

Guidelines

2018–19 Texas Academic Performance Report

December 2019

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 (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 days of receiving the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. 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 PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online TAPR system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F*, the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, 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), progress of the district and each campus toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185, and college, career, and military readiness plans adopted under TEC, §11.186. 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 Spanish version of the glossary is scheduled for release in late spring. 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 (2017–18 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/>.

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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 2018–19 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F*.
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's progress toward meeting those objectives must be included in the district's annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **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/](http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/).

7. **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/index.cfm?objectid=B299B000-3F79-11E9-B09D0050560100A9>. The report is titled *Report of 2016–2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018*. The first page explains the purpose of the report and data calculation methods.

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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.

- 8. Early Childhood Literacy and Mathematics Proficiency and College, Career, and Military Readiness** The annual report must include the progress of the district and each campus toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185, and college, career, and military readiness plans adopted under TEC, §11.186.
- 9. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. 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.
- 10. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.
- 11. Publishing the Report** A district can upload its PDF 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.
- 12. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF 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 2018–19 TAPR.

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- 13. 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 TSDS PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for 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.
- 14. Summary Report** In addition to publishing the complete PDF 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.
- 15. 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.
 - **PDF and System Data Sources** Although the online TAPR system will be updated as new data become available, the TAPR compiles 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 PDF TAPR includes the STAAR results of only those students enrolled in the campus or district as of October 26, 2018 (for the spring 2019 test). See the *TAPR Glossary* or the [2019 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/2019/masking.html>.
- 16. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF 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.