2017-2018
Donna ISD
Texas Academic Performance Report (TAPR)

Presented by Rashad Rana
2018 Accountability Rating: C

2018 Special Education Determination Status: Meets Requirements

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration): Meets Requirements

2018 Special Education Determination Status:

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.

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

Senate Bill 1843 requires that each school year, each school district and open enrollment charter school provide students in grades 10-12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.
1. STAAR Performance
The performance section of the TAPR shows STAAR performance by grade, subject, and performance level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Social Studies</th>
<th>Number of Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>3</td>
</tr>
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</tr>
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<td>7</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>3</td>
</tr>
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<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>English 1</td>
<td>Algebra 1</td>
<td></td>
<td>Biology</td>
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<tr>
<td>10</td>
<td>English 2</td>
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<td>US History</td>
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</tbody>
</table>

22 Assessments Total
3rd Grade

Grade 3 Reading at Approaches Level
- State: 73, 77 (2017, 2018)
- Region 1: 73, 79 (2017, 2018)

Grade 3 Reading Meets Level
- State: 45, 43 (2017, 2018)
- Region 1: 43, 42 (2017, 2018)
- Donna ISD: 27, 31 (2017, 2018)

Grade 3 Reading at Masters Level
- Region 1: 26, 22 (2017, 2018)
- Donna ISD: 15, 16 (2017, 2018)

Grade 3 Math at Approaches Level
- State: 77, 78 (2017, 2018)
- Region 1: 80, 82 (2017, 2018)
- Donna ISD: 69, 76 (2017, 2018)

Grade 3 Math at Meets Level
- State: 49, 47 (2017, 2018)
- Region 1: 51, 51 (2017, 2018)
- Donna ISD: 37, 41 (2017, 2018)

Grade 3 Math at Masters Level
- State: 26, 23 (2017, 2018)
- Region 1: 27, 24 (2017, 2018)
- Donna ISD: 18, 17 (2017, 2018)
4th Grade
5th Grade

Grade 5 Reading at Approaches Level
- State: 82 in 2017, 84 in 2018
- Region 1: 82 in 2017, 86 in 2018
- Donna ISD: 69 in 2017, 78 in 2018

Grade 5 Reading Meets Level
- State: 48 in 2017, 54 in 2018
- Region 1: 46 in 2017, 55 in 2018
- Donna ISD: 31 in 2017, 38 in 2018

Grade 5 Reading at Masters Level
- State: 25 in 2017, 26 in 2018
- Region 1: 23 in 2017, 26 in 2018
- Donna ISD: 12 in 2017, 15 in 2018

Grade 5 Math at Approaches Level
- State: 87 in 2017, 91 in 2018
- Region 1: 90 in 2017, 94 in 2018
- Donna ISD: 87 in 2017, 94 in 2018

Grade 5 Math at Meets Level
- State: 50 in 2017, 58 in 2018
- Region 1: 52 in 2017, 67 in 2018
- Donna ISD: 35 in 2017, 56 in 2018

Grade 5 Math at Masters Level
- State: 24 in 2017, 30 in 2018
- Region 1: 23 in 2017, 36 in 2018
- Donna ISD: 13 in 2017, 27 in 2018
6th Grade

Grade 6 Reading at Approaches Level

State: 69 69, Region 1: 62 65, Donna ISD: 48 57

Grade 6 Reading at Meets Level

State: 37 39, Region 1: 30 33, Donna ISD: 19 25

Grade 6 Reading at Masters Level

State: 18 19, Region 1: 13 15, Donna ISD: 6 10

Grade 6 Math at Approaches Level

State: 76 77, Region 1: 73 76, Donna ISD: 69 76

Grade 6 Math at Meets Level

State: 43 44, Region 1: 37 41, Donna ISD: 25 39

Grade 6 Math at Masters Level

State: 18 18, Region 1: 13 15, Donna ISD: 5 14
7th Grade

Grade 7 Reading at Approaches Level
- State: 73, 70
- Region 1: 74, 71
- Donna ISD: 63, 63
- 2017: 42, 37
- 2018: 48, 44

Grade 7 Reading Meets Level
- State: 42, 39
- Region 1: 48, 44
- Donna ISD: 37, 33
- 2017: 23, 18
- 2018: 29, 25

Grade 7 Reading at Masters Level
- State: 17, 15
- Region 1: 18, 25
- Donna ISD: 12, 16
- 2017: 17, 18
- 2018: 15, 18

Grade 7 Math at Approaches Level
- State: 70, 69
- Region 1: 72, 74
- Donna ISD: 63, 71
- 2017: 40, 39
- 2018: 40, 41

Grade 7 Math at Meets Level
- State: 40, 39
- Region 1: 40, 41
- Donna ISD: 33, 35
- 2017: 17, 18
- 2018: 15, 18

Grade 7 Math at Masters Level
- State: 17, 15
- Region 1: 18, 18
- Donna ISD: 10, 12
- 2017: 17, 18
- 2018: 15, 12
Grade 8 Science at Approaches Level

