Crandall Independent School District

Crandall High School

2021-2022 Campus Improvement Plan

Mission Statement

Crandall Independent School District will provide each student an exception education, in an inspiring environment, with caring people.

Vision

EMPOWERING EACH STUDENT TO POSITIVELY IMPACT THE WORLD

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

10. Annual Spring Job Fair is held at Crandall High School. Our central office and campus administrators attend regional job fairs to recruit students that are considering returning to Crandall. We hold committee interviews for campus need positions. Development-New Teacher Training for new teachers and new teachers to the district training (Ask Starrett). Campus Principal evaluates all new hires using T-TESS evaluation system.

11. Professional Practices - Pirate Cruise is a week long professional development led by district employees. Additional professional practices are Lead4ward, district training, and new teachers to the district attend one six-week training. Our campus also provides opportunities for teachers to attend lunch and learns, bi-monthly PLCs, EOC three times per week, the impact it provides keep staff goal oriented, increases communication across the campus and the district, provides opportunities for growth.

Department chair meetings and principal advisory committee they oversee decision process, discuss improving student achievement, and assess campus culture by survey completion and identifies campus needs.

12. Programs and Opportunities for Students

Read right - ESL and SPED population, 45 minutes of instruction, 5 days a week, focus on reading comprehension and fluency skills.

In school tutorials - small group explicit instruction and focus on TEKS and end of course subjects students are struggling with. These students are pulled from an elective course 1 x per week in preparation for STAAR retest.

After school tutorials - reviews pre-taught upcoming materials by exposing them to background knowledge of skills.

Master's Academy - student lead activities, process standards, critical thinking, getting students to the master levels.

Saturday school - open for all students who want to work on testing strategies and application of content according to the state standardized assessment.

EOC Labs English 1 & 2 - for students who have been unsuccessful in passing English 1&2. Small group, direct and explicit instruction that focus on student weakness in reading across the reading reporting categories.

Summer school - provides students an opportunity to regain lost credits and preparation for EOC summer administration.

13. Procedures - one to one Chromebooks for students, students have access to textbooks on line, Edgenuity, Online curriculum for teachers, interactive doc cameras and Smartboards.

Encourage teachers to teach bell to bell, incorporate additional planning period for EOC teachers, 1 day a week for team planning, and 2 x per week they meet with administration to set instructional goals and review data, and discuss instructional practice and one day per week is designated for tutorials.

Teachers are encouraged to attend Champs, conduct peer observations, and teachers have mentor teachers.

Perceptions:

Crandall High School takes pride in promoting an exceptional education in a positive and inspiring climate. Due to extensive growth in our community and school district, academic and communication challenges need to be addressed.

Demographics

Demographics Summary

Race/Ethnicity: 1201 Total Students 2018-19

African American 17.7%

Hispanic 27.1%

White 50.5%

American Indian 0.2%

Asian 0.8%

Pacific Islander 0.2%

2 or more 3.5%

Student Groups:

Eco Dis 45.5%

EL 6.2%

SPED 10.3%

At-risk 41.7%

Enrollment numbers are increasing.

Student Mobility Rate: 13.3%

Dropout Rate: 0.1%

Graduates enroll in Institution of Higher Education 59.8%

2 year college: 67 students

4 year college: 49 students

Graduates meet course entrance requirements without remediation 47.3%

Students graduate with college credit 36.8%

Attendance Rate: 96%

Special Programs:

GT: 4.9%

AP: 30.1%

CTE: 95.2%

Staff Members: 102.8

Teachers: 75.2

Teacher Experience:

Beginning 6.7%

1-5: 37.7%

6-10: 18.6%

11-20: 19.7%

over 20: 17.3%

Teacher Race/Ethnicity:

African American: 9.3%

Hispanic: 4%

White: 86.7%

Male: 36.1%

Female 63.9%

Average Class size: 16 students

Average class size by subject:

ELA 13.8

Foreign Language 23.4

Math: 21.8

Science: 19.7

Social Studies: 18.6

Demographics Strengths

Crandall High School maintains a 99.2% graduation rate. 95% of Crandall High School students participate in Career and Technology Education courses. 30% of our 11th and 12th grade students participate in AP courses. Crandall High School has experienced teachers. 55% of Crandall High School teachers have 6 or more years of experience and 17% of teachers have more than 20 years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The increasing student population puts a strain on facility capacity and staffing. **Root Cause:** Population growth

Problem Statement 2: Increased DAEP placements hinder academic performance of students removed. **Root Cause:** Discipline referrals that result in DAEP placements.

Student Learning

Student Learning Summary

Our overall academic performance has increased across all content areas. We have experienced a significant increase in the number of students achieving mastery level on all five EOC exams. We need to focus on improving ACT, SAT, TSI, PSAT, and AP scores.

Student Learning Strengths

TEA Distinctions earned include: Academic Achievement in Math, Academic Achievement in Science, Comparative Academic Growth (#1 in academic growth in TEA comparison group), Closing Achievement Gaps (#5 in TEA comparison group), and Post Secondary Readiness.

Crandall High School was successful in closing gaps in English I and Alg I; and showed overall improvement in all categories from last year as shown below.

EOC	APPROACHES	MEETS	MASTERS
	2018		
English 1	62	45	6
English 2	70	51	9
Algebra 1	87	43	13
Biology	87	51	16
US History	95	70	35
	2019		
English 1	74	60	11
English 2	76	58	9
Algebra 1	92	71	38
Biology	92	64	25
US History	98	80	47

ENGLISH I	Approaches		Meets		Masters	
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	65%	78%	45%	59%	7%	10%

ENGLISH I		Approaches		Meets		Masters
African American	57%	49%	28%	39%	3%	1%
ELL	31%	62%	18%	37%	0%	2%
SpEd	18%	44%	9%	20%	0%	9%
EcoDis	53%	71%	31%	49%	3%	6%

ENGLISH II		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	73%	77%	53%	55%	8%	9%
African American	48%	69%	27%	44%	2%	7%
ELL	50%	51%	24%	27%	6%	0%
SpEd	24%	53%	19%	21%	10%	5%
EcoDis	61%	68%	43%	46%	7%	7%

Algebra 1		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	86%	92%	42%	69%	14%	37%
African American	75%	89%	29%	56%	9%	24%
ELL	71%	92%	32%	74%	6%	41%
SpEd	49%	73%	13%	38%	4%	15%
EcoDis	84%	89%	37%	66%	12%	31%

Biology		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	88%	92%	50%	62%	16%	24%
African American	78%	85%	31%	35%	5%	14%
ELL	76%	83%	26%	43%	3%	9%
SpEd	65%	63%	20%	24%	6%	11%
EcoDis	82%	87%	40%	46%	9%	12%

US History		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	95%	97%	69%	78%	35%	47%
African American	97%	89% (anomaly)	55%	50%	28%	18%
ELL	92%	92%	46%	38%	0%	19%
SpEd	63%	82%	31%	57%	13%	29%

	US History		Approaches		Meets		Masters	
EcoDis	92%	95%	67%	68%	29%	38%		

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Crandall HS is observing performance gaps in reading comprehension across all grade levels and content areas. **Root Cause:** A need for more intensive vertical alignment is evident in all content areas, especially in reading and writing.

Problem Statement 2: There is a need for growth in participation and performance in all accelerated courses. **Root Cause:** Students lack the academic stamina and growth mindset necessary for high performance in a rigorous course.

School Processes & Programs

School Processes & Programs Summary

Our campus program included hosting an annual Spring job fair at Crandall High School. Central office and campus administrators attend regional job fairs to recruit prospective educators. Committee interviews are held for campus positions and the campus principal evaluates all new hires using the T-TESS evaluation system.

Our campus' professional practices include our summer professional development called Pirate Cruise led by district employees. We also implement Lead4ward and other valuable district training. Once every six weeks, new teachers receive additional professional development training. We provide opportunities for teachers to attend "lunch and learns" led by campus educators. Campus teachers attend bi-monthly Professional Learning Communities (PLC), End of Course (EOC) planning periods are held three times per week and the impact of professional practices keeps staff goal oriented, increases communication across the campus and the district, and provides opportunities for growth.

Department chair meetings and principal advisory committees oversee decision making processes, discuss improving student achievement, and assess campus culture by survey completion and responding to campus needs.

Programs and opportunities for students include a Read Right program that is designed for our ESL and SPED population. The students receive 45 minutes of instruction, five days a week, focused on reading comprehension and fluency skills. Additional programs for students include in-school tutorials which are small groups of explicit instruction that focus on TEKS and address student weaknesses. Additional campus programs include after school tutorials and Masters academy which are student led activities focusing on critical thinking, problem solving and preparing students to reach Masters level of EOC exams. We also provide access to Saturday school to support EOC and AP test takers. Additional EOC Lab classes for English 1 & 2 serve students who have been unsuccessful in passing those EOCs.

Technology has been integrated into instructional and administrative programs through the use of one-to-one Chromebooks for students. Students have access to textbooks online, online curriculum and other interactive technology. Teachers are encouraged to teach bell to bell, attend team planning, set instructional goals, review data and discuss instructional practices for teacher growth and student success. To reduce overuse of discipline practices that remove students from the classroom, teachers are encouraged to implement quality relationship building skills and classroom management strategies.

School Processes & Programs Strengths

School processes and programs strengths are our campus' end-of-course (EOC) classes for our students who have been unsuccessful at passing English 1 and/or English 2. These EOC courses provide small group, direct and explicit instruction that focus on student weaknesses in reading comprehension, writing and testing reporting categories. EOC additional planning periods for teachers have been a great asset to our campus. Teachers are provided a day for team planning, twice a week teachers meet with administration to set instructional goals, discuss instructional practices and disaggregate various forms of data to identify trends or patterns in behavior and achievement that decide which evidence-based interventions are producing positive academic results and growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus Stakeholders lack clarity on endorsement and certification systems. **Root Cause:** Lack of training on House Bill 5, CCMR, Endorsements, and Industry Based Certifications.

Perceptions

Perceptions Summary

Crandall High School is focused on student needs and what is best for our students. Previous successes have built a culture of high expectations. Values and beliefs vary due to the diversity of our student population and the growth and expansion of our community. Focusing on high achievement and the sharing of common values and beliefs helps us to promote the success of our students.

Perceptions Strengths

At Crandall High School, we strongly emphasize the 3 C's: Community, Compassion, and Character. These pillars frame the way we conduct the business of school on campus and in the community at large.

CHS has high standards of academic achievement and has earned an "A" rating from TEA for the 2018-2019 school year. This comes from a consistent and deliberate effort toward student academic growth and the expectation of a success mindset. We offer strong and varied programs, including CTE, academic, and extracurricular offerings, striving to meet the needs of all students.

The CHS staff is highly qualified because of the diligence of our administrative staff seeking out the best possible candidates. Teacher-led professional development is encouraged to foster a collaborative learning environment.

CHS Administration has focused on the equity of services offered to all students. A prime example is our tutorial program. Buses are available to transport students home after tutorials so that every student has the opportunity to seek help when needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academic strengths are different for many new students moving into the district. **Root Cause:** A high number of newly-enrolled students often have instructional gaps, causing academic distress. It is imperative that we focus on meeting the needs of these new students.

Problem Statement 2: As Crandall and Crandall ISD grow, changes are met with resistance. **Root Cause:** As the demographics shift in our community and district, change is inevitable. Finding ways to embrace the changes in diversity and focus on the positive attributes in those changes is key. Communication, especially in a family's native language, is imperative in reaching all represented groups in our growing area.

Problem Statement 3: Meeting the needs of our growing ESL population is a challenge. **Root Cause:** Since 2017-2018, we've experienced an 800% growth in our ESL population. Keeping up with such a rapid change is difficult, and proactive measures must be taken to ensure student success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Goals

Revised/Approved: November 15, 2021

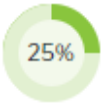
Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

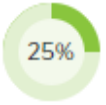
Performance Objective 1: In the 2021-2022 school year, student performance will demonstrate a 5% increase at the masters level in all EOC content areas.

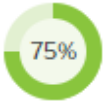
Evaluation Data Sources: CBA's, District Benchmarks, STAAR EOC's

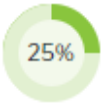
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the campus playbook of instructional strategies for student academic performance and engagement. **Strategy's Expected Result/Impact:** Increase in student academic performance and engagement within the classroom. **Staff Responsible for Monitoring:** Administrative Team, Teachers, & Campus Interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability**	25%	60%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a standard data protocol to track student performance on campus assessments. **Strategy's Expected Result/Impact:** Increased student performance on CBA's, District Benchmarks, and STAAR EOC's. **Staff Responsible for Monitoring:** Administrative Team & Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability**	25%	60%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will administer common formative assessments in EOC tested courses over STAAR readiness standards to monitor student learning and develop reteaching and interventions as appropriate. **Strategy's Expected Result/Impact:** A minimum of 3 common formative assessments per 6 week period. **Staff Responsible for Monitoring:** Administrative Team & Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will conduct embedded enrichment activities during the instructional day to support students' mastery of learning targets. **Strategy's Expected Result/Impact:** Increase of 5% in the masters level on CBA's, District Benchmarks, and STAAR EOC's. **Staff Responsible for Monitoring:** Administrative Team & Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement PLCs in all 5 EOC content areas. **Strategy's Expected Result/Impact:** 5% increase in at the masters level in all EOCs. **Staff Responsible for Monitoring:** Administrative Team & Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide transition training for all freshmen to improve their understanding of personal graduation plans, credits, and study skills. **Strategy's Expected Result/Impact:** Improve passing and promotion rates. **Staff Responsible for Monitoring:** Administration team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 2: In the 2021-2022 school year, one hundred CTE students will receive a industry based certification.

HB3 Goal

Evaluation Data Sources: CCMR Data, Industry Certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify CTE courses that offer an industry based certification. **Strategy's Expected Result/Impact:** 100 students with industry based certifications **Staff Responsible for Monitoring:** Administrative Team, CTE Teachers, & Director of CCMR **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **- Results Driven Accountability**	25%	60%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Require students to test for industry based certification through CTE courses. **Strategy's Expected Result/Impact:** 100 students with industry based certifications **Staff Responsible for Monitoring:** Administrative Team, CTE Teachers, & Director of CCMR **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **- Results Driven Accountability**	25%	60%	80%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 3: In the 2021-2022 school year, CHS will have 70% of students engaged in school through a variety of clubs and organizations will be offered to support all students to create a healthy environment where students connect with peers and staff.

Evaluation Data Sources: Number of students engaged in clubs & organizations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interventionists will Identify non-participants and connect them to clubs and organizations which are reflective of student interest. **Strategy's Expected Result/Impact:** 70% of students engaged in clubs and organizations. **Staff Responsible for Monitoring:** Administrative Team, Campus Interventionists, & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability**	0%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Faculty, staff, and students will be trained in Social Emotional Learning to improve cultural awareness, problem solving, and coping skills across the campus. **Strategy's Expected Result/Impact:** Surveys will indicate strengths in inclusion, problem solving, and coping skills. **Staff Responsible for Monitoring:** Administration team and counselors. **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	50%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 4: In the 2021-22 school year, 100% of instructional staff will participate in professional development related to the campus instructional playbook.

Evaluation Data Sources: Professional Development Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional staff will design a campus instructional playbook based off of department needs. **Strategy's Expected Result/Impact:** Implementation of instructional strategies identified in playbook throughout all subject areas **Staff Responsible for Monitoring:** Administrative Team & Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability**	25%	50%	80%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

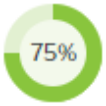
Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 5: In the 2021-2022 school year, students with special needs will be supported to improve individual growth measures by 3% on EOC testing .

Evaluation Data Sources: CBA, and student samples.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Case workers and General Education Teachers will monitor student performance, assist with interventions, and set goals with students. **Strategy's Expected Result/Impact:** Increase in students with special needs **Staff Responsible for Monitoring:** Administration team, Special Education Teachers, and General Education Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: After school strategic tutorials provided for all EOC SPED re-testers and 9th grade HB4545 identified students. **Strategy's Expected Result/Impact:** Increase in SPED EOC scores **Staff Responsible for Monitoring:** Administrative team, faculty and staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%	25%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: SPED students strategically scheduled with SPED case manager teacher for navigation tutorials. **Strategy's Expected Result/Impact:** Build relationships with SPED case management students. **Staff Responsible for Monitoring:** Administration team, faculty and staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 6: In the 2021-2022 school year, English Language Learners will improve EOC scores by 2% in all subject areas.

Evaluation Data Sources: CBA, MAP, TELPAS, and EOC scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and Instructional Paraprofessionals will receive Sheltered Instruction throughout the year to incorporate in their classrooms. **Strategy's Expected Result/Impact:** Increase in ELL scores. **Staff Responsible for Monitoring:** Administration Team , faculty and staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	25%	60%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 100% of ELA teachers will hold a valid ESL Supplemental Certification by the end of the school year. **Strategy's Expected Result/Impact:** Increase in ELL scores **Staff Responsible for Monitoring:** Administrative Team, faculty and staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	50%	50%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: After school strategic tutorials provided for all EOC ELL re-testers and 9th grade HB4545 identified students. **Strategy's Expected Result/Impact:** Increase in ELL EOC scores **Staff Responsible for Monitoring:** Administrative team, faculty and stuff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%	25%	50%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: ELL students strategically scheduled with ELL teacher for navigation tutorials. **Strategy's Expected Result/Impact:** Increase in ELL EOC scores **Staff Responsible for Monitoring:** Administration team, faculty and staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%	70%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

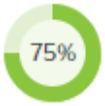
Performance Objective 1: In the 2021-2022 school year, CHS will recruit and hire campus staff that meet highly qualified criteria.

Evaluation Data Sources: Teacher Certifications & Teacher Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement diverse hiring committee practices. **Strategy's Expected Result/Impact:** Hiring of highly qualified personnel. **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%	70%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Participate in job fair opportunities and partner with alternative certification programs. **Strategy's Expected Result/Impact:** Hiring of highly qualified personnel. **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%	50%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement mentoring program to support new teachers. **Strategy's Expected Result/Impact:** 90% teacher retention rate. **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	25%	60%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Annual review of teacher certifications. **Strategy's Expected Result/Impact:** 100% of teachers will be highly qualified. **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 1: In the 2021-2022 school year, CHS will conduct all state required safety drill in accordance with recommendations from the Texas School Safety Center.

Evaluation Data Sources: Safety Drill Log, Debrief Safety Drill Log, Safety Audit, Safety Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Schedule drills in accordance with the Texas School Safety Center. **Strategy's Expected Result/Impact:** 100% of safety drill will be conducted according to time lines. **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%	70%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus Safety Committee will evaluate the campus safety plan quarterly to develop safe campus procedures. **Strategy's Expected Result/Impact:** Teacher implementation of safe campus procedures. **Staff Responsible for Monitoring:** Administrative Team & Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%	70%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct safety surveys to students, parents, and staff annually. **Strategy's Expected Result/Impact:** Students, parents, and staff will report that CHS is a safe campus. **Staff Responsible for Monitoring:** Administrative Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	25%	25%	25%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 1: In the 2021-2022 school year, CHS will actively promote various activities to communicate a positive culture and relationships with all stakeholders.

Evaluation Data Sources: Social media interactions
Weekly CHS Newsletter
Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CHS will send out a weekly newsletter to all stakeholders via email. **Strategy's Expected Result/Impact:** Positive communication from parent surveys. **Staff Responsible for Monitoring:** CHS Administration and office staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%	65%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CHS will utilize social media for communication and acknowledgement of campus celebrations. **Strategy's Expected Result/Impact:** Positive surveys from parents. **Staff Responsible for Monitoring:** CHS Administration and office staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%	50%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 1: In the 2021-2022 school year, Crandall High School will ensure that all funds are spent on the educational needs of our diverse student learners.

