

**2018-2019**  
**Annual Performance Report**  
**Texas Academic Performance Report**  
**(TAPR)**



**Doss Consolidated Common School District**

P.O. Box 50 Doss, TX 78618

Phone: 830-669-2411

Publicly Presented: January 14, 2020

Posted Afterwards: <http://dossccsd.org>

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## Board of Trustees

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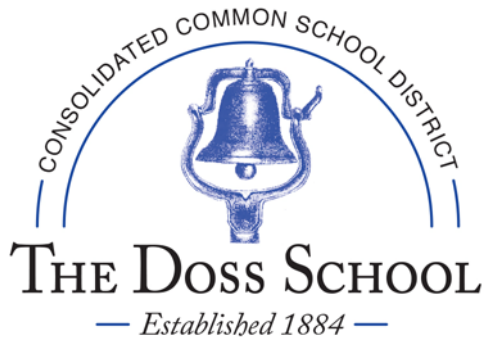
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## Mission:

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

## District Values:

*Love, Respect, Serve*

## 2018-2019

# 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 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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## 2.



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# Accountability

The Texas Education Agency evaluates public schools and districts under state accountability requirements. In this section, you will find information about a district's accreditation status, financial accountability and state accountability ratings and standards.

TEA accredits public schools in Texas at the district level for grades K-12. The Accreditation Status, Standards, and Sanctions section of the Texas Administrative Code (TAC) states how accreditation statuses (/node/106170) will be determined and assigned to school districts. Those statuses are defined as **Accredited**, **Accredited-Warned**, **Accredited-Probation**, and **Not Accredited-Revoked**. The TAC rules also establish accreditation standards and sanctions, including definitions, purpose and oversight appointments.

The state's school financial accountability (/node/106388) rating system, known as the School Financial Integrity Rating System of Texas (/node/106490) (FIRST), ensures that Texas public schools and charters (/node/106498) are held accountable for the quality of their financial management practices and that they improve those practices.

The Texas Legislature in 1993 enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. Our state accountability page (/Student\_Testing\_and\_Accountability/Accountability/State\_Accountability) has information available about our statewide accountability rating system, the Texas Academic Performance Reports, school report cards, and the 2012-2013 Texas Performance Reporting System.

## Contact Information

### Accountability

Performance Reporting

Phone: (512) 463-9704

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

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**Texas Education Agency  
2019 Accountability Ratings Overall Summary  
DOSS CONSOLIDATED CSD (086024)**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
Overall			Not Rated
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 0.0%)			Not Rated
Closing the Gaps			Not Rated

**Distinction Designations**

Postsecondary Readiness

Not Eligible

# Texas Education Agency 2019 Accountability Ratings Overall Summary DOSS EL (086024101) - DOSS CONSOLIDATED CSD

## Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall			Not Rated
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 0.0%)			Not Rated
Closing the Gaps			Not Rated

## Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

## Distinction Designations

ELA/Reading	Not Eligible
Mathematics	Not Eligible
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Eligible
Comparative Closing the Gaps	Not Eligible

## 2.



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# Financial Integrity Rating System of Texas

The state's school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

## Ratings

School District FIRST Ratings (<https://tealprod.tea.state.tx.us/First/forms/Main.aspx>)

- 2002-2003 – 2013-2014 Districts FIRST Rating based on 2003-2004 – 2012-2013 Data (PDF 23,192 KB) ([/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769818244](#))
- 2002-2003 – 2013-2014 Districts FIRST Rating based on 2003-2004 – 2012-2013 Data (Excel 404 KB) ([/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769818245](#))

Charter FIRST Ratings (<https://pryor.tea.state.tx.us/Tea.CharterFirst.Web/Public/District.aspx>)

## Helpful Hints for Determining Your FIRST Rating

The following steps should be taken to anticipate and to make the best estimate of how a district will score on FIRST:

1. Review the information before the annual financial audit is completed (the Annual Financial Report belongs to the district not the CPA firm, it is the district's responsibility). This should involve spot checking numbers against the district's general ledger and other financial records
2. Ask the auditor about anything that does not look correct in the annual financial report (i.e. why is the unrestricted net position negative, were there any identified material miscoding errors, etc?)
3. If deemed appropriate, ask the Education Service Center to help review the AFR before it is finalized, or contract with another CPA firm to help with the review
4. Use the TASBO FIRST template to run your estimated FIRST results. <https://www.tasbo.org/tools-services/schools-first-communication-kit> (<https://www.tasbo.org/tools-services/schools-first-communication-kit>)
5. Attend and use the presentations on FIRST
6. Contact TEA Financial Accountability if you have questions 512-463-9095 or [financialaccountability@tea.texas.gov](mailto:financialaccountability@tea.texas.gov) ([mailto:financialaccountability@tea.texas.gov?subject=TEA Website Question - FIRST Ratings](mailto:financialaccountability@tea.texas.gov?subject=TEA%20Website%20Question%20-%20FIRST%20Ratings))

The official FIRST rules: includes worksheets that provide the formulas and point range determinations:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=109&rl=1001)

[sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=2&ch=109&rl=1001](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=109&rl=1001)

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=109&rl=1001)

[sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=2&ch=109&rl=1001](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=109&rl=1001))

RATING YEAR **2018-2019**

DISTRICT NUMBER **district #**

Select An Option

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Financial Integrity Rating System of Texas

## 2018-2019 RATINGS BASED ON SCHOOL YEAR 2017-2018 DATA - DISTRICT STATUS DETAIL

Name: <b>DOSS CONSOLIDATED CSD(086024)</b>		Publication Level 1: 8/7/2019 3:33:27 PM	
Status: <b>Passed</b>		Publication Level 2: 8/8/2019 2:06:12 PM	
Rating: A = Superior		Last Updated: 8/8/2019 2:06:12 PM	
District Score: 90		Passing Score: 60	
#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	8/5/2019 11:21:08 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	8/5/2019 11:21:09 PM	Yes
2.B	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	8/5/2019 11:21:09 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	8/5/2019 11:21:09 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</u>	8/5/2019 11:21:10 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum

6	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</u>	8/5/2019 11:21:10 PM	10
7	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u>	8/5/2019 11:21:10 PM	10
8	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.) (See ranges below.)</u>	8/5/2019 11:21:11 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?</u>	8/5/2019 11:21:11 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	8/5/2019 11:21:12 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	8/5/2019 11:21:13 PM	0
12	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</u>	8/5/2019 11:21:14 PM	10
13	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>	8/5/2019 11:21:14 PM	10
14	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	8/5/2019 11:21:15 PM	10
15	<u>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</u>	8/5/2019 11:21:15 PM	10
			90 Weighted Sum
			1 Multiplier Sum
			90 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points. (Indicators 6-15)	
	<b>A = Superior</b>	90-100
	<b>B = Above Standard</b>	80-89

C = Meets Standard	60-79
F = Substandard Achievement	<60
<p>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</p>	

Home Page: [Financial Accountability](#) | Send comments or suggestions to [FinancialAccountability@tea.texas.gov](mailto:FinancialAccountability@tea.texas.gov)

THE **TEXAS EDUCATION AGENCY**

1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS, 78701 • (512) 463-9734

FIRST 5.7.1.0



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## DOSS CONSOLIDATED CSD

Total Student Enrollment 2018–19: 20

### OVERVIEW



#### HOW WELL DID THIS DISTRICT PERFORM OVERALL?

##### SCHOOL OVERVIEW 2018-19

NOT RATED

This shows how well this district prepared students for success, both in school and after high school in college, a career, or the military.

[Tell Me More](#)

##### CHANGE OVER TIME

2017-18

2018-19

Not Rated

Not Rated

This shows how overall performance at the district has changed over time.



#### OVERALL PERFORMANCE DETAILS



##### STUDENT ACHIEVEMENT

NOT RATED

Student Achievement shows how much students know and are able to do at the end of the school year.

[Additional Details](#)



### SCHOOL PROGRESS

NOT RATED

School Progress shows how students perform over time and how that growth compares to similar schools.

[Additional Details](#)



### CLOSING THE GAPS

NOT RATED

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

[Additional Details](#)



#### Texas Education Agency (TEA)

1701 N. Congress Avenue

Austin, TX 78701

(512) 463-9734



This website is maintained by the Texas Education Agency

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

## 2.



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 / [State Accountability \(/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability\)](#)

## School Report Cards

The school report card (SRC) combines accountability ratings, data from the Texas Academic Performance Reports (TAPR), and financial information to give a broad view of campus performance. Available for each campus in Texas, the SRC is intended specifically to inform parents and guardians about a school's individual characteristics and its academic performance.

The 2018–19 school report cards (<https://rptsvr1.tea.texas.gov/perfreport/src/2019/campus.srch.html>) are now available.

The school report card definitions ([/sites/default/files/2019\\_src\\_definitions.pdf](/sites/default/files/2019_src_definitions.pdf)), updated each year, explain several of the terms used in the SRC. The school report card definitions are also available in Spanish ([/sites/default/files/2019\\_src\\_definiciones.pdf](/sites/default/files/2019_src_definiciones.pdf)).

The U.S. Department of Education also requires an annual report card with specific district- and campus-level data. The 2018–19 federal report cards were released in December 2019.

### Related Content

Accountability Ratings (<https://rptsvr1.tea.texas.gov/perfreport/account/index.html>)

Texas Academic Performance Reports (TAPR) (</perfreport/tapr/index.html>)

2017–18 (<https://rptsvr1.tea.texas.gov/perfreport/src/2018/campus.srch.html>) School Report Card

2016–17 (<https://rptsvr1.tea.texas.gov/perfreport/src/2017/campus.srch.html>) School Report Card

2015–16 (<https://rptsvr1.tea.texas.gov/perfreport/src/2016/campus.srch.html>) School Report Card

2014–15 (<https://rptsvr1.tea.texas.gov/perfreport/src/2015/campus.srch.html>) School Report Card

2013–14 (<https://rptsvr1.tea.texas.gov/perfreport/src/2014/campus.srch.html>) School Report Card

2012–13 (<https://rptsvr1.tea.texas.gov/perfreport/src/2013/campus.srch.html>) School Report Card

2011–12 - No School Report Cards released.

2010–11 (<https://rptsvr1.tea.texas.gov/perfreport/src/2011/campus.srch.html>) School Report Card

2009–10 (<https://rptsvr1.tea.texas.gov/perfreport/src/2010/campus.srch.html>) School Report Card

2008–09 (<https://rptsvr1.tea.texas.gov/perfreport/src/2009/campus.srch.html>) School Report Card

2007–08 (<https://rptsvr1.tea.texas.gov/perfreport/src/2008/campus.srch.html>) School Report Card

2006–07 (<https://rptsvr1.tea.texas.gov/perfreport/src/2007/campus.srch.html>) School Report Card  
2005–06 (<https://rptsvr1.tea.texas.gov/perfreport/src/2006/campus.srch.html>) School Report Card  
2004–05 (<https://rptsvr1.tea.texas.gov/perfreport/src/2005/campus.srch.html>) School Report Card  
2003–04 (<https://rptsvr1.tea.texas.gov/perfreport/src/2004/campus.srch.html>) School Report Card

**Contact Information**

**Performance Reporting**  
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[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov) (<mailto:performance.reporting@tea.texas.gov>)

**Texas Education Agency  
2018-19 School Report Card  
DOSS EL (086024101)**

**Accountability Rating**

**Not  
Rated**

DOSS EL is Not Rated because of certain, specific circumstances.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for DOSS EL. Scores are scaled from 0 to 100 to align with letter grades.

**Texas Education Agency  
2018-19 School Report Card  
DOSS EL (086024101)**

**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	78%	56%	<b>56%</b>	-	-	56%	-	-	-	-	-
	2018	77%	88%	<b>88%</b>	-	-	88%	-	-	-	-	-
ELA/Reading	2019	75%	*	*	-	-	*	-	-	-	-	-
	2018	74%	*	*	-	-	*	-	-	-	-	-
Mathematics	2019	82%	*	*	-	-	*	-	-	-	-	-
	2018	81%	*	*	-	-	*	-	-	-	-	-
Writing	2019	68%	*	*	-	-	*	-	-	-	-	-
	2018	66%	*	*	-	-	*	-	-	-	-	-
Science	2018	80%	*	*	-	-	*	-	-	-	-	-
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	50%	33%	<b>33%</b>	-	-	33%	-	-	-	-	-
	2018	48%	25%	<b>25%</b>	-	-	25%	-	-	-	-	-
ELA/Reading	2019	48%	*	*	-	-	*	-	-	-	-	-
	2018	46%	*	*	-	-	*	-	-	-	-	-
Mathematics	2019	52%	*	*	-	-	*	-	-	-	-	-
	2018	50%	*	*	-	-	*	-	-	-	-	-
Writing	2019	38%	*	*	-	-	*	-	-	-	-	-
	2018	41%	*	*	-	-	*	-	-	-	-	-
Science	2018	51%	*	*	-	-	*	-	-	-	-	-
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2019	24%	11%	<b>11%</b>	-	-	11%	-	-	-	-	-
	2018	22%	0%	<b>0%</b>	-	-	0%	-	-	-	-	-
ELA/Reading	2019	21%	*	*	-	-	*	-	-	-	-	-
	2018	19%	*	*	-	-	*	-	-	-	-	-
Mathematics	2019	26%	*	*	-	-	*	-	-	-	-	-
	2018	24%	*	*	-	-	*	-	-	-	-	-
Writing	2019	14%	*	*	-	-	*	-	-	-	-	-
	2018	13%	*	*	-	-	*	-	-	-	-	-
Science	2018	23%	*	*	-	-	*	-	-	-	-	-
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2019	69	*	*	-	-	*	-	-	-	-	-
	2018	69	*	*	-	-	*	-	-	-	-	-
ELA/Reading	2019	68	*	*	-	-	*	-	-	-	-	-
	2018	69	*	*	-	-	*	-	-	-	-	-
Mathematics	2019	70	*	*	-	-	*	-	-	-	-	-
	2018	70	*	*	-	-	*	-	-	-	-	-

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.  
 - Indicates zero observations reported for this group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 n/a Indicates data reporting is not applicable for this group.