Grade 8 Science at Masters Level

Grade 8 Social Studies at Approaches Level

Grade 8 Social Studies at Meets Level

Grade 8 Social Studies at Masters Level

8th Grade
### Donna ISD

**All Grades ELA/Reading at Approaches Level**

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>72</td>
<td>74</td>
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<tr>
<td>Region 1</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>Donna ISD</td>
<td>56</td>
<td>60</td>
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**All Grades ELA/Reading at Meets Level**

<table>
<thead>
<tr>
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<td>Donna ISD</td>
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<td>29</td>
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**All Grades ELA/Reading at Masters Level**

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Region 1</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Donna ISD</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>
All Grades Writing at Approaches Level

- State: 67 66
- Region 1: 70 68
- Donna ISD: 58 56

All Grades Writing at Meets Level

- State: 36 41
- Region 1: 38 42
- Donna ISD: 24 29

All Grades Writing at Masters Level

- State: 11 13
- Region 1: 11 12
- Donna ISD: 6 8
All Grades
All Subjects at
Approaches Level

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>State</td>
<td>75</td>
<td>77</td>
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<tr>
<td>Region 1</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>Donna ISD</td>
<td>66</td>
<td>70</td>
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All Grades
All Subjects at
Meets Level

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>State</td>
<td>45</td>
<td>48</td>
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<tr>
<td>Region 1</td>
<td>42</td>
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<tr>
<td>Donna ISD</td>
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All Grades
All Subjects at
Masters Level

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>20</td>
<td>22</td>
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<tr>
<td>Region 1</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Donna ISD</td>
<td>10</td>
<td>13</td>
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</tbody>
</table>
2. School Progress
School Progress Domain: Academic Growth Score

Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from year to year.

This Domain only includes Reading & Math because they are testing every year.

This is new domain thus there is only 2018 data available.
Grade 5-School Progress

State
- ELA/Reading: 80
- Math: 81

Region 1
- ELA/Reading: 81
- Math: 84

Donna ISD
- ELA/Reading: 80
- Math: 83
Grade 6-School Progress

- State: ELA 47, Math 56
- Region 1: ELA 43, Math 51
- Donna ISD: ELA 46, Math 61

Legend: ELA/Reading, Math
Grade 7-School Progress

- ELA/Reading
- Math
EOC-School Progress

State
- English 2: 67
- Algebra 1: 72

Region 1
- English 2: 66
- Algebra 1: 73

Donna ISD
- English 2: 63
- Algebra 1: 59
Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8 Reading

- State: 35, 38
- Region 1: 37, 40
- Donna ISD: 32, 37

Sum of Grades 4-8 Math

- State: 43, 47
- Region 1: 47, 53
- Donna ISD: 49, 58

2017 vs. 2018
3.

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

Prior Year & SSI

The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year.
SSI- Grade 5 Reading

Students Meeting Approaches on First STAAR Admin
- State: 79%
- Region 1: 81%
- Donna ISD: 70%

Students Requiring Accelerated Instruction
- State: 21%
- Region 1: 19%
- Donna ISD: 30%

STAAR Culmulative Met Standard2
- State: 84%
- Region 1: 86%
- Donna ISD: 77%
SSI- Grade 5 Math

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State:
- Students Meeting Approaches on First STAAR Admin: 85%
- Students Requiring Accelerated Instruction: 15%
- STAAR Culmulative Met Standard2: 90%

Region 1:
- Students Meeting Approaches on First STAAR Admin: 90%
- Students Requiring Accelerated Instruction: 10%
- STAAR Culmulative Met Standard2: 94%

Donna ISD:
- Students Meeting Approaches on First STAAR Admin: 87%
- Students Requiring Accelerated Instruction: 13%
- STAAR Culmulative Met Standard2: 94%
Students Meeting Approaches on First STAAR Admin
Students Requiring Accelerated Instruction
STAAR Culmulative Met Standard2
SSI- Grade 8 Math

State
Region 1
Donna ISD

Students Meeting Approaches on First STAAR Admin
Students Requiring Accelerated Instruction
STAAR Cumulative Met Standard2
4. District STAAR Participation
All Test Assessment Participation

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>Region 1</th>
<th>Donna ISD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>99</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2017</td>
<td>99</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

- Assessment Participation
- Included in Accountability
- Mobile-Not Included
- Other-Not Included
5. Attendance, Graduation, & Dropout Rates
Attendance Rate

The percentage of days that students were present in 2016–17 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:

\[
\frac{\text{total number of days that students in grade 1 – 12 were present in 2016 – 2017}}{\text{total number of days that students in grade 1 – 12 were in membership in 2016 – 2017}}
\]
Attendance Rate

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>95.8</td>
<td>95.7</td>
</tr>
<tr>
<td>Region 1</td>
<td>95.6</td>
<td>95.7</td>
</tr>
<tr>
<td>Donna ISD</td>
<td>94.9</td>
<td>94.8</td>
</tr>
</tbody>
</table>
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.

