

Crandall Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: December 13, 2021
Public Presentation Date: January 11, 2021

Mission Statement

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

Vision

To empower each student to positively impact the world.

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Comprehensive Needs Assessment

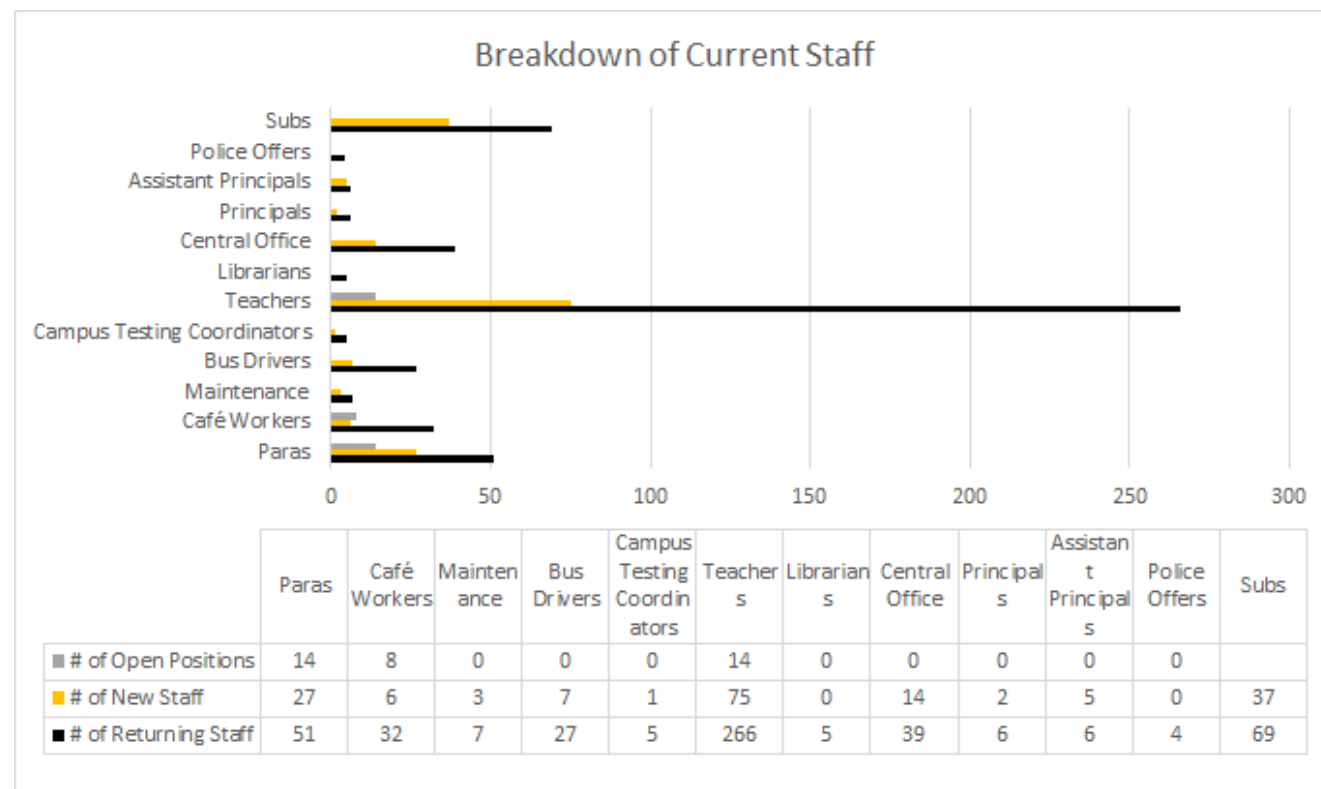
Revised/Approved: September 14, 2021

Demographics

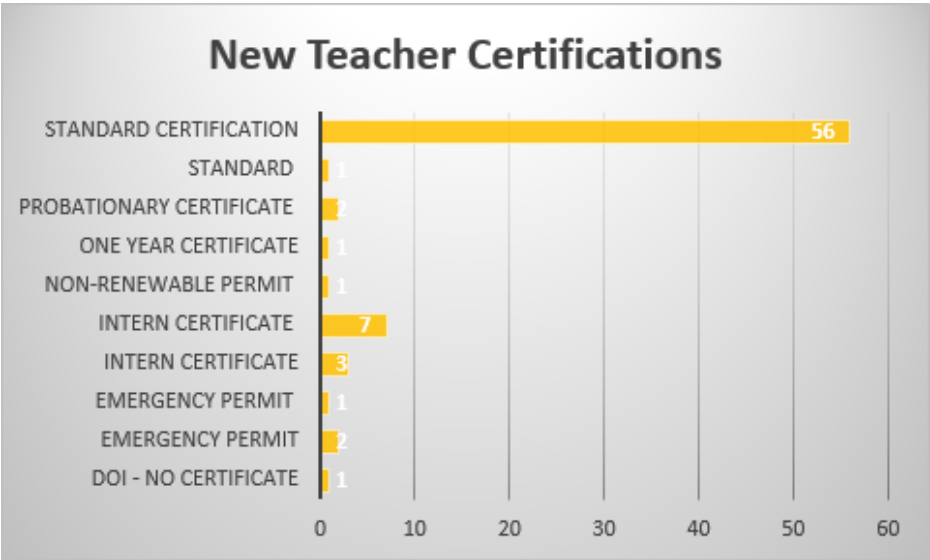
Demographics Summary

In Crandall ISD, retention of teachers for the 2020 -2021 school year sits at 75% with 21 current openings. We have 75 new teachers in Crandall ISD. In the years of service with teachers in our district, we have the following breakdown: Zero Years (31), One to Four Years (171), Five years (25), Six to nine years (7), 11 to 14 years (78), 15 years (8), 16 to 19 years (40), 20 years (19), and 21 and up (81). 44% of Crandall ISD teachers are new to teaching.

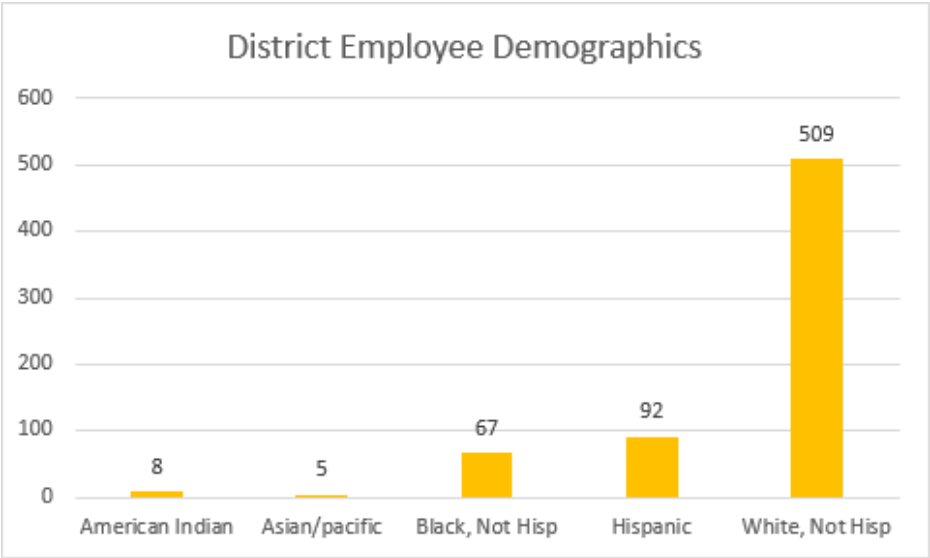
Our goal is to improve our retention with our staff this year.



Out of the 75 new teachers, they have the following qualifications for their positions:

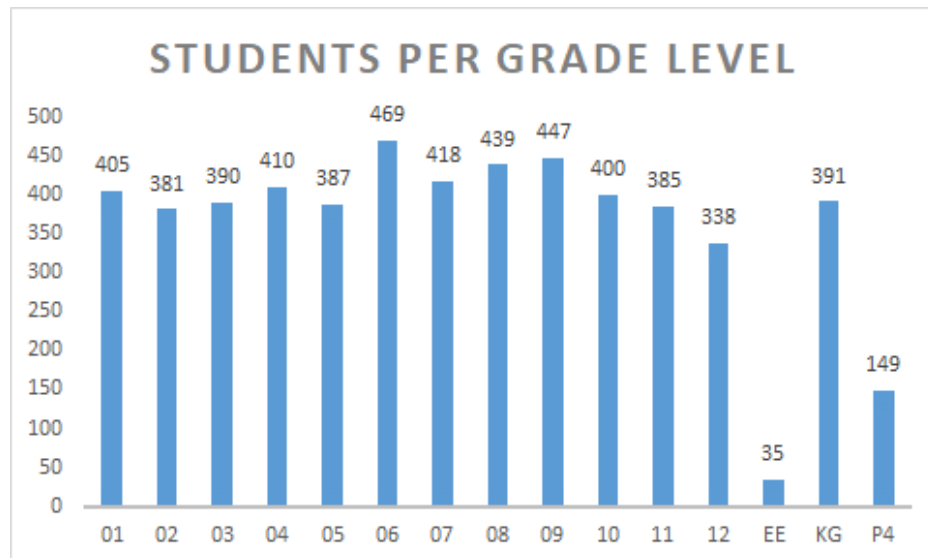
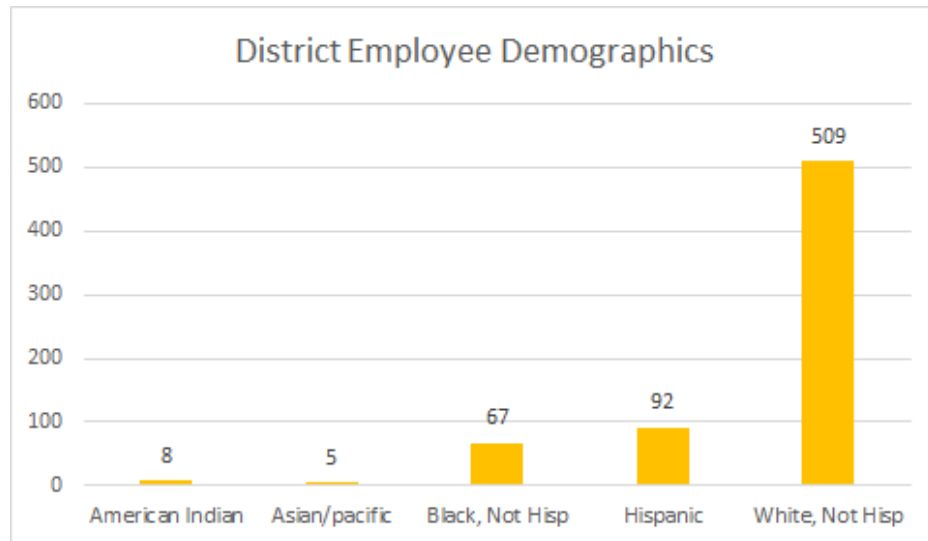


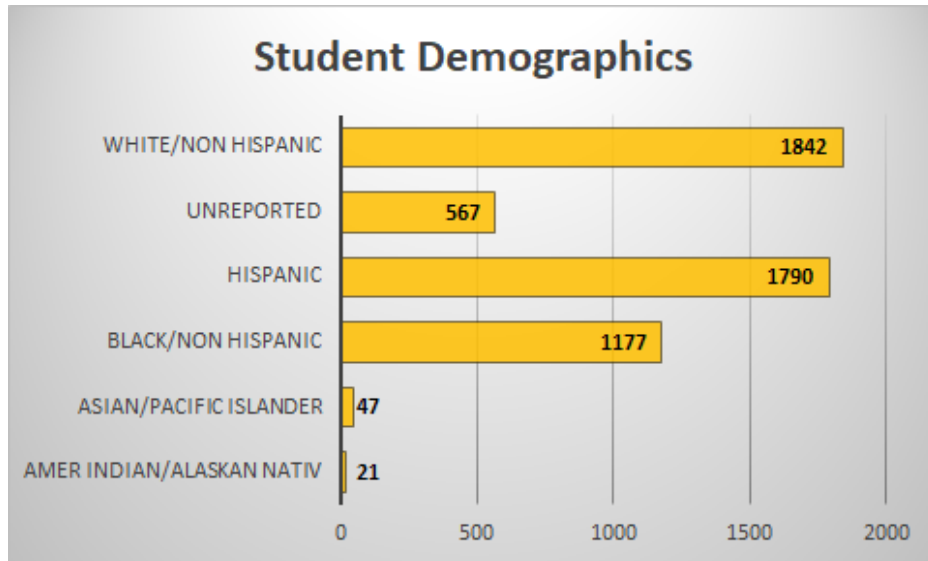
Our district has a total of 517 employees with the following demographic breakdown.



2021- 2022

Our employee demographics regarding ethnicity are shown as the following:





History of Community:

According to the deed of records which was filed on February 28, 1901, "Twenty resident citizens of the village of Crandall requested an election for the purpose of incorporating for free school purpose as provided by law." The election was held on March 9, 1901. The citizens also voted at the same time to "levy a tax of 0.25 cents on \$100 to raise money so the district might float bonds to build a good school building." The building was completed in 1903 at a cost of \$9,000. The school had five teachers with an enrollment of about "225 scholars." CISD is proud to celebrate over "100 years of excellence."

Currently, Crandall ISD is composed of Combine, Crandall, and Heartland cities. We are considered a fast-growing district in the state of Texas. The district is comprised of large subdivisions, rural communities, and ranchland. Crandall ISD is largely supported by property taxes with limited commercial property. The following campuses are open in Crandall ISD:

- W.A. Martin Elementary (PreK-6)
- Barbara Walker Elementary (PreK-6)
- Nola Kathryn Wilson Elementary (PreK-6)
- Hollis T. Dietz Elementary (PreK-6)
- Noble-Reed Elementary (PreK-6)
- Crandall Middle School (7-8)
- Crandall High School (9-12)
- Crandall Compass Academy

Demographics Strengths

Fast Growth District

Crandall ISD is one of 85 districts across the state identified as a fast-growth school district. The Fast Growth School Coalition works on behalf of these school districts to educate

others about the impacts that rapidly growing communities have on school districts and to find legislative solutions to help these districts cope with the financial and structural demands of these expanding populations.

To be identified as a fast-growth school district the following criteria must be met:

1. Enrollment of at least 2,500 students during the previous school year; and
2. Enrollment growth over the last five years of at least 10%, or
3. A net increase of 3,500 or more students.

New Facilities

Crandall Middle School, located on a 27-acre site in the Heartland Development, is a unique facility for Crandall ISD. Flexibility and adaptability were major design themes from the early phases of conception and design. The school is focused on Fine Arts and features a double-sided stage flanked by the cafeteria and gymnasium. The gymnasium was designed as the primary auditorium space and will seat 1,900 occupants. Flexible labs are centered in the academic wing, able to transform into a science lab, computer lab or maker space, depending on the need. The library shelving will be distributed throughout the academic wing, with the circulation desk guarding entry at the 2-story Student Commons. The 193,000 square foot school will house 1,171 students, and will break ground in Spring of 2021, and will open its doors for students in Fall of 2022. Contractor: Gallagher Construction Services

In addition, Crandall ISD has secured 8 additional sites for future schools.

Crandall as a Community

Based on 2019 data, the average household income for Crandall is \$98,492 with a poverty rate of 6.25%. The median house property value is \$211, 865. The median gross rent for Crandall was \$1,210 in 2019 with only 19% of homes being rental properties. Crandall has a limited number of multi-unit dwellings as well. The median age for Crandall is 33.5 years, 32.8 years for males, and 33.9 years for females.

Crandall Demographics

- White: 96.03%
- Two or more races: 1.59%
- Black or African American: 1.23%
- Asian: 0.41%
- Other race: 0.38%
- Native American: 0.36%
- Native Hawaiian or Pacific Islander: 0.00%

In Crandall ISD, 192 staff members attended an Elementary School as a student in Crandall ISD; while, 185 staff members graduated from Crandall High School from 1981 to 2019. We hope to continue to attract Crandall ISD graduates. We offer potential letters of employment for all Ready, Set, Teach students who meet the criteria. It is our hope that they will return to Crandall ISD to teach.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Population of students identified Gifted and Talented does not reflect district demographics in economically disadvantaged, English language learners, and ethnicity. **Root Cause:** Lack of awareness of the benefits of advanced academics to prepare for college readiness.

Problem Statement 2 (Prioritized): Students with Special Education Services have proportionately received more OSS and DAEP Placements than other students. **Root Cause:** Lack of training in Behavioral Support Systems for teachers, students, and campus administration.


Problem Statement 3 (Prioritized): Seniors struggle with the Accuplacer to qualify for college admissions which impacts our CCMR Outcome Bonus Funding. **Root Cause:** Lack of academic readiness and awareness of the Accuplacer testing requirement to be college-ready.


Student Learning


Student Learning Summary


Crandall ISD holds high academic standards for all students to reach their fullest potential, and high expectations exist for every student in every content area across the district. As we enter the third consecutive year involving the COVID pandemic, we recognize that COVID has significantly impacted the learning environment for our students and teachers over the past two years. While many of our students historically perform on level (Approaches) on state assessments, we have seen decreases in student achievement, making it imperative that we accelerate student achievement to pre-pandemic performance levels.

STAAR Reading Performance (3-6)

| 3rd Grade Reading | | | | |
|-------------------|-------|-------|-----------------------------------------------------------------------------------|-------------|
| | 18-19 | 20-21 |  | State 20-21 |
| Approach | 82 | 74 | -8 | 68 |
| Meets | 48 | 39 | -9 | 38 |
| Masters | 29 | 18 | -11 | 19 |

| 4th Grade Reading | | | | |
|-------------------|-------|-------|-------------------------------------------------------------------------------------|-------------|
| | 18-19 | 20-21 |  | State 20-21 |
| Approach | 77 | 56 | -21 | 63 |
| Meets | 45 | 31 | -14 | 36 |
| Masters | 23 | 11 | -12 | 18 |

| 5th Grade Reading | | | | |
|-------------------|-------|-------|-------------------------------------------------------------------------------------|-------------|
| | 18-19 | 20-21 |  | State 20-21 |
| Approach | 84 | 71 | -13 | 72 |
| Meets | 51 | 46 | -5 | 51 |
| Masters | 29 | 30 | 1 | 30 |

| 6th Grade Reading | | | | |
|-------------------|-------|-------|--------------------------------------------------------------------------------------|-------------|
| | 18-19 | 20-21 |  | State 20-21 |
| Approach | 78 | 71 | -7 | 61 |
| Meets | 48 | 33 | -15 | 31 |
| Masters | 23 | 16 | -7 | 14 |

STAAR Reading Performance (7-8)

| 7th Grade Reading | | | | |
|-------------------|-------|-------|----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 76 | 67 | -9 | 68 |
| Meets | 46 | 39 | -7 | 44 |
| Masters | 25 | 22 | -3 | 25 |

| 8th Grade Reading | | | | |
|-------------------|-------|-------|-----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 87 | 76 | -11 | 72 |
| Meets | 53 | 44 | -9 | 45 |
| Masters | 26 | 18 | -8 | 21 |

STAAR Writing Performance (4 and 7)

| 4th Grade Writing | | | | |
|-------------------|-------|-------|-----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 61 | 52 | -9 | 65 |
| Meets | 33 | 23 | -10 | 33 |
| Masters | 8 | 4 | -4 | 10 |

| 7th Grade Writing | | | | |
|-------------------|-------|-------|----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 70 | 61 | -9 | 61 |
| Meets | 34 | 30 | -4 | 31 |
| Masters | 13 | 12 | -1 | 9 |

| English I | | | | |
|-----------|-------|-------|----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 77 | 69 | -8 | 66 |
| Meets | 57 | 53 | -4 | 50 |
| Masters | 10 | 7 | -3 | 12 |

| English II | | | | |
|------------|-------|-------|----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 73 | 75 | 2 | 70 |
| Meets | 51 | 77 | 26 | 57 |
| Masters | 8 | 17 | 9 | 11 |

Historically, 73-87% of Crandall ISD students read on grade level at the end of each year. With disruptions to learning over the past two years

due to the COVID pandemic, we have observed a decrease in our reading achievement data as measured on STAAR Reading by 9% at the Approaches level with 56-76% now reading on level. Additionally, we have experienced a 14% decrease in performance at the Meets level (now 45%) and a 5% decline at the Masters level (now 17%). Some achievement gaps have grown larger between student groups across the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. Our literacy goals for the 2021-2022 school year are focused on accelerating reading achievement to regain levels of achievement indicative of where we were pre-pandemic.

STAAR Math Performance (3-6)

| 3rd Grade Math | | | | |
|----------------|-------|-------|-----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 83 | 69 | -14 | 68 |
| Meets | 52 | 31 | -21 | 38 |
| Masters | 23 | 13 | -10 | 19 |

| 4th Grade Math | | | | |
|----------------|-------|-------|-----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 76 | 57 | -19 | 58 |
| Meets | 49 | 35 | -14 | 35 |
| Masters | 32 | 20 | -12 | 21 |

| 5th Grade Math | | | | |
|----------------|-------|-------|-----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 87 | 70 | -17 | 69 |
| Meets | 48 | 66 | 18 | 56 |
| Masters | 29 | 71 | 42 | 24 |

| 6th Grade Math | | | | |
|----------------|-------|-------|-----|-------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 88 | 74 | -14 | 66 |
| Meets | 54 | 38 | -16 | 45 |
| Masters | 24 | 17 | -7 | 15 |

STAAR Math Performance (7-9)


| 7th Grade Math | | | | |
|----------------|-------|-------|-----|----------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 71 | 52 | -19 | 54 |
| Meets | 35 | 28 | -7 | 25 |
| Masters | 10 | 13 | 3 | 11 |


| 8th Grade Math | | | | |
|----------------|-------|-------|----|----------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 73 | 65 | -8 | 60 |
| Meets | 22 | 35 | 13 | 35 |
| Masters | 3 | 4 | 1 | 10 |


| Algebra 1 | | | | |
|-----------|-------|-------|-----|----------------|
| | 18-19 | 20-21 | ▲ | State 20-21 |
| Approach | 94 | 81 | -13 | 72 |
| Meets | 76 | 41 | -35 | 41 |
| Masters | 46 | 21 | -25 | 23 |

In Mathematics, our district-wide performance declined by 15% at the Approaches level to 67%. Additionally, we have observed a 9% decrease at the Meets level to 39% and a 1% decline at the Masters level to 23%. Achievement gaps have also increased and gaps between student groups have grown larger. Ensuring rigorous instruction and equitable access to high levels of teaching and learning is more important than ever. A renewed focus on high-quality Tier One Instruction is essential to help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.

STAAR Science Performance



| 5th Grade Science | | | | |
|-------------------|-------|-------|-----------------------------------------------------------------------------------|----------------|
| | 18-19 | 20-21 |  | State 20-21 |
| Approach | 69 | 61 | -8 | 67 |
| Meets | 42 | 29 | -13 | 42 |
| Masters | 21 | 12 | -9 | 23 |

| 8th Grade Science | | | | |
|-------------------|-------|-------|-------------------------------------------------------------------------------------|----------------|
| | 18-19 | 20-21 |  | State 20-21 |
| Approach | 84 | 74 | -10 | 67 |
| Meets | 53 | 41 | -12 | 42 |
| Masters | 27 | 19 | -8 | 23 |

| Biology | | | | |
|----------|-------|-------|-----------------------------------------------------------------------------------|----------------|
| | 18-19 | 20-21 |  | State 20-21 |
| Approach | 91 | 80 | -11 | 81 |
| Meets | 60 | 49 | -11 | 54 |
| Masters | 24 | 16 | -8 | 22 |

In Science, our district-wide performance declined by 9% at the Approaches level to 72%. Additionally, we have observed a 12% decrease at the Meets level to 40% and an 8% decline at the Masters level to 16%. Achievement gaps have also increased and gaps between student groups have grown larger. Ensuring rigorous instruction and equitable access to high levels of teaching and learning is more important than ever. A renewed focus on high-quality Tier One Instruction is essential to help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.

STAAR History

| US History | | | | | 8th Grade Social Studies | | | | |
|------------|-------|-------|-------------------------------------------------------------------------------------|-------|--------------------------|-------|-------|---------------------------------------------------------------------------------------|-------|
| | 18-19 | 20-21 |  | State | | 18-19 | 20-21 |  | 20-21 |
| Approach | 94 | 89 | -5 | 88 | Approach | 54 | 58 | 4 | 56 |
| Meets | 71 | 68 | -3 | 69 | Meets | 21 | 23 | 2 | 27 |

| | | | | | | | | | |
|---------|----|----|----|----|---------|---|---|----|----|
| Masters | 41 | 35 | -6 | 43 | Masters | 9 | 8 | -1 | 13 |
|---------|----|----|----|----|---------|---|---|----|----|

In Social Studies, our district-wide performance remained at 74% at the Approaches level. Additionally, we maintained at 46% at the Meets level and a 3% decline at the Masters level to 22%. A continued focus on high-quality Tier One Instruction is essential to help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.

Advanced Academics: Advanced Placement (AP)

| SCHOOL SUMMARY | | | | | |
|---------------------------------------|-------|-------|-------|-------|-------|
| | 2017 | 2018 | 2019 | 2020 | 2021 |
| Total AP Students | 129 | 143 | 153 | 143 | 171 |
| Number of Exams | 203 | 240 | 250 | 233 | 307 |
| AP Students with Scores 3+ | 44 | 44 | 48 | 58 | 61 |
| % of Total AP Students with Scores 3+ | 34.11 | 30.77 | 31.37 | 40.56 | 35.67 |

In AP testing, our students who scored 3 or higher over the past five years have been an average of 35% with a 5% decline between 2020 to 2021. An increased focus on AP teacher training and rigorous classroom instruction is essential to help prepare each child to reach their full potential. Over the past five years, 42 additional students have participated in AP testing, 104 additional AP tests have been taken, and an additional 17 students have scored 3 or higher.

Student Learning Strengths

Social Studies success has been maintained and AP participating rates have increased.

Really Great Reading, a new phonics program, is now in practice in grades K-2. Teachers are experiencing success and are reporting growth and success in students' phonological understanding and application. Implementation of phonics in K-3 resource ELAR classes and in grade 3 will be implemented the second semester.

An increase in intentional professional learning that is designed to continue to build our staff's capacity to serve individual student learning needs. Ongoing evaluation of scope and sequence and learning resources used that support the learning outcomes of the curriculum.

Instructional strategists are modeling lessons for teachers, supporting PLCs, scheduling coaching sessions with teachers in their first two years of teaching, providing coaching sessions for ELA/Social Studies/Math/Science teachers, and are observing teachers in their classroom, providing feedback, and are engaging in meaningful discussion with teachers about their lessons.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students who are non-continuously enrolled for less than three years suffer significantly in all subject areas. **Root Cause:** High mobility of students creating gaps in their education

Problem Statement 2 (Prioritized): Low performance in Math across all grades, levels, and groups in the district. **Root Cause:** Students have significant gaps in the mathematics skills.

Problem Statement 3 (Prioritized): Students must show progress in all STAAR Performance areas (Reading, Mathematics, Writing, Science, and Social Studies) to increase the component score for the district. **Root Cause:** Teachers will need to shift from teaching the whole group to individualization to insure all students grow in all subjects by progressing from approaches, meets, to masters.

Problem Statement 4: Secondary teachers struggle with the facilitation of Sheltered Instruction for students English Learners. **Root Cause:** Lack of consistent training with current staff for 2021 -2022 school year.

Problem Statement 5: Dyslexia qualifications are disproportionately high. **Root Cause:** Increased number of student referrals for Dyslexia and inconsistent implementation of the Phonics and Word Study curriculum.

Problem Statement 6: The percentage of students referred for Special Education programs has increased significantly from 3.28% to 7.83%. **Root Cause:** Lack of awareness of the Rti and 504 processes with parents and faculty.

District Processes & Programs

District Processes & Programs Summary

The district is comprised of five elementaries separated by neighborhoods and programs offered.

District Processes & Programs Strengths

Crandall ISD has a unique home town appeal with a fast growing student population. The real estate is quickly developing homes in the school district which has led to a fast-growing district as compared to other districts in the state. The rural atmosphere provides the farm and ranch life appeal to newcomers to Crandall, Heartland, and Combine Texas. The city of Heartland and Crandall have extremely supportive city leaders which has greatly benefited the school district.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: One fourth of Crandall ISD teachers leave the profession, receive promotions, or relocate to other areas. **Root Cause:** Teachers need to feel connected and compassionate about Crandall ISD.

Problem Statement 2: Crandall ISD has a higher percentage of teachers under five years of experience. **Root Cause:** Research shows turnover for teachers will be the highest during these years.

Problem Statement 3: Crandall High School has a lower percentage of students taking the College Board Exams in Advanced Academics subject areas than the state average. **Root Cause:** Students struggle to pass the College Board Exams.

Problem Statement 4: Only 7% of the Seniors last year met the ACT criteria. **Root Cause:** Lack of Norm Referenced Testing preparation and communication about the benefits of ACT testing.

Problem Statement 5: Numerous certifications were achieved by students but they were not industry-based approved certifications. **Root Cause:** Lack of understanding from teachers that certifications must be on the industry-based approved list from TEA to qualify as CCMR eligible.

Perceptions

Perceptions Summary

Priorities for District and School Administrators:

Crandall ISD will provide each student an exceptional education, in an inspiring environment, with caring people. Our vision is to empower each student to positively impact the world.

We will focus on character, compassion, and community.

Compassion

- Emphasize health, safety, and SEL supports for students, families, and educators.
- Identify supports (in addition to academic) needed for our students and families.

Character

- Build the potential of each student with SEL lessons embedded in the day.
- Maintain a dress code that will prepare our students for their future.

Community

- Strengthen the human capital of our district.
- Involve our stakeholders in the process of bond proposals, district, and campus committees.

Perceptions Strengths

Due to strong military support in our community, Crandall ISD has a higher rate of Armed Forces recruitment than the state average.

Because of our drop-out prevention program at Crandall Compass Academy, Crandall ISD has a significantly low dropout rate as compared to the rest of the state.

Crandall ISD has a high attendance rate compared to the state. This can be attributed to strong systems and implementation regarding attendance incentives

and documentation and action on truancy. We must continue to keep this image of Crandall ISD as our student population grows.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Crandall ISD is a fast- growth district. **Root Cause:** Movement from cities into a small town atmosphere.

Priority Problem Statements

Problem Statement 5: Population of students identified Gifted and Talented does not reflect district demographics in economically disadvantaged, English language learners, and ethnicity.

Root Cause 5: Lack of awareness of the benefits of advanced academics to prepare for college readiness.

Problem Statement 5 Areas: Demographics

Problem Statement 1: Students who are non-continuously enrolled for less than three years suffer significantly in all subject areas.

Root Cause 1: High mobility of students creating gaps in their education

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Crandall ISD is a fast- growth district.

Root Cause 3: Movement from cities into a small town atmosphere.

Problem Statement 3 Areas: Perceptions

Problem Statement 6: Students with Special Education Services have proportionately received more OSS and DAEP Placements than other students.

Root Cause 6: Lack of training in Behavioral Support Systems for teachers, students, and campus administration.

Problem Statement 6 Areas: Demographics

Problem Statement 2: Low performance in Math across all grades, levels, and groups in the district.

Root Cause 2: Students have significant gaps in the mathematics skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Seniors struggle with the Accuplacer to qualify for college admissions which impacts our CCMR Outcome Bonus Funding.

Root Cause 4: Lack of academic readiness and awareness of the Accuplacer testing requirement to be college-ready.

Problem Statement 4 Areas: Demographics

Problem Statement 7: Students must show progress in all STAAR Performance areas (Reading, Mathematics, Writing, Science, and Social Studies) to increase the component score for the district.

Root Cause 7: Teachers will need to shift from teaching the whole group to individualization to insure all students grow in all subjects by progressing from approaches, meets, to masters.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data













Goals






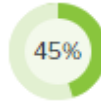
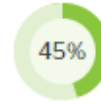









Goal 1: Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.


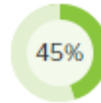






Performance Objective 1: The district will align curriculum standards to meet the expected measures of accountability.

Evaluation Data Sources: Review of scope and sequence, testing measures, feedback from teachers, feedback from principals, and data collected during coaching sessions with teachers.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Standardize district scope and sequence, year at a glance (YAG), and instructional focus documents (IFD). Strategy's Expected Result/Impact: A rigorous curriculum and an established framework is essential in order for teachers to design, deliver, monitor, and increase student performance. Staff Responsible for Monitoring: Campus Administration, Instructional Strategist, campus lead teachers, and Chief Academic Officer | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Evaluate current instructional resources to determine consistent implementation, staff training needs, and effectiveness of each resource. Strategy's Expected Result/Impact: Increased proficiency with teachers to effectively use instructional resources to deepen content knowledge of students in core content area. Staff Responsible for Monitoring: Campus Administration, Instructional Strategist, campus lead teachers, and Chief Academic Officer | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: We will effectively deliver a rigorous and relevant curriculum through intentional lesson planning, use of effective instructional strategies, and differentiation in the classroom that will engage all learners in a meaningful learning experiences. Strategy's Expected Result/Impact: Improved instruction that will lead to increased student achievement. Staff Responsible for Monitoring: Campus administrators, instructional strategist, and Chief Academic Officer. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |

| Strategy 4 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Support second, third, and new K-1 grade teachers in the training of the Texas Education Agency Literacy Academies in order for teachers to understand how to apply their learning to our current district beliefs and practices. Strategy's Expected Result/Impact: Enhance teachers knowledge and skills. Staff Responsible for Monitoring: Reading Academy Cohort leader, Instructional Strategist, campus administrators, and Chief Academic Officer | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Implementation of support and training to special education staff in the resources and strategies used in the general education classroom, thereby providing special education students access to the grade level TEKS and ensuring all appropriate supports are in place Strategy's Expected Result/Impact: Increase student achievement and close gaps. Staff Responsible for Monitoring: Director of Special Education, Coordinator of Special Education, Curriculum Strategist, and Chief Academic Officer. Results Driven Accountability | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: Strategic implementation of Summit K-12 and goal setting for targeted students. Strategy's Expected Result/Impact: District TELPAS progress rate will improve by 5% English Language Learners Staff Responsible for Monitoring: Director of Bilingual & ESL, Campus ESL teachers, Campus Administrators, and Chief Academic Officer | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: Develop in-depth professional learning opportunities based on student needs, data collected during classroom visits, teacher feedback, principal feedback , and student data. Strategy's Expected Result/Impact: Increase effective instructional planning and use of instructional strategies in the classroom will lead to increased student achievement for all students. Staff Responsible for Monitoring: Curriculum Strategist, Director of Special Education, Coordinator of Special Education, Director of Gifted & Talented, Director of Bilingual & ESL, Director of College & Career Readiness, and Chief Academic Officer. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: CISD GT coordinator and campus GT liaisons engage in monthly check-ins to assess their current needs. Many campuses are also utilizing intervention blocks as a tool for their GT programs. Strategy's Expected Result/Impact: Campus administrators will have a direct response to the needs of gifted or advanced learners on their campuses. Staff Responsible for Monitoring: District GT Coordinator, Campus Administrators, GT Teachers, and Chief Academic Officer. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div><div><div> 0%</div><div>No Progress</div></div><div><div> 100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div> | | | | |

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.








