Crandall Independent School District

Hollis T. Dietz Elementary

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

To empower each student to positively impact the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPGHICS

Hollis T. Dietz opened in the fall of 2017 with an end of year enrollement of 545 students. At the end of the 2020 - 2021 school year, Hollis T. Dietz ended with a total enrollment of 544 students. At the start of the 2021 year, 563 students are enrolled in grades Pre-Kindergartend through Sixth. We are a community school that draws enrollment from neighborhood families. 54.17% of our students are Economically Disadvantaged, this is a 0.3% increase from 2020 - 2021. We serve 46.36% African American , 31.08% Hispanic, 17.23% White, 0.53% Asian, and 4.8% Two or more races. Hollis T. Dietz has 53.46% males and 46.54% females.

Demographics Strengths

Hollis T. Dietz serves a diverse community of 563 students in grades Pre-Kindergarden through Sixth. Students needs are met through strong first teach, small group instruction and push-in/pullout intervention. 8.35% are Gifted and Talented students. 8.35% are English Second Language Learners and served through our ESL program. 12.97% of our students are serviced through Special Education. 22% Mastered Reading, 18% Mastered Math, and 24% Mastered Science on the 2021 STAAR Assessment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2019, our Hispanic subpopulation 73% approached grade level on the STAAR assessment. In 2021, the same subpopulation scored 69% on the STAAR, for a decrease of 4%. **Root Cause:** Overall achievement loss during the 2019-2020 COVID closures and the high number of virtual learning during the 2020 - 2021 school year.

Problem Statement 2: In 2019, our White subpopulation 80% approached grade level on the STAAR assessment. In 2021, the same subpopulation 76% approached grade level on the STAAR, for a decrease of 4%. **Root Cause:** Overall achievement loss during the 2019-2020 COVID closures and the high number of virtual learning during the 2020 - 2021 school year.

Student Learning

Student Learning Summary

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	237	239	60	51		587	
Approaches GL or Above	171	156	31	36		394	67%
Meets GL or Above	96	78	11	24		209	36%
Masters GL	52	42	1	12		107	18%
Total Percentage Points							121%
Component Score							40

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%	62%	69%	76%	-	-	-	47%	60%	62%	64%	32%	68%	67%	68%
At Meets GL Standard or Above	36%	30%	35%	48%	-	-	-	20%	28%	21%	25%	17%	41%	36%	35%
At Masters GL Standard	18%	15%	16%	29%	-	-	-	0%	13%	5%	6%	9%	32%	18%	18%
Number of Tests															
At Approaches GL Standard or Above	394	153	135	99	-	-	-	7	189	38	41	37	15	179	215
At Meets GL Standard or Above	209	74	69	63	-	-	-	3	89	13	16	20	9	97	112
At Masters GL Standard	107	37	32	38	-	-	-	0	42	3	4	10	7	49	58
Total Tests	587	247	195	130	-	-	-	15	315	61	64	115	22	269	318
Participation															

	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
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	94%	95%	93%	96%	-	*	-	84%	96%	97%	95%	93%	100%	96%	92%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	72%	66%	76%	78%	-	-	-	67%	66%	83%	83%	38%	67%	71%	73%
At Meets GL Standard or Above	41%	33%	39%	56%	-	-	-	50%	33%	17%	21%	22%	44%	39%	42%
At Masters GL Standard	22%	17%	23%	31%	-	-	-	0%	17%	9%	8%	9%	33%	21%	23%
Number of Tests															
At Approaches GL Standard or Above	171	65	60	42	-	-	-	4	83	19	20	17	6	81	90
At Meets GL Standard or Above	96	32	31	30	-	-	-	3	41	4	5	10	4	44	52
At Masters GL Standard	52	17	18	17	-	-	-	0	21	2	2	4	3	24	28
Total Tests	237	98	79	54	-	-	-	6	125	23	24	45	9	114	123
Participation															
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	93%	94%	92%	95%	-	*	-	80%	94%	100%	97%	90%	100%	95%	90%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	65%	60%	65%	78%	-	-	-	50%	59%	52%	54%	34%	78%	63%	67%
At Meets GL Standard or Above	33%	28%	33%	44%	-	-	-	0%	25%	30%	33%	19%	44%	33%	32%
At Masters GL Standard	18%	12%	16%	31%	-	-	-	0%	13%	4%	8%	13%	44%	17%	18%
Number of Tests															
At Approaches GL Standard or Above	156	59	52	42	-	-	-	3	75	12	13	16	7	73	83
At Meets GL Standard or Above	78	28	26	24	-	-	-	0	32	7	8	9	4	38	40
At Masters GL Standard	42	12	13	17	-	-	-	0	16	1	2	6	4	20	22

	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	239	99	80	54	-	-	-	6	127	23	24	47	9	115	124
Participation															
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	93%	94%	91%	95%	-	-	-	80%	96%	93%	90%	92%	100%	95%	90%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	52%	58%	48%	55%	-	-	-	*	42%	33%	40%	9%	*	52%	51%
At Meets GL Standard or Above	18%	13%	26%	18%	-	-	-	*	17%	11%	20%	0%	*	29%	13%
At Masters GL Standard	2%	4%	0%	0%	-	-	-	*	3%	0%	0%	0%	*	5%	0%
Number of Tests															
At Approaches GL Standard or Above	31	14	11	**	-	-	-	*	15	3	4	1	*	11	20
At Meets GL Standard or Above	11	3	6	**	-	-	-	*	6	1	2	0	*	6	5
At Masters GL Standard	1	1	0	**	-	-	-	*	1	0	0	0	*	1	0
Total Tests	60	24	23	**	-	-	-	*	36	9	10	11	*	21	39
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	71%	58%	92%	82%	-	-	-	*	59%	67%	67%	25%	*	74%	69%
At Meets GL Standard or Above	47%	42%	46%	64%	-	-	-	*	37%	17%	17%	8%	*	47%	47%
At Masters GL Standard	24%	27%	8%	36%	-	-	-	*	15%	0%	0%	0%	*	21%	25%
Number of Tests															
At Approaches GL Standard or Above	36	15	12	**	-	-	-	*	16	4	4	3	*	14	22

	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	24	11	6	**	-	-	-	*	10	1	1	1	*	9	15
At Masters GL Standard	12	7	1	**	-	-	-	*	4	0	0	0	*	4	8
Total Tests	51	26	13	**	-	-	-	*	27	6	6	12	*	19	32
Participation															
% participation 2018-19	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%

Student Learning Strengths

All student grew 19% in the Approches catagory, 17% in the Meets category, and 8% in the Masters category on the 2021 Science STAAR. Our African American and Hispanic subpopulations achieved the greatest growth on the Fifth Grade Science STAAR.

On the 2021 Math STAAR Assessment, our African American subpopulation increased by 4% in the Masters category and our White subpopulations increased by 4% also in the Masters category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 72% of students were at Approaches Grade Level , 41% of students were at Meets Grade Level and 22% of the students were at Masters Grade Level for Reading on the 2021 STAAR. **Root Cause:** Significant achievement gaps pertaining to fluency and comprehension in reading due to COVID-19 closures and Virtual Learning. A greater number of students advancing to the next grade level that are not on the recommended grade level reading proficiency.

Problem Statement 2: 65% of students were at Approaches Grade Level , 33% of students were at Meets Grade Level and 18% of the students were at Masters Grade Level for Math on the 2021 STAAR. **Root Cause:** Significant achievement gaps pertaining to comprehension and computation in math due to COVID-19 closures and Virtual Learning. A greater number of students advancing to the next grade level that are not on the recommended grade level reading proficiency thus resulting in the inability to comprehend the significant number of word problems presented on the STAAR assessment.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

71.43% of our Kindergarten students are On-track accroding to the Texas Kindergarten Early Entry Assessment.

According to the Fall 2021 admistration of MAP, Hollis T. Dietz

Grade 2 - 6 administer district Common Based Assessments, analyze results of students performance and utlize data to develop and implmented lesson plans that meet the needs of all students.

Teachers differentiated instruction through guided reading, writing, mathematics, social studies and science. In addition, STAAR spring semester intervention was provided and facilitated by teachers and support staff. Guided Reading, Guided Math, Drop Everything and Write, and PLC structures were implemented, reviewed and monitored. Science and Social Studies were taught by each grade level. Intervention was utilized to pull students for special education, MTA, ESL, and Tier III-RTI.

Instructional Strategist continued to support teachers through lesson planning, in class coaching, and small group intervention.

Recruitment and Retention of teachers

Hollis T. Dietz currently has 56 employee, 34 teachers, and 8 paraprofessionals. From the 2019- 2020 school year, we retained 70.59% of our teachers. We maintain a focus on recruiting, hiring, and retention of highly qualified and student focused staff with a passion for teaching in a Title 1 school. The partnership between campus and disrcit level leadership is paramount to the successful achievement of this goal. Dietz will continue to support new teachers through strategic pairing with mentor teachers. A coaching mindsest is being facilitated using the T-TESS model to work individually with staff to set personal goals and monitor growth for our teachers and students. In addition to ongoing data analysis and needs assessments, administrators will be able to provide recommended or required professional development sessions for staff in need of support. We also revised our hiring practices this year to allow for a teach component and a teacher panel.

School Context & Organization

Hollis T. Dietz believes in high level learning with strong Tier I instruction. We focus on celebrating all growth of staff and students and monitor data to ensure the growth occurs. The campus is focused on the growth of 100% of our students within a full academic year. Data meetings are held following all district CBAs during our PLC time to review individual student progress in the areas of academic achievement (including growth), behavior, and attendance data.

Technology

Teachers have access to a campus technology lab. Kindergarten has five iPads per classroom. Grade levels first through fifth, each have a class set of Chromebooks with sixth grade having a 1:1 student to device ratio. Each teacher has a Chromebook. Teachers are currently utilizing chromebooks and Google Drive in their daily work. We will continue to partner with the district and our campus technology liasion to provide teachers with professional development opportunities in the area of technology.

Education Galaxy is utilized in grade levels first through sixth as an intervention tool.

School Processes & Programs Strengths

- Spring STAAR plan

- Discipline Management Procedures and strategies
- Hiring practices
- Support teacher quality

Hollis T. Dietz goal for 2020-2021 is to promote social emotional well-being and academic success for ALL students, teachers, administrators, and personnel. The campus is focused on
growth goals to include 100% of Dietz students to be successful within the accademic year. We will build and continue to refine our schedules, based on
need, to maximize instructional time and to provide opportunities for student interventions. Our data meetings will be scheduled, based on the district's assessment calendar, to focus on student interventions in order to monitor student performance success. Student performance will be monitored at a minimum of each 6 weeks, which will then provide an updated and adjusted needs assessment to be utilized by the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: EIT/RTI meetings were not held. **Root Cause:** District realigning the RTI/ETI processes for the entrance and exit of students.

Problem Statement 2: PLCs should be lead by the teachers and with team collaboration. **Root Cause:** Formal training and modeling of effective PLCs is needed for all new staff and continuous training for reoccurring staff members.

Problem Statement 3: Quality first instruction was inconsistent in different areas of our campus. **Root Cause:** Content knowledge and expertise.

Perceptions

Perceptions Summary

Family and Community Engagement

Hollis T. Dietz will continue to focus on increasing links between home and school. Dietz encourages parent volunteers and partnerships with school and community organizations such as WatchDOGS and PTO to enhance the lives of our students and the opportunities our school may provide.

Parent-teacher Communication includes:

Parent/Teacher Conferences:

Meet the Teacher Night; Parent Teacher Conferences to share individual child's achievements

Report Cards are distributed every 6 weeks

Weekly grade level newsletter

Weekly Smores

PTO

Trunk or Treat

STEAM Night

Student Character and Leadership Clubs

School Culture and Climate

Campus culture is positive as many new systems were implemented. Overall, Hollis T. Dietz Elementary students enjoy coming to school and believe the campus is safe. The emphasis on addressing classroom and campus beheavior management is ongoing through a proactive approach to discipline, which has resulted in more positive interactions between staff and students. This year, we will continue to implement SEL campuswide. The monitoring and adjustments of all Dietz systems are continious throughout the school year. Behavior referrals are consistent and a new Playbook for Classroom Managment and Behavioral Managemnt is being developed and introduced to all staff and students by the Spring semester.

Perceptions Strengths

Campus has an active PTO. New board members have been established. PTO board and members are eager to be more involved and help raise funds to support students.

Playbook and Systems were implemented and are continiously monitored for areas of improvment.

The administration staff is cohesive and working with teachers to improve curriculum and behavior.

Student leadership opportunities through grades five and six have shown to improve students self-esteem, moral and behaviors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students struggle to adapt to campus expectations. **Root Cause:** Students who move into the district that are not familiar to our expectations as well as a significant number of BAC students in grade third through sixth.

Problem Statement 2: Parent and community participation has been limited on campus. **Root Cause:** COVID protocols has limited parent access to assist with on campus volunteer programs such as PTO and Watch Dogs.

Priority Problem Statements

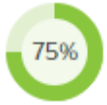
Goals

Goal 1: The campus 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: Increase Student achievement on the third through sixth grade state assessment in Math at the Approaches performance level or above to 70%.

