Crandall Independent School District

Crandall Middle School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

Crandall Middle School will empower students to positively impact the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crandall Middle School is a 7-8 campus with 854 students. The staff includes 52 teachers, 6 instructional paraprofessionals, 6 support staff, 2 counselors, and 3 administrators. The student population is 32% White, 23% African American, 41% Hispanic, 0.35 % Asian, and 0.14 % Native American. Additionally, the campus serves 56% economically disadvantaged students, 15% special education students, and 16% Limited English Proficient students. Attendance rates include 96.3% African American, 96.8% Hispanic, 96.2% White, and 96.1% economically disadvantaged. The most current data indicate the campus has a 14% mobility rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus staff does not mirror the student population. **Root Cause:** Difficulty recruiting, highly qualified staff.

Student Learning

Student Learning Summary

TAPR report attached as addendum.

Student Learning Strengths

8th grade math scores in the Meets category have increased to 35%.

8th grade science is greater than or equal to the State avg in all performance levels.

8th grade SS scores in all performance categories have improved over the past 3 years.

Algebra scores are greater than or equal the State avg in all performance levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a discrepancy between the campus student achievement and state achievement in math. **Root Cause:** The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

Problem Statement 2 (Prioritized): There is a discrepancy between the campus student achievement and state achievement in 7th grade reading. **Root Cause:** The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

Problem Statement 3 (Prioritized): There is a discrepancy between the campus student achievement and state achievement in 8th grade social studies. **Root Cause:** The lack of student foundational knowledge in US History.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular	Personnel	Organizational	Administrative
*objective board/esst question	*survey for qualities of a CMS teacher	*team drive	*tiered approach to supervision
*model lead4ward strategies at staff meetings	*interview committee	*campus-wide expectations	*observation rotation with feedback
*strategies playlist	*master schedule team	*block approach to ELAR	*weekly ILT meetings
*data folders for ELLs	*Pirate of the Week	*intervention electives	*TTESS goal-setting support
*ind student goal setting	*campus mentor for new staff	*Thrively elective	*designate coaching days
*cross-curricular support for core contents	*district new teacher PD	*common planning time	*Parent 411
*CBA data dives	*drops/thank yous/affirmations	*google classroom 1:1	
*MAP for grouping	*instructional playbook team	*PLC period for content	
*reading/math intervention program	*department head in contents		

School Processes & Programs Strengths

Beginning with input from our staff, Crandall Middle School worked to identify the qualities needed to be a successful teacher. These criteria were a driving force for the hiring committee during the recruitment, interviewing, and hiring process with new staff. New staff members are welcomed upon hire with a photo directory and connection with the department head. They are also partnered with a mentor on campus and meet periodically to help support and strengthen their foundation in best teaching practices. Keeping our students in mind, a "Playbook Team" created a strategies playlist to help narrow the focus and guide our staff in a campus-wide instructional system much like our campus CREW model for behavior expectations. Signage supporting our campus expectations are visible throughout the campus. Understanding the increased need for social-emotional development, CMS utilizes a 15-minute block of time 3 days a week to deliver a lesson based on the 7 Mindsets, purchased by the district. This also allows time for students and staff to support campus initiatives such as community outreach, various appreciation days, RRW activities, bullying prevention, etc. CREW Time (30-minute block twice a week) is utilized to support our campus growth mindset while also meeting the requirements of HB4545. Student progress is evaluated once a month. Innovation is an elective created to offer opportunities to students to explore PBL, career developments, various self-interest inventories, etc through a strengths-based approach program, Thrively.

Perceptions

Perceptions Summary

CMS supports the CISD mission and vision of CISD. We believe that empowering students to positively impact the world happens in a variety of ways: CREW time to focus on academic strengths and weaknesses and individual goal setting, SEL lessons along with counselor guidance on topics such as bullying, suicide, and drug-free lifestyles, elective focus on digital citizenship, sexting, college/career choices and leadership, campus initiatives to recognize and show appreciation for first responders, Veterans, and staff, service projects to provide Thanksgiving meals and Christmas gifts to those in need. Each year a theme is determined to establish a common language and support campus goals. This year it is "Build Them Up". Our hashtag is #buildingatcms. Through our announcements, student recognition, and conversations with students and staff, everyone is reminded that they are responsible for building something.

Perceptions Strengths

A whole child approach, as evidenced by our campus practices, supports a positive culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus-wide activities lack in recognizing multi-cultural backgrounds of students and staff.

Priority Problem Statements

Problem Statement 1: Campus staff does not mirror the student population.
Root Cause 1: Difficulty recruiting, highly qualified staff.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a discrepancy between the campus student achievement and state achievement in math.
Root Cause 2: The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a discrepancy between the campus student achievement and state achievement in 7th grade reading.
Root Cause 3: The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a discrepancy between the campus student achievement and state achievement in 8th grade social studies.
Root Cause 4: The lack of student foundational knowledge in US History.
Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: CMS will 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: Adoption of Lowman Social Studies curriculum to be implemented in 7th and 8th grade social studies classes. The goal is to improve student achievement by 15% in the area of social studies as reflected in CBA and STAAR testing.

Evaluation Data Sources: CBA and STAAR testing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training through PLCs, professional development opportunities, monitoring implementation and providing ongoing feedback for Social Studies staff. **Strategy's Expected Result/Impact:** Improvement in scores **Staff Responsible for Monitoring:** Social Studies Staff, Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**	50%	45%	50%	

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

Goal 1: CMS will 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: Implementation of campus wide instructional strategies playbook.

Evaluation Data Sources: Walkthroughs, T-TESS, PLCs, Reflective practices, lesson plans.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus professional development at the beginning of the year, provides training to implement instructional strategies. **Strategy's Expected Result/Impact:** Increased student engagement and overall student success. **Staff Responsible for Monitoring:** All staff and Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase instructional inclusion support for SPED students who are not successful in the general education setting. **Strategy's Expected Result/Impact:** Increased achievement-success for SPED students.				

Staff Responsible for Monitoring: All content/SPED staff and Administration

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
- **Targeted Support Strategy**

50%	50%	50%	

No Progress

Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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: Utilizing an online platform, Thrively, (Innovation course) to empower students with personal strengths, aptitudes and exposure to SEL, college and career readiness and CTE fields.

Targeted or ESF High Priority

Evaluation Data Sources: Student portfolios in Thrively. Student surveys and participation in campus projects.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementing Thrively as a resource for CTE, career and college readiness, SEL, etc. (Innovation course) **Strategy's Expected Result/Impact:** Student will develop SEL and 21st century skills to resolve conflicts, improve problem solving, set goals, and develop-manage coping strategies. **Staff Responsible for Monitoring:** All staff and Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%	45%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize "7 Mindsets" curriculum 15 minutes/3 days a week. **Strategy's Expected Result/Impact:** Increased awareness of social emotional health and well being. **Staff Responsible for Monitoring:** All staff, counselors, administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	50%	75%	90%	

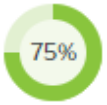
No Progress Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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: Continue to provide campus leadership opportunities to build capacity among our staff.

Evaluation Data Sources: T-TESS, PLCs, Staff Development, Mentoring, Coaching

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will expand their learning capacity by attending and presenting professional development. **Strategy's Expected Result/Impact:** Increase the number of teachers willing and equipped to take on leadership roles. **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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: Increase student achievement in 7th grade reading in all STAAR performance levels from 72-43-21 to 90-60-30.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Benchmarks, CBA, STAAR,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategic scheduling-blocking ELAR student to provide integrated instruction aligned to new ELAR TEKS. **Strategy's Expected Result/Impact:** Increase student success **Staff Responsible for Monitoring:** ELAR team and Leadership team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide additional planning time for ELAR staff. **Strategy's Expected Result/Impact:** Intentional in planning effective research-based lessons to meet the needs of our diverse learners. **Staff Responsible for Monitoring:** ELAR, Leadership Team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: An acceleration period was added for students who did not meet the passing standard on STAAR. (HB4545) **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Reading teachers, leadership team, acceleration staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 6: Increase student achievement in math for all STAAR performance levels from 65-39-16 to 90-60-30.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Benchmarks, CBA, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An acceleration period was added for students who did not meet passing standard on STAAR. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Math teachers, leadership team, acceleration staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	0%	50%	

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

Goal 1: CMS will 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 7: English Language Learners will improve writing and speaking skills.

Evaluation Data Sources: Increased scores in CBAs, MAPs, TELPAS, and STAAR testing.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheltered instruction will be utilized in the classrooms. **Strategy's Expected Result/Impact:** Increased scores **Staff Responsible for Monitoring:** Teachers, Administrators, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	50%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The instructional strategy Talk Read, Talk Write is implemented across contents to strengthen reading, writing, and speaking in ELL students. **Strategy's Expected Result/Impact:** Increased achievement-success for ELL students **Staff Responsible for Monitoring:** All staff, Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**	50%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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 8: Teachers will receive feedback prior to or after submission of lesson plans to produce high quality objective driven daily lesson plans with formative assessments.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Lesson plans, walkthroughs, ILT meeting notes

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitoring and feedback will be provided to all teachers. New teachers will be trained in the campus system. **Strategy's Expected Result/Impact:** High Quality lessons **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	30%	50%	55%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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 9: Participate in a curriculum and instruction review through SREB.

Evaluation Data Sources: Parent, staff and student survey, report from SREB, feedback from team

Summative Evaluation: Met Objective

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

Performance Objective 1: Utilize a campus interview team that assists in the interview, selection, and follow up of applicants.

HB3 Goal

Evaluation Data Sources: Frontline, Zoom, Personality Assessment

Summative Evaluation: Met Objective

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

Performance Objective 2: Retain high quality staff by creating a CMS teacher profile based on input from all staff.

Evaluation Data Sources: Staff survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers were surveyed regarding; qualities of an effective teacher, attributes in a teaching partner and campus specific traits to help teachers be successful. **Strategy's Expected Result/Impact:** Staff will help select and support based on those identified common skills **Staff Responsible for Monitoring:** All staff and administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Utilize common planning time for content teams.

Evaluation Data Sources: Master schedule, planning agendas, lesson plans

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize agendas for meetings to prompt discussion of lesson planning, student learning, and facilitation of learning. **Strategy's Expected Result/Impact:** Productive planning time. **Staff Responsible for Monitoring:** Administrative Teams	50%			

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

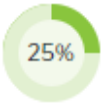
Goal 2: CMS will train, support and retain staff who are vested in educating all students through teamwork, resourcefulness and problem solving.

Performance Objective 4: Teachers will provide differentiation for gifted and talented students.

HB3 Goal

Evaluation Data Sources: Evidence in lesson plans and walkthroughs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will incorporate project based learning from Thrively into their lesson plans to provide differentiation. **Strategy's Expected Result/Impact:** Students are moving into projects when they are completed with their work. **Staff Responsible for Monitoring:** General Education, Administration Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff will complete the 30 hour certification for teaching of gifted students. **Strategy's Expected Result/Impact:** Improved differentiation strategies/activities. **Staff Responsible for Monitoring:** Director of GT, advanced teaching staff, campus administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Utilize mentors and department heads to support new staff.

Evaluation Data Sources: Surveys from new staff, meeting notes, topics from mentor training, calendar of topics provided to mentors

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 6: Utilize curriculum strategist to support all staff with planning, data, classroom management, and resources.

Evaluation Data Sources: Lesson planning, walk-through and observation data, agenda from cs led pd

Summative Evaluation: Significant progress made toward meeting Objective

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

Performance Objective 1: Campus staff and students practice COVID-19 health and safety protocols to mitigate the spread of COVID-19 on campus.

Evaluation Data Sources: Nurse reports, self-reporting, and temperature checks.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus staff will complete self screeners. **Strategy's Expected Result/Impact:** Decrease in lab confirmed COVID-19 cases. **Staff Responsible for Monitoring:** All campus staff, nurse, and Administrators. **Schoolwide and Targeted Assistance Title I Elements:** 3.1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Self-Screeners **Strategy's Expected Result/Impact:** Decrease in lab confirmed COVID-19 cases. **Staff Responsible for Monitoring:** All campus staff, nurse, and Administrators. **Schoolwide and Targeted Assistance Title I Elements:** 3.1				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Conduct all required Standard Response Protocols required throughout school year

Evaluation Data Sources: Evidence and documentation of all drills and documented protocols conducted

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct all required Standard Response Protocols (SRP) drills throughout school year **Strategy's Expected Result/Impact:** Safe and Responsive school **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture	50%			

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

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

Performance Objective 3: The campus will partner with local agencies to increase safety measures for the campus.

Evaluation Data Sources: Visits from first responders from local agencies, School Resource Officer, Administration (Campus and District)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district will provide the campus with a school resource officer. **Strategy's Expected Result/Impact:** Increased safety and security of campus building and student/staff safety. **Staff Responsible for Monitoring:** Administrative Teams (District and Campus) **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- ESF Levers:** Lever 3: Positive School Culture	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to support local agencies and partnered first responders groups. **Strategy's Expected Result/Impact:** Building community relationships and fostering a safe community for staff and students **Staff Responsible for Monitoring:** Campus Administration and Staff **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborate with District Coordinator of Safety and Security to develop and train all staff in safety protocols and measures. **Strategy's Expected Result/Impact:** Plan and prepare for school emergencies/crisis situation. **Staff Responsible for Monitoring:** Safety and Security Coordinator, all staff, campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: The campus will provide teachers and students with safety protocols in regards to student safety and emotional well being

HB3 Goal

Evaluation Data Sources: Signs of Suicide Trainings and Data, Staff and Student Survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All staff and students will be trained in Signs of Suicide Training **Strategy's Expected Result/Impact:** Decreased number of students experiencing problems with emotional well-being. **Staff Responsible for Monitoring:** Administration and Counselors **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Bark will be used to notify campus leaders, school resource officer, and parents of troubling internet searches on district devices. **Strategy's Expected Result/Impact:** Increased student monitoring or viewing troubling content on internet **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parents **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will be trained in Positive Behavior Intervention Systems to communicate campus and classroom expectations. **Strategy's Expected Result/Impact:** Decrease in office referrals **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Utilize CREW Time, 6/7 period, and Thrively to educate and address current trends impacting students.

Evaluation Data Sources: Pre-test and post test for SEL lessons, student survey, parent feedback, student feedback, Thrively reports and BARK data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: This time will address SEL concepts prescribed by "7 Mindsets". **Strategy's Expected Result/Impact:** Increased self awareness and goal setting **Staff Responsible for Monitoring:** Staff and Administrative Team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Maintain through continuously monitoring campus systems related to creating positive interactions with all stakeholders.

HB3 Goal

Evaluation Data Sources: Surveys, Social media, Skyward, Smore

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Systems housed in google team drive for accessibility for internal stakeholders to reference. **Strategy's Expected Result/Impact:** Increased understanding and compliance of campus systems. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate campus systems with external stakeholders by hosting-posting virtual 411. **Strategy's Expected Result/Impact:** Increased understanding and compliance of campus systems. **Staff Responsible for Monitoring:** Leadership team **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy**	100%	100%	100%	

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

Goal 5: CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 1: Campus expenses focused on instructional needs to support student and teacher needs.

Evaluation Data Sources: Management of Skyward Business System

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase Orders will be reviewed before submission to check for instructional need. **Strategy's Expected Result/Impact:** 85% of campus funds will be spent on instructional needs. **Staff Responsible for Monitoring:** Campus Secretary and Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 2: All renewals of software programs will be evaluated for campus usage to effectively manage district funds.