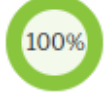




Performance Objective 2: Use of MAP data for monitoring student progress and adjusting instruction to meet individual student learning needs in reading, math and science.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Examine individual student BOY, MOY, and EOY data.

Summative Evaluation: Significant progress made toward meeting Objective









| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Assign intervention for students who did not successfully pass 4-8 reading and/or math STAAR and 9-12 English 1, English 2, Biology, Algebra 1, and/or US History EOC. Strategy's Expected Result/Impact: Close academic gaps Staff Responsible for Monitoring: Campus Administration Staff, Campus Testing Coordinators, and Teachers. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide professional development to all teachers on MAP and utilization of MAP data. Strategy's Expected Result/Impact: Result: Increased teacher capacity Impact: Targeted student intervention and increased student growth expectation. Staff Responsible for Monitoring: Campus testing coordinators, campus administrators, teachers, instructional strategist, and Chief Academic Officer | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  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 3: All students will graduate from high school with college, career, and military readiness (CCMR) skills.

Evaluation Data Sources: Four-year cohort graduation rates
 Five-year cohort graduation rates
 Dual Credit Enrollment
 AP, SAT, TSI, and ACT scores
 Military Acceptance
 CTE certifications
 College preparatory classes
 College Application Enrollment

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Personal Graduation Plans will be conducted with each student to ensure the successful completion of a CCMR measure. Strategy's Expected Result/Impact: 90% of Crandall High School Students will meet the CCMR measure. Staff Responsible for Monitoring: Director of College and Career Readiness, High School Testing Coordinator, Counselors, Teachers, and Campus Administrators, Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: Preparation Courses, Training, and Supplemental Resources - 199-PIC 22 State Career & Technical Ed (CTE) | Formative | | | Summative |
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






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: The district will improve the reading comprehension, fluency, and vocabulary acquisition of all students in Crandall ISD.

Targeted or ESF High Priority

Evaluation Data Sources: Increased ELA Scores and Reading Lexile levels

Summative Evaluation: Significant progress made toward meeting Objective


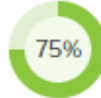






| Strategy 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Implement Year 2 of Reading Academy Training to develop stronger teachers in the elementary levels. Strategy's Expected Result/Impact: Improved capacity of teachers in the Elementary Schools. Staff Responsible for Monitoring: Campus Administrators, Coordinator of Reading Academy. Elementary ELAR/Social Studies Instructional Strategist, and Chief Academic Officer. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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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: The district will implement policies and procedures for technology usage throughout the district.

Evaluation Data Sources: System outlining the inventory, checkout, repair, and distribution of devices.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: The district will conduct program evaluations before purchasing any software or contracts related to technology and instruction. Strategy's Expected Result/Impact: Streamline products throughout the district. Staff Responsible for Monitoring: Director of Innovation and Technology, Director of Purchasing, Chief Academic Officer, and Chief of Staff, | Formative | | | Summative |
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Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.









Performance Objective 1: The Human Resource Department will assist campuses in selecting and retaining teachers in the district.

HB3 Goal

Evaluation Data Sources: Human Resource Reports on new employees
Submitting emergency certifications and DOI qualifications
Working with Alternative Education Programs
Attending job fairs
Setting up job fairs in the district

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze feedback on exit surveys with supervisors to adjust practices to retain staff members. Strategy's Expected Result/Impact: Supervisors are more knowledgeable of reasons employees consider leaving the district or campus. Staff Responsible for Monitoring: Campus Administration and Human Resources. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide an Aspiring Leadership Academy for the district to build the capacity of teacher leaders in the district. Strategy's Expected Result/Impact: Strategic professional learning materials will provide engaging, research-based leadership training to improve teacher leadership potential across the district. Staff Responsible for Monitoring: Chief of Staff, Principals, and the Director of Innovation and Technology | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Principals and Human Resource Department host and attend job fairs to attract employees to Crandall ISD. Strategy's Expected Result/Impact: Increased awareness of Crandall ISD. Staff Responsible for Monitoring: Principals and Chief of Staff | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Recruit Crandall ISD Alumni from staff referrals for current openings to promote retention within the district. Strategy's Expected Result/Impact: Increase in Crandall Alumni joining Crandall ISD. Staff Responsible for Monitoring: Chief of Staff | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  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 2: The district will provide new teacher training to increase their ability to be successful on campus.

HB3 Goal

Evaluation Data Sources: Meeting the requirements from Region 10 Mentor Training.
The retention rate of new teachers
Survey of new teachers

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: New teachers will meet to discuss behavior strategies and classroom management tools. Strategy's Expected Result/Impact: Decrease in new teacher flight from the teaching profession. New teacher surveys indicating the desire to stay in the district and teaching profession. Staff Responsible for Monitoring: Human Resources, The Triple A Team, and Principals. Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 | Formative | | | Summative |
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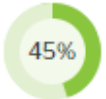







Goal 2: Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

Performance Objective 3: Administrators on each campus will meet to discuss coaching methods to improve instruction campuswide by supporting and meeting the needs of teachers.

HB3 Goal

Evaluation Data Sources: Results Coaching Training will support principals in working with teachers.
Administration meetings to analyze teacher needs in the classroom.
Classroom Walkthroughs and Observations through TTESS.

Summative Evaluation: Met Objective









| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Improve the quality of classroom feedback and coaching methods when working with teachers on campus. Strategy's Expected Result/Impact: Increase in retention of teachers Coaching sessions produce connected and committed relationships between administrators and teachers. Monitor effectiveness of coaching sessions with administrators through monthly meetings. Staff Responsible for Monitoring: Campus Administrators and Chief of Staff | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Conduct stay interviews with teachers to promote retention and longevity of staff members in Crandall ISD. Strategy's Expected Result/Impact: Increase in retention rates for teachers. Increase in teacher referrals for Crandall ISD. Staff Responsible for Monitoring: Chief of Staff, Chief Academic Officer, and Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  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: Professional development will be provided to recognize signs of mental health issues in students.

Evaluation Data Sources: Reports for Safe Schools Training
Signs of Suicide Training
Counselors Referrals for TCHAT through Texas Children's Hospital
Referrals from teachers

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Faculty and Staff will recognize when students are facing moments of crisis, trauma induced needs, and/or mental health struggles. Strategy's Expected Result/Impact: Increased awareness of the effects of mental health illness Teachers will refer students for assistance when recognizing signs of stress or emotional distress. Increased understanding of students' social-emotional well-being through professional development and resources. Staff Responsible for Monitoring: All faculty and staff Counselors Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Advertise and share mental health support resources with staff and parents for students struggling with mental health issues. Strategy's Expected Result/Impact: Decrease in student outcries, depression like-symptoms, and mental health concerns. Increased awareness of district resources. Parents will utilize the parent education nights and district website as a resource and link to community supports. Staff Responsible for Monitoring: Social-Emotional Learning Coordinator Counselors Administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: The BARK monitoring system will notify administrators and parents when students are making poor choices on the internet. Strategy's Expected Result/Impact: A decrease in BARK alerts per campus Increase in parental awareness in student internet activities Staff Responsible for Monitoring: Campus Administrators, Parents | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Goal 3: Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 2: Crisis management and emergency training shall be provided to prepare faculty and staff if school threat situations arise on campus.











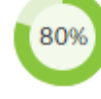
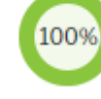




Evaluation Data Sources: Teacher awareness

Teacher reports increase

Counselor reports

Safety/Drill Reports

Summative Evaluation: Exceeded Objective













| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Emergency, crisis, and safety training will be conducted throughout the year. Strategy's Expected Result/Impact: Increased awareness of safety hazards in the workplace Increased awareness of IDs on students and staff members Increased safety awareness of entry and exit points. Ability to conduct safety drills efficiently. Threat assessment training increases awareness of surroundings and situations to improve safety. Staff Responsible for Monitoring: Coordinator of Safety and Security, Administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Cybersecurity training will be conducted throughout the district to prevent phishing and hacking attacks on the district network. Strategy's Expected Result/Impact: Increased awareness of Viral hacking attempts and hacking on users. Staff Responsible for Monitoring: All faculty and staff, Director of Innovation and Technology | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Crisis Drills will be conducted that include Fire Drills, Shelter in Place, Lock outs, Lock downs, Building Evacuation, and Tornado Drills, Strategy's Expected Result/Impact: Improved times and execution of drills Efficient Safety Audit Reports Help staff and students respond in an organized and systematic manner during emergency crisis situations. Staff Responsible for Monitoring: Campus Administration, Faculty and Staff, and Coordinator of Safety and Security. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  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 3: The district shall establish local emergency agreements with local organizations to improve communication and coordination in case of an emergency.

Evaluation Data Sources: Local Agreement Contracts

Summative Evaluation: Met Objective

















| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Four times a year, a safety and security community team will meet to collaborate on the emergency issues. Strategy's Expected Result/Impact: Community awareness of emergency protocols. Staff Responsible for Monitoring: Coordinator of Safety & Security | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Evaluate local agreements with Kaufman County Emergency Management Department, Kaufman County Sheriff, and Crandall Police Department. Strategy's Expected Result/Impact: Increased Communication between parties Staff Responsible for Monitoring: Coordinator of Safety & Security | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  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 4: The district will post information, provide current safety training, supply emergency kits, and maintain an emergency binder.

Evaluation Data Sources: Monthly Reports

Summative Evaluation: Exceeded Objective

















| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: District Safety Coordinator will train staff members staff development. Strategy's Expected Result/Impact: Clear and precise expectations for safety protocols. Staff Responsible for Monitoring: Coordinator of Safety & Security | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Safety initiative awareness campaign for faculty, students, and parents. Strategy's Expected Result/Impact: Increased awareness of parental expectations in the event of an emergency or safety drill event. Staff Responsible for Monitoring: Coordinator of Safety & Security | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Bus Driver Training for Safety and Security measures Strategy's Expected Result/Impact: A decrease in accidents. Staff Responsible for Monitoring: Chief Officer of Communications and Safety Operations and Director of Transportation. | Formative | | | Summative |
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|  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 5: Monthly safety facility audits will be conducted to protect and secure the learning environments throughout the district.

Evaluation Data Sources: Monthly Required Reports

Summative Evaluation: Met Objective







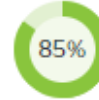





| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Coordinator of Safety & Security will provide training to staff. Strategy's Expected Result/Impact: Decreased safety issues on campus Staff Responsible for Monitoring: Coordinator of Safety & Security | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: 2). Coordinator of Safety & Security performs weekly safety audits on campuses. Strategy's Expected Result/Impact: Increased compliance of safety regulations. Staff Responsible for Monitoring: Coordinator of Safety & Security | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide student identification cards for all students in district. Strategy's Expected Result/Impact: Awareness of strangers on campus. Staff Responsible for Monitoring: Director of Transportation and Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  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: Public relations will be an integral part of each campus while promoting the positive aspects of campus life.

Evaluation Data Sources: Positive social media feeds
Forney Messenger Articles
Attendance at events to promote activities on campuses

Summative Evaluation: Met Objective













| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Increasing public relations on each campus to promote CISD by creating social media calendars and utilizing planning social media planning software. Strategy's Expected Result/Impact: Positive promotion of district becomes routine. Staff Responsible for Monitoring: Chief of Communications & Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Establish training for a campus webmaster program. Strategy's Expected Result/Impact: Improved communication on campus websites Staff Responsible for Monitoring: Chief of Communications & Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  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 2: The district will provide opportunities for the community, parents, students and staff to have their voice heard and participate in activities focusing on increasing culture.

Evaluation Data Sources: Culture Committee events and participation rates

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Community, parent, teacher, and student online communication platform to open up the lines of communication. Strategy's Expected Result/Impact: Increase in number of resolved issues in the district and on campus. Staff Responsible for Monitoring: Chief of Communications & Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implementation of Culture Committee to provide opportunities for the community, staff, and students to participate in positive events and giving back. Strategy's Expected Result/Impact: Increased of positive culture and climate Staff Responsible for Monitoring: Chief of Communications & Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Goal 4: Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.













Performance Objective 3: The district will promote upcoming events to support all campuses in advertising their activities.

Evaluation Data Sources: Social media reports and engagement tracking

Pictures posted

Advertisements posted

Summative Evaluation: Met Objective













| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Training on social media techniques and district branding guidelines will be given to appropriate staff members in the district. Strategy's Expected Result/Impact: Awareness off district expectations and guidelines Staff Responsible for Monitoring: Chief of Communications & Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Internal communication increased through Pirate Nation Communication sent to district and campus leadership. Strategy's Expected Result/Impact: Increased awareness with action items and activities on campuses. Staff Responsible for Monitoring: Chief of Communications and Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  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 4: The district will increase the opportunities for parent and community engagement in the educational process.

Evaluation Data Sources: Let's Connect application will allow immediate feedback from the community.
More parents and community members are involved in meetings, events, and activities.
Surveys from parents and community members

Summative Evaluation: Significant progress made toward meeting Objective













| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Campus and district committees will allow parent, student, and community participation in the educational process. Strategy's Expected Result/Impact: Increased parent, student, and community involvement and engagement. Staff Responsible for Monitoring: District and campus leadership Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement leadership program to educate community members of the operations and educational structure of the district. Strategy's Expected Result/Impact: Four to six leadership meetings. Staff Responsible for Monitoring: Assistant Superintendent of Policy of Strategic Initiatives | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 1: The Business Office will ensure that district complies with all local, state and federal purchasing guidelines and allocates district resources in a fiscally responsible and efficient manner.

Evaluation Data Sources: Annual audits

Summative Evaluation: Met Objective













| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Staff will be properly trained as needed to develop competence with purchasing procedures. Strategy's Expected Result/Impact: Decrease number of errors on procedures for purchasing. Staff Responsible for Monitoring: Business Office staff, CFO | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: District will properly procure all goods and services Strategy's Expected Result/Impact: Improvement financial accountability standards on their campuses and district. Staff Responsible for Monitoring: CFO, Accounts Payable, Purchasing staff | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 2: The Business Office will strive to demonstrate effective fiscal management through the achievement of an "A" FIRST Rating from the state.

Evaluation Data Sources: Annual FIRST Rating

Summative Evaluation: Met Objective


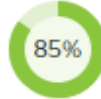



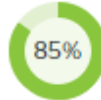






| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Work with internal stakeholders and School Board to create an accurate and fiscally responsible budget. Strategy's Expected Result/Impact: Strength in accounting procedures. Staff Responsible for Monitoring: Administration Staff, CFO | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ensure staff meet all required deadlines and follow all established Business Office policies and procedures. Strategy's Expected Result/Impact: Strength in accounting procedures. Staff Responsible for Monitoring: Business Office, CFO | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 3: The district will effectively plan for short and long term facility needs to successfully handle projected growth.

Evaluation Data Sources: Facility reviews, building capacities

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Work with demographer to accurately project student growth. Strategy's Expected Result/Impact: Routine evaluations of facility usage in the district and for in the future. Staff Responsible for Monitoring: Administration, CFO | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Work with Architect and Construction Manager-Agent to build excellent facilities designed to handle district needs. Strategy's Expected Result/Impact: District needs met with growth and moving forward in mind Staff Responsible for Monitoring: Administration, CFO | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Needs Assessment documentation will be located in the Needs Assessment Section of the District Improvement Plan. Each campus will use data to develop a comprehensive plan to improve teaching and learning in the school setting, particularly for those students farthest away from demonstrating proficiency on the State's academic content and achievement standards. The District Improvement Plan and Campus Improvement Plans serve as the blueprint for how the campus and district will address the needs identified during the Comprehensive Needs Assessment(CNA). An effective DIP and CIP will bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Planning Committee will meet four times a year with the following stakeholders:

Parents of enrolled students

Teachers

Principals

Community Members

Business and Industry Representatives

Pupil Services Personnel

Teacher of Students with Special Needs

2.2: Regular monitoring and revision

Four times a year the District Improvement Plan is reviewed by a district committee of stakeholders to adjust and reflect on current practices as stated in the DIP. the Campus Improvement Plan (CIP) committees and District Improvement Plan Committees meet four times a year as well to document the use of Title One, Part A, funds and other resources to implement in the DIP and CIP.

2.3: Available to parents and community in an understandable format and language

This document is published in Spanish and English on our district website. Our meetings will be held with a translator.

2.4: Opportunities for all children to meet State standards

All DIP and CIP plans will list schoolwide reform strategies, comprehensive needs assessment summaries, effective and timely assistance for students, coordination and integration of federal, state, and local services, transition plans from Early Childhood programs to Elementary programs, decisions for academic assessments, high-quality and ongoing professional development, strategies to attract Highly Qualified Teachers, and strategies to increase parental involvement.

2.5: Increased learning time and well-rounded education

All students will be exposed to CTE, Fine Arts, Athletics, and Academic selections for campus involvement. Campus tutorials are provided for students in need with built in additional time in the school day, after school tutorials, and Saturday School sessions. We will provide high quality instruction to all students with additional services for students at risk.

2.6: Address needs of all students, particularly at-risk

The District and Campus Improvement Plans list the effective and timely assistance for students to be successful. This would include coordination and integration of federal, state, and local services and programs such as built in school day tutorials, after school extended programs, transportation services, nutritional services, and Saturday school sessions for all students, particularly at-risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Due to the pandemic, our parent and family engagement is limited to virtual formats.

3.2: Offer flexible number of parent involvement meetings

Each campus offers virtual parent meetings at different times during the year. The district will provide virtual and face to face meetings for the District Improvement Plan Committee Meetings.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------------------------------|-------------------------------|------------|
| Ashley Carey | Reading Lab Aide at Noble Reed | Leveled Literacy Intervention | 1 |
| Casey Koller | Reading Lab Aide at Wilson | Leveled Literacy Intervention | 1 |
| Gena Thomas | Reading Lab Aide at Martin | Leveled Literacy Intervention | 1 |
| Kristi Matlock | District Elementary Literacy Specialist | Reading Academy | 1 |
| Nancy Williams | Reading Lab Aide at Dietz | Leveled Literacy Intervention | 1 |
| Tannya Penalosa | Reading Lab Aide at Walker | Leveled Literacy Intervention | 1 |

District Funding Summary

| 199-PIC 22 State Career & Technical Ed (CTE) | | | | | |
|----------------------------------------------|-----------|----------|-----------------------------------------------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Preparation Courses, Training, and Supplemental Resources | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

Addendums

**Texas Education Agency
2021 Accountability Ratings Overall Summary
CRANDALL ISD (129901)**

Not Rated: Declared State of Disaster

Accountability Data Summary

| | |
|------------------------------------------------|------|
| Student Achievement Raw Component Score | |
| STAAR Performance | 42 |
| College, Career and Military Readiness | 59 |
| Graduation Rate | 100 |
| School Progress Raw Component Score | |
| Academic Growth | N/A |
| Relative Performance (Eco Dis: 55.1%) | 51 |
| Closing the Gaps % of Indicators Met | |
| Academic Achievement Status | 32% |
| Growth Status | N/A |
| Graduation Status | 83% |
| English Language Proficiency Status | 100% |
| Student Success Status | 9% |
| School Quality Status | 100% |
| % Participation (All Tests) | |
| 2018-19 | 100% |
| 2020-21 | 97% |

Distinction Designations

Distinction designations were not awarded in 2021.

**Texas Education Agency
2021 STAAR Performance
CRANDALL ISD (129901)**

Calculation Report

| STAAR Performance | Reading | Mathematics | Writing | Science | Social Studies | Totals | Percentages |
|-------------------------|---------|-------------|---------|---------|-------------------|--------|-------------|
| Total Tests | 2,871 | 2,409 | 685 | 1,119 | 670 | 7,754 | |
| Approaches GL or Above | 2,065 | 1,655 | 400 | 819 | 504 | 5,443 | 70% |
| Meets GL or Above | 1,295 | 900 | 193 | 472 | 302 | 3,162 | 41% |
| Masters GL | 493 | 400 | 62 | 182 | 142 | 1,279 | 16% |
| Total Percentage Points | | | | | | | 127% |
| Component Score | | | | | | | 42 |

**Texas Education Agency
2021 STAAR Performance
CRANDALL ISD (129901)**

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 | 70% | 61% | 64% | 80% | 67% | 96% | - | 73% | 62% | 51% | 58% | 39% | 71% | 74% | 65% |
| At Meets GL Standard or Above | 41% | 32% | 35% | 51% | 46% | 83% | - | 39% | 32% | 19% | 26% | 19% | 41% | 45% | 34% |
| At Masters GL Standard | 16% | 12% | 12% | 23% | 21% | 54% | - | 18% | 11% | 6% | 9% | 8% | 24% | 19% | 13% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 5,443 | 908 | 1,865 | 2,404 | 16 | 23 | - | 227 | 2,665 | 627 | 862 | 385 | 106 | 3,475 | 1,968 |
| At Meets GL Standard or Above | 3,162 | 466 | 999 | 1,546 | 11 | 20 | - | 120 | 1,347 | 235 | 391 | 186 | 61 | 2,116 | 1,046 |
| At Masters GL Standard | 1,279 | 174 | 336 | 694 | 5 | 13 | - | 57 | 468 | 72 | 130 | 77 | 36 | 872 | 407 |
| Total Tests | 7,754 | 1,478 | 2,894 | 3,023 | 24 | 24 | - | 311 | 4,265 | 1,220 | 1,477 | 983 | 149 | 4,707 | 3,047 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2018-19 | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 99% | 100% | 100% | 100% |
| % participation 2020-21 | 97% | 95% | 98% | 96% | 100% | 92% | - | 91% | 97% | 99% | 99% | 96% | 100% | 97% | 96% |
| ELA/Reading | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 72% | 64% | 66% | 80% | 75% | 100% | - | 79% | 65% | 54% | 61% | 39% | 74% | 75% | 67% |
| At Meets GL Standard or Above | 45% | 36% | 38% | 56% | 63% | 89% | - | 45% | 37% | 19% | 27% | 19% | 36% | 49% | 38% |
| At Masters GL Standard | 17% | 13% | 12% | 24% | 38% | 56% | - | 17% | 12% | 7% | 10% | 8% | 23% | 19% | 15% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 2,065 | 348 | 717 | 895 | 6 | 9 | - | 90 | 1,026 | 247 | 334 | 139 | 39 | 1,319 | 746 |
| At Meets GL Standard or Above | 1,295 | 194 | 411 | 626 | 5 | 8 | - | 51 | 580 | 86 | 149 | 69 | 19 | 866 | 429 |
| At Masters GL Standard | 493 | 71 | 130 | 265 | 3 | 5 | - | 19 | 190 | 31 | 54 | 29 | 12 | 330 | 163 |
| Total Tests | 2,871 | 546 | 1,082 | 1,112 | 8 | 9 | - | 114 | 1,589 | 456 | 546 | 358 | 53 | 1,753 | 1,118 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2018-19 | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % participation 2020-21 | 97% | 95% | 99% | 97% | 100% | 90% | - | 91% | 97% | 100% | 100% | 96% | 100% | 98% | 96% |
| Mathematics | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 69% | 59% | 64% | 78% | 50% | 88% | - | 71% | 62% | 56% | 61% | 41% | 75% | 72% | 64% |
| At Meets GL Standard or Above | 37% | 28% | 32% | 47% | 38% | 63% | - | 39% | 28% | 22% | 27% | 20% | 40% | 41% | 32% |
| At Masters GL Standard | 17% | 11% | 12% | 23% | 25% | 50% | - | 20% | 11% | 8% | 10% | 8% | 29% | 18% | 14% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 1,655 | 267 | 583 | 727 | 4 | 7 | - | 67 | 828 | 226 | 290 | 132 | 39 | 1,044 | 611 |
| At Meets GL Standard or Above | 900 | 127 | 291 | 437 | 3 | 5 | - | 37 | 371 | 90 | 130 | 63 | 21 | 591 | 309 |
| At Masters GL Standard | 400 | 48 | 109 | 218 | 2 | 4 | - | 19 | 147 | 31 | 48 | 26 | 15 | 264 | 136 |

**Texas Education Agency
2021 STAAR Performance
CRANDALL ISD (129901)**

| | 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 | 2,409 | 455 | 910 | 934 | 8 | 8 | - | 94 | 1,343 | 404 | 477 | 322 | 52 | 1,449 | 960 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2018-19 | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % participation 2020-21 | 95% | 94% | 97% | 95% | 100% | 89% | - | 88% | 96% | 98% | 98% | 95% | 100% | 96% | 94% |
| Writing | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 58% | 52% | 51% | 69% | * | * | - | 63% | 47% | 30% | 42% | 18% | 62% | 60% | 57% |
| At Meets GL Standard or Above | 28% | 20% | 23% | 37% | * | * | - | 26% | 19% | 9% | 18% | 6% | 54% | 31% | 24% |
| At Masters GL Standard | 9% | 7% | 5% | 14% | * | * | - | 11% | 4% | 2% | 4% | 2% | 15% | 11% | 6% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 400 | 68 | 133 | 179 | * | * | - | 17 | 190 | 33 | 57 | 17 | 8 | 233 | 167 |
| At Meets GL Standard or Above | 193 | 27 | 61 | 96 | * | * | - | 7 | 75 | 10 | 24 | 6 | 7 | 121 | 72 |
| At Masters GL Standard | 62 | 9 | 14 | 35 | * | * | - | 3 | 18 | 2 | 6 | 2 | 2 | 44 | 18 |
| Total Tests | 685 | 132 | 262 | 259 | * | * | - | 27 | 401 | 110 | 136 | 95 | 13 | 391 | 294 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2018-19 | 100% | 100% | 100% | 100% | * | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % participation 2020-21 | 98% | 97% | 99% | 97% | * | * | - | 100% | 98% | 100% | 99% | 99% | 100% | 98% | 99% |
| Science | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 73% | 64% | 66% | 84% | * | * | - | 73% | 66% | 49% | 56% | 44% | 65% | 78% | 66% |
| At Meets GL Standard or Above | 42% | 35% | 35% | 53% | * | * | - | 31% | 33% | 17% | 27% | 19% | 45% | 47% | 35% |
| At Masters GL Standard | 16% | 12% | 11% | 22% | * | * | - | 20% | 11% | 3% | 8% | 6% | 15% | 19% | 12% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 819 | 139 | 262 | 380 | * | * | - | 33 | 399 | 83 | 118 | 60 | 13 | 524 | 295 |
| At Meets GL Standard or Above | 472 | 77 | 138 | 239 | * | * | - | 14 | 200 | 29 | 56 | 26 | 9 | 315 | 157 |
| At Masters GL Standard | 182 | 27 | 44 | 101 | * | * | - | 9 | 69 | 5 | 17 | 8 | 3 | 127 | 55 |
| Total Tests | 1,119 | 218 | 400 | 451 | * | * | - | 45 | 605 | 171 | 211 | 136 | 20 | 672 | 447 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2018-19 | 100% | 100% | 100% | 100% | * | 100% | - | 100% | 100% | 100% | 100% | 98% | 100% | 100% | 100% |
| % participation 2020-21 | 97% | 98% | 98% | 97% | * | * | - | 92% | 98% | 99% | 100% | 96% | 100% | 98% | 97% |
| Social Studies | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 75% | 68% | 71% | 84% | * | * | - | 65% | 68% | 48% | 59% | 51% | 64% | 80% | 65% |
| At Meets GL Standard or Above | 45% | 32% | 41% | 55% | * | * | - | 35% | 37% | 25% | 30% | 31% | 45% | 50% | 35% |
| At Masters GL Standard | 21% | 15% | 16% | 28% | * | * | - | 23% | 13% | 4% | 5% | 17% | 36% | 24% | 15% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 504 | 86 | 170 | 223 | * | * | - | 20 | 222 | 38 | 63 | 37 | 7 | 355 | 149 |

**Texas Education Agency
2021 STAAR Performance
CRANDALL ISD (129901)**

| | 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 | 302 | 41 | 98 | 148 | * | * | - | 11 | 121 | 20 | 32 | 22 | 5 | 223 | 79 |
| At Masters GL Standard | 142 | 19 | 39 | 75 | * | * | - | 7 | 44 | 3 | 5 | 12 | 4 | 107 | 35 |
| Total Tests | 670 | 127 | 240 | 267 | * | * | - | 31 | 327 | 79 | 107 | 72 | 11 | 442 | 228 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2018-19 | 99% | 99% | 99% | 99% | * | * | * | 96% | 99% | 100% | 100% | 97% | * | 99% | 99% |
| % participation 2020-21 | 97% | 97% | 98% | 97% | * | * | - | 94% | 97% | 99% | 99% | 97% | 100% | 98% | 96% |

- 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 ISD (129901)**

Calculation Table

| | Annual Graduates | |
|--------------------------------|------------------|---------|
| | Count | Percent |
| Total | | |
| Total graduates | 307 | |
| Total credit for CCMR criteria | 182 | 59% |

Data Table

| | Annual Graduates | |
|---------------------------------------------------------------------------------------------------------------|------------------|---------|
| | Count | Percent |
| Texas Success Initiative (TSI) Criteria | | |
| Met TSI criteria in both ELA/Reading and Mathematics | 124 | 40% |
| TSI Criteria - ELA/Reading | | |
| Met TSI criteria for at least one indicator in ELA/Reading | 171 | 56% |
| Met TSI assessment criteria | 148 | 48% |
| Met ACT criteria | 23 | 8% |
| Met SAT criteria | 80 | 26% |
| Earned credit for a college prep course | 18 | 6% |
| TSI Criteria - Mathematics | | |
| Met TSI criteria for at least one indicator in Mathematics | 156 | 51% |
| Met TSI assessment criteria | 102 | 33% |
| Met ACT criteria | 22 | 7% |
| Met SAT criteria | 49 | 16% |
| Earned credit for a college prep course | 55 | 18% |
| AP/IB Examination | | |
| Met criterion score on an AP/IB exam in any subject | 49 | 16% |
| Dual Course Credits | | |
| Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject | 84 | 27% |
| Industry-Based Certifications | | |
| Earned an industry-based certification from approved list | 18 | 6% |
| 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 | 18 | 6% |
| Special Ed with Advanced Degree Plan | | |
| Identified as receiving special education services and earned an advanced degree plan | 16 | 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 ISD (129901)**

| | 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 | 98.7% | 97.1% | 98.8% | 99.3% | - | * | * | 100.0% | 97.9% | 100.0% | 100.0% |
| # Graduated | 304 | 66 | 79 | 149 | - | * | * | 7 | 141 | 25 | 37 |
| Total in Class | 308 | 68 | 80 | 150 | - | * | * | 7 | 144 | 25 | 37 |
| 5-Year Extended Graduation Rate (Gr 9-12): Class of 2019 | | | | | | | | | | | |
| % Graduated | 99.3% | 97.5% | 98.6% | 100.0% | - | * | - | 100.0% | 99.2% | 100.0% | 100.0% |
| # Graduated | 268 | 39 | 70 | 148 | - | * | - | ** | 118 | 16 | 19 |
| Total in Class | 270 | 40 | 71 | 148 | - | * | - | ** | 119 | 16 | 19 |
| 6-Year Extended Graduation Rate (Gr 9-12): Class of 2018 | | | | | | | | | | | |
| % Graduated | 99.6% | 100.0% | 100.0% | 99.4% | - | * | - | 100.0% | 99.1% | 100.0% | 100.0% |
| # Graduated | 278 | 44 | 62 | 162 | - | * | - | ** | 105 | 10 | 31 |
| Total in Class | 279 | 44 | 62 | 163 | - | * | - | ** | 106 | 10 | 31 |
| 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 | 1,378 | 265 | 409 | 646 | * | 11 | * | 41 | 681 | 109 | 145 |

+ 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 ISD (129901)**

| % Economically Disadvantaged | STAAR and CCMR |
|---------------------------------------------|-------------------------------|
| 55.1 | 51 |