Evaluation Data Sources: Campus Budget

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training on Cash Management for all staff that are responsible for maintaining their budgets and activity accounts. **Strategy's Expected Result/Impact:** All funds are able to be documented. **Staff Responsible for Monitoring:** CHS Administration and teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Texas Education Agency
2021 Accountability Ratings Overall Summary
CRANDALL H S (129901001) - CRANDALL ISD

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	50
College, Career and Military Readiness	67
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 48.6%)	59
Closing the Gaps % of Indicators Met	
Academic Achievement Status	47%
Growth Status	N/A
Graduation Status	67%
English Language Proficiency Status	100%
Student Success Status	60%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - CRANDALL ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	800	348		409	282	1,839	
Approaches GL or Above	595	276		332	261	1,464	80%
Meets GL or Above	463	119		207	200	989	54%
Masters GL	68	34		66	104	272	15%
Total Percentage Points							149%
Component Score							**50**

Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - CRANDALL ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	80%	71%	74%	87%	*	100%	-	86%	73%	54%	61%	47%	58%	84%	71%
At Meets GL Standard or Above	54%	41%	49%	63%	*	83%	-	54%	44%	21%	32%	22%	33%	60%	43%
At Masters GL Standard	15%	9%	10%	21%	*	33%	-	19%	9%	3%	4%	8%	8%	17%	10%
Number of Tests															
At Approaches GL Standard or Above	1,464	254	487	659	*	**	-	54	694	133	192	81	7	998	466
At Meets GL Standard or Above	989	148	322	478	*	**	-	34	413	52	99	37	4	706	283
At Masters GL Standard	272	33	68	157	*	**	-	12	84	7	14	13	1	206	66
Total Tests	1,839	357	655	754	*	**	-	63	947	247	314	172	12	1,185	654
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	98%	98%	98%	*	86%	-	98%	98%	100%	100%	100%	100%	98%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	74%	63%	70%	83%	*	*	-	80%	66%	43%	54%	29%	*	79%	66%
At Meets GL Standard or Above	58%	48%	53%	66%	*	*	-	60%	49%	17%	31%	17%	*	64%	47%
At Masters GL Standard	9%	6%	3%	14%	*	*	-	10%	4%	0%	1%	6%	*	10%	6%
Number of Tests															
At Approaches GL Standard or Above	595	99	202	267	*	*	-	24	280	44	72	20	*	403	192
At Meets GL Standard or Above	463	76	153	213	*	*	-	18	209	17	41	12	*	326	137
At Masters GL Standard	68	10	9	46	*	*	-	3	18	0	1	4	*	51	17
Total Tests	800	157	289	321	*	*	-	30	424	103	133	70	*	511	289
Participation															
% participation 2018-19	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	98%	100%	99%	*	*	-	100%	99%	100%	99%	100%	*	99%	99%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	79%	78%	75%	83%	*	*	-	90%	76%	64%	66%	54%	*	84%	72%
At Meets GL Standard or Above	34%	23%	33%	40%	*	*	-	50%	24%	20%	25%	14%	*	37%	30%
At Masters GL Standard	10%	6%	6%	15%	*	*	-	20%	6%	5%	4%	3%	*	9%	11%
Number of Tests															
At Approaches GL Standard or Above	276	54	94	117	*	*	-	9	142	35	45	19	*	178	98
At Meets GL Standard or Above	119	16	42	56	*	*	-	5	45	11	17	5	*	78	41
At Masters GL Standard	34	4	7	21	*	*	-	2	12	3	3	1	*	19	15

Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Total Tests	348	69	126	141	*	*	-	10	187	55	68	35	*	212	136
Participation															
% participation 2018-19	100%	100%	100%	99%	*	*	-	100%	99%	100%	100%	100%	*	100%	99%
% participation 2020-21	92%	96%	93%	90%	*	*	-	91%	94%	100%	100%	100%	*	90%	96%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	81%	75%	70%	92%	*	-	-	92%	76%	50%	57%	58%	*	86%	73%
At Meets GL Standard or Above	51%	39%	44%	62%	*	-	-	38%	41%	17%	31%	18%	*	57%	40%
At Masters GL Standard	16%	10%	14%	21%	*	-	-	15%	12%	2%	8%	3%	*	20%	10%
Number of Tests															
At Approaches GL Standard or Above	332	63	100	156	*	-	-	**	165	29	43	22	*	218	114
At Meets GL Standard or Above	207	33	63	105	*	-	-	**	88	10	23	7	*	145	62
At Masters GL Standard	66	8	20	36	*	-	-	**	25	1	6	1	*	51	15
Total Tests	409	84	142	169	*	-	-	**	216	58	75	38	*	253	156
Participation															
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	99%	99%	100%	*	-	-	100%	99%	100%	100%	100%	*	99%	99%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	93%	81%	93%	97%	*	*	-	90%	89%	81%	84%	69%	*	95%	85%
At Meets GL Standard or Above	71%	49%	65%	85%	*	*	-	60%	59%	45%	47%	45%	*	75%	59%
At Masters GL Standard	37%	23%	33%	44%	*	*	-	50%	24%	10%	11%	24%	*	41%	26%
Number of Tests															
At Approaches GL Standard or Above	261	38	91	119	*	*	-	9	107	25	32	20	*	199	62

Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
At Meets GL Standard or Above	200	23	64	104	*	*	-	6	71	14	18	13	*	157	43
At Masters GL Standard	104	11	32	54	*	*	-	5	29	3	4	7	*	85	19
Total Tests	282	47	98	123	*	*	-	10	120	31	38	29	*	209	73
Participation															
% participation 2018-19	100%	100%	100%	99%	*	*	*	100%	100%	100%	100%	100%	*	99%	100%
% participation 2020-21	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	*	100%	100%

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2021 College, Career, and Military Readiness
CRANDALL H S (129901001) - CRANDALL ISD

Calculation Table

	Annual Graduates	
	Count Credit	Percent
Total		
Total graduates	261	
Total credit for CCMR criteria	176	67%

Data Table

	Annual Graduates	
	Count Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	121	46%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	165	63%
Met TSI assessment criteria	142	54%
Met ACT criteria	23	9%
Met SAT criteria	79	30%
Earned credit for a college prep course	18	7%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	153	59%
Met TSI assessment criteria	99	38%
Met ACT criteria	22	8%
Met SAT criteria	48	18%
Earned credit for a college prep course	55	21%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	49	19%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	83	32%
Industry-Based Certifications		
Earned an industry-based certification from approved list	18	7%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	17	7%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	14	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2021 Graduation Rate
CRANDALL H S (129901001) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	98.8%	95.9%	98.5%	100.0%	-	*	*	100.0%	97.2%	100.0%	100.0%
# Graduated	257	47	67	134	-	*	*	6	106	21	27
Total in Class	260	49	68	134	-	*	*	6	109	21	27
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.6%	100.0%	98.5%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%
# Graduated	231	33	64	124	-	*	-	**	92	11	16
Total in Class	232	33	65	124	-	*	-	**	92	11	16
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	99.6%	100.0%	100.0%	99.3%	-	*	-	100.0%	98.8%	100.0%	100.0%
# Graduated	238	35	56	141	-	*	-	**	82	9	22
Total in Class	239	35	56	142	-	*	-	**	83	9	22
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.1%	0.4%	0.2%	0.0%	*	0.0%	*	0.0%	0.3%	0.9%	0.0%
% Dropped Out - Conversion	99.0%										
# Dropped Out	2	1	1	0	*	0	*	0	2	1	0
# of Students	1,355	257	404	637	*	11	*	40	664	107	141

\+ Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.

\- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2021 Relative Performance
CRANDALL H S (129901001) - CRANDALL ISD

% Economically Disadvantaged	STAAR and CCMR
48.6	59

Texas Education Agency
2021 Closing the Gaps
CRANDALL H S (129901001) - CRANDALL ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**				**Yes**	**Yes**	**Yes**	**No**		**Yes**	**Yes**		
% at Meets GL Standard or Above	58%	48%	53%	66%	*	*	-	60%	49%	31%	17%	*	64%	47%		
# at Meets GL Standard or Above	463	76	153	213	*	*	-	18	209	41	12	*	326	137		
Total Tests	800	157	289	321	*	*	-	30	424	133	70	*	511	289		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	**No**	**No**	**No**	**No**					**No**	**No**	**No**		**No**	**No**		
% at Meets GL Standard or Above	34%	23%	33%	40%	*	*	-	50%	24%	25%	14%	*	37%	30%		
# at Meets GL Standard or Above	119	16	42	56	*	*	-	5	45	17	5	*	78	41		
Total Tests	348	69	126	141	*	*	-	10	187	68	35	*	212	136		
Total Indicators															**9**	**19**
Graduation Rate Status																
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**n/a**	**n/a**	**n/a**		
Target Met	**Yes (1)**	**No**	**Yes (1)**	**Yes (1)**					**No**		**Yes (3)**					
2019 % Graduated	97.9%	100.0%	95.5%	98.4%	-	-	-	-	96.8%	-	-					
2020 % Graduated	97.0%	90.4%	98.5%	98.5%	-	*	*	100.0%	93.0%	100.0%	87.1%					
2020 # Graduated	257	47	67	134	-	*	*	6	106	21	27					
2020 Total in Class	265	52	68	136	-	*	*	6	114	21	31					
Total Indicators															**4**	**6**
English Language Proficiency Status																
Target										**36%**						
Target Met										**Yes**						
TELPAS Progress Rate										38%						
TELPAS Progress										47						
TELPAS Total										124						
Total Indicators															**1**	**1**
Student Success Status																
Target	**47**	**36**	**41**	**58**	**46**	**73**	**48**	**55**	**38**	**37**	**23**	**43**	**48**	**45**		
Target Met	**Yes**	**Yes**	**Yes**	**No**				**No**	**Yes**	**No**	**Yes**		**Yes**	**No**		
STAAR Component Score	50	40	44	57	*	72	-	53	42	32	26	33	54	41		
% at Approaches GL Standard or Above	80%	71%	74%	87%	*	100%	-	86%	73%	61%	47%	58%	84%	71%		

Texas Education Agency
2021 Closing the Gaps
CRANDALL H S (129901001) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	54%	41%	49%	63%	*	83%	-	54%	44%	32%	22%	33%	60%	43%		
% at Masters GL Standard	15%	9%	10%	21%	*	33%	-	19%	9%	4%	8%	8%	17%	10%		
Total Tests	1,839	357	655	754	*	**	-	63	947	314	172	12	1,185	654		
Total Indicators															**6**	**10**
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**					**Yes**	**Yes**	**Yes**		**Yes**	**Yes**		
% Students Meeting CCMR	66%	52%	67%	71%	-	*	*	71%	55%	56%	78%	-	72%	48%		
# Students Meeting CCMR	176	26	44	100	-	*	*	5	62	19	25	-	143	33		
Total Students	267	50	66	141	-	*	*	7	112	34	32	-	198	69		
Total Indicators															**9**	**9**
Participation 2018-19																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	856	174	274	358	*	**	-	41	449	126	97	11	496	360		
Total Tests	859	174	276	359	*	**	-	41	451	126	97	11	498	361		
Mathematics																
% Participation	100%	100%	100%	99%	*	*	-	100%	99%	100%	100%	*	100%	99%		
# Participants	277	62	93	110	*	*	-	9	137	44	40	*	147	130		
Total Tests	278	62	93	111	*	*	-	9	138	44	40	*	147	131		
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	99%	98%	100%	99%	*	*	-	100%	99%	99%	100%	*	99%	99%		
# Participants	870	172	335	330	*	*	-	30	472	175	81	*	544	326		
Total Tests	876	175	336	332	*	*	-	30	476	176	81	*	547	329		
Mathematics																
% Participation	92%	96%	93%	90%	*	*	-	91%	94%	100%	100%	*	90%	96%		
# Participants	361	71	135	143	*	*	-	10	194	72	36	*	216	145		
Total Tests	392	74	145	159	*	*	-	11	206	72	36	*	241	151		

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

\+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

\- Indicates there are no students in the group.

English I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
Disctrict	77	57	10	69	53	7
CHS	78	59	10	73	57	7

English II						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	73	51	8	75	60	9
CHS	77	55	9	77	62	9

US History						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	71	41	89	68	35
CHS	97	78	47	91	70	36

Algebra I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	76	46	81	41	21
CHS	92	69	37	78	30	10

Biology						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	91	60	24	80	49	16
CHS	92	62	24	81	50	16

Accountability Summary 2018 - 2021

Name of Campus	CRANDALL H S
Campus Number	129901001

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	49	57		50
College, Career and Military Readiness (2018-2020 Rules)	47	71	76	
% Military Enlistment	*6*	*3*	*2*	*<- Hand enter from 2020 CCMR Accountability Data Report**
% CTE Coherent Sequence	*1*	*18*	*14*	
College, Career and Military Readiness (2021 Rules) **	40	50	60	67
Graduation Rate	100.0	100.0	99.6	100.0

*** The calculation of CCMR changed significantly in 2021.*
*The following 2 data measures that were **included** in the calculation of CCMR in 2018, 2019 and 2020 were **excluded** beginning in 2021:*

1. *Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)*
2. *The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC*

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	65	81		
Relative Performance (STAAR Performance and CCMR)	48	64		59
Relative Performance (% EcoDis)	38.4%	45.5%		48.6%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	26%	100%		47%
Growth Status	22%	94%		
Graduation Status	100%	50%		67%
English Language Proficiency Status	0%	0%		100%
Student Success Status (STAAR Performance)	36%	100%		60%
School Quality Status (CCMR)	57%	100%		100%

* To access the 2020 Accountability Data Report, click on:

https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html

Then select 2019-20 School Year, Campus Level Report, Your School District. Then select View Report for your campus.

In the blue bar at the top of the screen, hover your mouse over Student Achievement and select CCMR.

2021 English Language Proficiency Status

Campus Name	Crandall High School
9-Digit Campus Number	129901001

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	
# Students TELPAS & TELPAS Alt Progress	47
# Students TELPAS & TELPAS Alt	124
TELPAS Progress Rate *(only evaluated in Domain III if # Students TELPAS ≥ 25)*	38%

TELPAS Summary	# TELPAS Progress / # TELPAS =	46	123	37%
# of Students who scored Advanced High in 2021		**18**	***Prior Year Used for Comparison***	
		Group 1	***N/A***	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 2 LEVELS from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0**	***Prior Year Used for Comparison***	
			2020	***0***
			2019	***0***
		Group 2	***2018***	***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 1 LEVEL from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**28**	***Prior Year Used for Comparison***	
			2020	***8***
			2019	***20***
		Group 3	***2018***	***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**77**	***Prior Year Used for Comparison***	
			2020	***40***
			2019	***34***
		Group 4	***2018***	***3***

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year		
	# whose Composite TELPAS Rating IMPROVED 3 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 2 LEVELS	1
	# whose Composite TELPAS Rating IMPROVED 1 LEVEL	5
	# whose Composite TELPAS Rating DID NOT IMPROVE	11
	Total # Scoring Advanced High in 2021 with a prior year Score	17

TELPAS Alternate Summary	# TELPAS Alt Progress / # TELPAS Alt =	1	1	100%
# of Students who scored Basic Fluency in 2021		**0**	***Prior Year Used for Comparison***	
		Group 5	***N/A***	
# of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating IMPROVED from the prior year used in determining EL Proficiency (2020 or 2019)		**1**	***Prior Year Used for Comparison***	
			2020	***0***
			2019	***1***
		Group 6		
# of Students who scored below Basic Fluency in 2021, and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0**	***Prior Year Used for Comparison***	
			2020	***0***
			2019	***0***
		Group 7		

Crandall Independent School District
400 West Lewis Street • Crandall, Texas • 75114
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2020-2021 Texas Academic Performance Report (TAPR)

The **Texas Academic Performance Reports (TAPR)** pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

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. Crandall ISD held it's public hearing on January 24, 2022 in the L.F. Raynes Board Room at 7:00 p.m.

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 2020– 21 TAPR. The 2021-22 TAPR was posted for the Crandall ISD and each CISD campus on January 25, 2022.

The electronic version of the TAPR report can be found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html.

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by Senate Bill 1365. Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 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:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 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

2020–21 Texas Academic Performance Report (TAPR) Glossary

2021 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.

Performance

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

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html.

STAAR Performance (2020–21)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

Bilingual Education/ESL (2020–21)

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

2020–21 Texas Academic Performance Report (TAPR) Glossary

- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.

- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),

the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1-5 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O
- The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Data source: STAAR and TELPAS File)*

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2019–20 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2021 Accountability Manual (Data source: PEIMS 40203, 40110, 42400, and 42500)*

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

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.

2020–21 Texas Academic Performance Report (TAPR) Glossary

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}}{\textbf{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2020 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020 plus number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2020 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}}{\textbf{number of students in the 2019 cohort*}}$$

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

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6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}}{\textbf{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2018 cohort*}}$$

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\end{array}}{\textbf{number of students in the 2018 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}\end{array}}{\textbf{number of students in the 2018 cohort*}}$$

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

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

Additional Information about Federal Graduation Rates

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

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}}{\textbf{number of students in the 2020 cohort **}}$$

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20*. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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$$\frac{\textbf{number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2020 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2020 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2020 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2020 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2020 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2019-20 who earn an FHSP-E}}{\textbf{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

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FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2019-20 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2019-20 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2020–21)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2019-20 are also shown:

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

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

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number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

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). *(Data source: PEIMS 40100)*

number of students in the 2019-20 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, 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. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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TSI Criteria Graduates: The percentage of annual graduates who met or exceeded 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:

TSI Criteria						
TSIA		SAT		ACT		College Prep Course
>= 351 on Reading	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2019-20 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\textbf{number of 2019-20 annual graduates}}$$

Either Subject.

$$\frac{\textbf{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\textbf{number of 2019-20 annual graduates}}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\textbf{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\textbf{number of 2019-20 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\textbf{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\textbf{number of 2019-20 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\textbf{number of 2019-20 annual graduates}}$$

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\textbf{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\textbf{number of 2019-20 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2019-20 annual graduates who earned an approved industry-based certification}}{\text{number of 2019-20 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2019-20 annual graduates}}$$

Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2019-20 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2019-20 annual graduates who earned a level I or level II certificate}}{\text{number of 2019-20 annual graduates}}$$

CCMR-related Indicators (2020–21)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2019-20 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2019-20 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: PEIMS 43415)

English Language Arts.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2019-20 annual graduates}}$$

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Mathematics.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2019-20 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. (Data source: College Board and IB)

All Subjects

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced

placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

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

$$\frac{\textbf{number of 2019-20 graduates who took either the SAT or the ACT}}{\textbf{number of 2019-20 graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2019-20 graduating examinees taking either the SAT or the ACT}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\textbf{number of 2019-20 graduates who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\textbf{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received 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.

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

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject

$$\frac{\textbf{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\textbf{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\textbf{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

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Science

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2019-20}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2019-20}}$$

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): 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. (Data source: PEIMS 40100, 40203, and 42400)

$$\frac{\text{number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of in 2019-20 annual graduates}}$$

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

$$\frac{\text{number of graduates during the 2018-19 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2018-19 school year}}$$

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.
(Data source: THECB)

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

$$\frac{\text{number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}{\text{and}}$$

$$\frac{\text{met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

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Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

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

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

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

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

(Data source: PEIMS 40100)

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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.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

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).

$$\frac{\textbf{number of students in the 2020–21 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students

with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2019–20}}{\textbf{number of students who were in membership at any time during the 2019–20 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

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Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2019 – number of students who returned in fall 2020}}{\textbf{number of students enrolled in fall 2019}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20*,* available from TEA*. (Data source: PEIMS 40110)*

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

> *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)
>
> $$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

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

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2020–21)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

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Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

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.

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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 reported for the district.

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 district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

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. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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.

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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.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

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Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

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A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

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03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

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I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

2020–21 Texas Academic Performance Report (TAPR) Glossary

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent
027.....Superintendent/CAO/CEO/President
061.....Asst/Assoc/Deputy Exec Director
062.....Component/Department Director
063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....Assistant Principal
020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....Instructional Officer
028.....Teacher Supervisor
040.....Athletic Director
043.....Business Manager
044.....Tax Assessor and/or Collector
045.....Director - Personnel/Human Resources
055.....Registrar
060.....Executive Director

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist
008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel
064.....Specialist/Consultant

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065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Texas Education Agency

Explanation of 2020-21 TAPR Masking Rules

The 2020-21 Texas Academic Performance Reports (TAPR) and Downloads employ masking of performance data in order to comply with the federal Family Educational Rights and Privacy Act (FERPA). Generally, the term "masking" refers to the use of special symbols to conceal the performance results. The tables below show each of the masking rules that are possible on the reports and downloads.

Symbols Used for Masking *STAAR*

Examples	Numerator	Denominator	Rate	What is Shown on Report - Rate	What is Stored on Data Download - Rate	Meaning
Small Group	4	4	100%	*	-1	Denominator is 1, 2, 3, or 4
No Students	0	0	0%	–	•	Denominator is 0.

Symbols Used for Masking *Attendance Rate*

Examples	Numerator	Denominator	Rate	What is Shown on Report - Rate	What is Stored on Data Download - Rate	Meaning
Small Group	100	400	25.0%	*	-1	Denominator (days membership) is less than 900 (excluding 0).
	0	200	0.0%	*	-1	
	800	800	100.0%	*	-1	
No Students	0	0	•	–	•	Denominator is 0.

Symbols Used for Masking *Graduation, Dropout Rates, Chronic Absenteeism, and Postsecondary Readiness Indicators*

Examples	Numerator	Denominator	Rate	What is Shown on Report - Rate	What is Stored on Data Download - Rate	Meaning
Small Group	1	4	25.0%	*	-1	Denominator is 1, 2, 3, or 4.
	0	2	0.0%	*	-1	
	3	3	100.0%	*	-1	
No Students	0	0	•	–	•	Denominator is 0.
	n/a	n/a	n/a	n/a	n/a	Data reporting is not applicable.
Abnormal Data	> 0	0	•	?	-2	Numerator is greater than denominator.
	8	6	133.0%	?	-2	

Graduates Enrolled in TX Higher Education is provided to TEA by the Texas Higher Education Coordinating Board (THECB). For questions regarding these data, please contact the THECB at (512) 427-6153.

