

Crandall Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



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

Mission Statement

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

Vision

To empower each student to positively impact the world.

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Comprehensive Needs Assessment

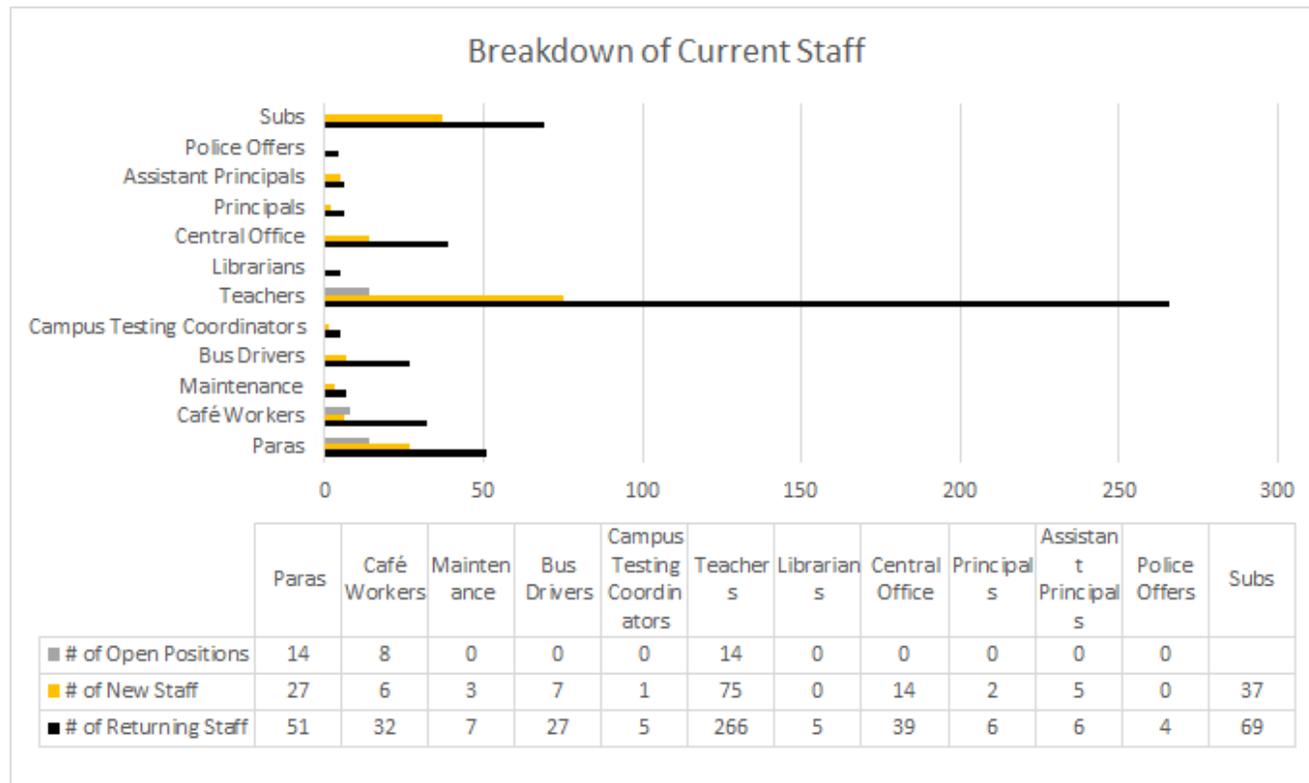
Revised/Approved: September 14, 2021

Demographics

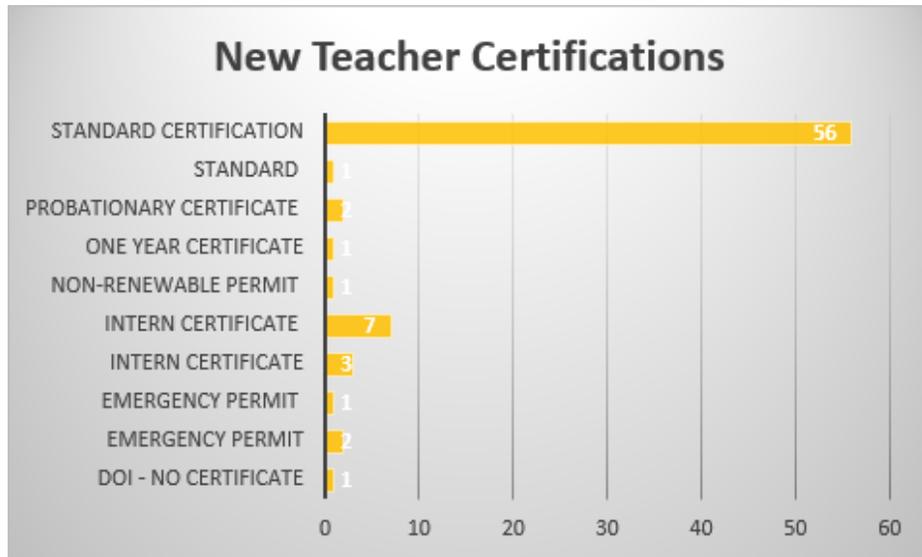
Demographics Summary

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

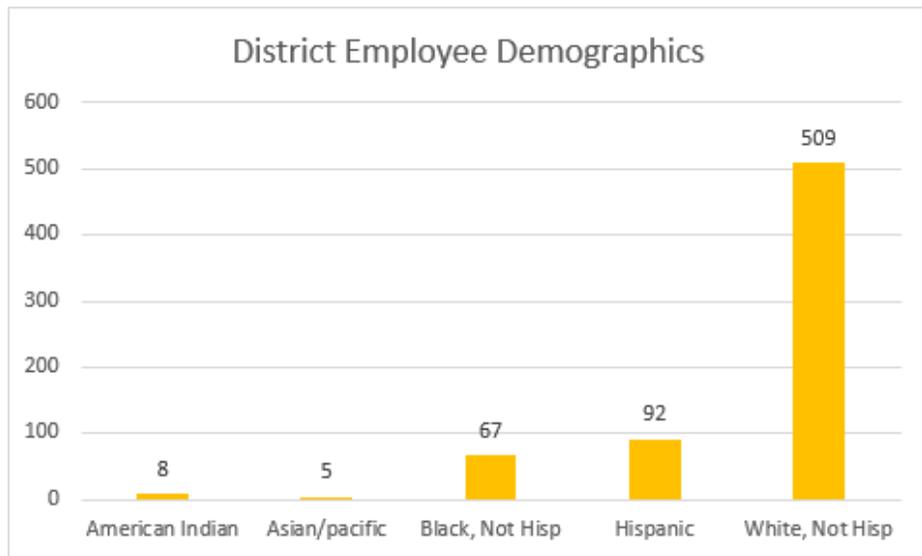
Our goal is to improve our retention with our staff this year.



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

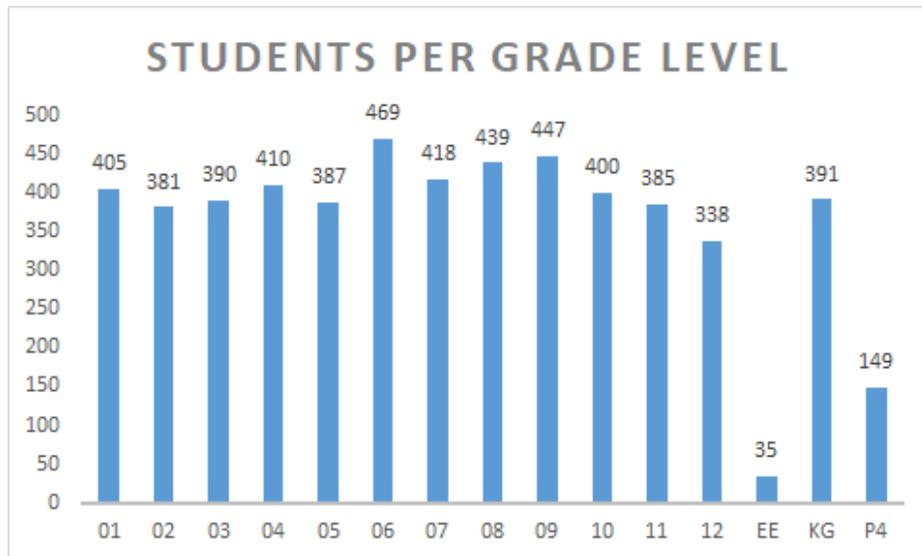
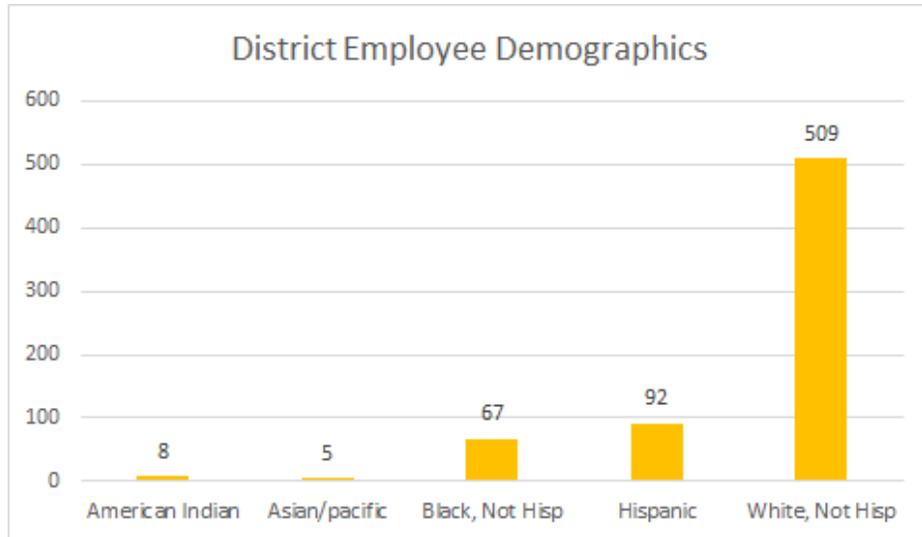


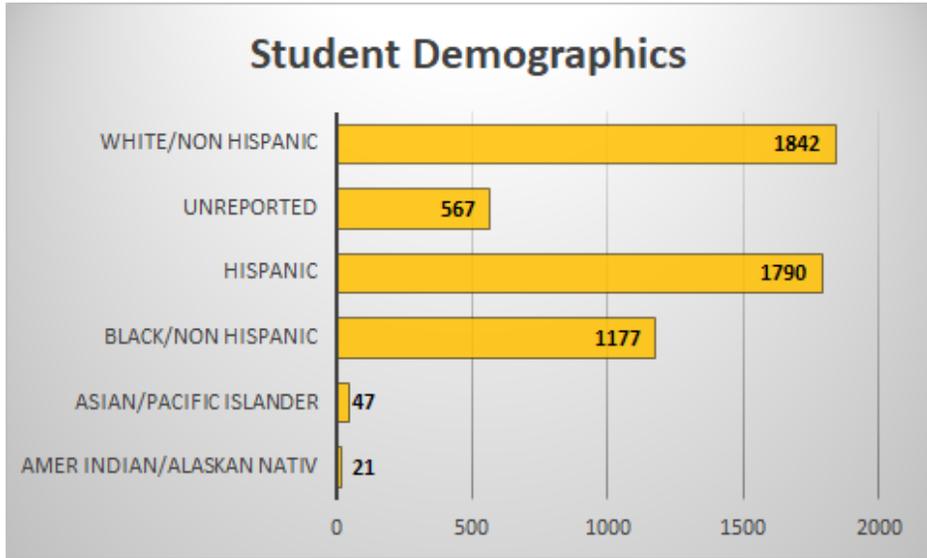
Our district has a total of 517 employees with the following demographic breakdown.



