

HOUSTON
INDEPENDENT
SCHOOL DISTRICT

2016–2017

TAPR

Texas Academic
Performance
Report



District Performance
State Performance

Produced by the
Texas Education Agency

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Houston Independent School District



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2016-17 Texas Academic Performance Report

District Name: **HOUSTON ISD**

District Number: **101912**

2017 Accountability Rating: **Met Standard**

2017 Special Education Determination Status:

Needs Intervention

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District Name: HOUSTON ISD
 County Name: HARRIS
 District Number: 101912

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

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 3														
Reading	2017	73%	73%	66%	54%	65%	91%	57%	90%	86%	85%	38%	61%	63%
	2016	73%	74%	67%	57%	67%	91%	67%	90%	60%	85%	39%	63%	66%
Mathematics	2017	78%	78%	73%	60%	74%	92%	78%	94%	100%	86%	45%	70%	73%
	2016	75%	76%	70%	55%	71%	90%	67%	94%	80%	85%	43%	66%	71%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	71%	62%	52%	61%	89%	74%	92%	67%	80%	36%	57%	55%
	2016	75%	76%	69%	63%	68%	91%	67%	92%	73%	87%	37%	65%	60%
Mathematics	2017	76%	77%	71%	58%	73%	89%	67%	95%	75%	83%	44%	68%	71%
	2016	73%	75%	70%	56%	71%	89%	63%	94%	67%	87%	42%	66%	68%
Writing	2017	65%	65%	61%	53%	59%	83%	70%	91%	67%	79%	32%	56%	54%
	2016	69%	69%	64%	58%	62%	86%	74%	91%	73%	86%	35%	60%	55%
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	81%	75%	70%	74%	93%	78%	94%	77%	90%	46%	71%	64%
	2016	81%	81%	73%	66%	71%	94%	68%	96%	71%	93%	38%	69%	55%
Mathematics	2017	87%	87%	83%	74%	84%	94%	85%	97%	79%	92%	55%	81%	79%
	2016	86%	86%	80%	69%	82%	93%	83%	98%	93%	91%	47%	78%	74%
Science	2017	74%	75%	69%	60%	68%	90%	81%	91%	62%	89%	42%	65%	58%
	2016	74%	75%	68%	56%	68%	90%	67%	94%	79%	85%	35%	64%	53%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	70%	61%	57%	57%	89%	57%	92%	85%	84%	27%	55%	32%
	2016	69%	71%	63%	55%	60%	89%	87%	91%	86%	87%	29%	57%	31%
Mathematics	2017	76%	78%	72%	63%	71%	92%	77%	96%	85%	94%	39%	68%	56%
	2016	72%	75%	71%	61%	71%	89%	68%	96%	86%	87%	39%	67%	52%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	75%	69%	61%	67%	90%	68%	91%	89%	82%	32%	64%	38%
	2016	71%	72%	65%	59%	63%	90%	83%	93%	91%	83%	30%	60%	31%
Mathematics	2017	70%	73%	67%	56%	68%	86%	60%	91%	82%	77%	35%	64%	48%
	2016	69%	72%	65%	55%	65%	84%	71%	95%	100%	78%	32%	61%	43%
Writing	2017	70%	71%	68%	59%	67%	88%	74%	91%	83%	82%	29%	63%	38%
	2016	69%	69%	65%	59%	62%	88%	78%	94%	100%	84%	28%	60%	29%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	86%	81%	77%	79%	95%	75%	96%	100%	96%	43%	78%	51%
	2016	87%	88%	81%	77%	80%	95%	74%	94%	73%	92%	38%	78%	53%
Mathematics	2017	85%	86%	79%	74%	79%	88%	91%	97%	100%	80%	47%	77%	67%
	2016	82%	83%	74%	68%	75%	85%	78%	93%	67%	79%	37%	72%	59%
Science	2017	76%	78%	70%	61%	69%	90%	70%	93%	100%	84%	37%	66%	42%
	2016	75%	77%	68%	60%	67%	88%	54%	92%	82%	80%	33%	64%	39%
Social Studies	2017	63%	65%	57%	48%	54%	84%	54%	90%	77%	73%	32%	51%	28%
	2016	63%	65%	56%	49%	54%	80%	34%	88%	64%	69%	28%	51%	25%
STAAR Percent at Approaches Grade Level or Above End of Course														
English I	2017	64%	64%	54%	47%	52%	82%	51%	79%	38%	76%	20%	49%	22%
	2016	65%	65%	56%	51%	53%	81%	66%	81%	57%	75%	24%	52%	21%
English II	2017	66%	66%	55%	49%	53%	81%	60%	78%	52%	80%	23%	51%	17%
	2016	67%	67%	58%	53%	56%	82%	60%	79%	57%	83%	24%	54%	17%
Algebra I	2017	83%	82%	73%	66%	72%	86%	71%	94%	87%	86%	38%	70%	49%
	2016	78%	78%	69%	61%	69%	84%	67%	94%	67%	74%	33%	67%	51%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above End of Course														
Biology	2017	86%	86%	77%	73%	75%	93%	76%	93%	58%	89%	47%	74%	51%
	2016	87%	87%	79%	76%	78%	93%	85%	95%	75%	89%	45%	77%	53%
U.S. History	2017	91%	92%	86%	82%	86%	96%	86%	93%	93%	97%	56%	84%	58%
	2016	91%	91%	87%	83%	86%	95%	88%	93%	100%	96%	51%	85%	60%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	76%	69%	61%	68%	89%	70%	91%	78%	85%	37%	65%	54%
	2016	75%	76%	69%	61%	68%	89%	70%	92%	76%	85%	35%	65%	53%
Reading	2017	72%	73%	64%	57%	63%	88%	64%	88%	73%	84%	31%	60%	45%
	2016	73%	74%	66%	59%	64%	89%	69%	89%	70%	86%	31%	62%	47%
Mathematics	2017	79%	80%	74%	64%	74%	90%	75%	95%	85%	86%	43%	71%	67%
	2016	76%	78%	71%	60%	72%	88%	70%	95%	80%	84%	39%	68%	64%
Writing	2017	67%	68%	64%	56%	62%	85%	72%	91%	77%	80%	30%	59%	50%
	2016	69%	69%	65%	59%	62%	87%	76%	93%	85%	85%	32%	60%	48%
Science	2017	79%	80%	72%	65%	71%	91%	76%	92%	74%	88%	43%	68%	53%
	2016	79%	80%	72%	64%	71%	90%	72%	94%	78%	85%	38%	68%	50%
Social Studies	2017	77%	79%	72%	65%	70%	90%	70%	92%	86%	84%	44%	68%	42%
	2016	77%	78%	72%	66%	70%	88%	63%	91%	83%	82%	39%	68%	40%
STAAR Percent at Meets Grade Level All Grades														
Two or More Subjects	2017	48%	50%	44%	32%	41%	75%	42%	85%	58%	65%	25%	37%	24%
	2016	45%	47%	39%	27%	37%	72%	41%	85%	61%	65%	6%	32%	19%
Reading	2017	48%	50%	44%	33%	40%	77%	44%	84%	60%	69%	25%	37%	25%
	2016	46%	48%	41%	31%	37%	75%	46%	84%	62%	68%	7%	34%	22%
Mathematics	2017	48%	51%	46%	32%	45%	71%	46%	88%	58%	66%	27%	41%	37%
	2016	43%	46%	40%	25%	39%	69%	33%	86%	56%	62%	8%	34%	29%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent at Meets Grade Level														
All Grades														
Writing	2017	38%	39%	38%	27%	35%	67%	42%	80%	46%	58%	23%	31%	27%
	2016	41%	42%	39%	29%	36%	70%	39%	85%	74%	63%	6%	32%	26%
Science	2017	52%	54%	46%	35%	44%	75%	41%	85%	45%	68%	28%	40%	23%
	2016	47%	50%	40%	28%	38%	71%	38%	82%	50%	61%	7%	34%	14%
Social Studies	2017	51%	54%	45%	37%	42%	74%	49%	82%	52%	67%	28%	39%	13%
	2016	47%	50%	41%	32%	38%	67%	43%	80%	65%	62%	8%	35%	9%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	22%	19%	11%	16%	44%	17%	58%	28%	41%	8%	14%	12%
	2016	18%	19%	16%	9%	14%	41%	14%	58%	32%	39%	8%	12%	10%
Reading	2017	19%	20%	17%	11%	14%	44%	14%	53%	29%	43%	7%	13%	11%
	2016	17%	18%	16%	10%	13%	42%	14%	52%	31%	39%	7%	11%	9%
Mathematics	2017	23%	25%	23%	12%	21%	45%	22%	68%	29%	42%	10%	19%	19%
	2016	19%	21%	19%	9%	17%	43%	15%	68%	27%	41%	9%	14%	14%
Writing	2017	12%	12%	12%	7%	9%	34%	*	46%	17%	30%	7%	8%	7%
	2016	15%	15%	15%	10%	11%	38%	12%	54%	35%	38%	9%	10%	9%
Science	2017	19%	22%	17%	9%	14%	43%	14%	58%	25%	39%	8%	12%	7%
	2016	16%	18%	14%	7%	11%	37%	12%	54%	41%	32%	7%	10%	3%
Social Studies	2017	27%	30%	23%	15%	18%	51%	27%	61%	40%	43%	10%	17%	3%
	2016	22%	24%	19%	11%	15%	42%	15%	59%	40%	43%	8%	14%	3%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	62%	59%	57%	58%	69%	58%	77%	64%	70%	54%	57%	55%
	2016	62%	62%	61%	58%	60%	70%	57%	77%	66%	67%	55%	59%	58%
Reading	2017	59%	59%	56%	55%	54%	70%	53%	71%	59%	69%	54%	54%	50%
	2016	60%	61%	60%	59%	59%	70%	61%	73%	63%	67%	57%	59%	56%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	65%	62%	59%	62%	69%	63%	84%	71%	71%	54%	61%	61%
	2016	63%	63%	61%	58%	61%	70%	53%	82%	69%	67%	54%	60%	61%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	20%	16%	19%	29%	18%	40%	25%	29%	15%	18%	19%
	2016	17%	17%	18%	16%	18%	23%	12%	33%	20%	22%	15%	17%	19%
Reading	2017	17%	18%	18%	16%	17%	27%	11%	32%	22%	28%	15%	16%	17%
	2016	16%	17%	18%	16%	17%	21%	13%	25%	18%	20%	16%	17%	19%
Mathematics	2017	20%	22%	22%	16%	21%	31%	25%	50%	29%	31%	15%	20%	23%
	2016	17%	18%	19%	15%	18%	25%	10%	42%	23%	24%	14%	17%	19%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	30%	28%	31%	40%	*	43%	47%	30%	15%	29%	26%
	2016	35%	35%	32%	29%	33%	43%	35%	41%	*	38%	16%	31%	29%
Mathematics	2017	43%	44%	39%	35%	40%	44%	45%	57%	57%	41%	22%	38%	37%

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Texas Academic Performance Report
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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	71%	64%	58%	62%	88%	63%	87%	71%	86%	24%	60%	50%
Students Requiring Accelerated Instruction														
	2017	28%	29%	36%	42%	38%	12%	37%	13%	*	14%	76%	40%	50%
STAAR Cumulative Met Standard														
	2017	81%	81%	74%	69%	73%	92%	73%	91%	79%	90%	34%	70%	62%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	82%	76%	66%	77%	91%	70%	95%	71%	91%	38%	74%	71%
Students Requiring Accelerated Instruction														
	2017	19%	18%	24%	34%	23%	9%	30%	5%	*	9%	62%	26%	29%
STAAR Cumulative Met Standard														
	2017	87%	87%	82%	74%	83%	93%	81%	96%	80%	92%	46%	80%	77%

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Texas Academic Performance Report
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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	77%	69%	65%	67%	89%	66%	90%	100%	85%	21%	65%	31%
Students Requiring Accelerated Instruction														
	2017	24%	23%	31%	35%	33%	11%	34%	10%	*	15%	79%	35%	69%
STAAR Cumulative Met Standard														
	2017	85%	85%	79%	76%	76%	93%	75%	92%	100%	96%	30%	75%	44%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	76%	67%	61%	66%	81%	68%	90%	89%	76%	25%	64%	47%
Students Requiring Accelerated Instruction														
	2017	25%	24%	33%	39%	34%	19%	32%	10%	*	24%	75%	36%	53%
STAAR Cumulative Met Standard														
	2017	85%	86%	77%	72%	77%	87%	91%	94%	100%	80%	36%	75%	61%