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

\[
\frac{\text{number of dropouts in grades 7 and 8 during the 2016 – 2017 school year}}{\text{number of students in grades 7 and 8 at any time during the 2016 – 2017 school year}}
\]

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

\[
\frac{\text{number of dropouts in grades 9 – 12 during the 2016 – 2017 school year}}{\text{number of students in grades 9 – 12 at any time during the 2016 – 2017 school year}}
\]
Annual Dropout Rate (Gr 7-8)

State: 0.4 (2015-16) 0.3 (2016-17)
Region 1: 0.2 (2015-16) 0.2 (2016-17)
Donna ISD: 0.5 (2015-16) 0.3 (2016-17)
Annual Dropout Rate (Gr 9-12)

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Region 1</td>
<td>2.1</td>
<td>1.8</td>
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<tr>
<td>Donna ISD</td>
<td>3.7</td>
<td>2.3</td>
</tr>
</tbody>
</table>
Graduation Rates

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2013–14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013–14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. This is also true for the five-year and six-year extended longitudinal cohorts.

4-Year Longitudinal Rate: Graduated:

- The percentage who received their high school diploma in four years or fewer by August 31, 2017, for the 2017 cohort.

5-Year Extended Longitudinal Rate: Graduated:

- The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort.

6-Year Extended Longitudinal Rate: Graduated:

- The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort.
Graduation Type

The High School Foundation Program consists of a single academic track which can be customized with one or more of five “endorsements.” The basic academic track requires 22 credit hours, as compared to the 26 of the RHSP and DAP. However, if a student takes an endorsement – as a significant majority of students are expected to do – the additional curricular requirements bring the total back up to 26 credit hours.

The differences in specific subject-area requirements, without accounting for endorsement guidelines, are outlined in the table below.

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
  - Distinguished Level of Achievement (DLA)

Table 1: Side by Side Graduation Programs. Source: TEA.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Foundation HSP</th>
<th>MHSP</th>
<th>RHSP</th>
<th>DAP</th>
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</thead>
<tbody>
<tr>
<td>English Language</td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>3 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td>2 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
<td>3 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Languages Other</td>
<td>2 credits</td>
<td>0 credits</td>
<td>2 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>than English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>Demonstrated</td>
<td>0.5 credits</td>
<td>0.5 credits</td>
<td>0.5 credits</td>
</tr>
<tr>
<td>Proficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>5 credits</td>
<td>7.5 credits</td>
<td>5.5 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>Total</td>
<td>22 credits</td>
<td>22 credits</td>
<td>26 credits</td>
<td>26 credits</td>
</tr>
</tbody>
</table>
Graduation Type- 2016-2017

- Minimum High School Program (MHSP)
  - Donna ISD: 3.8%
  - State: 11.1%
- Recommended High School Program (RHSP)
  - Donna ISD: 93.3%
  - State: 75.4%
- Foundation High School Program (FHSP) No Endorsement
  - Donna ISD: 0.2%
  - State: 5%
- Foundation High School Program (FHSP) Endorsement
  - Donna ISD: 2.5%
  - State: 1%
- Foundation High School Program (FHSP) DLA
  - Donna ISD: 0.25%
  - State: 7.6%
6. College, Career, and Military Readiness
## College, Career, Military Ready

### COLLEGE READY
- AP Score: 3 or better
- IB Score: 4 or better
- AND/OR
  - Meet Texas Success Initiative (TSI) criteria in Reading AND Math
  - Math: SAT 530, ACT Composite = 23, TSIA 350
  - Reading: Evidence based Reading & Writing = 480, English = 19, Composite = 23
- Complete college partner college prep course
- AND/OR
  - Dual Course Credits: 3 Credits in ELAR/Math or 9 hours in any subject
  - Complete/Earn Credit in an OnRamps Course
  - Meet standards on composite indicators indicating readiness

### CAREER READY
- Earn an approved industry-based certification
- AND/OR
  - Graduate with completed IEP & Workforce Readiness
    - Graduation Codes: 04, 05, 54, or 55
- CTE Coherent Sequence Coursework aligned with Industry-Based Certifications (0.5 Credit)
- Get admitted to post-secondary industry certification program

### MILITARY READY
- Enlist in the Armed Forces
College, Career, & Military Ready Graduates 2016-17

- State: 54.2% College Ready, 47% College, Career, or Military Ready
- Region 1: 60.9% College Ready, 51% College, Career, or Military Ready
- Donna ISD: 43.3% College Ready, 33.5% College, Career, or Military Ready
TSI Criteria Graduates

The percentage of annual graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

