

**2019-2020**  
**Annual Performance Report**  
**Texas Academic Performance Report**  
**(TAPR)**



**Doss Consolidated Common School District**

P.O. Box 50 Doss, TX 78618

Phone: 830-669-2411

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**Board of Trustees****Cecil Crenwelge**

Board President

**Anna Sattler**

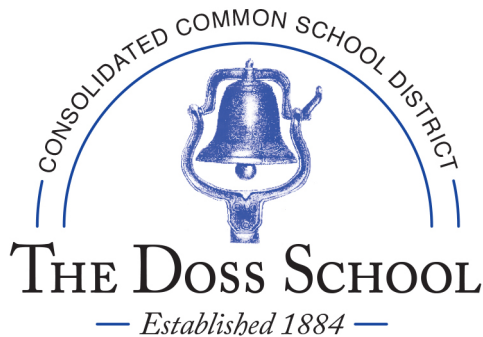
Vice President/Treasurer

**Andrea Chupik**

Secretary

**Evan Tune**

Trustee

**Pam Seipp, Administrative Consultant****Mission:**

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

**District Values:***Love, Respect, Serve***2019-2020****Texas Academic Performance Report**

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

Assessments were suspended in the Spring of 2020 due to the pandemic so there is no current data to release. Following statute requirements, Doss CCSD releases with this message the 2019-2020 Texas Academic Performance Report (TAPR) that includes the following information:

<b>Section</b>	<b>Page</b>
<b>Table of Contents</b>	<b>3</b>
1. Annual Performance Report	5-45
a. Academic/Financial Accountability Ratings	5-12
b. School Report Card (SCR)	13-14
c. Texas Academic Performance Report (TAPR)	15-38
d. Miscellaneous Supporting Documents	39-46
2. PEIMS Financial Standard Reports	47-54
3. District Accreditation Status	55-58
4. Campus Performance Objectives	59-70
5. Special Education Determination Status	71-76
6. Report on Violent or Criminal Incidents	77-80
7. Postsecondary Performance	81-84
8. Public Hearing Information	85-91
<b>Miscellaneous Resources</b>	<b>93</b>

Should you have questions about this report  
please contact the district office (830) 669-2411  
or email [administration@doss.txed.net](mailto:administration@doss.txed.net).

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**Board of Trustees****Cecil Crenwelge**

Board President

**Anna Sattler**

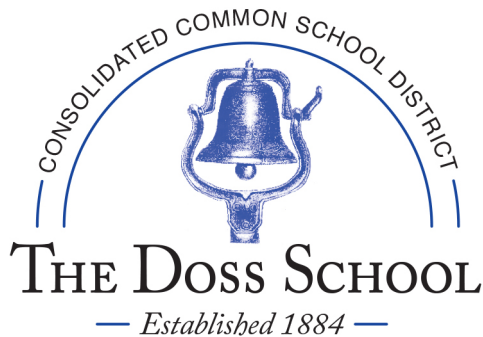
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**2019-2020**

## Texas Academic Performance Report Texas Education Agency Reference

**1. Annual Performance Report****a. Academic/Financial Accountability Ratings****Academic:**

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2020-accountability-rating-system>

**Financial:**

<https://tea.texas.gov/finance-and-grants/financial-accountability/financial-integrity-rating-system-of-texas-first/financial-integrity-rating-system-of-texas>

**b. School Report Card (SCR)**

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/school-report-cards>

**c. Texas Academic Performance Report (TAPR)**

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

**d. Miscellaneous Supporting Documents**

Varied research and records prepared and presented by Doss CCSD.

**Note:** All TEA website addresses noted above are as of 02.01.21.

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1.a. Academic Accountability Retrieved 02.01.21 from

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2020-accountability-rating-system>

## **Texas Education Agency 2020 Accountability Ratings Overall Summary DOSS CONSOLIDATED CSD (086024)**

### **Accountability Rating Summary**

\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\*

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

**[Click here to read the official announcement.](#)**

### **Distinction Designations**

Distinction designations were not awarded in 2020.

Texas Education Agency | Governance and Accountability |  
Performance Reporting

October 2020



## To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • [tea.texas.gov](http://tea.texas.gov)

<b>DATE:</b>	<b>April 2, 2020</b>
<b>SUBJECT:</b>	<b>Every Student Succeeds Act (ESSA) Waiver Approval &amp; 2020 State Academic Accountability</b>
<b>CATEGORY:</b>	<b>Notice</b>
<b>NEXT STEPS:</b>	<b>Share with appropriate staff</b>

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

### Background

As announced in the *To the Administrator Addressed* [letter](#) dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

### School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

### For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.



If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov).

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or [SIDivision@tea.texas.gov](mailto:SIDivision@tea.texas.gov).

Sincerely,

Mike Morath  
Commissioner

1.a. Financial Accountability Retrieved 02.01.21 from

<https://tealprod.tea.state.tx.us/First/forms/District.aspx?year=2018&district=086024>

RATING YEAR 2019-2020

DISTRICT NUMBER

district #

Select An Option

Help

Home



Financial Integrity Rating System of Texas

## 2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: <b>DOSS CONSOLIDATED CSD(086024)</b>		Publication Level 1: 8/6/2020 9:26:37 AM	
Status: <b>Passed</b>		Publication Level 2: 8/6/2020 11:17:34 AM	
Rating: A = Superior		Last Updated: 8/6/2020 11:17:34 AM	
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>	3/30/2020 1:17:40 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>	3/30/2020 1:17:40 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>	3/30/2020 1:17:40 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>	3/30/2020 1:17:40 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>	3/30/2020 1:17:41 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</u>	3/30/2020	10

	<u>school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</u>	1:17:41 PM	
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>	3/30/2020 1:17:41 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 increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.</u>	3/30/2020 1:17:42 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>	3/30/2020 1:17:42 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	3/30/2020 1:17:44 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/30/2020 1:17:44 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>	3/30/2020 1:17:44 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>	3/30/2020 1:17:46 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>	3/30/2020 1:17:46 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>	3/30/2020 1:17:46 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
	<b>C = Meets Standard</b>	60-79

	<b>F = Substandard Achievement</b>	<60
<b>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.</b>		

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 5.9.1.0

**Texas Education Agency  
2019-20 School Report Card  
DOSS EL (086024101)**

### Accountability Rating

**\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\***

**Not  
Rated**

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

### School Information

**District Name:** DOSS CONSOLIDATED CSD

**Campus Type:** Elementary

**Total Students:** 30

**Grade Span:** PK - 07

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

### Distinction Designations

Distinction designations were not awarded in 2020.

### School and Student Information

This section provides demographic information about DOSS EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2018-19)</b>	96.7%	96.7%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.0%	0.0%	12.6%
Hispanic	40.0%	40.0%	52.8%
White	53.3%	53.3%	27.0%
American Indian	0.0%	0.0%	0.4%
Asian	6.7%	6.7%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.5%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	0.0%	0.0%	60.2%
Special Education	0.0%	0.0%	10.7%
English Learners	0.0%	0.0%	20.3%
<b>Mobility Rate (2018-19)</b>	14.3%	14.3%	15.3%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	3.0	3.0	19.0
Grade 1	4.0	4.0	18.9
Grade 2	4.0	4.0	18.8
Grade 3	4.0	4.0	19.0
Grade 4	1.0	1.0	19.2
Grade 5	3.0	3.0	20.9
<b>Secondary</b>			
English/Language Arts	1.0	1.0	16.4
Mathematics	1.0	1.0	17.8
Science	1.0	1.0	18.8
Social Studies	1.0	1.0	19.3

### School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
<b>Instructional Staff Percent</b>	n/a	74.0%	64.6%
<b>Instructional Expenditure Ratio</b>	n/a	47.6%	62.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$16,618	\$29,943	\$9,913
Instruction	\$13,702	\$13,702	\$5,558
Instructional Leadership	\$0	\$0	\$162
School Leadership	\$2,283	\$2,283	\$589

**Texas Education Agency  
2019-20 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. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

		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.

**1.c. Texas Academic Performance Report** Retrieved 02.01.21 from

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

## 2019-20 Texas Academic Performance Report

District Name: **DOSS CONSOLIDATED CSD**

District Number: **086024**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

*2020 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**  
**2019-20 District STAAR Performance**

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		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>																	
<b>Grade 3 Reading</b>																	
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%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
<b>Grade 3 Mathematics</b>																	
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%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
<b>Grade 4 Reading</b>																	
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%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
<b>Grade 4 Mathematics</b>																	
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%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
<b>Grade 4 Writing</b>																	
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%	*	-	-	*	-	-	-	-	-	-	-	*	-	-

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

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Performance**

Please note that due to the cancellation of spring 2020 State of Texas  
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 the Performance section of this year's report is not updated.

		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 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%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
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%	*	-	-	*	-	-	-	-	-	-	*	*	-	-

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

**Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance**

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		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>All Grades Mathematics</b>																	
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%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
<b>All Grades Writing</b>																	
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%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2018	80%	82%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2018	51%	55%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2018	23%	28%	*	-	-	*	-	-	-	-	-	-	-	*	-	-

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

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District Progress**

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		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>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  
County Name: GILLESPIE  
District Number: 086024

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Prior Year and Student Success Initiative**

Please note that due to the cancellation of spring 2020 State of Texas  
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
the Performance section of this year's report is not updated.

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

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

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Performance**

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		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%	<b>0%</b>	-	-	-	-	-	-	-	-	-	-	-
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%	*	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Participation**

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Participation section of this year's report is not updated.