District Name: HOUSTON ISD
 County Name: HARRIS
 District Number: 101912

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

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	76%	69%	67%	65%	*	72%	67%	46%	54%	43%	43%	55%	54%
	2016	75%	76%	69%	65%	72%	69%	65%	64%	42%	52%	38%	50%	53%	53%
Reading	2017	72%	73%	64%	62%	60%	*	65%	63%	36%	43%	33%	35%	47%	45%
	2016	73%	74%	66%	63%	70%	67%	62%	62%	33%	48%	28%	44%	48%	47%
Mathematics	2017	79%	80%	74%	77%	76%	*	81%	77%	60%	68%	57%	53%	68%	67%
	2016	76%	78%	71%	73%	73%	72%	70%	73%	54%	61%	51%	59%	65%	64%
Writing	2017	67%	68%	64%	57%	55%	-	64%	56%	42%	51%	38%	46%	50%	50%
	2016	69%	69%	65%	57%	63%	60%	59%	56%	35%	48%	28%	44%	49%	48%
Science	2017	79%	80%	72%	61%	59%	*	77%	60%	50%	54%	48%	47%	54%	53%
	2016	79%	80%	72%	54%	83%	73%	61%	52%	47%	50%	46%	51%	50%	50%
Social Studies	2017	77%	79%	72%	55%	*	-	55%	*	42%	51%	41%	40%	42%	42%
	2016	77%	78%	72%	44%	-	-	44%	-	38%	38%	38%	52%	38%	40%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	50%	44%	34%	35%	*	35%	34%	16%	29%	12%	18%	25%	24%
	2016	45%	47%	39%	28%	25%	28%	28%	28%	9%	19%	6%	15%	20%	19%
Reading	2017	48%	50%	44%	36%	36%	*	33%	37%	15%	28%	11%	19%	26%	25%
	2016	46%	48%	41%	32%	33%	39%	33%	32%	9%	19%	6%	16%	23%	22%
Mathematics	2017	48%	51%	46%	46%	47%	*	48%	46%	29%	41%	25%	30%	38%	37%
	2016	43%	46%	40%	37%	34%	35%	36%	37%	19%	28%	16%	23%	30%	29%
Writing	2017	38%	39%	38%	37%	37%	-	37%	37%	15%	27%	11%	18%	28%	27%
	2016	41%	42%	39%	39%	43%	39%	38%	39%	11%	25%	7%	16%	28%	26%
Science	2017	52%	54%	46%	28%	28%	*	38%	27%	20%	25%	17%	23%	23%	23%
	2016	47%	50%	40%	17%	30%	21%	27%	16%	11%	14%	10%	13%	14%	14%
Social Studies	2017	51%	54%	45%	15%	*	-	14%	*	13%	26%	11%	16%	13%	13%
	2016	47%	50%	41%	11%	-	-	11%	-	7%	10%	7%	21%	7%	9%

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(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	22%	19%	20%	22%	*	20%	20%	8%	13%	6%	6%	13%	12%
	2016	18%	19%	16%	15%	16%	16%	16%	15%	5%	11%	3%	6%	10%	10%
Reading	2017	19%	20%	17%	19%	20%	*	18%	19%	6%	11%	4%	5%	12%	11%
	2016	17%	18%	16%	16%	17%	20%	17%	15%	4%	9%	2%	5%	10%	9%
Mathematics	2017	23%	25%	23%	27%	29%	*	26%	26%	13%	21%	10%	10%	20%	19%
	2016	19%	21%	19%	18%	14%	13%	17%	19%	8%	16%	5%	8%	14%	14%
Writing	2017	12%	12%	12%	9%	12%	-	12%	9%	4%	6%	3%	3%	7%	7%
	2016	15%	15%	15%	12%	19%	17%	15%	12%	4%	7%	2%	6%	9%	9%
Science	2017	19%	22%	17%	11%	12%	*	15%	11%	5%	7%	4%	4%	7%	7%
	2016	16%	18%	14%	4%	12%	7%	6%	3%	2%	4%	2%	3%	3%	3%
Social Studies	2017	27%	30%	23%	8%	*	-	6%	*	3%	3%	3%	2%	3%	3%
	2016	22%	24%	19%	*	-	-	*	-	2%	4%	2%	6%	2%	3%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	62%	59%	62%	62%	*	69%	62%	49%	52%	48%	54%	54%	54%
	2016	62%	62%	61%	64%	75%	62%	63%	63%	50%	55%	48%	61%	56%	57%
Reading	2017	59%	59%	56%	56%	56%	*	63%	56%	43%	43%	43%	52%	48%	49%
	2016	60%	61%	60%	62%	75%	59%	62%	62%	47%	52%	44%	61%	54%	54%
Mathematics	2017	64%	65%	62%	68%	68%	*	74%	68%	55%	61%	53%	59%	61%	61%
	2016	63%	63%	61%	66%	75%	64%	64%	65%	54%	59%	51%	60%	60%	60%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	20%	28%	32%	*	28%	27%	15%	21%	13%	15%	20%	20%
	2016	17%	17%	18%	26%	36%	24%	24%	25%	15%	21%	12%	19%	20%	20%
Reading	2017	17%	18%	18%	23%	26%	*	25%	22%	13%	16%	12%	13%	17%	17%
	2016	16%	17%	18%	24%	40%	26%	24%	24%	14%	18%	13%	20%	19%	19%

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

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	22%	22%	32%	37%	*	29%	31%	17%	27%	14%	18%	24%	23%
	2016	17%	18%	19%	27%	34%	22%	23%	27%	15%	24%	11%	18%	21%	20%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	30%	29%	30%	-	30%	28%	25%	28%	24%	24%	26%	26%
	2016	35%	35%	32%	34%	59%	48%	27%	33%	26%	31%	25%	28%	29%	29%
Mathematics	2017	43%	44%	39%	45%	53%	-	46%	42%	35%	41%	34%	33%	38%	37%

District Name: HOUSTON ISD
 County Name: HARRIS
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Participation

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	99%	99%	98%	98%	100%	98%	98%	99%	99%	100%
Included in Accountability	94%	94%	92%	92%	93%	90%	87%	91%	89%	93%	95%	93%	87%
Not Included in Accountability													
Mobile	4%	4%	5%	6%	4%	6%	7%	4%	7%	5%	4%	3%	5%
Other Exclusions	1%	1%	2%	1%	3%	2%	4%	5%	2%	0%	0%	3%	8%
Not Tested	1%	1%	1%	1%	1%	2%	2%	0%	2%	2%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	2%	2%	0%	2%	2%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	99%	99%	98%	98%	99%	97%	99%	99%	99%	99%
Included in Accountability	94%	94%	93%	92%	93%	92%	88%	90%	83%	94%	95%	94%	86%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	4%	4%	7%	4%	10%	4%	3%	3%	5%
Other Exclusions	1%	1%	2%	1%	2%	2%	3%	5%	4%	1%	0%	2%	8%
Not Tested	1%	1%	1%	1%	1%	2%	2%	1%	3%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	2%	2%	0%	2%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%

District Name: HOUSTON ISD
 County Name: HARRIS
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Attendance and Postsecondary Readiness

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.8%	95.6%	94.3%	95.8%	96.8%	95.5%	97.8%	96.5%	96.6%	93.4%	95.6%	96.5%
2014-15	95.7%	95.8%	95.6%	94.4%	95.9%	96.5%	95.7%	97.7%	96.4%	96.3%	93.5%	95.6%	96.7%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.4%	1.0%	1.2%	0.8%	1.5%	1.2%	0.8%	0.0%	1.9%	1.0%	0.9%	1.2%
2014-15	0.3%	0.4%	1.0%	1.2%	0.7%	1.7%	0.0%	1.0%	0.0%	2.0%	1.3%	0.9%	1.1%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	2.2%	4.0%	4.2%	3.9%	4.9%	6.9%	0.9%	4.9%	3.5%	5.0%	3.7%	7.1%
2014-15	2.1%	2.2%	3.9%	4.7%	3.8%	3.4%	7.3%	1.4%	5.1%	3.6%	5.2%	3.8%	7.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	88.3%	80.5%	78.8%	80.3%	81.2%	70.7%	94.5%	76.2%	78.9%	68.6%	80.4%	47.9%
Received GED	0.5%	0.4%	0.6%	0.5%	0.4%	2.0%	2.4%	0.0%	0.0%	1.8%	0.2%	0.4%	0.2%
Continued HS	4.2%	4.5%	6.3%	6.0%	6.9%	4.5%	12.2%	4.2%	4.8%	6.4%	11.8%	6.6%	20.3%
Dropped Out	6.2%	6.8%	12.6%	14.8%	12.4%	12.3%	14.6%	1.4%	19.0%	12.8%	19.4%	12.6%	31.6%
Graduates and GED	89.6%	88.7%	81.1%	79.3%	80.7%	83.3%	73.2%	94.5%	76.2%	80.7%	68.8%	80.8%	48.1%
Grads, GED, & Cont	93.8%	93.2%	87.4%	85.2%	87.6%	87.7%	85.4%	98.6%	81.0%	87.2%	80.6%	87.4%	68.4%
Class of 2015													
Graduated	89.0%	88.5%	82.0%	79.3%	81.9%	84.8%	74.1%	94.1%	94.4%	80.0%	70.1%	82.1%	50.4%
Received GED	0.6%	0.5%	0.5%	0.5%	0.4%	1.6%	0.0%	0.0%	0.0%	0.0%	0.2%	0.4%	0.1%
Continued HS	4.1%	4.3%	6.6%	5.8%	7.4%	5.9%	14.8%	2.6%	0.0%	7.4%	12.9%	6.1%	24.7%
Dropped Out	6.3%	6.6%	10.9%	14.4%	10.4%	7.7%	11.1%	3.3%	5.6%	12.6%	16.8%	11.5%	24.8%
Graduates and GED	89.6%	89.0%	82.5%	79.8%	82.2%	86.4%	74.1%	94.1%	94.4%	80.0%	70.3%	82.4%	50.5%
Grads, GED, & Cont	93.7%	93.4%	89.1%	85.6%	89.6%	92.3%	88.9%	96.7%	94.4%	87.4%	83.2%	88.5%	75.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	90.8%	85.4%	82.6%	85.3%	89.0%	78.6%	95.9%	94.4%	85.1%	75.6%	84.9%	58.0%
Received GED	0.8%	0.7%	0.9%	0.9%	0.7%	2.3%	3.6%	0.0%	0.0%	4.3%	0.3%	0.7%	0.1%
Continued HS	1.2%	1.3%	2.1%	1.5%	2.7%	0.8%	0.0%	0.4%	0.0%	0.0%	6.2%	2.4%	10.8%
Dropped Out	6.7%	7.1%	11.6%	15.0%	11.3%	7.8%	17.9%	3.7%	5.6%	10.6%	17.9%	12.1%	31.1%
Graduates and GED	92.1%	91.6%	86.3%	83.6%	86.0%	91.3%	82.1%	95.9%	94.4%	89.4%	75.9%	85.6%	58.1%
Grads, GED, & Cont	93.3%	92.9%	88.4%	85.0%	88.7%	92.2%	82.1%	96.3%	94.4%	89.4%	82.1%	87.9%	68.9%
Class of 2014													
Graduated	90.4%	89.9%	84.7%	81.5%	84.6%	90.3%	86.7%	94.6%	85.7%	89.5%	76.0%	84.1%	39.3%
Received GED	1.0%	1.0%	1.1%	1.2%	0.8%	2.5%	0.0%	0.0%	9.5%	1.3%	0.5%	1.0%	0.6%
Continued HS	1.3%	1.4%	1.9%	0.7%	2.7%	1.0%	3.3%	0.2%	4.8%	1.3%	4.8%	1.8%	15.3%
Dropped Out	7.2%	7.8%	12.3%	16.5%	11.9%	6.1%	10.0%	5.2%	0.0%	7.9%	18.7%	13.2%	44.8%
Graduates and GED	91.5%	90.8%	85.8%	82.7%	85.4%	92.8%	86.7%	94.6%	95.2%	90.8%	76.5%	85.1%	39.9%
Grads, GED, & Cont	92.8%	92.2%	87.7%	83.5%	88.1%	93.9%	90.0%	94.8%	100.0%	92.1%	81.3%	86.8%	55.2%