2.



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/ [State Accountability \(/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/\)](#)

# 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 2018–19 (<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>) 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 (<https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html>) | 2016–17 TAPR (<https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>) | 2015–16 TAPR (<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>) | 2014–15 TAPR (<https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>) | 2013–14 TAPR (<https://rptsvr1.tea.texas.gov/perfreport/tapr/2014/index.html>) | 2012–13 TAPR (<https://rptsvr1.tea.texas.gov/perfreport/tapr/2013/index.html>)

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 (<https://rptsvr1.tea.texas.gov/perfreport/aeis/index.html>).

## Related Content

Accountability Ratings (<https://rptsvr1.tea.texas.gov/perfreport/account/index.html>)  
Texas Performance Reporting System (TPRS) (</perfreport/tprs/index.html>)  
School Report Cards (</perfreport/src/index.html>)  
Snapshot (</perfreport/snapshot/index.html>)

## Contact Information

**Performance Reporting**

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[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov) (mailto:performance.reporting@tea.texas.gov)



# 2018-19 Texas Academic Performance Report

District Name: **DOSS CONSOLIDATED CSD**

District Number: **086024**

2019 Accountability Rating: **Not Rated**

*2019 Special Education Determination Status:*

***Meets Requirements***

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

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

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	77%	79%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2019	45%	49%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	43%	47%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2019	27%	32%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	25%	29%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	78%	78%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2019	49%	50%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	47%	49%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2019	25%	27%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	23%	25%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	76%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	73%	76%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2019	44%	47%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	46%	50%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2019	22%	25%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	24%	28%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	78%	79%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2019	48%	49%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	49%	50%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2019	28%	31%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	27%	28%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	68%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	63%	64%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2019	35%	38%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	39%	42%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2019	11%	13%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	11%	14%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 5 Reading^																	
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%	*	-	-	*	-	-	-	-	-	-	-	*	-	-

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

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

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Mathematics^																	
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%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 5 Science																	
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%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2019	37%	41%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2019	18%	21%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	80%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2019	47%	48%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2019	21%	22%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	<b>56%</b>	-	-	56%	-	-	-	-	-	-	80%	*	-	-
	2018	77%	78%	<b>88%</b>	-	-	88%	-	-	-	-	-	-	*	83%	-	-
At Meets Grade Level or Above	2019	50%	53%	<b>33%</b>	-	-	33%	-	-	-	-	-	-	60%	*	-	-
	2018	48%	52%	<b>25%</b>	-	-	25%	-	-	-	-	-	-	*	17%	-	-
At Masters Grade Level	2019	24%	27%	<b>11%</b>	-	-	11%	-	-	-	-	-	-	20%	*	-	-
	2018	22%	25%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	*	0%	-	-
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	74%	77%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
At Meets Grade Level or Above	2019	48%	53%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	46%	52%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
At Masters Grade Level	2019	21%	24%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	19%	24%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	81%	81%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
At Meets Grade Level or Above	2019	52%	53%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	50%	52%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
At Masters Grade Level	2019	26%	28%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	24%	26%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	66%	67%	*	-	-	*	-	-	-	-	-	-	-	*	-	-

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	38%	41%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	41%	45%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2019	14%	17%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	13%	16%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
All Grades Science																	
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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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Progress

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	62	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	63	65	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 4 Mathematics	2019	65	66	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2018	65	64	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 5 ELA/Reading	2019	81	81	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	80	80	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 5 Mathematics	2019	83	84	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	81	81	*	-	-	*	-	-	-	-	-	-	-	*	-	-
Grade 6 ELA/Reading	2019	42	43	*	-	-	*	-	-	-	-	-	-	-	*	-	-
	2018	47	49	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2019	54	54	*	-	-	*	-	-	-	-	-	-	-	*	-	-
	2018	56	57	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	69	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	69	70	*	-	-	*	-	-	-	-	-	-	-	*	-	-
All Grades ELA/Reading	2019	68	69	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	69	70	*	-	-	*	-	-	-	-	-	-	-	*	-	-
All Grades Mathematics	2019	70	69	*	-	-	*	-	-	-	-	-	-	*	*	-	-
	2018	70	70	*	-	-	*	-	-	-	-	-	-	-	*	-	-

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

**There is no data for this district.**

District Name: DOSS CONSOLIDATED CSD  
 County Name: GILLESPIE  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**  
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 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>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>56%</b>	-	-	-	-	-	-	-	-	-	-	-
	2018	77%	78%	<b>88%</b>	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	53%	<b>33%</b>	-	-	-	-	-	-	-	-	-	-	-
	2018	48%	52%	<b>25%</b>	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	27%	<b>11%</b>	-	-	-	-	-	-	-	-	-	-	-
	2018	22%	25%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	74%	77%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	53%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	46%	52%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	24%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	19%	24%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	81%	81%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	53%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	50%	52%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	28%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	24%	26%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	66%	67%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	41%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	41%	45%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	17%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	13%	16%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	-	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	82%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	58%	-	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	55%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	29%	-	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	28%	*	-	-	-	-	-	-	-	-	-	-	-
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	70%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	69%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	70%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	69%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	70%	70%	*	-	-	-	-	-	-	-	-	-	-	-



District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 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>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	100%	-	-	100%	-	-	-	-	-	-	-
Included in Accountability	94%	94%	75%	-	-	75%	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	25%	-	-	25%	-	-	-	-	-	-	-
Other Exclusions	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Not Tested	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Absent	1%	1%	0%	-	-	0%	-	-	-	-	-	-	-
Other	0%	0%	0%	-	-	0%	-	-	-	-	-	-	-
<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%	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 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>													
2017-18	95.4%	95.4%	<b>92.3%</b>	-	*	93.3%	-	-	-	-	-	*	-
2016-17	95.7%	95.7%	*	-	-	*	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	94.3%	-	-	-	-	-	-	-	-	-	-	-

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 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	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	94.2%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	46.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	11.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	59.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	85.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	14.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	88.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	12.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	85.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	58.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	87.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	86.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Graduation Profile

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

District Name: DOSS CONSOLIDATED CSD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 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, or Military Ready (Annual Graduates)													
2017-18	65.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	59.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	68.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	55.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	16.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	29.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	28.7%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.1%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	4.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	25.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	1.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	33.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	15.2%	-	-	-	-	-	-	-	-	-	-	-

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 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 (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	23.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	31.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	20.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	24.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.7%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	55.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	47.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	31.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	32.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	20.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	11.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	18.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	65.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	62.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	57.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	67.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 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)
2017 Science	51.3%	64.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	57.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	54.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	61.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	77.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1097	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	551	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	546	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	22.7	-	-	-	-	-	-	-	-	n/a	-	n/a



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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 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													
2017-18	43.4%	46.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.3%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	18.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	27.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	26.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	52.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	69.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	20	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	15,122	0.3%
Pre-Kindergarten	3	15.0%	238,810	4.4%
Kindergarten	4	20.0%	373,435	6.9%
Grade 1	4	20.0%	386,567	7.1%
Grade 2	5	25.0%	387,490	7.2%
Grade 3	1	5.0%	395,637	7.3%
Grade 4	1	5.0%	411,805	7.6%
Grade 5	0	0.0%	417,388	7.7%
Grade 6	2	10.0%	417,587	7.7%
Grade 7	0	0.0%	406,716	7.5%
Grade 8	0	0.0%	404,933	7.5%
Grade 9	0	0.0%	436,449	8.1%
Grade 10	0	0.0%	400,571	7.4%
Grade 11	0	0.0%	372,899	6.9%
Grade 12	0	0.0%	350,991	6.5%
Ethnic Distribution:				
African American	0	0.0%	684,349	12.6%
Hispanic	5	25.0%	2,847,629	52.6%
White	14	70.0%	1,484,069	27.4%
American Indian	0	0.0%	20,362	0.4%
Asian	1	5.0%	242,247	4.5%
Pacific Islander	0	0.0%	8,254	0.2%
Two or More Races	0	0.0%	129,490	2.4%
Economically Disadvantaged	0	0.0%	3,283,812	60.6%
Non-Educationally Disadvantaged	20	100.0%	2,132,588	39.4%
Section 504 Students	0	0.0%	354,440	6.5%
English Learners (EL)	0	0.0%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	75,963	1.4%
Students w/ Dyslexia	0	0.0%	194,074	3.6%
At-Risk	8	40.0%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	0		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	0	0.0%	221,426	42.4%
Students with Physical Disabilities	0	0.0%	114,118	21.9%
Students with Autism	0	0.0%	71,373	13.7%
Students with Behavioral Disabilities	0	0.0%	107,604	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	7,387	1.4%

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TEXAS EDUCATION AGENCY  
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 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	16.7%	1.7%	-	6.2%
Grade 1	33.3%	3.1%	-	5.5%
Grade 2	33.3%	1.8%	-	2.3%
Grade 3	0.0%	1.1%	-	0.9%
Grade 4	-	0.5%	-	0.5%
Grade 5	0.0%	0.5%	-	0.6%
Grade 6	-	0.4%	-	0.5%
Grade 7	-	0.6%	-	0.6%
Grade 8	-	0.4%	-	0.7%
Grade 9	-	7.2%	-	12.7%

	<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%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	4.0	18.9
Grade 1	4.0	18.8
Grade 2	2.3	18.7
Grade 3	1.0	18.9
Grade 4	1.0	19.2
Grade 5	-	21.2
Grade 6	2.0	20.4
Secondary:		
English/Language Arts	-	16.6
Foreign Languages	-	18.9
Mathematics	-	17.8
Science	-	18.9
Social Studies	-	19.3

District Name: DOSS CONSOLIDATED CSD  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	5.3	100.0%	719,502.5	100.0%
Professional Staff:	3.0	57.1%	461,380.1	64.1%
Teachers	3.0	57.1%	358,450.1	49.8%
Professional Support	0.0	0.0%	72,848.5	10.1%
Campus Administration (School Leadership)	0.0	0.0%	21,812.7	3.0%
Central Administration	0.0	0.0%	8,268.8	1.1%
Educational Aides:	1.0	19.0%	74,292.4	10.3%
Auxiliary Staff:	1.3	23.9%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	0.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	0.0	0.0%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	37,875.6	10.6%
Hispanic	0.0	0.0%	99,261.7	27.7%
White	2.0	66.7%	209,288.6	58.4%
American Indian	0.0	0.0%	1,236.1	0.3%
Asian	0.0	0.0%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	1.0	33.3%	4,074.5	1.1%
Males	0.0	0.0%	85,138.1	23.8%
Females	3.0	100.0%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,932.1	1.4%
Bachelors	2.0	66.6%	263,991.5	73.6%
Masters	1.0	33.4%	87,059.6	24.3%
Doctorate	0.0	0.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	24,953.3	7.0%
1-5 Years Experience	1.0	33.3%	103,762.4	28.9%
6-10 Years Experience	1.0	33.3%	68,136.0	19.0%
11-20 Years Experience	0.0	0.0%	105,158.7	29.3%
Over 20 Years Experience	1.0	33.4%	56,439.7	15.7%
Number of Students per Teacher	6.7	n/a	15.1	n/a

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 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	5.3
Average Years Experience of Assistant Principals with District	0.0	4.7
Average Years Experience of Teachers:	11.7	11.1
Average Years Experience of Teachers with District:	1.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	-	\$47,218
1-5 Years Experience	\$44,500	\$50,408
6-10 Years Experience	\$46,750	\$52,786
11-20 Years Experience	-	\$56,041
Over 20 Years Experience	\$58,750	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$50,003	\$54,122
Professional Support	-	\$64,069
Campus Administration (School Leadership)	-	\$78,947
Central Administration	-	\$103,400
Instructional Staff Percent:	67.0%	64.5%
Turnover Rate for Teachers:	0.0%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

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

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

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	1,066,099	19.7%
Career & Technical Education	0	0.0%	1,424,391	26.3%
Gifted & Talented Education	0	0.0%	436,361	8.1%
Special Education	0	0.0%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,092.5	6.4%
Career & Technical Education	0.0	0.0%	17,483.0	4.9%
Compensatory Education	0.0	0.0%	9,548.1	2.7%
Gifted & Talented Education	0.0	0.0%	7,164.0	2.0%
Regular Education	3.0	100.0%	255,885.2	71.4%
Special Education	0.0	0.0%	32,449.2	9.1%
Other	0.0	0.0%	12,828.0	3.6%

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

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

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

'\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

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



# Overview of the 2019 State Accountability System

## Student Achievement

### All Students

#### 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);
  - EOC assessments (with and without accommodations); and
  - STAAR Alternate 2 at Level II Satisfactory and Level III Accomplished standards.