2021- 2022

Our employee demographics regarding ethnicity are shown as the following:





History of Community:

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

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

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

Demographics Strengths

Fast Growth District

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

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

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

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

New Facilities

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

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

Crandall as a Community

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

Crandall Demographics

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

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

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

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

STAAR Reading Performance (3-6)

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

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

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

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

STAAR Reading Performance (7-8)

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

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

STAAR Writing Performance (4 and 7)

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

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

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

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

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

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

STAAR Math Performance (3-6)

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

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

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

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

STAAR Math Performance (7-9)

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

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

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

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

STAAR Science Performance

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

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

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

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

STAAR History

US History				
	18-19	20-21	▲	State
Approach	94	89	-5	88
Meets	71	68	-3	69

8th Grade Social Studies				
	18-19	20-21	▲	20-21
Approach	54	58	4	56
Meets	21	23	2	27

Masters	41	35	-6	43	Masters	9	8	-1	13
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In Social Studies, our district-wide performance remained at 74% at the Approaches level. Additionally, we maintained at 46% at the Meets level and a 3% decline at the Masters level to 22%. A continued focus on high-quality Tier One Instruction is essential to help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.

Advanced Academics: Advanced Placement (AP)

The screenshot shows a 'SCHOOL SUMMARY' report with a table of AP student data. The table has columns for the years 2017, 2018, 2019, 2020, and 2021. The rows include Total AP Students, Number of Exams, AP Students with Scores 3+, and % of Total AP Students with Scores 3+.

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

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

Student Learning Strengths

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

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

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

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

District Processes & Programs

District Processes & Programs Summary

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

District Processes & Programs Strengths

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

Problem Statements Identifying District Processes & Programs Needs

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

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

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

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

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

Perceptions

Perceptions Summary

Priorities for District and School Administrators:

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

We will focus on character, compassion, and community.

Compassion

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

Character

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

Community

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

Perceptions Strengths

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

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

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

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

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

Problem Statement 5 Areas: Demographics

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

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

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 3 Areas: Perceptions

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

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

Problem Statement 6 Areas: Demographics

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 4 Areas: Demographics

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

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

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Goals

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

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

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

Summative Evaluation: Met Objective

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

Strategy 4 Details	Reviews			
<p>Strategy 4: Support second, third, and new K-1 grade teachers in the training of the Texas Education Agency Literacy Academies in order for teachers to understand how to apply their learning to our current district beliefs and practices.</p> <p>Strategy's Expected Result/Impact: Enhance teachers knowledge and skills.</p> <p>Staff Responsible for Monitoring: Reading Academy Cohort leader, Instructional Strategist, campus administrators, and Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Implementation of support and training to special education staff in the resources and strategies used in the general education classroom, thereby providing special education students access to the grade level TEKS and ensuring all appropriate supports are in place</p> <p>Strategy's Expected Result/Impact: Increase student achievement and close gaps.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Coordinator of Special Education, Curriculum Strategist, and Chief Academic Officer.</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Strategic implementation of Summit K-12 and goal setting for targeted students.</p> <p>Strategy's Expected Result/Impact: District TELPAS progress rate will improve by 5% English Language Learners</p> <p>Staff Responsible for Monitoring: Director of Bilingual & ESL, Campus ESL teachers, Campus Administrators, and Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Develop in-depth professional learning opportunities based on student needs, data collected during classroom visits, teacher feedback, principal feedback , and student data.</p> <p>Strategy's Expected Result/Impact: Increase effective instructional planning and use of instructional strategies in the classroom will lead to increased student achievement for all students.</p> <p>Staff Responsible for Monitoring: Curriculum Strategist, Director of Special Education, Coordinator of Special Education, Director of Gifted & Talented, Director of Bilingual & ESL, Director of College & Career Readiness, and Chief Academic Officer.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: CISD GT coordinator and campus GT liaisons engage in monthly check-ins to assess their current needs. Many campuses are also utilizing intervention blocks as a tool for their GT programs.</p> <p>Strategy's Expected Result/Impact: Campus administrators will have a direct response to the needs of gifted or advanced learners on their campuses.</p> <p>Staff Responsible for Monitoring: District GT Coordinator, Campus Administrators, GT Teachers, and Chief Academic Officer.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign intervention for students who did not successfully pass 4-8 reading and/or math STAAR and 9-12 English 1, English 2, Biology, Algebra 1, and/or US History EOC.</p> <p>Strategy's Expected Result/Impact: Close academic gaps</p> <p>Staff Responsible for Monitoring: Campus Administration Staff, Campus Testing Coordinators, and Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to all teachers on MAP and utilization of MAP data.</p> <p>Strategy's Expected Result/Impact: Result: Increased teacher capacity Impact: Targeted student intervention and increased student growth expectation.</p> <p>Staff Responsible for Monitoring: Campus testing coordinators, campus administrators, teachers, instructional strategist, and Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: All students will graduate from high school with college, career, and military readiness (CCMR) skills.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Personal Graduation Plans will be conducted with each student to ensure the successful completion of a CCMR measure.</p> <p>Strategy's Expected Result/Impact: 90% of Crandall High School Students will meet the CCMR measure.</p> <p>Staff Responsible for Monitoring: Director of College and Career Readiness, High School Testing Coordinator, Counselors, Teachers, and Campus Administrators,</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: Preparation Courses, Training, and Supplemental Resources - 199-PIC 22 State Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: The district will improve the reading comprehension, fluency, and vocabulary acquisition of all students in Crandall ISD.

Targeted or ESF High Priority

Evaluation Data Sources: Increased ELA Scores and Reading Lexile levels

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Year 2 of Reading Academy Training to develop stronger teachers in the elementary levels. Strategy's Expected Result/Impact: Improved capacity of teachers in the Elementary Schools. Staff Responsible for Monitoring: Campus Administrators, Coordinator of Reading Academy. Elementary ELAR/Social Studies Instructional Strategist, and Chief Academic Officer.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: The district will implement policies and procedures for technology usage throughout the district.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will conduct program evaluations before purchasing any software or contracts related to technology and instruction.</p> <p>Strategy's Expected Result/Impact: Streamline products throughout the district.</p> <p>Staff Responsible for Monitoring: Director of Innovation and Technology, Director of Purchasing, Chief Academic Officer, and Chief of Staff,</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

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

Strategy 4 Details	Reviews			
Strategy 4: Recruit Crandall ISD Alumni from staff referrals for current openings to promote retention within the district. Strategy's Expected Result/Impact: Increase in Crandall Alumni joining Crandall ISD. Staff Responsible for Monitoring: Chief of Staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: The district will provide new teacher training to increase their ability to be successful on campus.

HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers will meet to discuss behavior strategies and classroom management tools.</p> <p>Strategy's Expected Result/Impact: Decrease in new teacher flight from the teaching profession. New teacher surveys indicating the desire to stay in the district and teaching profession.</p> <p>Staff Responsible for Monitoring: Human Resources, The Triple A Team, and Principals.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

HB3 Goal

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of classroom feedback and coaching methods when working with teachers on campus. Strategy's Expected Result/Impact: Increase in retention of teachers Coaching sessions produce connected and committed relationships between administrators and teachers. Monitor effectiveness of coaching sessions with administrators through monthly meetings. Staff Responsible for Monitoring: Campus Administrators and Chief of Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct stay interviews with teachers to promote retention and longevity of staff members in Crandall ISD. Strategy's Expected Result/Impact: Increase in retention rates for teachers. Increase in teacher referrals for Crandall ISD. Staff Responsible for Monitoring: Chief of Staff, Chief Academic Officer, and Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 1: Professional development will be provided to recognize signs of mental health issues in students.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty and Staff will recognize when students are facing moments of crisis, trauma induced needs, and/or mental health struggles.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the effects of mental health illness Teachers will refer students for assistance when recognizing signs of stress or emotional distress. Increased understanding of students' social-emotional well-being through professional development and resources.</p> <p>Staff Responsible for Monitoring: All faculty and staff Counselors Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Advertise and share mental health support resources with staff and parents for students struggling with mental health issues.</p> <p>Strategy's Expected Result/Impact: Decrease in student outcries, depression like-symptoms, and mental health concerns. Increased awareness of district resources. Parents will utilize the parent education nights and district website as a resource and link to community supports.</p> <p>Staff Responsible for Monitoring: Social-Emotional Learning Coordinator Counselors Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The BARK monitoring system will notify administrators and parents when students are making poor choices on the internet.</p> <p>Strategy's Expected Result/Impact: A decrease in BARK alerts per campus Increase in parental awareness in student internet activities</p> <p>Staff Responsible for Monitoring: Campus Administrators, Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Teacher awareness
 Teacher reports increase
 Counselor reports
 Safety/Drill Reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergency, crisis, and safety training will be conducted throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased awareness of safety hazards in the workplace Increased awareness of IDs on students and staff members Increased safety awareness of entry and exit points. Ability to conduct safety drills efficiently. Threat assessment training increases awareness of surroundings and situations to improve safety.</p> <p>Staff Responsible for Monitoring: Coordinator of Safety and Security, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Cybersecurity training will be conducted throughout the district to prevent phishing and hacking attacks on the district network.</p> <p>Strategy's Expected Result/Impact: Increased awareness of Viral hacking attempts and hacking on users.</p> <p>Staff Responsible for Monitoring: All faculty and staff, Director of Innovation and Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Crisis Drills will be conducted that include Fire Drills, Shelter in Place, Lock outs, Lock downs, Building Evacuation, and Tornado Drills,</p> <p>Strategy's Expected Result/Impact: Improved times and execution of drills Efficient Safety Audit Reports Help staff and students respond in an organized and systematic manner during emergency crisis situations.</p> <p>Staff Responsible for Monitoring: Campus Administration, Faculty and Staff, and Coordinator of Safety and Security.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 3: The district shall establish local emergency agreements with local organizations to improve communication and coordination in case of an emergency.

Evaluation Data Sources: Local Agreement Contracts

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Four times a year, a safety and security community team will meet to collaborate on the emergency issues. Strategy's Expected Result/Impact: Community awareness of emergency protocols. Staff Responsible for Monitoring: Coordinator of Safety & Security</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate local agreements with Kaufman County Emergency Management Department, Kaufman County Sheriff, and Crandall Police Department. Strategy's Expected Result/Impact: Increased Communication between parties Staff Responsible for Monitoring: Coordinator of Safety & Security</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 4: The district will post information, provide current safety training, supply emergency kits, and maintain an emergency binder.