	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</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	-	-	100%	-	-	-	-	-	-	-
Included in Accountability	94%	94%	<b>75%</b>	-	-	75%	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	<b>25%</b>	-	-	25%	-	-	-	-	-	-	-
Other Exclusions	1%	1%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-
Not Tested	1%	1%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-
Absent	1%	1%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-
Other	0%	0%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-
<b>2018 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	-	-	100%	-	-	-	-	-	-	-
Included in Accountability	94%	94%	<b>100%</b>	-	-	100%	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-
Other Exclusions	1%	1%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-
Not Tested	1%	1%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-
Absent	1%	1%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-
Other	0%	0%	<b>0%</b>	-	-	0%	-	-	-	-	-	-	-

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Attendance, Graduation, and Dropout Rates**

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

	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>													
2018-19	95.4%	95.6%	<b>96.7%</b>	-	*	96.6%	-	*	-	-	-	-	-
2017-18	95.4%	95.4%	<b>92.3%</b>	-	*	93.3%	-	-	-	-	-	*	-
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													



Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Class of 2017</b>													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	94.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	92.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	46.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	85.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	14.9%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	86.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	85.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Attendance, Graduation, and Dropout Rates**

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	-	-	355,615	100.0%
By Ethnicity:				
African American	-	-	43,953	12.4%
Hispanic	-	-	180,673	50.8%
White	-	-	105,577	29.7%
American Indian	-	-	1,293	0.4%
Asian	-	-	16,564	4.7%
Pacific Islander	-	-	537	0.2%
Two or More Races	-	-	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	-	-	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	-	-	1,090	0.3%
Foundation H.S. Program (No Endorsement)	-	-	51,579	14.5%
Foundation H.S. Program (Endorsement)	-	-	15,160	4.3%
Foundation H.S. Program (DLA)	-	-	285,538	80.3%
Special Education Graduates	-	-	27,598	7.8%
Economically Disadvantaged Graduates	-	-	186,364	52.4%
LEP Graduates	-	-	25,189	7.1%
At-Risk Graduates	-	-	146,432	41.2%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District College, Career, and Military Readiness (CCMR)**

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

	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)													
2018-19	72.9%	78.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	68.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	57.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	55.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	16.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	31.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	29.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	4.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District College, Career, and Military Readiness (CCMR)**

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	49.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	33.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District CCMR-Related Indicators

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

	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													
2018-19	33.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	38.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	33.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	31.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	25.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	24.2%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	53.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	55.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	32.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	31.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	11.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	64.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	65.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	56.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District CCMR-Related Indicators

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	62.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	52.8%	67.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	55.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	57.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	59.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	61.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	79.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	77.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	48.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	1089	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1097	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	547	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	551	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	542	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	546	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	22.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	22.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.7	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Other Postsecondary Indicators**

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

	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													
2018-19	44.6%	48.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	21.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	27.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	51.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	52.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	73.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Student Information

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	30	100.0%	5,479,173	100.0%	30	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	16,848	0.3%	0	0.0%	25,883	0.5%
Pre-Kindergarten	10	33.3%	248,413	4.5%	10	33.3%	249,226	4.5%
Kindergarten	3	10.0%	383,585	7.0%	3	10.0%	384,114	7.0%
Grade 1	4	13.3%	391,175	7.1%	4	13.3%	391,449	7.1%
Grade 2	4	13.3%	388,370	7.1%	4	13.3%	388,675	7.1%
Grade 3	4	13.3%	391,565	7.1%	4	13.3%	391,795	7.1%
Grade 4	1	3.3%	399,883	7.3%	1	3.3%	400,111	7.3%
Grade 5	3	10.0%	417,272	7.6%	3	10.0%	417,444	7.6%
Grade 6	0	0.0%	422,605	7.7%	0	0.0%	422,740	7.7%
Grade 7	1	3.3%	423,421	7.7%	1	3.3%	423,545	7.7%
Grade 8	0	0.0%	411,170	7.5%	0	0.0%	411,272	7.5%
Grade 9	0	0.0%	448,929	8.2%	0	0.0%	449,122	8.2%
Grade 10	0	0.0%	406,785	7.4%	0	0.0%	407,044	7.4%
Grade 11	0	0.0%	376,894	6.9%	0	0.0%	377,208	6.9%
Grade 12	0	0.0%	352,258	6.4%	0	0.0%	354,312	6.4%
Ethnic Distribution:								
African American	0	0.0%	691,582	12.6%	0	0.0%	692,925	12.6%
Hispanic	12	40.0%	2,892,928	52.8%	12	40.0%	2,899,504	52.8%
White	16	53.3%	1,477,699	27.0%	16	53.3%	1,483,688	27.0%
American Indian	0	0.0%	19,999	0.4%	0	0.0%	20,062	0.4%
Asian	2	6.7%	250,065	4.6%	2	6.7%	250,463	4.6%
Pacific Islander	0	0.0%	8,466	0.2%	0	0.0%	8,481	0.2%
Two or More Races	0	0.0%	138,434	2.5%	0	0.0%	138,817	2.5%
Sex:								
Female	14	46.7%	2,673,270	48.8%	14	46.7%	2,678,619	48.8%
Male	16	53.3%	2,805,903	51.2%	16	53.3%	2,815,321	51.2%
Economically Disadvantaged	0	0.0%	3,303,974	60.3%	0	0.0%	3,309,610	60.2%
Non-Educationally Disadvantaged	30	100.0%	2,175,199	39.7%	30	100.0%	2,184,330	39.8%
Section 504 Students	0	0.0%	376,734	6.9%	0	0.0%	376,956	6.9%
English Learners (EL)	0	0.0%	1,112,674	20.3%	0	0.0%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	82,551	1.5%	0	0.0%		
Students w/ Dyslexia	0	0.0%	224,619	4.1%	0	0.0%	224,741	4.1%
Foster Care	0	0.0%	17,393	0.3%	0	0.0%	17,451	0.3%
Homeless	0	0.0%	78,178	1.4%	0	0.0%	78,296	1.4%
Immigrant	0	0.0%	126,747	2.3%	0	0.0%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	0	0.0%	3,568,526	65.1%	0	0.0%	3,576,850	65.1%
Military Connected	0	0.0%	105,751	1.9%	0	0.0%	105,787	1.9%
At-Risk	8	26.7%	2,773,390	50.6%	8	26.7%	2,776,481	50.5%

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	0	0.0%	1,128,904	20.6%	0	0.0%	1,129,558	20.6%
Career & Technical Education	0	0.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	805,496	50.8%	0	-	806,117	50.8%
Gifted & Talented Education	2	6.7%	444,125	8.1%	2	6.7%	444,196	8.1%
Special Education	0	0.0%	577,868	10.5%	0	0.0%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	0		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	245,216	42.4%				
Students with Physical Disabilities	0	0.0%	123,847	21.4%				
Students with Autism	0	0.0%	79,952	13.8%				
Students with Behavioral Disabilities	0	0.0%	120,042	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	2	14.3%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.6%	-	5.5%
Grade 1	0.0%	2.9%	-	4.9%
Grade 2	0.0%	1.6%	-	2.0%
Grade 3	0.0%	0.9%	-	0.8%
Grade 4	0.0%	0.5%	-	0.4%
Grade 5	-	0.4%	-	0.5%
Grade 6	0.0%	0.4%	-	0.5%
Grade 7	-	0.5%	-	0.6%
Grade 8	-	0.4%	-	0.6%
Grade 9	-	7.8%	-	13.1%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	5,686	0.2%

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Student Information**

<b><u>Class Size Information</u></b>	<b><u>District</u></b>	<b><u>State</u></b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	3.0	19.0
Grade 1	4.0	18.9
Grade 2	4.0	18.8
Grade 3	4.0	19.0
Grade 4	1.0	19.2
Grade 5	3.0	20.9
Grade 6	-	20.4
Secondary:		
English/Language Arts	1.0	16.4
Foreign Languages	-	18.7
Mathematics	1.0	17.8
Science	1.0	18.8
Social Studies	1.0	19.3

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Staff Information

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	5.2	100.0%	734,726.4	100.0%
Professional Staff:	3.0	58.0%	468,132.4	63.7%
Teachers	3.0	58.0%	363,121.3	49.4%
Professional Support	0.0	0.0%	74,698.8	10.2%
Campus Administration (School Leadership)	0.0	0.0%	21,960.1	3.0%
Central Administration	0.0	0.0%	8,352.3	1.1%
Educational Aides:	2.0	38.7%	78,096.8	10.6%
Auxiliary Staff:	0.2	3.4%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	0.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	0.0	0.0%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	39,132.5	10.8%
Hispanic	0.0	0.0%	102,099.7	28.1%
White	3.0	100.0%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	0.0	0.0%	4,165.2	1.1%
Males	0.0	0.0%	86,302.4	23.8%
Females	3.0	100.0%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	2.0	66.7%	266,596.3	73.4%
Masters	1.0	33.3%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	33.3%	26,878.7	7.4%
1-5 Years Experience	0.0	0.0%	101,305.8	27.9%
6-10 Years Experience	1.0	33.3%	70,305.4	19.4%
11-20 Years Experience	1.0	33.3%	106,767.7	29.4%
Over 20 Years Experience	0.0	0.0%	57,863.9	15.9%
Number of Students per Teacher	10.0	n/a	15.1	n/a

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	0.0	6.2
Average Years Experience of Principals with District	0.0	5.3
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:	8.0	11.1
Average Years Experience of Teachers with District:	2.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$43,000	\$49,868
1-5 Years Experience	-	\$52,823
6-10 Years Experience	\$47,750	\$55,756
11-20 Years Experience	\$59,000	\$59,308
Over 20 Years Experience	-	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$49,915	\$57,091
Professional Support	-	\$67,352
Campus Administration (School Leadership)	-	\$82,512
Central Administration	-	\$108,367
Instructional Staff Percent:	74.0%	64.6%
Turnover Rate for Teachers:	66.7%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: DOSS CONSOLIDATED CSD

County Name: GILLESPIE

District Number: 086024

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Staff Information

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,626.0	6.5%
Career & Technical Education	0.0	0.0%	18,120.4	5.0%
Compensatory Education	0.0	0.0%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	3.0	100.0%	257,548.7	70.9%
Special Education	0.0	0.0%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	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.

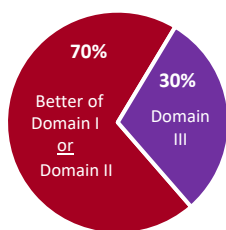
'-' Indicates there are no students in the group.

'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 2018-19 Financial Actual Report](#)