Evaluation Data Sources: Skyward reports, Software reports, and teacher survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administration will send teacher surveys when analyzing renewals of software programs to determine effectiveness. **Strategy's Expected Result/Impact:** Maximize student usage in purchased software programs. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 3: All essential purchases for health and safety protocols utilized for COVID-19 are identified when submitting purchase orders.

Evaluation Data Sources: Skyward reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Prioritize essential purchases for Health and Safety Protocols to mitigate the spread of COVID-19. **Strategy's Expected Result/Impact:** Focused purchasing for COVID **Staff Responsible for Monitoring:** Principal and Students				

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Texas Education Agency
2021 Accountability Ratings Overall Summary
CRANDALL MIDDLE (129901041) - CRANDALL ISD

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	41
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 56.0%)	41
Closing the Gaps % of Indicators Met	
Academic Achievement Status	20%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	0%
Student Success Status	9%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
CRANDALL MIDDLE (129901041) - CRANDALL ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	702	702	368	342	339	2,453	
Approaches GL or Above	508	456	227	257	205	1,653	67%
Meets GL or Above	304	274	115	151	83	927	38%
Masters GL	147	111	47	71	32	408	17%
Total Percentage Points							122%
Component Score							**41**

Texas Education Agency
2021 STAAR Performance
CRANDALL MIDDLE (129901041) - CRANDALL ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	67%	57%	63%	78%	44%	100%	-	65%	59%	44%	59%	36%	76%	72%	60%
At Meets GL Standard or Above	38%	29%	32%	49%	22%	100%	-	31%	28%	13%	27%	17%	52%	43%	31%
At Masters GL Standard	17%	11%	12%	25%	11%	86%	-	14%	10%	2%	10%	6%	29%	20%	12%
Number of Tests															
At Approaches GL Standard or Above	1,653	300	575	695	4	7	-	72	798	135	276	116	32	1,061	592
At Meets GL Standard or Above	927	149	296	439	2	7	-	34	379	41	124	55	22	626	301
At Masters GL Standard	408	56	106	223	1	6	-	16	141	6	46	20	12	290	118
Total Tests	2,453	522	917	887	9	7	-	111	1,359	309	464	325	42	1,471	982
Participation															
% participation 2018-19	100%	100%	100%	100%	*	100%	-	99%	99%	100%	100%	98%	100%	100%	100%
% participation 2020-21	96%	94%	98%	94%	100%	100%	-	94%	95%	99%	99%	96%	100%	96%	95%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	72%	63%	69%	81%	*	*	-	77%	65%	52%	67%	39%	73%	76%	66%
At Meets GL Standard or Above	43%	30%	39%	57%	*	*	-	29%	33%	17%	31%	18%	36%	48%	36%
At Masters GL Standard	21%	11%	16%	32%	*	*	-	13%	13%	2%	14%	7%	27%	24%	16%
Number of Tests															
At Approaches GL Standard or Above	508	94	181	205	*	*	-	24	255	46	90	37	8	322	186
At Meets GL Standard or Above	304	45	103	144	*	*	-	9	129	15	42	17	4	204	100
At Masters GL Standard	147	17	42	81	*	*	-	4	50	2	19	7	3	103	44
Total Tests	702	150	264	252	*	*	-	31	393	89	134	95	11	421	281
Participation															
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	94%	99%	95%	*	*	-	94%	96%	100%	100%	97%	100%	96%	95%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	65%	51%	62%	77%	*	*	-	58%	57%	47%	60%	33%	82%	70%	58%
At Meets GL Standard or Above	39%	30%	32%	51%	*	*	-	39%	27%	13%	25%	16%	55%	44%	32%
At Masters GL Standard	16%	11%	11%	23%	*	*	-	13%	10%	3%	10%	4%	27%	19%	11%
Number of Tests															
At Approaches GL Standard or Above	456	76	162	197	*	*	-	18	221	42	81	31	9	294	162
At Meets GL Standard or Above	274	44	84	131	*	*	-	12	107	12	34	15	6	185	89
At Masters GL Standard	111	16	30	59	*	*	-	4	41	3	14	4	3	80	31

Texas Education Agency
2021 STAAR Performance
CRANDALL MIDDLE (129901041) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Total Tests	702	148	263	255	*	*	-	31	391	89	134	94	11	422	280
Participation															
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	95%	93%	98%	94%	*	*	-	94%	94%	98%	99%	95%	100%	96%	94%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	62%	51%	58%	73%	*	*	-	57%	51%	37%	54%	23%	*	64%	58%
At Meets GL Standard or Above	31%	22%	29%	41%	*	*	-	21%	21%	10%	25%	7%	*	35%	26%
At Masters GL Standard	13%	8%	9%	20%	*	*	-	7%	6%	0%	6%	4%	*	16%	9%
Number of Tests															
At Approaches GL Standard or Above	227	42	80	95	*	*	-	8	111	18	39	13	*	139	88
At Meets GL Standard or Above	115	18	40	53	*	*	-	3	45	5	18	4	*	76	39
At Masters GL Standard	47	7	12	26	*	*	-	1	14	0	4	2	*	34	13
Total Tests	368	83	137	130	*	*	-	14	219	49	72	56	*	216	152
Participation															
% participation 2018-19	100%	100%	100%	99%	*	-	-	100%	99%	100%	100%	100%	*	100%	100%
% participation 2020-21	98%	97%	99%	96%	*	*	-	100%	97%	100%	99%	98%	*	97%	98%
Science															
Percent of Tests															
At Approaches GL Standard or Above	75%	66%	66%	89%	-	*	-	78%	65%	46%	61%	45%	100%	82%	64%
At Meets GL Standard or Above	44%	37%	34%	60%	-	*	-	33%	34%	12%	29%	25%	78%	50%	36%
At Masters GL Standard	21%	13%	13%	30%	-	*	-	33%	15%	2%	13%	5%	33%	25%	15%
Number of Tests															
At Approaches GL Standard or Above	257	47	84	111	-	*	-	**	117	19	38	18	9	170	87
At Meets GL Standard or Above	151	26	43	75	-	*	-	**	61	5	18	10	7	103	48
At Masters GL Standard	71	9	17	38	-	*	-	**	26	1	8	2	3	51	20
Total Tests	342	71	127	125	-	*	-	**	179	41	62	40	9	207	135
Participation															
% participation 2018-19	99%	98%	99%	99%	-	*	-	100%	99%	100%	100%	93%	*	99%	99%
% participation 2020-21	96%	95%	97%	94%	-	*	-	95%	95%	98%	99%	95%	100%	97%	94%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	60%	59%	54%	70%	-	*	-	47%	53%	24%	45%	43%	56%	66%	51%
At Meets GL Standard or Above	24%	23%	21%	29%	-	*	-	24%	21%	10%	19%	23%	44%	28%	19%
At Masters GL Standard	9%	10%	4%	15%	-	*	-	6%	6%	0%	2%	13%	33%	11%	7%
Number of Tests															
At Approaches GL Standard or Above	205	41	68	87	-	*	-	**	94	10	28	17	5	136	69

Texas Education Agency
2021 STAAR Performance
CRANDALL MIDDLE (129901041) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
At Meets GL Standard or Above	83	16	26	36	-	*	-	**	37	4	12	9	4	58	25
At Masters GL Standard	32	7	5	19	-	*	-	**	10	0	1	5	3	22	10
Total Tests	339	70	126	125	-	*	-	**	177	41	62	40	9	205	134
Participation															
% participation 2018-19	99%	98%	98%	99%	-	*	-	93%	98%	100%	100%	93%	*	99%	98%
% participation 2020-21	95%	95%	96%	94%	-	*	-	89%	94%	98%	99%	95%	100%	96%	94%

- 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 MIDDLE (129901041) - CRANDALL ISD

% Economically Disadvantaged	STAAR Performance
56.0	41

Texas Education Agency
2021 Closing the Gaps
CRANDALL MIDDLE (129901041) - CRANDALL ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**No**	**No**	**Yes**	**No**				**No**	**Yes**	**Yes**	**No**		**Yes**	**No**		
% at Meets GL Standard or Above	43%	30%	39%	57%	*	*	-	29%	33%	31%	18%	36%	48%	36%		
# at Meets GL Standard or Above	304	45	103	144	*	*	-	9	129	42	17	4	204	100		
Total Tests	702	150	264	252	*	*	-	31	393	134	95	11	421	281		
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**		
% at Meets GL Standard or Above	39%	30%	32%	51%	*	*	-	39%	27%	25%	16%	55%	44%	32%		
# at Meets GL Standard or Above	274	44	84	131	*	*	-	12	107	34	15	6	185	89		
Total Tests	702	148	263	255	*	*	-	31	391	134	94	11	422	280		
Total Indicators															**4**	**20**
Graduation Rate Status																
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**n/a**	**n/a**	**n/a**		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										**36%**						
Target Met										**No**						
TELPAS Progress Rate										19%						
TELPAS Progress										16						
TELPAS Total										84						
Total Indicators															**0**	**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	41	32	36	51	26	95	-	37	32	32	20	52	45	34		
% at Approaches GL Standard or Above	67%	57%	63%	78%	44%	100%	-	65%	59%	59%	36%	76%	72%	60%		
% at Meets GL Standard or Above	38%	29%	32%	49%	22%	100%	-	31%	28%	27%	17%	52%	43%	31%		

Texas Education Agency
2021 Closing the Gaps
CRANDALL MIDDLE (129901041) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
% at Masters GL Standard	17%	11%	12%	25%	11%	86%	-	14%	10%	10%	6%	29%	20%	12%		
Total Tests	2,453	522	917	887	9	7	-	111	1,359	464	325	42	1,471	982		
Total Indicators															**1**	**11**
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
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%		
# Participants	724	134	229	331	*	*	-	27	380	117	60	6	400	324		
Total Tests	725	134	229	332	*	*	-	27	381	117	60	6	401	324		
Mathematics																
% Participation	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	723	134	228	331	*	*	-	27	379	116	60	6	399	324		
Total Tests	724	134	228	332	*	*	-	27	380	116	60	6	400	324		
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	96%	94%	99%	95%	*	*	-	94%	96%	100%	97%	100%	96%	95%		
# Participants	750	164	288	262	*	*	-	31	422	149	100	11	440	310		
Total Tests	781	175	291	277	*	*	-	33	440	149	103	11	456	325		
Mathematics																
% Participation	95%	93%	98%	94%	*	*	-	94%	94%	99%	95%	100%	96%	94%		
# Participants	745	161	285	263	*	*	-	31	416	147	99	11	438	307		
Total Tests	783	174	291	280	*	*	-	33	441	149	104	11	455	328		

* 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.

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

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

7th Grade Writing						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	70	34	13	61	30	12

Algebra I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	76	46	81	41	21
CMS	100	96	69	99	82	56

8th Grade Science						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	84	53	27	74	41	19

8th Grade Social Studies						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	54	21	9	58	23	8

Accountability Summary 2018 - 2021	
Name of Campus	CRANDALL MIDDLE
Campus Number	129901041

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	42	45		41

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	71	69		
Relative Performance (STAAR Performance and CCMR)	42	45		41
Relative Performance (% EcoDis)	44.3%	51.3%		56.0%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	22%	40%		20%
Growth Status	67%	45%		
English Language Proficiency Status	100%	0%		0%
Student Success Status (STAAR Performance)	9%	20%		9%

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** *Group 1*	***Prior Year Used for Comparison*** ***N/A***	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 2 LEVELS from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0** *Group 2*	***Prior Year Used for Comparison*** ***2020*** ***2019*** ***2018***	***0*** ***0*** ***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 1 LEVEL from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**8** *Group 3*	***Prior Year Used for Comparison*** ***2020*** ***2019*** ***2018***	***2*** ***6*** ***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** *Group 4*	***Prior Year Used for Comparison*** ***2020*** ***2019*** ***2018***	***23*** ***43*** ***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** *Group 5*	***Prior Year Used for Comparison*** ***N/A***	
# of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating IMPROVED from the prior year used in determining EL Proficiency (2020 or 2019)		**0** *Group 6*	***Prior Year Used for Comparison*** ***2020*** ***2019***	***0*** ***0***
# of Students who scored below Basic Fluency in 2021, and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0** *Group 7*	***Prior Year Used for Comparison*** ***2020*** ***2019***	***0*** ***0***

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

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

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places. Crandall ISD held it's public hearing on January 24, 2022 in the L.F. Raynes Board Room at 7:00 p.m.

TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2020– 21 TAPR. The 2021-22 TAPR was posted for the Crandall ISD and each CISD campus on January 25, 2022.

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

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

FFY 2019 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

Data Reports for RDA and SPP/APR:

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

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

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

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

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

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

STAAR Performance (2020–21)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

Bilingual Education/ESL (2020–21)

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

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

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

STAAR Participation (2020–21)

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

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

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

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

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

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

Attendance and Graduation

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

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

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

5-Year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

6-year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduation Profile (2020–21)

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

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

(Data source: PEIMS 40203)

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

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

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

total number of students

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

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

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

total number of students

Postsecondary Readiness

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

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

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

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

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

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

Career/Military Readiness

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

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

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

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

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

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

College, Career, or Military Ready Graduates

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

College Ready Graduates

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

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

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

The percentages are calculated as follows:

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Either Subject.

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

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

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

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

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

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

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

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

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

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

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

Career/Military Ready Graduates

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

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

CCMR-related Indicators (2020–21)

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

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

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

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

English Language Arts.

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

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Mathematics.

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

Both Subjects.

