

**2017-2018**  
**Annual Performance Report**  
**Texas Academic Performance Report**  
**(TAPR)**



**Doss Consolidated Common School District**

P.O. Box 50 Doss, TX 78618

Phone: 830-669-2411

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## ***Doss Consolidated Common School District***

**11431 Ranch Road 648    🛎 P.O. Box 50    🛎 Doss, TX 78618**

**Telephone (830) 669-2411    Facsimile (830) 669-2303    <http://dossccsd.org/>**

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***Since 1884, the Bell Rings On!***

**2017-2018**

### **Texas Academic Performance Report**

The Texas Education Code (TEC §39) and the Texas Administrative Code (19 TAC §61) requires each school district to publish an annual report describing the educational performance of the district that includes uniform student performance and other descriptive information as determined by the Commissioner.

Following these statutes, Doss CCSD releases with this message the 2017-2018 Texas Academic Performance Report (TAPR) that includes the following information:

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In addition to required items, the district presents an abbreviated accountability calendar, performance reporting resources and contacts, and the current Campus/District Improvement Plan. Should you have questions about this annual report please contact the district office (830) 669-2411.

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# Texas Academic Performance Reports

The **Texas Academic Performance Reports (TAPR)** pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

The [Texas Academic Performance Reports for 2017–18](#) are now available. From this website you can access TAPR for the state and every public school, district, or region of Texas.

Final TAPR for the following school years are currently available:

[2017–18 TAPR](#) | [2016–17 TAPR](#) | [2015–16 TAPR](#) | [2014–15 TAPR](#) | [2013–14 TAPR](#) | [2012–13 TAPR](#)

The TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports. Those reports were published from 2003–04 to 2011–12. They may be found at the [AEIS Archive](#).

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## Related Content

[Accountability Ratings](#)  
[Texas Performance Reporting System \(TPRS\)](#)  
[School Report Cards](#)  
[Snapshot](#)

## Contact Information

### Performance Reporting

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# 2017-18 Texas Academic Performance Report

District Name: **DOSS CONSOLIDATED CSD**

District Number: **086024**

2018 Accountability Rating: **Not Rated**

*2018 Special Education Determination Status:*

***Meets Requirements***

*2017 Armed Services Vocational Aptitude Battery (ASVAB) Test:*

***Meets Requirements***

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District Name: DOSS CONSOLIDATED CSD  
County Name: GILLESPIE  
District Number: 086024

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2017-18 District STAAR Performance

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^</b>														
<b>Grade 3 Reading</b>														
At Approaches Grade Level or Above	2018	77%	79%	*	-	-	*	-	-	-	-	-	-	-
	2017	73%	75%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	43%	47%	*	-	-	*	-	-	-	-	-	-	-
	2017	45%	50%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	25%	29%	*	-	-	*	-	-	-	-	-	-	-
	2017	29%	33%	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 3 Mathematics</b>														
At Approaches Grade Level or Above	2018	78%	78%	*	-	-	*	-	-	-	-	-	-	-
	2017	77%	78%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	47%	49%	*	-	-	*	-	-	-	-	-	-	-
	2017	49%	51%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	23%	25%	*	-	-	*	-	-	-	-	-	-	-
	2017	26%	28%	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 4 Reading</b>														
At Approaches Grade Level or Above	2018	73%	76%	*	-	-	*	-	-	-	-	-	-	-
	2017	70%	73%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	46%	50%	*	-	-	*	-	-	-	-	-	-	-
	2017	44%	49%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	24%	28%	*	-	-	*	-	-	-	-	-	-	-
	2017	24%	29%	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 4 Mathematics</b>														
At Approaches Grade Level or Above	2018	78%	79%	*	-	-	*	-	-	-	-	-	-	-
	2017	76%	76%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	49%	50%	*	-	-	*	-	-	-	-	-	-	-
	2017	47%	49%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	27%	28%	*	-	-	*	-	-	-	-	-	-	-
	2017	27%	28%	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 4 Writing</b>														
At Approaches Grade Level or Above	2018	63%	64%	*	-	-	*	-	-	-	-	-	-	-
	2017	65%	65%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	39%	42%	*	-	-	*	-	-	-	-	-	-	-
	2017	34%	37%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	11%	14%	*	-	-	*	-	-	-	-	-	-	-
	2017	11%	13%	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 5 Reading^^</b>														
At Approaches Grade Level or Above	2018	84%	86%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	54%	58%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	26%	31%	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 5 Mathematics^^</b>														
At Approaches Grade Level or Above	2018	91%	91%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	58%	59%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	30%	32%	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 5 Science</b>														
At Approaches Grade Level or Above	2018	76%	77%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	41%	43%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	17%	19%	*	-	-	*	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
 County Name: GILLESPIE  
 District Number: 086024

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 District STAAR Performance

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>All Grades All Subjects</b>														
At Approaches Grade Level or Above	2018	77%	78%	*	-	-	*	-	-	-	-	-	-	-
	2017	75%	77%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	48%	52%	*	-	-	*	-	-	-	-	-	-	-
	2017	45%	50%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	22%	25%	*	-	-	*	-	-	-	-	-	-	-
	2017	20%	24%	*	-	-	*	-	-	-	-	-	-	-
<b>All Grades ELA/Reading</b>														
At Approaches Grade Level or Above	2018	74%	77%	*	-	-	*	-	-	-	-	-	-	-
	2017	72%	75%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	46%	52%	*	-	-	*	-	-	-	-	-	-	-
	2017	44%	50%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	19%	24%	*	-	-	*	-	-	-	-	-	-	-
	2017	19%	24%	*	-	-	*	-	-	-	-	-	-	-
<b>All Grades Mathematics</b>														
At Approaches Grade Level or Above	2018	81%	81%	*	-	-	*	-	-	-	-	-	-	-
	2017	79%	80%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	50%	52%	*	-	-	*	-	-	-	-	-	-	-
	2017	46%	49%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	24%	26%	*	-	-	*	-	-	-	-	-	-	-
	2017	22%	25%	*	-	-	*	-	-	-	-	-	-	-
<b>All Grades Writing</b>														
At Approaches Grade Level or Above	2018	66%	67%	*	-	-	*	-	-	-	-	-	-	-
	2017	67%	68%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	41%	45%	*	-	-	*	-	-	-	-	-	-	-
	2017	36%	40%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	13%	16%	*	-	-	*	-	-	-	-	-	-	-
	2017	11%	14%	*	-	-	*	-	-	-	-	-	-	-
<b>All Grades Science</b>														
At Approaches Grade Level or Above	2018	80%	82%	*	-	-	*	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	51%	55%	*	-	-	*	-	-	-	-	-	-	-
At Masters Grade Level	2018	23%	28%	*	-	-	*	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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 District Number: 086024

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 District Progress

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>														
Grade 4 ELA/Reading	2018	63	65	*	-	-	*	-	-	-	-	-	-	-
Grade 4 Mathematics	2018	65	64	*	-	-	*	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2018	80	80	*	-	-	*	-	-	-	-	-	-	-
Grade 5 Mathematics	2018	81	81	*	-	-	*	-	-	-	-	-	-	-
All Grades Both Subjects	2018	69	70	*	-	-	*	-	-	-	-	-	-	-
All Grades ELA/Reading	2018	69	70	*	-	-	*	-	-	-	-	-	-	-
All Grades Mathematics	2018	70	70	*	-	-	*	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2017-18 District Prior Year and Student Success Initiative**

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
Students Meeting Approaches Grade Level on First STAAR Administration													
2018	79%	82%	*	-	-	*	-	-	-	-	-	-	-
Students Requiring Accelerated Instruction													
2018	21%	18%	*	-	-	*	-	-	-	-	-	-	-
STAAR Cumulative Met Standard													
2018	84%	86%	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 5 Mathematics</b>													
Students Meeting Approaches Grade Level on First STAAR Administration													
2018	85%	86%	*	-	-	*	-	-	-	-	-	-	-
Students Requiring Accelerated Instruction													
2018	15%	14%	*	-	-	*	-	-	-	-	-	-	-
STAAR Cumulative Met Standard													
2018	90%	91%	*	-	-	*	-	-	-	-	-	-	-



District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2017-18 District STAAR Performance**  
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 13	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level^</b>															
<b>All Grades All Subjects</b>															
At Approaches Grade Level or Above	2018	77%	78%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	75%	77%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	48%	52%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	45%	50%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	22%	25%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	20%	24%	*	-	-	-	-	-	-	-	-	-	-	-
<b>All Grades ELA/Reading</b>															
At Approaches Grade Level or Above	2018	74%	77%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	72%	75%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	46%	52%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	44%	50%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	19%	24%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	19%	24%	*	-	-	-	-	-	-	-	-	-	-	-
<b>All Grades Mathematics</b>															
At Approaches Grade Level or Above	2018	81%	81%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	79%	80%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	50%	52%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	46%	49%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	24%	26%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	22%	25%	*	-	-	-	-	-	-	-	-	-	-	-
<b>All Grades Writing</b>															
At Approaches Grade Level or Above	2018	66%	67%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	67%	68%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	41%	45%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	36%	40%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	13%	16%	*	-	-	-	-	-	-	-	-	-	-	-
	2017	11%	14%	*	-	-	-	-	-	-	-	-	-	-	-
<b>All Grades Science</b>															
At Approaches Grade Level or Above	2018	80%	82%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	51%	55%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	23%	28%	*	-	-	-	-	-	-	-	-	-	-	-
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2018	69	70	*	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2018	69	70	*	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2018	70	70	*	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
 County Name: GILLESPIE  
 District Number: 086024

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 District STAAR Participation

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	100%	-	-	100%	-	-	-	-	-	-	-
Included in Accountability	94%	94%	100%	-	-	100%	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	0%	-	-	0%	-	-	-	-	-	-	-
Other Exclusions	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Not Tested	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Absent	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Other	0%	0%	0%	-	-	0%	-	-	-	-	-	-	-
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	100%	-	-	100%	-	-	-	-	-	-	-
Included in Accountability	94%	94%	100%	-	-	100%	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	0%	-	-	0%	-	-	-	-	-	-	-
Other Exclusions	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Not Tested	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Absent	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Other	0%	0%	0%	-	-	0%	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
 County Name: GILLESPIE  
 District Number: 086024

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2017-18 District Attendance, Graduation, and Dropout Rates**

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2016-17	95.7%	95.7%	*	-	-	*	-	-	-	-	-	-	-
2015-16	95.8%	95.8%	<b>95.8%</b>	-	*	94.9%	-	-	-	-	*	*	-
<b>Annual Dropout Rate (Gr 7-8)</b>													
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.3%	*	-	*	*	-	-	-	-	*	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2016-17	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	89.7%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	91.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2015													
Graduated	91.8%	94.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
County Name: GILLESPIE  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2017-18 District Attendance, Graduation, and Dropout Rates**

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2017	89.7%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	92.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2017	88.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	90.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2017	6.0%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	6.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2017	60.8%	59.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	52.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2017	85.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	88.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2016-17	87.2%	88.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	87.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2016-17	7.2%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	6.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2016-17	56.5%	58.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	50.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2016-17	84.0%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	85.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 District Graduation Profile

	District Count	District Percent	State Count	State Percent
<b>Graduates (2016-17 Annual Graduates)</b>				
Total Graduates	-	-	334,424	100.0%
By Ethnicity:				
African American	-	-	42,132	12.6%
Hispanic	-	-	164,446	49.2%
White	-	-	105,748	31.6%
American Indian	-	-	1,254	0.4%
Asian	-	-	14,036	4.2%
Pacific Islander	-	-	525	0.2%
Two or More Races	-	-	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	-	-	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	-	-	252,091	75.4%
Foundation H.S. Program (No Endorsement)	-	-	16,650	5.0%
Foundation H.S. Program (Endorsement)	-	-	3,212	1.0%
Foundation H.S. Program (DLA)	-	-	25,399	7.6%
Special Education Graduates	-	-	25,105	7.5%
Economically Disadvantaged Graduates	-	-	159,476	47.7%
LEP Graduates	-	-	17,579	5.3%
At-Risk Graduates	-	-	132,112	39.5%

District Name: DOSS CONSOLIDATED CSD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2017-18 District College, Career, and Military Readiness (CCMR)**

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.6%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2016-17	47.0%	56.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	63.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	16.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	28.7%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	1.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	15.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2017-18 District CCMR-related Indicators

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Examinees &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2016-17	23.4%	23.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	20.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	13.7%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2016-17	50.5%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	43.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2016-17	0.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2017	26.2%	32.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	20.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	19.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	10.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	18.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	17.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2017	49.1%	62.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	62.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	57.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	59.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	64.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	65.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	54.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	50.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2017-18 District CCMR-related Indicators

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	55.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
Class of 2017	73.5%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	74.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	34.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
Class of 2017	1019	1079	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1482	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	541	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	973	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	538	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	509	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.1	-	-	-	-	-	-	-	-	n/a	-	n/a



District Name: DOSS CONSOLIDATED CSD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2017-18 District Other Postsecondary Indicators**

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2016-17	37.1%	40.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	38.3%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	18.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	17.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	20.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	26.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	24.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2015-16	51.8%	51.3%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2015-16	55.7%	69.3%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	67.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	25	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	1	4.0%	14,684	0.3%
Pre-Kindergarten	5	20.0%	231,297	4.3%
Kindergarten	8	32.0%	371,145	6.9%
Grade 1	2	8.0%	388,362	7.2%
Grade 2	3	12.0%	394,137	7.3%
Grade 3	2	8.0%	409,763	7.6%
Grade 4	1	4.0%	413,654	7.7%
Grade 5	2	8.0%	414,218	7.7%
Grade 6	1	4.0%	402,451	7.5%
Grade 7	0	0.0%	402,350	7.5%
Grade 8	0	0.0%	398,479	7.4%
Grade 9	0	0.0%	432,724	8.0%
Grade 10	0	0.0%	396,968	7.4%
Grade 11	0	0.0%	371,606	6.9%
Grade 12	0	0.0%	343,174	6.4%
Ethnic Distribution:				
African American	0	0.0%	679,472	12.6%
Hispanic	5	20.0%	2,821,189	52.4%
White	19	76.0%	1,498,643	27.8%
American Indian	0	0.0%	20,521	0.4%
Asian	1	4.0%	235,095	4.4%
Pacific Islander	0	0.0%	8,008	0.1%
Two or More Races	0	0.0%	122,084	2.3%
Economically Disadvantaged	0	0.0%	3,164,349	58.8%
Non-Educationally Disadvantaged	25	100.0%	2,220,663	41.2%
English Learners (EL)	0	0.0%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	73,713	1.3%
At-Risk	0	0.0%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities By Type of Primary Disability	*		488,463	
Students with Intellectual Disabilities	0	0.0%	211,650	43.3%
Students with Physical Disabilities	*	*	107,029	21.9%
Students with Autism	0	0.0%	64,238	13.2%
Students with Behavioral Disabilities	0	0.0%	98,927	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	6,619	1.4%