Symbols Used for Masking *Profile Values*

Staff and Class Size

If values reported for staff and class size are outside a reasonable range, a question mark (?) is printed on the report and a -2 is stored on the download file.

Students with Disabilities by Type of Primary Disability

Examples	Student Count	Student Percent	What is Shown on Report Count / Percent	What is Stored on Data Download Count / Percent	Meaning
Small Group	4	15.0%	* / *	-1 / -1	Student count is 1, 2, 3, or 4.
	0	0.0%	0 / 0.0%	0 / 0	Zero count is not masked.
Next Smallest Group	10	35.0%	** / **	-3 / -3	When only one student disability group is masked, the second smallest student disability group is masked regardless of size.

Student Attrition

Examples	Student Count	Student Denominator	Student Percent	What is Shown on Report Count / Percent	What is Stored on Data Download Count / Denom / Percent	Meaning
Small Group	4	20	20.0%	* / 20.0%	-1 / -1 / 20	Numerator is > 0 and < 10.
	2	199	1.0%	* / 1.0%	-1 / -1 / 1	Rate and denominator reveals the numerator.

Advanced TAPR Download

Additional Masking Symbols for *Numerator and Denominator*

Masking Symbol in Download	What is Masked
-1	Denominator is 1, 2, 3, or 4.
-2	Denominator is 0 and numerator is > 0; or Denominator is => 5 and rate is > 100%. Percentages are statistically improbable.
-3	Next smallest group: When only one racial/ethnic group is masked, then the second smallest racial/ethnic group's numerator and denominator are masked regardless of size. The rate remains unmasked.
•	Data are not available.

2020-21 Texas Academic Performance Report (TAPR)

District Name: CRANDALL ISD

Campus Name: CRANDALL H S

Campus Number: 129901001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	71%	**72%**	61%	64%	84%	*	-	-	77%	35%	*	77%	63%	63%	49%
	2019	68%	77%	**78%**	57%	76%	88%	*	*	-	84%	44%	83%	83%	72%	71%	62%
At Meets Grade Level or Above	2021	50%	53%	**54%**	46%	47%	64%	*	-	-	62%	22%	*	60%	44%	47%	27%
	2019	50%	57%	**59%**	39%	55%	70%	*	*	-	58%	20%	50%	66%	48%	49%	37%
At Masters Grade Level	2021	12%	8%	**8%**	9%	2%	12%	*	-	-	8%	8%	*	8%	7%	4%	0%
	2019	11%	10%	**10%**	1%	6%	17%	*	*	-	11%	9%	0%	13%	7%	6%	2%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	76%	**77%**	66%	76%	83%	-	*	-	82%	21%	*	81%	71%	70%	63%
	2019	68%	73%	**77%**	69%	70%	85%	*	*	-	86%	53%	40%	82%	71%	68%	51%
At Meets Grade Level or Above	2021	57%	62%	**63%**	52%	60%	70%	-	*	-	59%	12%	*	68%	52%	53%	37%
	2019	49%	51%	**55%**	44%	49%	64%	*	*	-	55%	21%	20%	59%	49%	46%	27%
At Masters Grade Level	2021	11%	9%	**9%**	3%	4%	17%	-	*	-	12%	3%	*	12%	4%	4%	2%
	2019	8%	8%	**9%**	7%	8%	9%	*	*	-	23%	5%	0%	10%	8%	7%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	82%	**77%**	78%	73%	81%	*	-	-	86%	54%	*	82%	72%	75%	66%
	2019	85%	94%	**92%**	89%	93%	92%	*	*	-	100%	73%	*	90%	94%	89%	92%
At Meets Grade Level or Above	2021	41%	43%	**31%**	24%	31%	35%	*	-	-	29%	14%	*	32%	30%	22%	25%
	2019	61%	76%	**69%**	56%	76%	70%	*	*	-	67%	38%	*	70%	68%	66%	74%
At Masters Grade Level	2021	23%	21%	**10%**	6%	6%	16%	*	-	-	29%	3%	*	10%	12%	7%	4%
	2019	37%	46%	**37%**	24%	43%	39%	*	*	-	22%	15%	*	40%	34%	31%	41%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	81%	**81%**	75%	70%	92%	*	-	-	92%	58%	*	86%	73%	76%	57%
	2019	88%	91%	**92%**	85%	90%	94%	*	*	-	100%	63%	100%	92%	90%	87%	83%
At Meets Grade Level or Above	2021	55%	50%	**51%**	39%	44%	62%	*	-	-	38%	18%	*	57%	40%	41%	31%
	2019	62%	60%	**62%**	35%	56%	75%	*	*	-	50%	24%	60%	69%	51%	46%	43%
At Masters Grade Level	2021	22%	16%	**16%**	10%	14%	21%	*	-	-	15%	3%	*	20%	10%	12%	8%
	2019	25%	24%	**24%**	14%	17%	32%	*	*	-	29%	11%	40%	28%	19%	12%	9%
End of Course U.S. History																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	90%	**93%**	81%	93%	97%	*	*	-	90%	69%	*	95%	85%	89%	84%
	2019	93%	94%	**97%**	89%	97%	99%	*	*	*	100%	82%	*	99%	94%	95%	92%
At Meets Grade Level or Above	2021	69%	66%	**71%**	49%	65%	85%	*	*	-	60%	45%	*	75%	59%	59%	47%
	2019	73%	71%	**78%**	50%	70%	90%	*	*	*	70%	57%	*	82%	68%	68%	38%
At Masters Grade Level	2021	43%	33%	**37%**	23%	33%	44%	*	*	-	50%	24%	*	41%	26%	24%	11%
	2019	45%	41%	**47%**	18%	41%	57%	*	*	*	50%	29%	*	51%	38%	38%	19%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	89%	**90%**	83%	86%	93%	-	*	-	*	-	-	93%	75%	88%	-
At Meets Grade Level or Above	2021	69%	53%	**54%**	17%	50%	61%	-	*	-	*	-	-	57%	38%	44%	-
At Masters Grade Level	2021	14%	6%	**6%**	0%	0%	11%	-	*	-	*	-	-	7%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	**80%**	71%	74%	87%	*	100%	-	86%	47%	58%	84%	71%	73%	61%
	2019	78%	79%	**86%**	75%	83%	91%	100%	100%	*	92%	60%	81%	88%	82%	79%	73%
At Meets Grade Level or Above	2021	41%	41%	**54%**	41%	49%	63%	*	83%	-	54%	22%	33%	60%	43%	44%	32%
	2019	50%	48%	**63%**	44%	59%	73%	100%	100%	*	58%	29%	48%	68%	55%	53%	43%
At Masters Grade Level	2021	18%	16%	**15%**	9%	10%	21%	*	33%	-	19%	8%	8%	17%	10%	9%	4%
	2019	24%	22%	**23%**	11%	20%	29%	20%	45%	*	24%	13%	14%	26%	18%	16%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	72%	**74%**	63%	70%	83%	*	*	-	80%	29%	*	79%	66%	66%	54%
	2019	75%	79%	**78%**	63%	73%	87%	*	100%	-	85%	47%	64%	82%	72%	69%	58%
At Meets Grade Level or Above	2021	45%	45%	**58%**	48%	53%	66%	*	*	-	60%	17%	*	64%	47%	49%	31%
	2019	48%	50%	**57%**	41%	52%	67%	*	100%	-	56%	20%	36%	63%	49%	48%	33%
At Masters Grade Level	2021	18%	17%	**9%**	6%	3%	14%	*	*	-	10%	6%	*	10%	6%	4%	1%
	2019	21%	21%	**10%**	4%	7%	13%	*	20%	-	17%	8%	0%	12%	7%	6%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	69%	**79%**	78%	75%	83%	*	*	-	90%	54%	*	84%	72%	76%	66%
	2019	82%	82%	**92%**	89%	93%	92%	*	*	-	100%	73%	*	90%	94%	89%	92%
At Meets Grade Level or Above	2021	37%	37%	**34%**	23%	33%	40%	*	*	-	50%	14%	*	37%	30%	24%	25%
	2019	52%	49%	**69%**	56%	76%	70%	*	*	-	67%	38%	*	70%	68%	66%	74%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	17%	**10%**	6%	6%	15%	*	*	-	20%	3%	*	9%	11%	6%	4%
	2019	26%	25%	**37%**	24%	43%	39%	*	*	-	22%	15%	*	40%	34%	31%	41%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	73%	**81%**	75%	70%	92%	*	-	-	92%	58%	*	86%	73%	76%	57%
	2019	81%	82%	**92%**	85%	90%	94%	*	*	-	100%	63%	100%	92%	90%	87%	83%
At Meets Grade Level or Above	2021	44%	42%	**51%**	39%	44%	62%	*	-	-	38%	18%	*	57%	40%	41%	31%
	2019	54%	52%	**62%**	35%	56%	75%	*	*	-	50%	24%	60%	69%	51%	46%	43%
At Masters Grade Level	2021	20%	16%	**16%**	10%	14%	21%	*	-	-	15%	3%	*	20%	10%	12%	8%
	2019	25%	24%	**24%**	14%	17%	32%	*	*	-	29%	11%	40%	28%	19%	12%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	75%	**93%**	81%	93%	97%	*	*	-	90%	69%	*	95%	85%	89%	84%
	2019	81%	72%	**97%**	89%	97%	99%	*	*	*	100%	82%	*	99%	94%	95%	92%
At Meets Grade Level or Above	2021	49%	45%	**71%**	49%	65%	85%	*	*	-	60%	45%	*	75%	59%	59%	47%
	2019	55%	44%	**78%**	50%	70%	90%	*	*	*	70%	57%	*	82%	68%	68%	38%
At Masters Grade Level	2021	29%	21%	**37%**	23%	33%	44%	*	*	-	50%	24%	*	41%	26%	24%	11%
	2019	33%	24%	**47%**	18%	41%	57%	*	*	*	50%	29%	*	51%	38%	38%	19%

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
CRANDALL H S (129901001) - CRANDALL ISD - KAUFMAN COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	78	**78**	79	80	75	*	*	-	90	88	60	76	82	81	87
	2018	67	60	**60**	58	61	61	*	-	*	40	47	*	57	66	57	58
End of Course Algebra I	2019	75	87	**85**	77	89	84	*	*	-	88	60	*	86	83	80	86
	2018	72	76	**71**	65	64	78	-	-	-	75	41	67	72	69	69	62
All Grades Both Subjects	2019	69	71	**81**	78	84	79	*	*	-	89	72	75	80	82	81	86
	2018	69	66	**65**	61	63	68	*	-	*	56	44	75	63	67	63	60
All Grades ELA/Reading	2019	68	71	**78**	79	80	75	*	*	-	90	88	60	76	82	81	87
	2018	69	66	**60**	58	61	61	*	-	*	40	47	*	57	66	57	58
All Grades Mathematics	2019	70	72	**85**	77	89	84	*	*	-	88	60	*	86	83	80	86
	2018	70	66	**71**	65	64	78	-	-	-	75	41	67	72	69	69	62

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- Indicates there are no students in the group.

Texas Education Agency

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CRANDALL H S (129901001) - CRANDALL ISD - KAUFMAN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	70%	**80%**	-	-	-	-	-	-	52%	*	53%	*	100%	83%	54%	93%
	2019	78%	79%	**86%**	-	-	-	-	-		62%	-	62%		*		62%	
At Meets Grade Level or Above	2021	41%	41%	**54%**	-	-	-	-	-	-	20%	*	20%	*	50%	57%	21%	79%
	2019	50%	48%	**63%**	-	-	-	-	-		27%	-	27%		*		27%	
At Masters Grade Level	2021	18%	16%	**15%**	-	-	-	-	-	-	3%	*	3%	*	13%	16%	3%	19%
	2019	24%	22%	**23%**	-	-	-	-	-		6%	-	6%		*		6%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	72%	**74%**	-	-	-	-	-	-	41%	*	41%	*	*	77%	43%	95%
	2019	75%	79%	**78%**	-	-	-	-	-		41%	-	41%		-		41%	
At Meets Grade Level or Above	2021	45%	45%	**58%**	-	-	-	-	-	-	14%	*	13%	*	*	62%	17%	87%
	2019	48%	50%	**57%**	-	-	-	-	-		14%	-	14%		-		14%	
At Masters Grade Level	2021	18%	17%	**9%**	-	-	-	-	-	-	0%	*	0%	*	*	10%	0%	6%
	2019	21%	21%	**10%**	-	-	-	-	-		0%	-	0%		-		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	69%	**79%**	-	-	-	-	-	-	62%	*	63%	*	*	82%	64%	80%
	2019	82%	82%	**92%**	-	-	-	-	-		88%	-	88%		-		88%	
At Meets Grade Level or Above	2021	37%	37%	**34%**	-	-	-	-	-	-	21%	*	22%	*	*	36%	20%	50%
	2019	52%	49%	**69%**	-	-	-	-	-		64%	-	64%		-		64%	
At Masters Grade Level	2021	18%	17%	**10%**	-	-	-	-	-	-	6%	*	6%	*	*	11%	5%	5%
	2019	26%	25%	**37%**	-	-	-	-	-		24%	-	24%		-		24%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	73%	**81%**	-	-	-	-	-	-	47%	*	48%	-	*	86%	50%	91%
	2019	81%	82%	**92%**	-	-	-	-	-		73%	-	73%		-		73%	
At Meets Grade Level or Above	2021	44%	42%	**51%**	-	-	-	-	-	-	16%	*	17%	-	*	54%	17%	81%
	2019	54%	52%	**62%**	-	-	-	-	-		23%	-	23%		-		23%	
At Masters Grade Level	2021	20%	16%	**16%**	-	-	-	-	-	-	0%	*	0%	-	*	18%	2%	28%
	2019	25%	24%	**24%**	-	-	-	-	-		0%	-	0%		-		0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	75%	**93%**	-	-	-	-	-	-	81%	-	81%	-	-	93%	81%	100%
	2019	81%	72%	**97%**	-	-	-	-	-		88%	-	88%		*		89%	
At Meets Grade Level or Above	2021	49%	45%	**71%**	-	-	-	-	-	-	45%	-	45%	-	-	73%	45%	80%
	2019	55%	44%	**78%**	-	-	-	-	-		29%	-	29%		*		32%	
At Masters Grade Level	2021	29%	21%	**37%**	-	-	-	-	-	-	10%	-	10%	-	-	39%	10%	48%
	2019	33%	24%	**47%**	-	-	-	-	-		18%	-	18%		*		16%	

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CRANDALL H S (129901001) - CRANDALL ISD - KAUFMAN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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\- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CRANDALL H S (129901001) - CRANDALL ISD - KAUFMAN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	97%	**98%**	98%	98%	98%	*	86%	-	98%	100%	100%	98%	99%	98%	100%
Included in Accountability	83%	90%	**92%**	91%	89%	96%	*	86%	-	98%	92%	92%	94%	90%	92%	86%
Not Included in Accountability: Mobile	3%	5%	**4%**	7%	4%	2%	*	0%	-	0%	2%	8%	2%	6%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	1%	5%	0%	*	0%	-	0%	6%	0%	1%	3%	3%	11%
Not Tested	12%	3%	**2%**	2%	2%	2%	*	14%	-	2%	0%	0%	2%	1%	2%	0%
Absent	2%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	3%	**2%**	2%	2%	2%	*	14%	-	2%	0%	0%	2%	1%	2%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	93%	93%	98%	100%	85%	*	100%	98%	100%	98%	92%	94%	88%
Not Included in Accountability: Mobile	4%	5%	**3%**	7%	4%	1%	0%	8%	*	0%	0%	0%	1%	6%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	0%	8%	*	0%	2%	0%	1%	1%	2%	6%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**98.6%**	97.8%	98.8%	98.7%	*	99.8%	*	97.9%	97.8%	98.3%	98.8%
2018-19	95.4%	96.1%	**95.6%**	95.4%	95.8%	95.5%	*	96.9%	*	96.5%	94.8%	95.0%	96.0%
Chronic Absenteeism													
2019-20	6.7%	5.3%	**7.8%**	12.8%	4.9%	7.4%	*	0.0%	*	12.5%	14.4%	8.6%	6.5%
2018-19	11.4%	8.3%	**12.0%**	14.3%	10.9%	12.0%	*	18.2%	*	4.9%	17.4%	13.8%	11.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.1%	**0.1%**	0.4%	0.2%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	0.9%
2018-19	1.9%	0.2%	**0.1%**	0.4%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.7%	**98.8%**	95.9%	98.5%	100.0%	-	*	*	100.0%	100.0%	97.2%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	0.3%	**0.4%**	0.0%	1.5%	0.0%	-	*	*	0.0%	0.0%	0.9%	0.0%
Dropped Out	5.4%	1.0%	**0.8%**	4.1%	0.0%	0.0%	-	*	*	0.0%	0.0%	1.8%	0.0%
Graduates and TxCHSE	90.7%	98.7%	**98.8%**	95.9%	98.5%	100.0%	-	*	*	100.0%	100.0%	97.2%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	99.0%	**99.2%**	95.9%	100.0%	100.0%	-	*	*	100.0%	100.0%	98.2%	100.0%
Class of 2019													
Graduated	90.0%	98.5%	**98.7%**	100.0%	97.0%	99.2%	-	*	-	100.0%	94.1%	98.9%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	0.7%	**0.9%**	0.0%	1.5%	0.8%	-	*	-	0.0%	5.9%	1.1%	0.0%
Dropped Out	5.9%	0.7%	**0.4%**	0.0%	1.5%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	98.5%	**98.7%**	100.0%	97.0%	99.2%	-	*	-	100.0%	94.1%	98.9%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	99.3%	**99.6%**	100.0%	98.5%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.3%	**99.6%**	100.0%	98.5%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	0.7%	**0.4%**	0.0%	1.5%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	99.3%	**99.6%**	100.0%	98.5%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	99.3%	**99.6%**	100.0%	98.5%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	99.6%	**99.6%**	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
Received TxCHSE	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	0.4%	**0.4%**	0.0%	0.0%	0.7%	-	*	-	0.0%	0.0%	1.2%	0.0%
Graduates and TxCHSE	92.8%	99.6%	**99.6%**	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	99.6%	**99.6%**	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.6%	**99.6%**	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
Received TxCHSE	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	0.4%	**0.4%**	0.0%	0.0%	0.7%	-	*	-	0.0%	0.0%	1.2%	0.0%
Graduates and TxCHSE	93.3%	99.6%	**99.6%**	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	99.6%	**99.6%**	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	98.8%	100.0%
Class of 2017													
Graduated	92.4%	98.6%	**98.4%**	96.3%	97.6%	99.2%	-	-	-	*	100.0%	98.4%	*
Received TxCHSE	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	1.4%	**1.6%**	3.7%	2.4%	0.8%	-	-	-	*	0.0%	1.6%	*
Graduates and TxCHSE	93.2%	98.6%	**98.4%**	96.3%	97.6%	99.2%	-	-	-	*	100.0%	98.4%	*
Graduates, TxCHSE, and Continuers	93.7%	98.6%	**98.4%**	96.3%	97.6%	99.2%	-	-	-	*	100.0%	98.4%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	97.1%	**97.0%**	90.4%	98.5%	98.5%	-	*	*	100.0%	87.1%	93.0%	100.0%
Class of 2019	90.0%	97.1%	**97.9%**	100.0%	95.5%	98.4%	-	*	-	100.0%	84.2%	96.8%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	1.3%	**0.4%**	0.0%	0.0%	0.7%	-	*	*	0.0%	3.7%	0.0%	0.0%
Class of 2019	4.2%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	84.2%	**92.2%**	80.9%	92.5%	96.3%	-	*	*	83.3%	48.1%	87.7%	78.9%
Class of 2019	83.5%	84.8%	**95.2%**	96.9%	96.8%	94.3%	-	*	-	88.9%	53.8%	94.4%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	85.5%	**92.6%**	80.9%	92.5%	97.0%	-	*	*	83.3%	51.9%	87.7%	78.9%
Class of 2019	87.6%	85.6%	**95.2%**	96.9%	96.8%	94.3%	-	*	-	88.9%	53.8%	94.4%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.3%	**0.4%**	0.0%	0.0%	0.7%	-	*	*	0.0%	3.7%	0.0%	0.0%
2018-19	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	82.4%	**92.4%**	80.9%	92.4%	96.4%	-	*	*	85.7%	48.1%	88.0%	78.9%
2018-19	82.1%	85.5%	**95.2%**	96.9%	96.9%	94.4%	-	*	-	88.9%	53.8%	94.4%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	85.7%	**92.7%**	80.9%	92.4%	97.1%	-	*	*	85.7%	51.9%	88.0%	78.9%
2018-19	85.9%	85.5%	**95.2%**	96.9%	96.9%	94.4%	-	*	-	88.9%	53.8%	94.4%	100.0%

