

ROSCOE COLLEGIATE I.S.D.

2021 – 2022 DISTRICT ANNUAL REPORT

PUBLIC HEARING

FEBRUARY 21, 2023



TAPR: TEXAS ACADEMIC PERFORMANCE REPORT 2021-2022

Compiled by TEA for every district and campus using

- PIEMS
- Student Assessment Data

2021 – 2022 TAPR is published as a PDF

- Includes a wide range of information on the performance of students in each district and campus in the state
- Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
- Provides extensive information on school and district staff, programs, and student demographics

COMPONENTS OF THE ANNUAL REPORT

- TAPR GUIDELINES
- DISTRICT ACCREDITATION
- TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)
- PEIMS FINANCIAL STANDARD REPORTS
- CAMPUS PERFORMANCE OBJECTIVES
- REPORT OF VIOLENT OR CRIMINAL INCIDENTS
- THECB (**TEXAS HIGHER EDUCATION COORDINATING BOARD**) REPORT ON HIGHER EDUCATION
- HB3 EARLY CHILDHOOD LITERACY, MATHEMATICS, AND CCMR BOARD PLAN AND GOALS
- TAPR GLOSSARY

SECTION 1: TAPR GUIDELINES

Guidelines

December 2022

2021–22 Texas Academic Performance Report

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 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. 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 reporting 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* (not applicable for 2022 as a *Not Rated*; *Senate Bill 1365* was assigned to all campuses with a scaled score equivalent to an *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) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and college, career, and military readiness plans adopted under Section 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 this winter. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

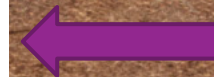
- 2. PEIMS Financial Standard Reports (2020–21 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

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 2021–22 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* (not applicable for 2022 as a *Not Rated*; *Senate Bill 1365* was assigned to all campuses with a scaled score equivalent to an *F*).

[public notification requirements](#)

Link to TEA Guidelines



SECTION 2: 2022-2023- DISTRICT ACCREDITATION STATUSES

- 2022 FIRST RATING: **A –SUPERIOR ACHIEVEMENT**
- 2022 ACCOUNTABILITY RATING: **B**
- 2022 SPECIAL EDUCATION DETERMINATION STATUS: **MEETS REQUIREMENTS**
- 2022-2023 ACCREDITATION STATUS : **ACCREDITED**

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2018 FIRST Rating](#) | [2018 Accountability Rating](#) | [2019 FIRST Rating](#) | [2019 Accountability Rating](#) | [2020 FIRST Rating](#) | [2020 Accountability Rating](#) | [2021 FIRST Rating](#) | [2021 Accountability Rating](#) | [2022 FIRST Rating](#) | [2022 Accountability Rating](#) | [2022-2023 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show entries

Search:

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
177901	ROSCOE COLLEGIATE ISD	14	A - Superior Achievement	B	ACCREDITED		

CAMPUS ACCOUNTABILITY RATINGS 2021 - 2022

ACCOUNTABILITY RATING	CAMPUS
B	DISTRICT
B	ROSCOE COLLEGIATE HIGH SCHOOL
C	ROSCOE ELEMENTARY
C	ROSCOE EARLY CHILDHOOD
NOT RATED	LSOA

SECTION 3:

2021-2022 RCISD -TAPR REPORTS

RCISD

ROSCOE HIGH SCHOOL

ROSCOE ELEMENTARY

ROSCOE EARLY CHILDHOOD CENTER

LSOA (ONLINE)

SECTION 3: 2021 – 2022 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Compiled by TEA for every district and campus using

- PIEMS
- Student Assessment Data

2021 – 2022 TAPR is published as a PDF

- Includes a wide range of information on the performance of students in each district and campus in the state
- Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
- Provides extensive information on school and district staff, programs, and student demographics

2021-2022 TAPR

STAAR Performance – reported for 2022 and 2021

- All 3 performance rates
 - *Approaches Grade Level or Above*
 - *Meets Grade Level or Above*
 - *Masters Grade Level*
- Reported for
 - Each Assessment
 - All Grades All Subjects
 - All Grades by Subject

STAAR – Academic Growth – reported for 2022 and 2019

- Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)
- Reported by Grade and Subject
- Because Academic Growth requires consecutive years of STAAR performance, it could not be calculated for 2020 or 2021 (due to the cancellation of STAAR in 2020)

2021 – 2022 TAPR – STAAR/ EOC PERFORMANCE RCISD COMPARED TO THE STATE ALL GRADES AT APPROACHES GRADE LEVEL

	Reading/ELA				Math				Science				Social Studies			
	District			State	District			State	District			State	District			State
	2021	2022	+/-	2022	2021	2022	+/-	2022	2021	2022	+/-	2022	2021	2022	+/-	2022
3RD	61%	64%	+3	76%	29%	47%	-18	71%								
4TH	59%	46%	-13	77%	52%	24%	-18	70%								
5TH	53%	58%	+5	81%	51%	36%	-14	77%	40%	28%	-12	66%				
6TH	68%	57%	-11	70%	75%	56%	-19	73%								
7TH	67%	88%	+21	80%	55%	63%	+8	61%								
8TH	78%	84%	+6	83%									55%	45%	-10	61%
EOC Eng. I	84%	77%	-7	65%												
EOC Eng. II	79%	87%	+8	72%												
EOC ALG. I					85%	75%	-10	76%								
EOC BIO									88%	84%	-4	83%				
EOC US HIST													97%	100%	+3	89%