**Texas Education Agency
2021 Closing the Gaps
CRANDALL ISD (129901)**

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 | No | | | | No | Yes | No | Yes | Yes | Yes | No | | |
| % at Meets GL Standard or Above | 45% | 36% | 38% | 56% | 63% | 89% | - | 45% | 37% | 27% | 19% | 36% | 49% | 38% | | |
| # at Meets GL Standard or Above | 1,295 | 194 | 411 | 626 | 5 | 8 | - | 51 | 580 | 149 | 69 | 19 | 866 | 429 | | |
| Total Tests | 2,871 | 546 | 1,082 | 1,112 | 8 | 9 | - | 114 | 1,589 | 546 | 358 | 53 | 1,753 | 1,118 | | |
| 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 | No | No | | |
| % at Meets GL Standard or Above | 37% | 28% | 32% | 47% | 38% | 63% | - | 39% | 28% | 27% | 20% | 40% | 41% | 32% | | |
| # at Meets GL Standard or Above | 900 | 127 | 291 | 437 | 3 | 5 | - | 37 | 371 | 130 | 63 | 21 | 591 | 309 | | |
| Total Tests | 2,409 | 455 | 910 | 934 | 8 | 8 | - | 94 | 1,343 | 477 | 322 | 52 | 1,449 | 960 | | |
| Total Indicators | | | | | | | | | | | | | | | 7 | 22 |
| 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) | | | | | Yes (1) | | Yes (2) | | | | | |
| 2019 % Graduated | 97.1% | 97.5% | 95.9% | 97.4% | - | - | - | - | 95.9% | - | - | | | | | |
| 2020 % Graduated | 97.1% | 93.1% | 98.8% | 98.0% | - | * | * | 100.0% | 94.7% | 100.0% | 90.2% | | | | | |
| 2020 # Graduated | 305 | 67 | 79 | 149 | - | * | * | 7 | 142 | 25 | 37 | | | | | |
| 2020 Total in Class | 314 | 72 | 80 | 152 | - | * | * | 7 | 150 | 25 | 41 | | | | | |
| Total Indicators | | | | | | | | | | | | | | | 5 | 6 |
| English Language Proficiency Status | | | | | | | | | | | | | | | | |
| Target | | | | | | | | | | 36% | | | | | | |
| Target Met | | | | | | | | | | Yes | | | | | | |
| TELPAS Progress Rate | | | | | | | | | | 40% | | | | | | |
| TELPAS Progress | | | | | | | | | | 228 | | | | | | |
| TELPAS Total | | | | | | | | | | 563 | | | | | | |
| Total Indicators | | | | | | | | | | | | | | | 1 | 1 |
| Student Success Status | | | | | | | | | | | | | | | | |
| Target | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 | 43 | 48 | 45 | | |
| Target Met | No | No | No | No | | | | No | No | No | No | Yes | No | No | | |
| STAAR Component Score | 42 | 35 | 37 | 51 | 45 | 78 | - | 43 | 35 | 31 | 22 | 45 | 46 | 37 | | |
| % at Approaches GL Standard or Above | 70% | 61% | 64% | 80% | 67% | 96% | - | 73% | 62% | 58% | 39% | 71% | 74% | 65% | | |

**Texas Education Agency
2021 Closing the Gaps
CRANDALL ISD (129901)**

| | 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) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Evaluated |
|---------------------------------|--------------|------------------|------------|------------|-----------------|------------|------------------|-------------------|-------------|---------------------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-----------------|
| % at Meets GL Standard or Above | 41% | 32% | 35% | 51% | 46% | 83% | - | 39% | 32% | 26% | 19% | 41% | 45% | 34% | | |
| % at Masters GL Standard | 16% | 12% | 12% | 23% | 21% | 54% | - | 18% | 11% | 9% | 8% | 24% | 19% | 13% | | |
| Total Tests | 7,754 | 1,478 | 2,894 | 3,023 | 24 | 24 | - | 311 | 4,265 | 1,477 | 983 | 149 | 4,707 | 3,047 | | |
| Total Indicators | | | | | | | | | | | | | | | 1 | 11 |
| 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 | 57% | 45% | 58% | 63% | - | * | * | 56% | 45% | 51% | 76% | * | 66% | 38% | | |
| # Students Meeting CCMR | 182 | 31 | 44 | 101 | - | * | * | 5 | 65 | 19 | 28 | * | 146 | 36 | | |
| Total Students | 317 | 69 | 76 | 160 | - | * | * | 9 | 143 | 37 | 37 | * | 221 | 96 | | |
| 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% | 100% | 100% | 100% | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | |
| # Participants | 3,000 | 566 | 970 | 1,318 | 6 | 14 | - | 126 | 1,585 | 484 | 351 | 51 | 1,691 | 1,309 | | |
| Total Tests | 3,006 | 567 | 972 | 1,321 | 6 | 14 | - | 126 | 1,589 | 484 | 352 | 51 | 1,696 | 1,310 | | |
| Mathematics | | | | | | | | | | | | | | | | |
| % Participation | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | |
| # Participants | 2,376 | 438 | 776 | 1,055 | 5 | 9 | - | 93 | 1,238 | 395 | 288 | 44 | 1,316 | 1,060 | | |
| Total Tests | 2,380 | 439 | 776 | 1,058 | 5 | 9 | - | 93 | 1,241 | 395 | 289 | 44 | 1,319 | 1,061 | | |
| Participation 2020-21 | | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | |
| ELA/Reading | | | | | | | | | | | | | | | | |
| % Participation | 97% | 95% | 99% | 97% | 100% | 90% | - | 91% | 97% | 100% | 96% | 100% | 98% | 96% | | |
| # Participants | 3,093 | 604 | 1,206 | 1,149 | 8 | 9 | - | 117 | 1,733 | 637 | 384 | 57 | 1,851 | 1,242 | | |
| Total Tests | 3,186 | 634 | 1,221 | 1,184 | 8 | 10 | - | 129 | 1,779 | 640 | 399 | 57 | 1,895 | 1,291 | | |
| Mathematics | | | | | | | | | | | | | | | | |
| % Participation | 95% | 94% | 97% | 95% | 100% | 89% | - | 88% | 96% | 98% | 95% | 100% | 96% | 94% | | |
| # Participants | 2,562 | 499 | 987 | 963 | 8 | 8 | - | 97 | 1,438 | 520 | 337 | 56 | 1,512 | 1,050 | | |
| Total Tests | 2,693 | 533 | 1,019 | 1,014 | 8 | 9 | - | 110 | 1,502 | 528 | 354 | 56 | 1,581 | 1,112 | | |

* 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.

2019 to 2021 STAAR Scores

| 3rd Grade Reading | | | | | | |
|-------------------|-----------------|------------|--------------|-----------------|------------|--------------|
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 82 | 48 | 29 | 74 | 39 | 18 |
| Dietz | 89 | 61 | 38 | 80 | 40 | 22 |
| Martin | 79 | 38 | 21 | 55 | 21 | 12 |
| Walker | 81 | 53 | 28 | 75 | 39 | 20 |
| Wilson | 82 | 45 | 32 | 76 | 46 | 17 |
| NRES | | | | 80 | 43 | 18 |
| 4th Grade Reading | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 77 | 45 | 23 | 56 | 31 | 11 |
| Dietz | 68 | 36 | 18 | 58 | 31 | 10 |
| Martin | 75 | 42 | 25 | 51 | 21 | 9 |
| Walker | 75 | 43 | 19 | 75 | 34 | 19 |
| Wilson | 87 | 58 | 32 | 75 | 51 | 26 |
| NRES | | | | 54 | 23 | 10 |
| 5th Grade Reading | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 84 | 51 | 29 | 71 | 46 | 30 |
| Dietz | 75 | 44 | 26 | 77 | 47 | 30 |
| Martin | 82 | 45 | 29 | 69 | 45 | 27 |
| Walker | 85 | 48 | 24 | 67 | 38 | 25 |
| Wilson | 92 | 63 | 38 | 81 | 53 | 37 |
| NRES | | | | 56 | 41 | 28 |
| 6th Grade Reading | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 78 | 48 | 23 | 71 | 33 | 16 |
| Dietz | 87 | 52 | 27 | 71 | 38 | 23 |
| Martin | 68 | 45 | 23 | 75 | 35 | 18 |
| Walker | 67 | 31 | 14 | 66 | 32 | 13 |
| Wilson | 90 | 63 | 29 | 73 | 31 | 12 |
| NRES | | | | 70 | 33 | 15 |
| 7th Grade Reading | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| CMS | 76 | 46 | 25 | 67 | 39 | 22 |
| 8th Grade Reading | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| CMS | 87 | 53 | 26 | 76 | 44 | 18 |
| 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 |
| Compass | 44 | 0 | 0 | 22 | 0 | 0 |
| 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 |
| Compass | 24 | 6 | 0 | 17 | 17 | 0 |

| 3rd Grade Math | | | | | | |
|----------------|-----------------|------------|--------------|-----------------|------------|--------------|
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 83 | 52 | 23 | 69 | 31 | 13 |
| Dietz | 90 | 66 | 33 | 63 | 28 | 15 |
| Martin | 82 | 45 | 8 | 54 | 21 | 7 |
| Walker | 77 | 44 | 20 | 70 | 33 | 16 |
| Wilson | 84 | 55 | 32 | 71 | 29 | 11 |
| NRES | | | | 80 | 34 | 13 |
| 4th Grade Math | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 76 | 49 | 32 | 57 | 35 | 20 |
| Dietz | 58 | 32 | 16 | 60 | 29 | 14 |
| Martin | 86 | 60 | 39 | 51 | 35 | 21 |
| Walker | 74 | 41 | 29 | 48 | 19 | 7 |
| Wilson | 88 | 66 | 47 | 68 | 51 | 31 |
| NRES | | | | 50 | 29 | 19 |
| 5th Grade Math | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 87 | 48 | 29 | 70 | 43 | 22 |
| Dietz | 81 | 31 | 16 | 66 | 36 | 15 |
| Martin | 92 | 59 | 36 | 71 | 45 | 24 |
| Walker | 80 | 44 | 26 | 77 | 55 | 33 |
| Wilson | 96 | 60 | 39 | 71 | 47 | 23 |
| NRES | | | | 67 | 31 | 13 |
| 6th Grade Math | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 88 | 54 | 24 | 74 | 38 | 17 |
| Dietz | 88 | 56 | 18 | 70 | 33 | 18 |
| Martin | 86 | 49 | 25 | 83 | 56 | 24 |
| Walker | 83 | 44 | 17 | 67 | 32 | 15 |
| Wilson | 93 | 65 | 35 | 77 | 35 | 16 |
| NRES | | | | 73 | 33 | 11 |
| 7th Grade Math | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| CMS | 71 | 35 | 10 | 53 | 28 | 13 |
| 8th Grade Math | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| CMS | 73 | 22 | 3 | 65 | 35 | 4 |
| 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 |
| Compass | - | - | - | - | - | - |
| CMS | 100 | 96 | 69 | 99 | 82 | 56 |

| 4th Grade Writing | | | | | | |
|-------------------|-----------------|------------|--------------|-----------------|------------|--------------|
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 61 | 33 | 8 | 52 | 23 | 4 |
| Dietz | 58 | 31 | 7 | 51 | 17 | 2 |
| Martin | 54 | 35 | 7 | 47 | 15 | 0 |
| Walker | 58 | 31 | 5 | 67 | 27 | 8 |
| Wilson | 71 | 37 | 12 | 59 | 36 | 7 |
| NRES | | | | 37 | 15 | 7 |
| 7th Grade Writing | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| CMS | 70 | 34 | 13 | 61 | 30 | 12 |

| 5th Grade Science | | | | | | |
|-------------------|-----------------|------------|--------------|-----------------|------------|--------------|
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| District | 69 | 42 | 21 | 61 | 29 | 12 |
| Dietz | 52 | 30 | 16 | 70 | 45 | 25 |
| Martin | 77 | 40 | 26 | 56 | 26 | 9 |
| Walker | 64 | 35 | 13 | 59 | 26 | 5 |
| Wilson | 88 | 63 | 31 | 73 | 37 | 16 |
| NRES | | | | 46 | 15 | 7 |
| 8th Grade Science | | | | | | |
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| CMS | 84 | 53 | 27 | 74 | 41 | 19 |
| | | | | | | |
| 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 |
| Compass | - | - | - | - | - | - |

| 8th Grade Social Studies | | | | | | |
|--------------------------|-----------------|------------|--------------|-----------------|------------|--------------|
| | 2019 Approaches | 2019 Meets | 2019 Masters | 2021 Approaches | 2021 Meets | 2021 Masters |
| CMS | 54 | 21 | 9 | 58 | 23 | 8 |
| | | | | | | |
| 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 |
| Compass | 75 | 20 | 5 | 65 | 54 | 27 |

Accountability Summary 2018 - 2021

| | |
|-------------------------|--------------|
| Name of District | CRANDALL ISD |
| District Number | 129901 |

| Student Achievement | Raw Component Score | | | |
|----------------------------------------------------------|---------------------|-------|------|----------------------------------------------------------|
| | 2018 | 2019 | 2020 | 2021 |
| STAAR Performance | 46 | 50 | | 42 |
| College, Career and Military Readiness (2018-2020 Rules) | 41 | 62 | 68 | |
| % Military Enlistment | 5 | 3 | 4 | <- Hand enter from 2020 CCMR Accountability Data Report* |
| % CTE Coherent Sequence | 0 | 16 | 12 | |
| College, Career and Military Readiness (2021 Rules) ** | 36 | 43 | 52 | 59 |
| 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 | 66 | 71 | | |
| Relative Performance (STAAR Performance and CCMR) | 44 | 56 | | 51 |
| Relative Performance (% EcoDis) | 44.3% | 50.9% | | 55.1% |

| Closing the Gaps | % of Indicators Met | | | |
|--------------------------------------------|---------------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Academic Achievement Status | 27% | 73% | | 32% |
| Growth Status | 32% | 86% | | |
| Graduation Status | 100% | 50% | | 83% |
| English Language Proficiency Status | 100% | 100% | | 100% |
| Student Success Status (STAAR Performance) | 42% | 75% | | 9% |
| School Quality Status (CCMR) | 29% | 100% | | 100% |

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

https://rptsrv1.tea.texas.gov/perfreport/account/acct_srch.html

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

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 | | |
| | | N/A | | |
| | Group 1 | | | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> 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 <u>IMPROVED 1 LEVEL</u> 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 | | |
| | | N/A | | |
| | Group 5 | | | |
| # of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating <u>IMPROVED</u> 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 <u>DID NOT IMPROVE</u> 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 | | | |

2021 English Language Proficiency Status

| | |
|-----------------------|-----------------|
| Campus Name | Compass Academy |
| 9-Digit Campus Number | 129901002 |

| 2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt) | |
|----------------------------------------------------------------------------------|----|
| # Students TELPAS & TELPAS Alt Progress | 0 |
| # Students TELPAS & TELPAS Alt | 5 |
| TELPAS Progress Rate (only evaluated in Domain III if # Students TELPAS ≥ 25) | 0% |

| TELPAS Summary | # TELPAS Progress / # TELPAS = | 0 | 5 | 0% |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|---|----|
| # of Students who scored Advanced High in 2021 | 0 | Prior Year Used for Comparison | | |
| | | N/A | | |
| | Group 1 | | | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> 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 <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 0 | Prior Year Used for Comparison | | |
| | | 2020 | 0 | |
| | | 2019 | 0 | |
| | 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) | 5 | Prior Year Used for Comparison | | |
| | | 2020 | 0 | |
| | | 2019 | 5 | |
| | Group 4 | 2018 | 0 | |

| | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---|
| 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 | 0 |
| | # whose Composite TELPAS Rating IMPROVED 1 LEVEL | 0 |
| | # whose Composite TELPAS Rating DID NOT IMPROVE | 0 |
| | Total # Scoring Advanced High in 2021 with a prior year Score | 0 |

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

2021 English Language Proficiency Status

| | |
|-----------------------|------------------------|
| Campus Name | Crandall Middle School |
| 9-Digit Campus Number | 129901041 |

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)

| | |
|----------------------------------------------------------------------------------|-----|
| # Students TELPAS & TELPAS Alt Progress | 16 |
| # Students TELPAS & TELPAS Alt | 84 |
| TELPAS Progress Rate (only evaluated in Domain III if # Students TELPAS ≥ 25) | 19% |

| TELPAS Summary | # TELPAS Progress / # TELPAS = | 16 | 84 | 19% |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|----|-----|
| # of Students who scored Advanced High in 2021 | 8 | Prior Year Used for Comparison | | |
| | | N/A | | |
| | Group 1 | | | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> 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 <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 8 | Prior Year Used for Comparison | | |
| | | 2020 | 2 | |
| | | 2019 | 6 | |
| | 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) | 68 | Prior Year Used for Comparison | | |
| | | 2020 | 23 | |
| | | 2019 | 43 | |
| | Group 4 | 2018 | 2 | |

| | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---|
| 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 | 2 |
| | # whose Composite TELPAS Rating DID NOT IMPROVE | 5 |
| | Total # Scoring Advanced High in 2021 with a prior year Score | 8 |

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

2021 English Language Proficiency Status

| | |
|-----------------------|-------------------|
| Campus Name | Martin Elementary |
| 9-Digit Campus Number | 129901101 |

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)

| | |
|----------------------------------------------------------------------------------|-----|
| # Students TELPAS & TELPAS Alt Progress | 62 |
| # Students TELPAS & TELPAS Alt | 132 |
| TELPAS Progress Rate (only evaluated in Domain III if # Students TELPAS ≥ 25) | 47% |

| TELPAS Summary | # TELPAS Progress / # TELPAS = | 62 | 132 | 47% |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|-----|-----|
| # of Students who scored Advanced High in 2021 | 18 | Prior Year Used for Comparison | | |
| | | N/A | | |
| | Group 1 | | | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 3 | Prior Year Used for Comparison | | |
| | | 2020 | 3 | |
| | | 2019 | 0 | |
| | Group 2 | 2018 | 0 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 41 | Prior Year Used for Comparison | | |
| | | 2020 | 14 | |
| | | 2019 | 26 | |
| | Group 3 | 2018 | 1 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 70 | Prior Year Used for Comparison | | |
| | | 2020 | 5 | |
| | | 2019 | 65 | |
| | Group 4 | 2018 | 0 | |

| | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----|
| 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 | 2 |
| | # whose Composite TELPAS Rating IMPROVED 1 LEVEL | 8 |
| | # whose Composite TELPAS Rating DID NOT IMPROVE | 8 |
| | Total # Scoring Advanced High in 2021 with a prior year Score | 18 |

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

2021 English Language Proficiency Status

| | |
|-----------------------|-------------------|
| Campus Name | Wilson Elementary |
| 9-Digit Campus Number | 129901102 |

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)

| | |
|----------------------------------------------------------------------------------|-----|
| # Students TELPAS & TELPAS Alt Progress | 41 |
| # Students TELPAS & TELPAS Alt | 72 |
| TELPAS Progress Rate (only evaluated in Domain III if # Students TELPAS ≥ 25) | 57% |

| TELPAS Summary | # TELPAS Progress / # TELPAS = | 41 | 72 | 57% |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|----|-----|
| # of Students who scored Advanced High in 2021 | 25 | Prior Year Used for Comparison | | |
| | | N/A | | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 0 | Prior Year Used for Comparison | | |
| | | 2020 | 0 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 16 | 2019 | 0 | |
| | | 2018 | 0 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 16 | Prior Year Used for Comparison | | |
| | | 2020 | 4 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 31 | 2019 | 12 | |
| | | 2018 | 0 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 31 | Prior Year Used for Comparison | | |
| | | 2020 | 5 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 31 | 2019 | 25 | |
| | | 2018 | 1 | |

| | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----|
| 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 | 2 |
| | # whose Composite TELPAS Rating IMPROVED 2 LEVELS | 0 |
| | # whose Composite TELPAS Rating IMPROVED 1 LEVEL | 9 |
| | # whose Composite TELPAS Rating DID NOT IMPROVE | 14 |
| | Total # Scoring Advanced High in 2021 with a prior year Score | 25 |

| TELPAS Alternate Summary | # TELPAS Alt Progress / # TELPAS Alt = | 0 | 0 | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------|---|--|
| # of Students who scored Basic Fluency in 2021 | 0 | Prior Year Used for Comparison | | |
| | | N/A | | |
| # of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating <u>IMPROVED</u> from the prior year used in determining EL Proficiency (2020 or 2019) | 0 | Prior Year Used for Comparison | | |
| | | 2020 | 0 | |
| # of Students who scored below Basic Fluency in 2021, and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 0 | 2019 | 0 | |
| | | 2018 | 0 | |

2021 English Language Proficiency Status

| | |
|-----------------------|-------------------|
| Campus Name | Walker Elementary |
| 9-Digit Campus Number | 129901103 |

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)

| | |
|----------------------------------------------------------------------------------|-----|
| # Students TELPAS & TELPAS Alt Progress | 18 |
| # Students TELPAS & TELPAS Alt | 40 |
| TELPAS Progress Rate (only evaluated in Domain III if # Students TELPAS ≥ 25) | 45% |

| TELPAS Summary | # TELPAS Progress / # TELPAS = | 18 | 40 | 45% |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|----|-----|
| # of Students who scored Advanced High in 2021 | 11 | Prior Year Used for Comparison | | |
| | | N/A | | |
| | Group 1 | | | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> 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 <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 7 | Prior Year Used for Comparison | | |
| | | 2020 | 5 | |
| | | 2019 | 2 | |
| | 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) | 22 | Prior Year Used for Comparison | | |
| | | 2020 | 12 | |
| | | 2019 | 10 | |
| | Group 4 | 2018 | 0 | |

| | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----|
| 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 | 0 |
| | # whose Composite TELPAS Rating IMPROVED 1 LEVEL | 4 |
| | # whose Composite TELPAS Rating DID NOT IMPROVE | 6 |
| | Total # Scoring Advanced High in 2021 with a prior year Score | 10 |

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

2021 English Language Proficiency Status

| | |
|-----------------------|------------------|
| Campus Name | Dietz Elementary |
| 9-Digit Campus Number | 129901105 |

| 2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt) | |
|----------------------------------------------------------------------------------|-----|
| # Students TELPAS & TELPAS Alt Progress | 12 |
| # Students TELPAS & TELPAS Alt | 31 |
| TELPAS Progress Rate (only evaluated in Domain III if # Students TELPAS ≥ 25) | 39% |

| TELPAS Summary | # TELPAS Progress / # TELPAS = | 12 | 31 | 39% |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|----|-----|
| # of Students who scored Advanced High in 2021 | 5 | Prior Year Used for Comparison | | |
| | | N/A | | |
| | Group 1 | | | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> 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 <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 7 | Prior Year Used for Comparison | | |
| | | 2020 | 4 | |
| | | 2019 | 3 | |
| | 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) | 19 | Prior Year Used for Comparison | | |
| | | 2020 | 8 | |
| | | 2019 | 11 | |
| | Group 4 | 2018 | 0 | |

| | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---|
| 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 | 0 |
| | # whose Composite TELPAS Rating IMPROVED 1 LEVEL | 1 |
| | # whose Composite TELPAS Rating DID NOT IMPROVE | 4 |
| | Total # Scoring Advanced High in 2021 with a prior year Score | 5 |

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

2021 English Language Proficiency Status

| | |
|-----------------------|-----------------------|
| Campus Name | Noble Reed Elementary |
| 9-Digit Campus Number | 129901106 |

2021 English Language Proficiency Status Calculation (TELPAS &

| | |
|----------------------------------------------------------------------------------|----|
| # Students TELPAS & TELPAS Alt Progress | 3 |
| # Students TELPAS & TELPAS Alt | 7 |
| TELPAS Progress Rate (only evaluated in Domain III if # Students TELPAS ≥ 25) | 44 |

| TELPAS Summary | # TELPAS Progress / # TELPAS = | 31 | 71 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|----|
| # of Students who scored Advanced High in 2021 | 11 Group 1 | Prior Year Used | |
| | | N/A | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 1 Group 2 | Prior Year Used | |
| | | 2020 | |
| | | 2019 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 19 Group 3 | Prior Year Used | |
| | | 2020 | |
| | | 2019 | |
| # of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018) | 40 Group 4 | Prior Year Used | |
| | | 2020 | |
| | | 2019 | |

| | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 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 |
| | # whose Composite TELPAS Rating IMPROVED 2 LEVELS |
| | # whose Composite TELPAS Rating IMPROVED 1 LEVEL |
| | # whose Composite TELPAS Rating DID NOT IMPROVE |
| | Total # Scoring Advanced High in 2021 with a prior year Score |

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

| |
|-------------|
| |
| |
| |
| |
| TELPAS Alt) |
| 2 |
| 2 |
| |
| 1% |

| |
|----------------|
| 44% |
| for Comparison |
| /A |
| for Comparison |
| 0 |
| 1 |
| 0 |
| for Comparison |
| 7 |
| 12 |
| 0 |
| for Comparison |
| 19 |
| 21 |
| 0 |

| |
|---|
| 0 |
| 1 |
| 2 |
| 6 |
| 9 |

| |
|----------------|
| 100% |
| for Comparison |
| /A |
| for Comparison |
| 0 |
| 1 |
| |
| for Comparison |
| 0 |
| 0 |
| |

2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

District Number: **129901**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: CRANDALL ISD
 County Name: KAUFMAN
 District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

| | | State | Region 10 | District | 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 | EL (Current & Monitored) |
|--------------------------------------------------------------------------------|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 78% | 82% | 71% | 79% | 87% | * | * | - | 88% | 59% | 67% | 82% | 82% | 74% | 71% |
| | 2018 | 77% | 78% | 74% | 76% | 66% | 77% | - | * | - | 90% | 44% | * | 77% | 68% | 65% | 63% |
| At Meets Grade Level or Above | 2019 | 45% | 48% | 48% | 37% | 45% | 55% | * | * | - | 38% | 32% | 50% | 51% | 44% | 34% | 34% |
| | 2018 | 43% | 45% | 40% | 47% | 30% | 43% | - | * | - | 60% | 15% | * | 43% | 33% | 31% | 26% |
| At Masters Grade Level | 2019 | 27% | 30% | 29% | 22% | 25% | 33% | * | * | - | 38% | 7% | 17% | 30% | 27% | 19% | 18% |
| | 2018 | 25% | 27% | 26% | 24% | 19% | 28% | - | * | - | 50% | 9% | * | 26% | 25% | 20% | 16% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 79% | 81% | 83% | 66% | 82% | 90% | * | * | - | 69% | 51% | 67% | 83% | 82% | 74% | 71% |
| | 2018 | 78% | 79% | 75% | 71% | 68% | 79% | - | * | - | 90% | 47% | * | 78% | 69% | 67% | 65% |
| At Meets Grade Level or Above | 2019 | 49% | 52% | 52% | 44% | 45% | 60% | * | * | - | 44% | 22% | 17% | 53% | 50% | 45% | 38% |
| | 2018 | 47% | 50% | 40% | 40% | 29% | 47% | - | * | - | 40% | 24% | * | 43% | 33% | 31% | 26% |
| At Masters Grade Level | 2019 | 25% | 28% | 23% | 20% | 16% | 30% | * | * | - | 6% | 5% | 0% | 23% | 22% | 17% | 13% |
| | 2018 | 23% | 26% | 17% | 17% | 11% | 18% | - | * | - | 40% | 9% | * | 18% | 14% | 11% | 11% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 75% | 77% | 65% | 68% | 85% | - | * | - | 100% | 42% | 83% | 83% | 69% | 65% | 68% |
| | 2018 | 73% | 73% | 76% | 52% | 74% | 84% | * | * | - | 64% | 43% | 86% | 81% | 70% | 65% | 70% |
| At Meets Grade Level or Above | 2019 | 44% | 46% | 45% | 31% | 34% | 55% | - | * | - | 77% | 21% | 33% | 50% | 39% | 34% | 33% |
| | 2018 | 46% | 47% | 47% | 29% | 51% | 52% | * | * | - | 18% | 17% | 57% | 46% | 48% | 38% | 52% |
| At Masters Grade Level | 2019 | 22% | 24% | 23% | 13% | 15% | 32% | - | * | - | 31% | 8% | 17% | 25% | 21% | 17% | 18% |
| | 2018 | 24% | 26% | 22% | 10% | 16% | 30% | * | * | - | 9% | 7% | 43% | 22% | 21% | 12% | 10% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 77% | 76% | 54% | 72% | 83% | - | * | - | 100% | 52% | 100% | 82% | 68% | 68% | 70% |
| | 2018 | 78% | 79% | 73% | 50% | 73% | 80% | * | * | - | 73% | 39% | 71% | 78% | 68% | 61% | 70% |
| At Meets Grade Level or Above | 2019 | 48% | 51% | 49% | 29% | 42% | 59% | - | * | - | 62% | 25% | 67% | 56% | 41% | 37% | 42% |
| | 2018 | 49% | 51% | 40% | 14% | 42% | 47% | * | * | - | 27% | 19% | 43% | 46% | 34% | 33% | 38% |
| At Masters Grade Level | 2019 | 28% | 32% | 32% | 17% | 29% | 38% | - | * | - | 38% | 13% | 33% | 35% | 29% | 27% | 25% |
| | 2018 | 27% | 30% | 25% | 7% | 24% | 32% | * | * | - | 0% | 6% | 29% | 29% | 19% | 19% | 21% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 67% | 68% | 61% | 50% | 52% | 70% | - | * | - | 69% | 25% | 83% | 65% | 55% | 49% | 51% |
| | 2018 | 63% | 64% | * | * | - | * | - | - | - | - | * | - | * | * | * | - |
| At Meets Grade Level or Above | 2019 | 35% | 38% | 33% | 27% | 25% | 40% | - | * | - | 38% | 10% | 50% | 37% | 28% | 22% | 23% |
| | 2018 | 39% | 42% | * | * | - | * | - | - | - | - | * | - | * | * | * | - |
| At Masters Grade Level | 2019 | 11% | 13% | 8% | 8% | 5% | 10% | - | * | - | 0% | 2% | 17% | 11% | 4% | 5% | 4% |
| | 2018 | 11% | 14% | * | * | - | * | - | - | - | - | * | - | * | * | * | - |

District Name: CRANDALL ISD
County Name: KAUFMAN
District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

| | | State | Region 10 | District | 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 | EL (Current & Monitored) |
|------------------------------------|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| Grade 5 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 87% | 84% | 72% | 82% | 91% | * | * | - | 73% | 52% | 88% | 87% | 81% | 79% | 81% |
| | 2018 | 84% | 85% | 86% | 80% | 80% | 93% | * | * | - | 71% | 55% | 80% | 91% | 79% | 81% | 83% |
| At Meets Grade Level or Above | 2019 | 54% | 57% | 51% | 30% | 50% | 62% | * | * | - | 27% | 19% | 38% | 58% | 43% | 41% | 50% |
| | 2018 | 54% | 57% | 56% | 41% | 45% | 68% | * | * | - | 50% | 30% | 80% | 63% | 48% | 45% | 46% |
| At Masters Grade Level | 2019 | 29% | 33% | 29% | 9% | 27% | 40% | * | * | - | 9% | 6% | 25% | 35% | 22% | 19% | 23% |
| | 2018 | 26% | 29% | 27% | 24% | 18% | 34% | * | * | - | 14% | 15% | 20% | 27% | 28% | 23% | 11% |
| Grade 5 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 90% | 91% | 87% | 72% | 90% | 92% | * | * | - | 82% | 62% | 100% | 92% | 82% | 83% | 91% |
| | 2018 | 91% | 91% | 92% | 82% | 89% | 97% | * | * | - | 85% | 61% | 100% | 96% | 86% | 86% | 89% |
| At Meets Grade Level or Above | 2019 | 58% | 61% | 48% | 28% | 45% | 61% | * | * | - | 27% | 19% | 50% | 58% | 39% | 39% | 42% |
| | 2018 | 58% | 60% | 55% | 44% | 50% | 63% | * | * | - | 38% | 27% | 60% | 60% | 48% | 45% | 60% |
| At Masters Grade Level | 2019 | 36% | 40% | 29% | 11% | 24% | 43% | * | * | - | 0% | 8% | 25% | 37% | 20% | 21% | 22% |
| | 2018 | 30% | 33% | 23% | 11% | 19% | 29% | * | * | - | 15% | 15% | 0% | 26% | 19% | 17% | 20% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 75% | 69% | 36% | 72% | 82% | * | * | - | 64% | 29% | 75% | 76% | 62% | 60% | 70% |
| | 2018 | 76% | 76% | 76% | 57% | 69% | 85% | * | * | - | 79% | 52% | 100% | 80% | 70% | 66% | 69% |
| At Meets Grade Level or Above | 2019 | 49% | 50% | 42% | 22% | 39% | 55% | * | * | - | 18% | 19% | 50% | 47% | 37% | 34% | 36% |
| | 2018 | 41% | 42% | 42% | 26% | 26% | 55% | * | * | - | 36% | 27% | 60% | 45% | 38% | 30% | 23% |
| At Masters Grade Level | 2019 | 24% | 25% | 21% | 6% | 16% | 33% | * | * | - | 9% | 8% | 38% | 25% | 17% | 15% | 11% |
| | 2018 | 17% | 18% | 18% | 4% | 12% | 24% | * | * | - | 14% | 12% | 20% | 17% | 18% | 11% | 9% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 70% | 78% | 66% | 78% | 84% | - | * | - | 76% | 42% | 77% | 84% | 72% | 71% | 72% |
| | 2018 | 69% | 71% | 73% | 60% | 71% | 78% | * | - | - | 80% | 22% | * | 81% | 64% | 69% | 71% |
| At Meets Grade Level or Above | 2019 | 37% | 41% | 48% | 37% | 34% | 60% | - | * | - | 53% | 18% | 38% | 54% | 40% | 40% | 40% |
| | 2018 | 39% | 42% | 42% | 35% | 36% | 47% | * | - | - | 50% | 13% | * | 47% | 36% | 38% | 34% |
| At Masters Grade Level | 2019 | 18% | 20% | 23% | 15% | 14% | 32% | - | * | - | 24% | 5% | 8% | 27% | 19% | 18% | 12% |
| | 2018 | 19% | 21% | 17% | 13% | 10% | 20% | * | - | - | 30% | 9% | * | 15% | 18% | 14% | 12% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 88% | 75% | 83% | 96% | - | * | - | 94% | 58% | 100% | 93% | 81% | 82% | 84% |
| | 2018 | 77% | 79% | 77% | 62% | 70% | 85% | * | - | - | 90% | 41% | * | 86% | 67% | 69% | 66% |
| At Meets Grade Level or Above | 2019 | 47% | 51% | 54% | 38% | 45% | 68% | - | * | - | 35% | 16% | 69% | 60% | 47% | 41% | 49% |
| | 2018 | 44% | 49% | 45% | 33% | 40% | 50% | * | - | - | 60% | 13% | * | 52% | 37% | 38% | 39% |
| At Masters Grade Level | 2019 | 21% | 25% | 24% | 8% | 14% | 35% | - | * | - | 35% | 0% | 31% | 27% | 19% | 15% | 12% |
| | 2018 | 18% | 22% | 17% | 12% | 15% | 18% | * | - | - | 30% | 9% | * | 16% | 17% | 17% | 17% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 77% | 76% | 66% | 72% | 82% | * | - | - | 67% | 26% | * | 79% | 72% | 72% | 65% |
| | 2018 | 74% | 76% | 74% | 70% | 62% | 81% | - | * | - | 90% | 42% | 100% | 79% | 67% | 65% | 62% |