Texas Education Agency

2020-21 Graduation Profile (TAPR)

CRANDALL H S (129901001) - CRANDALL ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	262	100.0%	308	360,220
By Ethnicity:				
African American	47	17.9%	65	44,729
Hispanic	66	25.2%	75	184,060
White	139	53.1%	157	105,215
American Indian	0	0.0%	0	1,226
Asian	1	0.4%	1	17,126
Pacific Islander	2	0.8%	2	557
Two or More Races	7	2.7%	8	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	952
Foundation H.S. Program (No Endorsement)	19	7.3%	44	49,535
Foundation H.S. Program (Endorsement)	1	0.4%	10	15,689
Foundation H.S. Program (DLA)	242	92.4%	253	292,532
Special Education Graduates	27	10.3%	31	29,018
Economically Disadvantaged Graduates	108	41.2%	137	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	19	7.3%	20	29,639
At-Risk Graduates	78	29.8%	101	148,836

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	59.1%	**67.2%**	55.3%	66.7%	71.9%	-	*	*	71.4%	92.6%	57.4%	47.4%
2018-19	72.9%	68.4%	**75.8%**	63.6%	71.5%	83.2%	-	*	-	50.0%	81.3%	67.9%	65.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	47.7%	**55.0%**	38.3%	47.0%	64.0%	-	*	*	71.4%	7.4%	38.0%	15.8%
2018-19	53.0%	44.4%	**53.2%**	39.4%	53.8%	58.4%	-	*	-	33.3%	0.0%	45.7%	50.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	55.8%	**63.4%**	44.7%	57.6%	72.7%	-	*	*	71.4%	11.1%	51.9%	31.6%
2018-19	60.7%	66.4%	**78.5%**	66.7%	81.5%	80.8%	-	*	-	66.7%	25.0%	71.7%	70.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	50.6%	**58.4%**	48.9%	50.0%	64.7%	-	*	*	85.7%	18.5%	48.1%	42.1%
2018-19	48.6%	38.1%	**46.8%**	30.3%	41.5%	54.4%	-	*	-	44.4%	6.3%	37.0%	20.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	40.3%	**46.2%**	31.9%	36.4%	54.7%	-	*	*	71.4%	7.4%	32.4%	10.5%
2018-19	44.2%	37.1%	**45.5%**	30.3%	40.0%	53.6%	-	*	-	33.3%	0.0%	35.9%	20.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	15.9%	**18.7%**	12.8%	21.2%	18.7%	-	*	*	28.6%	0.0%	11.1%	5.3%
2018-19	21.1%	12.9%	**15.9%**	6.1%	21.5%	16.8%	-	*	-	0.0%	0.0%	13.0%	30.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	27.3%	**31.7%**	12.8%	21.2%	42.4%	-	*	*	42.9%	0.0%	17.6%	5.3%
2018-19	23.1%	28.0%	**33.0%**	24.2%	32.3%	36.0%	-	*	-	33.3%	0.0%	25.0%	10.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	14.0%	**15.3%**	17.0%	24.2%	10.8%	-	*	*	14.3%	92.6%	21.3%	31.6%
2018-19	40.4%	40.2%	**42.3%**	37.9%	37.7%	47.6%	-	*	-	16.7%	81.3%	40.8%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	5.8%	**6.9%**	0.0%	15.2%	5.0%	-	*	*	14.3%	11.1%	7.4%	10.5%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	5.6%	**6.9%**	0.0%	4.6%	10.4%	-	*	-	0.0%	6.3%	5.4%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	5.8%	**6.5%**	14.9%	6.1%	4.3%	-	*	*	0.0%	63.0%	10.2%	15.8%
2018-19	2.3%	4.9%	**3.0%**	3.0%	0.0%	4.8%	-	*	-	0.0%	43.8%	3.3%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	5.2%	**5.3%**	6.4%	6.1%	5.0%	-	*	*	0.0%	51.9%	8.3%	5.3%
2018-19	2.7%	2.8%	**3.0%**	0.0%	1.5%	4.8%	-	*	-	0.0%	43.8%	1.1%	0.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	48.1%	**54.2%**	27.7%	43.9%	67.6%	-	*	*	71.4%	7.4%	39.8%	10.5%
	2018-19	33.4%	51.4%	**60.5%**	36.4%	58.5%	68.0%	-	*	-	55.6%	12.5%	53.3%	30.0%
Mathematics	2019-20	21.2%	33.1%	**37.8%**	17.0%	27.3%	48.9%	-	*	*	57.1%	7.4%	24.1%	15.8%
	2018-19	24.7%	38.1%	**46.8%**	30.3%	41.5%	54.4%	-	*	-	44.4%	6.3%	37.0%	20.0%
Both Subjects	2019-20	16.4%	30.2%	**34.4%**	17.0%	22.7%	44.6%	-	*	*	57.1%	3.7%	21.3%	5.3%
	2018-19	18.8%	34.3%	**42.1%**	27.3%	38.5%	48.8%	-	*	-	33.3%	0.0%	32.6%	10.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	6.2%	**7.3%**	17.0%	12.1%	2.2%	-	*	*	0.0%	0.0%	11.1%	21.1%
	2018-19	5.1%	14.3%	**17.6%**	27.3%	23.1%	12.8%	-	*	-	11.1%	12.5%	17.4%	40.0%
Mathematics	2019-20	9.7%	17.9%	**21.0%**	34.0%	24.2%	15.1%	-	*	*	28.6%	14.8%	25.0%	26.3%
	2018-19	7.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	3.2%	**3.8%**	12.8%	4.5%	0.7%	-	*	*	0.0%	0.0%	4.6%	5.3%
	2018-19	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	23.7%	**26.1%**	15.3%	33.1%	26.1%	*	*	*	23.5%	1.6%	19.6%	6.3%
	2019	25.2%	26.6%	**29.8%**	21.2%	25.9%	34.7%	-	*	*	27.8%	0.0%	22.7%	14.3%
English Language Arts	2020	12.7%	14.0%	**15.4%**	12.2%	21.2%	13.6%	*	*	*	11.8%	1.6%	12.2%	6.3%
	2019	14.5%	10.4%	**11.6%**	14.1%	11.1%	11.7%	-	*	*	5.6%	0.0%	9.6%	7.1%
Mathematics	2020	6.4%	5.0%	**5.5%**	1.0%	5.3%	7.0%	*	*	*	11.8%	0.0%	2.0%	0.0%
	2019	7.4%	10.6%	**11.8%**	7.1%	8.1%	15.5%	-	*	*	11.1%	0.0%	7.0%	3.6%
Science	2020	9.4%	6.5%	**7.2%**	5.1%	6.6%	7.7%	*	*	*	17.6%	0.0%	4.1%	0.0%
	2019	10.4%	11.6%	**13.0%**	5.9%	6.7%	18.5%	-	*	*	16.7%	0.0%	7.9%	0.0%
Social Studies	2020	12.4%	6.7%	**7.3%**	2.0%	7.9%	8.5%	*	*	*	11.8%	0.0%	5.3%	0.0%
	2019	13.9%	6.0%	**6.7%**	3.5%	4.4%	8.7%	-	*	*	11.1%	0.0%	5.2%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	40.8%	**40.8%**	53.3%	46.0%	31.0%	-	*	-	*	*	37.5%	*
	2019	51.0%	31.1%	**31.1%**	27.8%	22.9%	34.8%	-	*	-	20.0%	-	26.9%	*
English Language Arts	2020	50.1%	32.1%	**32.1%**	41.7%	31.3%	29.7%	-	*	-	*	*	23.3%	*
	2019	41.2%	16.9%	**16.9%**	25.0%	6.7%	19.4%	-	-	-	*	-	9.1%	*
Mathematics	2020	56.5%	33.3%	**33.3%**	*	0.0%	47.4%	-	-	-	*	-	40.0%	-
	2019	52.2%	18.3%	**18.3%**	33.3%	0.0%	22.0%	-	-	-	*	-	6.3%	*
Science	2020	47.6%	30.8%	**30.8%**	40.0%	40.0%	19.0%	-	-	-	*	-	20.0%	-
	2019	40.6%	33.3%	**33.3%**	20.0%	11.1%	38.8%	-	-	-	*	-	33.3%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	17.5%	**17.5%**	*	16.7%	13.0%	-	*	-	*	-	15.4%	-
	2019	46.3%	20.6%	**20.6%**	*	0.0%	30.4%	-	-	-	*	-	16.7%	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	40.9%	**47.7%**	42.6%	34.8%	55.4%	-	*	*	57.1%	14.8%	33.3%	5.3%
	2018-19	75.0%	47.2%	**57.1%**	69.7%	44.6%	59.2%	-	*	-	66.7%	25.0%	48.9%	20.0%
At/Above Criterion for All Examinees	2019-20	35.7%	44.4%	**44.8%**	20.0%	39.1%	49.4%	-	*	-	*	*	27.8%	*
	2018-19	36.1%	34.1%	**33.8%**	26.1%	24.1%	41.9%	-	*	-	16.7%	*	26.7%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1059	**1059**	954	1018	1093	-	*	-	*	*	1013	*
	2018-19	1027	1031	**1029**	979	982	1070	-	*	-	*	*	992	*
English Language Arts and Writing	2019-20	513	537	**537**	488	513	554	-	*	-	*	*	515	*
	2018-19	517	523	**521**	489	490	547	-	*	-	*	*	500	*
Mathematics	2019-20	506	522	**522**	465	505	539	-	*	-	*	*	498	*
	2018-19	510	508	**508**	489	492	523	-	*	-	*	*	492	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	**21**	22	18	22	-	-	-	*	-	19	-
	2018-19	21	20	**20**	17	18	22	-	*	-	18	*	19	-
English Language Arts	2019-20	20	22	**22**	23	18	22	-	-	-	*	-	20	-
	2018-19	20	20	**20**	17	17	22	-	*	-	17	*	18	-
Mathematics	2019-20	20	20	**20**	21	17	20	-	-	-	*	-	18	-
	2018-19	20	19	**19**	17	18	21	-	*	-	18	*	18	-
Science	2019-20	21	21	**22**	20	18	22	-	-	-	*	-	19	-
	2018-19	21	21	**21**	19	19	22	-	*	-	18	*	19	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	35.1%	**35.1%**	30.0%	32.1%	39.3%	*	36.4%	*	27.8%	12.5%	29.5%	17.8%
	2018-19	44.6%	36.6%	**36.6%**	32.5%	34.5%	39.2%	*	20.0%	*	39.5%	13.4%	33.1%	23.7%
English Language Arts	2019-20	18.2%	16.4%	**16.4%**	9.6%	13.9%	20.6%	*	18.2%	*	17.1%	0.9%	11.2%	2.0%
	2018-19	17.8%	16.4%	**16.6%**	10.6%	13.8%	20.3%	*	10.0%	*	15.8%	0.0%	12.3%	3.9%
Mathematics	2019-20	20.7%	23.1%	**22.7%**	16.2%	18.3%	27.8%	*	27.3%	*	22.2%	9.6%	17.6%	9.5%
	2018-19	20.4%	25.5%	**24.9%**	20.9%	24.0%	26.9%	*	10.0%	*	28.9%	7.3%	22.2%	13.2%
Science	2019-20	22.4%	27.0%	**27.5%**	24.3%	25.4%	30.2%	*	36.4%	*	22.9%	5.8%	23.5%	12.9%
	2018-19	21.7%	24.0%	**24.7%**	20.8%	21.1%	27.8%	*	10.0%	*	32.4%	10.4%	20.8%	13.5%
Social Studies	2019-20	24.6%	14.9%	**15.5%**	6.0%	10.2%	22.2%	*	16.7%	*	26.9%	0.0%	9.8%	0.0%
	2018-19	23.6%	13.5%	**14.2%**	7.5%	9.3%	19.4%	*	0.0%	*	20.0%	0.0%	9.6%	2.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	64.0%	**72.1%**	48.9%	78.8%	77.7%	-	*	*	57.1%	59.3%	70.4%	73.7%
	2018-19	59.0%	58.4%	**66.5%**	63.6%	64.6%	70.4%	-	*	-	33.3%	31.3%	63.0%	50.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	51.4%	**59.7%**	66.7%	52.3%	62.4%	-	*	-	55.6%	37.5%	52.2%	40.0%
	2017-18	53.4%	50.9%	**56.2%**	51.4%	47.3%	62.0%	-	*	-	20.0%	36.4%	51.2%	28.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	53.8%	**54.7%**	*	54.5%	54.3%	-	-	-	*	*	54.5%	*
	2017-18	60.7%	56.6%	**58.4%**	27.8%	65.4%	62.0%	-	*	-	*	12.5%	63.4%	*

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,392	100.0%	4,853	5,359,040	1,392	100.0%	4,868	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.6%	0.4%
Pre-Kindergarten	0	0.0%	2.8%	3.7%	0	0.0%	2.8%	3.7%
Kindergarten	0	0.0%	7.4%	6.7%	0	0.0%	7.4%	6.7%
Grade 1	0	0.0%	7.1%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	6.9%	7.2%
Grade 5	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 6	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.9%
Grade 9	425	30.5%	8.8%	8.1%	425	30.5%	8.7%	8.1%
Grade 10	374	26.9%	7.8%	7.8%	374	26.9%	7.8%	7.8%
Grade 11	312	22.4%	6.8%	7.2%	312	22.4%	6.8%	7.2%
Grade 12	281	20.2%	6.3%	6.8%	281	20.2%	6.3%	6.8%
Ethnic Distribution:								
African American	263	18.9%	19.7%	12.7%	263	18.9%	19.7%	12.7%
Hispanic	450	32.3%	35.2%	52.9%	450	32.3%	35.2%	52.9%
White	623	44.8%	41.3%	26.5%	623	44.8%	41.4%	26.5%
American Indian	6	0.4%	0.5%	0.3%	6	0.4%	0.5%	0.3%
Asian	12	0.9%	0.5%	4.7%	12	0.9%	0.5%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	38	2.7%	2.8%	2.7%	38	2.7%	2.8%	2.7%
Sex:								
Female	715	51.4%	48.4%	48.9%	715	51.4%	48.3%	48.9%
Male	677	48.6%	51.6%	51.1%	677	48.6%	51.7%	51.1%
Economically Disadvantaged	677	48.6%	55.1%	60.3%	677	48.6%	55.0%	60.2%
Non-Educationally Disadvantaged	715	51.4%	44.9%	39.7%	715	51.4%	45.0%	39.8%
Section 504 Students	156	11.2%	8.2%	7.2%	156	11.2%	8.2%	7.2%
EB Students/EL	138	9.9%	15.2%	20.7%	138	9.9%	15.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	56	4.1%	1.8%	1.2%				
Students w/ Dyslexia	90	6.5%	5.2%	4.5%	90	6.5%	5.2%	4.5%
Foster Care	3	0.2%	0.5%	0.3%	3	0.2%	0.5%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Homeless	5	0.4%	0.5%	1.1%	5	0.4%	0.5%	1.1%
Immigrant	4	0.3%	0.4%	2.0%	4	0.3%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	54.6%	64.5%	0	0.0%	54.7%	64.5%
Military Connected	26	1.9%	3.2%	2.7%	26	1.9%	3.2%	2.7%
At-Risk	558	40.1%	38.9%	49.2%	558	40.1%	38.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	135	9.7%	14.9%	21.0%	135	9.7%	14.8%	20.9%
Gifted and Talented Education	65	4.7%	6.0%	8.3%	65	4.7%	5.9%	8.3%
Special Education	136	9.8%	12.5%	11.1%	136	9.8%	12.8%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	136							
By Type of Primary Disability Students with Intellectual Disabilities	81	59.6%	41.1%	42.5%				
Students with Physical Disabilities	5	3.7%	23.9%	21.3%				
Students with Autism	14	10.3%	13.4%	14.1%				
Students with Behavioral Disabilities	36	26.5%	20.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2019-20):								
Total Mobile Students	150	11.0%	12.4%	13.8%				
By Ethnicity: African American	49	3.6%	4.0%	2.8%				
Hispanic	53	3.9%	4.0%	7.1%				
White	43	3.2%	4.0%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.4%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	12.0%	16.0%	16.5%				
Count and Percent of EB Students/EL who are Mobile	19	17.6%	13.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	102	15.3%	16.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	139	13.6%	16.1%	16.6%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	1.6%	1.4%	-	11.5%	4.8%
Grade 1	-	1.9%	1.9%	-	7.9%	3.2%
Grade 2	-	1.0%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.3%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.3%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	3.0%	3.0%	4.7%	2.8%	2.8%	7.8%

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

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	-	17.9	17.7
Grade 1	-	17.9	18.0
Grade 2	-	15.4	18.0
Grade 3	-	15.4	18.2
Grade 4	-	17.5	18.3
Grade 5	-	19.6	19.8
Grade 6	-	19.0	19.4
Secondary:			
English/Language Arts	11.6	13.0	15.7
Foreign Languages	15.0	15.2	17.8
Mathematics	15.5	15.1	16.9
Science	16.8	16.5	17.9
Social Studies	14.7	16.1	18.3

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	116.1	100.0%	100.0%	100.0%
Professional Staff:	101.5	87.5%	66.6%	64.3%
Teachers	88.0	75.8%	52.5%	49.6%
Professional Support	7.5	6.5%	8.8%	10.6%
Campus Administration (School Leadership)	6.0	5.2%	3.7%	3.0%
Educational Aides:	14.5	12.5%	11.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	10.0	13,211.0
Part-time Counselors	1.0	n/a	1.0	1,126.0
Total Minority Staff:	20.4	17.6%	22.3%	51.5%
Teachers by Ethnicity:				
African American	6.9	7.8%	9.7%	11.1%
Hispanic	5.6	6.4%	7.0%	28.4%
White	74.4	84.5%	80.3%	56.9%
American Indian	0.1	0.1%	1.0%	0.3%
Asian	0.0	0.0%	0.6%	1.8%
Pacific Islander	1.0	1.1%	0.5%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	38.7	44.0%	22.4%	23.8%
Females	49.3	56.0%	77.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	69.8	79.4%	79.0%	73.0%
Masters	17.2	19.5%	20.1%	25.0%
Doctorate	1.0	1.1%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	24.2	27.5%	23.9%	6.7%
1-5 Years Experience	24.6	28.0%	28.6%	27.8%
6-10 Years Experience	11.1	12.6%	15.9%	20.3%
11-20 Years Experience	15.9	18.1%	22.4%	29.1%
21-30 Years Experience	7.1	8.1%	7.1%	13.0%
Over 30 Years Experience	5.0	5.7%	2.1%	3.1%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.8	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.5	6.4
Average Years Experience of Principals with District	1.0	4.5	5.5
Average Years Experience of Assistant Principals	7.5	5.2	5.5
Average Years Experience of Assistant Principals with District	3.0	2.9	4.8
Average Years Experience of Teachers:	8.7	8.0	11.2
Average Years Experience of Teachers with District:	3.6	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,521	$54,033	$50,849
1-5 Years Experience	$54,882	$53,337	$53,288
6-10 Years Experience	$57,724	$54,900	$56,282
11-20 Years Experience	$58,969	$57,529	$59,900
21-30 Years Experience	$66,283	$65,086	$64,637
Over 30 Years Experience	$73,687	$72,954	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$58,148	$55,940	$57,641
Professional Support	$71,708	$68,739	$68,030
Campus Administration (School Leadership)	$85,167	$77,916	$83,424
Instructional Staff Percent:	n/a	69.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.3%	5.2%	6.2%
Career and Technical Education	18.5	21.0%	5.9%	5.1%
Compensatory Education	0.3	0.4%	2.4%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	60.0	68.2%	75.3%	71.0%
Special Education	4.7	5.4%	9.8%	9.4%
Other	4.1	4.7%	1.3%	3.6%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2020-21 School Year (To the Extent Permitted under FERPA)

Reason Code	Description	Crandall HS	Compass Academy	Crandall MS	Martin	Wilson	Walker	Dietz	Noble Reed
		001	002	041	101	102	103	105	106
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0
	Total Incidents	0	0	0	0	0	0	0	0
	Student Enrollment (Fall 2020 PEIMS Snapshot)	1,392	49	764	582	601	547	542	391
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