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

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

All Subjects

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

English Language Arts

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

Mathematics

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

Science

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

Social Studies

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

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

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

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

All Subjects

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

English Language Arts

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

Mathematics

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

Science

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

Social Studies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: College Board and PEIMS 40203)

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

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

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

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

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

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

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

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

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

Other Postsecondary Indicators (2020–21)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

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

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

Any Subject

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

English Language Arts

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

Mathematics

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

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Science

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

Social Studies

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

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

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

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

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

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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

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

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

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

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

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

Profile

Student Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 40100)

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Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

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

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

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

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

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

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

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

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

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

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

(B) includes —

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

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

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

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

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

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

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

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

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

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

(Data source: PEIMS 40110)

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

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

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

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

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

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

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

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

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

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

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

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

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

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Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2020–21)

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

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

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

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

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

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

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

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

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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

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

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

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

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

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

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

(Data source: PEIMS 30050)

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

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

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

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

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

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

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Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

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

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

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

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

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

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

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

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

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

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Appendix A
Advanced Academic Courses

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

English Language Arts

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

Mathematics

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

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

Technology Applications

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

Fine Arts

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

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

Science

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

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

Social Studies/History

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

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

Foreign Language

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

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

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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

Texas Education Agency

Explanation of 2020-21 TAPR Masking Rules

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

Symbols Used for Masking *STAAR*

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

Symbols Used for Masking *Attendance Rate*

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

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

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

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

Symbols Used for Masking *Profile Values*

Staff and Class Size

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

Students with Disabilities by Type of Primary Disability

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

Student Attrition

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

Advanced TAPR Download

Additional Masking Symbols for *Numerator and Denominator*

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CRANDALL ISD

Campus Name: CRANDALL MIDDLE

Campus Number: 129901041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	68%	**68%**	56%	66%	77%	*	*	-	62%	33%	*	72%	62%	60%	67%
	2019	76%	76%	**76%**	66%	72%	82%	*	-	-	67%	26%	*	79%	72%	72%	65%
At Meets Grade Level or Above	2021	45%	41%	**41%**	25%	39%	54%	*	*	-	15%	16%	*	45%	34%	30%	35%
	2019	49%	46%	**46%**	35%	47%	51%	*	-	-	33%	23%	*	48%	45%	44%	47%
At Masters Grade Level	2021	25%	23%	**23%**	13%	20%	32%	*	*	-	8%	9%	*	24%	21%	15%	18%
	2019	29%	25%	**25%**	14%	22%	31%	*	-	-	17%	10%	*	23%	27%	20%	19%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	55%	**55%**	38%	54%	67%	*	*	-	42%	22%	*	59%	49%	47%	57%
	2019	75%	71%	**71%**	55%	61%	81%	*	-	-	75%	26%	*	73%	68%	62%	59%
At Meets Grade Level or Above	2021	27%	29%	**29%**	19%	23%	41%	*	*	-	8%	9%	*	34%	21%	19%	21%
	2019	43%	35%	**35%**	23%	30%	41%	*	-	-	42%	16%	*	36%	32%	28%	28%
At Masters Grade Level	2021	12%	13%	**13%**	8%	11%	20%	*	*	-	0%	2%	*	16%	9%	9%	10%
	2019	17%	10%	**10%**	5%	10%	12%	*	-	-	8%	0%	*	11%	8%	9%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	62%	**62%**	51%	58%	73%	*	*	-	57%	23%	*	64%	58%	51%	54%
	2019	70%	70%	**70%**	57%	64%	79%	*	-	-	75%	23%	*	74%	66%	66%	61%
At Meets Grade Level or Above	2021	33%	31%	**31%**	22%	29%	41%	*	*	-	21%	7%	*	35%	26%	21%	25%
	2019	42%	34%	**34%**	26%	32%	40%	*	-	-	17%	16%	*	36%	32%	28%	27%
At Masters Grade Level	2021	10%	13%	**13%**	8%	9%	20%	*	*	-	7%	4%	*	16%	9%	6%	6%
	2019	18%	13%	**13%**	11%	10%	16%	*	-	-	8%	6%	*	11%	16%	10%	8%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	77%	**77%**	70%	71%	86%	-	*	-	89%	48%	78%	81%	71%	71%	68%
	2019	86%	87%	**87%**	77%	85%	91%	-	*	-	100%	33%	*	90%	82%	81%	81%
At Meets Grade Level or Above	2021	46%	46%	**46%**	35%	39%	60%	-	*	-	39%	20%	44%	52%	37%	36%	27%
	2019	55%	53%	**53%**	47%	48%	61%	-	*	-	40%	22%	*	63%	41%	41%	31%
At Masters Grade Level	2021	21%	19%	**19%**	10%	11%	32%	-	*	-	17%	5%	33%	25%	10%	10%	10%
	2019	28%	26%	**26%**	22%	20%	33%	-	*	-	20%	4%	*	31%	20%	15%	6%
Grade 8 Mathematics+																	

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	62%	67%	**67%**	60%	63%	79%	-	-	-	57%	48%	80%	73%	60%	59%	57%
	2019	88%	73%	**73%**	60%	73%	79%	-	-	-	91%	30%	-	78%	69%	67%	71%
At Meets Grade Level or Above	2021	36%	38%	**38%**	34%	34%	45%	-	-	-	50%	25%	20%	41%	35%	29%	22%
	2019	57%	22%	**22%**	23%	24%	22%	-	-	-	0%	15%	-	24%	20%	20%	17%
At Masters Grade Level	2021	11%	5%	**5%**	7%	3%	6%	-	-	-	7%	8%	0%	5%	5%	3%	2%
	2019	17%	3%	**3%**	2%	2%	4%	-	-	-	0%	7%	-	5%	1%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	75%	**75%**	66%	66%	89%	-	*	-	78%	45%	100%	82%	64%	65%	61%
	2019	81%	84%	**84%**	76%	82%	90%	-	*	-	80%	40%	*	90%	77%	79%	79%
At Meets Grade Level or Above	2021	43%	44%	**44%**	37%	34%	60%	-	*	-	33%	25%	78%	50%	36%	34%	29%
	2019	51%	53%	**53%**	41%	41%	66%	-	*	-	67%	24%	*	61%	44%	39%	25%
At Masters Grade Level	2021	24%	21%	**21%**	13%	13%	30%	-	*	-	33%	5%	33%	25%	15%	15%	13%
	2019	25%	27%	**27%**	17%	20%	38%	-	*	-	20%	16%	*	35%	18%	17%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	60%	**60%**	59%	54%	70%	-	*	-	47%	43%	56%	66%	51%	53%	45%
	2019	69%	54%	**54%**	46%	48%	62%	-	*	-	43%	28%	*	61%	45%	41%	35%
At Meets Grade Level or Above	2021	28%	24%	**24%**	23%	21%	29%	-	*	-	24%	23%	44%	28%	19%	21%	19%
	2019	37%	21%	**21%**	14%	13%	29%	-	*	-	14%	16%	*	25%	15%	11%	4%
At Masters Grade Level	2021	14%	9%	**9%**	10%	4%	15%	-	*	-	6%	13%	33%	11%	7%	6%	2%
	2019	21%	9%	**9%**	5%	4%	15%	-	*	-	0%	0%	*	12%	6%	4%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	82%	**100%**	100%	100%	100%	-	*	-	100%	-	*	100%	100%	100%	100%
	2019	85%	94%	**100%**	100%	100%	100%	-	*	-	*	-	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	41%	43%	**83%**	82%	77%	86%	-	*	-	80%	-	*	85%	78%	73%	73%
	2019	61%	76%	**96%**	85%	91%	100%	-	*	-	*	-	*	96%	97%	90%	83%
At Masters Grade Level	2021	23%	21%	**56%**	55%	55%	56%	-	*	-	60%	-	*	60%	48%	49%	55%
	2019	37%	46%	**69%**	62%	59%	75%	-	*	-	*	-	*	70%	67%	66%	50%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	**67%**	57%	63%	78%	44%	100%	-	65%	36%	76%	72%	60%	59%	59%
	2019	78%	79%	**75%**	64%	70%	82%	*	100%	-	77%	29%	80%	79%	69%	67%	65%

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

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At Meets Grade Level or Above	2021	41%	41%	**38%**	29%	32%	49%	22%	100%	-	31%	17%	52%	43%	31%	28%	27%
	2019	50%	48%	**41%**	32%	35%	49%	*	100%	-	35%	19%	55%	46%	35%	32%	28%
At Masters Grade Level	2021	18%	16%	**17%**	11%	12%	25%	11%	86%	-	14%	6%	29%	20%	12%	10%	10%
	2019	24%	22%	**19%**	12%	14%	25%	*	75%	-	13%	6%	25%	22%	16%	13%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	72%	**72%**	63%	69%	81%	*	*	-	77%	39%	73%	76%	66%	65%	67%
	2019	75%	79%	**81%**	71%	79%	86%	*	*	-	85%	29%	83%	85%	76%	76%	72%
At Meets Grade Level or Above	2021	45%	45%	**43%**	30%	39%	57%	*	*	-	29%	18%	36%	48%	36%	33%	31%
	2019	48%	50%	**50%**	41%	47%	56%	*	*	-	37%	22%	67%	56%	43%	43%	40%
At Masters Grade Level	2021	18%	17%	**21%**	11%	16%	32%	*	*	-	13%	7%	27%	24%	16%	13%	14%
	2019	21%	21%	**25%**	18%	21%	32%	*	*	-	19%	7%	33%	27%	23%	17%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	69%	**65%**	51%	62%	77%	*	*	-	58%	33%	82%	70%	58%	57%	60%
	2019	82%	82%	**76%**	62%	70%	84%	*	*	-	85%	28%	67%	79%	71%	67%	66%
At Meets Grade Level or Above	2021	37%	37%	**39%**	30%	32%	51%	*	*	-	39%	16%	55%	44%	32%	27%	25%
	2019	52%	49%	**39%**	30%	33%	47%	*	*	-	33%	16%	33%	43%	34%	30%	27%
At Masters Grade Level	2021	18%	17%	**16%**	11%	11%	23%	*	*	-	13%	4%	27%	19%	11%	10%	10%
	2019	26%	25%	**16%**	10%	11%	21%	*	*	-	11%	3%	17%	20%	11%	11%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	58%	**62%**	51%	58%	73%	*	*	-	57%	23%	*	64%	58%	51%	54%
	2019	68%	66%	**70%**	57%	64%	79%	*	-	-	75%	23%	*	74%	66%	66%	61%
At Meets Grade Level or Above	2021	30%	28%	**31%**	22%	29%	41%	*	*	-	21%	7%	*	35%	26%	21%	25%
	2019	38%	34%	**34%**	26%	32%	40%	*	-	-	17%	16%	*	36%	32%	28%	27%
At Masters Grade Level	2021	9%	9%	**13%**	8%	9%	20%	*	*	-	7%	4%	*	16%	9%	6%	6%
	2019	14%	11%	**13%**	11%	10%	16%	*	-	-	8%	6%	*	11%	16%	10%	8%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	73%	**75%**	66%	66%	89%	-	*	-	78%	45%	100%	82%	64%	65%	61%
	2019	81%	82%	**84%**	76%	82%	90%	-	*	-	80%	40%	*	90%	77%	79%	79%
At Meets Grade Level or Above	2021	44%	42%	**44%**	37%	34%	60%	-	*	-	33%	25%	78%	50%	36%	34%	29%
	2019	54%	52%	**53%**	41%	41%	66%	-	*	-	67%	24%	*	61%	44%	39%	25%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CRANDALL MIDDLE (129901041) - CRANDALL ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	20%	16%	**21%**	13%	13%	30%	-	*	-	33%	5%	33%	25%	15%	15%	13%
	2019	25%	24%	**27%**	17%	20%	38%	-	*	-	20%	16%	*	35%	18%	17%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	75%	**60%**	59%	54%	70%	-	*	-	47%	43%	56%	66%	51%	53%	45%
	2019	81%	72%	**54%**	46%	48%	62%	-	*	-	43%	28%	*	61%	45%	41%	35%
At Meets Grade Level or Above	2021	49%	45%	**24%**	23%	21%	29%	-	*	-	24%	23%	44%	28%	19%	21%	19%
	2019	55%	44%	**21%**	14%	13%	29%	-	*	-	14%	16%	*	25%	15%	11%	4%
At Masters Grade Level	2021	29%	21%	**9%**	10%	4%	15%	-	*	-	6%	13%	33%	11%	7%	6%	2%
	2019	33%	24%	**9%**	5%	4%	15%	-	*	-	0%	0%	*	12%	6%	4%	2%

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

\- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
CRANDALL MIDDLE (129901041) - CRANDALL ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	67	**67**	69	65	69	*	-	-	63	52	*	67	68	65	65
	2018	76	73	**73**	71	66	77	-	*	-	90	84	80	77	67	69	60
Grade 7 Mathematics	2019	62	48	**48**	52	49	46	*	-	-	38	38	*	49	46	46	53
	2018	67	62	**62**	54	65	63	-	*	-	50	70	90	62	61	61	65
Grade 8 ELA/Reading	2019	77	80	**80**	75	81	82	-	*	-	68	67	*	81	79	82	84
	2018	79	76	**76**	76	73	77	*	*	-	95	82	*	78	72	79	72
Grade 8 Mathematics	2019	82	76	**76**	66	80	76	-	-	-	83	56	-	80	72	73	79
	2018	81	70	**70**	65	70	72	*	*	-	69	60	*	73	66	69	62
End of Course Algebra I	2019	75	87	**92**	92	82	96	-	*	-	*	-	*	92	95	89	67
	2018	72	76	**89**	70	100	87	-	*	-	*	-	*	90	88	94	100
All Grades Both Subjects	2019	69	71	**69**	67	70	69	*	*	-	65	53	88	70	67	67	68
	2018	69	66	**71**	66	70	73	*	88	-	79	73	81	74	67	70	66
All Grades ELA/Reading	2019	68	71	**73**	72	74	75	*	*	-	65	59	75	74	73	73	73
	2018	69	66	**74**	73	69	77	*	*	-	93	83	89	78	69	74	66
All Grades Mathematics	2019	70	72	**64**	61	66	64	*	*	-	64	46	100	67	61	60	63
	2018	70	66	**68**	59	71	70	*	*	-	64	64	72	71	65	67	66

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CRANDALL MIDDLE (129901041) - CRANDALL ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	70%	**67%**	32%	-	-	-	-	32%	47%	-	46%	*	60%	69%	44%	91%
	2019	78%	79%	**75%**	-	-	-	-	-		50%	-	50%		60%		50%	
At Meets Grade Level or Above	2021	41%	41%	**38%**	5%	-	-	-	-	5%	16%	-	15%	*	13%	40%	13%	54%
	2019	50%	48%	**41%**	-	-	-	-	-		12%	-	12%		30%		13%	
At Masters Grade Level	2021	18%	16%	**17%**	1%	-	-	-	-	1%	2%	-	2%	*	0%	18%	2%	26%
	2019	24%	22%	**19%**	-	-	-	-	-		1%	-	1%		10%		2%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	72%	**72%**	48%	-	-	-	-	48%	52%	-	53%	*	*	73%	52%	98%
	2019	75%	79%	**81%**	-	-	-	-	-		56%	-	56%		*		57%	
At Meets Grade Level or Above	2021	45%	45%	**43%**	8%	-	-	-	-	8%	20%	-	20%	*	*	46%	17%	61%
	2019	48%	50%	**50%**	-	-	-	-	-		19%	-	19%		*		20%	
At Masters Grade Level	2021	18%	17%	**21%**	0%	-	-	-	-	0%	3%	-	3%	*	*	23%	2%	37%
	2019	21%	21%	**25%**	-	-	-	-	-		3%	-	3%		*		3%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	69%	**65%**	20%	-	-	-	-	20%	57%	-	56%	*	*	66%	47%	88%
	2019	82%	82%	**76%**	-	-	-	-	-		52%	-	52%		*		53%	
At Meets Grade Level or Above	2021	37%	37%	**39%**	4%	-	-	-	-	4%	18%	-	17%	*	*	42%	13%	51%
	2019	52%	49%	**39%**	-	-	-	-	-		13%	-	13%		*		14%	
At Masters Grade Level	2021	18%	17%	**16%**	4%	-	-	-	-	4%	3%	-	3%	*	*	17%	3%	27%
	2019	26%	25%	**16%**	-	-	-	-	-		0%	-	0%		*		2%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	58%	**62%**	28%	-	-	-	-	28%	43%	-	43%	-	*	63%	37%	92%
	2019	68%	66%	**70%**	-	-	-	-	-		42%	-	42%		*		45%	
At Meets Grade Level or Above	2021	30%	28%	**31%**	4%	-	-	-	-	4%	13%	-	13%	-	*	33%	10%	58%
	2019	38%	34%	**34%**	-	-	-	-	-		6%	-	6%		*		8%	
At Masters Grade Level	2021	9%	9%	**13%**	0%	-	-	-	-	0%	0%	-	0%	-	*	14%	0%	21%
	2019	14%	11%	**13%**	-	-	-	-	-		0%	-	0%		*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	73%	**75%**	-	-	-	-	-	-	45%	-	43%	*	*	78%	46%	88%
	2019	81%	82%	**84%**	-	-	-	-	-		69%	-	69%		*		67%	
At Meets Grade Level or Above	2021	44%	42%	**44%**	-	-	-	-	-	-	13%	-	14%	*	*	48%	12%	58%
	2019	54%	52%	**53%**	-	-	-	-	-		8%	-	8%		*		7%	
At Masters Grade Level	2021	20%	16%	**21%**	-	-	-	-	-	-	3%	-	3%	*	*	22%	2%	33%
	2019	25%	24%	**27%**	-	-	-	-	-		4%	-	4%		*		4%	
All Grades Social Studies																		