Evaluation Data Sources: Monthly Reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: District Safety Coordinator will train staff members staff development. Strategy's Expected Result/Impact: Clear and precise expectations for safety protocols. Staff Responsible for Monitoring: Coordinator of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Safety initiative awareness campaign for faculty, students, and parents. Strategy's Expected Result/Impact: Increased awareness of parental expectations in the event of an emergency or safety drill event. Staff Responsible for Monitoring: Coordinator of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Bus Driver Training for Safety and Security measures Strategy's Expected Result/Impact: A decrease in accidents. Staff Responsible for Monitoring: Chief Officer of Communications and Safety Operations and Director of Transportation.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 5: Monthly safety facility audits will be conducted to protect and secure the learning environments throughout the district.

Evaluation Data Sources: Monthly Required Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Coordinator of Safety & Security will provide training to staff. Strategy's Expected Result/Impact: Decreased safety issues on campus Staff Responsible for Monitoring: Coordinator of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2). Coordinator of Safety & Security performs weekly safety audits on campuses. Strategy's Expected Result/Impact: Increased compliance of safety regulations. Staff Responsible for Monitoring: Coordinator of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide student identification cards for all students in district. Strategy's Expected Result/Impact: Awareness of strangers on campus. Staff Responsible for Monitoring: Director of Transportation and Operations	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Public relations will be an integral part of each campus while promoting the positive aspects of campus life.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Increasing public relations on each campus to promote CISD by creating social media calendars and utilizing planning social media planning software.</p> <p>Strategy's Expected Result/Impact: Positive promotion of district becomes routine.</p> <p>Staff Responsible for Monitoring: Chief of Communications & Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish training for a campus webmaster program.</p> <p>Strategy's Expected Result/Impact: Improved communication on campus websites</p> <p>Staff Responsible for Monitoring: Chief of Communications & Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 2: The district will provide opportunities for the community, parents, students and staff to have their voice heard and participate in activities focusing on increasing culture.

Evaluation Data Sources: Culture Committee events and participation rates

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Community, parent, teacher, and student online communication platform to open up the lines of communication.</p> <p>Strategy's Expected Result/Impact: Increase in number of resolved issues in the district and on campus.</p> <p>Staff Responsible for Monitoring: Chief of Communications & Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Culture Committee to provide opportunities for the community, staff, and students to participate in positive events and giving back.</p> <p>Strategy's Expected Result/Impact: Increased of positive culture and climate</p> <p>Staff Responsible for Monitoring: Chief of Communications & Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

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

Evaluation Data Sources: Social media reports and engagement tracking

Pictures posted

Advertisements posted

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Training on social media techniques and district branding guidelines will be given to appropriate staff members in the district. Strategy's Expected Result/Impact: Awareness off district expectations and guidelines Staff Responsible for Monitoring: Chief of Communications & Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Internal communication increased through Pirate Nation Communication sent to district and campus leadership. Strategy's Expected Result/Impact: Increased awareness with action items and activities on campuses. Staff Responsible for Monitoring: Chief of Communications and Operations	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: The district will increase the opportunities for parent and community engagement in the educational process.

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

Summative Evaluation: Significant progress made toward meeting Objective

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

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

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

Evaluation Data Sources: Annual audits

Summative Evaluation: Met Objective

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

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

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

Evaluation Data Sources: Annual FIRST Rating

Summative Evaluation: Met Objective

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

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

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

Evaluation Data Sources: Facility reviews, building capacities

Summative Evaluation: Met Objective

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

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents of enrolled students

Teachers

Principals

Community Members

Business and Industry Representatives

Pupil Services Personnel

Teacher of Students with Special Needs

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

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

District Funding Summary

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

Addendums

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

Not Rated: Declared State of Disaster

Accountability Data Summary

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

Distinction Designations

Distinction designations were not awarded in 2021.

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

Calculation Report

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

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

Data Table

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	302	41	98	148	*	*	-	11	121	20	32	22	5	223	79
At Masters GL Standard	142	19	39	75	*	*	-	7	44	3	5	12	4	107	35
Total Tests	670	127	240	267	*	*	-	31	327	79	107	72	11	442	228
Participation															
% participation 2018-19	99%	99%	99%	99%	*	*	*	96%	99%	100%	100%	97%	*	99%	99%
% participation 2020-21	97%	97%	98%	97%	*	*	-	94%	97%	99%	99%	97%	100%	98%	96%

- Indicates there are no students in the group.

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

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

**Texas Education Agency
2021 College, Career, and Military Readiness
CRANDALL ISD (129901)**

Calculation Table

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

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	124	40%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	171	56%
Met TSI assessment criteria	148	48%
Met ACT criteria	23	8%
Met SAT criteria	80	26%
Earned credit for a college prep course	18	6%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	156	51%
Met TSI assessment criteria	102	33%
Met ACT criteria	22	7%
Met SAT criteria	49	16%
Earned credit for a college prep course	55	18%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	49	16%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	84	27%
Industry-Based Certifications		
Earned an industry-based certification from approved list	18	6%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	18	6%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	16	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

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

**Texas Education Agency
2021 Graduation Rate
CRANDALL ISD (129901)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	98.7%	97.1%	98.8%	99.3%	-	*	*	100.0%	97.9%	100.0%	100.0%
# Graduated	304	66	79	149	-	*	*	7	141	25	37
Total in Class	308	68	80	150	-	*	*	7	144	25	37
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.3%	97.5%	98.6%	100.0%	-	*	-	100.0%	99.2%	100.0%	100.0%
# Graduated	268	39	70	148	-	*	-	**	118	16	19
Total in Class	270	40	71	148	-	*	-	**	119	16	19
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	99.6%	100.0%	100.0%	99.4%	-	*	-	100.0%	99.1%	100.0%	100.0%
# Graduated	278	44	62	162	-	*	-	**	105	10	31
Total in Class	279	44	62	163	-	*	-	**	106	10	31
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.1%	0.4%	0.2%	0.0%	*	0.0%	*	0.0%	0.3%	0.9%	0.0%
% Dropped Out - Conversion	99.0%										
# Dropped Out	2	1	1	0	*	0	*	0	2	1	0
# of Students	1,378	265	409	646	*	11	*	41	681	109	145

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

- Indicates there are no students in the group.

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

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

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

% Economically Disadvantaged	STAAR and CCMR
55.1	51

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

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	No				No	Yes	No	Yes	Yes	Yes	No		
% at Meets GL Standard or Above	45%	36%	38%	56%	63%	89%	-	45%	37%	27%	19%	36%	49%	38%		
# at Meets GL Standard or Above	1,295	194	411	626	5	8	-	51	580	149	69	19	866	429		
Total Tests	2,871	546	1,082	1,112	8	9	-	114	1,589	546	358	53	1,753	1,118		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No				No	No	No	No	No	No	No		
% at Meets GL Standard or Above	37%	28%	32%	47%	38%	63%	-	39%	28%	27%	20%	40%	41%	32%		
# at Meets GL Standard or Above	900	127	291	437	3	5	-	37	371	130	63	21	591	309		
Total Tests	2,409	455	910	934	8	8	-	94	1,343	477	322	52	1,449	960		
Total Indicators															7	22
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)	No	Yes (1)	Yes (1)					Yes (1)		Yes (2)					
2019 % Graduated	97.1%	97.5%	95.9%	97.4%	-	-	-	-	95.9%	-	-					
2020 % Graduated	97.1%	93.1%	98.8%	98.0%	-	*	*	100.0%	94.7%	100.0%	90.2%					
2020 # Graduated	305	67	79	149	-	*	*	7	142	25	37					
2020 Total in Class	314	72	80	152	-	*	*	7	150	25	41					
Total Indicators															5	6
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										40%						
TELPAS Progress										228						
TELPAS Total										563						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No				No	No	No	No	Yes	No	No		
STAAR Component Score	42	35	37	51	45	78	-	43	35	31	22	45	46	37		
% at Approaches GL Standard or Above	70%	61%	64%	80%	67%	96%	-	73%	62%	58%	39%	71%	74%	65%		

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	41%	32%	35%	51%	46%	83%	-	39%	32%	26%	19%	41%	45%	34%		
% at Masters GL Standard	16%	12%	12%	23%	21%	54%	-	18%	11%	9%	8%	24%	19%	13%		
Total Tests	7,754	1,478	2,894	3,023	24	24	-	311	4,265	1,477	983	149	4,707	3,047		
Total Indicators															1	11
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes	Yes	Yes	Yes					Yes	Yes	Yes		Yes	Yes		
% Students Meeting CCMR	57%	45%	58%	63%	-	*	*	56%	45%	51%	76%	*	66%	38%		
# Students Meeting CCMR	182	31	44	101	-	*	*	5	65	19	28	*	146	36		
Total Students	317	69	76	160	-	*	*	9	143	37	37	*	221	96		
Total Indicators															9	9
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	3,000	566	970	1,318	6	14	-	126	1,585	484	351	51	1,691	1,309		
Total Tests	3,006	567	972	1,321	6	14	-	126	1,589	484	352	51	1,696	1,310		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	2,376	438	776	1,055	5	9	-	93	1,238	395	288	44	1,316	1,060		
Total Tests	2,380	439	776	1,058	5	9	-	93	1,241	395	289	44	1,319	1,061		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	97%	95%	99%	97%	100%	90%	-	91%	97%	100%	96%	100%	98%	96%		
# Participants	3,093	604	1,206	1,149	8	9	-	117	1,733	637	384	57	1,851	1,242		
Total Tests	3,186	634	1,221	1,184	8	10	-	129	1,779	640	399	57	1,895	1,291		
Mathematics																
% Participation	95%	94%	97%	95%	100%	89%	-	88%	96%	98%	95%	100%	96%	94%		
# Participants	2,562	499	987	963	8	8	-	97	1,438	520	337	56	1,512	1,050		
Total Tests	2,693	533	1,019	1,014	8	9	-	110	1,502	528	354	56	1,581	1,112		

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

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

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

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

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

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

- Indicates there are no students in the group.