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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	0.0%	1.8%	-	6.9%
Grade 1	0.0%	3.4%	-	6.2%
Grade 2	0.0%	2.1%	-	2.6%
Grade 3	0.0%	1.3%	-	1.0%
Grade 4	0.0%	0.6%	-	0.5%
Grade 5	-	0.7%	-	0.6%
Grade 6	-	0.5%	-	0.6%
Grade 7	-	0.7%	-	0.6%
Grade 8	-	0.6%	-	0.8%
Grade 9	-	8.0%	-	13.5%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	0	0.0%	5,588	0.2%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	8.0	18.7
Grade 1	2.0	18.8
Grade 2	3.0	18.8
Grade 3	2.0	19.0
Grade 4	1.0	19.2
Grade 5	2.0	21.2
Grade 6	1.0	20.3
Secondary:		
English/Language Arts	-	16.7
Foreign Languages	-	18.6
Mathematics	-	17.9
Science	-	19.0
Social Studies	-	19.3

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	5.0	100.0%	711,768.0	100.0%
Professional Staff:	2.0	39.7%	456,057.2	64.1%
Teachers	2.0	39.7%	356,838.1	50.1%
Professional Support	0.0	0.0%	69,681.8	9.8%
Campus Administration (School Leadership)	0.0	0.0%	21,435.0	3.0%
Central Administration	0.0	0.0%	8,102.4	1.1%
Librarians				
Full-time	0.0	n/a	4,429.0	n/a
Part-time	0.0	n/a	578.0	n/a
Counselors				
Full-time	0.0	n/a	12,131.0	n/a
Part-time	0.0	n/a	1,148.0	n/a
Educational Aides:	2.0	39.7%	71,858.8	10.1%
Auxiliary Staff:	1.0	20.5%	183,852.0	25.8%
Total Minority Staff:	1.0	19.9%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	37,167.9	10.4%
Hispanic	0.0	0.0%	97,091.5	27.2%
White	2.0	100.0%	210,286.3	58.9%
American Indian	0.0	0.0%	1,247.6	0.3%
Asian	0.0	0.0%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%
Two or More Races	0.0	0.0%	4,051.8	1.1%
Males	0.0	0.0%	84,692.8	23.7%
Females	2.0	100.0%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5,127.0	1.4%
Bachelors	1.0	50.0%	264,252.5	74.1%
Masters	1.0	50.0%	85,077.3	23.8%
Doctorate	0.0	0.0%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	29,351.3	8.2%
1-5 Years Experience	1.0	50.0%	103,862.8	29.1%
6-10 Years Experience	0.0	0.0%	68,263.7	19.1%
11-20 Years Experience	0.0	0.0%	100,698.4	28.2%
Over 20 Years Experience	1.0	50.0%	54,661.9	15.3%
Number of Students per Teacher	12.5	n/a	15.1	n/a

District Name: DOSS CONSOLIDATED CSD  
 County Name: GILLESPIE  
 District Number: 086024

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2017-18 District Staff Information**

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	0.0	6.3
Average Years Experience of Principals with District	0.0	5.4
Average Years Experience of Assistant Principals	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	4.6
Average Years Experience of Teachers:	13.5	10.9
Average Years Experience of Teachers with District:	2.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	-	\$47,667
1-5 Years Experience	\$43,750	\$49,663
6-10 Years Experience	-	\$52,056
11-20 Years Experience	-	\$55,246
Over 20 Years Experience	\$58,000	\$61,428
Average Actual Salaries (regular duties only):		
Teachers	\$50,876	\$53,334
Professional Support	-	\$63,165
Campus Administration (School Leadership)	-	\$77,712
Central Administration	-	\$102,300
Instructional Staff Percent:	69.7%	64.4%
Turnover Rate for Teachers:	0.0%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	0.0	6,218.9

District Name: DOSS CONSOLIDATED CSD  
 County Name: GILLESPIE  
 District Number: 086024

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	1,015,456	18.9%
Career & Technical Education	0	0.0%	1,391,689	25.8%
Gifted & Talented Education	0	0.0%	426,953	7.9%
Special Education	1	4.0%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	21,647.8	6.1%
Career & Technical Education	0.0	0.0%	16,795.1	4.7%
Compensatory Education	0.0	0.0%	9,854.5	2.8%
Gifted & Talented Education	0.0	0.0%	6,501.2	1.8%
Regular Education	2.0	100.0%	257,851.7	72.3%
Special Education	0.0	0.0%	31,950.9	9.0%
Other	0.0	0.0%	12,237.0	3.4%

'^' Domain modeling data applied to year 2017.

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

'\*1' Indicates results are masked due to small numbers to protect student confidentiality.

'\*\*1' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

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

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

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

[Link to: PEIMS Financial Standard Reports 2016-17Financial Actual Report](#)

# OVERVIEW OF THE 2018 STATE ACCOUNTABILITY SYSTEM

## STUDENT ACHIEVEMENT



### All Students

#### Part A: STAAR

- Combined over all subject areas evaluated (reading, mathematics, writing, science, and social studies)
- Credit awarded for Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on STAAR\* (with and without accommodations) in grades 3–8 (including Spanish versions where applicable);
- OC assessments (with and without accommodations); and
- STAAR Alternate 2 at Level II Satisfactory and Level III Accomplished standards.

#### Part B: College, Career, and Military Readiness

Percentage of annual graduates that accomplish any one of the following:

- Meet TSI criteria in ELA/reading and mathematics on assessments or college prep courses
- Meet AP/IB criteria
- Earn dual-course credits
- Enlist in the U.S. Armed Forces
- Earn an approved industry-based certification
- Earn an associate's degree while in high school• Graduate with completed IEP and workforce readiness
- Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications (one-half point credit)

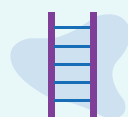
#### Part C: Graduation Rate

Four-year, five-year, or six-year graduation rate (or annual dropout rate if no graduation rate)

#### Domain Score

For elementary and middle schools, the Student Achievement domain score is based solely on the STAAR component. For districts and high schools, the three components are weighted 40%-40%-20%, respectively.

## SCHOOL PROGRESS



### All Students

#### Part A: Academic Growth

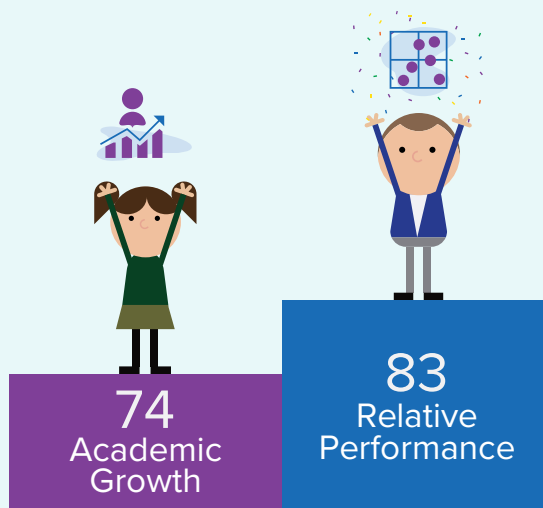
Credit awarded for students who improve performance year over year as measured by STAAR progress measures and performance levels on STAAR reading and mathematics.

#### Part B: Relative Performance

Credit awarded based on performance relative to similar districts or campuses.

#### Domain Score

The School Progress domain score is the better of Part A: Academic Growth or Part B: Relative Performance.



## CLOSING THE GAPS



### All Students and Disaggregated Student Groups

Student performance disaggregated by the following:

- All students
- Race/ethnicity
- Economically disadvantaged status
- Current special education
- Former special education
- Current and monitored English learners
- Continuously enrolled
- Non-continuously enrolled

#### Components

##### Part A: Grade Level Performance

##### Part B: Academic Growth

##### Part C: English Language Proficiency

##### Part D: Student Achievement

#### Domain Score

Credit awarded based on weighted performance of student groups against annual targets set by subject area.

The Closing the Gaps domain score is based on the four components weighted by district or campus type.



Better of either **Student Achievement** or **School Progress** = **70%** of overall rating

**30%** of overall rating

**Distinction designations** are awarded to campuses in ELA/reading, mathematics, science, social studies, Academic Growth, and Closing the Gaps. Distinction designations are awarded to campuses and districts in Postsecondary Readiness. Campuses must be rated Met Standard overall to be eligible for distinction designations. Districts rated F overall and alternative education accountability campuses are not eligible for distinction designations.

# OVERVIEW OF THE 2017 STATE ACCOUNTABILITY SYSTEM

## Index 1: Student Achievement

### Measures Satisfactory Performance

- All students
- Combined over all subject areas evaluated (reading, mathematics, writing, science, and social studies)
- Credit given for meeting Approaches Grade Level standard on
  - ♦ STAAR (with and without accommodations) in grades 3–8 (including Spanish versions where applicable);
  - ♦ STAAR Alternate 2; and
  - ♦ EOC assessments (with and without accommodations) administered in the spring and the previous fall and summer

## Index 2: Student Progress

### Measures Student Progress

- Ten student groups evaluated
  - ♦ All students
  - ♦ African American
  - ♦ American Indian
  - ♦ Asian
  - ♦ Hispanic
  - ♦ Pacific Islander
  - ♦ White
  - ♦ Two or more races
  - ♦ Students served by special education
  - ♦ Current and monitored English language learners (ELLs)
- Combined across both ELA/reading and mathematics
- STAAR and ELL progress measures for reading and mathematics in grades 4–8, Algebra I and English II EOCs
- ELL progress measure only for reading and mathematics in grade 3 and English I EOC
- Credit based on weighted performance across all subject areas
  - ♦ One point given for each percentage of tests at the met or exceeded growth expectations level
  - ♦ One point given for each percentage of tests at the exceeded growth expectations level

## Index 3: Closing Performance Gaps

### Achievement Gaps Measured for Satisfactory and Advanced Levels

- Economically disadvantaged students and two lowest-performing racial/ethnic groups based on the Index 1 student achievement indicator data reported in the prior year
- Same assessments as used in Index 1 except for EOC substitute assessments
- Credit based on weighted performance by subject
  - ♦ One point given for each percentage of tests meeting the Approaches Grade Level standard or above
  - ♦ One point given for each percentage of tests meeting the Masters Grade Level standard

## Index 4: Postsecondary Readiness

### Measures Postsecondary Readiness

Credit based on four postsecondary components

#### STAAR Postsecondary Readiness

- Eight student groups evaluated: all students and each race/ethnicity
- Credit given for meeting the Meets Grade Level standard on two or more subject-area tests
- Same assessments as used in Index 1

#### High School Graduation Rates

- Four-year or five-year graduation rate (or annual dropout rate if no graduation rate)
- Ten student groups evaluated: all students, each race/ethnicity, students served by special education, and ELL (at any time in high school)

#### High School Diploma Plans

- Percent Recommended High School Plan, Distinguished Achievement Plan (RHSP/DAP), or percent RHSP/DAP and Foundation High School Plan Rate with Endorsement (FHSP-E) or Distinguished Level of Achievement (FHSP-DLA) graduates
- Eight student groups evaluated: all students and each race/ethnicity

#### Additional Postsecondary Indicators

- Percent of annual graduates that either
  - ♦ Met College-Ready Graduates criteria,
  - ♦ Earned credit for two advanced/dual-credit/dual-enrollment courses, or
  - ♦ Enrolled in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.

### Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness

Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps

### Distinction Designations for Academic Achievement in ELA/Reading, Mathematics, Science, and Social Studies

Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, and advanced (Masters Grade Level) performance on STAAR in four subjects.

### System Safeguards

Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance



25 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING  
OVERALL?

NOT RATED

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

NOT RATED

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

NOT RATED

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

NOT RATED

The Closing the Gaps domain tells us how well different populations of students in a district are performing.



STUDENT ACHIEVEMENT

This domain is not rated.



SCHOOL PROGRESS

This domain is not rated.

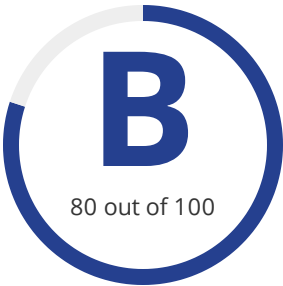


CLOSING THE GAPS

This domain is not rated.

FINANCE SUMMARY 2016-17

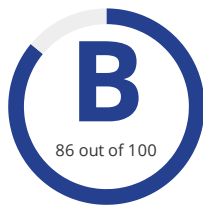
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)



6 Schools

3,184 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING  
OVERALL?



UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT



The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS



The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS



The Closing the Gaps domain tells us how well different populations of students in a district are performing.

DISTINCTIONS

✕ Postsecondary Readiness



## STUDENT ACHIEVEMENT

	SCORE	% OF GRADE
STAAR Performance	82	40%
College, Career, and Military Readiness	85	40%
Graduation Rate	95	20%
<b>Total</b>	<b>86</b>	<b>100%</b>



## SCHOOL PROGRESS

	SCORE	
Academic Growth	79	The higher of Growth or Performance is used.
Relative Performance	84	
<b>Total</b>	<b>84</b>	



## CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	63	50%
Academic Growth/Graduation Rate	100	10%
English Language Proficiency	100	10%
Student Achievement	83	30%
<b>Total</b>	<b>85</b>	<b>100%</b>

## FINANCE SUMMARY 2016-17

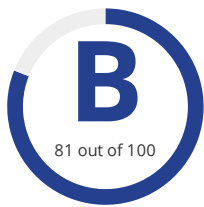
### FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)



3 Schools

591 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING  
OVERALL?



UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



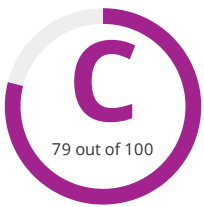
STUDENT ACHIEVEMENT



The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



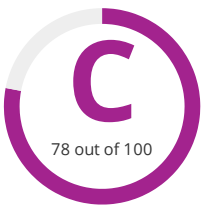
SCHOOL PROGRESS



The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS



The Closing the Gaps domain tells us how well different populations of students in a district are performing.