Texas Education Agency

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CRANDALL MIDDLE (129901041) - CRANDALL ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	75%	**60%**	-	-	-	-	-	-	26%	-	24%	*	*	64%	24%	83%
	2019	81%	72%	**54%**	-	-	-	-	-		19%	-	19%		*		19%	
At Meets Grade Level or Above	2021	49%	45%	**24%**	-	-	-	-	-	-	11%	-	8%	*	*	26%	10%	33%
	2019	55%	44%	**21%**	-	-	-	-	-		4%	-	4%		*		4%	
At Masters Grade Level	2021	29%	21%	**9%**	-	-	-	-	-	-	0%	-	0%	*	*	11%	0%	4%
	2019	33%	24%	**9%**	-	-	-	-	-		0%	-	0%		*		0%	

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

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CRANDALL MIDDLE (129901041) - CRANDALL ISD - KAUFMAN COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	97%	**96%**	94%	98%	94%	100%	100%	-	94%	96%	100%	96%	95%	95%	99%
Included in Accountability	83%	90%	**90%**	86%	90%	91%	100%	100%	-	94%	92%	100%	93%	86%	89%	90%
Not Included in Accountability: Mobile	3%	5%	**6%**	8%	7%	3%	0%	0%	-	0%	3%	0%	4%	8%	6%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	12%	3%	**4%**	6%	2%	6%	0%	0%	-	6%	4%	0%	4%	5%	5%	1%
Absent	2%	0%	**1%**	1%	0%	1%	0%	0%	-	1%	1%	0%	0%	1%	1%	0%
Other	10%	3%	**4%**	5%	2%	5%	0%	0%	-	5%	3%	0%	3%	4%	4%	1%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	99%	98%	100%	100%	100%	99%	100%
Included in Accountability	94%	95%	**96%**	92%	95%	97%	*	100%	-	99%	95%	100%	97%	94%	94%	94%
Not Included in Accountability: Mobile	4%	5%	**4%**	7%	4%	3%	*	0%	-	0%	2%	0%	3%	6%	5%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	1%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	1%	2%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	1%	2%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**98.8%**	98.9%	98.9%	98.8%	*	*	-	97.2%	98.1%	98.6%	98.9%
2018-19	95.4%	96.1%	**96.4%**	96.3%	96.9%	96.3%	*	*	-	93.5%	95.0%	96.1%	96.5%
Chronic Absenteeism													
2019-20	6.7%	5.3%	**5.5%**	7.9%	3.0%	5.7%	*	*	-	17.6%	11.1%	7.1%	2.1%
2018-19	11.4%	8.3%	**6.5%**	10.2%	5.0%	5.4%	*	0.0%	-	19.0%	13.4%	8.3%	6.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	**0.3%**	0.6%	0.0%	0.3%	*	*	-	0.0%	1.1%	0.0%	0.0%
2018-19	0.4%	0.4%	**0.4%**	1.4%	0.5%	0.0%	*	0.0%	-	0.0%	1.5%	0.5%	1.4%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	84.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	84.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	85.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2020-21 Graduation Profile (TAPR)

CRANDALL MIDDLE (129901041) - CRANDALL ISD - KAUFMAN COUNTY

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

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	764	100.0%	4,853	5,359,040	764	100.0%	4,868	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.6%	0.4%
Pre-Kindergarten	0	0.0%	2.8%	3.7%	0	0.0%	2.8%	3.7%
Kindergarten	0	0.0%	7.4%	6.7%	0	0.0%	7.4%	6.7%
Grade 1	0	0.0%	7.1%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	6.9%	7.2%
Grade 5	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 6	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 7	392	51.3%	8.1%	7.9%	392	51.3%	8.1%	7.8%
Grade 8	372	48.7%	7.7%	7.9%	372	48.7%	7.6%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	7.8%	7.8%	0	0.0%	7.8%	7.8%
Grade 11	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 12	0	0.0%	6.3%	6.8%	0	0.0%	6.3%	6.8%
Ethnic Distribution:								
African American	176	23.0%	19.7%	12.7%	176	23.0%	19.7%	12.7%
Hispanic	256	33.5%	35.2%	52.9%	256	33.5%	35.2%	52.9%
White	307	40.2%	41.3%	26.5%	307	40.2%	41.4%	26.5%
American Indian	6	0.8%	0.5%	0.3%	6	0.8%	0.5%	0.3%
Asian	3	0.4%	0.5%	4.7%	3	0.4%	0.5%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	16	2.1%	2.8%	2.7%	16	2.1%	2.8%	2.7%
Sex:								
Female	374	49.0%	48.4%	48.9%	374	49.0%	48.3%	48.9%
Male	390	51.0%	51.6%	51.1%	390	51.0%	51.7%	51.1%
Economically Disadvantaged	428	56.0%	55.1%	60.3%	428	56.0%	55.0%	60.2%
Non-Educationally Disadvantaged	336	44.0%	44.9%	39.7%	336	44.0%	45.0%	39.8%
Section 504 Students	86	11.3%	8.2%	7.2%	86	11.3%	8.2%	7.2%
EB Students/EL	94	12.3%	15.2%	20.7%	94	12.3%	15.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	22	2.8%	1.8%	1.2%				
Students w/ Dyslexia	58	7.6%	5.2%	4.5%	58	7.6%	5.2%	4.5%
Foster Care	3	0.4%	0.5%	0.3%	3	0.4%	0.5%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Homeless	2	0.3%	0.5%	1.1%	2	0.3%	0.5%	1.1%
Immigrant	2	0.3%	0.4%	2.0%	2	0.3%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	54.6%	64.5%	0	0.0%	54.7%	64.5%
Military Connected	41	5.4%	3.2%	2.7%	41	5.4%	3.2%	2.7%
At-Risk	313	41.0%	38.9%	49.2%	313	41.0%	38.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	90	11.8%	14.9%	21.0%	90	11.8%	14.8%	20.9%
Gifted and Talented Education	59	7.7%	6.0%	8.3%	59	7.7%	5.9%	8.3%
Special Education	104	13.6%	12.5%	11.1%	104	13.6%	12.8%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	104							
By Type of Primary Disability Students with Intellectual Disabilities	61	58.7%	41.1%	42.5%				
Students with Physical Disabilities	5	4.8%	23.9%	21.3%				
Students with Autism	11	10.6%	13.4%	14.1%				
Students with Behavioral Disabilities	27	26.0%	20.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2019-20):								
Total Mobile Students	83	10.7%	12.4%	13.8%				
By Ethnicity: African American	22	2.8%	4.0%	2.8%				
Hispanic	37	4.8%	4.0%	7.1%				
White	20	2.6%	4.0%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.5%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	15	16.7%	16.0%	16.5%				
Count and Percent of EB Students/EL who are Mobile	17	18.1%	13.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	61	14.6%	16.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	31	9.1%	16.1%	16.6%				

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

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

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	-	17.9	17.7
Grade 1	-	17.9	18.0
Grade 2	-	15.4	18.0
Grade 3	-	15.4	18.2
Grade 4	-	17.5	18.3
Grade 5	-	19.6	19.8
Grade 6	-	19.0	19.4
Secondary:			
English/Language Arts	16.3	13.0	15.7
Foreign Languages	19.8	15.2	17.8
Mathematics	16.0	15.1	16.9
Science	17.5	16.5	17.9
Social Studies	20.0	16.1	18.3

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	68.9	100.0%	100.0%	100.0%
Professional Staff:	59.9	86.9%	66.6%	64.3%
Teachers	50.8	73.8%	52.5%	49.6%
Professional Support	5.0	7.3%	8.8%	10.6%
Campus Administration (School Leadership)	4.1	5.9%	3.7%	3.0%
Educational Aides:	9.0	13.1%	11.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	10.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	18.6	27.0%	22.3%	51.5%
Teachers by Ethnicity:				
African American	10.3	20.2%	9.7%	11.1%
Hispanic	0.3	0.6%	7.0%	28.4%
White	37.3	73.3%	80.3%	56.9%
American Indian	2.0	3.9%	1.0%	0.3%
Asian	0.0	0.0%	0.6%	1.8%
Pacific Islander	0.0	0.0%	0.5%	0.2%
Two or More Races	1.0	2.0%	0.9%	1.2%
Teachers by Sex:				
Males	16.9	33.3%	22.4%	23.8%
Females	33.9	66.7%	77.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	35.7	70.1%	79.0%	73.0%
Masters	13.2	25.9%	20.1%	25.0%
Doctorate	2.0	3.9%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.5	20.6%	23.9%	6.7%
1-5 Years Experience	16.1	31.7%	28.6%	27.8%
6-10 Years Experience	7.0	13.8%	15.9%	20.3%
11-20 Years Experience	13.2	26.1%	22.4%	29.1%
21-30 Years Experience	3.0	5.9%	7.1%	13.0%
Over 30 Years Experience	1.0	2.0%	2.1%	3.1%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.0	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	4.5	6.4
Average Years Experience of Principals with District	7.0	4.5	5.5
Average Years Experience of Assistant Principals	3.5	5.2	5.5
Average Years Experience of Assistant Principals with District	3.0	2.9	4.8
Average Years Experience of Teachers:	7.9	8.0	11.2
Average Years Experience of Teachers with District:	4.5	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,816	$54,033	$50,849
1-5 Years Experience	$52,921	$53,337	$53,288
6-10 Years Experience	$53,317	$54,900	$56,282
11-20 Years Experience	$57,795	$57,529	$59,900
21-30 Years Experience	$63,888	$65,086	$64,637
Over 30 Years Experience	$71,121	$72,954	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$55,229	$55,940	$57,641
Professional Support	$67,444	$68,739	$68,030
Campus Administration (School Leadership)	$84,049	$77,916	$83,424
Instructional Staff Percent:	n/a	69.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.6%	5.2%	6.2%
Career and Technical Education	0.3	0.5%	5.9%	5.1%
Compensatory Education	0.0	0.0%	2.4%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	44.2	87.0%	75.3%	71.0%
Special Education	5.5	10.9%	9.8%	9.4%
Other	0.0	0.0%	1.3%	3.6%

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

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

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

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

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

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

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

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

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

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

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

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

Disbursements
Total Disbursements

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

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

Texas Education Agency

2019-2020 Accreditation Statuses

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

The district accreditation statuses for 2019-2020 are listed below:

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

Show 100 entries Search: 129901

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

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

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

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

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

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

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

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

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

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

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

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
KAUFMAN									
	CRANDALL ISD								
	129901002	CRANDALL COMPASS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	4	0	0	0	0	4
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	41						
		Total High School Graduates	53						
	129901001	CRANDALL H S							
		Four-Year Public University	48	6	7	11	11	13	0
		Two-Year Public Colleges	89	30	13	16	15	14	1
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	91						
		Total High School Graduates	233						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Crandall Independent School District

Crandall Middle School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

Crandall Middle School will empower students to positively impact the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crandall Middle School is a 7-8 campus with 854 students. The staff includes 52 teachers, 6 instructional paraprofessionals, 6 support staff, 2 counselors, and 3 administrators. The student population is 32% White, 23% African American, 41% Hispanic, 0.35 % Asian, and 0.14 % Native American. Additionally, the campus serves 56% economically disadvantaged students, 15% special education students, and 16% Limited English Proficient students. Attendance rates include 96.3% African American, 96.8% Hispanic, 96.2% White, and 96.1% economically disadvantaged. The most current data indicate the campus has a 14% mobility rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus staff does not mirror the student population. **Root Cause:** Difficulty recruiting, highly qualified staff.

Student Learning

Student Learning Summary

TAPR report attached as addendum.

Student Learning Strengths

8th grade math scores in the Meets category have increased to 35%.

8th grade science is greater than or equal to the State avg in all performance levels.

8th grade SS scores in all performance categories have improved over the past 3 years.

Algebra scores are greater than or equal the State avg in all performance levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a discrepancy between the campus student achievement and state achievement in math. **Root Cause:** The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

Problem Statement 2 (Prioritized): There is a discrepancy between the campus student achievement and state achievement in 7th grade reading. **Root Cause:** The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

Problem Statement 3 (Prioritized): There is a discrepancy between the campus student achievement and state achievement in 8th grade social studies. **Root Cause:** The lack of student foundational knowledge in US History.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular	Personnel	Organizational	Administrative
*objective board/esst question	*survey for qualities of a CMS teacher	*team drive	*tiered approach to supervision
*model lead4ward strategies at staff meetings	*interview committee	*campus-wide expectations	*observation rotation with feedback
*strategies playlist	*master schedule team	*block approach to ELAR	*weekly ILT meetings
*data folders for ELLs	*Pirate of the Week	*intervention electives	*TTESS goal-setting support
*ind student goal setting	*campus mentor for new staff	*Thrively elective	*designate coaching days
*cross-curricular support for core contents	*district new teacher PD	*common planning time	*Parent 411
*CBA data dives	*drops/thank yous/affirmations	*google classroom 1:1	
*MAP for grouping	*instructional playbook team	*PLC period for content	
*reading/math intervention program	*department head in contents		

School Processes & Programs Strengths

Beginning with input from our staff, Crandall Middle School worked to identify the qualities needed to be a successful teacher. These criteria were a driving force for the hiring committee during the recruitment, interviewing, and hiring process with new staff. New staff members are welcomed upon hire with a photo directory and connection with the department head. They are also partnered with a mentor on campus and meet periodically to help support and strengthen their foundation in best teaching practices. Keeping our students in mind, a "Playbook Team" created a strategies playlist to help narrow the focus and guide our staff in a campus-wide instructional system much like our campus CREW model for behavior expectations. Signage supporting our campus expectations are visible throughout the campus. Understanding the increased need for social-emotional development, CMS utilizes a 15-minute block of time 3 days a week to deliver a lesson based on the 7 Mindsets, purchased by the district. This also allows time for students and staff to support campus initiatives such as community outreach, various appreciation days, RRW activities, bullying prevention, etc. CREW Time (30-minute block twice a week) is utilized to support our campus growth mindset while also meeting the requirements of HB4545. Student progress is evaluated once a month. Innovation is an elective created to offer opportunities to students to explore PBL, career developments, various self-interest inventories, etc through a strengths-based approach program, Thrively.

Perceptions

Perceptions Summary

CMS supports the CISD mission and vision of CISD. We believe that empowering students to positively impact the world happens in a variety of ways: CREW time to focus on academic strengths and weaknesses and individual goal setting, SEL lessons along with counselor guidance on topics such as bullying, suicide, and drug-free lifestyles, elective focus on digital citizenship, sexting, college/career choices and leadership, campus initiatives to recognize and show appreciation for first responders, Veterans, and staff, service projects to provide Thanksgiving meals and Christmas gifts to those in need. Each year a theme is determined to establish a common language and support campus goals. This year it is "Build Them Up". Our hashtag is #buildingatcms. Through our announcements, student recognition, and conversations with students and staff, everyone is reminded that they are responsible for building something.

Perceptions Strengths

A whole child approach, as evidenced by our campus practices, supports a positive culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus-wide activities lack in recognizing multi-cultural backgrounds of students and staff.

Priority Problem Statements

Problem Statement 1: Campus staff does not mirror the student population.
Root Cause 1: Difficulty recruiting, highly qualified staff.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a discrepancy between the campus student achievement and state achievement in math.
Root Cause 2: The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a discrepancy between the campus student achievement and state achievement in 7th grade reading.
Root Cause 3: The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a discrepancy between the campus student achievement and state achievement in 8th grade social studies.
Root Cause 4: The lack of student foundational knowledge in US History.
Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: CMS will 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: Adoption of Lowman Social Studies curriculum to be implemented in 7th and 8th grade social studies classes. The goal is to improve student achievement by 15% in the area of social studies as reflected in CBA and STAAR testing.