2021 – 2022 TAPR: STAAR/EOC PERFORMANCE RCISD COMPARED TO THE STATE ALL STUDENTS AT MEETS GRADE LEVEL OR ABOVE

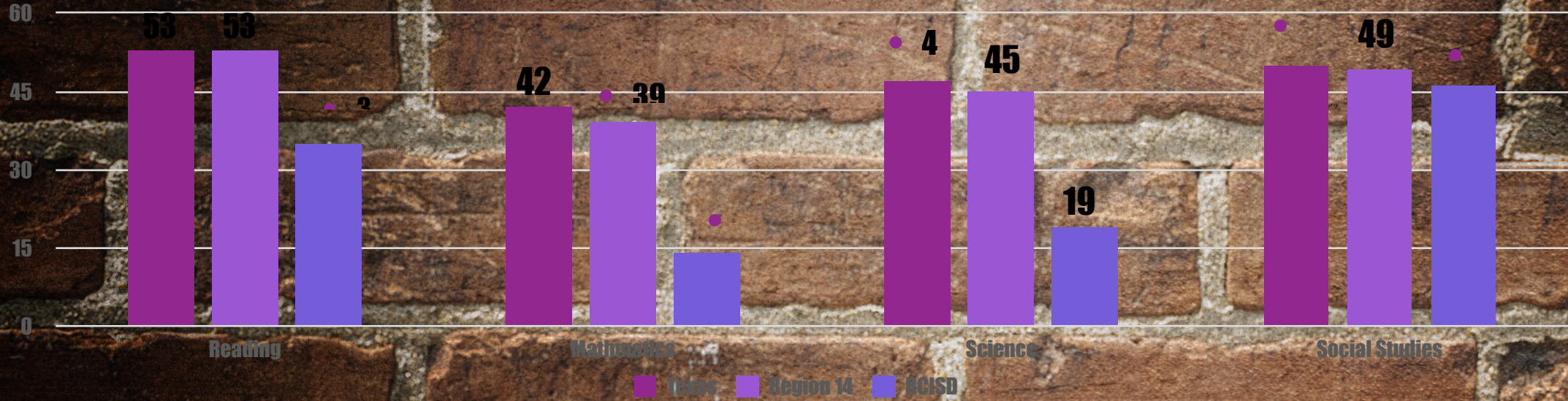
	Reading/ELA				Math				Science				Social Studies			
	District			State	District			State	District			State	District			State
	2021	2022	+/-	2022	2021	2022	+/-	2022	2021	2022	+/-	2022	2021	2022	+/-	2022
3RD	32%	31%	-1	51%	13%	14%	+1	43%								
4TH	31%	26%	-5	54%	24%	9%	-15	43%								
5TH	24%	32%	+8	58%	9%	11%	+2	48%	16%	12%	-4	38%				
6TH	25%	29%	+4	43%	10%	4%	-6	16%								
7TH	53%	65%	+12	56%	16%	25%	+9	31%								
8TH	38%	53%	+15	58%									22%	20%	-2	31%
EOC ENGLISH I	62%	58%	-4	47%												
EOC ENGLISH II	62%	71%	+9	55%												
EOC ALGEBRA I					39%	38%	-1	43%								
EOC BIOLOGY									52%	46%	-6	55%				
EOC US HIST													87%	78%	- 11	68%

2021 – 2022 TAPR: STAAR/EOC PERFORMANCE
 RCISD COMPARED TO THE STATE
 ALL STUDENTS AT MASTERS GRADE LEVEL

	Reading/ELA				Math				Science				Social Studies			
	District			State	District			State	District			State	District			State
	2021	2022	+/-	2022	2021	2022	+/-	2022	2021	2022	+/-	2022	2021	2022	+/-	2022
3RD	10%	16%	+4	30%	3%	5%	+2	21%								
4TH	7%	9%	+2	28%	14%	2%	-12	23%								
5TH	11%	17%	+6	36%	4%	5%	+1	25%	0%	4%	+4	18%				
6TH	13%	13%	-	23%	10%	4%	-6	16%								
7TH	27%	35%	+7	37%	4%	5%	+1	13%								
8TH	15%	39%	+24	37%									7%	8%	+1	18%
EOC ENGLISH I	14%	10%	-4	11%												
EOC ENGLISH II	3%	11%	+8	9%												
EOC ALGEBRA I					19%	22%	+3	27%								
EOC BIOLOGY									6%	10%		21%				
EOC US HIST													50%	48%	-2	42%

2022 PERCENTAGE OF ALL STUDENTS AT MEETS GRADE LEVEL STANDARD

FCISD Compared to the State and Region



SECTION 3: TAPR (CONTINUED)