Evaluation Data Sources: common assessment data, benchmarks, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use 3rd grade math data to target specific areas of instructional needs during intervention and tutorials. **Strategy's Expected Result/Impact:** -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops **Staff Responsible for Monitoring:** Assistant Principal, Teachers, ESL, Special Education **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 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus 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: Increase Student achievement on the third through sixth grade state assessment in Reading at the Approaches performance level or above to 70%.

Evaluation Data Sources: common assessment data, benchmarks, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use reading data to target specific areas of instructional needs during intervention and tutorials. **Strategy's Expected Result/Impact:** -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops **Staff Responsible for Monitoring:** Assistant Principal, Teachers, ESL, Special Education **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 4: High-Quality Curriculum, Lever 5: Effective Instruction	5%	45%	45%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus 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: Increase Science performance in the Approaches performance category from 45.28% to 60% as measured by the 2021 STAAR for 5th grade.

Evaluation Data Sources: common assessment data, benchmarks, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use science data to target specific areas of instructional needs during intervention and tutorials. **Strategy's Expected Result/Impact:** -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops **Staff Responsible for Monitoring:** Assistant Principal, Teachers, ESL, Special Education **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	20%	80%	80%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus 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: 73% of Students in Grades 4 through 6 receiving Special Education services will meet their growth target or higher in math and reading as measured by the 2022 STAAR.

Evaluation Data Sources: Common Assessment data, Benchmark data, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Special Education will mirror general education content to support the needs of the student with standard aligned expectations. **Strategy's Expected Result/Impact:** Increase on student growth **Staff Responsible for Monitoring:** Special Education, Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	5%	40%	40%	

No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus 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: 80% of all students in grades kindergarten through third to be on the appropriate reading level prior to advancing to the next grade level.

Evaluation Data Sources: Reading Levels
Running Records
MAP, TPRI, ISIP data
LLI Service record

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: LLI services will focus on students in grades Kindergarten through Second to be on grade level prior to Third grade. **Strategy's Expected Result/Impact:** Students will be able to comprehend reading content to the level and rigor required to be sucessfull in third grade. **Staff Responsible for Monitoring:** LLI paraprofessionals General Education Teachers Administration **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 4: High-Quality Curriculum, Lever 5: Effective Instruction	30%	10%	55%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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

Performance Objective 1: Dietz Elementary will reduce teacher turnover by 5% through developing and collaborating with teachers through regular leadership team meetings that are focused on staff moral and longevity.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Teacher turnover data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementing Look Back data meetings during PLC **Strategy's Expected Result/Impact:** - Increased teacher capacity in the use of data and leading PLC meetings -more targeted interventions and tutorials based from data -Increased number of campus leaders -Teacher retention **Staff Responsible for Monitoring:** Assistant Principal, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	20%	50%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 2: In alignment with the instructional, data driven, and observation feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols and the implementation of professional learning communities (PLC).

Evaluation Data Sources: PLC agendas, PD sign in sheets, feedback documentation, 2021 STAAR, common assessments, Benchmarks

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the GBF (Get Better Faster) protocols for coaching and feedback. **Strategy's Expected Result/Impact:** Create a more narrow focus of instructional coaching and expectations to allow more opportunities for mastery. **Staff Responsible for Monitoring:** Administration, Campus Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	45%	30%	30%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase teacher capacity in first instruction utilizing PLC Look Forward meetings, TEKs Resource System and Lead4ward platforms. **Strategy's Expected Result/Impact:** -increased in-depth knowledge of standards -Targeted and strategically written lesson objectives **Staff Responsible for Monitoring:** ESL, Special Education, LLI, Classroom Teachers, Assistant Principal **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	25%	30%	30%	✕

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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

Performance Objective 3: 100% of campus staff will participate in a leadership role in various capacities by 2022

Evaluation Data Sources: Roles and Responsibilities/ and Committee sign up documentation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create and communicate a list of leadership opportunities with incentives for willing staff. **Strategy's Expected Result/Impact:** -More teacher led meetings, PD, and peer to peer communication/feedback. -Teacher growth -Teacher retention **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers	45%	30%	30%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: The campus 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 objective data driven lesson plans for formative assessments

Targeted or ESF High Priority

Evaluation Data Sources: Improved lesson design plans

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will submit lesson plans early to receive feedback based on data driven assessments. **Strategy's Expected Result/Impact:** Improved instruction **Staff Responsible for Monitoring:** Administration Team **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	25%	30%	30%	

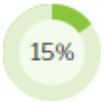
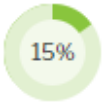
No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 5: Teachers will integrate technology effectively to improve performance.

Evaluation Data Sources: Teachers will be more effective with technology integration.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training sessions will be provided by the district to assist teachers with instructional technology. **Strategy's Expected Result/Impact:** Quality technology integration **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Implement district provided anti-bullying programs with the goal of decreasing campus discipline referrals by 20% by end of 20-21 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Number of student/parent bullying reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement counseling programs to address prevention of bullying incidents, meaning of bullying and what it looks like, and the reporting protocol to all stakeholders. **Strategy's Expected Result/Impact:** Reduced number of bullying incident reports by 50% **Staff Responsible for Monitoring:** Counselor, Principal, campus stakeholders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**	15%	30%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop system to monitor classroom/staff follow through for all reports of bullying. **Strategy's Expected Result/Impact:** Create a bridge for clear communication between administrator/counselor/teachers/stakeholders which will reflect through positive culture.				

Staff Responsible for Monitoring: Counselors/ Principal/ All campus staff

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Results Driven Accountability

50%	60%	70%	→

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

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

Performance Objective 2: Implement state and district required protocols at 100% accuracy to include all COVID protocols.

Evaluation Data Sources: Audit reports, campus operational drill reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a system to allow teacher feedback after required state and district drills, test, etc. , even to allow anonymous responses. **Strategy's Expected Result/Impact:** Fill campus areas of need to meet 100% compliance **Staff Responsible for Monitoring:** Principal, Testing Coordinator, All staff **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: The campus will provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 3: Proactive strategies will be in place and revisited through assembly, guidance lessons, social contracts, SEL, restorative circles, greeting students at the door, positive referrals, Character Club and Red Ribbon Week.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Discipline date, referrals, student and community involvement reports, staff surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assistant Principal will work with a campus committee to evaluate progress on Anti-Bullying and Safety Training. **Strategy's Expected Result/Impact:** Decrease in bullying incidents and increased compliance in safety protocols and drills. **Staff Responsible for Monitoring:** Assistant Principal **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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**	30%	55%	80%	

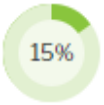
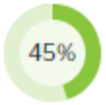
No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 1: Increase the number of opportunities/days for positive stakeholder interactions by 80% (consist of number of days per school year Dietz Elementary will host/provide avenues for positive communication through events or campus opportunities)

Evaluation Data Sources: Climate Survey, Sign In Sheets, Campus Calendar

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with campus stakeholders through survey to receive suggestions. **Strategy's Expected Result/Impact:** -Access to more ideas/opportunities -Increase of stakeholder willingness to participate in opportunities **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Dietz Elementary will increase our communication and promoting of positive interactions with all stakeholders by 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Stakeholder surveys, TTESS pre-conferences, positive contact logs and parent meetings.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Evaluate current processes to establish positive interaction with frequent surveys to measure stakeholders interactions. **Strategy's Expected Result/Impact:** Improve from 7% to 25% **Staff Responsible for Monitoring:** Administrative Team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **- 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	30%	30%	30%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: The campus will meet all state and federal guidelines with 100% accuracy for fiscal management of district funds.

Performance Objective 1: 100% of campus staff will receive training for protocols and guidelines for campus budget, fundraisers, and other monetary management.

Evaluation Data Sources: Campus financial records
Event Committee Meeting Agenda and Minutes

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Requisitions will be analyzed for essential purchases before submission. **Strategy's Expected Result/Impact:** Increase in campus funds. **Staff Responsible for Monitoring:** Administration Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	30%	85%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All software will be frequently analyzed to determine effectiveness before updating contracts. **Strategy's Expected Result/Impact:** Campus usage of all software packages purchased. **Staff Responsible for Monitoring:** Campus Administrative Team and Technology Department **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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	30%	50%	55%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 5: The campus will meet all state and federal guidelines with 100% accuracy for fiscal management of district funds.

Performance Objective 2: Provide opportunities for students to extend their learning through before/after/in school tutoring, Saturday School, STAAR camps and additional supplemental activities.

Evaluation Data Sources: Attendance of tutoring and camps.
Assessment Data
Stakeholder survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increased local and state assessment scores so that all student meet their academic growth goals. **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 4: High-Quality Curriculum, Lever 5: Effective Instruction	20%	65%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Gena Thomas	Reading Lab Aide		

Addendums

2019 to 2021 STAAR Scores

3rd Grade Reading

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	82	48	29	74	39	18
Dietz	89	61	38	80	40	22

4th Grade Reading

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	45	23	56	31	11
Dietz	68	36	18	58	31	10

5th Grade Reading

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	84	51	29	71	46	30
Dietz	75	44	26	77	47	30

6th Grade Reading

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	78	48	23	71	33	16
Dietz	87	52	27	71	38	23

3rd Grade Math

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	83	52	23	69	31	13
Dietz	90	66	33	63	28	15

4th Grade Math

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	76	49	32	57	35	20
Dietz	58	32	16	60	29	14

5th Grade Math

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	87	48	29	70	43	22
Dietz	81	31	16	66	36	15

6th Grade Math

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	88	54	24	74	38	17
Dietz	88	56	18	70	33	18

4th Grade Writing

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	61	33	8	52	23	4
Dietz	58	31	7	51	17	2

7th Grade Writing

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	70	34	13	61	30	12

5th Grade Science

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	69	42	21	61	29	12
Dietz	52	30	16	70	45	25

Accountability Summary 2018 - 2021	
Name of Campus	HOLLIS T DIETZ EL
Campus Number	129901105

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	45	46		40

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	59	62		
Relative Performance (STAAR Performance and CCMR)	45	46		40
Relative Performance (% EcoDis)	50.1%	54.8%		55.4%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	22%	61%		31%
Growth Status	6%	11%		
English Language Proficiency Status	N/A	100%		100%
Student Success Status (STAAR Performance)	40%	40%		11%

2021 English Language Proficiency Status

Campus Name	Dietz Elementary
9-Digit Campus Number	129901105

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

TELPAS Summary	# TELPAS Progress / # TELPAS =	12	31	39%
# of Students who scored Advanced High in 2021		**5**	***Prior Year Used for Comparison***	
		Group 1	***N/A***	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 2 LEVELS from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0**	***Prior Year Used for Comparison***	
			2020	***0***
			2019	***0***
		Group 2	***2018***	***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 1 LEVEL from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**7**	***Prior Year Used for Comparison***	
			2020	***4***
			2019	***3***
		Group 3	***2018***	***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**19**	***Prior Year Used for Comparison***	
			2020	***8***
			2019	***11***
		Group 4	***2018***	***0***

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year		
	# whose Composite TELPAS Rating IMPROVED 3 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 2 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 1 LEVEL	1
	# whose Composite TELPAS Rating DID NOT IMPROVE	4
	Total # Scoring Advanced High in 2021 with a prior year Score	5

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

Crandall Independent School District
400 West Lewis Street • Crandall, Texas • 75114
972•427•6000

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:

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

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6-year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduation Profile (2020–21)

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

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

(Data source: PEIMS 40203)

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

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

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

total number of students

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

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

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

total number of students

Postsecondary Readiness

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

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

College Readiness

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

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

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

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

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

Career/Military Readiness

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

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

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

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

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

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

College, Career, or Military Ready Graduates

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

College Ready Graduates

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

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

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

The percentages are calculated as follows:

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Either Subject.

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

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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.