Evaluation Data Sources: CBA and STAAR testing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training through PLCs, professional development opportunities, monitoring implementation and providing ongoing feedback for Social Studies staff. **Strategy's Expected Result/Impact:** Improvement in scores **Staff Responsible for Monitoring:** Social Studies Staff, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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: Implementation of campus wide instructional strategies playbook.

Evaluation Data Sources: Walkthroughs, T-TESS, PLCs, Reflective practices, lesson plans.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus professional development at the beginning of the year, provides training to implement instructional strategies. **Strategy's Expected Result/Impact:** Increased student engagement and overall student success. **Staff Responsible for Monitoring:** All staff and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**	90%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase instructional inclusion support for SPED students who are not successful in the general education setting. **Strategy's Expected Result/Impact:** Increased achievement-success for SPED students. **Staff Responsible for Monitoring:** All content/SPED staff and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**	50%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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: Utilizing an online platform, Thrively, (Innovation course) to empower students with personal strengths, aptitudes and exposure to SEL, college and career readiness and CTE fields.

Targeted or ESF High Priority

Evaluation Data Sources: Student portfolios in Thrively. Student surveys and participation in campus projects.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementing Thrively as a resource for CTE, career and college readiness, SEL, etc. (Innovation course) **Strategy's Expected Result/Impact:** Student will develop SEL and 21st century skills to resolve conflicts, improve problem solving, set goals, and develop-manage coping strategies. **Staff Responsible for Monitoring:** All staff and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize "7 Mindsets" curriculum 15 minutes/3 days a week. **Strategy's Expected Result/Impact:** Increased awareness of social emotional health and well being. **Staff Responsible for Monitoring:** All staff, counselors, administration **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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: Continue to provide campus leadership opportunities to build capacity among our staff.

Evaluation Data Sources: T-TESS, PLCs, Staff Development, Mentoring, Coaching

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will expand their learning capacity by attending and presenting professional development. **Strategy's Expected Result/Impact:** Increase the number of teachers willing and equipped to take on leadership roles. **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: CMS will 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: Increase student achievement in 7th grade reading in all STAAR performance levels from 72-43-21 to 90-60-30.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Benchmarks, CBA, STAAR,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategic scheduling-blocking ELAR student to provide integrated instruction aligned to new ELAR TEKS. **Strategy's Expected Result/Impact:** Increase student success **Staff Responsible for Monitoring:** ELAR team and Leadership team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide additional planning time for ELAR staff. **Strategy's Expected Result/Impact:** Intentional in planning effective research-based lessons to meet the needs of our diverse learners. **Staff Responsible for Monitoring:** ELAR, Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: An acceleration period was added for students who did not meet the passing standard on STAAR. (HB4545) **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Reading teachers, leadership team, acceleration staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 6: Increase student achievement in math for all STAAR performance levels from 65-39-16 to 90-60-30.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Benchmarks, CBA, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An acceleration period was added for students who did not meet passing standard on STAAR. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Math teachers, leadership team, acceleration staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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 7: English Language Learners will improve writing and speaking skills.

Evaluation Data Sources: Increased scores in CBAs, MAPs, TELPAS, and STAAR testing.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheltered instruction will be utilized in the classrooms. **Strategy's Expected Result/Impact:** Increased scores **Staff Responsible for Monitoring:** Teachers, Administrators, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The instructional strategy Talk Read, Talk Write is implemented across contents to strengthen reading, writing, and speaking in ELL students. **Strategy's Expected Result/Impact:** Increased achievement-success for ELL students **Staff Responsible for Monitoring:** All staff, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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 8: Teachers will receive feedback prior to or after submission of lesson plans to produce high quality objective driven daily lesson plans with formative assessments.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Lesson plans, walkthroughs, ILT meeting notes

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitoring and feedback will be provided to all teachers. New teachers will be trained in the campus system. **Strategy's Expected Result/Impact:** High Quality lessons **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: CMS will 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 9: Participate in a curriculum and instruction review through SREB.

Evaluation Data Sources: Parent, staff and student survey, report from SREB, feedback from team

Summative Evaluation: Met Objective

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

Performance Objective 1: Utilize a campus interview team that assists in the interview, selection, and follow up of applicants.

HB3 Goal

Evaluation Data Sources: Frontline, Zoom, Personality Assessment

Summative Evaluation: Met Objective

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

Performance Objective 2: Retain high quality staff by creating a CMS teacher profile based on input from all staff.

Evaluation Data Sources: Staff survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers were surveyed regarding; qualities of an effective teacher, attributes in a teaching partner and campus specific traits to help teachers be successful. **Strategy's Expected Result/Impact:** Staff will help select and support based on those identified common skills **Staff Responsible for Monitoring:** All staff and administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Utilize common planning time for content teams.

Evaluation Data Sources: Master schedule, planning agendas, lesson plans

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize agendas for meetings to prompt discussion of lesson planning, student learning, and facilitation of learning. **Strategy's Expected Result/Impact:** Productive planning time. **Staff Responsible for Monitoring:** Administrative Teams	50%			

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

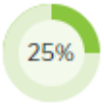
Goal 2: CMS will train, support and retain staff who are vested in educating all students through teamwork, resourcefulness and problem solving.

Performance Objective 4: Teachers will provide differentiation for gifted and talented students.

HB3 Goal

Evaluation Data Sources: Evidence in lesson plans and walkthroughs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will incorporate project based learning from Thrively into their lesson plans to provide differentiation. **Strategy's Expected Result/Impact:** Students are moving into projects when they are completed with their work. **Staff Responsible for Monitoring:** General Education, Administration Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff will complete the 30 hour certification for teaching of gifted students. **Strategy's Expected Result/Impact:** Improved differentiation strategies/activities. **Staff Responsible for Monitoring:** Director of GT, advanced teaching staff, campus administration. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Utilize mentors and department heads to support new staff.

Evaluation Data Sources: Surveys from new staff, meeting notes, topics from mentor training, calendar of topics provided to mentors

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 6: Utilize curriculum strategist to support all staff with planning, data, classroom management, and resources.

Evaluation Data Sources: Lesson planning, walk-through and observation data, agenda from cs led pd

Summative Evaluation: Significant progress made toward meeting Objective

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

Performance Objective 1: Campus staff and students practice COVID-19 health and safety protocols to mitigate the spread of COVID-19 on campus.

Evaluation Data Sources: Nurse reports, self-reporting, and temperature checks.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus staff will complete self screeners. **Strategy's Expected Result/Impact:** Decrease in lab confirmed COVID-19 cases. **Staff Responsible for Monitoring:** All campus staff, nurse, and Administrators. **Title I Schoolwide Elements:** 3.1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Self-Screeners **Strategy's Expected Result/Impact:** Decrease in lab confirmed COVID-19 cases. **Staff Responsible for Monitoring:** All campus staff, nurse, and Administrators. **Title I Schoolwide Elements:** 3.1				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Conduct all required Standard Response Protocols required throughout school year

Evaluation Data Sources: Evidence and documentation of all drills and documented protocols conducted

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct all required Standard Response Protocols (SRP) drills throughout school year **Strategy's Expected Result/Impact:** Safe and Responsive school **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture	50%			

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

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

Performance Objective 3: The campus will partner with local agencies to increase safety measures for the campus.

Evaluation Data Sources: Visits from first responders from local agencies, School Resource Officer, Administration (Campus and District)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district will provide the campus with a school resource officer. **Strategy's Expected Result/Impact:** Increased safety and security of campus building and student/staff safety. **Staff Responsible for Monitoring:** Administrative Teams (District and Campus) **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to support local agencies and partnered first responders groups. **Strategy's Expected Result/Impact:** Building community relationships and fostering a safe community for staff and students **Staff Responsible for Monitoring:** Campus Administration and Staff **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborate with District Coordinator of Safety and Security to develop and train all staff in safety protocols and measures. **Strategy's Expected Result/Impact:** Plan and prepare for school emergencies/crisis situation. **Staff Responsible for Monitoring:** Safety and Security Coordinator, all staff, campus administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: The campus will provide teachers and students with safety protocols in regards to student safety and emotional well being

HB3 Goal

Evaluation Data Sources: Signs of Suicide Trainings and Data, Staff and Student Survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All staff and students will be trained in Signs of Suicide Training **Strategy's Expected Result/Impact:** Decreased number of students experiencing problems with emotional well-being. **Staff Responsible for Monitoring:** Administration and Counselors **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Bark will be used to notify campus leaders, school resource officer, and parents of troubling internet searches on district devices. **Strategy's Expected Result/Impact:** Increased student monitoring or viewing troubling content on internet **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parents **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will be trained in Positive Behavior Intervention Systems to communicate campus and classroom expectations. **Strategy's Expected Result/Impact:** Decrease in office referrals **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%			

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

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

Performance Objective 5: Utilize CREW Time, 6/7 period, and Thrively to educate and address current trends impacting students.

Evaluation Data Sources: Pre-test and post test for SEL lessons, student survey, parent feedback, student feedback, Thrively reports and BARK data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: This time will address SEL concepts prescribed by "7 Mindsets". **Strategy's Expected Result/Impact:** Increased self awareness and goal setting **Staff Responsible for Monitoring:** Staff and Administrative Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Maintain through continuously monitoring campus systems related to creating positive interactions with all stakeholders.

HB3 Goal

Evaluation Data Sources: Surveys, Social media, Skyward, Smore

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Systems housed in google team drive for accessibility for internal stakeholders to reference. **Strategy's Expected Result/Impact:** Increased understanding and compliance of campus systems. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate campus systems with external stakeholders by hosting-posting virtual 411. **Strategy's Expected Result/Impact:** Increased understanding and compliance of campus systems. **Staff Responsible for Monitoring:** Leadership team **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy**	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 1: Campus expenses focused on instructional needs to support student and teacher needs.

Evaluation Data Sources: Management of Skyward Business System

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase Orders will be reviewed before submission to check for instructional need. **Strategy's Expected Result/Impact:** 85% of campus funds will be spent on instructional needs. **Staff Responsible for Monitoring:** Campus Secretary and Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 2: All renewals of software programs will be evaluated for campus usage to effectively manage district funds.

Evaluation Data Sources: Skyward reports, Software reports, and teacher survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administration will send teacher surveys when analyzing renewals of software programs to determine effectiveness. **Strategy's Expected Result/Impact:** Maximize student usage in purchased software programs. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

Performance Objective 3: All essential purchases for health and safety protocols utilized for COVID-19 are identified when submitting purchase orders.

Evaluation Data Sources: Skyward reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Prioritize essential purchases for Health and Safety Protocols to mitigate the spread of COVID-19. **Strategy's Expected Result/Impact:** Focused purchasing for COVID **Staff Responsible for Monitoring:** Principal and Students				

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Texas Education Agency
2021 Accountability Ratings Overall Summary
CRANDALL MIDDLE (129901041) - CRANDALL ISD

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	41
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 56.0%)	41
Closing the Gaps % of Indicators Met	
Academic Achievement Status	20%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	0%
Student Success Status	9%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
CRANDALL MIDDLE (129901041) - CRANDALL ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	702	702	368	342	339	2,453	
Approaches GL or Above	508	456	227	257	205	1,653	67%
Meets GL or Above	304	274	115	151	83	927	38%
Masters GL	147	111	47	71	32	408	17%
Total Percentage Points							122%
Component Score							**41**

Texas Education Agency
2021 STAAR Performance
CRANDALL MIDDLE (129901041) - CRANDALL ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	67%	57%	63%	78%	44%	100%	-	65%	59%	44%	59%	36%	76%	72%	60%
At Meets GL Standard or Above	38%	29%	32%	49%	22%	100%	-	31%	28%	13%	27%	17%	52%	43%	31%
At Masters GL Standard	17%	11%	12%	25%	11%	86%	-	14%	10%	2%	10%	6%	29%	20%	12%
Number of Tests															
At Approaches GL Standard or Above	1,653	300	575	695	4	7	-	72	798	135	276	116	32	1,061	592
At Meets GL Standard or Above	927	149	296	439	2	7	-	34	379	41	124	55	22	626	301
At Masters GL Standard	408	56	106	223	1	6	-	16	141	6	46	20	12	290	118
Total Tests	2,453	522	917	887	9	7	-	111	1,359	309	464	325	42	1,471	982
Participation															
% participation 2018-19	100%	100%	100%	100%	*	100%	-	99%	99%	100%	100%	98%	100%	100%	100%
% participation 2020-21	96%	94%	98%	94%	100%	100%	-	94%	95%	99%	99%	96%	100%	96%	95%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	72%	63%	69%	81%	*	*	-	77%	65%	52%	67%	39%	73%	76%	66%
At Meets GL Standard or Above	43%	30%	39%	57%	*	*	-	29%	33%	17%	31%	18%	36%	48%	36%
At Masters GL Standard	21%	11%	16%	32%	*	*	-	13%	13%	2%	14%	7%	27%	24%	16%
Number of Tests															
At Approaches GL Standard or Above	508	94	181	205	*	*	-	24	255	46	90	37	8	322	186
At Meets GL Standard or Above	304	45	103	144	*	*	-	9	129	15	42	17	4	204	100
At Masters GL Standard	147	17	42	81	*	*	-	4	50	2	19	7	3	103	44
Total Tests	702	150	264	252	*	*	-	31	393	89	134	95	11	421	281
Participation															
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	94%	99%	95%	*	*	-	94%	96%	100%	100%	97%	100%	96%	95%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	65%	51%	62%	77%	*	*	-	58%	57%	47%	60%	33%	82%	70%	58%
At Meets GL Standard or Above	39%	30%	32%	51%	*	*	-	39%	27%	13%	25%	16%	55%	44%	32%
At Masters GL Standard	16%	11%	11%	23%	*	*	-	13%	10%	3%	10%	4%	27%	19%	11%
Number of Tests															
At Approaches GL Standard or Above	456	76	162	197	*	*	-	18	221	42	81	31	9	294	162
At Meets GL Standard or Above	274	44	84	131	*	*	-	12	107	12	34	15	6	185	89
At Masters GL Standard	111	16	30	59	*	*	-	4	41	3	14	4	3	80	31