### 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
- Earn a Level I or Level II certificate
- Complete an OnRamps dual-enrollment course
- Graduate under an advanced degree plan and be identified as a current special education student
- Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications (one-half point credit)

### 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

- Academic Achievement
- Federal Graduation or Growth Status
- English Language Proficiency
- School Quality or Student Success

### Domain Score

Credit is awarded based on weighted performance of student groups against annual targets.

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

Better of either **Student Achievement** or **School Progress** domain = **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. Districts and campuses must be rated *A*, *B*, *C*, or *D* overall to be eligible for distinctions.

\*STAAR results from EL students in their first year in U.S. schools are excluded from accountability calculations. STAAR results from EL students in their second year in U.S. schools are included via the EL performance measure. STAAR Alternate 2 results are included without regard to number of years in U.S. schools. For more information, see the [2019 Accountability Manual](#).



# Overview of the 2018 State Accountability System

## Student Achievement

### All Students

#### 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);
  - EOC assessments (with and without accommodations); and
  - STAAR Alternate 2 at Level II Satisfactory and Level III Accomplished standards.

### 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)

### 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

- Academic Achievement
- Federal Graduation or Growth Status
- English Language Proficiency
- School Quality or Student Success

### Domain Score

Credit awarded based on weighted performance of student groups against annual targets.

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

\*STAAR results from EL students in their first year in U.S. schools are excluded from accountability calculations. STAAR Alternate 2 results are included without regard to number of years in U.S. schools.

Better of either **Student Achievement** or **School Progress** domain = **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.



## Chapter 1—2019 Accountability Overview

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### About this Manual

The *2019 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 *2019 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 2019 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 2019 Academic Accountability System Framework in April 2019.

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/2019AccountabilityDevelopment/>.

### Overview of the 2019 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 2018–19 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 2019 rating labels for districts and campuses are as follows.

- **A, B, C, or D:** Assigned for overall performance and for performance in each domain to districts and campuses (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 and campuses (including AEAs) that do not meet the performance target to earn at least a D
- **Not Rated:** Assigned to districts and campuses 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 2019 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 2019 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. 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.

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

Districts and campuses that receive accountability ratings of *A*, *B*, *C*, or *D* 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. Districts are eligible for a distinction designation in postsecondary readiness. Please see “Chapter 6—Distinction Designations” for more information.


## 2019 Accountability System School Types


Every campus is labeled as one of four school types according to its grade span based on 2018–19 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 campuses in Texas and the number of campuses that serve each of those combinations. The shading indicates the corresponding school type.


To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. The number inside the cell indicates how many campuses in Texas serve that grade span. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school; there are 181 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 128 such campuses statewide.


## 2019 Accountability System School Types

(8,838 Total Campuses)

Elementary  
  
4,809 Campuses

Elementary/Secondary  
  
547 Campuses

Middle School  
  
1,707 Campuses

High School  
  
1,775 Campuses

		Highest Grade Level Served →														
Lowest Grade Level Served ↓		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
	EE	9	77	62	46	75	37	181	1103	91	3	17	0	0	0	26
	PK		49	9	11	27	22	171	1127	187	18	98	3	2	2	157
	KG			0	5	17	15	115	680	105	9	52	4	8	3	50
	1				1	4	20	7	79	20	2	1	0	1	1	9
	2					0	14	8	30	4	1	1	0	2	1	7
	3						1	8	96	4	0	4	0	1	1	11
	4							3	44	32	2	4	3	0	3	9
	5								7	128	3	97	0	4	12	15
	6									30	7	1178	13	8	25	179
	7										9	207	10	10	25	122
	8											15	4	7	12	50
	9												36	30	29	1347
	10													18	8	37
	11														9	21
	12															14

TEA Division of Performance Reporting

3.



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## 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 ([https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial\\_reports/1718\\_stacked\\_bar\\_charts.html](https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_stacked_bar_charts.html))

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

School Year	<b>PEIMS District Financial Budget Reports</b> Budgeted financial data each school district and statewide	<b>PEIMS District Financial Actual Reports</b> Actual financial data for each school district and statewide
2018-2019	2018-2019 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_FinBudRep.html</a> )	Available Spring 2020
2017-2018	2017-2018 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_FinBudRep.html</a> )	2017-2018 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_FinActRep.html</a> )
2016-2017	2016-2017 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_FinBudRep.html</a> )	2016-2017 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_FinActRep.html</a> )
2015-2016	2015-2016 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_FinBudRep.html</a> )	2015-2016 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_FinActRep.html</a> )
2014-2015	2014-2015 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_FinBudRep.html</a> )	2014-2015 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_FinActRep.html</a> )
2013-2014	2013-2014 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_FinBudRep.html</a> )	2013-2014 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_FinActRep.html</a> )
2012-2013	2012-2013 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_FinBudRep.html</a> )	2012-2013 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_FinActRep.html</a> )

2011-2012	2011-2012 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_FinBudRep.html</a> )	2011-2012 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_FinActRep.html</a> )
2010-2011	2010-2011 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_FinBudRep.html</a> )	2010-2011 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_FinActRep.html</a> )
2009-2010	2009-2010 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_FinBudRep.html</a> )	2009-2010 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_FinActRep.html</a> )
2008-2009	2008-2009 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_FinBudRep.html</a> )	2008-2009 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_FinActRep.html</a> )
2007-2008	2007-2008 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_FinBudRep.html</a> )	2007-2008 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_FinActRep.html</a> )
2006-2007	2006-2007 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_FinBudRep.html</a> )	2006-2007 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_FinActRep.html</a> )
2005-2006	2005-2006 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0506_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0506_FinBudRep.html</a> )	2005-2006 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0506_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0506_FinActRep.html</a> )
2004-2005	2004-2005 Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0405_FinBudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0405_FinBudRep.html</a> )	2004-2005 Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0405_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0405_FinActRep.html</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 (/node/103975).

<b>PEIMS Tax Rates and Property Values</b>
These tax rate and property value data are also found in the PEIMS District Financial Actual Reports.
2017-2018 Tax Rates and Property Values (/sites/default/files/tax_data_18.xlsx)
2016-2017 Tax Rates and Property Values (/sites/default/files/tax_data_17.xlsx)
2015-2016 Tax Rates and Property Values (/sites/default/files/tax_data_16.xlsx)
2014-2015 Tax Rates and Property Values (/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769825549)
2013-2014 Tax Rates and Property Values (/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769820622)
2012-2013 Tax Rates and Property Values (/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769812492)

<b>PEIMS 10-Year Longitudinal Reports</b>
These tables and bar charts display expenditures per student for each school district and statewide.

School Year	<b>PEIMS Region Financial Actual Reports</b> These reports aggregate district financial data by region.
2017-2018	2017-2018 Region Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_Region_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_Region_FinActRep.html</a> )
2016-2017	2016-2017 Region Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_Region_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_Region_FinActRep.html</a> )
2015-2016	2015-2016 Region Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_Region_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_Region_FinActRep.html</a> )
2014-2015	2014-2015 Region Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_Region_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_Region_FinActRep.html</a> )
2013-2014	2013-2014 Region Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_Region_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_Region_FinActRep.html</a> )
2012-2013	2012-2013 Region Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_Region_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_Region_FinActRep.html</a> )
2011-2012	2011-2012 Region Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_Region_FinActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_Region_FinActRep.html</a> )

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

School Year	<b>PEIMS Individual Campus Financial Budget Reports</b> Budgeted financial data for each campus	<b>PEIMS Individual Campus Financial Actual Reports</b> Actual financial data for each campus
2018-2019	2018-2019 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_camp_budget.html</a> )	Available Spring 2020
2017-2018	2017-2018 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_camp_budget.html</a> )	2017-2018 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_camp_actual.html</a> )
2016-2017	2016-2017 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_camp_budget.html</a> )	2016-2017 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_camp_actual.html</a> )
2015-2016	2015-2016 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_camp_budget.html</a> )	2015-2016 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_camp_actual.html</a> )
2014-2015	2014-2015 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_camp_budget.html</a> )	2014-2015 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_camp_actual.html</a> )
2013-2014	2013-2014 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_camp_budget.html</a> )	2013-2014 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_camp_actual.html</a> )

2012-2013	2012-2013 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_camp_budget.html</a> )	2012-2013 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_camp_actual.html</a> )
2011-2012	2011-2012 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_camp_budget.html</a> )	2011-2012 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_camp_actual.html</a> )
2010-2011	2010-2011 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_camp_budget.html</a> )	2010-2011 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_camp_actual.html</a> )
2009-2010	2009-2010 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_camp_budget.html</a> )	2009-2010 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_camp_actual.html</a> )
2008-2009	2008-2009 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_camp_budget.html</a> )	2008-2009 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_camp_actual.html</a> )
2007-2008	2007-2008 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_camp_budget.html</a> )	2007-2008 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_camp_actual.html</a> )
2006-2007	2006-2007 Campus Financial Budget Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_camp_budget.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_camp_budget.html</a> )	2006-2007 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_camp_actual.html</a> )
2005-2006	No longer available	2005-2006 Campus Financial Actual Reports ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0506_camp_actual.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0506_camp_actual.html</a> )

Select the PEIMS campus budget and actual financial reports for all campuses by district for the desired school year(s).

	<b>PEIMS Budgeted Campus Financial Data for Each District</b>	<b>PEIMS Actual Campus Financial Data for Each District</b>
2017-2018	<u>2018-2019 Financial Budget Reports for All Campuses</u> ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_allcamp_BudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_allcamp_BudRep.html</a> )	Available Spring 2020
2017-2018	<u>2017-2018 Financial Budget Reports for All Campuses</u> ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_allcamp_BudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_allcamp_BudRep.html</a> )	<u>2017-2018 Financial Actual Reports for All Campuses</u> ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_allcamp_ActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_allcamp_ActRep.html</a> )
2016-2017	<u>2016-2017 Financial Budget Reports for All Campuses</u> ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_allcamp_BudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_allcamp_BudRep.html</a> )	<u>2016-2017 Financial Actual Reports for All Campuses</u> ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_allcamp_ActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_allcamp_ActRep.html</a> )
2015-2016	<u>2015-2016 Financial Budget Reports for All Campuses</u> ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_allcamp_BudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_allcamp_BudRep.html</a> )	<u>2015-2016 Financial Actual Reports for All Campuses</u> ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_allcamp_ActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_allcamp_ActRep.html</a> )
2014-2015	2014-2015 Financial Budget Reports for All Campuses ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_allcamp_BudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_allcamp_BudRep.html</a> )	<u>2014-2015 Financial Actual Reports for All Campuses</u> ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_allcamp_ActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_allcamp_ActRep.html</a> )



2013-2014	2013-2014 Financial Budget Reports for All Campuses ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_allcamp_BudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_allcamp_BudRep.html</a> )	2013-2014 Financial Actual Reports for All Campuses ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_allcamp_ActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_allcamp_ActRep.html</a> )
2012-2013	2012-2013 Financial Budget Reports for All Campuses ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_allcamp_BudRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_allcamp_BudRep.html</a> )	2012-2013 Financial Actual Reports for All Campuses ( <a href="https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_allcamp_ActRep.html">https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_allcamp_ActRep.html</a> )

For additional information, contact:

Division of State Funding  
(512) 463-9238



# 2018-2019 Budgeted Financial data

## Totals for Doss Consolidated Csd (086024)

Total Membership: 20

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>						
<b><u>Total Revenue</u></b>	585,476	100.00%	29,274	585,476	100.00%	29,274
Local Tax	459,590	78.50%	22,980	459,590	78.50%	22,980
Other Local and Intermediate	8,500	1.45%	425	8,500	1.45%	425
State	117,386	20.05%	5,869	117,386	20.05%	5,869
Federal	0	0.00%	0	0	0.00%	0
 <b><u>Total Receipts</u></b>	 585,476	 100.00%	 29,274	 585,476	 100.00%	 29,274
Total Revenue	585,476	100.00%	29,274	585,476	100.00%	29,274
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	674,075	100.00%	33,704	674,075	100.00%	33,704
Payroll	308,504	45.77%	15,425	308,504	45.77%	15,425
Other Operating	335,571	49.78%	16,779	335,571	49.78%	16,779
Debt Service	0	0.00%	0	0	0.00%	0
Capital Outlay	30,000	4.45%	1,500	30,000	4.45%	1,500
 BY FUNCTION (Objects 6100-6400 only)						
Community Services (61)	500		25	500		25