2019 - 2020 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,573

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$10,564,387	26.24%	$2,310	$10,564,387	23.64%	$2,310	$25,533,913,274	43.11%	$4,660
State Operating Funds	$28,487,486	70.75%	$6,229	$28,875,833	64.61%	$6,314	$24,198,968,656	40.86%	$4,417
Federal Funds	$151,625	0.38%	$33	$3,212,814	7.19%	$703	$7,015,215,596	11.84%	$1,280
Other Local	$1,060,353	2.63%	$232	$2,036,426	4.56%	$445	$2,483,070,133	4.19%	$453
Total Operating Revenue	$40,263,851	100.00%	$8,805	$44,689,460	100.00%	$9,772	$59,231,167,659	100.00%	$10,811
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$5,548,248	68.02%	$1,213	$7,988,017,723	85.75%	$1,458
State Assistance for Debt Service	$0	0.00%	$0	$2,271,668	27.85%	$497	$417,799,545	4.49%	$76
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$337,453	4.14%	$74	$909,418,245	9.76%	$166
Total Other Revenue	$0	0.00%	$0	$8,157,369	100.00%	$1,784	$9,315,235,513	100.00%	$1,700
Subtotal: Operating and Other Revenue	$40,263,851	100.00%	$8,805	$52,846,829	100.00%	$11,556	$68,546,403,172	100.00%	$12,511
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	100.00%	$476
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	100.00%	$476
Subtotal: Operating, Other and Recaptured Revenue	$40,263,851	100.00%	$8,805	$52,846,829	100.00%	$11,556	$71,156,992,275	100.00%	$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$4,483	0.20%	$1	$6,707,981,130	72.89%	$1,224
Estimated State TRS Contributions	$2,156,748	100.00%	$472	$2,189,488	99.80%	$479	$2,495,227,887	27.11%	$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	$2,156,748	100.00%	$472	$2,193,971	100.00%	$480	$9,203,209,017	100.00%	$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$42,420,599	100.00%	$9,276	$55,040,800	100.00%	$12,036	$77,749,612,189	100.00%	$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$32,468,696	81.16%	$7,100	$34,927,388	77.98%	$7,638	$45,632,220,765	80.04%	$8,329
Professional & Contracted Services (Object 62xx)	$4,219,702	10.55%	$923	$4,376,704	9.77%	$957	$5,127,350,907	8.99%	$936

2019 - 2020 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,573

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$2,662,448	6.65%	$582	$4,704,152	10.50%	$1,029	$4,914,857,654	8.62%	$897
Other Operating Expenditures (Object 64xx)	$657,355	1.64%	$144	$782,838	1.75%	$171	$1,339,390,963	2.35%	$244
Total Operating Expenditures by Object	$40,008,201	100.00%	$8,749	$44,791,082	100.00%	$9,795	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	$0	0.00%	$0	$7,552,586	53.08%	$1,652	$9,524,076,242	47.61%	$1,738
Capital Outlay(Object 66xx)	$427,436	100.00%	$93	$6,676,202	46.92%	$1,460	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Object	$427,436	100.00%	$93	$14,228,788	100.00%	$3,111	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	$40,435,637	100.00%	$8,842	$59,019,870	100.00%	$12,906	$77,019,760,233	100.00%	$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$22,951,261	57.37%	$5,019	$24,988,828	55.79%	$5,464	$32,482,839,029	56.97%	$5,929
Instructional Resources & Media Services (Function 12)	$700,432	1.75%	$153	$717,426	1.60%	$157	$620,523,428	1.09%	$113
Curriculum & Staff Development (Function 13)	$987,349	2.47%	$216	$1,079,371	2.41%	$236	$1,283,086,493	2.25%	$234
Instructional Leadership (Function 21)	$563,564	1.41%	$123	$563,564	1.26%	$123	$945,108,506	1.66%	$173
School Leadership (Function 23)	$3,031,802	7.58%	$663	$3,080,642	6.88%	$674	$3,397,560,197	5.96%	$620
Guidance Counseling Services (Function 31)	$1,593,023	3.98%	$348	$1,599,994	3.57%	$350	$2,204,295,228	3.87%	$402
Social Work Services (Function 32)	$67,895	0.17%	$15	$67,895	0.15%	$15	$173,240,994	0.30%	$32
Health Services (Function 33)	$511,559	1.28%	$112	$511,559	1.14%	$112	$608,875,388	1.07%	$111
Transportation (Function 34)	$1,169,551	2.92%	$256	$1,242,179	2.77%	$272	$1,625,400,170	2.85%	$297
Food Services (Function 35)	$0	0.00%	$0	$2,366,461	5.28%	$517	$2,839,750,491	4.98%	$518
Extracurricular (Function 36)	$1,453,831	3.63%	$318	$1,590,401	3.55%	$348	$1,574,298,616	2.76%	$287
General Administration (Function 41,92)	$1,636,230	4.09%	$358	$1,637,457	3.66%	$358	$1,833,390,327	3.22%	$335
Facilities Maintenance & Operations (Function 51)	$3,992,772	9.98%	$873	$3,996,373	8.92%	$874	$5,475,939,693	9.60%	$999
Security & Monitoring Services (Function 52)	$440,974	1.10%	$96	$440,974	0.98%	$96	$621,397,805	1.09%	$113
Data Processing Services (Function 53)	$829,857	2.07%	$181	$829,857	1.85%	$181	$1,049,981,008	1.84%	$192
Community Services (Function 61)	$78,101	0.20%	$17	$78,101	0.17%	$17	$278,132,916	0.49%	$51
Total Operating Expenditures by Function	$40,008,201	100.00%	$8,749	$44,791,082	100.00%	$9,795	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	$0	0.00%	$0	$7,552,586	53.08%	$1,652	$9,524,076,242	47.61%	$1,738

2019 - 2020 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,573

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	$427,436	100.00%	$93	$6,676,202	46.92%	$1,460	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Function	$427,436	100.00%	$93	$14,228,788	100.00%	$3,111	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	$40,435,637	100.00%	$8,842	$59,019,870	100.00%	$12,906	$77,019,760,233	100.00%	$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$19,276,104	48.18%	$4,215	$19,798,705	44.20%	$4,329	$24,808,865,963	43.51%	$4,528
Gifted and Talented (PIC 21)	$87,848	0.22%	$19	$87,848	0.20%	$19	$407,970,018	0.72%	$74
Career and Technical (PIC 22)	$1,424,297	3.56%	$311	$1,445,949	3.23%	$316	$1,848,729,587	3.24%	$337
Students with Disabilities (PICs 23,33)	$5,438,966	13.59%	$1,189	$6,206,250	13.86%	$1,357	$7,124,984,870	12.50%	$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,608,993	4.02%	$352	$1,964,520	4.39%	$430	$4,961,252,070	8.70%	$906
Bilingual (PICs 25,35)	$1,561,561	3.90%	$341	$1,599,443	3.57%	$350	$666,494,835	1.17%	$122
High School Allotment (PIC 31)	$211,916	0.53%	$46	$211,916	0.47%	$46	$198,008,871	0.35%	$36
PreKindergarten (PIC 32)	$808,739	2.02%	$177	$808,739	1.81%	$177	$556,180,368	0.98%	$102
Early Education Allotment (PIC 36)	$0	0.00%	$0	$0	0.00%	$0	$817,733,874	1.66%	$149
Dyslexia or Related Disorder Services (PIC 37)	$0	0.00%	$0	$0	0.00%	$0	$247,840,811	0.50%	$45
College, Career, and Military Readiness (CCMR) (PIC 38)	$0	0.00%	$0	$0	0.00%	$0	$225,233,881	0.46%	$41
Athletics/Related Activities (PIC 91)	$1,160,350	2.90%	$254	$1,252,905	2.80%	$274	$1,079,705,932	1.89%	$197
Un-Allocated (PIC 99)	$8,429,427	21.07%	$1,843	$11,414,807	25.48%	$2,496	$14,070,819,209	24.68%	$2,568
Total Operating Expenditures by Program Intent Code (PIC)	$40,008,201	100.00%	$8,749	$44,791,082	100.00%	$9,795	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$0	0.00%	$0	$7,552,586	53.08%	$1,652	$9,524,076,242	47.61%	$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$427,436	100.00%	$93	$6,676,202	46.92%	$1,460	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	$427,436	100.00%	$93	$14,228,788	100.00%	$3,111	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$40,435,637	100.00%	$8,842	$59,019,870	100.00%	$12,906	$77,019,760,233	100.00%	$14,058

Disbursements
Total Disbursements

2019 - 2020 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 4,573

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$40,008,201	97.68%	$8,749	$44,791,082	75.22%	$9,795	$57,013,820,289	70.09%	$10,406
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	3.21%	$476
Total Other Uses	$337,453	0.82%	$74	$337,453	0.57%	$74	$1,065,828,545	1.31%	$195
Intergovernmental Charge	$187,266	0.46%	$41	$187,266	0.31%	$41	$647,236,702	0.80%	$118
Debt Service (Object 6500)	$0	0.00%	$0	$7,552,586	12.68%	$1,652	$9,524,076,242	11.71%	$1,738
Capital Projects (Object 6600)	$427,436	1.04%	$93	$6,676,202	11.21%	$1,460	$10,481,863,702	12.89%	$1,913
Total Disbursements	$40,960,356	100.00%	$8,957	$59,544,589	100.00%	$13,021	$81,343,414,583	100.00%	$14,847
Tax Rates **2019 - 2020 (current tax year) Tax Rates**									
Maintenance & Operations				0.9700			1.0164		
Interest & Sinking				0.5000			0.2221		
Total Tax Rate				1.4700			1.2384		
Fund Balance** **Fund Balance**									
Nonspendable Fund Balance	$329,680		$72	$329,680		$72	$616,400,402		$120
Restricted Fund Balance	$0		$0	$64,690,507		$14,146	$19,313,845,455		$3,756
Committed Fund Balance	$4,400,000		$962	$4,832,017		$1,057	$3,524,709,206		$685
Assigned Fund Balance	$0		$0	$0		$0	$3,414,948,929		$664
Unassigned Fund Balance	$9,341,946		$2,043	$9,341,946		$2,043	$15,296,929,974		$2,975
Total Fund Balance**	$14,071,626		$3,077	$79,194,150		$17,318	$42,166,833,966		$8,200
Fund Balance Reconciliation									
2018-2019 Total Fund Balance (Previous Year)	$12,611,376		$2,864	$23,086,259		$5,243	$39,112,172,860		$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	$1,797,703		$393	$-4,458,278		$-975	$-8,388,390,544		$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	$-337,453		$-74	$60,566,169		$13,244	$11,239,274,781		$2,186
2019-2020 Uncommon Items	$0		$0	$0		$0	$203,776,869		$40
2019-2020 Total Fund Balance	$14,071,626		$3,077	$79,194,150		$17,318	$42,166,833,966		$8,200

Texas Education Agency

2019-2020 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 2019-2020 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show 100 entries Search: 129901

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status	Notes
129901	CRANDALL ISD	10	A - Superior	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries) Previous 1 Next

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

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 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 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. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

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	Unk
KAUFMAN									
	CRANDALL ISD								
	129901002	CRANDALL COMPASS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	4	0	0	0	0	4
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	41						
		Total High School Graduates	53						
	129901001	CRANDALL H S							
		Four-Year Public University	48	6	7	11	11	13	0
		Two-Year Public Colleges	89	30	13	16	15	14	1
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	91						
		Total High School Graduates	233						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Crandall Independent School District

Crandall High School

2021-2022 Campus Improvement Plan

Mission Statement

Crandall Independent School District will provide each student an exception education, in an inspiring environment, with caring people.

Vision

EMPOWERING EACH STUDENT TO POSITIVELY IMPACT THE WORLD

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Comprehensive Needs Assessment

Needs Assessment Overview

10. Annual Spring Job Fair is held at Crandall High School. Our central office and campus administrators attend regional job fairs to recruit students that are considering returning to Crandall. We hold committee interviews for campus need positions. Development-New Teacher Training for new teachers and new teachers to the district training (Ask Starrett). Campus Principal evaluates all new hires using T-TESS evaluation system.

11. Professional Practices - Pirate Cruise is a week long professional development led by district employees. Additional professional practices are Lead4ward, district training, and new teachers to the district attend one six-week training. Our campus also provides opportunities for teachers to attend lunch and learns, bi-monthly PLCs, EOC three times per week, the impact it provides keep staff goal oriented, increases communication across the campus and the district, provides opportunities for growth.

Department chair meetings and principal advisory committee they oversee decision process, discuss improving student achievement, and assess campus culture by survey completion and identifies campus needs.

12. Programs and Opportunities for Students

Read right - ESL and SPED population, 45 minutes of instruction, 5 days a week, focus on reading comprehension and fluency skills.

In school tutorials - small group explicit instruction and focus on TEKS and end of course subjects students are struggling with. These students are pulled from an elective course 1 x per week in preparation for STAAR retest.

After school tutorials - reviews pre-taught upcoming materials by exposing them to background knowledge of skills.

Master's Academy - student lead activities, process standards, critical thinking, getting students to the master levels.

Saturday school - open for all students who want to work on testing strategies and application of content according to the state standardized assessment.

EOC Labs English 1 & 2 - for students who have been unsuccessful in passing English 1&2. Small group, direct and explicit instruction that focus on student weakness in reading across the reading reporting categories.

Summer school - provides students an opportunity to regain lost credits and preparation for EOC summer administration.

13. Procedures - one to one Chromebooks for students, students have access to textbooks on line, Edgenuity, Online curriculum for teachers, interactive doc cameras and Smartboards.

Encourage teachers to teach bell to bell, incorporate additional planning period for EOC teachers, 1 day a week for team planning, and 2 x per week they meet with administration to set instructional goals and review data, and discuss instructional practice and one day per week is designated for tutorials.

Teachers are encouraged to attend Champs, conduct peer observations, and teachers have mentor teachers.

Perceptions:

Crandall High School takes pride in promoting an exceptional education in a positive and inspiring climate. Due to extensive growth in our community and school district, academic and communication challenges need to be addressed.

Demographics

Demographics Summary

Race/Ethnicity: 1201 Total Students 2018-19

African American 17.7%

Hispanic 27.1%

White 50.5%

American Indian 0.2%

Asian 0.8%

Pacific Islander 0.2%

2 or more 3.5%

Student Groups:

Eco Dis 45.5%

EL 6.2%

SPED 10.3%

At-risk 41.7%

Enrollment numbers are increasing.

Student Mobility Rate: 13.3%

Dropout Rate: 0.1%

Graduates enroll in Institution of Higher Education 59.8%

2 year college: 67 students

4 year college: 49 students

Graduates meet course entrance requirements without remediation 47.3%

Students graduate with college credit 36.8%

Attendance Rate: 96%

Special Programs:

GT: 4.9%

AP: 30.1%

CTE: 95.2%

Staff Members: 102.8

Teachers: 75.2

Teacher Experience:

Beginning 6.7%

1-5: 37.7%

6-10: 18.6%

11-20: 19.7%

over 20: 17.3%

Teacher Race/Ethnicity:

African American: 9.3%

Hispanic: 4%

White: 86.7%

Male: 36.1%

Female 63.9%

Average Class size: 16 students

Average class size by subject:

ELA 13.8

Foreign Language 23.4

Math: 21.8

Science: 19.7

Social Studies: 18.6

Demographics Strengths

Crandall High School maintains a 99.2% graduation rate. 95% of Crandall High School students participate in Career and Technology Education courses. 30% of our 11th and 12th grade students participate in AP courses. Crandall High School has experienced teachers. 55% of Crandall High School teachers have 6 or more years of experience and 17% of teachers have more than 20 years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The increasing student population puts a strain on facility capacity and staffing. **Root Cause:** Population growth

Problem Statement 2: Increased DAEP placements hinder academic performance of students removed. **Root Cause:** Discipline referrals that result in DAEP placements.

Student Learning

Student Learning Summary

Our overall academic performance has increased across all content areas. We have experienced a significant increase in the number of students achieving mastery level on all five EOC exams. We need to focus on improving ACT, SAT, TSI, PSAT, and AP scores.

Student Learning Strengths

TEA Distinctions earned include: Academic Achievement in Math, Academic Achievement in Science, Comparative Academic Growth (#1 in academic growth in TEA comparison group), Closing Achievement Gaps (#5 in TEA comparison group), and Post Secondary Readiness.

Crandall High School was successful in closing gaps in English I and Alg I; and showed overall improvement in all categories from last year as shown below.

EOC	APPROACHES	MEETS	MASTERS
	2018		
English 1	62	45	6
English 2	70	51	9
Algebra 1	87	43	13
Biology	87	51	16
US History	95	70	35
	2019		
English 1	74	60	11
English 2	76	58	9
Algebra 1	92	71	38
Biology	92	64	25
US History	98	80	47

ENGLISH I	Approaches		Meets		Masters	
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	65%	78%	45%	59%	7%	10%

ENGLISH I		Approaches		Meets		Masters
African American	57%	49%	28%	39%	3%	1%
ELL	31%	62%	18%	37%	0%	2%
SpEd	18%	44%	9%	20%	0%	9%
EcoDis	53%	71%	31%	49%	3%	6%

ENGLISH II		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	73%	77%	53%	55%	8%	9%
African American	48%	69%	27%	44%	2%	7%
ELL	50%	51%	24%	27%	6%	0%
SpEd	24%	53%	19%	21%	10%	5%
EcoDis	61%	68%	43%	46%	7%	7%

Algebra 1		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	86%	92%	42%	69%	14%	37%
African American	75%	89%	29%	56%	9%	24%
ELL	71%	92%	32%	74%	6%	41%
SpEd	49%	73%	13%	38%	4%	15%
EcoDis	84%	89%	37%	66%	12%	31%

Biology		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	88%	92%	50%	62%	16%	24%
African American	78%	85%	31%	35%	5%	14%
ELL	76%	83%	26%	43%	3%	9%
SpEd	65%	63%	20%	24%	6%	11%
EcoDis	82%	87%	40%	46%	9%	12%

US History		Approaches		Meets		Masters
Sub Populations	2018	2019	2018	2019	2018	2019
Overall	95%	97%	69%	78%	35%	47%
African American	97%	89% (anomaly)	55%	50%	28%	18%
ELL	92%	92%	46%	38%	0%	19%
SpEd	63%	82%	31%	57%	13%	29%

	US History		Approaches		Meets		Masters	
EcoDis	92%	95%	67%	68%	29%	38%		

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Crandall HS is observing performance gaps in reading comprehension across all grade levels and content areas. **Root Cause:** A need for more intensive vertical alignment is evident in all content areas, especially in reading and writing.

Problem Statement 2: There is a need for growth in participation and performance in all accelerated courses. **Root Cause:** Students lack the academic stamina and growth mindset necessary for high performance in a rigorous course.

School Processes & Programs

School Processes & Programs Summary

Our campus program included hosting an annual Spring job fair at Crandall High School. Central office and campus administrators attend regional job fairs to recruit prospective educators. Committee interviews are held for campus positions and the campus principal evaluates all new hires using the T-TESS evaluation system.

Our campus' professional practices include our summer professional development called Pirate Cruise led by district employees. We also implement Lead4ward and other valuable district training. Once every six weeks, new teachers receive additional professional development training. We provide opportunities for teachers to attend "lunch and learns" led by campus educators. Campus teachers attend bi-monthly Professional Learning Communities (PLC), End of Course (EOC) planning periods are held three times per week and the impact of professional practices keeps staff goal oriented, increases communication across the campus and the district, and provides opportunities for growth.

Department chair meetings and principal advisory committees oversee decision making processes, discuss improving student achievement, and assess campus culture by survey completion and responding to campus needs.

Programs and opportunities for students include a Read Right program that is designed for our ESL and SPED population. The students receive 45 minutes of instruction, five days a week, focused on reading comprehension and fluency skills. Additional programs for students include in-school tutorials which are small groups of explicit instruction that focus on TEKS and address student weaknesses. Additional campus programs include after school tutorials and Masters academy which are student led activities focusing on critical thinking, problem solving and preparing students to reach Masters level of EOC exams. We also provide access to Saturday school to support EOC and AP test takers. Additional EOC Lab classes for English 1 & 2 serve students who have been unsuccessful in passing those EOCs.

Technology has been integrated into instructional and administrative programs through the use of one-to-one Chromebooks for students. Students have access to textbooks online, online curriculum and other interactive technology. Teachers are encouraged to teach bell to bell, attend team planning, set instructional goals, review data and discuss instructional practices for teacher growth and student success. To reduce overuse of discipline practices that remove students from the classroom, teachers are encouraged to implement quality relationship building skills and classroom management strategies.

School Processes & Programs Strengths

School processes and programs strengths are our campus' end-of-course (EOC) classes for our students who have been unsuccessful at passing English 1 and/or English 2. These EOC courses provide small group, direct and explicit instruction that focus on student weaknesses in reading comprehension, writing and testing reporting categories. EOC additional planning periods for teachers have been a great asset to our campus. Teachers are provided a day for team planning, twice a week teachers meet with administration to set instructional goals, discuss instructional practices and disaggregate various forms of data to identify trends or patterns in behavior and achievement that decide which evidence-based interventions are producing positive academic results and growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus Stakeholders lack clarity on endorsement and certification systems. **Root Cause:** Lack of training on House Bill 5, CCMR, Endorsements, and Industry Based Certifications.