Texas Education Agency
2021 STAAR Performance
CRANDALL MIDDLE (129901041) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Total Tests	702	148	263	255	*	*	-	31	391	89	134	94	11	422	280
Participation															
% participation 2018-19	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	95%	93%	98%	94%	*	*	-	94%	94%	98%	99%	95%	100%	96%	94%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	62%	51%	58%	73%	*	*	-	57%	51%	37%	54%	23%	*	64%	58%
At Meets GL Standard or Above	31%	22%	29%	41%	*	*	-	21%	21%	10%	25%	7%	*	35%	26%
At Masters GL Standard	13%	8%	9%	20%	*	*	-	7%	6%	0%	6%	4%	*	16%	9%
Number of Tests															
At Approaches GL Standard or Above	227	42	80	95	*	*	-	8	111	18	39	13	*	139	88
At Meets GL Standard or Above	115	18	40	53	*	*	-	3	45	5	18	4	*	76	39
At Masters GL Standard	47	7	12	26	*	*	-	1	14	0	4	2	*	34	13
Total Tests	368	83	137	130	*	*	-	14	219	49	72	56	*	216	152
Participation															
% participation 2018-19	100%	100%	100%	99%	*	-	-	100%	99%	100%	100%	100%	*	100%	100%
% participation 2020-21	98%	97%	99%	96%	*	*	-	100%	97%	100%	99%	98%	*	97%	98%
Science															
Percent of Tests															
At Approaches GL Standard or Above	75%	66%	66%	89%	-	*	-	78%	65%	46%	61%	45%	100%	82%	64%
At Meets GL Standard or Above	44%	37%	34%	60%	-	*	-	33%	34%	12%	29%	25%	78%	50%	36%
At Masters GL Standard	21%	13%	13%	30%	-	*	-	33%	15%	2%	13%	5%	33%	25%	15%
Number of Tests															
At Approaches GL Standard or Above	257	47	84	111	-	*	-	**	117	19	38	18	9	170	87
At Meets GL Standard or Above	151	26	43	75	-	*	-	**	61	5	18	10	7	103	48
At Masters GL Standard	71	9	17	38	-	*	-	**	26	1	8	2	3	51	20
Total Tests	342	71	127	125	-	*	-	**	179	41	62	40	9	207	135
Participation															
% participation 2018-19	99%	98%	99%	99%	-	*	-	100%	99%	100%	100%	93%	*	99%	99%
% participation 2020-21	96%	95%	97%	94%	-	*	-	95%	95%	98%	99%	95%	100%	97%	94%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	60%	59%	54%	70%	-	*	-	47%	53%	24%	45%	43%	56%	66%	51%
At Meets GL Standard or Above	24%	23%	21%	29%	-	*	-	24%	21%	10%	19%	23%	44%	28%	19%
At Masters GL Standard	9%	10%	4%	15%	-	*	-	6%	6%	0%	2%	13%	33%	11%	7%
Number of Tests															
At Approaches GL Standard or Above	205	41	68	87	-	*	-	**	94	10	28	17	5	136	69

Texas Education Agency
2021 STAAR Performance
CRANDALL MIDDLE (129901041) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
At Meets GL Standard or Above	83	16	26	36	-	*	-	**	37	4	12	9	4	58	25
At Masters GL Standard	32	7	5	19	-	*	-	**	10	0	1	5	3	22	10
Total Tests	339	70	126	125	-	*	-	**	177	41	62	40	9	205	134
Participation															
% participation 2018-19	99%	98%	98%	99%	-	*	-	93%	98%	100%	100%	93%	*	99%	98%
% participation 2020-21	95%	95%	96%	94%	-	*	-	89%	94%	98%	99%	95%	100%	96%	94%

- 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 MIDDLE (129901041) - CRANDALL ISD

% Economically Disadvantaged	STAAR Performance
56.0	41

Texas Education Agency
2021 Closing the Gaps
CRANDALL MIDDLE (129901041) - CRANDALL ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**No**	**No**	**Yes**	**No**				**No**	**Yes**	**Yes**	**No**		**Yes**	**No**		
% at Meets GL Standard or Above	43%	30%	39%	57%	*	*	-	29%	33%	31%	18%	36%	48%	36%		
# at Meets GL Standard or Above	304	45	103	144	*	*	-	9	129	42	17	4	204	100		
Total Tests	702	150	264	252	*	*	-	31	393	134	95	11	421	281		
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**		
% at Meets GL Standard or Above	39%	30%	32%	51%	*	*	-	39%	27%	25%	16%	55%	44%	32%		
# at Meets GL Standard or Above	274	44	84	131	*	*	-	12	107	34	15	6	185	89		
Total Tests	702	148	263	255	*	*	-	31	391	134	94	11	422	280		
Total Indicators															**4**	**20**
Graduation Rate Status																
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**n/a**	**n/a**	**n/a**		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										**36%**						
Target Met										**No**						
TELPAS Progress Rate										19%						
TELPAS Progress										16						
TELPAS Total										84						
Total Indicators															**0**	**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	41	32	36	51	26	95	-	37	32	32	20	52	45	34		
% at Approaches GL Standard or Above	67%	57%	63%	78%	44%	100%	-	65%	59%	59%	36%	76%	72%	60%		
% at Meets GL Standard or Above	38%	29%	32%	49%	22%	100%	-	31%	28%	27%	17%	52%	43%	31%		

Texas Education Agency
2021 Closing the Gaps
CRANDALL MIDDLE (129901041) - CRANDALL ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
% at Masters GL Standard	17%	11%	12%	25%	11%	86%	-	14%	10%	10%	6%	29%	20%	12%		
Total Tests	2,453	522	917	887	9	7	-	111	1,359	464	325	42	1,471	982		
Total Indicators															**1**	**11**
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
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%		
# Participants	724	134	229	331	*	*	-	27	380	117	60	6	400	324		
Total Tests	725	134	229	332	*	*	-	27	381	117	60	6	401	324		
Mathematics																
% Participation	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	723	134	228	331	*	*	-	27	379	116	60	6	399	324		
Total Tests	724	134	228	332	*	*	-	27	380	116	60	6	400	324		
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	96%	94%	99%	95%	*	*	-	94%	96%	100%	97%	100%	96%	95%		
# Participants	750	164	288	262	*	*	-	31	422	149	100	11	440	310		
Total Tests	781	175	291	277	*	*	-	33	440	149	103	11	456	325		
Mathematics																
% Participation	95%	93%	98%	94%	*	*	-	94%	94%	99%	95%	100%	96%	94%		
# Participants	745	161	285	263	*	*	-	31	416	147	99	11	438	307		
Total Tests	783	174	291	280	*	*	-	33	441	149	104	11	455	328		

* 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.

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

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

7th Grade Writing						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	70	34	13	61	30	12

Algebra I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	76	46	81	41	21
CMS	100	96	69	99	82	56

8th Grade Science						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	84	53	27	74	41	19

8th Grade Social Studies						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	54	21	9	58	23	8

Accountability Summary 2018 - 2021	
Name of Campus	CRANDALL MIDDLE
Campus Number	129901041

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	42	45		41

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	71	69		
Relative Performance (STAAR Performance and CCMR)	42	45		41
Relative Performance (% EcoDis)	44.3%	51.3%		56.0%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	22%	40%		20%
Growth Status	67%	45%		
English Language Proficiency Status	100%	0%		0%
Student Success Status (STAAR Performance)	9%	20%		9%

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** *Group 1*	***Prior Year Used for Comparison*** ***N/A***	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 2 LEVELS from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0** *Group 2*	***Prior Year Used for Comparison*** ***2020*** ***2019*** ***2018***	***0*** ***0*** ***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 1 LEVEL from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**8** *Group 3*	***Prior Year Used for Comparison*** ***2020*** ***2019*** ***2018***	***2*** ***6*** ***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** *Group 4*	***Prior Year Used for Comparison*** ***2020*** ***2019*** ***2018***	***23*** ***43*** ***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** *Group 5*	***Prior Year Used for Comparison*** ***N/A***	
# of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating IMPROVED from the prior year used in determining EL Proficiency (2020 or 2019)		**0** *Group 6*	***Prior Year Used for Comparison*** ***2020*** ***2019***	***0*** ***0***
# of Students who scored below Basic Fluency in 2021, and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0** *Group 7*	***Prior Year Used for Comparison*** ***2020*** ***2019***	***0*** ***0***

129901 : Crandall ISD

Logged in as Anjanette Murry

Campus : Crandall Middle

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Crandall, TX 75114-0490
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District Information

Offers the ASVAB test

Programs of Study

(014) - Culinary Arts

Gifted and Talented Programs

(01) - Pull-out

Administration

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

School Population

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

	Count	Percent
Student Total	**854**	**100%**
7th Grade	418	48.95%
8th Grade	436	51.05%

Student Demographics

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

	Count	Percent
Gender		
Female	429	50.23%
Male	425	49.77%
Ethnicity		
Hispanic-Latino	351	41.10%

Special Services

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

	Count	Percent
Primary Disabilities		
No Disability	1	0.78%
Orthopedic impairment	0	0.00%
Other health impairment	18	14.06%
Auditory impairment	1	0.78%

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

	Count	Percent
Race		
American Indian - Alaskan Native	4	0.47%
Asian	3	0.35%
Black - African American	198	23.18%
Native Hawaiian - Pacific Islander	0	0.00%
White	274	32.08%
Two-or-More	24	2.81%

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

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	137	16.04%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	66	7.73%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	68	7.96%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	2	0.23%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	69	8.08%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	128	14.99%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	0	0.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	62	7.26%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	477	55.85%
Free Meals (Economic-Disadvantage-Code = 01)	385	45.08%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	92	10.77%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	2	0.23%
Shelter (Homeless-Status-Code = 5)	0	0.00%

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

	Count	Percent
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	7.81%
Emotional disturbance	11	8.59%
Learning disability	68	53.12%
Speech impairment	5	3.91%
Autism	14	10.94%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy code (00)	6	4.69%
Homebound code (01)	1	0.78%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	62	48.44%
Resource Room codes (41, 42)	48	37.50%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	11	8.59%
Full-Time Early Childhood code (45)	0	0.00%
Nonpublic Day School code (60)	0	0.00%

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

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

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

	Count	Percent
Doubled Up (Homeless-Status-Code = 2)	2	0.23%
Unsheltered (Homeless-Status-Code = 3)	0	0.00%
Hotel/Motel (Homeless-Status-Code = 4)	0	0.00%

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

	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	419	49.06%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	2	0.23%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	41	4.80%
Foster Care (Foster-Care-Indicator-Code = 1,2)	2	0.23%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	89	10.42%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	64	7.49%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Transfer In Students (Student Attribution Code = 6)	0	0%

Campus : Crandall Middle

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District Information
Offers the ASVAB test

Programs of Study
More

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

Gifted and Talented Programs
(01) - Pull-out

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

Principal	Amy McAfee
Assistant Principal	L D Johnson
Assistant Principal	Crystal Bush

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

	Count	Percent
Student Total	**764**	**100%**
7th Grade	392	51.31%
8th Grade	372	48.69%

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

	Count	Percent
Gender		
Female	377	49.35%
Male	387	50.65%
Ethnicity		
Hispanic-Latino	281	36.78%
Race		
American Indian - Alaskan Native	4	0.52%
Asian	2	0.26%
Black - African American	168	21.99%
Native Hawaiian - Pacific Islander	0	0.00%
White	275	35.99%
Two-or-More	34	4.45%

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

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	91	11.91%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	59	7.72%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	27	3.53%

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

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	19	18.27%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	9.62%
Emotional disturbance	8	7.69%
Learning disability	51	49.04%
Speech impairment	5	4.81%
Autism	11	10.58%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy code (00)	5	4.81%
Homebound code (01)	1	0.96%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	48	46.15%
Resource Room codes (41, 42)	39	37.50%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%

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

	Count	Percent
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	1	0.13%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	59	7.72%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	104	13.61%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	0	0.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	58	7.59%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	423	55.37%
Free Meals (Economic-Disadvantage-Code = 01)	343	44.90%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	80	10.47%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	2	0.26%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	2	0.26%
Unsheltered (Homeless-Status-Code = 3)	0	0.00%

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

	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	310	40.58%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	2	0.26%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	41	5.37%
Foster Care (Foster-Care-Indicator-Code = 1,2)	3	0.39%
Section 504 (Section-504-Indicator-Code = 1)	86	11.26%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	55	7.20%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Transfer In Students (Student Attribution Code = 6)	27	3.534%

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

	Count	Percent
Self Contained codes (43,44)	11	10.58%
Full-Time Early Childhood code (45)	0	0.00%
Nonpublic Day School code (60)	0	0.00%

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

	Count	Percent
Administrative Support (Role ID Not Equal 087 AND Object Code = 6119)	11	14.86%
Teacher (Role ID = 087 AND Object Code = 6119)	55	74.32%
Educational Aide (Role ID = 033 AND Object Code = 6129)	8	10.81%
Auxiliary (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	0	0.00%

December 2021

Dear Parent:

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

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

Information on these report cards includes:

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

Part (iii)(I): Academic Growth

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

Part (iii)(II): Graduation Rate

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

Part (iv): English Language Proficiency

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

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

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

Part (vi): Goal Meeting Status

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

Part (vii): STAAR Participation

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

Part (viii): Civil Rights Data

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

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

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

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

To be updated by June 30th, 2022.

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

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

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

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

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

Sincerely,

Campus Principal

Assistant Superintendent of Data and Information Systems

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

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

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

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

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

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

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

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

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

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.

Part (iv): English Language Proficiency

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

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

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

Part (vi): Goal Meeting Status

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

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

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.

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.

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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 lease 10 days and absent for 10% or more days during the 2019-20 school year.