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	90.3%	85.4%	82.1%	85.4%	90.9%	86.7%	94.8%	90.5%	90.7%	78.6%	84.5%	41.5%
Received GED	1.2%	1.1%	1.3%	1.4%	1.1%	2.8%	0.0%	0.2%	9.5%	1.3%	0.6%	1.2%	0.6%
Continued HS	0.6%	0.6%	0.8%	0.3%	1.1%	0.4%	3.3%	0.0%	0.0%	0.0%	1.7%	0.9%	7.1%
Dropped Out	7.2%	7.9%	12.5%	16.3%	12.4%	5.9%	10.0%	4.9%	0.0%	8.0%	19.1%	13.3%	50.8%
Graduates and GED	92.2%	91.5%	86.7%	83.4%	86.5%	93.8%	86.7%	95.1%	100.0%	92.0%	79.2%	85.8%	42.1%
Grads, GED, & Cont	92.8%	92.1%	87.5%	83.7%	87.6%	94.1%	90.0%	95.1%	100.0%	92.0%	80.9%	86.7%	49.2%
Class of 2013													
Graduated	90.9%	90.2%	85.4%	82.9%	85.0%	93.7%	82.5%	90.4%	96.2%	96.0%	78.9%	85.6%	45.6%
Received GED	1.4%	1.3%	1.3%	1.4%	1.2%	1.9%	0.0%	0.7%	0.0%	1.3%	1.0%	1.1%	0.9%
Continued HS	0.6%	0.6%	0.8%	0.4%	1.0%	0.3%	0.0%	1.2%	0.0%	0.0%	2.2%	0.7%	5.8%
Dropped Out	7.2%	7.9%	12.5%	15.2%	12.8%	4.0%	17.5%	7.6%	3.8%	2.7%	18.0%	12.5%	47.8%
Graduates and GED	92.3%	91.5%	86.7%	84.3%	86.2%	95.6%	82.5%	91.2%	96.2%	97.3%	79.8%	86.7%	46.4%
Grads, GED, & Cont	92.8%	92.1%	87.5%	84.8%	87.2%	96.0%	82.5%	92.4%	96.2%	97.3%	82.0%	87.5%	52.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	88.3%	77.9%	75.6%	77.8%	79.6%	70.7%	93.0%	76.2%	76.8%	64.0%	78.1%	44.8%
Class of 2015	89.0%	88.5%	79.3%	76.7%	78.9%	83.0%	71.4%	92.4%	94.4%	77.6%	66.7%	79.7%	46.5%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	90.8%	82.9%	79.9%	82.7%	87.1%	78.6%	94.1%	94.4%	82.7%	71.4%	82.5%	53.8%
Class of 2014	90.4%	89.9%	81.7%	78.4%	81.3%	89.1%	78.8%	94.2%	81.8%	89.5%	72.2%	81.7%	35.7%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	90.3%	82.4%	78.8%	82.1%	89.9%	78.8%	94.4%	86.4%	89.5%	74.8%	82.0%	37.7%
Class of 2013	90.9%	90.2%	82.7%	80.1%	82.0%	93.0%	78.6%	88.9%	96.2%	91.3%	75.2%	83.4%	41.6%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	87.4%	86.5%	81.2%	87.3%	90.3%	85.2%	97.2%	93.8%	90.5%	27.7%	85.6%	82.1%
Class of 2015	86.1%	85.3%	84.6%	79.8%	84.8%	89.8%	70.0%	95.8%	88.2%	87.7%	24.1%	83.4%	76.7%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	2.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Class of 2015	3.5%	4.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	23.4%	51.2%	51.5%	41.5%	69.3%	*	85.7%	-	*	28.6%	46.7%	64.3%
Class of 2015	38.7%	10.2%	13.5%	26.4%	10.2%	0.0%	-	0.0%	-	*	22.2%	14.6%	11.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	83.0%	84.9%	79.6%	85.7%	88.8%	82.8%	96.8%	93.8%	89.5%	27.7%	84.0%	81.6%
Class of 2015	84.1%	82.1%	82.9%	78.6%	83.0%	88.0%	70.0%	94.2%	88.2%	85.5%	24.1%	81.9%	75.4%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	85.4%	83.6%	78.2%	84.3%	87.5%	77.4%	96.8%	88.2%	87.5%	21.2%	83.4%	81.4%
2014-15	84.3%	83.5%	82.3%	76.7%	82.7%	88.3%	70.0%	95.8%	88.9%	86.7%	19.7%	81.8%	77.9%
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	2.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2014-15	3.5%	4.8%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	22.4%	43.8%	49.3%	31.5%	68.4%	*	80.0%	-	*	22.2%	40.9%	52.6%
2014-15	37.3%	10.1%	13.2%	25.5%	10.2%	0.0%	-	0.0%	-	*	25.0%	13.0%	10.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	80.9%	81.6%	76.6%	81.9%	86.1%	75.8%	96.2%	88.2%	86.7%	21.2%	81.5%	80.5%
2014-15	82.2%	80.2%	80.8%	75.6%	81.0%	86.6%	70.0%	94.3%	88.9%	84.6%	19.7%	80.2%	76.5%
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	55.7%	56.2%	52.9%	54.8%	60.7%	43.2%	84.9%	67.6%	58.8%	18.3%	56.1%	28.3%
2014-15	54.5%	56.0%	57.5%	52.0%	56.6%	64.3%	44.1%	84.6%	70.6%	64.7%	20.4%	56.3%	30.5%
English Language Arts													
2015-16	30.1%	29.1%	33.1%	29.8%	29.9%	47.7%	21.9%	58.7%	37.5%	40.1%	5.0%	30.6%	7.6%
2014-15	29.0%	28.3%	33.4%	29.7%	30.0%	48.1%	25.5%	60.0%	50.0%	50.6%	6.6%	30.5%	7.7%
Mathematics													
2015-16	43.1%	45.3%	43.5%	39.5%	40.4%	54.5%	33.9%	79.3%	60.7%	52.9%	14.3%	41.5%	20.5%
2014-15	43.8%	46.5%	44.2%	38.5%	42.2%	54.3%	34.0%	76.6%	76.9%	48.4%	14.8%	42.0%	23.2%
Science													
2015-16	12.2%	12.4%	13.0%	8.6%	12.1%	17.5%	14.6%	38.5%	30.0%	16.4%	2.0%	12.1%	2.9%
2014-15	12.7%	12.8%	13.8%	10.8%	11.4%	20.4%	6.7%	46.1%	30.0%	19.6%	2.3%	11.9%	2.9%
Social Studies													
2015-16	29.0%	29.2%	31.9%	26.6%	29.2%	44.3%	25.0%	66.4%	38.9%	43.7%	3.3%	29.5%	4.8%
2014-15	28.4%	29.1%	31.0%	25.1%	28.4%	45.7%	15.1%	62.0%	60.0%	46.3%	4.2%	28.5%	4.8%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	37.9%	39.8%	35.4%	39.3%	44.3%	28.7%	63.7%	50.0%	44.6%	12.5%	38.9%	26.8%
2014-15	34.6%	37.3%	38.4%	33.7%	37.7%	44.7%	34.4%	62.8%	44.4%	45.2%	12.1%	37.2%	19.8%
English Language Arts													
2015-16	16.2%	17.5%	18.6%	15.5%	18.2%	23.8%	11.7%	29.7%	27.5%	20.2%	5.3%	17.7%	12.6%
2014-15	15.7%	17.1%	17.3%	16.0%	15.8%	23.0%	15.4%	31.4%	23.5%	25.8%	4.4%	16.2%	7.8%
Mathematics													
2015-16	19.3%	20.4%	19.9%	17.1%	18.6%	25.6%	16.6%	42.0%	30.2%	23.5%	5.2%	18.4%	12.2%
2014-15	19.4%	20.5%	18.9%	16.0%	17.6%	24.7%	14.0%	42.3%	36.1%	23.1%	5.4%	17.5%	7.6%

District Name: HOUSTON ISD
 County Name: HARRIS
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Attendance and Postsecondary Readiness

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	5.2%	5.5%	3.8%	4.9%	8.0%	5.2%	18.3%	13.6%	7.0%	0.7%	4.9%	1.0%
2014-15	5.2%	5.4%	6.0%	4.8%	4.8%	9.1%	2.7%	22.8%	14.1%	8.9%	0.9%	5.1%	0.9%
Social Studies													
2015-16	20.8%	21.1%	24.5%	21.1%	22.1%	36.4%	17.6%	51.0%	31.0%	36.9%	2.7%	22.2%	3.8%
2014-15	19.5%	20.5%	23.6%	18.9%	21.8%	35.9%	17.4%	48.9%	36.4%	35.9%	2.6%	21.6%	3.9%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	50.4%	40.2%	30.6%	34.6%	76.3%	21.4%	79.6%	71.4%	54.5%	9.1%	33.4%	9.0%
2014-15	42.0%	44.0%	28.0%	18.0%	21.0%	70.0%	35.0%	73.0%	56.0%	55.0%	4.0%	21.0%	4.0%
Mathematics													
2015-16	44.6%	46.2%	33.8%	22.6%	28.1%	69.1%	21.4%	83.2%	71.4%	50.6%	6.0%	27.4%	11.6%
2014-15	38.0%	40.0%	25.0%	14.0%	17.0%	66.0%	24.0%	75.0%	50.0%	49.0%	3.0%	17.0%	6.0%
Both Subjects													
2015-16	38.7%	40.1%	29.9%	18.8%	24.1%	66.8%	17.9%	77.8%	71.4%	46.8%	4.1%	23.1%	5.6%
2014-15	35.0%	37.0%	22.0%	13.0%	14.0%	65.0%	18.0%	70.0%	50.0%	48.0%	2.0%	14.0%	3.0%
Either Subject													
2015-16	56.4%	56.4%	44.0%	34.4%	38.6%	78.5%	25.0%	85.0%	71.4%	58.4%	10.9%	37.7%	15.0%
2014-15	45.0%	47.0%	31.0%	19.0%	24.0%	72.0%	41.0%	78.0%	56.0%	57.0%	5.0%	23.0%	7.0%
College and Career Ready Graduates													
2015-16	75.9%	74.2%	68.1%	62.8%	67.2%	75.7%	63.6%	91.2%	88.2%	74.4%	32.4%	67.5%	43.3%
2014-15	74.5%	73.0%	69.6%	64.5%	69.0%	75.7%	70.0%	90.8%	72.2%	82.1%	35.1%	68.2%	48.4%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	21.5%	20.4%	19.2%	21.9%	17.6%	18.2%	15.2%	23.5%	15.6%	4.0%	21.4%	6.6%
2014-15	10.6%	11.0%	9.4%	7.4%	10.5%	7.9%	20.0%	8.3%	27.8%	6.4%	1.1%	9.8%	2.8%
Mathematics													
2015-16	18.1%	18.5%	15.0%	12.5%	16.5%	11.9%	18.2%	16.9%	23.5%	13.3%	2.1%	16.3%	8.1%
2014-15	7.1%	8.0%	5.7%	4.3%	6.3%	4.4%	5.0%	8.8%	22.2%	1.3%	0.8%	5.9%	4.8%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	49.5%	53.3%	45.5%	52.0%	66.0%	39.4%	85.2%	64.7%	70.0%	11.2%	51.6%	25.6%
2014-15	48.1%	49.2%	55.3%	49.1%	53.2%	66.9%	55.0%	87.3%	61.1%	71.8%	11.8%	53.3%	28.3%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	9.1%	8.1%	6.3%	9.1%	6.6%	9.1%	7.9%	29.4%	2.2%	1.3%	8.7%	1.5%
2014-15	10.6%	8.1%	6.7%	5.8%	7.7%	5.1%	0.0%	2.4%	0.0%	9.0%	0.6%	7.4%	1.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	51.6%	57.5%	47.1%	57.3%	70.6%	60.6%	86.7%	64.7%	76.7%	12.0%	55.9%	34.0%
2014-15	43.4%	48.3%	58.0%	49.8%	57.3%	68.9%	60.0%	85.1%	72.2%	74.4%	12.4%	56.3%	33.7%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	40.4%	31.5%	34.9%	33.0%	15.8%	30.3%	31.0%	35.3%	21.1%	25.2%	34.0%	21.2%
2014-15	46.6%	39.8%	35.9%	35.8%	39.3%	18.9%	35.0%	31.1%	38.9%	32.1%	27.3%	38.2%	27.3%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	26.9%	36.8%	29.6%	35.7%	45.7%	30.6%	73.1%	40.5%	43.8%	n/a	34.3%	n/a
2015	24.9%	26.2%	37.1%	29.6%	35.7%	47.4%	39.0%	71.9%	58.3%	49.7%	n/a	34.3%	n/a
English Language Arts													
2016	15.5%	15.7%	22.9%	20.5%	19.8%	34.7%	18.1%	48.5%	18.9%	32.0%	n/a	19.7%	n/a
2015	15.1%	15.2%	23.2%	21.1%	19.8%	34.2%	23.7%	49.8%	44.4%	39.4%	n/a	20.1%	n/a
Mathematics													
2016	6.8%	7.4%	8.5%	4.6%	6.4%	16.3%	5.6%	41.2%	16.2%	12.3%	n/a	6.3%	n/a
2015	6.8%	7.0%	8.4%	4.8%	5.9%	17.3%	6.8%	40.2%	22.2%	11.9%	n/a	6.1%	n/a
Science													
2016	10.4%	11.0%	15.8%	9.9%	15.1%	21.5%	18.1%	47.1%	24.3%	21.7%	n/a	14.0%	n/a
2015	10.2%	10.5%	14.6%	8.5%	12.8%	24.1%	8.5%	49.1%	38.9%	21.8%	n/a	12.1%	n/a
Social Studies													
2016	14.8%	16.6%	23.1%	18.6%	20.8%	32.8%	20.8%	56.1%	29.7%	32.5%	n/a	20.2%	n/a
2015	14.4%	15.9%	22.3%	17.4%	19.9%	34.1%	11.9%	53.0%	41.7%	34.7%	n/a	19.3%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	52.7%	37.2%	17.4%	31.4%	67.0%	22.7%	77.1%	40.0%	56.2%	n/a	28.1%	n/a
2015	49.1%	52.6%	37.7%	19.0%	30.6%	70.1%	26.1%	77.6%	47.6%	50.0%	n/a	28.2%	n/a
English Language Arts													
2016	43.3%	46.3%	28.5%	14.4%	16.1%	61.3%	15.4%	73.4%	57.1%	55.4%	n/a	15.0%	n/a
2015	43.7%	47.1%	29.0%	16.4%	14.9%	66.2%	7.1%	72.5%	31.3%	46.1%	n/a	15.1%	n/a
Mathematics													
2016	54.0%	57.4%	50.6%	32.3%	34.2%	66.7%	*	82.6%	83.3%	72.0%	n/a	37.4%	n/a
2015	51.7%	57.4%	46.7%	31.4%	26.7%	65.1%	*	78.1%	25.0%	69.6%	n/a	30.5%	n/a
Science													
2016	35.1%	37.5%	23.5%	12.5%	10.0%	51.2%	7.7%	65.1%	22.2%	52.3%	n/a	11.4%	n/a
2015	35.4%	38.3%	26.8%	15.0%	10.4%	51.7%	20.0%	65.0%	21.4%	54.8%	n/a	11.8%	n/a
Social Studies													
2016	41.6%	45.8%	28.4%	13.8%	16.5%	59.2%	26.7%	72.1%	36.4%	53.0%	n/a	15.9%	n/a
2015	40.1%	45.4%	28.3%	14.0%	15.2%	58.5%	0.0%	74.1%	26.7%	46.3%	n/a	15.4%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	78.3%	95.2%	96.6%	94.8%	90.1%	90.9%	100.0%	82.4%	86.7%	n/a	96.6%	n/a
Class of 2015	68.3%	72.1%	97.3%	97.0%	97.0%	94.2%	100.0%	?	?	94.9%	n/a	98.5%	n/a