	2020-21	2021-22	2022-23																												
Assessment	<p><b>Administer STAAR 1.0 (the current version of STAAR)</b></p> <ul style="list-style-type: none"><li>Last year for stand-alone Gr 4 and 7 Writing</li><li>Gr. 3-8 Reading<ul style="list-style-type: none"><li>embedded field test Writing items (not scored)</li></ul></li><li>All Reading/EOC<ul style="list-style-type: none"><li>Assess only overlap TEKS (<a href="#">Aug 2019 TAA Letter</a>)</li><li>Informational passages with cross curricular links introduced</li></ul></li><li>SSI promotion/retention and retesting requirements waived for Gr. 5 and 8 Reading and Math (<a href="#">July 2020 TAA Letter</a>)<ul style="list-style-type: none"><li>parent notices still required<ul style="list-style-type: none"><li>end of 4<sup>th</sup> and 7<sup>th</sup> grades</li><li>beginning of 5<sup>th</sup> and 8<sup>th</sup> grades</li><li>results of 5<sup>th</sup> and 8<sup>th</sup> grade assessments</li></ul></li></ul></li><li>Extended test windows for online assessments (<a href="#">2020-21 Testing Calendar</a>)</li></ul>	<p><b>Administer STAAR 1.0 (the current version of STAAR)</b></p> <ul style="list-style-type: none"><li>No stand-alone Gr 4 and 7 Writing</li><li>Gr. 3-8 Reading<ul style="list-style-type: none"><li>embedded field test Writing items (not scored)</li></ul></li><li>All Reading/EOC<ul style="list-style-type: none"><li>Assess only new TEKS (<a href="#">Aug 2019 TAA Letter</a>)</li><li>Increase in informational passages with cross curricular links</li></ul></li></ul> <p><b>Development of STAAR 2.0 (the “new” version of STAAR)</b></p> <ul style="list-style-type: none"><li>100% electronic/online</li><li>75% cap on multiple choice assessment items</li><li>New items field tested with participating districts</li><li>New test blueprints developed for all STAAR assessments</li></ul> <p><b>Optional, Small-scale Through-year Assessment Pilot</b></p> <ul style="list-style-type: none"><li>Addresses flexibility allowed by HB 3906 to administer STAAR in multiple parts over multiple days (no more than 3 parts)</li><li>May make the most sense in Reading</li></ul>	<p><b>Administer STAAR 2.0 (the “new” version of STAAR) [IF required by 2021 Legislature]</b></p> <ul style="list-style-type: none"><li><a href="#">Link to Feasibility Study</a></li><li>100% electronic/online</li><li>75% cap on multiple choice assessment items</li><li>Likely new cut-points for <i>Approaches</i>, <i>Meets</i>, <i>Masters</i> due to redesign/construction of tests</li><li>Gr. 3-8 Reading (RLA)<ul style="list-style-type: none"><li>short constructed response items (student provides a 1-2 sentence response - may vary by grade level)</li><li>longer constructed response items (essays) (student responds to a passage, instead of prompt - may vary by grade level)</li></ul></li><li>All Reading/EOC<ul style="list-style-type: none"><li>Assess only new TEKS (<a href="#">Aug 2019 TAA Letter</a>)</li><li>Increase in informational passages with cross curricular links</li></ul></li></ul>																												
Accountability	<p><b>TEA will process and report all available data (<a href="#">Dec 2020 TAA Letter</a>)</b></p> <ul style="list-style-type: none"><li>No accountability scores (no converting of raw scores to scaled letter grade scores)</li><li>No A-F letter grades</li><li>Campus Comparison Groups but NO Distinction Designations</li><li>No Academic Growth</li></ul> <p><b>Measures that will be calculated</b></p> <ol style="list-style-type: none"><li>STAAR Performance (2021 Accountability Year)</li><li>CCMR – 2019-20 Annual Graduates<ul style="list-style-type: none"><li>No ½ point for CTE Coherent Sequence</li><li>No military enlistment</li></ul></li><li>Graduation Rate</li><li>EL Proficiency (by student, compare 2021 TELPAS to 2020 result IF it exists and helps, otherwise compare 2021 TELPAS to 2019)</li></ol> <p><b>TEA hopes USDE will approve its ESSA addendum request (<a href="#">TEA One-Page Summary</a>)</b></p> <ul style="list-style-type: none"><li>Only report data for CTG (no scores or A-F letter grades)</li><li>No Academic Growth</li><li>Postpone next new identification of CSI, TSI, ATS until end of 2021-22 school year</li><li>Postpone inclusion of accelerated testers until 2021-22</li></ul>	<p><b>Originally TEA planned to implement an “accountability re-set” in 2021-22</b></p> <ul style="list-style-type: none"><li>Re-set cut-points for what it takes to get an A, B, C, D or F</li></ul> <p><b>Re-set is now likely to be part of a re-set/redesign for 2022-23</b></p> <p><b>Decisions about accountability for 2021-22 will be informed by ATAC/APAC meetings leading into 2021-22</b></p> <p><b>Likely implementation of accelerated testers requirement (12<sup>th</sup> graders in 2021-22)</b></p> <ul style="list-style-type: none"><li>Participation (based on any SAT or ACT in high school)</li><li>Performance (based on best SAT or ACT in high school)</li></ul> <table><tr><th>Subject</th><th>Test</th><th>Approaches</th><th>Meets</th><th>Masters</th></tr><tr><td rowspan="2">Reading</td><td>SAT (EBRW)</td><td>410</td><td>480</td><td>670</td></tr><tr><td>ACT (English and Reading)</td><td>27</td><td>34</td><td>60</td></tr><tr><td rowspan="2">Math</td><td>SAT</td><td>440</td><td>530</td><td>690</td></tr><tr><td>ACT</td><td>16</td><td>21</td><td>30</td></tr><tr><td>Science</td><td>ACT</td><td>16</td><td>23</td><td>28</td></tr></table> <p><b>For purposes of determining “consecutive years”</b></p> <ul style="list-style-type: none"><li>A-F ratings issued in August 2022 will be linked to 2019 ratings</li><li>Federal labels (CSI, TSI, ATS) issued in August 2022 will be linked to labels issued in August 2019</li></ul>	Subject	Test	Approaches	Meets	Masters	Reading	SAT (EBRW)	410	480	670	ACT (English and Reading)	27	34	60	Math	SAT	440	530	690	ACT	16	21	30	Science	ACT	16	23	28	<p><b>State accountability system (A-F letter grades)</b></p> <ul style="list-style-type: none"><li>Decisions about accountability for 2022-23 will depend, in part, on decisions made for 2021-22 and will be informed by ATAC/APAC meetings leading into 2022-23</li></ul> <p><b>Current ESSA Plan calls for CTG targets to increase across the Board (see <a href="#">Appendix A to ESSA Plan</a>)</b></p> <ul style="list-style-type: none"><li>Targets and components of CTG are likely to be re-set and restructured</li><li>Issues being considered/evaluated:<ul style="list-style-type: none"><li>Different targets based on campus type (elementary, middle, high school)</li><li>Adaptations for AECs</li><li>Identification of degree to which a student group misses a target (e.g., a numerical score from 1 to 5 based on how far below the target the student group is, rather than a simple “Y” or “N”)</li></ul></li></ul>
Subject	Test	Approaches	Meets	Masters																											
Reading	SAT (EBRW)	410	480	670																											
	ACT (English and Reading)	27	34	60																											
Math	SAT	440	530	690																											
	ACT	16	21	30																											
Science	ACT	16	23	28																											



### 3 Domains rated

- Domain I – Student Achievement
- Domain II – School Progress
  - Part A – Academic Growth **OR**
  - Part B – Relative Performance
- Domain III – Closing the Gaps

Domain II Score = Better of Part A OR Part B

### Overall Rating

- 70% = Better of Domain I **OR** Domain II
- 30% = Domain III

### Impact of Campus-level D or F ratings:

- If a district has a non-AEA campus with an **Overall or Domain Rating of D or F**, then the highest corresponding **Overall or Domain Scale Score** the district can receive is an 89
- If a district has an AEA campus with an **Overall or Domain Rating of an F**, then the highest corresponding **Overall or Domain Scale Score** the district can receive is an 89

### "Forced Failure" rule

Highest **Overall Scale Score** a District/Campus can earn is a 59 IF

- District/campus is rated in all 4 **Areas**

Domain I      Domain II-A  
 Domain II-B    Domain III

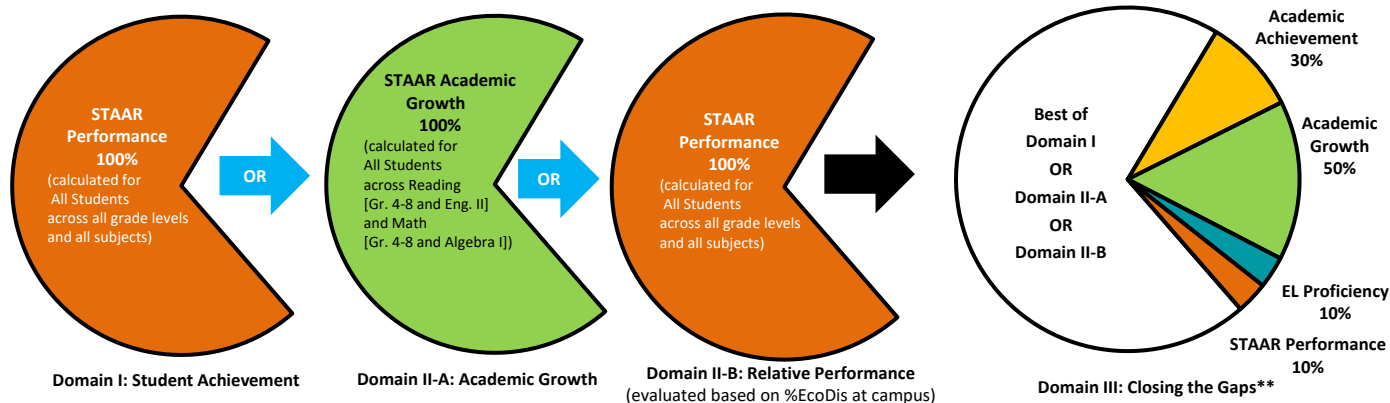
AND

- 3 of the 4 ratings are an F

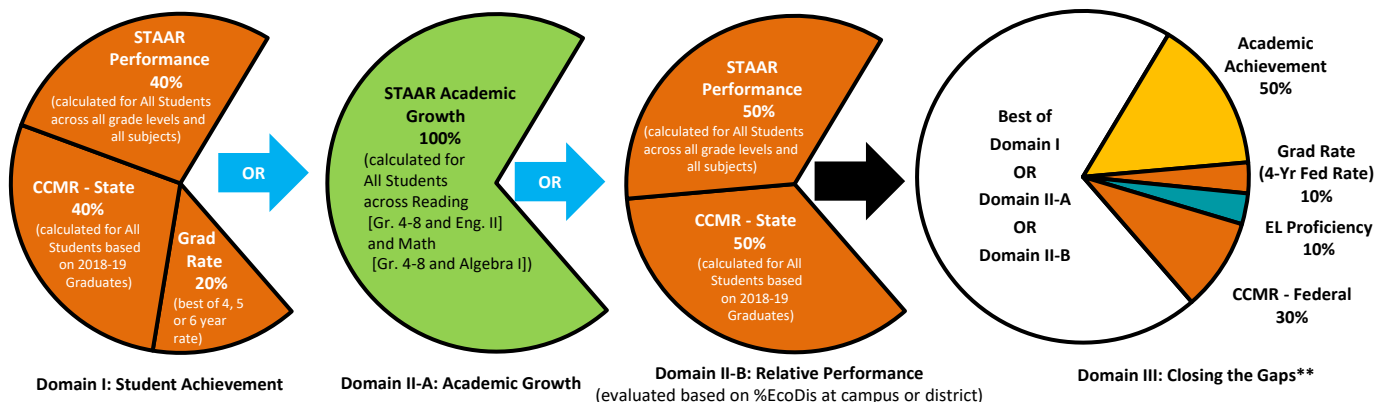
N/A if Domain I rating is a D or higher

Notwithstanding any other provision of the 2020 Accountability Manual, the 2020 rating label that is issued to all districts and campuses is **Not Rated: Declared State of Disaster**