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|------------------------------------|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| At Meets Grade Level or Above | 2019 | 49% | 52% | 46% | 35% | 47% | 51% | * | - | - | 33% | 23% | * | 48% | 45% | 44% | 47% |
| | 2018 | 48% | 51% | 44% | 33% | 36% | 53% | - | * | - | 40% | 16% | 80% | 51% | 36% | 32% | 26% |
| At Masters Grade Level | 2019 | 29% | 32% | 25% | 14% | 22% | 31% | * | - | - | 17% | 10% | * | 23% | 27% | 20% | 19% |
| | 2018 | 29% | 32% | 24% | 20% | 15% | 30% | - | * | - | 30% | 5% | 60% | 28% | 18% | 14% | 8% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 77% | 71% | 55% | 61% | 81% | * | - | - | 75% | 26% | * | 73% | 68% | 62% | 59% |
| | 2018 | 72% | 75% | 69% | 57% | 63% | 77% | - | * | - | 80% | 25% | 100% | 77% | 59% | 59% | 61% |
| At Meets Grade Level or Above | 2019 | 43% | 46% | 35% | 23% | 30% | 41% | * | - | - | 42% | 16% | * | 36% | 32% | 28% | 28% |
| | 2018 | 40% | 44% | 32% | 22% | 23% | 43% | - | * | - | 30% | 10% | 60% | 38% | 26% | 24% | 18% |
| At Masters Grade Level | 2019 | 17% | 20% | 10% | 5% | 10% | 12% | * | - | - | 8% | 0% | * | 11% | 8% | 9% | 10% |
| | 2018 | 18% | 23% | 14% | 7% | 12% | 18% | - | * | - | 0% | 5% | 0% | 17% | 10% | 9% | 10% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 70% | 72% | 70% | 57% | 64% | 79% | * | - | - | 75% | 23% | * | 74% | 66% | 66% | 61% |
| | 2018 | 69% | 71% | * | - | * | * | - | - | - | - | * | - | * | * | * | - |
| At Meets Grade Level or Above | 2019 | 42% | 45% | 34% | 26% | 32% | 40% | * | - | - | 17% | 16% | * | 36% | 32% | 28% | 27% |
| | 2018 | 43% | 46% | * | - | * | * | - | - | - | - | * | - | * | * | * | - |
| At Masters Grade Level | 2019 | 18% | 21% | 13% | 11% | 10% | 16% | * | - | - | 8% | 6% | * | 11% | 16% | 10% | 8% |
| | 2018 | 15% | 17% | * | - | * | * | - | - | - | - | * | - | * | * | * | - |
| Grade 8 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 87% | 87% | 77% | 85% | 91% | - | * | - | 100% | 33% | * | 90% | 82% | 81% | 81% |
| | 2018 | 86% | 86% | 86% | 74% | 88% | 88% | * | * | - | 83% | 55% | * | 89% | 81% | 80% | 83% |
| At Meets Grade Level or Above | 2019 | 55% | 58% | 53% | 47% | 48% | 61% | - | * | - | 40% | 22% | * | 63% | 41% | 41% | 31% |
| | 2018 | 49% | 52% | 43% | 18% | 38% | 51% | * | * | - | 58% | 24% | * | 49% | 33% | 36% | 20% |
| At Masters Grade Level | 2019 | 28% | 31% | 26% | 22% | 20% | 33% | - | * | - | 20% | 4% | * | 31% | 20% | 15% | 6% |
| | 2018 | 27% | 29% | 24% | 8% | 17% | 30% | * | * | - | 42% | 7% | * | 27% | 19% | 20% | 13% |
| Grade 8 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 90% | 73% | 60% | 73% | 79% | - | - | - | 91% | 30% | - | 78% | 69% | 67% | 71% |
| | 2018 | 86% | 87% | 68% | 44% | 71% | 73% | * | * | - | 67% | 32% | * | 73% | 61% | 64% | 63% |
| At Meets Grade Level or Above | 2019 | 57% | 60% | 22% | 23% | 24% | 22% | - | - | - | 0% | 15% | - | 24% | 20% | 20% | 17% |
| | 2018 | 51% | 54% | 23% | 12% | 24% | 25% | * | * | - | 22% | 16% | * | 24% | 20% | 17% | 17% |
| At Masters Grade Level | 2019 | 17% | 19% | 3% | 2% | 2% | 4% | - | - | - | 0% | 7% | - | 5% | 1% | 3% | 0% |
| | 2018 | 15% | 17% | 2% | 0% | 5% | 1% | * | * | - | 0% | 0% | * | 2% | 1% | 3% | 9% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 84% | 76% | 82% | 90% | - | * | - | 80% | 40% | * | 90% | 77% | 79% | 79% |
| | 2018 | 76% | 78% | 76% | 56% | 72% | 82% | * | * | - | 75% | 32% | * | 83% | 64% | 67% | 58% |
| At Meets Grade Level or Above | 2019 | 51% | 55% | 53% | 41% | 41% | 66% | - | * | - | 67% | 24% | * | 61% | 44% | 39% | 25% |
| | 2018 | 52% | 54% | 45% | 26% | 39% | 52% | * | * | - | 58% | 16% | * | 51% | 37% | 36% | 30% |
| At Masters Grade Level | 2019 | 25% | 29% | 27% | 17% | 20% | 38% | - | * | - | 20% | 16% | * | 35% | 18% | 17% | 10% |
| | 2018 | 28% | 31% | 17% | 5% | 14% | 20% | * | * | - | 33% | 0% | * | 20% | 12% | 11% | 10% |

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|------------------------------------|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 69% | 72% | 54% | 46% | 48% | 62% | - | * | - | 43% | 28% | * | 61% | 45% | 41% | 35% |
| | 2018 | 65% | 68% | 52% | 28% | 46% | 60% | * | * | - | 50% | 23% | * | 55% | 46% | 43% | 35% |
| At Meets Grade Level or Above | 2019 | 37% | 41% | 21% | 14% | 13% | 29% | - | * | - | 14% | 16% | * | 25% | 15% | 11% | 4% |
| | 2018 | 36% | 40% | 18% | 10% | 20% | 17% | * | * | - | 33% | 13% | * | 20% | 14% | 16% | 10% |
| At Masters Grade Level | 2019 | 21% | 25% | 9% | 5% | 4% | 15% | - | * | - | 0% | 0% | * | 12% | 6% | 4% | 2% |
| | 2018 | 21% | 24% | 8% | 5% | 6% | 8% | * | * | - | 25% | 3% | * | 7% | 9% | 7% | 5% |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 69% | 77% | 56% | 75% | 86% | * | * | - | 84% | 45% | 83% | 81% | 70% | 69% | 61% |
| | 2018 | 65% | 66% | 64% | 46% | 58% | 75% | * | * | - | 56% | 17% | 70% | 69% | 54% | 51% | 30% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | 57% | 35% | 54% | 68% | * | * | - | 58% | 20% | 50% | 64% | 46% | 46% | 36% |
| | 2018 | 44% | 47% | 44% | 26% | 42% | 53% | * | * | - | 33% | 9% | 30% | 48% | 36% | 30% | 18% |
| At Masters Grade Level | 2019 | 11% | 14% | 10% | 1% | 6% | 16% | * | * | - | 11% | 9% | 0% | 12% | 6% | 6% | 2% |
| | 2018 | 7% | 8% | 7% | 3% | 6% | 8% | * | * | - | 17% | 0% | 0% | 8% | 4% | 3% | 0% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 70% | 73% | 62% | 68% | 82% | * | * | - | 83% | 50% | 40% | 77% | 67% | 63% | 50% |
| | 2018 | 67% | 69% | 69% | 44% | 68% | 78% | * | - | * | 67% | 22% | * | 74% | 61% | 57% | 49% |
| At Meets Grade Level or Above | 2019 | 49% | 52% | 51% | 40% | 48% | 60% | * | * | - | 52% | 19% | 20% | 54% | 47% | 43% | 27% |
| | 2018 | 48% | 50% | 50% | 25% | 47% | 59% | * | - | * | 50% | 17% | * | 53% | 43% | 39% | 23% |
| At Masters Grade Level | 2019 | 8% | 10% | 8% | 7% | 8% | 8% | * | * | - | 22% | 5% | 0% | 9% | 7% | 6% | 0% |
| | 2018 | 8% | 9% | 8% | 2% | 9% | 10% | * | - | * | 8% | 9% | * | 9% | 7% | 7% | 6% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 87% | 94% | 91% | 94% | 94% | * | * | - | 100% | 73% | 100% | 93% | 95% | 91% | 93% |
| | 2018 | 83% | 84% | 88% | 76% | 84% | 94% | - | * | * | 100% | 48% | 88% | 89% | 87% | 85% | 75% |
| At Meets Grade Level or Above | 2019 | 61% | 64% | 76% | 60% | 79% | 80% | * | * | - | 77% | 38% | 83% | 78% | 74% | 70% | 76% |
| | 2018 | 55% | 57% | 51% | 30% | 48% | 59% | - | * | * | 73% | 13% | 50% | 54% | 48% | 45% | 42% |
| At Masters Grade Level | 2019 | 37% | 42% | 46% | 31% | 46% | 51% | * | * | - | 31% | 15% | 33% | 50% | 41% | 37% | 42% |
| | 2018 | 32% | 35% | 24% | 11% | 21% | 29% | - | * | * | 36% | 4% | 13% | 26% | 20% | 18% | 14% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 89% | 91% | 84% | 89% | 93% | * | * | - | 100% | 63% | 100% | 92% | 89% | 85% | 82% |
| | 2018 | 87% | 88% | 87% | 76% | 86% | 92% | * | * | - | 93% | 64% | 88% | 89% | 85% | 80% | 76% |
| At Meets Grade Level or Above | 2019 | 62% | 64% | 60% | 33% | 54% | 74% | * | * | - | 50% | 24% | 60% | 68% | 49% | 44% | 41% |
| | 2018 | 59% | 62% | 49% | 29% | 42% | 58% | * | * | - | 71% | 19% | 38% | 52% | 43% | 38% | 26% |
| At Masters Grade Level | 2019 | 25% | 28% | 24% | 13% | 17% | 32% | * | * | - | 29% | 11% | 40% | 27% | 18% | 11% | 8% |
| | 2018 | 24% | 27% | 16% | 4% | 12% | 22% | * | * | - | 14% | 6% | 0% | 20% | 8% | 8% | 3% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 93% | 93% | 94% | 81% | 96% | 97% | * | * | * | 100% | 69% | * | 97% | 86% | 91% | 90% |
| | 2018 | 92% | 92% | 93% | 89% | 97% | 93% | - | * | - | 89% | 57% | * | 93% | 92% | 88% | 93% |
| At Meets Grade Level or Above | 2019 | 73% | 74% | 71% | 38% | 64% | 85% | * | * | * | 73% | 44% | * | 77% | 57% | 59% | 35% |
| | 2018 | 70% | 72% | 64% | 49% | 72% | 63% | - | * | - | 78% | 29% | * | 66% | 59% | 57% | 47% |

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|------------------------------------|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| At Masters Grade Level | 2019 | 45% | 48% | 41% | 13% | 36% | 53% | * | * | * | 45% | 22% | * | 46% | 31% | 31% | 16% |
| | 2018 | 40% | 44% | 32% | 26% | 21% | 38% | - | * | - | 22% | 14% | * | 34% | 25% | 25% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 79% | 79% | 65% | 75% | 85% | 81% | 100% | * | 83% | 46% | 83% | 83% | 73% | 71% | 70% |
| | 2018 | 77% | 78% | 76% | 62% | 72% | 83% | 81% | 96% | * | 78% | 41% | 80% | 81% | 69% | 68% | 66% |
| At Meets Grade Level or Above | 2019 | 50% | 53% | 48% | 34% | 43% | 58% | 69% | 94% | * | 44% | 22% | 49% | 54% | 41% | 38% | 36% |
| | 2018 | 48% | 51% | 44% | 29% | 39% | 51% | 29% | 80% | * | 46% | 18% | 43% | 48% | 37% | 35% | 31% |
| At Masters Grade Level | 2019 | 24% | 26% | 22% | 12% | 17% | 29% | 19% | 70% | * | 19% | 8% | 21% | 25% | 18% | 15% | 13% |
| | 2018 | 22% | 24% | 18% | 10% | 14% | 22% | 5% | 56% | * | 21% | 7% | 14% | 20% | 16% | 13% | 11% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | 79% | 66% | 76% | 86% | 100% | 100% | - | 84% | 45% | 76% | 83% | 74% | 72% | 69% |
| | 2018 | 74% | 75% | 75% | 60% | 70% | 82% | 89% | 90% | * | 73% | 35% | 79% | 79% | 67% | 66% | 64% |
| At Meets Grade Level or Above | 2019 | 48% | 51% | 50% | 37% | 46% | 59% | 83% | 100% | - | 48% | 21% | 42% | 56% | 43% | 41% | 38% |
| | 2018 | 46% | 49% | 46% | 31% | 40% | 53% | 33% | 70% | * | 44% | 17% | 45% | 50% | 39% | 36% | 31% |
| At Masters Grade Level | 2019 | 21% | 23% | 21% | 11% | 17% | 27% | 17% | 67% | - | 21% | 7% | 14% | 23% | 18% | 14% | 13% |
| | 2018 | 19% | 22% | 19% | 12% | 13% | 23% | 11% | 50% | * | 24% | 7% | 21% | 19% | 17% | 13% | 10% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 84% | 82% | 69% | 80% | 88% | 60% | 100% | - | 87% | 52% | 91% | 85% | 78% | 75% | 77% |
| | 2018 | 81% | 82% | 78% | 64% | 74% | 84% | 67% | 100% | * | 84% | 43% | 82% | 83% | 71% | 70% | 69% |
| At Meets Grade Level or Above | 2019 | 52% | 55% | 49% | 36% | 45% | 58% | 40% | 100% | - | 42% | 22% | 53% | 54% | 43% | 40% | 41% |
| | 2018 | 50% | 52% | 42% | 28% | 37% | 49% | 17% | 88% | * | 42% | 18% | 42% | 46% | 36% | 34% | 34% |
| At Masters Grade Level | 2019 | 26% | 30% | 25% | 13% | 21% | 32% | 20% | 100% | - | 18% | 7% | 23% | 28% | 20% | 18% | 18% |
| | 2018 | 24% | 27% | 18% | 10% | 15% | 22% | 0% | 75% | * | 18% | 7% | 9% | 20% | 15% | 14% | 15% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 70% | 66% | 54% | 58% | 75% | * | * | - | 72% | 24% | 80% | 70% | 61% | 58% | 56% |
| | 2018 | 66% | 68% | 60% | * | * | * | - | - | - | - | 60% | - | * | * | * | - |
| At Meets Grade Level or Above | 2019 | 38% | 42% | 34% | 27% | 28% | 40% | * | * | - | 28% | 13% | 50% | 36% | 31% | 25% | 25% |
| | 2018 | 41% | 44% | 60% | * | * | * | - | - | - | - | 60% | - | * | * | * | - |
| At Masters Grade Level | 2019 | 14% | 17% | 11% | 10% | 7% | 13% | * | * | - | 4% | 4% | 10% | 11% | 11% | 8% | 6% |
| | 2018 | 13% | 15% | 40% | * | * | * | - | - | - | - | 40% | - | * | * | * | - |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 82% | 66% | 81% | 89% | * | 100% | - | 83% | 44% | 87% | 87% | 75% | 74% | 76% |
| | 2018 | 80% | 81% | 80% | 65% | 77% | 86% | * | * | - | 83% | 52% | 82% | 85% | 74% | 72% | 67% |
| At Meets Grade Level or Above | 2019 | 54% | 56% | 52% | 32% | 45% | 66% | * | 83% | - | 48% | 22% | 60% | 59% | 43% | 39% | 34% |
| | 2018 | 51% | 53% | 46% | 27% | 36% | 55% | * | * | - | 55% | 21% | 47% | 50% | 40% | 35% | 27% |
| At Masters Grade Level | 2019 | 25% | 27% | 24% | 12% | 18% | 34% | * | 33% | - | 20% | 11% | 40% | 29% | 18% | 14% | 10% |
| | 2018 | 23% | 25% | 17% | 5% | 13% | 22% | * | * | - | 20% | 6% | 12% | 19% | 13% | 10% | 7% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 72% | 62% | 67% | 79% | * | * | * | 68% | 52% | * | 79% | 61% | 64% | 57% |
| | 2018 | 78% | 80% | 70% | 57% | 67% | 75% | * | * | - | 67% | 37% | 60% | 74% | 62% | 62% | 51% |

District Name: CRANDALL ISD
 County Name: KAUFMAN
 District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

| | | | Region | | African | | American | | | | Two or | Special | Special | Continu- | Non- | | EL |
|-------------------------------|------|-------|--------|------------|----------|----------|----------|--------|-------|----------|--------|-----------|----------|----------|----------|--------|------------|
| | | State | 10 | District | American | Hispanic | White | Indian | Asian | Pacific | More | Ed | Ed | ously | Continu- | Econ | (Current |
| | | | | | | | | | | Islander | Races | (Current) | (Former) | Enrolled | ously | Disadv | & |
| | | | | | | | | | | | | | | | | | Monitored) |
| At Meets Grade Level or Above | 2019 | 55% | 58% | 44% | 25% | 34% | 57% | * | * | * | 40% | 33% | * | 51% | 32% | 33% | 16% |
| | 2018 | 53% | 56% | 39% | 28% | 42% | 39% | * | * | - | 52% | 19% | 20% | 43% | 30% | 33% | 20% |
| At Masters Grade Level | 2019 | 33% | 36% | 24% | 9% | 17% | 34% | * | * | * | 20% | 13% | * | 29% | 16% | 17% | 8% |
| | 2018 | 31% | 34% | 19% | 15% | 13% | 22% | * | * | - | 24% | 8% | 0% | 21% | 15% | 14% | 4% |

District Name: CRANDALL ISD
County Name: KAUFMAN
District Number: 129901

Texas Education Agency

Texas Academic Performance Report

2019-20 District Progress

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

| | | State | Region 10 | District | 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 | EL (Current & Monitored) |
|----------------------------------------------------------------------------|------|-------|-----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 62 | 65 | 46 | 59 | 74 | - | * | - | 81 | 62 | 75 | 68 | 62 | 58 | 69 |
| | 2018 | 63 | 64 | 66 | 58 | 65 | 69 | * | * | - | 73 | 65 | 64 | 67 | 65 | 61 | 70 |
| Grade 4 Mathematics | 2019 | 65 | 67 | 71 | 50 | 74 | 74 | - | * | - | 85 | 63 | 83 | 75 | 65 | 69 | 77 |
| | 2018 | 65 | 67 | 61 | 46 | 65 | 62 | * | * | - | 59 | 45 | 50 | 59 | 63 | 57 | 71 |
| Grade 5 ELA/Reading | 2019 | 81 | 83 | 79 | 73 | 80 | 81 | * | * | - | 65 | 68 | 69 | 80 | 77 | 76 | 76 |
| | 2018 | 80 | 82 | 73 | 73 | 73 | 72 | - | * | - | 86 | 68 | 80 | 73 | 73 | 75 | 71 |
| Grade 5 Mathematics | 2019 | 83 | 85 | 85 | 86 | 80 | 90 | * | * | - | 80 | 83 | 100 | 87 | 83 | 84 | 76 |
| | 2018 | 81 | 82 | 71 | 69 | 70 | 71 | - | * | - | 88 | 67 | 60 | 73 | 69 | 74 | 75 |
| Grade 6 ELA/Reading | 2019 | 42 | 46 | 55 | 50 | 49 | 58 | - | * | - | 68 | 43 | 38 | 59 | 50 | 50 | 49 |
| | 2018 | 47 | 50 | 49 | 45 | 44 | 52 | * | - | - | 50 | 29 | * | 50 | 47 | 47 | 49 |
| Grade 6 Mathematics | 2019 | 54 | 58 | 66 | 60 | 53 | 76 | - | * | - | 71 | 50 | 73 | 72 | 59 | 58 | 50 |
| | 2018 | 56 | 60 | 58 | 52 | 55 | 62 | * | - | - | 67 | 60 | * | 64 | 51 | 54 | 51 |
| Grade 7 ELA/Reading | 2019 | 77 | 78 | 67 | 69 | 65 | 69 | * | - | - | 63 | 52 | * | 67 | 68 | 65 | 65 |
| | 2018 | 76 | 77 | 73 | 71 | 66 | 77 | - | * | - | 90 | 84 | 80 | 77 | 67 | 69 | 60 |
| Grade 7 Mathematics | 2019 | 62 | 64 | 48 | 52 | 49 | 46 | * | - | - | 38 | 38 | * | 49 | 46 | 46 | 53 |
| | 2018 | 67 | 69 | 62 | 54 | 65 | 63 | - | * | - | 50 | 70 | 90 | 62 | 61 | 61 | 65 |
| Grade 8 ELA/Reading | 2019 | 77 | 78 | 80 | 75 | 81 | 82 | - | * | - | 68 | 67 | * | 81 | 79 | 82 | 84 |
| | 2018 | 79 | 80 | 76 | 76 | 73 | 77 | * | * | - | 95 | 82 | * | 78 | 72 | 79 | 72 |
| Grade 8 Mathematics | 2019 | 82 | 81 | 76 | 66 | 80 | 76 | - | - | - | 83 | 56 | - | 80 | 72 | 73 | 79 |
| | 2018 | 81 | 80 | 70 | 65 | 70 | 72 | * | * | - | 69 | 60 | * | 73 | 66 | 69 | 62 |
| End of Course English II | 2019 | 69 | 71 | 78 | 80 | 80 | 74 | * | * | - | 90 | 88 | 60 | 76 | 82 | 81 | 87 |
| | 2018 | 67 | 67 | 60 | 57 | 61 | 61 | * | - | * | 40 | 45 | * | 57 | 66 | 57 | 58 |
| End of Course Algebra I | 2019 | 75 | 78 | 87 | 80 | 87 | 88 | * | * | - | 92 | 60 | 100 | 88 | 86 | 82 | 83 |
| | 2018 | 72 | 75 | 76 | 65 | 72 | 81 | - | * | - | 82 | 41 | 71 | 78 | 73 | 74 | 68 |
| All Grades Both Subjects | 2019 | 69 | 71 | 71 | 66 | 71 | 74 | 75 | 100 | - | 74 | 62 | 73 | 73 | 69 | 69 | 70 |
| | 2018 | 69 | 71 | 66 | 61 | 64 | 68 | 59 | 83 | * | 72 | 59 | 66 | 68 | 64 | 64 | 63 |
| All Grades ELA/Reading | 2019 | 68 | 70 | 71 | 66 | 70 | 73 | * | 100 | - | 74 | 63 | 59 | 72 | 70 | 69 | 71 |
| | 2018 | 69 | 70 | 66 | 63 | 63 | 68 | 83 | 83 | * | 74 | 61 | 73 | 67 | 64 | 64 | 62 |
| All Grades Mathematics | 2019 | 70 | 72 | 72 | 66 | 71 | 75 | * | 100 | - | 74 | 61 | 88 | 75 | 68 | 69 | 69 |
| | 2018 | 70 | 72 | 66 | 58 | 66 | 68 | 30 | 83 | - | 70 | 57 | 60 | 68 | 63 | 64 | 64 |

District Name: CRANDALL ISD
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Texas Education Agency
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2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

| | | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|-----------------------------------------------------------------------|------|-------|-----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 41% | 44% | 34% | 44% | 53% | * | - | - | 50% | 25% | 41% | 39% |
| | 2018 | 38% | 39% | 37% | 31% | 30% | 44% | - | - | - | 44% | 24% | 33% | 34% |
| Mathematics | 2019 | 45% | 46% | 40% | 28% | 43% | 47% | * | - | - | 70% | 28% | 38% | 43% |
| | 2018 | 47% | 47% | 35% | 18% | 32% | 44% | * | - | - | 56% | 24% | 28% | 28% |
| Student Success Initiative | | | | | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 80% | 79% | 58% | 77% | 90% | * | * | - | 73% | 41% | 70% | 72% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 20% | 21% | 42% | 23% | 10% | * | * | - | 27% | 59% | 30% | 28% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 86% | 87% | 84% | 71% | 82% | 92% | * | * | - | 73% | 51% | 79% | 76% |
| Grade 5 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 83% | 85% | 78% | 51% | 82% | 88% | * | * | - | 64% | 46% | 74% | 78% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 17% | 15% | 22% | 49% | 18% | 13% | * | * | - | 36% | 54% | 26% | 22% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 90% | 90% | 87% | 71% | 90% | 92% | * | * | - | 82% | 60% | 83% | 88% |
| Grade 8 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 80% | 81% | 73% | 78% | 86% | - | * | - | 80% | 17% | 73% | 44% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 20% | 19% | 27% | 22% | 14% | - | * | - | 20% | 83% | 27% | 56% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 85% | 87% | 87% | 76% | 85% | 91% | - | * | - | 100% | 26% | 81% | 67% |
| Grade 8 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 82% | 84% | 62% | 56% | 61% | 67% | - | - | - | 64% | 17% | 55% | 33% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 18% | 16% | 38% | 44% | 39% | 33% | - | - | - | 36% | 83% | 45% | 67% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 88% | 89% | 74% | 60% | 73% | 78% | - | - | - | 91% | 22% | 68% | 59% |

District Name: CRANDALL ISD
 County Name: KAUFMAN
 District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

| | | State | Region 10 | District | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|----------------------------------------------------------------|------|-------|-----------|------------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 79% | 79% | - | - | - | - | - | 62% | 50% | 62% | 71% | 62% | 63% |
| | 2018 | 77% | 78% | 76% | - | - | - | - | - | 54% | 65% | 53% | 73% | 54% | 56% |
| At Meets Grade Level or Above | 2019 | 50% | 53% | 48% | - | - | - | - | - | 26% | 0% | 26% | 29% | 26% | 26% |
| | 2018 | 48% | 51% | 44% | - | - | - | - | - | 22% | 36% | 21% | 39% | 22% | 24% |
| At Masters Grade Level | 2019 | 24% | 26% | 22% | - | - | - | - | - | 8% | 0% | 8% | 6% | 8% | 8% |
| | 2018 | 22% | 24% | 18% | - | - | - | - | - | 6% | 11% | 6% | 21% | 6% | 7% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | 79% | - | - | - | - | - | 59% | * | 59% | 80% | 59% | 60% |
| | 2018 | 74% | 75% | 75% | - | - | - | - | - | 53% | 64% | 51% | 67% | 53% | 54% |
| At Meets Grade Level or Above | 2019 | 48% | 51% | 50% | - | - | - | - | - | 27% | * | 27% | 30% | 27% | 27% |
| | 2018 | 46% | 49% | 46% | - | - | - | - | - | 22% | 44% | 19% | 40% | 22% | 23% |
| At Masters Grade Level | 2019 | 21% | 23% | 21% | - | - | - | - | - | 10% | * | 10% | 0% | 10% | 9% |
| | 2018 | 19% | 22% | 19% | - | - | - | - | - | 6% | 12% | 5% | 27% | 6% | 7% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 84% | 82% | - | - | - | - | - | 71% | * | 72% | 80% | 71% | 72% |
| | 2018 | 81% | 82% | 78% | - | - | - | - | - | 60% | 75% | 58% | 80% | 60% | 61% |
| At Meets Grade Level or Above | 2019 | 52% | 55% | 49% | - | - | - | - | - | 33% | * | 33% | 40% | 33% | 33% |
| | 2018 | 50% | 52% | 42% | - | - | - | - | - | 26% | 38% | 25% | 47% | 26% | 28% |
| At Masters Grade Level | 2019 | 26% | 30% | 25% | - | - | - | - | - | 11% | * | 12% | 20% | 11% | 12% |
| | 2018 | 24% | 27% | 18% | - | - | - | - | - | 7% | 13% | 6% | 20% | 7% | 8% |
| All Grades Writing | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 70% | 66% | - | - | - | - | - | 46% | * | 46% | 50% | 46% | 46% |
| | 2018 | 66% | 68% | 60% | - | - | - | - | - | - | - | - | - | - | - |
| At Meets Grade Level or Above | 2019 | 38% | 42% | 34% | - | - | - | - | - | 15% | * | 15% | 17% | 15% | 15% |
| | 2018 | 41% | 44% | 60% | - | - | - | - | - | - | - | - | - | - | - |
| At Masters Grade Level | 2019 | 14% | 17% | 11% | - | - | - | - | - | 1% | * | 1% | 0% | 1% | 1% |
| | 2018 | 13% | 15% | 40% | - | - | - | - | - | - | - | - | - | - | - |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 82% | - | - | - | - | - | 67% | * | 67% | * | 67% | 67% |
| | 2018 | 80% | 81% | 80% | - | - | - | - | - | 52% | 20% | 55% | * | 52% | 54% |
| At Meets Grade Level or Above | 2019 | 54% | 56% | 52% | - | - | - | - | - | 21% | * | 21% | * | 21% | 20% |
| | 2018 | 51% | 53% | 46% | - | - | - | - | - | 19% | 0% | 21% | * | 19% | 18% |
| At Masters Grade Level | 2019 | 25% | 27% | 24% | - | - | - | - | - | 4% | * | 4% | * | 4% | 4% |
| | 2018 | 23% | 25% | 17% | - | - | - | - | - | 8% | 0% | 9% | * | 8% | 8% |
| All Grades Social Studies | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 72% | - | - | - | - | - | 49% | - | 49% | * | 49% | 50% |
| | 2018 | 78% | 80% | 70% | - | - | - | - | - | 37% | * | 34% | * | 37% | 35% |
| At Meets Grade Level or Above | 2019 | 55% | 58% | 44% | - | - | - | - | - | 15% | - | 15% | * | 15% | 16% |
| | 2018 | 53% | 56% | 39% | - | - | - | - | - | 10% | * | 10% | * | 10% | 10% |
| At Masters Grade Level | 2019 | 33% | 36% | 24% | - | - | - | - | - | 6% | - | 6% | * | 6% | 6% |
| | 2018 | 31% | 34% | 19% | - | - | - | - | - | 0% | * | 0% | * | 0% | 0% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 71% | 71% | - | - | - | - | - | 68% | * | 68% | 62% | 68% | 67% |
| | 2018 | 69% | 71% | 66% | - | - | - | - | - | 64% | 91% | 62% | 53% | 64% | 64% |
| All Grades ELA/Reading | 2019 | 68% | 70% | 71% | - | - | - | - | - | 67% | * | 67% | 56% | 67% | 66% |
| | 2018 | 69% | 70% | 66% | - | - | - | - | - | 68% | 90% | 66% | 50% | 68% | 67% |
| All Grades Mathematics | 2019 | 70% | 72% | 72% | - | - | - | - | - | 68% | * | 68% | 67% | 68% | 68% |

District Name: CRANDALL ISD
 County Name: KAUFMAN
 District Number: 129901

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Bilingual Education/English as a Second Language (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year’s report is not updated.

| | | State | Region 10 | District | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|-------------------------------------------------------------------------------------------------------|------|-------|-----------|----------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| | 2018 | 70% | 72% | 66% | - | - | - | - | - | 61% | 92% | 58% | 56% | 61% | 61% |
| Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 41% | 44% | - | - | - | - | - | 40% | - | 40% | * | 40% | 39% |
| | 2018 | 38% | 39% | 37% | - | - | - | - | - | 34% | * | 35% | * | 34% | 34% |
| Mathematics | 2019 | 45% | 46% | 40% | - | - | - | - | - | 42% | * | 42% | * | 42% | 43% |
| | 2018 | 47% | 47% | 35% | - | - | - | - | - | 28% | * | 24% | - | 28% | 28% |