Perceptions

Perceptions Summary

Crandall High School is focused on student needs and what is best for our students. Previous successes have built a culture of high expectations. Values and beliefs vary due to the diversity of our student population and the growth and expansion of our community. Focusing on high achievement and the sharing of common values and beliefs helps us to promote the success of our students.

Perceptions Strengths

At Crandall High School, we strongly emphasize the 3 C's: Community, Compassion, and Character. These pillars frame the way we conduct the business of school on campus and in the community at large.

CHS has high standards of academic achievement and has earned an "A" rating from TEA for the 2018-2019 school year. This comes from a consistent and deliberate effort toward student academic growth and the expectation of a success mindset. We offer strong and varied programs, including CTE, academic, and extracurricular offerings, striving to meet the needs of all students.

The CHS staff is highly qualified because of the diligence of our administrative staff seeking out the best possible candidates. Teacher-led professional development is encouraged to foster a collaborative learning environment.

CHS Administration has focused on the equity of services offered to all students. A prime example is our tutorial program. Buses are available to transport students home after tutorials so that every student has the opportunity to seek help when needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academic strengths are different for many new students moving into the district. **Root Cause:** A high number of newly-enrolled students often have instructional gaps, causing academic distress. It is imperative that we focus on meeting the needs of these new students.

Problem Statement 2: As Crandall and Crandall ISD grow, changes are met with resistance. **Root Cause:** As the demographics shift in our community and district, change is inevitable. Finding ways to embrace the changes in diversity and focus on the positive attributes in those changes is key. Communication, especially in a family's native language, is imperative in reaching all represented groups in our growing area.

Problem Statement 3: Meeting the needs of our growing ESL population is a challenge. **Root Cause:** Since 2017-2018, we've experienced an 800% growth in our ESL population. Keeping up with such a rapid change is difficult, and proactive measures must be taken to ensure student success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

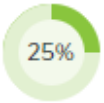
Goals

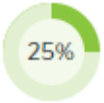
Revised/Approved: November 15, 2021

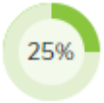
Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

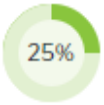
Performance Objective 1: In the 2021-2022 school year, student performance will demonstrate a 5% increase at the masters level in all EOC content areas.

Evaluation Data Sources: CBA's, District Benchmarks, STAAR EOC's

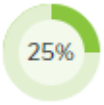
Strategy 1 Details	Reviews			
Strategy 1: Implement the campus playbook of instructional strategies for student academic performance and engagement.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student academic performance and engagement within the classroom.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team, Teachers, & Campus Interventionists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Implement a standard data protocol to track student performance on campus assessments.	Formative			Summative
Strategy's Expected Result/Impact: Increased student performance on CBA's, District Benchmarks, and STAAR EOC's.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team & Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will administer common formative assessments in EOC tested courses over STAAR readiness standards to monitor student learning and develop reteaching and interventions as appropriate.	Formative			Summative
Strategy's Expected Result/Impact: A minimum of 3 common formative assessments per 6 week period.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team & Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will conduct embedded enrichment activities during the instructional day to support students' mastery of learning targets. **Strategy's Expected Result/Impact:** Increase of 5% in the masters level on CBA's, District Benchmarks, and STAAR EOC's. **Staff Responsible for Monitoring:** Administrative Team & Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement PLCs in all 5 EOC content areas. **Strategy's Expected Result/Impact:** 5% increase in at the masters level in all EOCs. **Staff Responsible for Monitoring:** Administrative Team & Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide transition training for all freshmen to improve their understanding of personal graduation plans, credits, and study skills. **Strategy's Expected Result/Impact:** Improve passing and promotion rates. **Staff Responsible for Monitoring:** Administration team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 2: In the 2021-2022 school year, one hundred CTE students will receive a industry based certification.

HB3 Goal

Evaluation Data Sources: CCMR Data, Industry Certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify CTE courses that offer an industry based certification. **Strategy's Expected Result/Impact:** 100 students with industry based certifications **Staff Responsible for Monitoring:** Administrative Team, CTE Teachers, & Director of CCMR **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Results Driven Accountability**	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Require students to test for industry based certification through CTE courses. **Strategy's Expected Result/Impact:** 100 students with industry based certifications **Staff Responsible for Monitoring:** Administrative Team, CTE Teachers, & Director of CCMR **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Results Driven Accountability**	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 3: In the 2021-2022 school year, CHS will have 70% of students engaged in school through a variety of clubs and organizations will be offered to support all students to create a healthy environment where students connect with peers and staff.

Evaluation Data Sources: Number of students engaged in clubs & organizations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interventionists will Identify non-participants and connect them to clubs and organizations which are reflective of student interest. **Strategy's Expected Result/Impact:** 70% of students engaged in clubs and organizations. **Staff Responsible for Monitoring:** Administrative Team, Campus Interventionists, & Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Results Driven Accountability**	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Faculty, staff, and students will be trained in Social Emotional Learning to improve cultural awareness, problem solving, and coping skills across the campus. **Strategy's Expected Result/Impact:** Surveys will indicate strengths in inclusion, problem solving, and coping skills. **Staff Responsible for Monitoring:** Administration team and counselors. **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 4: In the 2021-22 school year, 100% of instructional staff will participate in professional development related to the campus instructional playbook.

Evaluation Data Sources: Professional Development Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional staff will design a campus instructional playbook based off of department needs. **Strategy's Expected Result/Impact:** Implementation of instructional strategies identified in playbook throughout all subject areas **Staff Responsible for Monitoring:** Administrative Team & Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 5: In the 2021-2022 school year, students with special needs will be supported to improve individual growth measures by 3% on EOC testing .

Evaluation Data Sources: CBA, and student samples.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Case workers and General Education Teachers will monitor student performance, assist with interventions, and set goals with students. **Strategy's Expected Result/Impact:** Increase in students with special needs **Staff Responsible for Monitoring:** Administration team, Special Education Teachers, and General Education Teachers. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: After school strategic tutorials provided for all EOC SPED re-testers and 9th grade HB4545 identified students. **Strategy's Expected Result/Impact:** Increase in SPED EOC scores **Staff Responsible for Monitoring:** Administrative team, faculty and staff **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: SPED students strategically scheduled with SPED case manager teacher for navigation tutorials. **Strategy's Expected Result/Impact:** Build relationships with SPED case management students. **Staff Responsible for Monitoring:** Administration team, faculty and staff. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

Performance Objective 6: In the 2021-2022 school year, English Language Learners will improve EOC scores by 2% in all subject areas.

Evaluation Data Sources: CBA, MAP, TELPAS, and EOC scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and Instructional Paraprofessionals will receive Sheltered Instruction throughout the year to incorporate in their classrooms. **Strategy's Expected Result/Impact:** Increase in ELL scores. **Staff Responsible for Monitoring:** Administration Team , faculty and staff. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 100% of ELA teachers will hold a valid ESL Supplemental Certification by the end of the school year. **Strategy's Expected Result/Impact:** Increase in ELL scores **Staff Responsible for Monitoring:** Administrative Team, faculty and staff. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: After school strategic tutorials provided for all EOC ELL re-testers and 9th grade HB4545 identified students. **Strategy's Expected Result/Impact:** Increase in ELL EOC scores **Staff Responsible for Monitoring:** Administrative team, faculty and stuff **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: ELL students strategically scheduled with ELL teacher for navigation tutorials. **Strategy's Expected Result/Impact:** Increase in ELL EOC scores **Staff Responsible for Monitoring:** Administration team, faculty and staff. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 1: In the 2021-2022 school year, CHS will recruit and hire campus staff that meet highly qualified criteria.

Evaluation Data Sources: Teacher Certifications & Teacher Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Implement diverse hiring committee practices.	Formative			Summative
Strategy's Expected Result/Impact: Hiring of highly qualified personnel.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%			

Strategy 2 Details	Reviews			
Strategy 2: Participate in job fair opportunities and partner with alternative certification programs.	Formative			Summative
Strategy's Expected Result/Impact: Hiring of highly qualified personnel.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%			

Strategy 3 Details	Reviews			
Strategy 3: Implement mentoring program to support new teachers.	Formative			Summative
Strategy's Expected Result/Impact: 90% teacher retention rate.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	25%			

Strategy 4 Details	Reviews			
Strategy 4: Annual review of teacher certifications.	Formative			Summative
Strategy's Expected Result/Impact: 100% of teachers will be highly qualified.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	75%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 1: In the 2021-2022 school year, CHS will conduct all state required safety drill in accordance with recommendations from the Texas School Safety Center.

Evaluation Data Sources: Safety Drill Log, Debrief Safety Drill Log, Safety Audit, Safety Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Schedule drills in accordance with the Texas School Safety Center. **Strategy's Expected Result/Impact:** 100% of safety drill will be conducted according to time lines. **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus Safety Committee will evaluate the campus safety plan quarterly to develop safe campus procedures. **Strategy's Expected Result/Impact:** Teacher implementation of safe campus procedures. **Staff Responsible for Monitoring:** Administrative Team & Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct safety surveys to students, parents, and staff annually. **Strategy's Expected Result/Impact:** Students, parents, and staff will report that CHS is a safe campus. **Staff Responsible for Monitoring:** Administrative Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	25%			

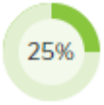
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

Performance Objective 1: In the 2021-2022 school year, CHS will actively promote various activities to communicate a positive culture and relationships with all stakeholders.

Evaluation Data Sources: Social media interactions
Weekly CHS Newsletter
Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CHS will send out a weekly newsletter to all stakeholders via email. **Strategy's Expected Result/Impact:** Positive communication from parent surveys. **Staff Responsible for Monitoring:** CHS Administration and office staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CHS will utilize social media for communication and acknowledgement of campus celebrations. **Strategy's Expected Result/Impact:** Positive surveys from parents. **Staff Responsible for Monitoring:** CHS Administration and office staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 1: In the 2021-2022 school year, Crandall High School will ensure that all funds are spent on the educational needs of our diverse student learners.

Evaluation Data Sources: Campus Budget

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training on Cash Management for all staff that are responsible for maintaining their budgets and activity accounts. **Strategy's Expected Result/Impact:** All funds are able to be documented. **Staff Responsible for Monitoring:** CHS Administration and teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Texas Education Agency
2021 Accountability Ratings Overall Summary
CRANDALL H S (129901001) - CRANDALL ISD

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	50
College, Career and Military Readiness	67
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 48.6%)	59
Closing the Gaps % of Indicators Met	
Academic Achievement Status	47%
Growth Status	N/A
Graduation Status	67%
English Language Proficiency Status	100%
Student Success Status	60%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - CRANDALL ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	800	348		409	282	1,839	
Approaches GL or Above	595	276		332	261	1,464	80%
Meets GL or Above	463	119		207	200	989	54%
Masters GL	68	34		66	104	272	15%
Total Percentage Points							149%
Component Score							**50**

Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - CRANDALL ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	80%	71%	74%	87%	*	100%	-	86%	73%	54%	61%	47%	58%	84%	71%
At Meets GL Standard or Above	54%	41%	49%	63%	*	83%	-	54%	44%	21%	32%	22%	33%	60%	43%
At Masters GL Standard	15%	9%	10%	21%	*	33%	-	19%	9%	3%	4%	8%	8%	17%	10%
Number of Tests															
At Approaches GL Standard or Above	1,464	254	487	659	*	**	-	54	694	133	192	81	7	998	466
At Meets GL Standard or Above	989	148	322	478	*	**	-	34	413	52	99	37	4	706	283
At Masters GL Standard	272	33	68	157	*	**	-	12	84	7	14	13	1	206	66
Total Tests	1,839	357	655	754	*	**	-	63	947	247	314	172	12	1,185	654
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	98%	98%	98%	*	86%	-	98%	98%	100%	100%	100%	100%	98%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	74%	63%	70%	83%	*	*	-	80%	66%	43%	54%	29%	*	79%	66%
At Meets GL Standard or Above	58%	48%	53%	66%	*	*	-	60%	49%	17%	31%	17%	*	64%	47%
At Masters GL Standard	9%	6%	3%	14%	*	*	-	10%	4%	0%	1%	6%	*	10%	6%
Number of Tests															
At Approaches GL Standard or Above	595	99	202	267	*	*	-	24	280	44	72	20	*	403	192
At Meets GL Standard or Above	463	76	153	213	*	*	-	18	209	17	41	12	*	326	137
At Masters GL Standard	68	10	9	46	*	*	-	3	18	0	1	4	*	51	17
Total Tests	800	157	289	321	*	*	-	30	424	103	133	70	*	511	289
Participation															
% participation 2018-19	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	98%	100%	99%	*	*	-	100%	99%	100%	99%	100%	*	99%	99%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	79%	78%	75%	83%	*	*	-	90%	76%	64%	66%	54%	*	84%	72%
At Meets GL Standard or Above	34%	23%	33%	40%	*	*	-	50%	24%	20%	25%	14%	*	37%	30%
At Masters GL Standard	10%	6%	6%	15%	*	*	-	20%	6%	5%	4%	3%	*	9%	11%
Number of Tests															
At Approaches GL Standard or Above	276	54	94	117	*	*	-	9	142	35	45	19	*	178	98
At Meets GL Standard or Above	119	16	42	56	*	*	-	5	45	11	17	5	*	78	41
At Masters GL Standard	34	4	7	21	*	*	-	2	12	3	3	1	*	19	15

Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Total Tests	348	69	126	141	*	*	-	10	187	55	68	35	*	212	136
Participation															
% participation 2018-19	100%	100%	100%	99%	*	*	-	100%	99%	100%	100%	100%	*	100%	99%
% participation 2020-21	92%	96%	93%	90%	*	*	-	91%	94%	100%	100%	100%	*	90%	96%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	81%	75%	70%	92%	*	-	-	92%	76%	50%	57%	58%	*	86%	73%
At Meets GL Standard or Above	51%	39%	44%	62%	*	-	-	38%	41%	17%	31%	18%	*	57%	40%
At Masters GL Standard	16%	10%	14%	21%	*	-	-	15%	12%	2%	8%	3%	*	20%	10%
Number of Tests															
At Approaches GL Standard or Above	332	63	100	156	*	-	-	**	165	29	43	22	*	218	114
At Meets GL Standard or Above	207	33	63	105	*	-	-	**	88	10	23	7	*	145	62
At Masters GL Standard	66	8	20	36	*	-	-	**	25	1	6	1	*	51	15
Total Tests	409	84	142	169	*	-	-	**	216	58	75	38	*	253	156
Participation															
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	99%	99%	100%	*	-	-	100%	99%	100%	100%	100%	*	99%	99%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	93%	81%	93%	97%	*	*	-	90%	89%	81%	84%	69%	*	95%	85%
At Meets GL Standard or Above	71%	49%	65%	85%	*	*	-	60%	59%	45%	47%	45%	*	75%	59%
At Masters GL Standard	37%	23%	33%	44%	*	*	-	50%	24%	10%	11%	24%	*	41%	26%
Number of Tests															
At Approaches GL Standard or Above	261	38	91	119	*	*	-	9	107	25	32	20	*	199	62

Texas Education Agency
2021 STAAR Performance
CRANDALL H S (129901001) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
At Meets GL Standard or Above	200	23	64	104	*	*	-	6	71	14	18	13	*	157	43
At Masters GL Standard	104	11	32	54	*	*	-	5	29	3	4	7	*	85	19
Total Tests	282	47	98	123	*	*	-	10	120	31	38	29	*	209	73
Participation															
% participation 2018-19	100%	100%	100%	99%	*	*	*	100%	100%	100%	100%	100%	*	99%	100%
% participation 2020-21	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	*	100%	100%

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2021 College, Career, and Military Readiness
CRANDALL H S (129901001) - CRANDALL ISD

Calculation Table

	Annual Graduates	
	Count Credit	Percent
Total		
Total graduates	261	
Total credit for CCMR criteria	176	67%

Data Table

	Annual Graduates	
	Count Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	121	46%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	165	63%
Met TSI assessment criteria	142	54%
Met ACT criteria	23	9%
Met SAT criteria	79	30%
Earned credit for a college prep course	18	7%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	153	59%
Met TSI assessment criteria	99	38%
Met ACT criteria	22	8%
Met SAT criteria	48	18%
Earned credit for a college prep course	55	21%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	49	19%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	83	32%
Industry-Based Certifications		
Earned an industry-based certification from approved list	18	7%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	17	7%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	14	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2021 Graduation Rate
CRANDALL H S (129901001) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	98.8%	95.9%	98.5%	100.0%	-	*	*	100.0%	97.2%	100.0%	100.0%
# Graduated	257	47	67	134	-	*	*	6	106	21	27
Total in Class	260	49	68	134	-	*	*	6	109	21	27
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.6%	100.0%	98.5%	100.0%	-	*	-	100.0%	100.0%	100.0%	100.0%
# Graduated	231	33	64	124	-	*	-	**	92	11	16
Total in Class	232	33	65	124	-	*	-	**	92	11	16
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	99.6%	100.0%	100.0%	99.3%	-	*	-	100.0%	98.8%	100.0%	100.0%
# Graduated	238	35	56	141	-	*	-	**	82	9	22
Total in Class	239	35	56	142	-	*	-	**	83	9	22
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.1%	0.4%	0.2%	0.0%	*	0.0%	*	0.0%	0.3%	0.9%	0.0%
% Dropped Out - Conversion	99.0%										
# Dropped Out	2	1	1	0	*	0	*	0	2	1	0
# of Students	1,355	257	404	637	*	11	*	40	664	107	141

\+ Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.

\- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2021 Relative Performance
CRANDALL H S (129901001) - CRANDALL ISD

% Economically Disadvantaged	STAAR and CCMR
48.6	59

Texas Education Agency
2021 Closing the Gaps
CRANDALL H S (129901001) - CRANDALL ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**				**Yes**	**Yes**	**Yes**	**No**		**Yes**	**Yes**		
% at Meets GL Standard or Above	58%	48%	53%	66%	*	*	-	60%	49%	31%	17%	*	64%	47%		
# at Meets GL Standard or Above	463	76	153	213	*	*	-	18	209	41	12	*	326	137		
Total Tests	800	157	289	321	*	*	-	30	424	133	70	*	511	289		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	**No**	**No**	**No**	**No**					**No**	**No**	**No**		**No**	**No**		
% at Meets GL Standard or Above	34%	23%	33%	40%	*	*	-	50%	24%	25%	14%	*	37%	30%		
# at Meets GL Standard or Above	119	16	42	56	*	*	-	5	45	17	5	*	78	41		
Total Tests	348	69	126	141	*	*	-	10	187	68	35	*	212	136		
Total Indicators															**9**	**19**
Graduation Rate Status																
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**n/a**	**n/a**	**n/a**		
Target Met	**Yes (1)**	**No**	**Yes (1)**	**Yes (1)**					**No**		**Yes (3)**					
2019 % Graduated	97.9%	100.0%	95.5%	98.4%	-	-	-	-	96.8%	-	-					
2020 % Graduated	97.0%	90.4%	98.5%	98.5%	-	*	*	100.0%	93.0%	100.0%	87.1%					
2020 # Graduated	257	47	67	134	-	*	*	6	106	21	27					
2020 Total in Class	265	52	68	136	-	*	*	6	114	21	31					
Total Indicators															**4**	**6**
English Language Proficiency Status																
Target										**36%**						
Target Met										**Yes**						
TELPAS Progress Rate										38%						
TELPAS Progress										47						
TELPAS Total										124						
Total Indicators															**1**	**1**
Student Success Status																
Target	**47**	**36**	**41**	**58**	**46**	**73**	**48**	**55**	**38**	**37**	**23**	**43**	**48**	**45**		
Target Met	**Yes**	**Yes**	**Yes**	**No**				**No**	**Yes**	**No**	**Yes**		**Yes**	**No**		
STAAR Component Score	50	40	44	57	*	72	-	53	42	32	26	33	54	41		
% at Approaches GL Standard or Above	80%	71%	74%	87%	*	100%	-	86%	73%	61%	47%	58%	84%	71%		

Texas Education Agency
2021 Closing the Gaps
CRANDALL H S (129901001) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	54%	41%	49%	63%	*	83%	-	54%	44%	32%	22%	33%	60%	43%		
% at Masters GL Standard	15%	9%	10%	21%	*	33%	-	19%	9%	4%	8%	8%	17%	10%		
Total Tests	1,839	357	655	754	*	**	-	63	947	314	172	12	1,185	654		
Total Indicators															**6**	**10**
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**					**Yes**	**Yes**	**Yes**		**Yes**	**Yes**		
% Students Meeting CCMR	66%	52%	67%	71%	-	*	*	71%	55%	56%	78%	-	72%	48%		
# Students Meeting CCMR	176	26	44	100	-	*	*	5	62	19	25	-	143	33		
Total Students	267	50	66	141	-	*	*	7	112	34	32	-	198	69		
Total Indicators															**9**	**9**
Participation 2018-19																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	856	174	274	358	*	**	-	41	449	126	97	11	496	360		
Total Tests	859	174	276	359	*	**	-	41	451	126	97	11	498	361		
Mathematics																
% Participation	100%	100%	100%	99%	*	*	-	100%	99%	100%	100%	*	100%	99%		
# Participants	277	62	93	110	*	*	-	9	137	44	40	*	147	130		
Total Tests	278	62	93	111	*	*	-	9	138	44	40	*	147	131		
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	99%	98%	100%	99%	*	*	-	100%	99%	99%	100%	*	99%	99%		
# Participants	870	172	335	330	*	*	-	30	472	175	81	*	544	326		
Total Tests	876	175	336	332	*	*	-	30	476	176	81	*	547	329		
Mathematics																
% Participation	92%	96%	93%	90%	*	*	-	91%	94%	100%	100%	*	90%	96%		
# Participants	361	71	135	143	*	*	-	10	194	72	36	*	216	145		
Total Tests	392	74	145	159	*	*	-	11	206	72	36	*	241	151		

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

\+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

\- Indicates there are no students in the group.