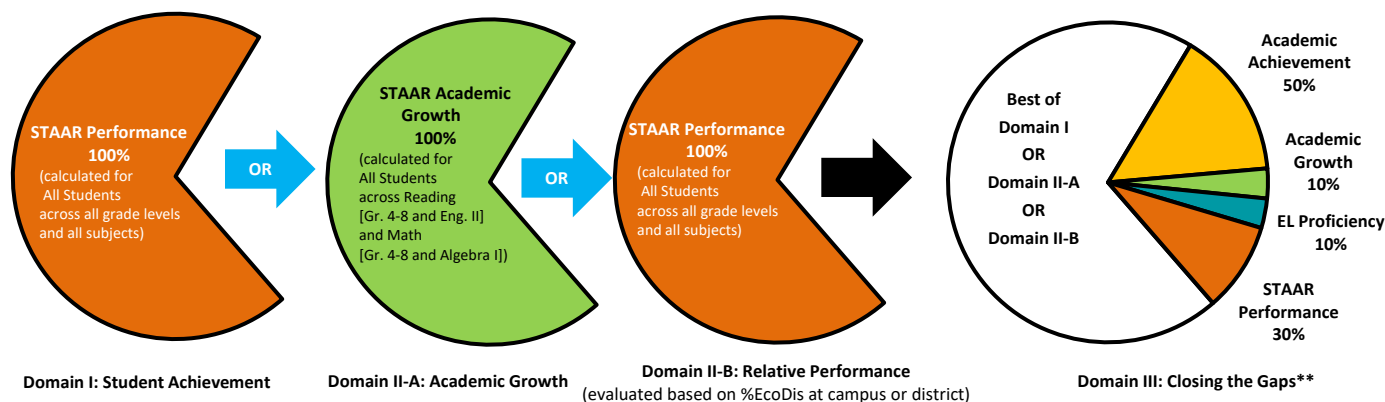
### Elementary and Middle Schools\* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



### High Schools, K–12 Campuses, and Districts with CCMR Component\* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



### High Schools, K–12 Campuses, and Districts without CCMR Component\* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



\* To assign letter grades, the Raw Score for each Domain or Area is converted to a Scale Score that aligns to a traditional grading scale (90 to 100 = A, 80 to 89 = B, 70 to 79 = C, 60 to 69 = D, Below 60 = F). The Scale Score conversions were set for districts and each campus type based on 2016-17 performances of districts and campuses.

\*\* Domain III: Closing the Gaps is comprised of 4 Components. The score for each component is based on the %age of student groups meeting minimum size criteria in that component that meet or exceed the targets specified for each group. If a component in Domain III does not meet minimum size requirements, then the weight of that component is distributed proportionally among the remaining components.



**STAAR Performance:** AVERAGE of 3 Pass Rates on STAAR and STAAR Alt 2 [MSC = 10 tests across all subjects]

$$\frac{\begin{array}{l} \text{\% of Tests Scoring Approaches Grade Level or Above on} \\ \text{\% of Tests Scoring Meets Grade Level or Above on STAAR} \\ \text{\% of Tests Scoring Masters Grade Level on STAAR} \end{array}}{\begin{array}{l} \text{STAAR or Level II Satisfactory or Above on STAAR Alt 2} \\ \text{or Level II Satisfactory or Above on STAAR Alt 2} \\ \text{or Level III Accomplished on STAAR Alt 2} \end{array}} + \frac{\begin{array}{l} \text{\% of Tests Scoring Meets Grade Level or Above on STAAR} \\ \text{\% of Tests Scoring Masters Grade Level on STAAR} \end{array}}{\begin{array}{l} \text{or Level II Satisfactory or Above on STAAR Alt 2} \\ \text{or Level III Accomplished on STAAR Alt 2} \end{array}} + \frac{\begin{array}{l} \text{\% of Tests Scoring Masters Grade Level on STAAR} \\ \text{\% of Tests Scoring Masters Grade Level on STAAR} \end{array}}{\begin{array}{l} \text{or Level III Accomplished on STAAR Alt 2} \\ \text{or Level III Accomplished on STAAR Alt 2} \end{array}} = 3$$

**Methodology Rules**

- Accountability subset applies to any test result used
- For SSI tests, TEA uses best result from 1<sup>st</sup> or 2<sup>nd</sup> administration
- For EOCs, TEA uses best result from Summer 2019, Fall 2019, Spring 2020
- Satisfactory performance on EOC Substitute Assessments (Summer 2019 ONLY) treated as **Meets Grade Level**
- 9<sup>th</sup> Graders who take Algebra I or English I EOCs in Fall 2019 who score **Approaches Grade Level** can retest in Spring 2020
- Eligible ELs in Year 2 in US Schools included at EL Performance Measure standard
- ELs (including unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs)) are included in accountability calculations beginning in their 2<sup>nd</sup> year in US schools

**CCMR - State:** % of 2018-19 graduates meeting any one or more of the following criteria [MSC = 10 annual graduates in 2018-19 with small number analysis if <10 graduates]

- 3 on an AP or a 4 on an IB examination
- Associate's Degree
- Industry-Based Certification (based on updated list of 245 IBCs)
- Enlist in US Armed Forces
- OnRamps Dual Enrollment Course Credit
- Level I or Level II Certificate
- TSI criteria in Reading and Mathematics (SAT/ACT/TSIA/College Prep course)
- Dual credit course requirements (≥ 3 hours in ELAR OR Mathematics or ≥ 9 hours total across subjects)
- Completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- SpEd Graduate with RHSP, DAP, FHSP-E, or FHSP-DLA
- CTE Coherent Sequence and credit for ≥ 1 CTE course aligned with an approved IBC [course list updated based on 245 approved IBCs] (1/2 point credit IF student does not meet ANY other criteria)

**Graduation Rate – State:** % of students in cohort class reported as “Graduated” [MSC = 10 students in class with small number analysis if <10 students in class]

Best of 4-year, 5-year or 6-year Graduation Rate of All Students group (with state exclusions) or 2018-19 Annual Dropout Rate of All Students group (if grad rate is not available)

**STAAR Academic Growth:**

Includes all assessments with a STAAR Progress Measure (Substitute Assessments NOT included)

- Reading Grades 4-8 and English II | Math Grades 4-8 and Algebra I

MSC = 10 test results with STAAR Progress Measure (combined across Reading and Math) with small number analysis if &lt;10 test results

**Calculation**

Total # of Growth Points Earned (Reading and Math)

Total # of Tests (Reading and Math) with a STAAR Progress Measure

**Methodology**

- Look at 2019 Performance to 2020 Performance
- In certain scenarios, look at STAAR Progress Measure (STAAR PM) or STAAR Alt 2 Progress Measure (STAAR Alt 2 PM)

		2020 STAAR Performance			
		Does Not Meet		Approaches	
2019 STAAR Performance	Does Not Meet	< STAAR PM	≥ STAAR PM	< STAAR PM	≥ STAAR PM
	Approaches	< STAAR PM	≥ STAAR PM	< STAAR PM	≥ STAAR PM
	Meets			< STAAR PM	≥ STAAR PM
	Masters				

		2020 STAAR Alt 2 Performance			
		Developing		Satisfactory	
2019 STAAR Alt 2 Performance	Developing	< STAAR Alt 2 PM	≥ STAAR Alt 2 PM	< STAAR Alt 2 PM	≥ STAAR Alt 2 PM
	Satisfactory			< STAAR Alt 2 PM	≥ STAAR Alt 2 PM
	Accomplished				

**Relative Performance:** Student Achievement (Domain I) evaluated based on Fall Snapshot % EcoDis at the district or campus

**Methodology:**

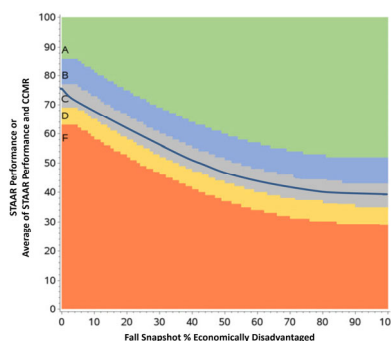
- For districts and for each campus type (Elementary, Middle, High School/K-12) TEA looked at 2016-17 school year data and “plotted” the Student Achievement score of each district/campus against the 2016 Fall Snapshot % Eco Dis at the district/campus
- TEA then ran a regression analysis to determine the “line of best fit” (represented by the blue line in the graphic)
- There is a different plot/regression analysis for each group: districts, elementary schools, middle schools, high schools/K-12 campuses
- For 2020 Accountability, TEA will determine the ACTUAL 2020 Student Achievement Score and 2019 Fall Snapshot % Eco Dis of each district/campus in the state and evaluate the ACTUAL 2020 Student Achievement Score in light of the 2016-17 historical performance of districts/campuses with the same % Eco Dis

**Elementary | Middle | High Schools & Districts without CCMR Data**

- Student Achievement = STAAR Performance Score from Domain I

**High Schools & Districts with CCMR Data**

- Student Achievement = average of STAAR Performance Score and CCMR Score from Domain I


**Closing the Gaps:** Performance of up to 14 separate student groups evaluated against specified targets, calculated for each of 4 components, then rolled into a single score based on weights assigned to each component. If a component does not meet MSC, then the weight of that component is distributed proportionally among the remaining components. A district/campus must have 10 Reading and 10 Math assessment results for the All Students group in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a district/campus does not meet this MSC, the Closing the Gaps domain is not evaluated.

**Academic Achievement:** % age of tests results (in Reading and in Math) at **Meets Grade Level or Above**
**Academic Growth:** Academic Growth score (see methodology above) in Reading and in Math

**Federal Graduation Rate:** federal 4-year graduation rate for the Cohort Class of 2018-19 (using federal calculation for graduation rate – without state-allowed exclusions)

**English Language Proficiency:** % of current ELs making progress toward achieving English language proficiency (based on TELPAS or TELPAS Alternate composite score in 2019-20 compared to TELPAS or TELPAS Alternate composite score in 2018-19). [Not evaluated for 2020 Accountability.]

**Student Success: STAAR Component:** STAAR Performance calculation (across all subjects) from Domain I: Student Achievement disaggregated by student group

**School Quality: Federal CCMR:** same CCMR calculation as is used in Domain I: Student Achievement EXCEPT that the denominator of students includes annual graduates in 2018-19 PLUS students identified as 12<sup>th</sup> graders in the last 6 weeks of the 2018-19 school year who did not graduate in 2018-19 (excluding IEP continuers reported as 12<sup>th</sup> graders)

**Specialized Programs or Campuses:** Assessment, CCMR and graduation outcomes for students who attend specialized programs or campuses (such as magnets, P-TECHs, schools of choice, or academies) must be attributed to the campus at which the student receives instruction. Campuses that house multiple programs (such as a magnet program and a zoned attendance program), are rated on the performance of all students.