TEXAS EDUCATION AGENCY
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District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
At/Above Criterion													
Class of 2016	22.5%	22.7%	14.1%	6.5%	7.5%	50.4%	0.0%	58.1%	35.7%	29.5%	n/a	6.8%	n/a
Class of 2015	24.3%	25.0%	14.2%	6.3%	6.5%	54.1%	15.0%	57.4%	26.3%	39.2%	n/a	6.8%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1367	1251	1165	1196	1593	1141	1665	1447	1488	n/a	1184	n/a
Class of 2015	1394	1386	1251	1160	1192	1619	1259	1627	1368	1529	n/a	1183	n/a
English Language Arts and Writing													
Class of 2016	903	897	823	774	784	1054	753	1078	941	990	n/a	777	n/a
Class of 2015	912	905	813	761	771	1067	825	1049	888	1007	n/a	766	n/a
Mathematics													
Class of 2016	472	471	428	392	413	539	388	586	507	498	n/a	407	n/a
Class of 2015	482	481	438	399	421	553	434	578	481	522	n/a	417	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	20.7	21.1	18.2	19.3	26.0	16.6	27.9	*	23.5	n/a	18.7	n/a
Class of 2015	20.6	21.5	20.8	17.7	18.7	26.3	*	26.6	21.8	24.2	n/a	18.4	n/a
English Language Arts													
Class of 2016	19.8	20.2	20.7	17.8	18.7	26.3	15.3	27.5	*	23.4	n/a	18.1	n/a
Class of 2015	20.1	21.0	20.3	17.2	17.8	26.5	*	25.8	21.0	24.4	n/a	17.5	n/a
Mathematics													
Class of 2016	20.5	21.1	21.4	18.2	20.1	25.7	17.5	28.9	*	23.3	n/a	19.4	n/a
Class of 2015	20.9	21.9	21.5	18.2	19.7	26.0	*	28.1	23.3	24.1	n/a	19.3	n/a
Science													
Class of 2016	20.5	20.9	21.0	18.4	19.4	25.4	17.8	27.1	*	23.2	n/a	18.9	n/a
Class of 2015	20.7	21.5	20.9	17.9	19.2	25.7	*	26.2	22.2	23.4	n/a	18.7	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	58.4%	50.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	60.0%	51.3%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	56.3%	44.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	71.7%	65.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Students:	215,408	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	214	0.1%	13,821	0.3%
Pre-Kindergarten	14,664	6.8%	223,833	4.2%
Kindergarten	16,535	7.7%	371,682	7.0%
Grade 1	17,948	8.3%	395,568	7.4%
Grade 2	18,393	8.5%	408,582	7.6%
Grade 3	18,082	8.4%	412,581	7.7%
Grade 4	17,901	8.3%	410,882	7.7%
Grade 5	16,666	7.7%	400,016	7.5%
Grade 6	14,041	6.5%	398,017	7.4%
Grade 7	13,543	6.3%	396,001	7.4%
Grade 8	13,581	6.3%	392,231	7.3%
Grade 9	16,679	7.7%	431,486	8.1%
Grade 10	13,641	6.3%	395,057	7.4%
Grade 11	12,430	5.8%	363,655	6.8%
Grade 12	11,090	5.1%	330,422	6.2%
Ethnic Distribution:				
African American	51,574	23.9%	673,291	12.6%
Hispanic	133,776	62.1%	2,802,180	52.4%
White	18,753	8.7%	1,499,559	28.1%
American Indian	531	0.2%	20,701	0.4%
Asian	8,316	3.9%	224,834	4.2%
Pacific Islander	175	0.1%	7,687	0.1%
Two or More Races	2,283	1.1%	115,582	2.2%
Economically Disadvantaged	166,108	77.1%	3,155,117	59.0%
Non-Educationally Disadvantaged	49,300	22.9%	2,188,717	41.0%
English Language Learners (ELL)	68,579	31.8%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	2,754	1.2%	74,803	1.4%
At-Risk	145,354	67.5%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	15,114		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	7,878	52.1%	207,935	44.5%
Students with Physical Disabilities	2,390	15.8%	102,283	21.9%
Students with Autism	1,882	12.5%	58,444	12.5%
Students with Behavioral Disabilities	2,665	17.6%	93,082	19.9%
Students with Non-Categorical Early Childhood	299	2.0%	5,867	1.3%

District Name: HOUSTON ISD
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Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Graduates (Class of 2016):				
Total Graduates	10,217	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	2,633	25.8%	41,084	12.7%
Hispanic	5,931	58.1%	157,633	48.6%
White	1,093	10.7%	104,551	32.2%
American Indian	33	0.3%	1,280	0.4%
Asian	420	4.1%	13,481	4.2%
Pacific Islander	17	0.2%	449	0.1%
Two or More Races	90	0.9%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	1,591	15.6%	42,804	13.2%
Recommended H.S. Program/DAP	8,114	79.4%	254,625	78.5%
Foundation High School Plan (No Endorsement)	288	2.8%	11,477	3.5%
Foundation High School Plan (Endorsement)	0	0.0%	1,501	0.5%
Foundation High School Plan (DLA)	224	2.2%	13,904	4.3%
Special Education Graduates	815	8.0%	23,325	7.2%

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Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.8%	1.8%	6.4%	7.7%
Grade 1	5.4%	3.8%	7.5%	6.8%
Grade 2	3.4%	2.4%	5.0%	3.1%
Grade 3	2.8%	1.6%	2.3%	1.2%
Grade 4	1.7%	0.8%	0.9%	0.7%
Grade 5	0.7%	0.4%	0.3%	0.7%
Grade 6	1.5%	0.6%	2.4%	0.7%
Grade 7	1.7%	0.7%	3.1%	0.8%
Grade 8	1.3%	0.5%	1.4%	0.9%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	115	0.1%	6,686	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.0	18.8
Grade 1	18.3	18.8
Grade 2	18.8	18.9
Grade 3	17.9	19.0
Grade 4	17.6	19.0
Grade 5	17.8	20.9
Grade 6	21.4	20.4
Secondary:		
English/Language Arts	20.0	16.8
Foreign Languages	22.1	18.7
Mathematics	22.2	18.0
Science	22.2	19.0
Social Studies	22.8	19.4

District Name: HOUSTON ISD
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Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	27,417.3	100.0%	705,007.9	100.0%
Professional Staff:	15,120.6	55.1%	451,253.5	64.0%
Teachers	11,545.8	42.1%	352,756.1	50.0%
Professional Support	2,874.0	10.5%	70,392.1	10.0%
Campus Administration (School Leadership)	588.2	2.1%	20,492.1	2.9%
Central Administration	112.6	0.4%	7,613.2	1.1%
Educational Aides:	1,300.8	4.7%	67,934.0	9.6%
Auxiliary Staff:	10,995.9	40.1%	185,820.3	26.4%
Total Minority Staff:	21,895.7	79.9%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	4,179.5	36.2%	35,986.3	10.2%
Hispanic	3,306.4	28.6%	93,694.5	26.6%
White	3,266.7	28.3%	211,028.1	59.8%
American Indian	35.6	0.3%	1,243.7	0.4%
Asian	614.2	5.3%	5,383.5	1.5%
Pacific Islander	16.0	0.1%	1,521.6	0.4%
Two or More Races	127.5	1.1%	3,898.4	1.1%
Males	3,016.8	26.1%	83,544.8	23.7%
Females	8,529.0	73.9%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	708.7	6.1%	4,333.3	1.2%
Bachelors	7,744.5	67.1%	262,745.0	74.5%
Masters	2,920.7	25.3%	83,426.6	23.6%
Doctorate	171.9	1.5%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	931.1	8.1%	27,413.0	7.8%
1-5 Years Experience	3,772.4	32.7%	98,846.9	28.0%
6-10 Years Experience	2,139.9	18.5%	73,646.0	20.9%
11-20 Years Experience	2,936.4	25.4%	98,156.2	27.8%
Over 20 Years Experience	1,766.1	15.3%	54,694.0	15.5%
Number of Students per Teacher	18.7	n/a	15.1	n/a

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Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	19.1	19.5
Average Years Experience of Principals with District	15.7	12.2
Average Years Experience of Assistant Principals	15.6	15.7
Average Years Experience of Assistant Principals with District	12.9	10.1
Average Years Experience of Teachers:		
Average Years Experience of Teachers	10.4	10.9
Average Years Experience of Teachers with District:	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$50,541	\$46,199
1-5 Years Experience	\$50,294	\$48,779
6-10 Years Experience	\$51,777	\$51,184
11-20 Years Experience	\$53,872	\$54,396
Over 20 Years Experience	\$63,191	\$60,913
Average Actual Salaries (regular duties only):		
Teachers	\$53,471	\$52,525
Professional Support	\$65,012	\$61,728
Campus Administration (School Leadership)	\$83,323	\$76,471
Central Administration	\$116,014	\$100,397
Instructional Staff Percent:	60.2%	64.6%
Turnover Rate for Teachers:	19.0%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	1.5	454.3
Contracted Instructional Staff:	504.8	2,110.5

District Name: HOUSTON ISD
 County Name: HARRIS
 District Number: 101912

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

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	68,688	31.9%	1,005,219	18.8%
Career & Technical Education	40,934	19.0%	1,336,684	25.0%
Gifted & Talented Education	32,533	15.1%	415,641	7.8%
Special Education	15,114	7.0%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	385.4	3.3%	21,143.9	6.0%
Career & Technical Education	314.0	2.7%	15,992.3	4.5%
Compensatory Education	147.2	1.3%	9,777.0	2.8%
Gifted & Talented Education	661.6	5.7%	6,556.8	1.9%
Regular Education	8,897.3	77.1%	256,918.3	72.8%
Special Education	829.3	7.2%	30,361.9	8.6%
Other	311.0	2.7%	12,005.8	3.4%

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

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

State Report

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

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent at Approaches Grade Level or Above												
Grade 3												
Reading	2017	73%	61%	68%	83%	74%	90%	74%	79%	46%	65%	65%
	2016	73%	61%	69%	84%	70%	91%	79%	81%	46%	65%	65%
Mathematics	2017	78%	64%	75%	86%	76%	95%	78%	81%	52%	71%	75%
	2016	75%	61%	72%	85%	71%	93%	77%	81%	49%	68%	70%
STAAR Percent at Approaches Grade Level or Above												
Grade 4												
Reading	2017	70%	57%	65%	82%	69%	90%	70%	78%	40%	61%	58%
	2016	75%	65%	70%	85%	75%	91%	78%	82%	42%	67%	62%
Mathematics	2017	76%	60%	73%	84%	76%	94%	76%	80%	46%	69%	70%
	2016	73%	58%	70%	83%	75%	93%	76%	78%	43%	66%	66%
Writing	2017	65%	54%	60%	73%	62%	88%	69%	71%	33%	56%	55%
	2016	69%	60%	64%	79%	66%	89%	71%	76%	37%	61%	58%
STAAR Percent at Approaches Grade Level or Above												
Grade 5 ***												
Reading	2017	82%	73%	78%	90%	81%	94%	84%	87%	49%	75%	69%
	2016	81%	71%	77%	90%	81%	94%	82%	87%	46%	74%	66%
Mathematics	2017	87%	77%	86%	93%	86%	98%	92%	90%	63%	83%	81%
	2016	86%	75%	84%	92%	86%	97%	88%	89%	56%	81%	80%
Science	2017	74%	60%	69%	85%	75%	92%	76%	81%	45%	66%	58%
	2016	74%	58%	70%	85%	75%	92%	75%	80%	43%	66%	60%
STAAR Percent at Approaches Grade Level or Above												
Grade 6												
Reading	2017	69%	59%	62%	81%	68%	90%	69%	78%	31%	58%	40%
	2016	69%	58%	63%	82%	69%	91%	70%	79%	32%	59%	42%
Mathematics	2017	76%	66%	72%	87%	77%	96%	82%	83%	46%	68%	60%
	2016	72%	59%	68%	83%	74%	94%	75%	79%	40%	64%	56%