DISTINCTIONS

✗ Postsecondary Readiness



## STUDENT ACHIEVEMENT

	SCORE	% OF GRADE
STAAR Performance	87	40%
College, Career, and Military Readiness	71	40%
Graduation Rate	95	20%
<b>Total</b>	<b>82</b>	<b>100%</b>



## SCHOOL PROGRESS

	SCORE	
Academic Growth	79	The higher of Growth or Performance is used.
Relative Performance	67	
<b>Total</b>	<b>79</b>	

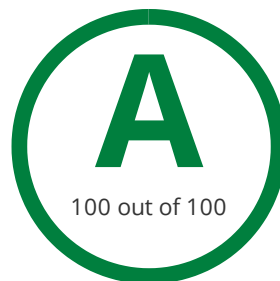


## CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	86	55.6%
Academic Growth/Graduation Rate	100	11.1%
Student Achievement	0	33.3%
<b>Total</b>	<b>78</b>	<b>100%</b>

## FINANCE SUMMARY 2016-17

### FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)



# Chapter 1—2018 Accountability Overview

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## About this Manual

The *2018 Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how information from different sources is used to calculate and assign accountability ratings and award distinction designations.

The *2018 Accountability Manual* attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be unforeseen circumstances that are not anticipated in the manual. If a data source used to determine district or campus performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

## Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

**Accountability Technical Advisory Committee (ATAC)** includes representatives from school districts, charter schools, and regional education service centers (ESCs). Members made recommendations to address technical issues for 2018 accountability.

**Accountability Policy Advisory Committee (APAC)** includes representatives from legislative offices, school districts, charter schools, and the business community. Members identified issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC recommendations or developed its own, which were forwarded to the commissioner. The commissioner considered all proposals and released the House Bill 22 2018 Accountability Decisions Framework on April 10, 2018, which is reflected in this manual.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <http://tea.texas.gov/2018AccountabilityDevelopment/>.

## Overview of the 2018 Accountability System

The overall design of the accountability system evaluates performance according to three domains:

**Student Achievement** evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

**School Progress** measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

**Closing the Gaps** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the

domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

## Who is Rated?

Districts and campuses with students enrolled in the fall of the 2017–18 school year are assigned a state accountability rating.

### Districts

Beginning the first year they report fall enrollment, school districts and charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*.

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

### Campuses

Beginning the first year they report fall enrollment, campuses and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see “Chapter 7—Other Accountability System Processes” for information on pairing.

## Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The 2018 rating labels for districts and campuses are as follows.

### Districts

- **A, B, C, or D:** Assigned for overall performance and for performance in each domain to districts (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade
- **F:** Assigned for overall performance and for performance in each domain to districts (including AEAs) that do not meet the performance target to earn at least a *D*
- **Not Rated:** Assigned to districts that—under certain, specific circumstances—do not receive a rating

### Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2018 performance data with its only campus must meet the performance targets required for the campus in order to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2018 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. Single-campus districts receive either a *Met Standard* or *Improvement Required* rating for 2018 to align with the campus rating. School districts or charter schools that meet the definition above are considered single-campus districts or charter schools in any criteria outlined in this manual.



## Campuses

- **Met Standard:** Assigned for overall performance and for performance in each domain to campuses that meet the performance targets
- **Improvement Required:** Assigned for overall performance and for performance in each domain to campuses (including AECs) that do not meet the performance targets
- **Met Alternative Standard:** Assigned for overall performance and for performance in each domain to alternative education campuses evaluated under AEA provisions that meet the performance targets
- **Not Rated:** Assigned to campuses that—under certain, specific circumstances—do not receive a rating

In a few specific circumstances, a district or campus does not receive a rating. When this occurs, a district or campus is given one of the following labels.

**Not Rated** indicates that a district or campus does not receive a rating for one or more of the following reasons:

- The district or campus has no data in the accountability subset.
- The district or campus has insufficient data to assign a rating.
- The district operates only residential facilities.
- The campus is a Juvenile Justice Alternative Education Program (JJAEP).
- The campus is a Disciplinary Alternative Education Program (DAEP).
- The campus is a residential facility.
- The commissioner otherwise determines that the district or campus will not be rated.

**Not Rated: Data Integrity Issues** indicates data accuracy or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Integrity Issues* label may be permanent or temporary pending investigation.

**Not Rated: Annexation** indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.

## Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are typically separate from those used to assign accountability ratings. Districts that receive a rating of *A*, *B*, *C*, or *D* are eligible for a distinction designation in postsecondary readiness. Please see “Chapter 6—Distinction Designations” for more information.

## 2018 Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2017–18 enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K–12), and high school—are illustrated by the table on the following page. The table shows every combination of grade levels served by

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## 2. <https://tea.texas.gov/financialstandardreports/>

[Home](#) / [Finance and Grants](#) / [State Funding](#) / [State Funding Reports and Data](#)

# PEIMS Financial Standard Reports

This page provides information and links to a number of different Public Education Information Management System (PEIMS) financial reports.

### PEIMS 5 year Comparison Bar Charts

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

[5-year Per Student Financial Comparison Bar Charts](#)

Select the PEIMS budget and actual financial reports for the desired school year(s).

School Year	PEIMS District Financial Budget Reports Budgeted financial data each school district and statewide	PEIMS District Financial Actual Reports Actual financial data for each school district and statewide
2017-2018	<a href="#">2017-2018 Financial Budget Reports</a>	Available Spring 2019
2016-2017	<a href="#">2016-2017 Financial Budget Reports</a>	<a href="#">2016-2017 Financial Actual Reports</a>
2015-2016	<a href="#">2015-2016 Financial Budget Reports</a>	<a href="#">2015-2016 Financial Actual Reports</a>
2014-2015	<a href="#">2014-2015 Financial Budget Reports</a>	<a href="#">2014-2015 Financial Actual Reports</a>
2013-2014	<a href="#">2013-2014 Financial Budget Reports</a>	<a href="#">2013-2014 Financial Actual Reports</a>
2012-2013	<a href="#">2012-2013 Financial Budget Reports</a>	<a href="#">2012-2013 Financial Actual Reports</a>
2011-2012	<a href="#">2011-2012 Financial Budget Reports</a>	<a href="#">2011-2012 Financial Actual Reports</a>
2010-2011	<a href="#">2010-2011 Financial Budget Reports</a>	<a href="#">2010-2011 Financial Actual Reports</a>
2009-2010	<a href="#">2009-2010 Financial Budget Reports</a>	<a href="#">2009-2010 Financial Actual Reports</a>
2008-2009	<a href="#">2008-2009 Financial Budget Reports</a>	<a href="#">2008-2009 Financial Actual Reports</a>
2007-2008	<a href="#">2007-2008 Financial Budget Reports</a>	<a href="#">2007-2008 Financial Actual Reports</a>
2006-2007	<a href="#">2006-2007 Financial Budget Reports</a>	<a href="#">2006-2007 Financial Actual Reports</a>
2005-2006	<a href="#">2005-2006 Financial Budget Reports</a>	<a href="#">2005-2006 Financial Actual Reports</a>
2004-2005	<a href="#">2004-2005 Financial Budget Reports</a>	<a href="#">2004-2005 Financial Actual Reports</a>

Access the PEIMS budget and actual financial data for a particular school year in a single file format (.csv), a multiple file format (.txt), or as a Microsoft Access database (.mdb) at: [PEIMS Financial Data Downloads](#).

### PEIMS Tax Rates and Property Values

These tax rate and property value data are also found in the PEIMS District Financial Actual Reports.

[2016-2017 Tax Rates and Property Values](#)

[2015-2016 Tax Rates and Property Values](#)

[2014-2015 Tax Rates and Property Values](#)

[2013-2014 Tax Rates and Property Values](#)

[2012-2013 Tax Rates and Property Values](#)

### PEIMS 10-Year Longitudinal Reports

These tables and bar charts display expenditures per student for each school district and statewide.

[2007-2008–2016-2017 Longitudinal Reports](#)

School Year	PEIMS Region Financial Actual Reports
	These reports aggregate district financial data by region.
2016-2017	<a href="#">2016-2017 Region Financial Actual Reports</a>
2015-2016	<a href="#">2015-2016 Region Financial Actual Reports</a>
2014-2015	<a href="#">2014-2015 Region Financial Actual Reports</a>
2013-2014	<a href="#">2013-2014 Region Financial Actual Reports</a>
2012-2013	<a href="#">2012-2013 Region Financial Actual Reports</a>
2011-2012	<a href="#">2011-2012 Region Financial Actual Reports</a>

Select the campus-level PEIMS budget and actual financial reports for the desired school year(s).

School Year	PEIMS Individual Campus Financial Budget Reports	PEIMS Individual Campus Financial Actual Reports
	Budgeted financial data for each campus	Actual financial data for each campus
2017-2018	<a href="#">2017-2018 Campus Financial Budget Reports</a>	Available Spring 2019
2016-2017	<a href="#">2016-2017 Campus Financial Budget Reports</a>	<a href="#">2016-2017 Campus Financial Actual Reports</a>
2015-2016	<a href="#">2015-2016 Campus Financial Budget Reports</a>	<a href="#">2015-2016 Campus Financial Actual Reports</a>
2014-2015	<a href="#">2014-2015 Campus Financial Budget Reports</a>	<a href="#">2014-2015 Campus Financial Actual Reports</a>
2013-2014	<a href="#">2013-2014 Campus Financial Budget Reports</a>	<a href="#">2013-2014 Campus Financial Actual Reports</a>
2012-2013	<a href="#">2012-2013 Campus Financial Budget Reports</a>	<a href="#">2012-2013 Campus Financial Actual Reports</a>
2011-2012	<a href="#">2011-2012 Campus Financial Budget Reports</a>	<a href="#">2011-2012 Campus Financial Actual Reports</a>
2010-2011	<a href="#">2010-2011 Campus Financial Budget Reports</a>	<a href="#">2010-2011 Campus Financial Actual Reports</a>
2009-2010	<a href="#">2009-2010 Campus Financial Budget Reports</a>	<a href="#">2009-2010 Campus Financial Actual Reports</a>
2008-2009	<a href="#">2008-2009 Campus Financial Budget Reports</a>	<a href="#">2008-2009 Campus Financial Actual Reports</a>
2007-2008	<a href="#">2007-2008 Campus Financial Budget Reports</a>	<a href="#">2007-2008 Campus Financial Actual Reports</a>
2006-2007	<a href="#">2006-2007 Campus Financial Budget Reports</a>	<a href="#">2006-2007 Campus Financial Actual Reports</a>



## 2017-2018 Budgeted Financial data

### Totals for Doss Consolidated Csd (086024)

Total Membership: 25

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>						
<b><u>Total Revenue</u></b>	561,182	100.00%	22,447	561,182	100.00%	22,447
Local Tax	414,842	73.92%	16,594	414,842	73.92%	16,594
Other Local and Intermediate	2,500	0.45%	100	2,500	0.45%	100
State	143,840	25.63%	5,754	143,840	25.63%	5,754
Federal	0	0.00%	0	0	0.00%	0
 <b><u>Total Receipts</u></b>	561,182	100.00%	22,447	561,182	100.00%	22,447
Total Revenue	561,182	100.00%	22,447	561,182	100.00%	22,447
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
 <b>Disbursements</b>						
<b><u>Total Expenditures</u></b>						
BY OBJECT	590,841	100.00%	23,634	590,841	100.00%	23,634
Payroll	267,803	45.33%	10,712	267,803	45.33%	10,712
Other Operating	293,038	49.60%	11,722	293,038	49.60%	11,722
Debt Service	0	0.00%	0	0	0.00%	0
Capital Outlay	30,000	5.08%	1,200	30,000	5.08%	1,200
BY FUNCTION (Objects 6100-6400 only)						
Community Services (61)	500		20	500		20
Total Operating Expenditures	553,341	100.00%	22,134	553,341	100.00%	22,134
Instruction (11,95)	240,029	43.38%	9,601	240,029	43.38%	9,601
Instructional Res Media (12)	350	0.06%	14	350	0.06%	14
Curriculum/Staff Develop (13)	2,000	0.36%	80	2,000	0.36%	80
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0
School Leadership (23)	50,393	9.11%	2,016	50,393	9.11%	2,016
Guidance Counseling Svcs (31)	0	0.00%	0	0	0.00%	0
Social Work Services (32)	0	0.00%	0	0	0.00%	0
Health Services (33)	0	0.00%	0	0	0.00%	0
Transportation (34)	41,140	7.43%	1,646	41,140	7.43%	1,646
Food (35)	500	0.09%	20	500	0.09%	20
Extracurricular (36)	2,150	0.39%	86	2,150	0.39%	86
General Administration (41,92)	136,050	24.59%	5,442	136,050	24.59%	5,442
Plant Maint/Operation (51)	44,525	8.05%	1,781	44,525	8.05%	1,781
Security/Monitoring (52)	0	0.00%	0	0	0.00%	0
Data Processing Services (53)	36,204	6.54%	1,448	36,204	6.54%	1,448
 <b><u>Total Disbursements</u></b>	613,841	100.00%	24,554	613,841	100.00%	24,554
Total Expenditures	590,841	96.25%	23,634	590,841	96.25%	23,634
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Uses	0	0.00%	0	0	0.00%	0
Intergovernmental Charge	23,000	3.75%	920	23,000	3.75%	920

#### Program Expenditures

Operating Expenditures - Program	312,772	100.00%	12,511	312,772	100.00%	12,511
Regular	258,772	82.74%	10,351	258,772	82.74%	10,351
Gifted and Talented	0	0.00%	0	0	0.00%	0
Career and Technical	0	0.00%	0	0	0.00%	0
Students with Disabilities	54,000	17.26%	2,160	54,000	17.26%	2,160
Accelerated Education	0	0.00%	0	0	0.00%	0
Bilingual	0	0.00%	0	0	0.00%	0
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0
High School Allotment	0	0.00%	0	0	0.00%	0
Athletics/Related Activities	0	0.00%	0	0	0.00%	0
Prekindergarten	0	0.00%	0	0	0.00%	0

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## 2016-2017 Actual Financial data