## Closing the Gaps Targets

Domain III: Closing the Gaps Targets by Component for Elementary and Middle Schools (Minimum Size Criteria: 10 for All Students group   25 for other student groups)													
	All Students	Af Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Monitor)	SpEd (Current)	SpEd (Former)	Cont Enroll
<b>Academic Achievement: % Meets Grade Level or Above</b>													
Reading	Target	44	32	37	60	43	74	45	56	33	29	19	36
Math	Target	46	31	40	59	45	82	50	54	36	40	23	44
<b>Academic Growth: Growth Score by Subject</b>													
Reading	Target	66	62	65	69	67	77	67	68	64	64	59	65
Math	Target	71	67	69	74	71	86	74	73	68	68	61	70
<b>EL Language Proficiency: % of EL Students with Increased Level of Proficiency</b>													
Target													
<b>Student Success: STAAR Performance Score across All Subjects</b>													
Target	47	36	41	58	46	73	48	55	38	37	23	43	48

- \* **Requested Amendment to Methodology for 4-year Federal Graduation Rate: Cohort Class of 2018-19 (subject to USDE approval – not final yet)**
1. Did the student group meet or exceed the **long-term term target of 94.0%**?
  2. If not, did the student group meet or exceed the **interim target of 90.0% AND demonstrate an improvement of at least 0.1% over the group's 4-year federal graduation rate for the Cohort Class of 2017-18?**
  3. If both 1 and 2 are no, did the student group meet its **4-year graduation rate growth target** (i.e., did the student group achieve a graduation rate improvement over the prior year that is at least equal to 10% of the difference between the group's prior year rate and the long-term target of 94.0%)?

Domain III: Closing the Gaps Targets by Component for Districts and High Schools/K-12 Campuses with CCMR Data (Minimum Size Criteria: 10 for All Students group   25 for other student groups)													
	All Students	Af Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Former)	SpEd (Current)	SpEd (Former)	Cont Enroll
<b>Academic Achievement</b>													
Reading	Target	44	32	37	60	43	74	45	56	33	29	19	36
Math	Target	46	31	40	59	45	82	50	54	36	40	23	44
<b>4-Year Federal Graduation Rate: Cohort Class of 2018-19*</b>													
Target	90	90	90	90	90	90	90	90	90	90	90	90	90
<b>EL Language Proficiency</b>													
Target													
<b>Federal CCMR Rate (2018-19 Annual Graduates and non-graduate 12th graders in 2018-19)</b>													
Target	47	31	41	58	42	76	39	53	39	30	27	43	50

Domain III: Closing the Gaps Targets by Component for Districts and High Schools/K-12 Campuses without CCMR Data (Minimum Size Criteria: 10 for All Students group   25 for other student groups)													
	All Students	Af Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Former)	SpEd (Current)	SpEd (Former)	Cont Enroll
<b>Academic Achievement</b>													
Reading	Target	44	32	37	60	43	74	45	56	33	29	19	36
Math	Target	46	31	40	59	45	82	50	54	36	40	23	44
<b>Academic Growth: Growth Score by Subject</b>													
Reading	Target	66	62	65	69	67	77	67	68	64	64	59	65
Math	Target	71	67	69	74	71	86	74	73	68	68	61	70
<b>EL Language Proficiency</b>													
Target													
<b>Student Success: STAAR Performance Score across All Subjects</b>													
Target	47	36	41	58	46	73	48	55	38	37	23	43	48

**Distinction Designations:** For campuses and districts that earn an overall rating of A, B, C or D

## Campus Distinctions

1. Academic Achievement in ELAR
2. Academic Achievement in Math
3. Academic Achievement in Science
4. Academic Achievement in Social Studies
5. Top 25%: Comparative Academic Growth
6. Top 25%: Comparative Closing the Gaps
7. Postsecondary Readiness

## District Distinction

1. Postsecondary Readiness

## Distinction Designations Methodology for Campuses

- For Comparative Academic Growth and Comparative Closing the Gaps, the score earned by the campus must be in the top 25% of its campus comparison group (i.e., among the top 10 scores)
- For all other distinctions, the campus must be in the top quartile of its campus comparison group for the following percentages of indicators applicable to the campus group type:
  - ❖ Elementary and Middle Schools: ≥ 50% of the indicators for which the campus has data
  - ❖ High Schools and K-12 campuses: ≥ 33% of the indicators for which the campus has data

## Postsecondary Readiness Distinction Designation Methodology for Districts

- Determine the percentage of Postsecondary Readiness indicators for which campuses in the district are in the top quartile of their campus comparison groups
- Distinction Designation is earned if across all campuses in the district ≥ 55% of the postsecondary readiness indicators are in the top quartile of the campuses' campus comparison groups

## Academic Achievement Distinction Designation (AADD) Indicators by Subject Area and Postsecondary Readiness Indicators

AADD Indicators - Reading/ELA	
1	Attendance Rate
2	Accelerated Student Progress in ELA/Reading
3	Grade 3 Reading Performance (Masters Grade Level)
4	Grade 4 Reading Performance (Masters Grade Level)
5	Grade 4 Writing Performance (Masters Grade Level)
6	Grade 5 Reading Performance (Masters Grade Level)
7	Grade 6 Reading Performance (Masters Grade Level)
8	Grade 7 Reading Performance (Masters Grade Level)
9	Grade 7 Writing Performance (Masters Grade Level)
10	Grade 8 Reading Performance (Masters Grade Level)
11	English I Performance (Masters Grade Level)
12	English II Performance (Masters Grade Level)
13	AP/IB Examination Participation: ELA
14	AP/IB Examination Performance: ELA
15	SAT/ACT Participation
16	SAT Performance: Reading and Writing
17	ACT Performance: ELA
18	Advanced/Dual Enrollment Course Completion Rate: Reading/ELA (Grades 9-12)

Postsecondary-Readiness Indicators	
1	% of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
2	% of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Math
3	4-year Longitudinal Graduation Rate
4	4-year Longitudinal Graduation Plan Rate
5	TSI Criteria Graduates
6	CCMR Graduates
7	SAT/ACT Participation
8	AP/IB Examination Participation: Any Subject
9	CTE Coherent Sequence Graduates

## Campus Comparison Group Methodology

- Sort each campus by school type (elementary, middle, high school, or combined elementary/secondary - based on Fall PEIMS data)
- Assign each campus to a unique comparison group of the 40 other campuses that most closely match the campus based:
  1. Grade levels served – lowest grade level and highest grade level enrollment (based on fall PEIMS enrollment)
  2. Campus size – total student enrollment (based on fall PEIMS enrollment)
  3. Percentage of students economically disadvantaged (based on fall PEIMS enrollment)
  4. Percentage of students identified as English language learners (ELLs) (based on fall PEIMS enrollment)
  5. Mobility rate [percentage of students identified as mobile] (based on PEIMS prior year attendance)
  6. Percentage of students served by special education
  7. Percentage of students enrolled in an early college high school program

AADD Indicators - Science	
1	Attendance Rate
2	Grade 5 Science Performance (Masters Grade Level)
3	Grade 8 Science Performance (Masters Grade Level)
4	Biology Performance (Masters Grade Level)
5	ACT Performance: Science
6	AP/IB Examination Participation: Science
7	AP/IB Examination Performance: Science
8	Advanced/Dual Enrollment Course Completion Rate: Science (Grades 9-12)

AADD Indicators - Math	
1	Attendance Rate
2	Accelerated Student Progress in Mathematics
3	Grade 3 Math Performance (Masters Grade Level)
4	Grade 4 Math Performance (Masters Grade Level)
5	Grade 5 Math Performance (Masters Grade Level)
6	Grade 6 Math Performance (Masters Grade Level)
7	Grade 7 Math Performance (Masters Grade Level)
8	Grade 8 Math Performance (Masters Grade Level)
9	Algebra I by Grade 8 Participation
10	Algebra I by Grade 8 Performance (Meets Grade Level)
11	Algebra I Performance (Masters Grade Level)
12	AP/IB Examination Participation: Mathematics
13	AP/IB Examination Performance: Mathematics
14	SAT/ACT Participation
15	SAT Performance: Mathematics
16	ACT Performance: Mathematics
17	Advanced/Dual Enrollment Course Completion Rate: Mathematics (Grades 9-12)

AADD Indicators - Social Studies	
1	Attendance Rate
2	Grade 8 Social Studies Performance (Masters Grade Level)
3	U.S. History Performance (Masters Grade Level)
4	AP/IB Examination Participation: Social Studies
5	AP/IB Examination Performance: Social Studies
6	Advanced/Dual Enrollment Course Completion Rate: Social Studies (Grades 9-12)

## Chapter 1—2020 Accountability Overview

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### About this Manual

The *2020 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 *2020 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 2020 accountability.

**Accountability Policy Advisory Committee (APAC)** includes representatives from legislative offices, school districts, charter schools, and the business community. Members made recommendations to address policy issues for 2020 accountability.

The commissioner considered all proposals and released the 2020 Academic Accountability System Framework in March 2020.

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/2020AccountabilityDevelopment/>.

### Overview of the 2020 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 Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

## Who is Rated?

Districts and campuses with students enrolled in the fall of the 2019–20 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 2020 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** 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.
- **Not Rated: Declared State of Disaster** indicates that due to extraordinary public health and safety circumstances, the closure of schools during the state’s testing window inhibited the ability of the state to accurately measure district and campus performance. Notwithstanding any other provision of this *2020 Accountability Manual*, the 2020 rating label that is issued to all districts and campuses is *Not Rated: Declared State of Disaster*.

See Chapter 9 for more information on how these ratings impact sanctions and interventions.

### Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2020 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 2020 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.

## 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.

## 2020 Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2019–20 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 171 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 122 such campuses statewide.