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|----------------------------------------------|-------|-----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 91% | 94% | 97% | 100% | 94% | * | 100% | 95% | 93% | 91% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | 5% | 8% | 5% | 3% | 0% | 3% | * | 0% | 3% | 6% | 7% |
| Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 3% | * | 0% | 1% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 1% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 1% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| 2018 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 92% | 79% | 94% | 97% | 100% | 83% | * | 90% | 90% | 91% | 90% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | 7% | 21% | 5% | 3% | 0% | 17% | * | 10% | 9% | 9% | 7% |
| Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | * | 0% | 1% | 1% | 4% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|----------------------------------------------------|-------|-----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Attendance Rate | | | | | | | | | | | | | |
| 2018-19 | 95.4% | 95.7% | 96.1% | 96.0% | 96.4% | 96.0% | 97.5% | 97.4% | * | 96.3% | 95.5% | 95.8% | 96.9% |
| 2017-18 | 95.4% | 95.7% | 96.3% | 96.5% | 96.7% | 96.0% | 98.1% | 98.3% | * | 96.4% | 95.2% | 96.0% | 96.9% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2018-19 | 0.4% | 0.4% | 0.4% | 1.4% | 0.5% | 0.0% | * | 0.0% | - | 0.0% | 1.5% | 0.5% | 1.4% |
| 2017-18 | 0.4% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 2.4% | 0.2% | 0.8% | 0.0% | 0.2% | * | 0.0% | * | 0.0% | 0.0% | 0.3% | 0.0% |
| 2017-18 | 1.9% | 2.0% | 0.1% | 0.0% | 0.3% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.2% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 88.4% | 98.5% | 97.5% | 97.2% | 99.3% | - | * | - | 100.0% | 95.0% | 98.3% | 100.0% |
| Received TxCHSE | 0.5% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 3.7% | 4.6% | 0.7% | 0.0% | 1.4% | 0.7% | - | * | - | 0.0% | 5.0% | 0.8% | 0.0% |
| Dropped Out | 5.9% | 6.6% | 0.7% | 2.5% | 1.4% | 0.0% | - | * | - | 0.0% | 0.0% | 0.8% | 0.0% |
| Graduates and TxCHSE | 90.4% | 88.7% | 98.5% | 97.5% | 97.2% | 99.3% | - | * | - | 100.0% | 95.0% | 98.3% | 100.0% |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.4% | 99.3% | 97.5% | 98.6% | 100.0% | - | * | - | 100.0% | 100.0% | 99.2% | 100.0% |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 88.8% | 98.9% | 100.0% | 98.4% | 98.8% | - | * | - | 100.0% | 93.8% | 97.2% | 100.0% |
| Received TxCHSE | 0.4% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 3.8% | 4.8% | 0.7% | 0.0% | 1.6% | 0.6% | - | * | - | 0.0% | 6.3% | 1.9% | 0.0% |
| Dropped Out | 5.7% | 6.1% | 0.4% | 0.0% | 0.0% | 0.6% | - | * | - | 0.0% | 0.0% | 0.9% | 0.0% |
| Graduates and TxCHSE | 90.4% | 89.1% | 98.9% | 100.0% | 98.4% | 98.8% | - | * | - | 100.0% | 93.8% | 97.2% | 100.0% |
| Graduates, TxCHSE, and Continuers | 94.3% | 93.9% | 99.6% | 100.0% | 100.0% | 99.4% | - | * | - | 100.0% | 100.0% | 99.1% | 100.0% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 91.3% | 99.6% | 100.0% | 100.0% | 99.4% | - | * | - | 100.0% | 100.0% | 99.1% | 100.0% |
| Received TxCHSE | 0.6% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 1.1% | 1.4% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.1% | 6.9% | 0.4% | 0.0% | 0.0% | 0.6% | - | * | - | 0.0% | 0.0% | 0.9% | 0.0% |
| Graduates and TxCHSE | 92.8% | 91.7% | 99.6% | 100.0% | 100.0% | 99.4% | - | * | - | 100.0% | 100.0% | 99.1% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.1% | 99.6% | 100.0% | 100.0% | 99.4% | - | * | - | 100.0% | 100.0% | 99.1% | 100.0% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 91.7% | 98.2% | 96.4% | 97.9% | 98.6% | - | - | - | * | 95.5% | 98.6% | * |
| Received TxCHSE | 0.6% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| Continued HS | 1.1% | 1.4% | 0.5% | 0.0% | 0.0% | 0.7% | - | - | - | * | 4.5% | 0.0% | * |
| Dropped Out | 6.3% | 6.5% | 1.4% | 3.6% | 2.1% | 0.7% | - | - | - | * | 0.0% | 1.4% | * |
| Graduates and TxCHSE | 92.6% | 92.1% | 98.2% | 96.4% | 97.9% | 98.6% | - | - | - | * | 95.5% | 98.6% | * |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.5% | 98.6% | 96.4% | 97.9% | 99.3% | - | - | - | * | 100.0% | 98.6% | * |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--------------------------------------------------------------------|-------|-----------|---------------|---------------------|----------|--------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.3% | 98.6% | 96.4% | 97.9% | 99.3% | - | - | - | * | 100.0% | 98.6% | * |
| Received TxCHSE | 0.7% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| Continued HS | 0.6% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | * |
| Dropped Out | 6.3% | 6.5% | 1.4% | 3.6% | 2.1% | 0.7% | - | - | - | * | 0.0% | 1.4% | * |
| Graduates and TxCHSE | 93.2% | 92.9% | 98.6% | 96.4% | 97.9% | 99.3% | - | - | - | * | 100.0% | 98.6% | * |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.5% | 98.6% | 96.4% | 97.9% | 99.3% | - | - | - | * | 100.0% | 98.6% | * |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 92.0% | 100.0% | 100.0% | 100.0% | 100.0% | * | * | - | - | 100.0% | 100.0% | * |
| Received TxCHSE | 0.8% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | - | 0.0% | 0.0% | * |
| Continued HS | 0.5% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | - | 0.0% | 0.0% | * |
| Dropped Out | 6.6% | 6.9% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | - | 0.0% | 0.0% | * |
| Graduates and TxCHSE | 92.9% | 92.6% | 100.0% | 100.0% | 100.0% | 100.0% | * | * | - | - | 100.0% | 100.0% | * |
| Graduates, TxCHSE, and Continuers | 93.4% | 93.1% | 100.0% | 100.0% | 100.0% | 100.0% | * | * | - | - | 100.0% | 100.0% | * |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | 90.0% | 88.4% | 97.1% | 97.5% | 95.9% | 97.4% | - | * | - | 100.0% | 86.4% | 95.9% | 100.0% |
| Class of 2018 | 90.0% | 88.8% | 97.9% | 97.8% | 98.4% | 97.6% | - | * | - | 100.0% | 88.2% | 97.2% | 100.0% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 73.3% | 76.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 68.5% | 71.8% | * | * | - | * | - | - | - | - | * | * | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 4.2% | 5.1% | 0.8% | 0.0% | 1.4% | 0.7% | - | * | - | 0.0% | 0.0% | 0.9% | 0.0% |
| Class of 2018 | 5.0% | 4.2% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 83.5% | 82.7% | 84.8% | 84.2% | 91.3% | 81.4% | - | * | - | 88.9% | 43.8% | 77.2% | 80.0% |
| Class of 2018 | 82.0% | 82.4% | 82.8% | 83.3% | 83.6% | 83.9% | - | * | - | 55.6% | 50.0% | 75.5% | 50.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 87.6% | 87.8% | 85.6% | 84.2% | 92.8% | 82.1% | - | * | - | 88.9% | 43.8% | 78.1% | 80.0% |
| Class of 2018 | 86.8% | 86.5% | 81.9% | 79.5% | 83.6% | 83.3% | - | * | - | 55.6% | 46.7% | 74.0% | 50.0% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 32.7% | 22.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 37.7% | 43.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 4.4% | 6.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2017-18 | 4.9% | 4.2% | 0.7% | 0.0% | 1.7% | 0.6% | - | * | - | 0.0% | 0.0% | 1.1% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 82.1% | 80.9% | 85.5% | 78.7% | 89.6% | 85.6% | - | * | - | 80.0% | 38.1% | 77.2% | 81.3% |
| 2017-18 | 81.5% | 82.1% | 80.6% | 78.3% | 85.0% | 80.4% | - | * | - | 62.5% | 48.3% | 74.2% | 50.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |

District Name: CRANDALL ISD
County Name: KAUFMAN
District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---------|-------|-----------|----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| 2018-19 | 85.9% | 86.3% | 85.5% | 78.7% | 89.6% | 85.6% | - | * | - | 80.0% | 38.1% | 77.2% | 81.3% |
| 2017-18 | 85.1% | 84.7% | 81.3% | 78.3% | 86.7% | 81.0% | - | * | - | 62.5% | 48.3% | 75.3% | 50.0% |

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

| | District Count | District Percent | State Count | State Percent |
|------------------------------------------------------------|-------------------|---------------------|----------------|------------------|
| Graduates (2018-19 Annual Graduates) | | | | |
| Total Graduates | 286 | 100.0% | 355,615 | 100.0% |
| By Ethnicity: | | | | |
| African American | 49 | 17.1% | 43,953 | 12.4% |
| Hispanic | 78 | 27.3% | 180,673 | 50.8% |
| White | 147 | 51.4% | 105,577 | 29.7% |
| American Indian | 0 | 0.0% | 1,293 | 0.4% |
| Asian | 2 | 0.7% | 16,564 | 4.7% |
| Pacific Islander | 0 | 0.0% | 537 | 0.2% |
| Two or More Races | 10 | 3.5% | 7,018 | 2.0% |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 2,248 | 0.6% |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 1,090 | 0.3% |
| Foundation H.S. Program (No Endorsement) | 45 | 15.7% | 51,579 | 14.5% |
| Foundation H.S. Program (Endorsement) | 0 | 0.0% | 15,160 | 4.3% |
| Foundation H.S. Program (DLA) | 241 | 84.3% | 285,538 | 80.3% |
| Special Education Graduates | 25 | 8.7% | 27,598 | 7.8% |
| Economically Disadvantaged Graduates | 131 | 45.8% | 186,364 | 52.4% |
| LEP Graduates | 16 | 5.6% | 25,189 | 7.1% |
| At-Risk Graduates | 130 | 45.5% | 146,432 | 41.2% |

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|----------------------------------------------------------------------------|-------|-----------|--------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 72.9% | 71.2% | 68.4% | 52.0% | 66.7% | 76.9% | - | * | - | 45.0% | 80.0% | 58.0% | 40.6% |
| 2017-18 | 65.5% | 63.6% | 61.8% | 41.3% | 68.3% | 65.5% | - | * | - | 50.0% | 60.3% | 54.4% | 31.3% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 53.0% | 53.0% | 44.4% | 26.5% | 44.9% | 51.7% | - | * | - | 30.0% | 0.0% | 33.6% | 31.3% |
| 2017-18 | 50.0% | 49.5% | 40.9% | 10.9% | 46.7% | 47.0% | - | * | - | 37.5% | 6.9% | 32.2% | 0.0% |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 60.7% | 61.0% | 66.4% | 46.9% | 67.9% | 72.8% | - | * | - | 60.0% | 16.0% | 53.4% | 43.8% |
| 2017-18 | 58.2% | 58.0% | 53.8% | 32.6% | 50.0% | 61.6% | - | * | - | 37.5% | 10.3% | 46.7% | 0.0% |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 48.6% | 46.9% | 38.1% | 20.4% | 34.6% | 46.3% | - | * | - | 40.0% | 4.0% | 26.0% | 12.5% |
| 2017-18 | 46.0% | 44.1% | 35.1% | 10.9% | 35.0% | 41.5% | - | * | - | 37.5% | 6.9% | 27.8% | 0.0% |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 44.2% | 43.7% | 37.1% | 20.4% | 33.3% | 45.6% | - | * | - | 30.0% | 0.0% | 25.2% | 12.5% |
| 2017-18 | 42.1% | 41.3% | 34.8% | 10.9% | 35.0% | 40.9% | - | * | - | 37.5% | 3.4% | 27.8% | 0.0% |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 23.1% | 20.2% | 28.0% | 16.3% | 26.9% | 32.7% | - | * | - | 30.0% | 0.0% | 19.1% | 6.3% |
| 2017-18 | 20.7% | 16.7% | 29.0% | 4.3% | 33.3% | 34.1% | - | * | - | 25.0% | 0.0% | 23.3% | 0.0% |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 21.1% | 26.6% | 12.9% | 4.1% | 17.9% | 14.3% | - | * | - | 0.0% | 0.0% | 9.2% | 18.8% |
| 2017-18 | 20.4% | 25.7% | 12.2% | 0.0% | 25.0% | 10.4% | - | * | - | 12.5% | 3.4% | 11.1% | 0.0% |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 1.9% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2017-18 | 1.4% | 1.4% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.3% | 1.8% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2017-18 | 1.0% | 1.0% | 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) | | | | | | | | | | | | | |
| 2018-19 | 40.4% | 36.6% | 40.2% | 34.7% | 38.5% | 44.9% | - | * | - | 15.0% | 80.0% | 37.4% | 15.6% |
| 2017-18 | 28.7% | 25.8% | 33.3% | 33.7% | 37.5% | 32.0% | - | * | - | 25.0% | 60.3% | 30.0% | 31.3% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 10.7% | 7.2% | 5.6% | 0.0% | 3.8% | 8.8% | - | * | - | 0.0% | 4.0% | 3.8% | 0.0% |
| 2017-18 | 4.8% | 3.0% | 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) | | | | | | | | | | | | | |

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|------------------------------------------------------------------------------------------------------------------|-------|-----------|--------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| 2018-19 | 2.3% | 2.3% | 4.9% | 8.2% | 3.8% | 4.8% | - | * | - | 0.0% | 56.0% | 6.1% | 0.0% |
| 2017-18 | 1.7% | 1.7% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 55.6% | 54.8% | 57.7% | 44.9% | 57.7% | 63.9% | - | * | - | 30.0% | 20.0% | 48.9% | 31.3% |
| 2017-18 | 38.7% | 38.0% | 55.6% | 47.8% | 58.3% | 57.3% | - | * | - | 37.5% | 48.3% | 44.4% | 25.0% |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 5.0% | 3.1% | 3.5% | 4.1% | 3.8% | 3.4% | - | * | - | 0.0% | 0.0% | 6.1% | 0.0% |
| 2017-18 | 4.3% | 2.2% | 2.9% | 2.2% | 6.7% | 1.2% | - | * | - | 12.5% | 3.4% | 3.3% | 0.0% |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.7% | 2.9% | 2.8% | 0.0% | 2.6% | 4.1% | - | * | - | 0.0% | 32.0% | 0.8% | 0.0% |
| 2017-18 | 2.6% | 2.6% | 5.0% | 10.9% | 5.0% | 3.7% | - | * | - | 0.0% | 48.3% | 6.7% | 25.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 0.6% | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2017-18 | 0.6% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|----------------------------------------------------------------------------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2018-19 | 33.4% | 27.5% | 51.4% | 26.5% | 48.7% | 61.2% | - | * | - | 50.0% | 8.0% | 39.7% | 18.8% |
| 2017-18 | 32.1% | 25.5% | 50.5% | 28.3% | 48.3% | 57.9% | - | * | - | 37.5% | 10.3% | 42.2% | 0.0% |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 24.7% | 18.3% | 38.1% | 20.4% | 34.6% | 46.3% | - | * | - | 40.0% | 4.0% | 26.0% | 12.5% |
| 2017-18 | 23.7% | 16.7% | 30.5% | 10.9% | 30.0% | 35.4% | - | * | - | 37.5% | 6.9% | 23.3% | 0.0% |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 18.8% | 13.6% | 34.3% | 18.4% | 32.1% | 41.5% | - | * | - | 30.0% | 0.0% | 22.9% | 6.3% |
| 2017-18 | 18.1% | 12.2% | 30.1% | 10.9% | 30.0% | 34.8% | - | * | - | 37.5% | 3.4% | 23.3% | 0.0% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 59.0% | 60.0% | 58.4% | 44.9% | 57.7% | 64.6% | - | * | - | 40.0% | 20.0% | 50.4% | 31.3% |
| 2017-18 | 58.4% | 62.0% | 57.0% | 47.8% | 61.7% | 57.9% | - | * | - | 50.0% | 48.3% | 46.7% | 25.0% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 5.1% | 3.6% | 14.3% | 18.4% | 19.2% | 10.9% | - | * | - | 10.0% | 8.0% | 12.2% | 25.0% |
| 2017-18 | 2.0% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 7.3% | 4.2% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2017-18 | 3.9% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 2.6% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2017-18 | 0.9% | 0.2% | 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 | | | | | | | | | | | | | |
| 2019 | 25.2% | 31.3% | 26.6% | 17.1% | 23.8% | 31.6% | - | * | * | 26.3% | n/a | 18.9% | n/a |
| 2018 | 25.8% | 31.8% | 27.5% | 13.2% | 30.0% | 30.4% | - | * | * | 21.4% | n/a | 22.6% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2019 | 14.5% | 19.0% | 10.4% | 11.4% | 10.2% | 10.7% | - | * | * | 5.3% | n/a | 8.0% | n/a |
| 2018 | 15.3% | 20.1% | 2.7% | 3.9% | 0.8% | 3.0% | - | * | * | 7.1% | n/a | 3.7% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2019 | 7.4% | 10.2% | 10.6% | 5.7% | 7.5% | 14.1% | - | * | * | 10.5% | n/a | 5.8% | n/a |
| 2018 | 7.3% | 9.7% | 16.0% | 3.9% | 15.0% | 19.1% | - | * | * | 21.4% | n/a | 11.6% | n/a |
| Science | | | | | | | | | | | | | |
| 2019 | 10.4% | 13.4% | 11.6% | 4.8% | 6.1% | 16.8% | - | * | * | 15.8% | n/a | 6.5% | n/a |
| 2018 | 10.8% | 13.4% | 12.7% | 5.3% | 15.8% | 13.0% | - | * | * | 21.4% | n/a | 9.5% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2019 | 13.9% | 17.4% | 6.0% | 2.9% | 4.1% | 7.9% | - | * | * | 10.5% | n/a | 4.4% | n/a |
| 2018 | 14.5% | 18.2% | 4.9% | 2.6% | 5.8% | 5.0% | - | * | * | 7.1% | n/a | 5.3% | n/a |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2019 | 51.0% | 54.4% | 31.1% | 27.8% | 22.9% | 34.8% | - | * | - | 20.0% | n/a | 26.9% | n/a |
| 2018 | 50.7% | 54.8% | 30.5% | 20.0% | 36.1% | 28.6% | - | * | - | * | n/a | 27.9% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2019 | 41.2% | 44.3% | 16.9% | 25.0% | 6.7% | 19.4% | - | - | - | * | n/a | 9.1% | n/a |
| 2018 | 42.5% | 45.1% | 0.0% | * | * | 0.0% | - | - | - | * | n/a | 0.0% | n/a |

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---------------------------------------------|-------|-----------|--------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Mathematics | | | | | | | | | | | | | |
| 2019 | 52.2% | 58.1% | 18.3% | 33.3% | 0.0% | 22.0% | - | - | - | * | n/a | 6.3% | n/a |
| 2018 | 52.8% | 60.2% | 26.8% | * | 22.2% | 26.3% | - | * | - | * | n/a | 22.7% | n/a |
| Science | | | | | | | | | | | | | |
| 2019 | 40.6% | 44.2% | 33.3% | 20.0% | 11.1% | 38.8% | - | - | - | * | n/a | 33.3% | n/a |
| 2018 | 38.0% | 43.5% | 26.2% | * | 15.8% | 33.3% | - | - | - | * | n/a | 16.7% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2019 | 46.3% | 51.2% | 20.6% | * | 0.0% | 30.4% | - | - | - | * | n/a | 16.7% | n/a |
| 2018 | 44.6% | 48.6% | 8.0% | * | 0.0% | 13.3% | - | - | - | * | n/a | 0.0% | n/a |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2018-19 | 75.0% | 80.5% | 47.2% | 46.9% | 37.2% | 51.7% | - | * | - | 60.0% | n/a | 34.4% | n/a |
| 2017-18 | 74.6% | 79.0% | 52.0% | 41.3% | 60.0% | 53.0% | - | * | - | 25.0% | n/a | 43.4% | n/a |
| At/Above Criterion for All | | | | | | | | | | | | | |
| Examinees | | | | | | | | | | | | | |
| 2018-19 | 36.1% | 40.1% | 34.1% | 26.1% | 24.1% | 42.1% | - | * | - | 16.7% | n/a | 26.7% | n/a |
| 2017-18 | 37.9% | 41.3% | 38.6% | 21.1% | 38.9% | 40.2% | - | * | - | * | n/a | 37.0% | n/a |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 1027 | 1039 | 1031 | 979 | 982 | 1073 | - | * | - | * | n/a | 992 | n/a |
| 2017-18 | 1036 | 1047 | 1044 | 948 | 1019 | 1074 | - | * | - | - | n/a | 998 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| and Writing | | | | | | | | | | | | | |
| 2018-19 | 517 | 521 | 523 | 489 | 490 | 550 | - | * | - | * | n/a | 500 | n/a |
| 2017-18 | 521 | 525 | 528 | 478 | 513 | 546 | - | * | - | - | n/a | 506 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 510 | 518 | 508 | 489 | 492 | 524 | - | * | - | * | n/a | 492 | n/a |
| 2017-18 | 515 | 522 | 516 | 471 | 506 | 528 | - | * | - | - | n/a | 492 | n/a |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 20.6 | 20.6 | 20.1 | 17.3 | 17.7 | 21.9 | - | * | - | 17.7 | n/a | 18.6 | n/a |
| 2017-18 | 20.6 | 20.5 | 20.6 | 17.3 | 19.8 | 21.4 | - | * | - | * | n/a | 20.2 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 20.3 | 20.2 | 20.0 | 16.6 | 16.8 | 22.2 | - | * | - | 17.0 | n/a | 18.1 | n/a |
| 2017-18 | 20.3 | 20.0 | 20.1 | 16.1 | 19.0 | 21.2 | - | * | - | * | n/a | 19.3 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4 | 20.7 | 19.4 | 16.5 | 18.3 | 20.7 | - | * | - | 17.8 | n/a | 18.2 | n/a |
| 2017-18 | 20.6 | 20.6 | 20.2 | 17.8 | 20.0 | 20.5 | - | * | - | * | n/a | 20.4 | n/a |
| Science | | | | | | | | | | | | | |
| 2018-19 | 20.8 | 20.8 | 20.7 | 18.5 | 18.7 | 22.0 | - | * | - | 18.3 | n/a | 19.4 | n/a |
| 2017-18 | 20.9 | 20.7 | 21.3 | 19.1 | 20.7 | 21.9 | - | * | - | * | n/a | 20.9 | n/a |

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

| | State | Region 10 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|-------------------------------------------------------------------------------------------------------|-------|-----------|--------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Advanced Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 44.6% | 47.2% | 36.6% | 31.5% | 35.3% | 39.1% | * | 27.3% | * | 38.5% | 13.9% | 32.9% | 25.3% |
| 2017-18 | 43.4% | 45.7% | 35.8% | 30.5% | 35.7% | 38.4% | * | 33.3% | * | 24.4% | 17.8% | 29.6% | 24.0% |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 17.8% | 18.5% | 16.4% | 10.8% | 13.9% | 20.0% | * | 9.1% | * | 15.4% | 0.8% | 12.7% | 3.7% |
| 2017-18 | 17.3% | 17.5% | 13.3% | 5.0% | 12.0% | 16.6% | * | 16.7% | * | 12.2% | 0.8% | 8.8% | 0.0% |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4% | 22.0% | 25.5% | 21.0% | 25.3% | 27.3% | * | 18.2% | * | 28.2% | 7.6% | 22.5% | 16.0% |
| 2017-18 | 20.7% | 21.8% | 24.7% | 18.6% | 22.7% | 27.8% | * | 16.7% | * | 22.5% | 7.1% | 18.2% | 8.5% |
| Science | | | | | | | | | | | | | |
| 2018-19 | 21.7% | 22.7% | 24.0% | 19.5% | 20.3% | 27.3% | * | 9.1% | * | 31.6% | 9.6% | 19.8% | 12.5% |
| 2017-18 | 21.2% | 21.9% | 32.8% | 27.3% | 32.4% | 35.7% | * | 33.3% | * | 20.5% | 14.8% | 28.1% | 23.4% |
| Social Studies | | | | | | | | | | | | | |
| 2018-19 | 23.6% | 27.0% | 13.5% | 6.9% | 8.7% | 18.8% | * | 0.0% | * | 18.8% | 0.0% | 8.9% | 1.8% |
| 2017-18 | 22.8% | 26.4% | 10.8% | 6.1% | 7.5% | 14.1% | - | 20.0% | * | 7.7% | 0.0% | 6.4% | 6.7% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | |
| 2017-18 | 53.4% | 53.9% | 50.9% | 47.8% | 43.3% | 56.1% | - | * | - | 12.5% | 37.9% | 47.2% | 25.0% |
| 2016-17 | 54.6% | 54.1% | 54.3% | 62.1% | 51.1% | 54.6% | - | - | - | * | 39.1% | 44.6% | * |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | |
| 2017-18 | 60.7% | 57.3% | 56.6% | 27.3% | 65.4% | 60.5% | - | * | - | * | 18.2% | 59.2% | * |
| 2016-17 | 59.2% | 58.5% | 46.2% | 29.4% | 45.8% | 50.0% | - | - | - | - | 0.0% | 51.4% | - |

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

| Student Information | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|-----------------------------------------------|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
| | ----- District ----- | | ----- State ----- | | ----- District ----- | | ----- State ----- | |
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Total Students | 4,573 | 100.0% | 5,479,173 | 100.0% | 4,592 | 100.0% | 5,493,940 | 100.0% |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 13 | 0.3% | 16,848 | 0.3% | 22 | 0.5% | 25,883 | 0.5% |
| Pre-Kindergarten | 167 | 3.7% | 248,413 | 4.5% | 167 | 3.6% | 249,226 | 4.5% |
| Kindergarten | 321 | 7.0% | 383,585 | 7.0% | 321 | 7.0% | 384,114 | 7.0% |
| Grade 1 | 321 | 7.0% | 391,175 | 7.1% | 321 | 7.0% | 391,449 | 7.1% |
| Grade 2 | 340 | 7.4% | 388,370 | 7.1% | 340 | 7.4% | 388,675 | 7.1% |
| Grade 3 | 319 | 7.0% | 391,565 | 7.1% | 319 | 6.9% | 391,795 | 7.1% |
| Grade 4 | 358 | 7.8% | 399,883 | 7.3% | 359 | 7.8% | 400,111 | 7.3% |
| Grade 5 | 340 | 7.4% | 417,272 | 7.6% | 340 | 7.4% | 417,444 | 7.6% |
| Grade 6 | 368 | 8.0% | 422,605 | 7.7% | 368 | 8.0% | 422,740 | 7.7% |
| Grade 7 | 342 | 7.5% | 423,421 | 7.7% | 342 | 7.4% | 423,545 | 7.7% |
| Grade 8 | 376 | 8.2% | 411,170 | 7.5% | 376 | 8.2% | 411,272 | 7.5% |
| Grade 9 | 379 | 8.3% | 448,929 | 8.2% | 379 | 8.3% | 449,122 | 8.2% |
| Grade 10 | 347 | 7.6% | 406,785 | 7.4% | 347 | 7.6% | 407,044 | 7.4% |
| Grade 11 | 304 | 6.6% | 376,894 | 6.9% | 304 | 6.6% | 377,208 | 6.9% |
| Grade 12 | 278 | 6.1% | 352,258 | 6.4% | 287 | 6.3% | 354,312 | 6.4% |
| Ethnic Distribution: | | | | | | | | |
| African American | 855 | 18.7% | 691,582 | 12.6% | 858 | 18.7% | 692,925 | 12.6% |
| Hispanic | 1,457 | 31.9% | 2,892,928 | 52.8% | 1,461 | 31.8% | 2,899,504 | 52.8% |
| White | 2,090 | 45.7% | 1,477,699 | 27.0% | 2,101 | 45.8% | 1,483,688 | 27.0% |
| American Indian | 19 | 0.4% | 19,999 | 0.4% | 19 | 0.4% | 20,062 | 0.4% |
| Asian | 25 | 0.5% | 250,065 | 4.6% | 25 | 0.5% | 250,463 | 4.6% |
| Pacific Islander | 5 | 0.1% | 8,466 | 0.2% | 5 | 0.1% | 8,481 | 0.2% |
| Two or More Races | 122 | 2.7% | 138,434 | 2.5% | 123 | 2.7% | 138,817 | 2.5% |
| Sex: | | | | | | | | |
| Female | 2,181 | 47.7% | 2,673,270 | 48.8% | 2,189 | 47.7% | 2,678,619 | 48.8% |
| Male | 2,392 | 52.3% | 2,805,903 | 51.2% | 2,403 | 52.3% | 2,815,321 | 51.2% |
| Economically Disadvantaged | 2,413 | 52.8% | 3,303,974 | 60.3% | 2,422 | 52.7% | 3,309,610 | 60.2% |
| Non-Educationally Disadvantaged | 2,160 | 47.2% | 2,175,199 | 39.7% | 2,170 | 47.3% | 2,184,330 | 39.8% |
| Section 504 Students | 377 | 8.2% | 376,734 | 6.9% | 377 | 8.2% | 376,956 | 6.9% |
| English Learners (EL) | 618 | 13.5% | 1,112,674 | 20.3% | 619 | 13.5% | 1,113,536 | 20.3% |
| Students w/ Disciplinary Placements (2018-19) | 102 | 2.2% | 82,551 | 1.5% | | | | |
| Students w/ Dyslexia | 219 | 4.8% | 224,619 | 4.1% | 219 | 4.8% | 224,741 | 4.1% |
| Foster Care | 19 | 0.4% | 17,393 | 0.3% | 19 | 0.4% | 17,451 | 0.3% |
| Homeless | 8 | 0.2% | 78,178 | 1.4% | 8 | 0.2% | 78,296 | 1.4% |
| Immigrant | 22 | 0.5% | 126,747 | 2.3% | 22 | 0.5% | 126,858 | 2.3% |
| Migrant | 3 | 0.1% | 18,888 | 0.3% | 3 | 0.1% | 18,992 | 0.3% |
| Title I | 1,976 | 43.2% | 3,568,526 | 65.1% | 1,984 | 43.2% | 3,576,850 | 65.1% |
| Military Connected | 102 | 2.2% | 105,751 | 1.9% | 102 | 2.2% | 105,787 | 1.9% |
| At-Risk | 1,948 | 42.6% | 2,773,390 | 50.6% | 1,956 | 42.6% | 2,776,481 | 50.5% |

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

| Student Information | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|-----------------------------------------------------------|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
| | ----- District ----- | | ----- State ----- | | ----- District ----- | | ----- State ----- | |
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 601 | 13.1% | 1,128,904 | 20.6% | 602 | 13.1% | 1,129,558 | 20.6% |
| Career & Technical Education | 1,251 | 27.4% | 1,512,219 | 27.6% | | | | |
| Career & Technical Education (9-12 grades only) | 927 | 70.9% | 805,496 | 50.8% | 927 | 70.4% | 806,117 | 50.8% |
| Gifted & Talented Education | 256 | 5.6% | 444,125 | 8.1% | 256 | 5.6% | 444,196 | 8.1% |
| Special Education | 536 | 11.7% | 577,868 | 10.5% | 547 | 11.9% | 587,987 | 10.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 536 | | 577,868 | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 243 | 45.3% | 245,216 | 42.4% | | | | |
| Students with Physical Disabilities | 117 | 21.8% | 123,847 | 21.4% | | | | |
| Students with Autism | 58 | 10.8% | 79,952 | 13.8% | | | | |
| Students with Behavioral Disabilities | 111 | 20.7% | 120,042 | 20.8% | | | | |
| Students with Non-Categorical Early Childhood | 7 | 1.3% | 8,811 | 1.5% | | | | |
| Mobility (2018-19): | | | | | | | | |
| Total Mobile Students | 526 | 12.4% | 806,375 | 15.3% | | | | |

| Student Information | -Non-Special Education Rates- | | -Special Education Rates- | |
|---------------------------|-------------------------------|-------|---------------------------|-------|
| | District | State | District | State |
| Retention Rates by Grade: | | | | |
| Kindergarten | 7.8% | 1.6% | 24.1% | 5.5% |
| Grade 1 | 3.8% | 2.9% | 7.5% | 4.9% |
| Grade 2 | 1.2% | 1.6% | 3.0% | 2.0% |
| Grade 3 | 0.0% | 0.9% | 0.0% | 0.8% |
| Grade 4 | 0.0% | 0.5% | 0.0% | 0.4% |
| Grade 5 | 0.0% | 0.4% | 1.9% | 0.5% |
| Grade 6 | 0.0% | 0.4% | 2.2% | 0.5% |
| Grade 7 | 0.0% | 0.5% | 0.0% | 0.6% |
| Grade 8 | 0.0% | 0.4% | 0.0% | 0.6% |
| Grade 9 | 3.9% | 7.8% | 2.9% | 13.1% |

| | ----- District ----- | | ----- State ----- | |
|------------------------|----------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Data Quality: | | | | |
| Underreported Students | 0 | 0.0% | 5,686 | 0.2% |

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

| Class Size Information | District | State |
|--------------------------------------------------------------------------------------------|-----------------|--------------|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | |
| Elementary: | | |
| Kindergarten | 17.1 | 19.0 |
| Grade 1 | 22.3 | 18.9 |
| Grade 2 | 19.0 | 18.8 |
| Grade 3 | 20.2 | 19.0 |
| Grade 4 | 19.8 | 19.2 |
| Grade 5 | 21.4 | 20.9 |
| Grade 6 | 20.6 | 20.4 |
| Secondary: | | |
| English/Language Arts | 16.1 | 16.4 |
| Foreign Languages | 19.1 | 18.7 |
| Mathematics | 17.2 | 17.8 |
| Science | 18.6 | 18.8 |
| Social Studies | 17.9 | 19.3 |

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

| Staff Information | District | | State | |
|-------------------------------------------|----------|---------|-----------|---------|
| | Count | Percent | Count | Percent |
| Total Staff | 596.6 | 100.0% | 734,726.4 | 100.0% |
| Professional Staff: | 399.5 | 67.0% | 468,132.4 | 63.7% |
| Teachers | 306.4 | 51.4% | 363,121.3 | 49.4% |
| Professional Support | 58.9 | 9.9% | 74,698.8 | 10.2% |
| Campus Administration (School Leadership) | 24.1 | 4.0% | 21,960.1 | 3.0% |
| Central Administration | 10.0 | 1.7% | 8,352.3 | 1.1% |
| Educational Aides: | 72.5 | 12.2% | 78,096.8 | 10.6% |
| Auxiliary Staff: | 124.5 | 20.9% | 188,497.2 | 25.7% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 5.0 | n/a | 4,373.0 | n/a |
| Part-time | 0.0 | n/a | 595.0 | n/a |
| Counselors | | | | |
| Full-time | 10.0 | n/a | 12,901.0 | n/a |
| Part-time | 1.0 | n/a | 1,103.0 | n/a |
| Total Minority Staff: | 123.1 | 20.6% | 375,758.9 | 51.1% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 24.0 | 7.8% | 39,132.5 | 10.8% |
| Hispanic | 16.0 | 5.2% | 102,099.7 | 28.1% |
| White | 259.4 | 84.7% | 209,453.0 | 57.7% |
| American Indian | 2.0 | 0.7% | 1,239.6 | 0.3% |
| Asian | 1.0 | 0.3% | 6,393.2 | 1.8% |
| Pacific Islander | 1.0 | 0.3% | 638.2 | 0.2% |
| Two or More Races | 3.0 | 1.0% | 4,165.2 | 1.1% |
| Males | 61.4 | 20.0% | 86,302.4 | 23.8% |
| Females | 245.0 | 80.0% | 276,818.8 | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 2.0 | 0.7% | 4,859.9 | 1.3% |
| Bachelors | 229.6 | 74.9% | 266,596.3 | 73.4% |
| Masters | 71.9 | 23.5% | 89,088.4 | 24.5% |
| Doctorate | 3.0 | 1.0% | 2,576.8 | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 20.0 | 6.5% | 26,878.7 | 7.4% |
| 1-5 Years Experience | 109.6 | 35.8% | 101,305.8 | 27.9% |
| 6-10 Years Experience | 67.0 | 21.9% | 70,305.4 | 19.4% |
| 11-20 Years Experience | 74.9 | 24.4% | 106,767.7 | 29.4% |
| Over 20 Years Experience | 35.0 | 11.4% | 57,863.9 | 15.9% |
| Number of Students per Teacher | 14.9 | n/a | 15.1 | n/a |

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

| Staff Information | District | State |
|----------------------------------------------------------------------|-----------|-----------|
| Experience of Campus Leadership: | | |
| Average Years Experience of Principals | 6.3 | 6.2 |
| Average Years Experience of Principals with District | 6.3 | 5.3 |
| Average Years Experience of Assistant Principals | 3.9 | 5.3 |
| Average Years Experience of Assistant Principals with District | 2.8 | 4.7 |
| Average Years Experience of Teachers: | 9.6 | 11.1 |
| Average Years Experience of Teachers with District: | 4.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | |
| Beginning Teachers | \$50,517 | \$49,868 |
| 1-5 Years Experience | \$52,048 | \$52,823 |
| 6-10 Years Experience | \$53,628 | \$55,756 |
| 11-20 Years Experience | \$56,639 | \$59,308 |
| Over 20 Years Experience | \$65,861 | \$65,449 |
| Average Actual Salaries (regular duties only): | | |
| Teachers | \$54,993 | \$57,091 |
| Professional Support | \$65,280 | \$67,352 |
| Campus Administration (School Leadership) | \$73,974 | \$82,512 |
| Central Administration | \$100,608 | \$108,367 |
| Instructional Staff Percent: | 69.0% | 64.6% |
| Turnover Rate for Teachers: | 20.1% | 16.8% |
| Staff Exclusions: | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,122.5 |
| Educational Aides | 0.0 | 189.0 |
| Auxiliary Staff | 0.0 | 399.5 |
| Contracted Instructional Staff: | 0.0 | 6,309.0 |

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

| Program Information | District | | State | |
|------------------------------------------|----------|---------|-----------|---------|
| | Count | Percent | Count | Percent |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 11.6 | 3.8% | 23,626.0 | 6.5% |
| Career & Technical Education | 19.0 | 6.2% | 18,120.4 | 5.0% |
| Compensatory Education | 10.5 | 3.4% | 10,147.3 | 2.8% |
| Gifted & Talented Education | 1.0 | 0.3% | 7,053.3 | 1.9% |
| Regular Education | 217.2 | 70.9% | 257,548.7 | 70.9% |
| Special Education | 39.9 | 13.0% | 33,620.4 | 9.3% |
| Other | 7.3 | 2.4% | 13,005.2 | 3.6% |

'/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-' Indicates there are no students in the group.