<table>
<thead>
<tr>
<th>TSI Criteria</th>
<th>SAT*</th>
<th>ACT</th>
<th>College Prep Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;= 351 on Reading or &gt;=480 on the Evidence-Based Reading and Writing (EBRW)</td>
<td>or</td>
<td>&gt;=19 on English and &gt;= 23 Composite</td>
<td>Complete and earn credit for ELA college prep course</td>
</tr>
<tr>
<td>&gt;= 350 on Mathematics or &gt;=530 on Mathematics</td>
<td>or</td>
<td>&gt;=19 on Mathematics and &gt;=23 Composite</td>
<td>Complete and earn credit for mathematics college prep course</td>
</tr>
</tbody>
</table>
TSI Criteria Graduates

- State: 53.2% ELA, 42% Math, 37.8% Both Subjects
- Region 1: 50.3% ELA, 40.8% Math, 34.9% Both Subjects
- Donna ISD: 28.5% ELA, 23.2% Math, 18.7% Both Subjects

Legend: ELA, Math, Both Subjects
The TSI Assessment (TSIA) is part of the Texas Success Initiative program designed to help determine if students are ready for college-level coursework in the general areas of reading, writing, and mathematics.

If a student is entering college student in Texas, they are required to take the TSIA—unless they are already exempt—to determine their readiness for college level work. Based on how they perform, they may either be enrolled in a college-level course that matches their skill level and/or be placed in the appropriate developmental course or intervention to improve their skills and prepare them for success in college-level courses.
CTE Coherent Sequence

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.

<table>
<thead>
<tr>
<th></th>
<th>State 2015-16</th>
<th>State 2016-17</th>
<th>Region 1 2015-16</th>
<th>Region 1 2016-17</th>
<th>Donna ISD 2015-16</th>
<th>Donna ISD 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>47.8</td>
<td>50.5</td>
<td>73.1</td>
<td>70.4</td>
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<td>2016-17</td>
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<td></td>
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</table>
SAT/ACT Results

Participation and performance of annual graduates 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 assessment more than once, the agency receives the record for the most recent examination taken.

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

(2) At/Above Criterion: The percentage of examinees who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite)

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. Only one record is sent per student. If a student takes an SAT assessment more than once, the agency receives the record for the most recent examination taken.

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT assessment more than once, the agency receives the record for the most recent examination taken.
Average SAT Score
All Subjects

State: 1375, Region 1: 1302, Donna ISD: 1337

Average SAT Scores
ELA

State: 472, Region 1: 512, Donna ISD: 531

Average SAT Scores
Math

State: 507, Region 1: 480, Donna ISD: 531

Class of 2016 and Class of 2017
Average ACT Score All Subjects

State: 20.3, 17.8, 16.6
Region 1: 20.3, 17.8, 16.6
Donna ISD: 17.1

Average ACT Scores ELA

State: 19.8, 17.2, 15.7
Region 1: 19.9, 17.2, 15.7
Donna ISD: 16.4

Average ACT Scores Math

State: 20.5, 18.2, 17.7
Region 1: 20.6, 18.3, 18.1
Donna ISD: 17.7, 18.1

Average Science Scores Science

State: 20.5, 18.2
Region 1: 20.6, 18.3
Donna ISD: 17.7, 18.1
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.

\[
\frac{\text{number of graduates during the 2015–16 school year who attended a public or independent college or university in Texas in the 2016–17 academic year}}{\text{number of graduates during the 2015–16 school year}}
\]

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.
Graduates in TX IHE

- Region 1: 59.5 (2014-15), 57.2 (2015-16)
- Donna ISD: 49.2 (2014-15), 43.3 (2015-16)
Advanced Dual-Credit Course Completion 9-12

The percentage of students who complete and receive credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25

Texas Administrative Code §74.25

(a) A school district board of trustees may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by one of the following regional accrediting associations:

   (1) Southern Association of Colleges and Schools;
   (2) Middle States Association of Colleges and Schools;
   (3) New England Association of Schools and Colleges;
   (4) North Central Association of Colleges and Schools;
   (5) Western Association of Schools and Colleges; or
   (6) Northwest Association of Schools and Colleges.

(b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.
Advanced Dual-Credit Course Completion 9-12

All Subjects

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>35.9</td>
<td>37.1</td>
</tr>
<tr>
<td>Region 1</td>
<td>42.9</td>
<td>44.6</td>
</tr>
<tr>
<td>Donna ISD</td>
<td>34.1</td>
<td>31.3</td>
</tr>
</tbody>
</table>
7.