Texas Education Agency

2021 Federal Report Card

CRANDALL MIDDLE (129901041) - CRANDALL ISD - KAUFMAN COUNTY

Part (i): Description of State Accountability System

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

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

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

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

(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 7																						
Reading	All Students	69%	67%	**67%**	56%	65%	76%	*	*	-	62%	59%	78%	33%	73%	50%	62%	72%	-	-	*	63%
	CWD	34%	33%	**33%**	43%	23%	41%	*	-	-	*	26%	50%	33%	-	0%	24%	46%	-	-	*	*
	CWOD	73%	73%	**73%**	59%	72%	82%	*	*	-	80%	66%	82%	-	73%	61%	70%	76%	-	-	-	60%
	EL	46%	50%	**50%**	*	48%	*	-	-	-	-	50%	50%	0%	61%	50%	47%	54%	-	-	-	-
	Male	64%	62%	**62%**	45%	66%	69%	*	-	-	43%	56%	72%	24%	70%	47%	62%	-	-	-	*	*
	Female	73%	72%	**72%**	67%	64%	82%	*	*	-	83%	62%	84%	46%	76%	54%	-	72%	-	-	-	*
Mathematics	All Students	55%	54%	**54%**	38%	53%	66%	*	*	-	42%	47%	64%	23%	59%	39%	55%	53%	-	-	*	38%
	CWD	31%	23%	**23%**	29%	27%	18%	*	-	-	*	22%	25%	23%	-	10%	24%	21%	-	-	*	*
	CWOD	58%	59%	**59%**	39%	57%	74%	*	*	-	50%	52%	68%	-	59%	46%	61%	57%	-	-	-	40%
	EL	34%	39%	**39%**	*	37%	*	-	-	-	-	42%	25%	10%	46%	39%	43%	35%	-	-	-	-
	Male	54%	55%	**55%**	40%	59%	62%	*	-	-	33%	48%	67%	24%	61%	43%	55%	-	-	-	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	55%	53%	**53%**	36%	45%	70%	*	*	-	50%	45%	62%	21%	57%	35%	-	53%	-	-	-	*
Grade 8																						
Reading	All Students	73%	76%	**76%**	71%	70%	85%	-	*	-	89%	71%	82%	49%	80%	50%	73%	80%	-	*	*	100%
	CWD	38%	49%	**49%**	42%	33%	69%	-	-	-	*	42%	59%	49%	-	11%	55%	33%	-	*	-	-
	CWOD	77%	80%	**80%**	76%	74%	86%	-	*	-	88%	75%	85%	-	80%	59%	77%	83%	-	*	*	100%
	EL	49%	50%	**50%**	*	50%	*	-	-	-	-	44%	64%	11%	59%	50%	55%	46%	-	-	-	*
	Male	67%	73%	**73%**	66%	68%	82%	-	*	-	75%	63%	85%	55%	77%	55%	73%	-	-	*	-	*
	Female	78%	80%	**80%**	76%	72%	88%	-	-	-	100%	80%	80%	33%	83%	46%	-	80%	-	*	*	*
Mathematics	All Students	61%	66%	**66%**	63%	61%	77%	-	-	-	57%	60%	73%	49%	69%	47%	59%	74%	-	*	*	80%
	CWD	34%	49%	**49%**	42%	40%	62%	-	-	-	*	38%	65%	49%	-	22%	52%	42%	-	*	-	-
	CWOD	64%	69%	**69%**	67%	64%	80%	-	-	-	54%	64%	75%	-	69%	53%	60%	78%	-	*	*	80%
	EL	41%	47%	**47%**	*	46%	*	-	-	-	-	48%	43%	22%	53%	47%	41%	52%	-	-	-	*
	Male	59%	59%	**59%**	62%	52%	68%	-	-	-	43%	52%	69%	52%	60%	41%	59%	-	-	*	-	*
	Female	63%	74%	**74%**	63%	72%	87%	-	-	-	71%	71%	77%	42%	78%	52%	-	74%	-	*	*	*
Science	All Students	67%	75%	**75%**	68%	66%	87%	-	*	-	78%	66%	84%	46%	78%	48%	75%	75%	-	*	*	100%
	CWD	37%	46%	**46%**	42%	27%	69%	-	-	-	*	33%	65%	46%	-	11%	55%	25%	-	*	-	-
	CWOD	71%	78%	**78%**	73%	71%	89%	-	*	-	76%	71%	86%	-	78%	57%	78%	78%	-	*	*	100%
	EL	40%	48%	**48%**	*	48%	*	-	-	-	-	44%	57%	11%	57%	48%	59%	38%	-	-	-	*
	Male	67%	75%	**75%**	68%	68%	86%	-	*	-	63%	63%	89%	55%	78%	59%	75%	-	-	*	-	*
	Female	67%	75%	**75%**	68%	64%	88%	-	-	-	90%	70%	80%	25%	78%	38%	-	75%	-	*	*	*
End of Course																						
Algebra I	All Students	72%	81%	**99%**	92%	100%	100%	-	*	-	100%	97%	100%	-	99%	*	100%	98%	-	-	-	-
	CWD	44%	54%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	84%	**99%**	92%	100%	100%	-	*	-	100%	97%	100%	-	99%	*	100%	98%	-	-	-	-
	EL	54%	64%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	68%	77%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	-	100%	-	100%	-	-	-	-	-
	Female	76%	85%	**98%**	86%	100%	100%	-	-	-	*	96%	100%	-	98%	*	-	98%	-	-	-	-
Biology	All Students	81%	80%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	52%	55%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	84%	83%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	56%	49%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	83%	83%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	44%	40%	**40%**	26%	38%	53%	*	*	-	15%	29%	54%	17%	44%	20%	34%	45%	-	-	*	25%
	CWD	20%	17%	**17%**	29%	14%	18%	*	-	-	*	12%	31%	17%	-	0%	15%	21%	-	-	*	*
	CWOD	48%	44%	**44%**	25%	42%	59%	*	*	-	20%	34%	57%	-	44%	24%	38%	49%	-	-	-	40%
	EL	20%	20%	**20%**	*	19%	*	-	-	-	-	21%	13%	0%	24%	20%	20%	19%	-	-	-	-
	Male	41%	34%	**34%**	20%	37%	44%	*	-	-	0%	28%	46%	15%	38%	20%	34%	-	-	-	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	48%	45%	**45%**	31%	38%	61%	*	*	-	33%	32%	60%	21%	49%	19%	-	45%	-	-	-	*
Mathematics	All Students	26%	28%	**28%**	19%	23%	41%	*	*	-	8%	18%	42%	11%	31%	7%	30%	26%	-	-	*	25%
	CWD	16%	11%	**11%**	21%	9%	6%	*	-	-	*	10%	13%	11%	-	0%	15%	4%	-	-	*	*
	CWOD	28%	31%	**31%**	18%	25%	46%	*	*	-	10%	20%	45%	-	31%	9%	33%	30%	-	-	-	40%
	EL	10%	7%	**7%**	*	7%	*	-	-	-	-	4%	25%	0%	9%	7%	13%	0%	-	-	-	-
	Male	27%	30%	**30%**	23%	29%	38%	*	-	-	17%	23%	42%	15%	33%	13%	30%	-	-	-	*	*
	Female	26%	26%	**26%**	16%	15%	44%	*	*	-	0%	13%	42%	4%	30%	0%	-	26%	-	-	-	*
Grade 8																						
Reading	All Students	45%	45%	**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%	48%	**48%**	34%	42%	62%	-	*	-	41%	37%	59%	-	48%	16%	46%	50%	-	*	*	60%
	EL	19%	13%	**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%	47%	**47%**	32%	46%	58%	-	-	-	50%	42%	53%	8%	50%	17%	-	47%	-	*	*	*
Mathematics	All Students	36%	37%	**37%**	34%	33%	43%	-	-	-	50%	28%	48%	27%	39%	16%	35%	39%	-	*	*	60%
	CWD	20%	27%	**27%**	33%	13%	31%	-	-	-	*	21%	35%	27%	-	0%	34%	8%	-	*	-	-
	CWOD	38%	39%	**39%**	35%	36%	45%	-	-	-	46%	29%	50%	-	39%	21%	35%	42%	-	*	*	60%
	EL	17%	16%	**16%**	*	17%	*	-	-	-	-	10%	29%	0%	21%	16%	14%	19%	-	-	-	*
	Male	35%	35%	**35%**	38%	28%	41%	-	-	-	43%	25%	50%	34%	35%	14%	35%	-	-	*	-	*
	Female	37%	39%	**39%**	30%	38%	45%	-	-	-	57%	32%	47%	8%	42%	19%	-	39%	-	*	*	*
Science	All Students	42%	43%	**43%**	35%	33%	58%	-	*	-	33%	34%	53%	27%	45%	11%	46%	39%	-	*	*	40%
	CWD	22%	27%	**27%**	33%	20%	31%	-	-	-	*	25%	29%	27%	-	11%	34%	8%	-	*	-	-
	CWOD	45%	45%	**45%**	36%	34%	61%	-	*	-	35%	35%	56%	-	45%	11%	48%	42%	-	*	*	40%
	EL	16%	11%	**11%**	*	11%	*	-	-	-	-	13%	7%	11%	11%	11%	14%	8%	-	-	-	*
	Male	43%	46%	**46%**	37%	33%	63%	-	*	-	38%	32%	62%	34%	48%	14%	46%	-	-	*	-	*
	Female	42%	39%	**39%**	34%	32%	53%	-	-	-	30%	36%	43%	8%	42%	8%	-	39%	-	*	*	*
End of Course																						
Algebra I	All Students	40%	41%	**82%**	75%	77%	86%	-	*	-	80%	71%	90%	-	82%	*	84%	80%	-	-	-	-
	CWD	20%	14%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	42%	44%	**82%**	75%	77%	86%	-	*	-	80%	71%	90%	-	82%	*	84%	80%	-	-	-	-
	EL	20%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	38%	40%	**84%**	80%	88%	86%	-	*	-	*	71%	90%	-	84%	-	84%	-	-	-	-	-
	Female	43%	42%	**80%**	71%	71%	86%	-	-	-	*	71%	91%	-	80%	*	-	80%	-	-	-	-
Biology	All Students	54%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	25%	18%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	52%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	21%	16%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	45%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	52%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						

Texas Education Agency

2021 Federal Report Card

CRANDALL MIDDLE (129901041) - CRANDALL ISD - KAUFMAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 7																						
Reading	All Students	25%	22%	**22%**	12%	19%	32%	*	*	-	8%	14%	33%	10%	24%	4%	17%	27%	-	-	*	13%
	CWD	9%	10%	**10%**	7%	9%	18%	*	-	-	*	5%	25%	10%	-	0%	9%	13%	-	-	*	*
	CWOD	27%	24%	**24%**	13%	21%	34%	*	*	-	10%	16%	34%	-	24%	4%	19%	29%	-	-	-	20%
	EL	8%	4%	**4%**	*	4%	*	-	-	-	-	2%	13%	0%	4%	4%	7%	0%	-	-	-	-
	Male	22%	17%	**17%**	10%	16%	27%	*	-	-	0%	13%	25%	9%	19%	7%	17%	-	-	-	*	*
	Female	28%	27%	**27%**	13%	24%	36%	*	*	-	17%	16%	38%	13%	29%	0%	-	27%	-	-	-	*
Mathematics	All Students	11%	13%	**13%**	7%	11%	20%	*	*	-	0%	8%	19%	4%	15%	2%	13%	13%	-	-	*	13%
	CWD	6%	4%	**4%**	0%	5%	6%	*	-	-	*	0%	13%	4%	-	0%	6%	0%	-	-	*	*
	CWOD	12%	15%	**15%**	8%	12%	22%	*	*	-	0%	10%	20%	-	15%	2%	14%	15%	-	-	-	20%
	EL	3%	2%	**2%**	*	2%	*	-	-	-	-	2%	0%	0%	2%	2%	3%	0%	-	-	-	-
	Male	11%	13%	**13%**	8%	12%	19%	*	-	-	0%	11%	17%	6%	14%	3%	13%	-	-	-	*	*
	Female	11%	13%	**13%**	7%	9%	21%	*	*	-	0%	6%	21%	0%	15%	0%	-	13%	-	-	-	*
Grade 8																						
Reading	All Students	21%	18%	**18%**	9%	11%	31%	-	*	-	17%	10%	28%	5%	20%	0%	15%	22%	-	*	*	0%
	CWD	6%	5%	**5%**	8%	0%	8%	-	-	-	*	4%	6%	5%	-	0%	7%	0%	-	*	-	-
	CWOD	22%	20%	**20%**	9%	12%	34%	-	*	-	18%	11%	31%	-	20%	0%	17%	23%	-	*	*	0%
	EL	5%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	17%	15%	**15%**	10%	6%	28%	-	*	-	0%	6%	26%	7%	17%	0%	15%	-	-	-	*	*
	Female	25%	22%	**22%**	8%	16%	36%	-	-	-	30%	14%	30%	0%	23%	0%	-	22%	-	*	*	*
Mathematics	All Students	10%	5%	**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%	4%	**4%**	6%	2%	6%	-	-	-	8%	2%	8%	-	4%	3%	4%	4%	-	*	*	40%
	EL	3%	2%	**2%**	*	2%	*	-	-	-	-	0%	7%	0%	3%	2%	5%	0%	-	-	-	*
	Male	10%	5%	**5%**	9%	5%	0%	-	-	-	14%	5%	5%	7%	4%	5%	5%	-	-	*	-	*
	Female	10%	5%	**5%**	3%	0%	13%	-	-	-	0%	0%	10%	8%	4%	0%	-	5%	-	*	*	*
Science	All Students	23%	20%	**20%**	11%	13%	29%	-	*	-	33%	13%	26%	5%	21%	2%	20%	18%	-	*	*	0%
	CWD	10%	5%	**5%**	17%	0%	0%	-	-	-	*	8%	0%	5%	-	0%	7%	0%	-	*	-	-
	CWOD	25%	21%	**21%**	10%	14%	32%	-	*	-	35%	14%	29%	-	21%	3%	23%	20%	-	*	*	0%
	EL	5%	2%	**2%**	*	2%	*	-	-	-	-	3%	0%	0%	3%	2%	0%	4%	-	-	-	*
	Male	24%	20%	**20%**	15%	9%	32%	-	*	-	38%	11%	32%	7%	23%	0%	20%	-	-	*	-	*
	Female	22%	18%	**18%**	8%	17%	25%	-	-	-	30%	17%	20%	0%	20%	4%	-	18%	-	*	*	*
End of Course																						
Algebra I	All Students	23%	20%	**56%**	50%	55%	56%	-	*	-	60%	47%	62%	-	56%	*	59%	52%	-	-	-	-
	CWD	8%	3%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	22%	**56%**	50%	55%	56%	-	*	-	60%	47%	62%	-	56%	*	59%	52%	-	-	-	-
	EL	9%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	21%	19%	**59%**	60%	50%	61%	-	*	-	*	50%	63%	-	59%	-	59%	-	-	-	-	-
	Female	25%	21%	**52%**	43%	57%	50%	-	-	-	*	46%	59%	-	52%	*	-	52%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	21%	15%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	23%	17%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	22%	17%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	70%	**69%**	60%	64%	80%	50%	100%	-	70%	62%	78%	38%	74%	47%	67%	72%	-	67%	60%	71%
	CWD	38%	41%	**38%**	39%	29%	49%	*	-	-	38%	30%	53%	38%	-	11%	41%	33%	-	*	*	50%
	CWOD	71%	74%	**74%**	64%	69%	84%	*	100%	-	74%	67%	81%	-	74%	56%	72%	76%	-	*	*	76%
	EL	47%	52%	**47%**	100%	46%	40%	-	-	-	-	46%	50%	11%	56%	47%	48%	46%	-	-	-	*
	Male	65%	68%	**67%**	57%	64%	77%	*	*	-	55%	58%	79%	41%	72%	48%	67%	-	-	*	*	76%
	Female	69%	72%	**72%**	62%	65%	83%	*	*	-	83%	67%	77%	33%	76%	46%	-	72%	-	*	*	64%
Reading	All Students	68%	71%	**72%**	63%	67%	81%	*	*	-	77%	65%	80%	39%	77%	50%	67%	76%	-	*	*	77%
	CWD	35%	39%	**39%**	42%	27%	53%	*	-	-	*	32%	55%	39%	-	5%	38%	42%	-	*	*	*
	CWOD	72%	75%	**77%**	67%	73%	84%	*	*	-	85%	71%	83%	-	77%	60%	73%	80%	-	*	*	80%
	EL	46%	52%	**50%**	*	49%	*	-	-	-	-	48%	59%	5%	60%	50%	50%	50%	-	-	-	*
	Male	63%	66%	**67%**	56%	67%	76%	*	*	-	60%	59%	79%	38%	73%	50%	67%	-	-	*	*	71%
	Female	72%	76%	**76%**	71%	68%	85%	*	*	-	94%	71%	82%	42%	80%	50%	-	76%	-	*	*	83%
Mathematics	All Students	65%	68%	**64%**	52%	60%	76%	*	*	-	58%	56%	73%	34%	68%	44%	62%	66%	-	*	*	54%
	CWD	39%	41%	**34%**	35%	32%	37%	*	-	-	*	28%	45%	34%	-	16%	37%	28%	-	*	*	*
	CWOD	68%	72%	**68%**	55%	64%	81%	*	*	-	61%	62%	76%	-	68%	51%	66%	70%	-	*	*	60%
	EL	49%	54%	**44%**	*	43%	*	-	-	-	-	46%	36%	16%	51%	44%	42%	46%	-	-	-	*
	Male	65%	69%	**62%**	53%	58%	72%	*	*	-	47%	53%	74%	37%	66%	42%	62%	-	-	*	*	71%
	Female	65%	67%	**66%**	50%	62%	80%	*	*	-	69%	60%	72%	28%	70%	46%	-	66%	-	*	*	33%
Science	All Students	70%	72%	**75%**	68%	66%	87%	-	*	-	78%	67%	84%	46%	78%	48%	75%	75%	-	*	*	100%
	CWD	42%	45%	**46%**	42%	27%	69%	-	-	-	*	33%	65%	46%	-	11%	55%	25%	-	*	-	-
	CWOD	74%	76%	**78%**	73%	71%	89%	-	*	-	76%	71%	86%	-	78%	57%	78%	78%	-	*	*	100%
	EL	47%	47%	**48%**	*	48%	*	-	-	-	-	44%	57%	11%	57%	48%	59%	38%	-	-	-	*
	Male	70%	72%	**75%**	68%	68%	86%	-	*	-	63%	63%	89%	55%	78%	59%	75%	-	-	*	-	*
	Female	71%	73%	**75%**	68%	64%	88%	-	-	-	90%	70%	80%	25%	78%	38%	-	75%	-	*	*	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	41%	**41%**	31%	34%	54%	33%	100%	-	34%	30%	53%	20%	44%	14%	40%	41%	-	17%	40%	39%
	CWD	21%	20%	**20%**	30%	13%	21%	*	-	-	13%	16%	27%	20%	-	2%	25%	11%	-	*	*	0%
	CWOD	44%	44%	**44%**	31%	37%	58%	*	100%	-	36%	33%	56%	-	44%	17%	43%	44%	-	*	*	48%
	EL	20%	19%	**14%**	0%	14%	20%	-	-	-	-	12%	21%	2%	17%	14%	14%	14%	-	-	-	*
	Male	40%	40%	**40%**	32%	33%	53%	*	*	-	26%	29%	56%	25%	43%	14%	40%	-	-	*	*	53%
	Female	42%	41%	**41%**	30%	35%	55%	*	*	-	40%	32%	51%	11%	44%	14%	-	41%	-	*	*	21%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	44%	44%	**42%**	30%	38%	56%	*	*	-	29%	32%	55%	19%	46%	17%	39%	46%	-	*	*	38%
	CWD	20%	20%	**19%**	31%	14%	20%	*	-	-	*	15%	27%	19%	-	0%	21%	17%	-	*	*	*
	CWOD	47%	47%	**46%**	30%	42%	60%	*	*	-	33%	35%	58%	-	46%	20%	42%	49%	-	*	*	50%
	EL	20%	18%	**17%**	*	16%	*	-	-	-	-	15%	23%	0%	20%	17%	15%	18%	-	-	-	*
	Male	40%	40%	**39%**	28%	35%	52%	*	*	-	13%	29%	53%	21%	42%	15%	39%	-	-	*	*	43%
	Female	48%	48%	**46%**	31%	42%	60%	*	*	-	44%	36%	57%	17%	49%	18%	-	46%	-	*	*	33%
Mathematics	All Students	37%	36%	**38%**	29%	31%	50%	*	*	-	39%	27%	52%	17%	41%	13%	38%	38%	-	*	*	38%
	CWD	21%	20%	**17%**	27%	11%	17%	*	-	-	*	14%	24%	17%	-	0%	24%	6%	-	*	*	*
	CWOD	39%	39%	**41%**	30%	34%	55%	*	*	-	39%	29%	55%	-	41%	16%	41%	41%	-	*	*	50%
	EL	20%	21%	**13%**	*	13%	*	-	-	-	-	9%	27%	0%	16%	13%	13%	12%	-	-	-	*
	Male	37%	40%	**38%**	33%	32%	49%	*	*	-	33%	27%	55%	24%	41%	13%	38%	-	-	*	*	57%
	Female	36%	33%	**38%**	26%	30%	51%	*	*	-	44%	27%	50%	6%	41%	12%	-	38%	-	*	*	17%
Science	All Students	43%	41%	**42%**	35%	32%	58%	-	*	-	33%	33%	53%	27%	44%	11%	46%	39%	-	*	*	40%
	CWD	22%	21%	**27%**	33%	20%	31%	-	-	-	*	25%	29%	27%	-	11%	34%	8%	-	*	-	-
	CWOD	46%	44%	**44%**	36%	34%	61%	-	*	-	35%	35%	56%	-	44%	11%	48%	41%	-	*	*	40%
	EL	17%	16%	**11%**	*	11%	*	-	-	-	-	13%	7%	11%	11%	11%	14%	8%	-	-	-	*
	Male	44%	41%	**46%**	37%	33%	63%	-	*	-	38%	32%	62%	34%	48%	14%	46%	-	-	*	-	*
	Female	42%	40%	**39%**	34%	31%	53%	-	-	-	30%	35%	43%	8%	41%	8%	-	39%	-	*	*	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	16%	**18%**	10%	13%	27%	17%	100%	-	18%	11%	26%	6%	20%	2%	17%	19%	-	0%	0%	13%
	CWD	7%	8%	**6%**	8%	4%	8%	*	-	-	0%	5%	10%	6%	-	0%	7%	5%	-	*	*	0%
	CWOD	19%	17%	**20%**	11%	14%	30%	*	100%	-	19%	13%	28%	-	20%	3%	18%	21%	-	*	*	16%
	EL	7%	6%	**2%**	0%	3%	0%	-	-	-	-	2%	3%	0%	3%	2%	3%	2%	-	-	-	*
	Male	17%	16%	**17%**	11%	11%	26%	*	*	-	13%	10%	26%	7%	18%	3%	17%	-	-	*	*	12%
	Female	19%	16%	**19%**	9%	16%	29%	*	*	-	21%	13%	27%	5%	21%	2%	-	19%	-	*	*	14%
Reading	All Students	18%	17%	**20%**	10%	15%	32%	*	*	-	13%	12%	30%	8%	22%	2%	16%	24%	-	*	*	8%
	CWD	6%	8%	**8%**	8%	5%	13%	*	-	-	*	5%	15%	8%	-	0%	8%	8%	-	*	*	*
	CWOD	20%	18%	**22%**	11%	17%	34%	*	*	-	15%	14%	32%	-	22%	2%	18%	26%	-	*	*	10%
	EL	7%	7%	**2%**	*	2%	*	-	-	-	-	1%	5%	0%	2%	2%	4%	0%	-	-	-	*
	Male	16%	15%	**16%**	10%	11%	27%	*	*	-	0%	10%	26%	8%	18%	4%	16%	-	-	*	*	0%
	Female	21%	19%	**24%**	11%	20%	36%	*	*	-	25%	15%	34%	8%	26%	0%	-	24%	-	*	*	17%
Mathematics	All Students	17%	16%	**15%**	10%	11%	22%	*	*	-	13%	10%	22%	5%	17%	3%	15%	15%	-	*	*	23%
	CWD	8%	8%	**5%**	4%	5%	7%	*	-	-	*	3%	9%	5%	-	0%	6%	3%	-	*	*	*
	CWOD	18%	17%	**17%**	11%	12%	24%	*	*	-	14%	11%	23%	-	17%	4%	17%	16%	-	*	*	30%
	EL	8%	7%	**3%**	*	3%	*	-	-	-	-	3%	5%	0%	4%	3%	4%	2%	-	-	-	*
	Male	18%	18%	**15%**	11%	11%	22%	*	*	-	13%	11%	21%	6%	17%	4%	15%	-	-	*	*	29%
	Female	16%	14%	**15%**	9%	11%	23%	*	*	-	13%	9%	22%	3%	16%	2%	-	15%	-	*	*	17%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	19%	16%	**19%**	11%	13%	29%	-	*	-	33%	13%	26%	5%	21%	2%	20%	18%	-	*	*	0%
	CWD	8%	6%	**5%**	17%	0%	0%	-	-	-	*	8%	0%	5%	-	0%	7%	0%	-	*	-	-
	CWOD	20%	17%	**21%**	10%	14%	32%	-	*	-	35%	14%	29%	-	21%	3%	23%	20%	-	*	*	0%
	EL	4%	3%	**2%**	*	2%	*	-	-	-	-	3%	0%	0%	3%	2%	0%	4%	-	-	-	*
	Male	20%	15%	**20%**	15%	9%	32%	-	*	-	38%	11%	32%	7%	23%	0%	20%	-	-	*	-	*
	Female	18%	16%	**18%**	8%	16%	25%	-	-	-	30%	16%	20%	0%	20%	4%	-	18%	-	*	*	*