Total Operating Expenditures	636,575	100.00%	31,829	636,575	100.00%	31,829
Instruction (11,95)	287,649	45.19%	14,382	287,649	45.19%	14,382
Instructional Res Media (12)	600	0.09%	30	600	0.09%	30
Curriculum/Staff Develop (13)	5,000	0.79%	250	5,000	0.79%	250
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0
School Leadership (23)	45,045	7.08%	2,252	45,045	7.08%	2,252
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)	34,201	5.37%	1,710	34,201	5.37%	1,710
Food (35)	1,000	0.16%	50	1,000	0.16%	50
Extracurricular (36)	2,000	0.31%	100	2,000	0.31%	100
General Administration (41,92)	165,194	25.95%	8,260	165,194	25.95%	8,260
Plant Maint/Operation (51)	51,440	8.08%	2,572	51,440	8.08%	2,572
Security/Monitoring (52)	0	0.00%	0	0	0.00%	0
Data Processing Services (53)	44,446	6.98%	2,222	44,446	6.98%	2,222
<b><u>Total Disbursements</u></b>	698,075	100.00%	34,904	698,075	100.00%	34,904
Total Expenditures	674,075	96.56%	33,704	674,075	96.56%	33,704
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Uses	0	0.00%	0	0	0.00%	0
Intergovernmental Charge	24,000	3.44%	1,200	24,000	3.44%	1,200
<b><u>Program Expenditures</u></b>						
Operating Expenditures - Program	352,294	100.00%	17,615	352,294	100.00%	17,615
Regular	305,793	86.80%	15,290	305,793	86.80%	15,290
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	14,000	3.97%	700	14,000	3.97%	700
Accelerated Education	32,501	9.23%	1,625	32,501	9.23%	1,625
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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## Budget Comparison for Doss Consolidated Common School District

*The Bell Rings On!*

2017 - 2018 Approved Budget (08/22/17)			
		Aggregate	Per Pupil
<b>Instruction and Related Services</b>			
11	Instruction	\$240,029	\$13,335
12	Instructional &	\$350	\$19
13	Curriculum/Staff	\$2,000	\$111
	<b>Total:</b>	<b>\$242,379</b>	<b>\$13,466</b>
<b>Instructional Support</b>			
23	School Leader.	\$50,393	\$2,800
31	Guide./Counsel.	\$0	\$0
32	Social Work	\$0	\$0
33	Health Services	\$0	\$0
36	Extracurricular	\$2,150	\$119
	<b>Total</b>	<b>\$52,543</b>	<b>\$2,919</b>
<b>General Administration</b>			
41	General	\$136,050	\$7,558
<b>District Operations</b>			
34	Student Trans.	\$41,140	\$2,286
35	Food Services	\$500	\$28
51	Plant Maint.	\$44,525	\$2,474
52	Security/Monitor.	\$0	\$0
53	Data Processing	\$36,204	\$2,011
	<b>Total:</b>	<b>\$122,369</b>	<b>\$6,798</b>
<b>Debt Services</b>			
71	Debt Service	\$0	\$0
<b>Other Functions</b>			
61	Comm. Service	\$500	\$28
81	Facilities Acq.	\$37,000	\$2,056
93	Shared Services	\$13,000	\$722
99	Appraisal District	\$10,000	\$556
	<b>Total:</b>	<b>\$60,500</b>	<b>\$3,361</b>
<b>Total Appropriations (199)</b>		<b>\$613,841</b>	<b>\$34,102</b>

**Note:** 2017-2018 Approved Budget (18 Students)

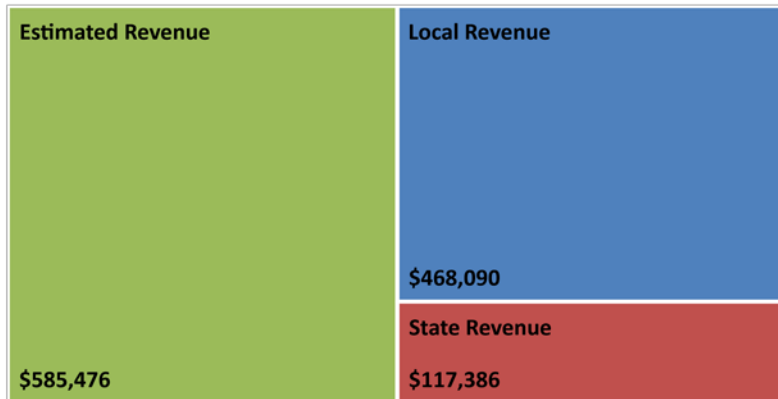
2018 - 2019 Proposed Budget (08/30/18)			
		Aggregate	Per Pupil
<b>Instruction and Related Services</b>			
11	Instruction	\$287,649	\$13,075
12	Instructional &	\$600	\$27
13	Curriculum/Staff	\$5,000	\$227
	<b>Total:</b>	<b>\$293,249</b>	<b>\$13,330</b>
<b>Instructional Support</b>			
23	School Leader.	\$45,045	\$2,048
31	Guide./Counsel.	\$0	\$0
32	Social Work	\$0	\$0
33	Health Services	\$0	\$0
36	Extracurricular	\$2,000	\$91
	<b>Total</b>	<b>\$47,045</b>	<b>\$2,138</b>
<b>General Administration</b>			
41	General	\$165,194	\$7,509
<b>District Operations</b>			
34	Student Trans.	\$34,201	\$1,555
35	Food Services	\$1,000	\$45
51	Plant Maint.	\$51,440	\$2,338
52	Security/Monitor.	\$0	\$0
53	Data Processing	\$44,446	\$2,020
	<b>Total:</b>	<b>\$131,087</b>	<b>\$5,959</b>
<b>Debt Services</b>			
71	Debt Service	\$0	\$0
<b>Other Functions</b>			
61	Comm. Service	\$500	\$23
81	Facilities Acq.	\$37,000	\$1,682
93	Shared Services	\$14,000	\$636
99	Appraisal District	\$10,000	\$455
	<b>Total:</b>	<b>\$61,500</b>	<b>\$2,795</b>
<b>Total Appropriations (199)</b>		<b>\$698,075</b>	<b>\$31,731</b>

**Note:** 2018-2019 Proposed Budget (22 Students)

# 2018-2019 Budget Summaries Doss Consolidated Common School District

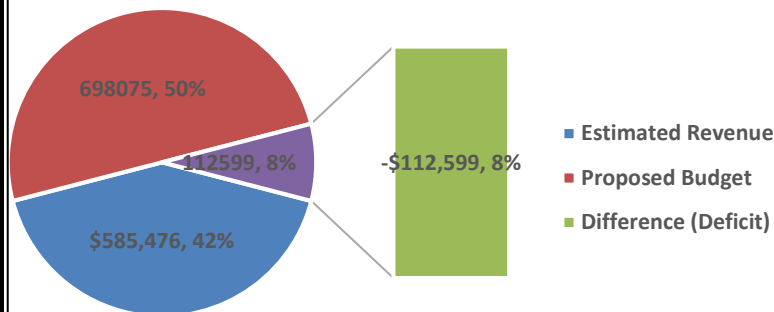
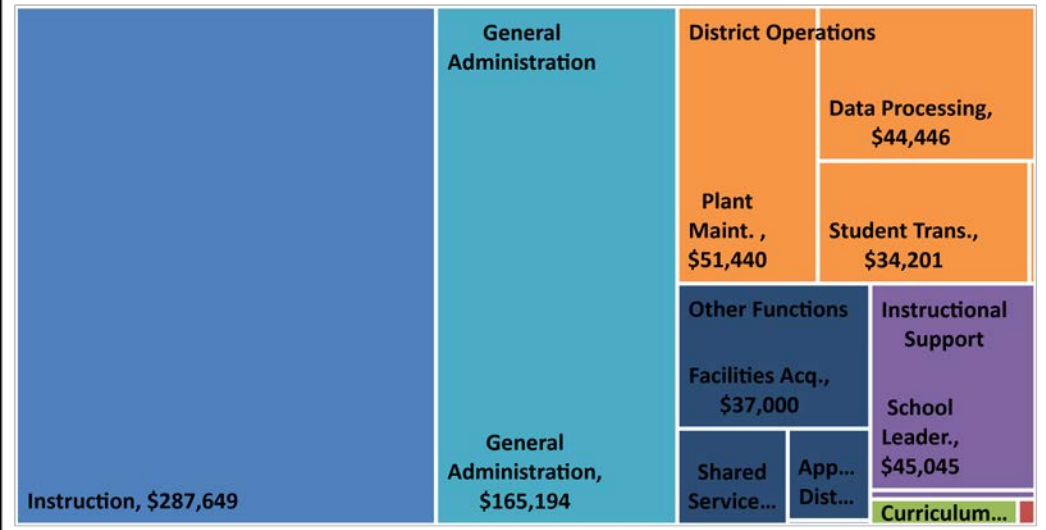
## 18-19 Doss CCSD Revenue Summary

Local Revenue State Revenue Estimated Revenue



## 18-19 Doss CCSD Budget Summary

Instructional Support General Administration  
District Operations Other Functions



## 18-19 Doss CCSD Budget Summary

Version 2: Budget Proposed and Presented 08.30.18



## 2017-2018 Actual Financial data

### Totals for Doss Consolidated Csd (086024)

Total Enrolled Students in Membership: 25

	<u>District</u>			<u>State</u>		
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>						
<b><u>Total Revenue</u></b>	594,645	100.00%	23,786	596,025	100.00%	23,841
Local Tax	424,411	71.37%	16,976	424,411	71.21%	16,976
Other Local and Intermediate	30,035	5.05%	1,201	30,035	5.04%	1,201
State	140,199	23.58%	5,608	141,579	23.75%	5,663
Federal	0	0.00%	0	0	0.00%	0
<b><u>Total Receipts</u></b>	594,645	100.00%	23,786	596,025	100.00%	23,841
Total Revenue	594,645	100.00%	23,786	596,025	100.00%	23,841
Recapture	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
<b>Fund Balances (for ISDs)</b>						
<b><u>Total Fund Balance**</u></b>	1,305,178	219.49%	52,207	1,305,178	218.98%	52,207
Nonspendable Fund Balance	0	0.00%	0	0	0.00%	0
Restricted Fund Balance	0	0.00%	0	0	0.00%	0
Committed Fund Balance	792,164	133.22%	31,687	792,164	132.91%	31,687
Assigned Fund Balance	0	0.00%	0	0	0.00%	0
Unassigned Fund Balance	513,014	86.27%	20,521	513,014	86.07%	20,521
<b>Disbursements</b>						
<b><u>Total Expenditures</u></b>						
BY OBJECT	595,183	100.00%	23,807	598,776	100.00%	23,951
Payroll (Objects 6100)	277,501	46.62%	11,100	277,501	46.34%	11,100
Other Operating (Objects 6200-6400)	261,872	44.00%	10,475	265,465	44.33%	10,619
Debt Service (Objects 6500)	0	0.00%	0	0	0.00%	0
Capital Outlay (Objects 6600)	55,810	9.38%	2,232	55,810	9.32%	2,232
BY FUNCTION (Objects 6100-6400 only)						
Debt Service (71)	0	0.00%	0	0	0.00%	0



Debt Service (71)	0		0		0		0		0
Facilities Acquisition & Construction (81)	0		0		0		467,408,659		87
Total Operating Expenditures	539,373	100.00%	21,575	542,966	100.00%	21,719	53,007,735,811	100.00%	9,844
Instruction (11,95)	223,017	41.35%	8,921	226,610	41.74%	9,064	29,573,638,083	55.79%	5,492
Instructional Res Media (12)	408	0.08%	16	408	0.08%	16	605,950,802	1.14%	113
Curriculum/Staff Develop (13)	3,645	0.68%	146	3,645	0.67%	146	1,174,310,004	2.22%	218
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0	833,658,903	1.57%	155
School Leadership (23)	39,808	7.38%	1,592	39,808	7.33%	1,592	3,099,426,611	5.85%	576
Guidance Counseling Svcs (31)	0	0.00%	0	0	0.00%	0	1,926,098,691	3.63%	358
Social Work Services (32)	0	0.00%	0	0	0.00%	0	142,409,113	0.27%	26
Health Services (33)	0	0.00%	0	0	0.00%	0	536,700,538	1.01%	100
Transportation (34)	32,117	5.95%	1,285	32,117	5.92%	1,285	1,570,586,301	2.96%	292
Food (35)	633	0.12%	25	633	0.12%	25	2,825,048,050	5.33%	525
Extracurricular (36)	790	0.15%	32	790	0.15%	32	1,610,863,870	3.04%	299
General Administration (41,92)	159,550	29.58%	6,382	159,550	29.38%	6,382	1,787,695,433	3.37%	332
Plant Maint/Operation (51)	35,305	6.55%	1,412	35,305	6.50%	1,412	5,547,616,328	10.47%	1,030
Security/Monitoring (52)	0	0.00%	0	0	0.00%	0	505,751,521	0.95%	94
Data Processing Services (53)	44,100	8.18%	1,764	44,100	8.12%	1,764	1,009,632,415	1.90%	187
Community Services (61)	0	0.00%	0	0	0.00%	0	258,349,148	0.00%	48
<b>Total Disbursements</b>	613,805	100.00%	24,552	617,398	100.00%	24,696	76,425,568,379	100.00%	14,193
Total Expenditures	595,183	96.97%	23,807	598,776	96.98%	23,951	70,292,451,357	100.00%	13,054
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	2.63%	384
Total Other Uses	0	0.00%	0	0	0.00%	0	3,402,247,277	4.45%	632
Intergovernmental Charge	18,622	3.03%	745	18,622	3.02%	745	662,347,322	1.25%	123
<b>Program Expenditures</b>									
<b>Operating Expenditures - Program</b>	282,813	100.00%	11,313	286,406	100.00%	11,456	39,129,628,714	100.00%	7,267
Regular	246,316	87.10%	9,853	249,909	87.26%	9,996	23,408,623,199	59.82%	4,347
Gifted and Talented	0	0.00%	0	0	0.00%	0	396,918,069	1.01%	74
Career and Technical	0	0.00%	0	0	0.00%	0	1,595,080,075	4.08%	296
Students with Disabilities	34,453	12.18%	1,378	34,453	12.03%	1,378	6,228,755,783	15.92%	1,157
Accelerated Education	2,044	0.72%	82	2,044	0.71%	82	1,729,817,631	4.42%	321
Bilingual	0	0.00%	0	0	0.00%	0	624,626,340	1.60%	116
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	156,186,644	0.40%	29
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	223,139,912	0.57%	41
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	27,092,836	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	2,061,367,635	5.27%	383

