3) *Average SAT Score (All Subjects)*: The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\text{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

- (4) *Average SAT Score (English Language Arts)*: The average score for the SAT critical reading and writing combined. The maximum score is 1600. It is calculated as follows:

$$\frac{\text{sum of total scores (critical reading + writing) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

- (5) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800. It is calculated as follows:

$$\frac{\text{sum of total scores (mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

- (6) *Average ACT Score (All Subjects)*: The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

- (7) *Average ACT Score (English Language Arts)*: The average score for the ELA ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite ELA scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

- (8) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite mathematics scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

- (9) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite science scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

Note: For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

See also *Criterion Score*. (Sources: *The College Board*, Aug. 2015, Sep. 2016; ACT, Inc. (ACT) Jul. 2015, Jul. 2016; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submission 1)

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall TSDS PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see [Chapter 2](#) of the [2017 Accountability Manual](#).

Snapshot Date: The first submission of data to TSDS PEIMS of a new school year. Enrollment information submitted for this date is used for accountability. It is the last Friday of October. October 28, 2016, is the TSDS PEIMS snapshot date for the 2016–17 school year.

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2016–17 school year, a student in special education may have been administered the STAAR (with or without accommodations) or STAAR Alternate 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that the *Profile* section of the report has student counts and percentages disaggregated by primary disability type. Also, in the *Profile* section retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation*. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)

Special Education Determination Status (*district TAPR only*): The 2016–17 TAPR provides the 2016–17 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) 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:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

<http://tea.texas.gov/pbm/PBMASManuals.aspx>

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2016–17 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '***' Indicates that when only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

For more information, see the *Explanation of Masking* at <https://rptsrvr1.tea.texas.gov/perfreport/tapr/2017/masking.html>.

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 test 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/>.

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
 - Grade 3 – reading and mathematics
 - Grade 4 – reading, mathematics, and writing

- Grade 5 – reading, mathematics (1st and 2nd administration cumulative), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading, mathematics (1st and 2nd administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
 - English I
 - English II
 - Algebra I
 - U.S. History
 - Biology
- *All Grades:*
 - *STAAR Percentage at Approaches Grade Level Standard or Above (All Grades).* The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
 - *STAAR Percentage at Meets Grade Level Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Meets Grade Level performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the Meets Grade Level Standard or better and 2) students who scored at the Meets Grade Level Standard or better on two or more assessments. A student who took more than one assessment and scored at the Meets Grade Level Standard on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
 - *STAAR Percentage at Masters Grade Level Standard.* The percentage of tests that met the Masters Grade Level performance standard. This indicator was part of determining the score for Index 3.
 - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See [Chapter 4](#) of the [2017 Accountability Manual](#) for more information. This indicator was used in determining the score for Index 2.
 - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the STAAR content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the

student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see [Appendix I](#) in the [2017 Accountability Manual](#).

- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. 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 in all indices.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.
- *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/2017/masking.html>. See STAAR Participation and Student Success Initiative. (Source of data: TEA Student Assessment Division)

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR (with and without accommodations), STAAR Alternate 2, and TELPAS. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents [STAAR (with and without accommodations), STAAR Alternate 2, TELPAS] with a score code of “S”, 2) STAAR Alternate 2 testers with a score code of “N”, 3) STAAR (with and without accommodations), STAAR Alternate 2 reading testers with a score code of “A” or “O” who also have a scored TELPAS assessment, and 4) year 1–5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
 - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
 - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 28, 2016, or October 30, 2015 for summer 2016 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.

- ❖ Answer documents of students who are either an ELL who has been in school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
- ❖ Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
- ❖ 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 a score code A
 - **Other:** answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. 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%. (Source of data: TEA Student Assessment Division)

Staff Exclusions (not on campus profile): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)

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. (Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)

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

For 2017, 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 Approaches Grade Level during the first administration. It is calculated as follows:

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

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

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

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

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

The SSI grade-advancement requirement was suspended for the 2015–16 school year, and the June administrations of STARR for grade 5 and grade 8 were cancelled. As a result, Information on prior-year non-proficient students is unavailable.

For more information, see TEA's Student Assessment Division SSI site at

<http://tea.texas.gov/student.assessment/ssi/>

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

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 (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14).