Bilingual Education/English as a Second Language

- Includes STAAR performance (disaggregated by various program instructional models) for students identified as current Emergent Bilinguals (EBs) or English Learners (ELS)
- Reported for 2022 and 2021

STAAR Participation

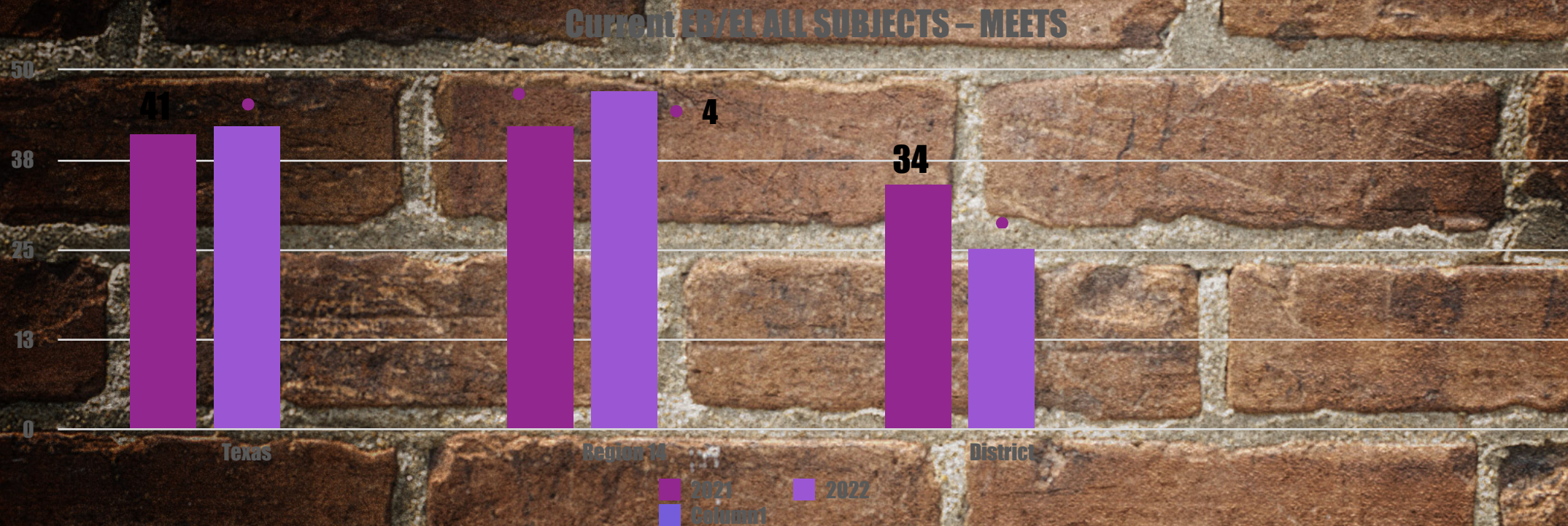
- Reported for 2022 and 2021 **-TAPR pp. 15-17**

Attendance, Graduation, and Dropout Rates – reported for 2020 -2021 and 2019-2020.
(the most recent years for which data have been reported to TEA)

- Attendance Rate
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4 - year Longitudinal Graduation Rates (State and Federal Rates)
- 5 - year Extended Longitudinal Graduation Rates (State)
- 6 – year Extended Longitudinal Graduation Rates (State)
- Graduation Plan Rates (Longitudinal and Annual)

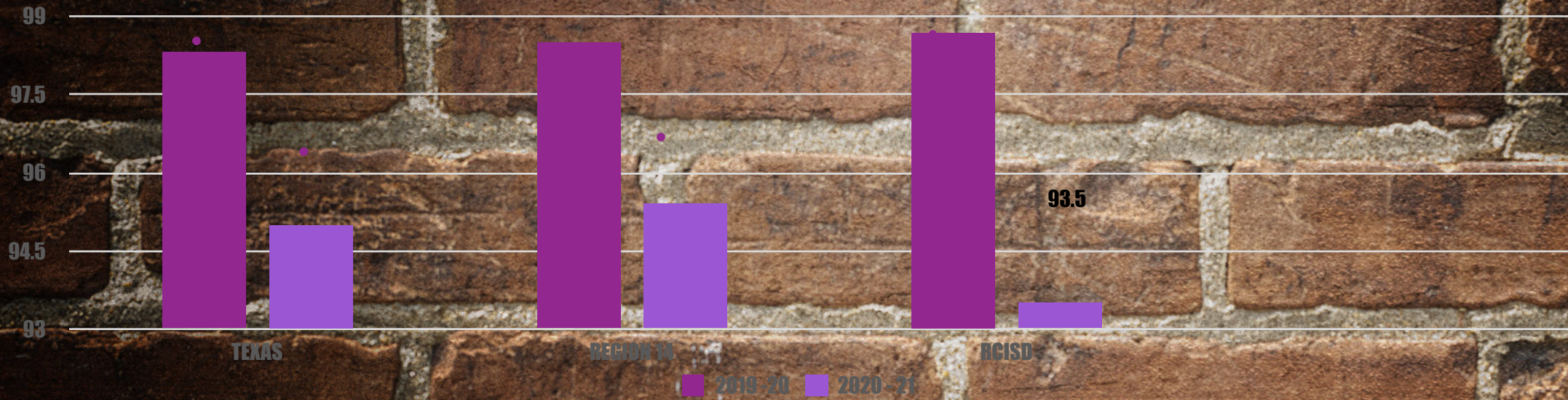
Graduate Profile - 2020 – 2021 Graduates