2017-2018 District Student Information
Students by Grade 2017-2018
Subpopulation Explanations

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

**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.

**English Learners (ELs):** 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 EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator.
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S.
- Schools

**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.

**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).
Subpopulation Distribution

- Economically Disadvantaged: Donna ISD 93.8, State 58.8
- Non-Economically Disadvantaged: Donna ISD 6.2, State 41.2
- English Learners: Donna ISD 18.8, State 49.1
- Students with Disiplinary Placements (2016-17): Donna ISD 1.9, State 1.3
- At Risk: Donna ISD 79.8, State 50.8
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.
Class Size Information - Elementary

<table>
<thead>
<tr>
<th>Grade</th>
<th>Donna ISD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>15.9</td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>18.4</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 2</td>
<td>17.7</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 3</td>
<td>17.8</td>
<td>19</td>
</tr>
<tr>
<td>Grade 4</td>
<td>17.9</td>
<td>19.2</td>
</tr>
<tr>
<td>Grade 5</td>
<td>18.5</td>
<td>21.2</td>
</tr>
<tr>
<td>Grade 6</td>
<td>13.8</td>
<td>20.3</td>
</tr>
</tbody>
</table>
Class Size Information-
Secondary

ELA  Foreign Language  Math  Science  Social Studies
Donna ISD  State

17.2  21.7  18.6  18.7  17.9  19.2  19  19.6  19.3
8.

2017-2018 Staff Information
Staff Information

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff.

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators.

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

**Auxiliary Staff** (not on campus profile): 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.
Staff Information

Professional Staff: Donna ISD - 64.1%, State - 55.3%
Teachers: Donna ISD - 50.1%, State - 41.7%
Professional Support: Donna ISD - 11.1%, State - 9.8%
Campus Admin: Donna ISD - 1.7%, State - 3.0%
Central Admin: Donna ISD - 0.7%, State - 1.1%
Educational Aides: Donna ISD - 11.7%, State - 10.1%
Auxiliary Staff: Donna ISD - 33.1%, State - 25.8%
Teacher Information

**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.

**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.
Experience of Campus Leadership

The average years of experience for principals and assistant principals.

- **Average Years as Principal:** The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

- **Average Years as Principal with District:** The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals.

- **Average Years as Assistant Principal:** The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

- **Average Years as Assistant Principal with District:** The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the campus.
Average Years of Experience of Campus Leadership

- **Principals**: Donna ISD 7.3, State 6.3
- **Principals with District**: Donna ISD 7.2, State 5.4
- **Assistant Principals**: Donna ISD 7.3, State 5.2
- **Assistant Principals with District**: Donna ISD 6.8, State 4.6
Salaries

**Average Teacher Salary by Years of Experience:** 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.

**Average Actual Salaries:** 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.

- **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.
- **Professional Support.** Therapists, nurses, librarians, counselors, and other campus professional personnel.
- **Campus Administration (School Leadership).** 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.
Average Teacher Salary by Years of Experience

- Beginning Teachers: $46,952
- 1-5 Years Experience: $46,886
- 6-10 Years Experience: $49,031
- 11-20 Years Experience: $52,745
- Over 20 Years Experience: $61,879

Donna ISD State
Average Actual Salaries

- Teachers: Donna ISD $50,510, State $53,334
- Professional Support: Donna ISD $59,169, State $63,165
- Campus Admin: Donna ISD $80,893, State $77,712
- Central Admin: Donna ISD $99,396, State $102,300
Instructional Staff

The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2016–17 school year.
The percentage of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18. It is calculated as the total FTE count of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18, divided by the total teacher FTE count for the fall of 2016–17. Staff who remained employed in the district but not as teachers also count toward teacher turnover.

Turnover Rate for Teachers

- Donna ISD: 10.20%
- State: 16.60%
9. 2017-2018 Accreditation
The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.
The district accreditation statuses for 2017-2018 are listed below:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>108902</td>
<td>DONNA ISD</td>
<td>1</td>
<td>A - Superior</td>
<td>Met Standard</td>
<td>ACCREDITED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10.

Budgeted financial data each school district and statewide

Currently, we have the 2017-2018 Financial Budget Reports the Actual Financial Data for each school district is available Spring 2019
PEIMS District Financial Budget Reports 2017-2018

<table>
<thead>
<tr>
<th>Receipts</th>
<th>General Fund</th>
<th>%</th>
<th>Per Student</th>
<th>All Funds</th>
<th>%</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Revenue</strong></td>
<td>164,699,835</td>
<td>100.00%</td>
<td>11,134</td>
<td>172,035,740</td>
<td>100.00%</td>
<td>11,630</td>
</tr>
<tr>
<td>Local Tax</td>
<td>17,131,436</td>
<td>10.40%</td>
<td>1,158</td>
<td>18,415,506</td>
<td>10.70%</td>
<td>1,245</td>
</tr>
<tr>
<td>Other Local and Intermediate</td>
<td>653,750</td>
<td>0.40%</td>
<td>44</td>
<td>654,250</td>
<td>0.38%</td>
<td>44</td>
</tr>
<tr>
<td>State</td>
<td>132,380,051</td>
<td>80.38%</td>
<td>8,949</td>
<td>138,431,386</td>
<td>80.47%</td>
<td>9,359</td>
</tr>
<tr>
<td>Federal</td>
<td>14,534,598</td>
<td>8.82%</td>
<td>983</td>
<td>14,534,598</td>
<td>8.45%</td>
<td>983</td>
</tr>
<tr>
<td><strong>Total Receipts</strong></td>
<td>164,699,835</td>
<td>100.00%</td>
<td>11,134</td>
<td>172,035,740</td>
<td>100.00%</td>
<td>11,630</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>164,699,835</td>
<td>100.00%</td>
<td>11,134</td>
<td>172,035,740</td>
<td>100.00%</td>
<td>11,630</td>
</tr>
<tr>
<td>Equity Transfers</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Total Other Resources</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
</tbody>
</table>
## PEIMS District Financial Budget Reports