(Source of data: PEIMS; Record 163, Student – Special Education Program)

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 2016–17, the following 19 action codes on the PEIMS 425 record 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. (Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Tax Information: This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

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. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

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. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Program (population served) (district profile only): 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. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

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. A beginning teacher is a teacher reported with zero years of experience. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

number of 2015–16 annual graduates who met the TSI criteria on the TSIA

number of 2015–16 annual graduates

(Source of data: THECB [applicable scores from June 2011 through October 2016] and Record 203, Student – School Leaver, Submissions 1 and 3)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. 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. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Total Students: The total number of public school students who were reported in membership on October 28, 2016, at any grade from early childhood education through grade 12. Membership differs from enrollment because 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 nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

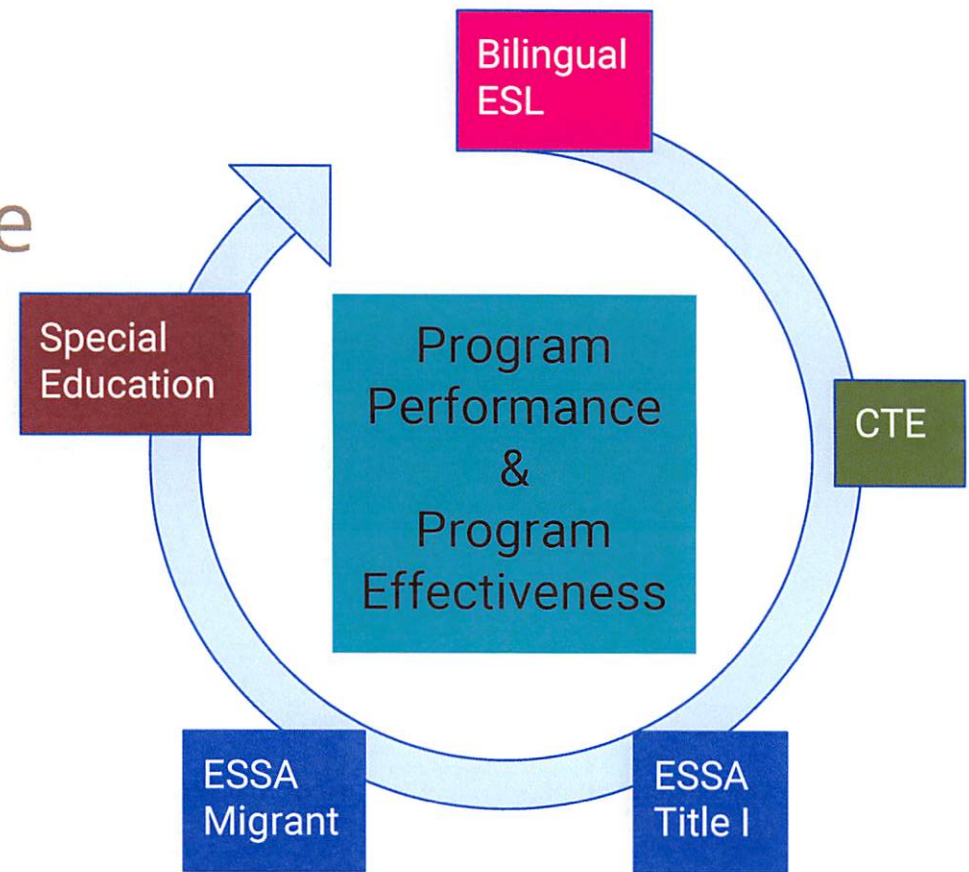
Turnover Rate for Teachers *(not on campus profile):* The percentage of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2016–17. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2016–17, divided by the total teacher FTE count for the fall of 2015–16. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*

PBMAS

January 17, 2018

PBMAS

What
is
PBMAS = Performance
Based
Monitoring
Analysis
System



PBMAS - Overview

- Analyzes per program area:
 - STAAR Results
 - Grades 3-8, per subject area
 - End of Course (EOC), per subject area
 - STAAR ALT participation rate
 - Early Childhood program rate (ages 3-5)
 - SPEC ED access to general education setting (ages 6-21)
 - Graduation rates
 - Annual Dropout rates (grades 7-12)
-

PBMAS - Staging

SSAISD PBMAS Staging History				
	Bilingual ESL	CTE	ESSA	SPED
2010-2011	2	1	1	2
2011-2012	4	--	1	3
2012-2013	3	--	--	2
2013-2014	3	--	--	1
2014-2015	3	--	--	2
2015-2016	3	--	1	2
2016-2017	2	--	--	2
2017-2018	2	2	--	4