2019 to 2021 STAAR Scores

3rd Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	82	48	29	74	39	18
Dietz	89	61	38	80	40	22
Martin	79	38	21	55	21	12
Walker	81	53	28	75	39	20
Wilson	82	45	32	76	46	17
NRES				80	43	18

4th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	77	45	23	56	31	11
Dietz	68	36	18	58	31	10
Martin	75	42	25	51	21	9
Walker	75	43	19	75	34	19
Wilson	87	58	32	75	51	26
NRES				54	23	10

5th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	84	51	29	71	46	30
Dietz	75	44	26	77	47	30
Martin	82	45	29	69	45	27
Walker	85	48	24	67	38	25
Wilson	92	63	38	81	53	37
NRES				56	41	28

6th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	78	48	23	71	33	16
Dietz	87	52	27	71	38	23
Martin	68	45	23	75	35	18
Walker	67	31	14	66	32	13
Wilson	90	63	29	73	31	12
NRES				70	33	15

7th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	76	46	25	67	39	22

8th Grade Reading						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	87	53	26	76	44	18

English I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
Disctrict	77	57	10	69	53	7
CHS	78	59	10	73	57	7
Compass	44	0	0	22	0	0

English II						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	73	51	8	75	60	9
CHS	77	55	9	77	62	9
Compass	24	6	0	17	17	0

3rd Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	83	52	23	69	31	13
Dietz	90	66	33	63	28	15
Martin	82	45	8	54	21	7
Walker	77	44	20	70	33	16
Wilson	84	55	32	71	29	11
NRES				80	34	13

4th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	76	49	32	57	35	20
Dietz	58	32	16	60	29	14
Martin	86	60	39	51	35	21
Walker	74	41	29	48	19	7
Wilson	88	66	47	68	51	31
NRES				50	29	19

5th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	87	48	29	70	43	22
Dietz	81	31	16	66	36	15
Martin	92	59	36	71	45	24
Walker	80	44	26	77	55	33
Wilson	96	60	39	71	47	23
NRES				67	31	13

6th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	88	54	24	74	38	17
Dietz	88	56	18	70	33	18
Martin	86	49	25	83	56	24
Walker	83	44	17	67	32	15
Wilson	93	65	35	77	35	16
NRES				73	33	11

7th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	71	35	10	53	28	13

8th Grade Math						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
CMS	73	22	3	65	35	4

Algebra I						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	76	46	81	41	21
CHS	92	69	37	78	30	10
Compass	-	-	-	-	-	-
CMS	100	96	69	99	82	56

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

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

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

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

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

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

US History						
	2019 Approaches	2019 Meets	2019 Masters	2021 Approaches	2021 Meets	2021 Masters
District	94	71	41	89	68	35
CHS	97	78	47	91	70	36
Compass	75	20	5	65	54	27

Accountability Summary 2018 - 2021

Name of District	CRANDALL ISD
District Number	129901

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	46	50		42
College, Career and Military Readiness (2018-2020 Rules)	41	62	68	
% Military Enlistment	5	3	4	<- Hand enter from 2020 CCMR Accountability Data Report*
% CTE Coherent Sequence	0	16	12	
College, Career and Military Readiness (2021 Rules) **	36	43	52	59
Graduation Rate	100.0	100.0	99.6	100.0

** The calculation of CCMR changed significantly in 2021.

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

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

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

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	66	71		
Relative Performance (STAAR Performance and CCMR)	44	56		51
Relative Performance (% EcoDis)	44.3%	50.9%		55.1%

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

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

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

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

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

2021 English Language Proficiency Status

Campus Name	Crandall High School
9-Digit Campus Number	129901001

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

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

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

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

2021 English Language Proficiency Status

Campus Name	Compass Academy
9-Digit Campus Number	129901002

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

TELPAS Summary	# TELPAS Progress / # TELPAS =	0	5	0%
# of Students who scored Advanced High in 2021	0	<i>Prior Year Used for Comparison</i>		
		N/A		
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	<i>Prior Year Used for Comparison</i>		
		2020	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	2019	0	
		2018	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	5	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	5	
		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 <u>IMPROVED 3 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u>	0
	# whose Composite TELPAS Rating <u>DID NOT IMPROVE</u>	0
	Total # Scoring Advanced High in 2021 with a prior year Score	0

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

2021 English Language Proficiency Status

Campus Name	Crandall Middle School
9-Digit Campus Number	129901041

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	
# Students TELPAS & TELPAS Alt Progress	16
# Students TELPAS & TELPAS Alt	84
TELPAS Progress Rate <small>(only evaluated in Domain III if # Students TELPAS ≥ 25)</small>	19%

TELPAS Summary	# TELPAS Progress / # TELPAS =	16	84	19%
# of Students who scored Advanced High in 2021	8	<i>Prior Year Used for Comparison</i>		
		N/A		
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	0	
		2018	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	8	<i>Prior Year Used for Comparison</i>		
		2020	2	
		2019	6	
		2018	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	68	<i>Prior Year Used for Comparison</i>		
		2020	23	
		2019	43	
		2018	2	

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year		
	# whose Composite TELPAS Rating <u>IMPROVED 3 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u>	1
	# whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u>	2
	# whose Composite TELPAS Rating <u>DID NOT IMPROVE</u>	5
	Total # Scoring Advanced High in 2021 with a prior year Score	8

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

2021 English Language Proficiency Status

Campus Name	Martin Elementary
9-Digit Campus Number	129901101

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	
# Students TELPAS & TELPAS Alt Progress	62
# Students TELPAS & TELPAS Alt	132
TELPAS Progress Rate <small>(only evaluated in Domain III if # Students TELPAS ≥ 25)</small>	47%

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

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year	# whose Composite TELPAS Rating IMPROVED 3 LEVELS	0
	# whose Composite TELPAS Rating IMPROVED 2 LEVELS	2
	# whose Composite TELPAS Rating IMPROVED 1 LEVEL	8
	# whose Composite TELPAS Rating DID NOT IMPROVE	8
	Total # Scoring Advanced High in 2021 with a prior year Score	18

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

2021 English Language Proficiency Status

Campus Name	Wilson Elementary
9-Digit Campus Number	129901102

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	
# Students TELPAS & TELPAS Alt Progress	41
# Students TELPAS & TELPAS Alt	72
TELPAS Progress Rate <small>(only evaluated in Domain III if # Students TELPAS ≥ 25)</small>	57%

TELPAS Summary	# TELPAS Progress / # TELPAS =	41	72	57%
# of Students who scored Advanced High in 2021	25	<i>Prior Year Used for Comparison</i>		
		N/A		
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	0	
	Group 2	2018	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	16	<i>Prior Year Used for Comparison</i>		
		2020	4	
		2019	12	
	Group 3	2018	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	31	<i>Prior Year Used for Comparison</i>		
		2020	5	
		2019	25	
	Group 4	2018	1	

Performance of students who scored Advanced High in 2021 AND who have a TELPAS Composite Rating from a prior year	# whose Composite TELPAS Rating <u>IMPROVED 3 LEVELS</u>	2
	# whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u>	9
	# whose Composite TELPAS Rating <u>DID NOT IMPROVE</u>	14
	Total # Scoring Advanced High in 2021 with a prior year Score	25

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

2021 English Language Proficiency Status

Campus Name	Walker Elementary
9-Digit Campus Number	129901103

2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	
# Students TELPAS & TELPAS Alt Progress	18
# Students TELPAS & TELPAS Alt	40
TELPAS Progress Rate <small>(only evaluated in Domain III if # Students TELPAS ≥ 25)</small>	45%

TELPAS Summary	# TELPAS Progress / # TELPAS =	18	40	45%
# of Students who scored Advanced High in 2021	11	<i>Prior Year Used for Comparison</i>		
		N/A		
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	<i>Prior Year Used for Comparison</i>		
		2020	0	
		2019	0	
		2018	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	7	<i>Prior Year Used for Comparison</i>		
		2020	5	
		2019	2	
		2018	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	22	<i>Prior Year Used for Comparison</i>		
		2020	12	
		2019	10	
		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 <u>IMPROVED 3 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u>	0
	# whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u>	4
	# whose Composite TELPAS Rating <u>DID NOT IMPROVE</u>	6
	Total # Scoring Advanced High in 2021 with a prior year Score	10

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

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 <small>(only evaluated in Domain III if # Students TELPAS ≥ 25)</small>	39%

TELPAS Summary	# TELPAS Progress / # TELPAS =	12	31	39%
# of Students who scored Advanced High in 2021	5	<i>Prior Year Used for Comparison</i>		
	<i>Group 1</i>	N/A		
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	<i>Prior Year Used for Comparison</i>		
	<i>Group 2</i>	2020	0	
	<i>Group 2</i>	2019	0	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	7	<i>Prior Year Used for Comparison</i>		
	<i>Group 3</i>	2020	4	
	<i>Group 3</i>	2019	3	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	19	<i>Prior Year Used for Comparison</i>		
	<i>Group 4</i>	2020	8	
	<i>Group 4</i>	2019	11	
<i>Group 4</i>	<i>Group 4</i>	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	<i>Prior Year Used for Comparison</i>		
	<i>Group 5</i>	N/A		
# of Students who scored below Basic Fluency in 2021 and whose Composite TELPAS Alternate Rating <u>IMPROVED</u> from the prior year used in determining EL Proficiency (2020 or 2019)	0	<i>Prior Year Used for Comparison</i>		
	<i>Group 6</i>	2020	0	
	<i>Group 6</i>	2019	0	
# of Students who scored below Basic Fluency in 2021, and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	<i>Prior Year Used for Comparison</i>		
	<i>Group 7</i>	2020	0	
	<i>Group 7</i>	2019	0	
<i>Group 7</i>	<i>Group 7</i>			

2021 English Language Proficiency Status

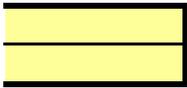
Campus Name	Noble Reed Elementary
9-Digit Campus Number	129901106

2021 English Language Proficiency Status Calculation (TELPAS & TEPAS Alt Progress)	
# Students TELPAS & TEPAS Alt Progress	3
# Students TELPAS & TEPAS Alt	7
TELPAS Progress Rate <small>(only evaluated in Domain III if # Students TELPAS ≥ 25)</small>	44

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

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

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



TELPAS Alt)
2
2
1%

44%
for Comparison
A
for Comparison
0
1
0
for Comparison
7
12
0
for Comparison
19
21
0

0
1
2
6
9

100%
for Comparison
A
for Comparison
0
1
for Comparison
0
0

2019-20 Texas Academic Performance Report

District Name: **CRANDALL ISD**

District Number: **129901**

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

2020 Special Education Determination Status:

Meets Requirements

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

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

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

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

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

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

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

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

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

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

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

		State	Region 10	District	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)
At Meets Grade Level or Above	2019	55%	58%	44%	25%	34%	57%	*	*	*	40%	33%	*	51%	32%	33%	16%
	2018	53%	56%	39%	28%	42%	39%	*	*	-	52%	19%	20%	43%	30%	33%	20%
At Masters Grade Level	2019	33%	36%	24%	9%	17%	34%	*	*	*	20%	13%	*	29%	16%	17%	8%
	2018	31%	34%	19%	15%	13%	22%	*	*	-	24%	8%	0%	21%	15%	14%	4%