Athletics/Related Activities	0	0.00%	0	0	0.00%	0	1,059,340,400	2.71%	197
High School Allotment	0	0.00%	0	0	0.00%	0	568,417,706	1.45%	106
Prekindergarten	0	0.00%	0	0	0.00%	0	1,050,262,484	2.68%	195

	<u>District</u>	<u>State</u>
<b>Instructional Expenditure Ratio</b>	42.5%	62.7%

#### Tax Rates

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

Maintenance and Operations	0.9267	1.0933
Interest and Sinking Funds	0.0000	0.2108
Total Tax Rate	0.9267	1.3041

#### 2016 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	42,394,567	N/A	2,220,042,195,073	N/A
Property Value per pupil	1,695,783	N/A	436,998	N/A
Property Value by category:				
Business	5,573,570	36.22%	892,180,729,305	35.47%
Residential	1,513,920	9.84%	1,479,753,710,535	58.82%
Land	8,302,220	53.95%	65,281,339,904	2.60%
Oil and Gas	0	0.00%	64,143,342,124	2.55%
Other	0	0.00%	14,174,456,770	0.56%

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

2017-2018 School Districts' General Fund Unassigned Fund Balance***	513,014	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	590,841	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	86.8%	27.7%

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

Charter schools report net assets rather than fund balances.

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



## 2016-2017 Actual Financial data

### Totals for Doss Consolidated Csd (086024)

Total Enrolled Students in Membership: 6

	<u>District</u>						<u>State</u>		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>									
<b><u>Total Revenue</u></b>	630,924	100.00%	105,154	631,079	100.00%	105,180	60,069,643,793	100.00%	11,247
Local Tax	394,787	62.57%	65,798	394,787	62.56%	65,798	27,976,965,437	46.57%	5,238
Other Local and Intermediate	7,312	1.16%	1,219	7,312	1.16%	1,219	2,578,511,223	4.29%	483
State	228,825	36.27%	38,138	228,980	36.28%	38,163	23,445,734,687	39.03%	4,390
Federal	0	0.00%	0	0	0.00%	0	6,068,432,446	10.10%	1,136
<b><u>Total Receipts</u></b>	630,924	100.00%	105,154	631,079	100.00%	105,180	78,161,853,731	100.00%	14,634
Total Revenue	630,924	100.00%	105,154	631,079	100.00%	105,180	60,069,643,793	100.00%	11,247
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	2.20%	322
Total Other Resources	0	0.00%	0	0	0.00%	0	16,374,680,365	20.95%	3,066
<b>Fund Balances (for ISDs)</b>									
<b><u>Total Fund Balance**</u></b>	1,502,112	238.08%	250,352	1,502,112	238.02%	250,352	33,590,717,467	58.57%	6,624
Nonspendable Fund Balance	0	0.00%	0	0	0.00%	0	229,029,207	0.40%	45
Restricted Fund Balance	0	0.00%	0	0	0.00%	0	16,129,847,564	28.13%	3,181
Committed Fund Balance	847,974	134.40%	141,329	847,974	134.37%	141,329	3,070,095,018	5.35%	605
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,407,287,978	4.20%	475
Unassigned Fund Balance	654,138	103.68%	109,023	654,138	103.65%	109,023	11,754,457,700	20.50%	2,318
<b>Disbursements</b>									
<b><u>Total Expenditures</u></b>									
BY OBJECT	409,062	100.00%	68,177	409,217	100.00%	68,203	68,297,721,380	100.00%	12,787
Payroll (Objects 6100)	180,410	44.10%	30,068	180,410	44.09%	30,068	40,042,127,663	58.63%	7,497
Other Operating (Objects 6200-6400)	228,652	55.90%	38,109	228,807	55.91%	38,135	11,104,856,740	16.26%	2,079
Debt Service (Objects 6500)	0	0.00%	0	0	0.00%	0	8,139,910,713	11.92%	1,524
Capital Outlay (Objects 6600)	0	0.00%	0	0	0.00%	0	9,010,826,264	13.19%	1,687
BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0		0	0		0	0		0

Debt Service (71)	0		0		0		0		0		
Facilities Acquisition & Construction (81)	0		0		0		392,644,180		74		
Total Operating Expenditures	409,062	100.00%	68,177		409,217	100.00%	68,203		50,754,340,223	100.00%	9,503
Instruction (11,95)	146,533	35.82%	24,422		146,688	35.85%	24,448		28,512,879,011	56.18%	5,338
Instructional Res Media (12)	0	0.00%	0		0	0.00%	0		602,919,895	1.19%	113
Curriculum/Staff Develop (13)	829	0.20%	138		829	0.20%	138		1,118,753,712	2.20%	209
Instructional Leadership (21)	0	0.00%	0		0	0.00%	0		795,765,497	1.57%	149
School Leadership (23)	44,431	10.86%	7,405		44,431	10.86%	7,405		2,963,688,517	5.84%	555
Guidance Counseling Svcs (31)	0	0.00%	0		0	0.00%	0		1,831,230,685	3.61%	343
Social Work Services (32)	0	0.00%	0		0	0.00%	0		134,915,660	0.27%	25
Health Services (33)	0	0.00%	0		0	0.00%	0		509,956,324	1.00%	95
Transportation (34)	28,716	7.02%	4,786		28,716	7.02%	4,786		1,484,237,419	2.92%	278
Food (35)	516	0.13%	86		516	0.13%	86		2,805,541,879	5.53%	525
Extracurricular (36)	888	0.22%	148		888	0.22%	148		1,528,128,443	3.01%	286
General Administration (41,92)	116,596	28.50%	19,433		116,596	28.49%	19,433		1,639,918,265	3.23%	307
Plant Maint/Operation (51)	34,108	8.34%	5,685		34,108	8.33%	5,685		5,158,862,799	10.16%	966
Security/Monitoring (52)	0	0.00%	0		0	0.00%	0		468,780,126	0.92%	88
Data Processing Services (53)	36,445	8.91%	6,074		36,445	8.91%	6,074		957,336,378	1.89%	179
Community Services (61)	0	0.00%	0		0	0.00%	0		241,425,613	0.00%	45
<b><u>Total Disbursements</u></b>	429,118	100.00%	71,520		429,273	100.00%	71,546		76,498,619,030	100.00%	14,323
Total Expenditures	409,062	95.33%	68,177		409,217	95.33%	68,203		68,297,721,380	100.00%	12,787
Recapture	0	0.00%	0		0	0.00%	0		1,717,529,573	2.20%	322
Total Other Uses	0	0.00%	0		0	0.00%	0		5,851,782,329	7.65%	1,096
Intergovernmental Charge	20,056	4.67%	3,343		20,056	4.67%	3,343		631,585,748	1.24%	118
<b>Program Expenditures</b>											
<b><u>Operating Expenditures - Program</u></b>	205,330	100.00%	34,222		205,485	100.00%	34,248		37,683,988,239	100.00%	7,056
Regular	168,657	82.14%	28,110		168,812	82.15%	28,135		22,669,107,496	60.16%	4,244
Gifted and Talented	0	0.00%	0		0	0.00%	0		403,184,949	1.07%	75
Career and Technical	0	0.00%	0		0	0.00%	0		1,488,862,268	3.95%	279
Students with Disabilities	36,673	17.86%	6,112		36,673	17.85%	6,112		5,868,618,104	15.57%	1,099
Accelerated Education	0	0.00%	0		0	0.00%	0		1,669,659,901	4.43%	313
Bilingual	0	0.00%	0		0	0.00%	0		660,108,586	1.75%	124
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0		0	0.00%	0		150,276,291	0.40%	28
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0		0	0.00%	0		222,892,282	0.59%	42
Disc Alt Ed-DAEP Supplemental	0	0.00%	0		0	0.00%	0		26,991,862	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0		0	0.00%	0		2,002,915,866	5.32%	375

Athletics/Related Activities	0	0.00%	0	0	0.00%	0	1,015,226,210	2.69%	190
High School Allotment	0	0.00%	0	0	0.00%	0	510,744,718	1.36%	96
Prekindergarten	0	0.00%	0	0	0.00%	0	995,399,706	2.64%	186

	<u>District</u>	<u>State</u>
<b>Instructional Expenditure Ratio</b>	36.0%	63.1%

#### Tax Rates

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

Maintenance and Operations	0.9267	1.0869
Interest and Sinking Funds	0.0000	0.2101
Total Tax Rate	0.9267	1.2970

#### 2015 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	41,092,031	N/A	2,117,237,490,096	N/A
Property Value per pupil	6,848,672	N/A	418,176	N/A
Property Value by category:				
Business	6,039,730	38.46%	845,239,296,289	35.45%
Residential	1,280,640	8.15%	1,345,716,654,821	56.44%
Land	8,383,900	53.39%	61,874,035,037	2.60%
Oil and Gas	0	0.00%	117,841,214,660	4.94%
Other	0	0.00%	13,528,275,687	0.57%

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

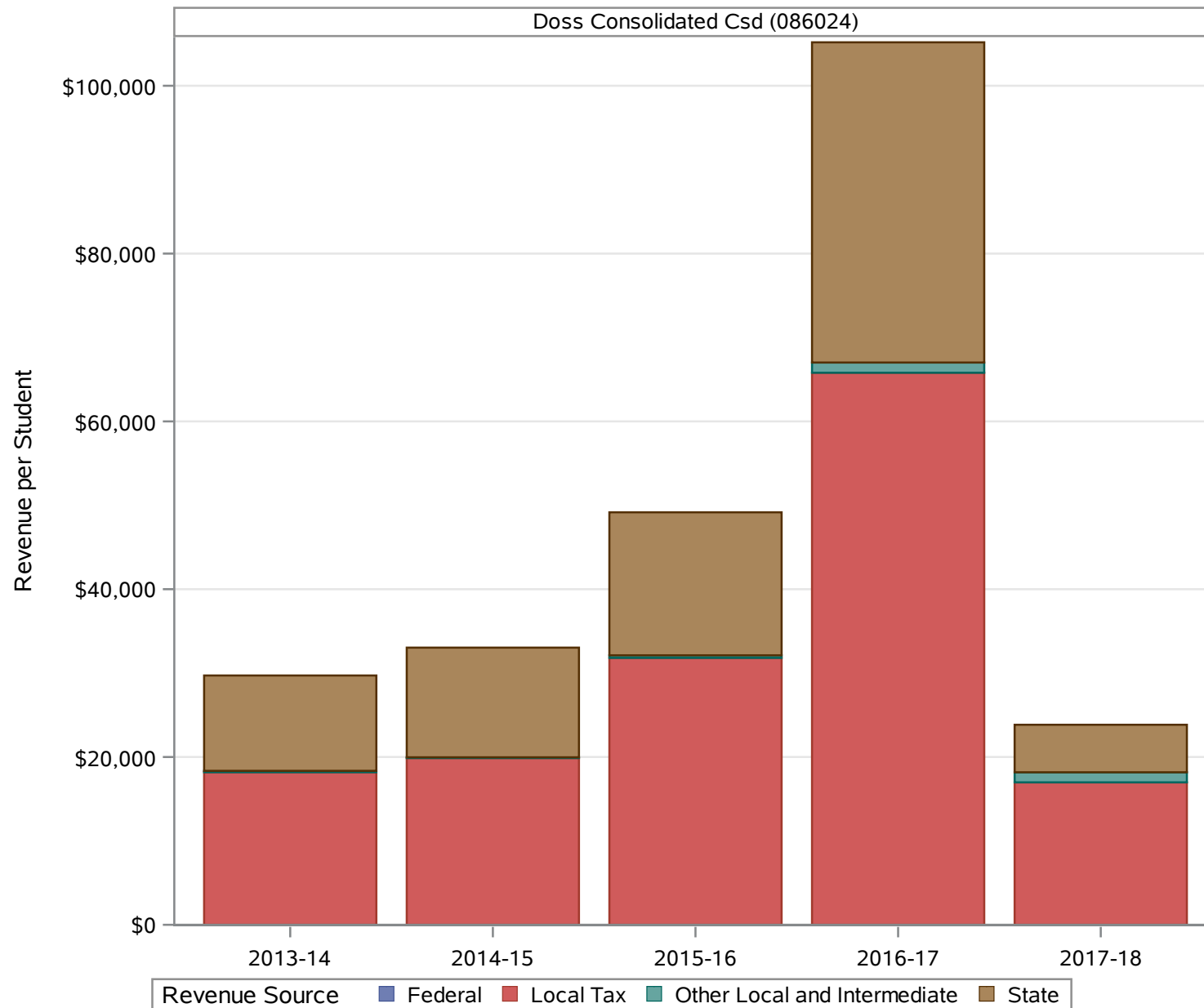
2016-2017 School Districts' General Fund Unassigned Fund Balance***	654,138	11,795,907,800
2016-2017 School Districts' General Fund Total Budgeted Expenditures	522,957	43,775,469,571
2016-2017 School Districts' Percent of Total Budgeted Expenditures	125.1%	26.9%

\*\* 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.