PBMAS – Special Education (SPED) Indicators

Instruction

Indicator #1 - SPED STAAR Passing Rate grades 3-8

Indicator #2 - SPED Year after Exit grades 3-8

Indicator #3 - SPED EOC Passing Rate

Compliance

Indicator #4 - STAAR ALT 2 Participation Rate

Indicator #5 - SPED Early Childhood Program Rate

Indicator #7 - SPED Regular Class <40%

Indicator #9 - SPED Annual Dropout Rate

Indicator #10 - SPED Graduation Rate

Indicator #1 - SPED STAAR passing rate for grades 3-8

	2015 # of students tested	2015 # of students passed	Performance Indicator level	2016 # of students tested	2016 # of students passed	Performance Indicator level	2017 # of students tested	2017 # of students passed	Performance Indicator level
Math	314	101 (220)	32.2% - PL3	336	121 (236)	36.0% - PL3	349	134 (245)	38.4% - PL3
Reading	315	98 (221)	31.1% - PL3	337	95 (236)	26.2% - PL3	349	119 (245)	34.1% - PL3
Science	100	23 (65)	23.0% - PL4	101	41 (66)	40.6% - PL2	122	41 (80)	33.6% - PL3
Social Studies	52	14 (34)	26.9% - PL3	61	23 (40)	37.7% - PL3	49	18 (32)	36.7% - PL3
Writing	104	28 (73)	26.9% - PL3	109	25 (77)	22.9% - PL3	120	22 (84)	18.3% - PL4

Indicator #2 - Year After Exit from SPED passing rate for grades 3-8

Subject	2015 # of exited students tested	2015 # of exited students passed	Performance Indicator level	2016 # of exited students tested	2016 # of exited students passed	Performance Indicator level	2017 # of exited students tested	2017 # of exited students passed	Performance Indicator level
Reading	29	18 (21)	61.7 - PL 1	23	10 (17)	52.6 - PL2	23	12 (17)	53.3 - PL 2

Indicator #3 - SPED STAAR EOC passing rate

Subject	2015 # of students tested	2015 # of students passed	Performance Indicator level	2016 # of students tested	2016 # of students passed	Performance Indicator level	2017 # of students tested	2017 # of students passed	Performance Indicator level
Math	59	25 (39)	42.4% - PL2	65	19 (43)	29.2% - PL3	69	32 (45)	46.4 - PL2
Science	49	32	65.3% - PL0	50	23 (38)	46.0% - PL3	60	34 (45)	56.7 - PL2
Social Studies	46	25 (33)	54.3% PL 1	45	19 (32)	42.2% - PL3	43	20 (31)	46.5 -PL3
ELA	147	33 (89)	22.4% report only	131	27 (79)	20.6% -PL3	118	38 (71)	32.2 - PL2
Total	301	115 (196)		291	88 (189)		290	124 (81)	

Target Improvement Plan activities

Action – Short Term	Timeline	Action – Intermediate	Timeline	Action Long Term	Timeline
<p>Train Instructional Coaches, Special Ed Instructional Facilitators, elementary special education inclusion teachers and K, 1 and 2 grade general education teachers in Balanced Literacy/Guided Reading, Fontas and Pinnell, (Benchmark Assessment) and iStation.</p> <p>Train campus administrators, general education and special education inclusion teachers on collaborative teaching and best practices.</p>	<p>Oct. 2-4 Nov. 6-8, 15 Feb. 1, 6-8 March 21, 26-28 May 1-3, 8</p> <p>March 2018</p>	<p>Meetings with campus administrators and special education staff to analyze and interpret data for instructional planning purposes.</p> <p>Campus Walk-Throughs for Implementation on Balanced Literacy, Fontas and Pinnell, and iStation.</p> <p>Campus walk-throughs with administrators to monitor implementation of collaborative teaching and best practices.</p>	<p>monthly</p> <p>monthly</p> <p>monthly</p>	<p>Evaluation of district reading programs through monthly monitoring of student scores.</p> <p>100% of all campus administrators and inclusion teachers will be trained in collaborative teaching and best practices to increase 3-8 passing rate in all core subjects.</p>	<p>Monitored through July 2018</p> <p>Monitored through July 2018</p>

Indicator #4 - STAAR ALT participation rate (3-9)

2015 # documents submitted	2015 # of students passed	Performance Indicator level	2016 # documents submitted	2016 # of students passed	Performance Indicator level	2017 # documents submitted	2017 # of students passed	Performance Indicator level
355	50 (36)	14.1% - PL2	377	62 (38)	16.4% - PL2	396	81 (40)	20.5% - PL3

Target Improvement Plan activities - STAAR ALT

Action – Short Term	Timeline	Action – Intermediate	Timeline	Action Long Term	Timeline
Train Special Education Instructional Facilitators and LSSPs on STAAR Alt participation requirements.	November 2017	Mandatory staffing with assigned campus Special Education Facilitator prior to ARD when considering STAAR Alt 2 assessment to participation requirements based on data.	10 days prior to scheduled ARD	Director of Special Education will review all students that qualify for STAAR Alt 2 assessment.	Monitored through June 2018
Train Special Education Teachers and Campus Administrators on STAAR Alt participation requirements.	January 2018			Decrease the STAAR ALT participation rate by a minimum of 2%.	