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

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

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

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	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	62	65	46	59	74	-	*	-	81	62	75	68	62	58	69
	2018	63	64	66	58	65	69	*	*	-	73	65	64	67	65	61	70
Grade 4 Mathematics	2019	65	67	71	50	74	74	-	*	-	85	63	83	75	65	69	77
	2018	65	67	61	46	65	62	*	*	-	59	45	50	59	63	57	71
Grade 5 ELA/Reading	2019	81	83	79	73	80	81	*	*	-	65	68	69	80	77	76	76
	2018	80	82	73	73	73	72	-	*	-	86	68	80	73	73	75	71
Grade 5 Mathematics	2019	83	85	85	86	80	90	*	*	-	80	83	100	87	83	84	76
	2018	81	82	71	69	70	71	-	*	-	88	67	60	73	69	74	75
Grade 6 ELA/Reading	2019	42	46	55	50	49	58	-	*	-	68	43	38	59	50	50	49
	2018	47	50	49	45	44	52	*	-	-	50	29	*	50	47	47	49
Grade 6 Mathematics	2019	54	58	66	60	53	76	-	*	-	71	50	73	72	59	58	50
	2018	56	60	58	52	55	62	*	-	-	67	60	*	64	51	54	51
Grade 7 ELA/Reading	2019	77	78	67	69	65	69	*	-	-	63	52	*	67	68	65	65
	2018	76	77	73	71	66	77	-	*	-	90	84	80	77	67	69	60
Grade 7 Mathematics	2019	62	64	48	52	49	46	*	-	-	38	38	*	49	46	46	53
	2018	67	69	62	54	65	63	-	*	-	50	70	90	62	61	61	65
Grade 8 ELA/Reading	2019	77	78	80	75	81	82	-	*	-	68	67	*	81	79	82	84
	2018	79	80	76	76	73	77	*	*	-	95	82	*	78	72	79	72
Grade 8 Mathematics	2019	82	81	76	66	80	76	-	-	-	83	56	-	80	72	73	79
	2018	81	80	70	65	70	72	*	*	-	69	60	*	73	66	69	62
End of Course English II	2019	69	71	78	80	80	74	*	*	-	90	88	60	76	82	81	87
	2018	67	67	60	57	61	61	*	-	*	40	45	*	57	66	57	58
End of Course Algebra I	2019	75	78	87	80	87	88	*	*	-	92	60	100	88	86	82	83
	2018	72	75	76	65	72	81	-	*	-	82	41	71	78	73	74	68
All Grades Both Subjects	2019	69	71	71	66	71	74	75	100	-	74	62	73	73	69	69	70
	2018	69	71	66	61	64	68	59	83	*	72	59	66	68	64	64	63
All Grades ELA/Reading	2019	68	70	71	66	70	73	*	100	-	74	63	59	72	70	69	71
	2018	69	70	66	63	63	68	83	83	*	74	61	73	67	64	64	62
All Grades Mathematics	2019	70	72	72	66	71	75	*	100	-	74	61	88	75	68	69	69
	2018	70	72	66	58	66	68	30	83	-	70	57	60	68	63	64	64

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

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

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

District Name: CRANDALL ISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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

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

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Texas Education Agency
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Bilingual Education/English as a Second Language

(Current EL Students)

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

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

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

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

Texas Education Agency
Texas Academic Performance Report

District Name: CRANDALL ISD

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2019-20 District Attendance, Graduation, and Dropout Rates

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

Texas Education Agency
Texas Academic Performance Report

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

2019-20 District Attendance, Graduation, and Dropout Rates

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

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

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent

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

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

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

District Name: CRANDALL ISD

County Name: KAUFMAN

District Number: 129901

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

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

District : Crandall ISD



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

District Information

Offers the ASVAB test

Programs of Study

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

More +

Gifted and Talented Programs

- (01) - Pull-out

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

Superintendent	Wendy Eldredge
Assistant/Assoc/Deputy Super	Anjanette Murry
Assistant/Assoc/Deputy Super	Christy Starrett
Assistant/Assoc/Deputy Super	Holly Keown

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

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

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

	Count	Percent
Gender		
Female	<u>2,352</u>	48.32%
Male	<u>2,516</u>	51.68%
Ethnicity		
Hispanic-Latino	<u>1,828</u>	37.55%
Race		
American Indian - Alaskan Native	<u>14</u>	0.29%
Asian	<u>18</u>	0.37%
Black - African American	<u>942</u>	19.35%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>1,874</u>	38.50%

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

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

Student Demographics (2020 - 2021 Fall PEIMS file

	Count	Percent
Student by Program (2020 - 2021 Fall PEIMS file loaded 02/25/2021)		
Limited English Proficient (LEP) (LEP-Indicator-Code = 1)	735	15.10%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	134	2.75%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	450	9.24%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)	128	2.63%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)	7	0.14%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	289	5.94%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	621	12.76%
Title I Participation (Title-I-Part-A-Indicator-Code = A,6,7,9)	2,663	54.70%
Dyslexia (Dyslexia-Indicator-Code = 1)	254	5.22%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	2,631	54.05%
Free Meals (Economic-Disadvantage-Code = 01)	2,204	45.28%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	427	8.77%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	0	0.00%
Homeless Statuses		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	22	0.45%
Shelter (Homeless-Status-Code = 5)	0	0.00%
Doubled Up (Homeless-Status-Code = 2)	14	0.29%
Unsheltered (Homeless-Status-Code = 3)	0	0.00%
Hotel/Motel (Homeless-Status-Code = 4)	8	0.16%

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

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

Special Services (2020 - 2021 Fall PEIMS file loaded

	Count	Percent
Autism	82	13.20%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	9	1.45%
Instructional Settings		
Speech Therapy code (00)	137	22.06%
Homebound code (01)	5	0.81%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	213	34.30%
Resource Room codes (41, 42)	189	30.43%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	2	0.32%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self Contained codes (43,44)	65	10.47%

Not Enrolled on Snapshot Information

	Count	Percent
(2020 - 2021 Fall PEIMS file loaded 02/25/2021)		
As of Status		
Code C	35	94.59%
Code E	2	5.41%
Total Not Enrolled on Snapshot	37	0.75%
Total Snapshot Enrollment	4,868	99.25%
Total Student Snapshot + Not Enrolled on Snapshot	4,905	100.00%

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

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

December 2021

Dear Parent:

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

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

Information on these report cards includes:

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

Part (iii)(I): Academic Growth

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

Part (iii)(II): Graduation Rate

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

Part (iv): English Language Proficiency

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

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

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

Part (vi): Goal Meeting Status

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

Part (vii): STAAR Participation

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

Part (viii): Civil Rights Data

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

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

Part (ix): Teacher Quality Data

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Part (xiv): Additional Information – Chronic Absenteeism

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

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

Sincerely,

Campus Principal

Assistant Superintendent of Data and Information Systems

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

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including—
 - (aa) the specific weight of the indicators in such differentiation;
 - (bb) the methodology by which the State differentiates all such schools;
 - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

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.

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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 preceding fiscal year.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Part (xiv): Additional Information – Chronic Absenteeism

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

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

Part (i): Description of State Accountability System

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

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

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

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

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

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

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

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

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

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	67%	67%	74%	77%	66%	78%	*	*	-	93%	70%	78%	55%	76%	67%	74%	73%	-	*	-	100%
	CWD	42%	44%	55%	29%	56%	63%	-	-	-	-	48%	63%	55%	-	50%	58%	50%	-	-	-	*
	CWOD	70%	70%	76%	82%	67%	80%	*	*	-	93%	73%	80%	-	76%	69%	77%	76%	-	*	-	100%
	EL	54%	54%	67%	*	67%	-	-	*	-	-	67%	63%	50%	69%	67%	59%	75%	-	*	-	-
	Male	64%	64%	74%	74%	66%	81%	-	*	-	80%	70%	78%	58%	77%	59%	74%	-	-	*	-	*
	Female	70%	70%	73%	79%	65%	75%	*	*	-	100%	70%	78%	50%	76%	75%	-	73%	-	*	-	*
Mathematics	All Students	61%	63%	68%	64%	62%	76%	*	*	-	73%	65%	72%	50%	70%	68%	75%	61%	-	*	-	83%
	CWD	40%	44%	50%	43%	38%	63%	-	-	-	39%	63%	50%	-	63%	54%	44%	-	-	-	-	*
	CWOD	64%	66%	70%	66%	65%	78%	*	*	-	73%	68%	73%	-	70%	69%	78%	63%	-	*	-	100%
	EL	51%	54%	68%	*	69%	-	-	*	-	-	67%	75%	63%	69%	68%	66%	71%	-	*	-	-
	Male	63%	65%	75%	63%	72%	84%	-	*	-	80%	70%	79%	54%	78%	66%	75%	-	-	*	-	*

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

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

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

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

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

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

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

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	36%	38%	33%	30%	21%	47%	-	*	-	36%	24%	47%	10%	37%	11%	31%	36%	-	-	-	*	
	CWD	20%	22%	10%	*	11%	13%	-	-	-	*	15%	0%	10%	-	0%	14%	0%	-	-	-	*	
	CWOD	38%	41%	37%	32%	23%	52%	-	*	-	38%	25%	51%	-	37%	13%	34%	39%	-	-	-	*	
	EL	22%	24%	11%	*	10%	*	-	-	-	-	9%	29%	0%	13%	11%	6%	16%	-	-	-	-	
	Male	34%	35%	31%	23%	18%	47%	-	-	-	50%	24%	40%	14%	34%	6%	31%	-	-	-	-	-	*
	Female	38%	41%	36%	39%	25%	47%	-	*	-	25%	24%	56%	0%	39%	16%	-	36%	-	-	-	-	-
Mathematics	All Students	35%	38%	34%	30%	21%	49%	-	*	-	29%	24%	47%	12%	37%	11%	39%	28%	-	-	-	*	
	CWD	22%	25%	12%	*	20%	6%	-	-	-	*	14%	8%	12%	-	13%	17%	0%	-	-	-	*	
	CWOD	37%	40%	37%	32%	21%	55%	-	*	-	31%	26%	51%	-	37%	11%	43%	30%	-	-	-	*	
	EL	23%	26%	11%	*	12%	*	-	-	-	-	9%	29%	13%	11%	11%	12%	11%	-	-	-	-	
	Male	38%	41%	39%	26%	27%	58%	-	-	-	33%	28%	53%	17%	43%	12%	39%	-	-	-	-	-	*
	Female	32%	35%	28%	35%	14%	39%	-	*	-	25%	21%	40%	0%	30%	11%	-	28%	-	-	-	-	-
Grade 5																							
Reading	All Students	45%	49%	46%	35%	37%	59%	*	-	-	31%	40%	54%	23%	50%	29%	43%	50%	-	*	-	67%	
	CWD	22%	25%	23%	13%	24%	33%	-	-	-	*	17%	39%	23%	-	25%	27%	17%	-	*	-	-	
	CWOD	49%	52%	50%	42%	40%	63%	*	-	-	36%	45%	56%	-	50%	30%	47%	55%	-	*	-	67%	
	EL	30%	37%	29%	20%	29%	*	-	-	-	-	29%	30%	25%	30%	29%	32%	26%	-	*	-	-	
	Male	42%	46%	43%	36%	34%	55%	*	-	-	25%	40%	48%	27%	47%	32%	43%	-	-	*	-	*	
	Female	49%	52%	50%	33%	42%	64%	*	-	-	38%	40%	62%	17%	55%	26%	-	50%	-	*	-	*	
Mathematics	All Students	43%	47%	45%	33%	40%	53%	*	-	-	44%	36%	56%	28%	47%	30%	49%	38%	-	*	-	83%	
	CWD	24%	27%	28%	19%	33%	33%	-	-	-	*	17%	56%	28%	-	13%	30%	26%	-	*	-	-	
	CWOD	46%	50%	47%	38%	41%	56%	*	-	-	50%	41%	56%	-	47%	32%	53%	40%	-	*	-	83%	
	EL	30%	36%	30%	40%	29%	*	-	-	-	-	29%	40%	13%	32%	30%	41%	17%	-	*	-	-	
	Male	45%	48%	49%	38%	45%	56%	*	-	-	50%	41%	60%	30%	53%	41%	49%	-	-	*	-	*	
	Female	42%	45%	38%	27%	34%	48%	*	-	-	38%	28%	51%	26%	40%	17%	-	38%	-	*	-	*	
Science	All Students	30%	32%	31%	29%	23%	38%	*	-	-	25%	25%	39%	18%	33%	19%	34%	26%	-	*	-	67%	
	CWD	20%	21%	18%	13%	19%	24%	-	-	-	*	12%	33%	18%	-	13%	24%	9%	-	*	-	-	
	CWOD	32%	34%	33%	34%	24%	40%	*	-	-	29%	28%	40%	-	33%	20%	36%	29%	-	*	-	67%	
	EL	14%	17%	19%	40%	16%	*	-	-	-	-	16%	40%	13%	20%	19%	30%	6%	-	*	-	-	
	Male	34%	36%	34%	31%	28%	40%	*	-	-	25%	30%	41%	24%	36%	30%	34%	-	-	*	-	*	
	Female	27%	29%	26%	27%	17%	34%	*	-	-	25%	17%	37%	9%	29%	6%	-	26%	-	*	-	*	
Grade 6																							
Reading	All Students	32%	34%	34%	29%	29%	40%	-	*	-	55%	29%	39%	19%	36%	15%	33%	34%	-	*	-	67%	
	CWD	16%	17%	19%	10%	13%	30%	-	-	-	-	21%	17%	19%	-	0%	24%	13%	-	-	-	-	
	CWOD	34%	37%	36%	32%	32%	42%	-	*	-	55%	31%	42%	-	36%	18%	35%	38%	-	*	-	67%	
	EL	13%	15%	15%	*	16%	*	-	-	-	-	18%	0%	0%	18%	15%	17%	13%	-	-	-	-	
	Male	30%	32%	33%	38%	26%	36%	-	*	-	*	30%	37%	24%	35%	17%	33%	-	-	-	-	-	*
	Female	34%	37%	34%	18%	31%	44%	-	-	-	63%	29%	42%	13%	38%	13%	-	34%	-	*	-	*	