English I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
Disctrict	77	57	10	69	53	7
CHS	78	59	10	73	57	7

English II						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	73	51	8	75	60	9
CHS	77	55	9	77	62	9

US History						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	71	41	89	68	35
CHS	97	78	47	91	70	36

Algebra I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	76	46	81	41	21
CHS	92	69	37	78	30	10

Biology						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	91	60	24	80	49	16
CHS	92	62	24	81	50	16

Accountability Summary 2018 - 2021

Name of Campus	CRANDALL H S
Campus Number	129901001

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	49	57		50
College, Career and Military Readiness (2018-2020 Rules)	47	71	76	
% Military Enlistment	*6*	*3*	*2*	*<- Hand enter from 2020 CCMR Accountability Data Report**
% CTE Coherent Sequence	*1*	*18*	*14*	
College, Career and Military Readiness (2021 Rules) **	40	50	60	67
Graduation Rate	100.0	100.0	99.6	100.0

*** The calculation of CCMR changed significantly in 2021.*
*The following 2 data measures that were **included** in the calculation of CCMR in 2018, 2019 and 2020 were **excluded** beginning in 2021:*

1. *Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)*
2. *The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC*

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	65	81		
Relative Performance (STAAR Performance and CCMR)	48	64		59
Relative Performance (% EcoDis)	38.4%	45.5%		48.6%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	26%	100%		47%
Growth Status	22%	94%		
Graduation Status	100%	50%		67%
English Language Proficiency Status	0%	0%		100%
Student Success Status (STAAR Performance)	36%	100%		60%
School Quality Status (CCMR)	57%	100%		100%

* To access the 2020 Accountability Data Report, click on:

https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html

Then select 2019-20 School Year, Campus Level Report, Your School District. Then select View Report for your campus.

In the blue bar at the top of the screen, hover your mouse over Student Achievement and select CCMR.

2021 English Language Proficiency Status

Campus Name	Crandall High School
9-Digit Campus Number	129901001

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	
# Students TELPAS & TELPAS Alt Progress	47
# Students TELPAS & TELPAS Alt	124
TELPAS Progress Rate *(only evaluated in Domain III if # Students TELPAS ≥ 25)*	38%

TELPAS Summary	# TELPAS Progress / # TELPAS =	46	123	37%
# of Students who scored Advanced High in 2021		**18**	***Prior Year Used for Comparison***	
		Group 1	***N/A***	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 2 LEVELS from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0**	***Prior Year Used for Comparison***	
			2020	***0***
			2019	***0***
		Group 2	***2018***	***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 1 LEVEL from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**28**	***Prior Year Used for Comparison***	
			2020	***8***
			2019	***20***
		Group 3	***2018***	***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**77**	***Prior Year Used for Comparison***	
			2020	***40***
			2019	***34***
		Group 4	***2018***	***3***

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year		
	# whose Composite TELPAS Rating IMPROVED 3 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 2 LEVELS	1
	# whose Composite TELPAS Rating IMPROVED 1 LEVEL	5
	# whose Composite TELPAS Rating DID NOT IMPROVE	11
	Total # Scoring Advanced High in 2021 with a prior year Score	17

TELPAS Alternate Summary	# TELPAS Alt Progress / # TELPAS Alt =	1	1	100%
# of Students who scored Basic Fluency in 2021		**0**	***Prior Year Used for Comparison***	
		Group 5	***N/A***	
# of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating IMPROVED from the prior year used in determining EL Proficiency (2020 or 2019)		**1**	***Prior Year Used for Comparison***	
			2020	***0***
			2019	***1***
		Group 6		
# of Students who scored below Basic Fluency in 2021, and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0**	***Prior Year Used for Comparison***	
			2020	***0***
			2019	***0***
		Group 7		

129901 : Crandall ISD

Logged in as Anjanette Murry

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District Information

Offers the ASVAB test

Programs of Study

(014) - Culinary Arts

Gifted and Talented Programs

(01) - Pull-out

Administration (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

School Population (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Student Total	**1,523**	**100%**
9th Grade	441	28.96%
10th Grade	400	26.26%
11th Grade	370	24.29%
12th Grade	312	20.49%

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Gender		
Female	755	49.57%
Male	768	50.43%

Special Services (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	0.66%

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Ethnicity		
Hispanic-Latino	574	37.69%
Race		
American Indian - Alaskan Native	4	0.26%
Asian	10	0.66%
Black - African American	319	20.95%
Native Hawaiian - Pacific Islander	1	0.07%
White	560	36.77%
Two-or-More	55	3.61%

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	151	9.91%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	143	9.39%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	0	0.00%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	2	0.13%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	79	5.19%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	151	9.91%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	0	0.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	90	5.91%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	739	48.52%
Free Meals (Economic-Disadvantage-Code = 01)	630	41.37%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	109	7.16%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%

Special Services (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Other health impairment	23	15.23%
Auditory impairment	3	1.99%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	15	9.93%
Emotional disturbance	9	5.96%
Learning disability	79	52.32%
Speech impairment	1	0.66%
Autism	20	13.24%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy code (00)	0	0.00%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	67	44.37%
Resource Room codes (41, 42)	57	37.75%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	27	17.88%
Full-Time Early Childhood code (45)	0	0.00%
Nonpublic Day School code (60)	0	0.00%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Administrative Support (Role ID Not Equal 087 AND Object Code = 6119)	0	%
Teacher (Role ID = 087 AND Object Code = 6119)	0	%
Educational Aide (Role ID = 033 AND Object Code = 6129)	0	%

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	2	0.13%
Shelter (Homeless-Status-Code = 5)	1	0.07%
Doubled Up (Homeless-Status-Code = 2)	1	0.07%
Unsheltered (Homeless-Status-Code = 3)	0	0.00%
Hotel/Motel (Homeless-Status-Code = 4)	0	0.00%

Other Student Information (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	580	38.08%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	2	0.13%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	29	1.90%
Foster Care (Foster-Care-Indicator-Code = 1,2)	3	0.20%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	177	11.62%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	50	3.28%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	7	0.46%
Transfer In Students (Student Attribution Code = 6)	0	0%

Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 09/21/2021)

	Count	Percent
Auxiliary (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	%

129901 : Crandall ISD

Logged in as Anjanette Murry

Campus : Crandall H S

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District Information

Offers the ASVAB test

Programs of Study

More

(005) - Applied Agricultural Engineering
(014) - Culinary Arts
(017) - Digital Communications

Gifted and Talented Programs

(01) - Pull-out

Administration (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

Principal	Jared Miller
Assistant Principal	Michael Taylor
Assistant Principal	Matthew Besherse
Assistant Principal	Kyalla Bowens
Assistant Principal	Stephani Wyatt-Merritt

School Population (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

	Count	Percent
Student Total	**1,392**	**100%**
9th Grade	425	30.53%
10th Grade	374	26.87%
11th Grade	312	22.41%
12th Grade	281	20.19%

Student Demographics (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

	Count	Percent
Gender		
Female	714	51.29%
Male	678	48.71%
Ethnicity		
Hispanic-Latino	484	34.77%
Race		
American Indian - Alaskan Native	2	0.14%
Asian	7	0.50%
Black - African American	257	18.46%
Native Hawaiian - Pacific Islander	0	0.00%
White	584	41.95%
Two-or-More	58	4.17%

Student by Program (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	138	9.91%

Special Services (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	1.47%
Other health impairment	25	18.38%
Auditory impairment	2	1.47%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	14	10.29%
Emotional disturbance	11	8.09%
Learning disability	67	49.26%
Speech impairment	1	0.74%
Autism	14	10.29%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy code (00)	0	0.00%
Homebound code (01)	1	0.74%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	60	44.12%
Resource Room codes (41, 42)	54	39.71%

Student by Program (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

	Count	Percent
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	133	9.55%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	0	0.00%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	2	0.14%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	65	4.67%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	136	9.77%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	0	0.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	90	6.47%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	667	47.92%
Free Meals (Economic-Disadvantage-Code = 01)	562	40.37%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	105	7.54%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	5	0.36%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	3	0.22%

Other Student Information (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	558	40.09%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	4	0.29%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	26	1.87%
Foster Care (Foster-Care-Indicator-Code = 1,2)	3	0.22%
Section 504 (Section-504-Indicator-Code = 1)	156	11.21%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	166	11.93%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	8	0.57%
Transfer In Students (Student Attribution Code = 6)	33	2.3707%

Special Services (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

	Count	Percent
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	21	15.44%
Full-Time Early Childhood code (45)	0	0.00%
Nonpublic Day School code (60)	0	0.00%

Staff Information (2020 - 2021 Fall PEIMS file loaded 02/25/2021)

	Count	Percent
Administrative Support (Role ID Not Equal 087 AND Object Code = 6119)	20	16.00%
Teacher (Role ID = 087 AND Object Code = 6119)	93	74.40%
Educational Aide (Role ID = 033 AND Object Code = 6129)	12	9.60%
Auxiliary (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	0.00%

December 2021

Dear Parent:

Crandall Independent School District is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: https://www.crandall-isd.net/about/required-postings or are also available on the Texas Education Agency's website at: https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/.

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-2021 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year:

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (Other Academic indicator results for schools that are not high schools).

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (Progress toward meeting long-terms goals and measurements of interim progress).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II): This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data
This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Part (x): Per-pupil Expenditure
This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation
This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)
This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education
This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism
This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact your campus principal name.

Sincerely,

Campus Principal

Assistant Superintendent of Data and Information Systems

Part (i): General Description of the Texas State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year:

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This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020–21 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset.

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools).

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (Progress toward meeting long-term goals and measurements of interim progress).

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This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

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Texas Education Agency
2021 Federal Report Card
CRANDALL H S (129901001) - CRANDALL ISD - KAUFMAN COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
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Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