### Totals for Doss Consolidated Csd (086024)

Total Enrolled Students in Membership: 6

	<u>District</u>						<u>S</u>
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds
<b>Receipts</b>							
<b>Total Revenue</b>	630,924	100.00%	105,154	631,079	100.00%	105,180	60,069,643,793 1
Local Tax	394,787	62.57%	65,798	394,787	62.56%	65,798	27,976,965,437
Other Local and Intermediate	7,312	1.16%	1,219	7,312	1.16%	1,219	2,578,511,223
State	228,825	36.27%	38,138	228,980	36.28%	38,163	23,445,734,687
Federal	0	0.00%	0	0	0.00%	0	6,068,432,446
<b>Total Receipts</b>	630,924	100.00%	105,154	631,079	100.00%	105,180	78,161,853,731 1
Total Revenue	630,924	100.00%	105,154	631,079	100.00%	105,180	60,069,643,793 1
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573
Total Other Resources	0	0.00%	0	0	0.00%	0	16,374,680,365
<b>Fund Balances (for ISDs)</b>							
<b>Total Fund Balance**</b>	1,502,112	238.08%	250,352	1,502,112	238.02%	250,352	33,590,717,467
Nonspendable Fund Balance	0	0.00%	0	0	0.00%	0	229,029,207
Restricted Fund Balance	0	0.00%	0	0	0.00%	0	16,129,847,564
Committed Fund Balance	847,974	134.40%	141,329	847,974	134.37%	141,329	3,070,095,018
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,407,287,978
Unassigned Fund Balance	654,138	103.68%	109,023	654,138	103.65%	109,023	11,754,457,700
<b>Disbursements</b>							
<b>Total Expenditures</b>							
BY OBJECT	409,062	100.00%	68,177	409,217	100.00%	68,203	68,297,721,380 1
Payroll (Objects 6100)	180,410	44.10%	30,068	180,410	44.09%	30,068	40,042,127,663
Other Operating (Objects 6200-6400)	228,652	55.90%	38,109	228,807	55.91%	38,135	11,104,856,740
Debt Service (Objects 6500)	0	0.00%	0	0	0.00%	0	8,139,910,713
Capital Outlay (Objects 6600)	0	0.00%	0	0	0.00%	0	9,010,826,264
BY FUNCTION (Objects 6100-6400 only)							
Debt Service (71)	0		0	0		0	0
Facilities Acquisition & Construction (81)	0		0	0		0	392,644,180
Total Operating Expenditures	409,062	100.00%	68,177	409,217	100.00%	68,203	50,754,340,223 1
Instruction (11,95)	146,533	35.82%	24,422	146,688	35.85%	24,448	28,512,879,011
Instructional Res Media (12)	0	0.00%	0	0	0.00%	0	602,919,895
Curriculum/Staff Develop (13)	829	0.20%	138	829	0.20%	138	1,118,753,712
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0	795,765,497
School Leadership (23)	44,431	10.86%	7,405	44,431	10.86%	7,405	2,963,688,517
Guidance Counseling Svcs (31)	0	0.00%	0	0	0.00%	0	1,831,230,685
Social Work Services (32)	0	0.00%	0	0	0.00%	0	134,915,660
Health Services (33)	0	0.00%	0	0	0.00%	0	509,956,324
Transportation (34)	28,716	7.02%	4,786	28,716	7.02%	4,786	1,484,237,419
Food (35)	516	0.13%	86	516	0.13%	86	2,805,541,879
Extracurricular (36)	888	0.22%	148	888	0.22%	148	1,528,128,443
General Administration (41,92)	116,596	28.50%	19,433	116,596	28.49%	19,433	1,639,918,265
Plant Maint/Operation (51)	34,108	8.34%	5,685	34,108	8.33%	5,685	5,158,862,799
Security/Monitoring (52)	0	0.00%	0	0	0.00%	0	468,780,126
Data Processing Services (53)	36,445	8.91%	6,074	36,445	8.91%	6,074	957,336,378
Community Services (61)	0	0.00%	0	0	0.00%	0	241,425,613
<b>Total Disbursements</b>	429,118	100.00%	71,520	429,273	100.00%	71,546	76,498,619,030 1
Total Expenditures	409,062	95.33%	68,177	409,217	95.33%	68,203	68,297,721,380 1

Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573
Total Other Uses	0	0.00%	0	0	0.00%	0	5,851,782,329
Intergovernmental Charge	20,056	4.67%	3,343	20,056	4.67%	3,343	631,585,748

#### Program Expenditures

<b>Operating Expenditures - Program</b>	205,330	100.00%	34,222	205,485	100.00%	34,248	37,683,988,239	1
Regular	168,657	82.14%	28,110	168,812	82.15%	28,135	22,669,107,496	
Gifted and Talented	0	0.00%	0	0	0.00%	0	403,184,949	
Career and Technical	0	0.00%	0	0	0.00%	0	1,488,862,268	
Students with Disabilities	36,673	17.86%	6,112	36,673	17.85%	6,112	5,868,618,104	
Accelerated Education	0	0.00%	0	0	0.00%	0	1,669,659,901	
Bilingual	0	0.00%	0	0	0.00%	0	660,108,586	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	150,276,291	
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	222,892,282	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,991,862	
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	2,002,915,866	
Athletics/Related Activities	0	0.00%	0	0	0.00%	0	1,015,226,210	
High School Allotment	0	0.00%	0	0	0.00%	0	510,744,718	
Prekindergarten	0	0.00%	0	0	0.00%	0	995,399,706	

#### District

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#### Instructional Expenditure Ratio

36.0%

#### Tax Rates

##### 2016 (current tax year) Tax Rates

Maintenance and Operations	0.9267
Interest and Sinking Funds	0.0000
Total Tax Rate	0.9267

#### 2015 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	41,092,031	N/A	2,117,237,490,096
Property Value per pupil	6,848,672	N/A	418,176
Property Value by category:			
Business	6,039,730	38.46%	845,239,296,289
Residential	1,280,640	8.15%	1,345,716,654,821
Land	8,383,900	53.39%	61,874,035,037
Oil and Gas	0	0.00%	117,841,214,660
Other	0	0.00%	13,528,275,687

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

2016-2017 School Districts' General Fund Unassigned Fund Balance***	654,138	11,795,907,800
2016-2017 School Districts' General Fund Total Budgeted Expenditures	522,957	43,775,469,571
2016-2017 School Districts' Percent of Total Budgeted Expenditures	125.1%	26.9%

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

Charter schools report net assets rather than fund balances.

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





## 2015-2016 Actual Financial data

### Totals for Doss Consolidated Csd (086024)

Total Enrolled Students in Membership: 12

	<u>District</u>						<u>S</u>
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds
<b>Receipts</b>							
<b>Total Revenue</b>	589,973	100.00%	49,164	589,973	100.00%	49,164	58,796,907,294
Local Tax	381,765	64.71%	31,814	381,765	64.71%	31,814	26,455,661,555
Other Local and Intermediate	3,674	0.62%	306	3,674	0.62%	306	2,349,072,062
State	204,534	34.67%	17,045	204,534	34.67%	17,045	24,001,676,516
Federal	0	0.00%	0	0	0.00%	0	5,990,497,161
<b>Total Receipts</b>	589,973	100.00%	49,164	589,973	100.00%	49,164	79,076,472,196
Total Revenue	589,973	100.00%	49,164	589,973	100.00%	49,164	58,796,907,294
Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826
Total Other Resources	0	0.00%	0	0	0.00%	0	18,620,329,076
<b>Fund Balances (for ISDs)</b>							
<b>Total Fund Balance**</b>	1,300,307	220.40%	108,359	1,300,307	220.40%	108,359	31,967,587,564
Nonspendable Fund Balance	0	0.00%	0	0	0.00%	0	218,493,906
Restricted Fund Balance	0	0.00%	0	0	0.00%	0	14,718,290,785
Committed Fund Balance	847,974	143.73%	70,665	847,974	143.73%	70,665	3,375,181,653
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,279,728,046
Unassigned Fund Balance	452,333	76.67%	37,694	452,333	76.67%	37,694	11,375,893,174
<b>Disbursements</b>							
<b>Total Expenditures</b>							
BY OBJECT	458,618	100.00%	38,218	458,618	100.00%	38,218	64,767,380,510
Payroll (Objects 6100)	253,557	55.29%	21,130	253,557	55.29%	21,130	38,907,642,648
Other Operating (Objects 6200-6400)	205,061	44.71%	17,088	205,061	44.71%	17,088	10,955,841,240
Debt Service (Objects 6500)	0	0.00%	0	0	0.00%	0	7,300,880,526
Capital Outlay (Objects 6600)	0	0.00%	0	0	0.00%	0	7,603,016,096
BY FUNCTION (Objects 6100-6400 only)							
Debt Service (71)	0		0	0		0	149,281
Facilities Acquisition & Construction (81)	4,565		380	4,565		380	363,840,575
Total Operating Expenditures	454,053	100.00%	37,838	454,053	100.00%	37,838	49,499,494,032
Instruction (11,95)	208,500	45.92%	17,375	208,500	45.92%	17,375	28,078,212,757
Instructional Res Media (12)	186	0.04%	16	186	0.04%	16	596,968,139
Curriculum/Staff Develop (13)	1,880	0.41%	157	1,880	0.41%	157	1,079,964,071
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0	756,662,275
School Leadership (23)	31,303	6.89%	2,609	31,303	6.89%	2,609	2,871,203,149
Guidance Counseling Svcs (31)	0	0.00%	0	0	0.00%	0	1,764,695,464
Social Work Services (32)	0	0.00%	0	0	0.00%	0	131,529,766
Health Services (33)	0	0.00%	0	0	0.00%	0	496,777,676
Transportation (34)	47,932	10.56%	3,994	47,932	10.56%	3,994	1,406,946,577
Food (35)	449	0.10%	37	449	0.10%	37	2,794,517,327
Extracurricular (36)	1,003	0.22%	84	1,003	0.22%	84	1,452,331,030
General Administration (41,92)	92,208	20.31%	7,684	92,208	20.31%	7,684	1,545,042,287
Plant Maint/Operation (51)	34,812	7.67%	2,901	34,812	7.67%	2,901	4,902,348,081
Security/Monitoring (52)	0	0.00%	0	0	0.00%	0	443,468,185
Data Processing Services (53)	35,553	7.83%	2,963	35,553	7.83%	2,963	956,927,919
Community Services (61)	227	0.05%	19	227	0.05%	19	221,899,329
<b>Total Disbursements</b>	474,681	100.00%	39,557	474,681	100.00%	39,557	76,944,709,361
Total Expenditures	458,618	96.62%	38,218	458,618	96.62%	38,218	64,767,380,510

Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826
Total Other Uses	0	0.00%	0	0	0.00%	0	9,922,469,353
Intergovernmental Charge	16,063	3.38%	1,339	16,063	3.38%	1,339	595,623,672

#### Program Expenditures

<b><u>Operating Expenditures - Program</u></b>	257,646	100.00%	21,471	257,646	100.00%	21,471	36,778,299,808	1
Regular	223,243	86.65%	18,604	223,243	86.65%	18,604	22,101,503,025	
Gifted and Talented	0	0.00%	0	0	0.00%	0	412,775,016	
Career and Technical	0	0.00%	0	0	0.00%	0	1,403,587,116	
Students with Disabilities	34,183	13.27%	2,849	34,183	13.27%	2,849	5,595,169,798	
Accelerated Education	0	0.00%	0	0	0.00%	0	1,773,289,297	
Bilingual	0	0.00%	0	0	0.00%	0	836,638,263	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	143,556,319	
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	223,027,599	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,121,857	
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,947,322,924	
Athletics/Related Activities	0	0.00%	0	0	0.00%	0	970,746,104	
High School Allotment	0	0.00%	0	0	0.00%	0	446,570,319	
Prekindergarten	220	0.09%	18	220	0.09%	18	897,992,171	

#### District

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#### Instructional Expenditure Ratio

46.4%

#### Tax Rates

##### 2015 (current tax year) Tax Rates

Maintenance and Operations	0.9267
Interest and Sinking Funds	0.0000
Total Tax Rate	0.9267

#### 2014 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	37,978,178	N/A	2,035,667,288,244
Property Value per pupil	3,164,848	N/A	404,762
Property Value by category:			
Business	6,443,810	41.53%	782,956,483,668
Residential	1,175,010	7.57%	1,212,041,953,115
Land	7,896,360	50.89%	58,960,007,888
Oil and Gas	0	0.00%	158,021,121,792
Other	0	0.00%	12,102,856,856

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

2015-2016 School Districts' General Fund Unassigned Fund Balance***	452,333	11,332,627,827
2015-2016 School Districts' General Fund Total Budgeted Expenditures	595,002	42,855,266,369
2015-2016 School Districts' Percent of Total Budgeted Expenditures	76.0%	26.4%

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

Charter schools report net assets rather than fund balances.