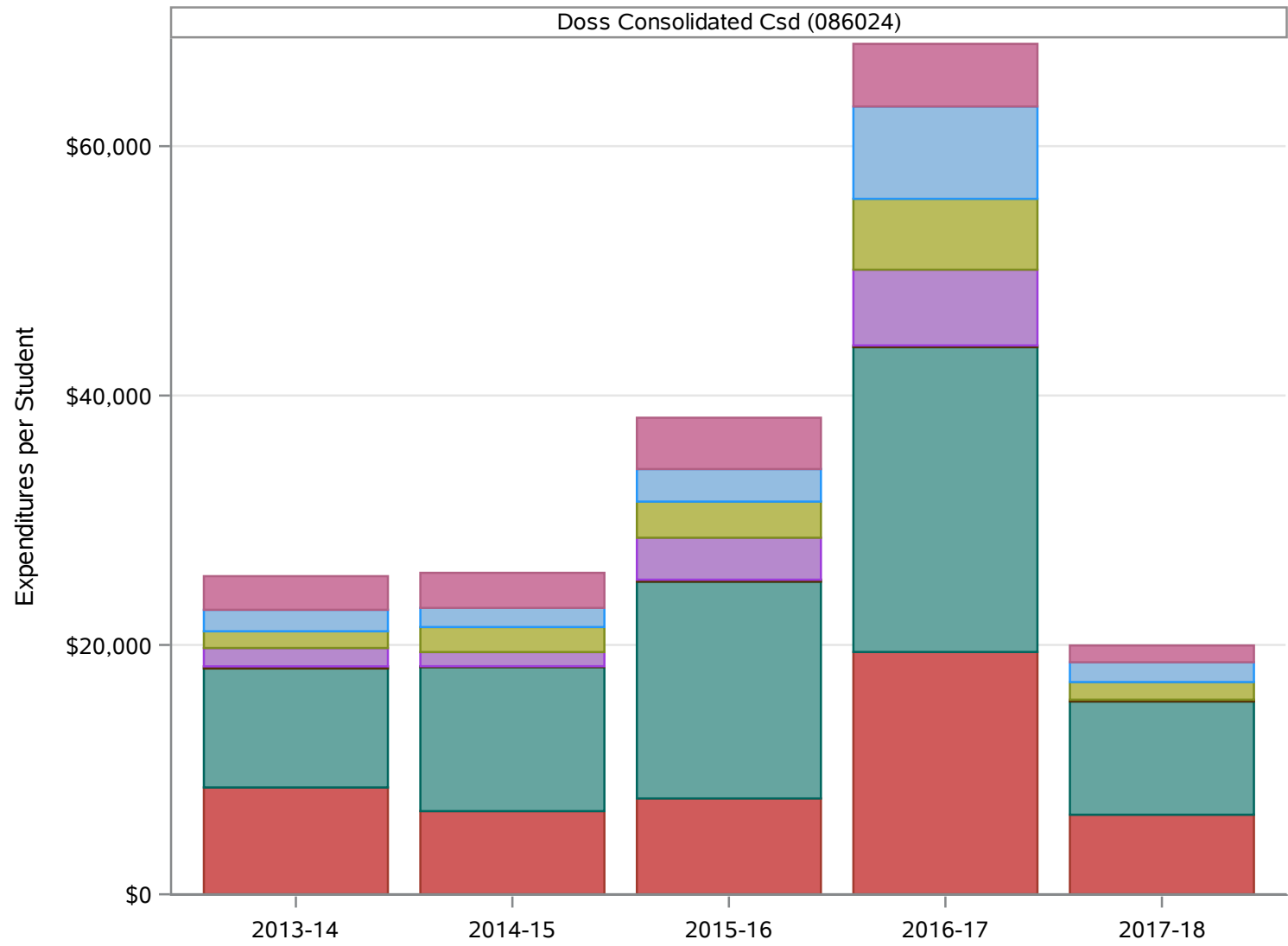
## Comparison of 2013-14 through 2017-18 Operational Revenue Sources



Doss Consolidated Csd (086024) Total Enrolled Students in Membership = 25  
&enroll2.

Excludes Debt Service & Recapture

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



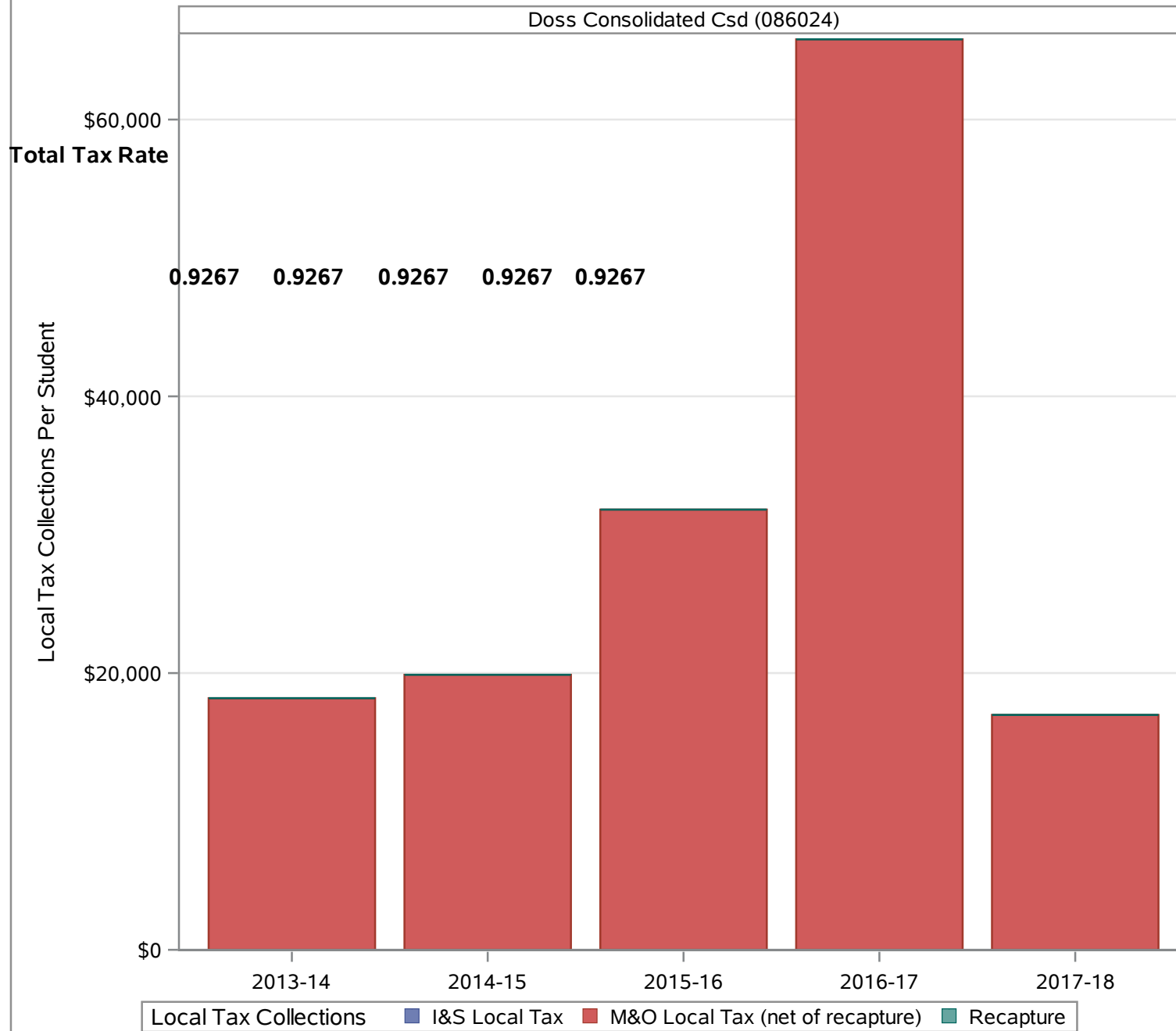
Expenditure Category (Function)

Counseling & Health Services	General Administration	Instruction
Instruction Leadership & Staff Development	Other Expenditures	Plant Maint/Operation
School Leadership	Transportation, Food, & Extracurricular	

Doss Consolidated Csd (086024) Total Enrolled Students in Membership = 25  
&enroll2.

Excludes Capital Outlay & Debt Service

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



Doss Consolidated Csd (086024) Total Enrolled Students in Membership = 25  
&enroll2.



## 4.



[Home \(/\)](#) / [Student Testing & Accountability \(/Student\\_Testing\\_and\\_Accountability/\)](#) / [Accountability \(/Student\\_Testing\\_and\\_Accountability/Accountability\)](#)

# 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 (<http://www.tepsac.org>) provides information for private schools. For information related to alternative schooling options, visit the Alternative Schooling (/node/103783) page.

The district accreditation statuses are listed at the links below:

[Accreditation Status Matrix \(/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769824794\)](#)

[2018-2019 Accreditation Statuses \(http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2018\\_2019\\_accreditation\\_statuses.html\)](http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2018_2019_accreditation_statuses.html)

[2017-2018 Accreditation Statuses \(http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2017\\_2018\\_accreditation\\_statuses.html\)](http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2017_2018_accreditation_statuses.html)

[2016-2017 Accreditation Statuses \(http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2016\\_2017\\_accreditation\\_statuses.html\)](http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2016_2017_accreditation_statuses.html)

[2015-2016 Accreditation Statuses \(http://ritter.tea.state.tx.us/accountability/accreditation/2015\\_2016\\_accreditation\\_statuses.html\)](http://ritter.tea.state.tx.us/accountability/accreditation/2015_2016_accreditation_statuses.html)

[2014-2015 Accreditation Statuses \(http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2014\\_2015\\_accreditation\\_statuses.html\)](http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2014_2015_accreditation_statuses.html)

[2013-2014 Accreditation Statuses \(http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2013\\_2014\\_accreditation\\_statuses.html\)](http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2013_2014_accreditation_statuses.html)

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

[2011-2012 Accreditation Statuses \(http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2011\\_2012\\_accreditation\\_statuses.html\)](http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2011_2012_accreditation_statuses.html)

[2010-2011 Accreditation Statuses \(http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2010\\_2011\\_accreditation\\_statuses.html\)](http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2010_2011_accreditation_statuses.html)

## 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

(<http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055>). 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions defines the accreditation statuses of **Accredited**, **Accredited-Warning**, **Accredited-Probation**, and **Not Accredited-Revoked** and states how accreditation statuses will be determined and assigned to school districts. The rules also establish accreditation standards and sanctions, including definitions, purpose, and oversight appointments.

Note: An accreditation status may be withheld pending

(/Student\_Testing\_and\_Accountability/Accountability/Accreditation/Pending\_Designation/#definitions) final data necessary for the completion of a status assignment.