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

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

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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

Texas Education Agency

Explanation of 2020-21 TAPR Masking Rules

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

Symbols Used for Masking *STAAR*

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

Symbols Used for Masking *Attendance Rate*

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

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

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

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

Symbols Used for Masking *Profile Values*

Staff and Class Size

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

Students with Disabilities by Type of Primary Disability

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

Student Attrition

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

Advanced TAPR Download

Additional Masking Symbols for *Numerator and Denominator*

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CRANDALL ISD

Campus Name: HOLLIS T DIETZ EL

Campus Number: 129901105

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 3 Reading																	
At Approaches Grade Level or Above	2021	67%	74%	**80%**	72%	85%	86%	-	-	-	*	56%	*	77%	86%	79%	100%
	2019	76%	82%	**89%**	81%	89%	90%	-	*	-	*	29%	*	88%	89%	79%	91%
At Meets Grade Level or Above	2021	39%	39%	**42%**	31%	30%	71%	-	-	-	*	33%	*	37%	50%	30%	17%
	2019	45%	48%	**61%**	50%	53%	71%	-	*	-	*	0%	*	67%	54%	52%	36%
At Masters Grade Level	2021	19%	17%	**22%**	14%	25%	36%	-	-	-	*	22%	*	21%	23%	12%	17%
	2019	27%	29%	**38%**	38%	32%	33%	-	*	-	*	0%	*	39%	36%	31%	27%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	68%	**63%**	59%	60%	71%	-	-	-	*	44%	*	63%	64%	64%	83%
	2019	79%	83%	**90%**	75%	95%	95%	-	*	-	*	43%	*	91%	89%	83%	91%
At Meets Grade Level or Above	2021	31%	29%	**29%**	24%	30%	43%	-	-	-	*	33%	*	33%	23%	21%	50%
	2019	49%	52%	**66%**	50%	53%	81%	-	*	-	*	14%	*	70%	61%	62%	45%
At Masters Grade Level	2021	14%	13%	**18%**	7%	20%	43%	-	-	-	*	33%	*	19%	18%	12%	17%
	2019	25%	23%	**33%**	25%	26%	43%	-	*	-	*	0%	*	36%	29%	28%	18%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	65%	**58%**	65%	57%	45%	-	-	-	*	20%	*	57%	58%	51%	67%
	2019	75%	77%	**68%**	68%	61%	74%	-	-	-	*	25%	*	67%	70%	58%	67%
At Meets Grade Level or Above	2021	36%	35%	**32%**	35%	38%	18%	-	-	-	*	10%	*	29%	33%	29%	33%
	2019	44%	45%	**36%**	26%	29%	47%	-	-	-	*	13%	*	41%	33%	25%	8%
At Masters Grade Level	2021	17%	17%	**11%**	9%	19%	0%	-	-	-	*	0%	*	10%	11%	11%	11%
	2019	22%	23%	**18%**	16%	10%	26%	-	-	-	*	6%	*	18%	17%	11%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	58%	**62%**	65%	59%	73%	-	-	-	*	18%	*	57%	65%	58%	33%
	2019	75%	76%	**58%**	47%	52%	68%	-	-	-	*	38%	*	59%	57%	44%	33%
At Meets Grade Level or Above	2021	36%	35%	**31%**	35%	27%	36%	-	-	-	*	9%	*	33%	30%	28%	22%
	2019	48%	49%	**32%**	21%	29%	41%	-	-	-	*	25%	*	28%	35%	19%	17%
At Masters Grade Level	2021	21%	20%	**16%**	13%	18%	18%	-	-	-	*	0%	*	24%	11%	11%	11%
	2019	28%	32%	**16%**	11%	23%	15%	-	-	-	*	6%	*	13%	20%	14%	8%
Grade 4 Writing																	

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	53%	55%	**52%**	58%	48%	55%	-	-	-	*	9%	*	52%	51%	42%	40%
	2019	67%	61%	**58%**	53%	48%	68%	-	-	-	*	25%	*	54%	61%	42%	50%
At Meets Grade Level or Above	2021	27%	25%	**18%**	13%	26%	18%	-	-	-	*	0%	*	29%	13%	17%	20%
	2019	35%	33%	**31%**	21%	23%	44%	-	-	-	*	13%	*	28%	33%	19%	8%
At Masters Grade Level	2021	8%	5%	**2%**	4%	0%	0%	-	-	-	*	0%	*	5%	0%	3%	0%
	2019	11%	8%	**7%**	5%	6%	9%	-	-	-	*	6%	*	10%	4%	6%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	72%	**78%**	65%	100%	91%	-	-	-	*	33%	*	84%	75%	67%	100%
	2019	86%	84%	**75%**	64%	81%	83%	*	-	-	*	25%	*	85%	70%	69%	82%
At Meets Grade Level or Above	2021	46%	47%	**49%**	35%	54%	82%	-	-	-	*	8%	*	53%	47%	30%	17%
	2019	54%	51%	**44%**	18%	59%	57%	*	-	-	*	8%	*	70%	31%	39%	59%
At Masters Grade Level	2021	30%	30%	**31%**	23%	31%	55%	-	-	-	*	0%	*	37%	28%	19%	0%
	2019	29%	29%	**26%**	7%	33%	35%	*	-	-	*	8%	*	37%	20%	14%	29%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	71%	**67%**	54%	77%	91%	-	-	-	*	33%	*	68%	66%	56%	67%
	2019	90%	87%	**81%**	71%	85%	91%	*	-	-	*	33%	*	96%	74%	78%	88%
At Meets Grade Level or Above	2021	44%	46%	**37%**	31%	46%	45%	-	-	-	*	8%	*	37%	38%	30%	50%
	2019	58%	48%	**31%**	11%	37%	52%	*	-	-	*	17%	*	48%	22%	18%	29%
At Masters Grade Level	2021	25%	23%	**16%**	15%	8%	27%	-	-	-	*	0%	*	16%	16%	11%	0%
	2019	36%	29%	**16%**	4%	22%	26%	*	-	-	*	8%	*	30%	9%	10%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	62%	**71%**	58%	92%	82%	-	-	-	*	25%	*	74%	69%	59%	67%
	2019	75%	69%	**52%**	29%	63%	65%	*	-	-	*	8%	*	70%	43%	41%	53%
At Meets Grade Level or Above	2021	31%	31%	**47%**	42%	46%	64%	-	-	-	*	8%	*	47%	47%	37%	17%
	2019	49%	42%	**30%**	18%	30%	43%	*	-	-	*	8%	*	41%	24%	18%	29%
At Masters Grade Level	2021	13%	12%	**24%**	27%	8%	36%	-	-	-	*	0%	*	21%	25%	15%	0%
	2019	24%	21%	**16%**	4%	22%	26%	*	-	-	*	8%	*	26%	11%	12%	18%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	72%	**72%**	60%	72%	83%	-	-	-	*	43%	*	65%	79%	70%	*
	2019	68%	78%	**87%**	82%	92%	88%	-	-	-	80%	60%	*	97%	79%	86%	91%

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 Meets Grade Level or Above	2021	32%	35%	**41%**	30%	40%	50%	-	-	-	*	36%	*	39%	42%	43%	*
	2019	37%	48%	**52%**	45%	38%	71%	-	-	-	60%	27%	*	63%	43%	49%	45%
At Masters Grade Level	2021	15%	17%	**25%**	25%	20%	33%	-	-	-	*	14%	*	19%	30%	27%	*
	2019	18%	23%	**27%**	18%	19%	46%	-	-	-	20%	7%	*	34%	21%	23%	18%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	74%	**69%**	62%	68%	78%	-	-	-	*	40%	*	66%	73%	58%	*
	2019	81%	88%	**88%**	77%	88%	96%	-	-	-	100%	73%	*	94%	83%	84%	100%
At Meets Grade Level or Above	2021	36%	38%	**34%**	24%	32%	50%	-	-	-	*	27%	*	31%	36%	23%	*
	2019	47%	54%	**56%**	45%	58%	71%	-	-	-	20%	27%	*	69%	45%	53%	73%
At Masters Grade Level	2021	15%	18%	**20%**	14%	16%	33%	-	-	-	*	20%	*	13%	27%	16%	*
	2019	21%	24%	**18%**	0%	19%	33%	-	-	-	20%	0%	*	26%	12%	14%	18%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	**67%**	62%	69%	76%	-	-	-	47%	32%	68%	67%	68%	60%	64%
	2019	78%	79%	**74%**	64%	73%	80%	*	*	-	85%	37%	88%	79%	69%	66%	74%
At Meets Grade Level or Above	2021	41%	41%	**36%**	30%	35%	48%	-	-	-	20%	17%	41%	36%	35%	28%	25%
	2019	50%	48%	**43%**	29%	39%	56%	*	*	-	48%	16%	31%	51%	36%	34%	35%
At Masters Grade Level	2021	18%	16%	**18%**	15%	16%	29%	-	-	-	0%	9%	32%	18%	18%	13%	6%
	2019	24%	22%	**21%**	11%	20%	28%	*	*	-	26%	5%	19%	26%	17%	16%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	72%	**72%**	66%	76%	78%	-	-	-	67%	38%	67%	71%	73%	66%	83%
	2019	75%	79%	**79%**	73%	80%	82%	*	*	-	83%	36%	83%	84%	75%	73%	82%
At Meets Grade Level or Above	2021	45%	45%	**41%**	33%	39%	56%	-	-	-	50%	22%	44%	39%	42%	33%	21%
	2019	48%	50%	**47%**	33%	44%	60%	*	*	-	67%	14%	17%	59%	38%	41%	39%
At Masters Grade Level	2021	18%	17%	**22%**	17%	23%	31%	-	-	-	0%	9%	33%	21%	23%	17%	8%
	2019	21%	21%	**26%**	18%	22%	34%	*	*	-	42%	6%	17%	31%	22%	19%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	69%	**65%**	60%	65%	78%	-	-	-	50%	34%	78%	63%	67%	59%	54%
	2019	82%	82%	**78%**	68%	78%	85%	*	*	-	92%	48%	100%	84%	74%	73%	78%
At Meets Grade Level or Above	2021	37%	37%	**33%**	28%	33%	44%	-	-	-	0%	19%	44%	33%	32%	25%	33%
	2019	52%	49%	**44%**	29%	43%	59%	*	*	-	42%	22%	50%	53%	38%	36%	39%

Texas Education Agency

2020-21 STAAR Performance (TAPR)

HOLLIS T DIETZ EL (129901105) - 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	18%	17%	**18%**	12%	16%	31%	-	-	-	0%	13%	44%	17%	18%	13%	8%
	2019	26%	25%	**20%**	8%	22%	27%	*	*	-	17%	4%	17%	25%	16%	15%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	58%	**52%**	58%	48%	55%	-	-	-	*	9%	*	52%	51%	42%	40%
	2019	68%	66%	**58%**	53%	48%	68%	-	-	-	*	25%	*	54%	61%	42%	50%
At Meets Grade Level or Above	2021	30%	28%	**18%**	13%	26%	18%	-	-	-	*	0%	*	29%	13%	17%	20%
	2019	38%	34%	**31%**	21%	23%	44%	-	-	-	*	13%	*	28%	33%	19%	8%
At Masters Grade Level	2021	9%	9%	**2%**	4%	0%	0%	-	-	-	*	0%	*	5%	0%	3%	0%
	2019	14%	11%	**7%**	5%	6%	9%	-	-	-	*	6%	*	10%	4%	6%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	73%	**71%**	58%	92%	82%	-	-	-	*	25%	*	74%	69%	59%	67%
	2019	81%	82%	**52%**	29%	63%	65%	*	-	-	*	8%	*	70%	43%	41%	53%
At Meets Grade Level or Above	2021	44%	42%	**47%**	42%	46%	64%	-	-	-	*	8%	*	47%	47%	37%	17%
	2019	54%	52%	**30%**	18%	30%	43%	*	-	-	*	8%	*	41%	24%	18%	29%
At Masters Grade Level	2021	20%	16%	**24%**	27%	8%	36%	-	-	-	*	0%	*	21%	25%	15%	0%
	2019	25%	24%	**16%**	4%	22%	26%	*	-	-	*	8%	*	26%	11%	12%	18%

* 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)
HOLLIS T DIETZ EL (129901105) - 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 4 ELA/Reading	2019	61	65	**46**	50	36	53	-	-	-	*	29	*	47	44	39	54
	2018	63	66	**53**	57	41	63	-	-	-	*	58	-	46	59	42	46
Grade 4 Mathematics	2019	65	71	**35**	21	34	45	-	-	-	*	39	*	33	37	26	33
	2018	65	61	**48**	43	57	46	-	-	-	*	67	-	45	52	45	69
Grade 5 ELA/Reading	2019	81	79	**81**	81	86	76	*	-	-	*	58	*	81	80	77	83
	2018	80	73	**71**	77	73	66	-	-	-	*	63	-	74	69	68	72
Grade 5 Mathematics	2019	83	85	**82**	93	77	83	*	-	-	*	79	*	87	80	83	75
	2018	81	71	**69**	65	65	73	-	-	-	*	69	-	67	71	71	75
Grade 6 ELA/Reading	2019	42	55	**64**	61	64	63	-	-	-	90	46	*	64	64	63	55
	2018	47	49	**55**	61	48	58	*	-	-	*	28	*	57	54	59	58
Grade 6 Mathematics	2019	54	66	**68**	61	79	67	-	-	-	50	54	*	80	58	66	91
	2018	56	58	**55**	66	31	73	*	-	-	*	44	*	66	48	44	19
All Grades Both Subjects	2019	69	71	**62**	64	62	63	*	-	-	56	50	70	63	62	61	66
	2018	69	66	**59**	61	52	63	*	-	-	65	53	*	59	58	54	55
All Grades ELA/Reading	2019	68	71	**63**	66	61	63	*	-	-	69	43	60	63	64	61	66
	2018	69	66	**60**	64	54	62	*	-	-	60	48	*	59	60	55	57
All Grades Mathematics	2019	70	72	**62**	62	62	63	*	-	-	44	57	80	64	60	61	67
	2018	70	66	**58**	59	51	63	*	-	-	70	59	*	59	56	52	53