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

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent at Approaches Grade Level or Above												
Grade 7												
Reading	2017	73%	62%	69%	84%	73%	92%	76%	81%	34%	65%	44%
	2016	71%	60%	64%	82%	69%	92%	76%	79%	30%	61%	37%
Mathematics	2017	70%	56%	65%	81%	69%	94%	74%	76%	37%	61%	49%
	2016	69%	55%	64%	81%	67%	93%	76%	77%	33%	60%	44%
Writing	2017	70%	59%	64%	80%	67%	91%	73%	77%	28%	60%	41%
	2016	69%	59%	63%	81%	67%	92%	77%	78%	28%	59%	35%
STAAR Percent at Approaches Grade Level or Above												
Grade 8 ***												
Reading	2017	86%	80%	82%	92%	86%	96%	88%	91%	46%	80%	60%
	2016	87%	80%	84%	93%	86%	96%	86%	92%	45%	81%	61%
Mathematics	2017	85%	77%	84%	91%	87%	97%	88%	89%	52%	81%	74%
	2016	82%	72%	79%	88%	81%	95%	87%	86%	42%	76%	67%
Science	2017	76%	64%	71%	87%	76%	94%	78%	84%	39%	67%	48%
	2016	75%	63%	70%	85%	77%	94%	81%	82%	35%	66%	47%
Social Studies	2017	63%	52%	56%	76%	64%	90%	67%	73%	31%	53%	31%
	2016	63%	52%	56%	76%	66%	89%	69%	73%	29%	53%	31%
STAAR Percent at Approaches Grade Level or Above												
End of Course												
English I	2017	64%	53%	58%	78%	63%	86%	67%	75%	22%	54%	29%
	2016	65%	56%	60%	78%	64%	87%	68%	75%	25%	57%	32%
English II	2017	66%	55%	60%	79%	62%	84%	64%	77%	24%	57%	28%
	2016	67%	57%	61%	81%	66%	85%	67%	79%	26%	58%	28%
Algebra I	2017	83%	73%	81%	89%	81%	97%	83%	87%	46%	78%	67%
	2016	78%	67%	75%	86%	75%	95%	78%	83%	39%	72%	60%

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

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above												
End of Course												
Biology	2017	86%	80%	83%	93%	87%	96%	86%	93%	54%	81%	64%
	2016	87%	81%	85%	94%	86%	96%	87%	92%	52%	83%	66%
U.S. History	2017	91%	86%	90%	96%	91%	96%	91%	95%	61%	87%	72%
	2016	91%	86%	89%	95%	91%	96%	93%	94%	56%	87%	70%
STAAR Percent at Approaches Grade Level or Above												
All Grades												
All Subjects	2017	75%	65%	71%	85%	75%	93%	77%	82%	41%	68%	57%
	2016	75%	64%	70%	85%	74%	92%	78%	82%	39%	67%	57%
Reading	2017	72%	61%	67%	83%	71%	90%	73%	81%	35%	64%	51%
	2016	73%	63%	68%	84%	72%	91%	75%	82%	35%	65%	52%
Mathematics	2017	79%	68%	76%	87%	79%	96%	82%	84%	49%	73%	69%
	2016	76%	64%	73%	85%	75%	94%	79%	82%	43%	70%	65%
Writing	2017	67%	57%	62%	77%	64%	90%	71%	74%	30%	58%	50%
	2016	69%	60%	64%	80%	67%	90%	74%	77%	32%	60%	50%
Science	2017	79%	69%	75%	89%	80%	94%	81%	86%	47%	72%	57%
	2016	79%	68%	75%	88%	79%	94%	81%	85%	44%	72%	58%
Social Studies	2017	77%	69%	73%	86%	78%	93%	79%	84%	45%	69%	48%
	2016	77%	70%	73%	86%	79%	92%	81%	84%	42%	69%	47%
STAAR Percent at Meets Grade Level												
All Grades												
Two or More Subjects	2017	48%	34%	41%	61%	48%	82%	50%	56%	22%	36%	22%
	2016	45%	30%	37%	59%	45%	80%	47%	54%	9%	32%	19%
Reading	2017	48%	35%	41%	62%	48%	79%	50%	58%	22%	36%	23%
	2016	46%	32%	38%	60%	45%	78%	48%	56%	10%	34%	21%
Mathematics	2017	48%	33%	43%	60%	48%	85%	53%	55%	25%	38%	32%
	2016	43%	26%	37%	55%	42%	82%	46%	50%	11%	32%	26%

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

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level												
All Grades												
Writing	2017	38%	26%	32%	48%	35%	72%	42%	45%	19%	28%	23%
	2016	41%	28%	34%	53%	37%	75%	44%	49%	8%	30%	24%
Science	2017	52%	37%	44%	66%	51%	82%	52%	62%	25%	40%	22%
	2016	47%	32%	40%	61%	48%	79%	49%	56%	11%	35%	18%
Social Studies	2017	51%	40%	44%	64%	51%	80%	54%	61%	25%	39%	15%
	2016	47%	36%	40%	60%	51%	77%	53%	57%	12%	36%	13%
STAAR Percent at Masters Grade Level												
All Grades												
All Subjects	2017	20%	11%	15%	29%	19%	52%	20%	27%	7%	13%	11%
	2016	18%	9%	13%	26%	16%	48%	18%	25%	6%	11%	9%
Reading	2017	19%	11%	14%	28%	18%	46%	18%	27%	6%	12%	10%
	2016	17%	10%	12%	26%	15%	44%	16%	25%	5%	10%	8%
Mathematics	2017	23%	12%	18%	31%	21%	62%	24%	28%	8%	16%	17%
	2016	19%	9%	14%	27%	17%	57%	20%	25%	7%	12%	13%
Writing	2017	12%	6%	8%	17%	9%	36%	12%	16%	5%	6%	6%
	2016	15%	8%	10%	21%	12%	41%	16%	20%	6%	9%	8%
Science	2017	19%	10%	13%	30%	19%	51%	20%	28%	7%	11%	6%
	2016	16%	8%	11%	25%	16%	46%	17%	23%	5%	9%	4%
Social Studies	2017	27%	17%	20%	40%	27%	59%	27%	38%	8%	17%	4%
	2016	22%	13%	16%	33%	22%	51%	22%	31%	6%	13%	3%
STAAR Percent Met or Exceeded Progress												
All Grades												
All Subjects	2017	61%	58%	59%	65%	61%	76%	62%	64%	55%	58%	58%
	2016	62%	58%	60%	64%	60%	76%	62%	64%	55%	59%	59%
Reading	2017	59%	56%	57%	63%	58%	70%	57%	62%	55%	56%	54%
	2016	60%	58%	59%	63%	58%	71%	60%	63%	55%	58%	57%

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

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress												
All Grades												
Mathematics	2017	64%	60%	62%	67%	64%	82%	67%	66%	55%	61%	62%
	2016	63%	58%	61%	67%	62%	81%	64%	66%	54%	60%	61%
STAAR Percent Exceeded Progress												
All Grades												
All Subjects	2017	19%	15%	17%	21%	18%	35%	19%	21%	14%	17%	19%
	2016	17%	14%	16%	17%	15%	29%	16%	18%	13%	15%	18%
Reading	2017	17%	15%	16%	19%	17%	27%	17%	20%	15%	16%	17%
	2016	16%	15%	16%	16%	14%	22%	15%	17%	14%	16%	17%
Mathematics	2017	20%	15%	19%	22%	20%	45%	22%	22%	14%	18%	21%
	2016	17%	13%	16%	19%	16%	37%	17%	19%	12%	15%	18%
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2017	35%	30%	34%	40%	35%	42%	37%	37%	18%	32%	31%
	2016	35%	30%	34%	40%	34%	43%	37%	38%	17%	33%	31%
Mathematics	2017	43%	38%	43%	48%	45%	57%	50%	45%	27%	41%	40%

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

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2017	72%	61%	67%	82%	69%	89%	75%	79%	31%	63%	56%
Students Requiring Accelerated Instruction											
2017	28%	39%	33%	18%	31%	11%	25%	21%	69%	37%	44%
STAAR Cumulative Met Standard											
2017	81%	72%	78%	90%	80%	93%	84%	87%	42%	74%	68%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2017	81%	69%	79%	89%	80%	95%	86%	86%	48%	75%	73%
Students Requiring Accelerated Instruction											
2017	19%	31%	21%	11%	20%	5%	14%	14%	52%	25%	27%
STAAR Cumulative Met Standard											
2017	87%	77%	85%	93%	85%	97%	91%	90%	57%	82%	81%

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2017	76%	68%	71%	87%	77%	92%	80%	85%	28%	68%	40%
Students Requiring Accelerated Instruction											
2017	24%	32%	29%	13%	23%	8%	20%	15%	72%	32%	60%
STAAR Cumulative Met Standard											
2017	85%	79%	81%	92%	85%	94%	86%	91%	39%	79%	57%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2017	75%	64%	72%	84%	76%	93%	77%	82%	32%	69%	57%
Students Requiring Accelerated Instruction											
2017	25%	36%	28%	16%	24%	7%	23%	18%	68%	31%	43%
STAAR Cumulative Met Standard											
2017	85%	76%	83%	91%	86%	96%	87%	89%	47%	81%	72%

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

(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above													
All Grades													
All Subjects	2017	75%	67%	66%	65%	69%	69%	52%	55%	49%	54%	58%	57%
	2016	75%	66%	65%	65%	68%	68%	51%	53%	48%	54%	57%	57%
Reading	2017	72%	64%	61%	61%	67%	66%	44%	46%	41%	48%	51%	51%
	2016	73%	64%	63%	63%	67%	65%	44%	46%	42%	50%	52%	52%
Mathematics	2017	79%	76%	76%	74%	76%	76%	65%	68%	62%	64%	69%	69%
	2016	76%	72%	72%	72%	72%	73%	60%	63%	57%	61%	65%	65%
Writing	2017	67%	58%	54%	56%	61%	62%	43%	48%	39%	47%	50%	50%
	2016	69%	60%	57%	59%	61%	64%	41%	46%	36%	47%	50%	50%
Science	2017	79%	60%	61%	55%	61%	62%	56%	59%	53%	55%	57%	57%
	2016	79%	62%	63%	57%	63%	62%	57%	59%	54%	56%	58%	58%
Social Studies	2017	77%	43%	43%	50%	42%	45%	48%	53%	43%	48%	48%	48%
	2016	77%	38%	64%	55%	35%	45%	47%	51%	43%	51%	46%	47%
STAAR Percent at Meets Grade Level													
All Grades													
Two or More Subjects	2017	48%	32%	30%	28%	32%	34%	17%	20%	13%	21%	22%	22%
	2016	45%	28%	25%	25%	28%	30%	14%	17%	11%	17%	19%	19%
Reading	2017	48%	34%	32%	31%	36%	36%	16%	20%	13%	23%	23%	23%
	2016	46%	31%	28%	29%	33%	33%	14%	17%	11%	18%	21%	21%
Mathematics	2017	48%	43%	41%	39%	42%	46%	27%	31%	23%	30%	33%	32%
	2016	43%	34%	32%	32%	35%	38%	22%	25%	18%	23%	27%	26%
Writing	2017	38%	34%	29%	32%	34%	39%	14%	19%	10%	18%	23%	23%
	2016	41%	37%	30%	36%	37%	42%	14%	18%	10%	17%	24%	24%
Science	2017	52%	25%	25%	21%	26%	27%	20%	23%	18%	24%	22%	22%
	2016	47%	21%	20%	19%	23%	22%	16%	19%	14%	18%	18%	18%
Social Studies	2017	51%	13%	19%	*	12%	13%	15%	18%	13%	19%	15%	15%
	2016	47%	10%	*	*	10%	8%	13%	15%	11%	20%	13%	13%

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

(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level													
All Grades													
All Subjects	2017	20%	18%	17%	17%	18%	20%	7%	9%	6%	8%	11%	11%
	2016	18%	14%	13%	13%	14%	16%	6%	7%	4%	6%	9%	9%
Reading	2017	19%	17%	16%	16%	18%	19%	6%	7%	4%	7%	10%	10%
	2016	17%	14%	12%	14%	15%	15%	5%	6%	4%	6%	8%	8%
Mathematics	2017	23%	25%	25%	23%	22%	28%	12%	14%	9%	11%	18%	17%
	2016	19%	18%	17%	16%	16%	20%	9%	11%	7%	8%	13%	13%
Writing	2017	12%	9%	7%	8%	9%	11%	3%	4%	2%	4%	6%	6%
	2016	15%	12%	9%	11%	12%	15%	4%	5%	3%	5%	8%	8%
Science	2017	19%	9%	9%	7%	9%	10%	5%	6%	5%	6%	6%	6%
	2016	16%	5%	5%	4%	5%	5%	4%	4%	3%	4%	4%	4%
Social Studies	2017	27%	5%	*	*	4%	*	4%	5%	4%	6%	4%	4%
	2016	22%	2%	*	*	2%	*	3%	4%	3%	7%	3%	3%
STAAR Percent Met or Exceeded Progress													
All Grades													
All Subjects	2017	61%	64%	63%	62%	64%	65%	54%	54%	53%	58%	58%	58%
	2016	62%	64%	64%	64%	64%	65%	54%	55%	54%	59%	58%	58%
Reading	2017	59%	58%	57%	56%	60%	60%	51%	51%	50%	57%	53%	54%
	2016	60%	61%	61%	60%	62%	63%	53%	53%	52%	60%	56%	56%
Mathematics	2017	64%	69%	69%	67%	67%	70%	57%	58%	56%	59%	62%	62%
	2016	63%	67%	67%	67%	65%	67%	56%	57%	55%	59%	60%	60%
STAAR Percent Exceeded Progress													
All Grades													
All Subjects	2017	19%	28%	28%	26%	26%	29%	15%	17%	14%	16%	20%	20%
	2016	17%	25%	25%	24%	23%	25%	15%	16%	13%	16%	19%	19%
Reading	2017	17%	23%	23%	22%	24%	24%	15%	15%	14%	16%	18%	18%
	2016	16%	22%	22%	22%	22%	22%	15%	15%	15%	18%	18%	18%