## Authority and Background

Below are links to background information on accreditation statuses:

TEC §39.051 and §39.052 (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.051>)

19 TAC §97.1055. Accreditation Status (<http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055>)

## TEA Required Notification Language

Use the following templates when writing the notification correspondence:

District Accredited-Warning (Word) (/sites/default/files/District\_Accredited-Warning\_18-19.doc) (30KB)

District Accredited-Warning (PDF) (/sites/default/files/District\_Accredited-Warning\_18-19.pdf) (27KB)

District Accredited-Probation (Word) (/sites/default/files/District\_Accredited-Probation\_18-19.doc) (31KB)

District Accredited-Probation (PDF) (/sites/default/files/District\_Accredited-Probation\_18-19.pdf) (28KB)

District Not Accredited-Revoked (Word) (/sites/default/files/District\_Accredited-Revoked\_18-19.doc) (32KB)

District Not Accredited-Revoked (PDF) (/sites/default/files/District\_Accredited-Revoked\_18-19.pdf) (18KB)

Charter District Accredited-Warning (Word) (/sites/default/files/Charter\_Accredited-Warning\_18-19.doc) (31KB)

Charter District Accredited-Warning (PDF) (/sites/default/files/Charter\_Accredited-Warning\_18-19.pdf) (28KB)

Charter District Accredited-Probation (Word) (/sites/default/files/Charter\_Accredited-Probation\_18-19.doc) (31KB)

Charter District Accredited-Probation (PDF) (/sites/default/files/Charter\_Accredited-Probation\_18-19.pdf) (28KB)

Charter District Not Accredited-Revoked (Word) (/sites/default/files/Charter%20Accredited-Revoked\_18-19.doc) (33 KB)

Charter District Not Accredited-Revoked (PDF) (/sites/default/files/Charter%20Accredited-Revoked\_18-19.pdf) (18KB)

## Related Correspondence

Correspondence from the commissioner of education related to the assignment of accreditation statuses are:

2018-2019 Assignment of District Accreditation Statuses (/About\_TEA/News\_and\_Multimedia/Correspondence/TAA\_Letters/2018-2019\_Assignment\_of\_Accreditation\_Statuses)

2017-2018 Assignment of District Accreditation Statuses

([https://tea.texas.gov/About\\_TEA/News\\_and\\_Multimedia/Correspondence/TAA\\_Letters/Assignment\\_of\\_District\\_and\\_Charter\\_School\\_Accreditation\\_Statuses\\_\(2017-18\)\)](https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Assignment_of_District_and_Charter_School_Accreditation_Statuses_(2017-18))))

2016-2017 Assignment of District Accreditation Statuses

([http://tea.texas.gov/About\\_TEA/News\\_and\\_Multimedia/Correspondence/TAA\\_Letters/Assignment\\_of\\_District\\_Accreditation\\_Statuses\\_\(2016-2017\)\)](http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Assignment_of_District_Accreditation_Statuses_(2016-2017))))

### Contact Information

#### Accreditation & School Improvement

Phone: (512) 463-5899

Email: [Accred@tea.texas.gov](mailto:Accred@tea.texas.gov) (<mailto:Accred@tea.texas.gov>)



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

## 2018-2019 Accreditation Statuses

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

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

### Show/Hide columns:

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

Show  entries

Search:

Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status	Reason For Status	Notes
DOSS CONSOLIDATED CSD	13	B - Above Standard	Not Rated	ACCREDITED		

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

Previous

1

Next



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

## 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)

Previous  Next



## 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

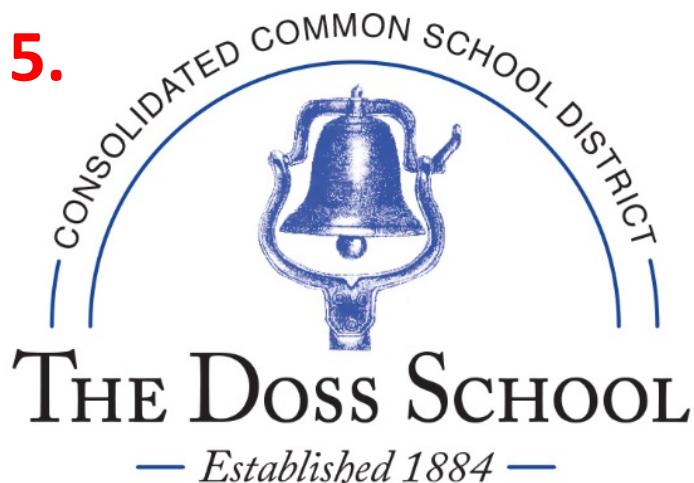
Search:

CDN	Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status	Reason For Status	Notes
086024	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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**5.**



## **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**

## **AE (Exhibit)**

### **Goal 1. Advance all academic programs.**

#### **Student Outcome Goal (SOG): Reading and Writing**

The percentage of students performing at or above grade level in **reading and writing** will increase from 35% to 65% in three years. (Fall 2018 – Spring 2021)

#### **Growth Progress Measure (GPM)**

**GPM 1.1** The number of students in grades K-8 reading on grade level at the end of the year will increase from 35% to 55% for the 2018-2019 school year.

**GPM 1.2** The number of students in grades K-2 scoring “developed” on TPRI or other reading screening instrument will increase from 35% to 55% for the 2018-2019 school year.

**GPM 1.3** By 2021, all individual students in grades 3 through 8 will score “meets or exceeds” expectations on Reading and Writing STAAR assessments.

#### **Student Outcome Goal (SOG): Mathematics**

The percentage of students performing at or above grade level in **mathematics** will increase from 35% to 65% in three years. (Fall 2018 – Spring 2021)

#### **Growth Progress Measure (GPM)**

**GPM 2.1** The number of students in grades K-8 mathematics on grade level at the end of the year will increase from 35% to 55% for the 2018-2019 school year.

**GPM 2.2** The number of students in grades PK-2 scoring “making progress” on campus formative instruments will increase from 35% to 55% for the 2018-2019 school year.

**GPM 2.3** By 2021, all individual students in grades 3 through 8 will score “meets or exceeds” expectations on Mathematics STAAR assessments.

#### **Student Outcome Goal (SOG): Academic Growth**

The percentage of students who demonstrate at least one year of academic growth will increase from 35% to 65% in three years. (Fall 2018 – Spring 2021)

**GPM 3.1** The number of students in grades K-8 will show one year or more growth in reading, from 35% to 55% for the 2018-2019 school year.

**GPM 3.2** The number of students in grades K-8 will show one year or more growth in mathematics, from 35% to 55% for the 2018-2019 school year.

**GPM 3.3** By 2021, all students exiting Pre-Kindergarten will be Kindergarten ready.



**Tuesday, October 8, 2019 - 6:30 PM School Cafeteria**

**The subjects to be discussed or considered, or upon which any formal action may be taken, are listed below. Items do not have to be taken in the order as shown on the agenda.**

---

**I. OPEN MEETING AND ESTABLISH QUORUM**

- A. Presenter, Pam Seipp; TEA Approved Provider # 18-143-I

**II. WELCOME VISITORS AND HEAR PUBLIC COMMENTS**

- A. Welcome Visitors and Special Guests
- B. Hear Public Comments According to HB 2840 and Policy BED(Local)

**III. BOARD TRAINING AND OPEN MEETING ITEMS**

- A. Consider and Discuss Doss CCSD Mission, Vision, Values, Goals, and Previously Approved Student Outcome Goals and Targets
- B. Consider and Discuss Early Reading Inventory (TEC §28.006), Including FY 2019 Results of C-PALLS, TPRI, LION, and STAAR
- C. Consider and Discuss HB3 Required Literacy and Math Proficiency Plans (TEC §11.185), Including Annual Goals for Student Growth

**IV. BOARD TRAINING AND CLOSED CLOSED MEETING ITEMS**

- A. Pursuant to Tex. Govt. Code §551.0821, Consider and Discuss Personally Identifiable Information About Students in Relation to Board Training Items
- B. Pursuant to Tex. Govt. Code §551.084, Consider and Discuss Employee Personnel Evaluations and Information in Relation to Board Training Items

**V. CLOSE MEETING AND ADJOURN TRAINING**

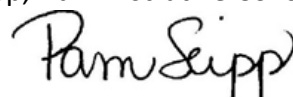
- A. Training Session 6:30 - 7:30 p.m.; 1 CPU Awarded

---

This **Notice and the attached Agenda** is in compliance with the Texas Open Meetings Act and was sent to Mark Stroeher, Superintendent, all the members of the Doss CCSD Board of Trustees, any individual or organization requesting a copy, an original copy was posted on the front door of Doss School, and was posted on the school district website at [www.dossccsd.org](http://www.dossccsd.org).

**Posting for the Board:**  
Friday, October 4, 2019

Pam Seipp, Administrative Consultant





Reading 3-8  
Math 3-8  
Writing 4 + 7  
Science 5 + 8  
Soc. Stud. 8

**STAAR Public Information:**

67% Met or Exceeded Expectations  
33% Below Expectations

**Confidential: Data Masked Due to Small Numbers**

2019 STAAR	Reading	Math	Writing
Masters	*	*	*
Met	*	*	*
Approaches	*	*	*
Did Not Meet	*	*	*

STAAR Tested	5	5	2
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**TPRI**

Texas Primary  
Reading Inventory

**C-PALLS**

Circle -  
Phonological  
Awareness  
Language Literacy  
System

**C-PALS and TPRI Public Information**

57% Developed by End-of-Year  
43% Still Developing at End-of-Year

**Data for District Use**

FY19 CPALLS/TPRI	BOY	MOY	EOY
Developed	36%	43%	57%
Still Developing	71%	64%	43%

FY19 CPALLS/TPRI	BOY	MOY	EOY
Developed	5	6	8
Still Developing	9	8	6
CPALLS/TPRI	14	14	14

**LION Math Public Information**

47% Met Expectations at End-of-Year  
53% Below Expectations at End-of-Year

**LION Reading Public Information**

30% Met Expectations at End-of-Year  
70% Below Expectations at End-of-Year

**Data for District Use**

LION	FY19 LION Math	BOY	MOY	EOY
Masters		0%	35%	0%
Learning	Met	24%	18%	47%
Assessment of	Approaches	35%	29%	12%
Needs	Did Not Meet	41%	18%	41%

\*Rounded Percentages

FY19 LION Math	BOY	MOY	EOY
Masters	0	6	0
Met	4	3	8
Approaches	6	5	2
Did Not Meet	7	3	7

LION Math	17	17	17
-----------	----	----	----

**Liberty Source**

Publishing  
Company and  
TANGO Software

**Data for District Use**

FY19 LION Reading	BOY	MOY	EOY
Masters	18%	35%	18%
Met	0%	12%	12%
Approaches	59%	47%	41%
Did Not Meet	24%	6%	29%

\*Rounded Percentages

FY19 LION Reading	BOY	MOY	EOY
Masters	3	6	3
Met	0	2	2
Approaches	10	8	7
Did Not Meet	4	1	5

LION Reading	17	17	17
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EOY19: 10.05.19

\*\* LION for Reading and Math Screening Administration Variables\*\*

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Comprehensive Needs Assessment Data Analysis	
District Summary of Strengths/ Areas to Address	

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

## Appendix A: Identified Strengths and Areas of Focus

A Comprehensive Needs Assessment (CNA) was completed to identify strengths and areas of focus. Identification of both will direct the focus of the 2017-2021 District Improvement Plan.

<b>IDENTIFIED STRENGTHS</b>	<b>AREAS TO ADDRESS</b>
<p><b>District Accountability:</b></p> <ul style="list-style-type: none"> <li>✓ Academics: Accredited School District</li> <li>✓ Academics: “Not Rated” on TAPR Report</li> <li>✓ Financial: “B” Rating on Schools FIRST</li> </ul> <p><b>Data Source: Texas Education Agency Accountability Ratings</b></p>	<p><b>District Accountability:</b></p> <ul style="list-style-type: none"> <li>➤ Academic: TPRI Inventory and STAAR Success</li> <li>➤ Academic: Overall Academic Growth and Progress</li> <li>➤ Financial: Decreased State Revenues and Varying Budget</li> </ul> <p><b>Data Source: State STAAR Reports and Campus Assessment Data</b></p>
<p><b>Curriculum, Instruction and Assessment:</b></p> <ul style="list-style-type: none"> <li>✓ Commitment to TEKS Curriculum and Beginning Use of TexGuide</li> <li>✓ Block Schedule for Recommended Core Time for ELA and Math</li> <li>✓ Block Schedule for Social Studies, Science, and Enrichment</li> <li>✓ Project Based Activities, Beginning Technology Integration</li> <li>✓ Implementation of Baseline Assessments for All students</li> </ul> <p><b>Data Source: District PEIMS Records, Campus Survey, Campus Data</b></p>	<p><b>Curriculum, Instruction and Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Increase Knowledge and Use of TEKS, TexGuide, Other Resources</li> <li>➤ Learn New Reading/Writing TEKS; Use Consistent Math Literacy</li> <li>➤ Develop STEM Knowledge/Skills to Improve Ag-Science Program</li> <li>➤ Acquire More Differentiation, Integration, and Technology Skills</li> <li>➤ Improve RtI Program, Including Data Analysis and Tier Intervention</li> </ul> <p><b>Data Source: Campus Survey and Campus Data</b></p>
<p><b>Staff Quality and Miscellaneous Data:</b></p> <ul style="list-style-type: none"> <li>✓ All Staff Highly Qualified; Teachers Special Education Certified</li> <li>✓ Every Employee Committed to Success of Individual Students</li> <li>✓ Entire District Dedicated to Realistic Growth Expectations</li> </ul> <p><b>Data Source: Personnel Records and Campus Survey</b></p>	<p><b>Staff Quality and Miscellaneous Data:</b></p> <ul style="list-style-type: none"> <li>➤ Improve Communication/Collaboration to Increase Success</li> <li>➤ Professional Development to Addresses Diverse Student Needs</li> <li>➤ Adequately Use Available Teaching Materials and Technology</li> </ul> <p><b>Data Source: Personnel Self-Reflections and Campus Survey</b></p>
<p><b>School Structure and Climate:</b></p> <ul style="list-style-type: none"> <li>✓ Structured and Safe Environment, Including Classroom Rules</li> <li>✓ Parental Support, Including Regular Conferences and Meetings</li> <li>✓ Alliance between School, Community, “Friends of Doss School”</li> </ul> <p><b>Data Source: Campus Survey and Community Feedback</b></p>	<p><b>School Structure and Climate:</b></p> <ul style="list-style-type: none"> <li>➤ Implement Research-Based District Behavior Management Plan</li> <li>➤ Increase Social Interaction Among School, Parents, Community</li> <li>➤ Improve Parental Involvement and Organizational Volunteerism</li> </ul> <p><b>Data Source: Campus Survey and Community Feedback</b></p>

## 6.



[Home \(/\)](#) / [Academics \(/Academics\)](#) / [Special Student Populations \(/Academics/Special\\_Student\\_Populations\)](#)  
/ [Special Education \(/Academics/Special\\_Student\\_Populations/Special\\_Education\)](#)  
/ [Data and Reports \(/Academics/Special\\_Student\\_Populations/Special\\_Education/Data\\_and\\_Reports\)](#)

# 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 (/node/104202)

## 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 \(/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769823703\)](#) (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 PEIMS.