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

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	35%	39%	38%	26%	34%	47%	-	*	-	55%	30%	48%	22%	41%	27%	44%	31%	-	*	-	67%
	CWD	19%	21%	22%	9%	21%	30%	-	-	-	-	17%	30%	22%	-	8%	30%	12%	-	-	-	-
	CWOD	37%	42%	41%	29%	36%	50%	-	*	-	55%	32%	50%	-	41%	31%	47%	34%	-	*	-	67%
	EL	18%	22%	27%	*	27%	*	-	-	-	-	27%	25%	8%	31%	27%	36%	18%	-	-	-	-
	Male	37%	41%	44%	36%	40%	51%	-	*	-	*	36%	53%	30%	47%	36%	44%	-	-	-	-	*
	Female	33%	37%	31%	15%	28%	43%	-	-	-	-	50%	24%	41%	12%	34%	18%	-	31%	-	*	-
Grade 7																						
Reading	All Students	44%	46%	40%	26%	38%	53%	*	*	-	15%	29%	54%	17%	44%	20%	34%	45%	-	-	*	25%
	CWD	20%	21%	17%	29%	14%	18%	*	-	-	*	12%	31%	17%	-	0%	15%	21%	-	-	*	*
	CWOD	48%	49%	44%	25%	42%	59%	*	*	-	20%	34%	57%	-	44%	24%	38%	49%	-	-	-	40%
	EL	20%	23%	20%	*	19%	*	-	-	-	-	21%	13%	0%	24%	20%	20%	19%	-	-	-	-
	Male	41%	42%	34%	20%	37%	44%	*	-	-	0%	28%	46%	15%	38%	20%	34%	-	-	-	*	*
	Female	48%	50%	45%	31%	38%	61%	*	*	-	33%	32%	60%	21%	49%	19%	-	45%	-	-	-	-
Mathematics	All Students	26%	32%	28%	19%	23%	41%	*	*	-	8%	18%	42%	11%	31%	7%	30%	26%	-	-	*	25%
	CWD	16%	18%	11%	21%	9%	6%	*	-	-	*	10%	13%	11%	-	0%	15%	4%	-	-	*	*
	CWOD	28%	34%	31%	18%	25%	46%	*	*	-	10%	20%	45%	-	31%	9%	33%	30%	-	-	-	40%
	EL	10%	11%	7%	*	7%	*	-	-	-	-	4%	25%	0%	9%	7%	13%	0%	-	-	-	-
	Male	27%	32%	30%	23%	29%	38%	*	-	-	17%	23%	42%	15%	33%	13%	30%	-	-	-	*	*
	Female	26%	31%	26%	16%	15%	44%	*	*	-	0%	13%	42%	4%	30%	0%	-	26%	-	-	-	-
Grade 8																						
Reading	All Students	45%	48%	45%	34%	39%	58%	-	*	-	39%	35%	56%	22%	48%	13%	43%	47%	-	*	*	60%
	CWD	21%	22%	22%	33%	13%	23%	-	-	-	*	21%	24%	22%	-	0%	28%	8%	-	*	-	-
	CWOD	48%	50%	48%	34%	42%	62%	-	*	-	41%	37%	59%	-	48%	16%	46%	50%	-	*	*	60%
	EL	19%	22%	13%	*	14%	*	-	-	-	-	6%	29%	0%	16%	13%	9%	17%	-	-	-	*
	Male	40%	43%	43%	37%	32%	58%	-	*	-	25%	30%	59%	28%	46%	9%	43%	-	-	*	-	*
	Female	51%	53%	47%	32%	46%	58%	-	-	-	50%	42%	53%	8%	50%	17%	-	47%	-	*	*	*
Mathematics	All Students	36%	35%	37%	34%	33%	43%	-	-	-	50%	28%	48%	27%	39%	16%	35%	39%	-	*	*	60%
	CWD	20%	20%	27%	33%	13%	31%	-	-	-	*	21%	35%	27%	-	0%	34%	8%	-	*	-	-
	CWOD	38%	37%	39%	35%	36%	45%	-	-	-	46%	29%	50%	-	39%	21%	35%	42%	-	*	*	60%
	EL	17%	20%	16%	*	17%	*	-	-	-	-	10%	29%	0%	21%	16%	14%	19%	-	-	-	*
	Male	35%	34%	35%	38%	28%	41%	-	-	-	43%	25%	50%	34%	35%	14%	35%	-	-	*	-	*
	Female	37%	37%	39%	30%	38%	45%	-	-	-	57%	32%	47%	8%	42%	19%	-	39%	-	*	*	*
Science	All Students	42%	45%	43%	35%	33%	58%	-	*	-	33%	34%	53%	27%	45%	11%	46%	39%	-	*	*	40%
	CWD	22%	23%	27%	33%	20%	31%	-	-	-	*	25%	29%	27%	-	11%	34%	8%	-	*	-	-
	CWOD	45%	47%	45%	36%	34%	61%	-	*	-	35%	35%	56%	-	45%	11%	48%	42%	-	*	*	40%
	EL	16%	19%	11%	*	11%	*	-	-	-	-	13%	7%	11%	11%	11%	14%	8%	-	-	-	*
	Male	43%	45%	46%	37%	33%	63%	-	*	-	38%	32%	62%	34%	48%	14%	46%	-	-	*	-	*
	Female	42%	44%	39%	34%	32%	53%	-	-	-	30%	36%	43%	8%	42%	8%	-	39%	-	*	*	*
End of Course																						

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

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	49%	50%	52%	44%	44%	63%	*	-	-	62%	44%	62%	21%	55%	15%	44%	61%	-	*	*	83%
	CWD	19%	20%	21%	25%	21%	17%	-	-	-	*	19%	25%	21%	-	11%	22%	19%	-	*	-	-
	CWOD	53%	54%	55%	46%	46%	66%	*	-	-	67%	47%	64%	-	55%	15%	46%	64%	-	-	*	83%
	EL	16%	19%	15%	-	15%	-	-	-	-	-	18%	0%	11%	15%	15%	9%	23%	-	-	-	-
	Male	44%	45%	44%	32%	34%	57%	*	-	-	60%	35%	54%	22%	46%	9%	44%	-	-	*	-	*
	Female	55%	56%	61%	57%	55%	68%	-	-	-	*	53%	71%	19%	64%	23%	-	61%	-	-	*	*
English II	All Students	57%	57%	60%	47%	57%	68%	-	*	-	59%	51%	69%	11%	65%	15%	53%	66%	-	*	-	*
	CWD	22%	23%	11%	11%	7%	17%	-	-	-	*	8%	18%	11%	-	17%	12%	9%	-	-	-	-
	CWOD	60%	61%	65%	52%	63%	72%	-	*	-	63%	57%	72%	-	65%	14%	60%	69%	-	*	-	*
	EL	18%	22%	15%	-	15%	-	-	-	-	-	18%	0%	17%	14%	15%	12%	17%	-	-	-	*
	Male	51%	52%	53%	44%	53%	57%	-	*	-	57%	44%	64%	12%	60%	12%	53%	-	-	*	-	*
	Female	63%	64%	66%	50%	61%	81%	-	*	-	60%	58%	74%	9%	69%	17%	-	66%	-	*	-	*
Algebra I	All Students	40%	43%	41%	31%	36%	49%	*	*	-	50%	30%	55%	14%	44%	20%	40%	42%	-	*	-	*
	CWD	20%	22%	14%	9%	14%	18%	-	-	-	*	12%	18%	14%	-	11%	10%	19%	-	*	-	-
	CWOD	42%	45%	44%	34%	38%	52%	*	*	-	55%	32%	57%	-	44%	22%	43%	45%	-	*	-	*
	EL	20%	24%	20%	-	20%	-	-	-	-	-	21%	17%	11%	22%	20%	11%	35%	-	-	-	-
	Male	38%	41%	40%	26%	29%	56%	*	*	-	38%	24%	55%	10%	43%	11%	40%	-	-	*	-	*
	Female	43%	46%	42%	36%	44%	43%	-	-	-	*	34%	55%	19%	45%	35%	-	42%	-	-	-	*
Biology	All Students	54%	55%	48%	36%	42%	61%	*	-	-	38%	38%	60%	18%	52%	16%	45%	52%	-	*	-	83%
	CWD	25%	27%	18%	23%	13%	18%	-	-	-	*	14%	27%	18%	-	10%	17%	18%	-	*	-	-
	CWOD	57%	58%	52%	38%	45%	64%	*	-	-	42%	42%	62%	-	52%	17%	48%	55%	-	*	-	83%
	EL	21%	25%	16%	-	16%	-	-	-	-	-	18%	8%	10%	17%	16%	8%	26%	-	-	-	-
	Male	52%	53%	45%	28%	36%	63%	*	-	-	30%	33%	56%	17%	48%	8%	45%	-	-	*	-	*
	Female	55%	57%	52%	43%	48%	60%	-	-	-	*	43%	64%	18%	55%	26%	-	52%	-	-	-	*