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



## 2014-2015 Actual Financial data

### Totals for Doss Consolidated Csd (086024)

Total Membership: 18

	<u>District</u>						<u>\$</u>	
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	
<b>Receipts</b>								
<b>Total Revenue</b>	594,036	100.00%	33,002	594,609	100.00%	33,034	56,133,489,714	1
Local Tax	357,793	60.23%	19,877	357,793	60.17%	19,877	25,280,136,712	
Other Local and Intermediate	1,554	0.26%	86	1,554	0.26%	86	2,184,020,956	
State	234,689	39.51%	13,038	235,262	39.57%	13,070	22,814,894,859	
Federal	0	0.00%	0	0	0.00%	0	5,854,437,187	
<b>Total Receipts</b>	594,036	100.00%	33,002	594,609	100.00%	33,034	78,601,559,619	1
Total Revenue	594,036	100.00%	33,002	594,609	100.00%	33,034	56,133,489,714	1
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	
Total Other Resources	0	0.00%	0	0	0.00%	0	20,971,460,489	
<b>Fund Balances (for ISDs)</b>								
<b>Total Fund Balance**</b>	1,185,016	199.49%	65,834	1,185,016	199.29%	65,834	29,561,641,503	
Nonspendable Fund Balance	0	0.00%	0	0	0.00%	0	308,398,318	
Restricted Fund Balance	0	0.00%	0	0	0.00%	0	13,254,233,291	
Committed Fund Balance	847,974	142.75%	47,110	847,974	142.61%	47,110	3,257,809,183	
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,102,056,286	
Unassigned Fund Balance	337,042	56.74%	18,725	337,042	56.68%	18,725	10,639,144,425	
<b>Disbursements</b>								
<b>Total Expenditures</b>								
BY OBJECT	554,577	100.00%	30,810	555,150	100.00%	30,842	60,977,192,546	1
Payroll (Objects 6100)	277,649	50.07%	15,425	277,649	50.01%	15,425	37,049,271,624	
Other Operating (Objects 6200-6400)	185,837	33.51%	10,324	186,410	33.58%	10,356	10,508,649,793	
Debt Service (Objects 6500)	0	0.00%	0	0	0.00%	0	7,236,507,503	
Capital Outlay (Objects 6600)	91,091	16.43%	5,061	91,091	16.41%	5,061	6,182,763,626	
BY FUNCTION (Objects 6100-6400 only)								
Debt Service (71)	0		0	0		0	494,213	
Facilities Acquisition & Construction (81)	2,626		146	2,626		146	329,486,348	
Total Operating Expenditures	460,860	100.00%	25,603	461,433	100.00%	25,635	47,227,940,856	1
Instruction (11,95)	206,306	44.77%	11,461	206,879	44.83%	11,493	26,871,610,227	
Instructional Res Media (12)	1,048	0.23%	58	1,048	0.23%	58	586,142,869	
Curriculum/Staff Develop (13)	1,277	0.28%	71	1,277	0.28%	71	1,001,022,261	
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0	718,051,639	
School Leadership (23)	27,642	6.00%	1,536	27,642	5.99%	1,536	2,722,138,250	
Guidance Counseling Svcs (31)	0	0.00%	0	0	0.00%	0	1,668,235,063	
Social Work Services (32)	0	0.00%	0	0	0.00%	0	128,116,298	
Health Services (33)	0	0.00%	0	0	0.00%	0	473,216,577	
Transportation (34)	48,264	10.47%	2,681	48,264	10.46%	2,681	1,347,546,868	
Food (35)	419	0.09%	23	419	0.09%	23	2,699,811,544	
Extracurricular (36)	1,953	0.42%	109	1,953	0.42%	109	1,367,198,521	
General Administration (41,92)	120,032	26.05%	6,668	120,032	26.01%	6,668	1,475,276,145	
Plant Maint/Operation (51)	36,101	7.83%	2,006	36,101	7.82%	2,006	4,693,527,961	
Security/Monitoring (52)	0	0.00%	0	0	0.00%	0	413,839,438	
Data Processing Services (53)	17,586	3.82%	977	17,586	3.81%	977	841,708,130	
Community Services (61)	232	0.05%	13	232	0.05%	13	220,499,065	
<b>Total Disbursements</b>	574,326	100.00%	31,907	574,899	100.00%	31,939	75,481,160,718	1
Total Expenditures	554,577	96.56%	30,810	555,150	96.56%	30,842	60,977,192,546	1

Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416
Total Other Uses	0	0.00%	0	0	0.00%	0	12,392,399,682
Intergovernmental Charge	19,749	3.44%	1,097	19,749	3.44%	1,097	614,959,074

#### Program Expenditures

<b><u>Operating Expenditures - Program</u></b>	250,988	100.00%	13,944	251,561	100.00%	13,976	35,244,680,101	1
Regular	203,183	80.95%	11,288	203,756	81.00%	11,320	21,166,857,496	
Gifted and Talented	0	0.00%	0	0	0.00%	0	398,047,499	
Career and Technical	0	0.00%	0	0	0.00%	0	1,293,287,689	
Students with Disabilities	47,805	19.05%	2,656	47,805	19.00%	2,656	5,342,939,885	
Accelerated Education	0	0.00%	0	0	0.00%	0	1,785,245,681	
Bilingual	0	0.00%	0	0	0.00%	0	871,163,578	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	133,254,572	
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	214,449,433	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	24,917,911	
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,857,002,479	
Athletics/Related Activities	0	0.00%	0	0	0.00%	0	919,076,645	
High School Allotment	0	0.00%	0	0	0.00%	0	406,767,398	
Prekindergarten	0	0.00%	0	0	0.00%	0	831,669,835	

#### District

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#### Instructional Expenditure Ratio

45.3%

#### Tax Rates

##### 2014 (current tax year) Tax Rates

Maintenance and Operations	0.9267
Interest and Sinking Funds	0.0000
Total Tax Rate	0.9267

#### 2013 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	37,254,743	N/A	1,871,511,130,244
Property Value per pupil	2,069,708	N/A	375,792
Property Value by category:			
Business	6,588,070	50.84%	734,946,454,778
Residential	784,400	6.05%	1,104,324,234,295
Land	5,585,150	43.10%	58,742,939,046
Oil and Gas	0	0.00%	133,469,263,469
Other	0	0.00%	11,225,667,994

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

2014-2015 School Districts' General Fund Unassigned Fund Balance***	337,042	10,667,062,944
2014-2015 School Districts' General Fund Total Budgeted Expenditures	516,597	40,721,513,562
2014-2015 School Districts' Percent of Total Budgeted Expenditures	65.2%	26.2%

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

Charter schools report net assets rather than fund balances.

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



## 2013-2014 Actual Financial data

### Totals for Doss Consolidated Csd (086024)

Total Membership: 19

	<u>District</u>						<u>\$</u>	
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	
<b>Receipts</b>								
<b><u>Total Revenue</u></b>	560,748	100.00%	29,513	564,538	100.00%	29,713	53,430,049,163	1
Local Tax	345,543	61.62%	18,186	345,543	61.21%	18,186	23,537,291,639	
Other Local and Intermediate	3,095	0.55%	163	3,095	0.55%	163	2,122,511,385	
State	212,110	37.83%	11,164	215,900	38.24%	11,363	22,106,826,577	
Federal	0	0.00%	0	0	0.00%	0	5,663,419,562	
<b><u>Total Receipts</u></b>	560,748	100.00%	29,513	564,538	100.00%	29,713	64,750,683,327	1
Total Revenue	560,748	100.00%	29,513	564,538	100.00%	29,713	53,430,049,163	1
Equity Transfers	0	0.00%	0	0	0.00%	0	1,122,766,960	
Total Other Resources	0	0.00%	0	0	0.00%	0	10,197,867,204	
<b>Fund Balances (for ISDs)</b>								
<b><u>Total Fund Balance**</u></b>	1,165,302	207.81%	61,332	1,165,302	206.42%	61,332	26,645,688,267	
Nonspendable Fund Balance	0	0.00%	0	0	0.00%	0	325,412,744	
Restricted Fund Balance	0	0.00%	0	0	0.00%	0	11,067,379,733	
Committed Fund Balance	847,974	151.22%	44,630	847,974	150.21%	44,630	3,282,227,940	
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	1,882,675,501	
Unassigned Fund Balance	317,328	56.59%	16,701	317,328	56.21%	16,701	10,087,992,349	
<b>Disbursements</b>								
<b><u>Total Expenditures</u></b>								
BY OBJECT	480,918	100.00%	25,311	484,708	100.00%	25,511	56,334,211,074	1
Payroll	273,777	56.93%	14,409	273,777	56.48%	14,409	35,069,490,639	
Other Operating	207,141	43.07%	10,902	210,931	43.52%	11,102	10,047,838,412	
Debt Service	0	0.00%	0	0	0.00%	0	5,950,072,529	
Capital Outlay	0	0.00%	0	0	0.00%	0	5,266,809,494	
BY FUNCTION (Objects 6100-6400 only)								
Community Services (61)	254		13	254		13	209,485,174	
Total Operating Expenditures	464,539	100.00%	24,449	468,329	100.00%	24,649	44,633,165,100	1
Instruction (11,95)	176,801	38.06%	9,305	180,591	38.56%	9,505	25,448,473,140	
Instructional Res Media (12)	749	0.16%	39	749	0.16%	39	571,005,868	
Curriculum/Staff Develop (13)	3,216	0.69%	169	3,216	0.69%	169	922,169,731	
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0	663,314,208	
School Leadership (23)	32,661	7.03%	1,719	32,661	6.97%	1,719	2,581,353,060	
Guidance Counseling Svcs (31)	0	0.00%	0	0	0.00%	0	1,562,958,047	
Social Work Services (32)	0	0.00%	0	0	0.00%	0	122,313,864	
Health Services (33)	0	0.00%	0	0	0.00%	0	444,949,486	
Transportation (34)	49,354	10.62%	2,598	49,354	10.54%	2,598	1,308,273,663	
Food (35)	411	0.09%	22	411	0.09%	22	2,577,586,605	
Extracurricular (36)	1,497	0.32%	79	1,497	0.32%	79	1,265,051,350	
General Administration (41,92)	162,747	35.03%	8,566	162,747	34.75%	8,566	1,478,214,870	
Plant Maint/Operation (51)	25,539	5.50%	1,344	25,539	5.45%	1,344	4,557,985,513	
Security/Monitoring (52)	0	0.00%	0	0	0.00%	0	380,476,830	
Data Processing Services (53)	11,564	2.49%	609	11,564	2.47%	609	749,038,865	
<b><u>Total Disbursements</u></b>	497,572	100.00%	26,188	501,362	100.00%	26,387	61,604,761,469	1
Total Expenditures	480,918	96.65%	25,311	484,708	96.68%	25,511	56,334,211,074	1
Equity Transfers	0	0.00%	0	0	0.00%	0	1,122,766,960	
Total Other Uses	0	0.00%	0	0	0.00%	0	3,566,244,195	
Intergovernmental Charge	16,654	3.35%	877	16,654	3.32%	877	581,539,240	

# Program Expenditures

<b><u>Operating Expenditures - Program</u></b>	224,437	100.00%	11,812	228,227	100.00%	12,012	33,337,172,280	1
Regular	191,799	85.46%	10,095	195,589	85.70%	10,294	19,882,619,780	
Gifted and Talented	0	0.00%	0	0	0.00%	0	394,615,167	
Career and Technical	0	0.00%	0	0	0.00%	0	1,184,907,278	
Students with Disabilities	32,638	14.54%	1,718	32,638	14.30%	1,718	5,066,610,853	
Accelerated Education	0	0.00%	0	0	0.00%	0	1,738,349,914	
Bilingual	0	0.00%	0	0	0.00%	0	880,288,537	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	127,698,362	
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	202,732,055	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	23,191,202	
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,816,342,310	
Athletics/Related Activities	0	0.00%	0	0	0.00%	0	860,275,208	
High School Allotment	0	0.00%	0	0	0.00%	0	380,228,185	
Prekindergarten	0	0.00%	0	0	0.00%	0	779,313,429	

## District

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### Instructional Expenditure Ratio

39.4%

## Tax Rates

### 2013 (current tax year) Tax Rates

Maintenance and Operations	0.9267
Interest and Sinking Funds	0.0000
Total Tax Rate	0.9267

## 2012 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	35,926,612	N/A	1,766,822,499,104
Property Value per pupil	1,890,874	N/A	358,703
Property Value by category:			
Business	6,278,390	15.76%	682,214,492,680
Residential	922,400	2.31%	1,055,132,999,498
Land	32,648,622	81.93%	120,643,570,625
Oil and Gas	0	0.00%	128,013,368,497
Other	0	0.00%	10,341,459,606

## Unassigned Fund Balance percentage of total budgeted expenditures

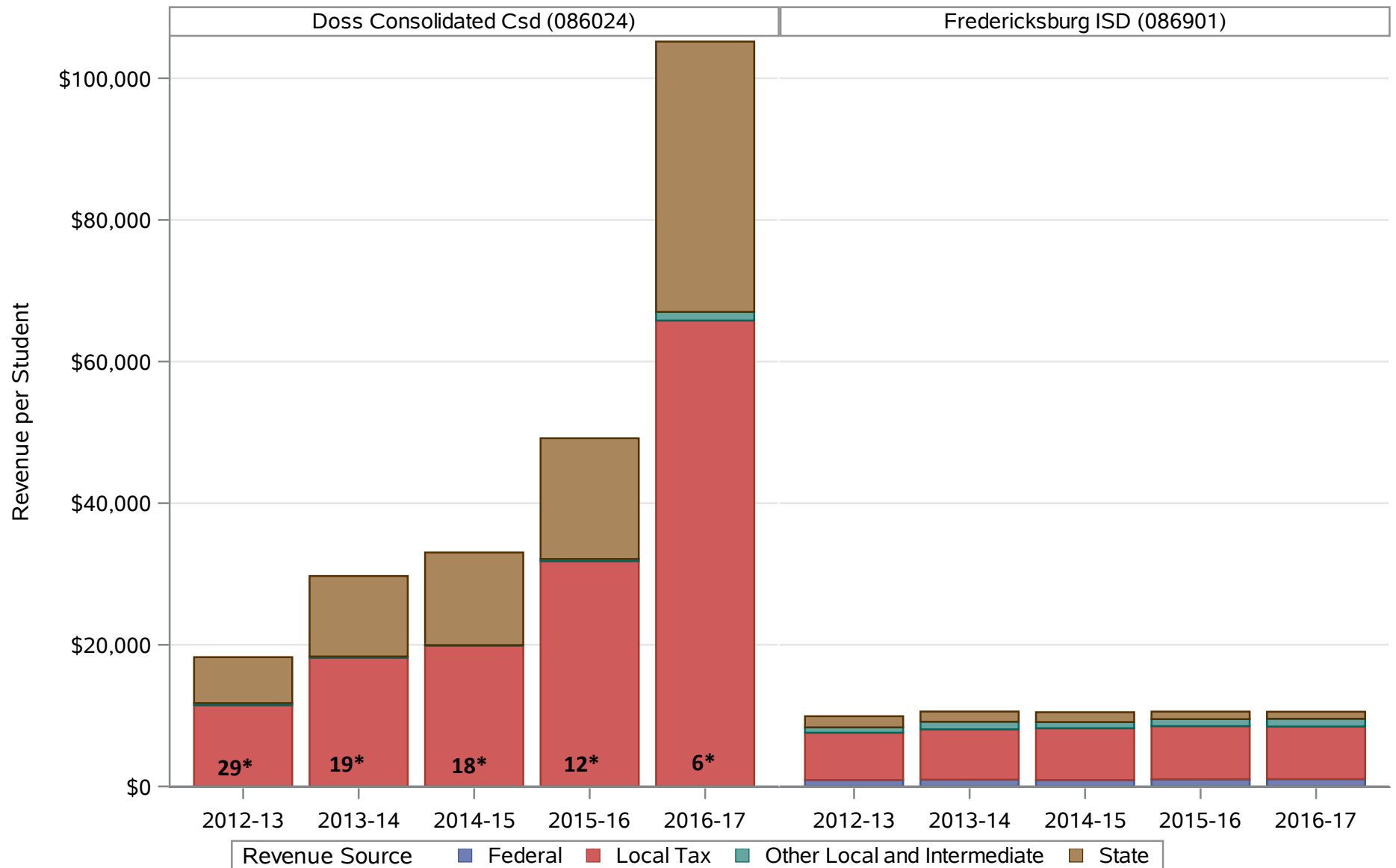
2013-2014 School Districts' General Fund Unassigned Fund Balance***	317,328	10,079,251,575
2013-2014 School Districts' General Fund Total Budgeted Expenditures	510,070	38,592,012,767
2013-2014 School Districts' Percent of Total Budgeted Expenditures	62.2%	26.1%

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

Charter schools report net assets rather than fund balances.