[Indicator 4A Methodology \(/sites/default/files/Accessible4AMethodology.pdf\)](#)

[Indicator 4B Methodology \(/sites/default/files/Accessible4BMethodology.pdf\)](#)

### Indicator 6

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# 2018-19 Texas Academic Performance Report

District Name: **DOSS CONSOLIDATED CSD**

Campus Name: **DOSS EL**

Campus Number: **086024101**

2019 Accountability Rating: **Not Rated**

**2019 District Profile**  
( School Year 2017-18 )  
**State Performance Plan Indicator Targets**

REGION 13  
DOSS CONSOLIDATED CSD (086024)

[About page](#)  
[Back to user selection page](#)

State Performance Plan / Annual Performance Report Indicators	State			LEA	
	Target	Rate	Met Target	Rate	Met State Target
1: Graduation	88.5%	77.4%	NO	N/A	N/A
2: Dropout	1.9%	1.8%	YES	N/A	N/A
3B: Statewide Assessment Participation Rate - Reading	95.0%	98.0%	YES	N/A	N/A
3B: Statewide Assessment Participation Rate - Math	95.0%	99.0%	YES	N/A	N/A
3C: Statewide Assessment Proficiency Rate - Reading	95.0%	23.0%	NO	N/A	N/A
3C: Statewide Assessment Proficiency Rate - Math	95.0%	25.6%	NO	N/A	N/A
4A: Suspension and Expulsion	0.0%	0.2%	NO	N/A	YES
4B: Suspension and Expulsion - by race or ethnicity	0.0%	0.0%	YES	N/A	YES
5A: Educational Environment, Ages 6 through 21 - inside the regular class 80% or more of the day	68.0%	68.8%	YES	N/A	N/A
5B: Educational Environment, Ages 6 through 21 - inside the regular class less than 40% of the day	12.5%	14.9%	NO	N/A	N/A
5C: Educational Environment, Ages 6 through 21 - in separate schools, residential facilities, or homebound/hospital placements	1.3%	1.1%	YES	N/A	N/A
6A: Educational Environment, Ages 3 through 5 - regular early childhood program	33.0%	31.8%	YES	0.0%	NO
6B: Educational Environment, Ages 3 through 5 - separate special education class, separate school or residential facility	15.5%	16.9%	NO	100.0%	NO
7A: Early Childhood Outcomes - positive social/emotional skills Summary 1	84.0%	84.8%	YES	N/A	N/A
7A: Early Childhood Outcomes - positive social/emotional skills Summary 2	63.0%	61.0%	NO	N/A	N/A
7B: Early Childhood Outcomes - acquisition and use of knowledge and skills Summary 1	84.0%	84.4%	YES	N/A	N/A
7B: Early Childhood Outcomes - acquisition and use of knowledge and skills Summary 2	58.0%	58.5%	YES	N/A	N/A
7C: Early Childhood Outcomes - use of appropriate behaviors to meet needs Summary 1	84.0%	84.9%	YES	N/A	N/A
7C: Early Childhood Outcomes - use of appropriate behaviors to meet needs Summary 2	74.0%	71.6%	NO	N/A	N/A
8: Parent Involvement	80.0%	76.4%	NO	N/A	N/A
9: Disproportionality - by race or ethnicity as a result of inappropriate identification	0.0%	0.0%	YES	N/A	YES
10: Disproportionality - by race or ethnicity in specific disability categories as a result of inappropriate identification	0.0%	0.0%	YES	N/A	YES
11: Child Find	100.0%	99.8%	NO	N/A	YES
12: Early Childhood Transition	100.0%	99.9%	NO	N/A	N/A
13: Secondary Transition	100.0%	99.5%	NO	N/A	N/A
14A: Post-School Outcomes - enrolled in higher education	29.0%	18.3%	NO	N/A	N/A
14B: Post-School Outcomes - enrolled in higher education or competitively employed	62.0%	50.9%	NO	N/A	N/A
14C: Post-School Outcomes - enrolled in higher education or in some other postsecondary program, or competitively employed	78.0%	64.8%	NO	N/A	N/A



## 7.



[Home \(/\)](#) / [Texas Schools \(/Texas\\_Schools\)](#)

/ [Safe and Healthy Schools \(/Texas\\_Schools/Safe\\_and\\_Healthy\\_Schools\)](#)

# Chapter 37-Safe Schools

The Texas Education Code (TEC), Chapter 37

(<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.37.htm>) 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 (/node/106268) can be downloaded. They are divided into Discipline reports and Assessment reports for students in discipline settings.
- Discipline Decisions (/node/102582) 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 (/node/102583) provides information and answers questions concerning access to food service.
- Texas School Safety Center (/node/102584) serves as a central location for school safety information.
- Safe Schools Resources (/node/106260) provides even more helpful information.

## 7.



[Home \(/\)](#) / [Reports & Data \(/Reports\\_and\\_Data\)](#) / [Student Data \(/Reports\\_and\\_Data/Student\\_Data\)](#)

# Discipline Reports

The Annual Summary Reports are available at the state, region or district level. For the purpose of these reports, a reason refers to an offense, and an action is the resulting consequence taken by an administrator.

### Annual State Summaries

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

### Annual Region Summaries

#### Annual Region Summaries - For All Regions

([https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary\\_Data\\_Products/Download\\_All\\_Regions.html](https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_All_Regions.html))

#### Annual Region Summary - For a Selected Region

([https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary\\_Data\\_Products/Download\\_Region.html](https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_Region.html))

### Annual District Summaries

#### Annual District Summaries - For a Selected Region

([https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary\\_Data\\_Products/Download\\_Region\\_Districts.html](https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_Region_Districts.html))

#### Annual District Summary - For a Selected District

([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))

### Annual Campus Summaries

#### Annual Campus Summaries - For All Campuses

([https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary\\_Data\\_Products/Download\\_All\\_Campuses.html](https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_All_Campuses.html))

#### Annual Campus Summary - For a Selected Campus

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

## Related Content

More information about the Annual Summary Reports and explanations of actions and reasons (/node/106311)

PEIMS Standard Reports

(/Reports\_and\_Data/Student\_Data/Standard\_Reports/PEIMS\_Standard\_Reports\_Overview)

Reports and Data ([http://tea.texas.gov/Reports\\_and\\_Data](http://tea.texas.gov/Reports_and_Data))

Texas Academic Performance Reports (TAPR) (<http://tea.texas.gov/perfreport/tapr/index.html>)

AEIS Reports

Snapshot (<https://tea.texas.gov/perfreport/snapshot/index.html>)

Request a Report

([https://tea.texas.gov/Reports\\_and\\_Data/Student\\_Data/Standard\\_Reports/Requesting\\_PEIMS\\_Reports](https://tea.texas.gov/Reports_and_Data/Student_Data/Standard_Reports/Requesting_PEIMS_Reports))

Feedback ([https://tea.texas.gov/Reports\\_and\\_Data/Student\\_Data/Standard\\_Reports/Feedback](https://tea.texas.gov/Reports_and_Data/Student_Data/Standard_Reports/Feedback))

## Contact Information

Texas Education Agency (TEA)  
PEIMS Reporting Unit

Research and Analysis Division  
(512) 475-3523 or [adhocrpt@tea.texas.gov](mailto:adhocrpt@tea.texas.gov)

# TEXAS EDUCATION AGENCY

## District Level Annual Discipline Summary

### PEIMS Discipline Data for 2018-2019

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR19
DOSS CONSOLIDATED CSD 086024	TRADITIONAL ISD/CSD	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	21
			A02	DISTRICT DISCIPLINE POPULATION	N/A
			A03	DISTRICT DISCIPLINE RECORD COUNT	N/A
		B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
		G-IN SCHOOL SUSPENSIONS	C35	WHITE	N/A
		L-SPEC. ED. IN SCHOOL SUS.	D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
		Q-ECO. DISADV. IN SCHOOL SUS.	E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
		V-AT RISK IN SCHOOL SUS.	F19	NON AT RISK IN SCHOOL SUSPENSIONS	N/A
			F20	UNKNOWN AT RISK STATUS IN SCH SUS.	N/A
		W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
		X-DISCIPLINE ACTION COUNTS	H06	06-IN-SCHOOL SUSPENSION	N/A
			H26	26-PART DAY IN-SCHOOL SUSPEND	N/A

*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.*

# 8. Texas Higher Education Data

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

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, school district and high school.

### Reports by County, ISD, High School

Select a cohort year:

2017-2018 Graduates ▼

Select a format:

PDF ▼

View

Search THED

Search

© 2020 Texas Higher Education Coordinating Board (<http://www.thecb.state.tx.us>)  
1200 East Anderson Lane, Austin, TX 78752 | Main: 512-427-6101

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**Texas High School Graduates From FY 2018  
Enrolled in Texas Public or Independent Higher Education Fall 2018**

248

County=GILLESPIE

District	High School	HS Code	Institution	Students
FREDERICKSBURG ISD	FREDERICKSBURG H S	086901001	TEXAS A&M UNIVERSITY (003632)	16
			TEXAS STATE UNIVERSITY (003615)	12
			CENTRAL TEXAS COLLEGE (004003)	8
			BLINN COLLEGE (003549)	7
			TEXAS TECH UNIVERSITY (003644)	7
			U. OF TEXAS AT AUSTIN (003658)	6
			TEXAS STATE T. C. WACO (003634)	5
			Other Pub/Ind 4-yr Institution (14)	33
			Other Pub/Ind 2-yr Institution (8)	11
			Not trackable	7
			Not found	105
			<b>Total high school graduates</b>	<b>217</b>
HARPER ISD	HARPER H S	086902001	ANGELO STATE UNIVERSITY (003541)	5
			TEXAS TECH UNIVERSITY (003644)	5
			Other Pub/Ind 4-yr Institution (8)	11
			Other Pub/Ind 2-yr Institution (3)	5
			Not trackable	1
			Not found	23
			<b>Total high school graduates</b>	<b>50</b>

High schools 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.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

30 Apr 2019 – \HS2HE\2BasicB\QWK04569\H2Hcampus.sas - MainProc.sas

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**Public Notification of  
TAPR Report and Public Hearing**

Doss CCSD  
Doss, TX

**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 14, 2020, to hear comments on the 2018-2019 Texas Academic Performance Report (TAPR):

- Public Hearing, Tuesday, January 14<sup>th</sup> at 6:30 p.m. in the School Lunchroom
- Board Meeting, Tuesday, January 14<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 late 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:**

 **Administrative Consultant**

**Date for Public Hearing 01.14.20**

**Notice Released 12.30.19**

**Notice of Public Hearing  
to Discuss Doss Consolidated Common School District's  
Annual Performance Report**

Doss CCSD will hold a public hearing at 6:30 p.m. on January 14, 2020 in the School Lunchroom located at 11431 Ranch Road 648 in Doss, Texas. The purpose of this meeting is to discuss the Doss CCSD Annual Performance Report.

This notice was sent to the Fredericksburg Standard for publication, January 2020.

**Posting for the Doss CCSD Board: /s/ Pam Seipp, Administrative Consultant**

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

**For Immediate Release**  
**January 8, 2020**

### ***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 January to hear comments on the 2018-2019 Texas Academic Performance Report (TAPR):

- Public Hearing, Tuesday, January 14<sup>th</sup>  
6:30 p.m. in the School Lunchroom
- Board Meeting, Tuesday, January 14<sup>th</sup>  
Immediately following the 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 late 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.

## Board of Trustees

**Shawn Sattler**

Board President

**Cecil Crenwelge**

Vice President/Treasurer

**Anna Sattler**

Secretary

**Andrea Chupik**, Trustee

**Evan Tune**, Trustee



## Mission:

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

## District Values:

*Love, Respect, Serve*

Pam Seipp, Administrative Consultant

**10.**

**2018-2019**

## Texas Academic Performance Report

### 2019 Accountability Calendar

<b>August/ September</b>	TEA Announces 2019 Preliminary Accountability Ratings Doss Announces 2019 Preliminary Accountability Ratings
<b>December</b>	2019 Final Accountability Ratings Released (Public Web) 18-19 School Report Cards Released (Public Web)
<b>January</b>	Doss CCSD Public Hearing on 18-19 TAPR Report Doss CCSD Release TAPR and School Report Card

### Performance Reporting Resources and Contacts

- ❖ **Performance Reporting Resources**  
[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/Performance\\_Reporting\\_Resources](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/Performance_Reporting_Resources)
- ❖ **Performance Reporting Home Page**  
[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting\\_Division](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting_Division)
- ❖ **Performance Reporting Email**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- ❖ **Performance Reporting Telephone**  
(512) 463-9704

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

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