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

(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress													
All Grades													
Mathematics	2017	20%	32%	32%	29%	27%	33%	16%	18%	13%	16%	22%	22%
	2016	17%	27%	27%	26%	24%	28%	14%	16%	12%	15%	19%	19%
Progress of Prior-Year Non-Proficient Students													
Sum of Grades 4-8													
Reading	2017	35%	33%	31%	29%	36%	37%	30%	31%	30%	29%	31%	31%
	2016	35%	33%	35%	31%	33%	32%	30%	30%	29%	29%	31%	31%
Mathematics	2017	43%	44%	46%	41%	43%	43%	39%	40%	39%	38%	41%	40%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 State Participation

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)											
All Tests											
Test Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	91%	93%	91%	94%	93%	93%	89%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	5%	4%	5%
Other Exclusions	1%	1%	2%	0%	2%	3%	2%	0%	1%	2%	6%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)											
All Tests											
Test Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	91%	93%	91%	94%	93%	93%	89%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	6%	5%	5%	4%	5%
Other Exclusions	1%	1%	2%	0%	2%	3%	1%	0%	1%	2%	6%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate											
2015-16	95.8%	95.4%	95.6%	96.0%	95.3%	97.8%	95.5%	95.9%	94.5%	95.4%	96.4%
2014-15	95.7%	95.5%	95.6%	95.8%	95.3%	97.7%	95.6%	95.8%	94.4%	95.4%	96.4%
Annual Dropout Rate (Gr 7-8)											
2015-16	0.4%	0.6%	0.4%	0.2%	0.5%	0.2%	0.4%	0.3%	0.4%	0.4%	0.6%
2014-15	0.3%	0.5%	0.4%	0.2%	0.4%	0.2%	0.4%	0.2%	0.5%	0.4%	0.6%
Annual Dropout Rate (Gr 9-12)											
2015-16	2.0%	3.0%	2.4%	1.1%	2.7%	0.6%	2.6%	1.5%	2.8%	2.5%	4.2%
2014-15	2.1%	3.0%	2.5%	1.1%	2.8%	0.8%	2.1%	1.5%	2.9%	2.5%	4.5%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	89.1%	85.4%	86.9%	93.4%	87.4%	95.7%	88.0%	90.8%	77.9%	86.0%	71.3%
Received GED	0.5%	0.4%	0.4%	0.7%	0.6%	0.0%	0.6%	0.7%	0.3%	0.5%	0.2%
Continued HS	4.2%	5.1%	5.2%	2.6%	4.4%	2.2%	5.7%	3.8%	11.6%	5.1%	10.0%
Dropped Out	6.2%	9.1%	7.5%	3.4%	7.6%	2.0%	5.7%	4.7%	10.2%	8.5%	18.5%
Graduates and GED	89.6%	85.8%	87.3%	94.0%	88.0%	95.7%	88.7%	91.5%	78.1%	86.5%	71.5%
Grads, GED, & Cont	93.8%	90.9%	92.5%	96.6%	92.4%	98.0%	94.3%	95.3%	89.8%	91.5%	81.5%
Class of 2015											
Graduated	89.0%	85.2%	86.5%	93.4%	86.3%	95.4%	88.7%	92.1%	78.2%	85.6%	71.5%
Received GED	0.6%	0.5%	0.5%	0.8%	0.7%	0.2%	0.9%	0.6%	0.4%	0.7%	0.3%
Continued HS	4.1%	4.8%	5.3%	2.4%	4.2%	2.2%	3.9%	3.0%	11.1%	5.0%	10.2%
Dropped Out	6.3%	9.5%	7.7%	3.4%	8.7%	2.2%	6.5%	4.3%	10.4%	8.7%	18.0%
Graduates and GED	89.6%	85.7%	87.0%	94.2%	87.1%	95.6%	89.6%	92.7%	78.5%	86.3%	71.8%
Grads, GED, & Cont	93.7%	90.5%	92.3%	96.6%	91.3%	97.8%	93.5%	95.7%	89.6%	91.3%	82.0%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2015											
Graduated	91.3%	87.8%	89.4%	94.8%	88.5%	96.5%	91.1%	93.9%	82.4%	88.5%	77.0%
Received GED	0.8%	0.7%	0.8%	1.1%	1.3%	0.2%	1.3%	0.9%	0.5%	1.0%	0.4%
Continued HS	1.2%	1.2%	1.6%	0.8%	1.1%	0.7%	1.1%	0.8%	6.2%	1.5%	2.9%
Dropped Out	6.7%	10.2%	8.3%	3.4%	9.0%	2.5%	6.5%	4.4%	10.9%	9.1%	19.7%
Graduates and GED	92.1%	88.6%	90.1%	95.8%	89.9%	96.7%	92.4%	94.8%	82.9%	89.4%	77.5%
Grads, GED, & Cont	93.3%	89.8%	91.7%	96.6%	91.0%	97.5%	93.5%	95.6%	89.1%	90.9%	80.3%
Class of 2014											
Graduated	90.4%	86.8%	88.3%	94.3%	89.3%	95.9%	89.6%	92.9%	81.6%	87.8%	65.9%
Received GED	1.0%	0.9%	1.0%	1.3%	1.1%	0.2%	1.2%	1.0%	0.6%	1.1%	0.7%
Continued HS	1.3%	1.4%	1.7%	0.8%	0.8%	0.8%	1.2%	1.1%	6.1%	1.4%	3.9%
Dropped Out	7.2%	10.9%	9.1%	3.6%	8.9%	3.0%	8.1%	5.1%	11.7%	9.6%	29.6%
Graduates and GED	91.5%	87.7%	89.3%	95.6%	90.4%	96.1%	90.8%	93.9%	82.2%	88.9%	66.6%
Grads, GED, & Cont	92.8%	89.1%	90.9%	96.4%	91.1%	97.0%	91.9%	94.9%	88.3%	90.4%	70.4%

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Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2014											
Graduated	90.9%	87.3%	88.9%	94.6%	89.9%	96.2%	90.3%	93.3%	83.8%	88.4%	67.3%
Received GED	1.2%	1.2%	1.2%	1.4%	1.2%	0.2%	1.2%	1.3%	0.7%	1.3%	0.9%
Continued HS	0.6%	0.6%	0.8%	0.4%	0.1%	0.5%	0.5%	0.4%	3.7%	0.7%	1.6%
Dropped Out	7.2%	10.9%	9.2%	3.5%	8.7%	3.1%	8.1%	5.1%	11.8%	9.6%	30.2%
Graduates and GED	92.2%	88.5%	90.1%	96.0%	91.1%	96.5%	91.5%	94.5%	84.5%	89.7%	68.2%
Grads, GED, & Cont	92.8%	89.1%	90.8%	96.5%	91.3%	96.9%	91.9%	94.9%	88.2%	90.4%	69.8%
Class of 2013											
Graduated	90.9%	87.2%	88.8%	94.7%	87.8%	95.6%	91.6%	93.7%	84.0%	88.8%	69.1%
Received GED	1.4%	1.3%	1.4%	1.5%	2.4%	0.3%	0.5%	1.3%	0.9%	1.5%	1.0%
Continued HS	0.6%	0.6%	0.7%	0.4%	0.7%	0.5%	0.2%	0.3%	3.5%	0.6%	1.4%
Dropped Out	7.2%	10.9%	9.1%	3.5%	9.1%	3.5%	7.7%	4.6%	11.6%	9.0%	28.6%
Graduates and GED	92.3%	88.5%	90.2%	96.1%	90.2%	96.0%	92.1%	95.1%	85.0%	90.3%	70.1%
Grads, GED, & Cont	92.8%	89.1%	90.9%	96.5%	90.9%	96.5%	92.3%	95.4%	88.4%	91.0%	71.4%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2016	87.4%	81.9%	87.8%	87.7%	82.2%	96.1%	85.2%	88.2%	27.3%	84.3%	80.5%
Class of 2015	86.1%	80.4%	86.5%	86.6%	81.8%	95.2%	84.4%	86.5%	25.0%	82.8%	78.6%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2016	5.5%	6.0%	4.9%	6.2%	5.2%	3.4%	0.0%	5.0%	7.8%	5.9%	7.0%
Class of 2015	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2016	54.0%	35.0%	49.6%	65.8%	54.6%	50.8%	33.3%	50.3%	26.3%	48.8%	31.5%
Class of 2015	38.7%	18.4%	34.0%	52.6%	46.9%	35.5%	41.7%	36.0%	16.9%	32.5%	18.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2016	85.1%	79.1%	85.1%	86.3%	80.4%	94.5%	82.6%	86.1%	27.7%	81.8%	76.9%
Class of 2015	84.1%	78.1%	84.0%	85.1%	80.5%	94.2%	83.3%	84.6%	24.8%	80.5%	75.4%
RHSP/DAP Graduates (Annual Rate)											
2015-16	85.6%	79.8%	85.9%	86.2%	80.2%	95.2%	82.5%	86.7%	24.1%	82.7%	79.4%
2014-15	84.3%	78.2%	84.5%	85.2%	80.0%	94.2%	84.2%	85.2%	22.9%	81.1%	76.9%
FHSP-E Graduates (Annual Rate)											
2015-16	5.6%	6.0%	5.0%	6.4%	5.5%	3.0%	0.0%	5.6%	7.9%	6.1%	6.4%
2014-15	3.5%	6.5%	3.0%	2.7%	0.0%	13.0%	0.0%	2.3%	3.5%	3.7%	6.4%
FHSP-DLA Graduates (Annual Rate)											
2015-16	51.9%	34.3%	47.1%	64.2%	50.0%	48.9%	28.0%	49.1%	26.3%	47.3%	30.8%
2014-15	37.3%	17.5%	32.6%	51.0%	45.1%	34.2%	41.7%	34.7%	16.4%	31.3%	17.5%

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)											
2015-16	83.3%	77.1%	83.0%	84.8%	78.0%	93.5%	79.5%	84.6%	24.7%	80.2%	75.6%
2014-15	82.2%	75.8%	81.9%	83.7%	78.7%	93.2%	83.1%	83.3%	22.8%	78.7%	73.7%
Advanced Course/Dual-Credit Course Completion (Grades 11-12)											
Any Subject											
2015-16	55.0%	44.8%	51.6%	60.7%	48.6%	81.8%	51.6%	58.6%	14.5%	47.9%	33.0%
2014-15	54.5%	45.2%	50.4%	60.5%	49.2%	81.5%	51.9%	59.1%	14.4%	46.9%	31.4%
English Language Arts											
2015-16	30.1%	22.3%	26.0%	35.4%	24.9%	57.6%	28.4%	34.6%	4.5%	23.1%	10.3%
2014-15	29.0%	21.6%	24.7%	34.4%	24.9%	56.5%	28.6%	33.5%	4.5%	21.9%	9.3%
Mathematics											
2015-16	43.1%	34.5%	38.2%	49.7%	38.0%	72.3%	39.9%	48.0%	8.4%	35.5%	20.7%
2014-15	43.8%	36.0%	38.3%	50.8%	40.6%	72.9%	43.2%	48.6%	9.2%	35.9%	21.3%
Science											
2015-16	12.2%	7.8%	9.3%	14.5%	10.1%	37.7%	10.5%	14.9%	1.0%	8.3%	2.5%
2014-15	12.7%	8.2%	9.3%	15.1%	10.4%	40.7%	14.2%	15.5%	1.1%	8.4%	2.6%
Social Studies											
2015-16	29.0%	20.4%	24.6%	34.9%	23.9%	61.2%	28.2%	32.9%	2.3%	21.5%	5.6%
2014-15	28.4%	19.9%	23.6%	34.4%	23.9%	60.6%	27.7%	33.2%	2.3%	20.6%	5.4%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)											
Any Subject											
2015-16	35.9%	27.8%	33.6%	39.4%	30.9%	63.5%	32.8%	38.8%	9.4%	30.3%	20.4%
2014-15	34.6%	27.4%	31.9%	38.3%	30.5%	61.6%	32.4%	37.7%	9.3%	28.8%	19.0%
English Language Arts											
2015-16	16.2%	12.3%	14.6%	18.4%	13.5%	30.1%	14.8%	17.8%	3.8%	13.0%	8.7%
2014-15	15.7%	12.1%	13.9%	17.9%	13.6%	30.2%	14.2%	17.1%	4.0%	12.4%	8.1%
Mathematics											
2015-16	19.3%	15.2%	16.7%	22.8%	17.0%	36.8%	18.6%	21.6%	3.2%	15.0%	7.2%
2014-15	19.4%	15.6%	16.6%	23.0%	18.2%	37.1%	19.9%	21.6%	3.5%	15.0%	7.4%
Science											
2015-16	5.1%	3.2%	3.8%	6.2%	4.1%	17.6%	4.8%	6.2%	0.3%	3.3%	0.8%
2014-15	5.2%	3.3%	3.8%	6.3%	4.4%	19.2%	5.8%	6.4%	0.4%	3.3%	0.8%
Social Studies											
2015-16	20.8%	14.6%	17.1%	25.3%	16.7%	50.0%	20.3%	24.9%	1.6%	14.8%	3.7%
2014-15	19.5%	13.6%	15.7%	24.1%	16.4%	47.9%	19.8%	23.8%	1.5%	13.5%	3.0%
College-Ready Graduates											
English Language Arts											
2015-16	50.6%	34.3%	41.7%	66.1%	49.2%	74.3%	43.6%	61.1%	13.7%	37.4%	13.8%
2014-15	42.0%	23.0%	30.0%	61.0%	46.0%	68.0%	43.0%	54.0%	13.0%	26.0%	8.0%