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

# Comparison of 2012-13 through 2016-17 Operational Revenue Sources



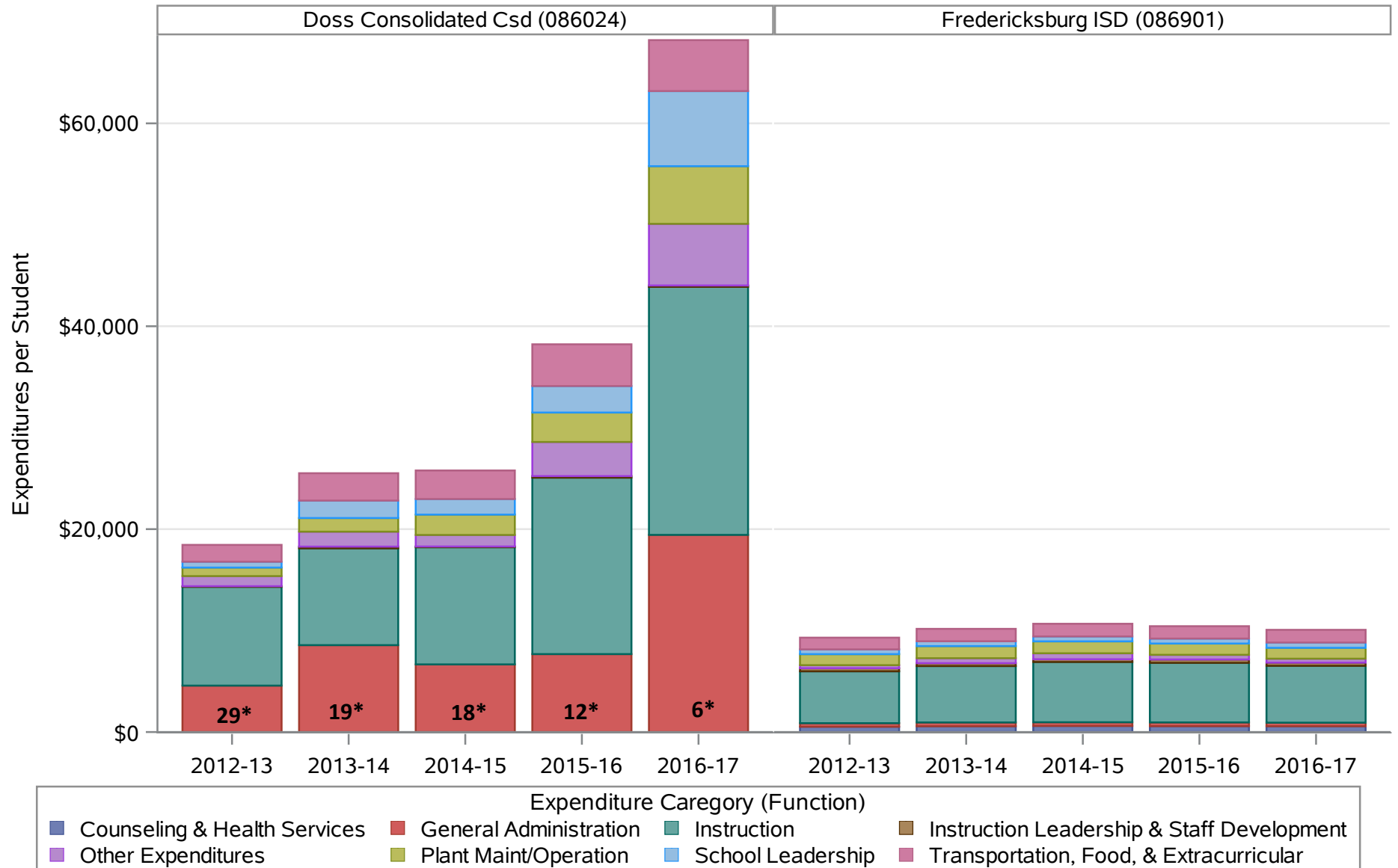
Doss Consolidated Csd (086024) Total Enrolled Students in Membership = 6

Fredericksburg ISD (086901) Total Enrolled Students in Membership = 3,216

Excludes Debt Service & Recapture

\*Student Enrollment on TEA Snapshot Date .

# Comparison of 2012-13 through 2016-17 Operational Total Expenditures



Doss Consolidated Csd (086024) Total Enrolled Students in Membership = 6

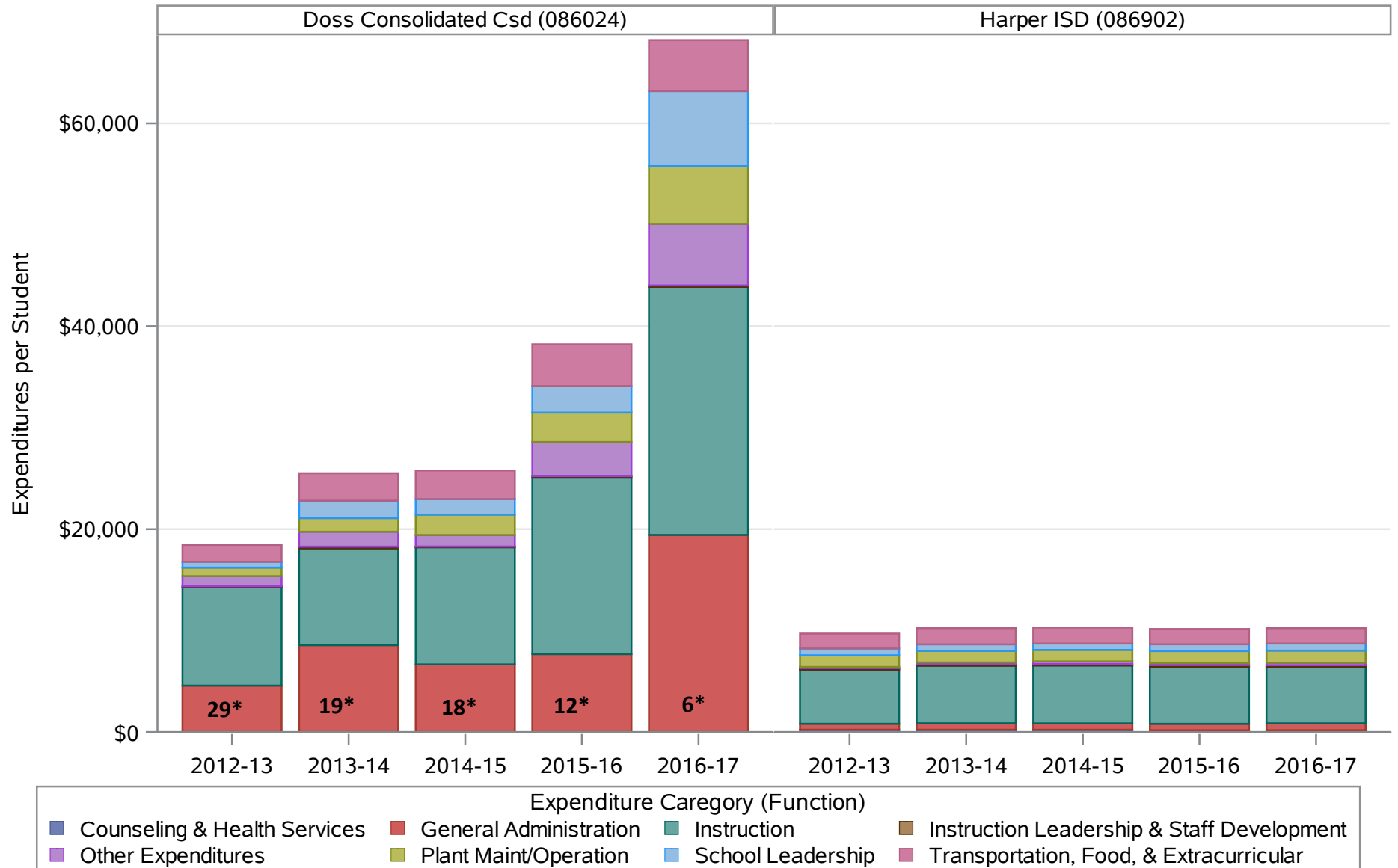
Fredericksburg ISD (086901) Total Enrolled Students in Membership = 3,216

\*Student Enrollment on TEA Snapshot Date .

Excludes Capital Outlay & Debt Service



# Comparison of 2012-13 through 2016-17 Operational Total Expenditures



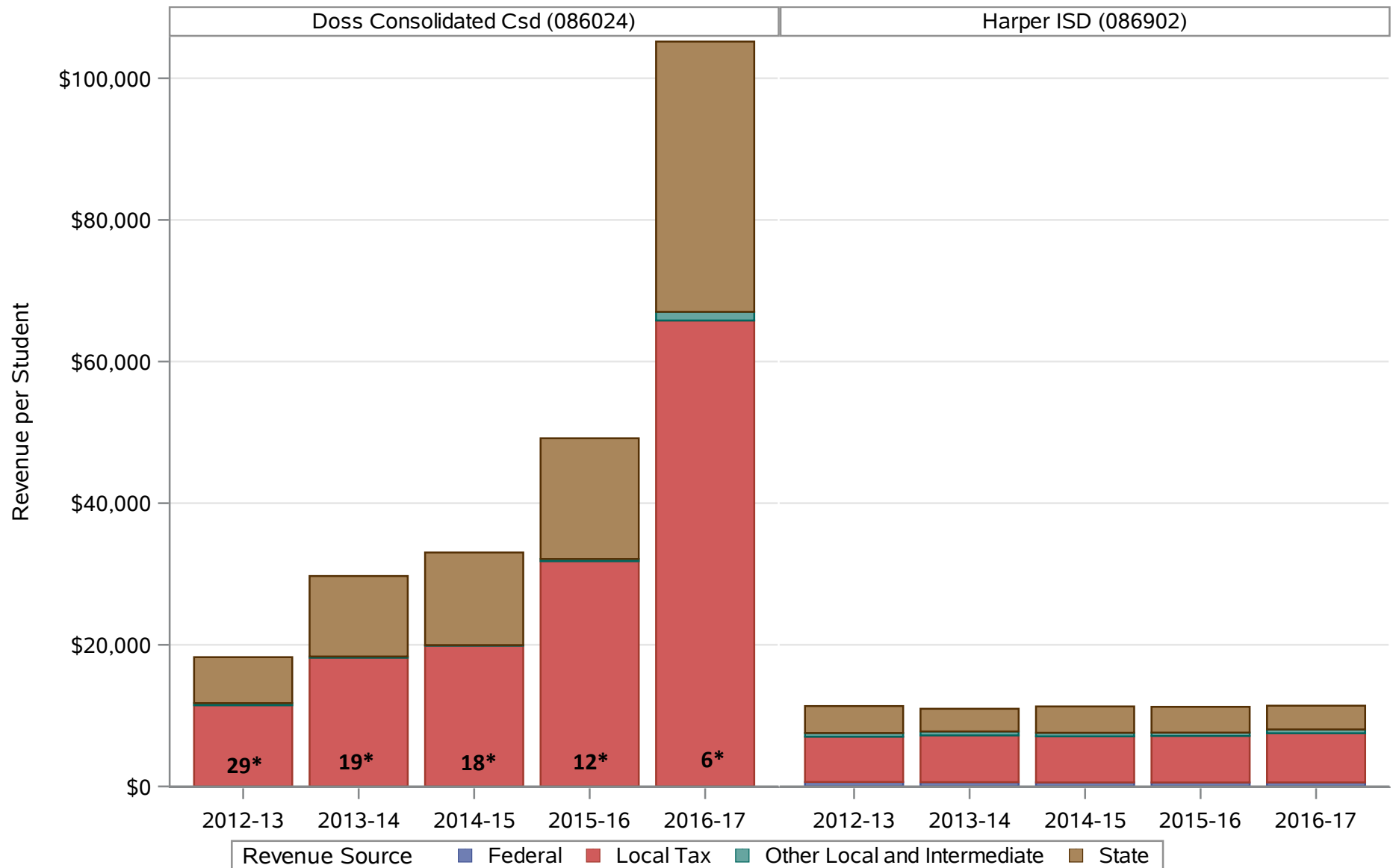
Doss Consolidated Csd (086024) Total Enrolled Students in Membership = 6

Harper ISD (086902) Total Enrolled Students in Membership = 601

Excludes Capital Outlay & Debt Service

\*Student Enrollment on TEA Snapshot Date .

# Comparison of 2012-13 through 2016-17 Operational Revenue Sources



Doss Consolidated Csd (086024) Total Enrolled Students in Membership = 6

Harper ISD (086902) Total Enrolled Students in Membership = 601

Excludes Debt Service & Recapture

\*Student Enrollment on TEA Snapshot Date .

[https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial\\_reports/1617\\_stacked\\_bar\\_charts.html](https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_stacked_bar_charts.html)



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

[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

## Accreditation Status

TEA accredits public schools in Texas at the district level for grades K-12.

TEA does not have oversight of private schools or vocational schools in Texas. The [Texas Private School Accreditation Commission](#) provides information for private schools. For information related to alternative schooling options, visit the [Alternative Schooling](#) page.

The district accreditation statuses are listed at the links below:

[Accreditation Status Matrix](#)

[2017-2018 Accreditation Statuses](#)

[2016-2017 Accreditation Statuses](#)

[2015-2016 Accreditation Statuses](#)

[2014-2015 Accreditation Statuses](#)

[2013-2014 Accreditation Statuses](#)

[2012-2013 Accreditation Statuses](#) (will not be issued)

[2011-2012 Accreditation Statuses](#)

[2010-2011 Accreditation Statuses](#)

## Overview

During the 79th Texas Legislature, Third Called Session, 2006, House Bill 1 (HB 1) was passed, which amended the Texas Education Code (TEC), Chapter 39, Public School System Accountability. The HB 1 changes addressed, in part, the accreditation of school districts; sanctions and interventions for school districts, charter schools, and campuses; and the review by the State Office of Administrative Hearings of certain sanctions. As a result, TEA was required to adopt rules to implement the changes addressed.