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**Board of Trustees****Cecil Crenwelge**

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Pam Seipp, Administrative Consultant

**Mission:**

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

**District Values:**

*Love, Respect, Serve*

**2019-2020**

**Texas Academic Performance Report**  
**Texas Education Agency Reference**

**2. PEIMS Financial Standard Reports**

<https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports>

**Note:** TEA website address noted above are as of 02.01.21.

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**2019 - 2020 Budgeted Financial Data**  
**Totals for DOSS CONSOLIDATED CSD (086024)**  
**Total Enrolled Membership: 30**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>						
<b>Operating Revenue</b>						
Local Property Tax from M&O (excluding recapture)	\$504,403	61.27%	\$16,813	\$504,403	61.27%	\$16,813
State Operating Funds	\$302,339	36.73%	\$10,078	\$302,339	36.73%	\$10,078
Federal Funds	\$0	0.00%	\$0	\$0	0.00%	\$0
Other Local	\$16,500	2.00%	\$550	\$16,500	2.00%	\$550
<b>Total Operating Revenue</b>	<b>\$823,242</b>	<b>100.00%</b>	<b>\$27,441</b>	<b>\$823,242</b>	<b>100.00%</b>	<b>\$27,441</b>
<b>Other Revenue</b>						
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Other Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Subtotal: Operating and Other Revenue</b>	<b>\$823,242</b>	<b>100.00%</b>	<b>\$27,441</b>	<b>\$823,242</b>	<b>100.00%</b>	<b>\$27,441</b>
<b>Recapture Revenue</b>						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Recaptured Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	<b>\$823,242</b>	<b>100.00%</b>	<b>\$27,441</b>	<b>\$823,242</b>	<b>100.00%</b>	<b>\$27,441</b>
<b>Debt Service Financing and TRS Estimate Revenue</b>						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$24,986	100.00%	\$833	\$24,986	100.00%	\$833
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	<b>\$24,986</b>	<b>100.00%</b>	<b>\$833</b>	<b>\$24,986</b>	<b>100.00%</b>	<b>\$833</b>
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	<b>\$848,228</b>	<b>100.00%</b>	<b>\$28,274</b>	<b>\$848,228</b>	<b>100.00%</b>	<b>\$28,274</b>
<b>Expenditures</b>						
<b>Operating Expenditures by Object (61xx-64xx only)</b>						
Payroll Expenditures (Object 61xx)	\$469,638	63.68%	\$15,655	\$469,638	63.68%	\$15,655
Professional & Contracted Services (Object 62xx)	\$182,861	24.80%	\$6,095	\$182,861	24.80%	\$6,095
Supplies & Materials (Object 63xx)	\$40,450	5.49%	\$1,348	\$40,450	5.49%	\$1,348

**2019 - 2020 Budgeted Financial Data**  
**Totals for DOSS CONSOLIDATED CSD (086024)**  
**Total Enrolled Membership: 30**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$44,500	6.03%	\$1,483	\$44,500	6.03%	\$1,483
<b>Total Operating Expenditures by Object</b>	<b>\$737,449</b>	<b>100.00%</b>	<b>\$24,582</b>	<b>\$737,449</b>	<b>100.00%</b>	<b>\$24,582</b>
<b>Non-Operating Expenditures by Object</b>						
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Capital Outlay(Object 66xx)	\$69,779	100.00%	\$2,326	\$69,779	100.00%	\$2,326
<b>Total Non-Operating Expenditures by Object</b>	<b>\$69,779</b>	<b>100.00%</b>	<b>\$2,326</b>	<b>\$69,779</b>	<b>100.00%</b>	<b>\$2,326</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$807,228</b>	<b>100.00%</b>	<b>\$26,908</b>	<b>\$807,228</b>	<b>100.00%</b>	<b>\$26,908</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>						
Instruction(Function 11,95)	\$344,050	46.65%	\$11,468	\$344,050	46.65%	\$11,468
Instructional Resources & Media Services (Function 12)	\$1,250	0.17%	\$42	\$1,250	0.17%	\$42
Curriculum & Staff Development (Function 13)	\$22,500	3.05%	\$750	\$22,500	3.05%	\$750
Instructional Leadership (Function 21)	\$0	0.00%	\$0	\$0	0.00%	\$0
School Leadership (Function 23)	\$39,790	5.40%	\$1,326	\$39,790	5.40%	\$1,326
Guidance Counseling Services (Function 31)	\$0	0.00%	\$0	\$0	0.00%	\$0
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (Function 33)	\$0	0.00%	\$0	\$0	0.00%	\$0
Transportation (Function 34)	\$35,123	4.76%	\$1,171	\$35,123	4.76%	\$1,171
Food Services (Function 35)	\$1,200	0.16%	\$40	\$1,200	0.16%	\$40
Extracurricular (Function 36)	\$3,250	0.44%	\$108	\$3,250	0.44%	\$108
General Administration (Function 41,92)	\$178,327	24.18%	\$5,944	\$178,327	24.18%	\$5,944
Facilities Maintenance & Operations (Function 51)	\$63,848	8.66%	\$2,128	\$63,848	8.66%	\$2,128
Security & Monitoring Services (Function 52)	\$2,500	0.34%	\$83	\$2,500	0.34%	\$83
Data Processing Services (Function 53)	\$45,111	6.12%	\$1,504	\$45,111	6.12%	\$1,504
Community Services (Function 61)	\$500	0.07%	\$17	\$500	0.07%	\$17
<b>Total Operating Expenditures by Function</b>	<b>\$737,449</b>	<b>100.00%</b>	<b>\$24,582</b>	<b>\$737,449</b>	<b>100.00%</b>	<b>\$24,582</b>
<b>Non-Operating Expenditures by Function</b>						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$69,779	100.00%	\$2,326	\$69,779	100.00%	\$2,326

**2019 - 2020 Budgeted Financial Data**  
**Totals for DOSS CONSOLIDATED CSD (086024)**  
**Total Enrolled Membership: 30**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Total Non-Operating Expenditures by Function</b>	\$69,779	100.00%	\$2,326	\$69,779	100.00%	\$2,326
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$807,228	100.00%	\$26,908	\$807,228	100.00%	\$26,908
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>						
Basic Educational Services (PIC 11)	\$378,083	51.27%	\$12,603	\$378,083	51.27%	\$12,603
Gifted and Talented (PIC 21)	\$0	0.00%	\$0	\$0	0.00%	\$0
Career and Technical (PIC 22)	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities (PICs 23,33)	\$0	0.00%	\$0	\$0	0.00%	\$0
State Compensatory Education (PICs 24,26,28,29,30,34)	\$29,507	4.00%	\$984	\$29,507	4.00%	\$984
Bilingual (PICs 25,35)	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated (PIC 99)	\$329,859	44.73%	\$10,995	\$329,859	44.73%	\$10,995
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$737,449	100.00%	\$24,582	\$737,449	100.00%	\$24,582
<b>Non-Operating Expenditures by PIC</b>						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$69,779	100.00%	\$2,326	\$69,779	100.00%	\$2,326
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$69,779	100.00%	\$2,326	\$69,779	100.00%	\$2,326
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$807,228	100.00%	\$26,908	\$807,228	100.00%	\$26,908
<b>Disbursements</b>						
<b>Total Disbursements</b>						
Operating Expenditures	\$737,449	88.19%	\$24,582	\$737,449	88.19%	\$24,582
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$29,000	3.47%	\$967	\$29,000	3.47%	\$967
Debt Service (Object 6500)	\$0	0.00%	\$0	\$0	0.00%	\$0

**2019 - 2020 Budgeted Financial Data**  
**Totals for DOSS CONSOLIDATED CSD (086024)**  
**Total Enrolled Membership: 30**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Capital Projects (Object 6600)	\$69,779	8.34%	\$2,326	\$69,779	8.34%	\$2,326
<b>Total Disbursements</b>	<b>\$836,228</b>	<b>100.00%</b>	<b>\$27,874</b>	<b>\$836,228</b>	<b>100.00%</b>	<b>\$27,874</b>

**2. PEIMS Financial Standards Reports** Retrieved 02.01.21 from  
<https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports>



## Budget Comparison for Doss Consolidated Common School District

*The Bell Rings On!*

**THE DOSS SCHOOL**  
— Established 1884 —

### 2018 - 2019 Amended Budget

		Aggregate	Per Pupil
<b>Instruction and Related Services</b>			
11	Instruction	\$297,649	\$13,530
12	Instructional &	\$600	\$27
13	Curriculum/Staff	\$11,000	\$500
	<b>Total:</b>	<b>\$309,249</b>	<b>\$14,057</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
	** Public Postings	\$843	
	*** Lobbying	\$400	
<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.	\$14,000	\$0
53	Data Processing	\$44,446	\$2,020
	<b>Total:</b>	<b>\$145,087</b>	<b>\$6,595</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>\$728,075</b>	<b>\$33,094</b>

\*\* 85th Leg: SB622

\*\*\* 86th Leg: HB1495

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

### 2019 - 2020 Proposed Budget \*

		Aggregate	Per Pupil
<b>Instruction and Related Services</b>			
11	Instruction	\$344,050	\$15,639
12	Instructional &	\$1,250	\$57
13	Curriculum/Staff	\$22,500	\$1,023
	<b>Total:</b>	<b>\$367,800</b>	<b>\$16,718</b>
<b>Instructional Support</b>			
23	School Leader.	\$39,790	\$1,809
31	Guide./Counsel.	\$0	\$0
32	Social Work	\$0	\$0
33	Health Services	\$0	\$0
36	Extracurricular	\$3,250	\$148
	<b>Total</b>	<b>\$43,040</b>	<b>\$1,956</b>
<b>General Administration</b>			
41	General	\$178,327	\$8,106
	** Public Postings	\$1,500	
	*** Lobbying	\$400	
<b>District Operations</b>			
34	Student Trans.	\$35,123	\$1,597
35	Food Services	\$1,200	\$55
51	Plant Maint.	\$63,848	\$2,902
52	Security/Monitor.	\$17,500	\$0
53	Data Processing	\$45,111	\$2,051
	<b>Total:</b>	<b>\$162,782</b>	<b>\$7,399</b>
<b>Debt Services</b>			
71	Debt Service	\$0	\$0
<b>Other Functions</b>			
61	Comm. Service	\$500	\$23
81	Facilities Acq.	\$66,779	\$3,035
93	Shared Services	\$16,000	\$727
99	Appraisal District	\$13,000	\$591
	<b>Total:</b>	<b>\$96,279</b>	<b>\$4,376</b>
<b>Total Appropriations (199)</b>		<b>\$848,228</b>	<b>\$38,556</b>

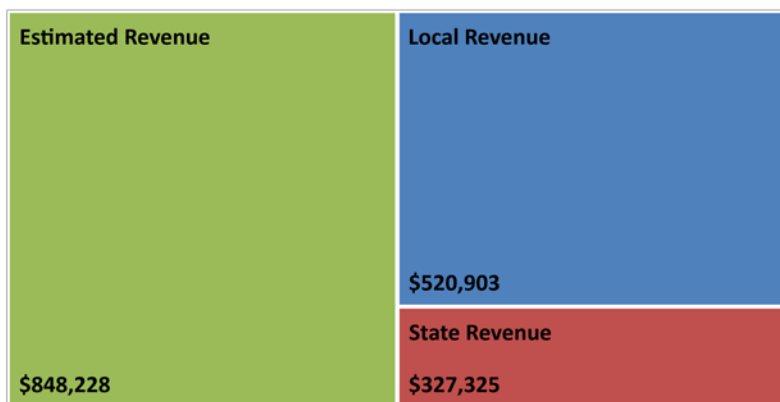
\* Finance Template BOK Financials (v.7, 07.29.19) Run 08.09.19

