2016-2017 Texas Academic Performance Report
TAPR
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October 17, 2017

TO THE SUPERINTENDENT ADDRESSED:

The preliminary 2016–17 Texas Academic Performance Reports (TAPR) for your district and each campus in your district are now available through the Texas Education Agency Secure Environment (TEASE) Accountability application. Note that the cover page of the preliminary TAPR does not include the final state academic accountability rating, distinction designations, or special education determination status. To access the preliminary 2016–17 TAPR, log onto the TEASE Accountability application at https://teas-in.tea.state.tx.us/apps/tapn.aspx, and click the TAPR tab at the top of the welcome page. Please see the instructions below for accessing the Accountability application.

Requires each district’s board of trustees to publish an annual report
District Annual Report

Must be comprised of:

- Performance and Profile sections of district and campus TAPR reports (in format provided by TEA)
- PEIMS Financial Standard Reports
- District Accreditation Status
- Campus Performance Objectives
- Report of violent or criminal incidents;
- Information from THECB about the previous year’s graduates in their first year of college.

May include:

- Narratives describing schools
- Additional data, charts and diagrams, or
- Explanation of data prepared by TEA
Final TAPR scheduled to be released on the Texas Education Agency Secure Environment (TEASE) Accountability website on November 30, 2017.

Districts to hold a hearing for public discussion of the annual report within 90 days of November 30, 2017.

The TEASE release provides the information that districts need to fulfill publishing and notification requirements for the TAPR.

The TAPR Guidelines provide details about district responsibilities.
Texas Academic Performance Report

- Performance and Profile Sections
- Available to the Public
- District and every campus

### Texas Education Agency
Texas Academic Performance Report
2016-17 Region Performance

<table>
<thead>
<tr>
<th>STAAR Percent at Approaches Grade Level or Above</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5 ***</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>Region 01</td>
<td>African American</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Reading</td>
<td>2017: 73%</td>
<td>73%</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>2016: 73%</td>
<td>71%</td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2017: 78%</td>
<td>80%</td>
<td>69%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>2016: 75%</td>
<td>76%</td>
<td>66%</td>
<td>76%</td>
</tr>
<tr>
<td>Reading</td>
<td>2017: 70%</td>
<td>72%</td>
<td>67%</td>
<td>72%</td>
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<tr>
<td></td>
<td>2016: 72%</td>
<td>74%</td>
<td>88%</td>
<td>74%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2017: 76%</td>
<td>79%</td>
<td>74%</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>2016: 73%</td>
<td>75%</td>
<td>80%</td>
<td>75%</td>
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<tr>
<td>Writing</td>
<td>2017: 65%</td>
<td>76%</td>
<td>63%</td>
<td>70%</td>
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<tr>
<td></td>
<td>2016: 69%</td>
<td>72%</td>
<td>78%</td>
<td>71%</td>
</tr>
<tr>
<td>STAAR Percent at Approaches Grade Level or Above</td>
<td>Grade 5 ***</td>
<td>Grade 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>2017: 82%</td>
<td>83%</td>
<td>89%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>2016: 81%</td>
<td>79%</td>
<td>87%</td>
<td>79%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2017: 87%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
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<td>2016: 86%</td>
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<td>89%</td>
<td>87%</td>
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<tr>
<td>Science</td>
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<td>85%</td>
<td>77%</td>
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<tr>
<td></td>
<td>2016: 74%</td>
<td>76%</td>
<td>70%</td>
<td>76%</td>
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<tr>
<td>STAAR Percent at Approaches Grade Level or Above</td>
<td>Grade 6</td>
<td>Grade 6</td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
<td>2017: 69%</td>
<td>62%</td>
<td>69%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>2016: 69%</td>
<td>63%</td>
<td>75%</td>
<td>62%</td>
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<tr>
<td>Mathematics</td>
<td>2017: 76%</td>
<td>72%</td>
<td>81%</td>
<td>73%</td>
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<tr>
<td></td>
<td>2016: 72%</td>
<td>69%</td>
<td>74%</td>
<td>69%</td>
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</table>
2015–16 TAPR Reporting Changes

- STAAR Performance Level Descriptors: Approaches, Meets, and Masters
- Inclusion of 2016 STAAR data
- Student Success Initiative (SSI) was suspended in 2015-2016
  - STAAR Non-Proficient students promoted by Grade Placement Committee
  - STAAR Met Standard (Non-Proficient in Previous Years)
    - Promoted to Grade 6 or 9
    - Retained in Grade 5 or 8
- Participation data: STAAR 2016 participation data included for comparison to 2017
- Graduation Rate: 6 year extended federal graduation rate for Class of 2014 & Class of 2013
- Profile lines added that indicate counts and percentages of students with disabilities.
- Mobility rates by race/ethnicity
- Staff information: average years of experience of campus leadership
Public Hearing

Public Discussion of Annual Report

- Must be held within 90 calendar days after the November 30, 2017, TEASE release. District winter break days do not count toward the 90 days.
- May be combined with regularly scheduled board meeting.
- Must notify property owner, parents, etc. of the hearing.
- Notifications may be in form of press release; must be made available to local print and electronic media (i.e. newspaper, radio, and television.)
- Must clearly state date, time, place and explain the nature of the hearing.
Dissemination of Annual Report

- Within 2 weeks of the public hearing, each district must widely publish its annual report
  - Posting on district website and other public places
  - Distribute via email, standard mail or send reports home with students

Local determination to find the most efficient way to distribute the annual report
Requirements for Notice

- Post most current TAPR on the district website by the 10th instructional day of the school year.

*TEA strongly encourages districts to update their websites with the 2016-2017 TAPR.*
Publishing a Summary Report

- In addition to publishing the full TAPR, a district has the option to produce shortened or summarized report showing key indicators.

- Must explain where and how to obtain a full copy of the report.


Contacts

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