See these commissioner's rules related to accreditation at [Texas Administrative Code—Currently in Effect](#). 19 TAC Chapter 97, Planning and Accountability, Subchapter EE,

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## 2017-2018 Accreditation Statuses

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

The district accreditation statuses for 2017-2018 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | District Type | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2017-2018 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

CDN	Name	ESC	2017 FIRST Rating	2017 Accountability Rating	2017-2018 Accreditation Status	Reason For Status	Notes
086024	DOSS CONSOLIDATED CSD	13	B - Above Standard	Not Rated	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,203 total entries)

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## 2016-2017 Accreditation Statuses

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

The district accreditation statuses for 2016-2017 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | District Type | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2016-2017 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status	Reason For Status	Notes
DOSS CONSOLIDATED CSD	13	A - Superior	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

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## 2015-2016 Accreditation Statuses

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

The district accreditation statuses for 2015-2016 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | District Type | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2015-2016 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
DOSS CONSOLIDATED CSD	13	Pass	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,205 total entries)

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## 2014-2015 Accreditation Statuses

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

The district accreditation statuses for 2014-2015 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | 2010 FIRST Rating | 2010 Accountability Rating | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2014-2015 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

Name	ESC	2014 Accountability Rating	2014-2015 Accreditation Status	Reason For Status	Notes
DOSS CONSOLIDATED CSD	13	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,234 total entries)

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## 2013-2014 Accreditation Statuses

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

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

The district accreditation statuses for 2013-2014 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | 2009 FIRST Rating | 2009 Accountability Rating | 2010 FIRST Rating | 2010 Accountability Rating | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2013-2014 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

ESC	2013 Accountability Rating	2013-2014 Accreditation Status	Reason For Status	Notes
13	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,235 total entries)

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# Local Educational Agency Reports and Requirements

TEA collects data from Local Educational Agencies (LEAs) for State Performance Plan (SPP)/Annual Performance Report (APR).

- [LEA Public Reporting](#)
- [LEA Determinations](#)
- [SPP Reports and Requirements](#)

## LEA Data Collection

The data source and requirements for collection vary by reporting priorities or indicators which are listed below for SPP indicators 1-14.

[Data Source and Collection Schedule](#) (PDF 26KB)

### Indicators 1 (Graduation) and 2 (Dropout)

Data for Indicators 1 and 2 are collected through the Public Education Information Management System (PEIMS) submissions and reported from the Academic Excellence Indicator System Dataset.

### Indicators 3A-C (Participation and Performance on Statewide Assessments)

Data for Indicator 3A-C are collected from student test answer documents and reported from the Annual Measurable Objective Dataset.

### Indicators 4A-B (Suspension and Expulsion), 5A-C (Least Restrictive Environment Ages 6-21), 6 (Least Restrictive Environment 3-5)

Data for Indicators 4A-B, 5A-C, 6 are collected through and reported from the PEIMS.

### Indicator 6

- [Preschool Programs for Children with Disabilities FAQ](#) (PDF 106KB)
- [Preschool Special Education Service-Location-Code Decision Tree](#) (PDF 141KB)

### Indicator 8 (Parent Participation)

Data for Indicators 8 are collected through survey instruments and reported from aggregate datasets.

### Indicators 9 (Disproportionality in Special Education), and 10 (Disproportionality by Specific Disability)

Data for Indicators 4A-B, 5A-C, 6, 9, and 10 are collected through and reported from the PEIMS.

### **Indicators 7 (Early Childhood Outcomes), 11 (Child Find), 12 (Early Childhood Transition), 13 (Secondary Transition), and 14 (Post School Outcomes)**

Data for Indicators 7, 11, 12, and 13 are collected through online (TEA Secure Environment) [TEASE](#) applications. Contact data for Indicator 14 are collected through online TEASE applications and results from survey instruments are reported from aggregate datasets.

- **Indicator 7** - [General Information](#)
- **Indicator 11** - [General Information](#)
- **Indicator 12** - [General Information](#)
- **Indicator 13**- [General Information](#)
- **Indicator 14** - [General Information](#)
- [SPP 7, 11, 12, 13 and 14 Troubleshooting Document](#)

### **Clarification**

The following documents provide information for the clarification period for LEAs.

- [2018 Clarification Process Indicators 11 and 12](#) (PDF 15.3KB)
- [2018 Clarification Process Indicator 13](#) (PDF 14.7KB)
- [Data Clarification Period 2018 Accessible](#) (PDF 91KB)
- [Data Clarification Period 2018](#) (PowerPoint)

### **Consequences for Data Invalidity**

LEAs are required to provide valid and reliable data that reflect the measurement for each SPP indicator. TEA considers data certified and submitted by districts through the TEASE applications to be final and uses the district's performance on the indicators in the annual determinations analysis. Any issues related to the submission of inaccurate data or the non-submission of data will be addressed by the Division of Special Education and the Division of Program Monitoring and Intervention.

## **LEA Public Reporting**

TEA publicly reports district performance against the state targets in the SPP for Indicators 1-14 for a given year. Each spring, TEA produces a District Profile of SPP Indicators Report for each district in the state.

[Report Search](#) will let you view the district, regional or statewide report.

### **2018 LEA Public Report (School Year 2016-17 District Profiles)**

- [About the 2018 Public Report](#) (PDF)

### **2017 LEA Public Report (School Year 2015-16 District Profiles)**

- [About the 2017 Public Report](#) (PDF)

### **2016 LEA Public Report (School Year 2014-15 District Profiles)**

- [About the 2016 LEA Public Report](#)
- [About the 2016 LEA Public Report](#) (PDF 77KB)

## 2015 LEA Public Report (School Year 2013-14 District Profiles)

- [About the 2015 LEA Public Report](#)
- [About the 2015 LEA Public Report](#) (PDF 376KB)

## 2014 LEA Public Report (School Year 2012-13 District Profiles)

- [About the 2014 LEA Public Report](#)
- [About the 2014 LEA Public Report](#) (PDF 370KB)

## Methodologies

The following documents provide explanations for the methodologies used to compute the data in the SPP/APR.

- [FFY 2016 SPP/APR Methodologies \(2016-17\)](#) (PDF)

## LEA Determinations

TEA is required to make annual determinations about the performance of the LEAs using the categories of Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention. As implied, these categories represent various intensities of required technical assistance and/or intervention. States are required to make a Determination using these categories for every LEA within the state on an annual basis.

Beginning in Fall 2015, TEA fully integrated federally required district determination elements into the overall [Performance Based Monitoring \(PBM\)](#) special education staging system. Districts receive one intervention stage/determination based on combined district performance levels derived from the federally required elements and the [Performance Based Monitoring and Analysis System \(PBMAS\)](#) indicators.

## Federally Required Elements

States must consider the following four federally required elements in assigning a Determination level for LEAs:

- Performance on compliance indicators 9, 10, 11, 12, and 13 in the SPP
- Whether data submitted by LEAs is valid, reliable, and timely;
- Uncorrected noncompliance from other sources (complaints resolution, due process, residential facility monitoring and monitoring activities); and
- Any audit findings.

## State Defined Elements

States may choose to define additional elements in making determinations. In order to more accurately reflect LEA performance as indicated by data results, TEA has incorporated the following state defined elements:

# 2017-18 Texas Academic Performance Report

District Name: **DOSS CONSOLIDATED CSD**

District Number: **086024**

2018 Accountability Rating: **Not Rated**

*2018 Special Education Determination Status:*

***Meets Requirements***

*2017 Armed Services Vocational Aptitude Battery (ASVAB) Test:*

***Meets Requirements***



## 6.1 [https://tea.texas.gov/Texas\\_Schools/Safe\\_and\\_Healthy\\_Schools/](https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/)

[Home](#) / [Texas Schools](#) / Safe and Healthy Schools

# Safe and Healthy Schools

The agency offers many resources to districts and charters to help them provide Safe and Healthy Schools for all students.

This section includes the [statutes related to student discipline, law and order in public schools](#) (found in Chapter §37 of the Texas Education Code), as well as resources to help individual school districts write and enforce student disciplinary policies that comply with the statutes. [Restorative Discipline](#) is a prevention-oriented approach to discipline that fosters accountability and amends-making to resolve school conflict such as bullying, truancy and disruptive behavior.

Districts and charters will also find information in this section about ways to provide guidance about important safety issues, including [child abuse prevention](#) and [human trafficking](#). Our [coordinated school health program](#) page helps districts address students' physical, mental, and social well-being. The state also provides resources for [pregnancy related services](#).

Also in this section, you'll find information about the [Physical Fitness Assessment Initiative](#) (PFAI), which gathers physical fitness data from Texas students for analysis to determine the relationship between student academic achievement, attendance, obesity, disciplinary problems, and school meal programs.

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## Contact Us

### Safe and Healthy Schools

Monday - Friday, 8:00 am-5:00 pm Central Time

Phone: 512-463-9581

Email: [healthandsafety@tea.texas.gov](mailto:healthandsafety@tea.texas.gov)





6.2 [https://tea.texas.gov/Texas\\_Schools/Safe\\_and\\_Healthy\\_Schools/Chapter\\_37\\_-\\_Safe\\_Schools/](https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Chapter_37_-_Safe_Schools/)

[Home](#) / [Texas Schools](#) / [Safe and Healthy Schools](#) / Chapter 37 - Safe Schools

# Chapter 37-Safe Schools

The [Texas Education Code \(TEC\), Chapter 37](#) establishes the statutes related to student discipline, law and order in public schools. Individual school districts write and enforce student disciplinary policies that comply with the statutes.

## The TEA Chapter 37 - Discipline; Law and Order Unit

TEA's Chapter 37 - Discipline, Law, and Order unit has the following responsibilities for Texas schools:

- Provides leadership to school districts with information needed to create local disciplinary policies in line with Chapter 37 of the Texas Education Code (TEC).
- Provides a central point of contact within TEA for agency staff, parents, students, public and private agencies, and others seeking clarification concerning discipline, law and order under the Texas Education Code.
- Provides assistance in recording PEIMS 425 Records Data from all school districts relating to disciplinary actions required by TEC Chapter 37 and Federal Law.
- Works with the Texas Juvenile Justice Department and other agencies on school safety.

## Discipline Resources

The following reports and links are available resources on school discipline:

- [Discipline Data Products](#) can be downloaded. They are divided into Discipline reports and Assessment reports for students in discipline settings.
- [Discipline Decisions](#) provides a link to Student Code of Conduct and information on Mandatory DAEP Placement and Mandatory Expulsion.
- [Meal Access for In-School Suspension \(ISS\) Students](#) provides information and answers questions concerning access to food service.
- [Texas School Safety Center](#) serves as a central location for school safety information.
- [Safe Schools Resources](#) provides even more helpful information.





6.3 [https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary\\_Data\\_Products/Download\\_District\\_Summaries.html](https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_District_Summaries.html)

[Home](#) > [Discipline Data Products Overview](#) > [Discipline Reports](#) > Annual District Summary - For a Selected District

## Annual District Summary for a Selected District

*This page last updated February 2, 2017*

School Year  ▼

☒ Web Page or ☐ Comma-delimited File

Search by District Name or District Number

☒ Search for the district name by entering up to 34 characters of the name.

or

☐ Search for the district number by entering up to six digits of the district number.

||||||| .r154



[Home](#) > [Discipline Data Products Overview](#) > [Discipline Reports](#) > Annual District Summary - For a Selected District

## Annual District Summary for a Selected District

*This page last updated February 2, 2017*

# TEXAS EDUCATION AGENCY

## District Level Annual Discipline Summary

### PEIMS Discipline Data for 2017-2018

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR18
DOSS CONSOLIDATED CSD 086024	TRADITIONAL ISD/CSD	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	28

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

# Texas Higher Education Data

7. <http://www.thecb.state.tx.us/reports/PDF/>

## High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District

Data for Texas high school graduates from each academic year, that enrolled in Texas public or independent higher education in the following fall, are provided by high school county and school district.

### Reports by County, ISD

Select a cohort year:

2016-2017 Graduates ▼

Select a format:

PDF ▼

View

Search THED

Search

Texas Higher Education Coordinating Board | 1200 East Anderson Lane | Austin, TX 78752 | 512-427-6101

© 2018 THECB (<http://www.thecb.state.tx.us>) | Contact Us

(<https://www1.thecb.state.tx.us/Apps/CRAFT/Home/Create>) | Site Policies (</index.cfm?objectId=9FFB5C20-D7D0-11E8-BB650050560100A9>) | College For All Texans (<http://www.collegeforalltexans.com>) | TRAIL

(<https://www.tsl.texas.gov/trail/index.html>) | Texas.gov (<http://www.texas.gov>)

**Texas High School Graduates From FY 2017  
Enrolled in Texas Public or Independent Higher Education Fall 2017**

146

County=GILLESPIE COU

District	Code	Institution	Students
FREDERICKSBURG ISD	086901	CENTRAL TEXAS COLLEGE (004003)	13
		BLINN COLLEGE (003549)	12
		ANGELO STATE UNIVERSITY (003541)	10
		TEXAS A&M UNIVERSITY (003632)	10
		TEXAS STATE UNIVERSITY (003615)	6
		U. OF TEXAS AT SAN ANTONIO (010115)	5
		Other Pub/Ind 4-yr Institution (18)	31
		Other Pub/Ind 2-yr Institution (8)	9
		Not trackable	8
		Not found	124
		<b>Total high school graduates</b>	<b>228</b>
HARPER ISD	086902	Other Pub/Ind 4-yr Institution (10)	18
		Other Pub/Ind 2-yr Institution (5)	6
		Not trackable	1
		Not found	25
		<b>Total high school graduates</b>	<b>50</b>

Districts with more than 25 graduates

"Other" records combine records where total Students for one institution < 5.