**Note:** 2019-2020 Proposed Budget (22 Students)

## 2019-2020 Budget Summaries Doss Consolidated Common School District

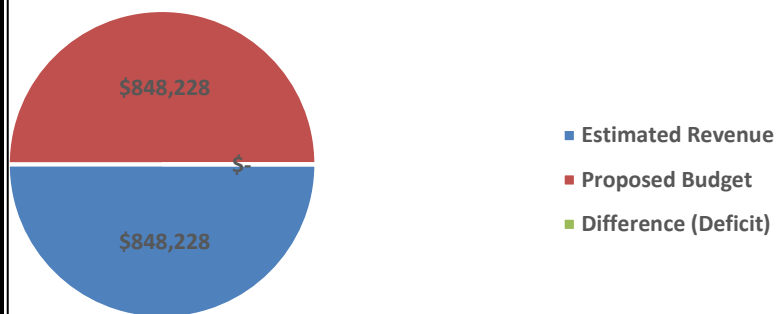
### 19-20 Doss CCSD Revenue Summary

Local Revenue   State Revenue   Estimated Revenue



### 19-20 Doss CCSD Budget Summary

Instructional Support   General Administration  
District Operations   Other Functions



### 19-20 Doss CCSD Budget Summary

Version 2: Budget Approved 08.29.19

**Board of Trustees****Cecil Crenwelge**

Board President

**Anna Sattler**

Vice President/Treasurer

**Andrea Chupik**

Secretary

**Evan Tune**

Trustee



Pam Seipp, Administrative Consultant

**Mission:**

Doss CCSD will  
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*inspire curiosity,*  
*respect tradition,* and  
*embrace excellence.*

**District Values:**

*Love, Respect, Serve*

**2019-2020**

**Texas Academic Performance Report**  
**Texas Education Agency Reference**

**3. District Accreditation Status**

[http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2019\\_2020/accreditation\\_statuses.html](http://tea4avcastro.tea.state.tx.us/accountability/accreditation/2019_2020/accreditation_statuses.html)

**Note:** TEA website address noted above are as of 02.01.21.

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### 3. District Accreditation Status Retrieved 02.01.21 from http://tea4avcastro.tea.state.tx.us/accountability/ accreditation/2019\_2020\_accreditation\_statuses.html

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

## 2019-2020 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 2019-2020 are listed below:

#### Show/Hide columns:

CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
DOSS CONSOLIDATED CSD	13	A - Superior	Not Rated	ACCREDITED	

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

Previous

1

Next

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**Board of Trustees****Cecil Crenwelge**

Board President

**Anna Sattler**

Vice President/Treasurer

**Andrea Chupik**

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**2019-2020**

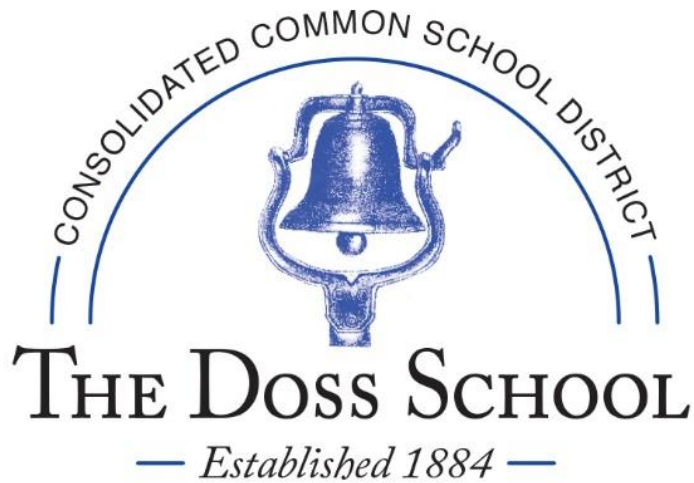
**Texas Academic Performance Report**  
**Texas Education Agency Reference**

**4. Campus Performance Objectives, and  
other supporting district documents.**

<b>Board Meeting</b>	<b>Record</b>
11/30/17	Doss CCSD Mission and Goals
02/12/19	Doss CCSD Mission and Goals; Including Student Outcome Goals
10/13/20	Doss CCSD Mission and Goals; Including Revised Student Outcome Goals and Student Performance Objectives

**Note:** District documents prepared for records and research.

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## **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.

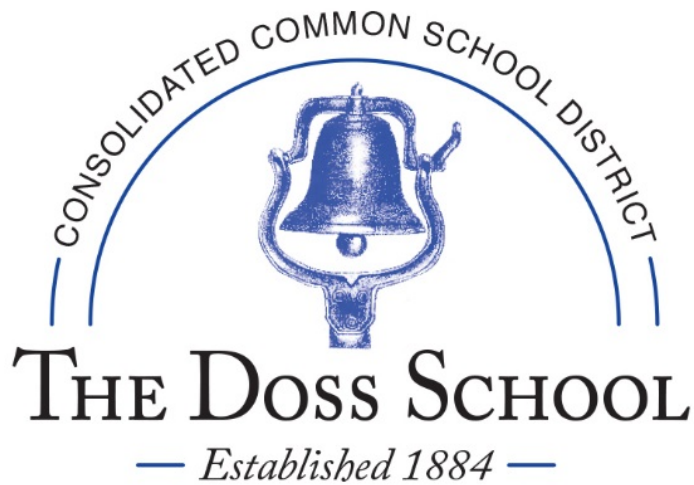
#### **Student Outcome Goal (SOG): Academic Growth**

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.



## **Doss Consolidated Common School District**

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

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- 3. Maintain a safe environment**
- 4. Recruit and support quality staff**
- 5. Involve parents and community**

# Goal 1. Advance all academic programs.

## Reading and Writing Student Outcome Goal (SOG)

The percentage of students performing at or above grade level in **reading and writing** will increase from 35% to 65% by June 2024. (Fall 2020 – Spring 2024)

### 1. Reading and Writing 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% by June 2021.

**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% by June 2021.

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

## Mathematics Student Outcome Goal (SOG)

The percentage of students performing at or above grade level in **mathematics** will increase from 35% to 65% by June 2024. (Fall 2020 – Spring 2024)

### 2. Mathematics Growth Progress Measure (GPM)

**GPM 2.1** The number of students in grades K-8 “**on grade level**” in **mathematics** at the end of the year will increase from 35% to 55% by June 2021.

**GPM 2.2** The number of students in grades PK-2 scoring “**making progress**” on campus formative instruments will increase from 35% to 55% by June 2021.

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

## Academic Growth Student Outcome Goal (SOG)

The percentage of students who demonstrate at least one year of academic growth will increase from 35% to 65% by June 2024. (Fall 2020 – Spring 2024)

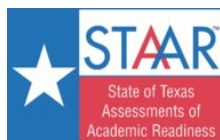
### 3. Academic Growth Progress Measure (GPM)

**GPM 3.1** The number of students in grades K-8 **mastering one year or more of growth in reading** will increase from 35% to 55% by June 2021.

**GPM 3.2** The number of students in grades K-8 **mastering one year or more of growth in mathematics** will increase from 35% to 55% by June 2021.

**GPM 3.3** By 2021, and each succeeding year, all students exiting Pre-Kindergarten will be “**Kindergarten ready.**”





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

### STAAR Public Information (3-8)

#### Confidential Due to Small Numbers:

2020 STAAR	Reading	Math	Other
Masters			
Met			
Approaches			
Did Not Meet			
STAAR Tested	*	*	

**No Data:  
STAAR Suspended**



### TPRI

### C-PALLS

Circle -  
Phonological  
Awareness  
Language Literacy  
System

### C-PALLS and TPRI Public Information (PK-2)

#### Class Data Confidential Due to Small Numbers

FY20 TPRI	BOY	MOY	EOY
Developed	10	7	
Still Developing	5	8	
	15	15	*
FY20 CPALLS	BOY	MOY	EOY
Developed	1	5	
Still Developing	9	4	
	10	9	
CPALLS/TPRI	25	24	*



### LION

Learning  
Assessment of  
Needs



### LION Math Public Information (K-8)

#### Class Data Confidential Due to Small Numbers

FY20 LION Math	BOY	MOY	EOY
Masters	3	2	
Met	8	6	
Approaches	5	8	
Did Not Meet	4	4	
LION Math	20	20	*



Liberty Source  
Publishing  
Company and  
TANGO Software



### LION Reading Public Information (K-8)

#### Class Data Confidential Due to Small Numbers

FY20 LION Reading	BOY	MOY	EOY
Masters	2	9	
Met	11	5	
Approaches	6	6	
Did Not Meet	1	0	
LION Reading	20	20	*

EOY: 05.28.20

\*No End of Year Screening due to COVID-19 and at-home learning. \*

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## APPENDIX

**A. Identified Strengths and Areas to Address**

**Page no.**

**B. Miscellaneous Student Demographics**

**C. Miscellaneous Staff and District Data**

## Appendix A: Identified Strengths and Areas to Address

A Comprehensive Needs Assessment (CNA) was completed to identify strengths and areas of focus. Identification of both will direct the focus of the 2018-2024 District Improvement Plan.

IDENTIFIED STRENGTHS	AREAS TO ADDRESS
<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: “A” Superior 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; Many 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>

## Appendix B: Miscellaneous Student Demographics

Student Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	PreK-8th	PreK-6th	PreK-8th	PreK-8th	PreK-8th
Student Population	12 students	6 students	25 students	20 students	30 students
At-Risk Students	1	0	0	8	8
Special Education	4	1	1	0	0
Gifted and Talented	0	0	0	0	2
Hispanic	16.7%	16.7%	20%	25%	40%
White	83.3%	83.3%	76%	70%	53.3%
Other	0.0%	0.0%	4%	5%	6.7%
Eco Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%
Assessment	STAAR:Participation	STAAR:Participation	STAAR:Participation	STAAR:Participation	STAAR:Participation
Reading	*	*	*	*	*
Writing	*	*	*	*	*
Mathematics	*	*	*	*	*
Social Studies	*	*	*	*	*
Science	*	*	*	*	*
All Tests	100%	100%	100%	100%	STAAR Suspended (COVID-19)
Attendance Rate	95.8%	*	92.3%	96.7%	n/a
Mobility Rate	20.0%	20.0%	n/a	14.3%	n/a
Discipline Placement	0.0%	0.0%	0.0%	0.0%	0.0%
Dropout Rate (7-8)*	*	*	*	*	*
Accreditation	Accredited	Accredited	Accredited	Accredited	Accredited
State Rating	Met Standard	Met Standard	Not Rated	Not Rated	Not Rated-State of Disaster
Federal Rating	Not Rated	Not Rated	Not Rated	Not Rated	n/a
FIRST Rating	Pass	A - Superior	B – Above Standard	A – Superior	n/a