### Disbursements

#### Total Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percent</th>
<th>Amount</th>
<th>Percent</th>
<th>Amount</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY OBJECT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Payroll</td>
<td>130,051,740</td>
<td>76.19%</td>
<td>8,792</td>
<td>72.49%</td>
<td>8,792</td>
<td>72.49%</td>
</tr>
<tr>
<td>Other Operating</td>
<td>29,453,596</td>
<td>17.25%</td>
<td>1,991</td>
<td>16.42%</td>
<td>1,991</td>
<td>16.42%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>3,199,544</td>
<td>1.87%</td>
<td>216</td>
<td>1.77%</td>
<td>216</td>
<td>1.77%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>7,994,946</td>
<td>4.68%</td>
<td>540</td>
<td>4.46%</td>
<td>540</td>
<td>4.46%</td>
</tr>
<tr>
<td>BY FUNCTION (Objects 6100-6400 only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Services (61)</td>
<td>343,991</td>
<td></td>
<td>23</td>
<td></td>
<td>343,991</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Operating Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percent</th>
<th>Amount</th>
<th>Percent</th>
<th>Amount</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction (11.95)</td>
<td>84,891,549</td>
<td>53.34%</td>
<td>5,739</td>
<td></td>
<td>84,891,549</td>
<td>53.34%</td>
</tr>
<tr>
<td>Instructional Res Media (12)</td>
<td>1,871,856</td>
<td>1.18%</td>
<td>127</td>
<td></td>
<td>1,871,856</td>
<td>1.18%</td>
</tr>
<tr>
<td>Curriculum/Staff Develop (13)</td>
<td>2,266,631</td>
<td>1.42%</td>
<td>153</td>
<td></td>
<td>2,266,631</td>
<td>1.42%</td>
</tr>
<tr>
<td>Instructional Leadership (21)</td>
<td>2,424,962</td>
<td>1.52%</td>
<td>164</td>
<td></td>
<td>2,424,962</td>
<td>1.52%</td>
</tr>
<tr>
<td>School Leadership (23)</td>
<td>7,568,791</td>
<td>4.76%</td>
<td>512</td>
<td></td>
<td>7,568,791</td>
<td>4.76%</td>
</tr>
<tr>
<td>Guidance Counseling Svs (31)</td>
<td>5,870,529</td>
<td>3.69%</td>
<td>397</td>
<td></td>
<td>5,870,529</td>
<td>3.69%</td>
</tr>
<tr>
<td>Social Work Services (32)</td>
<td>896,454</td>
<td>0.56%</td>
<td>61</td>
<td></td>
<td>896,454</td>
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</tr>
<tr>
<td>Health Services (33)</td>
<td>1,943,102</td>
<td>1.22%</td>
<td>131</td>
<td></td>
<td>1,943,102</td>
<td>1.22%</td>
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<tr>
<td>Transportation (34)</td>
<td>5,752,757</td>
<td>3.61%</td>
<td>389</td>
<td></td>
<td>5,752,757</td>
<td>3.61%</td>
</tr>
<tr>
<td>Food (35)</td>
<td>12,342,674</td>
<td>7.75%</td>
<td>834</td>
<td></td>
<td>12,342,674</td>
<td>7.75%</td>
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<tr>
<td>Extracurricular (36)</td>
<td>6,280,895</td>
<td>3.95%</td>
<td>425</td>
<td></td>
<td>6,280,895</td>
<td>3.95%</td>
</tr>
<tr>
<td>General Administration (41.92)</td>
<td>5,998,771</td>
<td>3.77%</td>
<td>406</td>
<td></td>
<td>5,998,771</td>
<td>3.77%</td>
</tr>
<tr>
<td>Plant Maint/Operation (51)</td>
<td>16,502,146</td>
<td>10.37%</td>
<td>1,116</td>
<td></td>
<td>16,502,146</td>
<td>10.37%</td>
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<tr>
<td>Security/Monitoring (52)</td>
<td>2,815,531</td>
<td>1.77%</td>
<td>190</td>
<td></td>
<td>2,815,531</td>
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<tr>
<td>Data Processing Services (53)</td>
<td>1,734,697</td>
<td>1.09%</td>
<td>117</td>
<td></td>
<td>1,734,697</td>
<td>1.09%</td>
</tr>
</tbody>
</table>