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

\- 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)
HOLLIS T DIETZ EL (129901105) - 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%**	48%	-	-	-	-	48%	74%	*	72%	-	*	67%	62%	100%
	2019	78%	79%	**74%**	-	-	-	-	-		67%	*	66%		*		67%	
At Meets Grade Level or Above	2021	41%	41%	**36%**	4%	-	-	-	-	4%	34%	*	31%	-	*	37%	21%	60%
	2019	50%	48%	**43%**	-	-	-	-	-		27%	*	28%		*		27%	
At Masters Grade Level	2021	18%	16%	**18%**	0%	-	-	-	-	0%	9%	*	6%	-	*	20%	5%	20%
	2019	24%	22%	**21%**	-	-	-	-	-		12%	*	13%		*		12%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	72%	**72%**	67%	-	-	-	-	67%	92%	*	92%	-	*	71%	83%	*
	2019	75%	79%	**79%**	-	-	-	-	-		76%	*	76%		*		77%	
At Meets Grade Level or Above	2021	45%	45%	**41%**	0%	-	-	-	-	0%	31%	*	25%	-	*	43%	17%	*
	2019	48%	50%	**47%**	-	-	-	-	-		34%	*	35%		*		33%	
At Masters Grade Level	2021	18%	17%	**22%**	0%	-	-	-	-	0%	15%	*	8%	-	*	24%	9%	*
	2019	21%	21%	**26%**	-	-	-	-	-		18%	*	19%		*		18%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	69%	**65%**	33%	-	-	-	-	33%	69%	*	67%	-	*	66%	52%	*
	2019	82%	82%	**78%**	-	-	-	-	-		74%	*	73%		*		74%	
At Meets Grade Level or Above	2021	37%	37%	**33%**	11%	-	-	-	-	11%	46%	*	50%	-	*	33%	30%	*
	2019	52%	49%	**44%**	-	-	-	-	-		29%	*	30%		*		28%	
At Masters Grade Level	2021	18%	17%	**18%**	0%	-	-	-	-	0%	8%	*	8%	-	*	19%	4%	*
	2019	26%	25%	**20%**	-	-	-	-	-		11%	*	11%		*		10%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	58%	**52%**	*	-	-	-	-	*	40%	*	*	-	*	54%	33%	*
	2019	68%	66%	**58%**	-	-	-	-	-		40%	-	40%		-		40%	
At Meets Grade Level or Above	2021	30%	28%	**18%**	*	-	-	-	-	*	20%	*	*	-	*	18%	11%	*
	2019	38%	34%	**31%**	-	-	-	-	-		10%	-	10%		-		10%	
At Masters Grade Level	2021	9%	9%	**2%**	*	-	-	-	-	*	0%	*	*	-	*	2%	0%	*
	2019	14%	11%	**7%**	-	-	-	-	-		0%	-	0%		-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	73%	**71%**	*	-	-	-	-	*	*	-	*	-	-	71%	67%	-
	2019	81%	82%	**52%**	-	-	-	-	-		38%	*	33%		-		38%	
At Meets Grade Level or Above	2021	44%	42%	**47%**	*	-	-	-	-	*	*	-	*	-	-	51%	17%	-
	2019	54%	52%	**30%**	-	-	-	-	-		15%	*	17%		-		15%	
At Masters Grade Level	2021	20%	16%	**24%**	*	-	-	-	-	*	*	-	*	-	-	27%	0%	-
	2019	25%	24%	**16%**	-	-	-	-	-		8%	*	8%		-		8%	

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HOLLIS T DIETZ EL (129901105) - CRANDALL ISD - KAUFMAN COUNTY

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

* 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)

HOLLIS T DIETZ EL (129901105) - 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%	**94%**	95%	93%	96%	-	*	-	84%	93%	100%	96%	92%	96%	95%
Included in Accountability	83%	90%	**89%**	89%	87%	96%	-	*	-	60%	91%	100%	91%	86%	91%	84%
Not Included in Accountability: Mobile	3%	5%	**5%**	5%	6%	0%	-	*	-	24%	2%	0%	5%	5%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	12%	3%	**6%**	5%	7%	4%	-	*	-	16%	7%	0%	4%	8%	4%	5%
Absent	2%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	3%	**6%**	5%	7%	4%	-	*	-	16%	7%	0%	4%	8%	4%	5%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	99%	100%	100%	*	*	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	95%	**90%**	85%	88%	96%	*	*	-	100%	88%	100%	93%	88%	87%	91%
Not Included in Accountability: Mobile	4%	5%	**10%**	14%	11%	4%	*	*	-	0%	12%	0%	6%	12%	12%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	0%	**0%**	1%	0%	0%	*	*	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	1%	0%	0%	*	*	-	0%	0%	0%	1%	0%	0%	0%
Other	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%	**99.1%**	99.2%	98.9%	99.1%	-	*	*	98.2%	98.7%	99.0%	99.5%
2018-19	95.4%	96.1%	**96.6%**	97.0%	96.7%	96.3%	*	*	*	97.5%	96.1%	96.5%	97.8%
Chronic Absenteeism													
2019-20	6.7%	5.3%	**3.3%**	2.7%	5.4%	1.7%	-	*	*	6.3%	3.6%	3.7%	0.0%
2018-19	11.4%	8.3%	**4.5%**	4.0%	5.4%	4.6%	0.0%	*	*	0.0%	6.3%	5.9%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
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)

HOLLIS T DIETZ EL (129901105) - 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	540	100.0%	4,853	5,359,040	542	100.0%	4,868	5,371,586
Students by Grade:								
Early Childhood Education	1	0.2%	0.3%	0.3%	3	0.6%	0.6%	0.4%
Pre-Kindergarten	36	6.7%	2.8%	3.7%	36	6.6%	2.8%	3.7%
Kindergarten	81	15.0%	7.4%	6.7%	81	14.9%	7.4%	6.7%
Grade 1	75	13.9%	7.1%	7.1%	75	13.8%	7.0%	7.1%
Grade 2	69	12.8%	7.0%	7.1%	69	12.7%	7.0%	7.1%
Grade 3	72	13.3%	7.3%	7.1%	72	13.3%	7.3%	7.1%
Grade 4	65	12.0%	7.0%	7.2%	65	12.0%	6.9%	7.2%
Grade 5	66	12.2%	8.1%	7.4%	66	12.2%	8.1%	7.4%
Grade 6	75	13.9%	7.7%	7.7%	75	13.8%	7.7%	7.7%
Grade 7	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.9%
Grade 9	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	234	43.3%	19.7%	12.7%	234	43.2%	19.7%	12.7%
Hispanic	160	29.6%	35.2%	52.9%	160	29.5%	35.2%	52.9%
White	127	23.5%	41.3%	26.5%	129	23.8%	41.4%	26.5%
American Indian	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.3%
Asian	2	0.4%	0.5%	4.7%	2	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	17	3.1%	2.8%	2.7%	17	3.1%	2.8%	2.7%
Sex:								
Female	248	45.9%	48.4%	48.9%	248	45.8%	48.3%	48.9%
Male	292	54.1%	51.6%	51.1%	294	54.2%	51.7%	51.1%
Economically Disadvantaged	299	55.4%	55.1%	60.3%	300	55.4%	55.0%	60.2%
Non-Educationally Disadvantaged	241	44.6%	44.9%	39.7%	242	44.6%	45.0%	39.8%
Section 504 Students	20	3.7%	8.2%	7.2%	20	3.7%	8.2%	7.2%
EB Students/EL	46	8.5%	15.2%	20.7%	46	8.5%	15.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	2	0.3%	1.8%	1.2%				
Students w/ Dyslexia	14	2.6%	5.2%	4.5%	14	2.6%	5.2%	4.5%
Foster Care	2	0.4%	0.5%	0.3%	2	0.4%	0.5%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Homeless	3	0.6%	0.5%	1.1%	3	0.6%	0.5%	1.1%
Immigrant	1	0.2%	0.4%	2.0%	1	0.2%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	540	100.0%	54.6%	64.5%	542	100.0%	54.7%	64.5%
Military Connected	22	4.1%	3.2%	2.7%	22	4.1%	3.2%	2.7%
At-Risk	116	21.5%	38.9%	49.2%	116	21.4%	38.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	45	8.3%	14.9%	21.0%	45	8.3%	14.8%	20.9%
Gifted and Talented Education	29	5.4%	6.0%	8.3%	29	5.4%	5.9%	8.3%
Special Education	90	16.7%	12.5%	11.1%	92	17.0%	12.8%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	90							
By Type of Primary Disability Students with Intellectual Disabilities	23	25.6%	41.1%	42.5%				
Students with Physical Disabilities	29	32.2%	23.9%	21.3%				
Students with Autism	20	22.2%	13.4%	14.1%				
Students with Behavioral Disabilities	**	**	20.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	1.5%	1.5%				
Mobility (2019-20):								
Total Mobile Students	69	15.2%	12.4%	13.8%				
By Ethnicity: African American	36	7.9%	4.0%	2.8%				
Hispanic	9	2.0%	4.0%	7.1%				
White	21	4.6%	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	3	0.7%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	20.2%	16.0%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	7.5%	13.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	40	18.0%	16.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	86	18.4%	16.1%	16.6%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	1.6%	1.4%	6.7%	11.5%	4.8%
Grade 1	0.0%	1.9%	1.9%	11.1%	7.9%	3.2%
Grade 2	1.5%	1.0%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	-	0.3%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	3.0%	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	19.3	17.9	17.7
Grade 1	23.1	17.9	18.0
Grade 2	17.1	15.4	18.0
Grade 3	17.3	15.4	18.2
Grade 4	21.7	17.5	18.3
Grade 5	21.7	19.6	19.8
Grade 6	19.0	19.0	19.4
Secondary:			
English/Language Arts	-	13.0	15.7
Foreign Languages	-	15.2	17.8
Mathematics	-	15.1	16.9
Science	-	16.5	17.9
Social Studies	-	16.1	18.3

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	53.2	100.0%	100.0%	100.0%
Professional Staff:	46.2	86.8%	66.6%	64.3%
Teachers	39.2	73.6%	52.5%	49.6%
Professional Support	6.0	11.3%	8.8%	10.6%
Campus Administration (School Leadership)	1.0	1.9%	3.7%	3.0%
Educational Aides:	7.0	13.2%	11.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	1.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	10.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	11.3	21.3%	22.3%	51.5%
Teachers by Ethnicity:				
African American	4.7	12.0%	9.7%	11.1%
Hispanic	2.0	5.1%	7.0%	28.4%
White	31.5	80.3%	80.3%	56.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	1.0	2.6%	0.6%	1.8%
Pacific Islander	0.0	0.0%	0.5%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	6.7	17.1%	22.4%	23.8%
Females	32.5	82.9%	77.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	31.2	79.6%	79.0%	73.0%
Masters	8.0	20.4%	20.1%	25.0%
Doctorate	0.0	0.0%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	12.0	30.6%	23.9%	6.7%
1-5 Years Experience	11.5	29.4%	28.6%	27.8%
6-10 Years Experience	4.0	10.2%	15.9%	20.3%
11-20 Years Experience	9.7	24.7%	22.4%	29.1%
21-30 Years Experience	1.0	2.6%	7.1%	13.0%
Over 30 Years Experience	1.0	2.6%	2.1%	3.1%

Texas Education Agency

2020-21 Staff Information (TAPR)

HOLLIS T DIETZ EL (129901105) - CRANDALL ISD - KAUFMAN COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.8	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	4.5	6.4
Average Years Experience of Principals with District	0.0	4.5	5.5
Average Years Experience of Assistant Principals	4.0	5.2	5.5
Average Years Experience of Assistant Principals with District	2.0	2.9	4.8
Average Years Experience of Teachers:	7.2	8.0	11.2
Average Years Experience of Teachers with District:	3.2	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,349	$54,033	$50,849
1-5 Years Experience	$50,304	$53,337	$53,288
6-10 Years Experience	$54,896	$54,900	$56,282
11-20 Years Experience	$57,793	$57,529	$59,900
21-30 Years Experience	$64,571	$65,086	$64,637
Over 30 Years Experience	$71,121	$72,954	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$54,451	$55,940	$57,641
Professional Support	$59,596	$68,739	$68,030
Campus Administration (School Leadership)	$67,342	$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	1.0	2.6%	5.2%	6.2%
Career and Technical Education	0.0	0.0%	5.9%	5.1%
Compensatory Education	3.4	8.6%	2.4%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	27.9	71.1%	75.3%	71.0%
Special Education	7.0	17.8%	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

Hollis T. Dietz Elementary

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

To empower each student to positively impact the world.

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Comprehensive Needs Assessment

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Demographics Summary

DEMOGRAPGHICS

Hollis T. Dietz opened in the fall of 2017 with an end of year enrollement of 545 students. At the end of the 2020 - 2021 school year, Hollis T. Dietz ended with a total enrollment of 544 students. At the start of the 2021 year, 563 students are enrolled in grades Pre-Kindergartend through Sixth. We are a community school that draws enrollment from neighborhood families. 54.17% of our students are Economically Disadvantaged, this is a 0.3% increase from 2020 - 2021. We serve 46.36% African American , 31.08% Hispanic, 17.23% White, 0.53% Asian, and 4.8% Two or more races. Hollis T. Dietz has 53.46% males and 46.54% females.

Demographics Strengths

Hollis T. Dietz serves a diverse community of 563 students in grades Pre-Kindergarden through Sixth. Students needs are met through strong first teach, small group instruction and push-in/pullout intervention. 8.35% are Gifted and Talented students. 8.35% are English Second Language Learners and served through our ESL program. 12.97% of our students are serviced through Special Education. 22% Mastered Reading, 18% Mastered Math, and 24% Mastered Science on the 2021 STAAR Assessment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2019, our Hispanic subpopulation 73% approached grade level on the STAAR assessment. In 2021, the same subpopulation scored 69% on the STAAR, for a decrease of 4%. **Root Cause:** Overall achievement loss during the 2019-2020 COVID closures and the high number of virtual learning during the 2020 - 2021 school year.

Problem Statement 2: In 2019, our White subpopulation 80% approached grade level on the STAAR assessment. In 2021, the same subpopulation 76% approached grade level on the STAAR, for a decrease of 4%. **Root Cause:** Overall achievement loss during the 2019-2020 COVID closures and the high number of virtual learning during the 2020 - 2021 school year.