2021 – 2022 BILINGUAL/ENGLISH AS A SECOND LANGUAGE (CURRENT EB/EL STUDENTS)
(DATA SHOWN IS ALL GRADES/ALL SUBJECTS AT MEETS GRADE LEVEL... MORE DETAILED
DATA CAN BE FOUND ON PP. 13-14 OF THE TAPR REPORT)



ATTENDANCE

ATTENDANCE RATE



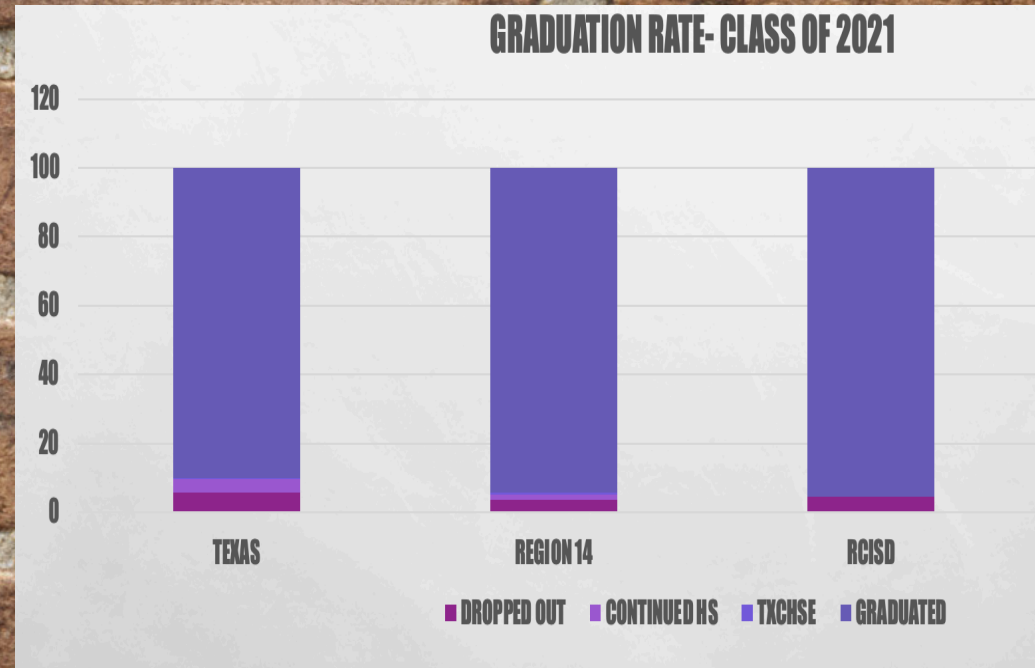
4 YEAR GRADUATION RATE: CLASS OF 2021

GRADUATION RATE- CLASS OF 2021



4 YEAR GRADUATION RATE: CLASS OF 2021 (DATA)

4-Year Longitudinal Rate (Gr 9-12)			
Class of 2021	TX.	REG. 14	RCISD
Graduated	90.0%	94.3%	95.5%
Received TxCHSE	0.3%	0.5%	0.0%
Continued HS	3.9%	1.6%	0.0%
Dropped Out	5.8%	3.6%	4.5%
Graduates and TxCHSE	90.3%	94.8%	95.5%
Graduates, TxCHSE, and Continuers	94.2%	96.4%	95.5%



2021 – 2022 GRADUATE PROFILE

- TOTAL GRADUATES
- BY ETHNICITY
- BY GRADUATION TYPE

Texas Education Agency
2021-22 Graduation Profile (TAPR)
ROSCOE COLLEGIATE ISD (177901) - NOLAN COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	22	100.0%	358,842	100.0%
By Ethnicity:				
African American	1	4.5%	44,018	12.3%
Hispanic	14	63.6%	183,306	51.1%
White	7	31.8%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	0	0.0%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	0	0.0%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	5	22.7%	56,281	15.7%
Foundation H.S. Program (Endorsement)	3	13.6%	13,582	3.8%
Foundation H.S. Program (DLA)	14	63.6%	287,316	80.1%
Special Education Graduates	1	4.5%	31,028	8.6%
Economically Disadvantaged Graduates	9	40.9%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	4.5%	32,809	9.1%
At-Risk Graduates	15	68.2%	155,884	43.4%
CTE Completers	13	59.1%	99,076	27.6%

College, Career and Military Readiness (CCMR)

- CCMR Graduates
- College Ready Graduates
- Career/Military Ready Graduates

The most recent data for these measures are from the 2020 – 2021 school year. Therefore, performance on these measures is reported for the 2020 – 2021 and 2019 – 20 school years.