**Data Source: Texas Academic Performance Report (TAPR)**

### Appendix C: Miscellaneous Staff and District Data

Staff Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students/Teacher	6.0	6.0	12.5	6.7	10
Professional Staff	2.0	1.0	2.0	3	3
Educational Aides	2.0	1.0	2.0	1	2
Auxiliary Staff	0.0	0.0	1.0	1.3	.2
Total Staff	4.0	*2.0	5.0	5.3	5.2
Females	100%	100%	100%	100%	100%
Males	0%	0%	0%	0%	0%
Hispanic	0%	0%	0%	0%	0%
White	100%	100%	100%	66.7	100%
2 or More Races	0%	0%	0%	33.3	0%
Bachelor's Degree	100%	100%	100%	66.6%	66.7%
Master's Degree	0%	0%	0%	33.4%	33.3%
Avg. Years Exp.	2.0 years	3.0 years	13.5 years	11.7 years	8 years
Avg.Yrs w/ District	1.0 years	3.0 years	2.0 years	1.3 years	2.0 years
Calendar Year 2016	Calendar Year 2017	Calendar Year 2018	Calendar Year 2019	Calendar Year 2020	
District Tax Base	\$40,993,177	\$42,320,708	\$41,837,772	\$49,295,349	\$54,723,751
Taxes: M&O/\$100	\$0.9267	\$0.9267	\$0.9267	\$0.9267	\$0.9267
Taxes: I&S/\$100	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000
Audit Fund Balance	\$1,300,307	\$1,502,112	\$1,305,178	\$1,243,196	\$1,264,350
Local Revenue	\$385,438	\$402,099	\$454,446	\$479,173	\$525,382
State Revenue	\$204,534	\$228,980	\$141,579	\$122,047	\$283,162
Total Revenue	\$589,972	\$631,079	\$596,025	\$601,220	\$808,544
Expenditures	\$474,681	\$429,274	\$617,339	\$663,202	\$787,390

Data Source: Texas Academic Performance Report (TAPR) and District Annual Financial Report (AFR)

**Board of Trustees****Cecil Crenwelge**

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Trustee



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**District Values:**

*Love, Respect, Serve*

**2019-2020**

## **Texas Academic Performance Report**

### **Texas Education Agency Reference**

## **5. Special Education Determination Status**

Texas Academic Performance Report:

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

Results Driven Accountability:

<https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

**Note:** TEA website address noted above are as of 02.01.21.

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**1.c. Texas Academic Performance Report** Retrieved 02.01.21 from

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

## 2019-20 Texas Academic Performance Report

District Name: **DOSS CONSOLIDATED CSD**

District Number: **086024**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

*2020 Special Education Determination Status:*

***Meets Requirements***

Retrieved 02.01.21 From

<https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

## SPED Overview

The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators. The 2020 SPED RDA report includes 18 indicators across Domains I through III that are used to measure and ensure the academic success of students receiving special education services in Texas.

Domain 1	Indicator #1 (i-v)	SPED STAAR 3-8 Passing Rate
	Indicator #2	SPED Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #3 (i-v)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
	Indicator #4 (i-iv)	SPED STAAR EOC Passing Rate
	Indicator #5	SPED STAAR Alternate 2 Participation Rate
Domain II	Indicator #6	SPED Graduation Rate
	Indicator #7	SPED Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #8	SPED Dyslexia Representation (Ages 6-21)
	Indicator #9	SPED Regular Early Childhood Program Rate (Ages 3-5)
	Indicator #10	SPED Regular Class ≥80% Rate (Ages 6-21)
	Indicator #11	SPED Regular Class <40% Rate (Ages 6-21)
	Indicator #12	SPED Separate Settings Rate (Ages 6-21)
	Indicator #13	SPED Representation (Ages 3-21)
	Indicator #14	SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)
	Indicator #15	SPED OSS and Expulsion >10 Days Rate (Ages 3-21)
	Indicator #16	SPED ISS ≤10 Days Rate (Ages 3-21)
	Indicator #17	SPED ISS >10 Days Rate (Ages 3-21)
	Indicator #18	SPED Total Disciplinary Removals Rate (Ages 3-21)

An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied. Some indicators are reported for LEA information and planning purposes and designated as Report Only. Specific indicator data notes are referenced from the chart below.

## 2020 Results Driven Accountability

### Summary

County-District Number: 086024

District Name: DOSS CONSOLIDATED CSD

Region: 13

### Performance Level Summary by Each Program Area

2020 Performance Level Counts									
	0, 0 SA, 0 RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EL							22	8	
OSP							11	2	
SPED	4						20	10	

### Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

**5. Special Education Determination Status** Retrieved 02.01.21 from <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

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**Board of Trustees****Cecil Crenwelge**

Board President

**Anna Sattler**

Vice President/Treasurer

**Andrea Chupik**

Secretary

**Evan Tune**

Trustee



Pam Seipp, Administrative Consultant

**Mission:**

Doss CCSD will  
create and sustain  
an environment to  
*inspire curiosity,*  
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**District Values:**

*Love, Respect, Serve*

**2019-2020**

**Texas Academic Performance Report**  
**Texas Education Agency Reference**

**6. Report on Violent or Criminal Incidents**

Discipline Data Reports: No Incidents Reported

<https://tea.texas.gov/reports-and-data/student-data/discipline-data-products/discipline-reports>

**Note:** TEA website address noted above are as of 02.01.21.

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## TEXAS EDUCATION AGENCY

### District Level Annual Discipline Summary

#### PEIMS Discipline Data for 2019-2020

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
DOSS CONSOLIDATED CSD 086024	TRADITIONAL ISD/CSD	A- PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	35

*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.*

**6.0 Report on Violent or Criminal Incidents** Retrieved 02.01.21 From  
<https://tea.texas.gov/reports-and-data/student-data/discipline-data-products/discipline-reports>

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**7. Postsecondary Performance**

Graduate Performance in Postsecondary Institutions:

<http://www.txhighereddata.org/index.cfm?objectid=5BFD5120-D971-11E8-BB650050560100A9>

Doss CCSD has no graduates, so report is for Gillespie County High Schools

**Note:** Higher Education website address noted above are as of 02.01.21.

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**Texas High School Graduates from FY2018**  
**Enrolled in Texas Public or Independent Higher Education in FY 2019**

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
				<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
GILLESPIE									
	FREDERICKSBURG ISD								
	086901001	FREDERICKSBURG H S							
		Four-Year Public University	61	5	8	15	17	16	0
		Two-Year Public Colleges	40	6	3	6	6	16	3
		Independent Colleges & Universities	14						
		Not Trackable	7						
		Not Found	95						
		Total High School Graduates	217						
	HARPER ISD								
	086902001	HARPER H S							
		Four-Year Public University	17	6	3	3	4	1	0
		Two-Year Public Colleges	7	1	1	1	3	0	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	23						
		Total High School Graduates	50						
GOLIAD									
	GOLIAD ISD								
	088902001	GOLIAD H S							
		Four-Year Public University	21	3	3	7	5	3	0
		Two-Year Public Colleges	29	7	6	5	3	7	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	34						
		Total High School Graduates	87						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

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**Board of Trustees****Cecil Crenwelge**

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**Anna Sattler**

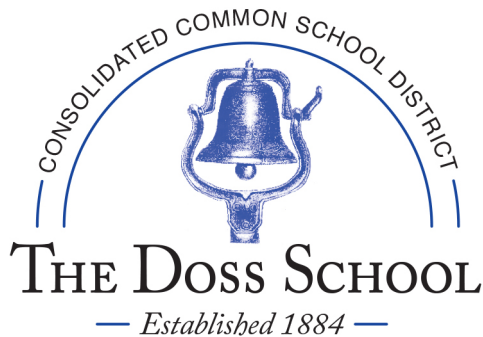
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## Texas Academic Performance Report

### Texas Education Agency Reference

**8. Public Hearing Information**

Document	Posting
Public Notification	Doss School Door District Website <a href="http://www.dossccsd.org">www.dossccsd.org</a>
Newspaper Publication	Fredericksburg Standard Published February 3, 2021
Press Release Submitted	Fredericksburg Standard Submitted 01.29.21

**Note:** District documents prepared for posting or publication.

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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.

Assessments were suspended in the Spring of 2020 due to the pandemic so there is no current data to release. Following statute requirements, Doss CCSD will hold a public hearing to hear comments on the FY20 Texas Academic Performance Report (TAPR):

- Public Hearing, Tuesday, February 9<sup>th</sup> at 6:30 p.m. in the School Cafeteria
- Board Meeting, Tuesday, February 9<sup>th</sup> Immediately following the 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/>). A shortened version of the report has already been distributed to parents/guardians and is posted on the web site.

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 02.09.21**

**Notice Released 01.29.21**

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**Public Notification of  
Public Hearing**

Doss CCSD  
Doss, TX

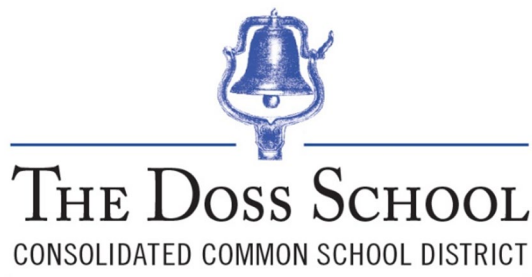
**Notice of Public Hearing  
to Discuss Doss Consolidated Common School District's  
Annual Performance Report**

Doss CCSD will hold a public hearing at 6:30 p.m. on February 9, 2021 in the School Lunchroom located at 11431 Ranch Road 648 in Doss, Texas. The purpose of this meeting is to discuss the Doss CCSD Fiscal Year 2020 Annual Performance Report.

This notice was sent to the Fredericksburg Standard for publication, February 3, 2021.

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

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# Doss CCSD

## Press Release

**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 29, 2021**

### ***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.

Assessments were suspended in the Spring of 2020 due to the pandemic so there is no current data to release. Following statute requirements, Doss CCSD will hold a public hearing to hear comments on the FY20 Texas Academic Performance Report (TAPR):

- Public Hearing, Tuesday, February 9<sup>th</sup>  
6:30 p.m. in the School Cafeteria
- Board Meeting, Tuesday, February 9<sup>th</sup>  
Immediately following the hearing

Following the public hearing the TAPR report will be disseminated. The TAPR will be posted on the school web site (<http://dossccsd.org/>). A shortened, yet similar version of the report, has already been distributed to all parents/guardians and is on our web site.

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

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**Board of Trustees****Cecil Crenwelge**

Board President

**Anna Sattler**

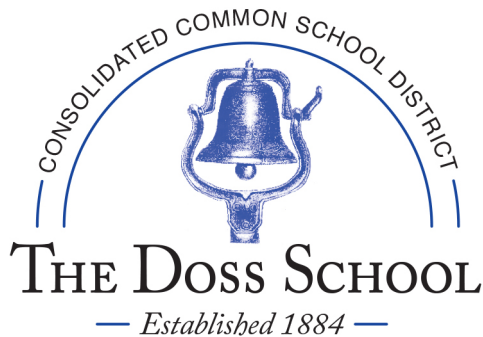
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**Texas Academic Performance Report**  
**End of Report for Doss CCSD**

**Texas Education Agency References**  
**Performance Reporting Contacts**

- ❖ **Resources provided for each section**  
See sections 1 - 8
- ❖ **Performance Reporting email**  
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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