Student Learning

Student Learning Summary

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	237	239	60	51		587	
Approaches GL or Above	171	156	31	36		394	67%
Meets GL or Above	96	78	11	24		209	36%
Masters GL	52	42	1	12		107	18%
Total Percentage Points							121%
Component Score							40

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%	62%	69%	76%	-	-	-	47%	60%	62%	64%	32%	68%	67%	68%
At Meets GL Standard or Above	36%	30%	35%	48%	-	-	-	20%	28%	21%	25%	17%	41%	36%	35%
At Masters GL Standard	18%	15%	16%	29%	-	-	-	0%	13%	5%	6%	9%	32%	18%	18%
Number of Tests															
At Approaches GL Standard or Above	394	153	135	99	-	-	-	7	189	38	41	37	15	179	215
At Meets GL Standard or Above	209	74	69	63	-	-	-	3	89	13	16	20	9	97	112
At Masters GL Standard	107	37	32	38	-	-	-	0	42	3	4	10	7	49	58
Total Tests	587	247	195	130	-	-	-	15	315	61	64	115	22	269	318
Participation															

	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
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	94%	95%	93%	96%	-	*	-	84%	96%	97%	95%	93%	100%	96%	92%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	72%	66%	76%	78%	-	-	-	67%	66%	83%	83%	38%	67%	71%	73%
At Meets GL Standard or Above	41%	33%	39%	56%	-	-	-	50%	33%	17%	21%	22%	44%	39%	42%
At Masters GL Standard	22%	17%	23%	31%	-	-	-	0%	17%	9%	8%	9%	33%	21%	23%
Number of Tests															
At Approaches GL Standard or Above	171	65	60	42	-	-	-	4	83	19	20	17	6	81	90
At Meets GL Standard or Above	96	32	31	30	-	-	-	3	41	4	5	10	4	44	52
At Masters GL Standard	52	17	18	17	-	-	-	0	21	2	2	4	3	24	28
Total Tests	237	98	79	54	-	-	-	6	125	23	24	45	9	114	123
Participation															
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	93%	94%	92%	95%	-	*	-	80%	94%	100%	97%	90%	100%	95%	90%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	65%	60%	65%	78%	-	-	-	50%	59%	52%	54%	34%	78%	63%	67%
At Meets GL Standard or Above	33%	28%	33%	44%	-	-	-	0%	25%	30%	33%	19%	44%	33%	32%
At Masters GL Standard	18%	12%	16%	31%	-	-	-	0%	13%	4%	8%	13%	44%	17%	18%
Number of Tests															
At Approaches GL Standard or Above	156	59	52	42	-	-	-	3	75	12	13	16	7	73	83
At Meets GL Standard or Above	78	28	26	24	-	-	-	0	32	7	8	9	4	38	40
At Masters GL Standard	42	12	13	17	-	-	-	0	16	1	2	6	4	20	22

	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	239	99	80	54	-	-	-	6	127	23	24	47	9	115	124
Participation															
% participation 2018-19	100%	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	93%	94%	91%	95%	-	-	-	80%	96%	93%	90%	92%	100%	95%	90%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	52%	58%	48%	55%	-	-	-	*	42%	33%	40%	9%	*	52%	51%
At Meets GL Standard or Above	18%	13%	26%	18%	-	-	-	*	17%	11%	20%	0%	*	29%	13%
At Masters GL Standard	2%	4%	0%	0%	-	-	-	*	3%	0%	0%	0%	*	5%	0%
Number of Tests															
At Approaches GL Standard or Above	31	14	11	**	-	-	-	*	15	3	4	1	*	11	20
At Meets GL Standard or Above	11	3	6	**	-	-	-	*	6	1	2	0	*	6	5
At Masters GL Standard	1	1	0	**	-	-	-	*	1	0	0	0	*	1	0
Total Tests	60	24	23	**	-	-	-	*	36	9	10	11	*	21	39
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	71%	58%	92%	82%	-	-	-	*	59%	67%	67%	25%	*	74%	69%
At Meets GL Standard or Above	47%	42%	46%	64%	-	-	-	*	37%	17%	17%	8%	*	47%	47%
At Masters GL Standard	24%	27%	8%	36%	-	-	-	*	15%	0%	0%	0%	*	21%	25%
Number of Tests															
At Approaches GL Standard or Above	36	15	12	**	-	-	-	*	16	4	4	3	*	14	22

	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	24	11	6	**	-	-	-	*	10	1	1	1	*	9	15
At Masters GL Standard	12	7	1	**	-	-	-	*	4	0	0	0	*	4	8
Total Tests	51	26	13	**	-	-	-	*	27	6	6	12	*	19	32
Participation															
% participation 2018-19	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%

Student Learning Strengths

All student grew 19% in the Approches catagory, 17% in the Meets category, and 8% in the Masters category on the 2021 Science STAAR. Our African American and Hispanic subpopulations achieved the greatest growth on the Fifth Grade Science STAAR.

On the 2021 Math STAAR Assessment, our African American subpopulation increased by 4% in the Masters category and our White subpopulations increased by 4% also in the Masters category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 72% of students were at Approaches Grade Level , 41% of students were at Meets Grade Level and 22% of the students were at Masters Grade Level for Reading on the 2021 STAAR. **Root Cause:** Significant achievement gaps pertaining to fluency and comprehension in reading due to COVID-19 closures and Virtual Learning. A greater number of students advancing to the next grade level that are not on the recommended grade level reading proficiency.

Problem Statement 2: 65% of students were at Approaches Grade Level , 33% of students were at Meets Grade Level and 18% of the students were at Masters Grade Level for Math on the 2021 STAAR. **Root Cause:** Significant achievement gaps pertaining to comprehension and computation in math due to COVID-19 closures and Virtual Learning. A greater number of students advancing to the next grade level that are not on the recommended grade level reading proficiency thus resulting in the inability to comprehend the significant number of word problems presented on the STAAR assessment.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

71.43% of our Kindergarten students are On-track accroding to the Texas Kindergarten Early Entry Assessment.

According to the Fall 2021 admistration of MAP, Hollis T. Dietz

Grade 2 - 6 administer district Common Based Assessments, analyze results of students performance and utlize data to develop and implmented lesson plans that meet the needs of all students.

Teachers differentiated instruction through guided reading, writing, mathematics, social studies and science. In addition, STAAR spring semester intervention was provided and facilitated by teachers and support staff. Guided Reading, Guided Math, Drop Everything and Write, and PLC structures were implemented, reviewed and monitored. Science and Social Studies were taught by each grade level. Intervention was utilized to pull students for special education, MTA, ESL, and Tier III-RTI.

Instructional Strategist continued to support teachers through lesson planning, in class coaching, and small group intervention.

Recruitment and Retention of teachers

Hollis T. Dietz currently has 56 employee, 34 teachers, and 8 paraprofessionals. From the 2019- 2020 school year, we retained 70.59% of our teachers. We maintain a focus on recruiting, hiring, and retention of highly qualified and student focused staff with a passion for teaching in a Title 1 school. The partnership between campus and disrcit level leadership is paramount to the successful achievement of this goal. Dietz will continue to support new teachers through strategic pairing with mentor teachers. A coaching mindsest is being facilitated using the T-TESS model to work individually with staff to set personal goals and monitor growth for our teachers and students. In addition to ongoing data analysis and needs assessments, administrators will be able to provide recommended or required professional development sessions for staff in need of support. We also revised our hiring practices this year to allow for a teach component and a teacher panel.

School Context & Organization

Hollis T. Dietz believes in high level learning with strong Tier I instruction. We focus on celebrating all growth of staff and students and monitor data to ensure the growth occurs. The campus is focused on the growth of 100% of our students within a full academic year. Data meetings are held following all district CBAs during our PLC time to review individual student progress in the areas of academic achievement (including growth), behavior, and attendance data.

Technology

Teachers have access to a campus technology lab. Kindergarten has five iPads per classroom. Grade levels first through fifth, each have a class set of Chromebooks with sixth grade having a 1:1 student to device ratio. Each teacher has a Chromebook. Teachers are currently utilizing chromebooks and Google Drive in their daily work. We will continue to partner with the district and our campus technology liasion to provide teachers with professional development opportunities in the area of technology.

Education Galaxy is utilized in grade levels first through sixth as an intervention tool.

School Processes & Programs Strengths

- Spring STAAR plan

- Discipline Management Procedures and strategies
- Hiring practices
- Support teacher quality

Hollis T. Dietz goal for 2020-2021 is to promote social emotional well-being and academic success for ALL students, teachers, administrators, and personnel. The campus is focused on
growth goals to include 100% of Dietz students to be successful within the accademic year. We will build and continue to refine our schedules, based on
need, to maximize instructional time and to provide opportunities for student interventions. Our data meetings will be scheduled, based on the district's assessment calendar, to focus on student interventions in order to monitor student performance success. Student performance will be monitored at a minimum of each 6 weeks, which will then provide an updated and adjusted needs assessment to be utilized by the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: EIT/RTI meetings were not held. **Root Cause:** District realigning the RTI/ETI processes for the entrance and exit of students.

Problem Statement 2: PLCs should be lead by the teachers and with team collaboration. **Root Cause:** Formal training and modeling of effective PLCs is needed for all new staff and continuous training for reoccurring staff members.

Problem Statement 3: Quality first instruction was inconsistent in different areas of our campus. **Root Cause:** Content knowledge and expertise.

Perceptions

Perceptions Summary

Family and Community Engagement

Hollis T. Dietz will continue to focus on increasing links between home and school. Dietz encourages parent volunteers and partnerships with school and community organizations such as WatchDOGS and PTO to enhance the lives of our students and the opportunities our school may provide.

Parent-teacher Communication includes:

Parent/Teacher Conferences:

Meet the Teacher Night; Parent Teacher Conferences to share individual child's achievements

Report Cards are distributed every 6 weeks

Weekly grade level newsletter

Weekly Smores

PTO

Trunk or Treat

STEAM Night

Student Character and Leadership Clubs

School Culture and Climate

Campus culture is positive as many new systems were implemented. Overall, Hollis T. Dietz Elementary students enjoy coming to school and believe the campus is safe. The emphasis on addressing classroom and campus beheavior management is ongoing through a proactive approach to discipline, which has resulted in more positive interactions between staff and students. This year, we will continue to implement SEL campuswide. The monitoring and adjustments of all Dietz systems are continious throughout the school year. Behavior referrals are consistent and a new Playbook for Classroom Managment and Behavioral Managemnt is being developed and introduced to all staff and students by the Spring semester.

Perceptions Strengths

Campus has an active PTO. New board members have been established. PTO board and members are eager to be more involved and help raise funds to support students.

Playbook and Systems were implemented and are continiously monitored for areas of improvment.

The administration staff is cohesive and working with teachers to improve curriculum and behavior.

Student leadership opportunities through grades five and six have shown to improve students self-esteem, moral and behaviors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students struggle to adapt to campus expectations. **Root Cause:** Students who move into the district that are not familiar to our expectations as well as a significant number of BAC students in grade third through sixth.

Problem Statement 2: Parent and community participation has been limited on campus. **Root Cause:** COVID protocols has limited parent access to assist with on campus volunteer programs such as PTO and Watch Dogs.

Priority Problem Statements

Goals

Goal 1: The campus 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: Increase Student achievement on the third through sixth grade state assessment in Math at the Approaches performance level or above to 70%.

Evaluation Data Sources: common assessment data, benchmarks, STAAR

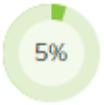
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use 3rd grade math data to target specific areas of instructional needs during intervention and tutorials. **Strategy's Expected Result/Impact:** -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops **Staff Responsible for Monitoring:** Assistant Principal, Teachers, ESL, Special Education **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 4: High-Quality Curriculum, Lever 5: Effective Instruction	30%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus 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: Increase Student achievement on the third through sixth grade state assessment in Reading at the Approaches performance level or above to 70%.

Evaluation Data Sources: common assessment data, benchmarks, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use reading data to target specific areas of instructional needs during intervention and tutorials. **Strategy's Expected Result/Impact:** -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops **Staff Responsible for Monitoring:** Assistant Principal, Teachers, ESL, Special Education **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 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus 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: Increase Science performance in the Approaches performance category from 45.28% to 60% as measured by the 2021 STAAR for 5th grade.

Evaluation Data Sources: common assessment data, benchmarks, STAAR

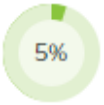
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use science data to target specific areas of instructional needs during intervention and tutorials. **Strategy's Expected Result/Impact:** -Fill in gaps for learning -Movement of student performance levels (App to Meets, Meets to Masters) -Increase in performance for Sub-pops **Staff Responsible for Monitoring:** Assistant Principal, Teachers, ESL, Special Education **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus 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: 73% of Students in Grades 4 through 6 receiving Special Education services will meet their growth target or higher in math and reading as measured by the 2022 STAAR.

Evaluation Data Sources: Common Assessment data, Benchmark data, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Special Education will mirror general education content to support the needs of the student with standard aligned expectations. **Strategy's Expected Result/Impact:** Increase on student growth **Staff Responsible for Monitoring:** Special Education, Principal, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus 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: 80% of all students in grades kindergarten through third to be on the appropriate reading level prior to advancing to the next grade level.