CCMR –Related Indicators

- TSIA Results
- CTE Coherent Sequence
- Completed and Received Credit for College Prep Courses
- AP/IB Results
- SAT/ACT Results

Other Postsecondary Indicators

- Advanced Dual Credit Course Completion
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
- Graduates in TX IHE Completing One Year Without Enrollment in a developmental Education Course

COLLEGE, CAREER, AND MILITARY READY GRADUATES: CLASS OF 2021

CCMR GRADUATES - 2021



More details on TAPR pp 22-26

Student information

- **Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)**

Staff Information

- **Staff information (including total staff, staff by classification, teacher by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)**

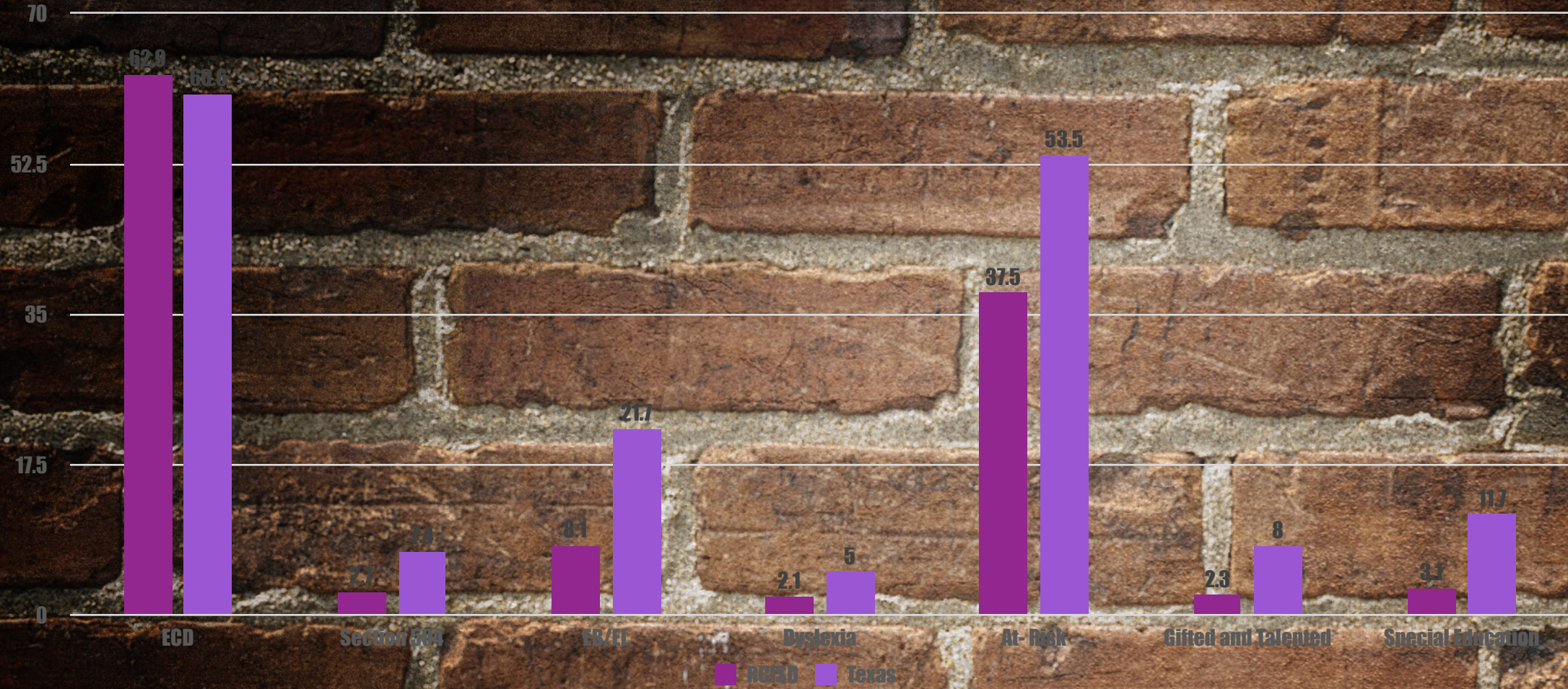
Program Information

- **Student Enrollment by Program**
- **Teachers by Program, (population served)**