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Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	70%	**70%**	59%	63%	83%	*	-	-	77%	61%	82%	34%	74%	37%	61%	80%	-	*	*	100%
	CWD	30%	33%	**34%**	27%	36%	33%	-	-	-	*	35%	33%	34%	-	22%	27%	44%	-	*	-	-
	CWOD	70%	73%	**74%**	63%	66%	87%	*	-	-	75%	65%	85%	-	74%	39%	65%	83%	-	-	*	100%
	EL	34%	36%	**37%**	-	37%	-	-	-	-	-	39%	31%	22%	39%	37%	26%	54%	-	-	-	-
	Male	61%	60%	**61%**	49%	50%	77%	*	-	-	70%	50%	74%	27%	65%	26%	61%	-	-	*	-	*
	Female	72%	80%	**80%**	70%	76%	90%	-	-	-	*	73%	91%	44%	83%	54%	-	80%	-	-	*	*
English II	All Students	70%	75%	**76%**	64%	74%	82%	-	*	-	82%	69%	82%	20%	81%	46%	69%	82%	-	*	-	*
	CWD	32%	19%	**20%**	13%	7%	42%	-	-	-	*	17%	27%	20%	-	17%	17%	27%	-	-	-	-
	CWOD	74%	80%	**81%**	70%	82%	85%	-	*	-	88%	76%	86%	-	81%	52%	76%	86%	-	*	-	*
	EL	34%	44%	**46%**	-	46%	-	-	-	-	-	39%	75%	17%	52%	46%	25%	61%	-	-	-	*
	Male	65%	68%	**69%**	60%	68%	72%	-	*	-	71%	62%	76%	17%	76%	25%	69%	-	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	Female	76%	81%	**82%**	68%	79%	92%	-	*	-	90%	76%	88%	27%	86%	61%	-	82%	-	*	-	*
Algebra I	All Students	72%	81%	**76%**	77%	72%	80%	*	-	-	86%	74%	80%	56%	79%	63%	73%	81%	-	*	-	*
	CWD	44%	54%	**56%**	60%	64%	36%	-	-	-	*	56%	55%	56%	-	56%	50%	63%	-	*	-	-
	CWOD	75%	84%	**79%**	80%	73%	85%	*	-	-	83%	76%	83%	-	79%	64%	76%	83%	-	*	-	*
	EL	54%	64%	**63%**	-	63%	-	-	-	-	-	68%	42%	56%	64%	63%	50%	83%	-	-	-	-
	Male	68%	77%	**73%**	76%	66%	77%	*	-	-	83%	69%	77%	50%	76%	50%	73%	-	-	*	-	*
	Female	76%	85%	**81%**	78%	80%	83%	-	-	-	*	78%	85%	63%	83%	83%	-	81%	-	-	-	*
Biology	All Students	81%	80%	**80%**	75%	68%	92%	*	-	-	92%	75%	86%	56%	83%	48%	78%	83%	-	*	-	100%
	CWD	52%	55%	**56%**	50%	40%	91%	-	-	-	*	54%	64%	56%	-	20%	55%	59%	-	*	-	-
	CWOD	84%	83%	**83%**	79%	72%	93%	*	-	-	100%	79%	87%	-	83%	53%	81%	85%	-	*	-	100%
	EL	56%	49%	**48%**	-	48%	-	-	-	-	-	51%	33%	20%	53%	48%	43%	54%	-	-	-	-
	Male	79%	78%	**78%**	70%	64%	92%	*	-	-	100%	73%	83%	55%	81%	43%	78%	-	-	*	-	*
	Female	83%	83%	**83%**	80%	73%	93%	-	-	-	*	78%	89%	59%	85%	54%	-	83%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	49%	52%	**53%**	44%	46%	64%	*	-	-	62%	46%	62%	21%	56%	16%	45%	61%	-	*	*	83%
	CWD	19%	21%	**21%**	27%	21%	17%	-	-	-	*	19%	25%	21%	-	11%	23%	19%	-	*	-	-
	CWOD	53%	55%	**56%**	46%	48%	67%	*	-	-	67%	49%	65%	-	56%	16%	47%	65%	-	-	*	83%
	EL	16%	15%	**16%**	-	16%	-	-	-	-	-	19%	0%	11%	16%	16%	10%	25%	-	-	-	-
	Male	44%	44%	**45%**	33%	35%	59%	*	-	-	60%	37%	54%	23%	47%	10%	45%	-	-	*	-	*
	Female	55%	61%	**61%**	57%	56%	69%	-	-	-	*	54%	71%	19%	65%	25%	-	61%	-	-	*	*
English II	All Students	57%	60%	**61%**	49%	58%	68%	-	*	-	59%	52%	69%	11%	66%	15%	54%	67%	-	*	-	*
	CWD	22%	11%	**11%**	13%	7%	17%	-	-	-	*	8%	18%	11%	-	17%	13%	9%	-	-	-	-
	CWOD	60%	65%	**66%**	54%	64%	72%	-	*	-	63%	58%	73%	-	66%	15%	60%	71%	-	*	-	*
	EL	18%	15%	**15%**	-	15%	-	-	-	-	-	19%	0%	17%	15%	15%	13%	17%	-	-	-	*
	Male	51%	53%	**54%**	46%	55%	57%	-	*	-	57%	46%	64%	13%	60%	13%	54%	-	-	*	-	*
	Female	63%	66%	**67%**	53%	62%	81%	-	*	-	60%	59%	75%	9%	71%	17%	-	67%	-	*	-	*
Algebra I	All Students	40%	41%	**29%**	23%	28%	34%	*	-	-	29%	21%	40%	14%	31%	17%	28%	30%	-	*	-	*
	CWD	20%	14%	**14%**	10%	14%	18%	-	-	-	*	12%	18%	14%	-	11%	10%	19%	-	*	-	-
	CWOD	42%	44%	**31%**	25%	30%	36%	*	-	-	33%	22%	43%	-	31%	18%	31%	32%	-	*	-	*
	EL	20%	20%	**17%**	-	17%	-	-	-	-	-	17%	17%	11%	18%	17%	8%	30%	-	-	-	-
	Male	38%	40%	**28%**	18%	21%	42%	*	-	-	33%	16%	41%	10%	31%	8%	28%	-	-	*	-	*
	Female	43%	42%	**30%**	28%	37%	26%	-	-	-	*	25%	40%	19%	32%	30%	-	30%	-	-	-	*
Biology	All Students	54%	48%	**49%**	37%	43%	61%	*	-	-	38%	39%	60%	18%	52%	16%	46%	53%	-	*	-	83%
	CWD	25%	18%	**18%**	25%	13%	18%	-	-	-	*	14%	27%	18%	-	10%	18%	18%	-	*	-	-
	CWOD	57%	52%	**52%**	39%	46%	64%	*	-	-	42%	43%	62%	-	52%	18%	49%	56%	-	*	-	83%
	EL	21%	16%	**16%**	-	16%	-	-	-	-	-	18%	8%	10%	18%	16%	9%	27%	-	-	-	-
	Male	52%	45%	**46%**	30%	36%	63%	*	-	-	30%	34%	57%	18%	49%	9%	46%	-	-	*	-	*
	Female	55%	52%	**53%**	44%	49%	60%	-	-	-	*	44%	64%	18%	56%	27%	-	53%	-	-	-	*
STAAR Percent at Masters Grade Level																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
End of Course																						
English I	All Students	12%	7%	**7%**	8%	2%	12%	*	-	-	8%	4%	12%	8%	7%	0%	6%	9%	-	*	*	17%
	CWD	4%	8%	**8%**	9%	0%	17%	-	-	-	*	8%	8%	8%	-	0%	9%	6%	-	*	-	-
	CWOD	13%	7%	**7%**	8%	2%	12%	*	-	-	8%	4%	12%	-	7%	0%	5%	10%	-	-	*	17%
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	9%	6%	**6%**	4%	1%	11%	*	-	-	0%	4%	7%	9%	5%	0%	6%	-	-	*	-	*
	Female	15%	9%	**9%**	13%	3%	13%	-	-	-	*	4%	16%	6%	10%	0%	-	9%	-	-	*	*
English II	All Students	11%	9%	**9%**	3%	4%	16%	-	*	-	12%	4%	14%	3%	10%	0%	6%	12%	-	*	-	*
	CWD	5%	3%	**3%**	0%	0%	8%	-	-	-	*	0%	9%	3%	-	0%	4%	0%	-	-	-	-
	CWOD	11%	9%	**10%**	3%	5%	17%	-	*	-	13%	5%	14%	-	10%	0%	6%	13%	-	*	-	*
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	8%	6%	**6%**	3%	3%	10%	-	*	-	0%	2%	10%	4%	6%	0%	6%	-	-	*	-	*
	Female	14%	12%	**12%**	3%	5%	23%	-	*	-	20%	6%	18%	0%	13%	0%	-	12%	-	*	-	*
Algebra I	All Students	23%	20%	**10%**	6%	6%	16%	*	-	-	29%	7%	15%	3%	11%	5%	9%	12%	-	*	-	*
	CWD	8%	3%	**3%**	0%	0%	9%	-	-	-	*	0%	9%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	24%	22%	**11%**	7%	7%	16%	*	-	-	33%	8%	15%	-	11%	6%	9%	13%	-	*	-	*
	EL	9%	6%	**5%**	-	5%	-	-	-	-	-	6%	0%	0%	6%	5%	0%	13%	-	-	-	-
	Male	21%	19%	**9%**	3%	1%	18%	*	-	-	33%	3%	14%	5%	9%	0%	9%	-	-	*	-	*
	Female	25%	21%	**12%**	9%	11%	14%	-	-	-	*	10%	15%	0%	13%	13%	-	12%	-	-	-	*
Biology	All Students	21%	15%	**16%**	9%	13%	21%	*	-	-	15%	11%	21%	3%	17%	2%	14%	17%	-	*	-	33%
	CWD	7%	3%	**3%**	0%	0%	9%	-	-	-	*	0%	9%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	23%	17%	**17%**	10%	15%	22%	*	-	-	17%	13%	21%	-	17%	2%	15%	19%	-	*	-	33%
	EL	4%	2%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	0%	4%	-	-	-	-
	Male	21%	14%	**14%**	9%	9%	21%	*	-	-	10%	10%	18%	5%	15%	0%	14%	-	-	*	-	*
	Female	22%	17%	**17%**	9%	17%	21%	-	-	-	*	12%	24%	0%	19%	4%	-	17%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	70%	**76%**	68%	69%	85%	*	*	-	85%	70%	83%	42%	80%	48%	70%	82%	-	71%	*	94%
	CWD	38%	41%	**42%**	39%	37%	50%	-	-	-	*	41%	44%	42%	-	29%	36%	50%	-	*	-	-
	CWOD	71%	74%	**80%**	73%	73%	88%	*	*	-	88%	74%	86%	-	80%	51%	74%	85%	-	*	*	94%
	EL	47%	52%	**48%**	-	48%	-	-	-	-	-	49%	42%	29%	51%	48%	37%	62%	-	-	-	*
	Male	65%	68%	**70%**	63%	62%	80%	*	*	-	83%	63%	78%	36%	74%	37%	70%	-	-	67%	-	86%
	Female	69%	72%	**82%**	74%	77%	90%	-	*	-	89%	76%	89%	50%	85%	62%	-	82%	-	*	*	100%
Reading	All Students	68%	71%	**73%**	61%	68%	82%	*	*	-	80%	65%	82%	27%	77%	40%	65%	81%	-	*	*	89%
	CWD	35%	39%	**27%**	21%	21%	38%	-	-	-	*	26%	30%	27%	-	20%	22%	37%	-	*	-	-
	CWOD	72%	75%	**77%**	66%	73%	86%	*	*	-	82%	70%	85%	-	77%	44%	70%	84%	-	*	*	89%
	EL	46%	52%	**40%**	-	40%	-	-	-	-	-	39%	48%	20%	44%	40%	26%	57%	-	-	-	*
	Male	63%	66%	**65%**	54%	58%	75%	*	*	-	71%	56%	75%	22%	70%	26%	65%	-	-	*	-	*
	Female	72%	76%	**81%**	69%	78%	91%	-	*	-	92%	74%	90%	37%	84%	57%	-	81%	-	*	*	100%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	65%	68%	**78%**	77%	73%	83%	*	*	-	90%	75%	83%	56%	81%	63%	75%	82%	-	*	-	*
	CWD	39%	41%	**56%**	60%	64%	36%	-	-	-	*	56%	55%	56%	-	56%	50%	63%	-	*	-	-
	CWOD	68%	72%	**81%**	80%	74%	86%	*	*	-	89%	78%	85%	-	81%	64%	78%	84%	-	*	-	*
	EL	49%	54%	**63%**	-	63%	-	-	-	-	-	68%	42%	56%	64%	63%	50%	83%	-	-	-	-
	Male	65%	69%	**75%**	75%	67%	81%	*	-	-	88%	71%	79%	50%	78%	50%	75%	-	-	*	-	*
	Female	65%	67%	**82%**	80%	81%	84%	-	*	-	*	78%	88%	63%	84%	83%	-	82%	-	-	-	*
Science	All Students	70%	72%	**80%**	75%	68%	92%	*	-	-	92%	75%	86%	56%	83%	48%	78%	83%	-	*	-	100%
	CWD	42%	45%	**56%**	50%	40%	91%	-	-	-	*	54%	64%	56%	-	20%	55%	59%	-	*	-	-
	CWOD	74%	76%	**83%**	79%	72%	93%	*	-	-	100%	79%	87%	-	83%	53%	81%	85%	-	*	-	100%
	EL	47%	47%	**48%**	-	48%	-	-	-	-	-	51%	33%	20%	53%	48%	43%	54%	-	-	-	-
	Male	70%	72%	**78%**	70%	64%	92%	*	-	-	100%	73%	83%	55%	81%	43%	78%	-	-	*	-	*
	Female	71%	73%	**83%**	80%	73%	93%	-	-	-	*	78%	89%	59%	85%	54%	-	83%	-	-	-	*
SAT/ACT All Subjects	All Students	95%	89%	**90%**	83%	86%	93%	-	*	-	*	88%	92%	-	90%	-	89%	92%	-	-	-	-
	CWD	80%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	95%	89%	**90%**	83%	86%	93%	-	*	-	*	88%	92%	-	90%	-	89%	92%	-	-	-	-
	EL	74%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	95%	89%	**89%**	*	83%	94%	-	-	-	*	100%	86%	-	89%	-	89%	-	-	-	-	-
	Female	94%	88%	**92%**	*	88%	92%	-	*	-	*	80%	100%	-	92%	-	-	92%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	41%	**49%**	39%	44%	59%	*	*	-	53%	40%	60%	16%	53%	16%	44%	54%	-	71%	*	78%
	CWD	21%	20%	**16%**	20%	14%	17%	-	-	-	*	14%	22%	16%	-	12%	16%	17%	-	*	-	-
	CWOD	44%	44%	**53%**	42%	48%	62%	*	*	-	57%	44%	62%	-	53%	17%	48%	58%	-	*	*	78%
	EL	20%	19%	**16%**	-	16%	-	-	-	-	-	18%	7%	12%	17%	16%	9%	25%	-	-	-	*
	Male	40%	40%	**44%**	32%	37%	57%	*	*	-	49%	34%	55%	16%	48%	9%	44%	-	-	67%	-	86%
	Female	42%	41%	**54%**	46%	52%	61%	-	*	-	61%	46%	65%	17%	58%	25%	-	54%	-	*	*	73%
Reading	All Students	44%	44%	**57%**	46%	51%	66%	*	*	-	60%	49%	66%	16%	60%	16%	49%	64%	-	*	*	78%
	CWD	20%	20%	**16%**	21%	14%	17%	-	-	-	*	14%	22%	16%	-	13%	17%	15%	-	*	-	-
	CWOD	47%	47%	**60%**	50%	55%	70%	*	*	-	64%	53%	68%	-	60%	16%	53%	68%	-	*	*	78%
	EL	20%	18%	**16%**	-	16%	-	-	-	-	-	19%	0%	13%	16%	16%	10%	22%	-	-	-	*
	Male	40%	40%	**49%**	38%	44%	58%	*	*	-	59%	41%	59%	17%	53%	10%	49%	-	-	*	-	*
	Female	48%	48%	**64%**	55%	59%	74%	-	*	-	62%	56%	73%	15%	68%	22%	-	64%	-	*	*	80%
Mathematics	All Students	37%	36%	**33%**	23%	30%	39%	*	*	-	50%	23%	44%	14%	35%	17%	32%	33%	-	*	-	*
	CWD	21%	20%	**14%**	10%	14%	18%	-	-	-	*	12%	18%	14%	-	11%	10%	19%	-	*	-	-
	CWOD	39%	39%	**35%**	25%	32%	41%	*	*	-	56%	24%	46%	-	35%	18%	35%	34%	-	*	-	*
	EL	20%	21%	**17%**	-	17%	-	-	-	-	-	17%	17%	11%	18%	17%	8%	30%	-	-	-	-
	Male	37%	40%	**32%**	19%	22%	48%	*	-	-	50%	18%	45%	10%	35%	8%	32%	-	-	*	-	*
	Female	36%	33%	**33%**	26%	40%	30%	-	*	-	*	26%	43%	19%	34%	30%	-	33%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	43%	41%	**49%**	37%	43%	61%	*	-	-	38%	39%	60%	18%	52%	16%	46%	53%	-	*	-	83%
	CWD	22%	21%	**18%**	25%	13%	18%	-	-	-	*	14%	27%	18%	-	10%	18%	18%	-	*	-	-
	CWOD	46%	44%	**52%**	39%	46%	64%	*	-	-	42%	43%	62%	-	52%	18%	49%	56%	-	*	-	83%
	EL	17%	16%	**16%**	-	16%	-	-	-	-	-	18%	8%	10%	18%	16%	9%	27%	-	-	-	-
	Male	44%	41%	**46%**	30%	36%	63%	*	-	-	30%	34%	57%	18%	49%	9%	46%	-	-	*	-	*
	Female	42%	40%	**53%**	44%	49%	60%	-	-	-	*	44%	64%	18%	56%	27%	-	53%	-	-	-	*
SAT/ACT All Subjects	All Students	69%	53%	**54%**	17%	50%	61%	-	*	-	*	44%	58%	-	54%	-	59%	48%	-	-	-	-
	CWD	50%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	69%	53%	**54%**	17%	50%	61%	-	*	-	*	44%	58%	-	54%	-	59%	48%	-	-	-	-
	EL	21%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	59%	**59%**	*	33%	69%	-	-	-	*	50%	62%	-	59%	-	59%	-	-	-	-	-
	Female	65%	46%	**48%**	*	63%	50%	-	*	-	*	40%	53%	-	48%	-	-	48%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	16%	**10%**	7%	6%	16%	*	*	-	13%	6%	15%	4%	11%	2%	9%	12%	-	14%	*	28%
	CWD	7%	8%	**4%**	2%	0%	11%	-	-	-	*	2%	9%	4%	-	0%	6%	2%	-	*	-	-
	CWOD	19%	17%	**11%**	7%	7%	16%	*	*	-	14%	7%	15%	-	11%	2%	9%	13%	-	*	*	28%
	EL	7%	6%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	0%	4%	-	-	-	*
	Male	17%	16%	**9%**	5%	4%	15%	*	*	-	9%	5%	12%	6%	9%	0%	9%	-	-	17%	-	29%
	Female	19%	16%	**12%**	8%	9%	17%	-	*	-	22%	8%	18%	2%	13%	4%	-	12%	-	*	*	27%
Reading	All Students	18%	17%	**8%**	6%	3%	14%	*	*	-	10%	4%	13%	5%	8%	0%	6%	11%	-	*	*	11%
	CWD	6%	8%	**5%**	5%	0%	13%	-	-	-	*	4%	9%	5%	-	0%	7%	4%	-	*	-	-
	CWOD	20%	18%	**8%**	6%	3%	14%	*	*	-	11%	4%	13%	-	8%	0%	6%	11%	-	*	*	11%
	EL	7%	7%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	16%	15%	**6%**	4%	2%	11%	*	*	-	0%	3%	9%	7%	6%	0%	6%	-	-	*	-	*
	Female	21%	19%	**11%**	8%	4%	18%	-	*	-	23%	5%	17%	4%	11%	0%	-	11%	-	*	*	20%
Mathematics	All Students	17%	16%	**9%**	6%	5%	15%	*	*	-	20%	6%	13%	3%	10%	5%	9%	10%	-	*	-	*
	CWD	8%	8%	**3%**	0%	0%	9%	-	-	-	*	0%	9%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	18%	17%	**10%**	7%	6%	15%	*	*	-	22%	7%	13%	-	10%	6%	9%	11%	-	*	-	*
	EL	8%	7%	**5%**	-	5%	-	-	-	-	-	6%	0%	0%	6%	5%	0%	13%	-	-	-	-
	Male	18%	18%	**9%**	3%	1%	18%	*	-	-	25%	3%	14%	5%	9%	0%	9%	-	-	*	-	*
	Female	16%	14%	**10%**	9%	10%	11%	-	*	-	*	9%	12%	0%	11%	13%	-	10%	-	-	-	*
Science	All Students	19%	16%	**16%**	9%	13%	21%	*	-	-	15%	11%	21%	3%	17%	2%	14%	17%	-	*	-	33%
	CWD	8%	6%	**3%**	0%	0%	9%	-	-	-	*	0%	9%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	20%	17%	**17%**	10%	15%	22%	*	-	-	17%	13%	21%	-	17%	2%	15%	19%	-	*	-	33%
	EL	4%	3%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	0%	4%	-	-	-	-
	Male	20%	15%	**14%**	9%	9%	21%	*	-	-	10%	10%	18%	5%	15%	0%	14%	-	-	*	-	*
	Female	18%	16%	**17%**	9%	17%	21%	-	-	-	*	12%	24%	0%	19%	4%	-	17%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	14%	6%	**6%**	0%	0%	11%	-	*	-	*	0%	8%	-	6%	-	11%	0%	-	-	-	-
	CWD	11%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	6%	**6%**	0%	0%	11%	-	*	-	*	0%	8%	-	6%	-	11%	0%	-	-	-	-
	EL	1%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	11%	**11%**	*	0%	19%	-	-	-	*	0%	14%	-	11%	-	11%	-	-	-	-	-
	Female	11%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020													
All Students	97.0%	90.4%	98.5%	98.5%	-	*	*	100.0%	93.0%	87.1%	100.0%	*	*
CWD	87.1%	83.3%	100.0%	83.3%	-	-	-	-	81.8%	87.1%	100.0%	*	-
CWOD	98.3%	92.5%	98.4%	100.0%	-	*	*	100.0%	95.7%	-	100.0%	*	*
EL ✧	100.0%	-	100.0%	*	-	-	-	-	100.0%	100.0%	100.0%	-	-
Male	97.9%	91.2%	100.0%	100.0%	-	-	-	*	94.9%	95.0%	100.0%	*	-
Female	95.9%	88.9%	97.2%	96.7%	-	*	*	*	90.9%	72.7%	100.0%	*	*

- Indicates there are no students in the group.

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

✧ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
138	18	13%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
✧ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	45	38	40	53	*	*	-	50	39	21	22
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	66%	52%	67%	71%	-	*	*	71%	55%	78%	50%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																

Texas Education Agency

2021 Federal Report Card

CRANDALL H S (129901001) - CRANDALL ISD - KAUFMAN COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**98%**	98%	98%	97%	*	*	-	98%	98%	97%	100%	97%	100%	98%	97%	-
	CWD	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**97%**	98%	98%	97%	*	*	-	98%	98%	97%	-	97%	100%	98%	97%	-
	EL	**100%**	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**98%**	98%	99%	98%	*	*	-	100%	98%	99%	100%	98%	100%	98%	-	-
	Female	**97%**	98%	97%	97%	-	*	-	95%	98%	95%	100%	97%	100%	-	97%	-
Reading	All Students	**99%**	98%	100%	99%	*	*	-	100%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**99%**	98%	100%	99%	*	*	-	100%	99%	99%	-	99%	100%	99%	99%	-
	EL	**100%**	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	98%	100%	99%	*	*	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	**99%**	99%	99%	99%	-	*	-	100%	100%	99%	100%	99%	100%	-	99%	-
Mathematics	All Students	**92%**	96%	93%	90%	*	*	-	91%	94%	90%	100%	91%	100%	95%	89%	-
	CWD	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**91%**	95%	92%	89%	*	*	-	90%	93%	89%	-	91%	100%	94%	88%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**95%**	97%	97%	92%	*	*	-	100%	95%	95%	100%	94%	100%	95%	-	-
	Female	**89%**	95%	89%	88%	-	*	-	*	94%	83%	100%	88%	100%	-	89%	-
Science	All Students	**99%**	99%	99%	100%	*	-	-	100%	99%	100%	100%	99%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**99%**	99%	99%	100%	*	-	-	100%	99%	99%	-	99%	100%	100%	98%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	98%	97%	100%	-	-	-	*	98%	99%	100%	98%	100%	-	99%	-
SAT/ACT All Subjects	All Students	**66%**	75%	67%	64%	-	*	-	*	64%	67%	-	66%	-	75%	58%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**66%**	75%	67%	64%	-	*	-	*	64%	67%	-	66%	-	75%	58%	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**75%**	*	86%	73%	-	*	-	*	60%	81%	-	75%	-	75%	-	-
	Female	**58%**	*	57%	55%	-	*	-	*	67%	54%	-	58%	-	-	58%	-
Non-Participation Rate																	
All Subjects	All Students	**2%**	2%	2%	3%	*	*	-	2%	2%	3%	0%	3%	0%	2%	3%	-
	CWD	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**3%**	2%	2%	3%	*	*	-	2%	2%	3%	-	3%	0%	2%	3%	-
	EL	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**2%**	2%	1%	2%	*	*	-	0%	2%	1%	0%	2%	0%	2%	-	-
	Female	**3%**	2%	3%	3%	-	*	-	5%	2%	5%	0%	3%	0%	-	3%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	**1%**	2%	0%	1%	*	*	-	0%	1%	0%	0%	1%	0%	1%	1%	-
	CWD	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**1%**	2%	0%	1%	*	*	-	0%	1%	1%	-	1%	0%	1%	1%	-
	EL	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	2%	0%	1%	*	*	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	**1%**	1%	1%	1%	-	*	-	0%	0%	1%	0%	1%	0%	-	1%	-
Mathematics	All Students	**8%**	4%	7%	10%	*	*	-	9%	6%	10%	0%	9%	0%	5%	11%	-
	CWD	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**9%**	5%	8%	11%	*	*	-	10%	7%	11%	-	9%	0%	6%	12%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**5%**	3%	3%	8%	*	*	-	0%	5%	5%	0%	6%	0%	5%	-	-
	Female	**11%**	5%	11%	12%	-	*	-	*	6%	17%	0%	12%	0%	-	11%	-
Science	All Students	**1%**	1%	1%	0%	*	-	-	0%	1%	0%	0%	1%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**1%**	1%	1%	0%	*	-	-	0%	1%	1%	-	1%	0%	0%	2%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	2%	3%	0%	-	-	-	*	2%	1%	0%	2%	0%	-	1%	-
SAT/ACT All Subjects	All Students	**34%**	25%	33%	36%	-	*	-	*	36%	33%	-	34%	-	25%	42%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**34%**	25%	33%	36%	-	*	-	*	36%	33%	-	34%	-	25%	42%	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**25%**	*	14%	27%	-	*	-	*	40%	19%	-	25%	-	25%	-	-
	Female	**42%**	*	43%	45%	-	*	-	*	33%	46%	-	42%	-	-	42%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	78	22	15	37	0	1	0	3	4		
	Female	41	20	9	12	0	0	0	0	2		
	Total	119	42	24	49	0	1	0	3	6		
Out-of-School Suspensions												
	Male	18	9	2	6	0	1	0	0	1		
	Female	10	4	1	5	0	0	0	0	0		
	Total	28	13	3	11	0	1	0	0	1		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	32	11	9	12	0	0	0	0	4		7
	Female	10	6	0	4	0	0	0	0	0		4
	Total	42	17	9	16	0	0	0	0	4		11
Out-of-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	7	4	1	2	0	0	0	0	0		4
	Female	4	2	0	2	0	0	0	0	0		2
	Total	11	6	1	4	0	0	0	0	0		6
Expulsions												
With Educational Services	Male	3	3	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	3	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	52	10	11	23	1	-8	1	6	2	9	-8
	Female	64	9	12	42	-8	-8	1	-8	4	15	-8
	Total	116	19	23	65	1	-8	2	6	6	24	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0

	Total
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	81	3	22	51	0	2	0	3	0	0
	Female	112	12	33	66	0	0	0	1	6	1
	Total	193	15	55	117	0	2	0	4	6	1
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	67	4	18	41	0	1	0	3	0	1
	Female	99	8	24	64	0	0	0	3	0	0
	Total	166	12	42	105	0	1	0	6	0	1

- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data.
Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	30.1	32.4%
Teachers Teaching with Emergency or Provisional Credentials	11.9	13.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	13.7	15.6%

- Indicates there are no data available in the group.
Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	*	1%	-	-
Mathematics	4,961	1%	*	1%	-	-
Grade 4						
Reading	5,046	1%	*	0%	-	-
Mathematics	5,040	1%	*	0%	-	-
Grade 5						
Reading	5,133	1%	6	1%	-	-
Mathematics	5,138	1%	6	1%	-	-
Science	5,130	1%	6	1%	-	-
Grade 6						
Reading	4,925	1%	*	1%	-	-
Mathematics	4,923	1%	*	1%	-	-
Grade 7						
Reading	4,586	1%	*	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	4,581	1%	*	1%	-	-
Grade 8						
Reading	4,513	1%	7	2%	-	-
Mathematics	4,507	1%	7	2%	-	-
Science	4,492	1%	7	2%	-	-
End of Course						
English I	4,504	1%	*	1%	*	1%
English II	4,092	1%	*	0%	*	1%
Algebra I	4,514	1%	*	1%	*	1%
Biology	4,424	1%	*	1%	*	1%
All Grades						
All Subjects	85,481	1%	74	1%	13	1%
Reading	37,771	1%	30	1%	6	1%
Mathematics	33,664	1%	27	1%	*	1%
Science	14,046	1%	17	1%	*	1%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

* Indicates reporting standards not met.

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

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	**Subject**	**Student Group**	**Rate**
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	57%	64%	51%	59%	-	-	-	*	49%	40%	41%
In-State Private Institutions	2%	-	-	4%	-	-	-	-	*	-	-
Out-of-State Institutions	4%	*	*	4%	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7.8%	12.8%	4.9%	7.4%	*	0.0%	*	12.5%	8.6%	14.4%	6.5%

- Indicates there are no students in the group.

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