Evaluation Data Sources: Reading Levels
Running Records
MAP, TPRI, ISIP data
LLI Service record

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: LLI services will focus on students in grades Kindergarten through Second to be on grade level prior to Third grade. **Strategy's Expected Result/Impact:** Students will be able to comprehend reading content to the level and rigor required to be sucessfull in third grade. **Staff Responsible for Monitoring:** LLI paraprofessionals General Education Teachers Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Dietz Elementary will reduce teacher turnover by 5% through developing and collaborating with teachers through regular leadership team meetings that are focused on staff moral and longevity.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Teacher turnover data

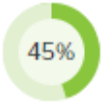
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementing Look Back data meetings during PLC **Strategy's Expected Result/Impact:** - Increased teacher capacity in the use of data and leading PLC meetings -more targeted interventions and tutorials based from data -Increased number of campus leaders -Teacher retention **Staff Responsible for Monitoring:** Assistant Principal, Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	20%			

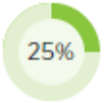
No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 2: In alignment with the instructional, data driven, and observation feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols and the implementation of professional learning communities (PLC).

Evaluation Data Sources: PLC agendas, PD sign in sheets, feedback documentation, 2021 STAAR, common assessments, Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the GBF (Get Better Faster) protocols for coaching and feedback. **Strategy's Expected Result/Impact:** Create a more narrow focus of instructional coaching and expectations to allow more opportunities for mastery. **Staff Responsible for Monitoring:** Administration, Campus Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

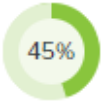
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase teacher capacity in first instruction utilizing PLC Look Forward meetings, TEKs Resource System and Lead4ward platforms. **Strategy's Expected Result/Impact:** -increased in-depth knowledge of standards -Targeted and strategically written lesson objectives **Staff Responsible for Monitoring:** ESL, Special Education, LLI, Classroom Teachers, Assistant Principal **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: 100% of campus staff will participate in a leadership role in various capacities by 2022

Evaluation Data Sources: Roles and Responsibilities/ and Committee sign up documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create and communicate a list of leadership opportunities with incentives for willing staff. **Strategy's Expected Result/Impact:** -More teacher led meetings, PD, and peer to peer communication/feedback. -Teacher growth -Teacher retention **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

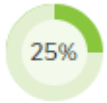
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: The campus 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 objective data driven lesson plans for formative assessments

Targeted or ESF High Priority

Evaluation Data Sources: Improved lesson design plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will submit lesson plans early to receive feedback based on data driven assessments. **Strategy's Expected Result/Impact:** Improved instruction **Staff Responsible for Monitoring:** Administration Team **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				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Teachers will integrate technology effectively to improve performance.

Evaluation Data Sources: Teachers will be more effective with technology integration.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training sessions will be provided by the district to assist teachers with instructional technology. **Strategy's Expected Result/Impact:** Quality technology integration **Staff Responsible for Monitoring:** Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Implement district provided anti-bullying programs with the goal of decreasing campus discipline referrals by 20% by end of 20-21 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Number of student/parent bullying reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement counseling programs to address prevention of bullying incidents, meaning of bullying and what it looks like, and the reporting protocol to all stakeholders. **Strategy's Expected Result/Impact:** Reduced number of bullying incident reports by 50% **Staff Responsible for Monitoring:** Counselor, Principal, campus stakeholders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability**	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop system to monitor classroom/staff follow through for all reports of bullying. **Strategy's Expected Result/Impact:** Create a bridge for clear communication between administrator/counselor/teachers/stakeholders which will reflect through positive culture. **Staff Responsible for Monitoring:** Counselors/ Principal/ All campus staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Results Driven Accountability**	50%			

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 2: Implement state and district required protocols at 100% accuracy to include all COVID protocols.

Evaluation Data Sources: Audit reports, campus operational drill reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a system to allow teacher feedback after required state and district drills, test, etc. , even to allow anonymous responses. **Strategy's Expected Result/Impact:** Fill campus areas of need to meet 100% compliance **Staff Responsible for Monitoring:** Principal, Testing Coordinator, All staff **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: The campus will provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

Performance Objective 3: Proactive strategies will be in place and revisited through assembly, guidance lessons, social contracts, SEL, restorative circles, greeting students at the door, positive referrals, Character Club and Red Ribbon Week.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Discipline date, referrals, student and community involvement reports, staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assistant Principal will work with a campus committee to evaluate progress on Anti-Bullying and Safety Training. **Strategy's Expected Result/Impact:** Decrease in bullying incidents and increased compliance in safety protocols and drills. **Staff Responsible for Monitoring:** Assistant Principal **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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Results Driven Accountability**	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 1: Increase the number of opportunities/days for positive stakeholder interactions by 80% (consist of number of days per school year Dietz Elementary will host/provide avenues for positive communication through events or campus opportunities)

Evaluation Data Sources: Climate Survey, Sign In Sheets, Campus Calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with campus stakeholders through survey to receive suggestions. **Strategy's Expected Result/Impact:** -Access to more ideas/opportunities -Increase of stakeholder willingness to participate in opportunities **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture	15%			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Dietz Elementary will increase our communication and promoting of positive interactions with all stakeholders by 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Stakeholder surveys, TTESS pre-conferences, positive contact logs and parent meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Evaluate current processes to establish positive interaction with frequent surveys to measure stakeholders interactions. **Strategy's Expected Result/Impact:** Improve from 7% to 25% **Staff Responsible for Monitoring:** Administrative Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **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	30%			

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

Goal 5: The campus will meet all state and federal guidelines with 100% accuracy for fiscal management of district funds.

Performance Objective 1: 100% of campus staff will receive training for protocols and guidelines for campus budget, fundraisers, and other monetary management.

Evaluation Data Sources: Campus financial records
Event Committee Meeting Agenda and Minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Requisitions will be analyzed for essential purchases before submission. **Strategy's Expected Result/Impact:** Increase in campus funds. **Staff Responsible for Monitoring:** Administration Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All software will be frequently analyzed to determine effectiveness before updating contracts. **Strategy's Expected Result/Impact:** Campus usage of all software packages purchased. **Staff Responsible for Monitoring:** Campus Administrative Team and Technology Department **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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: The campus will meet all state and federal guidelines with 100% accuracy for fiscal management of district funds.

Performance Objective 2: Provide opportunities for students to extend their learning through before/after/in school tutoring, Saturday School, STAAR camps and additional supplemental activities.

Evaluation Data Sources: Attendance of tutoring and camps.
Assessment Data
Stakeholder survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increased local and state assessment scores so that all student meet their academic growth goals. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Gena Thomas	Reading Lab Aide		

Addendums

2019 to 2021 STAAR Scores

3rd Grade Reading

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	82	48	29	74	39	18
Dietz	89	61	38	80	40	22

4th Grade Reading

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	45	23	56	31	11
Dietz	68	36	18	58	31	10

5th Grade Reading

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	84	51	29	71	46	30
Dietz	75	44	26	77	47	30

6th Grade Reading

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	78	48	23	71	33	16
Dietz	87	52	27	71	38	23

3rd Grade Math

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	83	52	23	69	31	13
Dietz	90	66	33	63	28	15

4th Grade Math

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	76	49	32	57	35	20
Dietz	58	32	16	60	29	14

5th Grade Math

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	87	48	29	70	43	22
Dietz	81	31	16	66	36	15

6th Grade Math

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	88	54	24	74	38	17
Dietz	88	56	18	70	33	18

4th Grade Writing

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	61	33	8	52	23	4
Dietz	58	31	7	51	17	2

7th Grade Writing

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	70	34	13	61	30	12

5th Grade Science

	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	69	42	21	61	29	12
Dietz	52	30	16	70	45	25

Accountability Summary 2018 - 2021	
Name of Campus	HOLLIS T DIETZ EL
Campus Number	129901105

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	45	46		40

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	59	62		
Relative Performance (STAAR Performance and CCMR)	45	46		40
Relative Performance (% EcoDis)	50.1%	54.8%		55.4%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	22%	61%		31%
Growth Status	6%	11%		
English Language Proficiency Status	N/A	100%		100%
Student Success Status (STAAR Performance)	40%	40%		11%

2021 English Language Proficiency Status

Campus Name	Dietz Elementary
9-Digit Campus Number	129901105

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

TELPAS Summary	# TELPAS Progress / # TELPAS =	12	31	39%
# of Students who scored Advanced High in 2021		**5**	***Prior Year Used for Comparison***	
		Group 1	***N/A***	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 2 LEVELS from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**0**	***Prior Year Used for Comparison***	
			2020	***0***
			2019	***0***
		Group 2	***2018***	***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating IMPROVED 1 LEVEL from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**7**	***Prior Year Used for Comparison***	
			2020	***4***
			2019	***3***
		Group 3	***2018***	***0***
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2020, 2019 or 2018)		**19**	***Prior Year Used for Comparison***	
			2020	***8***
			2019	***11***
		Group 4	***2018***	***0***

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year		
	# whose Composite TELPAS Rating IMPROVED 3 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 2 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 1 LEVEL	1
	# whose Composite TELPAS Rating DID NOT IMPROVE	4
	Total # Scoring Advanced High in 2021 with a prior year Score	5

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

2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **HOLLIS T DIETZ EL**

Campus Number: **129901105**

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

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

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

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

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

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

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

		State	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	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	82%	**89%**	81%	89%	90%	-	*	-	*	29%	*	88%	89%	79%	91%
	2018	77%	74%	**76%**	73%	62%	90%	-	-	-	*	40%	-	81%	68%	61%	50%
At Meets Grade Level or Above	2019	45%	48%	**61%**	50%	53%	71%	-	*	-	*	0%	*	67%	54%	52%	36%
	2018	43%	40%	**43%**	36%	21%	66%	-	-	-	*	20%	-	45%	39%	25%	10%
At Masters Grade Level	2019	27%	29%	**38%**	38%	32%	33%	-	*	-	*	0%	*	39%	36%	31%	27%
	2018	25%	26%	**27%**	9%	21%	38%	-	-	-	*	20%	-	26%	29%	21%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	83%	**90%**	75%	95%	95%	-	*	-	*	43%	*	91%	89%	83%	91%
	2018	78%	75%	**84%**	91%	79%	86%	-	-	-	*	60%	-	90%	75%	86%	70%
At Meets Grade Level or Above	2019	49%	52%	**66%**	50%	53%	81%	-	*	-	*	14%	*	70%	61%	62%	45%
	2018	47%	40%	**54%**	45%	41%	69%	-	-	-	*	30%	-	64%	39%	43%	30%
At Masters Grade Level	2019	25%	23%	**33%**	25%	26%	43%	-	*	-	*	0%	*	36%	29%	28%	18%
	2018	23%	17%	**21%**	18%	10%	31%	-	-	-	*	20%	-	21%	21%	7%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**68%**	68%	61%	74%	-	-	-	*	25%	*	67%	70%	58%	67%
	2018	73%	76%	**66%**	47%	57%	88%	-	-	-	*	57%	-	82%	53%	47%	57%
At Meets Grade Level or Above	2019	44%	45%	**36%**	26%	29%	47%	-	-	-	*	13%	*	41%	33%	25%	8%
	2018	46%	47%	**34%**	20%	30%	50%	-	-	-	*	14%	-	36%	33%	18%	29%
At Masters Grade Level	2019	22%	23%	**18%**	16%	10%	26%	-	-	-	*	6%	*	18%	17%	11%	8%
	2018	24%	22%	**20%**	13%	17%	29%	-	-	-	*	0%	-	14%	25%	5%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**58%**	47%	52%	68%	-	-	-	*	38%	*	59%	57%	44%	33%
	2018	78%	73%	**63%**	53%	52%	79%	-	-	-	*	43%	-	75%	53%	39%	43%
At Meets Grade Level or Above	2019	48%	49%	**32%**	21%	29%	41%	-	-	-	*	25%	*	28%	35%	19%	17%
	2018	49%	40%	**23%**	7%	30%	29%	-	-	-	*	14%	-	32%	17%	13%	21%
At Masters Grade Level	2019	28%	32%	**16%**	11%	23%	15%	-	-	-	*	6%	*	13%	20%	14%	8%
	2018	27%	25%	**22%**	7%	30%	25%	-	-	-	*	0%	-	32%	14%	13%	21%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	61%	**58%**	53%	48%	68%	-	-	-	*	25%	*	54%	61%	42%	50%
	2018	63%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-
At Meets Grade Level or Above	2019	35%	33%	**31%**	21%	23%	44%	-	-	-	*	13%	*	28%	33%	19%	8%
	2018	39%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-
At Masters Grade Level	2019	11%	8%	**7%**	5%	6%	9%	-	-	-	*	6%	*	10%	4%	6%	0%
	2018	11%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