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College-Ready Graduates											
Mathematics											
2015-16	44.6%	26.7%	35.2%	59.9%	42.9%	78.3%	43.2%	54.4%	8.9%	31.4%	18.1%
2014-15	38.0%	18.0%	25.0%	56.0%	41.0%	70.0%	40.0%	48.0%	8.0%	22.0%	12.0%
Both Subjects											
2015-16	38.7%	21.6%	28.5%	55.0%	38.3%	70.5%	36.4%	50.1%	6.4%	24.7%	8.6%
2014-15	35.0%	16.0%	22.0%	53.0%	38.0%	65.0%	38.0%	46.0%	7.0%	19.0%	6.0%
Either Subject											
2015-16	56.4%	39.4%	48.2%	70.9%	53.7%	82.1%	50.3%	65.3%	16.0%	43.9%	23.0%
2014-15	45.0%	25.0%	34.0%	63.0%	49.0%	73.0%	45.0%	56.0%	15.0%	29.0%	14.0%
College and Career Ready Graduates											
2015-16	75.9%	64.3%	73.3%	82.5%	72.7%	90.5%	64.1%	77.9%	51.8%	70.7%	55.3%
2014-15	74.5%	62.9%	71.8%	80.7%	73.3%	89.5%	70.4%	76.4%	50.7%	69.4%	55.2%
Texas Success Initiative Assessment (TSIA)											
English Language Arts											
2015-16	22.6%	19.9%	24.3%	21.4%	20.1%	19.8%	14.5%	22.3%	4.8%	21.5%	8.5%
2014-15	10.6%	8.8%	10.6%	11.2%	10.8%	10.1%	8.0%	10.8%	2.7%	9.3%	3.4%
Mathematics											
2015-16	18.1%	14.1%	19.4%	17.1%	15.8%	22.5%	14.3%	17.6%	2.7%	17.1%	11.0%
2014-15	7.1%	5.3%	7.0%	7.5%	7.1%	9.9%	6.4%	7.0%	1.4%	6.3%	4.9%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)											
2015-16	48.7%	36.7%	44.4%	55.7%	42.3%	80.1%	41.4%	53.7%	7.8%	39.7%	23.4%
2014-15	48.1%	36.6%	43.5%	54.8%	42.5%	80.1%	48.8%	52.9%	8.1%	39.2%	22.7%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)											
Any Subject											
2015-16	12.2%	5.9%	11.2%	16.3%	10.1%	12.8%	9.8%	11.3%	1.1%	9.2%	2.4%
2014-15	10.6%	4.8%	9.3%	14.7%	10.6%	11.3%	6.6%	10.5%	0.9%	7.5%	1.6%
AP/IB Course Completion (Annual Graduates)											
2015-16	44.8%	35.3%	42.2%	47.8%	38.2%	79.6%	40.5%	50.4%	5.1%	37.4%	24.1%
2014-15	43.4%	34.2%	40.6%	46.4%	38.7%	78.1%	45.5%	48.0%	5.4%	36.2%	23.0%
CTE Coherent Sequence (Annual Graduates)											
2015-16	47.8%	41.1%	50.5%	47.8%	48.1%	38.8%	36.7%	42.3%	47.2%	50.6%	41.6%
2014-15	46.6%	40.1%	49.7%	46.2%	45.7%	36.9%	38.9%	41.1%	45.9%	49.8%	42.1%
AP/IB Results (Participation)											
All Subjects											
2016	25.5%	17.2%	23.1%	27.9%	19.4%	59.3%	25.1%	29.0%	n/a	19.9%	n/a
2015	24.9%	16.6%	22.5%	27.4%	19.6%	58.3%	25.3%	28.4%	n/a	19.3%	n/a

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Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Participation)											
English Language Arts											
2016	15.5%	11.1%	13.2%	17.4%	11.6%	40.1%	15.7%	18.9%	n/a	11.4%	n/a
2015	15.1%	10.8%	12.8%	17.1%	11.2%	39.0%	16.0%	18.6%	n/a	11.0%	n/a
Mathematics											
2016	6.8%	3.3%	4.7%	8.6%	5.3%	28.5%	8.4%	9.2%	n/a	3.9%	n/a
2015	6.8%	3.0%	4.7%	8.6%	5.3%	27.1%	8.3%	9.1%	n/a	4.0%	n/a
Science											
2016	10.4%	5.8%	8.3%	12.0%	7.6%	35.6%	11.4%	13.2%	n/a	7.2%	n/a
2015	10.2%	5.6%	8.1%	11.9%	7.8%	35.0%	11.6%	12.9%	n/a	7.0%	n/a
Social Studies											
2016	14.8%	10.1%	12.5%	16.5%	10.4%	42.6%	15.4%	17.7%	n/a	10.8%	n/a
2015	14.4%	9.4%	12.2%	16.1%	11.3%	41.2%	15.8%	17.6%	n/a	10.5%	n/a
AP/IB Results (Examinees >= Criterion)											
All Subjects											
2016	49.5%	28.2%	37.3%	63.3%	47.6%	72.9%	48.0%	60.1%	n/a	34.2%	n/a
2015	49.1%	27.2%	36.5%	62.9%	48.9%	72.0%	51.2%	61.7%	n/a	33.4%	n/a
English Language Arts											
2016	43.3%	25.0%	24.1%	61.8%	41.8%	69.9%	46.5%	58.5%	n/a	20.7%	n/a
2015	43.7%	24.5%	23.8%	62.1%	41.3%	69.9%	41.9%	60.7%	n/a	20.7%	n/a
Mathematics											
2016	54.0%	36.1%	34.0%	64.5%	44.1%	73.5%	58.3%	65.3%	n/a	32.4%	n/a
2015	51.7%	31.9%	31.2%	62.6%	55.0%	71.7%	48.1%	63.2%	n/a	29.3%	n/a
Science											
2016	35.1%	16.6%	17.3%	49.1%	34.6%	55.6%	35.1%	46.6%	n/a	15.2%	n/a
2015	35.4%	17.0%	17.7%	48.1%	35.2%	56.6%	33.6%	46.4%	n/a	16.0%	n/a
Social Studies											
2016	41.6%	24.8%	22.8%	58.5%	42.7%	66.7%	38.3%	56.4%	n/a	20.2%	n/a
2015	40.1%	23.5%	21.2%	56.2%	37.5%	65.2%	39.9%	55.6%	n/a	19.0%	n/a
SAT/ACT Results											
Tested											
Class of 2016	71.6%	74.9%	68.4%	71.8%	66.4%	94.6%	69.0%	75.1%	n/a	66.4%	n/a
Class of 2015	68.3%	71.9%	63.7%	70.1%	64.8%	92.7%	70.6%	71.0%	n/a	62.6%	n/a
At/Above Criterion											
Class of 2016	22.5%	7.9%	10.6%	39.6%	20.6%	53.9%	21.6%	34.2%	n/a	8.7%	n/a
Class of 2015	24.3%	8.2%	11.7%	41.3%	26.4%	54.7%	26.8%	35.0%	n/a	9.5%	n/a
Average SAT Score											
All Subjects											
Class of 2016	1375	1225	1268	1537	1376	1634	1371	1498	n/a	1237	n/a
Class of 2015	1394	1234	1286	1548	1413	1641	1406	1509	n/a	1252	n/a

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

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average SAT Score											
English Language Arts and Writing											
Class of 2016	903	811	832	1012	907	1055	899	988	n/a	811	n/a
Class of 2015	912	813	839	1017	926	1059	920	993	n/a	816	n/a
Mathematics											
Class of 2016	472	415	437	525	469	579	472	510	n/a	426	n/a
Class of 2015	482	422	447	531	487	583	486	516	n/a	436	n/a
Average ACT Score											
All Subjects											
Class of 2016	20.3	17.4	18.1	22.9	20.0	25.0	20.4	22.1	n/a	17.6	n/a
Class of 2015	20.6	17.4	18.4	23.1	21.0	25.1	21.0	22.3	n/a	17.9	n/a
English Language Arts											
Class of 2016	19.8	16.8	17.3	22.8	19.5	24.4	19.9	22.0	n/a	16.9	n/a
Class of 2015	20.1	16.8	17.6	22.9	20.6	24.5	20.5	22.1	n/a	17.1	n/a
Mathematics											
Class of 2016	20.5	17.7	18.6	22.7	20.2	26.0	20.9	21.9	n/a	18.2	n/a
Class of 2015	20.9	17.8	19.0	23.0	21.0	26.2	21.4	22.4	n/a	18.5	n/a
Science											
Class of 2016	20.5	17.9	18.5	22.9	20.3	24.6	20.7	22.2	n/a	18.1	n/a
Class of 2015	20.7	17.8	18.9	23.0	21.3	24.8	21.1	22.3	n/a	18.4	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)											
2014-15	56.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation											
2014-15	55.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Student Information	----- State ----- Count	Percent
Total Students:	5,343,834	100.0%
Students by Grade:		
Early Childhood Education	13,821	0.3%
Pre-Kindergarten	223,833	4.2%
Kindergarten	371,682	7.0%
Grade 1	395,568	7.4%
Grade 2	408,582	7.6%
Grade 3	412,581	7.7%
Grade 4	410,882	7.7%
Grade 5	400,016	7.5%
Grade 6	398,017	7.4%
Grade 7	396,001	7.4%
Grade 8	392,231	7.3%
Grade 9	431,486	8.1%
Grade 10	395,057	7.4%
Grade 11	363,655	6.8%
Grade 12	330,422	6.2%
Ethnic Distribution:		
African American	673,291	12.6%
Hispanic	2,802,180	52.4%
White	1,499,559	28.1%
American Indian	20,701	0.4%
Asian	224,834	4.2%
Pacific Islander	7,687	0.1%
Two or More Races	115,582	2.2%
Economically Disadvantaged	3,155,117	59.0%
Non-Educationally Disadvantaged	2,188,717	41.0%
English Language Learners (ELL)	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	74,803	1.4%
At-Risk	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:		
Total Students with Disabilities	467,611	
By Type of Primary Disability		
Students with Intellectual Disabilities	207,935	44.5%
Students with Physical Disabilities	102,283	21.9%
Students with Autism	58,444	12.5%
Students with Behavioral Disabilities	93,082	19.9%
Students with Non-Categorical Early Childhood	5,867	1.3%

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

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

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

Student Information	Non-Special Education Rates	Special Education Rates
----------------------------	--	--

Retention Rates by Grade:

Kindergarten	1.8%	7.7%
Grade 1	3.8%	6.8%
Grade 2	2.4%	3.1%
Grade 3	1.6%	1.2%
Grade 4	0.8%	0.7%
Grade 5	0.4%	0.7%
Grade 6	0.6%	0.7%
Grade 7	0.7%	0.8%
Grade 8	0.5%	0.9%

	----- State -----	
	Count	Percent
Data Quality:		
Underreported Students	6,686	0.3%

Class Size Information	State
-------------------------------	--------------

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Elementary:	
Kindergarten	18.8
Grade 1	18.8
Grade 2	18.9
Grade 3	19.0
Grade 4	19.0
Grade 5	20.9
Grade 6	20.4
Secondary:	
English/Language Arts	16.8
Foreign Languages	18.7
Mathematics	18.0
Science	19.0
Social Studies	19.4

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

Staff Information	----- State -----	
	Count	Percent
Total Staff	705,007.9	100.0%
Professional Staff:	451,253.5	64.0%
Teachers	352,756.1	50.0%
Professional Support	70,392.1	10.0%
Campus Administration (School Leadership)	20,492.1	2.9%
Central Administration	7,613.2	1.1%
Educational Aides:	67,934.0	9.6%
Auxiliary Staff:	185,820.3	26.4%
Total Minority Staff:	346,378.5	49.1%
Teachers by Ethnicity and Sex:		
African American	35,986.3	10.2%
Hispanic	93,694.5	26.6%
White	211,028.1	59.8%
American Indian	1,243.7	0.4%
Asian	5,383.5	1.5%
Pacific Islander	1,521.6	0.4%
Two or More Races	3,898.4	1.1%
Males	83,544.8	23.7%
Females	269,211.3	76.3%
Teachers by Highest Degree Held:		
No Degree	4,333.3	1.2%
Bachelors	262,745.0	74.5%
Masters	83,426.6	23.6%
Doctorate	2,251.2	0.6%
Teachers by Years of Experience:		
Beginning Teachers	27,413.0	7.8%
1-5 Years Experience	98,846.9	28.0%
6-10 Years Experience	73,646.0	20.9%
11-20 Years Experience	98,156.2	27.8%
Over 20 Years Experience	54,694.0	15.5%
Number of Students per Teacher	15.1	n/a