### Notes

- The data represents the budget allocations for various categories within the district. Each category is listed with the amount allocated and the percentage it contributes to the total expenditure.
- The total operating expenditures are broken down by function, providing a detailed view of where the funds are directed.
## PEIMS District Financial Budget Reports

<table>
<thead>
<tr>
<th>Total Disbursements</th>
<th>170,699,826</th>
<th>100.00%</th>
<th>11,540</th>
<th>179,408,226</th>
<th>100.00%</th>
<th>12,129</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures</td>
<td>170,699,826</td>
<td>100.00%</td>
<td>11,540</td>
<td>179,408,226</td>
<td>100.00%</td>
<td>12,129</td>
</tr>
<tr>
<td>Equity Transfers</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
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<tr>
<td>Total Other Uses</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
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<tr>
<td>Intergovernmental Charge</td>
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<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
</tbody>
</table>

### Program Expenditures

<table>
<thead>
<tr>
<th>Operating Expenditures - Program</th>
<th>111,248,753</th>
<th>100.00%</th>
<th>7,521</th>
<th>111,248,753</th>
<th>100.00%</th>
<th>7,521</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>76,413,653</td>
<td>68.69%</td>
<td>5,166</td>
<td>76,413,653</td>
<td>68.69%</td>
<td>5,166</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>248,419</td>
<td>0.22%</td>
<td>17</td>
<td>248,419</td>
<td>0.22%</td>
<td>17</td>
</tr>
<tr>
<td>Career and Technical</td>
<td>3,766,426</td>
<td>3.39%</td>
<td>255</td>
<td>3,766,426</td>
<td>3.39%</td>
<td>255</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10,420,470</td>
<td>9.37%</td>
<td>704</td>
<td>10,420,470</td>
<td>9.37%</td>
<td>704</td>
</tr>
<tr>
<td>Accelerated Education</td>
<td>3,581</td>
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<td>0</td>
<td>3,581</td>
<td>0.00%</td>
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<tr>
<td>Bilingual</td>
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<td>2.08%</td>
<td>157</td>
<td>2,319,060</td>
<td>2.08%</td>
<td>157</td>
</tr>
<tr>
<td>Nondisc Alt Ed-AEP Basic Serv</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
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</tr>
<tr>
<td>Disc Alt Ed-DAEP Basic Serv</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Disc Alt Ed-DAEP Supplemental</td>
<td>0</td>
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<td>0.00%</td>
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</tr>
<tr>
<td>T1 A Schoolwide-St Comp&gt;=40%</td>
<td>11,477,611</td>
<td>10.32%</td>
<td>776</td>
<td>11,477,611</td>
<td>10.32%</td>
<td>776</td>
</tr>
<tr>
<td>High School Allotment</td>
<td>1,065,521</td>
<td>0.96%</td>
<td>72</td>
<td>1,065,521</td>
<td>0.96%</td>
<td>72</td>
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<tr>
<td>Athletics/Related Activities</td>
<td>3,535,262</td>
<td>3.18%</td>
<td>239</td>
<td>3,535,262</td>
<td>3.18%</td>
<td>239</td>
</tr>
<tr>
<td>Prekindergarten</td>
<td>1,998,750</td>
<td>1.80%</td>
<td>135</td>
<td>1,998,750</td>
<td>1.80%</td>
<td>135</td>
</tr>
</tbody>
</table>
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/.

The following bar charts compare the per student revenues and expenditures and fund balances for the two selected districts or the state.
Comparison of 2012-13 through 2016-17 Program Expenditures

Donna ISD (108902)

State Average (All Districts)

Expenditures per Student (All Funds)

$8,000

$6,000

$4,000

$2,000

$0


Expenditure Category (Program Intent Code)
- Accelerated Education
- Athletics/Related Activities
- Bilingual
- Career and Technical
- Other
- Regular
- Students with Disabilities
- Title I A Schoolwide-St Comp>=40%

Donna ISD (108902) Total Enrolled Students in Membership = 15,036
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Excludes Program Intent Code 99 (undistributed)
Comparison of 2012-13 through 2016-17 Local Tax Collections

<table>
<thead>
<tr>
<th>Donna ISD (108902)</th>
<th>State Average (All Districts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tax Rate</td>
<td></td>
</tr>
<tr>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>$4,000</td>
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</tr>
<tr>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>$1,000</td>
<td></td>
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</table>

Local Tax Collections Per Student

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna ISD (108902) Total Enrolled Students in Membership = 15,036</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Average (All Districts) Total Enrolled Students in Membership = 5,341,009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Local Tax Collections
- I&S Local Tax
- M&O Local Tax (net of recapture)
- Recapture
Comparison of 2012-13 through 2016-17 All Funds Fund Balances

Donna ISD (108902)  State Average (All Districts)

Fund Balances per Student (for ISDs (All Funds))

- Unassigned Fund Balance
- Assigned Fund Balance
- Committed Fund Balance
- Restricted Fund Balance
- Nonspendable Fund Balance