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

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**75%**	64%	81%	83%	*	-	-	*	25%	*	85%	70%	69%	82%
	2018	84%	86%	**88%**	100%	78%	95%	*	-	-	*	56%	-	93%	84%	86%	90%
At Meets Grade Level or Above	2019	54%	51%	**44%**	18%	59%	57%	*	-	-	*	8%	*	70%	31%	39%	59%
	2018	54%	56%	**56%**	64%	48%	64%	*	-	-	*	33%	-	67%	49%	48%	60%
At Masters Grade Level	2019	29%	29%	**26%**	7%	33%	35%	*	-	-	*	8%	*	37%	20%	14%	29%
	2018	26%	27%	**30%**	29%	17%	50%	*	-	-	*	22%	-	37%	24%	17%	0%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**81%**	71%	85%	91%	*	-	-	*	33%	*	96%	74%	78%	88%
	2018	91%	92%	**91%**	100%	87%	95%	*	-	-	*	56%	-	93%	89%	86%	90%
At Meets Grade Level or Above	2019	58%	48%	**31%**	11%	37%	52%	*	-	-	*	17%	*	48%	22%	18%	29%
	2018	58%	55%	**48%**	43%	35%	68%	*	-	-	*	22%	-	48%	49%	38%	40%
At Masters Grade Level	2019	36%	29%	**16%**	4%	22%	26%	*	-	-	*	8%	*	30%	9%	10%	18%
	2018	30%	23%	**22%**	7%	13%	45%	*	-	-	*	22%	-	30%	16%	14%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	69%	**52%**	29%	63%	65%	*	-	-	*	8%	*	70%	43%	41%	53%
	2018	76%	76%	**72%**	71%	61%	77%	*	-	-	*	56%	-	74%	70%	59%	70%
At Meets Grade Level or Above	2019	49%	42%	**30%**	18%	30%	43%	*	-	-	*	8%	*	41%	24%	18%	29%
	2018	41%	42%	**28%**	14%	13%	55%	*	-	-	*	22%	-	30%	27%	17%	10%
At Masters Grade Level	2019	24%	21%	**16%**	4%	22%	26%	*	-	-	*	8%	*	26%	11%	12%	18%
	2018	17%	18%	**17%**	0%	9%	41%	*	-	-	*	0%	-	19%	16%	10%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	78%	**87%**	82%	92%	88%	-	-	-	80%	60%	*	97%	79%	86%	91%
	2018	69%	73%	**74%**	68%	67%	83%	*	-	-	80%	10%	*	89%	64%	70%	69%
At Meets Grade Level or Above	2019	37%	48%	**52%**	45%	38%	71%	-	-	-	60%	27%	*	63%	43%	49%	45%
	2018	39%	42%	**39%**	37%	29%	43%	*	-	-	60%	0%	*	46%	34%	30%	23%
At Masters Grade Level	2019	18%	23%	**27%**	18%	19%	46%	-	-	-	20%	7%	*	34%	21%	23%	18%
	2018	19%	17%	**14%**	11%	0%	26%	*	-	-	20%	0%	*	18%	11%	9%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	88%	**88%**	77%	88%	96%	-	-	-	100%	73%	*	94%	83%	84%	100%
	2018	77%	77%	**68%**	68%	50%	78%	*	-	-	100%	10%	*	89%	55%	55%	38%
At Meets Grade Level or Above	2019	47%	54%	**56%**	45%	58%	71%	-	-	-	20%	27%	*	69%	45%	53%	73%
	2018	44%	45%	**36%**	26%	25%	48%	*	-	-	60%	0%	*	57%	23%	15%	15%
At Masters Grade Level	2019	21%	24%	**18%**	0%	19%	33%	-	-	-	20%	0%	*	26%	12%	14%	18%
	2018	18%	17%	**11%**	5%	8%	17%	*	-	-	20%	0%	*	7%	14%	6%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	**74%**	64%	73%	80%	*	*	-	85%	37%	88%	79%	69%	66%	74%
	2018	77%	76%	**76%**	73%	66%	86%	80%	-	-	79%	43%	*	85%	67%	64%	63%

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

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

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

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

		State	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	EL (Current & Monitored)
At Meets Grade Level or Above	2019	50%	48%	**43%**	29%	39%	56%	*	*	-	48%	16%	31%	51%	36%	34%	35%
	2018	48%	44%	**40%**	32%	30%	55%	40%	-	-	46%	18%	*	48%	34%	27%	26%
At Masters Grade Level	2019	24%	22%	**21%**	11%	20%	28%	*	*	-	26%	5%	19%	26%	17%	16%	17%
	2018	22%	18%	**20%**	11%	14%	33%	20%	-	-	14%	10%	*	23%	18%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	79%	**79%**	73%	80%	82%	*	*	-	83%	36%	83%	84%	75%	73%	82%
	2018	74%	75%	**76%**	71%	66%	89%	*	-	-	75%	39%	*	86%	67%	65%	66%
At Meets Grade Level or Above	2019	48%	50%	**47%**	33%	44%	60%	*	*	-	67%	14%	17%	59%	38%	41%	39%
	2018	46%	46%	**43%**	39%	31%	56%	*	-	-	50%	17%	*	48%	39%	30%	30%
At Masters Grade Level	2019	21%	21%	**26%**	18%	22%	34%	*	*	-	42%	6%	17%	31%	22%	19%	22%
	2018	19%	19%	**23%**	15%	14%	36%	*	-	-	17%	11%	*	24%	21%	13%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**78%**	68%	78%	85%	*	*	-	92%	48%	100%	84%	74%	73%	78%
	2018	81%	78%	**76%**	76%	68%	85%	*	-	-	75%	42%	*	87%	67%	64%	57%
At Meets Grade Level or Above	2019	52%	49%	**44%**	29%	43%	59%	*	*	-	42%	22%	50%	53%	38%	36%	39%
	2018	50%	42%	**41%**	29%	33%	54%	*	-	-	50%	17%	*	52%	31%	26%	26%
At Masters Grade Level	2019	26%	25%	**20%**	8%	22%	27%	*	*	-	17%	4%	17%	25%	16%	15%	16%
	2018	24%	18%	**19%**	8%	15%	30%	*	-	-	17%	11%	*	22%	16%	10%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**58%**	53%	48%	68%	-	-	-	*	25%	*	54%	61%	42%	50%
	2018	66%	60%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
At Meets Grade Level or Above	2019	38%	34%	**31%**	21%	23%	44%	-	-	-	*	13%	*	28%	33%	19%	8%
	2018	41%	60%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
At Masters Grade Level	2019	14%	11%	**7%**	5%	6%	9%	-	-	-	*	6%	*	10%	4%	6%	0%
	2018	13%	40%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	**52%**	29%	63%	65%	*	-	-	*	8%	*	70%	43%	41%	53%
	2018	80%	80%	**72%**	71%	61%	77%	*	-	-	*	56%	-	74%	70%	59%	70%
At Meets Grade Level or Above	2019	54%	52%	**30%**	18%	30%	43%	*	-	-	*	8%	*	41%	24%	18%	29%
	2018	51%	46%	**28%**	14%	13%	55%	*	-	-	*	22%	-	30%	27%	17%	10%
At Masters Grade Level	2019	25%	24%	**16%**	4%	22%	26%	*	-	-	*	8%	*	26%	11%	12%	18%
	2018	23%	17%	**17%**	0%	9%	41%	*	-	-	*	0%	-	19%	16%	10%	10%

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	**46**	50	36	53	-	-	-	*	29	*	47	44	39	54
	2018	63	66	**53**	57	41	63	-	-	-	*	58	-	46	59	42	46
Grade 4 Mathematics	2019	65	71	**35**	21	34	45	-	-	-	*	39	*	33	37	26	33
	2018	65	61	**48**	43	57	46	-	-	-	*	67	-	45	52	45	69
Grade 5 ELA/Reading	2019	81	79	**81**	81	86	76	*	-	-	*	58	*	81	80	77	83
	2018	80	73	**71**	77	73	66	-	-	-	*	63	-	74	69	68	72
Grade 5 Mathematics	2019	83	85	**82**	93	77	83	*	-	-	*	79	*	87	80	83	75
	2018	81	71	**69**	65	65	73	-	-	-	*	69	-	67	71	71	75
Grade 6 ELA/Reading	2019	42	55	**64**	61	64	63	-	-	-	90	46	*	64	64	63	55
	2018	47	49	**55**	61	48	58	*	-	-	*	28	*	57	54	59	58
Grade 6 Mathematics	2019	54	66	**68**	61	79	67	-	-	-	50	54	*	80	58	66	91
	2018	56	58	**55**	66	31	73	*	-	-	*	44	*	66	48	44	19
All Grades Both Subjects	2019	69	71	**62**	64	62	63	*	-	-	56	50	70	63	62	61	66
	2018	69	66	**59**	61	52	63	*	-	-	65	53	*	59	58	54	55
All Grades ELA/Reading	2019	68	71	**63**	66	61	63	*	-	-	69	43	60	63	64	61	66
	2018	69	66	**60**	64	54	62	*	-	-	60	48	*	59	60	55	57
All Grades Mathematics	2019	70	72	**62**	62	62	63	*	-	-	44	57	80	64	60	61	67
	2018	70	66	**58**	59	51	63	*	-	-	70	59	*	59	56	52	53

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	44%	**37%**	42%	36%	30%	-	-	-	*	19%	33%	30%
	2018	38%	37%	**32%**	37%	*	*	-	-	-	*	*	22%	*
Mathematics	2019	45%	40%	**40%**	40%	44%	33%	-	-	-	*	24%	43%	50%
	2018	47%	35%	**14%**	*	*	*	-	-	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	79%	**67%**	50%	74%	81%	*	-	-	*	10%	56%	69%
Students Requiring Accelerated Instruction	2019	22%	21%	**33%**	50%	26%	19%	*	-	-	*	90%	44%	31%
STAAR Cumulative Met Standard	2019	86%	84%	**76%**	64%	81%	86%	*	-	-	*	20%	69%	77%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	78%	**70%**	46%	78%	90%	*	-	-	*	10%	60%	77%
Students Requiring Accelerated Instruction	2019	17%	22%	**30%**	54%	22%	10%	*	-	-	*	90%	40%	23%
STAAR Cumulative Met Standard	2019	90%	87%	**81%**	71%	85%	90%	*	-	-	*	20%	77%	85%

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 527
Grade Span: EE - 06
(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	**74%**	-	-	-	-	-	67%	*	66%	*	67%	67%
	2018	77%	76%	**76%**	-	-	-	-	-	51%	-	51%	-	51%	51%
At Meets Grade Level or Above	2019	50%	48%	**43%**	-	-	-	-	-	27%	*	28%	*	27%	27%
	2018	48%	44%	**40%**	-	-	-	-	-	14%	-	14%	-	14%	14%
At Masters Grade Level	2019	24%	22%	**21%**	-	-	-	-	-	12%	*	13%	*	12%	12%
	2018	22%	18%	**20%**	-	-	-	-	-	1%	-	1%	-	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	**79%**	-	-	-	-	-	76%	*	76%	*	76%	77%
	2018	74%	75%	**76%**	-	-	-	-	-	52%	-	52%	-	52%	52%
At Meets Grade Level or Above	2019	48%	50%	**47%**	-	-	-	-	-	34%	*	35%	*	34%	33%
	2018	46%	46%	**43%**	-	-	-	-	-	18%	-	18%	-	18%	18%
At Masters Grade Level	2019	21%	21%	**26%**	-	-	-	-	-	18%	*	19%	*	18%	18%
	2018	19%	19%	**23%**	-	-	-	-	-	3%	-	3%	-	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**78%**	-	-	-	-	-	74%	*	73%	*	74%	74%
	2018	81%	78%	**76%**	-	-	-	-	-	45%	-	45%	-	45%	45%
At Meets Grade Level or Above	2019	52%	49%	**44%**	-	-	-	-	-	29%	*	30%	*	29%	28%
	2018	50%	42%	**41%**	-	-	-	-	-	12%	-	12%	-	12%	12%
At Masters Grade Level	2019	26%	25%	**20%**	-	-	-	-	-	11%	*	11%	*	11%	10%
	2018	24%	18%	**19%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**58%**	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	66%	60%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	34%	**31%**	-	-	-	-	-	10%	-	10%	-	10%	10%
	2018	41%	60%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	11%	**7%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	40%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	**52%**	-	-	-	-	-	38%	*	33%	-	38%	38%
	2018	80%	80%	**72%**	-	-	-	-	-	80%	-	80%	-	80%	80%
At Meets Grade Level or Above	2019	54%	52%	**30%**	-	-	-	-	-	15%	*	17%	-	15%	15%
	2018	51%	46%	**28%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	25%	24%	**16%**	-	-	-	-	-	8%	*	8%	-	8%	8%
	2018	23%	17%	**17%**	-	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	**62%**	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	69%	66%	**59%**	-	-	-	-	-	52%	-	52%	-	52%	52%
All Grades ELA/Reading	2019	68%	71%	**63%**	-	-	-	-	-	62%	-	62%	-	62%	62%
	2018	69%	66%	**60%**	-	-	-	-	-	61%	-	61%	-	61%	61%
All Grades Mathematics	2019	70%	72%	**62%**	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	70%	66%	**58%**	-	-	-	-	-	43%	-	43%	-	43%	43%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	**37%**	-	-	-	-	-	30%	-	30%	-	30%	30%
	2018	38%	37%	**32%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	40%	**40%**	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	47%	35%	**14%**	-	-	-	-	-	*	-	*	-	*	*

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

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

Total Students: 615
Grade Span: EE - 06
School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	99%	100%	100%	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**90%**	85%	88%	96%	*	*	-	100%	88%	87%	89%
Not Included in Accountability													
Mobile	4%	5%	**10%**	14%	11%	4%	*	*	-	0%	12%	12%	9%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	-	0%	0%	1%	3%
Not Tested	1%	0%	**0%**	1%	0%	0%	*	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	1%	0%	0%	*	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	-	-	100%	100%	100%	100%
Included in Accountability	94%	92%	**89%**	76%	94%	96%	100%	-	-	85%	90%	88%	85%
Not Included in Accountability													
Mobile	4%	7%	**11%**	24%	6%	4%	0%	-	-	15%	10%	12%	15%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	-	-	0%	0%	0%	0%