STAAR Percent at Masters Grade Level

Grade 3

Reading	All Students	19%	20%	18%	20%	13%	22%	*	*	-	13%	14%	22%	12%	18%	13%	20%	16%	-	*	-	50%
	CWD	7%	9%	12%	14%	0%	21%	-	-	-	-	9%	16%	12%	-	0%	15%	6%	-	-	-	*
	CWOD	21%	22%	18%	21%	15%	22%	*	*	-	13%	15%	23%	-	18%	15%	20%	17%	-	*	-	60%
	EL	11%	12%	13%	*	14%	-	-	*	-	-	13%	13%	0%	15%	13%	13%	14%	-	*	-	-
	Male	17%	19%	20%	20%	15%	25%	-	*	-	0%	11%	29%	15%	20%	13%	20%	-	-	*	-	*
	Female	20%	22%	16%	21%	11%	18%	*	*	-	20%	17%	15%	6%	17%	14%	-	16%	-	*	-	*
Mathematics	All Students	14%	16%	13%	9%	9%	19%	*	*	-	20%	8%	20%	17%	13%	8%	15%	11%	-	*	-	17%
	CWD	7%	9%	17%	0%	6%	32%	-	-	-	-	9%	26%	17%	-	13%	12%	25%	-	-	-	*
	CWOD	15%	17%	13%	10%	10%	17%	*	*	-	20%	8%	20%	-	13%	8%	16%	10%	-	*	-	20%
	EL	8%	9%	8%	*	9%	-	-	*	-	-	8%	13%	13%	8%	8%	6%	11%	-	*	-	-
	Male	16%	19%	15%	11%	11%	22%	-	*	-	20%	7%	26%	12%	16%	6%	15%	-	-	*	-	*
	Female	12%	14%	11%	6%	8%	16%	*	*	-	20%	9%	15%	25%	10%	11%	-	11%	-	*	-	*

Grade 4

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

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	17%	19%	16%	13%	9%	22%	-	*	-	29%	10%	24%	3%	18%	6%	15%	17%	-	-	-	*	
	CWD	6%	7%	3%	*	5%	0%	-	-	-	*	4%	0%	3%	-	0%	4%	0%	-	-	-	*	
	CWOD	19%	21%	18%	14%	9%	25%	-	*	-	31%	11%	27%	-	18%	6%	17%	18%	-	-	-	*	
	EL	8%	10%	6%	*	4%	*	-	-	-	-	6%	0%	0%	6%	6%	3%	8%	-	-	-	-	
	Male	16%	17%	15%	6%	7%	26%	-	-	-	33%	9%	22%	4%	17%	3%	15%	-	-	-	-	-	*
	Female	19%	21%	17%	22%	11%	19%	-	*	-	25%	10%	27%	0%	18%	8%	-	17%	-	-	-	-	-
Mathematics	All Students	21%	23%	19%	7%	12%	31%	-	*	-	21%	11%	31%	2%	22%	6%	24%	14%	-	-	-	*	
	CWD	9%	11%	2%	*	5%	0%	-	-	-	*	4%	0%	2%	-	0%	3%	0%	-	-	-	*	
	CWOD	23%	25%	22%	8%	13%	35%	-	*	-	23%	12%	34%	-	22%	6%	27%	16%	-	-	-	*	
	EL	11%	13%	6%	*	6%	*	-	-	-	-	6%	0%	0%	6%	6%	3%	8%	-	-	-	-	
	Male	23%	26%	24%	6%	15%	39%	-	-	-	33%	14%	36%	3%	27%	3%	24%	-	-	-	-	-	*
	Female	18%	21%	14%	9%	8%	22%	-	*	-	13%	7%	25%	0%	16%	8%	-	14%	-	-	-	-	-
Grade 5																							
Reading	All Students	29%	32%	29%	25%	23%	37%	*	-	-	25%	25%	35%	13%	32%	18%	27%	33%	-	*	-	50%	
	CWD	8%	10%	13%	6%	5%	29%	-	-	-	*	7%	28%	13%	-	0%	16%	9%	-	*	-	-	
	CWOD	33%	35%	32%	30%	26%	39%	*	-	-	29%	29%	36%	-	32%	20%	29%	37%	-	*	-	50%	
	EL	15%	19%	18%	20%	16%	*	-	-	-	19%	10%	0%	20%	18%	23%	11%	-	-	*	-	-	
	Male	27%	29%	27%	26%	20%	33%	*	-	-	25%	26%	29%	16%	29%	23%	27%	-	-	*	-	*	
	Female	32%	35%	33%	23%	25%	43%	*	-	-	25%	24%	44%	9%	37%	11%	-	33%	-	*	-	*	
Mathematics	All Students	24%	27%	22%	16%	18%	29%	*	-	-	19%	16%	30%	10%	24%	15%	24%	20%	-	*	-	33%	
	CWD	9%	11%	10%	6%	5%	19%	-	-	-	*	2%	28%	10%	-	0%	14%	4%	-	*	-	-	
	CWOD	26%	30%	24%	19%	20%	30%	*	-	-	21%	19%	31%	-	24%	17%	26%	23%	-	*	-	33%	
	EL	14%	18%	15%	20%	14%	*	-	-	-	-	14%	20%	0%	17%	15%	18%	11%	-	*	-	-	
	Male	25%	29%	24%	15%	18%	31%	*	-	-	25%	19%	31%	14%	26%	18%	24%	-	-	*	-	*	
	Female	23%	26%	20%	17%	17%	25%	*	-	-	13%	12%	30%	4%	23%	11%	-	20%	-	*	-	*	
Science	All Students	12%	13%	12%	14%	6%	17%	*	-	-	13%	9%	16%	8%	13%	5%	13%	11%	-	*	-	17%	
	CWD	6%	7%	8%	6%	0%	19%	-	-	-	*	2%	22%	8%	-	0%	11%	4%	-	*	-	-	
	CWOD	13%	14%	13%	17%	7%	16%	*	-	-	14%	10%	16%	-	13%	6%	13%	12%	-	*	-	17%	
	EL	4%	5%	5%	0%	4%	*	-	-	-	-	4%	10%	0%	6%	5%	7%	3%	-	*	-	-	
	Male	14%	16%	13%	15%	6%	18%	*	-	-	13%	9%	19%	11%	13%	7%	13%	-	-	*	-	*	
	Female	10%	11%	11%	13%	5%	15%	*	-	-	13%	9%	14%	4%	12%	3%	-	11%	-	*	-	*	
Grade 6																							
Reading	All Students	14%	16%	16%	17%	13%	18%	-	*	-	18%	15%	18%	9%	18%	7%	15%	17%	-	*	-	33%	
	CWD	6%	6%	9%	0%	4%	17%	-	-	-	-	9%	9%	9%	-	0%	9%	8%	-	-	-	-	
	CWOD	16%	18%	18%	19%	15%	18%	-	*	-	18%	16%	19%	-	18%	8%	17%	18%	-	*	-	33%	
	EL	4%	5%	7%	*	7%	*	-	-	-	-	8%	0%	0%	8%	7%	8%	5%	-	-	-	-	
	Male	13%	15%	15%	23%	10%	13%	-	*	-	*	15%	16%	9%	17%	8%	15%	-	-	-	-	-	*
	Female	16%	18%	17%	9%	16%	23%	-	-	-	13%	14%	21%	8%	18%	5%	-	17%	-	*	-	-	*

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

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All Students	15%	18%	17%	12%	14%	22%	-	*	-	36%	14%	21%	12%	18%	8%	22%	12%	-	*	-	33%		
	CWD	7%	8%	12%	9%	8%	17%	-	-	-	-	11%	13%	12%	-	0%	18%	4%	-	-	-	-		
	CWOD	16%	19%	18%	13%	15%	22%	-	*	-	36%	14%	23%	-	18%	10%	23%	14%	-	*	-	33%		
	EL	5%	6%	8%	*	9%	*	-	-	-	-	10%	0%	0%	10%	8%	11%	5%	-	-	-	-		
	Male	16%	19%	22%	18%	17%	27%	-	*	-	*	17%	27%	18%	23%	11%	22%	-	-	-	-	-	*	
	Female	13%	16%	12%	6%	11%	16%	-	-	-	-	25%	10%	15%	4%	14%	5%	-	12%	-	*	-	*	
Grade 7																								
Reading	All Students	25%	27%	22%	12%	19%	32%	*	*	-	8%	14%	33%	10%	24%	4%	17%	27%	-	-	*	13%		
	CWD	9%	9%	10%	7%	9%	18%	*	-	-	*	5%	25%	10%	-	0%	9%	13%	-	-	*	*		
	CWOD	27%	29%	24%	13%	21%	34%	*	*	-	10%	16%	34%	-	24%	4%	19%	29%	-	-	-	20%		
	EL	8%	9%	4%	*	4%	*	-	-	-	-	2%	13%	0%	4%	4%	7%	0%	-	-	-	-		
	Male	22%	24%	17%	10%	16%	27%	*	-	-	0%	13%	25%	9%	19%	7%	17%	-	-	-	-	*	*	
	Female	28%	30%	27%	13%	24%	36%	*	*	-	17%	16%	38%	13%	29%	0%	-	27%	-	-	-	-	*	
Mathematics	All Students	11%	16%	13%	7%	11%	20%	*	*	-	0%	8%	19%	4%	15%	2%	13%	13%	-	-	*	13%		
	CWD	6%	7%	4%	0%	5%	6%	*	-	-	*	0%	13%	4%	-	0%	6%	0%	-	-	-	*		
	CWOD	12%	17%	15%	8%	12%	22%	*	*	-	0%	10%	20%	-	15%	2%	14%	15%	-	-	-	20%		
	EL	3%	4%	2%	*	2%	*	-	-	-	-	2%	0%	0%	2%	2%	3%	0%	-	-	-	-		
	Male	11%	16%	13%	8%	12%	19%	*	-	-	0%	11%	17%	6%	14%	3%	13%	-	-	-	-	*	*	
	Female	11%	16%	13%	7%	9%	21%	*	*	-	0%	6%	21%	0%	15%	0%	-	13%	-	-	-	-	*	
Grade 8																								
Reading	All Students	21%	23%	18%	9%	11%	31%	-	*	-	17%	10%	28%	5%	20%	0%	15%	22%	-	-	*	*	0%	
	CWD	6%	7%	5%	8%	0%	8%	-	-	-	*	4%	6%	5%	-	0%	7%	0%	-	-	*	-	-	
	CWOD	22%	25%	20%	9%	12%	34%	-	*	-	18%	11%	31%	-	20%	0%	17%	23%	-	-	*	*	0%	
	EL	5%	6%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	*	
	Male	17%	19%	15%	10%	6%	28%	-	*	-	0%	6%	26%	7%	17%	0%	15%	-	-	-	-	*	-	*
	Female	25%	27%	22%	8%	16%	36%	-	-	-	30%	14%	30%	0%	23%	0%	-	22%	-	-	-	*	*	*
Mathematics	All Students	10%	10%	5%	6%	3%	6%	-	-	-	7%	3%	8%	7%	4%	2%	5%	5%	-	-	*	*	40%	
	CWD	7%	7%	7%	8%	7%	8%	-	-	-	*	8%	6%	7%	-	0%	7%	8%	-	-	*	-	-	
	CWOD	11%	11%	4%	6%	2%	6%	-	-	-	8%	2%	8%	-	4%	3%	4%	4%	-	-	*	*	40%	
	EL	3%	4%	2%	*	2%	*	-	-	-	-	0%	7%	0%	3%	2%	5%	0%	-	-	-	-	*	
	Male	10%	10%	5%	9%	5%	0%	-	-	-	14%	5%	5%	7%	4%	5%	5%	-	-	-	-	*	-	*
	Female	10%	11%	5%	3%	0%	13%	-	-	-	0%	0%	10%	8%	4%	0%	-	5%	-	-	-	*	*	*
Science	All Students	23%	26%	20%	11%	13%	29%	-	*	-	33%	13%	26%	5%	21%	2%	20%	18%	-	-	*	*	0%	
	CWD	10%	11%	5%	17%	0%	0%	-	-	-	*	8%	0%	5%	-	0%	7%	0%	-	-	*	-	-	
	CWOD	25%	27%	21%	10%	14%	32%	-	*	-	35%	14%	29%	-	21%	3%	23%	20%	-	-	*	*	0%	
	EL	5%	7%	2%	*	2%	*	-	-	-	-	3%	0%	0%	3%	2%	0%	4%	-	-	-	-	*	
	Male	24%	26%	20%	15%	9%	32%	-	*	-	38%	11%	32%	7%	23%	0%	20%	-	-	-	-	*	-	*
	Female	22%	25%	18%	8%	17%	25%	-	-	-	30%	17%	20%	0%	20%	4%	-	18%	-	-	-	*	*	*
End of Course																								