- 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.

There is no data for this campus.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
96	9	9%

- 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	43	34	37	54	33	100	-	41	34	21	21
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**96%**	94%	98%	94%	100%	100%	-	94%	95%	96%	96%	96%	99%	96%	95%	-
	CWD	**96%**	90%	100%	97%	*	-	-	89%	96%	95%	96%	-	100%	95%	98%	-
	CWOD	**96%**	94%	98%	94%	*	100%	-	95%	95%	96%	-	96%	99%	96%	95%	-
	EL	**99%**	100%	99%	100%	-	-	-	-	98%	100%	100%	99%	99%	100%	98%	-
	Male	**96%**	91%	99%	96%	*	*	-	88%	96%	95%	95%	96%	100%	96%	-	-
	Female	**95%**	96%	97%	93%	*	*	-	100%	94%	97%	98%	95%	98%	-	95%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	**96%**	94%	99%	95%	*	*	-	94%	96%	96%	97%	96%	100%	96%	96%	-
	CWD	**97%**	90%	100%	100%	*	-	-	*	97%	97%	97%	-	100%	97%	97%	-
	CWOD	**96%**	95%	99%	94%	*	*	-	93%	96%	96%	-	96%	100%	96%	96%	-
	EL	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**96%**	91%	99%	96%	*	*	-	88%	96%	96%	97%	96%	100%	96%	-	-
	Female	**96%**	97%	99%	93%	*	*	-	100%	96%	97%	97%	96%	100%	-	96%	-
Mathematics	All Students	**95%**	93%	98%	94%	*	*	-	94%	94%	96%	95%	95%	98%	95%	95%	-
	CWD	**95%**	90%	100%	97%	*	-	-	*	96%	94%	95%	-	100%	94%	97%	-
	CWOD	**95%**	93%	98%	94%	*	*	-	97%	94%	96%	-	95%	98%	95%	95%	-
	EL	**98%**	*	98%	*	-	-	-	-	98%	100%	100%	98%	98%	100%	96%	-
	Male	**95%**	90%	99%	95%	*	*	-	88%	95%	95%	94%	95%	100%	95%	-	-
	Female	**95%**	95%	97%	93%	*	*	-	100%	94%	97%	97%	95%	96%	-	95%	-
Science	All Students	**96%**	95%	97%	94%	-	*	-	95%	95%	96%	95%	96%	98%	96%	95%	-
	CWD	**95%**	92%	100%	93%	-	-	-	*	96%	94%	95%	-	100%	94%	100%	-
	CWOD	**96%**	96%	97%	94%	-	*	-	94%	95%	96%	-	96%	97%	97%	94%	-
	EL	**98%**	*	98%	*	-	-	-	-	97%	100%	100%	97%	98%	100%	96%	-
	Male	**96%**	93%	99%	97%	-	*	-	89%	97%	96%	94%	97%	100%	96%	-	-
	Female	**95%**	97%	96%	91%	-	-	-	100%	93%	97%	100%	94%	96%	-	95%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**4%**	6%	2%	6%	0%	0%	-	6%	5%	4%	4%	4%	1%	4%	5%	-
	CWD	**4%**	10%	0%	3%	*	-	-	11%	4%	5%	4%	-	0%	5%	2%	-
	CWOD	**4%**	6%	2%	6%	*	0%	-	5%	5%	4%	-	4%	1%	4%	5%	-
	EL	**1%**	0%	1%	0%	-	-	-	-	2%	0%	0%	1%	1%	0%	2%	-
	Male	**4%**	9%	1%	4%	*	*	-	12%	4%	5%	5%	4%	0%	4%	-	-
	Female	**5%**	4%	3%	7%	*	*	-	0%	6%	3%	2%	5%	2%	-	5%	-
Reading	All Students	**4%**	6%	1%	5%	*	*	-	6%	4%	4%	3%	4%	0%	4%	4%	-
	CWD	**3%**	10%	0%	0%	*	-	-	*	3%	3%	3%	-	0%	3%	3%	-
	CWOD	**4%**	5%	1%	6%	*	*	-	7%	4%	4%	-	4%	0%	4%	4%	-
	EL	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**4%**	9%	1%	4%	*	*	-	12%	4%	4%	3%	4%	0%	4%	-	-
	Female	**4%**	3%	1%	7%	*	*	-	0%	4%	3%	3%	4%	0%	-	4%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	**5%**	7%	2%	6%	*	*	-	6%	6%	4%	5%	5%	2%	5%	5%	-
	CWD	**5%**	10%	0%	3%	*	-	-	*	4%	6%	5%	-	0%	6%	3%	-
	CWOD	**5%**	7%	2%	6%	*	*	-	3%	6%	4%	-	5%	2%	5%	5%	-
	EL	**2%**	*	2%	*	-	-	-	-	2%	0%	0%	2%	2%	0%	4%	-
	Male	**5%**	10%	1%	5%	*	*	-	12%	5%	5%	6%	5%	0%	5%	-	-
	Female	**5%**	5%	3%	7%	*	*	-	0%	6%	3%	3%	5%	4%	-	5%	-
Science	All Students	**4%**	5%	3%	6%	-	*	-	5%	5%	4%	5%	4%	2%	4%	5%	-
	CWD	**5%**	8%	0%	7%	-	-	-	*	4%	6%	5%	-	0%	6%	0%	-
	CWOD	**4%**	4%	3%	6%	-	*	-	6%	5%	4%	-	4%	3%	3%	6%	-
	EL	**2%**	*	2%	*	-	-	-	-	3%	0%	0%	3%	2%	0%	4%	-
	Male	**4%**	7%	1%	3%	-	*	-	11%	3%	4%	6%	3%	0%	4%	-	-
	Female	**5%**	3%	4%	9%	-	-	-	0%	7%	3%	0%	6%	4%	-	5%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

		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	43	14	10	15	0	0	0	4	4		
	Female	45	19	17	9	0	0	0	0	7		
	Total	88	33	27	24	0	0	0	4	11		
Out-of-School Suspensions												
	Male	17	7	4	5	0	0	0	1	3		
	Female	14	4	6	4	0	0	0	0	4		
	Total	31	11	10	9	0	0	0	1	7		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	33	11	6	16	0	0	0	0	1		13
	Female	3	1	0	1	0	0	0	1	0		3
	Total	36	12	6	17	0	0	0	1	1		16
Out-of-School Suspensions												
	Male	10	4	2	4	0	0	0	0	3		4
	Female	3	1	1	0	0	0	0	1	0		0
	Total	13	5	3	4	0	0	0	1	3		4
Expulsions												

		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)
With 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
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	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
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	30	6	7	16	-8	-8	-8	1	-8	5	-8
	Female	25	1	6	18	-8	-8	-8	-8	2	3	-8
	Total	55	7	13	34	-8	-8	-8	1	2	8	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
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	12

	Total
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data.
Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.6	23.4%
Teachers Teaching with Emergency or Provisional Credentials	7.0	13.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.1	14.0%

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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	*	1%	-	-
Mathematics	4,961	1%	*	1%	-	-
Grade 4						
Reading	5,046	1%	*	0%	-	-
Mathematics	5,040	1%	*	0%	-	-
Grade 5						
Reading	5,133	1%	6	1%	-	-
Mathematics	5,138	1%	6	1%	-	-
Science	5,130	1%	6	1%	-	-
Grade 6						
Reading	4,925	1%	*	1%	-	-
Mathematics	4,923	1%	*	1%	-	-
Grade 7						
Reading	4,586	1%	*	1%	*	1%
Mathematics	4,581	1%	*	1%	*	1%
Grade 8						
Reading	4,513	1%	7	2%	7	2%
Mathematics	4,507	1%	7	2%	7	2%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	4,492	1%	7	2%	7	2%
End of Course						
English I	4,504	1%	*	1%	-	-
English II	4,092	1%	*	0%	-	-
Algebra I	4,514	1%	*	1%	-	-
Biology	4,424	1%	*	1%	-	-
All Grades						
All Subjects	85,481	1%	74	1%	27	1%
Reading	37,771	1%	30	1%	10	1%
Mathematics	33,664	1%	27	1%	10	1%
Science	14,046	1%	17	1%	7	2%

- 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
	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

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	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%

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	**Subject**	**Student Group**	**Rate**
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)

There is no data for this campus.

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	5.5%	7.9%	3.0%	5.7%	*	*	-	17.6%	7.1%	11.1%	2.1%

- Indicates there are no students in the group.

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