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**96.6%**	97.0%	96.7%	96.3%	*	*	*	97.5%	96.1%	96.5%	97.8%
2017-18	95.4%	96.3%	**96.6%**	96.8%	96.6%	96.3%	*	*	-	97.9%	96.3%	96.4%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	85.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	80.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	81.3%	-	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	286	355,615
By Ethnicity:				
African American	-	-	49	43,953
Hispanic	-	-	78	180,673
White	-	-	147	105,577
American Indian	-	-	0	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	10	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	45	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	241	285,538
Special Education Graduates	-	-	25	27,598
Economically Disadvantaged Graduates	-	-	131	186,364
LEP Graduates	-	-	16	25,189
At-Risk Graduates	-	-	130	146,432

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	68.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	40.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	35.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	34.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	29.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	5.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	57.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	51.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	30.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	30.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	58.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	57.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	14.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	26.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	16.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	12.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	6.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	31.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	30.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	16.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	18.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	26.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	33.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	26.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	20.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	8.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	47.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	52.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	34.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	38.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1031	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1044	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	528	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	508	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	35.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	25.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	24.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	50.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	56.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	46.2%	-	-	-	-	-	-	-	-	-	-	-

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	527	100.0%	4,573	5,479,173	531	100.0%	4,592	5,493,940
Students by Grade:								
Early Childhood Education	1	0.2%	0.3%	0.3%	5	0.9%	0.5%	0.5%
Pre-Kindergarten	52	9.9%	3.7%	4.5%	52	9.8%	3.6%	4.5%
Kindergarten	66	12.5%	7.0%	7.0%	66	12.4%	7.0%	7.0%
Grade 1	71	13.5%	7.0%	7.1%	71	13.4%	7.0%	7.1%
Grade 2	78	14.8%	7.4%	7.1%	78	14.7%	7.4%	7.1%
Grade 3	62	11.8%	7.0%	7.1%	62	11.7%	6.9%	7.1%
Grade 4	59	11.2%	7.8%	7.3%	59	11.1%	7.8%	7.3%
Grade 5	75	14.2%	7.4%	7.6%	75	14.1%	7.4%	7.6%
Grade 6	63	12.0%	8.0%	7.7%	63	11.9%	8.0%	7.7%
Grade 7	0	0.0%	7.5%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	8.2%	7.5%	0	0.0%	8.2%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.6%	7.4%	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	6.6%	6.9%	0	0.0%	6.6%	6.9%
Grade 12	0	0.0%	6.1%	6.4%	0	0.0%	6.3%	6.4%
Ethnic Distribution:								
African American	207	39.3%	18.7%	12.6%	207	39.0%	18.7%	12.6%
Hispanic	156	29.6%	31.9%	52.8%	156	29.4%	31.8%	52.8%
White	143	27.1%	45.7%	27.0%	147	27.7%	45.8%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	3	0.6%	0.5%	4.6%	3	0.6%	0.5%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	17	3.2%	2.7%	2.5%	17	3.2%	2.7%	2.5%
Sex:								
Female	246	46.7%	47.7%	48.8%	246	46.3%	47.7%	48.8%
Male	281	53.3%	52.3%	51.2%	285	53.7%	52.3%	51.2%
Economically Disadvantaged	272	51.6%	52.8%	60.3%	273	51.4%	52.7%	60.2%
Non-Educationally Disadvantaged	255	48.4%	47.2%	39.7%	258	48.6%	47.3%	39.8%
Section 504 Students	24	4.6%	8.2%	6.9%	24	4.5%	8.2%	6.9%
English Learners (EL)	53	10.1%	13.5%	20.3%	53	10.0%	13.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.3%	2.2%	1.5%				
Students w/ Dyslexia	12	2.3%	4.8%	4.1%	12	2.3%	4.8%	4.1%
Foster Care	5	0.9%	0.4%	0.3%	5	0.9%	0.4%	0.3%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	3	0.6%	0.5%	2.3%	3	0.6%	0.5%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	527	100.0%	43.2%	65.1%	531	100.0%	43.2%	65.1%
Military Connected	17	3.2%	2.2%	1.9%	17	3.2%	2.2%	1.9%
At-Risk	195	37.0%	42.6%	50.6%	195	36.7%	42.6%	50.5%

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	51	9.7%	13.1%	20.6%	51	9.6%	13.1%	20.6%
Career & Technical Education	0	0.0%	27.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	70.9%	50.8%	0	-	70.4%	50.8%
Gifted & Talented Education	28	5.3%	5.6%	8.1%	28	5.3%	5.6%	8.1%
Special Education	79	15.0%	11.7%	10.5%	83	15.6%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	25.3%	45.3%	42.4%				
Students with Physical Disabilities	28	35.4%	21.8%	21.4%				
Students with Autism	**	**	10.8%	13.8%				
Students with Behavioral Disabilities	17	21.5%	20.7%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.3%	1.5%				
Mobility (2018-19):								
Total Mobile Students	81	15.0%	12.4%	15.3%				
By Ethnicity:								
African American	21	3.9%						
Hispanic	30	5.6%						
White	26	4.8%						
American Indian	3	0.6%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	192	36.0%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	10.1%	7.8%	1.6%	11.1%	24.1%	5.5%
Grade 1	2.4%	3.8%	2.9%	8.3%	7.5%	4.9%
Grade 2	0.0%	1.2%	1.6%	0.0%	3.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	1.9%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	2.2%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	3.9%	7.8%	-	2.9%	13.1%

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.0	17.1	19.0
Grade 1	23.3	22.3	18.9
Grade 2	19.5	19.0	18.8
Grade 3	20.8	20.2	19.0
Grade 4	19.7	19.8	19.2
Grade 5	24.8	21.4	20.9
Grade 6	20.7	20.6	20.4
Secondary:			
English/Language Arts	-	16.1	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	17.2	17.8
Science	-	18.6	18.8
Social Studies	-	17.9	19.3

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	53.5	100.0%	100.0%	100.0%
Professional Staff:	43.3	81.0%	67.0%	63.7%
Teachers	34.0	63.6%	51.4%	49.4%
Professional Support	7.3	13.7%	9.9%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	4.0%	3.0%
Educational Aides:	10.1	19.0%	12.2%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	5.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	11.0	20.6%	20.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.9%	7.8%	10.8%
Hispanic	2.0	5.9%	5.2%	28.1%
White	30.0	88.2%	84.7%	57.7%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	1.0	2.9%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	5.0	14.7%	20.0%	23.8%
Females	29.0	85.3%	80.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	25.0	73.5%	74.9%	73.4%
Masters	8.0	23.5%	23.5%	24.5%
Doctorate	1.0	2.9%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.9%	6.5%	7.4%
1-5 Years Experience	11.0	32.4%	35.8%	27.9%
6-10 Years Experience	9.0	26.5%	21.9%	19.4%
11-20 Years Experience	9.0	26.5%	24.4%	29.4%
Over 20 Years Experience	3.0	8.8%	11.4%	15.9%
Number of Students per Teacher	15.5	n/a	14.9	15.1

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	6.3	6.2
Average Years Experience of Principals with District	3.0	6.3	5.3
Average Years Experience of Assistant Principals	3.0	3.9	5.3
Average Years Experience of Assistant Principals with District	1.0	2.8	4.7
Average Years Experience of Teachers:	8.8	9.6	11.1
Average Years Experience of Teachers with District:	3.2	4.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,661	$50,517	$49,868
1-5 Years Experience	$51,838	$52,048	$52,823
6-10 Years Experience	$52,973	$53,628	$55,756
11-20 Years Experience	$55,940	$56,639	$59,308
Over 20 Years Experience	$64,378	$65,861	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$54,438	$54,993	$57,091
Professional Support	$61,936	$65,280	$67,352
Campus Administration (School Leadership)	$73,126	$73,974	$82,512
Instructional Staff Percent:	n/a	69.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CRANDALL ISD
Campus Name: HOLLIS T DIETZ EL
Campus Number: 129901105

Total Students: 527
Grade Span: EE - 06
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.9%	3.8%	6.5%
Career & Technical Education	0.0	0.0%	6.2%	5.0%
Compensatory Education	3.0	8.8%	3.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	25.0	73.5%	70.9%	70.9%
Special Education	5.0	14.7%	13.0%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

129901 : Crandall ISD

Logged in as Anjanette Murry

Campus : Hollis T Dietz EL

P O Box 128
Crandall, TX 75114-0128
(972) 427-6050 Phone
(972) 427-6042 Fax

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	**551**	**100%**
Early Education Grade	2	0.36%
Pre-Kindergarten Grade	31	5.63%
Kindergarten Grade	78	14.16%
1st Grade	80	14.52%
2nd Grade	67	12.16%
3rd Grade	65	11.80%
4th Grade	78	14.16%
5th Grade	71	12.89%
6th Grade	79	14.34%

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

	Count	Percent
Gender		
Female	255	46.28%
Male	296	53.72%
Ethnicity		
Hispanic-Latino	168	30.49%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	3	0.54%
Black - African American	258	46.82%
Native Hawaiian - Pacific Islander	0	0.00%
White	95	17.24%
Two-or-More	27	4.90%

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

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	45	8.17%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	36	6.53%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	7	1.27%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	0	0.00%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	42	7.62%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	72	13.07%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	551	100.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	16	2.90%
Economic Disadvantage		

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

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	7	9.72%
Auditory impairment	1	1.39%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	4.17%
Emotional disturbance	7	9.72%
Learning disability	16	22.22%
Speech impairment	33	45.83%
Autism	5	6.94%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy code (00)	27	37.50%
Homebound code (01)	1	1.39%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	18	25.00%
Resource Room codes (41, 42)	24	33.33%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	1	1.39%
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)	1	1.39%
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

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

	Count	Percent
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	294	53.36%
Free Meals (Economic-Disadvantage-Code = 01)	244	44.28%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	50	9.07%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	1	0.18%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	1	0.18%
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)	75	13.61%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	1	0.18%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	22	3.99%
Foster Care (Foster-Care-Indicator-Code = 1,2)	1	0.18%
CTE Single Parent/Pregnant Teen (Sgl-Parent-Preg-Teen-Code = 2,7)	0	0.00%
Section 504 (Section-504-Indicator-Code = 1)	24	4.36%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	12	2.18%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Transfer In Students (Student Attribution Code = 6)	0	0%

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	%

129901 : Crandall ISD

Logged in as Anjanette Murry

Campus : Hollis T Dietz EL

Click Here to Upload District Profile Image

P O Box 128
Crandall, TX 75114-0128
(972) 427-6050 Phone
(972) 427-6042 Fax

District Information

Offers the ASVAB test

Programs of Study

More

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

Gifted and Talented Programs

(01) - Pull-out

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

Assistant Principal	Michael Starling

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

	Count	Percent
Student Total	**542**	**100%**
Early Education Grade	3	0.55%
Pre-Kindergarten Grade	36	6.64%
Kindergarten Grade	81	14.94%
1st Grade	75	13.84%
2nd Grade	69	12.73%
3rd Grade	72	13.28%
4th Grade	65	11.99%
5th Grade	66	12.18%
6th Grade	75	13.84%

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

	Count	Percent
Gender		
Female	248	45.76%
Male	294	54.24%
Ethnicity		
Hispanic-Latino	166	30.63%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	2	0.37%
Black - African American	232	42.80%
Native Hawaiian - Pacific Islander	0	0.00%
White	121	22.32%
Two-or-More	21	3.87%

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	8	8.70%
Auditory impairment	2	2.17%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	1.09%
Emotional disturbance	9	9.78%
Learning disability	22	23.91%
Speech impairment	29	31.52%
Autism	20	21.74%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	1.09%
Instructional Settings		
Speech Therapy code (00)	24	26.09%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	24	26.09%

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

	Count	Percent

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

	Count	Percent
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	46	8.49%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	34	6.27%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	11	2.03%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	0	0.00%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	29	5.35%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	92	16.97%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	542	100.00%
Dyslexia (Dyslexia-Indicator-Code = 1)	14	2.58%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	292	53.87%
Free Meals (Economic-Disadvantage-Code = 01)	243	44.83%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	49	9.04%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	3	0.55%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	2	0.37%

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

	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	116	21.40%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	1	0.18%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	22	4.06%
Foster Care (Foster-Care-Indicator-Code = 1,2)	2	0.37%
Section 504 (Section-504-Indicator-Code = 1)	20	3.69%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	28	5.17%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Transfer In Students (Student Attribution Code = 6)	7	1.2915%

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

	Count	Percent
Resource Room codes (41, 42)	26	28.26%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	1	1.09%
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)	17	18.48%
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)	9	15.52%
Teacher (Role ID = 087 AND Object Code = 6119)	41	70.69%
Educational Aide (Role ID = 033 AND Object Code = 6129)	8	13.79%
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.

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.

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 lease 10 days and absent for 10% or more days during the 2019-20 school year.

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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)

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

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.

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Part (ix): Teacher Quality Data

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

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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.

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There is no data for this campus.

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): 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)

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)