'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 2018-19 Financial Actual Report](#)

District : Crandall ISD

P O Box 128
Crandall, TX 75114-0128
(972) 427-6000 ext:5830 Phone
(972) 427-6036 Fax

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)

Superintendent

Assistant/Assoc/Deputy Super

Assistant/Assoc/Deputy Super

Assistant/Assoc/Deputy Super

Wendy Eldredge

Anjanette Murry

Christy Starrett

Holly Keown

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

| | Count | Percent |
|------------------------------------|------------------------------|-------------|
| Student Total | 4,868 | 100% |
| Early Education Grade | 27 | 0.55% |
| Pre-Kindergarten Grade | 134 | 2.75% |
| Kindergarten Grade | 358 | 7.35% |
| 1st Grade | 343 | 7.05% |
| 2nd Grade | 339 | 6.96% |
| 3rd Grade | 353 | 7.25% |
| 4th Grade | 338 | 6.94% |
| 5th Grade | 396 | 8.13% |
| 6th Grade | 375 | 7.70% |
| 7th Grade | 392 | 8.05% |
| 8th Grade | 372 | 7.64% |
| 9th Grade | 425 | 8.73% |
| 10th Grade | 378 | 7.76% |
| 11th Grade | 330 | 6.78% |
| 12th Grade | 308 | 6.33% |
| Not Enrolled on Snapshot (*Notes*) | 37 | |

Student Demographics (2020 - 2021 Fall PEIMS file

loaded 02/25/2021)

Gender

| | | |
|--------|-----------------------|--------|
| Female | 2,352 | 48.32% |
| Male | 2,516 | 51.68% |

Ethnicity

| | | |
|-----------------|-----------------------|--------|
| Hispanic-Latino | 1,828 | 37.55% |
|-----------------|-----------------------|--------|

Race

| | | |
|------------------------------------|-----------------------|--------|
| American Indian - Alaskan Native | 14 | 0.29% |
| Asian | 18 | 0.37% |
| Black - African American | 942 | 19.35% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 1,874 | 38.50% |

Special Services (2020 - 2021 Fall PEIMS file loaded

02/25/2021)

Primary Disabilities

| | Count | Percent |
|-------------------------|---------------------|---------|
| No Disability | 0 | 0.00% |
| Orthopedic impairment | 3 | 0.48% |
| Other health impairment | 89 | 14.33% |
| Auditory impairment | 4 | 0.64% |
| Visual impairment | 6 | 0.97% |
| Deaf-Blind | 0 | 0.00% |
| Intellectual disability | 32 | 5.15% |
| Emotional disturbance | 36 | 5.80% |
| Learning disability | 217 | 34.94% |
| Speech impairment | 143 | 23.03% |

Student Demographics (2020 - 2021 Fall PEIMS file

Count Percent

Student by Program (2020 - 2021 Fall PEIMS file

loaded 02/25/2021)

Count Percent

| | | |
|------------------------------------------------------------------------------------|-----------------------|--------|
| Limited English Proficient (LEP) (LEP-Indicator-Code = 1) | 735 | 15.10% |
| Bilingual (Bilingual-Program-Type-Code= 2,3,4,5) | 134 | 2.75% |
| English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3) | 450 | 9.24% |
| Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01) | 128 | 2.63% |
| Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02) | 7 | 0.14% |
| Gifted and Talented (Gifted-Talented-Indicator-Code = 1) | 289 | 5.94% |
| Special Education (SPED) (Special-Ed-Indicator-Code = 1) | 621 | 12.76% |
| Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9) | 2,663 | 54.70% |
| Dyslexia (Dyslexia-Indicator-Code = 1) | 254 | 5.22% |

Economic Disadvantage

| | | |
|---------------------------------------------------------------------|-----------------------|--------|
| Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99) | 2,631 | 54.05% |
| Free Meals (Economic-Disadvantage-Code = 01) | 2,204 | 45.28% |
| Reduced-Price Meals (Economic-Disadvantage-Code = 02) | 427 | 8.77% |
| Other Economic Disadvantage (Economic-Disadvantage-Code = 99) | 0 | 0.00% |

Homeless Statuses

| | | |
|--------------------------------------------------------|--------------------|-------|
| Homeless Status Total (Homeless-Status-Code = 2,3,4,5) | 22 | 0.45% |
| Shelter (Homeless-Status-Code = 5) | 0 | 0.00% |
| Doubled Up (Homeless-Status-Code = 2) | 14 | 0.29% |
| Unsheltered (Homeless-Status-Code = 3) | 0 | 0.00% |
| Hotel/Motel (Homeless-Status-Code = 4) | 8 | 0.16% |

Other Student Information (2020 - 2021 Fall

PEIMS file loaded 02/25/2021)

Count Percent

| | | |
|--------------------------------------------------------------------|-----------------------|---------|
| At-Risk (At-Risk-Indicator-Code = 1) | 1,885 | 38.72% |
| Title I Homeless (Title-I-Part-A-Indicator-Code = 9) | 0 | 0.00% |
| Immigrant (Immigrant-Indicator-Code = 1) | 21 | 0.43% |
| Migrant (Migrant-Indicator-Code = 1) | 0 | 0.00% |
| Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6) | 157 | 3.23% |
| Foster Care (Foster-Care-Indicator-Code = 1,2) | 22 | 0.45% |
| Section 504 (Section-504-Indicator-Code = 1) | 398 | 8.18% |
| Intervention Indicator (Intervention-Strategy-Indicator-Code = 1) | 588 | 12.08% |
| IEP Continuer (IEP-Continuer-Indicator-Code = 1) | 8 | 0.16% |
| Transfer In Students (Student Attribution Code = 6) | 168 | 3.4511% |

Special Services (2020 - 2021 Fall PEIMS file loaded

02/25/2021)

Count Percent

| | | |
|-----------------------------------------------------|---------------------|--------|
| Autism | 82 | 13.20% |
| Developmental delay | 0 | 0.00% |
| Traumatic brain injury | 0 | 0.00% |
| Noncategorical early childhood | 9 | 1.45% |
| Instructional Settings | | |
| Speech Therapy code (00) | 137 | 22.06% |
| Homebound code (01) | 5 | 0.81% |
| Hospital Class code (02) | 0 | 0.00% |
| Mainstream code (40) | 213 | 34.30% |
| Resource Room codes (41, 42) | 189 | 30.43% |
| VAC code (08) | 0 | 0.00% |
| Off Home Campus codes (91,92,93,94,95,96,97,98) | 2 | 0.32% |
| 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) | 65 | 10.47% |

Not Enrolled on Snapshot Information

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

Count Percent

As of Status

| | | |
|---------------------------------------------------|-----------------------|---------|
| Code C | 35 | 94.59% |
| Code E | 2 | 5.41% |
| <hr/> | | |
| Total Not Enrolled on Snapshot | 37 | 0.75% |
| <hr/> | | |
| Total Snapshot Enrollment | 4,868 | 99.25% |
| Total Student Snapshot + Not Enrolled on Snapshot | 4,905 | 100.00% |

Staff Information (2020 - 2021 Fall PEIMS file loaded

02/25/2021)

Count Percent

| | | |
|-----------------------------------------------------------------------|---------------------|--------|
| Administrative Support (Role ID Not Equal 087 AND Object Code = 6119) | 108 | 16.77% |
| Teacher (Role ID = 087 AND Object Code = 6119) | 336 | 52.17% |
| Educational Aide (Role ID = 033 AND Object Code = 6129) | 63 | 9.78% |
| Auxiliary (Auxiliary Role ID Not Equal Blank AND Object Code = 6129) | 137 | 21.27% |

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:

Part (ii): Student Achievement by Proficiency Level

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.

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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).

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 Rights 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.

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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.

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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.

Texas Education Agency
2021 Federal Report Card
CRANDALL ISD (129901) - 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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

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;

Part (i)(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: [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 | Region 10 | District | 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 | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 67% | 67% | 74% | 77% | 66% | 78% | * | * | - | 93% | 70% | 78% | 55% | 76% | 67% | 74% | 73% | - | * | - | 100% |
| | CWD | 42% | 44% | 55% | 29% | 56% | 63% | - | - | - | - | 48% | 63% | 55% | - | 50% | 58% | 50% | - | - | - | * |
| | CWOD | 70% | 70% | 76% | 82% | 67% | 80% | * | * | - | 93% | 73% | 80% | - | 76% | 69% | 77% | 76% | - | * | - | 100% |
| | EL | 54% | 54% | 67% | * | 67% | - | - | * | - | - | 67% | 63% | 50% | 69% | 67% | 59% | 75% | - | * | - | - |
| | Male | 64% | 64% | 74% | 74% | 66% | 81% | - | * | - | 80% | 70% | 78% | 58% | 77% | 59% | 74% | - | - | * | - | * |
| | Female | 70% | 70% | 73% | 79% | 65% | 75% | * | * | - | 100% | 70% | 78% | 50% | 76% | 75% | - | 73% | - | * | - | * |
| Mathematics | All Students | 61% | 63% | 68% | 64% | 62% | 76% | * | * | - | 73% | 65% | 72% | 50% | 70% | 68% | 75% | 61% | - | * | - | 83% |
| | CWD | 40% | 44% | 50% | 43% | 38% | 63% | - | - | - | - | 39% | 63% | 50% | - | 63% | 54% | 44% | - | - | - | * |
| | CWOD | 64% | 66% | 70% | 66% | 65% | 78% | * | * | - | 73% | 68% | 73% | - | 70% | 69% | 78% | 63% | - | * | - | 100% |
| | EL | 51% | 54% | 68% | * | 69% | - | - | * | - | - | 67% | 75% | 63% | 69% | 68% | 66% | 71% | - | * | - | - |
| | Male | 63% | 65% | 75% | 63% | 72% | 84% | - | * | - | 80% | 70% | 79% | 54% | 78% | 66% | 75% | - | - | * | - | * |

Texas Education Agency
2021 Federal Report Card
CRANDALL ISD (129901) - KAUFMAN COUNTY

| | | State | Region 10 | District | 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 | Female | 59% | 61% | 61% | 65% | 51% | 69% | * | * | - | 70% | 60% | 64% | 44% | 63% | 71% | - | 61% | - | * | - | * |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 62% | 63% | 63% | 61% | 52% | 75% | - | * | - | 64% | 54% | 76% | 25% | 68% | 46% | 60% | 68% | - | - | - | * |
| | CWD | 34% | 38% | 25% | * | 26% | 31% | - | - | - | * | 33% | 8% | 25% | - | 25% | 32% | 8% | - | - | - | * |
| | CWOD | 66% | 67% | 68% | 66% | 56% | 81% | - | * | - | 69% | 57% | 83% | - | 68% | 49% | 65% | 72% | - | - | - | * |
| | EL | 48% | 50% | 46% | * | 43% | * | - | - | - | - | 42% | 86% | 25% | 49% | 46% | 41% | 51% | - | - | - | - |
| | Male | 59% | 60% | 60% | 58% | 45% | 74% | - | - | - | 83% | 49% | 73% | 32% | 65% | 41% | 60% | - | - | - | - | * |
| | Female | 66% | 67% | 68% | 65% | 61% | 77% | - | * | - | 50% | 59% | 81% | 8% | 72% | 51% | - | 68% | - | - | - | - |
| Mathematics | All Students | 58% | 61% | 56% | 57% | 40% | 70% | - | * | - | 71% | 47% | 68% | 20% | 61% | 28% | 62% | 49% | - | - | - | * |
| | CWD | 35% | 39% | 20% | * | 20% | 25% | - | - | - | * | 25% | 8% | 20% | - | 13% | 28% | 0% | - | - | - | * |
| | CWOD | 62% | 65% | 61% | 62% | 43% | 76% | - | * | - | 77% | 51% | 74% | - | 61% | 30% | 69% | 53% | - | - | - | * |
| | EL | 46% | 51% | 28% | * | 27% | * | - | - | - | - | 25% | 57% | 13% | 30% | 28% | 29% | 27% | - | - | - | - |
| | Male | 61% | 64% | 62% | 58% | 43% | 82% | - | - | - | 83% | 52% | 74% | 28% | 69% | 29% | 62% | - | - | - | - | * |
| | Female | 56% | 59% | 49% | 57% | 36% | 58% | - | * | - | 63% | 42% | 60% | 0% | 53% | 27% | - | 49% | - | - | - | - |
| Grade 5 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 72% | 74% | 71% | 57% | 64% | 83% | * | - | - | 63% | 65% | 79% | 52% | 74% | 61% | 69% | 73% | - | * | - | 100% |
| | CWD | 41% | 43% | 52% | 25% | 67% | 62% | - | - | - | * | 45% | 67% | 52% | - | 75% | 43% | 65% | - | * | - | - |
| | CWOD | 77% | 79% | 74% | 66% | 64% | 86% | * | - | - | 71% | 70% | 80% | - | 74% | 59% | 74% | 75% | - | * | - | 100% |
| | EL | 61% | 66% | 61% | 80% | 59% | * | - | - | - | - | 59% | 70% | 75% | 59% | 61% | 59% | 63% | - | * | - | - |
| | Male | 69% | 71% | 69% | 54% | 60% | 83% | * | - | - | 63% | 64% | 76% | 43% | 74% | 59% | 69% | - | - | * | - | * |
| | Female | 76% | 78% | 73% | 60% | 69% | 84% | * | - | - | 63% | 66% | 82% | 65% | 75% | 63% | - | 73% | - | * | - | * |
| Mathematics | All Students | 69% | 72% | 71% | 55% | 70% | 78% | * | - | - | 63% | 65% | 79% | 48% | 75% | 62% | 73% | 67% | - | * | - | 100% |
| | CWD | 47% | 49% | 48% | 31% | 62% | 52% | - | - | - | * | 40% | 67% | 48% | - | 50% | 43% | 57% | - | * | - | - |
| | CWOD | 73% | 75% | 75% | 62% | 72% | 82% | * | - | - | 71% | 70% | 80% | - | 75% | 63% | 79% | 68% | - | * | - | 100% |
| | EL | 59% | 64% | 62% | 60% | 62% | * | - | - | - | - | 64% | 50% | 50% | 63% | 62% | 66% | 57% | - | * | - | - |
| | Male | 70% | 72% | 73% | 62% | 73% | 78% | * | - | - | 75% | 69% | 80% | 43% | 79% | 66% | 73% | - | - | * | - | * |
| | Female | 69% | 71% | 67% | 47% | 66% | 79% | * | - | - | 50% | 59% | 77% | 57% | 68% | 57% | - | 67% | - | * | - | * |
| Science | All Students | 61% | 63% | 61% | 46% | 56% | 72% | * | - | - | 56% | 55% | 70% | 37% | 66% | 44% | 64% | 58% | - | * | - | 100% |
| | CWD | 36% | 39% | 37% | 19% | 52% | 38% | - | - | - | * | 26% | 61% | 37% | - | 25% | 43% | 26% | - | * | - | - |
| | CWOD | 65% | 66% | 66% | 55% | 57% | 77% | * | - | - | 64% | 62% | 71% | - | 66% | 46% | 68% | 63% | - | * | - | 100% |
| | EL | 43% | 47% | 44% | 60% | 42% | * | - | - | - | - | 42% | 60% | 25% | 46% | 44% | 50% | 37% | - | * | - | - |
| | Male | 63% | 65% | 64% | 46% | 57% | 77% | * | - | - | 63% | 61% | 68% | 43% | 68% | 50% | 64% | - | - | * | - | * |
| | Female | 59% | 60% | 58% | 47% | 56% | 66% | * | - | - | 50% | 47% | 73% | 26% | 63% | 37% | - | 58% | - | * | - | * |
| Grade 6 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 62% | 63% | 71% | 64% | 68% | 77% | - | * | - | 100% | 65% | 79% | 37% | 77% | 61% | 68% | 75% | - | * | - | 83% |
| | CWD | 29% | 31% | 37% | 20% | 29% | 52% | - | - | - | - | 32% | 43% | 37% | - | 23% | 39% | 33% | - | - | - | - |
| | CWOD | 66% | 68% | 77% | 71% | 74% | 82% | - | * | - | 100% | 71% | 85% | - | 77% | 69% | 74% | 81% | - | * | - | 83% |
| | EL | 40% | 43% | 61% | * | 60% | * | - | - | - | - | 56% | 83% | 23% | 69% | 61% | 58% | 63% | - | - | - | - |
| | Male | 58% | 60% | 68% | 69% | 62% | 70% | - | * | - | * | 61% | 74% | 39% | 74% | 58% | 68% | - | - | - | - | * |
| | Female | 65% | 67% | 75% | 58% | 73% | 84% | - | - | - | 100% | 68% | 84% | 33% | 81% | 63% | - | 75% | - | * | - | * |

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| | | State | Region 10 | District | 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 | 67% | 69% | 74% | 56% | 73% | 83% | - | * | - | 100% | 65% | 85% | 47% | 79% | 65% | 76% | 73% | - | * | - | 100% | |
| | CWD | 40% | 43% | 47% | 18% | 54% | 52% | - | - | - | - | 40% | 57% | 47% | - | 38% | 58% | 32% | - | - | - | - | |
| | CWOD | 70% | 73% | 79% | 63% | 77% | 90% | - | * | - | 100% | 71% | 90% | - | 79% | 70% | 79% | 79% | - | * | - | 100% | |
| | EL | 51% | 56% | 65% | * | 64% | * | - | - | - | - | 63% | 75% | 38% | 70% | 65% | 75% | 55% | - | - | - | - | |
| | Male | 68% | 70% | 76% | 59% | 77% | 82% | - | * | - | * | 68% | 83% | 58% | 79% | 75% | 76% | - | - | - | - | * | |
| | Female | 66% | 69% | 73% | 53% | 70% | 84% | - | - | - | 100% | 63% | 87% | 32% | 79% | 55% | - | 73% | - | * | - | * | |
| Grade 7 | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 69% | 70% | 67% | 56% | 65% | 76% | * | * | - | 62% | 59% | 78% | 33% | 73% | 50% | 62% | 72% | - | - | * | 63% | |
| | CWD | 34% | 36% | 33% | 43% | 23% | 41% | * | - | - | * | 26% | 50% | 33% | - | 0% | 24% | 46% | - | - | * | * | |
| | CWOD | 73% | 74% | 73% | 59% | 72% | 82% | * | * | - | 80% | 66% | 82% | - | 73% | 61% | 70% | 76% | - | - | - | 60% | |
| | EL | 46% | 49% | 50% | * | 48% | * | - | - | - | - | 50% | 50% | 0% | 61% | 50% | 47% | 54% | - | - | - | - | |
| | Male | 64% | 65% | 62% | 45% | 66% | 69% | * | - | - | 43% | 56% | 72% | 24% | 70% | 47% | 62% | - | - | - | * | * | |
| | Female | 73% | 74% | 72% | 67% | 64% | 82% | * | * | - | 83% | 62% | 84% | 46% | 76% | 54% | - | 72% | - | - | - | * | |
| Mathematics | All Students | 55% | 58% | 54% | 38% | 53% | 66% | * | * | - | 42% | 47% | 64% | 23% | 59% | 39% | 55% | 53% | - | - | * | 38% | |
| | CWD | 31% | 33% | 23% | 29% | 27% | 18% | * | - | - | * | 22% | 25% | 23% | - | 10% | 24% | 21% | - | - | * | * | |
| | CWOD | 58% | 62% | 59% | 39% | 57% | 74% | * | * | - | 50% | 52% | 68% | - | 59% | 46% | 61% | 57% | - | - | - | 40% | |
| | EL | 34% | 35% | 39% | * | 37% | * | - | - | - | - | 42% | 25% | 10% | 46% | 39% | 43% | 35% | - | - | - | - | |
| | Male | 54% | 57% | 55% | 40% | 59% | 62% | * | - | - | 33% | 48% | 67% | 24% | 61% | 43% | 55% | - | - | - | * | * | |
| | Female | 55% | 58% | 53% | 36% | 45% | 70% | * | * | - | 50% | 45% | 62% | 21% | 57% | 35% | - | 53% | - | - | - | * | |
| Grade 8 | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 73% | 74% | 76% | 71% | 70% | 85% | - | * | - | 89% | 71% | 82% | 49% | 80% | 50% | 73% | 80% | - | * | * | 100% | |
| | CWD | 38% | 40% | 49% | 42% | 33% | 69% | - | - | - | * | 42% | 59% | 49% | - | 11% | 55% | 33% | - | * | - | - | |
| | CWOD | 77% | 78% | 80% | 76% | 74% | 86% | - | * | - | 88% | 75% | 85% | - | 80% | 59% | 77% | 83% | - | * | * | 100% | |
| | EL | 49% | 53% | 50% | * | 50% | * | - | - | - | - | 44% | 64% | 11% | 59% | 50% | 55% | 46% | - | - | - | * | |
| | Male | 67% | 69% | 73% | 66% | 68% | 82% | - | * | - | 75% | 63% | 85% | 55% | 77% | 55% | 73% | - | - | * | - | * | |
| | Female | 78% | 79% | 80% | 76% | 72% | 88% | - | - | - | 100% | 80% | 80% | 33% | 83% | 46% | - | 80% | - | * | * | * | |
| Mathematics | All Students | 61% | 61% | 66% | 63% | 61% | 77% | - | - | - | 57% | 60% | 73% | 49% | 69% | 47% | 59% | 74% | - | * | * | 80% | |
| | CWD | 34% | 35% | 49% | 42% | 40% | 62% | - | - | - | * | 38% | 65% | 49% | - | 22% | 52% | 42% | - | * | - | - | |
| | CWOD | 64% | 64% | 69% | 67% | 64% | 80% | - | - | - | 54% | 64% | 75% | - | 69% | 53% | 60% | 78% | - | * | * | 80% | |
| | EL | 41% | 45% | 47% | * | 46% | * | - | - | - | - | 48% | 43% | 22% | 53% | 47% | 41% | 52% | - | - | - | * | |
| | Male | 59% | 58% | 59% | 62% | 52% | 68% | - | - | - | 43% | 52% | 69% | 52% | 60% | 41% | 59% | - | - | * | - | * | |
| | Female | 63% | 64% | 74% | 63% | 72% | 87% | - | - | - | 71% | 71% | 77% | 42% | 78% | 52% | - | 74% | - | * | * | * | |
| Science | All Students | 67% | 69% | 75% | 68% | 66% | 87% | - | * | - | 78% | 66% | 84% | 46% | 78% | 48% | 75% | 75% | - | * | * | 100% | |
| | CWD | 37% | 40% | 46% | 42% | 27% | 69% | - | - | - | * | 33% | 65% | 46% | - | 11% | 55% | 25% | - | * | - | - | |
| | CWOD | 71% | 72% | 78% | 73% | 71% | 89% | - | * | - | 76% | 71% | 86% | - | 78% | 57% | 78% | 78% | - | * | * | 100% | |
| | EL | 40% | 45% | 48% | * | 48% | * | - | - | - | - | 44% | 57% | 11% | 57% | 48% | 59% | 38% | - | - | - | * | |
| | Male | 67% | 69% | 75% | 68% | 68% | 86% | - | * | - | 63% | 63% | 89% | 55% | 78% | 59% | 75% | - | - | * | - | * | |
| | Female | 67% | 70% | 75% | 68% | 64% | 88% | - | - | - | 90% | 70% | 80% | 25% | 78% | 38% | - | 75% | - | * | * | * | |
| End of Course | | | | | | | | | | | | | | | | | | | | | | | |

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| | | State | Region 10 | District | 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 I | All Students | 66% | 66% | 70% | 58% | 62% | 82% | * | - | - | 77% | 60% | 81% | 33% | 73% | 36% | 60% | 80% | - | * | * | 100% |
| | CWD | 30% | 32% | 33% | 25% | 36% | 33% | - | - | - | * | 33% | 33% | 33% | - | 22% | 26% | 44% | - | * | - | - |
| | CWOD | 70% | 70% | 73% | 63% | 64% | 86% | * | - | - | 75% | 64% | 84% | - | 73% | 38% | 64% | 83% | - | - | * | 100% |
| | EL | 34% | 37% | 36% | - | 36% | - | - | - | - | - | 38% | 31% | 22% | 38% | 36% | 25% | 53% | - | - | - | - |
| | Male | 61% | 61% | 60% | 48% | 48% | 76% | * | - | - | 70% | 49% | 73% | 26% | 64% | 25% | 60% | - | - | * | - | * |
| | Female | 72% | 72% | 80% | 70% | 76% | 89% | - | - | - | * | 72% | 90% | 44% | 83% | 53% | - | 80% | - | - | * | * |
| English II | All Students | 70% | 70% | 75% | 63% | 72% | 82% | - | * | - | 82% | 68% | 82% | 19% | 80% | 44% | 68% | 81% | - | * | - | * |
| | CWD | 32% | 33% | 19% | 11% | 7% | 42% | - | - | - | * | 15% | 27% | 19% | - | 17% | 15% | 27% | - | - | - | - |
| | CWOD | 74% | 74% | 80% | 70% | 80% | 85% | - | * | - | 88% | 75% | 85% | - | 80% | 49% | 76% | 84% | - | * | - | * |
| | EL | 34% | 39% | 44% | - | 44% | - | - | - | - | - | 36% | 75% | 17% | 49% | 44% | 24% | 58% | - | - | - | * |
| | Male | 65% | 65% | 68% | 58% | 66% | 72% | - | * | - | 71% | 61% | 76% | 15% | 76% | 24% | 68% | - | - | * | - | * |
| | Female | 76% | 76% | 81% | 67% | 78% | 92% | - | * | - | 90% | 75% | 87% | 27% | 84% | 58% | - | 81% | - | * | - | * |
| Algebra I | All Students | 72% | 73% | 81% | 78% | 76% | 86% | * | * | - | 92% | 77% | 86% | 54% | 84% | 64% | 77% | 85% | - | * | - | * |
| | CWD | 44% | 46% | 54% | 55% | 64% | 36% | - | - | - | * | 54% | 55% | 54% | - | 56% | 48% | 63% | - | * | - | - |
| | CWOD | 75% | 76% | 84% | 82% | 77% | 89% | * | * | - | 91% | 80% | 88% | - | 84% | 65% | 81% | 87% | - | * | - | * |
| | EL | 54% | 59% | 64% | - | 64% | - | - | - | - | - | 69% | 42% | 56% | 65% | 64% | 50% | 85% | - | - | - | - |
| | Male | 68% | 70% | 77% | 77% | 69% | 84% | * | * | - | 88% | 71% | 83% | 48% | 81% | 50% | 77% | - | - | * | - | * |
| | Female | 76% | 77% | 85% | 79% | 84% | 88% | - | - | - | * | 82% | 89% | 63% | 87% | 85% | - | 85% | - | - | - | * |
| Biology | All Students | 81% | 81% | 80% | 75% | 69% | 92% | * | - | - | 92% | 76% | 86% | 55% | 83% | 49% | 78% | 83% | - | * | - | 100% |
| | CWD | 52% | 54% | 55% | 46% | 40% | 91% | - | - | - | * | 52% | 64% | 55% | - | 20% | 52% | 59% | - | * | - | - |
| | CWOD | 84% | 84% | 83% | 80% | 72% | 93% | * | - | - | 100% | 79% | 87% | - | 83% | 55% | 81% | 85% | - | * | - | 100% |
| | EL | 56% | 60% | 49% | - | 49% | - | - | - | - | - | 53% | 33% | 20% | 55% | 49% | 44% | 56% | - | - | - | - |
| | Male | 79% | 79% | 78% | 70% | 64% | 92% | * | - | - | 100% | 72% | 83% | 52% | 81% | 44% | 78% | - | - | * | - | * |
| | Female | 83% | 84% | 83% | 80% | 74% | 93% | - | - | - | * | 79% | 89% | 59% | 85% | 56% | - | 83% | - | - | - | * |
| STAAR Percent at Meets Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 38% | 40% | 39% | 30% | 26% | 54% | * | * | - | 60% | 33% | 47% | 31% | 40% | 23% | 40% | 38% | - | * | - | 100% |
| | CWD | 23% | 25% | 31% | 14% | 25% | 42% | - | - | - | - | 22% | 42% | 31% | - | 13% | 31% | 31% | - | - | - | * |
| | CWOD | 40% | 42% | 40% | 32% | 26% | 56% | * | * | - | 60% | 34% | 47% | - | 40% | 25% | 41% | 39% | - | * | - | 100% |
| | EL | 24% | 26% | 23% | * | 22% | - | - | * | - | - | 21% | 38% | 13% | 25% | 23% | 22% | 25% | - | * | - | - |
| | Male | 36% | 37% | 40% | 23% | 29% | 57% | - | * | - | 60% | 29% | 53% | 31% | 41% | 22% | 40% | - | - | * | - | * |
| | Female | 40% | 42% | 38% | 38% | 22% | 51% | * | * | - | 60% | 36% | 41% | 31% | 39% | 25% | - | 38% | - | * | - | * |
| Mathematics | All Students | 30% | 33% | 30% | 25% | 26% | 37% | * | * | - | 27% | 23% | 38% | 26% | 30% | 30% | 36% | 23% | - | * | - | 50% |
| | CWD | 21% | 24% | 26% | 14% | 13% | 42% | - | - | - | - | 17% | 37% | 26% | - | 13% | 27% | 25% | - | - | - | * |
| | CWOD | 31% | 34% | 30% | 26% | 28% | 36% | * | * | - | 27% | 24% | 38% | - | 30% | 33% | 38% | 23% | - | * | - | 60% |
| | EL | 20% | 22% | 30% | * | 31% | - | - | * | - | - | 29% | 38% | 13% | 33% | 30% | 28% | 32% | - | * | - | - |
| | Male | 33% | 36% | 36% | 26% | 34% | 46% | - | * | - | 20% | 25% | 49% | 27% | 38% | 28% | 36% | - | - | * | - | * |
| | Female | 27% | 29% | 23% | 24% | 17% | 28% | * | * | - | 30% | 21% | 27% | 25% | 23% | 32% | - | 23% | - | * | - | * |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | |