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

Staff Information	State
Experience of Campus Leadership:	
Average Years Experience of Principals	19.5
Average Years Experience of Principals with District	12.2
Average Years Experience of Assistant Principals	15.7
Average Years Experience of Assistant Principals with District	10.1
Average Years Experience of Teachers:	
Average Years Experience of Teachers with District:	7.2
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$46,199
1-5 Years Experience	\$48,779
6-10 Years Experience	\$51,184
11-20 Years Experience	\$54,396
Over 20 Years Experience	\$60,913
Average Actual Salaries (regular duties only):	
Teachers	\$52,525
Professional Support	\$61,728
Campus Administration (School Leadership)	\$76,471
Central Administration	\$100,397
Instructional Staff Percent:	64.6%
Turnover Rate for Teachers:	16.4%
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,112.5
Educational Aides	216.4
Auxiliary Staff	454.3
Contracted Instructional Staff:	2,110.5

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

Program Information	----- State -----	
	Count	Percent
Student Enrollment by Program:		
Bilingual/ESL Education	1,005,219	18.8%
Career & Technical Education	1,336,684	25.0%
Gifted & Talented Education	415,641	7.8%
Special Education	467,611	8.8%
Teachers by Program (population served):		
Bilingual/ESL Education	21,143.9	6.0%
Career & Technical Education	15,992.3	4.5%
Compensatory Education	9,777.0	2.8%
Gifted & Talented Education	6,556.8	1.9%
Regular Education	256,918.3	72.8%
Special Education	30,361.9	8.6%
Other	12,005.8	3.4%

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

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

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

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

'-' Indicates zero observations reported for this group.

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

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

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

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2016–17 Texas Academic Performance Report

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

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

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

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

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

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

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

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced or dual-credit course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

Any Subject

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

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

English Language Arts

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

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

Mathematics

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

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

Science

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

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

Social Studies

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

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

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

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

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

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

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

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

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

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

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

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

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

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

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

Number of 2015–16 annual graduates

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

All Subjects

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

total students enrolled in 11th and 12th grades

English Language Arts

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

total students enrolled in 11th and 12th grades

Mathematics

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

total students enrolled in 11th and 12th grades

Science

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

total students enrolled in 11th and 12th grades

Social Studies

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

total students enrolled in 11th and 12th grades

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

All Subjects

number of 11th and 12th graders with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

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

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

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

total number of students

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

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

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

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

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

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 090

Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Campus Administration.* Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration.* (not on campus profile) Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- *Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher’s FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers’ FTE coefficients. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher’s FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher’s coefficients. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

Bilingual Education (BE) Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

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

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

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

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.

- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

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

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

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

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2016. This is also true for the five-year and six-year extended longitudinal cohorts.

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

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

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

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

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

English Language Arts.

$$\frac{\text{number of graduates who scored at or above the college-ready criterion for ELA in 2015–16}}{\text{number of 2015–16 annual graduates with ELA results to evaluate}}$$

Mathematics.

$$\frac{\text{number of graduates who scored at or above the college-ready criterion for mathematics in 2015–16}}{\text{number of 2015–16 annual graduates with ELA results to evaluate}}$$

Both Subjects.

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on both ELA & mathematics in 2015–16}}{\text{number of 2015–16 annual graduates with results in both subjects to evaluate}}$$

Either Subject.

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on either ELA or mathematics in 2015–16}}{\text{number of 2015–16 annual graduates with results in either subject to evaluate}}$$

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

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

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

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

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

$$\frac{\text{number of 2015–16 annual graduates who completed 2 or more advanced/dual-credit courses in the current and/or prior school year}}{\text{Number of 2015–16 annual graduates}}$$

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

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

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

Number of 2015–16 annual graduates

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

Completion Rate: Please see *Longitudinal Rates*.

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

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

CTE-Coherent Sequence Graduate: The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

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

number of 2015–16 annual graduates

* This includes the CTE Tech Prep Program.

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

Data Quality (*not on campus profile*): The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2015–16, the end of the school-start window was September 30, 2016.) (For a more complete definition of leavers, see *Leaver Records*.)

number of underreported students

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

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

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

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

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

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

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

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

Dropout Rate: Please see *Annual Dropout Rate*.

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

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

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

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

educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. (Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see [Appendix I](#) in the [2017 Accountability Manual](#).
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. (Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Enrollment: Please see *Total Students*.

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

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

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

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

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

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

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

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

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

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

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2015–16 are also shown:

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

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

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

- **FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- **FHSP-E Graduates (Longitudinal Rate) (Class of 2016)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2016 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates from the Class of 2016 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2016 with reported graduation plans}}$$

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

$$\frac{\text{number of graduates in SY 2015–16 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2015-16 with reported FHSP graduation plans}}$$

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

$$\frac{\text{number of graduates in SY 2015–16 who earn an FHSP-E}}{\text{number of graduates in SY 2015–16 with reported FHSP graduation plans}}$$

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

$$\frac{\text{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2015–16 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2015 and the Class of 2016. See also *Graduates*. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)

For additional information about graduation programs please see

<http://tea.texas.gov/graduation.aspx>

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

$$\frac{\text{number of graduates during the 2014–15 school year who attended a public or independent college or university in Texas in the 2015–16 academic year}}{\text{number of graduates during the 2014–15 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. (Source of data: Texas Higher Education Coordinating Board)

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

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

number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Source of data: Texas Higher Education Coordinating Board, Fall 2017*)

Graduation Rate: Please see *Longitudinal Rates*.

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

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2015–16 school year. The instructional staff percent is a district-level measure and is calculated as follows:

total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31

total number of hours worked by all district employees

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

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

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

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

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

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

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

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

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

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

Additional Information on Cohorts:

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the class of 2016. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2016 for the 2016 cohort.

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

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

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

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

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

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

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

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

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

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

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

5-Year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

6-year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

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

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed through their expected graduation with the class of 2016. It is calculated as follows:

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

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

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

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

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

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16*. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)

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

Please see *Special Symbols* for additional information.

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

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

number of mobile students in 2015–16

number of students who were in membership at any time during the 2015–16 school year

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (*Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1*)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

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

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

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

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

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

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

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

- took the spring 2017 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2017 accountability subset;
- can be matched to the spring 2016 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2016 STAAR administration of ELA/reading and/or mathematics.

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

(Source of data: TEA Student Assessment Division)

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

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

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

the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

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

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

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

Nine values are calculated for this indicator:

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

number of graduates who took either the SAT or the ACT

Total number of graduates reported

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Special Education Determination Status (*district TAPR only*): The 2016–17 TAPR provides the 2016–17 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district’s Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

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

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

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

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

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

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

For more information, see the *Explanation of Masking* at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/masking.html>.

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

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

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

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

Other Important Information

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

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

- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.
- *Special Education.* STAAR (with and without accommodations) and STAAR Alternate 2 results are included in all indices.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.
- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/masking.html>. See STAAR Participation and Student Success Initiative. (Source of data: TEA Student Assessment Division)

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

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

- ❖ Answer documents of students who are either an ELL who has been in school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.
- *Not Tested*: answer documents with score codes A or O
 - *Absent*: answer documents with a score code A
 - *Other*: answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Source of data: TEA Student Assessment Division*)

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

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (*Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1*)

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

For 2017, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met Approaches Grade Level during the first administration. It is calculated as follows:

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

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

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

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

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

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

For more information, see TEA's Student Assessment Division SSI site at <http://tea.texas.gov/student.assessment/ssi/>

(Source of data: TEA Student Assessment Division)

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

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). (Source of data: PEIMS; Record 163, Student – Special Education Program)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed

from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2016–17, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)

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

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

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor’s degree, a master’s degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Program (population served) (district profile only): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

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

Percentages are calculated and shown for English and mathematics separately.

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

number of 2015–16 annual graduates

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

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Total Students: The total number of public school students who were reported in membership on October 28, 2016, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

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

Who to Call

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

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

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum.....	(512) 463-9581
Charter Schools	Charter Schools.....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT Regional Office.....	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum.....	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding.....	(512) 463-9238
General Inquiry	General Inquiries.....	(512) 463-9290
Graduates	Accountability Research.....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board.....	(512) 427-6101
JJAE (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement.....	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum.....	(512) 463-9581
Retention Policy	Curriculum.....	(512) 463-9581
School Finance	State Funding.....	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (all assessments)	Student Assessment.....	(512) 463-9536
STAAR Testing Contractor	ETS.....	(855) 333-7770
	Pearson.....	(800) 328-5999
	Austin Operational Center.....	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
TAIS	Texas Accountability Intervention System.....	(512) 463-9414
TELPAS	Student Assessment.....	(512) 463-9536

Information on the Internet: <http://tea.texas.gov/accountability/>

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Advanced Academic Courses 2016–17 Texas Academic Performance Reports

- All courses shown were for the 2015–16 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society SL

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

Glosario del TAPR is available at

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>

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Guidelines

2016–17 Texas Academic Performance Report

October 2017

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code §39.306 and §39.362 or 19 TAC, §61.1022 of the Texas Administrative Code.

The Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the TAPR, district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB).

Each district's board of trustees must hold a public hearing to discuss the district's annual report within 90 days of receiving the final TAPR on November 16, 2017 (Thanksgiving and winter break not included). Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

- 1. Annual Report** The final TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. In addition to the final TAPR, a district's annual report must include the PEIMS Financial Standard Reports, district accreditation status, campus performance objectives, a report of violent or criminal incidents, and information received from the THECB for each high school campus. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The glossary was posted on the TEA public website at the same time as the public release of the preliminary TAPR; the Spanish version of the glossary is scheduled for release in January. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

- 2. PEIMS Financial Standard Reports (2015–16 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

- 3. District Accreditation Status** Each district's annual report must include the 2016–17 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>.

- 4. Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
- 5. Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
- The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the report of violent or criminal incidents, please see the Safe and Healthy Schools website at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/.

- 6. Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its website at <http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm>. The report is titled *Report of 2014–2015 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2016*. The first page explains the purpose of the report and data calculation methods.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

- 7. Public Hearings** Districts must hold a hearing for public discussion of the annual report within 90 calendar days of November 30, 2016 (the date of the release of the final TAPR). Thanksgiving and winter holidays do not count toward the 90 days. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

8. Access to the TAPR The TAPR is available through TEASE (<https://seguin.tea.state.tx.us/apps/logon.asp>) or the TEA public website (<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>). The TAPR PDFs are designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed ensuring that each report is an even number of pages.

TEASE is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

9. Publishing the Report A district can upload its TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.

10. Requirement for Notice on District Website TEC, §39.362, requires each district to post the most recent TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the final 2016–17 TAPR.

11. Data Modification By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *PEIMS Data Standards*. Districts must submit corrections to STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

12. Summary Report In addition to publishing the complete TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

13. Changes to this Year's Report

- **STAAR Performance Level Descriptors** STAAR results are categorized as Approaches Grade Level, Meets Grade Level, or Masters Grade Level. Please see page 27 of the [2017 Accountability Manual](#) for more information about the new performance level descriptors.
- **Inclusion of 2016 STAAR Data** STAAR data for 2016 is included to allow for direct comparisons of 2016 to 2017. The 2015–16 TAPR included only one year of data.

- **Student Success Initiative (SSI)** The SSI grade-advancement requirement was suspended for the 2015–16 school year, and the June administrations of STARR for grade 5 and grade 8 were cancelled. As a result, the following data have been removed for both reading and mathematics.
 - STAAR Non-Proficient Students Promoted by Grade Placement Committee
 - STAAR Met Standard (Not Proficient in Previous Year)
 - ◆ Promoted to Grade 6 or 9
 - ◆ Retained in Grade 5 or 8
- **Participation** STAAR participation data for 2016 is included to allow for comparisons of 2016 to 2017.
- **Graduation Rate** Lines have been added that indicate the 6-year extended federal graduation rate without exclusions for the Class of 2014 and the Class of 2013.
- **Profile** Lines have been added that indicate the counts and percentages of students with disabilities. These counts are disaggregated by type of primary disability.
- **Mobility** Lines have been added that indicate the mobility rate by race/ethnicity.
- **Staff Information** Lines have been added that indicate the average years of experience of campus leadership.

14. Common Questions Districts are encouraged to make a copy of the TAPR Glossary available locally. The glossary provides definitions, describes methodologies, lists sources for data in the TAPR, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
- **Static and Dynamic Data Sources** The TAPR compiles most data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
- **The Accountability Subset** The TAPR includes the STAAR results of only those students enrolled in the campus or district as of October 28, 2016 (for the spring 2017 test). See the *TAPR Glossary* or the *2017 Accountability Manual* for a more complete explanation of the accountability subset criteria.
- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/masking.html>.

- 15. Recommended Meetings** Beyond the requirement to widely publish the district annual report and TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.