Indicator #5 - Early Childhood (ages 3-5) access to general education setting

2015 # SPED Students	2015 Setting RECAP	Performance Indicator level	2016 # SPED Students	2016 Setting RECAP	Performance Indicator level	2017 # SPED Students	2017 Setting RECAP	Performance Indicator level
64	34	53.1% - PL 0	79	34	43.0% - PL 0	*	*	13.9% - PL 2

Indicator #6 - Increase SPED (ages 6-21) access to general education setting

2015 # of SPED Students (6-11)	2015 Setting RECAP <40%	Performance Indicator level	2016 # of SPED Students	2016 Setting RECAP <40%	Performance Indicator level	2017 Setting RECAP <40%	2017 # of SPED Students	Performance Indicator level
317	43 (32)	13.6%- Report only	680	125 (68)	18.4%- PL 1	*	*	19.8% - PL 2
Students (12-21)	Recap (12-21)							
356	73 (36)							

Target Improvement Plan activities - general education access

Action – Short Term	Timeline	Action – Intermediate	Timeline	Action Long Term	Timeline
<p>Create an Least Restrictive Environment (LRE) flowchart/process for Early Childhood placement and self contained placement.</p> <p>Train LSSPs, special education teachers and campus administrators on the LRE flowchart/process.</p>	<p>December 2017</p> <p>March 2018</p>	<p>Mandatory collaboration with special education early childhood staff for placement considerations based on students strengths and needs in the least restrictive environment</p> <p>Develop a plan to increase access to the general education setting based on students strengths and needs.</p>	<p>10 days prior to ARD</p> <p>10 days prior to ARD</p>	<p>Monitoring of all instructional arrangements by campus</p> <p>Increase the number of Early Childhood students access to the general education setting which will increase district percentage from 13.9% to 20%; and increase the number of Special Education students, ages 6-21, access to the general education setting which will decrease district percentage from 19.8% to 18%.</p>	<p>Every nine weeks</p> <p>June 2018</p>

Indicator #9 - Decrease SPED annual dropout rate

2015 # Enrolled	2015 # of dropouts	Performance Indicator level	2016 # Enrolled	2016 # of dropouts	Performance Indicator level	2017 # Enrolled	2017 # of dropouts	Performance Indicator level
371	11 (7)	3.0 - Report only	371	9 (7)	2.4 - PL 0	370	13 (7)	3.5 - PL 2

Indicator #10 - Increase SPED graduation rate

2013-2014 Class	2013-2014 Graduation	Performance Indicator level	2014-2015 Class	2014-2015 Graduation	Performance Indicator level	2015-2016 Class	2015-2016 Graduation	Performance Indicator level
53	34 (43)	64.2 - PL 2	46	27 (37)	58.7 - PL 2	52	35 (42)	67.3 - PL 2

Target Improvement Plan Activities - dropout rate and graduation rate

Action - Short Term	Timeline	Action - Intermediate	Timeline	Action - Long Term	Timeline
<p>Create a district plan with interventions for students who are at risk of dropping out.</p> <p>Collaborate with District Truancy Coordinators to develop and implement a recovery plan to retrieve special education leavers during the summer of the start school window.</p> <p>Assist campus administrators with monitoring graduation and dropout rates.</p>	<p>January 2018</p> <p>Every 6 weeks</p> <p>December 2017</p>	<p>Provide credit recovery classes for all students at risk.</p> <p>Monitor special education leavers in grades 7-12.</p>	<p>December 2017</p> <p>Every six weeks</p>	<p>Reduce the percentage of leavers in grades 7-12 and increase the graduation rate.</p> <p>Decrease the special education dropout rate from 3.5% to 3.0%. Increase the special education graduation rate from 67.3% to 70.3%.</p> <p>Minimize the retention rate at the elementary level.</p>	<p>September 2018</p> <p>July 2018</p>