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| | | State | Region 10 | District | 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 |
|-------------|--------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|
| Reading | All Students | 36% | 38% | 33% | 30% | 21% | 47% | - | * | - | 36% | 24% | 47% | 10% | 37% | 11% | 31% | 36% | - | - | - | * |
| | CWD | 20% | 22% | 10% | * | 11% | 13% | - | - | - | * | 15% | 0% | 10% | - | 0% | 14% | 0% | - | - | - | * |
| | CWOD | 38% | 41% | 37% | 32% | 23% | 52% | - | * | - | 38% | 25% | 51% | - | 37% | 13% | 34% | 39% | - | - | - | * |
| | EL | 22% | 24% | 11% | * | 10% | * | - | - | - | - | 9% | 29% | 0% | 13% | 11% | 6% | 16% | - | - | - | - |
| | Male | 34% | 35% | 31% | 23% | 18% | 47% | - | - | - | 50% | 24% | 40% | 14% | 34% | 6% | 31% | - | - | - | - | * |
| | Female | 38% | 41% | 36% | 39% | 25% | 47% | - | * | - | 25% | 24% | 56% | 0% | 39% | 16% | - | 36% | - | - | - | - |
| Mathematics | All Students | 35% | 38% | 34% | 30% | 21% | 49% | - | * | - | 29% | 24% | 47% | 12% | 37% | 11% | 39% | 28% | - | - | - | * |
| | CWD | 22% | 25% | 12% | * | 20% | 6% | - | - | - | * | 14% | 8% | 12% | - | 13% | 17% | 0% | - | - | - | * |
| | CWOD | 37% | 40% | 37% | 32% | 21% | 55% | - | * | - | 31% | 26% | 51% | - | 37% | 11% | 43% | 30% | - | - | - | * |
| | EL | 23% | 26% | 11% | * | 12% | * | - | - | - | - | 9% | 29% | 13% | 11% | 11% | 12% | 11% | - | - | - | - |
| | Male | 38% | 41% | 39% | 26% | 27% | 58% | - | - | - | 33% | 28% | 53% | 17% | 43% | 12% | 39% | - | - | - | - | * |
| | Female | 32% | 35% | 28% | 35% | 14% | 39% | - | * | - | 25% | 21% | 40% | 0% | 30% | 11% | - | 28% | - | - | - | - |
| Grade 5 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 45% | 49% | 46% | 35% | 37% | 59% | * | - | - | 31% | 40% | 54% | 23% | 50% | 29% | 43% | 50% | - | * | - | 67% |
| | CWD | 22% | 25% | 23% | 13% | 24% | 33% | - | - | - | * | 17% | 39% | 23% | - | 25% | 27% | 17% | - | * | - | - |
| | CWOD | 49% | 52% | 50% | 42% | 40% | 63% | * | - | - | 36% | 45% | 56% | - | 50% | 30% | 47% | 55% | - | * | - | 67% |
| | EL | 30% | 37% | 29% | 20% | 29% | * | - | - | - | - | 29% | 30% | 25% | 30% | 29% | 32% | 26% | - | * | - | - |
| | Male | 42% | 46% | 43% | 36% | 34% | 55% | * | - | - | 25% | 40% | 48% | 27% | 47% | 32% | 43% | - | - | * | - | * |
| | Female | 49% | 52% | 50% | 33% | 42% | 64% | * | - | - | 38% | 40% | 62% | 17% | 55% | 26% | - | 50% | - | * | - | * |
| Mathematics | All Students | 43% | 47% | 45% | 33% | 40% | 53% | * | - | - | 44% | 36% | 56% | 28% | 47% | 30% | 49% | 38% | - | * | - | 83% |
| | CWD | 24% | 27% | 28% | 19% | 33% | 33% | - | - | - | * | 17% | 56% | 28% | - | 13% | 30% | 26% | - | * | - | - |
| | CWOD | 46% | 50% | 47% | 38% | 41% | 56% | * | - | - | 50% | 41% | 56% | - | 47% | 32% | 53% | 40% | - | * | - | 83% |
| | EL | 30% | 36% | 30% | 40% | 29% | * | - | - | - | - | 29% | 40% | 13% | 32% | 30% | 41% | 17% | - | * | - | - |
| | Male | 45% | 48% | 49% | 38% | 45% | 56% | * | - | - | 50% | 41% | 60% | 30% | 53% | 41% | 49% | - | - | * | - | * |
| | Female | 42% | 45% | 38% | 27% | 34% | 48% | * | - | - | 38% | 28% | 51% | 26% | 40% | 17% | - | 38% | - | * | - | * |
| Science | All Students | 30% | 32% | 31% | 29% | 23% | 38% | * | - | - | 25% | 25% | 39% | 18% | 33% | 19% | 34% | 26% | - | * | - | 67% |
| | CWD | 20% | 21% | 18% | 13% | 19% | 24% | - | - | - | * | 12% | 33% | 18% | - | 13% | 24% | 9% | - | * | - | - |
| | CWOD | 32% | 34% | 33% | 34% | 24% | 40% | * | - | - | 29% | 28% | 40% | - | 33% | 20% | 36% | 29% | - | * | - | 67% |
| | EL | 14% | 17% | 19% | 40% | 16% | * | - | - | - | - | 16% | 40% | 13% | 20% | 19% | 30% | 6% | - | * | - | - |
| | Male | 34% | 36% | 34% | 31% | 28% | 40% | * | - | - | 25% | 30% | 41% | 24% | 36% | 30% | 34% | - | - | * | - | * |
| | Female | 27% | 29% | 26% | 27% | 17% | 34% | * | - | - | 25% | 17% | 37% | 9% | 29% | 6% | - | 26% | - | * | - | * |
| Grade 6 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 32% | 34% | 34% | 29% | 29% | 40% | - | * | - | 55% | 29% | 39% | 19% | 36% | 15% | 33% | 34% | - | * | - | 67% |
| | CWD | 16% | 17% | 19% | 10% | 13% | 30% | - | - | - | - | 21% | 17% | 19% | - | 0% | 24% | 13% | - | - | - | - |
| | CWOD | 34% | 37% | 36% | 32% | 32% | 42% | - | * | - | 55% | 31% | 42% | - | 36% | 18% | 35% | 38% | - | * | - | 67% |
| | EL | 13% | 15% | 15% | * | 16% | * | - | - | - | - | 18% | 0% | 0% | 18% | 15% | 17% | 13% | - | - | - | - |
| | Male | 30% | 32% | 33% | 38% | 26% | 36% | - | * | - | * | 30% | 37% | 24% | 35% | 17% | 33% | - | - | - | - | * |
| | Female | 34% | 37% | 34% | 18% | 31% | 44% | - | - | - | 63% | 29% | 42% | 13% | 38% | 13% | - | 34% | - | * | - | * |

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| | | State | Region 10 | District | 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 | 35% | 39% | 38% | 26% | 34% | 47% | - | * | - | 55% | 30% | 48% | 22% | 41% | 27% | 44% | 31% | - | * | - | 67% |
| | CWD | 19% | 21% | 22% | 9% | 21% | 30% | - | - | - | - | 17% | 30% | 22% | - | 8% | 30% | 12% | - | - | - | - |
| | CWOD | 37% | 42% | 41% | 29% | 36% | 50% | - | * | - | 55% | 32% | 50% | - | 41% | 31% | 47% | 34% | - | * | - | 67% |
| | EL | 18% | 22% | 27% | * | 27% | * | - | - | - | - | 27% | 25% | 8% | 31% | 27% | 36% | 18% | - | - | - | - |
| | Male | 37% | 41% | 44% | 36% | 40% | 51% | - | * | - | * | 36% | 53% | 30% | 47% | 36% | 44% | - | - | - | - | * |
| | Female | 33% | 37% | 31% | 15% | 28% | 43% | - | - | - | 50% | 24% | 41% | 12% | 34% | 18% | - | 31% | - | - | * | - |
| Grade 7 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 44% | 46% | 40% | 26% | 38% | 53% | * | * | - | 15% | 29% | 54% | 17% | 44% | 20% | 34% | 45% | - | - | * | 25% |
| | CWD | 20% | 21% | 17% | 29% | 14% | 18% | * | - | - | * | 12% | 31% | 17% | - | 0% | 15% | 21% | - | - | * | * |
| | CWOD | 48% | 49% | 44% | 25% | 42% | 59% | * | * | - | 20% | 34% | 57% | - | 44% | 24% | 38% | 49% | - | - | - | 40% |
| | EL | 20% | 23% | 20% | * | 19% | * | - | - | - | - | 21% | 13% | 0% | 24% | 20% | 20% | 19% | - | - | - | - |
| | Male | 41% | 42% | 34% | 20% | 37% | 44% | * | - | - | 0% | 28% | 46% | 15% | 38% | 20% | 34% | - | - | - | * | * |
| | Female | 48% | 50% | 45% | 31% | 38% | 61% | * | * | - | 33% | 32% | 60% | 21% | 49% | 19% | - | 45% | - | - | - | * |
| Mathematics | All Students | 26% | 32% | 28% | 19% | 23% | 41% | * | * | - | 8% | 18% | 42% | 11% | 31% | 7% | 30% | 26% | - | - | * | 25% |
| | CWD | 16% | 18% | 11% | 21% | 9% | 6% | * | - | - | * | 10% | 13% | 11% | - | 0% | 15% | 4% | - | - | * | * |
| | CWOD | 28% | 34% | 31% | 18% | 25% | 46% | * | * | - | 10% | 20% | 45% | - | 31% | 9% | 33% | 30% | - | - | - | 40% |
| | EL | 10% | 11% | 7% | * | 7% | * | - | - | - | - | 4% | 25% | 0% | 9% | 7% | 13% | 0% | - | - | - | - |
| | Male | 27% | 32% | 30% | 23% | 29% | 38% | * | - | - | 17% | 23% | 42% | 15% | 33% | 13% | 30% | - | - | - | * | * |
| | Female | 26% | 31% | 26% | 16% | 15% | 44% | * | * | - | 0% | 13% | 42% | 4% | 30% | 0% | - | 26% | - | - | - | * |
| Grade 8 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 45% | 48% | 45% | 34% | 39% | 58% | - | * | - | 39% | 35% | 56% | 22% | 48% | 13% | 43% | 47% | - | * | * | 60% |
| | CWD | 21% | 22% | 22% | 33% | 13% | 23% | - | - | - | * | 21% | 24% | 22% | - | 0% | 28% | 8% | - | * | - | - |
| | CWOD | 48% | 50% | 48% | 34% | 42% | 62% | - | * | - | 41% | 37% | 59% | - | 48% | 16% | 46% | 50% | - | * | * | 60% |
| | EL | 19% | 22% | 13% | * | 14% | * | - | - | - | - | 6% | 29% | 0% | 16% | 13% | 9% | 17% | - | - | - | * |
| | Male | 40% | 43% | 43% | 37% | 32% | 58% | - | * | - | 25% | 30% | 59% | 28% | 46% | 9% | 43% | - | - | * | - | * |
| | Female | 51% | 53% | 47% | 32% | 46% | 58% | - | - | - | 50% | 42% | 53% | 8% | 50% | 17% | - | 47% | - | * | * | * |
| Mathematics | All Students | 36% | 35% | 37% | 34% | 33% | 43% | - | - | - | 50% | 28% | 48% | 27% | 39% | 16% | 35% | 39% | - | * | * | 60% |
| | CWD | 20% | 20% | 27% | 33% | 13% | 31% | - | - | - | * | 21% | 35% | 27% | - | 0% | 34% | 8% | - | * | - | - |
| | CWOD | 38% | 37% | 39% | 35% | 36% | 45% | - | - | - | 46% | 29% | 50% | - | 39% | 21% | 35% | 42% | - | * | * | 60% |
| | EL | 17% | 20% | 16% | * | 17% | * | - | - | - | - | 10% | 29% | 0% | 21% | 16% | 14% | 19% | - | - | - | * |
| | Male | 35% | 34% | 35% | 38% | 28% | 41% | - | - | - | 43% | 25% | 50% | 34% | 35% | 14% | 35% | - | - | * | - | * |
| | Female | 37% | 37% | 39% | 30% | 38% | 45% | - | - | - | 57% | 32% | 47% | 8% | 42% | 19% | - | 39% | - | * | * | * |
| Science | All Students | 42% | 45% | 43% | 35% | 33% | 58% | - | * | - | 33% | 34% | 53% | 27% | 45% | 11% | 46% | 39% | - | * | * | 40% |
| | CWD | 22% | 23% | 27% | 33% | 20% | 31% | - | - | - | * | 25% | 29% | 27% | - | 11% | 34% | 8% | - | * | - | - |
| | CWOD | 45% | 47% | 45% | 36% | 34% | 61% | - | * | - | 35% | 35% | 56% | - | 45% | 11% | 48% | 42% | - | * | * | 40% |
| | EL | 16% | 19% | 11% | * | 11% | * | - | - | - | - | 13% | 7% | 11% | 11% | 11% | 14% | 8% | - | - | - | * |
| | Male | 43% | 45% | 46% | 37% | 33% | 63% | - | * | - | 38% | 32% | 62% | 34% | 48% | 14% | 46% | - | - | * | - | * |
| | Female | 42% | 44% | 39% | 34% | 32% | 53% | - | - | - | 30% | 36% | 43% | 8% | 42% | 8% | - | 39% | - | * | * | * |
| End of Course | | | | | | | | | | | | | | | | | | | | | | |

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| | | State | Region 10 | District | 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 I | All Students | 49% | 50% | 52% | 44% | 44% | 63% | * | - | - | 62% | 44% | 62% | 21% | 55% | 15% | 44% | 61% | - | * | * | 83% |
| | CWD | 19% | 20% | 21% | 25% | 21% | 17% | - | - | - | * | 19% | 25% | 21% | - | 11% | 22% | 19% | - | * | - | - |
| | CWOD | 53% | 54% | 55% | 46% | 46% | 66% | * | - | - | 67% | 47% | 64% | - | 55% | 15% | 46% | 64% | - | - | * | 83% |
| | EL | 16% | 19% | 15% | - | 15% | - | - | - | - | - | 18% | 0% | 11% | 15% | 15% | 9% | 23% | - | - | - | - |
| | Male | 44% | 45% | 44% | 32% | 34% | 57% | * | - | - | 60% | 35% | 54% | 22% | 46% | 9% | 44% | - | - | * | - | * |
| | Female | 55% | 56% | 61% | 57% | 55% | 68% | - | - | - | * | 53% | 71% | 19% | 64% | 23% | - | 61% | - | - | * | * |
| English II | All Students | 57% | 57% | 60% | 47% | 57% | 68% | - | * | - | 59% | 51% | 69% | 11% | 65% | 15% | 53% | 66% | - | * | - | * |
| | CWD | 22% | 23% | 11% | 11% | 7% | 17% | - | - | - | * | 8% | 18% | 11% | - | 17% | 12% | 9% | - | - | - | - |
| | CWOD | 60% | 61% | 65% | 52% | 63% | 72% | - | * | - | 63% | 57% | 72% | - | 65% | 14% | 60% | 69% | - | * | - | * |
| | EL | 18% | 22% | 15% | - | 15% | - | - | - | - | - | 18% | 0% | 17% | 14% | 15% | 12% | 17% | - | - | - | * |
| | Male | 51% | 52% | 53% | 44% | 53% | 57% | - | * | - | 57% | 44% | 64% | 12% | 60% | 12% | 53% | - | - | * | - | * |
| | Female | 63% | 64% | 66% | 50% | 61% | 81% | - | * | - | 60% | 58% | 74% | 9% | 69% | 17% | - | 66% | - | * | - | * |
| Algebra I | All Students | 40% | 43% | 41% | 31% | 36% | 49% | * | * | - | 50% | 30% | 55% | 14% | 44% | 20% | 40% | 42% | - | * | - | * |
| | CWD | 20% | 22% | 14% | 9% | 14% | 18% | - | - | - | * | 12% | 18% | 14% | - | 11% | 10% | 19% | - | * | - | - |
| | CWOD | 42% | 45% | 44% | 34% | 38% | 52% | * | * | - | 55% | 32% | 57% | - | 44% | 22% | 43% | 45% | - | * | - | * |
| | EL | 20% | 24% | 20% | - | 20% | - | - | - | - | - | 21% | 17% | 11% | 22% | 20% | 11% | 35% | - | - | - | - |
| | Male | 38% | 41% | 40% | 26% | 29% | 56% | * | * | - | 38% | 24% | 55% | 10% | 43% | 11% | 40% | - | - | * | - | * |
| | Female | 43% | 46% | 42% | 36% | 44% | 43% | - | - | - | * | 34% | 55% | 19% | 45% | 35% | - | 42% | - | - | - | * |
| Biology | All Students | 54% | 55% | 48% | 36% | 42% | 61% | * | - | - | 38% | 38% | 60% | 18% | 52% | 16% | 45% | 52% | - | * | - | 83% |
| | CWD | 25% | 27% | 18% | 23% | 13% | 18% | - | - | - | * | 14% | 27% | 18% | - | 10% | 17% | 18% | - | * | - | - |
| | CWOD | 57% | 58% | 52% | 38% | 45% | 64% | * | - | - | 42% | 42% | 62% | - | 52% | 17% | 48% | 55% | - | * | - | 83% |
| | EL | 21% | 25% | 16% | - | 16% | - | - | - | - | - | 18% | 8% | 10% | 17% | 16% | 8% | 26% | - | - | - | - |
| | Male | 52% | 53% | 45% | 28% | 36% | 63% | * | - | - | 30% | 33% | 56% | 17% | 48% | 8% | 45% | - | - | * | - | * |
| | Female | 55% | 57% | 52% | 43% | 48% | 60% | - | - | - | * | 43% | 64% | 18% | 55% | 26% | - | 52% | - | - | - | * |
| STAAR Percent at Masters Grade Level | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 19% | 20% | 18% | 20% | 13% | 22% | * | * | - | 13% | 14% | 22% | 12% | 18% | 13% | 20% | 16% | - | * | - | 50% |
| | CWD | 7% | 9% | 12% | 14% | 0% | 21% | - | - | - | - | 9% | 16% | 12% | - | 0% | 15% | 6% | - | - | - | * |
| | CWOD | 21% | 22% | 18% | 21% | 15% | 22% | * | * | - | 13% | 15% | 23% | - | 18% | 15% | 20% | 17% | - | * | - | 60% |
| | EL | 11% | 12% | 13% | * | 14% | - | - | * | - | - | 13% | 13% | 0% | 15% | 13% | 13% | 14% | - | * | - | - |
| | Male | 17% | 19% | 20% | 20% | 15% | 25% | - | * | - | 0% | 11% | 29% | 15% | 20% | 13% | 20% | - | - | * | - | * |
| | Female | 20% | 22% | 16% | 21% | 11% | 18% | * | * | - | 20% | 17% | 15% | 6% | 17% | 14% | - | 16% | - | * | - | * |
| Mathematics | All Students | 14% | 16% | 13% | 9% | 9% | 19% | * | * | - | 20% | 8% | 20% | 17% | 13% | 8% | 15% | 11% | - | * | - | 17% |
| | CWD | 7% | 9% | 17% | 0% | 6% | 32% | - | - | - | - | 9% | 26% | 17% | - | 13% | 12% | 25% | - | - | - | * |
| | CWOD | 15% | 17% | 13% | 10% | 10% | 17% | * | * | - | 20% | 8% | 20% | - | 13% | 8% | 16% | 10% | - | * | - | 20% |
| | EL | 8% | 9% | 8% | * | 9% | - | - | * | - | - | 8% | 13% | 13% | 8% | 8% | 6% | 11% | - | * | - | - |
| | Male | 16% | 19% | 15% | 11% | 11% | 22% | - | * | - | 20% | 7% | 26% | 12% | 16% | 6% | 15% | - | - | * | - | * |
| | Female | 12% | 14% | 11% | 6% | 8% | 16% | * | * | - | 20% | 9% | 15% | 25% | 10% | 11% | - | 11% | - | * | - | * |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | |

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| | | State | Region 10 | District | 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 |
|-------------|--------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|
| Reading | All Students | 17% | 19% | 16% | 13% | 9% | 22% | - | * | - | 29% | 10% | 24% | 3% | 18% | 6% | 15% | 17% | - | - | - | * |
| | CWD | 6% | 7% | 3% | * | 5% | 0% | - | - | - | * | 4% | 0% | 3% | - | 0% | 4% | 0% | - | - | - | * |
| | CWOD | 19% | 21% | 18% | 14% | 9% | 25% | - | * | - | 31% | 11% | 27% | - | 18% | 6% | 17% | 18% | - | - | - | * |
| | EL | 8% | 10% | 6% | * | 4% | * | - | - | - | - | 6% | 0% | 0% | 6% | 6% | 3% | 8% | - | - | - | - |
| | Male | 16% | 17% | 15% | 6% | 7% | 26% | - | - | - | 33% | 9% | 22% | 4% | 17% | 3% | 15% | - | - | - | - | * |
| | Female | 19% | 21% | 17% | 22% | 11% | 19% | - | * | - | 25% | 10% | 27% | 0% | 18% | 8% | - | 17% | - | - | - | - |
| Mathematics | All Students | 21% | 23% | 19% | 7% | 12% | 31% | - | * | - | 21% | 11% | 31% | 2% | 22% | 6% | 24% | 14% | - | - | - | * |
| | CWD | 9% | 11% | 2% | * | 5% | 0% | - | - | - | * | 4% | 0% | 2% | - | 0% | 3% | 0% | - | - | - | * |
| | CWOD | 23% | 25% | 22% | 8% | 13% | 35% | - | * | - | 23% | 12% | 34% | - | 22% | 6% | 27% | 16% | - | - | - | * |
| | EL | 11% | 13% | 6% | * | 6% | * | - | - | - | - | 6% | 0% | 0% | 6% | 6% | 3% | 8% | - | - | - | - |
| | Male | 23% | 26% | 24% | 6% | 15% | 39% | - | - | - | 33% | 14% | 36% | 3% | 27% | 3% | 24% | - | - | - | - | * |
| | Female | 18% | 21% | 14% | 9% | 8% | 22% | - | * | - | 13% | 7% | 25% | 0% | 16% | 8% | - | 14% | - | - | - | - |
| Grade 5 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 29% | 32% | 29% | 25% | 23% | 37% | * | - | - | 25% | 25% | 35% | 13% | 32% | 18% | 27% | 33% | - | * | - | 50% |
| | CWD | 8% | 10% | 13% | 6% | 5% | 29% | - | - | - | * | 7% | 28% | 13% | - | 0% | 16% | 9% | - | * | - | - |
| | CWOD | 33% | 35% | 32% | 30% | 26% | 39% | * | - | - | 29% | 29% | 36% | - | 32% | 20% | 29% | 37% | - | * | - | 50% |
| | EL | 15% | 19% | 18% | 20% | 16% | * | - | - | - | - | 19% | 10% | 0% | 20% | 18% | 23% | 11% | - | * | - | - |
| | Male | 27% | 29% | 27% | 26% | 20% | 33% | * | - | - | 25% | 26% | 29% | 16% | 29% | 23% | 27% | - | - | * | - | * |
| | Female | 32% | 35% | 33% | 23% | 25% | 43% | * | - | - | 25% | 24% | 44% | 9% | 37% | 11% | - | 33% | - | * | - | * |
| Mathematics | All Students | 24% | 27% | 22% | 16% | 18% | 29% | * | - | - | 19% | 16% | 30% | 10% | 24% | 15% | 24% | 20% | - | * | - | 33% |
| | CWD | 9% | 11% | 10% | 6% | 5% | 19% | - | - | - | * | 2% | 28% | 10% | - | 0% | 14% | 4% | - | * | - | - |
| | CWOD | 26% | 30% | 24% | 19% | 20% | 30% | * | - | - | 21% | 19% | 31% | - | 24% | 17% | 26% | 23% | - | * | - | 33% |
| | EL | 14% | 18% | 15% | 20% | 14% | * | - | - | - | - | 14% | 20% | 0% | 17% | 15% | 18% | 11% | - | * | - | - |
| | Male | 25% | 29% | 24% | 15% | 18% | 31% | * | - | - | 25% | 19% | 31% | 14% | 26% | 18% | 24% | - | - | * | - | * |
| | Female | 23% | 26% | 20% | 17% | 17% | 25% | * | - | - | 13% | 12% | 30% | 4% | 23% | 11% | - | 20% | - | * | - | * |
| Science | All Students | 12% | 13% | 12% | 14% | 6% | 17% | * | - | - | 13% | 9% | 16% | 8% | 13% | 5% | 13% | 11% | - | * | - | 17% |
| | CWD | 6% | 7% | 8% | 6% | 0% | 19% | - | - | - | * | 2% | 22% | 8% | - | 0% | 11% | 4% | - | * | - | - |
| | CWOD | 13% | 14% | 13% | 17% | 7% | 16% | * | - | - | 14% | 10% | 16% | - | 13% | 6% | 13% | 12% | - | * | - | 17% |
| | EL | 4% | 5% | 5% | 0% | 4% | * | - | - | - | - | 4% | 10% | 0% | 6% | 5% | 7% | 3% | - | * | - | - |
| | Male | 14% | 16% | 13% | 15% | 6% | 18% | * | - | - | 13% | 9% | 19% | 11% | 13% | 7% | 13% | - | - | * | - | * |
| | Female | 10% | 11% | 11% | 13% | 5% | 15% | * | - | - | 13% | 9% | 14% | 4% | 12% | 3% | - | 11% | - | * | - | * |
| Grade 6 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 14% | 16% | 16% | 17% | 13% | 18% | - | * | - | 18% | 15% | 18% | 9% | 18% | 7% | 15% | 17% | - | * | - | 33% |
| | CWD | 6% | 6% | 9% | 0% | 4% | 17% | - | - | - | - | 9% | 9% | 9% | - | 0% | 9% | 8% | - | - | - | - |
| | CWOD | 16% | 18% | 18% | 19% | 15% | 18% | - | * | - | 18% | 16% | 19% | - | 18% | 8% | 17% | 18% | - | * | - | 33% |
| | EL | 4% | 5% | 7% | * | 7% | * | - | - | - | - | 8% | 0% | 0% | 8% | 7% | 8% | 5% | - | - | - | - |
| | Male | 13% | 15% | 15% | 23% | 10% | 13% | - | * | - | * | 15% | 16% | 9% | 17% | 8% | 15% | - | - | - | - | * |
| | Female | 16% | 18% | 17% | 9% | 16% | 23% | - | - | - | 13% | 14% | 21% | 8% | 18% | 5% | - | 17% | - | * | - | * |

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| | | State | Region 10 | District | 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 | 15% | 18% | 17% | 12% | 14% | 22% | - | * | - | 36% | 14% | 21% | 12% | 18% | 8% | 22% | 12% | - | * | - | 33% |
| | CWD | 7% | 8% | 12% | 9% | 8% | 17% | - | - | - | - | 11% | 13% | 12% | - | 0% | 18% | 4% | - | - | - | - |
| | CWOD | 16% | 19% | 18% | 13% | 15% | 22% | - | * | - | 36% | 14% | 23% | - | 18% | 10% | 23% | 14% | - | * | - | 33% |
| | EL | 5% | 6% | 8% | * | 9% | * | - | - | - | - | 10% | 0% | 0% | 10% | 8% | 11% | 5% | - | - | - | - |
| | Male | 16% | 19% | 22% | 18% | 17% | 27% | - | * | - | * | 17% | 27% | 18% | 23% | 11% | 22% | - | - | - | - | * |
| | Female | 13% | 16% | 12% | 6% | 11% | 16% | - | - | - | 25% | 10% | 15% | 4% | 14% | 5% | - | 12% | - | * | - | * |
| Grade 7 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 25% | 27% | 22% | 12% | 19% | 32% | * | * | - | 8% | 14% | 33% | 10% | 24% | 4% | 17% | 27% | - | - | * | 13% |
| | CWD | 9% | 9% | 10% | 7% | 9% | 18% | * | - | - | * | 5% | 25% | 10% | - | 0% | 9% | 13% | - | - | * | * |
| | CWOD | 27% | 29% | 24% | 13% | 21% | 34% | * | * | - | 10% | 16% | 34% | - | 24% | 4% | 19% | 29% | - | - | - | 20% |
| | EL | 8% | 9% | 4% | * | 4% | * | - | - | - | - | 2% | 13% | 0% | 4% | 4% | 7% | 0% | - | - | - | - |
| | Male | 22% | 24% | 17% | 10% | 16% | 27% | * | - | - | 0% | 13% | 25% | 9% | 19% | 7% | 17% | - | - | - | * | * |
| | Female | 28% | 30% | 27% | 13% | 24% | 36% | * | * | - | 17% | 16% | 38% | 13% | 29% | 0% | - | 27% | - | - | - | * |
| Mathematics | All Students | 11% | 16% | 13% | 7% | 11% | 20% | * | * | - | 0% | 8% | 19% | 4% | 15% | 2% | 13% | 13% | - | - | * | 13% |
| | CWD | 6% | 7% | 4% | 0% | 5% | 6% | * | - | - | * | 0% | 13% | 4% | - | 0% | 6% | 0% | - | - | * | * |
| | CWOD | 12% | 17% | 15% | 8% | 12% | 22% | * | * | - | 0% | 10% | 20% | - | 15% | 2% | 14% | 15% | - | - | - | 20% |
| | EL | 3% | 4% | 2% | * | 2% | * | - | - | - | - | 2% | 0% | 0% | 2% | 2% | 3% | 0% | - | - | - | - |
| | Male | 11% | 16% | 13% | 8% | 12% | 19% | * | - | - | 0% | 11% | 17% | 6% | 14% | 3% | 13% | - | - | - | * | * |
| | Female | 11% | 16% | 13% | 7% | 9% | 21% | * | * | - | 0% | 6% | 21% | 0% | 15% | 0% | - | 13% | - | - | - | * |
| Grade 8 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 21% | 23% | 18% | 9% | 11% | 31% | - | * | - | 17% | 10% | 28% | 5% | 20% | 0% | 15% | 22% | - | * | * | 0% |
| | CWD | 6% | 7% | 5% | 8% | 0% | 8% | - | - | - | * | 4% | 6% | 5% | - | 0% | 7% | 0% | - | * | - | - |
| | CWOD | 22% | 25% | 20% | 9% | 12% | 34% | - | * | - | 18% | 11% | 31% | - | 20% | 0% | 17% | 23% | - | * | * | 0% |
| | EL | 5% | 6% | 0% | * | 0% | * | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * |
| | Male | 17% | 19% | 15% | 10% | 6% | 28% | - | * | - | 0% | 6% | 26% | 7% | 17% | 0% | 15% | - | - | * | - | * |
| | Female | 25% | 27% | 22% | 8% | 16% | 36% | - | - | - | 30% | 14% | 30% | 0% | 23% | 0% | - | 22% | - | * | * | * |
| Mathematics | All Students | 10% | 10% | 5% | 6% | 3% | 6% | - | - | - | 7% | 3% | 8% | 7% | 4% | 2% | 5% | 5% | - | * | * | 40% |
| | CWD | 7% | 7% | 7% | 8% | 7% | 8% | - | - | - | * | 8% | 6% | 7% | - | 0% | 7% | 8% | - | * | - | - |
| | CWOD | 11% | 11% | 4% | 6% | 2% | 6% | - | - | - | 8% | 2% | 8% | - | 4% | 3% | 4% | 4% | - | * | * | 40% |
| | EL | 3% | 4% | 2% | * | 2% | * | - | - | - | - | 0% | 7% | 0% | 3% | 2% | 5% | 0% | - | - | - | * |
| | Male | 10% | 10% | 5% | 9% | 5% | 0% | - | - | - | 14% | 5% | 5% | 7% | 4% | 5% | 5% | - | - | * | - | * |
| | Female | 10% | 11% | 5% | 3% | 0% | 13% | - | - | - | 0% | 0% | 10% | 8% | 4% | 0% | - | 5% | - | * | * | * |
| Science | All Students | 23% | 26% | 20% | 11% | 13% | 29% | - | * | - | 33% | 13% | 26% | 5% | 21% | 2% | 20% | 18% | - | * | * | 0% |
| | CWD | 10% | 11% | 5% | 17% | 0% | 0% | - | - | - | * | 8% | 0% | 5% | - | 0% | 7% | 0% | - | * | - | - |
| | CWOD | 25% | 27% | 21% | 10% | 14% | 32% | - | * | - | 35% | 14% | 29% | - | 21% | 3% | 23% | 20% | - | * | * | 0% |
| | EL | 5% | 7% | 2% | * | 2% | * | - | - | - | - | 3% | 0% | 0% | 3% | 2% | 0% | 4% | - | - | - | * |
| | Male | 24% | 26% | 20% | 15% | 9% | 32% | - | * | - | 38% | 11% | 32% | 7% | 23% | 0% | 20% | - | - | * | - | * |
| | Female | 22% | 25% | 18% | 8% | 17% | 25% | - | - | - | 30% | 17% | 20% | 0% | 20% | 4% | - | 18% | - | * | * | * |
| End of Course | | | | | | | | | | | | | | | | | | | | | | |