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

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



*The Bell Rings On!*

# Doss CCSD

P.O. Box 50 Doss, TX 78618

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## ***2017-2018 TAPR***

### ***Campus Performance Objectives***

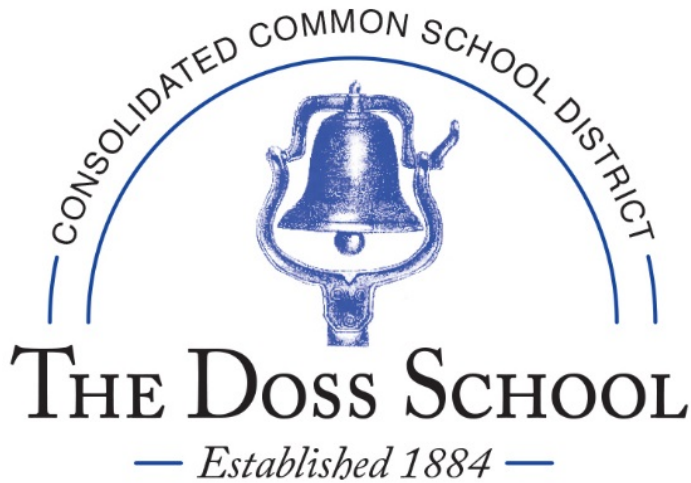
**TEC §11.253** requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. The objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

**The Doss CCSD** vision, mission, values, and goals were developed and approved by the Board of Trustees November 30, 2017. These goals were used by the Campus/District Improvement Council to develop a revised campus/district plan.

**The Doss Improvement Council** met April 5, April 19, and May 8, 2018, to review and revise the plan. The Doss CCSD Board of Trustees approved the revised plan at a regular meeting July 17, 2018. From the school goals, student outcome goals are being developed for approval in 2019.

### **Doss School Goals:**

- 1. Advance all academic programs.**
- 2. Be fiscally responsible.**
- 3. Maintain a safe environment.**
- 4. Recruit and support quality staff.**
- 5. Involve parents and community.**



## **Doss Consolidated Common School District**

# **Vision, Mission, Values, and Goals**

### **VISION**

**Curiosity, Tradition, and Excellence**

### **MISSION**

**Doss CCSD will create and sustain an environment to inspire curiosity, respect tradition and embrace excellence.**

### **VALUES**

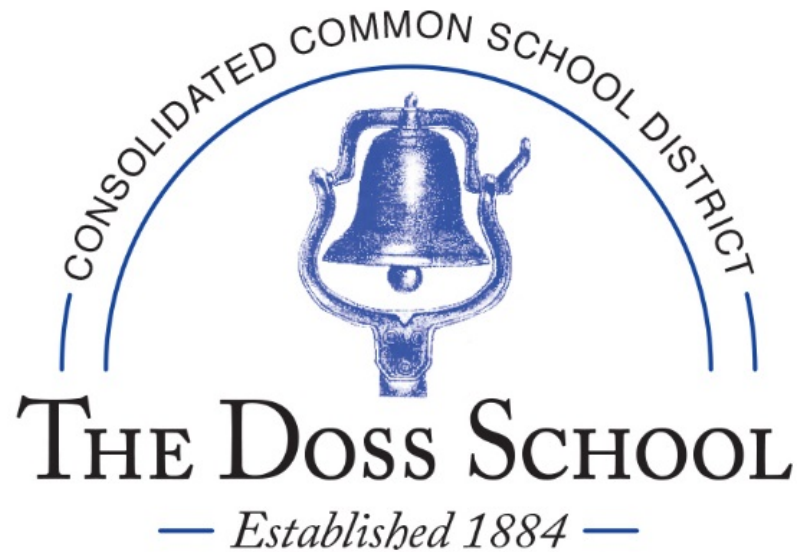
**Love, Respect, and Serve**

### **THE DOSS SCHOOL GOALS**

- 1. Advance all academic programs**
- 2. Be fiscally responsible**
- 3. Maintain a safe environment**
- 4. Recruit and support quality staff**
- 5. Involve parents and community**

2018-2019

## District Improvement Plan



Doss Consolidated Common School District

Post Office Box 50, Doss, Texas - 830.669.2411

Site Committee Meetings: April 5, 2018  
April 19, 2018  
May 8 2018

Site Plan Approved: May 8, 2018  
Site Plan Revised: June 13, 2018  
Board Approved: July 17, 2018

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District Summary of Strengths/ Areas to Address	



# **Doss CCSD Vision, Mission, Values and Goals**

## **VISION**

*Curiosity, Tradition and Excellence*

## **MISSION**

Doss CCSD will create and sustain an environment to  
inspire curiosity, respect tradition and embrace excellence

## **VALUES**

*Love, Respect and Serve*

## **THE DOSS SCHOOL GOALS**

*Advance all academic programs*

*Be fiscally responsible*

*Maintain a safe environment*

*Recruit and support quality staff*

*Involve parents and community*

Doss CCSD School Board Written and Approved: November 30, 2017

# **STATE OF TEXAS**

## **Public Education Mission**

**The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation**

## **Doss CCSD Site Based Committee**

Teachers:	Amanda Arhelger Cindy Garvey Marsha Welge
Administration:	Dr. Ben Johnson Kandice Wadsworth
Parents:	Andrea Chupik Whitney Hardaway
Community Representatives:	Caroline Jung Denver Mixon

## Doss CCSD District Improvement Plan

### Goal 1 Advance all academic programs

Action Steps	Person Responsible	Resources	Completion Date	Evidence of Implementation Impact	Benchmark Timeline
<b>Increase student performance in:</b>				<b>Students will:</b>	
Math	Teachers	TEKS, Textbooks	Beginning and Ongoing	Individual growth and	Beg, Mid, EOY
Science	Teachers	TEKS, Textbooks	Beginning and Ongoing	improvement, as well as	Beg, Mid, EOY
Social Studies	Teachers	TEKS, Textbooks	Beginning and Ongoing	Percentage increase on STAAR	Beg, Mid, EOY
Language Arts	Teachers	TEKS, Textbooks	Beginning and Ongoing	for all Core Areas	Beg, Mid, EOY
Music/FA/PE/Tech	Teachers	TEKS, Textbooks	Beginning and Ongoing	Christmas and EOY Play Presentations and Projects	Beg, Mid, EOY
<b>Provide quality professional development for teachers on:</b>				<b>Teachers will:</b>	
TEKS	All Staff	Yr Tech Conf	End of Year	Get Professional Dev	Ongoing All Yr
Technology	All Staff	STEM/GT Best practice	End of Year	Collaborate with Staff	Ongoing All Yr
Project based learning	All Staff	Region 13	End of Year	Bring in Specialists	Ongoing All Yr
Effective Assessment	All Staff		End of Year		Ongoing All Yr
Special Programs	All Staff		End of Year		Ongoing All Yr
Behavior Management	All Staff		End of Year	Teach Character Ed	Ongoing All Yr

## Doss CCSD District Improvement Plan

### Goal 2                      Be Fiscally Responsible

Action Steps	Person Responsible	Resources	Completion Date	Evidence of Implementation Impact	Benchmark Timeline
<b>Establish a Balanced Budget in:</b>				<b>The District will:</b>	
6100 - Payroll	School Board	Admin/Staff	Yearly	Provide a sufficient budget	Yearly
6200 - Contracted services	School Board	Admin/Staff	Yearly		Yearly
6300 - Materials	School Board	Admin/Staff	Yearly		Yearly
6400- Other Operating	School Board	Admin/Staff	Yearly		Yearly
Expenditures/Transportation	School Board	Admin/Staff	Yearly		Yearly
<b>Provide Discretionary Budget</b>					
<b>Oversight by:</b>				<b>The Admin Consultant will:</b>	
Projecting Budget Expenditures	AC	Admin/Staff	Yearly	Ensure that budget lines will be appropriately used	
Providing purposes for each Budget expenditure	AC	Admin/Staff	Yearly		
Reporting Budget Status	AC	Admin/Staff	Quarterly		
Projects connected to Goals	AC	Admin/Staff	Quarterly		

## Doss CCSD District Improvement Plan

### Goal 3                      Maintain a Safe Environment

Action Steps	Person Responsible	Resources	Completion Date	Evidence of Implementation	Benchmark Timeline
<b>Establish a Current Safety and Emergency Operations Plan that includes:</b>					
Emergency Preparedness	Admin/Staff/Board	Admin/Staff/Police/Fire/Police	Yearly	Drills/Documentation	Yearly
Safety Procedures	Admin/Staff/Board	Admin/Staff	Yearly	Drills/Documentation	Yearly
Facilities safety	Admin/Staff/Board	Admin/Staff	Yearly	Safety Audit	Yearly
Safe School Environment	Admin/Staff/Board	Admin/Staff	Yearly	Professional Training	Yearly
Communication Plan	Admin/Staff/Board	Admin/Staff	Yearly	Bad Weather Procedure	Yearly
<b>Keep Grounds and Facilities Beautiful and Safe by:</b>		<b>The District will:</b> Ensure that Procedures are in place and that school has sufficient budget to complete repairs and maintenance			
Adequate Landscaping	Admin/Board	Admin/Board/Professional Svc	Yearly	Landscaping	Beg, Mid, EOY
Continual Maintenance	Admin/Board	Admin/Board/Professional Svc	Yearly	Well kept Campus	Beg, Mid, EOY
Regular Painting	Admin/Board	Admin/Board/Professional Svc	As Needed	Painted Buildings	Beg, Mid, EOY
Playground Equip	Admin/Board	Admin/Board/Professional Svc	Yearly	Well kept Playground	Beg, Mid, EOY
Safety Fencing	Admin/Board	Admin/Board/Professional Svc	Yearly	Fence Installed	Beg, Mid, EOY

## Doss CCSD District Improvement Plan

### Goal 4                      Recruit and support quality staff

Action Steps	Person Responsible	Resources	Completion Date	Evidence of Implementation	Benchmark Timeline
<b>Recruit Quality Staff by:</b>					
Use effective interview and selection processes	Admin Consult			observing their training	
Network with Local Colleges and Universities	Students, Teachers, Subs				
Subscribe to teacher job boards	Admin Consult				
Advertise in local media outlets	Admin Consult				
<b>Support Quality Staff by:</b>			<b>Person Responsible:</b>		
Effective TTESS implementation			Admin Consult		
Providing effective curriculum tools and materials			Admin/Board		
Seek effective models of school with Multi-grade classrooms			Admin Consult/Staff		
Providing effective instructional tools and materials			Admin/Board		
Providing training on using the curriculum and instructional tools			Admin/Board		
Communication			Admin/Staff/Board		
Competitive Salary Scales			Board		

## Doss CCSD District Improvement Plan

### Goal 5 Involve parents and community

Action Steps	Person Responsible	Resources	Completion Date	Evidence of Implementation	Benchmark Timeline
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**Communicate with parent through:**

Up to date website and Instagram	Admin/Staff/Professional			Updated website	Ongoing
Newsletter	Admin/Staff			Monthly Newsletter	Ongoing
Progress reports	Teachers			Reports given	Ongoing
Parent Conferences	Teachers			Conferences scheduled	Ongoing
Notes home	Teachers			Notes given	Ongoing
Telephone & Text Message	Admin/Staff/Teachers				Ongoing
Public Meetings	Admin Consult/ Friends of Doss School			Monthly Meetings	Ongoing
Information on Curriculum	Admin/Staff/Teachers				Ongoing
Expectations for Grade Level	Teachers				Ongoing
Classroom/Parent Liaison	Teacher's Aide or Assistant				Ongoing

**Invite to participate in school projects:**

District Site Based Committee

District Safety and Security Committee

District of Innovation Committee

Special Programs

Volunteerism



**NOTICE**  
**of TAPR Report and**  
**Notice of Public Hearing for**  
**Doss Consolidated Common School District**

The Texas Education Code (TEC 39) requires each school district to publish an annual report describing the educational performance of the district that includes uniform student performance and other descriptive information as determined by the Commissioner.

Doss CCSD will hold a public hearing prior to the Regular Board meeting January 15, 2019, to hear comments on the 2017-2018 Texas Academic Performance Report (TAPR):

- Public Hearing, Tuesday, January 15<sup>th</sup> at 6:30 p.m. in the School Lunchroom
- Board Meeting, Tuesday, January 15<sup>th</sup> Immediately following public hearing

Following the public hearing the TAPR report will be widely disseminated. The TAPR will be posted on the school web site (<http://dossccsd.org/>) by mid-January. A shortened yet similar version of the report will be distributed to all district parents or guardians.

The community is invited to attend this public hearing to comment on the Annual Performance Report for Doss CCSD. For more information, contact the district, (830) 830-2411 or the performance reporting office at the Texas Education Agency (512) 463-9704.

The notice for this meeting was posted publicly for the Board of Trustees and an abbreviated version sent to the Fredericksburg Standard for newspaper publication.

**Posting for the Board of Trustees:**  , Acting Administrative Consultant

**New Date for Public Hearing 01.15.19**

**New Notice Posted 01.04.19**

**For More Information, Contact:**  
**Pam Seipp, Acting Administrative Consultant**  
**830-669-2411 or [pseipp@doss.txed.net](mailto:pseipp@doss.txed.net)**

**For Immediate Release**  
**January 9, 2019**

### ***Doss CCSD Releases Annual Report***

The Texas Education Code (TEC 39) requires each school district to publish an annual report describing the educational performance of the district that includes uniform student performance and other descriptive information as determined by the Commissioner.

Following this State statute, Doss CCSD will hold a public hearing prior to the regular board meeting in December to hear comments on the 2017-2018 Texas Academic Performance Report (TAPR):

- Public Hearing, Tuesday, January 15<sup>th</sup>  
6:30 p.m. in the School Lunchroom
- Board Meeting, Tuesday, January 15<sup>th</sup>  
Immediately following hearing

Following the public hearing the TAPR report will be widely disseminate. The TAPR will be posted on the school web site (<http://dossccsd.org/>) by mid-January. A shortened yet similar version of the report will be distributed to all district parents or guardians.

After the hearing you may call the school (830.669.2411) to request a copy.

# 2018-2018

## Texas Academic Performance Report

### 2018 Accountability Calendar

<b>November</b>	2018 Preliminary Accountability Ratings Announced 17-18 Texas Academic Performance Reports Released
<b>December</b>	2018 Final Accountability Ratings Released (Public Web) 17-18 School Report Cards Released (Public Web)
<b>January</b>	Doss CCSD Public Hearing on 17-18 TAPR Report Doss CCSD Release TAPR and School Report Card

### Performance Reporting Resources and Contacts

- ❖ Performance Reporting Resources  
<http://tea.texas.gov/perfreport/resources/index.html>
- ❖ Performance Reporting Home Page  
<http://tea.texas.gov/accountability/>
- ❖ Performance Reporting Email  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- ❖ Performance Reporting Telephone  
(512) 463-9704

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For Additional Doss CCSD Information Please Contact (830) 669-2411

Website: <http://dossccsd.org/>

Facebook: <https://www.facebook.com/DossSchoolDistrict/>