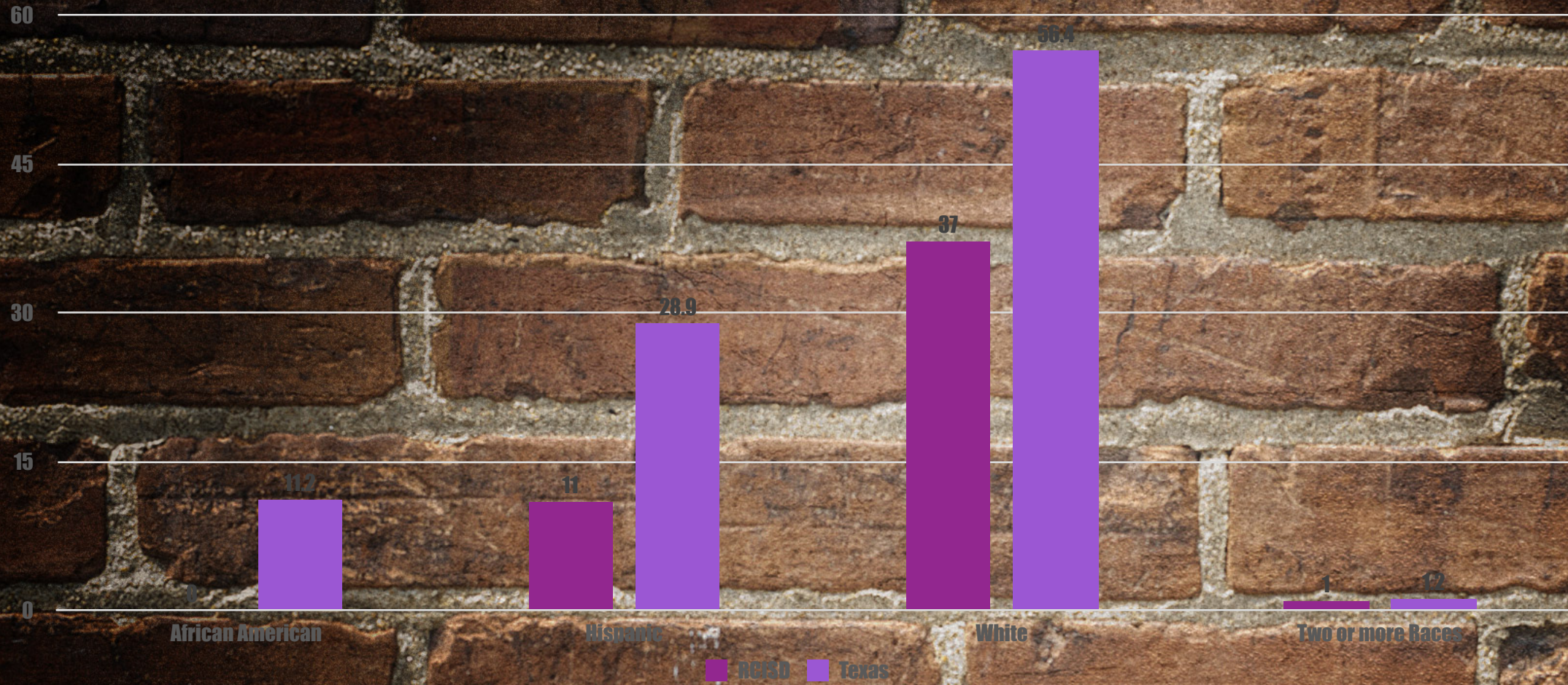
Student Enrollment by Ethnicity: 2021 - 2022