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| | | State | Region 10 | District | 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 I | All Students | 12% | 13% | 7% | 8% | 2% | 12% | * | - | - | 8% | 4% | 12% | 8% | 7% | 0% | 6% | 9% | - | * | * | 17% |
| | CWD | 4% | 4% | 8% | 8% | 0% | 17% | - | - | - | * | 7% | 8% | 8% | - | 0% | 9% | 6% | - | * | - | - |
| | CWOD | 13% | 14% | 7% | 8% | 2% | 12% | * | - | - | 8% | 4% | 12% | - | 7% | 0% | 5% | 9% | - | - | * | 17% |
| | EL | 1% | 1% | 0% | - | 0% | - | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | - |
| | Male | 9% | 11% | 6% | 4% | 1% | 11% | * | - | - | 0% | 4% | 7% | 9% | 5% | 0% | 6% | - | - | * | - | * |
| | Female | 15% | 17% | 9% | 13% | 2% | 13% | - | - | - | * | 4% | 16% | 6% | 9% | 0% | - | 9% | - | - | * | * |
| English II | All Students | 11% | 12% | 9% | 3% | 4% | 16% | - | * | - | 12% | 4% | 14% | 3% | 9% | 0% | 6% | 12% | - | * | - | * |
| | CWD | 5% | 6% | 3% | 0% | 0% | 8% | - | - | - | * | 0% | 9% | 3% | - | 0% | 4% | 0% | - | - | - | - |
| | CWOD | 11% | 13% | 9% | 3% | 5% | 17% | - | * | - | 13% | 4% | 14% | - | 9% | 0% | 6% | 13% | - | * | - | * |
| | EL | 1% | 1% | 0% | - | 0% | - | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * |
| | Male | 8% | 10% | 6% | 3% | 3% | 10% | - | * | - | 0% | 2% | 10% | 4% | 6% | 0% | 6% | - | - | * | - | * |
| | Female | 14% | 15% | 12% | 2% | 5% | 23% | - | * | - | 20% | 6% | 17% | 0% | 13% | 0% | - | 12% | - | * | - | * |
| Algebra I | All Students | 23% | 26% | 20% | 13% | 13% | 28% | * | * | - | 42% | 14% | 28% | 3% | 22% | 6% | 19% | 21% | - | * | - | * |
| | CWD | 8% | 9% | 3% | 0% | 0% | 9% | - | - | - | * | 0% | 9% | 3% | - | 0% | 5% | 0% | - | * | - | - |
| | CWOD | 24% | 28% | 22% | 15% | 15% | 29% | * | * | - | 45% | 15% | 29% | - | 22% | 7% | 20% | 23% | - | * | - | * |
| | EL | 9% | 10% | 6% | - | 6% | - | - | - | - | - | 8% | 0% | 0% | 7% | 6% | 0% | 15% | - | - | - | - |
| | Male | 21% | 24% | 19% | 10% | 6% | 31% | * | * | - | 38% | 10% | 28% | 5% | 20% | 0% | 19% | - | - | * | - | * |
| | Female | 25% | 27% | 21% | 15% | 21% | 24% | - | - | - | * | 17% | 28% | 0% | 23% | 15% | - | 21% | - | - | - | * |
| Biology | All Students | 21% | 24% | 15% | 9% | 13% | 21% | * | - | - | 15% | 11% | 21% | 3% | 17% | 2% | 14% | 17% | - | * | - | 33% |
| | CWD | 7% | 8% | 3% | 0% | 0% | 9% | - | - | - | * | 0% | 9% | 3% | - | 0% | 4% | 0% | - | * | - | - |
| | CWOD | 23% | 25% | 17% | 10% | 15% | 22% | * | - | - | 17% | 13% | 21% | - | 17% | 2% | 15% | 18% | - | * | - | 33% |
| | EL | 4% | 5% | 2% | - | 2% | - | - | - | - | - | 2% | 0% | 0% | 2% | 2% | 0% | 4% | - | - | - | - |
| | Male | 21% | 23% | 14% | 9% | 9% | 21% | * | - | - | 10% | 10% | 18% | 4% | 15% | 0% | 14% | - | - | * | - | * |
| | Female | 22% | 24% | 17% | 9% | 17% | 21% | - | - | - | * | 12% | 24% | 0% | 18% | 4% | - | 17% | - | - | - | * |
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 67% | 68% | 70% | 62% | 64% | 80% | 70% | 94% | - | 75% | 63% | 79% | 41% | 74% | 52% | 68% | 72% | - | 70% | 50% | 82% |
| | CWD | 38% | 40% | 41% | 31% | 39% | 50% | * | - | - | 25% | 35% | 51% | 41% | - | 29% | 41% | 39% | - | 58% | * | 40% |
| | CWOD | 71% | 72% | 74% | 67% | 67% | 84% | 81% | 94% | - | 79% | 68% | 82% | - | 74% | 56% | 73% | 75% | - | 78% | * | 87% |
| | EL | 47% | 51% | 52% | 79% | 51% | 50% | - | * | - | - | 51% | 57% | 29% | 56% | 52% | 50% | 54% | - | 100% | - | * |
| | Male | 65% | 66% | 68% | 60% | 62% | 79% | 82% | 90% | - | 72% | 61% | 77% | 41% | 73% | 50% | 68% | - | - | 71% | * | 78% |
| | Female | 69% | 71% | 72% | 64% | 66% | 81% | 56% | 100% | - | 78% | 65% | 80% | 39% | 75% | 54% | - | 72% | - | 69% | * | 88% |
| Reading | All Students | 68% | 69% | 71% | 63% | 65% | 80% | 75% | 100% | - | 79% | 64% | 80% | 39% | 75% | 52% | 66% | 76% | - | 83% | * | 82% |
| | CWD | 35% | 37% | 39% | 27% | 35% | 50% | * | - | - | 22% | 34% | 47% | 39% | - | 27% | 37% | 41% | - | * | * | 60% |
| | CWOD | 72% | 72% | 75% | 69% | 69% | 84% | 83% | 100% | - | 83% | 69% | 83% | - | 75% | 57% | 72% | 79% | - | 88% | * | 85% |
| | EL | 46% | 49% | 52% | 86% | 51% | 60% | - | * | - | - | 50% | 64% | 27% | 57% | 52% | 47% | 58% | - | * | - | * |
| | Male | 63% | 64% | 66% | 59% | 60% | 76% | * | 100% | - | 70% | 59% | 76% | 37% | 72% | 47% | 66% | - | - | 83% | * | 73% |
| | Female | 72% | 73% | 76% | 68% | 70% | 84% | * | * | - | 86% | 69% | 84% | 41% | 79% | 58% | - | 76% | - | 83% | * | 94% |

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| | | State | Region 10 | District | 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% | 67% | 68% | 59% | 63% | 77% | 50% | 88% | - | 71% | 61% | 76% | 41% | 72% | 54% | 69% | 67% | - | 64% | * | 74% |
| | CWD | 39% | 42% | 41% | 33% | 43% | 45% | * | - | - | 29% | 36% | 50% | 41% | - | 35% | 43% | 38% | - | * | * | 20% |
| | CWOD | 68% | 70% | 72% | 63% | 66% | 82% | 67% | 88% | - | 74% | 66% | 79% | - | 72% | 57% | 74% | 70% | - | 71% | * | 82% |
| | EL | 49% | 53% | 54% | 79% | 53% | 40% | - | * | - | - | 54% | 52% | 35% | 57% | 54% | 54% | 54% | - | * | - | * |
| | Male | 65% | 67% | 69% | 60% | 64% | 79% | * | * | - | 71% | 62% | 78% | 43% | 74% | 54% | 69% | - | - | 67% | * | 74% |
| | Female | 65% | 67% | 67% | 57% | 61% | 76% | * | * | - | 71% | 60% | 74% | 38% | 70% | 54% | - | 67% | - | 60% | * | 73% |
| Science | All Students | 70% | 71% | 72% | 65% | 64% | 84% | * | * | - | 74% | 66% | 81% | 45% | 76% | 47% | 72% | 73% | - | 57% | * | 100% |
| | CWD | 42% | 44% | 45% | 34% | 41% | 60% | - | - | - | * | 36% | 63% | 45% | - | 19% | 49% | 37% | - | * | - | - |
| | CWOD | 74% | 75% | 76% | 71% | 67% | 86% | * | * | - | 79% | 71% | 82% | - | 76% | 52% | 76% | 77% | - | * | * | 100% |
| | EL | 47% | 51% | 47% | 67% | 46% | * | - | - | - | - | 46% | 50% | 19% | 52% | 47% | 50% | 43% | - | * | - | * |
| | Male | 70% | 71% | 72% | 62% | 63% | 84% | * | * | - | 77% | 65% | 80% | 49% | 76% | 50% | 72% | - | - | 60% | - | 100% |
| | Female | 71% | 72% | 73% | 68% | 65% | 83% | * | - | - | 71% | 66% | 81% | 37% | 77% | 43% | - | 73% | - | * | * | 100% |
| SAT/ACT All Subjects | All Students | 95% | 96% | 89% | 71% | 86% | 93% | - | * | - | * | 82% | 92% | - | 89% | - | 89% | 88% | - | - | - | - |
| | CWD | 80% | 91% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 95% | 96% | 89% | 71% | 86% | 93% | - | * | - | * | 82% | 92% | - | 89% | - | 89% | 88% | - | - | - | - |
| | EL | 74% | 83% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 95% | 96% | 89% | * | 83% | 94% | - | - | - | * | 100% | 86% | - | 89% | - | 89% | - | - | - | - | - |
| | Female | 94% | 95% | 88% | * | 88% | 92% | - | * | - | * | 73% | 100% | - | 88% | - | - | 88% | - | - | - | - |
| STAAR Percent at Meets Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 41% | 43% | 41% | 32% | 34% | 52% | 55% | 78% | - | 40% | 32% | 51% | 20% | 44% | 19% | 40% | 41% | - | 50% | 33% | 59% |
| | CWD | 21% | 22% | 20% | 19% | 17% | 25% | * | - | - | 5% | 16% | 28% | 20% | - | 8% | 23% | 14% | - | 50% | * | 10% |
| | CWOD | 44% | 46% | 44% | 34% | 36% | 55% | 69% | 78% | - | 43% | 35% | 54% | - | 44% | 21% | 43% | 44% | - | 50% | * | 64% |
| | EL | 20% | 23% | 19% | 21% | 19% | 33% | - | * | - | - | 18% | 21% | 8% | 21% | 19% | 20% | 18% | - | 100% | - | * |
| | Male | 40% | 42% | 40% | 31% | 33% | 52% | 73% | 90% | - | 38% | 31% | 52% | 23% | 43% | 20% | 40% | - | - | 59% | * | 60% |
| | Female | 42% | 45% | 41% | 33% | 35% | 51% | 33% | 63% | - | 43% | 33% | 51% | 14% | 44% | 18% | - | 41% | - | 38% | * | 56% |
| Reading | All Students | 44% | 46% | 44% | 35% | 37% | 56% | 63% | 89% | - | 44% | 36% | 54% | 20% | 47% | 18% | 40% | 48% | - | 58% | * | 61% |
| | CWD | 20% | 22% | 20% | 19% | 16% | 26% | * | - | - | 0% | 16% | 26% | 20% | - | 7% | 22% | 16% | - | * | * | 20% |
| | CWOD | 47% | 49% | 47% | 37% | 40% | 60% | 83% | 89% | - | 48% | 39% | 57% | - | 47% | 20% | 44% | 51% | - | 63% | * | 67% |
| | EL | 20% | 24% | 18% | 14% | 18% | 40% | - | * | - | - | 18% | 16% | 7% | 20% | 18% | 17% | 19% | - | * | - | * |
| | Male | 40% | 42% | 40% | 32% | 33% | 52% | * | 100% | - | 39% | 33% | 50% | 22% | 44% | 17% | 40% | - | - | 67% | * | 58% |
| | Female | 48% | 50% | 48% | 38% | 41% | 60% | * | * | - | 49% | 40% | 58% | 16% | 51% | 19% | - | 48% | - | 50% | * | 67% |
| Mathematics | All Students | 37% | 40% | 36% | 28% | 31% | 47% | 38% | 63% | - | 39% | 27% | 48% | 20% | 39% | 21% | 40% | 33% | - | 36% | * | 53% |
| | CWD | 21% | 23% | 20% | 17% | 18% | 25% | * | - | - | 14% | 15% | 30% | 20% | - | 8% | 24% | 14% | - | * | * | 0% |
| | CWOD | 39% | 42% | 39% | 29% | 33% | 50% | 50% | 63% | - | 41% | 29% | 50% | - | 39% | 23% | 43% | 35% | - | 29% | * | 61% |
| | EL | 20% | 24% | 21% | 21% | 21% | 20% | - | * | - | - | 20% | 28% | 8% | 23% | 21% | 23% | 18% | - | * | - | * |
| | Male | 37% | 41% | 40% | 30% | 33% | 51% | * | * | - | 40% | 30% | 53% | 24% | 43% | 23% | 40% | - | - | 50% | * | 61% |
| | Female | 36% | 39% | 33% | 25% | 28% | 41% | * | * | - | 38% | 25% | 43% | 14% | 35% | 18% | - | 33% | - | 20% | * | 40% |

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| | | State | Region 10 | District | 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% | 44% | 41% | 34% | 33% | 52% | * | * | - | 32% | 32% | 51% | 21% | 44% | 16% | 41% | 40% | - | 57% | * | 65% |
| | CWD | 22% | 23% | 21% | 22% | 18% | 24% | - | - | - | * | 16% | 30% | 21% | - | 11% | 26% | 12% | - | * | - | - |
| | CWOD | 46% | 47% | 44% | 36% | 35% | 55% | * | * | - | 35% | 35% | 53% | - | 44% | 17% | 44% | 43% | - | * | * | 65% |
| | EL | 17% | 20% | 16% | 33% | 15% | * | - | - | - | - | 16% | 17% | 11% | 17% | 16% | 19% | 13% | - | * | - | * |
| | Male | 44% | 45% | 41% | 32% | 32% | 54% | * | * | - | 31% | 31% | 53% | 26% | 44% | 19% | 41% | - | - | 60% | - | 67% |
| | Female | 42% | 44% | 40% | 36% | 34% | 50% | * | - | - | 33% | 33% | 49% | 12% | 43% | 13% | - | 40% | - | * | * | 63% |
| SAT/ACT All Subjects | All Students | 69% | 73% | 53% | 14% | 50% | 61% | - | * | - | * | 41% | 58% | - | 53% | - | 59% | 46% | - | - | - | - |
| | CWD | 50% | 68% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 69% | 73% | 53% | 14% | 50% | 61% | - | * | - | * | 41% | 58% | - | 53% | - | 59% | 46% | - | - | - | - |
| | EL | 21% | 29% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 73% | 77% | 59% | * | 33% | 69% | - | - | - | * | 50% | 62% | - | 59% | - | 59% | - | - | - | - | - |
| | Female | 65% | 70% | 46% | * | 63% | 50% | - | * | - | * | 36% | 53% | - | 46% | - | - | 46% | - | - | - | - |
| STAAR Percent at Masters Grade Level | | | | | | | | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 18% | 20% | 16% | 11% | 11% | 23% | 25% | 56% | - | 18% | 11% | 22% | 8% | 17% | 6% | 16% | 16% | - | 20% | 0% | 25% |
| | CWD | 7% | 8% | 8% | 6% | 4% | 14% | * | - | - | 0% | 5% | 13% | 8% | - | 1% | 9% | 5% | - | 8% | * | 0% |
| | CWOD | 19% | 22% | 17% | 13% | 13% | 24% | 31% | 56% | - | 20% | 12% | 23% | - | 17% | 7% | 17% | 18% | - | 28% | * | 28% |
| | EL | 7% | 8% | 6% | 9% | 6% | 25% | - | * | - | - | 7% | 4% | 1% | 7% | 6% | 7% | 6% | - | 100% | - | * |
| | Male | 17% | 19% | 16% | 12% | 10% | 23% | 27% | 60% | - | 17% | 11% | 22% | 9% | 17% | 7% | 16% | - | - | 18% | * | 24% |
| | Female | 19% | 21% | 16% | 11% | 12% | 22% | 22% | 50% | - | 20% | 11% | 23% | 5% | 18% | 6% | - | 16% | - | 23% | * | 27% |
| Reading | All Students | 18% | 20% | 17% | 13% | 12% | 23% | 38% | 56% | - | 16% | 12% | 23% | 8% | 18% | 7% | 15% | 19% | - | 25% | * | 25% |
| | CWD | 6% | 7% | 8% | 6% | 3% | 16% | * | - | - | 0% | 6% | 13% | 8% | - | 0% | 9% | 7% | - | * | * | 0% |
| | CWOD | 20% | 22% | 18% | 14% | 13% | 25% | 50% | 56% | - | 18% | 13% | 24% | - | 18% | 8% | 16% | 20% | - | 25% | * | 28% |
| | EL | 7% | 8% | 7% | 14% | 6% | 20% | - | * | - | - | 7% | 4% | 0% | 8% | 7% | 8% | 5% | - | * | - | * |
| | Male | 16% | 17% | 15% | 13% | 10% | 21% | * | 60% | - | 9% | 11% | 20% | 9% | 16% | 8% | 15% | - | - | 33% | * | 23% |
| | Female | 21% | 23% | 19% | 13% | 13% | 26% | * | * | - | 22% | 13% | 26% | 7% | 20% | 5% | - | 19% | - | 17% | * | 28% |
| Mathematics | All Students | 17% | 20% | 16% | 10% | 11% | 23% | 25% | 50% | - | 20% | 11% | 23% | 8% | 17% | 7% | 18% | 14% | - | 18% | * | 29% |
| | CWD | 8% | 9% | 8% | 4% | 5% | 14% | * | - | - | 0% | 5% | 15% | 8% | - | 2% | 10% | 5% | - | * | * | 0% |
| | CWOD | 18% | 21% | 17% | 11% | 12% | 24% | 33% | 50% | - | 21% | 12% | 24% | - | 17% | 8% | 19% | 15% | - | 29% | * | 33% |
| | EL | 8% | 10% | 7% | 7% | 7% | 20% | - | * | - | - | 8% | 6% | 2% | 8% | 7% | 7% | 8% | - | * | - | * |
| | Male | 18% | 21% | 18% | 11% | 12% | 26% | * | * | - | 24% | 12% | 25% | 10% | 19% | 7% | 18% | - | - | 17% | * | 30% |
| | Female | 16% | 19% | 14% | 9% | 11% | 20% | * | * | - | 15% | 9% | 20% | 5% | 15% | 8% | - | 14% | - | 20% | * | 27% |
| Science | All Students | 19% | 21% | 16% | 11% | 10% | 22% | * | * | - | 21% | 11% | 21% | 6% | 17% | 3% | 15% | 16% | - | 14% | * | 18% |
| | CWD | 8% | 8% | 6% | 7% | 0% | 11% | - | - | - | * | 3% | 11% | 6% | - | 0% | 8% | 2% | - | * | - | - |
| | CWOD | 20% | 23% | 17% | 12% | 12% | 23% | * | * | - | 23% | 12% | 22% | - | 17% | 4% | 17% | 17% | - | * | * | 18% |
| | EL | 4% | 6% | 3% | 0% | 3% | * | - | - | - | - | 3% | 3% | 0% | 4% | 3% | 3% | 3% | - | * | - | * |
| | Male | 20% | 22% | 15% | 13% | 8% | 23% | * | * | - | 19% | 10% | 22% | 8% | 17% | 3% | 15% | - | - | 0% | - | 11% |
| | Female | 18% | 20% | 16% | 10% | 13% | 20% | * | - | - | 24% | 12% | 20% | 2% | 17% | 3% | - | 16% | - | * | * | 25% |

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| | | State | Region 10 | District | 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% | 20% | 6% | 0% | 0% | 11% | - | * | - | * | 0% | 8% | - | 6% | - | 11% | 0% | - | - | - | - |
| | CWD | 11% | 11% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 14% | 20% | 6% | 0% | 0% | 11% | - | * | - | * | 0% | 8% | - | 6% | - | 11% | 0% | - | - | - | - |
| | EL | 1% | 1% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 18% | 24% | 11% | * | 0% | 19% | - | - | - | * | 0% | 14% | - | 11% | - | 11% | - | - | - | - | - |
| | Female | 11% | 16% | 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 | 97.1% | 93.1% | 98.8% | 98.0% | - | * | * | 100.0% | 94.7% | 90.2% | 100.0% | 83.3% | * |
| CWD | 90.2% | 89.5% | 100.0% | 84.6% | - | - | - | - | 86.7% | 90.2% | 100.0% | * | - |
| CWOD | 98.2% | 94.3% | 98.6% | 99.3% | - | * | * | 100.0% | 96.7% | - | 100.0% | * | * |
| EL ◇ | 100.0% | * | 100.0% | * | - | - | - | - | 100.0% | 100.0% | 100.0% | - | - |
| Male | 97.7% | 93.6% | 100.0% | 98.8% | - | - | - | * | 96.5% | 96.3% | 100.0% | 100.0% | - |
| Female | 96.4% | 92.0% | 97.5% | 97.1% | - | * | * | * | 92.3% | 78.6% | 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)

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| Total EL in Class | Proficiency of EL | Rate of Proficiency |
|-------------------|-------------------|---------------------|
| 710 | 99 | 14% |

- 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 | 42 | 35 | 36 | 52 | 50 | 76 | - | 44 | 35 | 23 | 26 |
| School Quality (College, Career, and Military Readiness Performance) | | | | | | | | | | | |
| %Students meeting CCMR | 57% | 45% | 58% | 63% | - | * | * | 56% | 45% | 76% | 45% |

- 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)

| | District | 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 | | | | | | | | | | | | | | | | |

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| | | District | 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 | 96% | 95% | 98% | 96% | 100% | 90% | - | 90% | 97% | 96% | 96% | 96% | 99% | 97% | 96% | - |
| | CWD | 96% | 93% | 99% | 95% | * | - | - | 95% | 96% | 95% | 96% | - | 99% | 95% | 98% | - |
| | CWOD | 96% | 95% | 98% | 97% | 100% | 90% | - | 90% | 97% | 96% | - | 96% | 99% | 97% | 96% | - |
| | EL | 99% | 95% | 99% | 100% | - | * | - | - | 99% | 98% | 99% | 99% | 99% | 99% | 99% | - |
| | Male | 97% | 95% | 98% | 97% | 100% | 91% | - | 91% | 97% | 96% | 95% | 97% | 99% | 97% | - | - |
| | Female | 96% | 96% | 97% | 96% | 100% | 89% | - | 89% | 97% | 96% | 98% | 96% | 99% | - | 96% | - |
| Reading | All Students | 97% | 95% | 99% | 97% | 100% | 90% | - | 91% | 97% | 97% | 96% | 97% | 100% | 97% | 97% | - |
| | CWD | 96% | 93% | 98% | 96% | * | - | - | 100% | 97% | 96% | 96% | - | 99% | 96% | 97% | - |
| | CWOD | 97% | 96% | 99% | 97% | 100% | 90% | - | 90% | 98% | 97% | - | 97% | 100% | 97% | 97% | - |
| | EL | 100% | 94% | 100% | 100% | - | * | - | - | 100% | 99% | 99% | 100% | 100% | 100% | 100% | - |
| | Male | 97% | 95% | 99% | 97% | * | 100% | - | 92% | 97% | 97% | 96% | 97% | 100% | 97% | - | - |
| | Female | 97% | 96% | 99% | 97% | * | 80% | - | 90% | 97% | 97% | 97% | 97% | 100% | - | 97% | - |
| Mathematics | All Students | 95% | 94% | 97% | 95% | 100% | 89% | - | 88% | 96% | 94% | 95% | 95% | 98% | 95% | 95% | - |
| | CWD | 95% | 91% | 99% | 94% | * | - | - | 88% | 96% | 94% | 95% | - | 98% | 94% | 97% | - |
| | CWOD | 95% | 94% | 97% | 95% | 100% | 89% | - | 88% | 96% | 94% | - | 95% | 98% | 96% | 95% | - |
| | EL | 98% | 93% | 99% | 100% | - | * | - | - | 99% | 96% | 98% | 98% | 98% | 99% | 98% | - |
| | Male | 95% | 93% | 97% | 95% | * | 80% | - | 90% | 96% | 95% | 94% | 96% | 99% | 95% | - | - |
| | Female | 95% | 94% | 96% | 95% | * | * | - | 87% | 95% | 94% | 97% | 95% | 98% | - | 95% | - |
| Science | All Students | 97% | 98% | 98% | 97% | * | * | - | 92% | 98% | 97% | 96% | 98% | 99% | 98% | 97% | - |
| | CWD | 96% | 95% | 100% | 92% | - | - | - | * | 96% | 96% | 96% | - | 100% | 94% | 100% | - |
| | CWOD | 98% | 98% | 97% | 98% | * | * | - | 91% | 98% | 97% | - | 98% | 99% | 99% | 97% | - |
| | EL | 99% | 100% | 99% | * | - | - | - | - | 99% | 100% | 100% | 99% | 99% | 100% | 99% | - |
| | Male | 98% | 97% | 99% | 98% | * | * | - | 90% | 98% | 97% | 94% | 99% | 100% | 98% | - | - |
| | Female | 97% | 98% | 96% | 97% | * | - | - | 95% | 97% | 97% | 100% | 97% | 99% | - | 97% | - |
| SAT/ACT All Subjects | All Students | 62% | 70% | 61% | 61% | - | * | - | * | 59% | 64% | - | 62% | * | 68% | 58% | - |
| | CWD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 62% | 70% | 61% | 61% | - | * | - | * | 59% | 64% | - | 62% | * | 68% | 58% | - |
| | EL | * | - | * | - | - | - | - | - | * | - | - | * | * | * | - | - |
| | Male | 68% | 60% | 67% | 70% | - | * | - | * | 46% | 78% | - | 68% | * | 68% | - | - |
| | Female | 58% | 80% | 57% | 52% | - | * | - | * | 69% | 52% | - | 58% | - | - | 58% | - |
| Non-Participation Rate | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 4% | 5% | 2% | 4% | 0% | 10% | - | 10% | 3% | 4% | 4% | 4% | 1% | 3% | 4% | - |
| | CWD | 4% | 7% | 1% | 5% | * | - | - | 5% | 4% | 5% | 4% | - | 1% | 5% | 2% | - |
| | CWOD | 4% | 5% | 2% | 3% | 0% | 10% | - | 10% | 3% | 4% | - | 4% | 1% | 3% | 4% | - |
| | EL | 1% | 5% | 1% | 0% | - | * | - | - | 1% | 2% | 1% | 1% | 1% | 1% | 1% | - |
| | Male | 3% | 5% | 2% | 3% | 0% | 9% | - | 9% | 3% | 4% | 5% | 3% | 1% | 3% | - | - |
| | Female | 4% | 4% | 3% | 4% | 0% | 11% | - | 11% | 3% | 4% | 2% | 4% | 1% | - | 4% | - |

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| | | District | 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 | 3% | 5% | 1% | 3% | 0% | 10% | - | 9% | 3% | 3% | 4% | 3% | 0% | 3% | 3% | - |
| | CWD | 4% | 7% | 2% | 4% | * | - | - | 0% | 3% | 4% | 4% | - | 1% | 4% | 3% | - |
| | CWOD | 3% | 4% | 1% | 3% | 0% | 10% | - | 10% | 2% | 3% | - | 3% | 0% | 3% | 3% | - |
| | EL | 0% | 6% | 0% | 0% | - | * | - | - | 0% | 1% | 1% | 0% | 0% | 0% | 0% | - |
| | Male | 3% | 5% | 1% | 3% | * | 0% | - | 8% | 3% | 3% | 4% | 3% | 0% | 3% | - | - |
| | Female | 3% | 4% | 1% | 3% | * | 20% | - | 10% | 3% | 3% | 3% | 3% | 0% | - | 3% | - |
| Mathematics | All Students | 5% | 6% | 3% | 5% | 0% | 11% | - | 12% | 4% | 6% | 5% | 5% | 2% | 5% | 5% | - |
| | CWD | 5% | 9% | 1% | 6% | * | - | - | 12% | 4% | 6% | 5% | - | 2% | 6% | 3% | - |
| | CWOD | 5% | 6% | 3% | 5% | 0% | 11% | - | 12% | 4% | 6% | - | 5% | 2% | 4% | 5% | - |
| | EL | 2% | 7% | 1% | 0% | - | * | - | - | 1% | 4% | 2% | 2% | 2% | 1% | 2% | - |
| | Male | 5% | 7% | 3% | 5% | * | 20% | - | 10% | 4% | 5% | 6% | 4% | 1% | 5% | - | - |
| | Female | 5% | 6% | 4% | 5% | * | * | - | 13% | 5% | 6% | 3% | 5% | 2% | - | 5% | - |
| Science | All Students | 3% | 2% | 2% | 3% | * | * | - | 8% | 2% | 3% | 4% | 2% | 1% | 2% | 3% | - |
| | CWD | 4% | 5% | 0% | 8% | - | - | - | * | 4% | 4% | 4% | - | 0% | 6% | 0% | - |
| | CWOD | 2% | 2% | 3% | 2% | * | * | - | 9% | 2% | 3% | - | 2% | 1% | 1% | 3% | - |
| | EL | 1% | 0% | 1% | * | - | - | - | - | 1% | 0% | 0% | 1% | 1% | 0% | 1% | - |
| | Male | 2% | 3% | 1% | 2% | * | * | - | 10% | 2% | 3% | 6% | 1% | 0% | 2% | - | - |
| | Female | 3% | 2% | 4% | 3% | * | - | - | 5% | 3% | 3% | 0% | 3% | 1% | - | 3% | - |
| SAT/ACT All Subjects | All Students | 38% | 30% | 39% | 39% | - | * | - | * | 41% | 36% | - | 38% | * | 32% | 42% | - |
| | CWD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 38% | 30% | 39% | 39% | - | * | - | * | 41% | 36% | - | 38% | * | 32% | 42% | - |
| | EL | * | - | * | - | - | - | - | - | * | - | - | * | * | * | - | - |
| | Male | 32% | 40% | 33% | 30% | - | * | - | * | 54% | 22% | - | 32% | * | 32% | - | - |
| | Female | 42% | 20% | 43% | 48% | - | * | - | * | 31% | 48% | - | 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)

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| | | 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 | 193 | 60 | 31 | 94 | 0 | 1 | 0 | 7 | 11 | | |
| | Female | 111 | 48 | 30 | 32 | 0 | 0 | 0 | 1 | 9 | | |
| | Total | 304 | 108 | 61 | 126 | 0 | 1 | 0 | 8 | 20 | | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | 53 | 22 | 8 | 21 | 0 | 1 | 0 | 1 | 4 | | |
| | Female | 30 | 8 | 8 | 13 | 0 | 0 | 0 | 1 | 4 | | |
| | Total | 83 | 30 | 16 | 34 | 0 | 1 | 0 | 2 | 8 | | |
| Expulsions | | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 1 | 1 | 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 | 88 | 31 | 18 | 39 | 0 | 0 | 0 | 0 | 7 | | 32 |
| | Female | 17 | 9 | 0 | 7 | 0 | 0 | 0 | 1 | 0 | | 8 |
| | Total | 105 | 40 | 18 | 46 | 0 | 0 | 0 | 1 | 7 | | 40 |
| Out-of-School Suspensions | | | | | | | | | | | | |

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| | | 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 | 23 | 11 | 3 | 9 | 0 | 0 | 0 | 0 | 3 | | 9 |
| | Female | 10 | 5 | 1 | 3 | 0 | 0 | 0 | 1 | 0 | | 4 |
| | Total | 33 | 16 | 4 | 12 | 0 | 0 | 0 | 1 | 3 | | 13 |
| 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 | 172 | 34 | 34 | 92 | 1 | - | 1 | 10 | 8 | 35 | - |
| | Female | 160 | 29 | 34 | 93 | - | - | 1 | 3 | 11 | 25 | - |
| | Total | 332 | 63 | 68 | 185 | 1 | - | 2 | 13 | 19 | 60 | - |

| | | | | | | | | | | | | 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 | | | | | | | | | | | | 1 |
| Incidents of physical attack or fight with a firearm or explosive device | | | | | | | | | | | | 0 |

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| | 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 | 17 |
| 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 | 87 | 17 | 44 | 22 | 0 | 0 | 1 | 3 | 28 | 12 |
| | Female | 76 | 17 | 38 | 19 | 0 | 1 | 0 | 1 | 16 | 6 |
| | Total | 163 | 34 | 82 | 41 | 0 | 1 | 1 | 4 | 44 | 18 |
| 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 | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |
| 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.

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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 | | High-Poverty Schools | | Low-Poverty Schools | |
|-----------------------------------------------------------------------------------------------------|------------|---------|----------------------|---------|---------------------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 98.3 | 28.5% | | | | |
| Teachers Teaching with Emergency or Provisional Credentials | 35.5 | 10.9% | | | | |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 28.0 | 8.6% | | | | |

- 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 | Region 10 Number of ALT2 | Region 10 Rate of ALT2 | District Number of ALT2 | District Rate of ALT2 |
|----------------|----------------------------|-----------------------------|-----------------------------------|------------------------------------|-------------------------------|-----------------------------|
| Grade 3 | | | | | | |
| Reading | 4,966 | 1% | 844 | 1% | * | 1% |
| Mathematics | 4,961 | 1% | 842 | 1% | * | 1% |
| Grade 4 | | | | | | |
| Reading | 5,046 | 1% | 829 | 1% | * | 0% |
| Mathematics | 5,040 | 1% | 829 | 1% | * | 0% |
| Grade 5 | | | | | | |
| Reading | 5,133 | 1% | 822 | 1% | 6 | 1% |
| Mathematics | 5,138 | 1% | 821 | 1% | 6 | 1% |
| Science | 5,130 | 1% | 821 | 1% | 6 | 1% |
| Grade 6 | | | | | | |
| Reading | 4,925 | 1% | 789 | 1% | * | 1% |
| Mathematics | 4,923 | 1% | 788 | 1% | * | 1% |

| | State Number of ALT2 | State Rate of ALT2 | Region 10 Number of ALT2 | Region 10 Rate of ALT2 | District Number of ALT2 | District Rate of ALT2 |
|----------------------|----------------------------|-----------------------------|-----------------------------------|------------------------------------|-------------------------------|-----------------------------|
| Grade 7 | | | | | | |
| Reading | 4,586 | 1% | 750 | 1% | * | 1% |
| Mathematics | 4,581 | 1% | 745 | 1% | * | 1% |
| Grade 8 | | | | | | |
| Reading | 4,513 | 1% | 720 | 1% | 7 | 2% |
| Mathematics | 4,507 | 1% | 720 | 1% | 7 | 2% |
| Science | 4,492 | 1% | 713 | 1% | 7 | 2% |
| End of Course | | | | | | |
| English I | 4,504 | 1% | 744 | 1% | * | 1% |
| English II | 4,092 | 1% | 657 | 1% | * | 0% |
| Algebra I | 4,514 | 1% | 744 | 1% | * | 1% |
| Biology | 4,424 | 1% | 750 | 1% | * | 1% |
| All Grades | | | | | | |
| All Subjects | 85,481 | 1% | 13,928 | 1% | 74 | 1% |
| Reading | 37,771 | 1% | 6,155 | 1% | 30 | 1% |
| Mathematics | 33,664 | 1% | 5,489 | 1% | 27 | 1% |
| Science | 14,046 | 1% | 2,284 | 1% | 17 | 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 | 49% | 45% | 42% | 55% | - | - | - | 50% | 37% | 25% | 30% |
| In-State Private Institutions | 2% | - | - | 3% | - | - | - | - | * | - | - |
| Out-of-State Institutions | 4% | * | * | 3% | - | - | - | - | * | - | - |

- 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 | 5.3% | 8.8% | 3.6% | 4.8% | 5.3% | 0.0% | 20.0% | 7.0% | 6.3% | 7.4% | 2.7% |

- Indicates there are no students in the group.

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