Donna ISD (108902) Total Enrolled Students in Membership = 15,036
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Comparison of 2012-13 through 2016-17 General Fund Unassigned Fund Balance

Donna ISD (108902)  
State Average (All Districts)

Financial data per Student (in SDs) (General Fund)

Financial data Category  Unassigned Fund Balance  3 Month Operating Expenditures

Donna ISD (108902) Total Enrolled Students in Membership = 15,036
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Longitudinal Data: 10 Year History for Donna ISD (108902)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolled Students in Membership</td>
<td>13,936</td>
<td>14,690</td>
<td>14,870</td>
<td>15,023</td>
<td>14,029</td>
<td>15,246</td>
<td>15,356</td>
<td>15,329</td>
<td>15,312</td>
<td>15,036</td>
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</table>

**Total Expenditures per Student versus School Year**

(Includes Debt Service and Capital Outlay; and excludes Recapture)
12.

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
<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>NUMBER OF STUDENTS</th>
<th>ISS ACTIONS</th>
<th>ISS STUDENTS</th>
<th>ISS PERCENT</th>
<th>OSS ACTIONS</th>
<th>OSS STUDENTS</th>
<th>OSS PERCENT</th>
<th>DAEP ACTIONS</th>
<th>DAEP STUDENTS</th>
<th>DAEP PERCENT</th>
<th>JJAEP ACTIONS</th>
<th>JJAEP STUDENTS</th>
<th>JJAEP PERCENT</th>
<th>EXPUL ACTIONS</th>
<th>EXPUL STUDENTS</th>
<th>EXPUL PERCENT</th>
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<tr>
<td>ALL STUDENTS</td>
<td>16,094</td>
<td>5,483</td>
<td>1,916</td>
<td>11.91</td>
<td>3,067</td>
<td>1,193</td>
<td>7.41</td>
<td>357</td>
<td>312</td>
<td>1.94</td>
<td>10</td>
<td>10</td>
<td>0.06</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<td>BLACK OR AFRICAN AMERICAN</td>
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<td>HISPANIC/ LATINO</td>
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<td>N/A</td>
<td>3,067</td>
<td>1,193</td>
<td>7.44</td>
<td>357</td>
<td>312</td>
<td>1.95</td>
<td>10</td>
<td>10</td>
<td>0.06</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>TWO OR MORE RACES</td>
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<tr>
<td>WHITE</td>
<td>42</td>
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<tr>
<td>FEMALE</td>
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<td>1,899</td>
<td>690</td>
<td>8.77</td>
<td>1,012</td>
<td>414</td>
<td>5.26</td>
<td>107</td>
<td>103</td>
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<td>612</td>
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<td>146</td>
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<td>28</td>
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<tr>
<td>ECON. DIS.</td>
<td>15,091</td>
<td>5,317</td>
<td>1,838</td>
<td>12.18</td>
<td>2,933</td>
<td>1,151</td>
<td>7.63</td>
<td>346</td>
<td>302</td>
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<td>10</td>
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<tr>
<td>AT RISK</td>
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<td>1,691</td>
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<td>2,807</td>
<td>1,063</td>
<td>8.61</td>
<td>330</td>
<td>287</td>
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</table>
Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2015-2016 high school graduates who attended public four-year and two-year higher education in FY 2017.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2016, spring 2017, and summer 2017 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5.
<table>
<thead>
<tr>
<th>County</th>
<th>District</th>
<th>GPA for 1st Year in Public Higher Education in Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Graduates</td>
</tr>
<tr>
<td>HIDALGO</td>
<td>DONNA ISD</td>
<td>108902006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Four-Year Public University</td>
</tr>
<tr>
<td></td>
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<td>Two-Year Public Colleges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Colleges &amp; Universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Trackable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Found</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total High School Graduates</td>
</tr>
<tr>
<td></td>
<td>DONNA H S</td>
<td>108902001</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two-Year Public Colleges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Colleges &amp; Universities</td>
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<td></td>
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<td>Not Trackable</td>
</tr>
<tr>
<td></td>
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<td>Not Found</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total High School Graduates</td>
</tr>
<tr>
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<td>DONNA NORTH H S</td>
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</tr>
<tr>
<td></td>
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<td>Two-Year Public Colleges</td>
</tr>
<tr>
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<td>Not Found</td>
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<tr>
<td></td>
<td></td>
<td>Total High School Graduates</td>
</tr>
</tbody>
</table>

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.
14. Campus Performance Objectives
Campus Improvement Plans (CIP)

• Each campus has developed and is implementing a CIP, as required by TEC §11.253
• Each CIP included performance objectives based on data analysis and needs assessment (including the 2017-2018 TAPR)
• Each campus periodically measures progress toward its performance objectives

Campus Performance Objectives are approved by the Board

Campus CIPs are posted on the district’s website and are available for review at the district central office or on each campus
Thank you!

Questions

Comments

Concerns