Student Program Information – 2021 - 2022



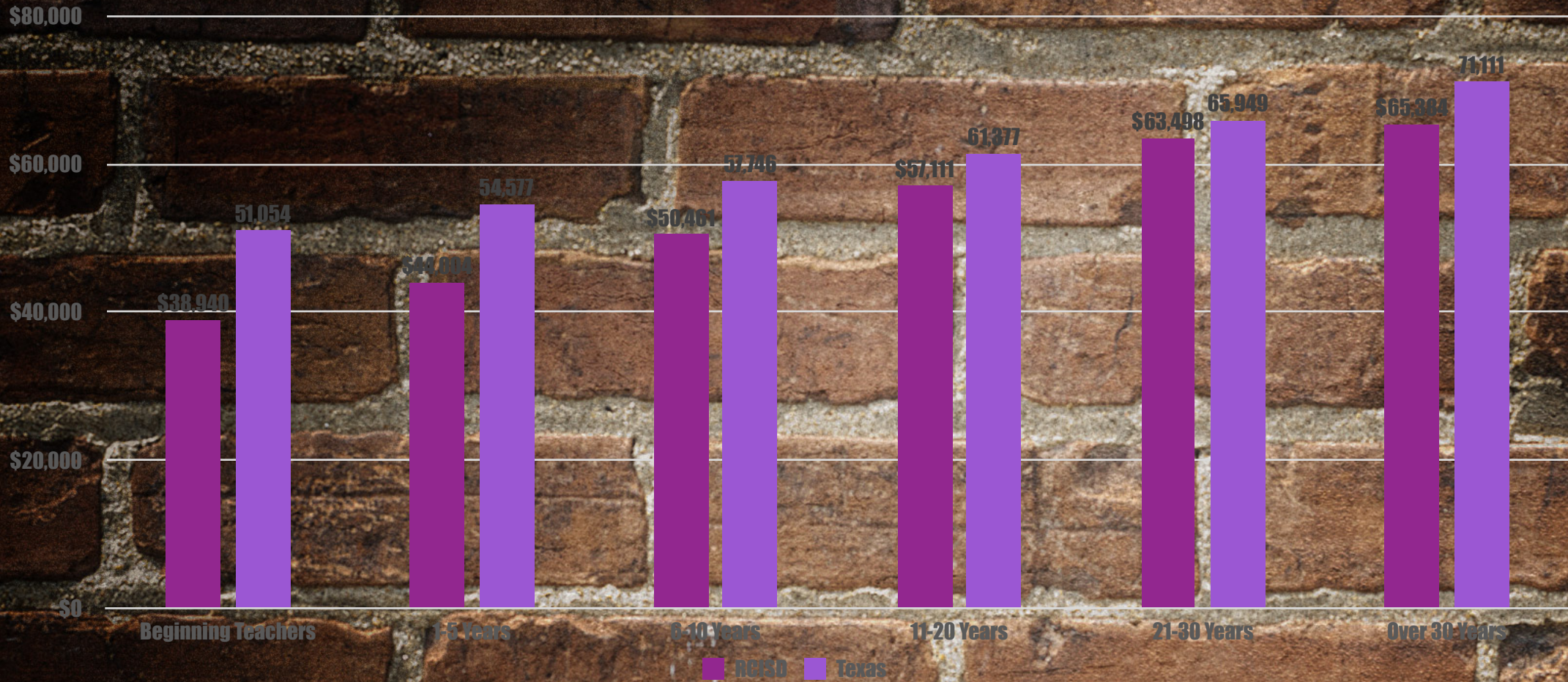
Teachers by Ethnicity – 2021 - 2022



Average Years Experience of Teachers – 2021 - 2022



Average Teacher Salaries – 2021 - 2022



SECTION 4 – FINANCIAL STANDARD REPORTS (2020- 2021)

2020 – 2021 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rate
- Fund Balance

[Financial Reports](#)

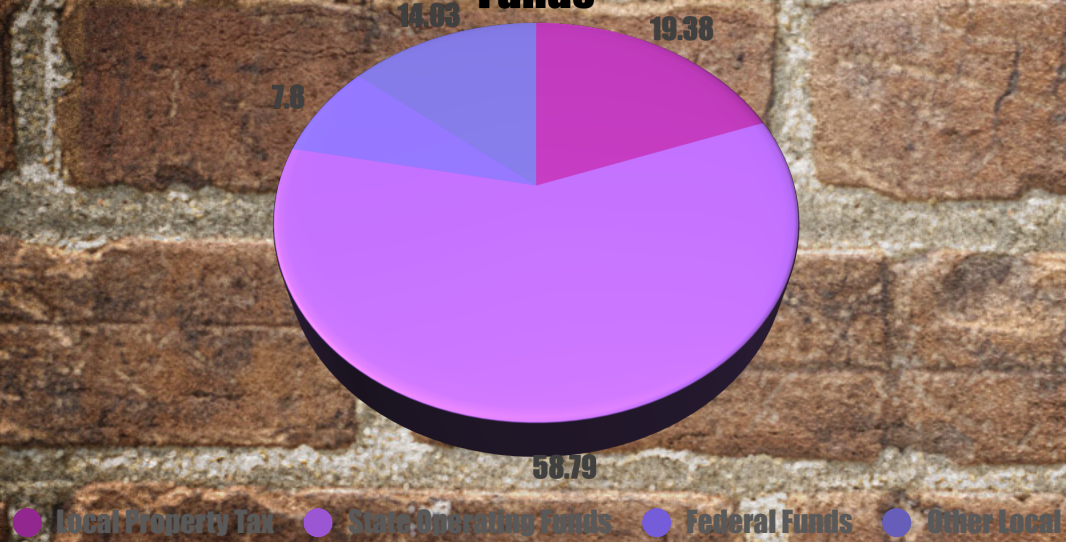
2020 – 2021 Actual Financial Data (Campus)