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

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

Texas Education Agency
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CRANDALL ISD (129901) - KAUFMAN COUNTY

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

Texas Education Agency
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CRANDALL ISD (129901) - KAUFMAN COUNTY

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

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	14%	20%	6%	0%	0%	11%	-	*	-	*	0%	8%	-	6%	-	11%	0%	-	-	-	-
	CWD	11%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	20%	6%	0%	0%	11%	-	*	-	*	0%	8%	-	6%	-	11%	0%	-	-	-	-
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	24%	11%	*	0%	19%	-	-	-	*	0%	14%	-	11%	-	11%	-	-	-	-	-
	Female	11%	16%	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020													
All Students	97.1%	93.1%	98.8%	98.0%	-	*	*	100.0%	94.7%	90.2%	100.0%	83.3%	*
CWD	90.2%	89.5%	100.0%	84.6%	-	-	-	-	86.7%	90.2%	100.0%	*	-
CWOD	98.2%	94.3%	98.6%	99.3%	-	*	*	100.0%	96.7%	-	100.0%	*	*
EL	100.0%	*	100.0%	*	-	-	-	-	100.0%	100.0%	100.0%	-	-
Male	97.7%	93.6%	100.0%	98.8%	-	-	-	*	96.5%	96.3%	100.0%	100.0%	-
Female	96.4%	92.0%	97.5%	97.1%	-	*	*	*	92.3%	78.6%	100.0%	*	*

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

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

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	35	36	52	50	76	-	44	35	23	26
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	57%	45%	58%	63%	-	*	*	56%	45%	76%	45%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	96%	95%	98%	96%	100%	90%	-	90%	97%	96%	96%	96%	99%	97%	96%	-
	CWD	96%	93%	99%	95%	*	-	-	95%	96%	95%	96%	-	99%	95%	98%	-
	CWOD	96%	95%	98%	97%	100%	90%	-	90%	97%	96%	-	96%	99%	97%	96%	-
	EL	99%	95%	99%	100%	-	*	-	-	99%	98%	99%	99%	99%	99%	99%	-
	Male	97%	95%	98%	97%	100%	91%	-	91%	97%	96%	95%	97%	99%	97%	-	-
	Female	96%	96%	97%	96%	100%	89%	-	89%	97%	96%	98%	96%	99%	-	96%	-
Reading	All Students	97%	95%	99%	97%	100%	90%	-	91%	97%	97%	96%	97%	100%	97%	97%	-
	CWD	96%	93%	98%	96%	*	-	-	100%	97%	96%	96%	-	99%	96%	97%	-
	CWOD	97%	96%	99%	97%	100%	90%	-	90%	98%	97%	-	97%	100%	97%	97%	-
	EL	100%	94%	100%	100%	-	*	-	-	100%	99%	99%	100%	100%	100%	100%	-
	Male	97%	95%	99%	97%	*	100%	-	92%	97%	97%	96%	97%	100%	97%	-	-
	Female	97%	96%	99%	97%	*	80%	-	90%	97%	97%	97%	97%	100%	-	97%	-
Mathematics	All Students	95%	94%	97%	95%	100%	89%	-	88%	96%	94%	95%	95%	98%	95%	95%	-
	CWD	95%	91%	99%	94%	*	-	-	88%	96%	94%	95%	-	98%	94%	97%	-
	CWOD	95%	94%	97%	95%	100%	89%	-	88%	96%	94%	-	95%	98%	96%	95%	-
	EL	98%	93%	99%	100%	-	*	-	-	99%	96%	98%	98%	98%	99%	98%	-
	Male	95%	93%	97%	95%	*	80%	-	90%	96%	95%	94%	96%	99%	95%	-	-
	Female	95%	94%	96%	95%	*	*	-	87%	95%	94%	97%	95%	98%	-	95%	-
Science	All Students	97%	98%	98%	97%	*	*	-	92%	98%	97%	96%	98%	99%	98%	97%	-
	CWD	96%	95%	100%	92%	-	-	-	*	96%	96%	96%	-	100%	94%	100%	-
	CWOD	98%	98%	97%	98%	*	*	-	91%	98%	97%	-	98%	99%	99%	97%	-
	EL	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	98%	97%	99%	98%	*	*	-	90%	98%	97%	94%	99%	100%	98%	-	-
	Female	97%	98%	96%	97%	*	-	-	95%	97%	97%	100%	97%	99%	-	97%	-
SAT/ACT All Subjects	All Students	62%	70%	61%	61%	-	*	-	*	59%	64%	-	62%	*	68%	58%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	62%	70%	61%	61%	-	*	-	*	59%	64%	-	62%	*	68%	58%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	68%	60%	67%	70%	-	*	-	*	46%	78%	-	68%	*	68%	-	-
	Female	58%	80%	57%	52%	-	*	-	*	69%	52%	-	58%	-	-	58%	-
Non-Participation Rate																	
All Subjects	All Students	4%	5%	2%	4%	0%	10%	-	10%	3%	4%	4%	4%	1%	3%	4%	-
	CWD	4%	7%	1%	5%	*	-	-	5%	4%	5%	4%	-	1%	5%	2%	-
	CWOD	4%	5%	2%	3%	0%	10%	-	10%	3%	4%	-	4%	1%	3%	4%	-
	EL	1%	5%	1%	0%	-	*	-	-	1%	2%	1%	1%	1%	1%	1%	-
	Male	3%	5%	2%	3%	0%	9%	-	9%	3%	4%	5%	3%	1%	3%	-	-
	Female	4%	4%	3%	4%	0%	11%	-	11%	3%	4%	2%	4%	1%	-	4%	-

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	3%	5%	1%	3%	0%	10%	-	9%	3%	3%	4%	3%	0%	3%	3%	-
	CWD	4%	7%	2%	4%	*	-	-	0%	3%	4%	4%	-	1%	4%	3%	-
	CWOD	3%	4%	1%	3%	0%	10%	-	10%	2%	3%	-	3%	0%	3%	3%	-
	EL	0%	6%	0%	0%	-	*	-	-	0%	1%	1%	0%	0%	0%	0%	-
	Male	3%	5%	1%	3%	*	0%	-	8%	3%	3%	4%	3%	0%	3%	-	-
	Female	3%	4%	1%	3%	*	20%	-	10%	3%	3%	3%	3%	0%	-	3%	-
Mathematics	All Students	5%	6%	3%	5%	0%	11%	-	12%	4%	6%	5%	5%	2%	5%	5%	-
	CWD	5%	9%	1%	6%	*	-	-	12%	4%	6%	5%	-	2%	6%	3%	-
	CWOD	5%	6%	3%	5%	0%	11%	-	12%	4%	6%	-	5%	2%	4%	5%	-
	EL	2%	7%	1%	0%	-	*	-	-	1%	4%	2%	2%	2%	1%	2%	-
	Male	5%	7%	3%	5%	*	20%	-	10%	4%	5%	6%	4%	1%	5%	-	-
	Female	5%	6%	4%	5%	*	*	-	13%	5%	6%	3%	5%	2%	-	5%	-
Science	All Students	3%	2%	2%	3%	*	*	-	8%	2%	3%	4%	2%	1%	2%	3%	-
	CWD	4%	5%	0%	8%	-	-	-	*	4%	4%	4%	-	0%	6%	0%	-
	CWOD	2%	2%	3%	2%	*	*	-	9%	2%	3%	-	2%	1%	1%	3%	-
	EL	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	2%	3%	1%	2%	*	*	-	10%	2%	3%	6%	1%	0%	2%	-	-
	Female	3%	2%	4%	3%	*	-	-	5%	3%	3%	0%	3%	1%	-	3%	-
SAT/ACT All Subjects	All Students	38%	30%	39%	39%	-	*	-	*	41%	36%	-	38%	*	32%	42%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	38%	30%	39%	39%	-	*	-	*	41%	36%	-	38%	*	32%	42%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	32%	40%	33%	30%	-	*	-	*	54%	22%	-	32%	*	32%	-	-
	Female	42%	20%	43%	48%	-	*	-	*	31%	48%	-	42%	-	-	42%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	193	60	31	94	0	1	0	7	11		
	Female	111	48	30	32	0	0	0	1	9		
	Total	304	108	61	126	0	1	0	8	20		
Out-of-School Suspensions												
	Male	53	22	8	21	0	1	0	1	4		
	Female	30	8	8	13	0	0	0	1	4		
	Total	83	30	16	34	0	1	0	2	8		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	1	1	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	88	31	18	39	0	0	0	0	7		32
	Female	17	9	0	7	0	0	0	1	0		8
	Total	105	40	18	46	0	0	0	1	7		40
Out-of-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	23	11	3	9	0	0	0	0	3		9
	Female	10	5	1	3	0	0	0	1	0		4
	Total	33	16	4	12	0	0	0	1	3		13
Expulsions												
With Educational Services	Male	3	3	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	3	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	172	34	34	92	1	-	1	10	8	35	-
	Female	160	29	34	93	-	-	1	3	11	25	-
	Total	332	63	68	185	1	-	2	13	19	60	-

		Total
Incidents of Violence		
Incidents of rape or attempted rape		0
Incidents of sexual assault (other than rape)		0
Incidents of robbery with a weapon		0
Incidents of robbery with a firearm or explosive device		0
Incidents of robbery without a weapon		0
Incidents of physical attack or fight with a weapon		1
Incidents of physical attack or fight with a firearm or explosive device		0

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	Total
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	17
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	87	17	44	22	0	0	1	3	28	12
	Female	76	17	38	19	0	1	0	1	16	6
	Total	163	34	82	41	0	1	1	4	44	18
Accelerated Coursework											
Advanced Placement Courses	Male	81	3	22	51	0	2	0	3	0	0
	Female	112	12	33	66	0	0	0	1	6	1
	Total	193	15	55	117	0	2	0	4	6	1
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	67	4	18	41	0	1	0	3	0	1
	Female	99	8	24	64	0	0	0	3	0	0
	Total	166	12	42	105	0	1	0	6	0	1

- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

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Part (ix): Teacher Quality Data

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

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

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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

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

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

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

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
English Language Learners	60	72	40	28	8	5	1	1		

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	49%	45%	42%	55%	-	-	-	50%	37%	25%	30%
In-State Private Institutions	2%	-	-	3%	-	-	-	-	*	-	-
Out-of-State Institutions	4%	*	*	3%	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	5.3%	8.8%	3.6%	4.8%	5.3%	0.0%	20.0%	7.0%	6.3%	7.4%	2.7%

- Indicates there are no students in the group.

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