- Expenditures
- Expenditures
- Program Expenditures by Program

*****2020- 2021 is the most recent year for which this data are available.***

REVENUES: OPERATING REVENUES ALL FUNDS

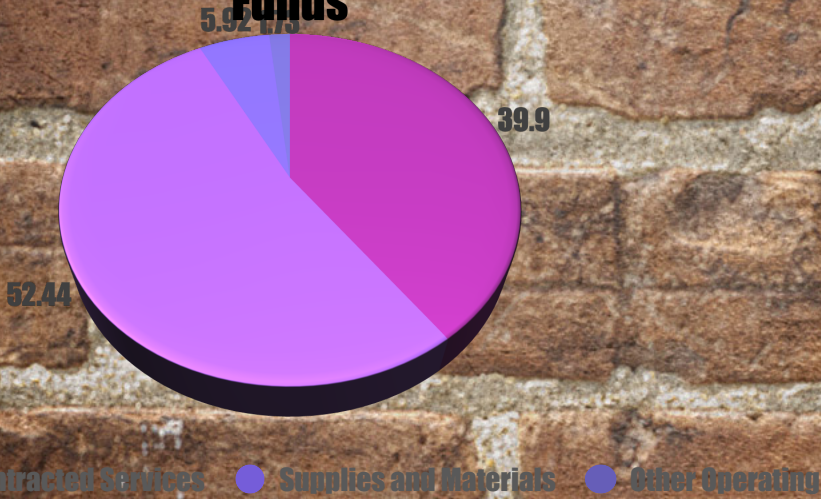
Operating Revenue All Funds



TOTAL EXPENDITURES: ALL FUNDS

BY OBJECT

Total Expenditures - All Funds



SECTION 5 – CAMPUS PERFORMANCE OBJECTIVES

Campus Improvement Plans

- Each Campus has developed and is implementing a CIP, as required by TEC 11. 253
- Each CIP includes Performance Objectives (approved by the board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- Each campus periodically measures progress toward performance objectives
- Updated CIPs for the 2021 – 2022 school year (which show each campus's progress toward meeting its performance objectives) are posted on the district's website, and are available for review at the district's central office or at the applicable campus.

SECTION 6 – VIOLENT OR CRIMINAL INCIDENTS

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus.

The report must include:

- **Number, rate, and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)**
- **Descriptions of school violence prevention and violence intervention policies and procedures used to protect students**
- **Findings from evaluations (if any) conducted under the Safe and Drug- Free Schools and Communities ACT**

**** The district's report for the 2021 – 2022 school year is available for review at the district's central office and at each campus in the district.**

As required by TEA, the district has taken the following actions prior to the start of the 2022 – 2023 school year.

- **Conduct an Exterior Door Safety Audit**
- **Conduct a targeted Safety Audit**
- **Convene the district’s Safety and Security Committee to review:**
 - ** the multi-hazard emergency operations plan (EOP)**
 - ** and, as a component of the EOP, the district’s active threat plan**
- **Ensure all campus staff (including substitutes) are trained on their specific district and campus safety procedures**
- **Schedule all mandatory drills for the school year**
- **Ensure all threat assessment team members are trained**
- **Review, and as necessary, update access control procedures**

**** Additional descriptions of school violence prevention and violence intervention policies and procedures that the district is using to protect students are available in the District’s Improvement Plan and the corresponding Campus Improvement Plans (which are posted on the district’s website)**

VIOLENT OR CRIMINAL INCIDENTS	Incident Total (District Wide)
17 – Murder, attempted murder	0
18 – Indecency with a child	0
19 – Aggravated kidnapping	0
28 – Assault of someone other than district staff	0
30 – Aggravated assault on someone other than district employee or volunteer	0
32 – Sexual assault or aggravated sexual assault against someone other than district employee/volunteer	0
46 – Aggravated robbery	0

PEIMS codes listed are those specified by TEA as violent criminal offenses in the School Safety Choice Option Guidance

[School Safety Choice Option Guide](#)

SECTION 7 - THECB – TEXAS HIGHER EDUCATION COORDINATING BOARD

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 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021.

**Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas				
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5
NOLAN							
ROSCOE COLLEGIATE ISD							
	177901001 ROSCOE COLLEGIATE H S						
	Four-Year Public University	13	2	3	0	5	3 0
	Two-Year Public Colleges	9	4	2	2	0	1 0
	Independent Colleges & Universities	1					
	Not Trackable	1					
	Not Found	8					
	Total High School Graduates	32					

SECTION 8 – HB3 EARLY CHILDHOOD LITERACY, MATHEMATICS, AND CCMR BOARD PLAN AND GOALS

Section 8

TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals in the district:

- Early childhood literacy and mathematics proficiency plans adopted under TEC 11. 185; and
- CCMR plan adopted under TEC 11.186

The progress made by RCISD and each campus as of the end of the 2021 – 2022 school year was presented alongside the Strategic Plan report this past August. These goals are also posted on Roscoe Collegiate ISD's website.

Progress towards these goals are reported each month to the board at the scheduled board meetings

TAPR

ADDITIONAL INFORMATION REPORTED ON THE TAPR:

- SPECIAL EDUCATION DETERMINATION STATUS
- STUDENT DEMOGRAPHICS
- CLASS SIZE • STAFF INFORMATION
- STUDENT ENROLLMENT BY PROGRAM
- TEACHERS BY PROGRAM (POPULATION SERVED)

TAPR GLOSSARY

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

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

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): 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.

TAPR GLOSSARY

LINK TO TAPR GLOSSARY



RESOURCES AND AVAILABILITY OF REPORT

- THE DISTRICT'S TAPR WILL BE POSTED ON THE DISTRICT'S WEBSITE WITHIN 2 WEEKS AFTER THIS MEETING.
- PAPER COPIES WILL ALSO BE AVAILABLE AT THE DISTRICT'S CENTRAL OFFICE AND IN EACH CAMPUS IN THE DISTRICT.
- FOR QUESTIONS OR MORE INFORMATION, CONTACT:

TECKA HEAPS

ASSISTANT SUPERINTENDENT OF C & I

325-766-3327

THEAPS@ROSCOE.ESC14.NET